

mended that students be fully informed by professors about the exam format and the type of rating system, which Alcalá (2002) also cited in his study. The findings revealed that self-efficacy beliefs and test anxiety were negatively correlated. This is what happened in previous studies (Bandalos et al., 1995; Bonaccio & Reeve, 2010), which showed that academic self-efficacy was negatively associated with test anxiety in learning context. To explain the finding we infer that the students who have higher self-efficacy beliefs are more likely to be motivated and have fewer adverse feelings when they encounter difficulties. They develop good study habits, adopt a deep learning strategy in their learning to help their understanding of the material, and make an effort to relax periodically during tests. Therefore, their test anxiety will be decreased and they will get better grades compared to the students who doubt their capabilities. Consequently, this cycle will repeat and the successful students will get higher self-efficacy beliefs, higher achievement motivation, less test anxiety, and finally, higher grades in exams. Accordingly, we recommend that agricultural colleges pay attention to both these factors. Students should be trained about handling stress situations in academic life. Study counselors at agricultural colleges can provide useful information about methods to control test anxiety. Positive thinking, use of humor, and making an effort to relax periodically during exams are some strategies which students can use for coping with test anxiety. Therefore, it is imperative that each university possesses a specialized consultation center to offer students useful information about increasing self-efficacy beliefs and handling test anxiety.

There are some limitations that need to be considered and addressed in future research. This study was limited as it was based on self-reported data. It is possible that students forgot their grade point average (GPA) or reported it incorrectly. This study focused on the effects of self-efficacy beliefs and test anxiety on achievement motivation and academic performance. As self-efficacy beliefs can be changed through experience and vary depending upon the context and specificity of assignments (Saracaloglu & Dincer, 2009), it is important to investigate educational factors influencing students' self-efficacy beliefs. Furthermore, in order to effectively manage test anxiety, educational factors influencing test anxiety should be studied.

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