

The Impact of Testing Environment on Test Anxiety

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Abstract

Test anxiety is a frequently occurring phenomenon amongst test takers across all levels of education, as well as in other environments where individuals are examined. This variation of anxiety may have debilitating effects on an individual's performance when taking a test or otherwise being examined (Mascret et al., 2021). The purpose of this study is to examine the effects of testing environments on test anxiety, as well as how other distress factors may contribute to one's test anxiety. It was predicted that large-scale testing environments, such as common exams and large classrooms, would be associated with higher test anxiety. Additionally, it was predicted that anxiety (as measured by the DASS-21), would be associated with test anxiety. 339 students' responses were collected via the SONA and REDCap systems, and 191 of these responses were deemed acceptable for analysis. The data were analyzed to determine student ratings of dimensions of testing environments and their association with test anxiety. In addition, whether test anxiety differed significantly based on levels of depression, anxiety, and stress was examined. The hypotheses were partially supported, with common exams and large classrooms being rated as the most-stressful/least-preferred testing environments. However, stress had the strongest significant correlation with test anxiety in comparison to the other distress factors. Implications for future research are discussed.

CHAPTER I

INTRODUCTION

Exams are one of the most influential factors in a student's academic career; they are ever occurring, typically quite challenging, and always affecting their ability to pass courses and graduate. Oftentimes in academia, students experience intense feelings of psychological and emotional distress prior to and during periods of examination in their courses. Although most students spend countless hours studying for their exams, lab practicals, and presentations, all of this preparation may seem futile when the stress of an exam becomes detrimental to their performance. While exams are stressful to most students, some experience a phenomenon best known as "test anxiety."

Test-anxiety has been defined as "... a performance-debilitating form of anxiety," which as one might imagine, is evoked when individuals are subjected to testing (Mascret et al., 2021, p. 1). This form of anxiety affects individuals of a variety of age ranges, and it expands beyond the classroom setting, encompassing work-related tests and other forms of testing as well. Cahalan (2009) who examined test anxiety among students in primary education identified several significant predictors that should be studied amongst older age groups. Her research suggests that some parental behaviors, classroom cohesiveness/friction, students' perceptions of self-competence, and students' achievement orientations were all predictors of primary school students experiencing test anxiety.

Given the prevalence of test anxiety among students in primary school, it is important to consider how it continues to affect students as they progress into secondary and higher education. Further research should be conducted to examine the effects of test anxiety in older student groups, as well as what predictors and treatments exist for people in these groups.

CHAPTER II

LITERATURE REVIEW

Test Anxiety

Test anxiety has grown increasingly popular in psychological research over the past two decades. Most of this research focuses on defining test anxiety, identifying when and where it occurs, and what treatment options are effective. Mascret et al. (2021) identified five different dimensions of test anxiety: worry, test-irrelevant thinking, tension, bodily symptoms, and perceived control. They found that the participants identified themselves as experiencing test anxiety most frequently in an educational setting, and that school self-esteem and achievement goals are common predictors of students experiencing test anxiety. This information is valuable to the field of academics as professors work to find methods for preventing students from feeling test-anxiety, while still being able to test their knowledge in an academic setting.

Along with defining test anxiety, research has also studied how this phenomenon manifests itself in those who experience it. For example, one study examined 50 eighth graders for four different expressions of test anxiety, which included affective, cognitive, motivational, and physiological test anxiety (Roos et al., 2022). During their research, they used self-reports and a variety of physiological sensors to measure symptoms of test anxiety in the children, and they found that higher perceived control was predictive of lower levels of anxiety. This finding supports the notion that there are effective measures for reducing test anxiety at an individual level. However, it would likely be more beneficial to find a mass-scale solution to combat this issue, such as creating a stress-free environment in which students could take their exams.

The high rate of prevalence of test anxiety amongst students further demonstrates why there has been an increase in the popularity of test anxiety studies. Some research indicates that

up to 40% of students develop test anxiety when faced with testing situations (Plante et al., 2022). In this study, nearly 1,600 Canadian students were asked to fill out questionnaires in regard to their sense of test anxiety during their transitional year from primary to secondary school, and results indicated that there is a rather wide variety of students who are susceptible to developing test anxiety. Considering that such a large number of students are prone to developing this harmful form of anxiety suggests that further action must be taken to develop testing methods that do not invoke this phenomenon.

In order to measure test anxiety, several scales have been created to examine the wide range of symptoms that students who suffer from this mental health affect may demonstrate. One commonly used scale is the Cognitive Test Anxiety Scale (CTAS), which utilizes general worry, freezing up, and fear of failure as measures of test anxiety (Németh et al., 2022). These researchers claimed that cognitive test anxiety should be identified as a trait of generalized anxiety. By creating and validating these measures, other researchers can utilize these scales to further investigate test anxiety. The results of the Németh et al. (2022) study also widen the window for further investigation into test anxiety as a cognitive trait that some individuals develop during their lifetimes.

Furthermore, there have been several other cognitive factors that were identified as predictors for test anxiety. Test-irrelevant thoughts and lack of confidence are cognitive factors that contribute to a student's reduced performance as a result of test anxiety (Schillinger et al., 2021). As mentioned previously, test anxiety effectively decreases students' performance on examinations, which makes the fight against test anxiety all that more important. Test anxiety essentially nullifies data presented by students' test scores, because they could know and

understand the required information much better than the results of an anxiety-inducing test might demonstrate.

Combining the knowledge presented by the aforementioned literature, it is evident that test anxiety is a threat to students' success in the classroom. Test anxiety negatively affects students' performance and their thoughts regarding their own knowledge and capabilities. It is vital to academia that further action be taken to address test anxiety at the individual and group levels, and two of the most important steps are to determine how this adverse effect occurs, and where it occurs most commonly.

Additionally, examining treatment options that would prevent or at least mediate test anxiety would be beneficial to academics. Prior research has shown that practicing mindfulness, muscle relaxation, and focused breathing are all effective strategies in reducing test anxiety (Keptner et al., 2021; Szöllősi et al., 2017). Furthermore, there are other sensory-based techniques, such as using a weighted lap object, which help to decrease test anxiety (Keptner et al., 2021). These solutions for reducing test anxiety are both easy to engage in and practical for students who experience this adverse mental health dilemma. While finding these effective treatments is significant, more emphasis should be placed on what specific factors promote test anxiety. This data would offer more opportunities to find new treatment options and preventative measures.

Test Anxiety & Testing Environments

Testing environments may affect individuals' test anxiety in academics. For example, one study analyzed neuroticism and its effects on test anxiety by means of students' awareness of others in their testing environment (Malone & Bertsch, 2016). What these researchers found was that although neuroticism does not completely moderate one's control over symptoms of test

anxiety, it did lead to students demonstrating negative self-judgement by comparing their work to the work of others in these environments. In a testing environment with many other test-takers, it is likely that individuals may be affected by others completing their exams faster or receiving higher scores than the individual. This behavior can lead to the expression of symptoms of test anxiety, which may suggest that individuals who struggle with test-anxiety should test in solitary environments.

Another dimension of the testing environments is the formatting of the tests that students may encounter. There are paper exams, oral exams, digital exams, and many other options, all of which can be administered either in-person or asynchronously. One recent study examined 74 students who were tested using a computer-based format (Harley et al., 2021). Using self-report surveys, they found that the students reported lower levels of negative emotions while taking the test online in comparison to how they would feel if they took the test in a different format. Similar to the Malone and Bertsch (2016) study, this research supports that test anxiety may be moderated by different testing environments, although their focus was more on the format of the exam rather than the physical environment of the testing setting. However, it could be argued that taking a test through a computer-based format creates a different environment when compared to taking a test on paper in the same physical environment.

Based on previous results, it is evident that different testing environments are likely to affect students' experiences with test anxiety. One study examined different school environments, test anxiety, and learning styles among secondary school students; they then found that all three variables were predictors of learning outcomes, but that test anxiety was the most significant predictor (Ogundokun, 2011). The researcher additionally promoted counselling practices as possible resolutions to these three variables and their effects on learning outcomes.

Although this solution is effective, it focuses on the individual level rather than functioning as a mass-scale solution to the issue at hand, similar to most of the other treatment options that have been identified so far.

Unfortunately, there is very little research into how or why testing environments may affect testing anxiety. As stated previously, much of the research involving test anxiety attempts to explain its symptoms, possible indicators and predictors of the phenomenon, and possible remedies for adverse symptoms. However, gathering data in regard to the impact of testing environment on a student's level of testing anxiety, as well as their performance, would be valuable in providing more practical solutions to this issue.

Current Study

The current study aims to answer several questions in relation to how testing environments might affect students' reported levels of test anxiety. It was predicted that large testing environments would be associated with higher test anxiety, and that overall anxiety would be associated with test anxiety. This research was conducted via self-report survey, with the goal of determining whether different testing environments at a local college campus are associated with levels of test anxiety. The study also examined students for symptoms of other types of distress, in the form of depression, general anxiety, and stress, in order to determine whether test anxiety is associated with other forms of distress.

CHAPTER III METHODOLOGY

Participants

Over the course of three months, 339 survey responses were collected via the REDCap survey system. All surveys were reviewed to ensure acceptable data quality. This review identified incomplete responses, respondents who completed the survey in an inappropriately brief time, and respondents who demonstrated response bias (e.g., endorsing the same responses across all items). A total of 191 responses were kept for analysis. Of the 191 responses, the mean age of participants was 19.80 (18 to 37 years), and the sample was predominantly White (80.11%). All of the participants in this study were recruited via the SONA research system administered by the Psychology Department of Oklahoma State University. Each participant was at least 18 years of age, living in the United States and fluent in English. They were also currently enrolled at the university at the time of the study and had previously taken a minimum of one exam at the university prior to completing the survey.

Measures

Demographics Form

Participants completed a general demographics form assessing age, ethnicity, and gender.

Introductory Questionnaire

This questionnaire was created to ensure that the participants had met the basic requirements of the study before they continued with the survey, while simultaneously addressing possible confounding factors. This set of questions affirmed that the participants actively attended Oklahoma State University, had previously taken an exam at the university, as

well as whether the participants received testing accommodations or were clinically diagnosed with an anxiety disorder in the past.

DASS-21

The DASS-21 is a well-known self-report survey that aims to identify symptoms of depression, anxiety, and stress that participants had felt within the past week prior to taking the survey (Marijanović et al., 2021). The survey consists of 21 items that are rated on a scale of 0-3, 0 being “Did not apply to me at all” and 3 being “Applied to me very much, or most of the time.” More specifically, these statements address the patients experiencing psychological and physiological symptoms of adverse mental states, such as trembling of the hands, inability to think positively, dryness of the mouth, etc. Three scores are calculated (Depression, Anxiety, and Stress), and each score ranges from 0 to 42 with higher scores indicating higher levels of symptoms.

Preliminary Testing Questionnaire

This questionnaire was created specifically for this study, as it addresses several common questions that could be asked about students’ experiences with examinations. Several of the topics that this question set covers include testing preferences (online or on paper, open-note or closed-note, and proctoring), whether the participant believes that the testing environment affects their performance or attitude, and how the participant feels about other test-takers finishing before them. These questions aim to explore the participants’ general feelings about test-taking prior to examining their feelings about each type of testing environment they might encounter at OSU.

Testing Environment Questionnaire

The Testing Environment Questionnaire (TEQ; see Appendix A) contains several items that were developed by the lead researcher for the sake of this study; each of which were made in consideration of the different testing environments that students encounter at Oklahoma State University. Each section begins by asking if the student has taken an exam in the listed setting, as well as whether the test was on paper or online. They then break down into specific questions as they relate to the respective environment in question, as well as some shared questions that address the student's level of comfort in said environment. The purpose of these items was to have the participants identify the level of test anxiety when taking exams in each of these different environments.

Common Exams

This section of the TEQ relates to common exams, which are mass-scale examinations that approximately 75 or more students take outside of regular class time along with students from other sections of the course. In this question set, participants were asked six specific questions in regard to their experience with this environment. These questions covered the students' levels of comfort in this setting, as well as their level of anxiety when they are in large groups or when taking this type of exam.

Large Classroom

These exams are still held in large classroom environments; however, they generally test fewer students at the same time in comparison to common exams (approximately 40-75 students). They also usually occur in the same classroom and at the same time as the class itself. The five questions in this section ask students about their feelings of anxiety in relation to being

in large groups and testing in a large classroom, similar to the questions in the Common Exam section.

Small Classroom

These types of exams occur on a much smaller scale than both large classroom and common exams. Typically, this setting contains approximately 40 or fewer individuals. The four questions in this section ask students about their opinions on testing in a small classroom, being in a small group, and being in a large group.

Testing Center

The testing center allows students who have accommodations, or prefer to use the service, to test in small groups or individual environments. The testing center also provides additional accommodations to those who need them. Generally, utilizing the testing center is expected to reduce levels of stress and anxiety during test-taking while providing appropriate assistance to those who need it. The six questions in this portion of the TEQ concern participants' opinions on testing inside a classroom, their need to be in a distraction-free environment, testing at home, and testing with multiple proctors (such as in a large classroom or common exam). The participants were also asked to identify whether they were utilizing the testing center for personal preference or accommodations if they were comfortable sharing that information.

Take-Home Exam

Occasionally, students have the opportunity to take exams at home (off-campus) rather than in a designated testing environment. In this instance, participants were asked a total of five questions; some of which were similar to previously asked questions about their feelings of anxiety in the setting, and others which were more specific to test taking at home. The

participants were also asked if the exam was proctored since it was taken off-campus. The latter question is particularly significant as proctors can influence one's levels of anxiety during test-taking.

Procedure

Prior to participant recruitment, the several survey sections that were unique to the study were created and the complete survey was developed on REDCap before being shared to the Oklahoma State University IRB, along with additional researcher information. After review and approval by the IRB, the study was published to the SONA recruitment system and students at OSU were able to sign up to take the survey on their own time before the end of the Fall 2022 academic semester.

A total of 339 responses were collected via REDCap, and 191 were retained after quality checking the data. The participants elected to join the study after being presented with a brief description of its methodologies and purpose on the SONA webpage, along with the approximate amount of time that the survey would take to complete (10-30mins). After signing up for the study, participants were provided with a weblink to the REDCap survey system, which guided them through the several sections of the survey. These survey sections included the consent form, demographics section, introductory questionnaire, DASS-21, preliminary testing questionnaire, and the TEQ, which contained a subsection for each unique testing environment at OSU.

Upon completion of the survey, the participant data and responses were evaluated to ensure that the participants accurately, appropriately, and fully completed the survey before they were awarded 0.5 SONA credits. Those who did not complete the survey correctly per researcher standards were notified and not provided with the credit.

CHAPTER IV
RESULTS

The data collected by the DASS-21 revealed that 60.7% of respondents scored above the threshold for elevated depression, 65.4% scored above the threshold for elevated anxiety, and 63.4% scored above the threshold for elevated stress. This percentage is higher than expected as typically only about 30% of individuals score in the clinical range (Marijanović et al., 2021).

On the TEQ the majority of students rated that the test setting affects both their attitudes and their performance when taking exams. The respondents also rated common exam and large classroom settings as the least-preferred and most-stressful testing environments. See Figures 1-4.

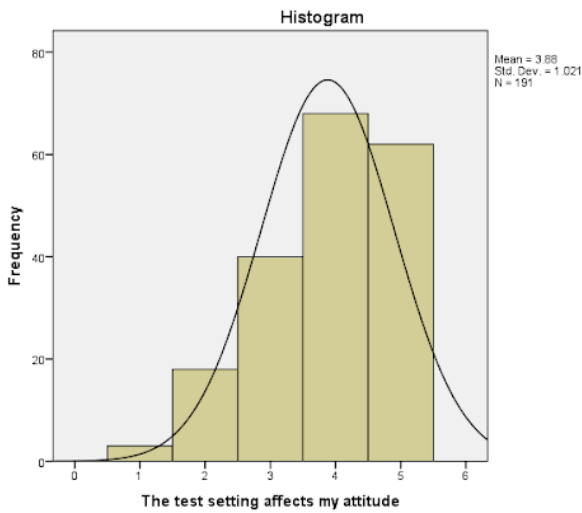


Figure 1: Responses to setting affecting attitude

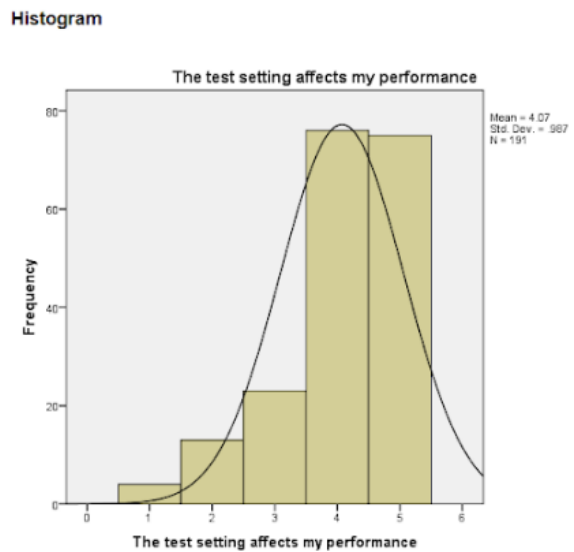


Figure 2: Responses to setting affecting performance

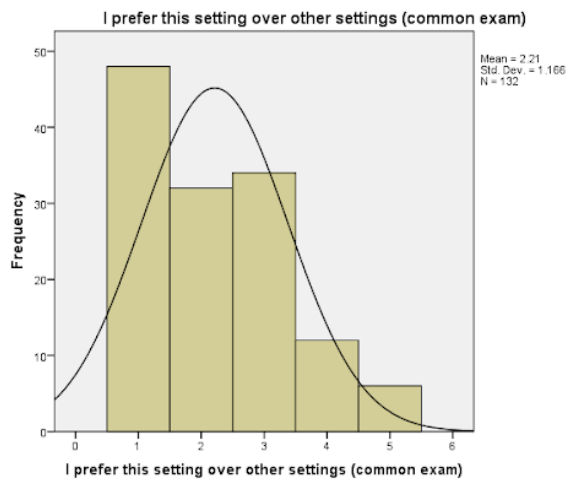


Figure 3: Preference towards Common Exams

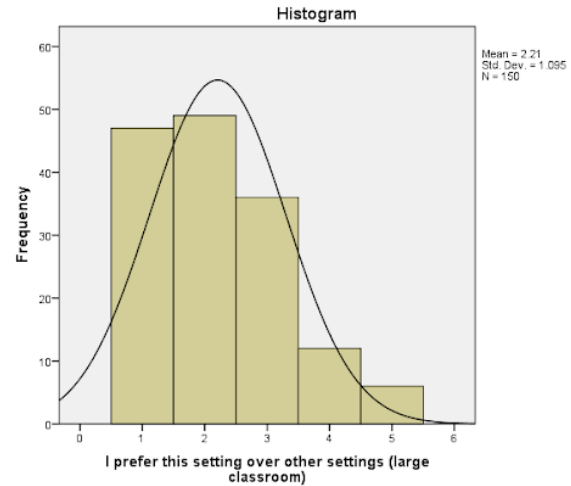


Figure 4: Preference towards Large Classrooms

Next, Pearson product-moment correlations were calculated between test anxiety scores, and scores on the DASS-21. These are presented in Table 1. DASS Depression, Anxiety, and Stress scores were significantly correlated with test anxiety ($r(189) = .344, .341, .473; p = .01$). Stress was identified as having the strongest significant positive correlation ($r(189) = .47, p = .01$) with test anxiety when compared to other distress factors. However, both depression ($r(189) = .34, p = .01$) and anxiety ($r(189) = .34, p = .01$) were also significantly positively correlated with test anxiety.

Test anxiety scores served as the dependent variable, and participants were assigned to high versus low groups based on DASS Depression, Anxiety, and Stress scores (independent variables). This was a 2 (level of distress: low vs high) by 3 (type of distress: depression vs anxiety vs stress) mixed design and an analysis of variance was completed. There were no significant main effects of level of distress or of type of distress, nor were there any significant interactions. See Figures 5-7.

	Depression (DASS-21)	Anxiety (DASS-21)	Stress (DASS-21)
Test Anxiety	.344**	.341**	.473**
Depression (DASS-21)	X	.571**	.659**
Anxiety (DASS-21)	X	X	.752**
Stress (DASS-21)	X	X	X

Table 1: Pearson correlations between Test Anxiety, Stress, Depression, and Anxiety

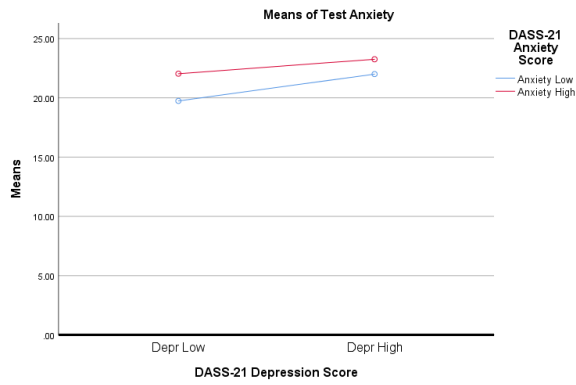


Figure 5: Interaction effects of Depression & Anxiety

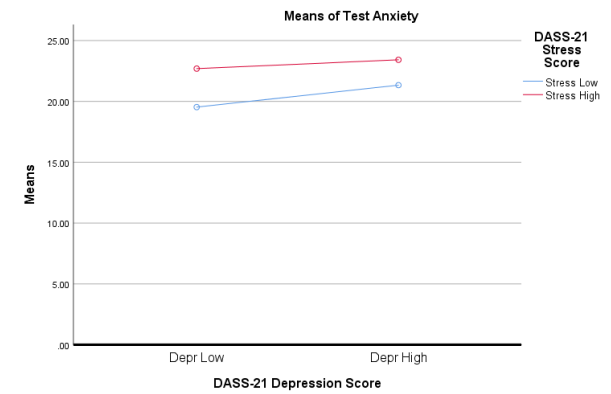


Figure 6: Interaction effects of Depression & Stress

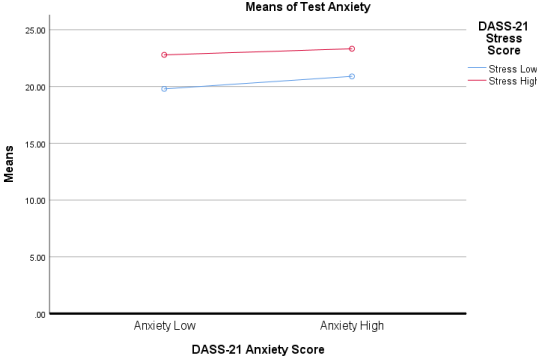


Figure 7: Interaction effects of Anxiety & Stress

CHAPTER V

DISCUSSION

The purpose of the study was to examine how testing environments and overall distress are associated with test anxiety in college students. Common exams and large classroom settings were predicted to be associated with higher test anxiety, and overall anxiety was predicted to be associated with test anxiety. Ultimately, the hypotheses were partially supported, as common exam and large classroom settings were reported to be the most-stressful/least-preferred environments. While overall anxiety was significantly associated with test anxiety, depression and overall stress were also significantly associated with test anxiety. This is consistent with the results of the ANOVA, in that there were no significant main effects of type of distress on test anxiety regardless of level of severity of distress. These findings suggest that dimensions of the testing environment may have the greatest impact on students' test anxiety. Large-scale settings such as common exams and large classrooms appear to have the most negative effects on students which is linked to test anxiety and likely decreases their performance.

Prior research about test anxiety emphasizes the effects that test anxiety has on test-takers, or how different treatments options fare for those who experience test anxiety. However, there are some instances in which other studies demonstrate similar findings to the current study. One study reported that approximately one-fifth of college students experience test anxiety, and they reported that self-esteem, perceived difficulty, and test consequences were predictors of test anxiety (von der Embse et al., 2017). The three factors of distress that were analyzed in the current study are likely associated with self-esteem, each of which demonstrated similar correlations with test anxiety. Additionally, the current study also suggests that test anxiety is even more prevalent at the university-level, however, this is based on self-reports rather than

official diagnoses. It is possible that students who had higher test anxiety were more likely to participate in this study, thus leading to the unexpectedly high elevated levels displayed by our sample.

Another study highlights standardized testing as a source of test anxiety, however, their study focused more on the use of play, teamwork, and other alternatives to reduce test anxiety (Lobman, 2014). Although this research does not directly relate to testing environments and test anxiety, it does highlight other important aspects of test anxiety that make novel contributions to this area of study. It also suggests that standardized testing promotes test anxiety, and the current study supports this discovery via student responses about their testing environments and the types of tests that they took (all of which are some form of a standardized test).

Overall, there were several limitations to this study, with the most significant one being that the Testing Environment Questionnaire (TEQ) was uniquely developed for this study. Although the questionnaire functioned appropriately and provided the researchers with an effective measurement of students' test anxiety, it is difficult to state that these measurements were both reliable and valid without other research confirming this scale's ability to measure test anxiety. Future research in regard to the reliability and validity of this measure would be beneficial. Other limitations to the study include the possibility that respondents would answer differently if the survey were conducted in-person rather than online, as well as the fact that the sample was predominantly White and female. However, the online survey was most effective for recruiting and sampling a large number of students at the university, and this particular institution is located in an area that has a majority-White population. Including a more ethnically diverse sample in future research would better determine the generalizability of these results to more diverse college students.

Aside from confirming the reliability, validity, and generalizability of the results found in this study, future research could additionally modify the TEQ to highlight other environments in which people are tested. For example, it is not uncommon for workplace settings to evaluate employee's knowledge, skills, or performance. It would be fascinating to investigate whether these alternative methods and settings demonstrate similar effects on test anxiety. The TEQ could also be modified to include the testing environments that are utilized at other universities or in lower-level educational settings, in which the TEQ could be used to determine the generalizability of these results across other academic settings. Another alternative would be to run a similar study utilizing a different measure, such as the French Revised Test Anxiety + Regulatory scale (Mascret et al., 2021). Ideally, similar correlations between test anxiety, depression, anxiety, and stress would be discovered, even if a different test anxiety measurement was being used. With that said, future research in this field could provide further insight into how testing environments affect test anxiety, while also hopefully supporting the conclusions drawn in this study.

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Appendix A**Testing Environment Questionnaire****Section 1: Basic Testing Questions**

Please complete the survey below.

Thank you!

1. Do you prefer to take tests online or on paper?

Online

Paper

2. Level of anxiety when the test is closed-note (1 being little/none, 5 being intense)

1 2 3 4 5

3. Level of anxiety when the test is open-note (1 being little/none, 5 being intense)

1 2 3 4 5

Please respond to the following questions on a scale of 1-5.

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

4. The test setting affects my performance

1 2 3 4 5

5. The test setting affects my attitude

1 2 3 4 5

6. In-person proctors make me feel anxious

1 2 3 4 5

7. Others finishing before me makes me feel anxious

1 2 3 4 5

Section 2: Common Exams

1. Have you taken a Common Exam or another form of Mass Group Testing at OSU?

(Common exams are large-scale exams taken in groups of 100+ students from various sections of the same course)

Yes

No

If you have not taken an exam in this type of setting, please skip the remaining questions and move on to the next section.

2. Was this test taken online, or was it on paper?

Online

Paper

Please respond to the following questions on a scale of 1-5.

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

3. Being in a large classroom makes me feel stressed

1 2 3 4 5

4. Large groups make me feel anxious
 1 2 3 4 5
5. Being in a large group does not bother me
 1 2 3 4 5
6. I feel comfortable in a large classroom
 1 2 3 4 5
7. Common exams are more stressful than other exams
 1 2 3 4 5
8. I prefer this setting over other settings (common exam)
 1 2 3 4 5

Section 3: Large Classroom

1. Have you taken an exam in a large classroom at OSU?
 Yes
 No

If you have not taken an exam in this type of setting, please skip the remaining questions and move on to the next section.

2. Was this test taken online, or on paper?
 Online
 Paper

Please respond to the following questions on a scale of 1-5.

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

3. Being in a large classroom makes me feel anxious

1 2 3 4 5

4. Being in a large classroom does not bother me

1 2 3 4 5

5. I feel comfortable when surrounded by many others

1 2 3 4 5

6. Exams in a large classroom setting are stressful

1 2 3 4 5

7. I prefer this setting over other settings (large classroom)

1 2 3 4 5

Section 4: Small Classroom

1. Have you taken an exam in a small classroom at OSU?

Yes

No

If you have not taken an exam in this type of setting, please skip the remaining questions and move on to the next section.

2. Was this test taken online, or on paper?

Online

Paper

Please respond to the following questions on a scale of 1-5.

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

3. Large classrooms make me feel anxious

1 2 3 4 5

4. I prefer being in a small group

1 2 3 4 5

5. Being in a small group makes me anxious

1 2 3 4 5

6. I prefer this setting over other settings (small classroom)

1 2 3 4 5

Section 5: Testing Center

1. Have you taken an exam in the Testing Center at OSU before?

Yes

No

If you have not taken an exam in this type of setting, please skip the remaining questions and move on to the next section.

2. Was this test taken online, or on paper?

Online

Paper

3. I take exams in the testing center for accommodations or for personal preference

Accommodations

Personal preference

Please respond to the following questions on a scale of 1-5.

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

4. Being in a classroom makes me feel stressed

1 2 3 4 5

5. Having multiple proctors makes me anxious

1 2 3 4 5

6. I need to be in a distraction-free environment to take a test

1 2 3 4 5

7. Testing at home makes me anxious

1 2 3 4 5

8. I prefer this setting over other settings (testing center)

1 2 3 4 5

Section 6: Take Home Exam

1. Have you taken a "Take-Home" exam at OSU?

Yes

No

If you have not taken an exam in this type of setting, please skip the remaining questions and move on to the next section.

2. Was this test taken online, or on paper?

Online

Paper

3. Was this test proctored?

Yes

No

Please respond to the following questions on a scale of 1-5.

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

4. I am more comfortable testing at home

1 2 3 4 5

5. Taking tests in-person is distracting

1 2 3 4 5

6. Taking tests at home is distracting

1 2 3 4 5

7. I prefer this setting over other settings (take-home)

1 2 3 4 5

Section 7: Thank you

Thank you for participating in this survey. Upon evaluation of your responses, you will be awarded 0.5 SONA credits.

Please exit the survey now.