STATEMENT OF THE PROBLEM

The main consideration in taking-up the problem of test-anxiety for present investigation is the fact that most of the members of our society are faced with test situations at one or the other stage in life. Everyone, either testee or the tester, looks at the testing situation as an evaluating or assessing his abilities, competence, etc. As a result, all of us try to do the 'best' to our capability. This type of apprehension is natural also, because in present day society our lives are more often affected by our performance on a test. Thus, we live in a test-giving situation. This is more true in the case of our school children whose whole learning is unfortunately revolving around tests and examinations. It would, therefore, be of much relevance to study test-anxiety with a view to adopt appropriate methodologies to bring about a positive attitude towards test-taking and to reduce it to the minimum.

Review of empirical studies presented in the previous chapter amply reveals that there are a
number of variables which determine the nature and degree of anxiety in various test situations. The present study makes an attempts to study the role of general or Manifest Anxiety, Locus of Control, Emotional Maturity, Level of Aspiration, Intelligence and level of Achievement in determining test-anxiety. For this purpose, a factorial design was preferred to other designs. But manipulation of six variables in one single study seemed to be very difficult. Hence, the study was split into two independent studies. In Study I Manifest Anxiety, Locus of Control and Emotional Maturity were manipulated as independent variables. In Study II, Level of Aspiration, Intelligence and Academic Achievement were made independent variables. The specific problems and hypotheses in the two studies are stated below:

Study I

1. The first variable to be studied as the determinant of test-anxiety is the anxiety trait itself. The specific problem of study is: whether a person with high level of trait-anxiety would show differential level of test-anxiety as compared to one having low trait-anxiety. It is hypothesized that the subject possessing high trait-anxiety would
show higher test-anxiety than those with low trait-anxiety.

2. The second problem of Study I is to investigate whether internal-external locus of control has some bearing on test-anxiety. It is expected that the externals, who believe in and depend upon external forces for their successes and failures, would show greater test-anxiety than their internal counterparts.

3. Emotional maturity is the third factor taken to study its effect on test-anxiety. It is assumed that an emotionally mature person would be less test-anxious as compared to an emotionally immature person because the former is adorned with development of higher tolerance for disagreeable circumstances, increased dependence on actions, freedom from unreasonable fear, understanding the limitations, awareness of others' ability and achievement, ability to face adversities without feeling disgraced, ability to carry victory and prestige with grace, and ability to bounce back from disappointing experiences.

4. The above stated problems indicate the individual effects of manifest anxiety,
locus of control and emotional maturity on test-anxiety. A natural curiosity arises as to whether or not these independent variables cast their joint effects on test-anxiety. Therefore, our fourth problem is to see whether manifest anxiety and locus of control interact with each other in affecting the test-anxiety. In other words, we wish to examine whether low-anxious and internals would show less test-anxiety than the other subgroups formed jointly on the basis of manifest anxiety and locus of control. It is assumed that if low-anxiety and internality cause lesser test-anxiety, subjects with low-anxiety, and high internality would be showing the least test-anxiety, and the subjects with high anxiety and more externality the most, the other groups occupying intermediary positions.

5. The fifth problem of the study is based on the above first and third. It attempts to see whether trait-anxiety and emotional maturity affect test-anxiety jointly. More specifically, the problem is to see whether low-anxious and high emotionally matured subjects would perform differentially from low-anxious-less emotionally matured, high-anxious-high emotionally matured, and high-anxious-less emotionally matured subjects. It is reasoned that
since low-anxiety and high emotional maturity reduce test-anxiety, a high-anxious and less emotionally matured group of persons would show maximum test-anxiety whereas a group with low-anxiety and high emotional maturity would exhibit lowest test-anxiety, the other two subgroups falling in-between.

6. Another two-factor interaction may be between locus of control and emotional maturity. Accordingly, our next problem is to see whether internals having high emotional maturity, internals with less emotional maturity, externals with less emotional maturity, and externals with high emotional maturity would show differential test-anxiety. It is expected that because greater internality and greater emotional maturity reduce test-anxiety, their joint effect should be still more and, therefore, high externals and emotionally less matured persons will show highest test-anxiety.

7. Problems 4 to 6 are concerned with interaction between any two factors and their effect on test-anxiety. One more interaction takes place among all the three factors simultaneously. The last problem of Study I is to investigate the joint effect of all the three factors together on test-anxiety.
It is assumed that less anxiety, high internality and high emotional maturity combine will result into lowest test-anxiety whereas high anxiety, high externality and less emotional maturity will cause highest test-anxiety. Other combinations of these three factors would produce different degrees of test-anxiety.

Study II

1. The first variable to be studied as the determinant of test-anxiety in Study II is the level of Aspiration. The specific problem is to test whether a person with high level of aspiration would show differential level of test-anxiety as compared to one having low level of aspiration, or the two groups would show equal amount of test-anxiety. It is hypothesized that the subjects possessing high level of aspiration would show higher test-anxiety than those having low level of aspiration.

2. The second problem of Study II is to investigate whether level of intelligence of the person has any bearing on test-anxiety. It is assumed that the high intelligent group would show
lesser test-anxiety than the low intelligent group.

3. The third factor studied in Study II is the Academic-achievement; and its effect on test-anxiety has been studied. It is expected that a high academic-achiever would be more particular to maintain his high achievement, and so he will exhibit higher level of anxiety in testing situations as compared to his counterpart who has no specific desire or concern for high academic achievement.

4. The fourth problem is to study the joint effect of level of aspiration and intelligence on test-anxiety, i.e., whether an individual with, say, low aspiration and high intelligence level will show lesser test-anxiety than the other sub-groups formed on the combined basis of aspiration and intelligence level. It is hypothesized that since low aspiration and high intelligence level cause low test-anxiety, subjects with low aspiration and high intelligence level would be showing lowest test-anxiety and the subjects with high aspiration and low intelligence level the most, the other groups would fall in intermediary positions in respect of test-anxiety.
5. The fifth problem is to study the interaction effect of aspiration level and academic-achievement on test-anxiety. In other words, an attempt has been made to study whether aspiration level and academic-achievement jointly affect test-anxiety. It is reasoned that since low aspiration level and low academic-achievement reduce anxiety in testing situations, an individual with low aspiration level and low academic-achievement would show minimum test-anxiety whereas an individual with high aspiration level and high academic achievement would exhibit maximum test-anxiety, the other two groups falling in-between.

6. Another two-factor interaction may be between intelligence and academic-achievement. Accordingly, the next problem of the study is to see whether high intelligence person with high academic-achievement, high intelligence with low academic-achievement, low intelligence with high academic achievement and low intelligence with low academic achievement would show differential test-anxiety. It is assumed that since low intelligence and higher academic-achievement increase test-anxiety, their interaction effect should be still more and,
therefore, a person with low intelligence and high academic-achievement will show highest anxiety in test situation.

7. The last problem is to examine the combined effect of all the three factors on test-anxiety. It is hypothesized that low aspiration level, high intelligence level and low academic-achievement, if combined, will result into lowest test-anxiety whereas high aspiration, low intelligence and high academic-achievement will cause highest test-anxiety. Other combination of these three factors would produce varying degrees of test-anxiety.