

## CHAPTER VI

### CONCLUSION AND RECOMMENDATIONS

#### A. Conclusions

Based on the hypotheses testing and the discussion, it can be concluded as follows :

1. The main hypothesis in the current research was that there is a relationship between neuroticism ( $X_1$ ), academic self-efficacy ( $X_2$ ), and test anxiety ( $Y$ ) among junior high school students. Based on multiple regression analysis, it was found that there is a significant relationship between neuroticism, academic self-efficacy, and test anxiety among junior high school students. So, the main hypothesis is accepted.
2. The first minor-hypothesis in the present study was that there is a positive relationship between neuroticism and test anxiety among junior high school students. Based on partial correlation analysis, it was found that there is a significantly positive relationship between neuroticism and test anxiety among junior high school students when academic self-efficacy is partialled-out. It implies that the first minor-hypothesis is accepted.
3. The second minor-hypothesis in this research was that there is a negative relationship between academic self-efficacy and test anxiety

among junior high school students. Based on partial correlation analysis, it was found that there is a significantly negative relationship between academic self-efficacy and test anxiety among junior high school students when neuroticism is partialled-out. Thus, the second minor-hypothesis is accepted.

### **B. Recommendations**

Referring to the results, the discussion, and the conclusions, it can be proposed the following several suggestions :

#### 1. For students

For students with moderate and severe test-anxiety, it is recommended to strengthen their academic self-efficacy by reviewing the material subject repeatedly each day for some days before a test, so as they will be confident and calm in encountering a test. Also, it is suggested to develop a positive mental attitude by building up positive thoughts during approaching a test and utilizing positive self-talk or positive statements that can help to maintain calm in testing situations, such as "This is merely a test", "I can do this", or "This test doesn't reflect on my intelligence", and so on.

#### 2. For educators

The current research proved that neuroticism and academic self-efficacy influence test anxiety among junior high school students.

Accordingly, educators should promote students to prepare for upcoming tests that eventually can develop students' confidence in facing a test and will prevent them to feel anxious during testing situations. Distributing test papers by saying nice statements in order to avoid students to feel depressed in performing on tests that may trigger test anxiety.

Providing counseling programs before tests that can help to diminish test anxiety and increase students' academic performance. Decreasing social comparison and public display of test scores in order that students do not make maladaptive and negative comparisons for their own or others' performance that can give rise to test anxiety of theirs.

### 3. For future research

For researchers who are interested in examining test anxiety, It will be better to consider other factors that may account for test anxiety, such as gender, motivation level, goal orientations, arduous assignments, school-level, study hours, self-oriented and socially prescribed perfectionism, culture, school problems, and type of family, because 76,5 % contribution affecting test anxiety might be explained by other variables, so that it will be obtained clearer and more specific information that can add a reference regarding test anxiety problems.