

## VARIABLES INVOLVED IN THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL CHILDREN

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### *Abstract*

*The aim of this research is to understand the association relations between the following variables: test anxiety, classroom climate, self-efficacy and academic performance for primary school children, but also to investigate the differences between the results achieved for the work tools according to gender and grade variables. The research sample included 137 students (2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> graders, from three schools in Oradea, urban environment). The research tools were: The Test Anxiety Scale (CTAS) designed and validated by Wren and Benson (2004), The Classroom Climate Scale, validated on the Romanian population by Popa (2010) and The Children's Perceived Academic Self-Efficacy Scale, designed by Jinks and Morgan (1999). The study revealed a negative association relation between the last test results for two school subjects (Romanian language and Mathematics), the overall score for test anxiety scale and the thoughts and automatic reactions subscales; a positive association relation between academic performance and extrinsic and competition subscales of classroom climate questionnaire and a positive association relation between Mathematics academic results with effort subscale of self-efficacy questionnaire. We didn't find any statistically significant differences according to gender and grade. To increase student academic performance in primary school, teachers should reduce test anxiety level by cognitive restructuring and automatic reaction control; improve classroom climate by reducing competition level and increase trust level on teacher's support in learning, but also in life; increase self-efficacy level by improving learning effort capacity.*

*Keywords: academic performance; test anxiety; classroom climate; self-efficacy; primary school*

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