7. ve 8. Sınıf Öğrencilerinin Sınav Kaygısı ve Benlik Saygısı Arasındaki İlişkinin İncelenmesi
The Analysıs of Relationship Between Test Anxiety and Self-Esteem in the Case of 7th and 8th Grade Students
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EXTENDED SUMMARY

The purpose of this study is to examine the relationship between test anxiety and self-esteem in the case of 7th and 8th grade students and to establish whether certain variables (gender, grade, parental educational status) bring about a difference in the scores of test anxiety and self-esteem.

The study group consists of a total of 334 students, 163 female and 171 male, attending seventh and eighth grades. Of these students, 167 of them are seventh grade students and 167 of them eighth grade students.

Data pertaining to the study was collected through Personal Information Forms, which were prepared by the researchers for the purpose of obtaining demographic details regarding the secondary school students, Test Anxiety Inventory, which was originally developed by Spielberger (1972) and adapted to Turkish by Öner (1990), and Rosenberg Self-Esteem Scale that was developed by Morris Rosenberg with the aim of identifying the levels of self-esteem in the case of 7th and 8th grade students.

As a result of the study, there seems to be a statistically significant relationship between test anxiety - which is identified as an undesirable cognitive, affective and behavioral condition experienced in the event of a formal examination or assessment which prevents individual from realizing his/her true potential and ultimately causes stress for the individual- and self-esteem, which is described as how one sees himself/herself.

It was found that average test anxiety scores of the female students (=41.80) were higher than that of the male students (=39.66) and that the students' test anxiety scores differed significantly based on gender. In terms of grade variable, however, it was established that the average test anxiety scores of the 8th grade students (=42.08) were higher than that of the 7th grade students (=40.40), and yet the t-test results revealed that the grades of the students did not make any statistically significant difference in their test anxiety scores ($p > .05$). According to the Rosenberg Self-Esteem Scale scoring system, high scores indicate low levels of self-esteem, whereas low scores indicate high levels of self-esteem. It was established that the levels of self-esteem were higher in female students than in male students and in 8th grade students than in 7th grade students, and yet the analysis results showed that the variables of gender and grade did not bring about any statistically significant difference in self-esteem scores.

It seems that the average test anxiety scores of the students with university graduate mothers (=42.05) are higher than that of the students with illiterate mothers (= 39.13). The average test anxiety scores of those with university graduate fathers, on the other hand, appears to be lower than that of the other group of students. As a result of the analysis, the difference observed in the average test anxiety scores in terms of parental educational status was not found to be statistically significant. It was established that students with university graduate mothers (= 1.44) and the students with illiterate fathers (= 1.27) had low levels of self-esteem. As a result of the analysis, it was established that the parental educational status did not make a statistically significant difference in the average self-esteem scores. As a result of the Pearson Product Moment Correlation analysis, which was conducted to identify to relationship between the scores of test anxiety and self-esteem, a statistically significant relationship was established between the said scores ($p < .05$).

Nowadays, students go to great lengths to get desirable scores in exams and achieve academic success. They are challenged by a number of factors such as test anxiety, parental expectations and self-esteem in achieving their goals. Due to the fact that the existing test system forces students into competing with each other, their levels of success are in decline. The students experiencing this situation should, first of all, be supported by a positive parental attitude and then by their class teachers and school counseling services. This study is exclusively limited to the province of Kırıkkale. The scope of the study can be extended to other grade levels to include more students.