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Assessing Learning Outcomes and Reducing Test Anxiety: An Analytical Review of Skills-Based Assessment and Learners' Mental Health

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Abstract:

This paper presents an analytical study of the relationship between skills-based assessment, learners' mental health, and academic performance, focusing primarily on how assessment practices affect test anxiety and learning outcomes. The study explores the prevalence and severity of test anxiety among students and examines its cognitive, emotional, and physiological effects on their overall academic achievement. The study addresses the key characteristics of supportive learning environments that promote effective coping mechanisms and reduce anxiety-related barriers that hinder learning. It pays particular attention to competency-based assessment models and continuous assessment as alternatives to traditional high-stakes exams, including a review of the continuous assessment

Keywords: Test Anxiety; Mental Health; Academic Performance; Skills-Based Assessment; Assessment of Learning Outcomes.ystem that was recently

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1. INTRODUCTION

Test anxiety is a prevalent psychological phenomenon within educational contexts, exerting a significant influence on students' academic achievement, cognitive functioning, and emotional well-being. It is marked by heightened physiological arousal, intrusive negative thoughts, and excessive apprehension in evaluative situations, all of which can impair concentration, hinder information retrieval, and diminish performance outcomes (Zeidner, 2014). Prolonged exposure to test anxiety has been associated with maladaptive coping mechanisms, reduced academic self-efficacy, and an increased risk of psychological distress, potentially leading to long-term academic disengagement.

The theoretical relationship between test anxiety and mental health is grounded in cognitive-motivational models, most notably Liebert and Morris's (1967) distinction between *worry* and *emotionality*. Building on this, Zeidner's (1998) Transactional Model posits that test anxiety emerges from a dynamic interaction between individual cognitive appraisals of evaluative threats and available coping resources. When students perceive examinations as high-stakes threats, anxiety escalates, triggering cognitive responses that directly undermine mental health. Furthermore, Spielberger's (1972) State-Trait Anxiety Theory provides the basis for understanding why certain learners are disproportionately vulnerable to these pressures.

While empirical research has established a strong correlation between elevated test anxiety and adverse outcomes (von der Embse et al., 2018), there is a critical need to bridge the gap between assessment design and psychological resilience. Formative assessment theory (Black & Wiliam, 1998) suggests that continuous, low-stakes evaluation mitigates the "evaluative threat" central to anxiety models by replacing singular high-stakes events with iterative feedback. This pedagogical shift encourages a growth mindset (Dweck, 2006), effectively redistributing the emotional burden of assessment.

Research Problem

Despite the international discourse on assessment reform, a significant research gap persists: while formative assessment is theoretically linked to anxiety reduction, there is a paucity of empirical research evaluating this relationship within the context of large-scale, non-Western national policy transitions. In the Algerian context, the Ministry of National Education's introduction of the *Évaluation des Acquis* system represents a major pedagogical shift toward continuous, competency-oriented assessment; however, this policy transition has yet to be rigorously examined through the lens of mental health outcomes. Consequently, the research problem lies in the absence of evidence-based analysis determining whether this structural change successfully translates into the mitigation of test anxiety or the improvement of student psychological well-being. This study addresses this gap by evaluating the *Évaluation des Acquis* system not merely as a pedagogical tool, but as a psychological intervention for anxiety mitigation. Furthermore, it tests the applicability of Western-centric cognitive-motivational models of anxiety within the specific socio-educational environment of Algeria, thereby providing policymakers with empirical data on whether the current framework achieves its intended goal of alleviating learner distress. In light of this, the study is guided by the following central question: **To what extent does the implementation of Algeria's skills-based continuous assessment system align with empirical and theoretical frameworks for reducing test anxiety and supporting learner mental health and academic performance?**

Sub-questions:

1. What are the main psychological, cognitive, and environmental factors contributing to test anxiety, and how do they interfere with the accurate assessment of learners' skills and learning outcomes?

2. How does test anxiety affect learners' academic performance, mental health, and their ability to demonstrate genuine competencies in evaluative contexts?

3. In what ways can skills-based and continuous assessment models provide a more valid measurement of learning outcomes while simultaneously mitigating exam-related anxiety?

4. To what extent does the Algerian Évaluation des Acquis system—as a skills-based assessment framework—align with evidence-based practices aimed at promoting learners' mental well-being and enhancing the quality of learning outcomes assessment?

2. Methodology

This study employs a qualitative and analytical literature review methodology based on thematic analysis as the primary framework for processing and organizing the reviewed literature. A systematic review was conducted of peer-reviewed empirical studies, theoretical models, and official policy documents related to test anxiety, mental health in education, competency-based assessment, and the assessment of learning outcomes. The selected literature includes international research as well as studies relevant to the Algerian educational system.

Literature Selection and Processing

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The review process followed a structured three-stage approach:

- Phase 1 ; Identification: Relevant studies were identified through systematic searches of academic databases, including ASJP, Google Scholar, and ResearchGate, using key search terms such as "test anxiety," "skills-based assessment," "learning outcomes," "formative assessment," "mental health in education," and "ongoing assessment."

- Phase 2 ;Screening and Selection: Studies were selected based on their relevance to the central research question, methodological rigor, and recency of publication (primarily from 2000–2024), while foundational theoretical works were retained regardless of publication date due to their significant importance.

- Phase 3 ; Analysis: The selected references were analyzed using thematic analysis, in accordance with the framework developed by Brown and Clark (2006). This included a systematic analysis

Theme 1: Psychological, cognitive, and environmental factors of test anxiety

Theme 2: Impact of test anxiety on academic performance and mental health

Theme 3: Skills-based and continuous assessment as anxiety-reduction mechanisms

Theme 4: The Algerian Évaluation des Acquis system and its alignment with evidence-based mental health practices

Topic 1: Psychological, Cognitive, and Environmental Factors Contributing to Test Anxiety

Topic 2: The Impact of Test Anxiety on Academic Performance and Mental Health

Topic 3: Continuous and Skills-Based Assessment as Mechanisms for Reducing Anxiety

Topic 4: The Algerian "Évaluation des Acquis" System and Its Alignment with Evidence-Based Mental Health Practices

Analytical Framework

In addition to the thematic organization, comparative content analysis was used to systematically compare traditional summative assessment approaches with continuous, skills-based assessment models. This involved examining how each assessment model addresses—or fails to address—the cognitive assessment mechanisms underlying test anxiety,

This dual analytical approach—combining thematic analysis and comparative content analysis—allowed for an in-depth interpretive synthesis of current knowledge rather than a mere descriptive compilation, providing pedagogically and psychologically grounded insights into the relationship between assessment reform, learning outcomes, and learners' mental health.

.3 Theoretical Foundation

3.1 Conceptual Definitions

3.1.1 Test Anxiety

Test anxiety is a multidimensional psychological construct characterized by excessive worry, physiological arousal, and cognitive interference in evaluative situations (Putwain & Daly, 2014; Zeidner, 2019). It encompasses three interrelated components: a *cognitive* dimension involving negative self-referential thoughts and fear of failure; an *emotional* dimension manifested through nervousness and distress; and a *physiological* dimension reflected in somatic responses such as increased heart rate and sweating. These components interact

dynamically to impair information retrieval and undermine academic performance (Zeidner, 1998).

3.1.2 Mental Health in Educational Contexts

Drawing on the WHO (2003) framework, mental health is defined not merely as the absence of disorder, but as a dynamic state enabling individuals to recognize personal strengths, manage stress adaptively, maintain productive engagement, and participate meaningfully in social and academic life. In educational settings, this definition implies that assessment practices carry direct implications for learners' psychological well-being, self-efficacy, and long-term academic motivation.

3.2 Theoretical Frameworks Explaining Test Anxiety

Three complementary theoretical perspectives inform the present analytical review:

Cognitive Appraisal Theory (Spielberger & Vagg, 1995) posits that anxiety is not an automatic response to examinations per se, but rather to students' subjective appraisal of the evaluative situation as threatening. When assessments are perceived as high-stakes and unmanageable, cognitive appraisal triggers heightened anxiety, impairing concentration and recall.

Cognitive Interference Theory (Sarason, 1984; Zeidner, 1998) argues that test anxiety consumes working memory resources through intrusive off-task thoughts, thereby disrupting self-regulated learning and reducing the capacity for effective problem-solving during examinations.

Behavioral Conditioning Models (Pavlov, 1927; Wolpe, 1958) conceptualize test anxiety as a conditioned fear response, wherein repeated negative evaluative experiences generate automatic anxiety reactions to assessment stimuli. Systematic desensitization and

structured exposure techniques have been shown to attenuate these conditioned responses over time.

Together, these frameworks suggest that effective anxiety reduction requires interventions targeting cognitive appraisal patterns, working memory load, and conditioned behavioral responses simultaneously — a convergence that informs the case for skills-based continuous assessment as an alternative evaluative model.

3.3 The Algerian Évaluation des Acquis System: Policy Context

As part of a broader national reform of the examination framework, Algeria abolished the end-of-primary school examination and replaced it, beginning in the 2022/2023 academic year, with the *Primary Pupil Achievement Assessment* — the *Évaluation des Acquis*. This system is grounded in Ministerial Circular No. 14/W.T/M.A/T/2023 and Article 49 of National Education Law No. 08/04.

The framework is governed by several core principles: prioritizing the assessment of competency acquisition over rote memorization; strengthening diagnostic evaluation to identify learning gaps; ensuring equity and equal opportunity across regional contexts; and basing transition to intermediate education exclusively on continuous assessment outcomes rather than a single summative examination.

From a policy standpoint, this reform reflects an institutional recognition of the limitations of high-stakes testing and represents a structural attempt to align national assessment practices with internationally endorsed formative assessment principles (Black & Wiliam, 1998; Brookhart, 2011).

3.2.4 Cognitive-Behavioral and Constructivist Perspectives on Test Anxiety

Complementing the cognitive appraisal and behavioral conditioning frameworks discussed previously, two additional theoretical traditions offer important insights into the mechanisms underlying test anxiety:

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Rational Emotive Behavior Therapy (REBT) and Constructivist Learning Theory.

Cognitive-Behavioral Perspective: REBT

Ellis's (1962) REBT extends cognitive appraisal theory by identifying irrational beliefs and automatic negative thoughts as central drivers of test anxiety. Students prone to anxiety tend to catastrophize evaluative situations, interpreting minor academic setbacks as indicators of inevitable failure, a cognitive distortion that sustains emotional dysregulation and avoidance behaviors (Ellis, 1994). Empirical support for this framework is considerable: Macher et al. (2012) found that maladaptive cognitive appraisals were significantly associated with higher anxiety levels and poorer academic outcomes, while Putwain and Symes (2018) demonstrated that cognitive restructuring techniques grounded in REBT principles were associated with measurable reductions in test anxiety and improvements in examination performance. These findings suggest that targeting dysfunctional belief systems may be as important as addressing situational assessment conditions.

Constructivist Perspective: Self-Regulation and Social Support

Constructivist learning theories reframe test anxiety not solely as a psychological reaction but as a partial reflection of self-regulation deficits and inadequate academic scaffolding. Drawing on Piaget's (1952) schema theory, anxiety may arise when students lack the cognitive frameworks necessary to integrate new knowledge effectively under evaluative pressure. Vygotsky (1978) further highlights the role of social scaffolding, suggesting that students with insufficient academic support systems may be more vulnerable to anxiety due to underdeveloped problem-solving strategies. Critically, Pekrun et al. (2002) and Boekaerts (2016) demonstrate empirically that mastery-oriented learning goals — emphasizing deep understanding and skill development over competitive performance — are associated with significantly lower anxiety levels and greater

academic resilience. Self-regulated learning strategies, including metacognitive monitoring, goal-setting, and adaptive time management, similarly contribute to a reduced sense of evaluative threat.

Theoretical Convergence and Implications

Across cognitive-behavioral and constructivist perspectives, a consistent set of anxiety-reduction principles emerges: addressing maladaptive appraisal patterns, building self-regulatory capacity, fostering supportive learning environments, and shifting assessment emphasis from performance ranking toward competency development. This theoretical convergence provides a robust framework for evaluating the potential of skills-based continuous assessment models — such as Algeria's *Évaluation des Acquis* — as structurally grounded interventions that address multiple antecedents of test anxiety simultaneously.

4. Literature Synthesis: Test Anxiety, Academic Performance, and Mental Health

4.1 Prevalence and Key Predictors

A substantial body of research across diverse educational and cultural contexts consistently identifies test anxiety as a significant barrier to academic achievement and psychological well-being. Meta-analytic evidence spanning three decades (von der Embse et al., 2018) confirms that test anxiety is associated with lower academic achievement, reduced self-esteem, and heightened vulnerability to psychological distress. These findings are corroborated by studies conducted in Arab educational contexts, including Algeria (Benachenhou, 2016) and Saudi Arabia (Al-Sowygh et al., 2013), where female students and those from lower socioeconomic backgrounds are disproportionately affected. The COVID-19 pandemic further compounded these patterns, with Naguib et al. (2023) reporting elevated anxiety and depression among medical and

paramedical students, illustrating how structural and contextual stressors amplify pre-existing vulnerabilities.

4.2 Cognitive, Emotional, and Physiological Consequences

Across reviewed studies, test anxiety consistently manifests through three interconnected dimensions. Cognitively, it disrupts working memory, impairs self-regulated learning, and generates intrusive failure-related thoughts that reduce performance capacity (Zeidner, 1998; Pekrun et al., 2002). Emotionally, it is associated with diminished academic self-efficacy, heightened vulnerability to depression, and reduced intrinsic motivation (von der Embse et al., 2018). Physiologically, it produces somatic responses — including increased heart rate and sleep disruption — that further compromise students' readiness for evaluative situations. Critically, these dimensions reinforce one another cyclically, suggesting that interventions targeting only one component are likely insufficient.

4.3 Environmental and Structural Contributing Factors

Research consistently indicates that test anxiety is not solely an individual psychological trait but is substantially shaped by environmental and structural conditions. High-stakes, single-examination systems are associated with elevated perceived threat and anxiety (Putwain & Daly, 2014). Authoritarian classroom climates, excessive comparative grading, and high parental expectations further intensify evaluative pressure (Nwokocha, 2022). Conversely, mastery-oriented learning environments — emphasizing competency development over performance ranking — are associated with lower reported anxiety levels and greater academic engagement (Pekrun et al., 2002).

4.4 Evidence-Based Interventions

The reviewed literature identifies several empirically supported strategies for mitigating test anxiety. Mindfulness-based interventions

are associated with improved emotional regulation and reduced physiological arousal in academic settings (Kabat-Zinn, 2003). Cognitive-behavioral approaches targeting dysfunctional appraisal patterns have demonstrated effectiveness across diverse student populations (Zeidner, 1998). At the systemic level, formative and continuous assessment models — by distributing evaluative opportunities and reducing reliance on singular high-stakes examinations — may contribute to lower perceived threat and greater opportunities for demonstrating genuine competency acquisition

5. comparison between the two assessments used in the algerian education system Assessment of prior learning

Criteria	**Skills Assessment (Évaluation des Acquis)**	**Traditional Assessment (Évaluation Traditionnelle)**
Description	Qualitative assessment based on acquired competencies without numerical grading	Quantitative assessment based on examinations, tests, and continuous monitoring
Assessment Tools	Educational booklet, continuous observation, descriptive rubrics	Written tests, trimester and national examinations
Objectives	Monitor global and individual development of competencies	Measure acquired knowledge at a specific point in time
Advantages	- Reduces stress and anxiety Learner-centered approach Personalized monitoring	- Standardized evaluation - Facilitates comparison between students
Disadvantages	- Risk of subjectivity Requires teacher training	- Generates stress and anxiety- Promotes memorization over understanding

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Criteria	Skills Assessment (Évaluation des Acquis)	Traditional Assessment (Évaluation Traditionnelle)
Psychological Impact	- Less anxiety related to resultsStrengthens self-esteem	- Increased risk of stress and anxiety-Can negatively affect motivation
Mental Health Effect	- Creates a calm learning environmentEncourages psychological well-being	- Constant pressure-Risk of anxiety disorders in some students
Type of Learning Promoted	Deep learning focused on competencies and global development	Memorization and punctual academic performance
Preparation for Next Cycle	Better adaptation through continuous monitoring of acquired skills	Selection based on numerical results, sometimes disconnected from actual competencies

Table1 : *Comparison of Evaluation Methods in the Algerian Educational* System **Source:** https://www.education.gov.dz/fr/systeme-educatif-algerien/

Analysis of the comparative table of the two evaluation methods in the Algerian educational system:

- **Pedagogical approach** :

Evaluation des Acquis takes a formative, qualitative approach, focusing on the overall development of skills. This method enables continuous, individualized monitoring of student progress, promoting a better understanding of their specific needs.

Traditional Assessment is based on a summative, quantitative approach that measures knowledge at specific points in time, using standardized tests. While this facilitates comparison between students, it tends to emphasize memorization rather than comprehension.

- **Psychological impact**:

Learning Assessment has a positive impact on students' well-being. It reduces stress and anxiety by removing the pressure of numerical grades. By encouraging progressive, personalized learning, it boosts students' self-esteem and intrinsic motivation.

Traditional assessment, on the other hand, can cause stress and anxiety in students because of its emphasis on numerical results. The pressure to get good grades can affect mental health, generating anxiety disorders or a drop in academic motivation.

- **Advantages and disadvantages** :

Assessment of Learning Outcomes has the advantage of focusing on the student's overall development, while creating a calm learning environment. However, it carries a risk of subjectivity and requires in-depth teacher training for effective implementation.

Traditional Assessment is easy to administer and enables standardized comparisons, but it focuses on immediate academic performance to the detriment of long-term skills development and can generate inequalities between students.

- **Long-term effects**:

Prior Learning Assessment better prepares students for subsequent cycles through in-depth learning and balanced development of cognitive, emotional and social skills.

Traditional Assessment risks producing learners focused on passing exams, sometimes to the detriment of actually mastering the knowledge and skills needed for future stages.

The gradual shift from traditional assessment to prior learning assessment seems beneficial not only for academic development but also for students' mental health. However, this change requires systemic reform, including teacher training and the adaptation of pedagogical tools to ensure fairer and more effective assessment.

6. Discussion

The findings synthesized in this review confirm that test anxiety is a multidimensional phenomenon influenced by psychological, pedagogical, and structural factors. The reviewed studies consistently demonstrate that high-stakes, summative assessment models intensify anxiety levels, negatively affecting learners' cognitive functioning and emotional stability.

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In contrast, continuous and skills-based assessment models appear to reduce performance pressure by emphasizing learning processes rather than final outcomes. The Algerian Evaluation des Acquis system aligns with international recommendations advocating formative assessment, mastery-oriented learning, and learner-centered evaluation.

However, the effectiveness of such reforms largely depends on teacher training, assessment transparency, and consistent implementation. Without adequate pedagogical support, skills-based assessment risks becoming procedural rather than transformative. Therefore, assessment reform must be accompanied by systemic professional development and mental health awareness within schools.

7. CONCLUSION

This study analyzed the extent to which Algeria's "Évaluation des Acquis" system aligns with evidence-based frameworks aimed at reducing test anxiety and promoting mental health. The literature review confirms that high-stakes summative tests are one of the main drivers of cognitive interference and psychological stress. In contrast, the shift toward the "Assessment of Acquis" system—with its focus on continuous, competency-based assessment—is theoretically consistent with formative assessment models (Black & Wiliam, 1998)—which prioritize mastery over performance ranking. Although this policy reform holds great potential for mitigating assessment anxiety and fostering a supportive learning environment, its ultimate success depends on sustainable implementation strategies that address both the pedagogical and psychological dimensions of learner development.

recommendations

Pedagogical & Psychological Support

Institutionalize Mental Health Services: Integrate school-based counseling directly into the assessment cycle. Shift from reactive support to proactive mental health integration by embedding stress-

management and resilience training into the academic calendar prior to evaluation periods.

Adopt Growth-Mindset Grading: Mandate professional development for educators focusing on formative, descriptive feedback. Replace punitive grading practices with constructive evaluations that highlight progress, thereby mitigating the "fear of failure" associated with high-stakes testing.

2. Assessment Validity & Equity

Implement Multi-Modal Assessment: Diversify evaluation methods by incorporating portfolio-based assessments and problem-solving tasks. This shift reduces reliance on high-pressure standardized formats and allows students to demonstrate mastery through varied, low-stress channels.

Standardize Testing Accommodations: Establish a formal protocol for differentiated evaluation. Grant flexible accommodations—such as extended time or modified testing environments—specifically for students exhibiting high test anxiety, ensuring assessments measure knowledge rather than psychological distress.

. Policy & Systemic Sustainability

Establish Longitudinal Impact Monitoring: Develop a systematic data-collection mechanism to track the psychological impact of the Évaluation des Acquis framework on students over time. Use these longitudinal findings to refine policy and ensure that transitions between academic cycles remain anxiety-mitigated.

Pilot Testing Strategy: Prior to full-scale policy implementation, initiate a pilot study in selected districts to calibrate these tools, ensuring they are both psychometrically valid and practically sustainable within the current educational ecosystem.

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Appendix 1

Title	**Researcher(s)**	**Year**	**Objective**	**Study Sample**	**Main Results**
Test Anxiety: The State of the Art	Zeidner, M.	1998	Comprehensive review of causes, effects, and treatments of test anxiety	Meta-analysis of studies across countries	Test anxiety negatively impacts academic performance and mental health;

Title	Researcher(s)	Year	Objective	Study Sample	Main Results
					cognitive-behavioral therapy and relaxation techniques are effective interventions.
The Prevalence of Test Anxiety and Its Impact on Academic Performance	El-Anzi, F. O., & Al-Mahrooqi, F.	2005	Assess prevalence of test anxiety and its impact on academic performance	600 Egyptian secondary school students	High test anxiety reported with a significant negative impact on academic performance; stress management programs recommended.
Academic Emotions in Students' Self-Regulated Learning and Achievement	Pekrun, R., Goetz, T., Titz, W., & Perry, R. P.	2002	Explore the role of emotions, including test anxiety, in academic achievement	1,200 students from German and Canadian universities	Test anxiety negatively affects self-regulated learning and academic performance; mastery-oriented learning environments help

Title	Researcher(s)	Year	Objective	Study Sample	Main Results
					reduce anxiety.
Mindfulness-Based Interventions in Context: Past, Present, and Future	Kabat-Zinn, J.	2003	Evaluate mindfulness-based interventions in reducing anxiety and improving mental health	Review of studies on students and adults in clinical and educational settings	Mindfulness interventions effectively reduce test anxiety and improve emotional well-being; recommended for integration into education.
Test Anxiety and Its Relationship to Academic Achievement	Al-Sowygh, Z. H., Alfadley, A. A., Al-Saif, M. I., & Al-Wadei, S. H.	2013	Examine relationship between test anxiety and academic achievement	400 undergraduate students from a Saudi university	Test anxiety negatively correlated with academic achievement; female students reported higher anxiety.
The Impact of Socioeconomic Status on Academic Achievement and Mental Health	Benachenhou, A.	2016	Explore the relationship between socioeconomic status, academic achievement, and mental health	300 Algerian students from diverse socioeconomic backgrounds	Students from low-income families reported higher test anxiety and lower academic

Title	Researcher(s)	Year	Objective	Study Sample	Main Results
					achievement; socioeconomic status is a key predictor of performance and mental health.
Test Anxiety Effects, Predictors, and Correlates: A 30-Year Meta-Analytic Review	von der Embse, N. P., Jester, D., Roy, D., & Post, J.	2018	Examine predictors, effects, and correlates of test anxiety over 30 years	Meta-analysis of 562 studies from diverse cultural and educational contexts	Test anxiety linked to lower academic achievement, reduced self-esteem, and increased risk of mental health disorders; high-stakes testing environments exacerbate anxiety.
Test Anxiety and Related Factors among Health Professions	Abdulaziz Alamri, Muhammad Ashraf Nazir	2022	Assess prevalence of test anxiety among health professions	Health professions students in Saudi Arabia	High test anxiety among students, particularly

Title	Researcher(s)	Year	Objective	Study Sample	Main Results
Students			students		dental students; lower GPA associated with higher anxiety.
Prevalence of Pre-Exam Anxiety among Medical and Paramedical Students	li Naguib, Amira Yasmine Benmelouka, Zain Douba	2023	Determine prevalence of test anxiety in the Arab region during COVID-19	Medical and paramedical students in the Arab world	High prevalence of test anxiety, stress, and depression during the pandemic.
Test Anxiety and Coping Strategies among University Students	Feras Jirjees, Mohanad Odeh, Anfal Al-Haddad, Raneem Ass'ad, Yousra Hassanin, Hala Al-Obaidi, Zelal Kharaba, Yassen Alfoteih, Karem H Alzoubi	2023	Explore relationship between test anxiety and coping strategies	University students	Test anxiety negatively affects students' performance and well-being, leading to cognitive and behavioral symptoms.
Test Anxiety and Its Determinants among Health Sciences Students	Mohammedamin Hajure Jarso, Mandaras Tariku, Aman	2023	Assess levels of test anxiety and its determinants	Health sciences students at Mattu University	Test anxiety associated with physical, cognitive, and

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Title	Researcher(s)	Year	Objective	Study Sample	Main Results
	Mamo, Tesfaye Tsegaye, Wubishet Gezimu				behavioral symptoms; linked to poor performance and dropout risk.