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Research Proposal

The relationship between test anxiety and low self-efficacy

**Research Proposal submitted in partial fulfillment of the requirements for a
Third year pupils of secondary school**

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Dedication

I would love first to thank “Allah” for giving me this great opportunity, and may help to get through my path

I dedicate this work to my father who raised me well and was my only best friend, also to my mother who is like knight protecting my back and always a shoulder to turn back to.

To my sisters and their husbands who never left me needed and always have my back, and to my only brother who is trying so hard to make us fight in this life with a cheerful smile.

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To my uncle mr Maamar Beshar who never left my side during my academic years

And finally to myself who fought so hard in this crucial life and did not become mentally ill.

Abstract

People all around the world study and gain many fruitful information and to make sure those information did not pass as a daytime, the term test has arrived, yet with its difficulties. This research is conducted to discuss a term which is “test anxiety” and its relationship low self-efficacy. The method of this research is descriptive. The data collection method used is questionnaire for both students and teachers, after examining and analysis both questionnaires, the result came up that anxiety is the factor that controls the students achievements, performance, and its efficacy which due to that test anxiety the student’s efficacy is being lowered.

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Introduction:

Anxiety being quite possibly the most compelling mental problems is in desperate need to be inspected, to completely comprehend the idea of this issue and its impacts on unknown dialect learning, one should comprehend the real essence of the quandary, its clinical roots, and its sorts, besides one should comprehend the full gravity of this jumble, and the destabilizing sway that it could cause on the all around disturbed EFL understudies, confronting a colossal assignment of adjusting with the recently gained set of rules, and adjusting with EFL itself.

This recently can turn into a wellspring of fear, social fear and stress, making understudies shake into a condition of refusal (or the like) making innumerable measure of self-incurred issues, self-protection assumes responsibility for the understudies body when confronted with "embracement creating circumstance", out of dread of results understudies will result to closing down the framework (most dire outcome imaginable), In this section an endeavor to quarter the meaning of uneasiness and its inciting cause will be made.

DEFINITION OF ANXIETY:

Anxiety disorder is characterized as a clinical/mental turmoil, brought by numerous social, and individual components, for example anxiety is characterized as a sensation of distress, apprehension, disquiet while confronting a pressure causing situation.(according to the public organization of psychological well-being). Some of anxiety indications may show on the people actual conduct, manifestations, for example, Worry, fear, Feeling of harshness, Difficulty concentrating, protests of cognitive decline, Irritability, fretfulness, apprehension...etc. Can undoubtedly show when somebody is orally performing under pressure or anxiety, (other manifestations, for example, expanded pulse, appendages shaking, and sweat....etc.

As per David A.Clark, anxiety is clinically characterized as: " (Clark) a complex intellectual, full of feeling, physiological and conduct reaction framework (i.e., danger mode) that is initiated when expected occasions or conditions are considered to be profoundly aversive in light of the fact that they are seen to be erratic, wild occasions that could possibly undermine the imperative interests of an individual". (Clark, Beck.2010)

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Anxiety itself can be gainful whenever monitored, in any case; on the off chance that it crumbles it might prompt disastrously, and long haul damages.

Definition of Language Anxiety:

Gardner and Macintyre characterized language anxiety as "the sensation of pressure and worry explicitly connected with second language settings, including speaking, listening, and learning".¹¹ Language anxiety as a powerful calculate that influences accomplishment second language is a particular complex of self-discernments

Macintyre (1999) recommended a sort of tension called circumstance explicit anxiety, which is principally knowledgeable about specific and explicit circumstances .As for him unknown dialect tension is a particular circumstance anxiety, formed in an exceptional climate identified with the setting of the unknown dialect learning measure, and that is felt when one is needed to utilize an unknown dialect.

As per Horwitz, Horwitz and Cope (1986), unknown dialect learning is a confounded cycle, which can be influenced by numerous variables, like students' self-discernments, convictions, and practices specific to an explicitly related climate of unknown dialect learning.

Individuals who don't encounter any issues while putting themselves out there and grasping others in their local language, appear to encounter troubles doing the same in an unknown dialect, and they see a wide range of acts to be performed utilizing that language as a danger to their self-discernment. Language anxiety positions high among factors that impact the unknown dialect learning measure, paying little mind to the learning settings (Oxford, 1999), and it has gotten vital to any assessment of elements adding to the learning cycle and student accomplishments (Hurd, 2007, p. 488).Given that unfamiliar language anxiety identifies with execution evaluation in instructive and social environmental factors, it might likewise be identified with the three unique types of anxiety found in cases of execution: correspondence fear, test anxiety, and fear of negative assessment.

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Communication apprehension: Is a sort of timidity that is felt when speaking with individuals and that shows itself through anxiety? The outrageous fear of being misperceived or misconstrued, or being placed in an accepting circumstance where they may their public face undermined, placing their standing at serious damage.

Fear of negative assessment: Which comes from a person's conviction of being assessed contrarily, drives the person to stay away from others' assessments and evaluative circumstances. Characterized as a sort of execution anxiety that emerges from fear of disappointment felt in scholastic assessment conditions, this will prompt an instance of serious injury, and in the long run a kind of disdain toward the learning interaction.

Test anxiety: Is the third sort of anxiety which is related with unfamiliar language nervousness? (Horwitz and Young, 1991). These three sorts of nervousness and the degree of unknown dialect uneasiness are deserving of thought, and the classification of nerves are useful in depicting unknown dialect tension. In any case, unfamiliar language nervousness doesn't just comprise of their blend. Horwitz et al. considered unknown dialect uneasiness as "an unmistakable complex of self-insights, convictions, sentiments, and practices identified with homeroom language taking in climbing from the uniqueness of the language learning method" (as referred to in Batumlu and Erden, 2007, p. 25–26)....."

Theories Of Anxiety:

Psychoanalytic

This approach was majorly developed from Sigmund Freud in the late 1800's he believed that the cause of most disorders stemmed from our unconscious .Freud then determined a form a therapy using his beliefs which were highly opposed, called psychoanalysis. Psychoanalysis is generally a time consuming process often taking years to treat the patient.

Biological

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This theory is based on the concept that your personality is influenced by genetics. Hans Eysenck was a large contributor to the biological approach he did many studies and gathered much data trying to show that it was impossible that genetics didn't play a large role in our personalities. Therapy according to this approach is a treatment meant to alter the brain functions to repair behavior that is causing suffering to the patient. This could generally include drugs to try and balance out the brain chemistry. Medication is very common for treating anxiety, however if this does not suit the individual a different approach may be needed.

Trait

Trait approach is looking at the correlation, if you can identify the trait are you able to predict behavior for an individual. Trait theorist spend less time examining why people behave a certain way, they focus more on their personality and predicting someone's behavior. Trait approach is looking at the correlation, if you can identify the trait are you able to predict behavior for an individual. Trait theorist spend less time examining why people behave a certain way, they focus more on their personality and predicting someone's behavior.

Humanistic

Basically the Humanists focus on personal responsibility and personal growth; it is a more positive outlook on life. They also focus on being a fully-functioning adult, being able to process and accept information no matter how unpleasant it is."Although it may be unpleasant, anxiety isn't always a bad thing. In fact, anxiety can help us stay alert and focused, spur us to action and motivate us to solve problems (Smith, R. Segal, J. Segal 2010)."

Behavioral/Social Learning

This is a combination of genetics and learning different behaviors. Generally Cognitive and/or Behavioral therapy is used; this usually focuses on "identifying, understanding, and changing thinking and behavior patterns. Benefits are usually seen in 12 to 16 weeks, depending on the individual (ADAA, 2010)."

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Cognitive

This approach tries to understand human behavior by examining the thought process. "Controlled clinical trials show that cognitive-behavioral therapy is effective for generalized anxiety disorder (Montgomery et al, 2010)." Again with this approach medication is also an option to be combined with therapy.

Anxiety is a phenomenon that can be triggered automatically, and spontaneously, However, some researchers have been able to corner some of the provoking causes, for instance Renxia Zhang & Jian Zhong (International Journal of English Linguistics, vol: 02, N: 03.2012), categorized the possible causes that can lead to provoking anxiety, into four categories: learner-induced, Classroom-related, skill-specific, and some society-imposed depending on various contexts.

eliminating anxiety inside the class walls. Even the attitude of the teacher or the fellow students' can effect one's attitude and provoke anxiety.

However, Since trait anxiety is a permanent personality feature it is pointless to investigate it any deeper, trait anxiety is a part of the students personality, it could be automatically triggered, it is uncontrollable ,inconsistent and to a certain extent untreatable. On the other hand state anxiety is more treatable and its causes are explained as it follows.

According to (Bailey) when students compare themselves to more language proficient students or to an imaginary ideal self-image they often tend to get anxious.

Krashen relates anxiety to self-esteem by suggesting a cyclic relation between the two meaning the each influences the other , because a student with lower self-esteem will be more anxious and when anxious the student's self-esteem will be lowered and vice versa. Krashen and Terrell think of language anxiety as a close concept to existential anxiety by Rardin and social anxiety by Leary.

According to Rardin this existential anxiety touches the core of one's self image in other words learning a foreign language will affect one's own identity, trying to maintain self-image integrity whilst performing on stage can send the student into a form

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of shock, causing him to stress, leading for the manifestation of anxiety. These psychological phenomena along with the student's low self-esteem form the factors on which language anxiety can develop (the modern language journal 75, 1991; 428)

Psychologically speaking

The main reason of language anxiety are the following:

Social Stressors

Numerous children experience some degree of pressure or uneasiness in friendly circumstances they experience in school. While a portion of these issues give significant freedoms to development, they should be maneuvered carefully and can cause nervousness that should be managed.

Teachers

A decent involvement in a mindful instructor can cause an enduring impact on a pupil's life—so can a bad experience. While most educators give a valiant effort to furnish understudies with a positive instructive encounter, a few understudies are more qualified for certain training styles and homeroom types than others. On the off chance that there's a befuddle among understudy and instructor, a kid can frame enduring negative sentiments about school or his own capacities.

Companions

While most understudies would say that companions are one of their number one parts of school, they can likewise be a wellspring of stress. Worries about not having enough companions, not being in similar with their friends, not having the option to stay aware of close friends in some specific territory, relational contentions, and friend pressure are a couple of the extremely basic ways pupils can be focused by their public activities at school. Managing these issues alone can cause anxiety in even the most secure pupils.

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Bullies

Many things have changed in the world of bullies. Fortunately the times of teachers looking the alternate way and guardians leaving pupils to manage tormenting all alone are generally finished. Numerous schools presently have against bullying projects and arrangements. In spite of the fact that tormenting does in any case occur at numerous schools, even those with these approaches, help is by and large more effectively open than it was years prior.

The bad news is that bullying has gone innovative. Numerous understudies utilize the Internet, mobile phones, and other media gadgets to menace different understudies, and this kind of tormenting frequently gets exceptionally forceful. One explanation is that harassers can be mysterious and enroll different domineering jerks to make their objective hopeless; another explanation is that they don't need to confront their objectives, so it's simpler to shed any sympathy that they may somehow feel. There are approaches to battle "digital bullying," however numerous guardians don't know about them—and many tormented children feel excessively overpowered to manage the circumstance.

Lack of family time

Due to a limited extent to the hastiness of children's lives and the feverish timetables of most guardians, the plunk down family supper has become the special case instead of the standard in numerous families. While there are alternate approaches to interface as a family, numerous families see that they're as too occupied to even consider getting to know each other and have both the significant conversations and the easygoing day recaps that can be so useful for youngsters in managing the issues they face. Because of an absence of accessible family time, numerous guardians aren't as associated with their children, or educated about the issues they face, as they might want

Not enough sleep

Unfortunately, this isn't only an issue that grown-ups face. As timetables get together with schoolwork, extracurricular, family time and (ideally) some personal time every day, kids regularly get less rest than they need. Working under a rest shortfall doesn't

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simply mean drowsiness, it can likewise prompt poor intellectual working, absence of coordination, testiness, and other negative effects.⁴ Consider assisting your family with embracing propensities for better rest

Learning styles mismatch

You may definitely realize that there are various styles of learning—some learn better by tuning in, others hold data all the more proficiently in the event that they see the data worked out, and still, others favor learning by doing. On the off chance that there's a bungle in learning style and study hall, or if your youngster has a learning inability (particularly an unseen one), this can clearly prompt an unpleasant scholarly encounter.

Lack of preparation

Not having fundamental supplies can be an exceptionally upsetting encounter for a kid, particularly one who's actual youthful. In the event that a youngster doesn't have a sufficient lunch, didn't bring her marked authorization slip, or doesn't have a red shirt to wear on "Red Shirt Day," for instance, she may encounter critical pressure. More youthful children may require assist with these things.

Test Anxiety

Many of us experience test anxiety, whether we are ready or not for tests. Lamentably, a few investigations show that more prominent degrees of test anxiety can really upset execution on exams. Reducing test uneasiness can really improve scores.

Presentation in the classroom:

Giving a short talk in the classroom can be highly anxiety inducing especially when it's in front of the whole class or a large crowd.

Koch and Terrell (1991) and Young (1990; cited in Young, 1991:429)

and Price (1991) found that oral presentation is considered by students to be the most anxiety inducing activity in class and students make it worst for themselves by rehearsing the presentation than having problems remembering what they rehearsed which also

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increases their speech anxiety (Shu-Feng 78-83).

For further explanation and authentication of the causes that has been mentioned above we shed the light on a study was conducted to learn and gather more data about EFL speaking anxiety, in 2005 a survey was administrated by Keiko Lizuka to 105 EFL students along the period of four semesters the results were categorized by applying the KJ method (Kwakita Jiro, 1967-1970) the target environment was an EFL classroom in Japan.

Types of anxiety:

Social Anxiety :

When pupils are unreasonably reluctant, making it hard for them to take an interest in class and associate with peers.

Selective Mutism :

When pupils struggle talking in certain settings, as at school around the instructor.

Test anxiety:

Is the third type of anxiety, which is related with unfamiliar language uneasiness (Horwitz and Youthful, 1991). These three kinds of nervousness and the degree of unknown dialect tension are deserving of thought, and the order of tensions are useful in depicting unknown dialect uneasiness. Regardless, unfamiliar language uneasiness doesn't just comprise of their blend. Horwitz et al. imagined unknown dialect tension as "a particular complex of self-discernments, convictions, sentiments, and practices identified with homeroom language taking in climbing from the uniqueness of the language learning methodology" (as referred to in Batumlu and Erden, 2007, p. 25–26)... .. "Another arrangement of definitions is summed up in the entry beneath

Trait anxiety:

"A local or gained conduct manner that inclines an individual to see a wide scope of equitably non-perilous conditions as compromising and force of the goal risk, it is moderately perpetual and a consistent character highlight (Spielberg, 1991). The subsequent kind is State nervousness, which is "an misgiving experienced at specific second on schedule, for instance, preceding taking tests, this specific kind of tension is incited in the conflict of the apparent danger" (Macintyre, Gardner, 1991).

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In any case, it is brief and modified on schedule, i.e.: it can be dealt with and its belongings are recuperated and treated by time and a certain performed strategies to cope with this issue. Although state anxiety is a threat to one's advance in English learning, it is not quite threatening as trait anxiety.

The Main Causes And Provoking Contexts Of Anxiety:

Anxiety is a phenomenon that can be triggered automatically, and spontaneously, however, some researchers have been able to corner some of the provoking causes, for instance Renxia Zhang & Jian Zhong (International Journal of English Linguistics, vol: 02, N: 03.2012), categorized the possible causes that can lead to provoking anxiety, into four categories: learner-induced, Classroom-related, skill-specific, and some society-imposed depending on various contexts. These four categories are explained as follows:

Student Prompted Nervousness:

It is the result of the students own negative insights, like setting inaccessible standers, helpless language dominance level, an unnecessarily aggressive nature, dread of negative assessment and absence of confidence. These discernments control the understudies will and capacity to adjust to upsetting circumstances, causing him/her to encounter extreme instances of nervousness.

Study hall Related Nervousness:

The sort of help given by the teacher, the kind of exercises, strategies, homeroom the board, and treatment... .and so forth can assume an immense part in inciting

Society-Forced Uneasiness:

Various societies, parental pressing factor, ethnic Personality, economic wellbeing are for the most part major factors that can lay a gigantic principle in inciting mental episodes. Be that as it may, Since attribute tension is a perpetual character include it is silly to examine it any more profound, attribute nervousness is a piece of the understudies character, it very well may be naturally set off, it is wild ,conflicting and to a certain surviving untreatable. Then again state tension is more treatable and its causes are clarified as it follows.

As indicated by (Bailey) when understudies contrast themselves with more language capable understudies or to a nonexistent ideal mental self portrait they frequently

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will in general get restless. Krashen relates nervousness to confidence by proposing a cyclic connection between the two significance the each impacts the other , on the grounds that an understudy with lower confidence will be more restless and when restless the understudy's confidence will be brought down and bad habit versa. Krashen and Terrell consider language tension a nearby idea to existential nervousness by Rardin and social tension by Leary

Self-insights:

As per Horwitz the understudy's self-discernments or the manner in which he considers himself or then again the entirety of his discernments, convictions, perspectives and qualities (referred to in, Laine, 1987) Low confidence gives off an impression of being perhaps the most nervousness inciting insights, concurring to fear the executives hypothesis (TMT)"people are spurred to keep a positive selfimage in light of the fact that confidence shields them from anxiety"(Greenber et al,1992;cited in ouwuegbuzie et al,1999:229) (Shu-Feng 78-83).

Social Climate And Restricted Openness To The Objective Language:

EFL subjects communicated that restricted openness to the objective language is a genuine hindrance in the advancement of their open ability which they need to answer 4.4 questions in that language; this incites pressure and nervousness which influences the oral execution (Shu-Feng 78-83).

Another point, is guardians assumptions, in light of the investigation of meeting information gathered from Taiwanese middle school understudies, Liao (1999), it was discovered that understudies under any kind of parental pressing factor or impact will confront challenges in keeping up their nerves in front of an audience, that equivalent pressing factor can prompt inciting tension, particularly if the guardians compel their kid to be an achiever same as a portion of his companions what's more, anticipate that he should perform in like manner. (Referred to in Zhang; Zohng,2012). Society can assume a significant part in inciting uneasiness, for instance understudies whom are in the cycle of learning English as an unknown dialect would think that its difficult to balance between their own way of life and practices and even native language, and the unknown dialect they are learning it will appear as a pointless trade off

Social Contrasts:

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The distinction of societies between that of the students and target language showed up to be a significant uneasiness creating factor. The more contrasts the two societies have the more it is possible for it to be tension inciting. Since the foundation is extraordinary, the understudy fears miss translations and the expression "losing face" shows up here as an approach to communicate shame in light of social contrasts (Shu-Feng 78-83)

As indicated by (Pica, 1987) inconsistent economic wellbeing among understudies and instructors can be tension inciting for the understudies, for instance if the understudies feels that he is sub-par to the educator in some way, could prompt animating trepidation and stress, which will cause tension to show. The understudy's inclination of inadequacy toward his instructor on account of the educator's full order of the language can make the discussion an upsetting occasion, making the understudy initiate a type of channel that analyzes and controls each act or word performed by the understudy, making the circumstance more intricate. Communicating in an unknown dialect and submitting mistakes was discovered to be upsetting in view of the dread of losing one's economic wellbeing and self-character, this is because of the conviction that self-personality is simply identified with the principal language (Shu-Feng 78-83).

Sexual orientation:

Discussion with the other gender in a subsequent language is uneasiness inciting for understudies who come from societies where isolated schooling is something typical nonetheless it's anything but an issue for understudies who are utilized to concentrate with the other gender, in general this is represented by one's very own view (Shu-Feng 78-83). Sex is perhaps the most tension inciting causes in oral study halls, for case male understudies or female understudies will in general have a sense of self-protection and dread of submitting botches before the other gender, this dread springs simply from the need to self-safeguard one's social face and status. IV.X. Severe And Formal Study hall Climate:

According to (Daly, 1991; cited in Ouwuegbuzie et al, 1999:218) learners feel more anxious in highly evaluative situations when their mistakes are constantly monitored and evaluated by the teacher or their peers. This indicates that language classrooms that follow the traditional behaviorist theories of learning can become an anxiety provoking environment. On the Contrary students feel less anxious in classroom environment that

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follows the constructivist theories of learning that focuses on collaborative activities and forming bonds between the teacher and the students (Shu-Feng 78-83).

Show in the homeroom: Giving a short talk in the homeroom can be exceptionally uneasiness initiating particularly at the point when it's before the entire class or a huge group. Koch and Terrell(1991) and Young(1990;cited in young,1991:429) and Price(1991) tracked down that oral show is considered by understudies to be the most nervousness initiating movement in class and understudies make it most exceedingly terrible for themselves by practicing the show than having issues recalling what they practiced which too expands their discourse tension (Shu-Feng 78-83). For additional clarification and confirmation of the causes that has been referenced above we shed the light on an investigation was led to learn and assemble more information about EFL talking tension, in 2005 a review was administrated by Keiko Lizuka to 105 EFL KJ strategy (Kwakita Jiro, 1967-1970) the objective climate was an EFL homeroom in Japan. As indicated by (Lizuka 106) the outcomes incorporated that the understudies whom the overview was administrated upon concurred and furnished the specialist with twelve nervousness inciting setting in which they felt restless or pained, the outcomes were as it follows: 1. Uneasiness about partaking in class or tension experienced in the homeroom, which was incited by an absence of arrangements for class

At the point when understudies associate with not-so-close colleagues or instructors with whom they feel a mental distance (5) 10. Tension emerging not long before a show, because of dread of committing an error (4) 11. Uneasiness about whether they can complete tasks or complete tasks agreeably (3) 12. No exceptional nervousness (6) More reasons that are identified with the individual himself seem, by all accounts, to be: _ Pressing factor from guardians or family and instructors to get passing marks at school and the student's dread of baffling them... _ Absence of certainty that one can get familiar with this specific language on account of a past conviction that it is very difficult to dominate (ex: the instance of learning the Chinese language). _ Dread of committing errors and resulting sorts of discipline (ex: boisterous attack, taking away grades... and so forth)

To conclude, refer to that anxiety is an unconstrained and discretionary imperfection, it can strike paying little mind to time and location, it causes stays uncertain and hard to look at because of its temperament, and if not repaired it can prompt

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catastrophically results that can harm the understudies' mentality toward learning English past the mark of fix, as it has been referenced above tension is a result of the climate, an issue cause by settings and timing,. Numerous elements cause nervousness, anyway it might prompt extreme results and inconveniences if not managed.

Test anxiety

Having an excessive anxiety has always a crucial relationship between academic achievement and performance .Testing has always been a part of the educational academic system. It is a processing which students determine the amount of knowledge and data they have gathered over a period of time. Test anxiety is considered as responses of one's person psychological, cognitive, and behavior that instigate negative feelings about a test; therefore they express it by emotionality or psychological hyper-arousal (sena et al.,2007). Two components of test anxiety are emotionality and stress (Bembenutty, 2009; Bonaccio, Reeve and Winford, 2011; Damer and Melendres, 2011).

Emotionality alludes to the genuine actual reaction that happens during test anxiety; stress alludes to the perceptions and contemplations that the understudy encounters during a testing circumstance (Bonaccio et al., 2011).

The physical and passionate impacts of test anxiety can, in sensible sums, push an individual to perform better (Daly, Chamberlain, and Spalding, 2011). In higher sums, these parts of anxiety can work with off-task and diverting conduct (Bonaccio et al., 2011). In outrageous cases, they can be weakening and even posture wellbeing dangers to individuals who can't beat their test anxiety (Damer and Melendres, 2011).

Although general anxiety is among the most well-known emotional wellness issues in the United States (Barlow, 2002), test anxiety is a more explicit type of anxiety where in an individual feels stressed and contrarily stimulated when the person in question being assessed in a conventional circumstance (Weiner and Carton, 2011). Because of the expanded recurrence of formal assessments being utilized for high stake choices (Cohen, Ben-Zur, and Rosenfield 2008), test anxiety might be available inside numerous understudies from grade school through post-auxiliary school levels (Peleg, 2009).

There are several distinct estimates for the predominance of test anxiety, with numbers going from 10%-30% among secondary school and college understudies (Damer and Melendres, 2011; Peleg, 2009; Weiner and Carton, 2011). Damer and Menlendres tracked

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down that 29.1% of undergrad college first year recruits announced inclination vigorously troubled by their school requests and this expanding anxiety on understudies may affect test uneasiness. In a recent meta-analysis, Nelson and Harwood (2010) found that understudies with learning handicaps were essentially bound to encounter more elevated levels of test tension than understudies without a learning incapacity.

Elements Related to Test Anxiety Some examines report a relation between age, sexual orientation, ethnic, financial factors and test tension rates (Putwain, Woods and Symes, 2010). For instance, a study by Putwain (2007) tracked down that the blend old enough, sexual orientation, ethnic, and financial factors represented 9% of the difference of test nervousness. A few examinations have discovered that females rate themselves as more test restless than guys (e.g., Putwain, 2008; Sena, Lowe, and Lee, 2007). Moreover, understudies of a lower financial foundation have been found to rate themselves as more test restless than understudies of a higher financial foundation (Putwain, 2008).

Symptoms of Test Anxiety:

The side effects of test anxiety can fluctuate significantly and range from gentle to extreme. A few understudies experience just gentle manifestations of test anxiety as yet ready to excel on tests. Different understudies are almost crippled by their anxiety, performing grimly on tests or encountering alarm assaults previously or during exams.

Physic symptoms

Actual side effects of test uneasiness incorporate perspiring, shaking, quick heartbeat, dry mouth, blacking out, and sickness. In some cases these side effects may feel like an instance of "butterflies" in the stomach, yet they can likewise be more genuine manifestations of actual sickness like queasiness, looseness of the bowels, or vomiting.⁵

Psychological and Behavioral Symptoms

Psychological and social manifestations can incorporate staying away from circumstances that include testing. This can include playing hooky or in any event, exiting school. In different cases, individuals may utilize medications or liquor to adapt to indications of uneasiness.

Other cognitive symptoms incorporate memory issues, trouble focusing, and negative self-talk.

Emotional Symptoms

Passionate side effects of test anxiety can incorporate depression, low confidence, outrage, and a sensation of hopelessness. Fortunately, there are steps that understudies can take to ease these undesirable and regularly hurtful symptoms. By getting familiar with the potential reasons for their test anxiety, understudies can start to search for accommodating arrangements.

People who don't encounter any issues while articulating their thoughts and fathoming others in their local language, appear to encounter troubles doing the same in an unknown dialect, and they see a wide range of acts to be performed utilizing that language as a danger to their self-insight. Language nervousness positions high among factors that impact the unknown dialect learning measure, paying little heed to the learning settings (Oxford, 1999), and it has gotten integral to any assessment of variables adding to the learning interaction and student accomplishment (Hurd, 2007, p. 488). Given that unfamiliar language tension identifies with execution evaluation in instructive and social environmental factors, it might likewise be identified with the three unique types of tension found in cases of execution: correspondence trepidation, test anxiety, and dread of negative. Even if anxious students be able to follow and pay attention in class, it is rarely to gain information of what they have been paying attention to, because of their cognitive abilities, they have been over-welled by anxiety. It is not expanded or developed in an enriching way.

Test anxiety influences numerous students in middle school, secondary school, and university. students become so animated over stepping through an examination; all that they've considered leaves the cerebrum when the test is spread out before them. "Various scholars accept that such test anxiety arises for certain youngsters during the preschool or grade school years, when parents start to set unreasonable expectations or hold excessively elevated standards for their kids' presentation. Parents then, at that point respond contrarily to their youngsters' inability to live up to their desires, and the kids thusly become unfortunate of assessment in accomplishment circumstances and excessively worried about grown-up response to their scholastic victories and disappointments" (Hill106).).

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students feel are under a great deal of pressing factor. There are such countless individuals to intrigue like instructors, managers, future supervisors, parents, and even when you have guidelines to satisfy. There are numerous procedures students can use to conquer this issue. It's basic, that we as a general public step through exam anxiety more genuine on the grounds that it doesn't assist with showing an understudy's real capacity in school, how they handle the material, and what it will mean for their future in the working environment.

There are two significant sorts of test anxiety. For this situation, it is working with as opposed to weakening anxiety. Working with tension is still anxiety, yet it is a superior sort of nervousness as it were. This, despite the fact that there is still pressure, really may assist with further developing scores. The models given are things, for example, a significant adrenaline surge previously or during a major event or butterflies before a major show in class or before a future boss(Alpert, Haber). Then again, incapacitating anxiety has a substantially more harming influence on student's. These models given are something individuals do regular . Coming in late for a test and watching the clock the whole time will just leave you with less time than you as of now have, making you do more regrettable. Standing by extremely late, choosing to read for a math mid term the prior night it is given, will likewise fall under the classification of crippling anxiety, alongside a faltering grade. Educators utilize mid-terms to perceive what their understudy's have realized over the span of the semester, however in the event that an understudy encounters this much pressure, a mid-term will do the specific inverse of showing the instructor what the hope to see. The solitary way extreme anxiety won't be addressed is if the understudy doesn't give oneself sufficient opportunity to read and get ready for the test(Williams) "Test anxiety has become a tremendous issue. Guardians are annoyed with every one of the tests that their children need to take, and numerous children get extremely apprehensive before the tests . .

They are being educated such a great amount about test taking, that they're apprehensive on the off chance that they don't succeed, they'll be driven into medicinal projects and get a label."(New York Times) This is a significant issue and an exceptionally admirable sentiment. Presently, if an understudy doesn't pass their PSSA's during their lesser year, they can't graduate. Obviously, there are methods of recovery like taking courses like Examination Island, which is on the PC and further develops scores, however

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once more, that doesn't show an student's potential in school. This could possibly assist student with doing in school, however what might be said about their certainty. This can be corrupting for understudies, particularly at a more youthful age since the individual feels humiliated. . In the event that understudy's are centered such a huge amount around the truth of not having the option to pass and being humiliated about being less brilliant than different children in class, how might they potentially zero in on the test before them at the given second on schedule? They can't. In the event that understudies excel on schoolwork and show class interest, for what reason do educators want to request more? Some student's, regardless of how long and exertion they put into it, won't ever excel on a test. The nervousness crushes the score. "Test anxiety is perhaps the main parts of negative inspiration and has direct incapacitating impacts on school execution. Dusek characterizes test tension as "a terrible inclination or enthusiastic express that has physiological and social concomitants, and that is knowledgeable about proper testing or other evaluative situations.""(Hill106). . Numerous understudies go through this. Crying, battling, being peevish, over eating, not eating enough, resting an excess of as opposed to dozing too little are generally manifestations of pressure and uneasiness in school. Is it typical? Indeed. Ought to there be this much tension on youthful understudies? Perhaps. With no pressing factor, no one would have a lot of inspiration to do anything, however a lot of pressing factor can influence an understudy's scores and by and large grades massively and that is something society needs to take into additional thought. The measure of work given week after week is overpowering. . Secondary school doesn't plan students very well for school. Secondary school understudies accept school as a joke and later think twice about it when entering school. Learning a part to a section seven days is adequately hard, then, at that point being tried on it just one to two brief weeks after the fact, it's plainly simple to perceive how and why understudies become so berserk. "Anxiety customarily has been estimated by understudy self-report polls. The most broadly utilized measure for youngsters is the Test anxiety Scale for Kids (TASC) created by S. Sarason et al. (1960). This 30-thing scale estimates tension about test execution (e.g., "Do you feel apprehensive while you are stepping through an exam?") and homeroom execution ("Do you think you stress more over school than other children?")(Hill108). This is a great method to assist understudies with vanquishing pressure the board. On the off chance that inquiries like this

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can be posed and replied, they can before long be defeated also. Things like watching the clock and needing to be quick to complete will reach a conclusion when it tends to be evident that a test is a test, not a race. More often than not, there is a lot of time given to step through an examination. At the point when the test is given, it is not difficult to take a gander at it and can't help thinking about how it is genuinely conceivable to complete sixty inquiries in only fifty minutes, yet it is conceivable. Breaking the test into little areas will help the understudy center around how much more modest the test then, at that point shows up, which makes it that a lot simpler.

There are numerous individuals attempting to sort out some way to decrease test nervousness and there are additionally numerous individuals managing it, actually like me. "The mentoring program, however shifting across student, essentially shows the student how to adapt to time pressure and troublesome issues and to utilize compelling test-taking procedures. The coaching centers around a few explicit issues: high test nervousness, significant off-task conduct, absence of exertion, negative mentalities, composing challenges, and explicit issues with information on the number related abilities important to excel on the homeroom tests"(Hill108). In school, there are numerous intentions for find support with things like this. We have the composing community and the numerical lab, and it is more than simple to plan meetings with your teachers more often than not. Spots like here, at a branch grounds, it is a lot simpler to meet with your teachers since it is a more modest school than most, however greater universities like fundamental grounds, it could be more troublesome. There are still a lot of approaches to figure out how to adapt to this. Getting off-task is simple for understudies all through the study hall. At home, it is not difficult to become diverted there are such countless things to occupy you, for example, checking Facebook briefly to going down the stairs to get a bite. In the homeroom, educators and teachers become derailed so effectively a great deal of the time. Absence of exertion is undoubtedly the understudy's flaw. Without exertion and without disappointment, one will fail. Disappointment is one of the lone ways you will at any point succeed. It is not difficult to get debilitate and feel negative about tests and papers when a road obstruction happens, yet that is typical. The best thing to do then is to leave and accomplish something unwinding. Going for a run, or a walk or essentially extending your muscles and returning to the task inside a brief timeframe, truly makes a difference Stress

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and test nervousness can be assuaged. It's difficult and it won't help everybody, except it will decrease the uneasiness. Practicing good eating habits is vital on the grounds that sustenance is a critical factor in keeping an individual's feeling of anxiety low. Keeping away from a ton of caffeine and liquor is likewise a smart thought. Getting a lot of rest and practicing helps, as well. That doesn't mean run four miles per day, yet accomplish something loosening up like yoga. Pay attention to music or even play an instrument. Taking breaks from basically everything and investing energy with family is an incredible method to adapt. Dispose of the multitude of things causing the pressure. Kill everything. See an advisor, converse with a companion or someone who is reliable, and let them realize what is happening. Getting things out calms a ton of stress. "Expanded time is the most mentioned accommodation"(New York Times). In the event that understudies were given additional time on, a required more test time, why not offer it to them? In the event that additional time was given and it did indeed, assist with further developing grades, why not give additional time? Particularly for understudies with learning disabilities, their grades and grades could changes drastically. Aiding a kid through pressure and empowering them in school and out of school decreases pressure in more youthful children and develops them for what's to come. Those children are the ones demonstrated to manage pressure and test uneasiness better. Indeed, it really showed that they improved the restless inclination, yet that is few out of every odd understudy's case. Engaging in sports and spelling honey bees assist with putting kids under tension and perceiving how every individual arrangements with it. "These rivalries "allow kids the opportunity to make that association between feeling somewhat restless and performing at their best," Mr. Bronson said"(New York Times). This resembles being in a group with a mentor who can't utter a word in a quiet tone. A few players can further develop their play when they are hollered at, and a few players get restless and can't perform to their best potential. In school, being given a ton of work and feeling like there are individuals to intrigue and guidelines to satisfy, it's anything but in every case simple to do as such well. Taking everything into account, test nervousness happens in nearly everybody. Everyone manages it in an unexpected way. The truth is that on the off chance that we as understudies were given additional time on tests to work on our scores, and satisfy others' principles, this tad of additional time could go far. Understudies are so up to speed with catching educators and their remarks about

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grades, taking the SAT's, and having different exercises on their plate, that they need more an ideal opportunity to get ready for the tests. It is unpleasant for understudies to feel like they need more an ideal opportunity to finish the given jobs and zeroing in on the weight on gives the understudy less an ideal opportunity to finish the work. I manage test nervousness on each test I have at any point taken and it's anything but something simple to manage, yet the more tests I get back with high rates on them just gives me more certainty to excel on the following one. Conquering test uneasiness is an astounding inclination. Maybe a foe has been crushed and won. Discover techniques that assist with crushing what keeps the understudy down most from getting passing marks and demonstrating their maximum capacity in class can be brought out. Test anxiety isn't difficult to survive. It could be troublesome, however not feasible.

Introduction

Subsequent to examine the causing components of anxiety, investigate its impacts to completely comprehension of its cost for the understudy capacity to learn. Being a mental confusion, anxiety can debilitate one's active and mental capacity delivering the understudy in a position where he can't adjust nor to endure the assault, consequently causing a decline in his exhibition and an extraordinary change in his mentality, which may prompt a decline in the understudies' accomplishments.

Thinking about the transaction of every one of the three factors, Putwain and Daly (2013) tracked down that a blend of high test tension and low self-efficacy, operationalized as study abilities and conduct, prompted lower execution. Profoundly self-effective understudies with low to direct test anxiety levels performed better. The creators likewise showed that danger examinations were lower when self-efficacy is high. Accordingly, self-efficacy convictions may shield from psychological and emotional anxiety symptoms

As indicated by Bandura (1997), state anxiety in performance situations is dictated by certainty convictions with which understudies approach requests and learning exercises at school, known as self-efficacy. Low self-efficacy convictions consequently bring out anxiety and decline accomplishment (Mills, Pajares, and Herron, 2006). Self-efficacy is characterized as people's convictions in their own capacity to finish wanted activities or to properly act in explicit circumstances which in instructive settings assigns the conviction of having the option to effectively adapt to execution related undertakings, or arrive at scholarly objectives (Jerusalem and Satow, 1999, Pajares, 1996; Putwain, Sander, and Larkin, 2013). Extrapolating from Bandura (1997), unique hypotheses have conceptualized the interchange of self-adequacy convictions, anxiety, and execution with regards to assessments. However these methodologies cover partly, no single model has had the option to represent the unpredictable interchange of these factors as each model accentuates distinctive interceding measures (Zeidner, 1998, Zeidner, 2007): While a few methodologies feature the significance of evaluations (e.g., Pekrun, 2006; Pekrun, Frenzel, Goetz, and Perry, 2007), others address self-administrative cycles (e.g., Boekaerts and Cascallar, 2006; Schnell, Ringeisen, Raufelder, and Rohrmann, 2015). With regards to

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learning and accomplishment, self-guideline is portrayed as "a functioning, valuable interaction whereby students put forward objectives for their learning and afterward endeavor to screen, manage, and control their comprehension, inspiration, and conduct, directed and compelled by their objectives and the relevant highlights in the climate" (Pintrich, 2000, p. 453).

Definition of Self-Efficacy:

The term "self-efficacy" was first mentioned by Albert Bandura by his own words

How well can one can execute courses of action required to deal with prospective situations" (1977)

A strong feeling of efficacy upgrades human achievement and individual prosperity from various perspectives. Individuals with high confirmation in their capacities approach troublesome assignments as difficulties to be dominated instead of as dangers to be stayed away from. A particularly effective standpoint encourages characteristic interest and profound immersion in exercises. They put out themselves trying objectives and keep up with fixed obligation to them. They elevate and support their endeavors despite disappointment. They rapidly recuperate their feeling of efficacy after disappointments or misfortunes. They quality inability to lacking exertion or insufficient information and abilities which are acquirable. They approach compromising circumstances with confirmation that they can practice authority over them. A particularly efficacy standpoint produces individual achievements, decreases pressure and brings weakness down to discouragement.

Interestingly, individuals who question their abilities avoid troublesome undertakings which they see as close to home dangers. They have low yearnings and frail obligation to the objectives they decide to seek after. When confronted with troublesome undertakings, they harp on their own insufficiencies, on the snags they will experience, and a wide range of antagonistic results instead of focus on the most proficient method to perform effectively. They loosen their endeavors and surrender rapidly even with troubles.

They are delayed to recuperate their feeling of efficacy following disappointment or difficulties. Since they see inadequate execution as lacking inclination it doesn't need a lot

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of disappointment for them to lose confidence in their abilities. They fall simple casualty to stress and wretchedness.

Gaudry and Spielberg(1971) mentioned that high test anxiety is the main reason of low performance of students.

“To investigate the effect of cognitive test on student’s academic performance”

Cassady & Johanson(2002)

And found that

“cognitive test anxiety exerts a significant stable and negative impact on academic performance measure”

Cassady & Johanson(2002)

In the same way as other different ideas in brain science, self-adequacy isn't really estimated in a clear way and requires a lot of thought to be estimated precisely. Self-viability is not normal for weight, which is easy to unbiasedly gauge by utilizing a scale, or stature, which is easy to equitably quantify by utilizing a measuring tape. Maybe, self-viability is a theoretical idea you can't contact or see. To gauge a theoretical idea such as self-viability, we use something many refer to as a self-report measure. A self-report measure is a sort of poll, similar to an overview, where individuals answer questions typically with answers that relate to mathematical qualities that can be added to make a general file of some develop. For instance, a notable self-report measure is the Apparent Pressure Scale (Cohen, Kamarck, and Mermelstein, 1983). It poses inquiries like, "somewhat recently, how frequently have you been vexed due to something that happened suddenly?" and "somewhat recently, how regularly have you been infuriated in view of things that were outside of your control?" Members answer the inquiries on a 1 through 5 scale, where 1 signifies "not frequently" and 5 signifies "all the time." Then, at that point the entirety of the appropriate responses are added together to make an absolute "stress" score, with higher scores comparing to more significant levels of pressure. Foster instruments to quantify self-adequacy that take individuals' emotional convictions about their self-viability and transform them into the most target conceivable measure. This implies that one individual's score of 6 out of 10 on a proportion of self-adequacy will be like someone else's score of 6 out of 10 on a similar measure.

Major influences on self-efficacy :

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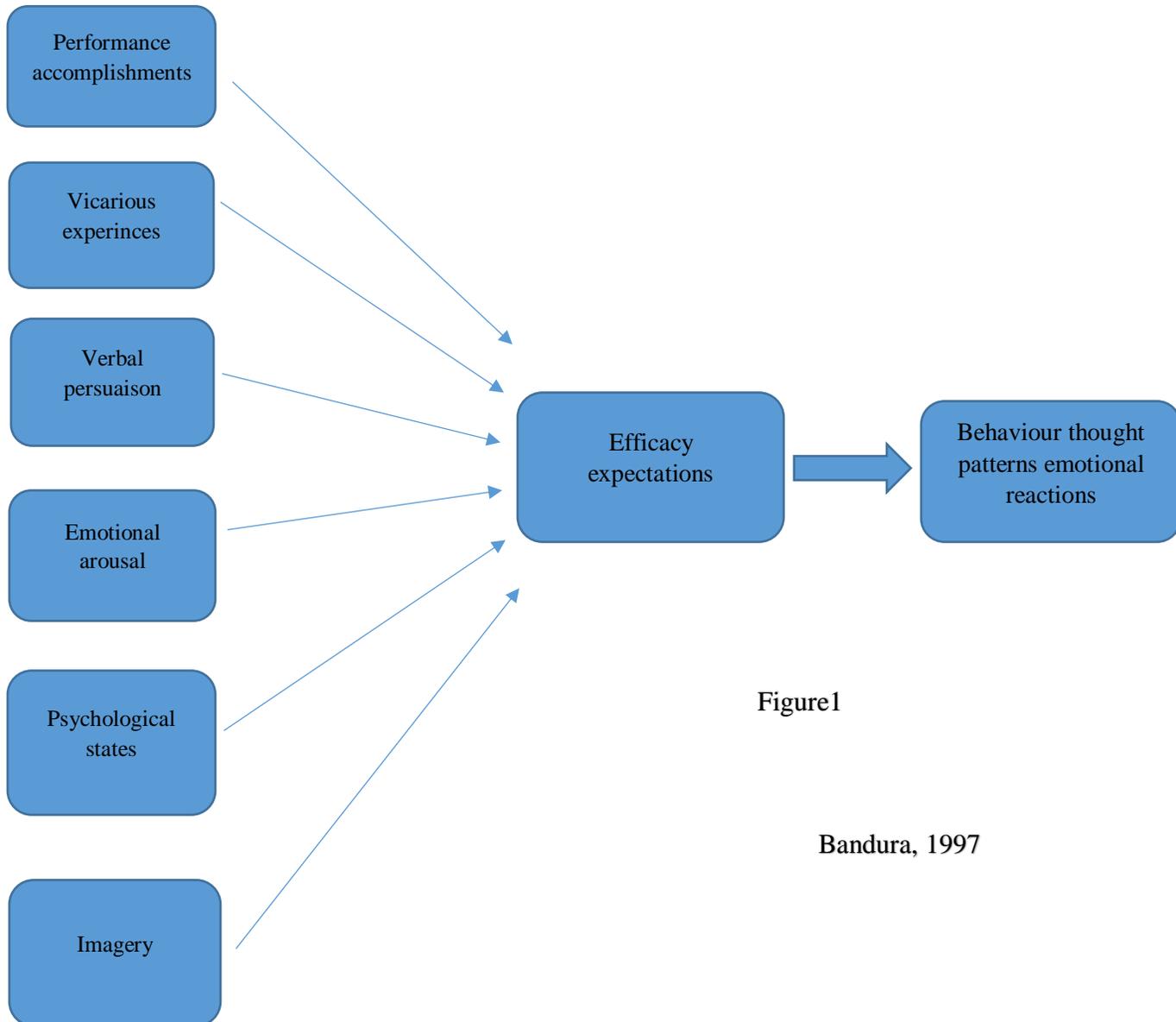


Figure1

Bandura, 1997

These five sorts of self-efficacy impact can take some genuine structures that nearly everybody has encountered. You may have had past execution encounters influence your scholarly self-adequacy when you excelled on a test and accepted that you would excel on the following test. **A vicarious performance**, may have influenced your athletic self-adequacy when you saw your dearest companion skateboard interestingly and imagined that you could skateboard well, as well. **Verbal persuasion**, might have influenced your scholarly self-viability when an instructor that you regard disclosed to you that you could get into your preferred school in the event that you read hard for the SATs. Realize that not all individuals are similarly liable to impact your self-efficacy however

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verbal influence. Individuals who seem dependable or alluring, or who appear to be specialists, are bound to impact your self-efficacy than are individuals who don't have these characteristics (Petty and Brinol, 2010). That is the reason an instructor you regard is bound to impact your self-adequacy than an educator you don't regard. **Imaginal performances**, are a powerful method to build your self-viability. For instance, envisioning yourself excelling on a new employee screening really prompts more viable talking (Knudstrup, Segrest, and Hurley, 2003). Emotional states and actual sensations flourish when you consider the occasions you have given introductions in class. For instance, you may have felt your heart dashing while at the same time giving a show. On the off chance that you accepted your heart was hustling in light of the fact that you had quite recently had a ton of caffeine, it probably would not influence your performance. In the event that you accepted your heart was hustling in light of the fact that you were making a terrible display, you may accept that you can't give the show well. This is on the grounds that you partner the sensation of uneasiness with disappointment and hope to bomb when you are feeling anxious.

Let's think about this in terms of public speaking. Say an individual gets up to give a speech and their palms start to sweat and their stomach begins to turn. This individual might perceive that these physiological cues are telling the individual that they are not capable of giving this speech. Therefore, their self-efficacy would be lowered.

The role of low self-efficacy:

Concerning all purposes .All individuals can distinguish objectives they need to achieve, things they might want to change, and things they might want to accomplish. In any case, a great many people additionally understand that setting these strategies in motion isn't exactly so straightforward. Bandura and others have tracked down that a person's self-efficacy assumes a significant part in how objectives, errands, and difficulties are drawn nearer.

The relationship between test anxiety and low self-efficacy

Individuals with low self-efficacy:

1. Try not to challenge assignments
2. Accept that troublesome errands and circumstances are past their abilities
3. Zero in on close to home failings and adverse results
4. Rapidly lose trust in close to home capacities

Effects of Low Self-Efficacy

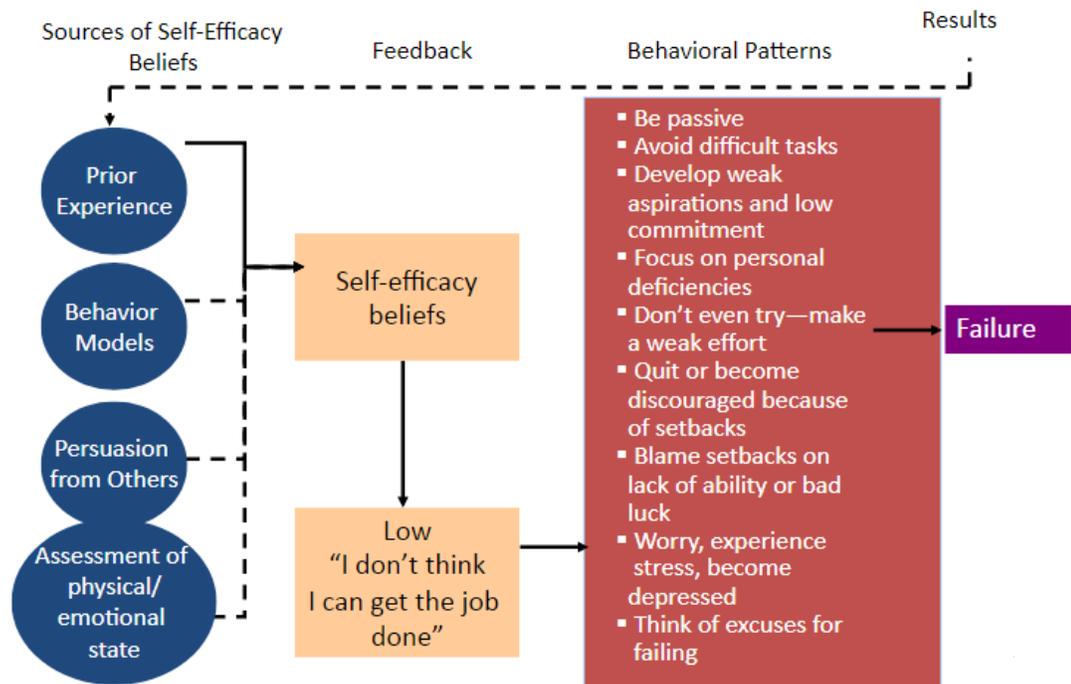


Figure2

Students who have low self-efficacy always tend to think negatively and seeing everything from a difficult angle or an obstacle, that is how high anxiety does effect student's self-efficacy and reduce their academic achievement concerning performance, attitude, and other issues have been tackled in this research.

The relationship between test anxiety and low self-efficacy

Causes of low self-efficacy

A portion of the numerous reasons for low self-efficacy may include:

- Despondent youth where parents (or other huge individuals like instructors) were amazingly basic.
- Helpless scholarly execution in school bringing about an absence of certainty.
- Continuous upsetting life occasion like relationship breakdown or monetary difficulty.
- Helpless treatment from an accomplice, parent or career, for instance, being in a harmful relationship.
- Progressing clinical issue like ongoing torment, genuine disease or actual handicap.
- Psychological instability, for example, anxiety issue or melancholy.

Consequences of low self-efficacy:

Negative feelings

The steady self-analysis can prompt relentless sensations of depression, sadness, anxiety, outrage, disgrace or blame.

Relationship issues

For instance they may endure a wide range of nonsensical conduct from accomplices since they accept they should procure love and fellowship, can't be cherished or are not loveable. Then again, an individual with low confidence may feel irate and menace others.

Fear of trying

The individual may question their capacities or worth and stay away from challenges.

Perfectionism

An individual may propel themselves and become an over-achiever to 'give penance' for what they see as their inadequacy.

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Fear of judgment

They may keep away from exercises that affect others, similar to sports or social-events, since they are apprehensive they will be adversely judged. The individual feels reluctant and pushed around others and continually searches for 'signs' that individuals don't care for them.

Low resilience

An individual with low confidence thinks that its difficult to adapt to a difficult life occasion since they as of now trust themselves to be 'sad'.

Absence of self-care

the individual may mind so minimal that they disregard or harm themselves, for instance, drink an excess of liquor.

Self-hurting behaviours

Low confidence puts the individual at expanded danger of self-hurt, for instance, dietary problem, illicit drug use or self destruction.

Characteristics of low self-efficacy

Ordinarily, an individual with low self-efficacy:

- Is extremely critical of themselves
- Minimizes or disregards their positive characteristics
- Judges themselves to be second rate compared to their companions
- Utilization negative words to depict themselves like idiotic, fat, appalling or unlovable
- Has conversations with themselves (this is called 'self talk') that are consistently bad, basic and self accusing
- Accepts that karma assumes an enormous part in the entirety of their accomplishments and doesn't assume the acknowledgment for them
- blame themselves when things turn out badly as opposed to considering different things over which they have no control like the activities of others or financial powers
- Doesn't accept an individual who praises them.

The effect of anxiety on student's self-efficacy:

anxiety can weaken understudies and lessen their presentation, particularly when confronting a circumstance that require talking publically, this will clearly prompt a type of loss of motion, driving the understudy to miss the mark, let completely go, falter, and act definitely.

Intellectually talking the relations among anxiety, cognition and behaviour are ideal seen as recursive and repeating, where each impacts the other. For model, an interest to answer an inquiry in second language class may make the understudy become restless, anxiety prompts stress and rumination (Leary, 1990; Levitt, 1980).

Psychological execution is lessened on account of the isolated consideration and

along these lines execution endures, prompting negative self-assessments and more self- censuring cognizance which further hinders execution, etc. For certain understudies the relationship between second language learning and anxiety is so settled it leads the understudy to get restless at the possibility of second language learning or

correspondence. This is the differentiation among state and quality anxiety.

If students have high level of anxiety then the self-efficacy gets lowered In the event that nervousness emerges during learning, restless understudies will perform ineffectively since they have learned less. In any case, all things considered, tension might be all the more unequivocally stimulated by talking than by learning. In this way, uneasiness may likewise meddle with the understudy's capacity to show the sum that she or he knows. The work of art model is the understudy who knows the material however "freezes up" on a test. Restless understudies are trapped in this twofold predicament; they have learned less and may not be capable to show the data that they have learned. Further, the repetitive connection among nervousness and undertaking execution proposes that as understudies experience more disappointment, their nervousness level may increment significantly more. (MacIntyre and Gardner, 1994a, 1994b) task execution recommends that as understudies experience more disappointment, their

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nervousness level may increment much more. (MacIntyre and Gardner, 1994a, 1994b)

As indicated by (MacIntyre and Gardner, 1994a) anxiety students are centered around both the job that needs to be done and their responses to it. For instance, when reacting to an inquiry in class, the restless understudy is centered around addressing the educator's inquiry and assessing the social ramifications of the appropriate response while giving it. To the degree that self-related cognizance builds, task-related comprehension is confined, and execution endures. Restless understudies along these lines won't learn as fast as loosened up understudies. (The Modern Language Diary; 79, 1995; 96).

If anxiety emerges in learning the efficacy gets lowered, then anxious students will perform inadequately since they have learned less. Nonetheless, regardless, uneasiness might be all the more firmly excited by talking than by learning. In this way, uneasiness may likewise meddle with the understudy's capacity to exhibit the sum that she or he knows. The work of art model is the understudy who knows the material yet "freezes up" on a test. Restless understudies are trapped in this twofold dilemma; they have learned less and may not be capable to exhibit the data that they have learned. Further, the repetitive connection among nervousness and errand execution recommends that as understudies experience more failure, their anxiety level may increment considerably more. (MacIntyre and Gardner, 1994a, 1994b) task execution proposes that as understudies experience more disappointment, their self-efficacy level may increase considerably more. (MacIntyre and Gardner, 1994a, 1994b)

Consequences of low self-efficacy



Figure3: a caption showing the consequences of low self-efficacy

Anxious students interpret simple situations as a threat. For example preparing for an exam is way too difficult to prepare for

-anxiety controls the student's self-efficacy and their achievement

-Anxiety is associated with:

-Decreased short term memory.

-General memory deficits, with specific visual memory deficits.

-Poor recall of previously mastered materials.

-Anxiety leads to poor engagement in class or in social interactions which also leads

The relationship between test anxiety and low self-efficacy

to poor social statuses. (Lyneham 03-09)

Self-Efficacy and Academic Achievement

Some scientists accept the relationship between self-efficacy and academic achievement can be ascribed to metacognitive learning methodologies. All the more explicitly talking, proof shows that understudies with higher self-efficacy (as a hope segment) show more undertaking and tirelessness when confronted with testing circumstances. In spite of the beneficial outcome of self-viability on the measure of endeavor, proof shows that the nature of the endeavors of self-adequate understudies is diverse also; such understudies utilize different more profound psychological and metacognitive handling procedures contrasted with their friends with lower self-efficacy. This prompts better learning and scholarly accomplishment. In actuality, students with low self-efficacy look for simpler errands to keep away from disappointment and utilize superficial procedures while ignoring profound learning.

Subsequently, as displayed in different examinations, self-efficacy and metacognitive learning methodologies are firmly related. As expressed by Pintrich, self-efficacy turns into a vital determinant of if students embrace these procedures. As per self-managed learning hypotheses, aside from monitoring the intellectual and metacognitive methodologies, understudies ought to be persuaded to eagerly utilize these systems to succeed. In this regard, the overall anticipation esteem hypothesis of inspiration proposes that there are three persuasive parts that may be related with the segments of self-controlled learning like metacognitive methodologies: (a) a full of feeling segment, which includes passionate responses of understudies to the undertaking (pride, outrage, and so on), (b) a hope segment, including the understudies' convictions about their ability to do an assignment (self-efficacy), and a worth segment, including the understudies' objectives and convictions about the significance and premium of the errand. Earlier exploration uncovers that the anticipation, esteem, and full of feeling parts are decidedly connected with oneself controlled learning segments.

Since anxiety can effect sly affect student's efficacies, and their physical performance, it will doubtlessly impact their achievement. Since execution is the

The relationship between test anxiety and low self-efficacy

information, and it may be influenced by mental episodes, the yield (being the scholarly accomplishments) will clearly be affected, the seriousness of the effect may fluctuate contingent upon the understudy and his character.

Hancock (2001) analyzed the impacts of student' test anxiety and teacher's evaluation rehearses on student' achievement and inspiration at post the optional level. He discovered genuinely significant outcomes which uncovered that all understudies, particularly understudies with high anxiety level, performed inadequately and were less spurred to learn. Along these lines he set up that that when understudies who are especially test-restless are presented to a exceptionally evaluative appraisal climate in their instructive establishment, they perform ineffectively and are less roused to perform (Hancock, 2001).

The analysts further contended "how high test-anxious students couldn't profit straightforwardly from coordinated guidance, which eventually influenced their execution in class". A few scientists investigated sexual orientation contrasts regarding test anxiety and found that females have more significant levels of by and large test nervousness than guys (Chapell et al., 2005; Cassady and Johnson, 2002; Bandalos et al., 1995; Mwamwenda, anxiety student 1994).

Cassady and Johnson, (2002) explained "that one clarification for contrasts in test anxiety based on student' sexual orientation is that guys and females feel same degrees of test stress, yet females have more significant levels of emotionality". Zeidner (1990).

Conclusion :

Self-efficacy alludes to your convictions about your capacity to successfully play out the undertakings expected to accomplish an esteemed objective and it influences your every day life from numerous points of view. Self-useful young people perform better at school and self-effective grown-ups perform better busy working. These people have more joyful heartfelt connections and work better in groups. Individuals with solid self-efficacies have preferable wellbeing over those with feeble self-efficacies; they are bound to take part in practices that forestall medical conditions and really increment their wellbeing. They are bound to start and proceed with work out, have more secure sex, and eat better food sources. Higher self-viability is likewise valuable for escaping negative propensities. Individuals with solid self-efficacies can get in shape, quit smoking, and cut down on liquor utilization more effectively than can individuals with low self-efficacies. As delineated by the notable kids' book *The Little Motor That Could* (Flautist, 1930), telling yourself "I want to" can be an incredible help and can build your odds for progress.

Introduction:

People think that understanding the relationship between test anxiety and low self-efficacy is an easy task to do, yet, it needs so many researches and have numerous researchers to deal with.

This research is an experimental descriptive research divided into 3 main parts: theoretical part and practical part which holds questionnaire for both students and teachers.

The student's questionnaire was given to 3rd year baccalaureate of a scientific field. it was distributed to 50 students. the questionnaire holds both anxiety and its type (test anxiety) and what is attached to it, also self-efficacy and how it is controlled by test anxiety.

The teachers' questionnaire, is divided into two sections, the first section, titled motivation and anxiety, aims to shed light on motivation from the teachers' point of view, and to better understand teachers' perspective about anxiety. Section two aims at trying to harvest some of the teacher's' experience to harvest some applicable techniques for future use. At the end of this chapter the applied part results will have aided us to obtain a better grasp about anxiety..

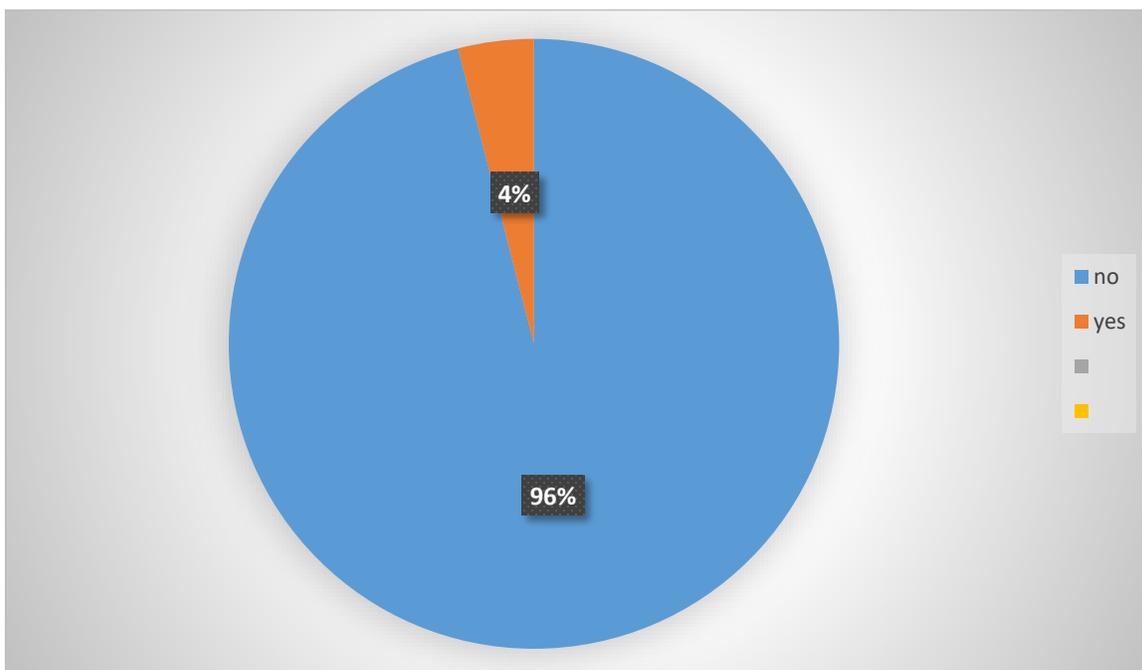
The relationship between test anxiety and low self-efficacy

QUESTIONNAIRE

Dear Students:

You are kindly requested to voluntarily complete this questionnaire. Your responses will be of great help to the research of which aim is to serve the teaching and learning of English as a Foreign Language at the university level. Your cooperation would be deeply appreciated. Thank you very much for your help to accomplish this task.

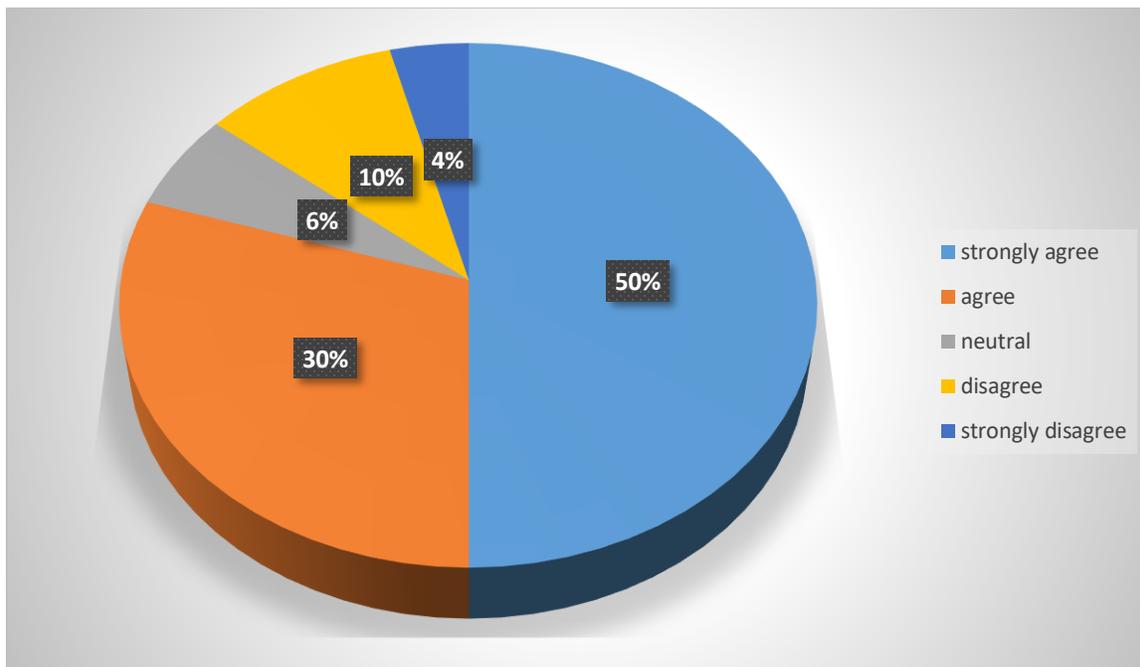
Have you repeated any year?



Only two students who have repeated the year

The relationship between test anxiety and low self-efficacy

1/ I never feel quite sure of my-self when I am passing a test in English class

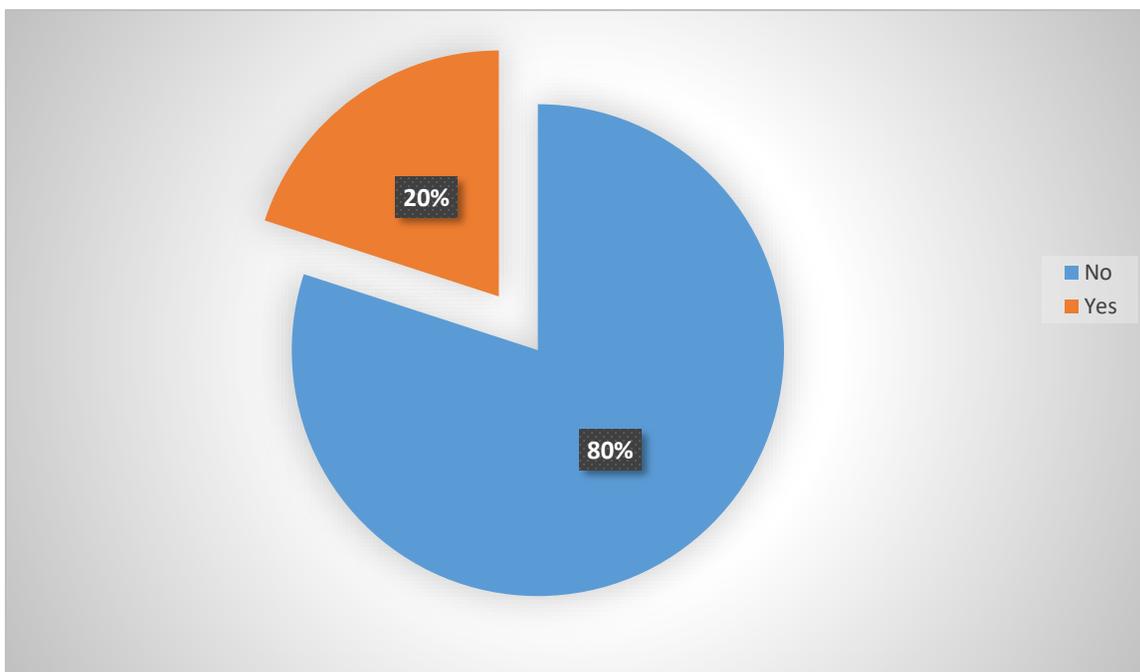


Answer	Percentage	Participants
Strongly agree	50%	25
Agree	30%	15
Neutral	6%	3
Disagree	10%	5
Strongly disagree	4%	2

The results show that half of the students strongly agree with not being quite sure while answering the test questions in English, and that is due to the lack of confidence when it comes to second language. (30%) agree about the statement, however, (10%) disagree that may lead to having a low level of test anxiety.

The relationship between test anxiety and low self-efficacy

2/ Do you find it easy to prepare for a test?

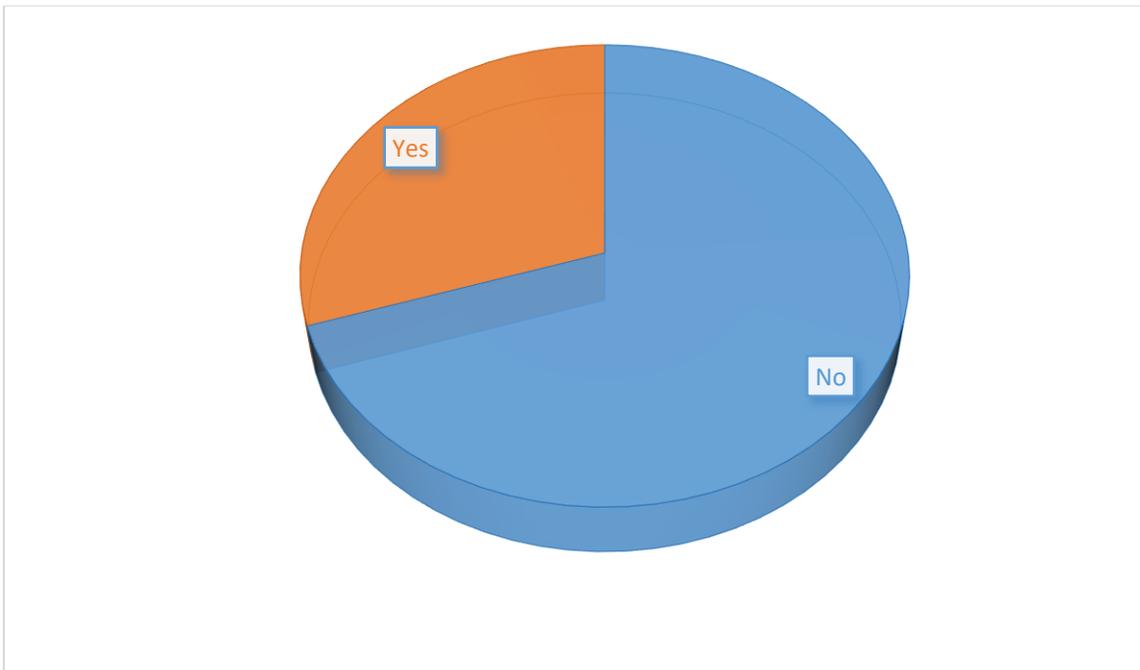


Answer	Participants	Percentage
Yes	10	20%
No	40	80%

(80%) students answered with “Yes” the majority of students face problems preparing for the test, because ; ammm what they think of is the mark and the type of questions will be given to them.

The relationship between test anxiety and low self-efficacy

3/ Do you stay motivated even when you face hard questions?

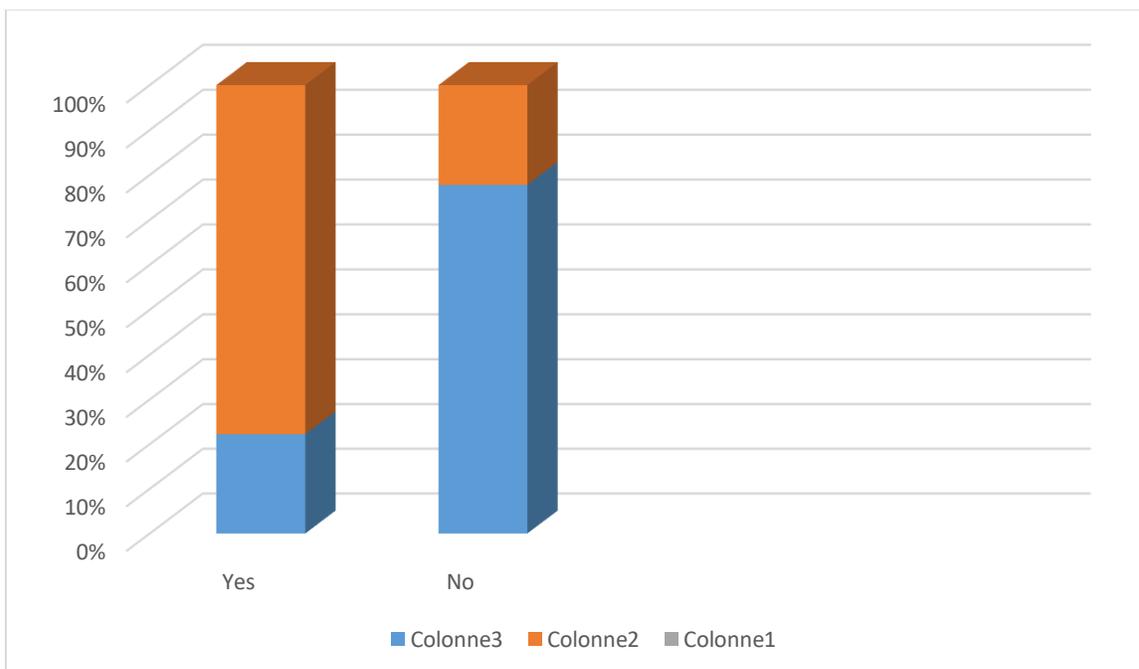


Answer	Participants	Percentage
Yes	15	30%
No	35	70%

High test anxiety level demotivates students ,especially the anxious ones, since their work is only based on their few abilities they can reach and use.

The relationship between test anxiety and low self-efficacy

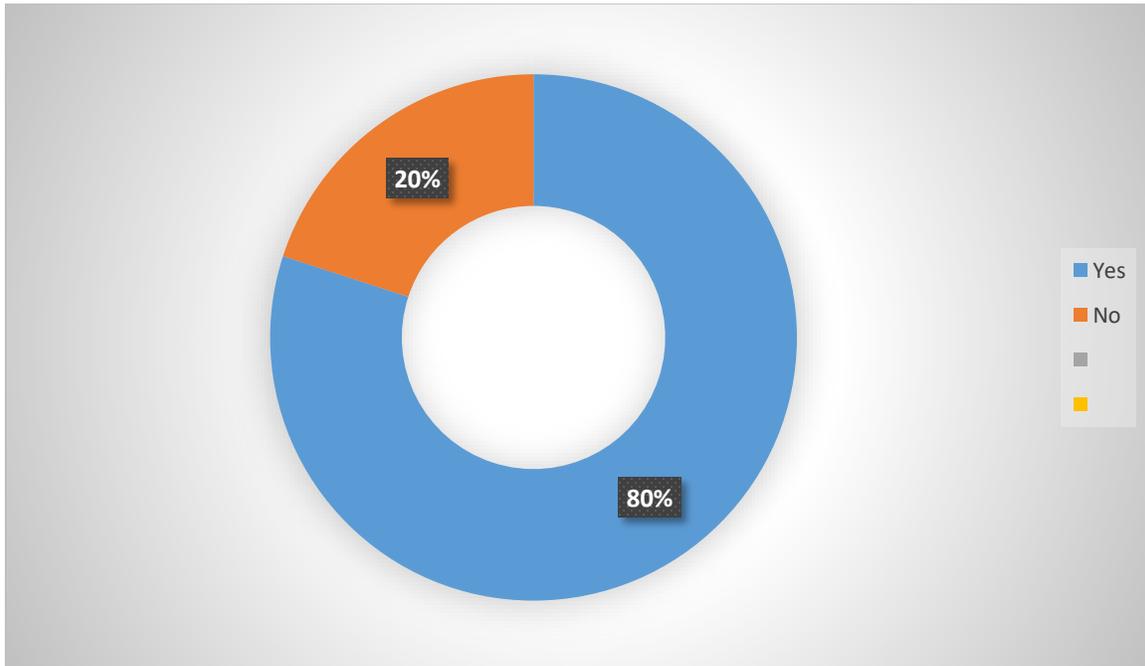
4/ I am confident with my abilities while answering test questions



I asked for a feedback if it was the answer “NO” the majority of them answered with no ,it was because they might not produce a sufficient answer ,also they said that they get afraid to answer.

The relationship between test anxiety and low self-efficacy

5/ in your opinion, does anxiety effects your school achievement?

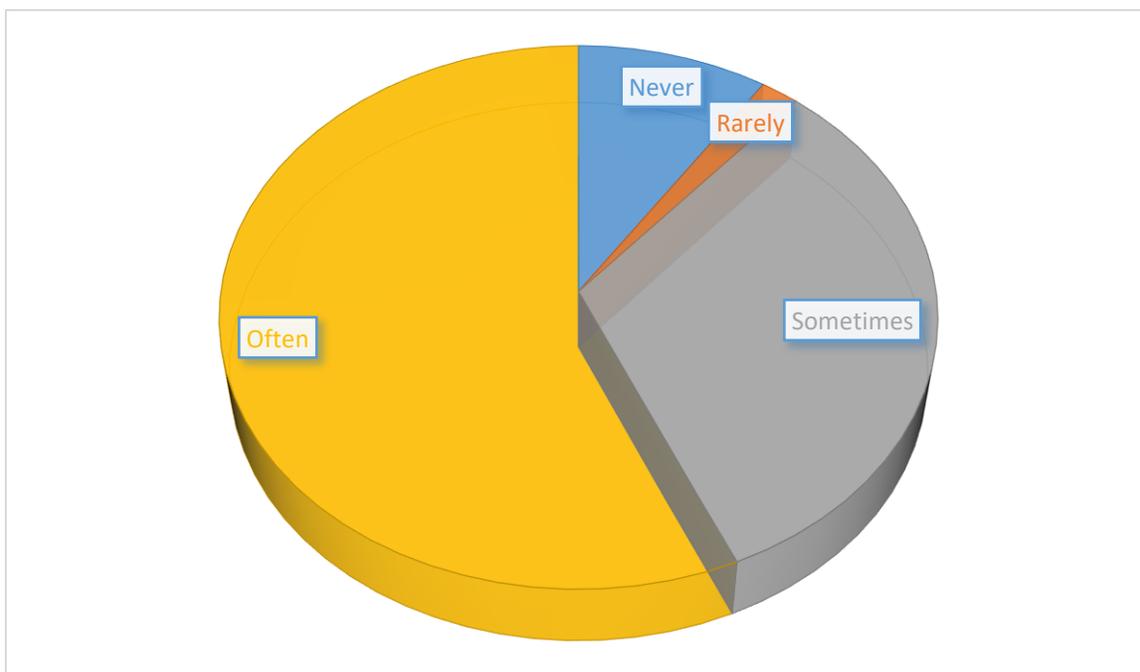


Answer	Participants	Percentage
Yes	40	80%
No	10	20%

80% from those students are being controlled by anxiety and see that anxiety does control their school achievement.

The relationship between test anxiety and low self-efficacy

6/I feel stressed when a teacher stands next to me during a test

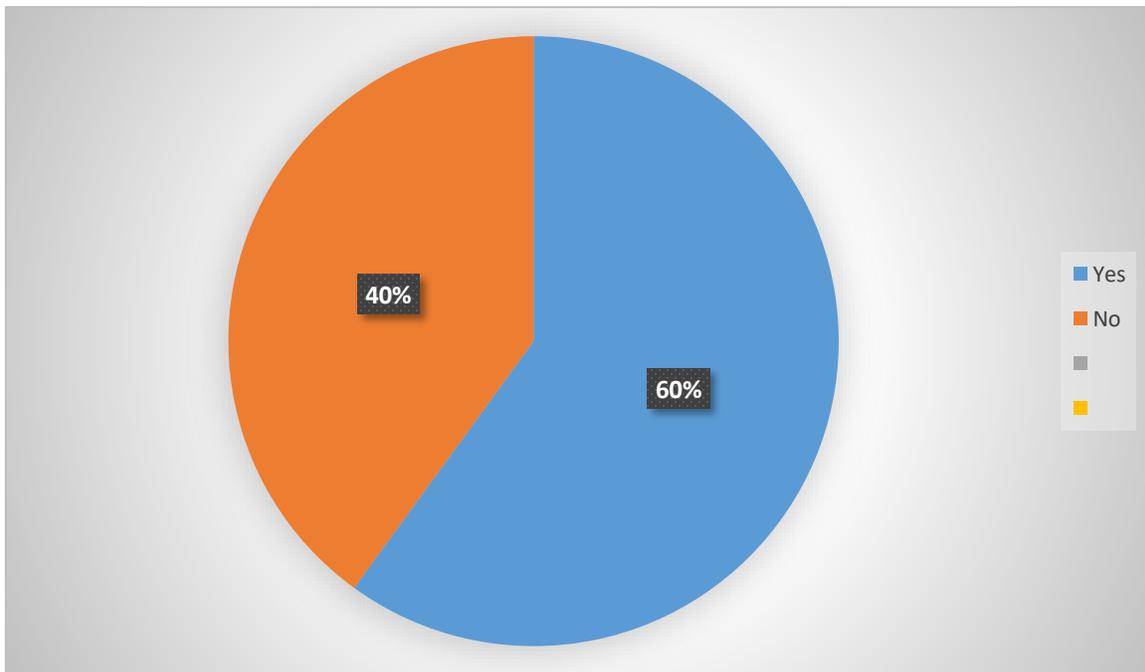


Answer	Participants	Percentage
Never	5	9%
Rarely	1	2%
Sometimes	17	32%
Often	30	57%

Students get distracted when a teacher keep staring at their paper or stands next to them . 5 students have answered "Never" and that would be 9%, "Sometimes" was the answer of 17 student . "Often" was the major one which took 57% ;however, only 1 student answered with "Rarely".

The relationship between test anxiety and low self-efficacy

7/I feel that the other students have prepared for the test better than me



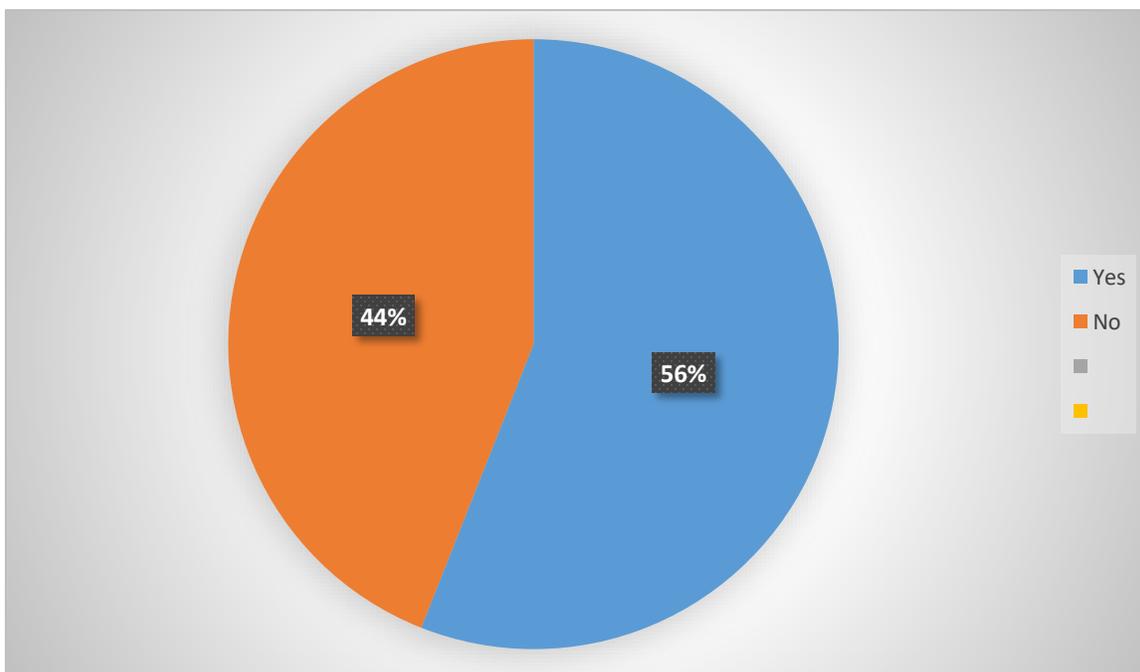
60% of the students answered with a "Yes" they have unconfident feeling about themselves.

The relationship between test anxiety and low self-efficacy

8/How does being an anxious student influence negatively on your work? And how could you deal with it?

The relationship between test anxiety and low self-efficacy

9/ I usually get depressed after a test.

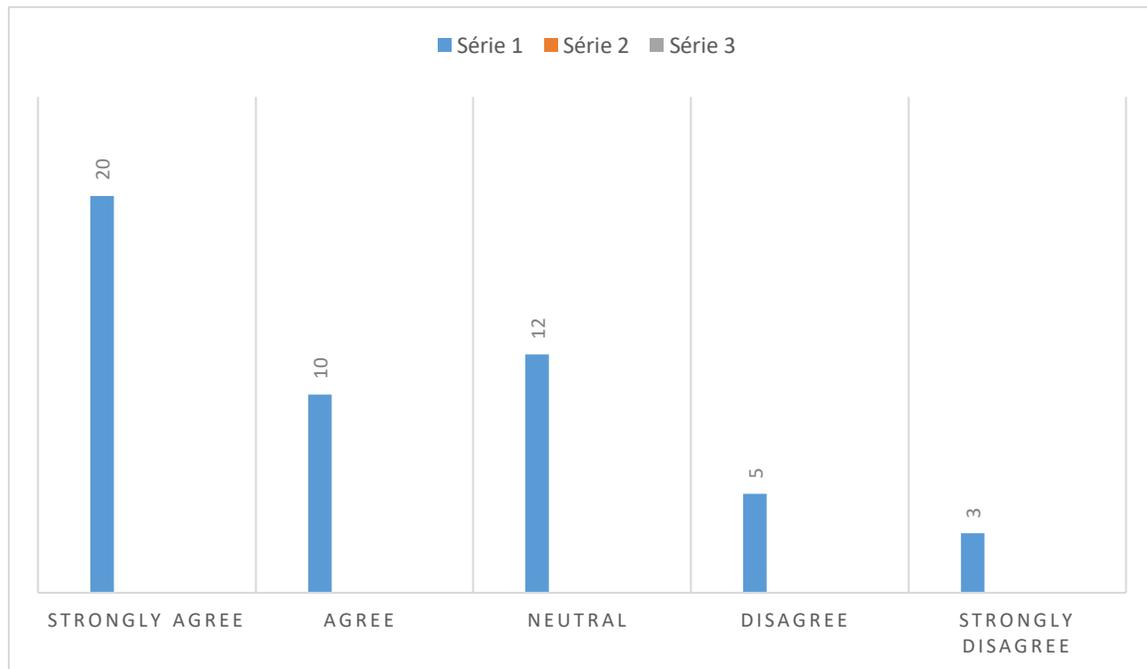


Answer	Participants	Percentage
Yes	28	56%
No	22	44%

(56%) which means 28 of students said yes, and (44%) also means 22 of the students said No ,baccalaureate students have the tendency that a test evaluates their level as if it's the final exam.

The relationship between test anxiety and low self-efficacy

10/ Before / during a test I have the tense that my stomach gets upset

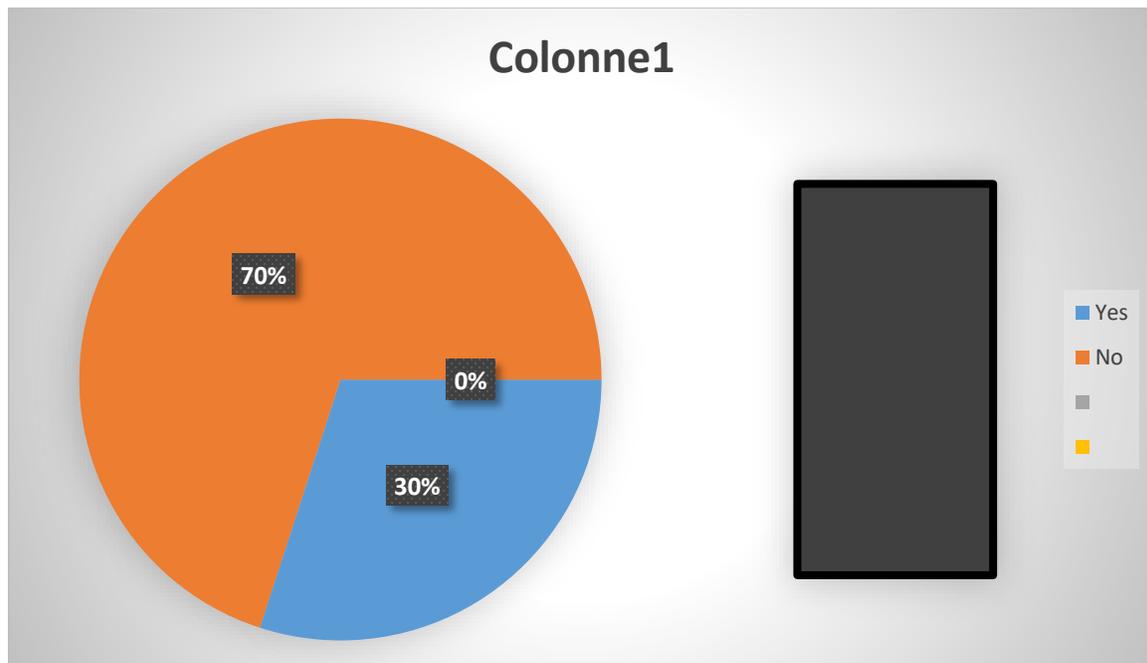


Answer	Participants
Strongly agree	20
Agree	10
Neutral	12
Disagree	5
Strongly disagree	3

Students strongly agree on having a stomach pain during passing a test, when the brain has the tense of having something not right,so it sends a message to the organ(stomach) that's how human body works

The relationship between test anxiety and low self-efficacy

11/ Do you worry about making mistakes in a test?

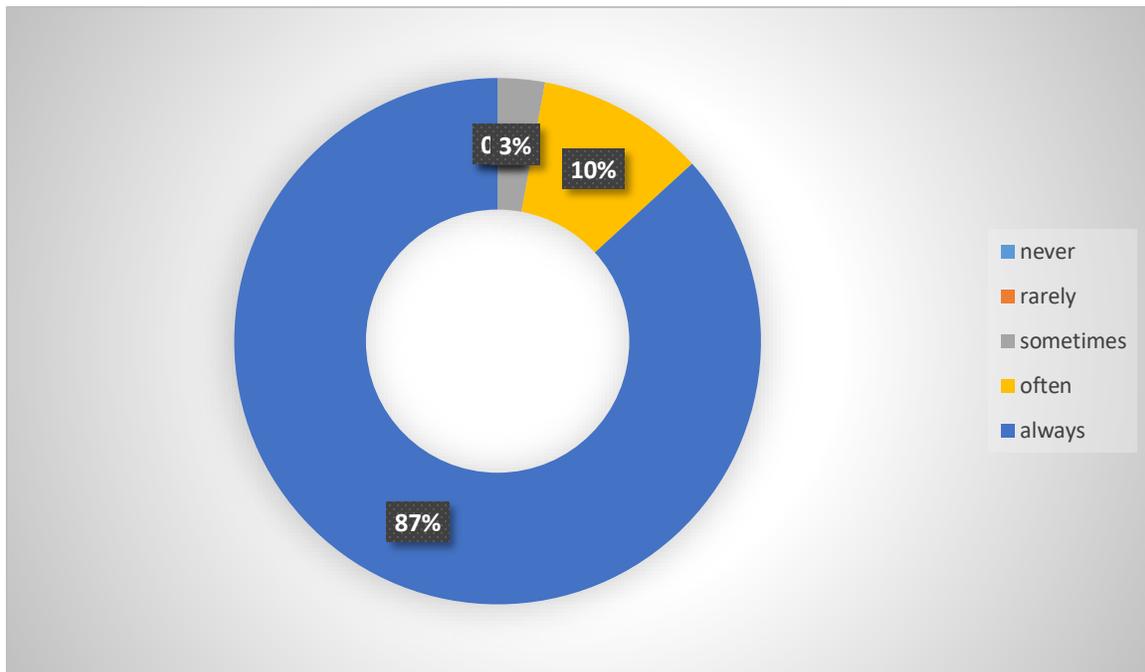


Answer	Participants	Percentage
Yes	15	30%
No	35	70%

15 participants have answered with Yes and 35 participants have answered with No, Mistakes must happen no matter what, anxious students feel more depressed about it

The relationship between test anxiety and low self-efficacy

12/ My mind goes blank during a test

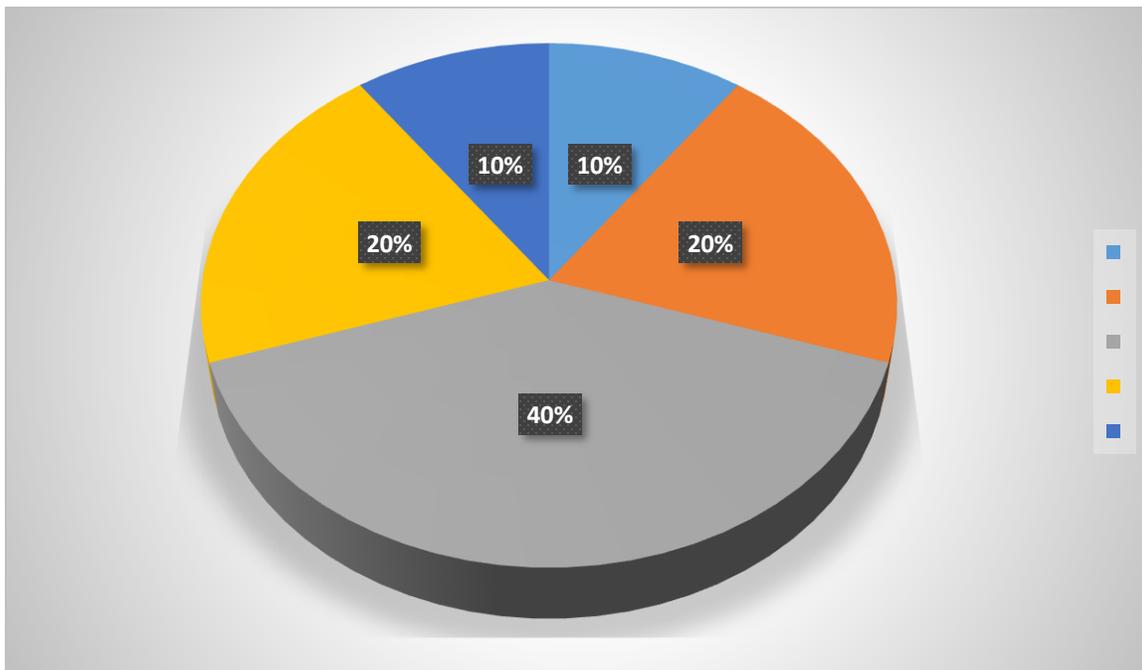


Answer	Participants	Percentage
Never	0	0%
Rarely	0	0%
Sometimes	3	3%
Often	5	10%
Always	42	87%

Stress and anxiety let the brain lose its concentration which leads to blank mind.

The relationship between test anxiety and low self-efficacy

13/I have visible signs of nervousness such as sweaty palms, shaky hands, and so on right before a test.

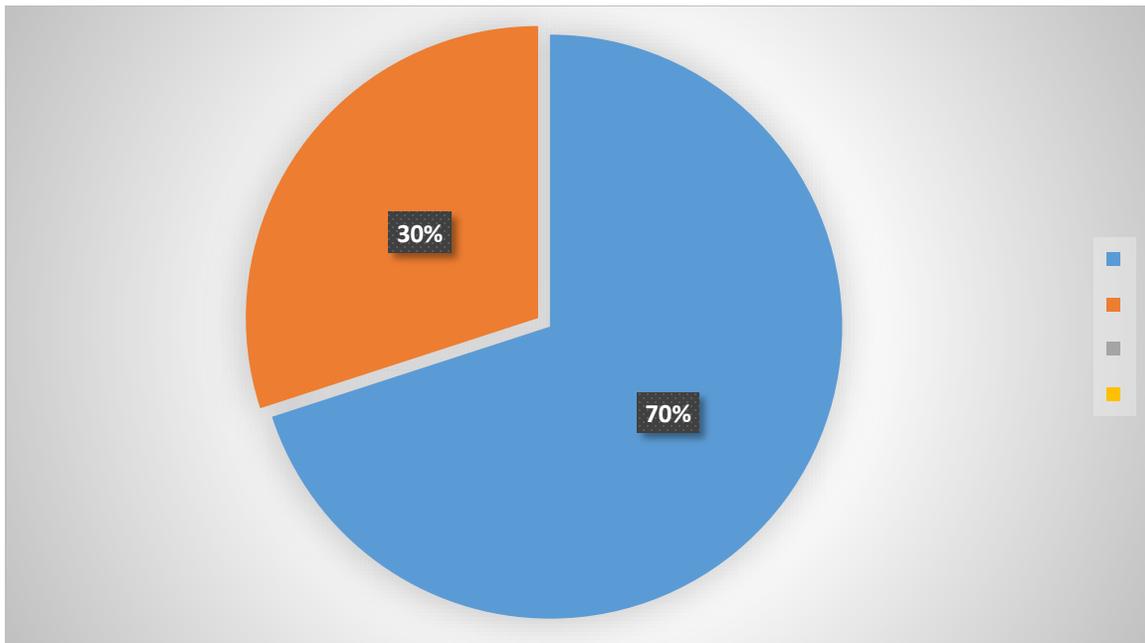


Answer	Participants	Percentage
Never	5	10%
Rarely	10	20%
Sometimes	20	40%
Often	10	20%
Always	5	10%

There are several signs that anxious student has and sweaty palms, shaky hands are main ones.

The relationship between test anxiety and low self-efficacy

14/ I have trouble sleeping the night before a test.

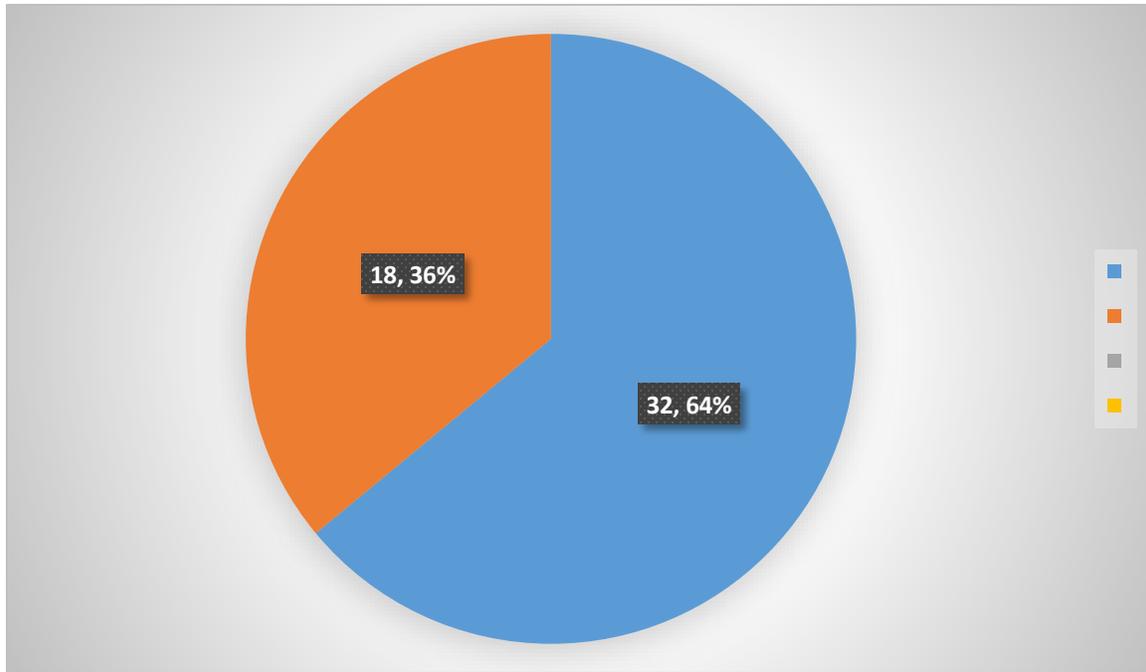


Answer	Participants	Percentage
Yes	35	70%
No	15	30%

Low self-efficacy brings insomnia, and depression

The relationship between test anxiety and low self-efficacy

15/I have trouble choosing answers.

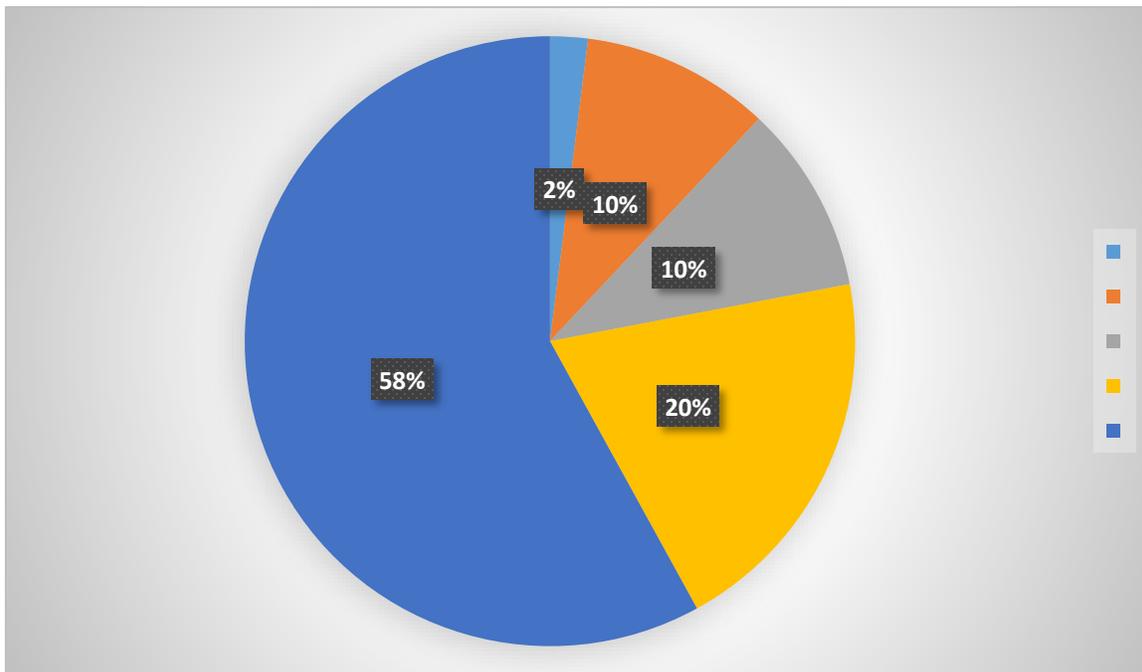


Answer	Participants	Percentage
Yes	32	64%
No	18	36%

Even if knowing the right answer, lack of confidence controls the student's performance.

The relationship between test anxiety and low self-efficacy

16/ I make mistakes on easy questions or put answers in the wrong places.

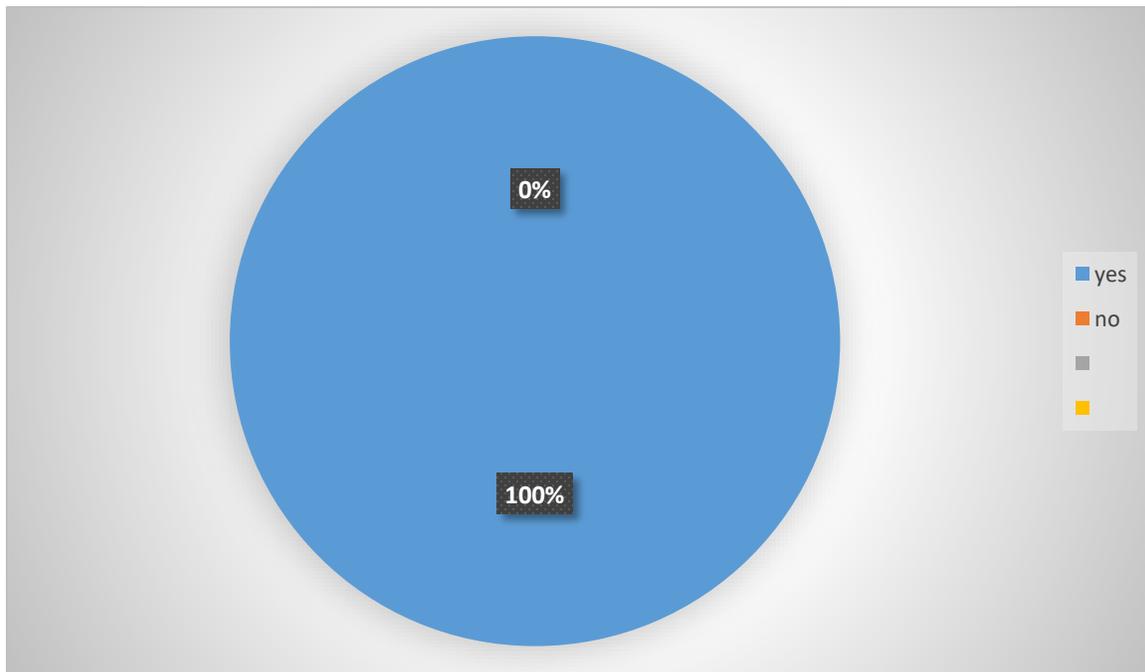


Answer	Participants	Percentage
Never	1	10%
Rarely	5	20%
Sometimes	5	40%
Often	10	20%
Always	29	10%

Answering right then deleting the right answer to replace it with the wrong answer is one of the main factors of lack of confidence.

The relationship between test anxiety and low self-efficacy

17/ I get mad when I see my classmates debating about the answers after a test

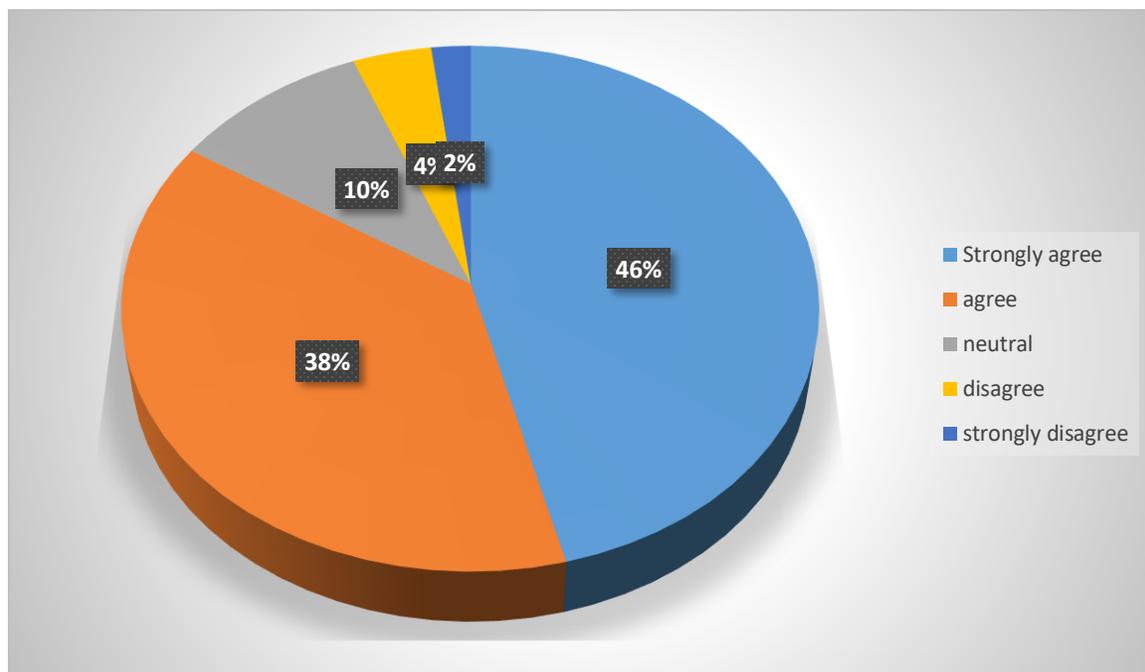


Answer	Participants	Percentage
Yes	50	100%
No	0	0%

Students hate when they see their classmates discussing the test answers after the test .it frightens them

The relationship between test anxiety and low self-efficacy

18/I remember the information that I blanked once I get out of the testing situation

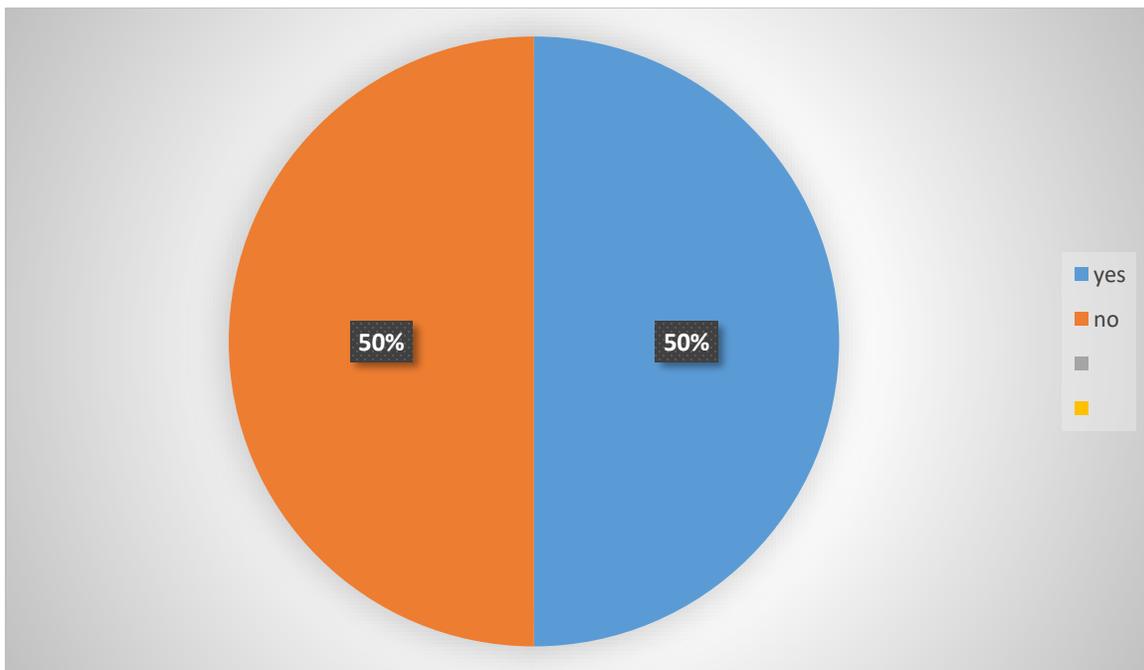


Answer	Participants
Strongly agree	0
Agree	3
Neutral	5
Disagree	19
Strongly disagree	23

Students eventually do not remember information when they enter the class to pass the test.

The relationship between test anxiety and low self-efficacy

20/ Do you believe you can succeed at most any endeavor to which set your mind?



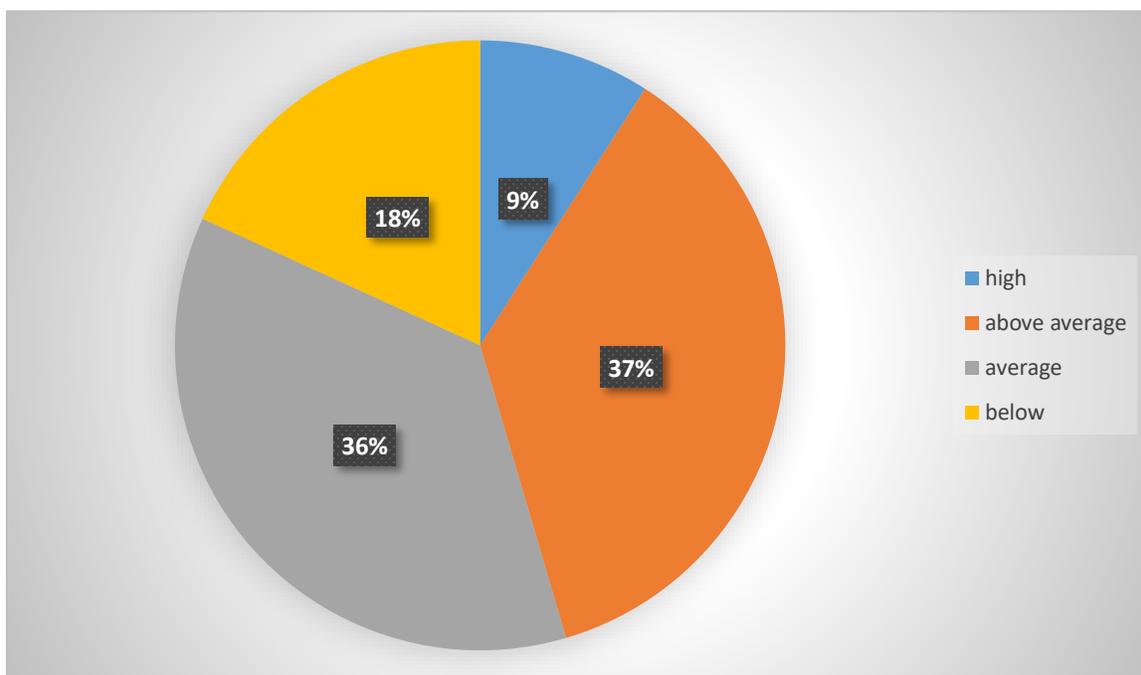
Answer	Participants	Percentage
Yes	25	50%
No	25	50%

Students thought equally and answered yes and no

Teacher's questionnaire analysis:

This part of the study aims at examining the issue of anxiety and self-efficacy from the teacher's perspectives, teachers are like an eye they observe the student's behavior and know if a particular student has anxiety or not, and as we know high level of anxiety cause low self-efficacy at that matter teachers are the main help in that situation.

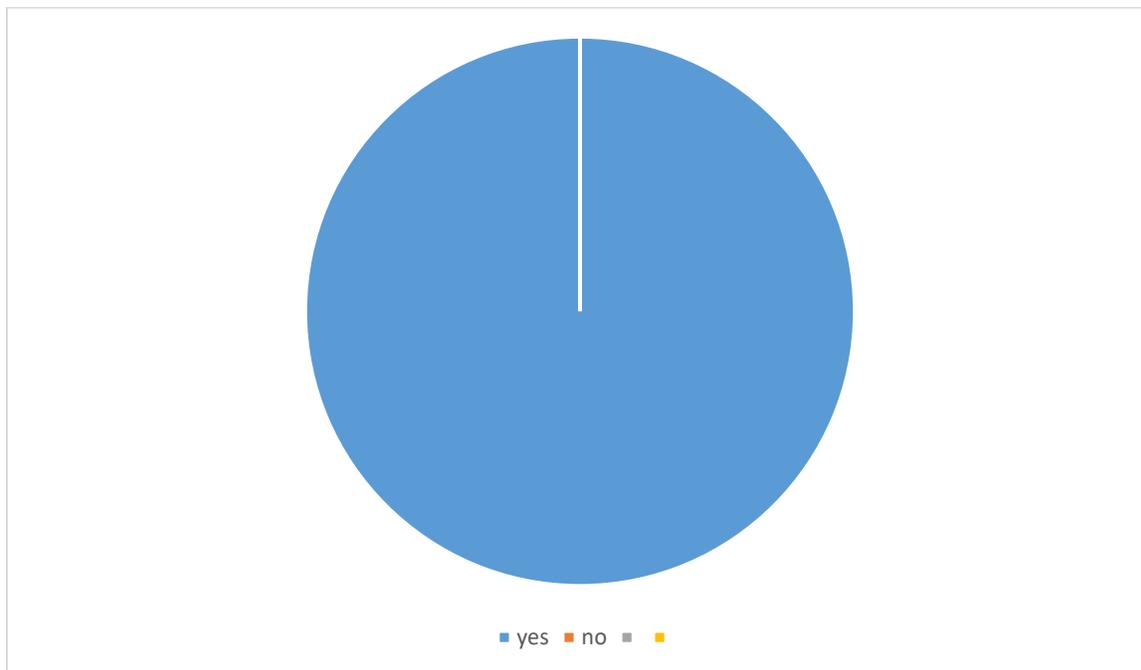
Question 01: which of the following describes your students' speaking level?



Answers	Participants	Percentage
High	1	9%
Above average	4	36%
Average	4	36%
Below	2	18%

The relationship between test anxiety and low self-efficacy

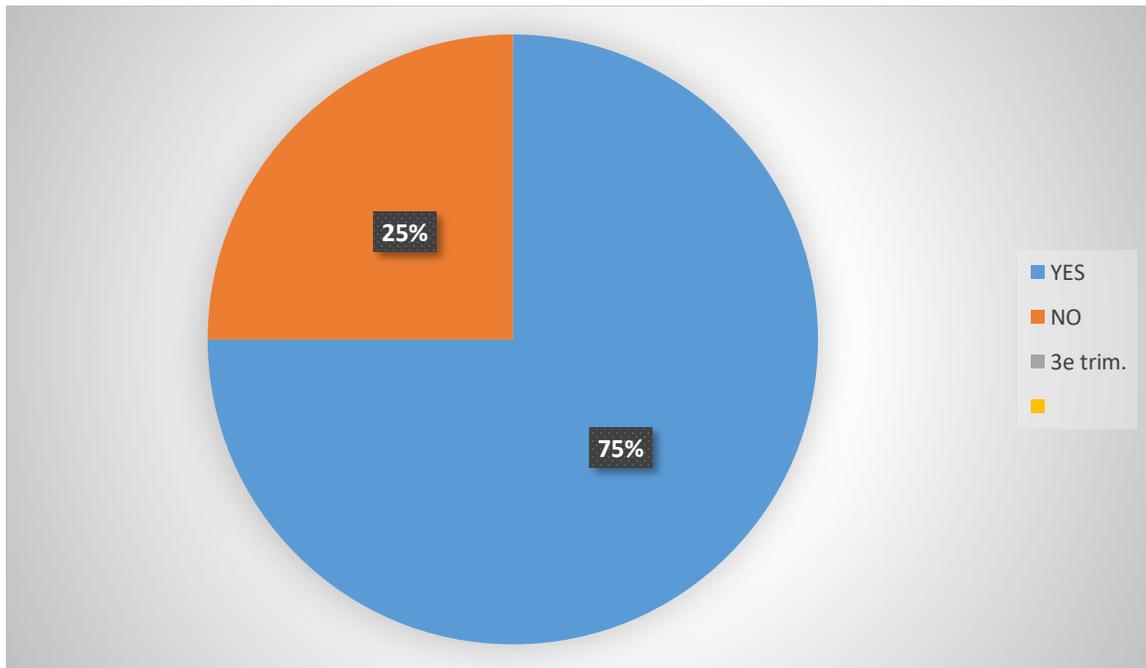
Question 2: Do you notice any of those signs (sweaty palms,shaky hands,stomach pain) on your students while passing a test?



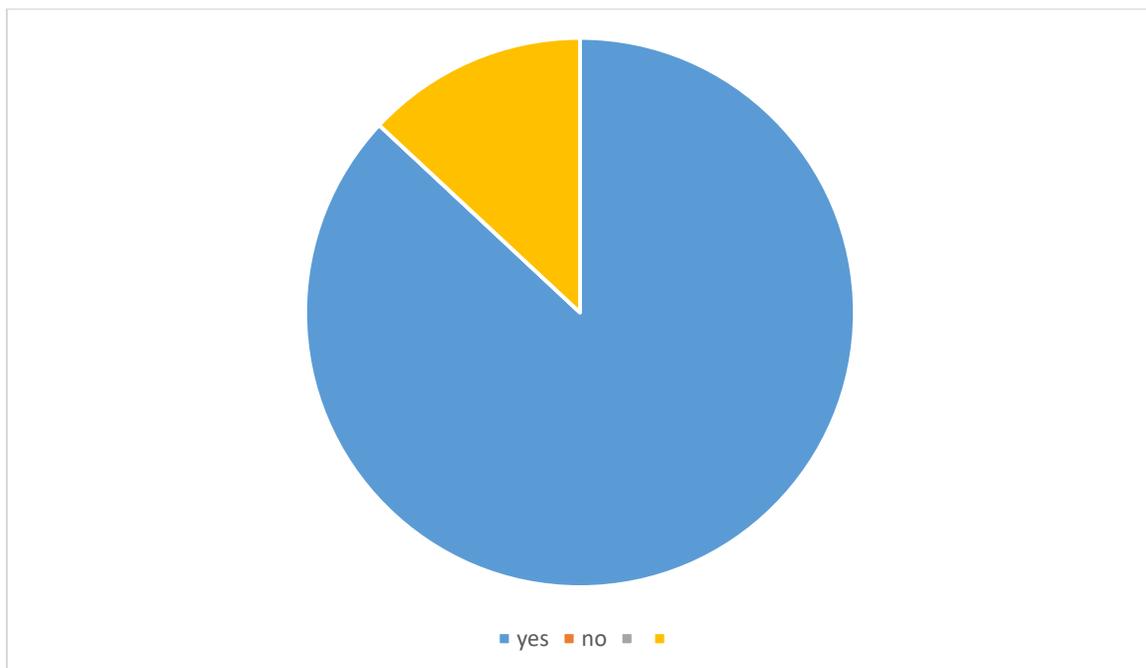
All eight teachers have noticed the symptoms on their students during a test .

The relationship between test anxiety and low self-efficacy

Question 3: Do students experience difficulties while answering the test?



QUESTION 4: Would You Raise Your Student's Awareness towards Anxiety?

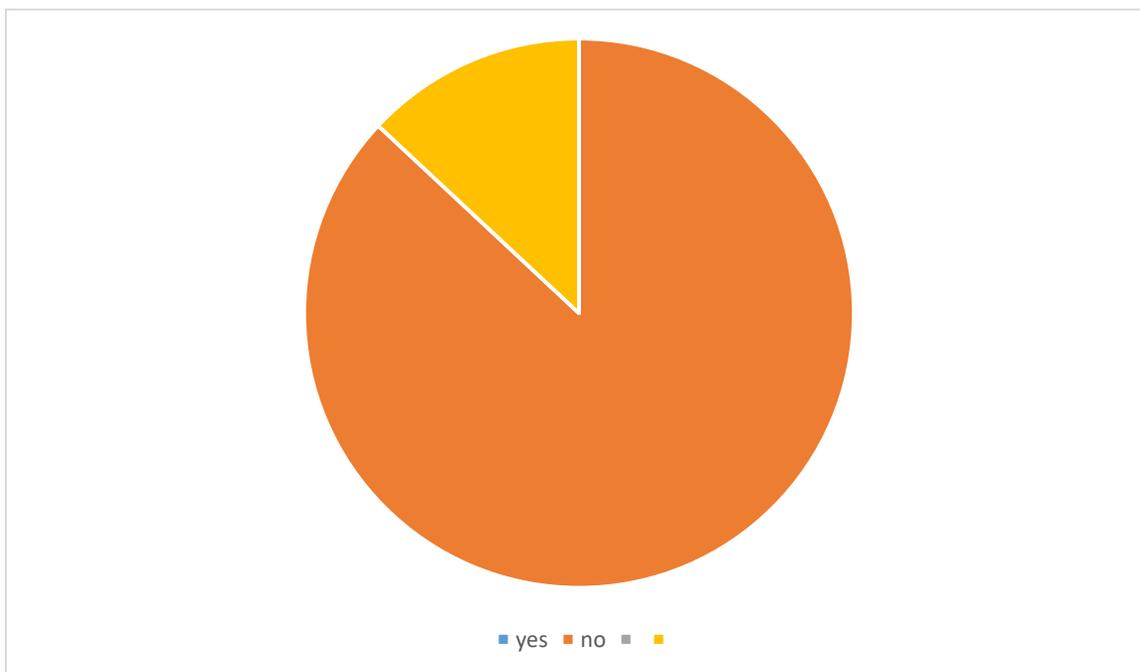


All eight teachers answered the question by ticking “yes”. When asked to demonstrate how, the common answers were that they would make them more confident about

The relationship between test anxiety and low self-efficacy

themselves, creating a stress free environment where their feedback is necessary, familiarizing them with the process of public speaking, and acquainting them with the oral skill, so that they would feel adequate and to provide them with a feeling of power and control .

Question 5: in your opinion can anxious student answer well in no matter level is the test?



All teachers answered by no because anxious student are effected by low efficacy and the term “confident” is a just a wish to them they can’t reach only by motivation.

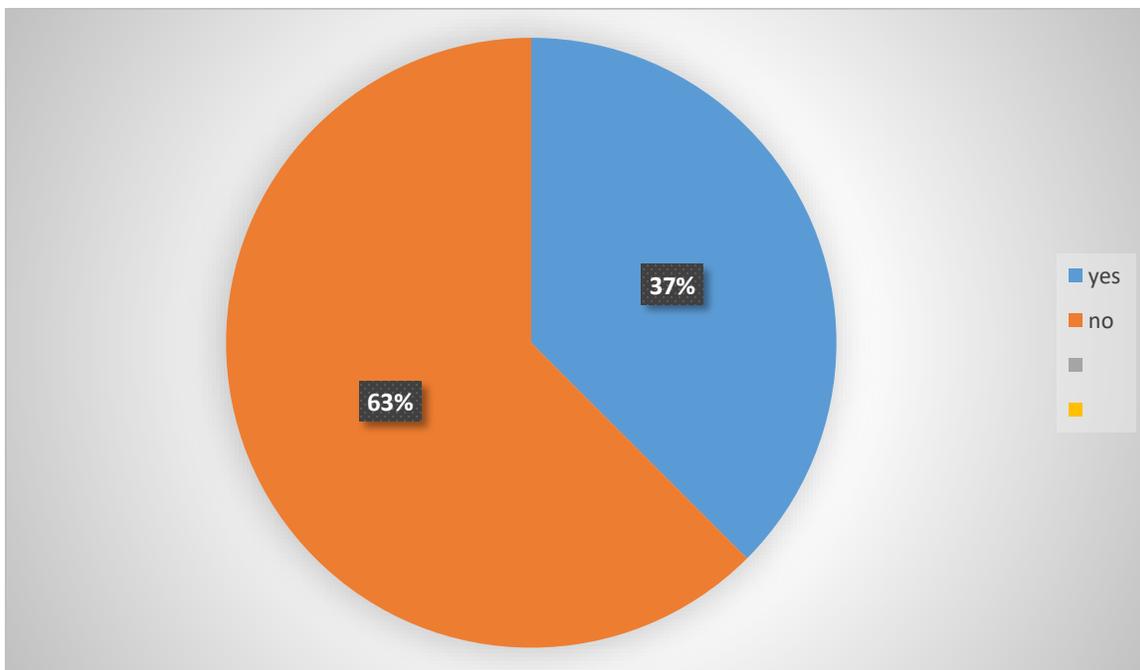
The relationship between test anxiety and low self-efficacy

Question 6: What Kind Of Techniques Do You Suggest Students And Teachers Should Use To Counter Anxiety Attacks?

In this segment teachers suggested that it might be fruitful to create a good, stress free environment where students feel free to express their ideas without the fear of being overly evaluated, without the fear of being judged by their peers, they suggested making their students understand that the purpose of the session is to learn, not to be judged or evaluated, creating an atmosphere of confidence that will surely soothe the process, and make it endurable.

The relationship between test anxiety and low self-efficacy

Question 7: Do you think your students are confident of their abilities and can face any hard question you give?



Answer	Participants	Percentage
Yes	3	38%
No	5	63%

Only 3 of them said yes ,and the rest said no ,the low self-efficacy is high and they cannot manage a difficult question, one of the teacher answered that his student once fainted because of a tricky question

Discussion

The results have shown that anxiety and self-efficacy are interrelated. Anxiety does affect the student's achievement. All the results of self-efficacy have negative exchange with anxiety measuring self-efficacy and its other fields.

First most students were anxious, 90% of the students addressed that anxiety influences the while in front of an audience, and it influences their achievement making them more delicate and disconnected, staying away from openness with the language, when inquired as to why they think that anxiety is an issue, a large portion of them answered that is due to lack of efficacy (confidence) the obtain from being test anxious

In addition, most students imagine that anxiety influences their accomplishments, they made sure that it causes genuine intense subject matters for them which may prompt turning out to be hesitant toward learning English as a second language, when requested to give methodologies that would help them adapt to this problem, they claimed that they ought to be more roused, and that the teacher ought to establish another climate where it's protected to express their selves without the fear of negative assessment.

Conclusion

Throughout the analysis from both questionnaires confirmed that anxiety has its roots in the student's achievements which led to control his life in different angles(social,emotional,cognitive...etc.) and particularly anxious students in tests let that dread to control their performance and to be less confident in their own abilities.

The relationship between test anxiety and low self-efficacy

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Appendix

Dear Students:

You are kindly requested to voluntarily complete this questionnaire. Your responses will be of great help to the research of which aim is to serve the teaching and learning of English as a Foreign Language at the university level. Your cooperation would be deeply appreciated. Thank you very much for your help to accomplish this task.

QUESTIONNAIRE

Please fill out the following questionnaire, checking the box which best describes whether you agree or disagree with each statement. The answers are anonymous and confidential, so answer as honestly as you can. Thank you.

Have you repeated any year? Yes No

Which year and level?

.....

1-I never feel quite sure of my-self when I am passing a test in English class

-Strongly agree

- Agree

-Neut

-Disagree

- Strongly Disag

The relationship between test anxiety and low self-efficacy

2- Do you find it easy to prepare for a test?

Yes NO

3/ Do you stay motivated even when you face hard questions?

Yes No

4/ I am confident with my abilities while answering test questions

Yes No

5/ in your opinion, does anxiety effects your school achievement?

Yes No

6/I feel stressed when a teacher stands next to me during a test

-Never Rarely Sometimes
Often

7/I feel that the other students have prepared for the test better than me

Yes No

8/How does being an anxious student influence negatively on your work? And how could you deal with it?

.....
.....
.....

9/ I usually get depressed after a test.

Yes No

10/ Before / during a test I have the tense that my stomach gets upset

The relationship between test anxiety and low self-efficacy

-Strongly agree - Agree -Neutral

-Disagree - Strongly Disagree

11/ Do you worry about making mistakes in a test?

Yes No

12/ My mind goes blank during a test

-Never Rarely Sometimes
Often

13/ I have visible signs of nervousness such as sweaty palms, shaky hands, and so on right before a test.

-Never Rarely Sometimes
Often

14/ I have trouble sleeping the night before a test.

Yes No

15/ I have trouble choosing answers.

Yes No

16/ I make mistakes on easy questions or put answers in the wrong places.

-Never Rarely Sometimes
Often

17/ I get mad when I see my classmates debating about the answers after a test

Yes No

The relationship between test anxiety and low self-efficacy

18/ I remember the information that I blanked once I get out of the testing situation

Strongly agree - Agree -Neutral

-Disagree - Strongly Disagree

19/ Do you believe you can succeed at most any endeavor to which set your mind?

Yes No

Thank You

The relationship between test anxiety and low self-efficacy

Teacher's Questionnaire Analysis:

This part of the study aims at examining the issue of anxiety and self-efficacy from the teacher's perspectives, teachers are like an eye they observe the student's behavior and know if a particular student has anxiety or not, and as we know high level of anxiety cause low self-efficacy at that matter teachers are the main help in that situation.

1/which of the following describes your students' speaking

level?

High Above average Average Below

2/ Do you notice any of those signs (sweaty palms,shaky hands,stomach pain) on your students while passing a test?

Yes No

3/ Do students experience difficulties while answering the test?

Yes No

4/ Do students experience difficulties while answering the test?

Yes No

5/ Would You Raise Your Student's Awareness towards Anxiety?

Yes No

6/ In your opinion can anxious student answer well in no matter level is the test?

Yes No

The relationship between test anxiety and low self-efficacy

7/ What Kind Of Techniques Do You Suggest Students And
Teachers Should Use To Counter Anxiety Attacks?

.....
.....

8/ Do you think your students are confident of their abilities and can face any hard
question you give?

Yes

No

Thank You