

Test Anxiety & its Relation to Perceived Academic Self-Efficacy Among Al Hussein Bin Talal University Students

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Abstract

This study aimed to identify the degree of perceived academic self-efficacy and the relationship nature between test anxiety and perceived academic self-efficacy among students of Al Hussein Bin Talal University (AHU). Moreover, to identify the degree of available statistical significance differences that are attributed to gender, college and academic year in test anxiety and perceived academic self-efficacy

For the purpose of achieving the study goals, two scales questionnaire were developed ; one to measure test anxiety and another one to detect the perceived academic self-efficacy degree among the study sample. The study sample consisted of 354 students, who were selected randomly, from different colleges in (AHU).

The result of study showed that test anxiety and perceived academic self-efficacy among the respective university students was medium. Whilst differences of statistical significance were detected in test anxiety, in favor of female students, Moreover, there were differences of statistical significance in test anxiety attributed to academic year variable, in the favor of the students in their first academic year compared with the second, third and fourth years. In addition, were differences of statistical significance in test anxiety attributed to academic year variable in the favor of the second year, compared with those of the third & fourth academic years.

On the other hand, there were differences of statistical significance in the perceived academic self-efficacy attributed to gender variable, in the favor of female students. Also differences of statistical significance were detected in the perceived academic self-efficacy which is attributed to year variable, in the favor of higher academic years compared with the lower academic years.

Keywords: Test Anxiety, perceived Academic Self-Efficacy, Al Hussein Bin Talal University.

1.Introduction

Tests are considered very important data provider which we should base in terms of important decision making as to individuals and community. Test is organized procedure to measure sample of individuals' behavior. Tests have witnessed widespread in many fields, and thus tests are designed for various purposes; i.e. testing a person to fill certain office, or could be used for classification purposes; i.e. defining students avenue in a way to suit their skills and capacities, or assessing the students obtainment through attained marks in classrooms tests and else; (Allen & yen, 1979). Individuals' assessment process acquires the same importance of decisions based thereon, and at same level of faulty decision-making risks which is generated there from, in terms of various situations and domains at the individual and community levels. Respective risks are either irreparable or needing long time to be repaired; both shall work to hinder the development process and keeping up in line with other communities' development. In order to generate most credible decisions, accurate and true information must be made available through planning and well prepared tests as well; (Odeh, 2010).

Test Anxiety issue is considered one of the most important and complicated psychological problems that facing students and their families. Psychological pressures, whether family pressures; represented by family wish to attain superiority for their kinds, or school pressures; represented by school Curriculums and tests systems, students interaction with fellows and teachers, ambition and so on, all of which are embodied in test anxiety problem. It is worth mentioning herein, that all homes suffer from test anxiety problem, especially if such tests work to draw up the human future and the anxiety caused to all family members, (Al Tayeb, 1996).

Al Damen,(2003) tackled the test anxiety; the psychological and physiological responses which individual link to test anxiety. He believes that it is special case of general anxiety featured with high self-outreach feeling coupled with despair feeling which could be mostly noticed through low performance in examinations, all academic and cognitive duties in general.

Psychologists state positive value of the anxiety in addition to its negative impacts. Minor anxiety has its function in education as it works as stimulant. In other words, minor anxiety works to enhance behavior towards

positive work. In severe anxiety cases the behavior becomes changeable and irregular. Such outputs may be doubled if the person is concerned of failure, humiliation and other similar matters that threaten its entity. Such threat could be expanded to a degree that brings the individual condition into neoteric anxiety. (Semond, 1971).

Test Anxiety may affect individual motive and its self-appreciation and further his academic efficacy. Self efficacy concept is classified as important psychological concept for its role as to contributing in educated people motive, enhance their abilities, invest their trends in effective manner, amending the behavior, building positive behavior and lastly identifying positive self prediction as to individual ability to face problems. (Yacoub, 2012).

The studies emphasize on the issue that developing academic self-concept shall work to raise the students' academic attainment; especially University students, and enlighten their anxiety, as far as academic self concept is connected firmly to academic attainment, (Alawneh, 2004).

Self-efficacy is defined by individual vision and its self believes in terms of its ability to work, perform and achieve its self goals in all aspects, and consequences thereof as well; i.e. organization, planning and practices to achieve the goals. (Bandura, 1997).

Bandura,(1997) referred to in (Abu LebDAH, 2011), defined self-efficacy as distinctive efficacy based on the situation. Individuals assess their self-efficacy based on certain mission or domain. Individual, who has high level of self-efficacy in certain domain, does not mean that he holds same level in another domain. The foregoing means that it is rather difficult to issue final rule on self-efficacy level due to its changeable mode from situation to another and colloquial reference as to similar stands.

Judge, Erez, & Bono,(1998) defined the academic self-efficacy to be " individual believe of its ability to perform in general academic domains and in different stands, as well as their self confidence and ability extent to face academic requirements within wide spectrum in the academic situations.

Shelton,(1995) defined the self-efficacy as outcome of success and failures experiences which the individual face through his study career, and accumulated experience in various study domains. Accordingly, it is connected closely to individual imagination of its psychological health, its general attainment abilities, social relationships with its environment and its vocational selection.

Bandura,(1997) refers that students believe that their self-efficacy level develops and grows through four main sources; success or failure experiences, alternative experiences, verbal or social persuasion and the individual psychological condition.

Individual psychological condition which is influenced by test anxiety at high rate, affects the students believes on their self-efficacy, abilities confidence and their information, which in turn shall affect their self-efficacy.

Individuals, who enjoy high self-efficacy, are characterized as open minded, and brave, on the other hand, neither adventurer nor reckless. Also they are more insistent and bearable, less anxious and concern and more balanced in terms of emotional trend. They also have the ability to offer deep and friendly care of others. There is also personal feature that reflects self confidence and self efficacy, once the individual is able to attain what he wants and avoid otherwise, provided that this shall not take place on the account of others or according to moral and legal norms.. (Al Maitah 2000).

Student outreach as to its self efficacy relates to its ability as to achieving performance's certain level, control incidents, contributes in student's achievement of its goals, exploited efforts, and using thinking methods to achieve such goals. (Al Rafoe' & Al Qaisi, 2009).

Self efficacy term is considered part of the social cognitive theory; i.e. "attainment in general, depends on interaction between individual behavior and personal factors from one side and environmental factors from other side; (Bandura, 1997). Zimmerman,(2000) refer that the self efficacy believes (personal variable) have its influence on educated person's behavioral attainments, in terms of selecting missions, efforts & depression resistance. In other words, educated persons who enjoy high degree of self efficacy are engaged in educational missions, exploit more efforts and own perseverance and determination to overcome problems come out within learning period. Mutually, the behavioral variables work to impact the personal variables. When the literate persons work on educational mission (behavior), they notice, in mental mode, the extent of their progress (personal variable), which assures them that they have learning capabilities the further works to raise their self-efficacy level.

The studies also demonstrated that the student who has high academic self efficacy, owns higher confidence and perseverance to perform required class duties, and shall be more engaged in class activities and suffering less anxiety. Whilst, the student who owns low academic self-efficacy, demonstrates withdrawal and not interested to

exploit more efforts and further he becomes more anxious.

The foregoing confirms that test anxiety is a phenomenon worthy of attention and study to figure out relationship thereof with some variables such as perceived academic self-efficacy. From this point the researcher paid more attention as to such phenomenon.

1.1 The study problem

Tests, especially in educational domain, are widespread, as decisions-making accuracy and nature depend on outcomes generated there from. Test anxiety is considered one of the important factors that influence the tests outcomes; which use to raise the anxiety degree of the students, and thus it lays its shadow on the psychological condition thereof. Moreover, such anxiety may lay its shadow also on the family environment as well. Perhaps there are many situations relating to general examinations such as final examinations at the end of each academic semester, manifestations of interests as to the examinations and results thereof refer to anxiety, which some families suffer during such period of time. We have to refer herein to the difference of anxiety level in parallel with students' specialties and circumstances, which may be at higher level among outstanding students.

The test anxiety problem is one of the most important and complicated psychological problems that faces the whole family, not only the student himself. Psychological pressures which the family kids suffer; family concern (family wish that their kids may attain the superiority), or school pressures represented by school curriculums and test systems that may raise the test anxiety level and its negative impact on the students attainment and academic competence, which shall affect in determining their career, academic future and their standing in their community.

There are various reasons in terms of test anxiety; failure fear, family and friends reactions due to failure in exams, lack of self confidence, desire to be superior, current exams systems and faulty teaching methods. Therefore, the good learning attainment and academic efficacy require fair degree of anxiety, as far as anxiety level increases over certain level, this shall, indeed, has its negative impact on the students attainment and academic efficacy.

The researcher noticed anxiety degree suffered by students during tests period, thus he selected to perform this study, problems of which are defined from replying the following questions:

- 1 What the test anxiety degree is among Al Hussain Bin Talal university's students?
- 2 What the degree of perceived academic self-efficacy among referred to students?
- 3 Is there relationship of statistical significance between test anxiety and perceived academic self-efficacy among referred to above students?
- 4 Are there differences of statistical significance at the level of ($\alpha \leq 0.05$) in test anxiety among referred to above students, attributed to variable (Gender, college or academic year).
- 5 Are there differences of statistical significance at the level of ($\alpha \leq 0.05$) in the perceived academic self-efficacy, among referred to above students, attributed to variable (Gender, college or academic year).

1.2 The study importance

The collective tests are considered one of the most important measurement tools which are set out to assess students learning and the extent of study goals accrual. Therefore, decisions which are based on such test outputs are considered important decisions that may determine the study career, study and practical future, and further may be linked to tests which generate worrying problem. On the other hand, test anxiety may acquire special importance, due to its close relationship as to define the student career, study and practical future as well as its standing in the community. The foregoing incited many researchers to pay their attention to study test anxiety issue. On the other hand, the academic perceived self-efficacy may affect the tests results. Once the individual is convinced that he has strength necessary to perform required goals, then he tries to perform these things which, for sure, shall have positive influence on its results in the collective examination, thus this study importance came from the tackled subject herein; test anxiety and relationship thereof with academic perceived self-efficacy among the subject university, the role of which is to raise the individual role level and its productivity in all activities and domains, especially academic aspects.

This study is an asset for researcher in conducting other studies that handle same subject. It is possible to use test anxiety scale and perceived academic efficacy scale as well which were prepared herein and take advantage from it by those who are engaged in the educational process.

1.3 Study variables

- **Independent variables are**
 - Gender
 - College
 - Academic year
- **dependant variables**
 - Test anxiety and perceived academic self-efficacy

1.4 Definitions

Test

Test is measurement tool that is prepared in regular method, consisting of many steps. It includes pool of procedures which are subject to certain conditions to specify the individual possessing degree of certain feature or ability through its replies to selected questions that represent the feature or ability which is required to be measured (Odeh 2010).

Test Anxiety

It is a type of case anxiety connected to testing situations which may cause fear and concern to the individual when he faces thereof, (Abu Hammad, 2006).

Zahran (2000) defines it as type of anxiety linked to test situations which agitate anxiety & emotion in the individual. It is upsetting & emotional case hits the individual in pre-examination term, or at examination term, and further it work to cause anxiety and fear inside the individual.

Test Anxiety also is defined, procedurally, herein by total degree attained by the student on test anxiety scale, which is developed for such purpose.

Perceived academic self-efficacy

Al Zayat,(2001) defined it to be individual believe of its abilities and standings and its involvement as to mental, cognitive, emotional, sensory, physiological and neural elements, to treat with stands, missions, problems, academic goals and achieve performance within the standing environmental determinants.

Virtual believes which the individual possesses as to its abilities.

If the individual believe that he has ability to perform required goals, he shall work hard to bring such things into accomplishment (Bandura, 1997). It is defined herein in procedural manner by total degree which the student attained on self-efficacy scale which was developed for such purpose.

2. Previous studies

The aim Hanover,(2002) study is to identify the gender role in developing self-efficacy. Harter; for self-efficacy scale was applied to achieve the set out goals, on sample consisted of 187 University students of both genders. The generated outcomes referred that the gender variable has its basic role in developing perceived self competence, and further the differences in methods through which both genders change through time, could be attributed to the gender mode behavior and also to differences in the self particulars.

In a study prepared by Abu Jahl, (2003) the goal there of focused on identifying the relationship between anxiety level, as case and mark, and self appreciation, also identifying the relationship extent between anxiety level and self-appreciation and further relationship thereof with some variables; i.e. gender, domicile, academic level and specialty among students of academic governmental college in Gaza. Study sample consisted of 433 students of both genders. The researcher used in this study pool of tools to test anxiety mark case and self-appreciation test. The outputs generated from this study were free from any differences of statistical significance at anxiety scale as case and mark that may be attributed to gender variable. Also no differences of statistical significance were identified at self appreciation scale that is attributed to gender variable. Nevertheless, there were differences of statistical significance at self appreciation scale that are attributed to academic level variable in the favor of 4th. Level students, and also it was noticed that negative connective relationship was existed between anxiety as a case and self appreciation.

Al Saqr,(2005) study set out goals to identify the moral development level, perceived self-efficacy and the relationship between each others among Al Yarmouk University students. In order to achieve such goals the researcher applied the test defining issues scale and perceived self-competence. This scale has been applied on

sample consisted of 654 students at bachelor degree stage, of both genders. The study generated outcomes showed that the majority of the sample individuals occupied the 2nd. Level in the moral development levels (adherence to norms and law). Also there were differences of statistical significance at the moral development level which were attributed to the gender variable in the favor of female students. Moreover, the outputs showed that the majority of the sample individuals occupied the medium level in the perceived self-competence. Also there were differences of statistical significance at perceived self efficacy level which are attributed to general variable in the favor of males. Nevertheless, the outputs also were free of differences of statistical significance at the perceived self-efficacy attributed to specialty variable.

Akanbi & Ogundokun, (2006) study set out goals to be achieved as to identifying strategic efficiency based on perceived self efficacy in decreasing the examination anxiety among students. Study Sample consisted of 2059 students of both genders, form Nursing College. In order to achieve study goals, test anxiety scale has been established by Sarson.

The study outcomes refer to the training program efficiency based on perceived self efficacy as issue works to improve the academic study sample performance, compared to restrictive group. Besides, it was noticed that there is reaction between test anxiety and perceived self-efficacy in the academic performance level.

AL Nasasrah (2009) study set out goals to recognize perceived self efficacy and the relationship thereof as to test anxiety, on the light of some demographic variables among the secondary stage students, also to recognize the difference in each of self-efficacy and test anxiety according to gender and academic level variables.

In order to achieve the study objectives, the researcher developed two scales; one for perceived self-efficacy and the other one is for test anxiety. Study sample was consisted of 678 students of both genders.

The outcomes generated from this study detected inverse relationship of statistical significance between perceived self-efficacy and test anxiety among Secondary stage students, and further the absence statistical significance differences among the SMAs of sample individuals performance on self-efficacy scale, attributed to gender, academic path and study level variables.

3. Study Methodology

The researcher herein employed the descriptive method to recognize the relationship nature between test anxiety and perceived academic self efficacy among H.B.T university students.

3.1 Study population

The population of study consisted of all H.B.T University who are admitted to the 2nd. Academic semester 2015/2016, totaled at 5501 individuals based on admission and registration statistic in the University of 2015/2016.

3.2 Study sample

The study sample consisted of 354 students of both genders who were selected randomly.

3.3 Study tools

3.3.1 Test Anxiety scale

This scale has been developed in reference to previous studies and researches tackling test anxiety and selecting items that suit the university students. We established text anxiety scale; consisting initially of 48 items distributed into 4 dimensions (psychological, social, physical and mental).

For the purpose of assuring the scale truth, we have presented thereof to ten judges of different majors in terms of measurement and evaluation and educational psychology. The selected arbitrators presented their opinion on employed scale; its items suitability as to students, dimension belonging thereto, linguistic and scientific drafting and any other amendments and additions they deem fit. Arbitrators' views focused on amending some items and further deleting five items.

Also we worked to make sure of the scale reliability and scale validity, through applying thereof on exploratory sample consisting of 43 students of both genders. We also calculated the correlation coefficient among the four dimensions, which all were of statistical significance, exception of (3) items.

Correlation coefficient values between items and total degree of the related dimension ranged between (0.27-0.83) and all were at significant level ($\alpha \leq 0.05$), excluding 3 items. Correlation coefficient values between dimension and total degree (0.83-0.93) and all at significant level of ($\alpha \leq 0.05$) Moreover, coefficients values between dimensions 0.55-0.93, all were at significant level ($\alpha \leq 0.05$). Therefore, the scale in its final image is consisted of 40 items distributed on four dimensions (Psychological, social, Physical and mental).

We also computed Cronbach alpha reliability coefficient method and split half reliability coefficient method. In order to get ride of midterm partition method we depended on Spearman - brown equation, and the reliability coefficient value by depending on both methods was as presented in the following table.

Table 1. Reliability coefficients for the sub-dimensions and all scale

Dimensions	Cronbach alpha reliability coefficient	split half reliability coefficient
Psychological	0.87	0.89
Social	0.81	0.71
Physical	0.93	0.90
Mental	0.90	0.89
Total	0.95	0.91

This refers that the scale enjoys high reliability degree which satisfied the researcher to apply on the study sample.

3.3.2 Perceived academic self-efficacy

We established the perceived academic self-efficacy scale after referring to many studies tackling perceived academic self efficacy, then we sat out many items to suit the university students. The scale consists, initially, 42 items.

In order to make sure of the scale validity, we have presented thereof to ten judges of different majors in terms of measurement and evaluation and educational psychology. The selected arbitrators presented their opinion on employed scale; its items suitability as to students, dimension belonging thereto, linguistic and scientific drafting and any other amendments and additions they deem fit. Arbitrators' views focused on amending some items and further deleting seven items.

Also we worked to make sure of the scale reliability and validity, through applying thereof on exploratory sample consisting of 43 students of both genders. We also calculated the correlation coefficient among the four dimensions, which all were of statistical significance.

Correlation coefficient values between the items and total degree of the related dimension ranged between (0.29-0.63) and all were at significant level ($\alpha \leq 0.05$) Therefore, the scale in its final image is consisted of 35 items.

We also computed cronbach alpha reliability coefficient, which was (0.88) and split half reliability coefficient method. In order to get ride of midterm partition method we depended on Spearman - brown equation, and the reliability coefficient value by depending on split half reliability coefficient method was (0.72).

We also depended on likert technique in establishing both scales and the response to Items were pursuant to calibrator penta (at very big degree, big degree, medium, small, and very small.) representing degrees of (1,2,3,4,5) subsequently. In case of negative items the scaling was reversed, and the tested persons responses were divided into the items to 3 levels. We judged the level by using the following criteria:

Category length = Range/categories number.

Accordingly we adopted the following categories:

1	Less than 2.33	low
2	2.34 – 3.67	Medium
3	≥ 3.68	High

4. Study results and discussing

4.1 First Question: What is the test anxiety degree among Hussain Bin Talal University's students?

In reply to this question, we applied test anxiety scale on the study sample and calculating the means and standard deviations of test anxiety degree on the four dimensions among study sample. The outputs were as stipulated for in the following table:

Table 2. Means and standard deviations of test anxiety degree on the four dimensions among study sample

Dimensions	Mean	Std . deviation	rank	Level
Psychological	3.03	0.59	3	Medium
Social	3.04	0.43	2	Medium
Physical	2.60	0.40	4	Medium
Mental	3.44	0.32	1	Medium
Total	3.03	0.59	3	Medium

Table 2 shows that test anxiety among the respective university students came at medium level; with mean 3.03, and standard deviation 0.34. The foregoing presents anxiety level among students at medium degree. The reasons is attributed to many factors out of which are subjects' knowledge shortage, problems available in learning some information, organizing thereof, check it up, recover it at exam time or students ignorance as to good memorizing skills. The mental dimension occupied the 1st. rank with mean 3.44, and standard deviation 0.32. While the social dimension occupied the 2nd. rank with mean 3.04 and standard deviation 0.43, psychological dimension occupied 3rd. rank with mean 3.03 and standard deviation is 0.59. The last rank was occupied by physical dimension with mean 2.60, and standard deviation 0.40.

The foregoing shows that the highest levels of anxiety is in the mental side including forgetful feeling and in ability to think and pays attention, which the students suffer during exams in a way to try organizing the thinking issue and focus during test and thence to try connecting information together. The social dimension occupied the 2nd. rank; social pressures which the student is subject to represented by isolation feeling and lack of desire as to social participation, social events and lacking family feeling environment during tests period.

We also computed means and standard deviation of the each scale items and the items that occupied the higher levels of anxiety are as follows:

- I hope if I can find a way to increase my understanding ability during test period.
- I think of generated outputs if I fail in the exam.
- I cannot practice some of my normal activities at exams time.
- I prefer to set alone during exams period
- Forgetting is increased during exams period
- I expect failure after the exams
- I prefer not to participate in social events during exams period.
- My heartbeat increase during exams.

The foregoing set out most important problems which the students face during exams sessions represented by inability to understand or focus, increase of forgetfulness cases, inability to practice normal activities and isolation during exams period.

4.2 Second question: What is the perceived academic self-efficacy degree among H.B.T University students?

In reply to this question, we calculated means and standard deviations of perceived academic self competence degree among H.B.T University students, as total mean registered 3.58, with standard deviations (0.36) at good level which is attributed to the students seriousness and follow ups of the teaching staff, plans and modern methods offered for students and the tireless follow up from the University management.

Moreover, the university teaching in the respective University focus on making the student the core of learning process, depending on itself, seeking and searching and investigating through cooperative educational environments. These factors work to increase and encourage learning and thence increase their perceived academic self competence.

Also the university education that focus on the student outreach as to planned objectives works to achieve high level of self confidence, and makes the student control his learning process to achieve its goals and assess its work outcomes, efforts, try to building thereof and further to increase its self competence.

We have generated the mean and standard deviation of each of the scale items and the Items that occupied the highest mean are:

- I depend on myself in terms of study
- I listen carefully to the lecturer

- I perform required works for the subject at fixed time.
- I written down organized notes during lectures.
- I attend to the lectures at fixed time

These are normal results, as University student is able to depend on himself to read his books in general and for the exam in special. Such student is attentive and knows her interest and he also knows that his success shall lead to fruitful future. So we notice his full commitment to attend lectures and listen to the lecturer and performs his duties in good manner.

The lowest means were those of following items:

- I review my study subject which learned regularly
- I study daily and I never accumulated the subject
- I enjoy solving the difficult duties.
- I feel enjoyable when I study my subjects
- There is no problem in discussing my duties before my fellows in the lecture.
- I feel happy in he lecture

From the foregoing, we can see that the item that scored the minimum mean is that " I review the subject which I have learned in the lectures in regular manner, followed by " I study daily in regular manner and I don't accumulate the subject. This shows that students in the University do not study on daily basis but the accumulate the subjects to study at the time of exams which forms burden on them, followed by item " I enjoy solving the difficult duties which proves that student do not enjoy solving the difficult duties. This could be attributed to the lack of enhancement from teaching committee and encouraging them to solve difficult duties. The teaching committee member cares about solving the duties or homework without focusing on the mechanism which the student uses to fulfill his homework.

Then item " I feel enjoyable while I am studying study subjects" this gives an impression that students do not enjoy the study subjects which is attributed to the subject nature and not accommodating the practice life, or the reason may relates to the subject lecturer who may be not able to get the attention of the students to such subject and not adopting good skills in the study. Noting that adopting good study skills works to decrease the test anxiety level among students, raise self confidence and positive trend towards study subjects and thus students' collective superiority is generated accompanied by self satisfaction and the increase of perceived self competence. Also the students presented the unhappiness during the lecture which may be attributed to the subject nature or subject teacher.

4.3 Third Question: Is there relationship of statistical significance between test anxiety and perceived academic self-efficacy among referred to above students?

In reply to this question we have obtained Pearson correlation coefficient between dimensions of text anxiety and perceived self-efficacy scale, as stated in the following table.

Table 3. Pearson correlation coefficient between dimensions of text anxiety and perceived self-efficacy scale

dimensions of text anxiety scale	perceived self-efficacy	Significance
Psychological	- 0.43	0.03
Social	- 0.63	0.00
Physical	- 0.52	0.00
Mental	- 0.40	0.02
Total	- 0.51	0.00

Table (3) outcomes show negative relative relationship and statistical significance between test anxiety and perceived self competence. The total relative significance value is (-0.51) and was of moral significance at level (0.01). The results also show negative relative relationship and statistical significant between dimensions of anxiety scale and perceived educational self-efficacy at level of (0.05). This assures that once test anxiety increases the perceived academic self-efficacy decreases.

The cause could be attributed to the fact that once test anxiety is increased this shall affect negatively the student self confidence and its positive trend toward various study subjects and this fore sure shall affect the perceived self competence. The psychological case of the individual which test anxiety influences thereof at big rate, affects also the students believes on their self abilities and their confidence as to their abilities and information, and further influence their self competence.

4.4 Forth Question: Are there differences of statistical significance at significant level of ($\alpha \leq 0.05$) in test anxiety among Hussein University students that are attributed to variable (Gender, college, academic year).

In reply to this question we used three way ANOVA and table No. 4 shows such results as follows:

Table 4. Three way ANOVA to test differences significance among means on perceived test anxiety scale based on variable (Gender, college, academic year).

Source of variance	Sum of square	Df	Mean square	F	Sig
Gender	6830.55	1	6830.55	4.77	0.03
College	2962.52	1	2962.52	2.07	0.15
Year	13956.29	3	4652.09	3.25	0.02
Error	498451.44	348	1432.33		
Total	7823880	354			

Table No. 4, presents differences of statistical significance in test anxiety among the study sample, which are referred to Gender variable, in the favor of female students, with mean 146.57, and standard deviation 39.23, against mean 138.36, and standard deviation 36.30 in the favor of males. The foregoing shows test anxiety level among female students less that for males. The reasons is attributed to female students nature as to test anxiety and may be negative thinking and lack of self confidence which increases the test anxiety among female students.

No differences of statistical significance were noticed at to college variable. There were differences of statistical significance in test anxiety variable attributed to academic year.

In order to determine differences direction in means we have employed Scheffe test for dimensions comparisons as presented in the following table.

Table 5. The results of post hoc comparisons between means for study sample on test anxiety scale

Year	Year	Mean deference	sig
First	Second	*13.79	0.00
	Third	*8.59	0.00
	Fourth	*3.74	0.00
Second	Third	*5.20	0.00
	Fourth	*17.54	0.00
Third	Fourth	12.34	0.132

Table No. 5 shows differences of statistical significance between means of 1st. academic year students compared with those of 2nd. , 3rd. and 4th. Years on test anxiety scale in the favor of 1st. academic year students. Moreover there were differences of statistical significance between means of students marks of 2nd. Academic year compared to those of academic years 3rd. and 4th. Students on test anxiety scale in the favor of 2nd. year students, and the absence of differences of statistical significance between means of 3rd., year students marks compared with those of 4th. Year students marks on test anxiety scale. The foregoing assures that test anxiety in 1st. study years is higher from that in advanced years. This could be interpreted by the anxiety among 1st. year students is higher than that among advanced academic years and this may be attributed to anxiety of students at the 1st. University stage which is greater than advanced University stages. Reason for such could be attributed to expertise increase of the student as to University systems, tests, stability of students' averages, their knowledge of study good skills and the university environment nature in the last years.

Also we may ascribe this result to the fact that student of 1st. university year tries to obtain high accumulated average to assure its stability in the incoming study years. Whilst students of advanced years have stabled accumulated average, so anxiety level thereof decreases accordingly.

4.5 Fifth Question: Do differences of statistical significance are available at significant level of ($\alpha \leq 0.05$) in terms of perceived academic self-efficacy among H. University students that may be ascribed to (gender, college & academic year variables)?

In reply to this question, we used Three way ANOVA method, and table No. 6 hereinafter shows such outcomes.

Table 6. Three way ANOVA to test differences significance among means on perceived academic self efficacy based on (gender, college & academic year variables)

Source of variance	Sum of square	Df	Mean square	F	sig
Gender	1.479	1	1.479	0.005	0.00
College	359.84	1	359.84	1.27	0.261
Year	17576.19	3	5858.73	20.67	0.00
Error	98618.17	348	283.39		
Total	5610207.00	354			

From table No. 6 we came to know that there are differences of statistical significance in perceived academic self-efficacy among the study sample, which are ascribed to gender variable in the favor of female students with mean (125.70) and standard deviation (17.49), against Males mean 122.52 and standard deviation 19.35. This gives us an impression that academic efficacy level at female students is more than that of males. The reason thereof may be ascribed to female students' insistence to superiority, performance, success, tolerance and perseverance at high degree more than males, which work to raise female students' academic efficacy more than that of males.

From the respective table we could not locate differences of statistical significance attributed to college variable, and the availability of differences of statistical significance in perceived academic self-efficacy variable ascribed to academic year variable. In order to define the differences trend in mean, we adopted Scheffe scale for dimensions comparisons as clarified in the following table:

Table 7. The results of post hoc comparisons between means for study sample on perceived academic self-efficacy scale

Year	Year	Mean difference	sig
First	Second	4.65	0.47
	Third	*-10.13	0.00
	Fourth	*-16.65	0.00
Second	Third	*-14.78	0.00
	Fourth	*-21.30	0.00
Third	Fourth	6.52	0.138

From table No. 7 we came to know that there are differences of statistical significance between means of 3rd. and 4th. Year students on perceived academic efficacy scale in the favor of 3rd. and 4th. Years students. Also we noticed the availability of differences of statistical significance between means of 2nd. year students' marks compared with means of 3rd. and 4th. Years students on perceived academic efficacy scale in the favor of 3rd. and 4th. Years students. On the other hand, there were no differences of statistical significance between means of 3rd. year students and those of 4th. Year students on perceived academic efficacy scale.

We may explain that by the perceived academic efficacy at students of advanced university years were bigger than that at 1st. University stage students. The reason for this is ascribed to the increase in the knowledge of advanced year's students and their ability to organize their ideas and study times which is reflected positively on their academic performance and competence.

5. Recommendations

On the light of the outputs generated from this research the researcher offers the following recommendations:

- Offer training to the teaching committee members as to employ their learning and study skills in teaching issue due to the great influence thereof in decreasing test anxiety among students once exposed to examinations.

- Increase the students' self confidence through sustainable enhancements presented by teach committee members.
- Enlightening the test anxiety among students by teaching committee
- Adopting measurement and assessment trend as mandatory requirement in all colleges that are important to enlighten the test anxiety
- Working on raising the perceived academic self-efficacy among students by the teaching committee members.
- Setting out courses via coordination conducted by Students affairs deanship to identify the adopted methods to decrease the test anxiety.
- The necessity to change students assessment methods of students in Hussein Bin Talal University and seeking sustainable assessment methods to enlighten test anxiety burden and raise the perceived academic self competence.

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