Investigation of the relationship between personality traits, self-efficacy and Internal locus of control with test anxiety the high school student

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Abstract

Introduction: Test anxiety is an unpleasant experience of anxiety for the individual that occur in exam or assessment situation. The present study is designed to investigate the relationship between personality characteristics, self-efficacy, locus of control and test anxiety.

Methods and material: Statistical community included high school students of Abdanan city and 147 students were selected through random sampling method. In order to obtain the required data, four questionnaires were utilized: short form of NEO Personality Characteristics Inventory (Costa & McCrae: 1992), General Self-Efficacy Scale (Sherer et al: 1982), Locus of Control scale(Rotters: 1966) and Test Anxiety scale( Sarason: 1975). For analysis of data, Pearson correlation coefficient, multivariate regression analysis and the Cronbach's alpha method for calculating reliability coefficient were used.

Results: The results showed there was a significant positive correlation between test anxiety and neuroticism (p<0.001) and were significant negative relationship between extroversion (p<0.025), agreeableness (p<0.835), conscientiousness (p<0.0001) and test anxiety among students. Also there was a significant negative correlation between self-efficacy (p<0.001) and internal locus of control (p<0.017) and test anxiety.

Conclusion: Therefore according to the findings, it seems that students who are more neurotic, experience high test anxiety while students who are more extrovert, more agreeable and more conscientious experience low test anxiety. In addition level of self-efficacy and beliefs of internal locus of control among students can predict the level of test anxiety.

Keywords: test anxiety, personality characteristics, self-efficacy, locus of control.
Introduction
Exam-related anxiety is one of the most frequent psychological problems among students in an academic setting. In fact, high pressure and expectations experienced in the school environment might be one of the most reported complaints from students, particularly among adolescents (Anda et al., 2000). Test anxiety, is a general term that refers to a particular kind of anxiety or social phobia that cause people doubt about his ability and its consequent is loss of ability to deal with situations such as exams, situations that puts a person at risk assessment and problem solving are needed(Akbari et al, 2012).
Sarason (1975) believe that test anxiety is a kind of self-preoccupation that is specified with minimization and doubts about individual abilities and often is led to negative cognitive assessment, lack of concentration, adverse physiological reactions and educational failure in individual.
Test anxiety is actually a type of anxiety of evaluation, namely due to the occurrence stage, test anxiety is perception of evaluation or test as threat. Cognitive test anxiety occurs in abnormal conditions (such as the disturbing perception and thoughts unrelated to test) against educational stressors. This abnormal responses to highly stressful situations can lead to a decline in active memory performance (Parks-Stamm, Gollwitzer & Oettingen, 2010).
This is one of the important cognitive and emotional variables that research about it seriously began by Sarason and Mandrel since 1952. Test situation summons two drives: At first, the task-oriented drives are aroused that lead to behaviors for doing tasks. Second: learned anxiety drives are aroused that create two types of behavior and response:
1- Response related to task that people finish the task based on it and reduce their anxiety. 2-Responses and behaviors unrelated to the task will be determined with the feelings and emotions of helplessness, intense physical reaction, anticipation and expectation of punishment or reprimand, low self-esteem and Implicit effort for the release of exam situation(Sarason and Mandler, 1952).
Research has shown that test anxiety is associated with academic achievement and has deleterious effects on attention and emotion and the quality of learning (Perkun, 2004).
Hagtvt, Mann and Sharma (2001) know test anxiety caused by a cognitive assessment and self-evaluation that shows only a small part of a broader assessment. Uneasy students have appraisal wider cognitive of themselves and Test anxiety is part of a broader anxiety that is experienced in the school environment. Research shows that high levels of emotional malfunctions has a direct relationship with decreased of academic performance (Vaez & Laflamme, 2008; Pritchard & Wilson, 2003). Test anxiety can cause a wider consequences such as negative impact on growth of social, emotional and behavioral of students and effect on student’s feelings about themselves and the school (Salend, 2012). Anxiety excessive experience can be lead to emotional or physical distress, difficulty in concentration and emotional concerns. For those who have anxiety experienced, subsequent actions are not arising from mental problems or little academic preparation, but are because of a sense of threat. For students who have anxiety experienced, subsequent actions are not arising from mental problems or little academic preparation, rather are because of creating condition a sense of threat (Sarason, Sarason and Pierce, 1995). By using of the DSM-IV, test anxiety can be classify as social phobia. Social phobia is a marked and persistent fear of social situations or performance in which embarrassment may occur. In order to diagnosis of social phobia, DSM-IV has presented four factors:
1- Anxiety response should be displayed immediate to frightening condition or functional status.

2- The various efforts to prevent social status or social functioning or sometimes its tolerated should be done with extreme fear.

3- A disturbance in normal activities should be experienced because of avoiding from situation and fear associated with the special condition.

4- The symptoms of social phobia should last at least six months (McDonald, 2001).

On the other hand identifying the personality characteristics and scope of its impact on various aspects of personal and social life to deal effectively with the problems of life is undeniable necessity. Personality traits are also an organized and unified set of fairly basic traits in people can affect the test anxiety. Personality traits as an organized collection of relatively stable characteristics of individuals over time that distinguishes the person from another person's, can effect on anxiety (Shampoo, 2003). It is believed that personality traits can effect on the method that people experience stress (Kammeyer-Mueller, Judge & Scott, 2009). Those who have inflexible personality traits and also those who can't make their answer consistent with demand of a special position, don't have life skills and show the worst reaction to live. (Klincke, 2007). Personality traits may affect the strategies of coping by limiting or facilitating of the use of some specific methods (Connor-Smith and Flachsbart, 2007; Corver and Connor-Smith, 2010).

Asghari and colleagues (2012) examined the relationship between personality characteristics and test anxiety with mediation of coping styles and concluded that coping styles and personality characteristics can predict significantly the level of test anxiety. Akbari and colleagues (2012) investigated the relationship between Neo-Five Factor Inventory and test anxiety among students and showed that the components of personality traits have considerably correlation with test anxiety. Also Khosravi & Bigdely (2008) in their study on university students found that different aspects of personality are related significantly to the test anxiety.

Test anxiety, reduces level of individuals performance, effectiveness and their belief about the self-efficacy. So self-efficacy is one of the issues that associated with anxiety Trifoni & Shahini (2011). Self-efficacy of Individual plays sensitive role in the prevention or establishment of behaviors in various positions. Self-efficacy beliefs can predict the behavior desirably, because these beliefs are tools that determine individuals can do what with their knowledge and skills. Mediating role of these beliefs is explain of this issue that why people with similar skills and knowledge, have different performance (Schwarzer & Hallum, 2008).

People who have high anxiety can't really exhibit their efficacy. In other words, people who have low self-efficacy are more anxious. Because these people have no correct positive impression of their own, and this problem leads to anxiety. Self-efficacy beliefs are beliefs about perceived competence of ourselves and believe that Self-efficacy beliefs are beliefs about perceived competence of ourselves and this belief that we can do a task well or at least adequately and appropriately and these beliefs are different in any person (Meredith, Strong & Feeney, 2006).

According to Bandura (2005), self-efficacy has a strong effect on the behavior. For example, a student who has low self-efficacy, perhaps even does not attempt for studying because he believe "this is not helpful". Self-efficacy is not perceived skills, but also It is belief of individual that I want to do the work by my skills in a certain situation. Self-
efficacy associate with an individual's beliefs about the ability to coordinate and unify the abilities and habits to variable and challenging positions. Researches have shown that students who have high self-efficacy, show more desire, effort and endurance in their educated duties (Cassady, 2004) and because they have more confidence in their abilities, experience less test anxiety (Jex & Bliese, 1999; Akbari Boorang & Amin Yazdi, 2009).

Capa & Loadman(2001) found in their study that test anxiety has positive relationship with experience of previous test and negative relationship with self-efficacy of students. Juretic(2008) investigated the relationship between social and test anxiety with self-efficacy and its role in predicting academic success.

Carroll and colleagues(2009) also showed a significant positive correlation between self-efficacy and academic performance.

The concept of locus of control was first introduced by Rotter(1966). LOC (Rotter, 1966) is conceptualized on a dynamic bipolar continuum spanning from internal to external. Locus of control is associated with the manner of search for information in the around environment and ways of processing information about events and life issues(Khoynejhad and colleagues, 1998). Locus of control by any name, feels of efficacy, or locus of control or optimism, is determined by social and environmental factors(Hatami, Mohammadi, Ebrahimi, 2011).

Internal locus of control (ILOC) is Specified by this belief that outcomes of their works are a result of one’s own behavior. Individuals who have an internal locus of control, believe that their successes or failures are direct result from their own behaviors, abilities and functions and related with internal and personal factors. While external locus of control (ELOC) is Specified by this belief that outcomes of their works are a result of fate, luck, or others power that they cannot be dominate on them. Individuals who have an external locus of control, attribute their successes or failures to the external factors except their behavior that cannot dominate on them.

Rastegar, Heidari and Razmi(2013) showed in their research that there was a significant negative relationship between internal locus of control and test anxiety and a significant positive relationship between external locus of control and test anxiety.

Wood's research(2009) examines the relationship between locus of control and academic achievement and showed that students who have an external locus of control, they get lower marks.

Moore(2006), in a study investigated the prevalence of anxiety and locus of control orientation in three groups of adolescents and concluded that more successful students have internal locus of control and more unsuccessful students have external locus of control.

Shepherd and colleagues(2006) investigated the relationship between internal locus of control and academic achievement using a sample of 187 students in grade 8-12. The result of the study showed that students who had higher GPA also had higher scores on internal Locus of control.

In this study was investigated the relationships between personality, self-efficacy and locus of control with test anxiety among high school students. Hence, the hypotheses designed to guide the study include:

1 - There is significant relationship between neuroticism and test anxiety.
2 - There is significant relationship between extraversion and test anxiety.
3 - There is significant relationship between openness to experience and test anxiety.
4 - There is significant relationship between agreeableness and test anxiety.
5 - There is significant relationship between conscientiousness and test anxiety.
6- There is significant relationship between self-efficacy and test anxiety.
7- There is significant relationship between locus of control and test anxiety.

Research methodology
Participants
Due to the nature of issue, this study is a descriptive and analytic study of correlation type. The selected 143 subjects who participated in the study were studying in Abdanan high schools. They were selected through cluster random sampling. The data were collected through standardized questionnaires for all variables. Pearson correlation and Multiple regression analysis were employed to analyze the collected data by using SPSS software.

Instruments
In order to obtain the required data, four questionnaires were utilized:

1- The NEO Five Factor Inventory-Revised (NEO-FFI)
This 60-item, non-timed questionnaire, assesses the Big Five personality factors, namely Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness. Items involve questions about characteristic behaviors or reactions, which are answered on a five-point Likert scale, ranging from “strongly disagree” to “strongly agree”. The manual reports extensive data on the reliability and validity of this inventory (Costa & McCrae, 1992). Study results of McCrae and Costa showed that sub-scales of the short form have satisfactory internal consistency. They reported alpha coefficients between 0.68 for agreeableness to 0.86 for neuroticism (Costa & McCrae, 1995).
Ammanollahifard (2005) by using the Cronbach's alpha method and retest, reliability of this test on 64 participants within two weeks for the five-factor personality (neuroticism, extraversion, openness to experience, agreeableness and conscientiousness) announced respectively 0.78, 0.84, 0.79, 0.80, and 0.82.
Mollahzadeh (2001) by studying on 76 Shahed children within 37 days, calculated the reliability coefficients of test - retest. These coefficients were for neuroticism, extraversion, and openness to experience, agreeableness and conscientiousness respectively: 0/83, 0/78, 0/73, 0.79, and 0.85.
In the present study, Cronbach's alpha was used to determine the reliability of Neo-FFI. The total reliability coefficient was 0.72. These coefficients were for neuroticism, extraversion, and openness to experience, agreeableness and conscientiousness respectively: 0.68, 0.81, 0.50, 0.60, and 0.82.

2- General self-efficacy (GSE)
Sherer General self-efficacy scale (Sherer et al., 1982) is a Likert format scale with 17-items. Sum of item scores reflects general self-efficacy. Sherer et al. developed the GSE scale to measure “a general set of expectations that the individual carries into new situations” (p. 664). This scale has was primarily developed for clinical and personality research. Later it has also been used in organizational settings.
Obtained reliability coefficient for GSE in study of Askari, Kahrizi and Kahrizi (2013) was 0/78. Calculated Cronbach's alpha coefficient for total questions in study of Akbarboorang and Aminyazdi (2009) was 0.96. In two of their studies using samples of university students and managers. Chen, Gully and Eden (2001) reported high internal consistency reliability for...
SGSES respectively 0.88 to 0.90. In the present study, Cronbach's alpha was used to determine the reliability of SGSES was 0.80.

3- locus of control
Rotter (1966) introduced the concept of locus of control for the first time, which explains the individual’s perception of his/her ability to execute control over the surrounding environment. The researchers believe that locus of control should be considered under a multidimensional structure and internal locus of control should not be examined as two connected items, but these two concepts are independent and should be investigated separately (Chen et al., 2001). Researchers declare that there is a significant relationship between locus of control and academic improvement. Those with the internal locus of control are more successful in comparison with those with the external locus of control. However, there is more possibility of dropout for those with the external locus of control (Aremu, 2009). Rotter's Locus of Control Scale, is a self-evaluation scale with 29 questions That all questions have two types of answer (A and B) about important social event. 23 Questions measures source control and six Questions are neutral and are chosen to hide a target scale.

In the research of Kooranian, Khosravi and Esmaelil (2008) was obtained the correlation coefficient between two tests 0.87 by using test-retest method. In Chalvin and colleagues research (2000) Cronbach's alpha coefficient was reported 0.87. In the present study, Cronbach's alpha was used to determine the reliability of LOC was 0.80.

4- Test Anxiety scale
Sarasin’s (1975) Test Anxiety Scale (TAS) was used as the research tool to determine the students’ degree of test anxiety. Sarasin’s (1975) TAS is a Likert scale with 37 items which reflect the multi-componential aspects of test anxiety (Zeinder, 1998). The items are based on the evidence that test anxiety is composed of test-relevant and test-irrelevant thinking. Responses range from 1 (completely disagree) to 5 (completely agree). For each item, the highest degree of anxiety receives five points and the lowest, one point. Students’ scores can range from 37 to 185. The greater number is the stronger degree of test anxiety. Cronbach's alpha coefficient of TAS was showed 0.90 by Aydin, Karakuza and Elkilik (2009). Burgucu, Han and Engin (2011) calculated Cronbach's alpha coefficient 0.88. In the present study, Cronbach's alpha was used to determine the reliability of TAS was 0.73.

Data Collection
The present study was conducted during the class time in the first semester of the school year 2014-2015. The questionnaires with instructions were distributed among the participants by one of the researchers. Participants were given 35 minutes time to answer the questionnaires. They were informed that the information would be used for research purposes and they were assured that they will be kept completely confidential. The quantitative findings of the data analyzed using SPSS 18.0 and interpreted using descriptive and inferential statistics. Pearson correlation coefficient, Multiple regression analysis and the Cronbach's alpha method for calculating reliability coefficient were used to detect the correlations between the subject variables. In this study was used 0.05 as the significance level.
Results and Discussion
The findings of this study included descriptive statistical indices such as mean, standard deviation and Cronbach's alpha for all variables in this study are presented in Table 1.

Table 1: Descriptive Statistics of the variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>means</th>
<th>standard deviations (SD)</th>
<th>Cronbach's alpha α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuroticism (N)</td>
<td>33.69</td>
<td>5.59</td>
<td>0.68</td>
</tr>
<tr>
<td>Extraversion (E)</td>
<td>43.10</td>
<td>6.63</td>
<td>0.81</td>
</tr>
<tr>
<td>Openness (O)</td>
<td>35.72</td>
<td>4.98</td>
<td>0.50</td>
</tr>
<tr>
<td>Agreeableness (A)</td>
<td>41.29</td>
<td>5.44</td>
<td>0.60</td>
</tr>
<tr>
<td>Conscientiousness (C)</td>
<td>44.57</td>
<td>6.32</td>
<td>0.82</td>
</tr>
<tr>
<td>General Self Efficacy(GSE)</td>
<td>58.26</td>
<td>8.13</td>
<td>0.80</td>
</tr>
<tr>
<td>Internal Locus Of Control(ILOC)</td>
<td>12.66</td>
<td>2.12</td>
<td>0.80</td>
</tr>
<tr>
<td>Test Anxiety(TA)</td>
<td>18.45</td>
<td>3.29</td>
<td>0.73</td>
</tr>
</tbody>
</table>

As can be seen in Table 1, Cronbach's alpha coefficient of all scales was calculated 0.50 to 0.82 that showed the reliability of these scales were acceptable. These data has been collected from responses of 143 high school students (n=143) to questions of instruments of this research.

Table 2: Simple correlation coefficients between personality characteristics and test anxiety

<table>
<thead>
<tr>
<th>criterion variables</th>
<th>predictor variable</th>
<th>correlation coefficient (r)</th>
<th>level of significant (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Anxiety(TA)</td>
<td>Neuroticism (N)</td>
<td>0.26</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Extraversion (E)</td>
<td>-0.20</td>
<td>0.025</td>
</tr>
<tr>
<td></td>
<td>Openness(O)</td>
<td>-0.01</td>
<td>0.835</td>
</tr>
<tr>
<td></td>
<td>Agreeableness (A)</td>
<td>-0.27</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Conscientiousness (C)</td>
<td>-0.30</td>
<td>0.0001</td>
</tr>
<tr>
<td></td>
<td>General Self- Efficacy(GSE)</td>
<td>-0.26</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Internal Locus Of Control(ILOC)</td>
<td>-0.20</td>
<td>0.017</td>
</tr>
</tbody>
</table>
As table 2 indicates there is a positive significant relationship between neuroticism and test anxiety of students \((r = 0.26, p = 0.001)\). In other words, the increase in neuroticism can lead to increasing of test anxiety of students. Therefore the first hypothesis is confirmed.

Also there is a negative significant relationship between extroversion and test anxiety of students \((r = 0.20, p = 0.025)\). In other words, extroversion increase of students has been associated with decreased of test anxiety. Therefore the second hypothesis is confirmed.

According to table 2, Unexpectedly there isn't significant negative relationship between openness to experience and test anxiety among students \((r = -0.01, p = 0.835)\). Thus the third hypothesis isn't confirmed.

Furthermore, there is a negative significant relationship between agreeableness and test anxiety of students \((r = -0.27, p = 0.001)\). In other words, agreeableness increase of students has been associated with decreased of test anxiety. Therefore the fourth hypothesis is confirmed.

As can be seen in table 2, there is a negative significant relationship between conscientiousness and test anxiety of students \((r = -0.30, p = 0.0001)\). This means that increase conscientiousness can lead to decreasing of test anxiety of students. Therefore the fifth hypothesis is confirmed.

In table 2 showed a negative significant relationship between self-efficacy and test anxiety of students \((r = -0.26, p = 0.001)\). In other words, increase of self-efficacy has been associated with decreased of test anxiety. Therefore the sixth hypothesis is confirmed.

Also there is a negative significant relationship between internal locus of control and test anxiety of students \((r = -0.20, p = 0.017)\). Therefore the seventh hypothesis is confirmed.

The second stage of this research analysis is determining of multiple correlation coefficients between the predictor and criterion variables (Regression Analysis), which aims to predict changes that occur in one or more of the dependent variables (criterion) with respect to the independent variables (predictor). The results of the regression analysis are summarized in Table 3. In the simultaneous entry method, all predictor variables enter in analysis at the same time, but in stepwise method, the first variable is entered into analysis based on highest zero-rank correlation with the criterion variable. Since then, other variables are entered into analysis based on the partial correlation coefficients (denotative) and semi-partial (semi-denotative). In this method after the arrival of each new variable based on the denotative and semi-denotative correlation coefficient, all variables that have been previously were entered into the equation are reviewed as the last input variable and they must be removed of the equation if they lose their significance with entering of new variables.

**Table 3: Multiple correlation coefficients between the predictor variables and test anxiety by using simultaneous entry and stepwise method**

<table>
<thead>
<tr>
<th>method</th>
<th>predictor variables</th>
<th>R</th>
<th>R²</th>
<th>F</th>
<th>p</th>
<th>β</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simultaneous</td>
<td>Neuroticism (N)</td>
<td>0.14</td>
<td>1.70</td>
<td>0.091</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extraversion (E)</td>
<td>-</td>
<td>0.05</td>
<td>-0.595</td>
<td>0.553</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As presented in Table 4, regression to predict students' test anxiety according to the personality characteristics, self-efficacy and internal locus of control is significant. Thus the eighth hypothesis is confirmed. The R² value indicates that we can explain 18% of the variance of students’ test anxiety by the variables of research (%R² = 0.18, p= 0.0001). Beta coefficient for internal locus of control is 0.16(β=0.16, p= 0.038) and can be negatively and significantly predict students' test anxiety. Stepwise regression analysis showed that the conscientiousness, internal locus of control and neuroticism can predict respectively test anxiety of students.

**Discussion and conclusion**

Results of this research showed that there is a positive significant relationship between neuroticism and test anxiety of students. Many researches have showed the positive significant relationship between neuroticism with test anxiety(Akbari et al, 2012; Khosraviand Bigdely, 2008) and academic success (Tabe Bordbar, 2012).
High neuroticism people avoid of life challenges due to their low self-esteem and emotional instability (Haghshenas, 2006). People who are neurotic have some distinctive features such as fear, sadness, arousal, Anger, weaker degree of compliance with the others and situations, unstable emotion and less skill for solving problem. They feel high stress in evaluation time and cannot use of their abilities. Decrease of their performance leads to more anxiety and this problem create the vicious cycle.

Also negative significant relationship between extraversion, agreeableness and Conscientiousness with test anxiety. These results coordinate with researches of Akbari et al, (2012); Asghari et al( 2012), Kooshki, Hooman and Yarmohmmadi(2009) and Chamorro-Premuzic and Furnham( 2002).

Extraverts and introverts also differ in parameters of information-processing such as speech production, attention and reflective problem-solving (Zeidner and Matthews, 2000). Extraverts may experience high levels of satisfaction in the workplace due to their ability to experience optimal levels of stimulation in the social environment(Lim, and Ployhart, 2004). Extroverts might benefit from more social interaction and support to overcome stressful situations.

Six facets defined the trait that is often referred to as agreeableness: trust in other individuals, straightforward and honest communication, altruistic and cooperative behavior, compliance rather than defiance, modesty and humility, as well as tender, sympathetic attitudes (Costa & McCrae, 1992). Agreeable people may often be high-performing individuals due to their willingness to adapt to and understand their environment. Agreeableness people can easily adapt themselves with environment and others. Thus, they can easily coordinate themselves with stressor circumstances such as examination.

Conscientiousness has consistently been found to predict academic achievement from preschool through high school(Noftle & Robins,2007), the postsecondary level(O’Connor and Paunonen, 2007) and adulthood(Shiner, Masten and Roberts, 2003). Conscientiousness measured in school children was found to predict academic achievement at age 20 and eventual academic attainment at age 30(Shiner and Masten,2002). This factor predicts college grades even after controlling for high school grades and SAT scores(Conard, 2006; Noftle and Robins,2007) suggesting it may compensate for lower cognitive ability (Chamorro-Premuzic and Furnham, 2003). High Conscientiousness may be associated with personal attributes necessary for learning and academic pursuits such as being organized, dependable and efficient, striving for success and exercising self-control.

In present study unexpectedly isn't found relationship between openness and test anxiety and this is not coordinate with researches of Akbari et al, (2012); Asghari et al( 2012) and Kooshki, Hooman and Yarmohmmadi(2009). In the explanation for this result could be argued that students in larger cities may have more opportunities to search their inner and outer experiences and exposure to new experiences is more common in such environments. This study was conducted in a small town. In these towns, many opportunities for to experience different things are not given to the students. Lack of proper encouragement to try new experiences, lack of appropriate equipment for the development of creativity, tendency to convergent methods for problems solving probably can be reason of this different result.

Another result of this research is a negative significant relationship between self-efficacy and test anxiety of students. These results coordinate with researches of Yari and Golestanibakh(2012); Yari and Nikmanesh(2011); Akbaryboorang and Aminyazdi ( 2009); Hsu, Wang and Chiu(2009).
Self- Efficacy is a constructive ability by which cognitive, social, emotional and behavior skills are structured efficiently. In his point of view, knowledge, abilities and experiences cannot predict future functions of someone, but his/her believes in his/her abilities are determine his/her performances (Bandura and Locke, 2003). People who are hesitant about his ability, wrongly evaluate their own and abilities. They use less than others of their skills in stressful situations. As a result, they lose the ability to solve problems and their anxiety level increases.

Also, results of this research showed that there is a negative significant relationship between internal locus of control and test anxiety. This result coordinate with researches results of Rastegar, Heidari and Razmi(2013); Bakhtiar Poor, Hafezi and Behzadi Sheini(2010); Moore(2006); Carden and Moss(2004). People who have an internal locus of control, attribute any things, good or bad , to themselves. Introverts investigate their traits and performances for justification of his life achievements. They usually accept responsibility of any action that they are doing(Mc Graw, 2001).

Individuals with a strong events in their life derive primarily from their own actions: for example, when receiving test results, people with an internal locus of control tend to praise or blame themselves and their abilities. People with external locus of control tend higher to praise or blame external factors such as the teacher or the test.

**Study limitation**

This study was conducted in the beginning of the school year and the exams had not started at that time. Thus students probably have not expressed real anxiety that are showing in exam time. So it is better that such researches do in time that closer to the exam.
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