

**REPUBLIC OF TURKEY  
ÇAĞ UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**AN INVESTIGATION OF THE RELATIONSHIP BETWEEN TEST ANXIETY  
AND TEST PERFORMANCE OF 8TH GRADE STUDENTS**

**THESIS BY  
Nazlı TARTAR**

**SUPERVISOR  
Assist. Prof. Dr. Erol KAHRAMAN**

**MASTER OF ARTS**

**MERSİN, January 2014**

REPUBLIC OF TURKEY

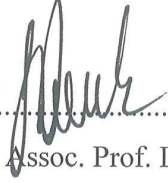
ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that this thesis under the title of “AN INVESTIGATION OF RELATIONSHIP BETWEEN TEST ANXIETY AND TEST PERFORMANCE OF 8<sup>TH</sup> GRADE STUDENTS ” is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.



Supervisor - Head of Examining Committee: Assist. Prof. Dr. Erol Kahraman

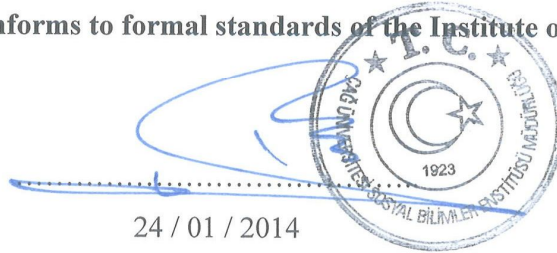


Member of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ



Member of Examining Committee: Assist. Prof. Dr. Hülya YUMRU

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.



24 / 01 / 2014

Assist. Prof. Dr. Murat KOÇ

Director of the Institute of Social Sciences

**Note:** The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.

## ACKNOWLEDGEMENT

I would like to acknowledge several people who supported and assisted me during the process of writing this thesis.

First of all, I would like to thank to my supervisor Assist. Prof. Dr. Erol Kahraman for his support, guidance, and suggestions he provided throughout the process of writing this thesis.

I also would like to thank Assoc. Prof.Dr. Şehnaz Şahinkarakaş, Assist. Prof. Dr. Hülya YUMRU and Dr. Kimble Raymond HUMISTON for their suggestions and valuable help. Without their help this work would not be possible.

I also thank my friends Ahmet Koray Şahiner, Aslı Arkan ,Büşra Tartar, Evindar Çepik, Adalet Biltekin and Mehmet Arslan for their help while working on this study.

A special and endless thanks to my mother and father İbrahim and Zühal Tartar and to my brother Fatih Tartar for their supports and collaborations whenever I needed them.

24.01.2014

Nazlı TARTAR

## ÖZET

### 8.SINIF ÖĞRENCİLERİNİN SINAV KAYGISI İLE BAŞARILARI ARASINDAKİ İLİŞKİSİNİN İNCELENMESİ

**Nazlı TARTAR**

**Yüksek Lisans, İngiliz Dili Eğitimi Anabilim Dalı**

**Tez Danışmanı: Yrd. Doç. Dr. Erol KAHRAMAN**

**Ocak 2014, 61 sayfa**

Bu çalışmanın amacı 8. Sınıf öğrencilerin test kaygısı ile test performansı arasındaki herhangi bir ilişkinin olup olmadığını araştırmaktır. Ayrıca, bu çalışmada öğrencilerin sınav kaygılarının azaltılması konusunda onların görüşlerine başvurulmuştur. Araştırma sorularına yanıt bulmak için karma yöntem deseni kullanılmıştır. Bu araştırmada katılımcı olarak 40 tane 8. sınıf öğrencisi alınmıştır. Araştırmada Milli Eğitim Bakanlığı'nın sitesinden edinilen test kaygısı ölçeği kullanılmıştır. Veriler SPSS 17.0 istatistik analiz programı kullanılarak analiz edilmiştir. Test kaygısı ve test performansı arasındaki ilişki Pearson korelasyonu hesaplanarak belirlenmiştir. Elde edilen sonuçlara göre öğrencilerin sınavlarda gösterdikleri performans ile sınav kaygıları arasında bir ilişki saptanmıştır. Ayrıca cinsiyetin sınav kaygısında önemli bir faktör olup olmadığı incelenmiştir. Ortaya çıkan bulgular literatür bağlamında tartışılmıştır.

**Anahtar Kelimer :** Sınav Kaygısı, Kaygı

## **ABSTRACT**

### **AN INVESTIGATION OF THE RELATIONSHIP BETWEEN TEST ANXIETY AND TEST PERFORMANCE OF 8TH GRADE STUDENTS**

**Nazlı TARTAR**

**Master of Arts, English Language Teaching Department**

**Supervisor: Assist. Prof. Dr. Erol KAHRAMAN**

**January 2014, 61 pages**

The aim of the current study is to investigate the relationship between test anxiety and test performance of students at the 8th grade level. Additionally, the opinions of the students about factors affecting anxiety reduction were investigated by the interviews with students. A mixed method design was applied to answer the research questions. The number of participants is 40 8th graders. To collect the data, the test anxiety inventory was downloaded from the website of Ministry of National Education. The data was analyzed by using Statistical Package for Social Sciences software (SPSS), version 17.0. The relation between the test anxiety and test performance was investigated by using Pearson correlation. The results showed that there was a positive correlation between the test performance and one's self image and under-preparation. The gender factor was also analyzed to see if there was a difference between males and females in terms of anxiety. The results were discussed within the context of relevant literature.

**Key Words:** Test Anxiety, Anxiety

## **ABBREVIATIONS**

SETT	: Secondary Education Transition Test
SPSS	: Statistical Package for the Social Sciences
ELT	: English Language Teaching
GPA	: Grade Point Average

## LIST OF TABLES

<b>Table 1.</b> Gender Distribution of the Students .....	<b>24</b>
<b>Table 2.</b> Descriptive statistics of the Sub-Scales of Test Anxiety Inventory .....	<b>25</b>
<b>Table 3.</b> The Relationships between the Subscales of Test Anxiety Inventory and Test Scores.....	<b>26</b>
<b>Table 4.</b> The Relationships between the Subscales of Test Anxiety Inventory .....	<b>27</b>
<b>Table 5.</b> Effect of Gender on Test Anxiety.....	<b>28</b>

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>APPROVAL PAGE</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>ÖZET</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>ABBREVIATIONS</b> .....	<b>vi</b>
<b>LIST OF TABLE</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>

### CHAPTER I

<b>1. INTRODUCTION</b> .....	<b>1</b>
1.1. Background of the Study.....	1
1.2. Statement of the Problem .....	2
1.3. Purpose of the Study .....	2
1.4. Research Questions .....	2
1.5. Significance of the Study .....	3
1.7. Limitations.....	3
1.8. Definitions of the terms.....	4

### CHAPTER II

<b>2. REVIEW OF LITERATURE</b> .....	<b>5</b>
2.1. Test Anxiety .....	5
2.2. Test Anxiety and Academic Achievement.....	10
2.3. Relevant Studies .....	14

### CHAPTER III

<b>3. METHODOLOGY</b> .....	<b>22</b>
3.1. Research Design .....	22
3.2. Population and Sampling.....	22
3.3. Data Collection Instruments.....	22
3.4. Data Collection Procedure.....	23



## CHAPTER IV

<b>4. RESULTS</b> .....	<b>24</b>
4.1. Demographical Descriptive Statistics of the Students .....	24
4.2. Descriptive Statistics of Test Anxiety Scale .....	25
4.3. The Relationship between Test Scores and Test Anxiety Inventory Subscale Scores.....	26
4.4. The Effect of Gender on Test Anxiety.....	28
4.5. Findings from the Interviews.....	29

## CHAPTER V

<b>5. DISCUSSION AND CONCLUSION</b> .....	<b>32</b>
5.1. Discussion.....	32
5.2. Recommendations.....	34
5.2.1. Recommendations for the Researchers.....	34
5.2.2. Recommendations for the Professionals.....	35
<b>REFERENCES</b> .....	<b>36</b>
<b>7. APPENDICES</b> .....	<b>45</b>
7.1. APPENDIX 1: Test Anxiety Inventory.....	45
7.2. APPENDIX 2: Test Anxiety Inventory Answer Key.....	47
7.3. APPENDIX 3: Test Anxiety Scale Comment Key.....	48
7.4. APPENDIX 4: Test Anxiety Scale Answer Key.....	50
7.5. APPENDIX 5: Test Anxiety Scale Schedule Results.....	51
7.6. APPENDIX 6: Interview Questions.....	52

# CHAPTER I

## 1. INTRODUCTION

### 1.1. Background of the Study

Anxiety has been an emotional part of language learning and teaching environment. For learners it can impede students' motivation and willingness to learn the language. Teaching environment must be good enough for learners in order to reduce anxiety. It is also known that most students may have test anxiety.

According to Zollar and Ben-chain (1990), we live in an age which is dependent to somehow test performance in that the future of a lot of people is exposed to the effects of and regarded to be determined by their performance during tests at some levels in their life. Some people are thought to be prevented from achieving their academic potential due to test and examination stress. Students have been found to consider examination to be a source of improvement in anxiety and a condition filled with uncertainty/unfairness in making them to demonstrate their accurate successes (Zollar and Ben-chain, 1990).

As the information age continues to change, test scores have become even more important than they were in the past in evaluating candidates for admission into highly competitive educational programs (Razazadeh & Tavakoli, 2009). Therefore, many learners experience anxiety about their tests and test scores. Through the way of developing test-taking abilities and the performances of test takers, test anxiety can be accepted as among the foregoing factors that have an effect on the course. Although this factor is generally defined by its maladaptive aspect, it might also be evaluated as an adaptive motivation for students' academic success (Schunk, Pintrich, & Meece, 2008).

The researchers have suggested many kinds of means to reduce test anxiety with having control over external factors like environmental factors related to where the exam takes place; what the examiners do during the exam etc. factors related to the test itself like outlay of questions in a test, adequate description of the context, clearness in instruction for students etc. Despite considering the factors to reduce test anxiety, it is generally accepted that it has become most upsetting and a disruptive factor for

students. There are many researches reporting text anxiety as one of the foregoing cause for students' underachievement and low performances at different levels of their educational life (Oludipe, 2009).

### **1.2. Statement of the Problem**

Tests at all levels of education, especially at primary education level are regarded as significant means to determine our future. Most students in their educational life may have anxiety. Especially, if students have psychological problems, this may increase their anxiety. Young learners may also have performance or test anxiety. Therefore, a study was needed to investigate students' anxiety. Most learners suffer from test anxiety. Because they want to get good marks and pass their courses. As I observe in my class, the major problem is that students generally feel anxious when they do not prepare for their lessons. In other words, if students have no preparation for their exams, this leads to test anxiety. Some students believe that their teachers and their parents play an important role in creating anxiety. A teacher may cause a restless class atmosphere if he is undemocratic and impatient. This may affect students' success in a negative way.

### **1.3. Purpose of the Study**

The main aim of this study was to investigate the relationship between test anxiety and test performance of students at the 8<sup>th</sup> grade level. Additionally, the opinions of the students about factors affecting anxiety were investigated through interviews with the students.

### **1.4. Research Questions**

The following research questions were investigated in this study:

1. Is there a relationship between test anxiety and test performance of the students?
2. Does gender make a difference on the level of test anxiety?
3. What are the students' opinions about reducing test anxiety?

### **1.5. Significance of the Study**

Burns (2004) stated that exams can have remarkable impacts on students if their test performance will determine their placement to a school or repetition of a course. In Turkey, 8<sup>th</sup> grade is very crucial for the education of students because at the end of the year, they sit for the Secondary Education Transition Test (SETT). Students are placed into different kinds of schools based on the score they got from this exam. For those students, test anxiety is very important, because it can affect their academic and occupational life (Ekenel, 2005). As both classroom tests and nationwide tests at every grade are administered in Turkey, negative emotions like test anxiety becomes a common issue in our education system. Most researches have focused on what occurs before or after the test (Scherer, Drumheller, & Owens, 1994

It is also important to investigate how students can decrease test anxiety. Teachers can teach students to use effective strategies in order to control their negative feelings towards test taking.

### **1.7. Limitations**

Limitations of the current study may include:

1. Because the convenience sampling was used in the quantitative phase of the study, the researcher cannot say with confidence that the sample was representative of the population (Creswell, 2002).
2. In the quantitative phase of the study there is a potential risk of a non-response error, which means problems caused by differences between those who respond and those who do not in the event of a low response rate (Dillman, 2000).
3. Due to the nature of qualitative research, the data obtained in the second phase of the study may be subject to different interpretations by different readers.
4. There is a potential for bias in the qualitative results interpretation because the researcher is using convenient sampling and already accustomed with the participants. She also knows personally some of the potential participants in the study. These arguments, though not strong enough to eliminate the possibility for bias, provide some reasons why the researcher decided to neglect Creswell's

advice (1998) to qualitative investigators not to conduct research “in one’s own backyard” (p.114).

### **1.8 Definitions of the terms**

*Test Anxiety*: “The set of physiological and behavioral responses that come with concern about possible negative consequences or failure of an evaluative situation”(Zeidner, 1998, p.17). Similarly, Hancock (2001) states “Test Anxiety is an unpleasant feeling or emotional state that has physiological and behavioral concomitants, and that is experienced in formal testing or evaluation situations” (p.88).

## CHAPTER II

### 2. REVIEW OF LITERATURE

#### 2.1. Test Anxiety

Anxiety might be described as a multidimensional state which psychological stress composing of cognitive, emotional, behavioral and physiological sub-dimensions commences in general (Emmelkamp, Bouman & Scholing, 1992; Philips, Martin & Meyers 1969; Sarason, 1984). To specify, test anxiety might be considered to be a differentiation in personality regarding the tendency to experience, sense of anxiety and cognitive concerns in academic environment in which different decision makers make an assessment of the students according to their performances (Schwarzer, Van Der Ploeg & Spielberger, 1987). According to Ruebush, Sarason, Waite and Davidson (1960), people who get anxious about test adopt a self-depreciating attitude, estimate some trouble to occur during test and feel disturbed due to this situation. Hence, test anxiety might be described to be a certain threat resulting from a circumstance. This means that the testing event poses a menace for the person in question. According to the concept created by Schwarzer, et al. (1987), test anxiety might mean personal differentiation in the tendency to live sense of anxiety and cognitive concerns under academic circumstances in which the students are studied for their performance.

Zeidner (1998) describes test anxiety as “the set of physiological and behavioral responses that come with concern about possible negative consequences or failure of an evaluative situation” (p.17). Test anxiety is typically evoked in educational settings when a student believes that his or her intellectual, motivational, and social capabilities are exceeded by demands needed to succeed in the test situation.

In fact, test anxiety comprises of two elements, and the cognitive element which refers to concern is the dominant one which has a perpetual effect on the educational success of a person rather than emotionality according to Bedell and Marlowe (1995). As stated above, the cognitive side of test anxiety which is the dominant one occurs due to negative consideration that a person draws under an assessment circumstance. A person’s performance could be intervened by some negative consideration such as

concerns or self-deprecating expressions on his/her performance or anticipated inefficacy on a large scale (Zeidner & Mathew, 2005).

Based on earlier theories of test anxiety, Mandler and Sarason (1952) developed an instrument called “Test Anxiety Questionnaire” to measure adults’ individual differences in test anxiety. In the following years, many other instruments were developed such as “Test Anxiety Scale for Children” (Sarason, Davidson, Lighthall, Waite, & Ruebush, 1960), and “Test Anxiety Inventory” (Spielberger, 1980).

Numerous researches which direct the conceptualism of test anxiety to a cognitive type of anticipation have been conducted. According to Arnkoff and Smith (1988), there is a close relationship between negative thoughts score and test anxiety. Moreover, high-anxious students are known to get more worried in Deffenbacher’s (1986) opinion. Deffenbacher also conducted a study to investigate the cognitions of the students attending colleges, test anxiety and test performance. Hence, it was inferred from his study that high test-anxious students were more negative about tests than low and moderate test anxious students.

Many studies have been conducted so as to make researches through utilizing the aforementioned scales. A lot of reasons might be put forward for researching test anxiety. Test anxiety, especially for students, play an intervening role in students’ ability to perform well in a testing environment according to Meijer (2001). Anxious students are more likely to show worse performance than their performance in reality during tests due to negative effects of test anxiety.

As mentioned before, worry plays a significant role in test anxiety as well as being an ongoing element thereof. However, there are other effective elements in addition to worry. The emotional and physiological matters, which mean the perception of autonomic arousal, are also active while an assessment process is being conducted as well as the behavioral component which covers indications such as lack of study ability or procrastination (Zeidner & Mathews, 2005). As all components are to run in an assessment environment in an effective way, it might not be accurate to provide a definition for the concept unless all of the matters are taken into consideration when we think the multidimensional characteristic of test anxiety.

It should not be forgotten that different explanations have been available regarding the way of operation of test anxiety. Some theorists' explanations concerning the relationship between test anxiety and performance have been made through interference perspective, while the other theorists' explanations have been made through deficit perspective (Cizek & Burg, 2006).

From interference perspective, anxiety occurs as a function of worry and emotionality. Anxious students are likely to have thoughts which are irrelevant with task and bear in their minds worry, self-criticism, and somatic concerns which may be regarded as a handicap for their test performances (Wine, 1971). This means that test anxious students have to pay their attention to both worry and task in a testing environment. Their performance remains insufficient since full attention should be paid to a difficult task. However, low test-anxious students become successful as they only concentrate on task-relevant thoughts.

In the study on test anxiety, the personal ideas of the person in question should be taken into consideration as a multidimensional construct. Hence, the level of test anxiety which a person feels is significantly affected by the person's ability to perform on the test and the test itself in a way that the person considers and weight the case during an assessment process. If the person thinks the test or the test-taking process is beyond her/his skills in terms of cognitive, motivational or social domains, the anxiety the person feels might show positive effects (Putwain, Woods and Synes, 2010). The process itself and how the person perceives the process have an influence on the test anxiety according to Spielberg and Sarason (1989).

Test performance and so academic achievement were intervened by the cognitive component of test anxiety in Wine's opinion. Wine argues that high test-anxious people pay their attention to both the task-relevant and self-relevant variables and hence their performance is affected due to the given self-focusing situation. In other words, test-anxious person misses some task cues from which she/he benefits since she/he pays her/his attention to both internal cues and task cues, and also test anxiety reduces the range of task cues.



Deficit perspective suggests that test anxiety impacts performance because test takers are deficit in study or test taking skills (Zeidner, 1998). Anxious students tend to lack the ability to concentrate during the test and utilize inappropriate problem solving strategies (Kutlu & Bozkurt, 2003).

Considering the literature on test anxiety, Spielberger and Vagg (1995) proposed a “transactional model.” Later, Zeidner (1998) proposed an integrative transactional model of test anxiety. In these models, test anxiety is considered as interaction of various elements including beliefs, behaviors, and responses. All of these elements are in a “dynamic and continuous process” (Zeidner, 1998, p. 20).

For that reason, the way that the individual perceives the test or the test-taking situation might determine whether that individual has test anxiety or not. In other words, the same test could be assessed in different way by two different students and one of them might not feel anxious while the other might. Davis, DiStefano, and Schutz (2008) relate this difference between perceptions to individuals’ cumulative histories and their beliefs about themselves.

Additionally, Schutz and Davis (2000) found a connection between the perceptions and the aims of the individuals alleging that goals determine the direction for one to judge about their conditions. That is to say, there is a difference in the way that low test-anxious people and high ones see testing, which eventually determines their performance (Schutz, Davis, & Schwanenflugel, 2002).

Test anxiety and academic performance have numerously been studied through using different frameworks (i.e., interference, deficit or transactional) in terms of the relationship between them. For instance, a study was conducted by Hunsley (1985). In that study, students reached the completion of test anxiety measures two weeks before the examination. It was seen that test-anxious students got lower scores from the examination while non-anxious students got higher students. Additionally, it was also put forward by Hembree (1988) that test anxiety resulted in poor academic performance. Hence, low-test anxious students showed higher academic success than high-test anxious students.

According to the attentional theory, students have an impact on their attention in a testing environment, and the way that they consider the condition is significant and detrimental. Wine (1971) argues that students pay their attention to both task-relevant matters and pre-occupations when a test is taken even they are supposed to be free of pre-occupations with some feelings such as worry, self-criticism or somatic problems during the process.

What that means is the fact that the more the people is preoccupied with irrelevant thoughts during a test, the less attention they could provide to task-directed activities, which ultimately cause to inefficient performance. Sarason (1984) also states that the same disruptive effect as conceptualizing it as cognitive interference model.

In very recent reports made by Hancock (2001) and Sansgiry, Bhosle and Dutta (2005), it has been included that a negative relationship lies between test anxiety and academic success. Additionally, GPA scores of students were put in a comparison by Chapell et al. (2005) with respect to differentiations in their level of test-anxiety, and it was concluded with the construction of three levels of test anxiety which are classified as high, medium and low.

It was reported by Chapell et al. the higher test anxiety of a student became, the less his academic performance would be as calculated by GPA, which indicated important differences in their academic performance. Additionally, there was a consistency between the study conducted by Chapell et al. and the relevant literature (Carter, Williams, & Silverman, 2008; Cizek & Burg, 2006; Hembree, 1988; Payne, Smith, & Payne, 1983) which demonstrated male students were less test-anxious when compared to female students.

With regard to the negative relational nature, the relationship between physical health, mental health and test anxiety was stated by Zeidner (2007) while giving attention to a number of important issues in test anxiety research. Hembree (1988) also studied the profile of test anxious people and concluded that participants having lower sense of well-being as well as acceptance of responsibility, lower capacity for status, less tolerance, lower intellectual efficiency and less self-acceptance.

Due to different findings about and the importance of test anxiety which is identified as a multi-dimensional and a dynamic process, it has been a prominent issue to be investigated in both psychological and educational fields (Schutz, Davis, & Schwanenflugel, 2002).

Smith et al. (1990) made a comparison of three theoretical models so as to provide an explanation for the relationship between test anxiety and academic performance. The first model is the cognitive intentional model where negative thoughts and background concerns are covered, and the second model is the cognitive-skill model where study habits are covered, and the third model is the social learning model where self-efficacy, outcome expectations and goal-related motivation are covered. They came up with the conclusion of that the cognitive intentional model was more sufficient than the other two models in terms of providing an explanation for the test anxiety and its impact on the academic performance. The cognitive models were mostly used in the relevant researches until the 1980s (Smith, et al., 1990).

## **2.2. Test Anxiety and Academic Achievement**

Weak test performance and hence a decrease in academic success might be the most possible and usual outcome of the test anxiety. Numerous researches were conducted by many researchers in order to prove the relationship between weak test performance and test anxiety (e.g. Daniels & Hewitt, 1978; Hancock, 2001; Hunsley;1985).

Examination situations have been regarded as stressful event. Individuals taking exam were challenged by complex stressful transactions; preparation period for the exam, study demands, perception of the exam itself, time constraints, uncertainty about outcome, coping with threat to being unsuccessful, coping with threat to self-esteem and coping with the negative outcome (Zeidner, 1990).

Several researchers prioritize the impacts of test anxiety on test performance i.e. Hancock, 2001; Walsh, Engbretson & O'Brien, 1968). For example, Walsh et al. (1968) made a study with the aim of investigating more validity and reliability of Alpert-Haber Achievement Anxiety Test. The study demonstrated that there was a close relationship between test anxiety scores and test performance, and the low test-anxious students

showed better performance while the high test-anxious students showed weak performance.

Test anxiety is said to negatively affect one's concentration, organization of ideas and thoughts, remembering key words and concepts, and even understanding the questions (Chang, 1986). The research about test anxiety shows that it has a notable negative effect on test performance (Daniels & Hewitt, 1978; Hancock, 2001). Considering this remarkable influence, other concepts that might interfere with test anxiety has also been examined.

Soric (1999) found that state anxiety induced by test increased especially when the students experienced the test situation as more threatening and when they perceived that they can not control success. Test anxiety was conceptualized as having two components, worry and emotionality. Self-perceptions which refer to the concerns about performance, and negative self-evaluations which refer to the concerns about the results of doing poorly and comparisons with others' performances are covered in the worry component. The emotionality component includes affective and physiological experiences resulted from autonomic arousal, the feelings of tension and distress (Meichenbaum 1972).

Among those concepts, sex of the participants is the one which has been frequently linked and had the most significant connection (Hembree, 1988; Zeidner, 1990; Hong & Karstensson, 2002; Onyeizugbo, 2010). In those studies female participants are found to be higher in test anxiety in comparison to males (Hembree, 1988; Zeidner, 1990; Aysan, Thompson & Hamarat, 2001; Hong & Karstensson, 2002).

For example, Hembree (1988) in his research in which he combined the findings of 562 studies on test anxiety found out female participants had greater levels of test anxious than male ones. In this research, it was also found that although the difference between anxiety levels of males and females show difference according to the school year, this difference remained significant regardless of the school year.

As concluded from many studies which have been conducted to investigate the impacts of test anxiety on academic performance, high test-anxious students demonstrate weaker test performance than do low test-anxious students (Seipp, 1991).

Many techniques which were aimed at reducing test anxiety to minimum level as well as the worry component of test anxiety were developed as a consequence of many findings provided by researchers in terms of proving the impacts of test anxiety on academic performance. For instance, cognitive behavior modification (Meichenbaum, 1972) and attention-focusing procedures (Wine, 1971) were regarded as effective techniques in fighting against test anxiety in addition to systematic desensitization (Crighton & Jehu, 1969), self- controlled relaxation and desensitization (Deffenbacher Shelton, 1978), covert reinforcement (Kostka & Galassi, 1974).

Benjamin (1981, cited in Musch and Broder, 1999), suggested that these two models do not contradict with each other, but they are complementary. Although studies using mono-theoretical level of analysis, i.e. testing only interference or deficit model research indicated support for both of the theories pluralistic approach, i.e. testing both of the theory, was needed to show differential effects of test anxiety and poor knowledge. In fact, such a study that was conducted by Musch and Broder (1999) indicated that, both test anxiety and academic skills predicted test performance, while study habits didn't. Academic skills were found to have higher relationship with test anxiety.

Musch and Broder (1999) added that these two factors may have different contributions on performance, in regard to different domains and specific subjects. There are also some contradictory findings related with the effects of test anxiety on academic achievement. Soric (1999) failed to find relationship between the pre-test state anxiety and performance on the test and discussed that this non-significant relationship may be explained by the mediating role of coping strategies used. Similarly, Edelman and Hardwick, (1986) reported only weak relationship between test anxiety and performance.

Numerous researches have been conducted with the purpose of investigating the nature of test anxiety up to now. It is alleged that the individual experiences this kind of anxiety when his / her performance is under evaluation, and the main concerns that rise in this kinds of conditions are worry and emotionality (Chang, 1986; Ergene, 2003). Worry is regarded as the cognitive domain which becomes evident when the individual

is preoccupied with his or her performance while emotionality commonly refers to feelings and physiological arousal (Liebert & Morris, 1967; Chang, 1986).

For this reason, it could be misleading to consider only the emotional or psychological aspects of test-anxiety paying minimum level of attention to its cognitive part. Even anxiety is a physiological and psychological entity, it is crucial to consider the cognitive and behavioral parts as well as the emotional and somatic ones (Seligman, Walker, & Rosenhan, 2001).

There is a parallelism between test anxiety and stress state in accordance with the cognitive interference model. As argued by Sarason (1984), a call for action might be enough to understand a stress situation. Sarason conceptualizes the term “call for action” as that a person is aware of his/her need to accomplish something which is relevant to a certain state of affairs (p. 929). Sarason expresses that call for action happens as a reply to a challenging or threatening condition and directs a person towards task-relevant or task-irrelevant cognitions. According to Sarason, task-relevant cognitions might take place in the event of that a situation or task is chosen on the person’s own and desired while task-irrelevant cognitions might take place in the event of the imposition of call for action on the person (Sarason, 1984).

Hence, test might be considered to be challenges which are imposed on students under educational circumstances. Taking a test might not be regarded as a self-determined challenge but as an imposed threat which makes the assessment of student’s performance. Task-irrelevant cognitions are more possibly to occur in the case that taking test is regarded as an imposed and uncontrollable event, and cause students to show weak performance in a testing environment even if they are fully aware of the topic. This case might fit the Turkish educational system since a range of examinations which are imposed on students are taken as basis for the system. Thus, it is not surprising that the prevalence of test anxiety is as high as 60% even at elementary schools (Aydın, 1993).

Similarly, Lee (1999) conducted a research investigating the impact of working memory on test anxiety. According to Lee, the issues which are related to performance and resulted from test anxiety might be understood as much as that people make profit

by their working memory. Lee puts forward that working memory system's capacity is finite, and the people with high test anxiety have less working memory available which is necessary for handling the task in an assessment situation. The people with high test anxiety show weak performance during a test taking process because the worrisome feelings of them use some portion of their working memory.

Results of the Lee's study also provide evidence that because the students had a increased level of storage on their working memory with worrisome cognitive constructs about evaluative situations, they under-performed on both time-limited visual and verbal tasks.

With respect to the relationship between academic success and test anxiety, Hunsley (1987) found out similar outcomes. In his study, students were said to provide answers to a test anxiety measure two weeks before the first exam. He studied the relationship between test anxiety and the performance during a testing process on four midterm exams. According to the results of this study, test anxious students got lower scores from exams while non-test anxious students got higher scores.

### **2.3. Relevant Studies**

The effects of anxiety on test performance were included in a study which was conducted throughout all exams of a course instead of a single exam by Daniels and Hewitt (1978). Students were divided into three groups (high, middle and low) according to their test anxiety scores. The test performance of each student was recorded for any questions on four exams excluding the final. 50 multiple-choice questions were included in each exam. The study demonstrated that there was a close relationship between test anxiety and academic success. When the semester ended, most of the group of low anxious students (87%) got higher scores such as A and B while none of the group of high anxious students got an A and 19% of them got B only.

Sarason and Stoops (1978) conducted a study on the relationship between test anxiety and success oriented instructions in terms of time perception, and they came up with the conclusion of similar negative effect of test anxiety on test performance. Similarly, Bembenutty and his colleagues (1998) conducted a research on the relation of test anxiety and self-regulation to students' academic performance with respect to test

anxiety and academic success. According to their study, the higher test anxiety become, the lower academic performance will be.

Research investigating test anxiety and study skills was especially interested in how those factors predicted academic performance. Those studies indicated that test anxiety and lower levels of academic achievement is also correlated and for that reason, it was not the only cognitive interference or worry dimension of the test anxiety that led to poor performance, but also study skills did play an important role together with test anxiety (Benjamin dal., 1981; Dendato & Diener, 1986).

Plass and Hill (1986) state that gender, and time pressure has significant affects in the performance of student going to primary school. They found that students who had lower anxiety showed better performance in tests with time limit. When there wasn't any time limit, no difference was observed. Furthermore, drastic interaction relationship between gender and time pressure was recognized. Boys' achievement boosted when there wasn't any time-limit in tests, while girls' achievement did not change. As can be understood, this research shows the important effects of test anxiety on students' achievement and time pressure is a striking factor in testing procedure.

A comparison was made Smith, Arnkoff and Wright (1990) among miscellaneous theoretical models of test anxiety such as cognitive attentional model, cognitive-skills model and social learning model. In cognitive-skills model, study skills variable is paid particular attention as well as the cognitive processes. They investigated the role of three theoretical models, and took academic achievement as dependent variable. They made an analysis through utilizing multiple regressions and figured out that study skills failed to estimate GPA in the event that cognitive-attentional variables were equal. Outcomes of the study demonstrated that study skills and cognitive-attentional variables overlapped in the prediction of GPA. Despite the fact that the results of the study did not give the reasons, it could be inferred from the study that weak study skills might have caused negative thoughts to occur in a testing environment, and those negative thoughts as well as weak study skills made performance to get lower.



Considering the relationship between test anxiety and academic performance, researchers have designed intervention studies to reduce test anxiety. Ergene (2003) performed meta-analysis synthesizing findings of test anxiety reduction programs. Skill-focused approaches combined with behavior or cognitive approaches were found to be the most effective intervention programs. On the other hand, Ergene (2003) stated that few studies exist about test anxiety reduction programs for elementary and secondary school students.

With respect to reducing test anxiety to minimum, the skill deficit model was researched. Tyron conducted a study through utilizing a meta-analysis technique and focused on the outcomes of the treatment methods for test anxiety. From those various researches conducted in terms of the impact of study skill training to minimize test anxiety, Tyron argued that anxiety could be reduced by study skills combined with desensitization or cue-controlled relaxation whereas study skills were usually efficient to reduce self-reported test anxiety.

Academic performance was increased only three of the studies (Home & Matson, 1977; as cited in Tyron, 1980) where study skills training alone was used. In increasing scores, one of the studies which were combined with desensitization and study skills program was more efficient than study skills alone (Allen, 1971; as cited in Tyron, 1980). It was concluded from the studies in which study skills were combined with other treatments that grades significantly became higher over no treatment. As a conclusion, it can be said that study skills alone were not as effective as the study skill training which was combined with other treatment techniques. According to Hembree (1988) who made a meta-analysis to investigate the efficacy of treatment methods of test anxiety demonstrated that another treatment technique should be available to reduce test anxiety together with study skills training; otherwise, it would not be effective.

There are lots of studies about test anxiety in our country, as well. Tuğlacı (1990) examined the relationship between test anxiety and test performance among university students in Izmir. Consistent with the international literature, results indicated that there was a negative correlation between test anxiety and achievement. In other words, as anxiety associated with test increases, the performance decreases. Furthermore, test anxiety scores of female students were generally higher than those of

the males. With respect to gender differences, Yerin (2003) and Aydın (1993) found similar results. Yerin worked with elementary, junior high, and high school students. Yıldırım, Gençtanırım, Yalçın, and Baydan (2008) examined the relationship between test anxiety, academic achievement, and gender among high school students. They found that gender was a significant variable in predicting test anxiety and those female students have higher levels of test anxiety than males.

Ergene has recently utilized a meta-analysis technique to conduct a study the effective methods with aim of reduce test anxiety to minimum level (2003). His findings were similar to those of Tyron (1980) and Hembree (1988). In his study, test anxiety was substantially reduced thanks to the therapies which were combined with study skills training. Different cognitive and behavioral therapies and study skills alone were regarded as other approaches.

Test anxiety – academic performance has been investigated at every level of primary and secondary education classes. Koçkar, Kılıç and Şener (2002) stated that too much test anxiety causes lower academic achievement.

Kayapınar (2006) and Ünal (2006) studied the test anxiety level of eighth graders in terms of the secondary education placement exam (OKS in Turkish language). Kayapınar (2006) concluded that there was a striking correlation among test anxiety, gender, age, and students' test performance. Furthermore, Ünal (2006) found out a drastic correlation between test anxiety, self-esteem, gender, and stress level of the 8th graders.

Test anxiety was studied in a research conducted by Benjamin McKeachie, Lin and Holinger (1981) with respect to its effects on academic performance. According to the results, students with high test anxiety spend more time on studying at all stages of the course. Hence, Benjamin and his colleagues came up with the same results as those of Culler and Holahan (1980).

Register, Beckham, May & Gustafson (1991) noted that almost 15% of the students who took high school examination had high levels of test anxiety. Kohn et al. (1991) found that perceived stress of the individual who was taking an exam was predicted by both trait anxiety and hassles.

Hassles consist of difficulties such as time pressure, academic alienation. He stated there was an interaction effect of trait anxiety and hassles; for the individuals having higher trait anxiety, the negative effect of hassles on symptomatology boosted. Like all stressful events, test anxiety also resulted from cognitive appraisal of the event as threatening (Soric, 1999).

Some researchers who were aware of that academic performance is badly affected by test anxiety conducted an investigation on its connection with various concepts. For instance, Nijhawan (1972) studied the test anxiety with regard to age, sex, socioeconomic status and parental attitudes towards child rearing. It was found out that test anxiety levels of students were importantly in relation to all variables excluding the age one.

In another study which investigated test anxiety and its antecedents, among 298 college students, female students reported higher test anxiety than male students (Hong & Karstenson, 2002). Aysan, Thompson and Hamarat (2001) conducted a study on test anxiety of Turkish students by assessing test anxiety both before and after the exam period. They concluded that younger students, especially females tend to experience more test anxiety.

Zeidner (1990) examined the gender and sociocultural differences in test anxiety by a study that was composed of 163 male and 198 female students, resulting in a significantly higher level of test anxiety for females. On the other hand, there are a few studies which found no significance of gender on test anxiety (Mwamwenda, 1993; Onyeizugbo, 2010).

Deffenbacher (1978) studied the responses of test anxious students in a test taking environment in a study. Deffenbacher (1978) found out that the students with high test anxiety spent less time for taking test experienced greater interference from anxiety, reported greater attention to worrisome thoughts, heightened physiological arousal and task generated interference. Nevertheless, there were not important differences among the students with high and low test anxiety with regard to academic performance.

In the related literature, the studies mostly show females experiencing a higher level of test anxiety than their male counterparts, yet the research that Mwamwenda (1993) conducted in order to confirm that no significant difference between the means of males and females was obtained.

In addition, Onyeizugbo (2010) studied the relationship between self-efficacy, gender, trait anxiety and test anxiety and he did not observe significant gender differences in test anxiety. When the effect of the interaction between test anxiety and gender on individuals' academic performance was taken into consideration, the mediating effect of test anxiety particularly for females may seem to be more significant.

The study which covered a purposively selected sample of 187 undergraduate students and was conducted by Khalid and Hasan (2009) aimed at revealing the relationship between test anxiety and academic success and demonstrated that low test anxious students were academically more successful than high test anxious students.

Hancock (2001) made an evaluation of the effects of test anxiety and evaluative threat on academic success and motivation in his recent study. In the study, he categorized students into two groups as high test-anxious and low test-anxious and assigned them into high evaluative threat condition and low evaluative threat condition. There were 16 high test-anxious students and 15 low test-anxious students in the high evaluative threat condition group. The low evaluative threat condition included remaining 30 students. According to the results of the study, test anxious students' performance was worse and they were less motivated if exposed to evaluative classrooms despite the fact that all students accomplished under conditions of high evaluative threat without taking into account their tendencies towards test anxiety.

Chapell et al. (2005) found that female graduate students who have low level of anxiety had higher performance scores than those with high level of anxiety, however there were no such difference for male students with low and high levels of test anxiety.

In the same study, graduate and undergraduate female students with high levels of anxiety had higher performance scores than their male counterparts. The studies about the relationship between test anxiety and gender in Turkey replicated the results of the studies worldwide. In these studies, it is concluded that females tend to experience higher levels of test anxiety than males do (Yerin, 2003).

Aysan et al. (2001) conducted a relatively recent study on the relations among coping strategies, test anxiety and health status of the students attending high schools. The results of this study demonstrated that students employing insufficient coping mechanisms tended to have weak perceptions of their health and seemed to feel higher levels of test anxiety. Additionally, male students worried less and displayed lower levels of test anxiety over problems than did female students. The result complies with that of Aydın (1993).

Yerin (2003), who dealt with students from nearly all grade levels, investigated the probable impact of school level and sex variable on total test anxiety, worry and emotionality subscale scores of students. The results of Yerin's study focusing on gender differences particularly were in consistency with that of Aydın's (1993) and Aysan et al. (2001) research. Yerin found out that male students were lower levels of test anxiety than did female students. In addition to this, male students were decided to feel lower level of problems with emotional elements than female students, but female students did not worry more than males. The fact that the higher grade level was, the higher test anxiety level of students became was the interesting result of the study with respect to the relationship between test anxiety and grade level of students.

As a result, while investigating the nature of test anxiety many details should be taken into consideration carefully. Test anxiety is accepted as a highly common problem among all levels of the students (Dodeen, 2009), because it has been observed that more than 20% of the college students tend to have problems related to test anxiety not only during but also before and after a test.

than 20% of the college students tend to have problems related to test anxiety not only during but also before and after a test. (Hembree, 1988). Mentioning the importance and effect of test anxiety, one should not fail to regard the two components of this factor, as worry and emotionality. In addition, gender is another factor that seems to have a prominent effect on test anxiety.

## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Research Design

For the research design of this study, both qualitative and quantitative approaches were used. This study focuses on the relationship between test anxiety and test performance of 8<sup>th</sup> grade learners and current study mainly aims at reaching learners' anxiety experiences and their perspectives about test anxiety. Qualitative approach could be better for this study in order to understand participants' thoughts, beliefs and perspectives and gain deeper insights into their experiences of test anxiety. On the other hand, using the combination of quantitative and qualitative methods allow a change for researchers further information and gain deeper analysis.

In this study, Test Anxiety Inventory and Interview Technique were used. Interview technique is a conversation which was applied by face to face for a specific aim. The dept interviews consist of covered one or two issues or questions that are based on what the interviewee states (Britten, 2006, p.12) Interview technique has some advantages for 8<sup>th</sup> grade students. With the help of this technique, the interviewer could ask questions according to the purpose of the study and evaluate students' answers. This helps to collect specific information about the participants' thoughts.

#### 3.2. Population and Sampling

The population of this study consisted of the students in Erdemli sub-province of Mersin city. Convenience sampling method was applied for selecting the participants. The participants were composed of 39 students from 8<sup>th</sup> grades and the interview was administered to ten students.

#### 3.3. Data Collection Instruments

The data was collected by demographical information form and test anxiety inventory. This inventory was obtained from the website of Ministry of National Education. The inventory is composed of 50 items and an answer key. The items were grouped in 6 different factors; others views (3-14-17-25-32-41-49-37), views on

yourself (2-9-16-24-31-38-40), anxiety related to the future (1-8-15-23-30-49), insufficient preparation (6-11-18-26-33-42), body reactions (5-12-19-27-34-39-43), mental reactions (4-13-20-21-28-35-36-37-48-50) and general test anxiety (7-10-22-29-44-45). The cronbach alpha internal consistency of the inventory was calculated as. 0.87 which could be considered as a high level of reliability.

### **3.4. Data Collection Procedure**

The primary technique for collecting the quantitative data was demographical information form and test anxiety form. The second qualitative phase in the study focuses on the results of the statistical tests obtained in the first quantitative phase. The primary technique was conducting in-depth semi-structured interviews with ten students. These students were selected purposefully based on the scores they got from the test anxiety inventory.

### **3.5. Data Analysis**

Before the statistical analysis of the quantitative survey results, the screening of the data was conducted. The data screening included the descriptive statistics for all the variables. The statistical analyses of the quantitative data were made with the help of Statistical Package for Social Sciences software (SPSS), version 17.0. The relationship between test performance and test anxiety was analyzed with Pearson Moments Correlation Coefficient. The qualitative data was analyzed with content analysis.



## CHAPTER IV

### 4. RESULTS

In this chapter, the results of the analysis were presented. In the first part the demographical information was presented. Then the descriptive statistics of the subscales of the test anxiety scale was provided and the findings for the research questions were presented. Finally, the findings for the content analysis were provided.

#### 4.1. Demographical Descriptive Statistics of the Students

The gender distribution of the participants was presented in the Table 1.

**Table 1. Gender Distribution of the Students**

	N	%
Female	23	59
Male	16	41
Total	39	100

According to the results, 23 (%59) of the participants were female while 16 (%41) of the participants were male. All of the participants were studying at the 8<sup>th</sup> grade class when the research was conducted.

#### 4.2. Descriptive Statistics of Test Anxiety Scale

The descriptive statistics of the subscales of Test Anxiety Inventory were presented in the Table 2.

**Table 2. Descriptive statistics of the Sub-Scales of Test Anxiety Inventory**

	Min.	Max.	X	SD
Others views	2	8	6,000	1,55597
Self views	2	7	4,6667	1,1547
Anxiety on future	2	6	4,5897	1,27151
Under preparation	1	6	4,0256	1,13525
Body Reaction	2	7	4,4615	1,66775
Mental Reaction	3	10	7,4359	1,98408
General Test Anxiety	1	6	4,1538	1,20391

According to the results, on “Others’ views” sub-scale, the scores of the participants ranged between 2 to 8 ( $X=6$ ,  $SD=1.56$ ), the scores of the participants on “Self-views” ranged between 2 to 7 ( $X=4.66$ ,  $SD=1.15$ ), the scores of the participants on “Anxiety on future” ranged between 2 to 6 ( $X=4.59$ ,  $SD=1.27$ ), the scores of the participants on “Under preparation” ranged between 1 to 6 ( $X=4.02$ ,  $SD=1.13$ ), the scores of the participants on “body reaction” ranged between 2 to 7 ( $X=4.46$ ,  $SD=1.67$ ), the scores of the participants on “Mental Reaction” ranged between 1 to 6 ( $X=4.15$ ,  $SD=1.20$ ). As could be seen, the highest mean for the subscales belongs to “others’ views” subscale.

The relationship between the subscales of Test Anxiety subscale was computed by using Pearson Product Moments Correlation Coefficient. The results were presented in the Table 3.

### 4.3. The Relationship between Test Scores and Test Anxiety Inventory Subscale Scores

The relationship between test scores and subscales of Test Anxiety Inventory scores were investigated by computing Pearson correlation statistics. The results were presented in Table 4.

**Table 3. The Relationships between the Subscales of Test Anxiety Inventory and Test Scores.**

	Test Scores
Others views	-0,032
Self-views	-0,291*
Anxiety on future	-0,021
Under preparation	-0,198*
Body Reaction	0,015
Mental Reaction	0,080
General Test Anxiety	-0,057

\* $p < 0.05$

According to the results, it was found that, there was a statistically significant correlation between test scores and anxiety related to one's own self-perception ( $r = -0.291$ ,  $p < 0.05$ ) and anxiety related to under preparation ( $r = -0.198$ ,  $p < 0.05$ ). There is a relationship between anxiety and two means and these are important factors for students' anxiety during an exam.

**Table 4. The Relationships between the Subscales of Test Anxiety Inventory**

	1	2	3	4	5	6	7
1 Others views		0,366*	0,146	0,238	0,365*	0,384*	0,155
2 Self-views			-0,042	0,448**	0,164	0,237	0,227
3 Anxiety on future				0,007	-0,206	0,104	0,197
4 Under preparation					0,411**	0,217	0,382*
5 Body Reaction						0,343*	0,265
6 Mental Reaction							0,423**
7 General Test Anxiety							

\* $p < 0.05$ , \*\* $p < 0.01$

According to the results, it was found that there was a statistically significant correlation between anxiety related to other's views and his/her mental reactions ( $r=0.384$ ,  $p < 0.05$ ) and body reactions ( $r=0.365$ ,  $p < 0.05$ ). For this reason, as one's anxiety related to others' views, he becomes showing more body and mental reactions.

Similarly, it was found that there was a statistically significant correlation between anxiety related to how one perceived himself/herself and under preparation to the exam ( $r=0.448$ ,  $p < 0.01$ ).

Similarly, it was indicated that there was a statistically significant correlation between anxiety related to under preparation and body reactions ( $r=0.411$ ,  $p < 0.01$ ).

Finally, the results showed that there was a statistically significant relationship between general test anxiety and under preparation ( $r=0.382$ ,  $p < 0.05$ ) and mental reactions ( $r=0.423$ ,  $p < 0.01$ ). Based on that result, it could be concluded that as one's general level of anxiety is increased, it was likely to be connected with anxiety related to under preparation and mental reactions related to anxiety.

#### 4.4. The Effect of Gender on Test Anxiety

The differentiation of Test Anxiety Scores based on gender variable was investigated by using t-test statistics. The results were presented Table 5.

**Table 5. Effect of Gender on Test Anxiety**

	T	Df	p	Gender	X	SD
Others views	0,834	37	0,410	Female	6,17	1,61
				Male	5,75	1,48
Self views	-1,230	37	0,226	Female	4,48	1,31
				Male	4,94	0,85
Anxiety on future	-0,143	37	0,887	Female	4,56	1,34
				Male	4,62	1,20
Under preparation	-0,738	37	0,465	Female	3,91	1,28
				Male	4,19	0,91
Body Reaction	1,053	37	0,299	Female	4,69	1,60
				Male	4,12	1,75
Mental Reaction	1,149	37	0,258	Female	7,74	1,79
				Male	7	2,22
General Test Anxiety	0,934	37	0,356	Female	4,30	1,10
				Male	3,94	1,34

According to the results, it was found that, there was no statistically significant difference between male and female participants based on their scores on Test Anxiety Inventory.

#### **4.5. Findings from the Interviews**

In this part, the results of the content analysis were provided under 7 categories. These were level of anxiety, target of anxiety, reasons for anxiety, teachers' effect on anxiety, the role of family and means to minimize test anxiety respectively. As stated in methodology chapter the data was collected from ten 8<sup>th</sup> grade students.

##### ***Level of Anxiety:***

Based on student's statements, it was found that four of them having anxiety depending on the importance of the exam, three of them were having anxiety for most of the time during the exams; three of them stated that they were sometimes having anxiety.

##### ***Target of Anxiety:***

When asked about their experiences about anxiety, three of the students stated that when they had stress anxiety, their reactions affected themselves both mentally and physiologically while two of them stated that their reactions directed to other people. For instance, one of the participants stated that shouted at people around him while the other one stated that she had sleeping problems and felt restless due to test anxiety.

Extract 1: *I want to shout a lot in order to reduce my anxious before an exam*

##### ***Reasons for Anxiety:***

When the participants were asked about the reasons for test anxiety, four of them gave answers related to their self-perceptions, three of them emphasized the views of others. For example, one of the participants stated that he experienced anxiety because he was afraid of other's making fun of him. Likewise, the other one stated that she was afraid of being unsuccessful.

Extract 2: *I am very stressful when I am unsuccessful.*

Extract 3: *If I am unsuccessful, I feel myself very stressfully.*

### ***Teachers' Effect on Test Anxiety:***

When asked about teachers' role on minimizing or increasing anxiety, all of the participants stated that teachers' behavior had effect on their test anxiety levels. Two of them stated that they had anxiety because their teachers threatened them for giving lower grades. Two of them stated that teacher's behaviors and speeches demotivated them and made them anxious. Finally, one of them stated that teachers didn't help her in diminishing her anxiety.

Extract 4: *H/She says that if you get low grades, I will give information about your grades to your family.*

### ***The Role of Family:***

The participants were asked for the role of the families on the test anxiety they experience. Three of them stated that they were afraid of being unsuccessful because they would be punished by their family, while two of them stated that their family helped them to get rid of anxiety.

Extract 5: *I am afraid of this situation: If I get a low grade, my family gives me any punishment.*

### ***Means to Minimize Test Anxiety:***

When the participants were asked about how to minimize the level of test anxiety four of them said some factors such as ones' beliefs, motivation, and emotions were very important to minimize anxiety. On the other hand, one of them stated that minimization of her higher level of anxiety depended on the decrease of her family pressure.

Extract 6: *If I believe myself to be successful, I am more relaxed before an exam.*

***Integration of Content Analysis:***

A further analysis was conducted to see the connections between the six theme cited above. Based on the results it was concluded that some factors such as stress, strong feelings and emotions and the feeling of punishment were the causes of anxiety.

Therefore, especially the fear of parents' punishment in case of unsuccessfulness should be eliminated.

Extract 8: *If I can control my emotions during the exam, I am more successful.*

Extract 9: *Motivation is very important for me before an exam.*

Extract 10: *If my family is more thoughtful, I am more successful at my lessons.*



## CHAPTER V

### 5. DISCUSSION AND CONCLUSION

This chapter presents the summary of the findings of the present study. The implications of the major findings were discussed and recommendations for future research were presented.

#### 5.1. Discussion

In recent years the concept of anxiety has been the focus of increased attention among psychologists, educators, and those in related fields. This concern is, in part, related to increased social concern with regard to helping people fully develop and utilize their potential. Many personality theorists believe that anxiety is a part, responsible for the discrepancy between potential and performance. This study was a correlational study in which the relationship between test anxiety and test scores of the students were examined. Additionally, differentiation of test anxiety level based on gender was examined by using independent t test analysis.

While examining the descriptive statistics, it was found that other's views were more important affecting the anxiety level of students. According to Schutz, Benson, & Decuir-Gunby (2008), students blame themselves relatively less when they experience test anxiety. As self-blaming remains less, it is foreseeable to pay attention to the views of others. Thus, the current findings of this research could be interpreted to be in line with the literature. Meanwhile, students were observed to have used mental reactions more frequently than body reactions.

As a main finding of the study, the results show that self-view and under-preparation was negatively correlated with test performance but there was no statistically significant difference with the other five sub-dimensions. One potential explanation was the small number of the current study in comparison to the other studies in the literature. One another possible explanation comes from (Sarason, 1963). He stated that as the test is measuring something more fundamental and salient indicator for the ability of students, higher anxiety could be negatively correlated with the test

performance. On the other hand, if students see no threats to internalize the results of the test as their permanent property, such a negative relationship may not be observed.

One of the findings of the current study suggested that anxiety levels of male and female participants show no significant differences. This finding is not compatible with the part literature. For instance, Davis et al. (2006) found that girls show tendency to report significantly higher levels of test anxiety than boys. On the other hand, Yıldırım, Gençtanırım, Yalçın, and Baydan (2008) examined the relationship between test anxiety, academic achievement, and gender among high school students. They found that gender was a significant variable in predicting test anxiety and those female students have higher levels of test anxiety than males, but this study shows that there were no significant gender differences about participants.

Similar to findings of Kayapınar (2006) and Ünal (2006) investigated the test anxiety level of eighth graders in regards to the secondary education placement exam (OKS in Turkish language). Kayapınar (2006) stated that a significant correlation among test anxiety, gender, age, and students' test performance. Parallely, Ünal (2006) stated a significant correlation between test anxiety, self-esteem, gender, and stress level of the 8th graders .Parallely, in this current study 8<sup>th</sup> grade students had very nervous and worry while taking for selecting high school exam in Turkey

Additionally, even in the earlier studies (Entwisle ve Greenberger, 1972) significant gender based differences were reported. The one possible reason for the discrepancy of the current literature with the past studies could be related to the relatively small sample size and lower statistical power of the current study.

As could be seen, this study provides inconsistent results with the past literature. Additionally, literature examining the relationship between test anxiety and test performance and achievement produced poorer and inconsistent results. In other words, based on the findings of the studies, it is not possible to draw consistent results. The possible ways to combat this inconsistency is given in the recommendations part.

## **5.2. Recommendations**

### **5.2.1. Recommendations for the Researchers**

In the present study, the relationships between test anxiety and test performance levels of students were examined at a point in time. As also suggested in the literature, it would be really helpful to examine variables longitudinally at different grade levels (i.e., 6th, 7th, and 8th grades), at different time points (before the exam, during holiday, after the exam). However, because the test anxiety scale is a relatively new instrument and suffers from psychometric properties, validation studies are required as a preliminary step to further analyses. Also, university students would be another target population to study with.

In this study, test anxiety and test performance of students were examined through using small samples and convenient sampling methods. Statistical power could also be increased in the event that the number of participants was increased. Particular attention should be paid to the interpretation of the results of findings with no significance since the power to detect significant effects remained low in this study. Additionally, it was not enabled to conduct more complex analyses (e.g., structural equation modelling) so as to unravel the contribution of the predictors to the various outcome variables due to small sample size. Moreover, the sample size limited the further testing of the moderational results, which means that mean differences were not able to be tested.

The education level of parents, the availability of students to take private courses, school type (private or public school) and the motivation of students or self-regulation thereof may also taken into consideration to be alternative variables. Future studies may be required for the exploration of the said variables. In addition to well-studied test anxiety, it is also imperative to investigate positive emotions such as pride, hope and etc. under test taking circumstances.

### **5.2.2. Recommendations for the Professionals**

The professionals (teachers and/or school counselors) should;

- Be aware of their own role in diminishing test anxiety,
- Not treated the students by claiming lower grades,
- Understand to minimize test anxiety levels of students; working with parents is an inseparable part of the possible intervention.
- Understand that the relationship between test anxiety and test performance is not linear. What it means that some optimum level of anxiety could be beneficial.

## REFERENCES

- Aydın, G. (1993). 1992 Yılı Anadolu Lisesi Giriş Snavının İptalinin Öğrencilerin Snav Kaygısı Düzeyine Etkisi. *Eğitim ve Bilim*, 17, 37-45.
- Aysan, F. Thompson, D. & Hamarat, E. (2001). Test anxiety, coping strategies, and perceived health in a group of high school students: A Turkish sample. *The Journal of Genetic Psychology*, 162, 402-411.
- Bedell, J. R., & Marlowe, H. A. (1995). An evaluation of test anxiety scales: Convergent, divergent, and predictive validity. In C. D. Spielberger & P. R. Vagg (Eds.), *Test anxiety: Theory, assessment, and treatment*. Washington, DC: Taylor & Francis.
- Bembenutty, H., McKeachie, W. J., Karabenick, S. A., & Lin, Y. (1998). The relationship between test anxiety and self-regulation on students' motivation and learning. *Paper presented at the Annual Meeting of the American Psychological Society* (Washington, D.C., May 1998).
- Benjamin, M. ; McKeachie, W. J. ; Lin, Y. & Holinger, D. P. (1981). Test anxiety : Deficits in information processing. *Journal of Educational Psychology*, 73, 816-824.
- Britten, N.(2006) Qualitative Interviews.In C. Pope and N.Mays(EDs),*Qualitative Research in Health Care*, p.12-15.Blackwell Publishing.
- Burns, D. J. (2004). Anxiety at the time of the final exam: relationships with expectations and performance. *Journal of Education for Business*, 80, 119-124.
- Carter, R., Williams, S., & Silverman, W. (2008). Cognitive and emotional faces of test anxiety in African American school children. *Cognition & Emotion*, 22, 539-551.
- Chang, M. (1986). Test anxiety and academic achievement. *Paper presented at the Second Regional Conference on University Teaching*, Las Cruces, NM.

- Chapell, M. S., Blanding, Z. B., Silverstein, M. E., Takahashi, M., Newman, B., Gubi, A., & McCann, N. (2005). Test anxiety and academic performance in undergraduate and graduate students. *Journal of Educational Psychology, 97*, 268-274.
- Cizek, G. J. & Burg, S.S. (2006). *Addressing test anxiety in a high-stakes environment: strategies for classrooms and schools*. CA: Corwin Press.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research*. Upper Saddle River, NJ: Merrill/Pearson Education.
- Creswell, J. W., Plano Clark, V. L., Guttman, M., Hanson, W. (2003). Advanced mixed methods research designs. In: A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences*, pp. 209-240. Thousand Oaks, CA: Sage Publications.
- Crichton, J. & Jehu, D. (1969). Treatment of examination anxiety by systematic desensitization or psychotherapy in groups. *Behavior Research and Therapy, 7*, 245-248.
- Culler, R. E. & Holahan, C. J. (1980). Test anxiety and academic performance: The effects of study-related behaviors. *Journal of Educational Psychology, 72*, 16-20.
- Daniels, B. & Hewitt, J. (1978). Anxiety and classroom examination performance. *Journal of Clinical Psychology, 34*, 341-345.
- Davis, H. A., DiStefano, C., & Schutz, P. A. (2008). Identifying patterns of appraising tests in first-year college students: Implications for anxiety and emotion regulation during test taking. *Journal of Educational Psychology, 100* (4), 942-960.

- Dawley, H.H., & Wenrich, W.W. (1973). Massed group desensitization in reduction of test anxiety. *Psychological Reports*, 33, 359-363.
- Deffenbacher, J. L. (1977). Relationship of worry and emotionality to performance on the Miller Analogies Test. *Journal of Educational Psychology*, 69, 191-195.
- Deffenbacher, J.L., & Shelton, J.L. (1978). Comparison of anxiety management training and desensitization in reducing test and other anxieties. *Journal of Counseling Psychology*, 25, 277-282.
- Dendato, K. M. & Diener, D. (1986). Effectiveness of cognitive/relaxation therapy and study skills training in reducing self-reported anxiety and improving academic performance of test-anxious students. *Journal of Counseling Psychology*, 33, 131-135.
- Dillman, D. A. (2000). *Mail and Internet surveys: The tailored design method* (2<sup>nd</sup> ed.). New York, NY: John Wiley.
- Edelmann, R. J. , & Hardwick, S. (1986). Test anxiety, past performance and coping strategies. *Personality and Individual Differences*, 7, 255-257.
- Ekenel E. (2005) *Matematik dersi başarısı ile bilişötesi öğrenme stratejileri ve sınav kaygısının ilişkisi*. Yüksek lisans tezi. Eskişehir: Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü. Eskişehir.
- Emmelkamp, P. M. G., Bouman, T. K., & Scholing, A. (1992). *Anxiety disorders: A practitioner's guide*. Chichester, UK: Wiley.
- Ergene, T. (2003). Effective interventions on test anxiety reduction: *A meta-analysis*. *School Psychology International*, 24, 313-328.
- Deffenbacher, J. L. (1986). Cognitive and physiological components of test anxiety in real-life exams. *Cognitive Therapy and Research*, 10, 635-644.
- Hancock, D. (2001). Effects of Test Anxiety and Evaluative Threat on Students' Achievement and Motivation. *The Journal of Educational Research*, 94 (5), 284–292.

- Hembree, R. (1988). Correlates, causes, effects, and treatment of test anxiety. *Review of Educational Research*, 58 (1), 47-77.
- Hong, E., & Karstenson, L. (2002). Antecedents of state test anxiety. *Contemporary Education of Psychology*, 27, 348-367.
- Howe, K. R. (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational Researcher*, 17, 10-16.
- Hunsley, J. (1987). Cognitive processes in mathematics anxiety and test anxiety: The role of appraisals, internal dialogue, and attributions. *Journal of Educational Psychology*, Vol 79(4), 388-392.
- Hunsley, J. (1985). Test anxiety, academic performance, and cognitive appraisals. *Journal of Educational Psychology*, 77, 678-682.
- Kayapınar, E. (2006). *Ortaöğretim Kurumları Öğrenci Seçme ve Yerleştirme Sınavı (OKS)' na hazırlanan ilköğretim 8. Sınıf öğrencilerinin kaygı düzeylerinin incelenmesi (Afyonkarahisar ili örneği)*. Unpublished Master's Thesis, Afyonkarahisar Kocatepe University.
- Khalid, R., & Hasan, S. S. (2009). Test anxiety in high and low achievers. *Pakistan Journal of Psychological Research*, 24(3-4).
- Koçkar, A. İ., Kılıç, B. G., & Şener Ş. (2002). İlköğretim öğrencilerinde sınav kaygısı ve akademik başarı. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 9 (2): 100-105.
- Kondas, O. (1967). Reduction of examination anxiety and "stage-fright" by group desensitization and relaxation. *Behavior Research and Therapy*, 5, 275-281.
- Kostka, M.P. & Galassi, J.P. (1974). Group systematic desensitization versus covert positive reinforcement in the reduction of test anxiety. *Journal of Counseling Psychology*, 21, 464-468.
- Kutlu, O. ve Bozkurt, M. C. (2003). Okulda ve sınavlarda adım adım başarı. Konya: Çizgi Kitabevi.



- Lee, J.H. (1999). Test Anxiety and Working Memory. *The Journal of Experimental Education*, 63, 218-40.
- Liebert, R., & Morris, L. (1967). Cognitive and emotional components of test anxiety: A distinction and some initial data. *Psychological Reports*, 20, 975-978.
- Mandler, G. and Sarason, S.B. (1952). A study of anxiety and learning. *Journal of Abnormal and Social Psychology*, 47, 166\_/173.
- Maxcy, S. J. (2003). Pragmatic threads in mixed methods research in the social sciences: The search for multiple modes of inquiry and the end of the philosophy of formalism. In: A. Tashakkori & C. Teddlie (Eds.), *Handbook on mixed methods in the behavioral and social sciences*, pp. 51-89. Thousand Oaks, CA: Sage Publications.
- Meichenbaum, D. (1972). Cognitive modification of test anxious college students. *Journal of Consulting and Clinical Psychology*, 39, 370-380.
- Meijer, J. (2001). Stress in the relation between trait and state anxiety. *Psychological Reports*, 88, 947-964.
- Musch J, Broder A. (1999). Test Anxiety versus Academic Skills: A comparison of two alternative models for predicting performance in a statistics exam. *British Journal of Educational Psychology*; 69:105–16.
- Mwamwenda, T. S. (1993). Gender differences in test anxiety among South African university students. *Perceptual and Motor Skills*, 76 (2), 554.
- Na, Z. (2007). A study of high school students' English learning anxiety. *Asian EFL Journal* 9, no. 3: 22–34.
- Nijhawan, H. K. (1972). *Anxiety in school children*. New Delhi : Wiley Eastern Private Limited.
- Oludipe, B. (2009). Influence of test anxiety on performance levels on numerical tasks of secondary school physics students: *Academic Leadership: Online Journal*, 7 (4).

- Onyeizugbo, E. U. (2010). Self-efficacy, gender and trait anxiety as moderators of test anxiety. *Electronic Journal of Research in Educational Psychology*, 8(1), 299-312.
- Paul M. G. Emmelkamp, Theo K. Bouman & Scholing, A (1998). *Anxiety Disorders: A Practitioner's Guide..* John Wiley & Sons Ltd, Chichester, England.
- Payne, B.D., Smith, J.E., & Payne, D.A. (1983). Sex and ethnic differences in relationships of test anxiety to performance in science examinations by fourth and eight grade students: Implications for valid interpretations of achievement test scores. *Educational and Psychological Measurement*, 43, 267–270.
- Pekrun, R., Goetz, T., Preckel, F., Hall, N. C. (2007). Emotional experiences during test taking: Does cognitive ability make a difference? *Learning and Individual Differences*. 17, 3-16.
- Phillips, B. N ; Martin, R. P & Meyers, J. (1969). Interventions in relation to anxiety in school. In Spielberger, C. D. (Ed.) (1972). *Anxiety : current trends in theory and research*. New York :Academic Press, p.410.
- Plass, J. A., Hill, K. T. (1986). Children's Achievement Strategies and Test Performance: The Role of Time Pressure, Evaluation Anxiety and Sex, *Developmental Psychology*, 22, 31-36.
- Putwain, D. W., Woods, K. A., & Symes, W. (2010). Personal and situational predictors of test anxiety of students in post-compulsory education. *British Journal of Educational Psychology*, 80, 137-160.
- Register, A.C., Beckham, J.C., May, J.G. & Gustafson, D.J. (1991). Stress Inoculation Bibliotherapy in the Treatment of Test Anxiety, *Journal of Counselin Psychology*, 38, 115-119.
- Sansgiry, S. S., Bhosle, M., & Dutta, A. P. (2005). Predictors of test anxiety in doctor of pharmacy students: An empirical study. *Pharmacy Education*, 5(2), 121-129.
- Sarason, I.G. (1984). Stress, anxiety, and cognitive interference : Reactions to tests. *Journal of Personality and Social Psychology*, 46, 929-938.

- Sarason, I.G., & Stoops, R. (1978). Test anxiety and the passage of time. *Journal of Consulting and Clinical Psychology*, 46 (1), 102-109.
- Davis, H., Reiss, M., DiStefano, C., ve Schutz, P. A. (2006). High School Students' Emotions and Emotion Regulation During Test Taking: The Role of Identification with Academics and School Belonging. Unpublished paper.
- Schutz, P. A., Benson, J., & DeCuir, J. T. (2008). Approach/ Avoidance motives, test emotions, and emotional regulation related to testing. *Anxiety, Stress, and Coping*, 21, 263–281.
- Entwisle, D. R., & Greenberger, E. Questions about social class, internality-externality, and test anxiety. *Developmental Psychology*, 1972, 7\_, 218.
- Sarason, I. G. Test anxiety and intellectual performance. *Journal of Abnormal Psychology*, 1963, 66, 73-75.
- Sarason, S. B., Davidson, K. S., Lighthall, F. F., and Waite, R. R. (1958), A test anxiety scale for children, *Child Development*, 29, 105-114.
- Sarason, S.B., Davidson, K.S., Lighthall, F.F., Waite, R.R. & Ruebush, B.K. (1960). *Anxiety in elementary school children*. Wiley, New York.
- Scherer, R.F., Drumheller, P.M. and Owen, C.L. (1994). Examining the linkages between cognitive appraisal and coping from a process perspective: An investigation of stages. *Psychology: A Journal of Human Behavior* , 31, 1-/11.
- Schunk, D. H. & Ertmer, P. A. (1999). Self-regulatory processes during computer skills acquisition: Goal and self-evaluative influences. *Journal of Educational Psychology*, 91, 251-160.
- Schutz, P. A., & Davis, H. A. (2000). Emotions and self-regulation during testtaking. *Educational Psychologist*, 35 (4), 243-256.
- Schutz, P. A., Davis, H. A., & Schwanenflugel, P. J. (2002). Organization of concepts relevant to emotions and their regulation during test-taking. *The Journal of Experimental Education*, 70 (4), 316-342.

- Schwarzer, R., Ploeg, H. M. van der, & Spielberger, C. D. (Eds.). (1987).  
Advances in test anxiety research (Vol. 5). Lisse, The Netherlands: Swets &  
Zeitlinger.
- Seligman, M. E. P., Walker, E. F., & Rosenhan, D. L. (2001). Abnormal Psychology  
(4th ed.). New York: W. W. Norton & Company, Inc.
- Smith, R. J. ; Arnkoff, D. B. & Wright, T. L. (1990). Test anxiety and academic  
competence : A comparison of alternative models. Journal of Counseling  
Psychology, 37, 313-321.
- Soric, I. (1999), „Anxiety and coping in the context of a school examination”, Social  
Behavior and Personality, pp. 319– 330.
- Spielberger, C. D.(1980). Test anxiety inventory: Preliminary professional manual.  
Consulting Psychologist Press, Palo Alto, CA.
- Spielberger, C. D., & Sarason, I. G. (Eds) (1989). Stress and Anxiety. (Vol. 12)  
Washington: Hemisphere publication, Co.
- Spielberger, C. D., & Vagg, P.R. (1995). Test Anxiety: Theory, assessment, and  
treatment. Washington, DC: Taylor & Francis.
- Tashakkori, A., & Teddlie, C. (Eds.). (2003). Handbook on mixed methods in the  
behavioral and social sciences. Thousand Oaks, CA: Sage Publications.
- Tryon, G. S. (1980). The measurement and treatment of test anxiety. Review of  
Educational Research, 50, 343-372.
- Tuğlacı, Ş.(1990). Sınav Kaygısının Sınav Başarısı üzerine Etkileri, Psikoloji Bölümü  
Bitirme Tezi Ege Üniversitesi, Edebiyat Fakültesi, İzmir.
- Ünal, A. (2006). OKS (LGS)’ye hazırlanan öğrencilerin Sınav kaygıları ile Benlik saygı  
düzeyleri arasındaki ilişkinin incelenmesi. Unpublished Master Thesis, Gazi  
University, Ankara, Turkey.
- Walsh, R.P. ; Engbretson, R. O. & O’Brien, B. A. (1968). Anxiety and test taking  
behavior. Journal of Counseling Psychology, 15, 572-575.

- Wine, J. (1971). Test anxiety and direction of attention. *Psychological Bulletin*, 76, 92-104.
- Yerin, O. (2003). The effect of school level and gender on test anxiety. *Eğitim ve Bilim*, 28, 3-8.
- Yıldırım, İ., Gençtanırım, D., Yalçın, İ., & Baydan, Y. (2008). Academic achievement, perfectionism, and social support as predictors of test anxiety. *HU Journal of Education*, 34, 287-296.
- Zeidner, M. (1990). Does test anxiety bias scholastic aptitude test performance by gender and sociocultural group? *Journal of Personality Assessment*, 55(1-2), 145-160.
- Zeidner, M. (1998). *Test anxiety: The state of the art*. Plenum, New York.
- Zeidner, M. (1998). *Test anxiety: The state of the art*. Plenum, New York.
- Zeidner, M. (2007). Test anxiety in educational contexts: Concepts, findings, and future directions. In P. A. Schutz, & R. Pekrun (Eds.), *Emotion in education* (pp. 13-36). Amsterdam: Elseiver.
- Zeidner, M., & Mathew, G. (2005). Evaluation anxiety. In A. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 141-163). London: Guilford Press.
- Zoller, U., & Ben-Chain, D. (1990). Gender differences in examination type, test anxiety, and academic achievement in college science: a case study. *Science education*, 74(6), 597-608.

## APPENDICES

# SINAV KAYGISI ÖLÇEĞİ

**YÖNERGE:**Okuduğunuz cümle sizin için her zaman veya genellikle geçerliyse, cevap kağıdındaki “doğru” anlamına gelen ( D ) harfinin üstüne X işareti, her zaman veya genellikle geçerli değilse “yanlış” anlamına gelen ( Y ) harfinin üstüne X işareti koyunuz. Çalışma davranışınızla ilgili gerçekçi bir değerlendirme ancak sizin cevaplarınızda gerçekçi olmanızla mümkündür.

- 1-Sınava girmeden de sınıf geçmenin ve başarılı olmanın bir yolu olmasını isterdim.
- 2-Bir sınavda başarılı olmak, diğer sınavlarda kendime olan güvenimin artmasına sebep olmaz.
- 3-Çevremdekiler (Ailem, arkadaşlarım) başaracağım konusunda bana güveniyorlar.
- 4-Bir sınav sırasında, bazen zihnimin sınavla ilgili olmayan konulara kaydığını hissediyorum.
- 5-Önemli bir sınavdan önce veya sonra canım bir şey yemek istemez.
- 6-Öğretmenin sık sık küçük yazılı veya sözlü yoklamalar yaptığı derslerden nefret ederim.
- 7-Sınavların mutlaka resmi, ciddi ve gerginlik yaratan durumlar olması gerekmez.
- 8-Sınavlarda başarılı olanlar çoğunlukla hayatta da iyi pozisyonlara (mevkilere) gelirler.
- 9-Önemli bir sınavdan önce veya sınav sırasında bazı arkadaşlarımla çalışırken daha az zorlandıklarını ve benden daha akıllı olduklarını düşünürüm.
- 10-Eğer sınavlar olmasaydı, dersleri daha iyi öğreneceğimden eminim.
- 11-Ne kadar başarılı olacağım konusundaki endişeler, sınava hazırlığımı ve sınav başarılarımı etkiler.
- 12-Önemli bir sınava girecek olmam uyku düzenimi bozar.
- 13-Sınav sırasında çevremdeki insanların gezinmesi ve bana bakmalarından sıkıntı duyarım.
- 14-Her zaman düşünmesem de, başarısız olursam çevremdekilerin bana hangi gözle bakacaklarından endişeliyim.
- 15-Geleceğimin sınavlarda göstereceğim başarıya bağlı olduğunu bilmek beni üzüyor.
- 16-Kendimi bir toplayabilsem, birçok kişiden daha iyi notlar alacağımı biliyorum.
- 17-Başarısız olursam, insanlar benim yeteneğimden şüpheye düşecekler.
- 18-Hiçbir zaman sınavlara tam olarak hazırlandığımı duygusunu yaşayamam.
- 19-Bir sınavdan önce bir türlü gevşeyemem.
- 20-Önemli sınavlardan önce zihnim adeta durur kalır.
- 21-Bir sınav sırasında dışarıdan gelen gürültüler, çevremdekilerin çıkardığı sesler, ışık, oda sıcaklığı vb. beni rahatsız eder.
- 22-Sınavdan önce daima huzursuz, gergin ve sıkıntılı olurum.
- 23-Sınavların insanın gelecekteki amaçlarına ulaşması konusunda ölçü olmasına hayret ederim.

- 24-Sınavlar insanın gerçekten ne kadar bildiğini göstermez.
- 25-Düşük not aldığım, hiç kimseye notumu söyleyemem.
- 26-Bir sınavdan önce çoğunlukla içimden bağırarak gelir.
- 27-Önemli sınavlardan önce midem bulanır.
- 28-Önemli bir sınava çalışırken çok kere olumsuz düşüncelerle peşin bir yenilgiyi yaşarım.
- 29-Sınav sonuçlarını almadan önce kendimi çok endişeli ve huzursuz hissederim.
- 30-Sınava başlarken, bir sınav veya teste ihtiyaç duyulmayan bir işe girebilmeyi çok isterim.
- 31-Bir sınavda başarılı olamazsam, zaman zaman zannettiğim kadar akıllı olmadığımı düşünürüm.
- 32-Eğer kırık not alırsam, annem ve babam müthiş hayal kırıklığına uğrar.
- 33-Sınavlarla ilgili endişelerim çoğunlukla tam olarak hazırlanmamı engeller ve bu durum beni daha çok endişelendirir.
- 34-Sınav sırasında, bacağıma salladığımı, parmaklarımı sıraya vurduğumu fark ediyorum.
- 35- Bir sınavdan sonra çoğunlukla yapmış olduğumdan daha iyi yapabileceğimi düşünürüm.
- 36-Bir sınav sırasında duygularım dikkatimin dağılmasına sebep olur.
- 37-Bir sınava ne kadar çok çalışırsam, o kadar çok karıştırıyorum.
- 38-Başarısız olursam, kendimle ilgili görüşlerim değişir.
- 39-Bir sınav sırasında bedenimin belirli yerlerindeki kaslar kasılır.
- 40-Bir sınavdan önce ne kendime tam olarak güvenebilirim, ne de zihinsel olarak gevşeyebilirim.
- 41-Başarısız olursam arkadaşlarımda gözünde değerimin düşeceğini biliyorum.
- 42-Önemli problemlerimden biri, bir sınava tam olarak hazırlanıp hazırlanmadığımı bilmemektir.
- 43-Gerçekten önemli bir sınava girerken çoğunlukla bedensel olarak panik içinde olurum.
- 44-Testi değerlendirenlerin, bazı öğrencilerin sınavda çok heyecanlandıklarını bilmelerini ve bunu testi değerlendirirken hesaba katmalarını isterdim.
- 45-Sınıf geçmek için sınava girmektense, ödev hazırlamayı tercih ederim.
- 46-Kendi notumu söylemeden önce arkadaşlarımda kaç aldığımı bilmek isterim.
- 47-Kırık not aldığım zaman, tanıdığım bazı insanların benimle alay edeceğini biliyorum ve bu beni rahatsız ediyor.
- 48-Eğer sınavlara yalnız başıma girsem ve zamanla sınırlanmamış olsam çok daha başarılı olacağımı biliyorum.
- 49-Sınavdaki sonuçların hayat başarımla ve güvenliğimle doğrudan ilgili olduğunu düşünürüm.
- 50-Sınavlar sırasında bazen gerçekten bildiklerimi unutacak kadar heyecanlanıyorum.

# CEVAP ANAHTARI

Aşağıda aynı endişeleri ilgilendiren sorular gruplandırılmıştır. Her gruptan ( D ) Doğru olarak işaretlediğiniz soru sayısı o gruptan aldığınız puanı belirler. Bu puanlara göre Yorum Anahtarına girerek endişelerinizi değerlendirebilirsiniz.

**1-Başkalarının sizi nasıl gördüğü ile ilgili endişeler:**

3, 14, 17, 25, 32, 41, 46, 37

**2-Kendinizi nasıl gördüğünüzle ilgili endişeler:**

2, 9, 16, 24, 31, 38, 40

**3-Gelecekle ilgili endişeler:**

1, 8, 15, 23, 30, 49

**4-Yeterince hazırlanamamakla ilgili endişeler:**

6, 11, 18, 26, 33, 42

**5-Bedensel tepkiler:**

5, 12, 19, 27, 34, 39, 43

**6-Zihinsel tepkiler:**

4, 13, 20, 21, 28, 35, 36, 37, 48, 50

**7-Genel sınav kaygısı:**

7, 10, 22, 29, 44, 45



## SINAV KAYGISI ÖLÇEĞİ YORUM ANAHTARI

### 1- Başkalarının görüşü

- 8-4 Başkalarının sizi nasıl gördüğü sizin için büyük önem taşıyor. Çevrenizdeki insanların değerlendirmeleri bir sınav durumunda zihinsel faaliyetinizi olumsuz etkiliyor ve sınav başarınızı tehlikeye atıyor.
- 3-0 Başkalarının sizinle ilgili görüşleri sizin için fazla önem taşıyor. Bu sebeple sınavlara hazırlanırken çevrenizdeki insanların sizinle ilgili ne düşündükleri üzerinde kafa yorup zaman ve enerji kaybetmiyorsunuz.

### 2- Kendi görüşünüz

- 7-4 Sınavlardaki başarınızla kendinize olan saygınızı eşdeğer görüyorsunuz. Sınavlarda ölçülerin kişilik değerinizi olmayıp bilgi düzeyiniz olduğunu kabullenmeniz gerekir. Düşünce biçiminiz problemleri çözmek konusunda size yardımcı olmadığı gibi, endişelerinizi arttırıp elinizi kolunuzu bağlıyor.
- 3-0 Sınavlardaki başarınızla kendi kişiliğinize verdiğiniz değeri birbirinden oldukça iyi ayırdığınız anlaşılmaktadır. Bu tutumunuz problemleri daha etkili bir biçimde çözenize imkan vermekte, okul başarınızı olumlu yönde etkilemektedir.

### 3- Gelecekle ilgili endişeler:

- 6-3 Sınavlardaki başarınızı gelecekteki mutluluğunuz ve başarınızın tek ölçüsü olarak görüyorsunuz. Bu yaklaşım biçiminin sonucu olarak sınavların güvenliğiniz ve amaçlarınıza ulaşmanız konusunda engel olduğunu düşünüyorsunuz. Bu düşünceler bilginizi yeterince ortaya koymayı güçleştiriyor ve başarınızı tehdit ediyor.
- 2-0 Gelecekteki mutluluğunuzun, başarınızın ve güvenliğinizin tek belirleyicisinin sınavlardaki başarınız olmadığını farkındasınız. Bu sebeple sınavlara geçilmesi gereken aşamalar olarak bakmanız, bilginizi yeterince ortaya koymanıza imkan veriyor.

### 4- Hazırlanmakla ilgili endişeler:

- 6-3 Sınavları kişiliğiniz konusundaki değerleriniz ve gelecekteki güvenliğinizin bir ölçüsü olarak gördüğünüz için herhangi bir sınava hazırlık dönemi sizin için bir kriz dönemi oluyor. Sınavda başarılı olmanızı sağlayacak olan hazırlama tekniklerinizi öğrenirsiniz, kendinize güveniniz artacak, endişelerinizi kontrol etmek için önemli bir adım atmış olacaksınız.
- 2-0 Bir sınava verdiğiniz önem, o sınavın kendi değerinden büyük olmadığı için sınavlara büyük bir gerginlik hissetmeden hazırlanıyorsunuz. Sınavda başarılı olabilmek için, sınava hazırlamanın sistemini bilmeniz, gereksiz gerginlikleri yaşamanıza ve sınava huzurlu bir şekilde çalışarak başarmanızın yükselmesine imkan veriyor.

## 5- Bedensel tepkiler

- 7-4 Bir sınava hazırlanırken iştahsızlık, uykusuzluk, gerginlik gibi birçok bedensel rahatsızlıkla mücadele etmek zorunda kaldığımız anlaşılmaktadır. Bu rahatsızlıklar sınavla ilgili hazırlığımızı güçleştirmekte ve başarımızı olumsuz yönde etkilemektedir. Bedensel tepkilerini kontrol etmeyi başarmanız zihinsel olarak hem hazırlığımızı, hem de sınavda bildiklerinizi ortaya koymanızı kolaylaştıracaktır.
- 3-0 Sınava hazırlık sırasında heyecanınızı kontrol edebildiğiniz ve bedensel olarak çalışmanızı zorlaştıracak bir rahatsızlık hissetmediğiniz anlaşılmaktadır.

## 6- Zihinsel Tepkiler

- 10-4 Sınava hazırlanırken veya sınav arasında çevrenizde olan bitenden fazlasıyla etkilenmeniz ve dikkatinizi toplamakta güçlük çekmeniz yüksek sınav kaygısının işaretidir. Bu durum düşünce akışını yavaşlatır ve başarıyı engeller. Zihinsel ve bedensel rahatsızlığınız birbirini körükler ve sınava hazırlığımızı zorlaştırır. Sınavlarda başarılı olabilmek için zihinsel tepkilerinizi kontrol altına almayı öğrenmeniz gerekmektedir.
- 4-0 Zihinsel açıdan sınava hazırlanırken veya sınav sırasında önemli bir rahatsızlık yaşamadığınız görülmektedir. Heyecanınızı kontrol etmeniz, zihinsel ve duygusal olarak hazırlığımızı kolaylaştırmakta ve başarımızı artırmaktadır.

## 7- Genel Sınav kaygısı:

- 6-3 Sınavlarda kendinize güvenemediğiniz, sınavları varlığınız ve geleceğiniz için bir tehdit olarak gördüğünüz anlaşılmaktadır. Sınavlara sahip oldukları önemin çok üzerinde değer vermekte ve belki de bu sebeple çok fazla heyecanlanmaktasınız. Sınav kaygınızı azaltacak teknikleri öğrenmeniz, hem eğitim başarınızı yükseltecek, hem hayattan aldığımız zevki artıracak, hem de sizi daha etkili bir insan yapacaktır.
- 2-0 Sınavları geçilmesi gereken zorunlu engeller olarak görerek hazırlandığımız anlaşılmaktadır. Eğitim hayatındaki sınavların, hayatın bir parçası olduğunun farkındasınız ve bu tavrınız sınavlara hazırlığımızı kolaylaştırarak, eğitim başarımızı olumlu yönde etkilemektedir.

# SINAV KAYGISI ÖLÇEĞİ CEVAP KAĞIDI

Okulu.....:

Adı, soyadı.....:

Sınıfı.....:

Cinsiyeti.....:

Tarih:...../...../.....

Soru No	DOĞRU	YANLIŞ		Soru No	DOĞRU	YANLIŞ
1	( )	( )		26	( )	( )
2	( )	( )		27	( )	( )
3	( )	( )		28	( )	( )
4	( )	( )		29	( )	( )
5	( )	( )		30	( )	( )
6	( )	( )		31	( )	( )
7	( )	( )		32	( )	( )
8	( )	( )		33	( )	( )
9	( )	( )		34	( )	( )
10	( )	( )		35	( )	( )
11	( )	( )		36	( )	( )
12	( )	( )		37	( )	( )
13	( )	( )		38	( )	( )
14	( )	( )		39	( )	( )
15	( )	( )		40	( )	( )
16	( )	( )		41	( )	( )
17	( )	( )		42	( )	( )
18	( )	( )		43	( )	( )
19	( )	( )		44	( )	( )
20	( )	( )		45	( )	( )
21	( )	( )		46	( )	( )
22	( )	( )		47	( )	( )
23	( )	( )		48	( )	( )
24	( )	( )		49	( )	( )
25	( )	( )		50	( )	( )



## **INTERVIEW QUESTIONS**

- 1) Do you have anxiety when you have an exam? If yes,
- 2) How do you describe your feelings before taking a test?
- 3) Why do you have anxiety?
- 4) Do you believe that your teachers have caused your anxiety?
- 5.) Are you afraid of your family if you fail or get a bad grade on your lesson?
- 6) If you have high anxiety, how can you reduce it?