Abstract

The current study aimed to explore the psychosocial determinants of test and examination anxiety in university students with the help of cross sectional survey design. It was hypothesized that academic self-efficacy and learning strategies would likely to be negatively related to test anxiety. Moreover, academic self-efficacy and learning strategies would likely to predict test anxiety. Furthermore, gender and marital status would likely to predict test anxiety. Sample consisted of three hundred and one of university students (N=301) with the age range of 18-26 years (M= 22.60, SD= 1.01). Purposive sampling technique was used to collect data. Test anxiety was measured by using Test and Examination Anxiety Measure (Taylor & Brook, 2015), academic self-efficacy was measured by Academic Self-efficacy Scale (Gafoor & Ashraf, 2006) and learning strategies was measured by Motivated Strategies and Learning questionnaire Manual (Pintrich & De Groot, 1990). The result of Pearson correlation revealed that academic self-efficacy and rehearsal showed negative, weak and significant correlation with test anxiety. Similarly, critical thinking learning strategy has positive weak and significant correlation with test anxiety. Hierarchical regression analysis showed gender, marital status and four learning strategies like organization, time and study environment and peer learning negatively predicted test anxiety. Results of multivariate analysis of variance (MANOVA) showed that the main effect of gender was significant on test anxiety and male students had more test anxiety as compare to female students. Main effect of family system was non-significant.