



Exam Anxiety Based On Personality Characteristics of Family Differentiation and Performance

Mehri Abbasi

MSc, Clinical Psychology, Islamic Azad University, Kermanshah Branch, Iran.

Abstract: *Background and Aim:* The present study was conducted to predict the test anxiety based on personality traits of family differentiation and family function in Gilan-e-Gharb in 2017. The sampling method used in this multistage cluster study was 120 students in Gilan-e-Gharb in 2017-2017. This research was applied in terms of purpose and in terms of collecting data, correlation. The statistical population of this study included all students of Gilan-e-Gharb in the academic year 2017-2018, which selected 4 high schools and from each high school a class was selected and from each class 30 subjects were selected as sample size. For data collection, the standard questionnaire of Sarason test anxiety, self-differentiation questionnaire and family function, and NEO personality trait questionnaire were used. In this research, descriptive statistics such as mean, standard deviation, frequency distribution tables were used to describe the variables. Inferential statistics such as Kolmogorov-Smirnov and Shiper-Wilk tests, multiple correlation and multivariate regression were used to analyze the data. Data were analyzed using SPSS software. The results of data analysis showed that for test anxiety variables, personality characteristics of differentiation and family function are significant.

Keywords: Quiz Anxiety, Personality Characteristics, Distinction, Family Function, Gilan Province Students.

INTRODUCTION

The negative excitement that plays the main role in everyone's life is anxiety (Barahmand, 2010). Anxiety is a condition that occurs in almost all humans throughout their lives in varying degrees, so that every person in his life at least once It has experienced this feeling (Gouin, 2009). Successes that lead to negative emotions such as anxiety are the test's position (Kakia, 2010).

Test anxiety is one of the most important aspects of negative motivation and has adverse effects on students' performance. Exercise Anxiety refers to a type of anxiety or specific social phobia that doubts the person about his or her abilities, and the consequence is a reduction in the ability to deal with the exam's position. In other words, test anxiety is an unpleasant emotional response to the assessment position (Korsunsky, 2004).

Mental impairment is generally not an intrapersonal problem within a family member, but rather an interactive process among family members. Research shows that there is a significant relationship between poor performance of the family and the presence of children in physical symptoms, anxiety, sleep disturbance, depression and social function disorder (Latas, Pantic and Obradovic, 2010).

Most disadvantaged and affiliated individuals are dependent on affected families, and children from affected families are more exposed to maladaptive behaviors because of lack of mental relaxation and lack of concentration and distress.

According to this description, the role of family function in relation to negative emotions such as test anxiety can be full of color, the relationship that is less studied in the research. Family function is an important part of the family environment that affects the child's physical, social and emotional well-being (Petersen, 2005). In other words, family function is a way in which members socially and emotionally

associate with kinship relationships, and also the way people decide for themselves to solve their problems (Reader, 2011).

The family function model more closely relates to the family characteristics and systemic roles and interactions among its members to the intrinsic characteristics of one-to-one family members, including the seven dimensions of the relationship, emotional interplay, role play, overall performance, problem solving, accompaniment Emotional and behavioral control (Rios, 2010). In other words, family function means the ability of the family to coordinate or adapt to changes that have been made throughout life, to resolve conflicts, to solidify members, and to succeed in adaptive patterns, to observe the boundaries between individuals, and to enforce the rules and principles governing the institution with the purpose Protecting the entire family system (Shih-Hua, 2010).

What seems to play a fundamental role in family performance with negative emotions such as anxiety is the ability to separate family members and care for themselves in different sensitive situations and excitements. The concept that Bowen raised. Bowen described the meaning of differentiation in all popular cultures, arguing that distinction plays a fundamental role in the optimal functioning of individuals regardless of culture (Sohn, 2004). Bayrami, Fahimi, Akbari, in an article on the subject of marital satisfaction prediction, based on attachment styles and differentiation factors, has come to the point that the initial relationships of individuals in the family environment have formed a special attachment style And high and low levels of differentiation affecting the interpersonal relationships of couples in adulthood.

Therefore, what is problematic for students is a formidable and late-moving test of anxiety; otherwise, its mild state is almost necessary for human life and well-being. However, if the anxiety is intense and lasts for a long time, it usually creates a special nervous condition and disturbs the normal activity of the day, because the anxious people commit more mistakes. Anxiety affects both human body and mind. In fact, whether anxiety is related to a child or an adult, a man or woman, a worker or unemployed person, his works and symptoms are almost identical to everyone. With the difference that anyone, depending on their personality traits, is different from the other in terms of these symptoms. In other words, a young child is much easier to experience than an experienced anxious adult. For this reason, the teacher will sooner notice the student's anxiety to his colleague, and this research finds it necessary to investigate the test anxiety based on the personality traits of family differentiation and family functioning.

Research Method

This research is applied in terms of purpose and in terms of collecting data, correlation. The statistical population of this study included all students of Gilan-e-Gharb in the academic year 2017-2018, which selected 4 high schools and one from each high school and one from each class was examined as sample size. The sampling method used in this multistage cluster study was 120 students in Gilan-e-Gharb in 2017-2017. Four questionnaires were used to collect data. The following is an exhaustive list of each of them:

Standard questionnaire for Sarason test anxiety. 37 questions. The questionnaire of Sarason's anxiety test was created in 1957 by Sarason and has 37 questions that are answered as "yes and no". Validity of the questionnaire in Yazdani's research (2012) was confirmed by experts. The reliability of the questionnaire in Yazdani's research (2012) was obtained through Cronbach's alpha of over 70. The test's anxiety test is 0.88

Distinguishing Questionnaire (DSI) - Item 46: Score the questionnaire in the 6-point Likert scale (I'm not at all correct = 1, so it's entirely correct in my case = 6). The alpha coefficient reported by Scurren and Friedlander is 0.88 for their differentiation questionnaire. The same alpha coefficient in the Cow-Popkop scoop that took place in 2004 was 0.86 (quoted from Snaea et al., 2008). Due to the reliability of the validity of the questionnaire, a distinction will be made from 10 experts in this field, which confirmed the content validity of this tool.

Family Performance Measurement Questionnaire (FAD) - 53 items: This questionnaire has been compiled for measuring the family function based on McMaster's pattern and includes 53 questions. This template

defines the structural, occupational and interactive characteristics of the family. For the purpose of this questionnaire, the English version of the FAD-53 questionnaire with the Persian version of the 60-item family scale has been adapted to the Persian version of Bagheri Sayani. To score the test, each question has 1 to 4 points based on the following: I totally agree: 1, agree: 2, opposite: 3, and completely opposite: 4 simultaneous validity of the questionnaire with 60 items of family function. Reliability with Cronbach Alpha is above 80%.

NEO-R Personality Inventory Questionnaire (NEOI-R) is a successor to the NEO test, which was prepared by McCrae and Kasta in 1985. This questionnaire consists of five main factors of personality and six characteristics in each factor, namely 30 characteristics It measures. The responses to this questionnaire are based on the Likert scale (I totally disagree, disagree, indifferently, agree and totally agree). In the Fire Day research (2007), using the internal consistency method, the Cronbach's alpha coefficient for each of the five traits: mental disorientation, extraversion, openness, consistency and conscientiousness were 0.74, 0.55, 0.27 , 0.38 and 0.77 respectively.

To conduct the research after obtaining the necessary permissions from the graduate school of Islamic Azad University of Kermanshah, the students are selected through simple randomized questionnaires. Before distributing the questionnaires among the subjects, the performer will express his confidence in creating a motivation for them, and the results will be considered for the master's thesis. All the information obtained will be considered confidential and their honest answer is the researcher. Helps in accessing the right information. It should be noted that due to the uniformity of the requirements, the implementation of the questionnaires is carefully followed by the implementation of the questionnaire In this study descriptive statistics such as mean, standard deviation, frequency distribution tables were used to describe the variables. Inferential statistics such as Kolmogorov-Smirnov and Shiper-Wilk tests, multiple correlation and multivariate regression were used to analyze the data. SPSS software is used to analyze the data.

Findings

Hypothesis 1: There is a relationship between test anxiety and personality traits in students.

Table 1. Correlation coefficient between test anxiety and personality trait

| | | Personality characteristics | | | | |
|--------------------|-----------------------------|-----------------------------|--------------|-------------|------------|----------------|
| | | Neuroticism | Extraversion | Flexibility | Nice to be | Responsibility |
| exam stress | The correlation coefficient | 0.448 | -0.251 | -0.125 | -0.222 | -0.106 |
| | P-value | 0.001 | 0.006 | 0.175 | 0.015 | 0.249 |
| | Number | 120 | 120 | 120 | 120 | 120 |

Table 1 shows the correlation between test anxiety and student personality traits. It can be seen that the Pearson correlation coefficient between neuroticism and test anxiety is 0.448, which is significant and positive in P <0.05. Also, the values of the exorcism and pleasure correlation coefficient with the test anxiety were -0.251 and -22.22, respectively, and in the level of P <0.05, the reciprocal assumption is zero and the assumption of the research is based on the relationship between test anxiety and Personality features are accepted in students.

Second hypothesis: There is a relationship between the test anxiety and the differentiation in students.

Table 2. Correlation coefficient between test anxiety and differentiation

| | | Personality characteristics | | | | |
|--------------------|-----------------------------|-----------------------------|----------|------------------|--------------------|------------------------|
| | | Emotional Reactivity | My place | Emotional escape | Mixing with others | Differentiate yourself |
| exam stress | The correlation coefficient | -0.511 | 0.022 | -0.418 | -0.251 | -0.486 |

| | | | | | | |
|--|---------|-------|-------|-------|-------|-------|
| | P-value | 0.001 | 0.809 | 0.001 | 0.006 | 0.001 |
| | Number | 120 | 120 | 120 | 120 | 120 |

Table 2 shows the correlation between exam anxiety and differentiation in students. It can be seen that Pearson correlation coefficients between emotional responsiveness, emotional escape, intermixture with others and their total differentiation score with test anxiety were -0.511, -41.88, -0.251, and -486.0, respectively And at $P < 0.05$ are significant and reverse, therefore, the assumption of zero is rejected and the assumption of research based on the relationship between test anxiety and differentiation in students is accepted.

Hypothesis 3: There is a relationship between test anxiety and family function in students.

Table 3. Correlation coefficient between test anxiety and family function

| | | Personality characteristics | | | | | | | |
|--------------------|-----------------------------|-----------------------------|----------|--------|-------------------------|--------------------|------------------|---------------------|--------------------------------|
| | | Solve the problem | Relation | Roles | Emotional companionship | Emotional blending | Behavior Control | Overall performance | Total family performance score |
| exam stress | The correlation coefficient | 0.029 | -0.154 | -0.181 | -0.330 | -0.349 | -0.319 | -0.333 | -0.351 |
| | P-value | 0.756 | 0.092 | 0.048 | 0.001 | 0.001 | 0.001 | 0.001 | 0.001 |
| | Number | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |

Table 3 shows the correlation between test anxiety with subscales and the total score of family function in students. It can be seen that the values of the Pearson correlation coefficient between the subscales of the roles, emotional attachment, emotional blend, behavioral control, general performance and total score of the family with test anxiety were 0/181, 0/203, 0/349, , 0/333 and 0/351 and have a significant and negative at $P < 0.05$ level. Therefore, the assumption of zero is rejected and the assumption of research based on the relationship between test anxiety and family function is accepted in students, which is inverse.

Fourth hypothesis: Personality traits, differentiation and family functioning can predict test anxiety.

Table 4: Expectancy Anxiety Prediction by Personality Characteristics, Differentiation and Family Function

| | Model | | | | | | | |
|-------------------------------|--------|--------|--------|--------|-------|-------|----------------|--------|
| | B | SE | B | t | P | R | R ² | F |
| exam stress | | | | | 0.001 | 0.705 | 0.497 | 27.075 |
| Fixed model | 24.635 | 11.130 | | 2.213 | 0.028 | | | |
| Neuroticism | 0.909 | 0.249 | 0.258 | 3.656 | 0.001 | | | |
| Extraversion | -0.871 | 0.436 | -0.149 | -1.998 | 0.047 | | | |
| Flexibility | -0.206 | 0.503 | -0.032 | -0.409 | 0.683 | | | |
| Nice to be | -0.170 | 0.347 | -0.039 | -0.490 | 0.624 | | | |
| Responsibility | 0.328 | 0.458 | 0.060 | 0.717 | 0.474 | | | |
| Differentiate yourself | -1.940 | 0.310 | -0.599 | -6.264 | 0.001 | | | |
| Family function | -1.040 | 0.369 | -0.203 | -3.820 | 0.005 | | | |

Table 4 shows the test anxiety prediction by personality traits, family differentiation and performance. The results of multiple linear regression analysis showed that multiple linear regression coefficient for test anxiety and predictive variables were significant ($P < 0.01$, $F = 0.79 = 0.77$, $F = 0.7949 = 0.705/0 = R$). Accordingly, the correlation coefficient between the linear combination of predictive variables and test anxiety is equal to 0.70 and these predictive variables together account for approximately 50% of test

anxiety variance. As shown in Table 4, for each unit increase in standard deviations of psychometric trait scores, the test anxiety scores increase to a standard deviation of 258%, and for each unit increment the standard deviation of the attributes of the personality extraversion is a good differentiation. And family performance, the test anxiety scores decreased to 149/0, 559/0, and 203/0 standard deviations, respectively.

Discussion and Conclusion

As it was observed, the assumption of zero was rejected and the assumption of research based on the relationship between test anxiety and personality traits was accepted in students.

These results are consistent with the findings of (Kakia, 2010; Schaefer et al., 2007; Sohn, 2004; Shih-Hua, 2010).

In explaining the results, personality traits create a set of behaviors and attitudes in students, in other words, students have different behaviors according to the type of personality dimensions they have. Therefore, neurotic personality traits lead to neurotic psychological behaviors and psychological imbalances, and as a result, neuroticists will not be able to behave in a stressful situation like an exam, and will have anxiety reactions.

In line with these results, a research was conducted on the relationship between personality characteristics and test anxiety in students. Test anxiety showed a significant positive relationship with neuroticism. However, the test anxiety did not show a significant relationship with students' introversion / extraversion. Meanwhile, there was no significant difference between boys and girls in test anxiety and personality traits.

Also, it was observed that the hypothesis of zero was rejected and the assumption of research based on the relationship between test anxiety and differentiation was accepted in students.

These results are consistent with the findings of these results with the findings of (Schunk, Pintrich and Meece, 2008; Wang, Spencer and Xing, 2009; Wang, Lai and Liao, 2013; Zeidner, 1998).

In explaining the results, it should be said that because people who are differentiated have a certain definition of their own and their beliefs and can choose their own way of life, and in extreme emotional situations that in many people lead to involuntary behavior and decisions. Fail to control and decide on reason and logic; in test conditions, as well as other anxiety situations, they will experience less anxiety. Unlike non-differentiated individuals because they have no defined identity, they move in roles and affairs between the individual and the emotional waves of the family, prone to psychological problems and signs of illness.

Considerable studies have been done on the effect of test anxiety on the response of the respondent. Malonon (2005) states in his article on the subject of test anxiety: a survey of all aspects of the perception of teachers, school officials, counselors, students, and parents states that there are many factors in the field of anxiety and stress, and directly affect how and to act. The outcome of the student score affects one of these factors was differentiation.

Hankook (2008) examined the relationship between the test anxiety and the expected assessment level, and found that those students who feel they are subject to a more significant evaluation suffer from more anxiety, and in the test of action they are weaker and, consequently, their motivation is far lower. Also, differentiation is one of the causes of exam anxiety. Barzegar Kahnoji, Mohammadi, Zafranchi, Fouladi (2016) studied the relationship between their differentiation and anxiety with marital satisfaction of Tabriz married women. The results of the study showed that there is a significant positive correlation between self-differentiation and marital satisfaction; there is a significant negative relationship between anxiety and self-differentiation, anxiety and marital satisfaction.

The results also showed that there is a relationship between test anxiety and family function in students. These results are consistent with the findings of these results with the findings of (Schunk, Pintrich and Meece, 2008; Wang, Spencer and Xing, 2009; Wang, Lai and Liao, 2013; Zeidner, 1998).

In explaining the results, families whose relationships between members and interactions within the family are based on the closeness and intimacy of individuals, all members are relatively resistant to the

pressures of life. In other words, poorly functioning families cause family members to break up and lose family, lack of integrity, and a low level of family satisfaction and satisfaction, resulting in disparities and psychological problems in individuals. In other words, family function is related to the mental health of the members, and any failure to function has an adverse effect. In other words, poorly functioning families experience more anxiety because of their psychological pressures, their children in stressful situations.

Also, the results showed that personality traits, differentiation and family function can predict test anxiety.

These results are consistent with the findings of these results with the findings of (Schunk, Pintrich and Meece, 2008; Wang, Spencer and Xing, 2009; Wang, Lai and Liao, 2013; Zeidner, 1998).

In explaining the results, anxiety in any field, including anxiety, is influenced by different factors and issues in the exam. Students experience different levels of anxiety and stress in accordance with their personality traits, because personality traits are the predictors of behavior. On the other hand, differentiation as an agent that can, if any, be independent of knowledge and autonomy, does not affect the creation of conditions such as anxiety. Individuals with differentiated positions of pressure will have more desirable and independent behaviors. Also, many of the behaviors of each person, including adolescents and students, also represent the personality traits of a person's family. A family that has an effective function will have more capable children and vice versa.

According to these results (Zeidner, 1998), the test anxiety showed a significant positive correlation with neuroticism. However, the test anxiety did not show a significant relationship with students' introversion / extroversion. (Barahmand, 2010) In a study, one of the effective factors in anxiety testing of a person is personality factors.

References

1. Barahmand, U. (2010). Self-differentiation in women with and without mental disorders. *Journal Social and Behavioral Sciences*, 5, 559-562.
2. Gouin, G. G. (2009). Attachment avoidance predicts inflammatory responses to marital conflict. *Brain, Behavior and Immunity Journal*, 23, 898-904.
3. Kakia, L. (2010). Effect of group counseling based on reality therapy on identity crisis in students of guidance schools. *JFundament Mental Health*, 1:430-437.
4. Korsunsky, B.(2004). Ready, Set, Go, *The Physics Teacher*, 42, pp493-496
5. Latas M, Pantic M Obradovic D. Medicalstudentstest anxiety. *European Psychiatry*. 2010;25:707.
6. Petersen, M. J. (2005). Perceptual Differences Between Adults andAdolescents on Meeting Their Need for Love. *International Journal of Reality Therapy*,
7. Reader, S. D. (2011). Choice theory: an investigation of the treatment effects of a choicetherapy protocols students identified as having a behavioral, emotional disability onand locus of control and self- steem. . PhDunpublished Dissertation. North Carolina University.
8. Rios. (2010). The relationship between premarital expectation and marital satisfaction. Unpublished MA thesis. Department of family and marriage research Utah state university, Oksana, Utah.
9. Schaefer A, Matthes H, Pfitzer G, Köhle K. Mental health and performance of medical students with high and, low test anxiety. *Psychotherapy Psychosomatic Medical Psychology*. 2007; 57(7):289-97.
10. Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and application* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
11. Shih-Hua, C. (2010). *Codependency among College Students in the United States and Taiwan: A Cross- Cultural Study*, The Gladys W. and David H. Patton College of Education and Human Services of Ohio University, In partial fulfillment of the requirements for the degree, Doctor of .
12. Sohn, S. (2004). *Quality World Awareness: Placing People Into the Quality World*. *International Journal of Reality Therapy*, Vol. XXII, number

13. Wang YH, Lai Ch Ju, Liao HC. An Investigation of GEPT test Anxiety for Medical University Students in Taiwan. *Journal of College Teaching & Learning*. 2013;10:123-132.
14. Wang, J., Spencer, K., & Xing, M.(2009). Metacognitive beliefs and strategies in learning, Chinese as a foreign language. *Journal of System*,37,46
15. Zeidner M. *Test Anxiety: The State of the Art*. New York: Springer; 1998.