

Evaluation of Test Anxiety and Impact on Student Achievement, PNU Islamabad Gharb, the 2012-2013 School Year

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ABSTRACT

This study evaluated the level of test anxiety and its effect on academic achievement, PNU Islamabad Gharb, has been in the 2012-2013 school year. We used causal - comparative and tool inventory, Iranian sample test anxiety size was 100 persons (50 -50 girls, boys) who were selected randomly.

In order to analyze the data, spss software was used. Measurement data by means of descriptive statistics, correlation (eg, frequency tables, graphs) are the methods of inferential statistics and hypothesis tests (t test and Pearson correlation) were used. The hypothesis is, therefore hypothesis was confirmed.

KEYWORDS: test anxiety, academic achievement, student, West Islamabad.

INTRODUCTION

Anxiety inseparable part of human life, but this can be double-edged blade base for compromise, or be seen to compromise not getting man. On the one hand, we love it, and we will confirm the cause of suffering. Even without anxiety, can not imagine human life, but also many attempts to treat anxiety, to come. (Lindsey and Poal ; quoted by Shairi et al, 2007). The prosecution believes that, as a part of the lives of children and adolescents with anxiety, personality structure is one of the components. For this reason, some of the anxiety can be considered normal, but morbid anxiety as a source of failure and compromise not getting is considered a range of cognitive and physical disorders, to unjustified fears and dismay over the place. (Astoorah. Zh, Dadestan, 1998). When special circumstances, such as employment income valuation think people saw the special effects are anxiety, most people more or less involved in the experience have to be assessed if not life full of opportunities, the today, entitled " test Anxiety " is considered, which is a common phenomenon, and scholars, provides an important educational challenges. (Sohrabizadeg., et al, 2000), test anxiety at the receiver of anxiety that, in assessing the situation or problem occurs, and the central question about the performance, and the consequent drop in apparent ability to deal with the situation, in other words, the anxiety level of incidence yield falls more the actual level of the individual puts. The more specific we can say that, whatever anxiety about it, the more we will see a reduction in the efficacy study, however, is an unpleasant experience, beliefs, attitudes and motivations of individuals will be affected. (Sarason, 1975; quoted Shaeiri, 2004). It was noted, several factors are involved in test anxiety, such as personal factors - school, based on theoretical models have emerged, and the treatment plan was established, and research has also been conducted. Studies have shown that test anxiety is not something that can simply be ignored. Also found that girls with more severe test anxiety than boys to experience, and students of lower socioeconomic status, higher test anxiety (Dodangeh, 1998). However, the achievement of a number of factors, affect Is, but simply not the role of test anxiety in an evaluative ignored, although that is mostly traditional, intelligence can be a good predictor for progression study, but should be kept in mind that there are other variables that can affect this relationship. So it must be noted that one of the factors affecting academic achievement and teacher efficacy, exam anxiety. (Saadat, 1984). Test anxiety, cognitive and emotional components of the two. The cognitive aspect concerns the expression of negative expectations about success, and about its effectiveness, and individual attention has been diverted from the thing makes. The ability to experience unpleasant emotions, and emotional arousal returns. Further research on the role and impact of cognitive way, the efficiency of academic stress (Dadestan, 1998)

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Anxiety : a reaction against a dagger blow position, the position under the influence of escalating provocations, whether external or internal reality, and the individual is unable to restrain them (Dadestan, 1999)

Quiz : Measuring and Assessing changes in student behavior, according to the purposes of education, to guide their learning (Shaebani, 1992, as quoted Joobian, 2007)

Learning process : the process is relatively stable change in behavior or potential behavior that is the result of experience, it is said (Seif, 2010)

Forgetting process : its inability to recall information that has already been given in memory or on a memory when the result of interaction with mass storage class, the other to become distorted (ibid.)

According to the above arrangement, the main issue of research on the relationship between test anxiety and its effect on the academic achievement of students, and the study of the subject, the more variable will be examined, and the similarities and distinctions are obvious potential.

The necessity and importance of research

In discussing the need for research, the Beyond this point, by definition requires some physical symptoms of anxiety, because every emotional state has a psychological component and a physical component, such as a change in people 's heart rate blood pressure, and respiratory crises leads to concentration and memory, is impaired by anxiety, and negative impacts on individual performance in the test, since a large part of our lifestyle in the exam and passed, and disturbing distress exam and, therefore, the students' test anxiety, negative effect on their performance, so pay attention to the pathology of prevention and treatment programs, students seem to be necessary, particularly formidable building consultants, in order to identify and provide psychological services, if necessary, referral to treatment centers, it is essential to reduce stress on students, and its impact on physical and mental health and student performance factors considered they, and their students deal with exam stress tips. Hill pointed observational, based on estimated scholars annually about 10 million students in high school and 15 percent of university students in America, test anxiety experience, and it seems that the subjects of the larger, more anxious patients are (Biabangard, 1999), but Shoarzer believes, test anxiety between the ages of 10 to 11 years formed, stability, falls and adulthood continues, he has stated that the scores of test anxiety in elementary schools, increases with age (Jafari, 2004). Several of the researchers in this field were discussed, some say (Vine, 1971), when the stress level is high, individual attention, as well as their associated variables, and variables related to the exam, which is directed at,(Dadestan, 1998).

Today, despite the deep cultural changes, and changes in lifestyle, lack of skills are essential, and that they are faced with the problems of everyday life, is vulnerable. Numerous studies have shown that many health problems and mental disorders - emotional, psychosocial roots are (Akrami, 1999). The purpose of writing this paper, and is subject to debate, the debate in psychology over other issues, is considered, and neglecting it can cause mental illness. And students, more applications, and know some of these tips to cope and overcome the problems of students, and students are effective. Understanding the Causes of anxiety, we examine the causes and treatment, the better it will help. Studies have shown that anxiety is an important relationship with learning. Anxiety and stress is the root of many failures of physical problems that can not be eliminated. Test anxiety, major factors contributing to the diversity of negative results, including psychological distress, failure to complete a college education, and insecurity (Ham Berry, 1988). Their students ' test anxiety, is too high, study skills and their learning, both during the study and took part in the test, the lower limits of their knowledge is used (Jing Hay, 2007). The anxiety expressed anxiety behavior, due to the delay of compliments and inefficiency, and lack of skills exam (Zaidner, 1998), in a threatening situation, anxiety are common reactions. However, excessive anxiety may be a disabled person, and can interfere with effective performance (Adilman, 2005), as anxiety levels about 10 percent of students justifies treatment (Esshifer, 2007).

Research History

Rahimi (2000), in his study anxiety among high school students and pre-university study, the following conclusions are reached. 36/09% of subjects had moderate to severe anxiety, and overall, there is a negative relationship between academic achievement and anxiety, and general anxiety among female students than were boys. There was also concern about work and education, poor academic anxiety, significant correlations have been reported. Abbas Abadi (1996), in examining the relationship between anxiety and academic achievement, come to the conclusion that the relationship was significant and inverse relationship between the level of anxiety, and there is a level of academic achievement. Also, students are divided into two groups, strong and weak, based on grade point average, have come to the conclusion that the level of anxiety, anxiety is higher. Karmali Sobhani (1993), a study on the level of test anxiety, a third-year students in mathematics, experimental human and did. In this study, three groups of 30 subjects disciplines (mathematics - physics, science and the humanities), test anxiety questionnaire and

were tested on two occasions, and its relationship to academic performance and discipline, method. Data were collected in two stages, and the results showed that, between test anxiety and academic achievement, there is a significant relationship. Saadet (1998) study examined the role of anxiety in learning, and between test anxiety and student learning, the negative correlation reported, and mild anxiety as a helpful factor in student learning is presented.

Studies abroad:

Esshifer and et al Research Partners, the Quiz anxiety academic success that students with high test anxiety, were outstanding from long periods of study and more than suffer from social anxiety, mental disorders and psychosis in this group was more present (Esshifer, 2007), in a study of Mark & Associates, a significant association between anxiety and academic GPA was not observed, and students with higher test anxiety, had higher academic GPA (Chabl, 2005). Cassidy 's own study showed that people with higher test anxiety, academic performance had less, and in his study of the association was statistically significant (Cassidy, 2004), Hill notes that, according to researchers annually ten million students at the high school level and fifteen percent of America's college students, test anxiety experience, and it seems that the older the respondents, the more anxiety they experience (Biabangard, 1999)

Project details : This cross - sectional, in addition to a description of the variables under study examines the causes and predict relationships between variables are also considered. The study population included all students PNU West city Islamabad, in (92-1391), respectively. Sample in this study (100) persons, between the two groups (n = 50) and boys (n = 50) were randomly selected. In this study a sample of the total population, is based on simple random sampling. The results of the total population (all students PNU), is generalized. Anxiety Inventory is a tool Ahvaz, and to assess the achievement of the grade point average is considered. Measurement data by means of descriptive statistics, correlation (eg, frequency tables, graphs) are the methods of inferential statistics and hypothesis tests (t test and Pearson correlation) were used.

RESULTS

Table 1 Frequency

Table 1. check the status of gender responsive

Cumulative frequency percent	The cumulative frequency	Percent	Abundance	
50	50	50	50	Man
100	50	50	50	Woman
	100	100	100	Total

Based on the observations above, sex is as follows: 50 males, 50% for frequency, and 50% with frequency 50 are women.

Marital status

Table 2. married people accountable in review

Cumulative frequency percent	The cumulative frequency	Percent	Abundance	
94	94	94	94	Single
100	6	6	6	Married
	100	100	100	Total

Based on the above table, it is the individual's marital status: 94 percent of lot 94, lot 6 single and 6 percent are married.

Median	1.4891
Average	1.0000
Mod	1.00

Status GPA (Academic Achievement) Respondents:

Table 3. GPA check the status of persons responsible

Cumulative frequency percent	The cumulative frequency	Percent	Abundance	
54.3	54	50	50	Top
96.7	42	39	39	Average
100	3.3	3	3	Down
	100	92	92	Total
		8	8	Unanswered
		100	100	Total

Median	1.6900
Average	2.0000
Mod	2.00

According to Table 4.3, the GPA or educational improvement, is as follows: 50% with frequency 50 high, 39% with frequency 39 average of 3 percent a frequency of 3, and 8% with lots 8, have not Anxiety of respondents:

Cumulative frequency percent	The cumulative frequency	Percent	Abundance	
34	34	34	34	Low anxiety
97	63	63	63	Moderate anxiety
100	3	3	3	High Anxiety
	100	100	100	

Table 4-4 check the status anxiety of the people responsible

Based on observations in Table 4, the anxiety level of the respondents is as follows: 34 percent, with an abundance 34 patients with low anxiety, 63% of 63 patients with frequent, moderate anxiety, and 3% with a frequency of 3 people High anxiety

Median	1.6500
Average	2.0000
Mod	2.00

Lost status when examining respondents:

Table 5. reviews the state of forgetfulness, when examining respondents

Cumulative frequency percent	The cumulative frequency	Percent	Abundance	
48	48	48	48	Without forgetting
87	39	39	39	Moderate dementia
100	13	13	13	Amnesia Top
	100	100	100	Total

Median	1.4800
Average	1.0000
Mod	1.00

According to Table 5, Lost at when examining respondents is as follows: 48% with frequency 48 patients without dementia, and 39 percent, with a frequency of 39 subjects with moderate dementia, and 13 percent with Abundance 13 people with dementia are high.

Mindfulness status of respondents:

Cumulative frequency percent	The cumulative frequency	Percent	Abundance
57	57	57	High concentration
95	38	38	The average concentration
100	5	5	Low concentration
	100	100	Total

Table 6 Concentration check the status of the persons responsible

Based on observations in Table 6-4, the focus on individual responsibility, is as follows: 57% with frequency 57 concentration above 38 percent, with a frequency of 38 people, focus on medium and 5% with a frequency of 5 people, with a focus on low have.

Median	1.6400
Average	2.0000
Mod	2.00

Respondents' performance during the exam:

Table 7. reviews the status of the respondent, in Quiz

Cumulative frequency percent	The cumulative frequency	Percent	Abundance
41	41	41	Without forgetting
95	54	54	Moderate dementia
100	5	5	Amnesia Top
	100	100	Total

Table 7 according to the respondents, the test is as follows: 41 percent, with 41 high-performance frequency, with a frequency of 54% in 54 patients, moderate, and 5%, with a low frequency of 5 people.

4-2 inferential statistics (hypothesis testing):

First hypothesis: between test anxiety and academic achievement, there is a significant relationship.

		Anxiety	Average
Anxiety	Pearson Correlations	1	-.252*
	Sig.(2-tailed)	1	.015
	N	100	92
Average	Pearson Correlations	-.252*	1
	Sig.(2-tailed)	.015	
	N	92	92

*. correlation is significant at the 0.05 level (2-tailed).

In this hypothesis, the study of test anxiety, and academic achievement, academic progress, and achievement is measured, has been, to reject or confirm this hypothesis, the Pearson test was used, according to the sig, we find that between test anxiety and academic achievement, there is no significant relationship, because students may have, despite anxious to try, but also in terms of educational attainment, in order to have high.

Second hypothesis: between test anxiety and forgetfulness content, there is a significant relationship.

		Anxiety	Amnesia
Anxiety	Pearson Correlations	1	.415**
	Sig.(2-tailed)	1	.000
	N	100	100
Amnesia	Pearson Correlations	.415**	1
	Sig.(2-tailed)	.000	
	N	100	100

** correlation is significant at the 0.01 level (2-tailed).

Forgetting a very important factor that can make the exam for people who are anxious happen, and therefore to be in the exam injury should be, given the significant level of sig, on this hypothesis, we find that between test anxiety and forgetfulness, there is a significant relationship, opinion and suggestion, be approved.

Third hypothesis: between test anxiety and concentration, a significant relationship exists.

		Anxiety	Centralization
Anxiety	Pearson Correlations	1	.384**
	Sig.(2-tailed)	1	.000
	N	100	100
Centralization	Pearson Correlations	.384**	1
	Sig.(2-tailed)	.000	
	N	100	100

** . correlation is significant at the 0.01 level (2-tailed).

Test anxiety, makes, me fold concentration, and this is the result of hard work, students will photograph. In this hypothesis, given the significant level of sig, we reach the conclusion that between test anxiety and concentration, a significant relationship exists, and our hypothesis is confirmed.

Fourth hypothesis: between anxiety and marital status, there are significant differences.

Independent Samples Test

		Levene s Test for Equality of Variances		t-test for Equality of means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig.(2 tailed)	Mean Difference	Std.Error Difference	Lower	Upper
anxiety	Equal Variances assumed	.137	.712	.912	98	.364	.20213	.22167	-.23777	.64203
	Equal Variances not assumed			.879	5.603	.416	.20213	.23008	-.37066	.77491

Since the individual, the philosophy, if you are having problems, but the problems are numerous, and often that can be solved, however, is that married people have more problems, so it looks like that, maybe between test anxiety, married and single, significant differences exist, however, that here the value of t, and the degrees of freedom and a significance level of sig, the conclusion is reached that the level of anxiety married and single, there was no significant difference, and our hypothesis is rejected.

Fifth hypothesis : the students, test anxiety, there are significant differences.

		Levene s Test for Equality of Variances		t-test for Equality of means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig.(2 tailed)	Mean Difference	Std.Error Difference	Lower	Upper
anxiety	Equal Variances assumed	7.293	.088.	-.568	98	.571	-.06000	.10556	-.26948	.14948
	Equal Variances not assumed			-.568	9.173 E1	.571	-.06000	.10556	-.26966	.14966

The hypothesis, according to the t, degrees of freedom and a significance level of sig, reached the conclusion that, among students, test anxiety, there was no significant difference, and our hypothesis is not confirmed.
Hypothesis VI: the performance of test anxiety, there was a significant relationship.

		Operation	Anxiety
Operation	Pearson Correlation	1	.626**
	Sig.(2-tailed)		.000
	N	100	100
Anxiety	Pearson Correlation	.636**	1
	Sig.(2-tailed)	.000	
	N	100	100

** . correlation is significant at the 0.01 level (2-tailed).

When people act with confidence to perform, anxiety not, try it this way, when people see the practice exam is broken, suffering from anxiety will, in this hypothesis, then test it according to the sig, we find that the performance of test anxiety, there is a significant relationship, and our hypothesis was confirmed.

The seventh hypothesis: the approaching exam test anxiety, there is a significant relationship.

		Close examination	Anxiety
Close examination	Pearson Correlation	1	.263**
	Sig.(2-tailed)		.008
	N	100	100
Anxiety	Pearson Correlation	.263**	1
	Sig.(2-tailed)	.008	
	N	100	100

** . correlation is significant at the 0.01 level (2-tailed).

The man, the day that it is important close becomes naturally anxious to be tested similarly, in this hypothesis, given the sig, which represents a significant level, it concludes criteria between test anxiety approaching, there is a significant relationship, and our hypothesis is confirmed.

Conclusions

In this study, we tried it up to examine the relationship between test anxiety and academic achievement in students, deal with this hypothesis, we examined seven studies, the following results were attained:
First hypothesis : the Anxiety exam and academic achievement, there is a significant relationship. Due to the sig, and the degrees of freedom we find that there is a relationship between test anxiety and academic achievement, since it is possible that students, despite the anxiety test, but also in terms of academic achievement in order to have high

Second hypothesis : between test anxiety and forgetfulness content, there is a significant relationship.

In this hypothesis, we determined that between test anxiety and forgetfulness, there is a significant relationship, and our hypothesis is confirmed, forgetting a very important factor that you can test for those who are anxious occur.

Third hypothesis : between test anxiety and concentration, a significant relationship exists in the oven according to the level of significance hypothesis sig, and the degrees of freedom we find that between test anxiety and concentration, a significant relationship exists, and our hypothesis is confirmed.

Fourth hypothesis : between anxiety and marital status, there are significant differences.

Reached the conclusion that the level of anxiety and marital status, there was no significant difference, and our hypothesis is rejected.

Fifth hypothesis : the students, test anxiety, there are significant differences. Between male and female students ' test anxiety, there is no significant difference, and not confirm our hypothesis

Hypothesis VI : the performance of test anxiety, there is a significant relationship. When people act with confidence to perform, anxiety is not, on the test that is the case, see the practice exam is broken, suffering from anxiety will, in this hypothesis, then test it according to the sig, the It found that between test performance and anxiety, there is a significant relationship, and our hypothesis was confirmed

The seventh hypothesis : the approaching exam test anxiety, there is a significant relationship

The man, the day that it is important close becomes naturally anxious to be tested similarly, in this hypothesis, given the sig, which represents a significant level, it concludes criteria between test anxiety approaching, there is a significant relationship, and our hypothesis is confirmed.

Suggestions

- 1 - Students should try, to prepare for your exam prior to the exam, do not get anxious and jittery.
- 2 - When you try to stay calm, to focus on the problem, not them.
- 3 - Recall a few times before to try to take away from his amnesia and anxiety.
- 4 - Try the problems of your life, of course education to separate.

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