Relationship Between Test Anxiety and Personality Traits Among College Students

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ABSTRACT

Test anxiety is a psychological problem, which is commonly prevail among students. Test anxiety can decrease students' academic performance. The current study was aimed to explore the relationship of test anxiety and personality traits among college students and their academic performance. As the research was quantitative, the survey design study was employed. The sample of the study consists of 70 female college students and 70 male college students to address the study variables, as of total sample was 140. Sample carefully chosen through the simple random sampling technique. To measure the test anxiety through anxiety scale of Fried Ben (Friedman et al., 1997) was utilized, which have 23 items and to measure the traits of personality Big five scale was used, which consists of 25 items with features of self-report (Howard et al., 1996). Data were collected through personal visit the colleges. Data were analyzed through descriptive and inferential statistics. Results of the study shows that female students had higher test anxiety than male students, and student's personality likewise have significant test anxiety. Students' personalities and exam anxiety are favorably associated to negative emotionality and negatively related to openness to experience, agreeableness, and conscientiousness variables. According to the conclusions of this study, female students had higher test anxiety than male students, and student's personality likewise have significant test anxiety. Study recommended that academic institutions must develop personality development program with a focus on reducing test anxiety among college students.

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1. Introduction

Test anxiety research were undertaken during the twentieth century, which has been nicknamed "the age of anxiety." The phenomenon, on the other hand, predates recorded history by a long shot. For a long time, clinical professionals concentrated on reducing exam anxiety. The sources of students' anxiety during group activities and tests were investigated. In 1952, researchers began investigating the impact of stress on exam performance. It was the first time anyone attempted to determine why children became worried before tests (Sridevi, 2013). Overarousal, tension, and somatic symptoms are all components of test anxiety, as are worry, dread, fear of failure, and catastrophizing events that occur prior to and during exam settings (Yousefi, Talib, Mansor, & Juhari, 2010; Zhang, 2002). Test anxiety patients experience excessive worry, fear, and discomfort before, during, and after exams. According to studies (Burgucu, Han, & Engin, 2011), the impacts of this anxiety on learning and performance are significant. Test anxiety is frequent and can be a motivator to study hard for important tests. exam anxiety expresses itself as feelings of worry and self-doubt, which can impair exam performance and academic accomplishment. Exams can be stressful for everyone, whether in

elementary school, high school, college, or a professional context (Burns, 2004). According to Yerkes-Dodson law, an optimal level of arousal is required to properly complete a learning activity, performance, or competitive event. When anxiety or arousal levels grow above that sweet zone, performance diminishes. Test anxiety is one of the leading causes of a reduction in academic performance among college students. According to research, 48% of college students experience exam anxiety, which considerably impairs their performance (Kavakci, Semiz, Kartal, Dikici, & Kugu, 2014).

Some studies have postulated a psychological basis for test anxiety: the elicitation of defenses is caused by the high intensity of potentially hazardous desires. According to Mandler and Seymour Sarason (1952), test anxiety is a factor of academic achievement. Students who worry a lot during evaluative situations, such as final exams, perform worse academically than those who worry less. When an anxious mind creates both productive and useless reactions, a feeling of blankness may result. Students with high test anxiety differ from those with low test anxiety in their ability to focus on the task at hand (Wine, 1971). Because both mental and emotional factors have a role in causing exam anxiety. Worry is a cognitive factor since it involves imagining negative consequences of a failure. The physiological basis for emotion has been established as the autonomic nervous system's responses to stress in the external environment. The emotional manifestation of test anxiety is increased physiological responses. Panic attacks and racing hearts are also common (Cassady & Johnson, 2002). Individuals' emotional reactions are based on their subjective interpretations of the testing setting. These emotional responses are connected to a decline in performance only when the concern component of test anxiety is present.

A wide range of factors influence students' academic success. Academic accomplishment is primarily determined by the learner's own abilities and the environment. Families, educators, and communities all contribute to academic success. Age, gender, and ethnicity of students have been demonstrated to have a substantial impact on academic success. Other research, however, have found that economic position has a major impact on pupils' capacity to succeed in school (Alhajraf & Alasfour, 2014). Ajzen and Fishbei describe self-concept as pupils' belief in their own skills and consequently motivation to succeed academically. Their self-concept has the greatest influence on their academic goals and success. Haladyana and Shaughnessy (1983) discovered that students' levels of excitement and effort in school-related tasks are directly related to how favourably they see their educational institution.

Personality is a concept used to explain how people behave in various situations. Behavior patterns may provide information about a person's personality. Personality differences have far-reaching real-world consequences (Lucas, Clark, Georgellis, & Diener, 2004). To describe personality, many theoretical frameworks have been proposed. Each individual is unique because of their multifaceted personality. Many ideas have been presented to explain differences in processing speed and learning processes among individuals. Personality is important since it serves as the foundation for characterizing and distinguishing each individual. Personality can indicate the likelihood of future academic success or failure (Zabihi, 2011). Humans are often defined in terms of five broad, multifaceted personality traits. Receptivity, extroversion, introversion, agreeableness, and neuroticism are examples of these traits. These separate character traits are considered in this model without getting confused with one another. These qualities are confirmed by interviews and observable descriptions of behavior. This five-factor model's participants range in age and cultural background (Busari, 2013). Neuroticism is regarded as a key personality trait in psychology. This personality includes anxiety, worry, moodiness, concern, envy, irritability, jealousy, and loneliness (Bhagat & Nayak, 2014). This personality trait makes a person more prone to developing negative coping techniques in the face of adversity. In their views, even innocuous events were hazardous. They remain extremely cautious and restrained. They have difficulty postponing fulfillment and controlling their desires.

People with low degrees of neuroticism are frequently regarded to be emotionally stable and to respond to stressful situations in a healthy manner. They are usually gentle and patient. Both their negative and good feelings are considerably muted. Neurotic extraverts are people that have a high level of both positive and negative emotions, hence the name. Those who score low on the neuroticism test are more likely to report a high level of pleasure and life satisfaction. A person's level of neuroticism is assessed with their other personality traits. For this objective,

self-report tools are often utilized. The lexical statements that these measurements are based on. These assessments are based on individual adjectives that reflect the essence of the neurotic personality trait. Envy and anxiety are quantified in real time and space for this individual. Statement measures are another approach for assessing neuroticism. This research requires more words and resources than lexical measures alone.

1.1. Objectives
To achieve the goals of the study, several objectives were formulated. These are;

1. To find out the gender difference regarding test anxiety of college students.
2. To measure the personality traits of students with regards to the gender of college students.
3. To measure the relationship of study variable including personality traits and test anxiety of college students.
4. To observe whether the personality traits of students influence the test anxiety of college students

1.2. Hypothesis
1. There is a substantial difference between male and female college students regarding test anxiety.
2. There is a significant difference between female and male college students regarding personality traits.
3. There is a positive correlation exist between personality traits and test anxiety among college students.
4. There is influence of personality traits of college students on test anxiety.

2. Literature Review
2.1. Rational of the Study
Test anxiety is one of the key elements influencing pupils' academic performance. Education is the most effective tool for a person's professional and personal development. The majority of pupils drop out of school due to test anxiety. There is fierce rivalry for higher-level positions. As a result, education is critical for acquiring a better job on the market. As a result, pupils aspire for academic greatness, which causes exam anxiety. Almost all kids, regardless of grade level, suffer exam anxiety. It inhibits not just their physical, psychological, and emotional functioning, but also their capacity to perform well on academic tasks and exams. This is a problem regardless of how well they prepared for the exam. They have the sensation of "blanking out" while the test is conducted. Understanding and comprehending the words becomes progressively difficult for them. They have such poor cognitive function that they are unable to recollect previously taught content throughout the exam. It's fascinating that content is recalled after the examination. As a result, despite their preparation, their academic performance suffers. In the future, students begin to avoid exams, which leads to student dropouts and exam failure. To deal with test scenarios, they usually create unreasonable ideas. As a result, individuals displayed concern about future failure, self-blame, guilt, and superstitious behavioural patterns.

The problem's learning and maintenance are complicated by a number of elements. For example, social and exam avoidance skills. The neurotic personality trait is one of several that contribute to the problem. The goal of this study is to look at the impact of neurotic personality traits on academic achievement in college students. The findings of this study may be useful to counselors, educators, instructors, and clinical psychologists. Students' academic achievements could be improved by addressing the aforementioned issue.

2.2. Researches on Test Anxiety
For the past six decades, researchers have been studying test anxiety. To date, numerous research has been undertaken. Test anxiety is a significant influence to students' deteriorating academic performance in higher education. According to study, 10-35% of college students have test anxiety, which is a substantial cause of functional impairment. To assess exam anxiety, a sample size of 243 was chosen. All anxiety disorders stem from trained psychological reactions to dread. Fear is innate and widespread in all living beings. Fear is an emotion that causes cognitive and physiological changes as a result of an evoking stimulus. Responses to irrelevant emotional reasons could be found Lerner and Keltner, 2001). Anxiety,

as opposed to dread, is defined by a more general or widespread emotional response that is disproportionate to environmental threats (Zinbarg, Brown, Barlow, & Rapee, 2001). Anxiety can cause feelings of worry, concern, unease, and dread in the presence or absence of psychological stress (Motevalli et al., 2013). The sample was evaluated using Dr. Charles Spielberger's Test Anxiety Survey and Strait Trait Anxiety Scale. According to the data, all three key components of test anxiety were positively associated. GPA and test anxiety survey scale had a moderate association. This study discovered a link between test anxiety and academic achievement (Politowski, Gerlach, Ingino, & Porter, 2013).

Researchers have looked into the effects of exam anxiety on academic achievement. A study found a link between test anxiety and poor academic achievement. A strong association between test anxiety and grade point average GPA was identified in both categories in a sample of 4,000 undergraduates and 1,414 graduate students. Undergraduates with low test anxiety received B+ grades, while those with high test anxiety received B grades (Chapell et al., 2005). A study was carried out at Iran's Asfahan University. The impacts of test anxiety on university graduate students were studied by researchers. Their study included 110 people, 65 of whom were women and 45 of whom were men. Suinn (1969) test anxiety questionnaire was used to examine the pupils' test anxiety levels. The test anxiety questionnaire findings revealed that thirteen (11.8%) pupils were significantly concerned. Among the students in the sample, 81 (73.6%) reported moderate test anxiety, while 16 (14.5%) reported low test anxiety. Rezazadeh and Tavakoli (2009) discovered a negative relationship between test anxiety and academic achievement. An investigation of the effects of anxiety on academic performance of students with varied cognitive ability was carried out. Pakistani researchers collected data from 200 students at Islamia University in Bahawalpur. 97 students were chosen from the sample using a stratified sampling procedure. Their IQ was estimated to be between 94 and 104.Using proportional, disproportional, and inversely disproportional sampling procedures, three more groups of men and women were chosen for the study. The individuals' IQ was determined using a self-administered Otis test. The test consists of 75 questions that assess the participants' diverse cognitive abilities. The anxiety level of the students under research was determined using a 23-item anxiety assessment scale. Regression analysis was used to assess the effects of worry on academic performance. The findings revealed a significantly substantial relationship between test anxiety and academic performance. Using a correlation model to investigate the association between anxiety and academic achievement. The correlation coefficient of r= -0.837 demonstrated a perfect negative relationship between anxiety and academic achievement. This means that when students' test anxiety rises, their academic performance falls, and as their anxiety falls, their academic achievement rises (Nadeem, Ali, Maqbool, & Zaidi, 2012).

2.3. Components of Anxiety

Anxiety regarding tests is a mix of worry and emotion. Anxiety is related with difficulties with cognition. It reduces an individual's ability to think. You are unable to concentrate on the relevant duties since you are a results person. According to research, the cognitive component of exam anxiety is the key reason in the reduction of educational performance. It interferes with the student's capacity to learn and perform effectively on educational achievement-related tasks in a range of situations (Cogburn, Chavous, & Griffin, 2011). There is a link between test anxiety's emotional component and behavioral responses to stressful conditions. Research has revealed that both of these factors contribute to a drop in academic performance. Emotionality arises from physiological responses in evaluative settings. These effects, according to Deffenbacher, include (a) increased galvanic skin response and pulse rate, (b) dizziness, (c) nausea, and (d) panic episodes. According to Hembree (1988), cognitive factors play a role in the deterioration of educational achievement. Johnson, Brems, and Burke (2002) begin to look into the traditional components of exam anxiety, such as mood and anxiety. Their research included 168,114 women and 53 men from a Midwestern university. The Test Procrastination Questionnaire (TPQ) and Test Anxiety Inventory (TAI 1980) were used to assess the subjects' replies. (Casey and Johnson, 2002) discovered that emotionality and cognition (concern) are both major elements in test anxiety that affect academic achievement.

However, studies on emotional elements show that they have a negative impact on academic achievement. Test anxiety is exacerbated by emotional emotions. Donna (2012) did research on the impact of the color red on test anxiety and its relationship to academic accomplishment. The participants' replies were evaluated using a pretest-posttest approach in

this experimental investigation. Participants included 29 male and female undergraduate classmates. The ANOVA was used to examine the data collected by participants. Galvanic skin response (GSR), heart rate (HR), blood pressure (BP), and respiratory rate (RR) were the five dependent variables of interest to assess. All of these findings revealed that the study participants' galvanic skin response, blood pressure, and pulse rate were significant. (Jeronimus and colleagues, 2014) Numerous studies show that people with high degrees of neuroticism have a wider range of mental problems than the general population. Bipolar disorder and depression, schizophrenia and schizoid-affective disorders, anxiety disorders, anorexia disorders, hypochondria, and dissociative identity disorders are all related with high degrees of neuroticism (Ormel et al., 2013).

3.   Methodology

As the research was quantitative, the survey design study was employed and it is considered as best to measure the relationship between dependent and independent variables of the study. The sample of the study consists of 70 female college students and 70 male college students to address the study variables, as of total sample was 140. Sample carefully chosen through the simple random sampling technique. To measure the test anxiety through anxiety scale of Fried Ben (Friedman & Bendas-Jacob, 1997) was utilized, which have 23 items with 0.78 Cronbach alpha reliability. To measure the traits of personality Big five scale was used, which consists of 25 items with features of self-report, with 0.81 Cronbach alpha reliability (Howard, Medina, & Howard, 1996). Before the conduction of the survey, permissions and consent letters were approved by the school authorities and students. A small session was addressed with the students to inform them about the study for better understanding and clarity at the college. Survey questionnaire was distributed among the students with clear and transparent instructions to avoid any misfiled forms. Data were collected through personal visit the colleges. Data were analyzed through descriptive and inferential statistics.

3.1.   Data Analysis

Table 1 presents the differences between male and female students in terms of their scores on the Big Five personality scale. The table includes two columns for each personality trait: one for male students and one for female students. Additionally, it provides the means (average scores) for each group and the t-values that represent the significance of the differences. The asterisks (*) indicate statistical significance at the 0.05 level, suggesting that the differences marked with asterisks are considered statistically significant. On negative Emotions, male students have a mean score of 48.77.

Table 1: Difference between male and female students regarding personality traits

Big five personality scale	Mean		t-value
	Male (70)	Female (70)	
Negative emotions	48.77	56.10	3.76*
Extraversion	48.6	50.1	2.87*
Openness to experience	52.1	48.4	1.84
Agreeableness	46.4	49.1	1.54
Consciousness	48.2	50.2	2.71*

*significant at 0.05 level

Female students have a significantly higher mean score of 56.10. The t-value of 3.76* specifies statistical significant difference, suggesting that female students have higher score on negative emotions. On extraversion, 48.6 is the mean score of male college students. 50.1 is the mean score of female college students. The t-value of 2.87* indicates that this difference is statistically significant, with female students scoring slightly higher on extraversion. On openness to Experience, 52.1 is the mean score of male college students. 48.4 is the mean score of female college students.

The difference is not statistically significant, as the t-value is below the threshold of significance (1.84). On agreeableness, male students have a mean score of 46.4. Female students have a mean score of 49.1. The variance is insignificant, with a t-value of 1.54. On conscientiousness, male students have a mean score of 48.2. Female students have a mean score of 50.2. The t-value of 2.71* indicates that this difference is statistically significant, with female students scoring slightly higher on conscientiousness.

Table 2: Gender difference regarding test anxiety

Test anxiety	Mean		t-value
	Male (70)	Female (70)	
Social derogation	26.7	33.1	3.96*
Cognitive obstruction	24.6	31.1	6.87*
Tenseness	17.1	23.4	6.84*

*Significant at 0.05 level

Table 2 presents the differences between male and female students in terms of their scores on various dimensions of test anxiety. Similar to the previous table, it includes two columns for each dimension: one for male students and one for female students. The table provides the means (average scores) for each group and the t-values to indicate the statistical significance of the differences. The asterisks (*) highlight the dimensions where the gender differences are considered statistically significant at the 0.05 level. Social Derogation, male students have a mean score of 26.7. Female students have a significantly higher mean score of 33.1. The t-value of 3.96* designates insignificant difference, suggesting that female students have higher levels of exam anxiety related to social derogation compared to male students. Cognitive Obstruction, male students have a mean score of 24.6. Female students have a significantly higher mean score of 31.1. The t-value of 6.87* indicates that this difference is highly statistically significant, with female students experiencing significantly more cognitive obstruction related to test anxiety than male students. Tenseness, male students have a mean score of 17.1. Female students have a significantly higher mean score of 23.4. The t-value of 6.84* indicates that this difference is highly statistically significant, with female students experiencing significantly more tenseness as a dimension of test anxiety compared to male students.

Table 3: Correlation between study variable, personality traits and test anxiety

	NE	E	OE	A	C
Social Derogation	0.325*	-0.037	-0.127	-0.216	-0.89
Cognitive Obstruction	0.226*	-0.231	-0.120	-0.137	-0.201*
Tenseness	0.178*	-0.091	-0.198*	-0.341*	-0.181*

Note; NE (Negative Emotionality0, E (Extraversion), OE (Openness to experience), A (Agreeableness), C (Conscientiousness). *Significant at 0.05 level.

Table 3 displays the correlation between study variables, personality traits, and test anxiety. The table is structured with personality traits listed as columns (NE, E, OE, A, and C) and various aspects of test anxiety (Social Derogation, Cognitive Obstruction, and Tenseness) as rows. The values in the table represent the strength and direction of the correlation between each personality trait and each aspect of test anxiety. The values are indicated with asterisks (*) to highlight the statistical significance of the correlations. Negative Emotionality (NE): Positively correlated with Social Derogation (0.325*), Cognitive Obstruction (0.226*), and Tenseness (0.178*). Negatively correlated with Extraversion (-0.037), Openness to experience (-0.127), Agreeableness (-0.216), and Conscientiousness (-0.89). Extraversion (E), negatively correlated with Social Derogation (-0.037), Cognitive Obstruction (-0.231), and Tenseness (-0.091). There is no significant correlation with Openness to experience, Agreeableness, or Conscientiousness. Openness to Experience (OE), negatively correlated with Social Derogation (-0.127) and Cognitive Obstruction (-0.120). Positively correlated with Tenseness (-0.198*). There is no significant correlation with Extraversion, Agreeableness, or Conscientiousness. Agreeableness (A), negatively correlated with Social Derogation (-0.216) and Cognitive Obstruction (-0.137). Positively correlated with Tenseness (-0.341*). There is no significant correlation with Extraversion or Conscientiousness. Conscientiousness (C), negatively correlated with Negative Emotionality (-0.89) and Cognitive Obstruction (-0.201*). There is no significant correlation with Social Derogation, Extraversion, Openness to experience, or Agreeableness.

Table 4: Influence of personality traits on students test anxiety

	R	Sig
Predictor (personality traits) and outcome (test anxiety)	.308	.000

Table represents, predictor (Personality Traits) Coefficient (.308): The coefficient of 0.308 represents the effect size of personality traits on test anxiety. It indicates that, for each unit increase in the predictor (personality traits), the outcome (test anxiety) is expected to

increase by 0.308 units. Sig (Significance Level .000): The significance level of 0.000 is very low, which suggests that the relationship between personality traits and test anxiety is highly statistically significant. This means that personality traits are strong predictors of test anxiety, and it's unlikely that this relationship occurred by random chance. The results in Table 4 from the regression analysis show that personality traits have a statistically significant and positive impact on test anxiety. A one-unit increase in personality traits results in a 0.308-unit increase in test anxiety. This suggests that personality traits are important predictors of test anxiety, and this relationship is not likely due to chance. Further analysis is needed to explore the specific nature and direction of the influence of individual personality traits on test anxiety.

3.2. Discussion

Many studies have looked at how intrapersonal and contextual factors influence assessments and actions that constitute situation-specific trait test anxiety (Tan & Pang, 2023). The motivational aspect of test anxiety, which consists of maladaptive goal-directed thoughts and actions, is a piece of the picture, but it remains unknown why situation-specific trait test anxiety persists as a self-reinforcing system. Intervention attempts that break up these beliefs and inclinations must be better understood in order to break up the underlying self-reinforcing beliefs and behavioral tendencies and give students with a strategy to lessen situation-specific feature test anxiety (Wan, Lin, Li, Tu, & Qin, 2022). Another element of integrating the motivational component in the test anxiety construct is the downstream impact on student test anxiety therapy. Ergene (2003) discovered in a meta-analysis that test anxiety interventions can be broadly classified as behavioral, mental, cognitive-behavioral, skill-focused, and mixed approaches, which are drawn from the primary sources of test anxiety and the leading test anxiety models. Behavioral therapies, for example, are frequently employed to alleviate the physical and behavioral symptoms of test anxiety (Lowe, 2022). Test anxiety therapies that focus teaching students study and test-taking methods are based on the deficit hypothesis, which ties test anxiety to cognitive and skill inadequacies. Cognitive-behavioral approaches can help students who are anxious about tests and exams reframing their negative attitudes and, as a result, changing their behaviours (Sterian & Nicoara, 2022).

Because the most effective therapies are those that are matched to participants' test anxiety profiles, many test anxiety intervention strategies have been developed to target distinct test anxiety components (Memon et al., 2023). Using the same logic, present test anxiety remedies are limited in their ability to precisely and accurately identify test anxiety characteristics. Researchers proposed six profiles for students who experience test anxiety: those who learned to accept failure through repeated failures, those who avoid failure by working hard, those who lack good study habits, those who have difficulty recalling information, those who self-criticize, and perfectionists (Hong, Cao, Liu, Tai, & Zhao, 2023). These qualities indicate that the motivating factor is an important aspect of the test anxiety experience. To the best of our knowledge, there are no treatments that address the motivational part of test anxiety in an attempt to minimize it. Incorporating the motivational component of test anxiety as a content domain, in addition to its cognitive, affective, behavioral, social, and physiological aspects, will allow for an effective intervention program for a wide range of test anxiety profiles (Yang, Guo, Zhu, Liu, & Guo, 2023).

According to the researchers, therapies that focus on the motivational component of test anxiety can address the associated risks—namely, the threats provided by testing scenarios to one's competence, motivational states, and negative social appraisal of one's performance—in a comprehensive manner. Worry and stress caused by the risks that tests and exams offer to one's abilities can be minimized by interventions that teach cognitive reappraisal strategies, as well as study and test-taking techniques. Interventions that address threats to one's motivational states, such as splitting testing circumstances into more manageable practice sessions with guided practice and providing opportunities to succeed in these practice sessions, may also aid in overcoming one's fear of failure (Elliot & McGregor, 1999). In order to mitigate the threats posed by negative social evaluations of one's performance, a goal-setting intervention could instruct one on how to set mastery-approach goals that focus on achieving mastery of the material covered in testing situations rather than appearance goals that focus on looking smart and proving one's ability to others.

4.   Conclusions

Test anxiety is a significant element that influences by the personality of the students. Previous studies in the field of test anxiety revealed the relevance of investigating the distant antecedent variables as well as the proximal personal effects of test anxiety. According to the conclusions of this study, female students had higher test anxiety than male students, and student's personality likewise have significant test anxiety. Students' personalities and exam anxiety are favorably associated to negative emotionality and negatively related to openness to experience, agreeableness, and conscientiousness variables. Students who struggle with negative emotions and test anxiety are more likely to do poorly, which can lead to co-morbid psychosocial burdens and self-destructive behaviors. Parents, teachers, counsellors, and administrators should take this into consideration and act to reduce test anxiety in female students in academic setup. The management of the school has a legal obligation to employ counsellors to address the troubling issue of test anxiety by offering effective treatments.

4.1.   Recommendations

Academic institutions must have developing personality development program with a focus on reducing test anxiety among college children, counsellor's psychologists should take these variances into account. The time has come for policymakers and curriculum developers in the field of education to include coping mechanisms program as a significant module in the curriculum and to designate college psychologists to plan and carry out suitable personality development program that alter students' test anxiety as well as their overall personalities. Additionally, it is recommended that the present study's future directions include

1.   An educational intervention program designed to reduce test anxiety by modifying the Big Five personality traits and assessing their effectiveness.
2.   A comprehensive examination of the associations between Big Five personality traits and measures of test anxiety using robust predictive, qualitative, and methodological methods.
3.   Discovery of previously unknown latent constructs of test anxiety.

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