

Test-Anxiety-Provoking Stimuli Among Undergraduate Students

***Ammara Numan and Syeda Salma Hasan PhD**

Department of Psychology, Government College University, Lahore,
Pakistan

The current study was conducted to explore the test-anxiety-provoking stimuli among undergraduate students. Hierarchy of these stimuli according to their intensity was also aimed to establish. Sample comprised of 120 undergraduate students (49 men and 71 women) having an age range of 19 to 21 years ($M = 19.77$, $SD = .82$) was drawn from a public university through purposive sampling technique. Open ended questionnaire was used to collect data. Responses obtained on the questionnaire were analyzed. Frequency count and bar charts were used to make a hierarchy of the least to the most test-anxiety-provoking stimulus. The findings indicated that students experience extreme level of test anxiety just prior to the performance phase. By using multidimensional scaling two dimensions of test-anxiety-provoking stimuli emerged i.e. prior to performance versus performance phase and appraisal versus reappraisal. Implications of the study and suggestions for further research were discussed.

Keywords. Test anxiety, stimuli, multidimensional scaling, appraisal, reappraisal