NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

GENERAL PSYCHOLOGY

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THE RELATIONSHIP BETWEEN TEST ANXIETY, ACADEMIC STRESS, ACADEMIC ADJUSTMENT AND ACADEMIC PERFORMANCE AMONG UNIVERSITY STUDENTS

Khoulud GRIBA

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I khoulud Ahmed Griba hereby declare that this dissertation entitled " The relationship between test anxiety, academic stress, academic adjustment and the academic performance among university students " has been prepared myself under the guidance and supervison of " Asst. Prof. Deniz Ergün" in partial fulfilment of The Near East university; Graduate School of Social regulations and does not to the best of my knowledge breach any Law of copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

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THE RELATIONSHIP BETWEEN TEST ANXIETY, ACADEMIC STRESS, ACADEMIC ADJUSTMENT AND ACADEMIC PERFORMANCE AMONG UNIVERSITY STUDENTS

We certify the thesis is satisfactory for the award of degree of

Master of GENERAL PSYCHOLOGY

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ABSTRACT

THE RELATIONSHIP BETWEEN TEST ANXIETY, ACADEMIC STRESS, ACADEMIC ADJUSTMENT AND ACADEMIC PERFORMANCE AMONG UNIVERSITY STUDENTS

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Thesis Advisor: Assist. Prof. Deniz Ergün

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The aim of the study is to investigate the relationship between test anxiety, academic stress, academic adjustment and the academic performance among university students. The study also investigated possible factors such as sociodemographic characteristics that are effect test anxiety, academic stress, academic adjustment and the academic performance. The sample of the study was formed from 183 students who were studying in Near East University. The questionnaire included Sociodemographic form, Academic Adjustment Scale, Cognitive Test Anxiety Scale and Academic Stress Scales. Academic performance measured as GPA scores of the students. The result of the study showed that third year and fourth year students have a better social adjustment scores. The study further revealed that test anxiety and academic stress scores were higher among local students. Female students were more successful on their academic performance than male students. The results also provided evidence that international students tend to perform academically better than local students. As a result there was not a significant difference between test anxiety, academic stress, academic adjustment and the academic performance. It can be argued that sociodemographic characteristics such as age, gender, nationality plays a role on the test anxiety, academic stress, academic adjustment and the academic performance.

Keywords: Academic adjustment, Academic performance, Academic stress, Test anxiety.

Öz

ÜN VERS TE Ö RENC LER NDE SINAV KAYGISI, AKADEM K STRES,

AKADEM K UYUM VE AKADEM K PERFORMANS ARASINDAK L K

Grıba, Khoulud

TezDanı manı: Yrd. Doç. Dr. Deniz Ergün

Ocak-2018sayfa 48

Bu çalı manınamacıüniversiteö rencilerindesınavkaygısı, akademikstres, akademikuyumveakademikperformansarasındakiili kininbulunmasıdır.Ara tırmadaayrıcasos yodemografiközelliklerin, sınavkaygısı, akademikstres, academikuyumveakademikperformansüzerindekietkileri de incelenmi tir. Ara tırmanınörneklemi YDÜ e itiminedevametmekteolan 183 ö rencidenolu maktadır.AnketformundaSosyodemografik form,AkademikUyumÖlçe i, Bili selSınavKaygısıÖlçe iveAkademikStresÖlçe ibulunmaktadır.Akademikperformansö re ncilerin not ortalamasıpuanlarınabakılarakölçülmü tür.Ara tırmanınsonuçlarıüçüncüvedördüncüsınıfö re ncilerinindahaiyisosyaluyumpuanlarınınoldu unugöstermektedir.Ara tırmaayrıca, sınavkaygısıveakademikstrespuanlarınınyerelö rencilerarasındayüksekoldu unuortayakoymu tur. Kadın ö rencilererkekö rencilere gore akademikolarakdahaba arılıdır. Sonuçlarayrıcauluslararasıö rencilerinyerelö rencilerdendahaiyiakademik performs gösterdi iyönündekanıtsa lamı tır. Sonuçolaraksınavkaygısı, akademikstres, akademikuyumveakademikperformansarasındaistatistikselolarakanlamlıbirili kitespitedilme mi tir.Ya , cinsiyet,uyrukgibisosyodemografiközelliklerinsınavkaygısı, akademikstres, akademikuyumveakademikperformansüzerindeönemlibirroloynadı ıiddiaedebilir.

AnahtarKelimeler: Akademikuyum, Akademikperformans, Akademikstres, Sınavkaygısı

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CHAPTER ONE

1. INTRODUCTION

1.1 Background to the study

Student adjustment with university life is considered to be one of the main indicators of success in university life as it is an indicator of the student's ability to face problems resulting from fulfilling his academic, social and emotional needs. Such has however been characterised with numerous issues which have led to academic stress and test anxiety and are strongly presumed to pose effects on academic performance Struthers et al.,(2000).

Foremost, anxiety is a common undeniable phenomenon in a human being's life that affects his or her performance and effectiveness in different situations. It can be noted that an average level of anxiety is useful in keeping people hardworking and responsible of what they have to do, and also helpful for people in having a more sustainable and prosperous lifeAng& Huan, (2006). Studies contend that test anxiety is a common type of performance anxiety that 10 to 20 percent of students suffer from it Dawood, et al., (2016)Seipp,(1991). This implies that there is a kind of anxiety or social phobia which makes a person to doubt his ability and results in reduction of power to deal with test situations. Hence, a person who suffers from test anxiety may know the answer, but anxiety prevents him from using his knowledge. As a result, there is an adage that there exist an inverse relationship between anxiety scores and test scores Struthers et al., (2000).

Meanwhile, academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual Ostroff, (1992). According to the American College Health Association's 2006 survey of college students, one of the greatest health obstacles to college students' academic performance is academic stress. The survey results revealed that of the 97 357 college students who participated in the survey, 32 percent reported that academic stress has either led to a dropped course or a lower grade. The notable effect is that academic stress can be the ultimate career stopper Akgun&Ciarrochi,(2003). The key to avoid becoming a drop-out, as a result of academic stress, is to identify and treat its source. Consequently, observations have been that academic stress faced by most students is attributed to poor study habits, such as poor time management and studying for exams, and coursework which may eventually lead to poor academic performance Robotham (2008). In

order to overcome the pressure from academic stress the students have to employ suitable coping strategies like in any other stressful situation Smith &Renk (2007).

On the other hand, academic performance is of preeminent goal of any student and it remains the duty of the student to institute tools that can deal with probable events or circumstances that can impair his or her performance. Ang and Huan (2006) showed that student performance remains subjected to academic stress and test anxiety. Examinations that have been established have shown that most students tend to encounter difficulties in adjusting and this has been a major issue affecting their performance Ostroff,(1992). With a high number of issues affecting suniversity students' adjustment and stress, calls can be made that these factors be explored and analysed so as to offer a timeous explanation of how they affect academic adjustment and performance.

1.2 Problem statement

The relationship between test anxiety, academic stress, academic adjustment and academic performance remains to be explored further. This is because there are still contrasting ideas that are emerging on yearly basis. For instance, a study conducted by Wu et al. (2013), outlined that academic performance tends to decline when auniversity student encounters problems towards academic adjustment. This contradicts with study results established by Shakir (2014), which showed that in the midst of academic adjustment difficulties, university students can still perform well. This implies that there are certain conditions which can cause student performance to rise irrespective of academic adjustment difficulties faced. However, such conditions are not clearly outlined and this leaves a gap which must be explored.

On the other hand, academic stress and test anxiety have been established to have huge negative effects on student performance Chapell, et al. (2005); Dawood, et al., (2016); Ma, 1991;Seipp, (1991). Shakir (2014) established that a positive relationship between, academic stress, test anxiety and academic performance can be feasible. Such is drawn from ideas pointing to motives or objectives of the student (Rana, 2010). This can be true for most university students especially those that come from different country whose sole aim is to secure a job in western countries. Hence, they remain focused and highly motivated to perform well anticipated opportunities to open up either locally or in other countries Humphreys &Revelle, (1984).

Furthermore, observations made with mostuniversitystudents revealed that femaleuniversitystudents performed equally well with their male counterparts in the midst of the same environment characterised by test anxiety. This also conflicts with studies conducted by several researchers who explored gender differences with respect to test anxiety and found that females have higher levels of overall test anxiety than males Cassady& Johnson, (2002).

The most notable problem which is rising is the issue of recruitment agencies which have risen prominently and have been accused of distorting student prospects and job opportunities abroad. All these issues have not been captured by previous studies and yet they can lead to student stress and influence their academic adjustment and performance when their anticipation fails to match the actual reality Khan, et al., (2013). This study therefore seeks to analyse the relationship between test anxiety, academic stress, academic adjustment and academic performance amonguniversitystudents with evidence being drawn from Near East University**.**

1.3 Research objectives

The present study investigates the relationship between test anxiety, academic stress, academic adjustment and the academic performance among university students.

Secondary targets todetermine the relationship between sociodemographic variables and test anxiety, academic stress, academicadjustmentand the academic performance.

1.4 Research Hypothesis

)   There is nostatistical significant difference between test anxiety, academic stress, academic Adjustment and academic performance among universitystudents.

)   There is no significant difference betweensociodemographic characteristic for respondent's and test anxiety, academic stress and academic Adjustment academic performance among university students.

1.5 Research methodology

Descriptive statistics were employed in the study so as to aid in determining the magnitude of effect of the variables in question and this included the use of standard deviation which

makes it feasible to ascertain the responsiveness of the variables. The data was collected through the use of 200 questionnaires that were distributed to students from various departments that include arts and sciences, education, dentistry, pharmacy, fine arts and design, law, economics and administrative sciences, theology, communication, architecture, engineering at Near East University. The data analysis process was executed using Statistical Package for Social Sciences (SPSS) 23.

1.6 Significance of the study

Foremost, this study is one of the few studies that draw specific evidence that relates to Near East University. Moreover, the number of university students studying at Near East University has been on a high rise and outlining sound strategies that can help to enhance student performance by reducing academic stress, improving academic adjustment and performance, more students can in the long run continue and opt to further their studies at Near East University which will help the university towards its expansion drive, Formulating their business and cultural diversity policies. Hence, universitystudents' academic adjustment and performance have important implications on universities' course of actions towards accomplishing their objectives. This study therefore offers a blue print of possible drawbacks that are necessitating academic stress and test anxiety and possibly interfere with the goals of the universities. Moreover, by highlighting and addressing possible causes of academic stress and test anxiety, measures can be put in place to curb students from engaging in bad activities. It is also apparent that this study forms part of literature sources that will be available for disposal for future studies.

1.7 Scope of the study

The dwells on ascertaining the linkage that exist between test anxiety, academic stress, academic adjustment and the academic performance amonguniversity students. It also focuses on the use questionnaires that were utilized to gather the required details. The data collection process will be restricted to spring semester students at Near East University of the academic year 2016/2017.

1.8 Organization of the study

Insights laid in this study follow a structured four chapter study and the initial chapter provides an outline of ideas and problem about test anxiety, academic stress, and academic adjustment and performance. The adopted methodological steps are laid out in the second chapter while the third chapter covers data analysis and presentation initiatives. Conclusions, recommendations and suggestions for future studies are covered in the last.

1.9 Definition of terms

⟩ Academic adjustment is considered to be a description of how well a student copies to academic needs and pressure and demonstrate an ability to learn during the course of the academic period Glew et al., (2005).

⟩ Academic performance can be defined as the measure of a student's ability to learn, recall and apply what has been learned over the course of a training period or academic period Kyoshaba,(2009).

⟩ Academic stress is an adverse cognitive and emotional psychological process and behaviour that results from an attempt to deal with a stressor Bernstein et al.,(2008).

⟩ Anxiety refers to negative thinking, overly emotional responses, restless, sense of fear and excessive worrying caused by an expected event or anticipated performance Harris et al., (2003).

CHAPTER TWO

2.LITERATURE REVIEW

2.1 Academic stress

Academic stress is considered to be unpleasant and cause an undesired psychological and emotional state Lumley & Provenzano, (2003). Other studies have however shown that there are different perceptions to what is termed stress as other may consider it situations or events that may trigger anger, anxiety, pressure, tensions and negative emotions Dahlin et al., (2005); Jou & Fukkada, (1996). This implies that stress can either poise adverse or positive effects on students. The positive aspects of stress were considered to be as a result of it necessitating people to achieve or perform better so as to deal with the adverse situation Kuhn et al., (2005). However, a relatively high number of studies still consider stress to be a bad thing that results in adverse emotional and behavioural states Dahlin et al., 2005; Kuhn et al., (2005).

The Transactional Model of stress outlines that stress is as a result of the incapability to handle environmental demands Lazarus & Folkman, (1984). This model thus implies that if

universitystudents are to avoid stress then they must be capable of handling the environmental demands in Northern Cyprus. Failure of which will trigger stress which will have a negative effect on academic performance. Thus, must of the academic stress that students will experience is pinned on the environment in which they are studying in.

There are various sources of stress and Bernstein et al. (2008) highlighted that anything which can affect a person's ability to function normally is a potential cause of stress. Such causes of stress are considered to be stressors and are in most cases as a result of adverse internal and external environment forces Ang& Huan, (2006). Academic stressors have been established to be long lectures, too much academic work, sudden examinations or tests, daily hassles, significant life changes and catastrophic events (disasters and life threatening events which can affect one's ability to copy with a situation).

Irrespective of the different causes of stress, it is still considered to be a negative outcome which can affect a lot of elements. For instance, Ang and Huan (2006) considered it to have an adverse effect on academic performance.

Nakalema and Ssenyonga (2013) consider it to cause mental and psychological issues and Xiao (2013) posits that it causes depression. It is therefore important to deal with academic stress Ang& Huan,(2006).

2.2Test anxiety

The effects of anxiety depend on what one can categorise at too much for studies argue that there is a certain level of anxiety that is desirable Chapel et al 2005; Cheraghian,(2007). This is based on the idea that there is a low level of anxiety that causes people to work harder than they are used to. Donnelly (2009) outlined that too much anxiety levels can affect an individual's physical and mental fitness. Studies are now considering anxiety to be a positive phenomenon that must be tapped into to promote academic performance Cheraghian, (2007). However, considerations are made that anxiety levels must not be allowed to rise to levels that will affect academic performance.

2.3 Academic adjustment

Based on the Student Adjustment to College Questionnaire (SACQ) developed by Baker and Sirk, in 1984, it can be noted that academic adjustment is composed of goal commitment-institutional attachment, personal-emotional adjustment and social adjustment. Despite the existence of such differences and types, observations still point that all these academic adjustment elements reflect a student's coping skills and ability to learn during an academic period and that an ability to adjust swiftly especially during the beginning of a semester will have profound positive effects on academic performance Chemers et al., 2001; Glew et al., (2005); Ramos & Nichols, (2007). This can be attributed to the idea that self-efficacy is high among students who are capable of adjusting swiftly than those who find difficulties in adjusting to an academic environment.

2.4 Academic performance

McKenzie and Schweitzer (2001) regarded it as a reflection of a student's ability to achieve either short term or long term goals. Academic performance plays an important role not only in a student's life but also in both the teacher's and academic institution's aspects. This can be reinforced by ideas obtained from Smits,MelIenbergh and Vorst (2002) which showed that

teachers are sometimes assessed based on students' academic performance whereas ideas obtained by Kuncel, Crede and Thomas (2005) established that parents relatively considered which academic institution to send their children based on academic performance. Employers on the other hand, are much interested in hiring students who exhibit outstanding performance Ang& Huan, (2006). Such therefore reinforces the importance of academic performance and it can thus be noted and established that academic performance plays a vital role in almost every element of life.

One of the notable measures of academic performance especially in universities is cumulative grade point average (CGPA) which is ascertained at the end of each semester and academic year Kyoshaba, (2009). Kuncel, et al. (2005) highlighted that CGPA provides details about the student's learning abilities and can be used to make important decisions. It has also been observed that high academic performance is tied to higher education, better salaries and good jobs Kyoshaba, (2009). CGPA measures often range from 2.00-2.79 (pass degree), 2.80-3.59 (second-class lower division), 3.60-4.39 (Second class upper) and 4.40-5.00 (first class honours), Ang& Huan, (2006).

2.5 Empirical literature review

Studies were conducted to examine the relationship that exists between factors influencing academic performance especially among university students and they have managed to show different results. For instance, McNabb, Pal, and Sloane (2002) conducted a study that examines the influence of personal characteristics on academic performance and the findings showed that gender influences academic performance and that female students tend to perform better than male students.

Ang and Huan (2006) conducted a study on the influence of academic stress on academic expectations. The findings showed that any element that contributes to stress factors has adverse effects on academic performance. The findings thus posit that academic performance and academic stress are inversely related.

Bang (2009) examined how academic concerns, gender effects affect and academic concerns affect students. The study based its arguments on the bases that educational concerns and social support varies between domestic and international students. The findings showed that social support is positively related to academic performance that male international students tend to perform better than female students die to their academic adjustment ability. The

findings also showed that academic concerns for international students are higher than those of domestic students.

Xiao (2013) explored the interaction of test anxiety, academic stress and academic performance among Chinese students. The findings showed that time management and culture specific elements such as family groups, cultural and religious belief imposing more demands on the student resulting in changes or adjustments in the student's academic experiences. This can be reinforced by findings made by Chen (2004) which showed that family expectations also influence academic stress and performance and that academic performance expectations for male students are higher than those of female students. Anxiety was discovered to be a common feature among university students but undergraduate students were discovered to be suffering more from academic anxiety as compared to third year, fourth year and Masters Students.

Nkalema and Ssenyonga (2014) examined the causes of academic stress among students in Uganda using a sample of 196 students. The study established an argument that academic stress varies among university students and that this influences their academic performance. As a result, the findings showed that first year students are more likely to suffer from high academic stress which impedes their academic performance as compared to older students who would have academically adjusted and settled well. One of the major things that were observed to be causing academic stress and negatively affecting academic performance is financial challenges.

Glew et al. (2005) looked at how academic performance varies in relation to psychosocial adjustment as a result of bullying in elementary school in USA from 2001 to 2002 using cross sectional data. The findings showed that both bullies and bully victims suffered from psychological adjustments problems and had low academic performance. Possible suggestions showed that students with psychological problems tend to feel sad during academic lessons.

CHAPTER THREE

3. MATERIAL AND METHODS

3.1 Research design

The study is a qualitative approach and draws its conclusions based on findings collected using primary data. Thus the study used questionnaires to obtain responses about academic performance, stress, anxiety and adjustment from students studying at Near East University.

3.2 Population and Sample

The sample was selected by convenient sampling techniques. The sample of this study consisted of 183 students studying in NEU in the spring semester of the academic year 2016/2017; and having an age range of 19-22 years old. Also all participants are from different countries. They will be selected from different departments studying by English language including Arts and Sciences, Education, Dentistry, Pharmacy, Fine arts and Design, Law, Economics and Administrative Sciences, Theology, Communication, Architecture, Engineering. The questionnaire was applied to 200 students, due to the incomplete 17 questionnaires excluded from analyses.

3.3 Instruments

The questionnaire was structured into four different parts:

3.3.1 Demographic questions

The first part of the questionnaire includes sociodemographic items such as gender, age, nationality, year of study in university, CGPA, parents' income and educational level, where they live etc.

3.3.2 Academic Performance

Cumulative Grade Point Average (CGPA) is to measure students' academic performance. Academic performance levels include low is less than 2.00, moderateare within the range 2.5-3, higher 3.5and above.

3.3.3 Student Adjustment to College Questionnaire (SACQ)

ASACQ developed by Baker andSirk, in 1984 was used in this study as part of the process to gather findings in respect to academic adjustment. The scale measures academic adjustment and includes 67 items. It also has four subscales: goal commitment-institutional attachment, personal-emotional adjustment, social adjustment and academic adjustment. High Cronbach alphas of exceeding 86% and 90% were obtained indicating the high internal consistency of academic adjustment elements in offering explanations to changes in students' academic adjustment behaviour (Golafshani, 2003)

3.3.4Cognitive Test Anxiety Scale (CTAS)

The scale was developed by Cassady and Johnson in 2001. It consists of 27 items focuses on only the cognitive domain of test anxiety, formerly referred to as worry. The cognitive domain includes the tendency during testing or study. The study by Cassidy and Johnson revealed that the anxiety scale has Cronbach alpha values which were more than 80% and this was also supported by similar alpha values obtained in a study Golafshani (2003). Hence, conclusions were made that test anxiety variables have a high element of reliability.

3.3.5Academic Stress Scale (ASS)

The ASS was developed by Kohn and Frazer in 1986. It is a 35 item scale designed to measure the students' perceived academic stressors. Respondents report their level of stress under 35 different stressful situations (e. g., examination,) using a 5 point Likert response format (1=not at all stressful, 2=rarely stressful, 3=sometimes stressful, 4=fairly stressful, 5=extremely stressful).All the academic stress elements had alpha values exceeding more than 90% (Dahmus&Bernardin, 1992).

3.4 Data analysis techniques

Data analysis was undertaken using SPSS 23 and this encompassed the use of inferential and descriptive statistics. For comparison analysis was done by using Independent Sample t-test, One-Way Anova, chi- square, and correlation analysis was done by Pearson correlation

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CHAPTER FOUR

4. RESULTS

Table1.

Distributionof sociodemographic variables of participants

Variable	Description	n (%)	
Gender	Female	78 (46.2)	
	Male	105(57.4)	
Nationality	Turkish (from Turkey)	35(19.1)	
	International Students	148 (80.9)	
	1Year2Year	50 (27.3)	
	3 Year	45(24.6)	
Year of study	4Year	49 (26.8)	
	5Year	33(18.0)	
		6 (3.3)	
CGPA	Under 2	15 (8.2)	
	3.0 – 2.99	72 (39.3)	
	3 and above	96 (52.5)	
Parents' level of income	Low	4 (2.2)	
	Moderate	50 (27.3)	
	Very good	129 (70.5)	
Do you have a scholarship	Yes	82 (44.8)	
	No	101 (55.2)	
Parent's education		Father	Mother
	No Education	10 (5.5)	20 (10.9)
	Primary	6 (3.0)	17 (4.9)
	Middle	6 (3.3)	14 (7.7)
	High	27 (14.8)	36 (19.7)
	College	134 (73.2)	96 (52.5)
Who do you live with athome?	Both parents		125 (68.3)
	Mother only		16 (8.7)

Father only	9 (4.9)
Alone	5 (2.7)
Friends	19 (10.4)

Where do you stay in Cyprus? University/ Dormitories	33 (18.0)
Apartment / rented house	150(82.0)

The present study included 57.4% male and 46.2% female participants.The university environment can be considered to be having diverse students of different nationalities. This can be evidenced by the fact that 80.9% of the respondent is composed of other nationalities while 14.8%, 11.5%, 10.9%, 9.3% and 7.7% of the students are from Libya, Syria, Nigeria and Turkey respectively.

Students in this study of different academic years first year27.3%, second year 24.6%, third year 26.8 %, fourth year18.0%, fifth year 3.3 % studentsparticipants.

Academic performance in this study was ascertained using CGPAs of the students. It can be noted that the highest performing students had CGPAs that are above 3.0 with a frequency of 96 out of the 183 participants and this signifies good performance.

Parent's levels of income 2.2% of the students have parents with low income and 27.3% withmoderate income, 70.5% with very good income.

In this study 44.8% of the students havescholarship and 55.19% of the students do not have scholarship.

Parents' levels of educationstudents' fathers have5.5%no education, primary 3.0%,middle3.6%, high 14.8%, 73.2%college levels of education,students' mothers10.9%no education, primary4.9 %, middle7.7%, high 19.7%, 52.5%college levels of education.

Students live with both parents 68.3%, mother only 8.7%,father only 4.9%, and 2.7% alone, 10.4% of students live with friends.

The environment which a student stays in this study18.0% stays at dormitories, and 80.0% rented house.

Table2.

Comparison of themean scores of SACQ, CTAS, ASS according to gender

	Male m ± Sd.	Female m ± Sd.	t df (p)
Academic adjustment	2.29±0.45	2.35±0.48	-0.909 171.125 (0.364)
Social adjustment	2.42±0.49	2.60±0.49	-2.350 157.593 (0.020)*
Personal adjustment	2.48±0.51	2.52±0.50	-0.532 162.151 (0.596)
Goal commadju	2.43±0.49	2.50±0.53	-0.827 169.511 (0.409)
CCTAS	2.34±0.43	2.37±0.46	-0.383 159.842 (0.702)
ASS	3.16±0.81	3.39±0.80	-1.957 167.210 (0.052)

*p 0.005**p< 0.001

The comparison of academic adjustment and subscales mean scores and academic stress mean scores and anxiety mean score according to gender were analysed with Student-T test. It was found that there was not any significant differences between academic adjustment mean score and gender (t=-0.909, p=0.364), personal adjustment and gender (t=-0.532,

p=0.596), goal commitments adjustments and gender (t=-0.827, p=0.409) academic stress and gender (t=-0.383, p=0.702), test anxiety and gender (t=-1.957, p=0.052).

The comparison of social adjustment and gender showed that there was significant differences between gender (t=-2.350, p=0.020). Female participants had higher social adjustment scores than male participants.

Table3.

Comparison of years of study and academic adjustment and subscales mean scores, academic stress and text anxiety mean scores

	Y1 m± sd.	Y2 m± sd	Y3 m± sd	Y4 m± sd	Y5 m± sd	f (p)
Academic adjustment	1.98±0.22	1.86±0.22	1.94±0.19	1.90±0.23	1.88±0.21	2.105(0.082)
Social adjust	2.03±0.29	1.95±0.30	1.95±0.26	1.90±0.33	1.85±0.23	1.141(0.339)
Personal adjust	2.01±0.24	1.85±0.31	1.99±0.32	1.89±0.35	1.91±0.34	2.178 (0.073)
GoalcommitAdj	1.97±0.33	1.80±0.36	1.96±0.31	1.93±0.44	2.02±0.45	1.569(0.185)
CTAS	2.41±0.44	2.29±0.30	2.36±0.38	2.26±0.40	2.82.±0.48	2.593(0.038)*
ASS	3.43±0.77	3.16±0.75	3.20±0.80	3.12±0.96	3.70±0.61	1.433(0.225)

*p   0.005   **p< 0.001

The comparison of years of study and academic adjustment subscales mean scores, academic stress and text anxiety mean scores was analysed by One-Way Anova. It was found that there was not any significant difference between academic adjustment mean score (f=2.105, p=0.82) social adjustment (f=1.141, p=0.339),personal adjustment(f=2.178, p=0.073) goal commitments adjustments (f=1.569,p= 0.185) academic stress (f=1.433,p=0.225) and year of study.There was significant differences between test anxiety and year of study (f=2.593, p=0.038) fifthyear students had high test anxiety scores than other participants.

Table4.

The correlation between age and academic adjustment and subscales, test anxiety and academic stress scores

	Age
Academic adjustment	r =0.120
	p=0.870
Social adjustment	r =0.16*
	p = 0.031
Personal adjustment	r = 0.108
	p = 0.145
Goalcommitments adjustments	r= 0.377
	p=0.303
CTAS	r = −.155
	p =0.373
ASS	r= −.290
	p=0.227

The correlation between age and academic adjustment and subscales mean scores, test anxiety and academic stress mean scores was analysed by using Pearson correlation.

Thetableabove showed that there was not any significant correlation between age and academic adjustment (r=0.120, p=0.870), personal adjustment (r=0.108, p=0.145), goal commitments adjustments (r = 0.377,p= 0.303), test anxiety (r= −.155, p= 0.373) and academic stress (r= −.290, p= 0.227).

Social adjustment had significant positive low correlation with age(r= 0.16, p= 0.031).When the ageincreases social adjustment scoreincrease.

Table5.

Comparison of parents' level of income and academic adjustment and subscales mean scores, academic stress and text anxiety mean scores

Parents' level of income

	Low	Moderate	Very good	
m±sd.m±sdm±sd				**f (p)**
Academic adjustment	1.73±0.24	1.91±0.20	1.88 ±0.20	0.453(0.105)
Social adjustment	1.85±0.45	1.98±0.27	1.96±0.82	-.0380(0.052)
Personal adjustment	1.68±0.53	1.92±0.26	1.93±0.29	0.827(0.460)
Goal commit. Adj.	1.65 ±0.57	1.92±0.35	1.90±0.38	1.144(0.833)
CTAS	2.25±1.01	'2.34±0.38	2.36± 0.40	-.512(0.155)
ASS	3.45± 1.00	3.29±0.76	3.34± 0.80	-2.313(0.803)

Comparison of parents' level of income and academic adjustment and subscales mean scores, academic stress and text anxiety mean scores was analysed by One-Way ANOVA. It was found that there was not any significant difference between academic adjustment mean score and Parents' level of income (f=0.453, p=0.105) social adjustment (f=-.0380 p=0.052) goal commitments adjustment (f=1.144, p=0.833) Test anxiety (f=-512, p=0.155) academic stress (f=-2.313, p=0.803).

Table6.

Comparison of nationality and academic adjustment and subscales mean scores, academic stress and text anxiety mean scores

	Nationality	m ± Sd.	t df (p)
Academic adjustment	Turkish	1.92± 0.18	1.1590
	International Students	1.87± 0.21	56.716
			(0.260)
Social adjustment	Turkish	1.93±0.21	−.3.044
	International Students	1.96±0.29	47.070
			(0.015)*
Personaladjustment	Turkish	1.90±0.30	−.1.881
	International Students	1.95±0.35	52.108
			(0.993)
Goalcommadju	Turkish	1.90±0.20	0.150
	International Students	1.91±0.24	50.137
			(0.661)
CCTAS	Turkish	2.53±0.45	2.389
	International Students	2.31±0.43	49.811
			(0.023)*
ASS	Turkish	3.40±0.87	1.155
	International Students	3.12±0.76	46.020
			(0.252)

*p   0.005   **p< 0.001

The comparison of nationality and academic adjustment and subscales mean scores and academic stress mean scores and anxiety mean score were analysed with Student-T test.

It was found that there was not any significant differences between academic adjustment mean score and nationality (t=1.159, p= 0.260), personal adjustment (t=−1.881, p =0.993) goal commitments adjustments (t= 0.150, p=0.661) academic stress (t=1.155, p=0.252).

The comparison of social adjustment and nationality showed that there was significant difference (t=−.3.044 P=0.015). International students had higher social adjustment scores than Turkish participants.

There was significant differences between test anxiety and nationality (t= 2.389, P=0.023).Turkish participants had higher test anxiety scores than international students.

Table 7.

Comparison of parents' education level and academic adjustment and subscales mean scores, academic stress and text anxiety mean scores

Parent's Education Level		Father	Mother	m ± Sd.m ± Sd.f (p)
Academic adjustment	No Education	1.87 ± 0.31	1.90±0.23	-.187(0.856)
	Primary	1.90±0.10	1.83± 0.17	
	Middle	1.95±0 .25	1.77± 0.18	
	High	1.87± 0.20	1.96±0.28	
	College	1.89± 0.21	1.86±0.23	
Social adjustment	No Education	2.03±0.49	2.06±0.31	0.133(0.112)
Primary	2.00±0.19	1.93±0.25		
	Middle	2.08±0.39	1.83±0 .23	
	High	1.98±0.29	1.99±0.31	
	College	1.96 ±0.30	1.94±0.32	
Personal adjustment	No Education	1.71±0.49	1.95±0.36	1.685(0.175)
Primary	2.16±0.35	1.90±0.30		
Middle	2.01 ±0.30	1.85 ±0.31		
High	1.95±0.29	1.93±0.32		
	College	1.93± 0.202.0±0.35		
Goal commitments	No Education	1.71± 0.49	1.92±0.42	1.223(0.224)
Adjustments	Primary	2.16± 0.35	1.96±0.33	
	Middle	1.95±0.34	1.90±0.53	
	High	1.93± 0.39	1.96±0.37	
College	1.93±0.382.02±0.43			
CTASNo Education	1.84±0.60	2.20±0.47	1.599(0.632)	
Primary	2.35±0.21	2.30±0.29		
Middle	2.37±0.27	2.33±0.49		
High	2.46±0.45	2.56±0.43		
College	2.31±0.44	2.55±0.44		
.Academic stress	No Education	2.80±0.372.85±0.381.626(0.462)		
	Primary	3.18±0.80	3.30±0.70	
	Middle	2.93±0.59	3.56±0.96	
High	3.17±0.40	3.45± 0.71		

College	3.24±0.83	3.04± 0.84

Comparison of parents' education level and academic adjustment and subscales mean scores, academic stress and text anxiety mean scores was analysed by One-Way ANOVA. It was found that there was not any significant difference between academic adjustment mean score and parents' education level (f=-.187, p=0.856), social adjustment (f=0.133, p=0.112), goal commitments adjustment (f=1.223, p=0.224),test anxiety (f=1.599, p=0.632), academic stress (f=1.626, p=0.462).

Table8.

The correlation between mean scores of CGPA, SACQsubscales, CTAS, ASS.

	Academic Performance
Academic adjustment	r=0.075
	p=0.269
Social adjustment	r=0.208
	p=0.088
Personal adjustment	r=0.265
	p=0.208
Goal commitments adjustments	r= -,043
	p=0.946
CTAS	r=-,066
	p=0.566
ASS	r=0.023
	p=0.758

The correlation between academic PerformanceCGPA and academic adjustment and subscales mean scores, test anxiety and academic stress mean scores were analysed by using Pearson correlation.

The results showed that there was not significant correlation betweenCGPA and academic adjustment (r=0.075, p=0.269), social adjustment (r=0.208,p=0.088), personal adjustment (p=0.265,p=0.208), academic stress (r=0.023, p=0.758), goal commitments adjustments had (r= -, 043,p=0.946) and test anxiety(r=-, 066, p=0.566).

Table9.

The Comparison of gender and academic performance (CGPA)

Gender	Under2 n (%)	2.00 -2.99 n (%)	3above n (%)
Female	1(1.3)	27(34.6)	50(64)
Male	14(13.3)	45(42.9)	46(43.8)

X2= 12.216,p=0.002

The comparison of Gender and Academic Performance of students was analysed by the chi-square. It was found that was significantdifference between gender and academic performance (p=0.002), femalestudents more Success than malestudents.

Table10.

The Comparison of Nationality and Academic Performance (CGPA)

Nationality	Under2	2.00 -2.99	3above
	n (%)	n (%)	n (%)
Turkish	5(33.3)	23(31.9)	7(7.3)
International Students	10(66.7)	49(68.1)	89(92.70

$X2 = 18.29$ p=0.000

The comparison of Nationality and Academic Performance was analysed by the chi-square. It was found that was significant difference between Nationality and academic performance (p=0.000), International students have higher CGPA scoresthan Turkish students.

Table11.

The Comparison of years of study and Academic Performance (CGPA)

	Y1	Y2	Y3	Y4	Y5
	n (%)	n (%)	n (%)	n (%)	n (%)
Under2	2(13.3)	2(12.8)	4(26.7)	5(33.3)	2 (13.3)
2.00 -2.99	23(31.9)	17(23.6)	16(22.9)	12 (17.1)	3(4.2)
3above	25(26.0)	26(27.1)	28(29.2)	16(16.7)	1(1.0)

$X2 = 11.598$ p= 0.170

The comparison of years of study and Academic Performance was analysed by the chi-square. The results showed that there was not significant difference between years of study and Academic Performance (p=0.170)

Table12.

The Comparison of Parents' level of income and Academic Performance (CGPA)

Parents' level of income

	Low	Moderate	Very good
	n (%)	**n (%)**	**n (%)**
Under2	0(0.0)	10(66.7)	5(33.3)
2-2.99	1(1.4)	20(27.8)	51(70.8)
3above	3(3.1)	20(20.8)	73(76.0)

X2 = 14.267,   p=0.006

The comparison of parents' level of income and academic performance was analysed by the chi-square. The table showed that there was not any significant difference between parents' level of income and academic performance (p=0.006).

Table13.

The Comparison of parents' education level and Academic Performance (CGPA)

		Under2 n (%)	2-2.99 n (%)	3 and above n (%)
Father	No education	2(13.3)	2(2.8)	6(6.2)
	Primary	0(0.0)	2(2.6)	4(4.2)
	Middle	1(1.1)	3(4.2)	3(3.1)
	High	2(13.3)	13(18.1)	12(12.5)
	College	10(73.0)	52(72.2)	71(74.0)
Mother	No education	2(13.3)	6(8.3)	12(12.5)
	Primary	1(6.7)	7(9.7)	9(9.4)
	Middle	2(13.3)	10(10.4)	10(10.4)
	High	1(6.7)	19(26.4)	16(16.7)
	College	9(60.0)	38(52.8)	49(51.1)

$X^2 = 5.109$ p=0.746

The comparison of parents' education level and academic performance was analysed by the chi-square.The result showed that there was not any significant difference between parents' education level and academic performance (p= 0.746).

CHAPTER FIVE

5. DISCUSSION, CONCLUSIONS

5.1 Discussion

The study was aimed to explore relationship between test anxiety, academic adjustment, academic stress, and academic performance among university students.The results showed that was not significant correlation between academic adjustment and subscales, academic stress and text anxiety and students' academic performance (CGPA), but opposed idea given by Rienties (2011) was relationship between academic adjustment academic stress and text anxiety and students' academic performance.

Based on the presented findings, it can be noted that academic adjustment and gender which were not significantly different. This suggested that all students have to go through a similar academic adjustment process. Glew (2005) considered it to be common not only for male students but also for female as well. Academic adjustment can be noted to be high among first year students; this suggests that first year students will require a lot of time and effort to develop their learning strategies and coping skills with the academic environment and activities. Such is the opposite with fifth year students and this shows that they would have fully settled and developed their learning strategies and coping skills and are more 'familiar with academic environment and activities. This can be supported by the obtained findings which showed that academic adjustment, personal adjustment and goal commitments adjustments do not significantly correlated with age.

On the other hand, based on the established results it can be noted that the impact of social adjustments tends to vary between male and female students. The impacts are however highly felt by female as compared to male. Such is in line with findings established by Khan (2013), which agree with the same idea that female students easily succumb to adjustment problems.

High variations in social adjustments can be found to be high among international as opposed to other nationalities and this entails that international have significant cultural differences that vary a lot with those of other nationalities, because believe they develop new learning strategies to deal with difficulties. Social adjustment takes time and needs a lot of support from different aspects. This can be supported by Haydon (2003) The University is usually the

first place where sources of make new friendship, also international students will have to adjust to customs.

The study also demonstrated that goal commitment and personal adjustment tend to vary with nationality. This can be supported by findings made by Chemers, (2001) which suggest that nationality is associated with certain cultural, family, religious beliefs, values and norms which cause students to undergo goal commitment and personal adjustments.

It can be made that test anxiety and academic stress do vary with nationality as noted that Test anxiety is relatively higher among Turkish students. Suggesting that students have different stressors as well as different ability to handle and deal with stress, also significantly cause stress in students such as difficult classes, poor time management, work overload, poor study skills, examinations, unsatisfactory accommodation, friends, roommates, poor communication skills accordingGrahame (2007) Studying in a higher education institution can be stressful, particularly for international students, who leave theircountry to study abroad.

As noted by Wu et al. (2015), such negative effects can also impair academic performance and hence the placing of measures by peers, teachers and parents that guard against adverse negative emotions that are encountered during academic adjustment process will help in ensuring that students have a swift academic transition, adjustment and ability to copy to academic needs and pressure which resultantly stirs up motivation to exhibit better performance.

The results also showed that personal adjustment varies significantly with the year of study and this entails that older students such as third year and fourth year students have better personal adjustment ability. This can be supported by findings obtained by Chemers et al. (2001) which contend that personal adjustment is positively related with academic maturity and experience. The findings however showed contrasting results that test anxiety is higher among fifth year of students and this can either be caused by the intense pressure that comes with studying post graduate studies.Furthermore, parents' level of education did have any significant difference whit academic adjustments, social adjustment, goal commitments

adjustment and test anxiety, academic stress. On the other hand, results by Kao (1995) and Poropat(1990), citing that well educated parents can influence their children's academic performance on the condition that they are able to transfer their knowledge and skills to their children.

The results also showedthat was significant difference between gender and students' academic performance, female students were more Success than male students, result by Ngozi (2011) suggestedthat females performed better than males in academic subjects.Possible reasons suggest that women are now aspiring to be better than men and are eager to venture into professional industries that have been dominated by their male counterparts. As a result, such a need propels them to perform better in their education studies. Such increases the level of classroom competition which forces both male and female students to perform better and hence differences in performance will be relatively insignificant.

The results also showed that there was a significant difference between nationality and students' academic performance; international students have higher CGPA scores than Turkish students. Possible reasons can be based on ideas given byGow and Schweitzer (2004) who established that students who established that international students are highly motivated to perform better so as to get better jobs and expose themselves to more and better opportunities. As result, they have a high drive and motivation to attain better academic performance.

On the other hand, comparison of years of study and students'academic performance showed that there was not significant difference between years of study and students' academic performance, but opposite idea given by Chemers et al (2001) students such as third year and fourth year students have more experience significantly predicted cumulative GPA than first year students, they need more to develop new academic skills.

The results showed that there was not any significant difference between parents' level of income and academic performance. This can be supported by results established by Fan (2001) who also showed that there is no significant difference betweenparents' education

level and academic performance. This suggests that an individual's drive to perform better is based on intrinsic factors such as intelligence, motivation, aspirations, drive, values, norms and goals other than the parents' level of income. The same can be said with variation in academic performance due to changes in parents' level of education. Such therefore shows that the ability to perform and excel better in education is a natural thing or trait and is not acquired as it depends on an individuals' capacity to learn and attain given standards.

5.2 Conclusions

Conclusions can be made that university students do encounter a lot of social adjustment challenges and such are due to differences in cultural and religious beliefs, values and norms. Conclusions can also be made that older students are more capable of handling social, on the other hand be concluded that personal adjustment varies significantly with the year of study and that older students such as third year and fourth year students have a better personal adjustment ability.

Conclusions can also be made that test anxiety and academic stress vary with nationality and that university students have different stressors as well as different ability to handle and deal with stress. Conclusions can also be made that female students are now being compelled to perform better than male students as a result of rising aspirations and a decline in opportunities. Lastly, it can be concluded that international students tend to perform better than local students.

Recommendations can be made that educators must introduce teaching methods that are promote all the aspects of academic adjustments, reduce academic anxiety and stress and this can include;

〕 Introduction of cultural exchange programs in universities.
〕 Effective planning by teachers to avoid work overload which can lead to stress.
〕 Promote student interactions and discussions to reduce anxiety.

Provide timely information to students about lectures, examinations dates and activities.

During the course of this study, acknowledgements were made that other faculties such as engineering and medicine were associated with low performance issues and incidences of high anxiety and stress levels among students. Future studies can therefore narrow the scope to focus on the study of the association between academic performance, academic

adjustment, test anxiety and academic stress among faculty of medicine or engineering students.

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LIST OF APPENDICES

Appendix 1: Research questionnaire

1) **Age**:………………..

2) **Gender** ; a)Male   b) Female

3) **What is your Nationality?**

a) Cypriot   b-) Turkish   c-) Libyan   d-) Nigerian   e-) Syrian   f-) Other. Please specify _____

3) **Year of study** ; _____

4) **What is your grade point average (CGPA) ?**
 a) under 2.0   b) 2.0 – 2.99   c) 3.0-above.

5 What is your parents' level of in come?

a) Low   b) Moderate   c) Good   d) Very good.

6) Do you have any   Scholarships?

a) Yes   b) No.

7. What is your parents' education level?	Father	Mother
a) Never attended schoolNo Education	1	1
b) Primary	2	2
c) Middle 3 3		
d) High	4	4
e)College.	5	5

8-Who do you live with you when you are at home?

A) Both parents b)Mother only   c)Father only   d) Alone   e)friends   Other Please specify _____.

9) **Where do you stay in Cyprus?**

a) A dormitory of the university.   b-) An apartment \ rented house

SECTION 2: Student Adjustment to College Questionnaire (SACQ)*

The 67 statements on this form describe college experiences. Read each one and decide how well it applies to you at the present time (within the past few days). For each statement, select the asterisk at the point in the continuum that best represents how closely the statement applies to you. Select only one asterisk for each statement.

Item	Completely true	Somehow true	Completely untrue
1. I feel that I fit in well as part of the college environment.			
2. I have been feeling tense or nervous lately.			
3. I have been keeping up to date on my academic work.			
4. I am meeting as many people, and making as many friends as I would like at college.			
5. I know why I'm in college and what I want out of it.			
6. I am finding academic work at college difficult.			
7. Lately, I have been feeling blue and moody a lot.			
8. I am very involved with social activities in college.			
9. I am adjusting well to college.			
10. I have not been functioning well during examinations.			
11. I have felt tired much of the time lately.			
12. Being on my own, taking responsibility for myself, has not been easy.			
13. I am satisfied with the level at which I am performing academically.			
14. I have had informal, personal contacts with college professors.			
15. I am pleased now about my decision to go to college.			
16. I am pleased now about my decision to attend this college in particular.			
17. I'm not working as hard as I should at my course work.			
18. I have several close social ties at college.			
19. My academic goals and purposes are well defined.			
20. I haven't been able to control my emotions very well lately.			
21. I'm not really smart enough for academic work I am expected to be doing now.			
22. Lonesomeness for home is a source is of difficulty for me now.			

23. Getting a college degree is very important for me.			
24. My appetite has been good lately.			
25. I haven't been very efficient in the use of study time lately.			
26. I enjoy living in a college dormitory. (Please omit if you do not live in a dormitory; any university housing should be regarded as a dormitory.)			
27. I enjoy writing papers for courses.			
28. I have been having a lot of headaches lately.			
29. I really haven't had much motivation for studying lately.			
30. I am satisfied with the extracurricular activities available at college.			
31. I've given a lot of thought lately to whether I should ask for help form the			
32. Lately, I have been having doubts regarding the value of a college education.			
33. I am getting along very well with my roommates(s) at college. (Please omit if you do not have a roommate.)			
34. I wish I were at another college or university.			
35. I've put on (or lost) too much weight recently.			
36. I am satisfied with the number and variety of courses available at college.			
37. I feel that I have enough social skills to get along well in the college setting.			
38. I have been getting angry too easily lately.			
39. Recently I have had trouble concentrating when I try to study.			
40. I haven't been sleeping very well.			
41. I'm not doing well enough academically for the amount of work I put in.			
42. I am having difficulty feeling at ease with other people at college.			
43. I am satisfied with the quality or the caliber of courses available at college.			
44. I am attending classes regularly.			
45. Sometimes my thinking gets muddled up too easily.			
46. I am satisfied with the extent to which I am participating in social activities at college.			

47. I expect to stay at this college for a bachelor's degree.			
48. I haven't been mixing too well with the opposite sex lately.			
49. I worry a lot about my college expenses.			
50. I am enjoying my academic work at college.			
51. I have been feeling lonely a lot at college lately.			
52. I am having a lot trouble getting started on homework assignments.			
53. I feel I have good control over my life situation at college.			
54. I am satisfied with my program of courses for this semester/quarter.			
55. I have been feeling in good health lately.			
56. I feel I am very different from other students at college in ways that I don't like.			
57. On balance, I would rather be home than here.			
58. Most of the things I am interested in are not related to any of my course work at college.			
59. Lately I have been giving a lot of thought to transferring to another college.			
60. Lately I have been giving a lot thought to dropping out of college altogether and for good.			
61. I find myself giving considerable thought to taking time off from college and finishing later.			
62. I am very satisfied with the professors I have now in my courses.			
63. I have some good friends or acquaintances at college with whom I can talk about any problems I may have.			
64. I am experiencing a lot of difficulty coping with the stresses imposed upon me in college.			
65. I am quite satisfied with my social life at college.			
66. I'm quite satisfied with my academic situation at college			
67. I feel confident that I will be able to deal in a satisfactory manner with future challenges here at college.			

Section 3: Cognitive test anxiety scale

Instructions: A number of statements which people have used to describe how they feel about taking exams are shown below. Read each one, and thenselect an answer to indicate how you feel most of the time.

A. Not at all typical of me.

B. Only somewhat typical of me

C. Quite typical of me

D. Very typical of me

No.	Question	A	B	C	D
1	I lose sleep worrying about examinations				
2	While taking an important examination, I find myself worrying whether the other students are doing better than me				
3	I have less difficulty than the average college students in getting test instructions straight				
4	I tend to freeze up on things like intelligence tests and final exams				
5	I am less nervous about tests than the average college student				
6	During tests I find myself thinking of the consequences of failing				
7	At the beginning of a test, I am so nervous that I often can't think straight				
8	The prospect of taking a test in one of my courses would not cause me to worry				
9	I am more calm in test situations than the average college student				
10	I have less difficulty than the average college student in learning assigned chapters in textbooks				
11	My mind goes blank when I am pressured for an answer on a test				
12	During tests, the thought frequently occurs to me that I may not be too bright				
13	I do well in speed tests in which there are many time limits				
14	During a course examination, I get so nervous that I forget facts I really know				
15	After taking a test I feel, I could have done better than I actually did				
16	I worry more about doing well on tests than I should				
17	Before taking a test, I feel confident and relaxed				
18	While taking a test, I feel confident and relaxed				
19	During a test, I have a feeling that I am doing well				
20	When I take a test that is difficult, I feel defeated before I even start				

No.	Question	A	B	C	D

21	Finding unexpected questions on a test causes me to feel challenged rather than panicky				
22	I am a poor tests taker in the sense that my performance on a test does not show how much I really know about a topic.				
23	I am not good at taking tests				
24	When I first get my copy of a test, It takes me a while before calming down to the point where I can begin to think straight				
25	I feel under a lot of pressure to get good grades on tests				
26	I do not perform well on tests				
27	When I take a test, my nervousness causes me to make careless errors				

SECTION D: ACADEMIC STRESS SCALE

Read each item and then select an answer to indicate how you rate the level of your stress under the situation. Use "not at all stressful", "rarely stressful", "sometimes stressful", "fairly stressful" or "extremely stressful" to indicate various degrees of stress levels. "Not at all stressful" will be used to indicate that there is no stress under the situation (i.e., excessive homework), and extremely stressful will indicate that you have very strong stress under the situation.

Of course, there is no right or wrong answer to each item, so do not spend too much time on any one item, but just check the one that indicate best how that statement generally describes to you.

No.	Item	Not at all stressful	Rarely stressful	Sometimes stressful	Extremely stressful
1	Final grades				
2	Excessive homework				
3	Term papers				
4	Examinations				
5	Studying for examinations				
6	Class speaking				
7	Waiting for tests grades				
8	Fast-paced lectures				
9	Pop quizzes				
10	Forgotten assignments				
11	Incomplete assignments				
12	Unclear assignments				
13	Unprepared to respond to questions				
14	Announced quizzes				
15	Studied wrong material				
16	Incorrect answers in class				
17	Missing class				
18	Buying textbooks				
19	Learning new skills				
20	Unclear course objectives				
21	Hot classrooms				
22	Non-native language lectures				
23	Boring classes				
24	Attending wrong class				

25	Late dismissal of class				
26	Cold classrooms				
27	Arriving late for class				
28	Forgetting pen/pencil				
29	Note-taking in class				
30	Noisy classroom				
31	Crowded classrooms				
32	Classes with open discussions				
33	Poor classroom lighting				
34	Irrelevant classes towards major				
35	Evaluating classmates				

Appendix 2 Curriculum Vitae

Name and surname; Khoulud Griba

Dataofbirth; 12- 7- 1988.

Education Status: Master Degree

I am Libyan, graduated from the Education Department at Tripoli University 2008-2011.

In 2016 started Master program at Near East University.

 Master Thesis:

The relationship between test anxiety, academic stress, academic adjustment and the academic performance among university students.

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Near East University

2018

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