INVESTIGATION OF SIGNIFICANT TEST ANXIETY PREDICTORS IN LARGE-SCALE ASSESSMENT DATA FOR THE UNITED STATES OF AMERICA: A HIERARCHICAL MULTIPLE REGRESSION

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Test Anxiety is a serious issue for many student groups. Research in anxiety literature and related areas has shown that anxiety disorders are common in American society. Test anxiety is one of these areas. Test Anxiety can be defined as refers to a set of phenomenological, physiological and behavioral responses that accompany concerns about possible negative consequences or failure in the case of an examination or similar assessment. In this study, the main aim is to explore the potential vital predictors of Test Anxiety in large-scale assessment data for the United States of America (USA) sample in terms of a) students’ demographic background: gender, socioeconomic status, immigration status and language status; b) students’ self-beliefs: achieving motivation, self-efficacy and subjective well-being; and c) school climate: student-related school climate and teacher-related school climate. The large-scale assessment in education has been identified as the source of descriptive, evaluative, interpretive and comparative data affecting educational policies throughout the world over the last century (e.g., PISA, TIMSS, PIRLS). PISA as a large-scale assessment is designed to assess the performance of 15-year-olds in the field of reading, mathematics, and science literacy, collaborative problem-solving and financial literacy. PISA provides valuable and reliable data for the comparison of student performance over time at national- or state-wide level. This study involves 15-year-old 5712 students from the USA. 2854 of the students self-reported as female and 2858 male. In this study, 3-step single-level hierarchal multiple regression will be run for the Test Anxiety as dependent variable and in respect of independent variables, students’ demographic variables as step 1, students’ self-beliefs variables as step 2, and school climate variables as step 3. This study will also help to contribute new implementations for the national- or statewide educational policies. With the implications of this study, policymakers could make changes in educational policies in terms of the educational settings for treatment of Test Anxiety such as, improving school climate, considering students’ demographic backgrounds in examinations or consulting students for better self-beliefs.