

### Abstract

The present study examines the relationship among test anxiety, academic performance and coping strategies of secondary school students in Hong Kong. Gender differences and group differences are also tested. The study was conducted on a sample of 110 Secondary Five students in a Band Two school (Chinese as medium of instruction) with 57 males and 53 females. Data was collected using the Scales of Health & Well Being and Stress Management (Education Bureau, 2009) and the reported average score of four core subjects, Chinese Language, English Language, Mathematics and Liberal Studies, for each student's academic performance in second school term. Results show that students with higher score in English are less anxious, students with higher academic performance are with better coping skills in situation control and self encouragement aspects. High achievement students had better stress coping skill in situation control aspect when comparing with the low achievement students. Results also show no gender differences in test anxiety, academic performance and coping strategies.