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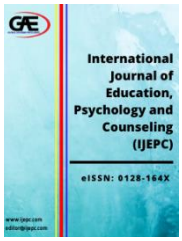

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PREDICTORS OF PSYCHOLOGICAL WELL BEING OF UNDERGRADUATE STUDENTS AT THE KULLIYYAH OF EDUCATION, IIUM

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Abstract:

This study aims to investigate the relationship between test anxiety and psychological well-being among undergraduate students at the Kulliyyah of Education, International Islamic University Malaysia. This study was guided by three objectives: (1) to identify the level of test anxiety among KOED undergraduate students, (2) to determine the psychological well-being among KOED undergraduate students, and (3) to examine the relationship between test anxiety and psychological well-being of undergraduate students. The quantitative method was used in this research, whereby data was collected from 275 undergraduate students at KOED, IIUM, through a random sampling technique. The data were thus analysed considering the research objectives and questions using descriptive statistics, correlation, independent sample t-tests, and ANOVA. The main results showed that test anxiety was a strong predictor of low well-being. The study recommends that students should be actively involved in self-regulation, adopt effective strategies in managing test anxiety, and apply them to enhance their psychological well-being.

Keywords:

Test Anxiety, Psychological Well-Being And Undergraduate Students

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Introduction

Test anxiety is a significant issue affecting students' psychological well-being globally. Test anxiety Defined as an undesirable reaction towards evaluation, it manifests as extreme distress and anxiety during test situations, negatively impacting academic performance (Khosravi & Bigdeli, 2008). While a certain level of anxiety can motivate students, excessive anxiety hinders their ability to perform well (Coon & Mitterer, 2009). This phenomenon is particularly relevant in higher education institutions, where academic evaluations are frequent and demanding.

Today's undergraduate students face more complicated issues than ever before (Malik, 2018) Test anxiety is a critical factor influencing the academic performance of millions of students, particularly at the university level, where it can cause significant underperformance despite sufficient knowledge (Smyth,1995). This anxiety extends beyond major nationwide exams to include regular midterms and finals, affecting many students' day-to-day academic experiences. For adolescents, the pressure of exams is particularly intense, as test scores often determine future opportunities and career paths, as noted by Smyth (1995). Aysan's studies (1988, 1993) further highlight that regular exams also provoke substantial anxiety in university students.

The psychological well-being of students is a multidimensional construct that encompasses emotional, social, and academic aspects of their lives. Ryff's model of psychological well-being includes dimensions such as self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989). High levels of test anxiety can negatively affect these dimensions, leading to reduced overall well-being.

Literature Review

University students face high academic stress, leading to issues like depression, anxiety, behavioral problems, and irritability (Huang et al., 2018). Alarmingly, 80% of young people with diagnosable anxiety disorders do not receive treatment, increasing risks of depression and suicide. Research highlights that 70% of individuals who attempted suicide had an anxiety disorder (Nepon et al., 2010), with suicidal ideation affecting 21% of university students and 4.2% reporting attempts (Sivertsen et al., 2019). Test anxiety is prevalent, impacting exam performance and future opportunities, with studies showing that 40-61% of students experience it (Cizer & Burg, 2006; Bradley et al., 2010). In Malaysia, anxiety, and depression strongly correlate with suicidal thoughts among students (Mazelan & Lee, 2022).

Studies reveal a significant relationship between stress and psychological well-being among undergraduate students, with higher well-being linked to reduced stress levels (Huang et al., 2018; Sugiura et al., 2005). Research on Malaysian university students highlights a high prevalence of stress and psychological distress (up to 56%), exceeding the general population's rate of 29% (Salam et al., 2013). Mental health challenges significantly impact students' social, academic, and career adjustments, often leading to unhealthy conditions (Karatekin & Ahluwalia, 2020; Grasdalsmoen et al., 2020). Additionally, personality traits play a crucial role in influencing psychological well-being (Skomorovsky & Dursu, 2018).

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The review of existing literature highlights a limited number of studies focusing on the connection between test anxiety and psychological well-being among undergraduate students, especially in Malaysia (Shahira et al., 2018; Mustafa et al., 2020; Azman, Abd Karim, and Ismail, 2023; Elas et al., 2020; Alia & Talibb, 2015). Specifically, research on this topic has not yet been conducted at IIUM, and few studies have examined the combined influence of test anxiety and psychological well-being in undergraduate populations. This study aims to address these gaps by exploring the relationship between test anxiety and psychological well-being among undergraduates in Malaysian higher education institutions.

Problem Statement

University students face high academic stress, leading to issues like depression, anxiety, behavioral problems, and irritability (Huang et al., 2018). Alarmingly, 80% of young people with diagnosable anxiety disorders do not receive treatment, increasing risks of depression and suicide. Research highlights that 70% of individuals who attempted suicide had an anxiety disorder (Nepon et al., 2010), with suicidal ideation affecting 21% of university students and 4.2% reporting attempts (Sivertsen et al., 2019). Test anxiety is prevalent, impacting exam performance and future opportunities, with studies showing that 40-61% of students experience it (Cizer & Burg, 2006; Bradley et al., 2010). In Malaysia, anxiety and depression strongly correlate with suicidal thoughts among students (Mazelan & Lee, 2022).

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Objectives Of Study

1.To identify the level of test anxiety among KOED undergraduate students.
2.To determine the psychological well-being among KOED undergraduate students.
3.To examine how the relationship between test anxiety and psychological well-being of undergraduate's students

Research Question

1.What is the level of test anxiety among KOED undergraduate students?
2.What is the level of psychological well-being among KOED undergraduate students?

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3.What is the relationship between test anxiety and psychological well-being among KOED undergraduate students?

Related Literature Review

Psychological Well-Being

Psychological well-being involves positive emotional states, such as happiness, alongside effective functioning in daily life, encompassing life satisfaction, purpose, self-acceptance, and healthy relationships. It is a holistic concept that includes mental stability, motivation, social connections, and personal growth (Huppert, 2009; Matteucci & Soncini, 2021).

Early models of psychological well-being, such as Seligman and Csikszentmihalyi's (2000), emphasized the role of positive emotions and engagement in meaningful activities in enhancing well-being. Later models expanded this framework to include dimensions like interpersonal relationships, personal growth, and life purpose (Ryff, 1989; Diener et al., 2010). Diener et al. described well-being as a combination of happiness, life satisfaction, and fulfillment, recognizing the importance of positive feelings. Similarly, Seligman (2002) introduced positive psychology, highlighting that well-being encompasses not only pleasure and positive emotions but also meaning and purpose in life, even alongside negative experiences.

Studies on psychological well-being among Malaysian university students reveal its significant impact on mental health and academic achievement. Shahira et al. (2018) found high levels of anxiety (73.7%), depression (42.2%), and stress (34.8%) among 443 students at UniSZA, highlighting the negative effects of psychological distress on health and academics, with stigma deterring many from seeking help. Mustafa et al. (2020) examined 542 students at Sultan Idris Education University and found positive correlations between psychological well-being dimensions, such as purpose in life and self-acceptance, and academic achievement.

A study by Azman, Abd Karim, and Ismail (2023) examined the psychological well-being of 283 postgraduate students at IIUM using Ryff's six-dimensional PWB questionnaire. The findings revealed that students generally had good psychological well-being, with positive relationships between the dimensions of well-being (autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance) and overall well-being. Well-being is categorized into subjective and psychological well-being. Subjective well-being focuses on life evaluation and emotional balance, while psychological well-being includes self-acceptance, personal growth, purpose in life, and autonomy. Despite overlapping terms like happiness complicating its measurement, psychological well-being is recognized as multidimensional and plays a protective role against mental health issues. Positive psychology emphasizes resilience and highlights well-being as more than the absence of anxiety or depression, supporting individual development and mental health (Ryff & Singer, 2015; Roffey, 2015).

Anxiety And Test Anxiety

Anxiety is one of the most prevalent psychological disorders among children and adolescents worldwide, with rates ranging from 4% to 25%, though these may be underestimated due to the internalized nature of symptoms (Costello et al., 2003; Tomb & Hunter, 2004). It significantly impacts academic performance globally, as moderate anxiety can motivate effort, but excessive levels impair mental and physical health, as well as social, familial, and

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educational functioning (Kahan, 2008; Zahrakar, 2008). Anxiety is described as an unclear, undesirable feeling often triggered by perceived danger, underscoring its pervasive effects on various aspects of life (Asadullapoor et al., 2010).

Test anxiety, characterized by physical, emotional, and cognitive symptoms, can occur before, during, or after exams, with moderate levels potentially enhancing performance but excessive anxiety negatively impacting academic outcomes and well-being (Howard, 2020; Jerrim, 2022). Studies, including meta-analyses, confirm that high test anxiety harms mental health and academic performance (Huntley et al., 2019; Von Der Embse et al., 2018). In Malaysia, research on test anxiety among upper secondary students is limited and often subject-specific. For instance, Elas et al. (2020) found significant test anxiety in English classrooms, while Kamaruddin et al. (2019) identified Chemistry-related anxiety among science students. These findings highlight the need for broader studies to address this widespread issue.

Test anxiety is prevalent among students in Malaysia, with females experiencing higher levels than males, affecting thoughts, behavior, and physical reactions (Alia & Talibb, 2015; Brandmo et al., 2019). Students often view exams as critical indicators of success, leading to fear of failure and heightened anxiety, particularly during high-stakes exams (Khaidzir, 2015; Elas et al., 2020). Factors like ethnicity, socioeconomic status, and gender contribute to this anxiety, which can impact academic performance and career prospects (Segool et al., 2014; Panda & Sharawat, 2021). Severe test anxiety affects 12% to 40% of students, with interventions like study skills training and cognitive-behavioral techniques shown to be effective (Howard, 2020; Ergene, 2003).

Anxiety On Student's Psychological Well-Being

Adolescence is a crucial stage for mental health, with many issues emerging and psychological well-being often declining during transitions. High stress, anxiety, and depression negatively impact long-term mental health, academic achievement, and university persistence. For instance, in Malaysia, Ramachandran and Dhanapal (2018) found in their study that 78.2% of university students had moderate levels of stress, 12.9% were highly stressed, and only 8.9% reported low levels of stress.

Yatkin et al. (2023) explored test anxiety and mental well-being among 427 Turkish high school students during the pandemic, finding a significant negative correlation between test anxiety and mental well-being. Factors such as gender, parental education, access to resources, and motivation for online learning influenced both test anxiety and mental well-being. Similarly, Tunc (2020) examined anxiety and well-being among 210 sports sciences students, revealing moderate anxiety levels, with women reporting higher anxiety than men. Economic status significantly impacted mental health, as lower-income students experienced higher anxiety and reduced well-being, highlighting the role of socioeconomic factors.

Atheer G. Almutairi (2024) examined test anxiety (TA) among medical students, highlighting its prevalence and impact. TA, driven by fear of poor exam performance, is common in the demanding medical curriculum and is associated with depression, anxiety, underachievement, and dropouts. A study at Unaizah College of Medicine found 45.4% of students had low anxiety, 33.2% moderate anxiety, and 21.5% high anxiety. High TA was strongly correlated with a lack of social support, while studying overnight reduced anxiety. The study suggests that enhancing social support and implementing policies to reduce TA can improve students'

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mental health and academic outcomes. Turgut Karakose and al (2022) found that academic self-efficacy boosted positive attitudes toward teaching, which reduced amotivation but increased classroom management anxiety among prospective mathematics teachers in Turkey. Tijen Tülübaş (2023) examined 118 studies on digital addiction (DA) and academic achievement (AA), revealing a growing research focus that shifted from smartphone to social media addiction, with increasing attention to personal and family factors affecting students' academic performance.

Vasugi, et.al (2019) investigated the levels of depression, anxiety, and stress among postgraduate students in Faculty of Education of a Public University in Malaysia, focusing on the impact of demographic factors like gender, marital status, and age. Using the DASS-21 tool, researchers surveyed 179 students from the Faculty of Education. The results indicated that most students experience moderate levels of depression, anxiety, and stress, with strong correlations between the three. However, no significant differences were found based on demographic factors. The study suggests that coordinated interventions from educators, universities, and families could help address these mental health issues among postgraduate students.

Conceptual Framework of the Study

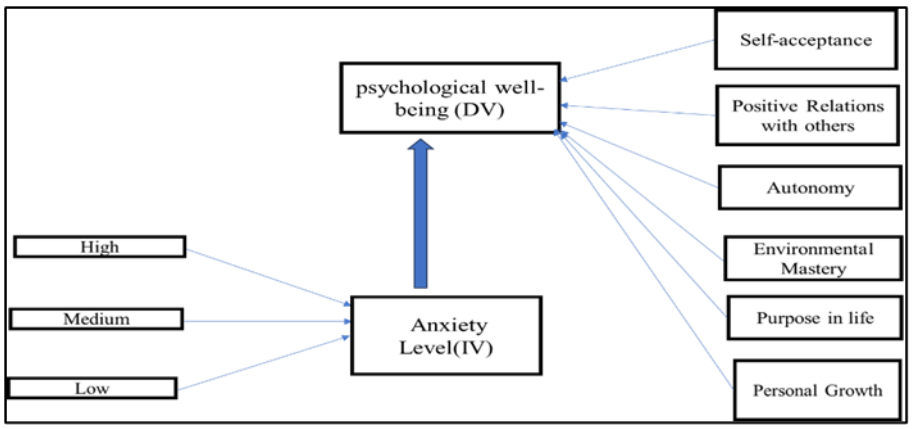

Figure 1: Conceptual Framework Of The Study

Figure 1: The conceptual framework illustrates the relationship between anxiety levels (independent variable) and psychological well-being (dependent variable). Anxiety levels are categorized into high, medium, and low, which are hypothesized to influence various dimensions of psychological well-being, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

Methodology

Research Design

This study will use a quantitative methodology, employing the survey method with a questionnaire as the primary research instrument. Data will be collected by distributing the questionnaire to respondents, ensuring it aligns with the study's objectives.

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Population Of the Study

The study's population consists of 960 undergraduate students from the Kulliyyah of Education (KOED) at the IIUM Gombak campus, including both male and female students aged 18 years and above. The population spans three departments: Educational Psychology and Counselling (DEPC), Language and Literacy (DLL), and Curriculum and Instruction (DCI), with data collected from the KOED undergraduate centre.

Sample Of the Study

The study's sample comprises undergraduate students from the Kulliyyah of Education (KOED) at the International Islamic University Malaysia (IIUM). Participants are required to be 18 years old or older, ensuring the sample aligns with the study's objectives and represents the relevant subgroup of students.

Sample Size

The sample size was determined using the Raosoft sample size calculator with the total population being 960 undergraduate students at KOED, IIUM. Based on a 5% margin of error, a confidence level of 95%, and a response distribution of 50%, the required sample size was 275 students. This approach ensures that the research findings are representative of the targeted population within the stipulated parameters.

Sample Procedure

The study used random sampling to ensure diverse representation and prioritized ethical considerations with informed consent. Data collection was conducted through WhatsApp, targeting KOED BEDSA and subject-based groups, where Google Form links were shared with students based on their enrolled subjects.

Instruments

The study will use validated instruments to measure test anxiety and psychological well-being. Test anxiety will be assessed using the Westside Test Anxiety Scale (10 items, 5-point Likert scale), while psychological well-being will be evaluated using a standardized scale based on Ryff and Keyes' (1995) six dimensions: self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth (18 items). These instruments are validated, reliable, and widely used tools. The Westside scale effectively measures anxiety related to test performance, while Ryff and Keyes' scale comprehensively assesses psychological well-being across six key dimensions, providing a holistic view of students' mental health.

Data collection

Data collection followed formal requirements, beginning with obtaining consent from the KOED undergraduate office. A Google Form questionnaire and invitation messages were developed and shared through WhatsApp and Telegram groups targeting KOED undergraduate students. Invitations were sent regularly every seven days, with reminders posted in groups and individual invitations sent to approximately 15 students daily.

Data Analysis

Quantitative data will be analyzed using the IBM SPSS, version 29.0. Demographic data will be summarized using descriptive statistics, including mean, frequency, and percentages, together with the standard deviation. This study will perform various correlation analyses in

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investigating the relationship between test anxiety and psychological well-being among undergraduate students at KOED, with the use of inferential statistics.

Findings

Respondents' Background

A total of 275 KOED undergraduate students participated in this study, representing IIUM. This demographic data highlighted the following trends: a majority being females, 70.2%, while males were 29.8%. A larger majority were Malaysians, at 80.7%, with 19.3% being international students. The age brackets between 21-23 years totalled 43.3%, though 32% were between 18-20 years, with the rest coming from older age groups. The students were in the following proportions: first-year students constituted 38.9%, second-year students 24%, third-year students 18.9%, and fourth-year students 18.2%. At the departmental level, DLL had the highest representation of 35.6%, followed by DEPC with 33.8% and DCI with 30.6% representation.

Undergraduate Students Test Anxiety

Table 1 summarizes students' test anxiety levels measured by the Westside Test Anxiety Scale. The majority (57.46%, n=158) experienced high anxiety, with a mean score of 3.72 and a standard deviation of 0.52, indicating the highest variability. About 32.36% (n=89) exhibited normal anxiety, with a mean of 2.48 and a standard deviation of 0.33, showing moderate consistency. Only 10.18% (n=28) reported low anxiety, with the lowest mean of 1.54 and standard deviation of 0.26, reflecting uniform responses in this group.

Table 1 Mean and Standard Deviation of the Test Anxiety level

Anxiety level	Frequency Percentage (%)	Mean	Std. Deviation
Low	28 (10.18%)	1.54	0.26
Normal	89 (32.36%)	2.48	0.33
High	158 (57.46%)	3.72	0.52
Average Mean and Standard Deviation (Test Anxiety)		2.58	0.13

Undergraduate Students Psychological Well-Being

Table 2 summarizes the mean and standard deviation of students' responses on psychological well-being, with an average mean of 3.34 (SD=1.66). Among the six dimensions, "Purpose in Life" recorded the highest mean (M=3.99, SD=1.83), followed by "Positive Relations with Others" (M=3.71, SD=1.73). Other dimensions include "Self-Acceptance" (M=3.23, SD=1.69), "Autonomy" (M=3.13, SD=1.63), "Environmental Mastery" (M=3.11, SD=1.59), and "Personal Growth" (M=2.86, SD=1.49). This indicates that "Purpose in Life" is the most significant dimension of psychological well-being among students.

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Table 2 Mean and Standard Deviation of Psychological well-being

Dimension	Mean	Std. Deviation
Autonomy	3.13	1.63
Environmental Mastery	3.11	1.59
Personal Growth	2.86	1.49
Positive Relations with Others	3.71	1.73
Purpose in Life	3.99	1.83
Self-Acceptance	3.23	1.69
Average Mean and Standard Deviation of Psychological well-being	**3.34**	**1.66**

The reliability of the study's instruments was assessed using Cronbach's alpha. The Test Anxiety scale (TAS) demonstrated a reliability score of 0.875 and the Psychological Well-Being (PWB) scale scored 0.720, confirming acceptable internal consistency for all measures.

Descriptive Analysis of Test Anxiety and Psychological Well-Being

Table 3: The data indicates that the participants' average psychological well-being score is 84.68, with a standard deviation of 12.54, based on a sample size of 275 individuals. In contrast, the mean score for test anxiety is 3.09, with a standard deviation of 0.88, also derived from 275 participants. These values suggest a relatively high level of psychological well-being and a moderate level of test anxiety within the group.

Table 3 Descriptive Statistics Of Test Anxiety And Psychological Well-Being

Variables of study	Mean	Std. Deviation	N
Psychological Well-Being	84.68	12.538	275
Test Anxiety	3.0862	0.87730	275

Correlation Analysis of Test Anxiety and Psychological Well-Being

(H_1): There Is A Significant Correlation Test Anxiety And Psychological Well-Being Of Undergraduate Students

Table 4: The correlation analysis between test anxiety and psychological well-being reveals a moderate negative relationship, with a Pearson correlation coefficient of -0.378. This indicates that as test anxiety increases, psychological well-being tends to decrease. The result is statistically significant, as the p-value is less than 0.01 ($p = 0.000$), confirming that the relationship is unlikely due to chance. The sample size for both variables is 275, and the negative correlation suggests that individuals with higher test anxiety generally experience lower psychological well-being. The hypothesis is accepted and there is a significant negative relationship between Test Anxiety and Psychological well-being

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Table 4: The Correlation Between Test Anxiety And Psychological Well-Being

Correlations			
		Test Anxiety	**Psychological Well-Being**
Test Anxiety	Pearson Correlation	1	-.378**
	Sig. (2-tailed)		0.000
	N	275	275
Psychological Well-Being	Pearson Correlation	-.378**	1
	Sig. (2-tailed)	0.000	
	N	275	275
**. Correlation is significant at the 0.01 level (2-tailed).			

A scatterplot is below the figure 2. This figure shown that the relationship between test anxiety and psychological well-being.

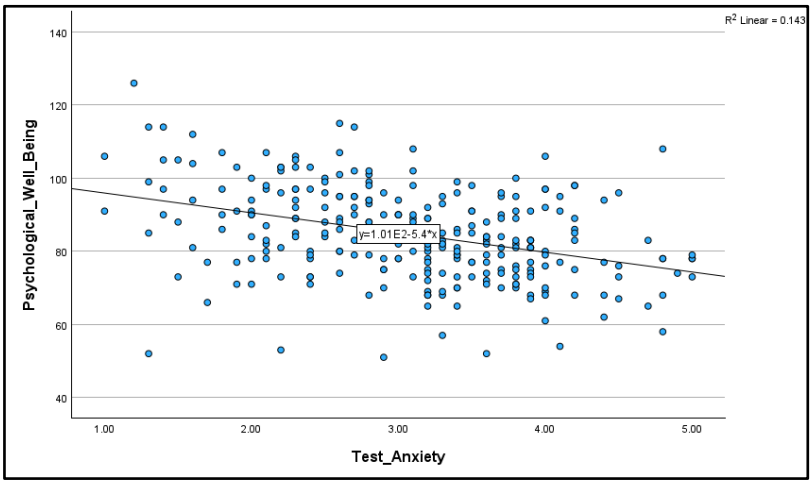

Figure 2 Scatterplot (Test Anxiety And Psychological Well-Being)

Analysis of Test Anxiety and Psychological Well-Being According to the Demographic of Participants

Differences in test anxiety and psychological well-being according to the Respondents Gender

Table 5 presents the mean scores and standard deviations for test anxiety and psychological well-being based on gender. For test anxiety, males have a mean score of 2.97 with a standard deviation of 0.97, while females have a slightly higher mean score of 3.14 with a lower standard deviation of 0.83. In terms of psychological well-being, males have a mean score of 84.34 (SD = 12.33), while females report a slightly higher mean score of 84.82 (SD = 12.66).

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Table 5 Descriptive Analysis of Respondents Gender

Gender		N	Mean	Std. Deviation	Std. Error Mean
Test Anxiety	Male	82	2.97	0.967	0.107
	Female	193	3.14	0.834	0.060
Psychological Well-Being	Male	82	84.34	12.331	1.362
	Female	193	84.82	12.655	0.911

Table 6 shows the independent t-tests comparing test anxiety and psychological well-being between males and females showed no significant differences. For test anxiety, the p-value is 0.069 (two-tailed), suggesting no significant difference between genders. Similarly, for psychological well-being, the p-value is 0.387 (two-tailed), indicating no significant gender-based differences.

Table 6 Independent Sample Test (Gender)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Test Anxiety	Equal variances assumed	2.543	0.112	-1.486	273	0.069	0.138	-0.171	0.115	-0.399	0.056
	Equal variances not assumed			-1.400	134.576	0.082	0.164	-0.171	0.122	-0.414	0.071
Psychological Well-Being	Equal variances assumed	0.195	0.659	-0.288	273	0.387	0.773	-0.477	1.656	-3.737	2.782
	Equal variances not assumed			-0.291	156.488	0.386	0.771	-0.477	1.638	-3.713	2.759

Differences In Test Anxiety And Psychological Well-Being According To The Respondents Nationality

Table 7 shows that Malaysian participants have a mean test anxiety score of 3.03 (SD = 0.86), while international participants report a higher mean score of 3.33 (SD = 0.91). Regarding psychological well-being, Malaysians have a mean score of 84.84 (SD = 12.15), while international participants have a slightly lower mean of 84.00 (SD = 14.16).

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Table 7 Descriptive Analysis of Respondents Nationality

Nationality		N	Mean	Std. Deviation	Std. Error Mean
Test Anxiety	Malaysian	222	3.03	0.861	0.058
	International	53	3.33	0.913	0.125
Psychological Well-Being	Malaysian	222	84.84	12.150	0.815
	International	53	84.00	14.156	1.944

Table 8 shows the independent sample test between Malaysian and international participants reveals a significant difference in test anxiety but no significant difference in psychological well-being. For test anxiety, the p-value is 0.013 (two-tailed), indicating a significant difference, with international participants reporting higher anxiety. In contrast, the p-value for psychological well-being is 0.331 (two-tailed), showing no significant difference between the two groups.

Table 8 Independent Sample Test (Nationality)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Test Anxiety	Equal variances assumed	0.172	0.678	-2.235	273	0.013	0.026	-0.298	0.133	-0.560	-0.035
	Equal variances not assumed			-2.155	75.598	0.017	0.034	-0.298	0.138	-0.573	-0.023
Psychological Well-Being	Equal variances assumed	3.257	0.072	0.436	273	0.331	0.663	0.838	1.920	-2.941	4.617
	Equal variances not assumed			0.397	71.381	0.346	0.692	0.838	2.109	-3.366	5.042

Differences In Test Anxiety And Psychological Well-Being According To The Respondents Study Year

Table 9 shows that test anxiety scores vary slightly across different year groups, with first-year students having a mean of 3.09 (SD = 0.83) and fourth-year students showing a similar mean of 3.12 (SD = 0.92). Third-year students report the lowest mean score of 2.92 (SD = 0.85), while second-year students have a mean of 3.17 (SD = 0.95). Regarding psychological well-being, first-year students have the highest mean score of 86.26 (SD = 13.09), while second-year students report the lowest mean score of 82.85 (SD = 12.91)

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Table 9 Descriptive Analysis Of Respondents Study Year

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Test Anxiety	First Year	107	3.09	0.828	0.080	2.94	3.25
	Second Year	66	3.17	0.949	0.117	2.94	3.41
	Third Year	52	2.92	0.849	0.118	2.69	3.16
	Fourth Year	50	3.12	0.915	0.129	2.86	3.38
	Total	275	3.09	0.877	0.053	2.98	3.19
Psychological Well-Being	First Year	107	86.26	13.088	1.265	83.75	88.77
	Second Year	66	82.85	12.909	1.589	79.67	86.02
	Third Year	52	83.38	8.832	1.225	80.93	85.84
	Fourth Year	50	85.04	13.943	1.972	81.08	89.00
	Total	275	84.68	12.538	0.756	83.19	86.16

Table 10 ANOVA results showed no significant differences in test anxiety or psychological well-being across year groups. For test anxiety, the *F*-value is 0.850 with a *p*-value of 0.467, indicating no significant difference between groups. Similarly, for psychological well-being, the *F*-value is 1.239 with a *p*-value of 0.296, suggesting no significant differences across year groups.

Table 10 ANOVA (Study year)

		Sum of Squares	df	Mean Square	F	Sig.
Test Anxiety	Between Groups	1.967	3	0.656	0.850	0.467
	Within Groups	208.921	271	0.771		
	Total	210.887	274			
Psychological Well-being	Between Groups	582.811	3	194.270	1.239	0.296
	Within Groups	42493.385	271	156.802		
	Total	43076.196	274			

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Differences In Test Anxiety And Psychological Well-Being According To The Respondents Age

Table 11 shows test anxiety and psychological well-being across different age groups. For test anxiety, the mean scores range from 2.37 (SD = 1.05) for participants aged 30 and above to 3.15 (SD = 0.87) for those aged 21-23 and 24-26. Psychological well-being shows a similar pattern, with the highest mean of 87.38 (SD = 13.96) for the 18-20 age group and the lowest mean of 82.42 (SD = 12.01) for the 21-23 age group. Overall, psychological well-being tends to be higher in the younger age groups, while test anxiety is consistent across most age groups, with a dip in the oldest group.

Table 11 Descriptive Analysis of participants Age

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Test Anxiety	18-20	88	3.03	0.873	0.093	2.84	3.21
	21-23	119	3.15	0.865	0.079	2.99	3.31
	24-26	49	3.15	0.901	0.129	2.89	3.41
	27-29	13	3.01	0.793	0.220	2.53	3.49
	30 and above	6	2.37	1.052	0.429	1.26	3.47
	Total	275	3.09	0.877	0.053	2.98	3.19
Psychological Well-being	18-20	88	87.38	13.960	1.488	84.42	90.33
	21-23	119	82.42	12.005	1.101	80.24	84.60
	24-26	49	85.59	11.290	1.613	82.35	88.83
	27-29	13	83.31	8.939	2.479	77.91	88.71
	30 and above	6	85.33	12.028	4.910	72.71	97.96
	Total	275	84.68	12.538	0.756	83.19	86.16

Table 12 ANOVA results show no significant differences in test anxiety or psychological well-being across age groups. For test anxiety, the F-value is 1.339 with a p-value of 0.256, indicating no significant differences. For psychological well-being, the F-value is 2.125 with a p-value of 0.078, suggesting a marginally non-significant difference between age groups.

Table 12 ANOVA (Age)

		Sum of Squares	df	Mean Square	F	Sig.
Test Anxiety	Between Groups	4.103	4	1.026	1.339	0.256
	Within Groups	206.785	270	0.766		
	Total	210.887	274			

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Psychological Well-being	Between Groups	1314.640	4	328.660	2.125	0.078
	Within Groups	41761.556	270	154.672		
	Total	43076.196	274			

Differences In Test Anxiety And Psychological Well-Being According To The Respondents Department

Table 13 shows the test anxiety and psychological well-being across different academic programs. For test anxiety, Curriculum and Instruction students report the highest mean of 3.19 (SD = 0.77), while Language and Literacy students have the lowest mean of 3.01 (SD = 0.92). Psychological well-being scores are consistent, with the Educational Psychology and Counselling group reporting a mean of 84.56 (SD = 14.17) and the Language and Literacy group showing a mean of 84.82 (SD = 12.90). Overall, there is little difference in psychological well-being across the programs.

Table 13 Descriptive Analysis of participants Department

		N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Test Anxiety	Educational Psychology and Counseling	93	3.07	0.919	0.095	2.88	3.26
	Language and Literacy	98	3.01	0.924	0.093	2.83	3.20
	Curriculum and Instruction	84	3.19	0.767	0.084	3.02	3.35
	Total	275	3.09	0.877	0.053	2.98	3.19
Psychological Well-Being	Educational Psychology and Counseling	93	84.56	14.174	1.470	81.64	87.48
	Language and Literacy	98	84.82	12.904	1.304	82.23	87.40
	Curriculum and Instruction	84	84.64	10.082	1.100	82.45	86.83
	Total	275	84.68	12.538	0.756	83.19	86.16

Table 14 ANOVA results show no significant differences in test anxiety or psychological well-being across academic programs. For test anxiety, the F-value is 0.926 with a p-value of 0.397, indicating no significant differences. Similarly, for psychological well-being, the F-value is 0.010 with a p-value of 0.990, showing no significant differences between the groups.

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Table 14 ANOVA (Department)

		Sum of Squares	df	Mean Square	F	Sig.
Test Anxiety	Between Groups	1.427	2	0.713	0.926	0.397
	Within Groups	209.461	272	0.770		
	Total	210.887	274			
Psychological Well-being	Between Groups	3.292	2	1.646	0.010	0.990
	Within Groups	43072.904	272	158.356		
	Total	43076.196	274			

Discussion

Current studies consistently demonstrate a significant negative correlation between test anxiety and psychological well-being, confirming that higher levels of anxiety are associated with poorer mental health and reduced academic performance. For example, Almutairi (2024) found that high test anxiety among medical students was strongly linked to a lack of social support and contributed to negative outcomes such as depression, underachievement, and increased dropout rates. Similarly, Tunc (2020) revealed that students from lower economic backgrounds experienced higher levels of anxiety and lower psychological well-being. In the Malaysian context, Ramachandiran and Dhanapal (2018) and Shahira et al. (2018) reported high levels of stress and anxiety among university students, while Vasugi et al. (2019) observed moderate psychological distress among postgraduate students, with no significant differences based on demographic factors. These findings are consistent with the results of the current study, emphasizing that anxiety, particularly test-related anxiety, is a significant predictor of decreased psychological well-being among students

Conclusion

The findings showed that most students (57.46%) experience high test anxiety (M = 3.72, SD = 0.52), while 32.36% have normal anxiety (M = 2.48, SD = 0.33), and 10.18% report low anxiety (M = 1.54, SD = 0.26). Data reported that participants have high psychological well-being (M = 84.68, SD = 12.54). A significant negative correlation exists between test anxiety and psychological well-being, confirming that higher test anxiety is associated with lower well-being. However, no significant differences in test anxiety or psychological well-being were found across gender, year groups, age groups, or academic programs. The only significant difference was observed in test anxiety between Malaysian and international participants, with international participants reporting higher anxiety.

Limitations of the Study

This study highlights that personality traits can evolve over time and acknowledges demographic and methodological limitations, such as age, department, gender, and data collection methods, which may affect generalizability. Despite these constraints, the well-defined sample and clear parameters enhance the study's precision and contextual understanding of the examined relationships.

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Recommendations

Based on these recommendations, further research is called for with an expansion of the sample to populations, examining other potential mediators such as social support and coping mechanisms, and incorporating qualitative methods for depth of perspective. Teachers are encouraged to create supportive learning environments that help students acquire effective methods of managing stress. Students need to be actively involved in test anxiety management through self-regulation and practical strategies, and it can be utilized for the promotion of psychological well-being. By addressing these areas, educators, researchers, and students can together help in fostering academic success along with improving mental health.

Ethical Considerations:

The study adheres to ethical guidelines, ensuring the privacy and confidentiality of participants. Informed consent is obtained, and participants are assured that their participation is voluntary. The research is conducted with sensitivity to potential psychological impacts, and appropriate support mechanisms are in place for participants if needed.

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