

Test Anxiety among Outstanding and Non-outstanding Female Student at the Faculty of Educational Sciences / Al-Hussein Bin Talal University / Ma'an – Jordan

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Abstract:

The aim of this study is to identify the level of test anxiety among students of Faculty of Educational Sciences and its relationship with some variables such as academic excellence and specialization. The study sample consisted of (90) female students from the Faculty of Educational Sciences/ Al-Hussein Bin Talal University which has been divided into two groups: the first group: outstanding students (45 students) and the second group: non-outstanding students (45 students), all are selected randomly.

The results showed that:- The level of test anxiety of female students at the Faculty of Educational Sciences is a medium

- The outstanding students have a higher level of test anxiety compared with non-outstanding students.
- The students of The classroom teacher specialization suffer from test anxiety more than students of kindergarten and special education specialization
- The outstanding female students in three specialization have greater tests anxiety than non-outstanding students, but all differences are insignificant at level (0.05).

Keywords: outstanding students; Academic achievement; performance; self-confidence; female; specialization

1.Introduction

Academic achievement has a special importance for student in the academic period at various stages and levels

That achievement is usually measured by using test, and student's performance in test affected by several factors, including internal and external factors. Perhaps the test anxiety is one of the most prominent factors

(Abu Zinah & Zogol, 1984), based on the results of the exams, students are classified to outstanding and non-outstanding students.

Al-Rihani (1981) identifies anxiety as that state of entire tension occurred for the individual, affecting the different mental processes such as attention, focus, judgment, and remembering, which are of the requirements for success in the test, and there are other cases of public anxiety, including (Test Anxiety). Abu Zinah & Zogol (1984) define it as a case of emotional situation appearing through test, its conditions, its instructions and its methods of implementation, and that case associated with different emotional, psychological, physiological disorders. Test anxiety has several symptoms, including: -

Psychological, such as: - the feeling of isolation, boredom, and predicted calamities, poor self-confidence, and stress of the test.

Physical such as: - nail-biting, yawning, high blood pressure, breathing disorder (Nusseirat, 1988).

Test anxiety can develop in the early family attitudes to which the individual exposed, so the individual's behavior is affected by evaluation of the parents, and when the evaluation is appropriate, it leads to the emergence of feelings of anxiety and guilt, which affect the attitudes of the test later, it is known that there is a similarity in the stimuli between teachers and parents in the evaluation of the student and punishment which makes the attitudes of teachers later concern to the test, there are many parties affect the attitude of student from testing and the level of fear of it, including: - students' relationship with Teachers and with colleagues, as well as the view of the family to learning and achievement, This issue has a concerns by a number of researchers such as (Mandler), and (Sarason) who built a measure of test anxiety to distinguish between people with high and low anxiety (Nusseirat, 1988) (Al-zoad, 2002),

and this followed by other researchers in the study of test anxiety and the development of standards related to that anxiety (Abu Sabha, 1974, Zogol, 1983, and Nusseirat, 1988).

2.Problem of the study:

The academic achievement is considered one of the key indicators to identify the effectiveness of educational institutions, and has a great importance in determining the scientific or professional level of student and then graduating to obtain a job accordingly. Therefore, the academic achievement is an important issues that must be considered in the Educational and Psychological Sciences (Nusseirat, 1988). to estimate the level of student achievement, we must use the most important and most common measurement tools in achievement test, by which to estimate the student level and then classified the student either outstanding or not. If he /she received an average (84%) and above we can classify that student as outstanding, if he /she receives an average ranges between 60% and less than 84%, we can classify that student as non-outstanding, the achievement tests have such an importance for the development of the student's academic level, there are other variables affecting the status of the student in the test, including test anxiety. So, the researchers concluded that they should conduct this study, especially since there is a difference between the results of previous studies regarding the impact of test anxiety on academic achievement, some referred to the positive correlation, and the others referred to a negative correlation, in order to determine that relationship for outstanding and non-outstanding students of Al-Hussein Bin Talal University at the Faculty of Educational Sciences.

3.The aim of the study:

The aim of study is to identify the level of test anxiety for students at the Faculty of Educational Sciences, and the relationship of test anxiety with both academic excellence and specialization. Specifically, the aim of study is to answer the following questions: -

The first question: - What is the level of test anxiety for students at the Faculty of Educational Sciences?

The second question: - Is there a difference at the level of test anxiety among outstanding and non-outstanding students at the Faculty of Educational Sciences?

The third question: - Is there a difference in the level of test anxiety for students due to variable of specialization (the classroom teacher, kindergarten, and special education)?

Fourth question: - Is there a difference between outstanding and non-outstanding female students at the level of test anxiety in a specialization of kindergarten and special education?

Fifth question: - Is there a difference between outstanding and non-outstanding female students at the level of test anxiety in the specialization of the classroom teacher?

4.Terms of the study:

Academic achievement:

4.1 Taha (1993) identifies academic achievement as the ability to meet the requirements of school success, both in the achievement in a general sense or qualitative sense for a specific course study, and Suleiman (1998) indicates that academic achievement is the acquisition of academic knowledge, information and skills that previously learned in a regular scientific way, and is measured primarily by the total mark obtained by the student in school regular tests at the end of the school year.

4.2 Hassan (1999) indicated that academic achievement is the extent of students' comprehension of what they have learned from the course of study or particular expertise in the subject of specific study or a group of subjects estimated in degrees or marks.

4.3 The researcher identifies academic achievement as :

The achievement of outstanding students at Al-Hussein Bin Talal University during the second semester of the academic year 2009/2010, and is measured by a semester average for the materials studied in that semester.

4.5 Test anxiety: a state of turmoil and tension affecting the individual in the test or before or after it, and the source of this case is the extreme fear of failure in the test, this case may affect on the different mental processes as attention, judgment, and remembering which resulted a difficulty to focus by student in materials testing and keep with them (Nusseirat, 1988). In this study, tests anxiety is mainly measured by the obtained mark on a scale of test anxiety for Sarason measure translated and adapted to the environment of Jordan as the obtained scores range is

(zero -30).

4.6 Outstanding female Student: - are students who possess distinguished mental capacity and constitute a heterogeneous group with respect to interests, skill levels, social growth and physical abilities (Fadda, 1991) The student is outstanding in terms of academic achievement if he/she obtains an average of (84%) and above which indicated to excellent rating in accordance with the granting bachelor's degree regulation at Al-Hussein Bin Talal University and therefore the student is outstanding in that semester.

4.7 non-outstanding students: - They are students who possess the mental capacity less than outstanding students (Fadda, 1991) and the researchers define them operationally as female students who obtain the averages ranging between (60% to less than 84%) in the bachelor's degree at Al-Hussein Bin Talal University.

5. Previous studies:

Some studies were conducted on the impact of test anxiety on performance, including: -

1. (Sarason, 1970) study results showed a negative relationship between anxiety in general and student achievement as measured by the cumulative average for students in first and second year where the correlation coefficients in the first and second year are (-0.14 and -0.17), respectively.
2. The aim of (Rowley, 1974) study was to investigate the effect of skill and anxiety on performance. The sample of study was 198 students from ninth grade and the results showed a relationship between anxiety and performance on the math test as the value of the correlation coefficient is (0.23), and also indicated to a relationship between smartness and performance, where the value of the correlation coefficient (0.24), the correlation coefficient between anxiety and performance (0.31) on the vocabulary test, and on the same vocabulary test the correlation coefficient between anxiety and skill is (0.43).
3. (Abu Sabha, 1974), a study conducted by Elizabeth Beavers (1970). The aim of this study is to identify the effect of anxiety on the obtained marks, the study sample consisted of 80 students from the Faculty of Engineering at the University of Oklahoma, and of the most prominent results of the study was that there is statistically significant effect of test anxiety on the performance, the higher degree of test anxiety leads to lower level of marks.
4. The aim of Holroyed et al (Holroyed, West book Micharel.1978) study is to identify the effect of level of anxiety on performance. The study sample consists of 72 female students from the Introduction to Psychology course at University of Ohio where Sarason's measure of test anxiety was applied. The results showed that performance of female with high anxiety is less than the performance of female with low anxiety.
5. The purpose of (Abu Zinah & Zogol, 1984) study is to examine the impact of each of the test anxiety, and arrangement of its items according to degree of difficulty in the achievement of ninth grade students in mathematics. The sample consists of 517 female students and 707 male students. The results showed no statistically significant difference between the performance means of students due to test anxiety, and the performance of students with the low anxiety is higher than the performance of students with high anxiety. Females differ from males in a way to respond to the status of the test, the order of the paragraphs of the test has an apparent effect on the achievement of students but not for males achievement, the performance on the test, which its paragraphs arranged in ascending order by degree of difficulty is higher than the performance on the test, which its paragraphs arranged in descending order, the results indicated that these two factors (tests anxiety and paragraphs order) affect independently on the performance of students.
6. The aim of (Awwad, 2007) study is to determine the prevalence of symptoms of test anxiety among a sample of students of Al Quds Open University/ Nablus, and classify them according to their importance, as well as to determine the impact of some variables related to students (gender, marital status, years of study, and cumulative average) on the test anxiety for students. A sample of (419) students were selected randomly from those enrolled on the second semester 2006/2007, and the findings indicated that the prevalence of symptoms associated with test anxiety on the total score was high (60.23%), and ranges from medium to high grade. The results also showed no statistically significant differences attributed to the variables of the following variables (gender, marital status, years of study, and the interaction among them), while the results showed that there is a statistically significant difference attributed to the cumulative average variable as a low cumulative average is accompanied by a high degree of test anxiety, and vice versa. The results also show a difference due to the nature of the symptoms associated with test anxiety in terms of psychological or physical aspects, and in favor of psychological symptoms.

it is also showed that both dimensions (psychological and physical) have a statistically significant effect in the occurrence of test anxiety.

7. The aim of (Abdul Ghaffar, 2010) study is to determine the relationship between test anxiety, and all of intelligence and academic achievement at the preparatory and secondary schools, A study sample consisted of (219) male and female students from both the preparatory and secondary schools. Specifically, the sample has included all students from third grade/ preparatory school and first-grade students in each of the general secondary stage and secondary stage / commercial stream so that to study the differences in test anxiety among the students of third grade /preparatory stage and first secondary grade in general and technical, and to study the differences between boys and girls in test anxiety .

8. the aim of (Al-kredes, 2010) study is to examine the extent to which test anxiety related to motivation for achievement for female students at the College of Education for the preparation of primary school teachers in Riyadh, a total sample of (270) female students from the College of Education for the preparation of primary school teachers in Riyadh was used.

9. the aim of (Alwahsh, 2010) study is to identify the impact of test anxiety on academic achievement among students in the third secondary grade /scientific and literary stream in the Republic of Yemen, the aim of study also is to investigate the level of test anxiety which is a motivation for the achievement , and the level of test anxiety who is hindered for the performance and achievement , the study sample consists of 180 male and female students / scientific and literary stream in the third secondary grade .

The test anxiety was applied after being controlled to the environment of Yemen . the sample has been divided into 12 groups taking into account the gender variable, specialization and three levels of test anxiety (high ,low and medium)

6. The results of study :

- There is a negative relationship between the variables of (academic achievement and intelligence), and all of the emotional anxiety and test anxiety.
- There are differences between males and females students in preparatory grades regarding emotional anxiety and test anxiety.
- There are differences between males and females students in general and commercial streams regarding emotional anxiety and test anxiety.
- There is a statistically significant relationship between test anxiety and motivation for achievement for female students in science, while there is no statistically significant relationship between test anxiety and motivation for achievement for female students in literary stream.
- There are no statistically significant differences in test anxiety for female students of the College of Education for the preparation of primary teachers who have low and high motivation.
- There are no statistically significant differences in all degrees of test anxiety, motivation to achievement for students at the Faculty of Education for the preparation of primary teachers who have low social and economic level as well as high social and economic level.
- there are statistically significant differences in motivation for achievement for female students in scientific stream and female students in literary stream in favor of female students in scientific stream , while there is not statistically significant differences in test anxiety with female students in scientific stream and female students in literary stream at the Faculty of Education for preparation of primary teachers
- There are significant differences between the mean scores of students with high test anxiety for scientific and literary stream , and between the mean scores of students with low test anxiety for scientific and literary stream in academic achievement in favor of students with low test anxiety.
- There are significant differences between the mean of students with high test anxiety of scientific and literary stream , and the means in favor of students with medium test anxiety /scientific and literary stream , and in favor of academic achievement for students with medium test anxiety.
- There are significant differences between the means of students with low test anxiety /scientific and literary stream and the means for students with medium test anxiety in a scientific and literary stream regarding academic achievement.

Through the presentation of previous studies, it is showed that the greater the level of test anxiety, the lower level of student achievement and high test anxiety facilitate the study of the students with high intelligence and vice versa, and that more individuals affected by that anxiety are individuals with medium mental capacity, there are differences between males and females in anxiety and test anxiety, as there are differences between the two streams of scientific and literary in anxiety and test anxiety, and the results of these studies show that they agree with each other sometimes but not always, and this is a sufficient justification for further studies in this area.

7. Method and procedures

7.1 The study population: The study population consist of all students at the Faculty of Educational Sciences / first year, who enrolled in the second semester for the academic year 2008/2009 as (215) students distributed over three specialization as follows : - the classroom teacher, kindergarten, and special education as in Table (1)

Table (1) Distribution of study population by sex and academic specialization

Specialization / gender	Male	Female	Total
The classroom teacher	31	79	110
Kindergarten	1	37	38
Special education	16	51	67
Total	48	167	215

7.2 Study sample: - The number of outstanding students at the Faculty of Educational Sciences is (54) female students but no male student is within the outstanding students in this semester, and their distribution on the specialization is as in Table (2)

Table (2) the distribution of outstanding female students according to the academic specializations

Specialization	Number
The Classroom teacher	32
Kindergarten	13
Special education	9
Total	54

The study sample consisted of a group of outstanding female students at the Faculty of Educational Sciences where the number is 25 female student for the classroom teacher, 12 female student for kindergarten and 8 female students for special education(all of them were female), 7 female students of the classroom and one student from each of kindergartens and special education teacher were excluded .so, the total of outstanding female student who have been excluded is 9 students for the purposes of calculating reliability of the scale during the second semester of the academic year 2008/2009, the outstanding students are students who obtained an average of (84%) and above(rating excellent), and the students who are non-outstanding (45 students) .the distribution is as follows : the classroom teacher (25 students), kindergarten (12 students), and Special Education (8 students), and students who are non –outstanding are that students who received the average in semester (84%) or less than that average .

The students in the second semester was selected randomly in a way of Systematic Random Sample in order to obtain a number of female students equals to a number of female students in the first group, the sample is not included male students and that the lack of males among outstanding students in this semester also shown in table (3) (Distribution of respondents according to specialization and academic excellence).

Table (3) the distribution of respondents by academic excellence and specialization

Academic excellence/ specialization	Outstanding	Non-outstanding	Total
The classroom teacher	25	25	50
Kindergarten	12	12	24
Special education	8	8	16
Total	45	45	90

8. Study instrument:

the measure of test anxiety for (Sarason) was used , as well as obtaining a list of names of outstanding students at the Faculty of Educational Sciences by Admissions and Registration unit at the university, which contains the names , specialization and average , as well as a list of non-outstanding students in the same semester.

8.1 Measure of test anxiety for (Sarason): -

This measure enjoys a validity and reliability in the American environment particularly if the reliability = (0.90) and the validity = (0.20) at significance (0.001).

(Abu Sabha, 1974) translated that measure and some of the professors of Psychology, Faculty of Education was reviewed that measure to verify that translation and the development of special instructions specified for students to how to answer all the paragraphs of the measure by placing "√" before the word yes if the feelings and senses of the student is consistent with of paragraph, and put the same mark if the student's feelings and senses is not consistent with the content of paragraph. Also (Abu Sabha, 1974) calculated the reliability as (0.66), which confirmed the acceptance for the goals of the study, conducted in the environment of Jordan, and the validity was provided by calculation of the correlation coefficient between the average of test anxiety in students which placed by teachers, and between means of students regarding test anxiety as they responded to them , the coefficient of reliability is small and positive (0.23) and not statistically significant but it was considered acceptable for the purpose of study .

In order to use the measure in the current study, the coefficient of reliability was calculated by its application in a random sample for 25 female students from the classroom teacher, kindergarten and special education by using the method of (test-retest) and interval of ten days, so reliability coefficient was (0.87). This is appropriate for the purposes of this study.

9. Study procedures: -

Study procedures included the following steps: -

After selecting the sample study, the measure of test anxiety was applied on the sample, then the answers of students were corrected in accordance with paragraphs measure of test anxiety and then placed in special tables, data was entered , (SPSS) was used for analysis and to calculate means.

10. Results: -

To answer the first question in the study (what is the level of test anxiety for students at the Faculty of Educational Sciences?), mean of the answers was calculated (13.32), where it is considered within the medium level of test anxiety as shown in Table No. (4).

Table No. (4) total and means of test anxiety among outstanding and non-outstanding female students

	Total responses	Total number of female students	Mean
Outstanding	635	45	14.11
Non-outstanding	564	45	12.75
Total	1199	90	13.32

For answering the second question in the study, (Is there a difference in the level of test anxiety among outstanding and non-outstanding female students at the Faculty of Educational Sciences?) . mean for the outstanding female

students is (14.11), while the mean of the answers of non-outstanding female students is equal to (12.75) .namely , the outstanding female students have test anxiety higher than non-outstanding female students and table No. (4) shows these results .

As for answering the third question in the study (Is there a difference in the level of test anxiety due to the variable of specialization (classroom teacher, kindergarten and special education). mean was calculated for the answers of students in the above mentioned specializations , where mean of the outstanding students equals to (13.44), while the mean for Answers of students in each kindergarten and special education equals to (13.175), this means that the students classroom teachers have higher test anxiety than students of kindergartens and special education specialization , Table No. (5) Shows these results

Table (5) Total responses and averages of test anxiety for outstanding and non-outstanding students in the classroom teacher , kindergarten and special education.

Specializations	The classroom teacher			Kindergarten			Special education		
	Total answers	Number of female students	Mean	Total answers	Number of female students	Mean	Total answers	Number of female students	Mean
Outstanding	349	25	13.96	171.6	12	14.3	114.4	8	14.3
Non-outstanding	323	25	12.52	144.6	12	12.05	96.4	8	12.05
Total	672	50	13.44	316.2	24	13.17	210.8	16	13.17

As for answering the fourth question in the study, (Is there a difference between outstanding and non-outstanding students in the level of test anxiety in kindergarten and special education specialization ?) . mean of the answers of the outstanding students for kindergartens and special education is equal to (14.3) for each of specialization , while the mean of the answers for outstanding female students for each specialization is equal to (12.05), which means that outstanding female students have higher test anxiety greater than non –outstanding students in both specializations , as in columns 7 and 10 of table (5)

As for answering the fifth question in the study, (Is there a difference between outstanding and non-outstanding students in the level of test anxiety in the classroom teacher?).mean of the answers for outstanding females students in the classroom teacher is equal to (13.96), while mean of the answers for non-outstanding female students in the classroom teacher is equal to (12:52), which means that outstanding female students in the classroom specialization have a higher test anxiety than outstanding female students in the same specialization as in the fourth column of Table (5).

To determine whether these differences are statistically significant or not. One-way ANOVA was used to examine differences between means as follows: -

1 - for the differences resulting from the second question, namely that outstanding female students have a higher tests anxiety than non-outstanding female students , the differences are not statistically significant among outstanding and non-outstanding female students where (P = 0.743) and the level of significance (0.716) , Table No. (6) shows that result .

Table (6) One way ANOVA for the differences between outstanding and non-outstanding female students in test anxiety

Source of variation	sum of squares	degrees of freedom	Mean squares	F value	significance level
Between groups	212.356	14	15.168	0.743	0.716
Within groups	612.089	30	20.403		
Total	824.444	44			

2 - As for the differences resulting from the third question, namely that the students of the classroom teacher have higher test anxiety than students in kindergarten and special education, one way ANOVA showed that these differences are not statistically significant between the classroom teacher and all students from the kindergartens and special education, where ($P = 0.597$) and the level of significance (.842), Table No. (7) shows these results .

Table No. (7) One-way ANOVA for differences between the responses of students in the classroom teacher and kindergarten and special education specialization on the measure of test anxiety

Source of variation	sum of squares	degrees of freedom	Mean squares	F value	significance level
Between groups	182.731	14	13.052	0.597	0.842
Within groups	546.769	25	21.871		
Total	729.500	39			

3 - To examine the differences arising in the fourth question between outstanding and non-outstanding students in kindergarten and special education specialization . One way ANOVA was used which showed that these differences are not statistically significant ($P = 0.622$) and the level of significance (.756), and Table No. (8) shows these results

Table No. (8)

One way ANOVA for the differences between outstanding and non-outstanding kindergarten and special education specialization on the measure of test anxiety female students in test anxiety

Source of variation	sum of squares	degrees of freedom	Mean squares	F value	significance level
Between groups	119.200	9	13.244	0.622	0.756
Within groups	213.000	10	21.300		
Total	331.200	19			

To examine the differences resulting in question five between outstanding and non-outstanding students in the classroom teacher specialization , one way ANOVA was used which showed that these differences are not statistically significant as ($P = 0.799$) and the level of significance (0.648), and Table (9) shows these results .

Table (9) one way ANOVA for the differences between outstanding and non-outstanding students in classroom teacher specialization on the measure of test anxiety

Source of variation	sum of squares	degrees of freedom	Mean of squares	F value	significance level
Between groups	218.127	12	18.177	0.799	0.648
Within groups	272.833	12	22.736		
Total	490.960	24			

11. Results discussion

The aim of the present study is to identify the level of test anxiety for students at the Faculty of Educational Sciences and the relationship of test anxiety with both academic excellence and specialization . this study is based on theoretical background and the results of previous studies which indicate that the outstanding students may have test anxiety higher than non- outstanding students (Audeh, 2000).

And that there is a difference in the results of previous studies on the test relationship with some variables such as academic achievement (high - medium - low) as well as mental abilities (intelligence) and this study seek to answer some questions using the measure of test anxiety (Sarason), The results showed that educational science students have a medium level of test anxiety; and they have not high test anxiety, some studies suggest that they have abilities such as low achievement level and feelings of apathy in terms of academic aspect as well as fear of failure academic, testing classroom and complain of bad luck in academic achievement. Hence, the high trait anxiety may lead to the low achievement, as they are not with test anxiety low and who are characterized by that their performance on IQ tests is higher than the performance of students with high test anxiety, and they do not do blame their self due to bad performance in tests, as well as they interact with normal response and in positive thinking leading to increase motivation for achievement (Nusseirat, 1988).

The results showed that there is a difference between outstanding and non-outstanding students in test anxiety in favor of outstanding students, and can be explained by the fact that these outstanding students aspire to be exceptional in the university, and often have sought to maintain their performance and their order among the students, bringing the state of anxiety, they also competed in academic achievement, they aspire to a state of perfection, which is associated with severe study for the exam associated with anxiety to obtain high marks (Abed Rabbo, 2008).

While non-outstanding students do not have such an interest nor seek for it so they have low test anxiety, and results of the current study inconsistent with the results of studies of (Alwahsh, 2010) and (Holroyed, westbook, Micharel, 1978) et al, (Sarason, 1970), and Abu Zinah and Zogol (1984), and Elizabeth Beavers (1970), which indicated that that the higher the level of test anxiety, lower level of student achievement, this can be interpreted in view of the study sample as the sample of the current study are the students of Faculty of Education, while the samples of other studies may be from other faculties or other specialization, as well as for the characteristics and circumstances of students and the social atmosphere of the family, as other studies conducted in foreign environments where the students have particular characteristics and circumstances and living in families with different social nature.

As for the academic specialization variable, the results of the current study indicated to differences in test anxiety among students of the classroom teacher, kindergarten and special education, in favor of the classroom teacher, it can be explained by considering the nature of the specialization where curriculum of the classroom teaches is theoretical depending on the effort the student which requires memorization and focus on the tests, and the large number of tests may generate a high level of test anxiety because they feel that the exams are a corrective action and threatened, and this feeling was produced by exam conditions and circumstances and what it represents the results of self-determination of students and determine their future, especially in this difficult economic and living conditions and financial burden on students and their parents, which may generate higher anxiety among students.

With regard to specialization of kindergartens and special education, there courses studied by the student in Computer based on understanding practical application of computer which leads to a low level of test anxiety. the researcher did not find studies compared the academic specialization in test anxiety. Except as reported by Nusseirat (1988) in the study of Sonichael, Mekonna and Steiz (1981) that the difficulty of educational course has a role in the relationship between test anxiety and academic achievement, higher anxiety improves performance in easy courses and prevents it in difficult courses.

12. Study recommendations:

In light of these findings, we recommend the following: -

- conduct further studies on test anxiety and academic achievement.
- Studies on the level of test anxiety and other variables on the male students.
- work to reduce the level of test anxiety among students in order to avoid negative effects.
- conduct further studies at the level of test anxiety and its relationship with outstanding students in other faculties.
- conduct further studies on test anxiety and other variables on female university students.
- conduct studies on the causes of the high level of test anxiety in students of the classroom teacher.

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