THE IMPACT OF TESTS ON LEARNERS’ TEST ANXIETY

Assiye Burgucu, Turgay Han and Ali Osman Engin
Kafkas University, Turkey

There has been a growing interest in why and how test anxiety affects foreign language learning process. As an affective factor, test anxiety has been investigated in different contexts in the past two decades. This study aims to examine the relations among the factors such as likelihood of university students’ gender, age, higher education experience, and number of tests taken in predicting their degree of test anxiety. In addition, this study aims to investigate the impact of Test Anxiety on Turkish students’ test performance of EFL learners who are taking either midterm or final exams or quizzes all over an academic year. In order to collect data, a survey was conducted to assess individual differences in anxiety proneness in test situations; and to assess worry and emotionality as major components of test anxiety learners’ attitudes towards teachers and their test anxiety levels. Findings were discussed in accordance with the existing literature and implications for researchers and practitioners were articulated.

Keywords: Test anxiety, English as a Foreign Language (EFL), Test Performance.

1. INTRODUCTION

There are various factors affecting the learning of a foreign language, such as personality intelligence, motivation, attitude, age, gender, anxiety, and others (Skehan, 1989). Language acquisition could be achieved naturally or innately; however, learning a foreign language in the classroom, for most students, is full of challenges. One of the known challenges comes from the learners’ affective factor, for instance; anxiety (Wu, 2010). Anxiety plays a very important role in language learning (Horwitz, Horwitz & Cope; 1986). Language learning anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p.128).

“... I was writing a second quarter quiz. The really amusing thing is that I felt I did okay, for quite a number of reasons” (Root, 1999, p. 82-83).

“I will never forget today and the shame I felt. Everything started when the English teacher asked me to read a few sentences on the blackboard” (Cherchalli 1988, cited in Allwright and Bailey, 1991, p. 175).

These two statements above were collected different language learners’ diaries which are related with language attitudes and anxiety. Ellis (2004) noted that “Early works on foreign
language classroom anxiety were carried out by means of analyzing learners’ diary studies” (p.539). It showed that learners did experience language anxiety in the classroom, particularly when they thought themselves not to be in cooperation but to be in competition with other learners (Bailey, 1983). It means that overly competitive atmosphere causes anxiety and it affects language learning. Thus, peers, teachers and classroom atmosphere have an important role in language learning. Throughout the years of schooling, learners are frequently tested and they share similar difficulties. Most of them define this testing atmosphere as a “competition”. This atmosphere and exams are most likely to be aroused test anxiety on learners. Thus, this paper is intended to shed light onto the impact of tests, exams on learners’ test anxiety.

1.1 Test Anxiety

In the literature of test anxiety, most of the researchers tried to explain anxiety and searched its effects, for example; Blau (1955); Brown (2000); Ellis (1994); Horwitz, Horwitz and Cope (1986); Scovel (1978); Spielberger (1983); to understand the notion of anxiety, it would be useful to look at definitions of anxiety. In general term in psychology, anxiety is “a state of apprehension, a vague fear that is only indirectly associated with an object” (Scovel, 1991, p.125). The identification of language anxiety has attracted fairly attention from researchers. According to Horwitz et al. (1986) it is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of language learning process. On the other hand, Samimy and Tabuse (1992) explain that anxiety is “a state of being uneasy apprehensive or worried about what may happen; being concerned about possible future event” (p.379). Brown (2000) identifies foreign language anxiety in three components. The followings may be defined as the sources of language anxiety (Brown, 2000, p.151):

1. Communication apprehension, arising from learners’ inability to adequately express mature thoughts and ideas;
2. Fear of negative social evaluation, arising from a learner’s need to make a positive social impression on others; and
3. Test anxiety or apprehension over academic evaluation

As these definitions indicate that communication apprehension refers to the fear of communicating with other people. The fear of negative social evaluation refers to the apprehension about others’ evaluation. And test anxiety is about the fear of exams, quizzes, and other assignments used to evaluate students’ performance, it can come from the fear of testing (Wu, 2010).

According to Gardner (1985) and MacIntyre & Gardner (1991) anxiety in a more general sense is considered in attitudes and motivation studies and especially foreign language anxiety (e.g., Bailey, Daley and Onwuegbuzie, 1999; Elkhafafi, 2005; Horwitz, 2001; Phillips, 1992) has often been examined (cited in In’nami, 2006). Anxiety is a phenomenon that has been studied by psychologists; on a more personal level, almost everyone has personally experienced being anxious at one time and test anxiety is a special form, subcategory of the more general concept, anxiety (Burg, Cizek, 2005). Lufi, Okasha and Kohen (2004) point out that it is common to divide anxiety into two domains; trait anxiety and state anxiety, a classification first made by Spielberger (1972). The former one defines by Scovel (1978 cited in Ellis, 2008) trait anxiety “a more permanent predisposition to be anxious” (p. 691). In other words, trait anxiety is
an individual, personality tendency to be aware of various situations as dangerous and threatening (Lufi, Okasha and Kohen, 2004). The latter one, state anxiety, is explained as anticipation that is experienced at a particular moment in time as a response to a define situation (Spielberger, 1983). On the other hand, Philips, Martin and Meyer (1972) state that there are two factors which are displaying development of the test anxiety, one of them is distal antecedents of test anxiety and the other one is proximal antecedents of test anxiety.

“Distal factors include organismic and environmental factors (e.g., specific patterns of the parent-child relationship, pre-school and early school experiences, cumulative academic failure experiences etc.) which contribute more indirectly to anxiety reactions as responses to evaluate conditions... By contrast, proximal antecedents are those factors which are immediately and directly responsible for anxiety reactions in evaluative settings, such as competitive and evaluative test atmosphere or a difficult and very important exam” (Philips, Martin and Meyer, 1972; cited in Zeinder, 1998, p. 145).

Zeinder (1998) asserts that distal factors are to shape test anxiety as a specific trait, whereas proximal factors are believed to impact on test anxiety as an emotional state. According to him, both state and trait anxiety interfere in contributing to real evidence of test anxiety in evaluative situations. Lufi, Okasha and Kohen (2004) believe that state anxiety is one form of test anxiety. According to Zeinder (1998) “test anxiety is the set of psychological, behavioral responses that accompany concern about possible negative results or failure on an exam or similar evaluative situation...” (p.17). Besides Young (1991) states “In language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced” (p.429). Young also notes (cited in Aydin, 2009), factors affecting student reactions to language tests are perceptions of test validity, time limit, test techniques, test format, test length, testing environment and clarity of test instructions.

Most past studies calculate correlation coefficients between foreign language anxiety as a whole and performance measures, however but they do not calculate those between test anxiety and performance measures, expect Chastain (1975) and Horwitz (1986) (cited in In’nami, 2006), because they investigate correlation coefficients between test anxiety and performance measures. In’nami (2006) investigated to what extent test anxiety influences listening test performance. Participants took a listening performance test, and answered two types of questionnaires (the Test Anxiety Scale (TAS; Sarason, 1975 and the other was the Test Influence Inventory (TII; Fujii, 1993) intended to measure test anxiety. The results of the study have shown that among the three components of test anxiety (i.e., general test worry, test-irrelevant thinking, and emotion), none affects listening test performance. The results support Aida (1994) and Maclntyre and Gardner (1989), and also suggest that in foreign language anxiety (Horwitz et al., 1986), test anxiety seems to work differently compared with communication apprehension and fear of negative evaluation.

There is every appearance that the researches on the issue, anxiety, in Turkey focus on Foreign Language (FL) anxiety or Foreign Language classroom anxiety. One study associated with the sources of foreign language classroom anxiety in speaking and writing classes (Aydin, 2001). In her study, she conducted a diary study on the sources of FL anxiety in speaking and writing classes. The results deducted and supported the categories suggested in the literature and revealed that the sources of anxiety can be different in FL speaking from the sources of anxiety in FL writing. In another study (Koralp, 2005) found that EFL learners experienced some
English language learning anxiety on two anxiety level measures, fear of negative evaluation and test anxiety, which were also positively correlated (Koralp, 2005 cited in Aydın, Yavuz & Yeşilyurt, 2006). About test anxiety, Aydın (2009) researches sources and effects of test anxiety among foreign language learners and at the end of the study, the results show that test anxiety considerably affect students’ levels of achievement, performance, proficiency and language skills, teachers and examiners should also receive training to improve their insight into the effects of test anxiety on learning process. In the present study, the researchers take into account that foreign language learning process is a complex and problematic area in testing for Turkish learners, who learn English as a foreign language, because the learners have taken “The National Higher Education Entrance Examination” and passing the entrance exam to a university is a major step in students’ life and students are frequently tested or they are exposed to many tests, quizzes throughout their years of schooling and they take “Civil Servant Selection Examination” at the end of the academic year at university. Hence considering this testing process, it seems necessary to lead a research on the subject. The study reported here investigates whether test anxiety as a factor that affects L2 learning is a barrier that stops learners from performing well on tests and whether this anxiety in turn is associated with test takers’ educational background, gender, age and English proficiency or class levels. Hopefully, this will give the readers further understanding of test anxiety and its effects on learners in foreign language teaching and learning.

1.2 Research Questions

The purpose of the present study is to explore the anxiety levels of the Turkish EFL students studying ELT and the put the differentiations among them in terms of the years of education, age, and gender and education experience. This study attempted to answer the following research questions:

1. Is there any significant difference between the test anxiety levels of participants and their genders?
2. Is there any significant difference between the test anxiety levels of participants and their ages?
3. Is there any significant difference between test anxiety levels of participants and their educational background?
4. Do the anxiety levels of the participants differ according to the years in their undergraduate level education?

2. METHODOLOGY

2.1 Participants

The current research involved 149 Turkish undergraduate students at the English Language and Literature Department in one of the Turkish State Universities. The participants of the present study were selected through convenience sampling method. The group consisted of 45 freshmen (30.2%), 42 sophomores, (28.2%), 34 juniors (22.8%), and 28 seniors (18.8%). All the participants were Turkish students with an advanced level of English. Of all the participants, 43
(28.9 %) were male and 106 (71.1%) were female students. The students’ ages ranged from 17 to 27 years and the mean age of the participants was 21.3.

2.2 Instrument

The data on test anxiety were collected via quantitative data collection instrument; the instrument, Test Anxiety Scale (TAS) was originally developed by Sarason (1978). The TAS is based on the theory and evidence that test anxiety is composed of test-relevant and test irrelevant thinking. TAS questionnaire was used by Aydın, Elkılıç and Karakuzu (2009). Its adaptation to Turkish was done by them and a group of five pre-service teachers of English examined each item to correct possible mistranslations. The procedure of the present study also included the corrections of the TAS, administration and statistical analysis. Subsequently, the scale was administered to a group of ten students in order to correct the misconceptions and to obtain the moderation of the items in the scale (Aydın, Elkılıç & Karakuzu, 2009). The reliability of the TAS was assessed using Cronbach’s alpha model, and Cronbach’s alpha showed the internal consistency of .883 (Table 1) which indicated a high level of reliability.

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<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>No. of Items</th>
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<tr>
<td>0.883</td>
<td>37</td>
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</table>

The writer of the present study got relevant permission to use the questionnaire from national education authorities. The background questionnaire asked for the students’ age, gender, year in college (grade) and whether they studied before any other departments or not. The test anxiety scale in Likert type (always=5, usually =4, sometimes=3, rarely=2, never=1) contained 37 multiple-choice items that aimed to measure the degree of test anxiety.

2.3. Data Analysis

The quantitative findings of the data will be analyzed using SPSS 16.0 (Statistical Package of Social Sciences) and interpreted using descriptive and inferential statistics. ANOVA and t-test were computed to detect the correlations between the subject variables of age, gender, and grade and the educational background. The study used .05 as the significance level.

3. RESULTS

3.1 Test anxiety questionnaire

Descriptive statistics are shown in Table 2 and indicated that the distributions of all the items were reasonably normal with skewness and kurtosis within ±2. Therefore, all the items remained for the subsequent analyses. The statistical analysis, Table 2, shows that the majority of the participants agree that examination periods ought not to be made the tense situations, it means that it would be necessary to present confident and relaxed testing atmosphere to learners. Table 2 also shows the mean of each of 37 items comprising the TAS. The highest anxiety provoking items were item 10 and item 34. Item 10 concerned with getting a good mark on one test does
not increase learners’ confidence on the second, it is dealing with worry before taking a test, getting a good mark on one test neither increase anxiety nor reduce it. Item 34 states that the university or authority ought to recognize that some students are more nervous than others about tests and that this affects their performance. On the other hand, Item 4, concerned with the learners does not perspire a great deal while taking an English tests, caused the least amount of test anxiety, the results of the item 4 has shown that test anxiety is an anxiety problem in general but not specifically related to the English language tests for Turkish EFL learners. The examination of the means of the TAS items shows that the 2 highest anxiety-provoking items in descending order were as follows:

1. Item 34 (x=4.41): the university ought to recognize that some students are more nervous than others about tests and that this affects their performance.
2. Item 10 (x=4.40): getting a good mark on one test doesn’t seem to increase my confidence on the second.

On the other hand, the one anxiety item provoking the least amount of test anxiety was as follow:
1. Item 4 (x= 2.26): while taking an English test, I perspire a great deal

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAS1</td>
<td>2.68</td>
<td>1.17</td>
<td>0.25</td>
<td>-0.51</td>
<td>TAS20</td>
<td>3.00</td>
<td>1.39</td>
<td>-0.07</td>
<td>-1.26</td>
</tr>
<tr>
<td>TAS2</td>
<td>2.96</td>
<td>1.18</td>
<td>-0.08</td>
<td>-0.93</td>
<td>TAS21</td>
<td>3.88</td>
<td>1.33</td>
<td>-0.93</td>
<td>-0.40</td>
</tr>
<tr>
<td>TAS3</td>
<td>2.91</td>
<td>1.12</td>
<td>-0.14</td>
<td>-0.86</td>
<td>TAS22</td>
<td>3.77</td>
<td>1.13</td>
<td>-0.69</td>
<td>-0.35</td>
</tr>
<tr>
<td>TAS4</td>
<td>2.26</td>
<td>1.22</td>
<td>0.63</td>
<td>-0.63</td>
<td>TAS23</td>
<td>3.44</td>
<td>1.24</td>
<td>-0.25</td>
<td>-0.97</td>
</tr>
<tr>
<td>TAS5</td>
<td>2.42</td>
<td>1.07</td>
<td>0.53</td>
<td>0.02</td>
<td>TAS24</td>
<td>3.32</td>
<td>1.25</td>
<td>-0.28</td>
<td>-0.90</td>
</tr>
<tr>
<td>TAS6</td>
<td>3.54</td>
<td>1.36</td>
<td>-0.58</td>
<td>-0.87</td>
<td>TAS25</td>
<td>3.26</td>
<td>1.45</td>
<td>-0.17</td>
<td>-1.37</td>
</tr>
<tr>
<td>TAS7</td>
<td>2.71</td>
<td>1.02</td>
<td>0.19</td>
<td>-0.39</td>
<td>TAS26</td>
<td>2.70</td>
<td>1.54</td>
<td>0.28</td>
<td>-1.44</td>
</tr>
<tr>
<td>TAS8</td>
<td>2.33</td>
<td>1.28</td>
<td>0.64</td>
<td>-0.64</td>
<td>TAS27</td>
<td>2.35</td>
<td>1.31</td>
<td>0.53</td>
<td>-0.87</td>
</tr>
<tr>
<td>TAS9</td>
<td>3.22</td>
<td>1.27</td>
<td>-0.18</td>
<td>-1.02</td>
<td>TAS28</td>
<td>3.12</td>
<td>1.32</td>
<td>0.01</td>
<td>-1.19</td>
</tr>
<tr>
<td>TAS10</td>
<td>4.40</td>
<td>0.89</td>
<td>-2.00</td>
<td>-4.50</td>
<td>TAS29</td>
<td>3.20</td>
<td>1.30</td>
<td>-0.28</td>
<td>-1.03</td>
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<tr>
<td>TAS11</td>
<td>2.70</td>
<td>1.26</td>
<td>0.30</td>
<td>-0.84</td>
<td>TAS30</td>
<td>3.11</td>
<td>1.33</td>
<td>-0.05</td>
<td>-1.18</td>
</tr>
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<td>TAS12</td>
<td>3.62</td>
<td>1.09</td>
<td>-0.47</td>
<td>-0.33</td>
<td>TAS31</td>
<td>2.89</td>
<td>1.58</td>
<td>0.09</td>
<td>-1.51</td>
</tr>
<tr>
<td>TAS13</td>
<td>2.89</td>
<td>1.31</td>
<td>0.11</td>
<td>-1.12</td>
<td>TAS32</td>
<td>2.51</td>
<td>1.34</td>
<td>0.46</td>
<td>-0.94</td>
</tr>
<tr>
<td>TAS14</td>
<td>3.42</td>
<td>1.18</td>
<td>-0.29</td>
<td>-0.89</td>
<td>TAS33</td>
<td>2.73</td>
<td>1.27</td>
<td>0.26</td>
<td>-0.90</td>
</tr>
<tr>
<td>TAS15</td>
<td>2.87</td>
<td>1.26</td>
<td>0.21</td>
<td>-0.94</td>
<td>TAS34</td>
<td>4.41</td>
<td>1.02</td>
<td>-1.87</td>
<td>2.90</td>
</tr>
</tbody>
</table>

Table 2. Summary statistics of the test anxiety questionnaire.
The Impact of Tests on Learners’ Test Anxiety

In’nami (2006) confines TAS items into the three main factors: general test worry (Items 36, 22, 35, 30), test irrelevant thinking (Items 10, 11, 20, 14), and emotion (Items 14, 1, 4, 3, 13). Even though one of the highest-provoking item 34, does not include any of three factors in In’nami’s factor analysis finding, it, doubtless, takes part within the domain of general test worry.

The Independent Samples t was used to check whether the difference is statistically significant. As shown in Table 3 there was no statistically significant difference between female (x=3.08, sd=0.53) and male (x=2.99, sd= 0.58) (t(147)=0.92; p> .05) participants. The mean of the test anxiety scale score of female students is 3.08 out of 5 points and mean of the test anxiety scale score of male is 2.99. When these two means are compared through an independent samples t-test as shown in Table 3, the difference does not appear significant at a confidence level of .05. Both sides, female and male students, are generally worried about tests. However, the differences between female and male students have seen item 2 and item 9. Female participants become nervous when answered these two statements. Although the participants, both male and female, almost have the same level of test anxiety, female students feel less confident and relaxed than the males when they know they will take a test and also they think the exams much more than males and more worried even they are prepared well.

<table>
<thead>
<tr>
<th>TAS16</th>
<th>2.44</th>
<th>1.27</th>
<th>0.50</th>
<th>-0.77</th>
<th>TAS35</th>
<th>4.41</th>
<th>1.07</th>
<th>-1.92</th>
<th>2.83</th>
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<tbody>
<tr>
<td>TAS17</td>
<td>3.34</td>
<td>1.34</td>
<td>-0.24</td>
<td>-1.12</td>
<td>TAS36</td>
<td>3.20</td>
<td>1.35</td>
<td>-0.05</td>
<td>-1.25</td>
</tr>
<tr>
<td>TAS18</td>
<td>3.02</td>
<td>1.16</td>
<td>-0.04</td>
<td>-0.73</td>
<td>TAS37</td>
<td>2.91</td>
<td>1.35</td>
<td>0.08</td>
<td>-1.25</td>
</tr>
<tr>
<td>TAS19</td>
<td>2.62</td>
<td>1.19</td>
<td>0.23</td>
<td>-0.92</td>
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</tbody>
</table>

Note. TAS = Test Anxiety Scale (Sarason, 1978).

One-Way ANOVA was computed to investigate whether the differences among participants undergraduate level education (grade) by their level of test anxiety. As seen in Table 4 seniors feel less excited and worried about tests, it means that test anxiety level is getting slightly lower within groups in their undergraduate education process and test anxiety had a significant positive relationship with grade

\[ F(3.145) = 4.252; \ p<.05 \].

Regarding age in this survey, Turkish EFL learners between 25 and 30 years old have lower levels of anxiety than younger participants. Additionally, as illustrated in Table 5, there are significant correlations were found between age and level of test anxiety, because while test anxiety level is getting lower in 21-22 ages, it starts to get high again 23-26 ages.

\[ F(5.143) = 2.495; \ p<.05 \].
Table 4: Grade and test anxiety (ANOVA).

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grade</th>
<th>N</th>
<th>x</th>
<th>sd</th>
<th>Source of variance</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
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<td></td>
<td></td>
<td>Between Groups</td>
<td></td>
<td>3</td>
<td>1.221</td>
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<tr>
<td>Test anxiety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Within Groups</td>
<td>41.62</td>
<td>14</td>
<td>.287</td>
<td>4.2</td>
<td>.007</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>45.28</td>
<td>14</td>
<td>8</td>
<td></td>
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<td></td>
<td></td>
<td>14</td>
<td>3.06</td>
<td>.553</td>
<td></td>
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p< .05

Table 5: Age and test anxiety (ANOVA).

<table>
<thead>
<tr>
<th>Scale</th>
<th>Age</th>
<th>N</th>
<th>x</th>
<th>sd</th>
<th>Source of variance</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>p</th>
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<td>14</td>
<td>3.06</td>
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p<.05

The positive correlation of a great number of TAS items between the participants’ level of test anxiety and their educational background in the current study can be accounted for in light of this explanation. The participants who studied or had an undergraduate education experience before feel more confident and less anxious than the ones who did not have. Inasmuch as that the participants who have studied their second university have been exposed to lots of different exams and tests, so they could manage and handle some affective factors, such as anxiety, test
anxiety. Nevertheless all participants have a general test worry. Last of all, the students admit that they have to know to live with anxiety.

4. CONCLUSION

The current study has examined to what extent test anxiety influences participants’ gender, age, grade and their educational background. Participants answered a questionnaire (TAS) intended to measure test anxiety. After the validity of the inferences drawn from the questionnaire was checked, a model was constructed and analyzed, using structural equation modeling, to see the relationships between test anxiety and a number of factors. Generally Turkish students, as EFL learners usually have a high level of test anxiety. This feeling, test anxiety, has occurred not only English exams or tests but also the other tests. To sum up, the findings illustrate that Turkish EFL students appear to exhibit high levels of distress about taking a test in general exams and national university entrance exams. Because, the findings illustrate that the participants feel less anxious while taking an English exam. The positive correlation of nearly half of the TAS items with participants’ grade and educational background has a significant implication. The constituents of the TAS as a measure of test anxiety are not homogeneous. The findings prove it. The authors hope that the findings of the current research will help decision makers draw more valid inferences from test scores. A recent study was carried out by Maples (2011). The survey was called as an unprecedented result, according to Maples (2011) and her survey about test anxiety and test score and achievement, taking more and more tests could raise anxiety level but the test scores go up as well. She indicates that it is the competitive energy spurt that helps a student to focus on his study and concentrate harder during the exam. To sum up, according to Maples’s survey, it can be clearly seen that the students take more and more tests, their anxiety level and nervousness increased more and it affects the test score negatively or positively.

RQ 1- Is there any significant difference between the test anxiety levels of participants and their genders?

To determine significant difference between genders, the researchers calculated the highest score that can be obtained (5) and the mean of the scores the female had (3.08) and the male had (2.99) from the test anxiety scale. The results showing that although female students had slightly higher levels of anxiety, both sides, female and male students, are generally worried about tests.

RQ 2- Is there any significant difference between the test anxiety levels of participants and their ages?

Regarding age, participants between 25 and 30 years old have lower levels of anxiety than younger participants. There was statistically significant difference between age groups. Considering the fact that Turkish examination and educational system most of learners in the age range (25-30) has already completed their educational background or educational life and rarely have had tests or taken less examinations. Therefore, the results have an inverse ratio in terms of age. The older you get, the less test anxiety you feel. In this survey, most of the participants, 25-30 year-old, are senior students or already studied or graduated another university before and they are less anxious learners in this study.
RQ 3- Is there any significant difference between test anxiety levels of participants and their educational background?

The first part of the questionnaire comprised of some questions about the educational background of the participants whether they studied or had an undergraduate education experience before. The results show that experienced participants feel more confident and less anxious than the ones who did not have.

RQ 4- Do the anxiety levels of the participants differ according to the years in their undergraduate level education?

As in research question two, seniors feel less excited and worried about tests, it means that test anxiety level is getting lower within groups in their undergraduate education process and test anxiety had a significant positive relationship with grade.

5. LIMITATIONS OF THE STUDY

There are a number of limitations about the study. To begin with, this research, despite making a great contribution to understand participants’ feeling toward tests, is specific to the region and cannot be generalized to the all learners in Turkey. Our sample was representative of the population.

The second limitation is that in data collection mainly quantitative data is used in this representative sample. In spite of the fact that the quantitative research methods have overall produced significant advances in the understanding of test anxiety, it gives a holistic notion to relevant researchers or readers. On the other hand the present research is a preliminarily study for the prospective qualitative/interpretive survey; tend to define analytic categories of test anxiety.

5. REFERENCES


