



Predictors of Test Anxiety: Perfectionism and Goal Orientation

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Abstract

Test anxiety as a common disorder is a physiological condition in which students experience extreme stress, anxiety and discomfort during and/or before taking a test. This kind of anxiety results from the sense of threats like fear of failure, lack of confidence and setting unattainable goals in learning and wishing to be perfect in academic situation. Resulting anxiety disrupts attention, memory function, and finally academic performance that were evaluated by test. This research was done with the purpose of the study of relationship between perfectionism and goal orientation with test anxiety in girl students of Tehran Province. The method of research is correlational. Participants were 180 students that were selected by Cluster sampling from the high schools of Tehran Province. For data collection, goal orientation scale of Elliot and Murayama (2008), multidimensional perfectionism scale of Hewitt and Flett (1991) as well as test anxiety questionnaire by Sarason (1985) were used. Data were analyzed by SPSS 20 software in correlation and multivariate regression analysis. Results showed positive significant correlation between perfectionism and test anxiety, as if this variable explains 38% of variance of test anxiety. Also, there was positive significant correlation between performance-avoidance goal orientation and mastery-avoidance with test anxiety. Mastery-avoidance and approach-mastery explains 0.27 and -0.17 of variances of test anxiety respectively. Create challenging and available goals in learning reinforce the academic performance and lead to correct achievement motivation. This means encouraging a community of learners who have accessible goals in learning, are willing to take risks and make mistakes for the sake of learning.

Keywords: Test Anxiety, Perfectionism, Goal Orientation.

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