

Abstract

This research investigated the relationship between study skills, test anxiety and academic motivation. The sample of this study consisted of 800 students (400 Males, 400 Females) from different universities with the age range of 18 to 23 years ($M = 20$, $SD = 1.59$) selected through stratified sampling. The instruments used include Study Skills Inventory (Congos, 2010), Test Anxiety Inventory (Spielberger, 1980) and Academic Motivation Scale (Vallerand, 1992). The findings of present study revealed that study skills have significant negative relationship with the test anxiety. The findings more revealed that study skills have significant positive relationship with the academic motivation. Study skills and test anxiety has been significantly predicted the academic motivation, further analysis revealed that study skills i.e. concentration and textbook reading has been significantly predicted the test anxiety among university students. The significant difference has been found in test anxiety and academic motivation among government and private institutes. The study skills have not found significant difference in scores between government and private institutes. The findings also revealed significant gender difference in study skills, test anxiety and academic motivation. The differences in academic year, father's education, mother's education, GPA and family income have also observed in this study. This study has important implications for education sector and educational psychology.

Keywords: Study Skills, Test Anxiety, Academic Motivation, University Students