

## RESUMEN

Los estudiantes universitarios se enfrentan a situaciones que requieren mucho esfuerzo y son necesarias para poder superar cada curso y conseguir un buen rendimiento académico. Sin embargo, cuando los estudiantes experimentan estas situaciones como sucesos negativos, éstas se convierten en obstáculos e influyen negativamente en su rendimiento académico. Una de las más comunes es la de realizar un examen, el cual requiere de una preparación previa y del mantenimiento de la concentración durante el mismo, lo que puede provocar ansiedad académica. Además, el tipo de estrategia de afrontamiento elegida y el nivel de autoeficacia, van a influir en la capacidad del estudiante para realizar el examen. Debido a que estas variables influyen en el rendimiento académico, se encuentra la necesidad de estudiarlas y ver cuál es la relación que hay entre ellas. El objetivo del presente estudio es analizar la importancia de la relación entre las variables ansiedad académica, estrategias de afrontamiento y autoeficacia en estudiantes universitarios de primer curso del Grado en Criminología y Seguridad de la UJI. A través de la plataforma Qualtrics se administraron los cuestionarios de el Inventario Alemán de Ansiedad ante los Exámenes (GTAI-AR), la Escala de Afrontamiento del Estrés (A-CEA) y la Escala de Autoeficacia General de Baessler y Schwarzer (1996) a 58 mujeres estudiantes universitarias de primer curso. Los resultados mostraron que la ansiedad ante los exámenes se relacionó positivamente con las estrategias de afrontamiento y negativamente con la autoeficacia. Por otro lado, las estrategias de afrontamiento se relacionan positivamente con la autoeficacia. Consideramos que el nivel de ansiedad académica se relaciona con la utilización de distintas estrategias de afrontamiento en situaciones de examen y con el nivel de autoeficacia. Finalmente, el nivel de autoeficacia se relaciona con las estrategias de afrontamiento utilizadas para hacer frente al examen.

**Palabras Clave:** ansiedad académica, autoeficacia, educación de calidad, estrategias de afrontamiento, estudiantes universitarios, rendimiento académico.

## SUMMARY

The university students face situations that require a lot of effort in order to overcome each course and achieve a good academic performance. However, when students experience these situations as negative events, the situations become obstacles and it influences their academic performance negatively. One of the most common situations is taking an exam, which requires prior preparation and the maintenance of concentration during the exam, which can lead to test anxiety. In addition, the type of coping strategy chosen and the student's level of self-efficacy will influence the student's ability to cope with the exam situation. Due to the fact that these variables influence academic performance, there is a need to study them and see their relationship. The objective of this study is to analyze the importance of the relationship between the variables of test anxiety, coping strategies and self-efficacy in the first year university students of Bachelor's Degree in Criminology and Security of the UJI. Through the Qualtrics platform, the German Test Anxiety Inventory (GTAI-AR) and the Coping Scale of the Academic Stress Questionnaire (A-CEA) and Baessler and Schwarzer General Self-Efficacy Scale, were administered to 58 female university students. The results showed that there is a positive relationship between test anxiety and coping strategies, a negative relationship between test anxiety and self-efficacy and a positive relationship between coping strategies and self-efficacy. We consider that the level of test anxiety of test anxiety is associated with the utilization of different coping strategies in exam situations and to the level of self-efficacy experienced. Finally, the level of self-efficacy is associated with coping strategies used to cope with the exam.

**Key words:** test anxiety, self-efficacy, quality education, coping strategies, university students, academic performance.

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## INTRODUCTION

Based on the results obtained in the Education Panorama Report (2019), the MEFP reports that the percentage of college-educated adults (25 to 64 years old), increased during the period from 2008 to 2018, from 51.1% to 60.2%, of this average, between 15% and 22% suffer from test anxiety. Test anxiety influences performance by generating cognitive interference or distraction while students are taking exams (Sarason, 1984). In addition, different studies consider that there are other variables such as coping strategies and self-efficacy, which can provide relevant information on academic performance (Ortiz et al., 2013) (Paoloni & Bonetto, 2013). These facts reveal the need to study how these variables influence academic performance.

**Test or academic anxiety:** is a widespread form of academic anxiety that generally has a negative impact on the patterns of beliefs and behaviours common to exam situations (Cassady, 2010).

**Coping strategies:** constantly changing cognitive and behavioral resources, oriented to solve the problem, to reduce and eliminate the emotional response or to modify the initial evaluation of the situation which determine the effectiveness of the responses for the solution (Fernández-Abascal, 1997) (Lazarus & Folkman, 1986).

**Self-efficacy:** perceived ability to cope with specific situations; it involves the belief about one's own capabilities to organize and execute actions to achieve certain results (Bandura, 1986).

**OBJECTIVE:** To analyze the importance of the relationship between the variables of test anxiety, coping strategies and self-efficacy in the university academic environment.

**H1:** Negative relationship between test anxiety and coping strategies: positive reappraisal and planning.

**H2:** Negative relationship between test anxiety and self-efficacy.

**H3:** Positive relationship between coping strategies and self-efficacy.

## HYPOTESIS

## METHOD

**Participants:** 58 women (age: M= 18.4; SD = 0.87) students 1st year of Bachelor's Degree in Criminology and Security UJI.

### Instruments:

- **German Test Anxiety Inventory (GTAI-AR):** 29 items Likert Scale, 4 subscales: emotionality, worry, interference, lack of confidence and total test anxiety scale.

- **Coping Scale of the Academic Stress Questionnaire (A-CEA):** 23 items grouped into 3 factors: positive reappraisal (9 items), seeking support (7 items) and planning (7 items).

- **Baessler and Schwarzer General Self-Efficacy Scale (1996):** 10 items Likert Scale, evaluates the stable feeling of personal competence to effectively handle a wide variety of stressful situations.

- **SPSS v.27**

**Procedure:** the students individually completed an online survey through the Qualtrics platform, consisting of several questionnaires, which included GTAI-AR and A-CEA. They signed the informed consent form. Total duration: 40 min. The research is approved by the University Jaume I Ethics Committee.

**Statistical Analysis:** Pearson's correlation between variables of test anxiety, coping strategies and self-efficacy questionnaire.

## RESULTS

	Emotionality	Worry	Interference	Lack of confidence	GTAI- AR TOTAL
<b>Positive Reappraisal</b>	-.520**	-.303*	-.278*	.507**	-.309*
<b>Support Seeking</b>	-.180	-.017	-.033	.380**	.044
<b>Planning</b>	-.455**	-.144	-.484**	.556**	-.277*

	Self-efficacy
<b>Positive Reappraisal</b>	.566**
<b>Support Seeking</b>	.117
<b>Planning</b>	.638**
<b>GTAI-AR total</b>	-.347**

	Self-Efficacy
<b>Emotionality</b>	-.514**
<b>Worry</b>	-.385**
<b>Interference</b>	-.441**
<b>Lack of confidence</b>	.641**

\*\*correlation is significant at the 0.01 level (bilateral)

\* correlation is significant at the 0.05 level (bilateral)

## DISCUSSION

Hypothesis 1 is confirmed, because the students with lower levels of anxiety implemented strategies of approach to the exam such as positive reevaluation; while the students with higher levels of anxiety, test avoidance strategies increased (Casari et al. 2014). In addition, the lack of confidence and the interference are associated with the use of negative coping strategies, while worry is associated with an adaptive coping style (Piemontesi et al., 2012).

People with low self-efficacy perception generate higher levels of anxiety and this negative relationship is directly related to low academic performance (Contreras et al., 2005). In periods of tension, the student makes an evaluation of his or her own possibilities and also the resources to face the situation (self-efficacy), and if this student does not consider himself or herself capable, some unfavorable feelings and cognitions will start to appear, which will produce test anxiety (Cía, 2002). For these reasons, hypothesis 2 is confirmed.

Students that use the coping strategies such as planning and positive reappraisal, will have higher scores on academic self-efficacy, but there are not relationship between search for support seeking and the levels of academic self-efficacy (Cabanach et al., 2010). On the other hand, the students with higher scores on self-efficacy show lower stress levels and use strategies such as support seeking, planning, positive re-evaluation, and active solutions (Bodys-Cupak et al., 2016). Therefore, hypothesis 3 is confirmed.

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