



The Relationship between Neo- Five Factor Inventory and Test Anxiety in Students (Case study - University Fouman and Shaft)

Dr. Bahman Akbari¹, Ali Reza Farrukh Bakht², Azizeh Khaledi³, Maysam Bajvar⁴, Hajar Hovayzaee⁵

¹Assistant Professor, Department of Psychology, Rasht Branch, Islamic Azad University, Rasht, Iran

²Department of Management, Anzali Branch, Islamic Azad University, Anzali, Iran

^{3,4,5}M.A. Student of Psychology, Science and Research Branch, Islamic Azad University, Guilan, Iran

ABSTRACT

The present research is done to evaluate the relationship between five factors of personality traits and university students' test anxiety of Shaft and Fouman. Therefore, 120 male and female students were selected and stratified by random sampling method the ratio of students per class were tested by personality questionnaire with NEO short form (NEO-FFI) and Bokhariyan et al test anxiety questionnaire. The resulting data were analyzed by using Pearson correlation coefficient. Results showed that the components of personality traits and neuroticism, extraversion, openness to experience at the level of $P < 0/001$ positively correlated with test anxiety and between conscientiousness and agreeableness with test anxiety there is an inverse and negative correlation.

Keywords: personality traits , anxiety, test anxiety.

INTRODUCTION

Awareness of personality traits is useful and helpful in coping with life problems effectively, since personality traits are linked deeply with how individual's perception and interpretation of the world and his reaction to stressful events, it is natural that some of personality traits be more flexible than another traits .

Those who have inflexible personality traits and also those who can't make their answer consistent with demand of a special position, don't have life skills and show the worst reaction to live. (Klinckeh, 2007).

Personality traits are also an organized and unified set of fairly basic traits in people that make a person distinguished from other people and can affect the test anxiety. Test anxiety, is a general term that refers to a particular kind of anxiety or social phobia that cause people doubt about his ability and its consequent is loss of ability to deal with situations such as exams, situations that puts a person at risk assessment and problem solving are needed.

Sarason (1975) knows test anxiety the kind of self-preoccupation that is specified with its minimization and doubts about his ability and often leads to negative cognitive assessment, lack of concentration, adverse physiological reactions, educational failure in individual.

Person attention is devoted to self-preoccupation, and makes disorder on individual performance by reducing the stimulus-related task, and will be prevents encoding and processing information ,saying things like "I'm stupid." or "may test not to pass on. "during the test, is obstacle for paying attention to do homework and solve problems, so student who is suffering from anxiety can be described the person who knows the material but the severity of anxiety is prevent that their knowledge be emerged during the test. In fact anxiety is considered as part of each person's life, in all societies is as a appropriate and consistent reply. Absence of anxiety or excessive anxiety may make us face with considerable problems and risks. Moderate and constructive anxiety force us effort for conducting our affairs timely and appropriate, so make our life more durable and fertile. During the growth of children and adolescents they experience various types and wide range of anxiety and sometimes this anxiety is so hard to deal with that it makes their academic and everyday life difficult . One type of anxiety, is test anxiety . Test anxiety as a common and important educational phenomenon is closely related to performance and academic achievement in children and adolescents. This phenomenon is one of the cognitive -emotional variables that is very important .The research about it has started seriously by Sarason and Mandler since 1952. According to Sarason and Mandler test situation calls two types of behavior and inconsistent responses related to task, First the central task drives are excited that lead to behaviors for doing task and second are learned anxiety drives that these drives, create two types of behavior - inconsistent responses related to task. People with high anxiety, are forced to do activities and behaviors related to test. That these behaviors damage or impair the

*Correspondence Author: Dr. Bahman Akbari, Assistant Professor, Department of Psychology, Rasht Branch, Islamic Azad University, Rasht, Iran. Email: BAKBARI44@yahoo.com

performance but people with low anxiety, have less tendency in focus on self and for convenience use central task behaviors that this enhance their progress and success.

Morris, Chang and Smith (2006) conducted a research titled transparency, self-efficacy in test anxiety on 124 students. Based on the findings, self-efficacy and meta cognition reduces test anxiety clearly and results showed that self-efficacy and meta cognition have clear structural connections.

Qachon and Richard Lloyd (2000), in research concluded that perfectionism are faced with high parental expectations and believed parents that conduct them towards effort to get parental love. Hence, children of authoritarian parents due to the high expectations of parents are affected by more anxiety to have justification for failure to achieve expected level of their parents.

Msyd Goli (2005) found that personality traits such as neuroticism and extroversion is significantly associated with the test level.

Hughes (1988) with a basis of individual differences in anxiety learning of different people, showed that educational effectiveness of coping strategies like positive indoctrination and relaxation hypnosis is effective in reducing anxiety.

Panda (1996) in a study found that there is a negative relationship between test anxiety and personality traits (extroversion).

In the research of Helndorth et al (1979 quoted by Shafiee Nejad, 1993) was found that anxious subjects find themselves unable during impulses and interpret it as a failure factor but non-anxious subjects interpret their impulses agent and sign for more effort for their performance in the test, Hence students focus on self expression and expressed can be an indicator of anxiety in anxious students because anxious students when feel they are supposed to be examined considering it a threat for themselves and experience more negative thoughts which lead to cause problem in doing tasks.

Detiz, quoted by Tahmasebi (1992) in a research showed that Always high anxiety group, in comparison with lower anxiety group, are reporting greater fear and excitement. It seems that stress of assessment in tests cause that group with high anxiety, show more concern and excitement, that causes interfere with their performance also, during the stress assessment of subjects with high trait anxiety shows greater concern and excitement in comparison with subjects with low trait anxiety.

- 1 - Is there any relationship between neuroticism and the students test anxiety personality traits ?
- 2 - Is there any relationship between extraversion and the students test anxiety personality traits ?
- 3 - Is there any relationship between openness to experience and the students test anxiety personality traits ?
- 4 - Is there any relationship between agreeableness and the students test anxiety personality traits ?
- 5 - Is there any relationship between conscientiousness and the students test anxiety personality traits ?

RESEARCH METHODOLOGY

The present research is the type of correlation research, in which researcher has two or more sets of information about a group or a set of two or more groups, This method is for studying the rates of change in one or more factors in the effect of changes in one or more another factors. Statistical Society of this research is all male and female students of Islamic Azad University of Shaft and Fouman who are studying at the university in 2010-2011 school year. The sample are included 120 students that stratified sampling method were selected relative to student in each class.

Measurement tools:

- 1 - NEO Personality Inventory short form NEO-FFI

This questionnaire by Mac Carey and Costa (1985) was constructed that includes 185 questions, in this study, the revised NEO-RI-R short form used for brief and rapid assessment of the five main characters have been designed. The next response that is measured by the questionnaire include neuroticism, extraversion, openness, agreeableness, and conscientiousness each aspects has been developed including 12 questions on a range of Tylrt 5 degrees.

Kiamehr (2008) in the research that conducted among students in Tehran reported correlation of this test Neo-test240 questions for the five personality traits respectively 75%, 71%, 78%, 75%, 79%.

Ammanollahi (2005) by using the Cronbach's alpha method and retest, reliability of this test on 64 participants within two weeks for the five-factor personality announced respectively 78%, 84%, 79% to 80%, 82%.

- 2- Test anxiety questionnaire:

This questionnaire was developed by Abolghasemi, Asadi Moghaddam, Najarian, Shekarshekan (1983) They evaluated the end retest coefficients and validity of these questionnaire respectively 77%, 94%, to check the validity of this questionnaire simultaneously from a general anxiety scale and test anxiety questionnaire was positive, $r = 0.67$, Whereas between subjects' scores self-esteem and test anxiety scale questionnaire negative correlation ($r = 0.57$) was

obtained. In total coefficients final test anxiety questionnaire were satisfying and validity coefficients were significant ($p > 0/001$)

Methods of data analysis:

In order to analyze the data in addition to descriptive statistics, frequency, percentage, mean, standard deviation was used of Pearson correlation coefficient with the help of SPSS software.

B - Findings of the research hypotheses:

Hypothesis 1-1 There is a relationship between neuroticism and female students test anxiety

Hypothesis 1-2 There is a relationship between neuroticism and male students test anxiety

Table 1: The simple correlation coefficients between the neuroticism and test anxiety in students

Predictive variable	The criterion variable	Statistical index of subjects	The correlation coefficient R	Significant level (P)	Number of samples (n)
Features of neuroticism	Test Anxiety	Total Students	54%	0.0001	125
		Female students	58%	0.0001	66
		Male Students	45%	0.0001	54

As can be seen in Table 4-1 there is significant positive relationship between neuroticism and test anxiety ($P = 0/0001$ and $r = 54\%$) thus first hypothesis is confirmed. In other words by increasing, neuroticism traits of Students their test anxiety will increase.

There is a positive relationship between neuroticism and female students test anxiety ($P = 0/0001$ and $r = 58\%$), thus 1-1 hypothesis is confirmed. In other words, the neuroticism traits of students, has been combined with significantly increase of their test anxiety.

There is a positive relationship between neuroticism and male students test anxiety ($P = 0/0001$, $r = 45\%$) thus 1-2 hypothesis is confirmed. In other words, whatever the rate of neuroticism of male students increase equally their anxiety will increase.

Hypothesis 2-1 There is a relationship between extraversion and female students test anxiety

Hypothesis 2-2 There is a relationship between extraversion and male students test anxiety

Table 2: The simple correlation coefficients between the trait of extroversion and test anxiety in students

Predictive variable	The criterion variable	Statistical index of subjects	The correlation coefficient R	Significant level (P)	Number of samples (n)
Features of extroversion	Test Anxiety	Total Students	68%	0.0001	125
		Female students	60%	0.0001	66
		Male Students	64%	0.0001	54

As can be seen in Table 4-2 there is significant positive relationship between extroversion and test anxiety ($P = 0/0001$ and $r = 68\%$) thus second hypothesis is confirmed. In other words by increasing, extroversion traits of Students their test anxiety will increase.

There is a positive relationship between extroversion and female students test anxiety ($P = 0/0001$ and $r = 60\%$), thus 2-1 hypothesis is confirmed. In other words, the extroversion traits of students, has been combined with significantly increase of their test anxiety.

There is a positive relationship between extroversion and male students test anxiety ($P = 0/0001$, $r = 64\%$) thus 2-2 hypothesis is confirmed. In other words, whatever the rate of extroversion of male students increase equally their anxiety will increase.

Hypothesis 3-1 There is a relationship between openness to experience and female students test anxiety

Hypothesis 3-2 There is a relationship between openness to experience and male students test anxiety

Table 3: The simple correlation coefficients between the trait of openness to experience and test anxiety in students

Predictive variable	The criterion variable	Statistical index of subjects	The correlation coefficient R	Significant level (P)	Number of samples (n)
Features of openness to experience	Test Anxiety	Total Students	29%	0.003	125
		Female students	20%	0.214	66
		Male Students	38%	0.004	54

As can be seen in Table 4-3 there is significant positive relationship between openness to experience and test anxiety ($P = 0/003$ and $r = \% 29$) thus third hypothesis is confirmed. In other words by increasing, openness to experience traits of students their test anxiety will increase.

There is a positive relationship between openness to experience and female students test anxiety ($P = 0/214$ and $r = \% 20$), thus 3-1 hypothesis is confirmed. In other words, the openness to experience traits of students, has been combined with significantly increase of their test anxiety.

There is a positive relationship between openness to experience and male students test anxiety ($P=0/004$, $r=\%38$) thus 3-2 hypothesis is confirmed. In other words, whatever the rate of extroversion of male students increase equally their anxiety will increase.

Hypothesis 4-1 There is a relationship between agreeableness and female students test anxiety

Hypothesis 4-2 There is a relationship between agreeableness and male students test anxiety

Table 4: The simple correlation coefficients between the trait of agreeableness and test anxiety in students

Predictive variable	The criterion variable	Statistical index of subjects	The correlation coefficient R	Significant level (P)	Number of samples (n)
Features of agreeableness	Test Anxiety	Total Students	-40%	0.0001	125
		Female students	-49%	0.0001	66
		Male Students	-38%	0.004	54

As can be seen in Table 4-4 there is significant negative relationship between agreeableness and test anxiety ($P = 0/0001$ and $r = -\% 40$) thus forth hypothesis is confirmed. In other words by increasing, agreeableness traits of students their test anxiety will decrease.

There is a negative relationship between agreeableness and female students test anxiety ($P = 0/0001$ and $r = -\% 49$), thus 4-1 hypothesis is confirmed. In other words, the agreeableness traits of students, has been combined with significantly decrease of their test anxiety.

There is a negative relationship between agreeableness and male students test anxiety ($P=0/004$, $r=-\%38$) thus 4-2 hypothesis is confirmed. In other words, whatever the rate of extroversion of male students decrease equally their anxiety will decrease.

Hypothesis 5-1 There is a relationship between conscientiousness and female students test anxiety

Hypothesis 5-2 There is a relationship between conscientiousness and male students test anxiety

Table 5: The simple correlation coefficients between the trait of conscientiousness and test anxiety in students

Predictive variable	The criterion variable	Statistical index of subjects	The correlation coefficient R	Significant level (P)	Number of samples (n)
Features of conscientiousness	Test Anxiety	Total Students	-41%	0.0001	125
		Female students	-59%	0.0001	66
		Male Students	-47%	0.0001	54

As can be seen in Table 4-5 there is significant negative relationship between conscientiousness and test anxiety ($P = 0/0001$ and $r = -\% 41$) thus fifth hypothesis is confirmed. In other words by increasing, conscientiousness traits of students their test anxiety will decrease.

There is a negative relationship between conscientiousness s and female students test anxiety ($P = 0/0001$ and $r = -\% 59$), thus 5-1 hypothesis is confirmed. In other words, the conscientiousness traits of students, has been combined with significantly decrease of their test anxiety.

There is a negative relationship between conscientiousness and male students test anxiety ($P=0/0001$, $r= -\%47$) thus 5-2 hypothesis is confirmed. In other words, whatever the rate of extroversion of male students decrease equally their anxiety will decrease.

Conclusion

There is a relationship between personality traits and test anxiety . Results of research showed that there is a relationship between personality traits and test anxiety in students. Also there are positive and significant relationship between the components of personality traits (neuroticism, extraversion, openness to experience ,agreeableness,) and students test anxiety and there is negative relationship between conscientiousness and students test anxiety. The

findings of research results is consistent with (Rodvald (1990) and Harris & synder (1986), Angliki & Alfirya (2007), Jnidl Panda (1996), Hong (1998), Helndors and colleagues (1979 quoted by Shafiee Nejad 2002), Tashakor (1995), Rahimi (1998), Noori (2001). According to current research findings also seems that test anxiety is a personality characterization that comes from cognitive and personality structure of a person. Test anxiety showed a positive significant relationship with introversion / extroversion of students. . Findings Ali Mohammadi (1995), Rahimi (1999) and Vienna (1980) also showed that there is a negative relationship between test anxiety and extraversion ,this means that there is a positive relationship between introspection and anxiety, this result is consistent with the results of the present research. Because neuroticism is associated with stress and stress can also cause anxiety. Introverts are more concerned and the most important feature, of test anxiety is concern component, Also parental excessive control increases introspection and anxiety (Rahimi, 1990) , This issue could be a reason for positive relationship between introspection and neuroticism in this study. Earlier research found a significant relationship between anxiety and test anxiety (Chery, 1997, Narimani, 2005), That can be aligned With result of about this study about significant correlation between neuroticism (unstable / stable) and students test anxiety, If the level of expectations of parents and teachers does not fit with capabilities and facilities of students and they have misplaced and irrational expectation of them it causes increase in students test anxiety (Khosravi, 2006) Punishments, reprimand and blame and humiliation, rigor and threats and also unreasonable regulations, increase anxiety and apprehension of students. If there is a favorable and peaceful environment and emphasizing the positive points and capabilities of students , has a positive effect on reducing their anxiety . On the other hand terms and physical conditions of holding exam, in terms of position status of students in the test session , air, light, sound, should be in a way that provide quiet place combined with peace for them. Proper techniques and methods of study adequate food and sleep during exams times and also encourage students to study during the academic year, helps students to reduce anxiety and test anxiety. So personality factors such as general anxiety , low self-esteem failures, low efficiency , behavioral pattern type A, etc are also involved in test anxiety.

Suggestions

1 - Identify the prevalence of mental disorders such as depression and anxiety, the stress underlying behavioral problems and students educational failure are recommended.

2 - Is recommended that in the form of educational and health projects over students identify ways to control and reduce test anxiety in students.

Due to increase of educational failure, reduction in student success especially in university students and existence numerous dangers that lurk students who leave school, hence the importance of research on test anxiety and the role of families in this area is most felt.

2 -It is recommended to university professors and teachers that focus on importance of behavior that Underlying anxiety of students and provides a master failure to external factors and attempt to reduce these problems.

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