

On the Association(s) between Test Anxiety and Emotional Intelligence, Considering Demographic Information; A Case of Iranian EFL University Students

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Abstract: *The present study tried to investigate the association(s) between Emotional Intelligence (EQ, also EI) and Test Anxiety among Iranian EFL (English as a Foreign Language) university students. To this aim, 100 EFL students were asked to complete the "Emotional Intelligence Questionnaire" and the "Test Anxiety Scale". The data were analyzed by the use of descriptive statistics, correlation analysis and regression analysis. The findings of correlation analysis indicated that there is a moderate negative correlation between the students' test anxiety and their EQ. The results of regression analysis reveal that Stress Tolerance (one of the subscales of EQ) is a good predictor of learners' Test Anxiety. Furthermore, gender and age did not moderate the association between Test Anxiety and EI. The findings help understand the relationship between students' emotional intelligence and their test anxiety.*

Key words: *Emotional intelligence, EFL student, Test anxiety.*

1. INTRODUCTION

Exams, especially university entrance exams, play a crucial role in individuals' lives and in a broader view, in the life of a large-scale community. Exams sometimes can assign an individual as a university professor or a simple technician and ultimately label them as successful or unsuccessful individuals. Failure in precise measurement can misplace individuals in society and lastly turn a flourishing society into an unsuccessful one. Zollar and Bed-Chain (1990) stated that the age is an age of test consciousness. "We live in a test conscious, test-giving culture in which the lives of people are in part determined by their test performance" (Sarason, 1959, p. 26). Therefore, measurement has turned into a pivotal point for many scientists in recent decades. Many terms such as fairness, validity, reliability, backwash, test method, test format, etc., have come into vogue and have somehow taken the lifetime of the educationalists. The problem at issue is whether one can safely claim that a reliable valid fair test, free of any negative backwash(s) which also considers all the other related factors required for a good test is able to meticulously measure a student's ability? Is it rational to safely allege that the precision of measurement by such a test is parallel to the precision of measurement by a digital scale? One possible explanation for the definitely "No" answer to such a question is that all what has been mentioned and what has been mostly the focal point for researchers is undergoing an upswing of the factors outside the testee; What has been partly neglected is influential factors inside the testee.

The constantly changing inside world of the student which is consequently influential on performance could not be neglected. An individual's anxiety on tests is an example of these factors. It is not uncommon to see a very skilful person fails while being tested, for example in a driving license test. It appears that the greater the subsequent importance of the test in the life of the individuals, the greater the anxiety, and hence the greater the probability of acquiring unreliable results. The issue seems to be more crucial insofar as statements like: second part of the

20th century has been variously designated as the age of stress, age of anxiety, or more recently, age of coping (Endler, 1996).

2. REVIEW OF LITERATURE

2.1 Emotional Intelligence

In general, it is stated that “Emotions fall somewhere in between clear cases of activity (intentional actions) and clear cases of passivity (involuntary physiological processes)” (De Sousa, 1987, p. 10). More specifically, Emotional Intelligence has been defined over the time in various terms. Almost a century has elapsed from the time Thorndike (1920) suggested a construct very similar to EQ, which was called social intelligence. Goleman (1995) suggests that EI is intelligence in its own right; He claimed that EQ can predict success as well as or better than IQ. Goleman (2008) indicated a very remarkable finding which is still worthy of attention: intelligence is no more considered a predictor for success. He claimed that IQ counts for only 20% of the total success. 80% goes to the emotional intelligence and social intelligence. Thus it seems necessary to define EQ briefly. Salovey and Mayer (1990) defined it as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (p. 189). A more complete definition seems to be provided later by Mayer, Salovey, and Caruso (2000) who defined EQ as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and in others” (p. 396). Another more practical definition is posed by Bar-On (1997) who defined EQ as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (p. 14). In brief, EQ is not a single construct, rather several constructs measuring different individual traits or abilities. So the commonalities between various mentioned definitions could be summarized as follows: EQ is the ability to know feelings and emotions within one and in others _be it verbalizable or not_ and using it to control thinking and action to achieve success.

There are three known models of EI extracted from various definitions proposed for this construct. The ability model, proposed by Salovey and Mayer (2004), focused on the individual’s ability to process emotional information. The trait model, developed by Konstantin et al. (2001) “encompasses behavioural dispositions and self perceived abilities and is measured through self report”(pp. 425–448). And the mixed model proposed by Goleman (1998) is a combination of the two models, defining EQ as an array of skills and characteristics which drive leadership performance. Bar-On (1997) designed a model derived from mixed approach to measure EQ. “According to the Bar-On’s model of EI, it is an integration of interconnected emotional and social competencies and skills determining how successfully we comprehend and convey ourselves, realize others and communicate with them, and deal with daily necessities and problems” (Ghanizadeh & Moafian, 2011, P.26). Thus Bar-On model was utilized on the present study, because it seems to be more inclusive.

2.2 Test Anxiety

Knowledge of test anxiety has evolved since the early 1950s. Evidence has been accumulating that shows the promise of multidimensional conceptualizations of anxiety in investigating the influences of anxiety on different aspects of human behavior and intellectual performance (Cheng, 2004). It can be divided into three categories: trait, state and situation-specific anxieties (Ellis, 1994). Liebert and Morris (1967) have considered it as a two-dimensional construct, which consists of worry and emotionality, worry refers to the cognitive concern about the possibility of failure and its consequences and emotionality is the physiological change characterized by nervousness, tension, autonomic reactions, etc. Test anxiety, thus is considered as a type of anxiety concerning uneasiness over academic evaluation which derives mainly from fear of failure.

Test anxiety can be described as physiological, cognitive, and emotional responses created by stress experienced during the assessment and it is a sense which has a negative contribution on the students’ attitudes towards courses (Spielberger, 1980; Brown et al., 2005). Horwitz and Young (1991) have defined test anxiety as an apprehension over academic evaluation which is a fear of failing in test situations. It is actually a type of performance anxiety- a feeling someone might

have in a situation where performance really counts or when the pressure is on to do well. In brief, test anxiety is a type of worry which can appear in test situations, having symptoms as common anxiety. "These symptoms may include dizziness, hand shivering, sleep loss, uncertainty, agitation, increased heart beat and sweating" (Malik et al., 2013, p. 51).

Test anxiety decreases test takers' attention and consequently increases errors (Ohata, 2005; Sarason, 1980, 1986). It reduces students' academic achievement, life quality and inner motivation. Also, it makes it difficult to focus their attention (Stöber & Pekrun, 2004). Greater anxiety would be associated with poorer academic achievement (Luigi et al., 2007) and a negative correlation between test anxiety and students' performances (Onyeizugbo, 2010). Thus it seems rational to believe that a decrease in the scores of the students could be partially assigned to these negative feelings about their own abilities. Based on the above mentioned findings, it is natural to expect more dropouts in schools. About 10 million students at schools and about 15 to 20% of university students in USA experience test anxiety (Chapel et al., 2005). Also, a large number of students leave the university yearly although they are smart and talented. This rate is reported about 15% in America (Zarei, Shaikhi, Khajehzadeh, 2010).

2.3 Previous Studies on EQ and Test Anxiety

EI and also Test anxiety has been the subject of study for many years and they have been investigated to see their relationship with various constructs. Some researchers have proved that high EQ culminates in greater feelings of emotional well-being (Goleman, 1995; Saarni, 1999). EQ may influence appraisals of stressful tasks and subsequent task performance (Lyons et al., 2005). Also, evidence has been found for positive correlations between EQ (and constructs related to it) with emotional task performance (Austin, 2004; Bates, 1999; Petrides & Furnham, 2003). Furthermore, on the importance of studying EQ, it has been stated that EQ is associated significantly to enhanced adapted behavior such as: improved academic achievement, longer retention in the educational arena (Parker et al., 2006), and the utilization of better adjusted coping strategies (Gohm, Corser & Dalsky, 2005; Matthews et al., 2006) (Cited in: Mashhady, 2013). On the other hand, there is some evidence for the influence of anxiety (esp. test anxiety on performance). High level of anxiety threatens individuals' mental and physical health and has a negative effect on their personal, social, familial, occupational, and educational performance (Zahrakar, 2008).

On the relationship between EQ and Test Anxiety, it appears that very few researches have been done. One of which was administered among secondary school students by Malik et al. (2013), among students of higher secondary level in Unique School System. A sample of 150 filled a questionnaire comprised of two scales "Free Java Scripts", and "Westside test anxiety scale". Results showed negative correlation (correlation coefficient -0.603) between EQ and Test Anxiety among students. Farahati et al. (2011) conducted the same research on high school students which verified the previous results (test anxiety has a negative effect on emotional intelligence). Dutta and Dasgupta (2013) also found similar results working on higher secondary school students. Also, significant negative correlations between accounting students' EQ and test anxiety, and between their test anxiety and academic achievements have been found (Khalehdian et al., 2013).

Ellis (1999) states that test anxiety is part of situation-specific anxiety based on affective factors and related to specific situations and events. Goleman (1998) also defined EQ as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship" (p. 317). While Test Anxiety is an affective factor and based on Goleman (1998) definition EI is also related to the same hemisphere, therefore, it seems plausible to find an association in between; hence, the present study was done. Based on the researcher's best knowledge, although the two constructs (EQ and Test Anxiety) have already been the subject of study, the theoretical concepts have not been combined except for the above mentioned researches, all of which focused on adolescents studying in high schools, not students of foreign/second language –who are more exposed at anxiety due to foreign language anxiety. The current study is after finding the probable go-togetherness or/and causative relationship between the mentioned variables between EFL university students. Provided that a relationship between the two factors (EI and Test anxiety) could be found, familiarizing the students with these two affective factors and teaching them how to control their emotional

intelligence to decrease their test anxiety in order to perform better in a test is the primary significance of the present study. In a broader view, investigating all the internal factors of the testee may lead in the balanced distribution of time and energy of research in the world of testing on inside and outside factors, instead of investing mainly on outside factors, and this is the main need for the present investigation. For the purpose of this study, the following research questions were posed:

1. Is there any significant relationship between test anxiety and EQ?
2. Among the subscales of the EQ, which one(s) is/are positive predictor(s) of test anxiety?
3. Does age play a mediator role in the relationship between EQ and test anxiety?
4. Does sex play a mediator role in the relationship between EQ and test anxiety?

3. METHOD

3.1 Participants

100 English students from Kerman, Sistan and Balouchestan and also Khorasan-e-Razavi (studying English Teaching and English Translation in Bam University, Chabahar Maritime University and also Ferdowsi University of Mashhad) filled the related questionnaires. Out of 155 EFL students, 100 returned completed questionnaires (about 64 % return rate). 22 students who responded were male and 68 were female, and 10 did not specify their sex. Their ages ranged from 18 to 36 years old, including MA and BA EFL students, 23 did not specify their age. To obtain reliable data and to consider research ethics, the objective of the research was explained to the participants and they were assured that they anonymously take part in the study. Participation suggested implied consent. After gathering the questionnaires, some of the participants were selected randomly and were interviewed to check the reliability of their responses.

3.2 Instruments

For the purpose of the present study, the "Bar-On EI" test and "Sarason Test Anxiety Scale" were administered.

For measuring individuals' emotional intelligence, Bar-On developed a 133-item self-report Emotional Intelligence scale. The Bar-On EI test, (the emotional quotient inventory EQ-I), provides an estimate of emotional intelligence including 5 major scales and 15 subscales (It makes use of a five-point Likert Scale ranging from 'Never' to 'Always'). In the current study, the Persian version of the test was applied. Dehshiri (2003) contended that the test is reliable and valid in Iranian culture. The total reliability of the questionnaire, estimated via Cronbach's alpha, was 0.82.

"Sarason Test Anxiety questionnaire" was used to collect data on test anxiety of students along with a demographic form asking questions about the participants' age, gender, and major. The questionnaire investigates students' test anxiety with true or false choices. Troyn (1980) believed that Sarason questionnaire is the most famous test anxiety survey. Items are designed in such a way that one can study aspects of test anxiety like reaction, tension, intrusive thoughts and physical symptom. Sarason reported that the Cronbach's alpha of the questionnaire in a course of 6 weeks was 0.91 and in this study the reliability Cronbach's alpha was 0.81.

3.3 Data Collection

The study was done at universities in 3 provinces of Sistan and Baluchestan, Kerman, and Khorasan-e-Razavi in Iran, over a period of one week in the winter of 2014. Students were informed of the questionnaires, and then the "Bar-On EQ test" and the "Sarason Test Anxiety Scale" were distributed. Questionnaires were coded numerically to increase the reliability of the answers; therefore, anonymity was guaranteed to ascertain the participants that the answers would be confidential. About ethical procedures, the questionnaires were filled after informing all the participants about the importance of the study and the probable effect of the results on the improvement of their future exams. Therefore, they were willing to participate in the study and affirmed their consent verbally. 310 questionnaires (155 EQ and 155 Test Anxiety Scale questionnaires) were distributed out of which 200 (100 EQ and 100 Test Anxiety Scale questionnaires) were returned (about 64 % return rate).

3.4 Data Analysis

Descriptive statistics were utilized, first. To determine the relationship between test anxiety and EI, a product-moment correlation was conducted. To find out which constructs of EI might have more predictive power in predicting learners' Test Anxiety, a multiple regression analysis was run. To find out the role of gender and age as moderator in the association between Test Anxiety and EI multiple regressions were run.

4. RESULTS

To the aim of this study, the results of the two questionnaires were analyzed, using descriptive statistics, correlation analysis and regression analysis. In order to analyze the relevant data in this study, the Statistical Package for Social Sciences (SPSS), version 18, was employed. The level of significance was set at 0.05. Table 1 summarizes the descriptive statistics of the two instruments - Test Anxiety and EQ Scale- utilized in this study.

Table 1. *Descriptive Statistics for Test Anxiety and EQ*

	N	Minimum	Maximum	Mean	Std. Deviation
Test Anxiety	100	00.00	20.00	10.91	4.24
EQ	100	368.00	559.00	461.67	48.83

To investigate the correlation between the students' test anxiety and EQ, a Pearson Product-Moment correlation was applied. The results indicated a moderate negative correlation between the students' test anxiety and EQ ($r = -0.347$, $p < .05$). It was also found that there were significant negative relationships between EFL learners' Test Anxiety and 1) Assertiveness ($r = -0.251$, $p < .05$), 2) Self-Regard ($r = -0.240$, $p < .05$), 3) Independence ($r = -0.256$, $p < .05$), 4) Interpersonal Relationship ($r = -0.197$, $p < .05$), 5) Reality Testing ($r = -0.302$, $p < .05$), 6) Stress Tolerance ($r = -0.391$, $p < .05$), 7) Impulse Control ($r = -0.220$, $p < .05$), and 8) Optimism ($r = -0.317$, $p < .05$) (see Table 2).

Table 2. *The Results of Correlation between Test Anxiety and EQ*

	Test Anxiety	Sig.
EQ	-.347*	.000
Emotional Self Awareness	-.126	.211
Assertiveness	-.251*	.012
Self-Regard	-.240*	.016
Self-Actualization	-.140	.164
Independence	-.256*	.010
Empathy	-.042	.680
Interpersonal Relationship	-.197*	.049
Social Responsibility	-.165	.102
Problem Solving	-.146	.147
Reality Testing	-.302*	.002
Flexibility	-.161	.109
Stress Tolerance	-.391*	.000
Impulse Control	-.220*	.028
Happiness	-.190	.058
Optimism	-.317*	.001

To investigate which components of EQ might have more predictive power in predicting learners' test anxiety and how other components contribute to this model, a stepwise regression analysis was utilized. As Table 3 displays, among the fifteen subscales of EQ, only one subscale (i.e., Stress Tolerance) was found to be the predictor of the dependent variable (i.e., Test Anxiety).

Table 3. Regression Analysis for Learners' Test Anxiety and EQ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.783	1.911		9.828	.000
	Stress Tolerance	-.280	.067	-.391	-4.209	.000

a. Dependent Variable: Test Anxiety

In Table 4 an illustration of the model summary statistics is provided. The results revealed that the model containing Stress Tolerance can predict 14 percent of the learners' test anxiety. The *R* value is 0.39 which indicates the correlation coefficient between learners' Test Anxiety and Stress Tolerance. Its square value is 0.15 and its adjusted square is 0.14, which indicates that about 14% of the variation in learners' Test Anxiety can be explained by taking this component of EQ into account (see Table 4).

Table 4. R Square Table for EQ Components as the Predictor of Learners' CT

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.391 ^a	.153	.144	3.924

a. Predictors: (Constant), Stress Tolerance

To determine the role of gender as a moderator in the relationship between Test Anxiety and EQ, a standard multiple regression analysis was run. To this aim, three models were considered. EQ in the first model, EQ and gender in the second model, and in the third model EQ, gender and the interaction between these two factors were regarded as independent variables. The ANOVA results indicating the extent of *F*-values and the amounts of the associated *p*-values ($p < 0.05$) demonstrate that the considered models were significant (1st model: $F= 9.934$; 2nd model: $F= 5.154$; 3rd model: $F= 4.583$).

Table 5 illustrates that, among different variables involved in the models, only the *p*-values of EQ is less than 0.05; therefore, the existence of this factor is necessary in the models. The magnitudes of VIF in the third model show that the existence of the interaction between gender and EQ causes collinearity in the model.

Table 5. Regression Analysis for Gender as a Moderator in the Relationship between Test Anxiety and EQ

Model		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		Beta			Tolerance	VIF
1	(Constant)		5.891	.000		
	EQ	-.318	-3.152	.002	1.000	1.000
2	(Constant)		4.601	.000		
	emotional	-.304	-2.933	.004	.956	1.046
	gender	.069	.661	.510	.956	1.046
3	(Constant)		-.283	.778		
	EQ	.345	.912	.364	.070	14.239
	Gender	1.737	1.846	.068	.011	88.278
	EQ x Gender	-1.668	-1.784	.078	.011	87.177

a. Dependent Variable: Test Anxiety

Table 6 illustrates that information related to the three regression models fitted to the data. Based on the significant level of the *F* change in the third model ($p > 0.05$), gender is not a moderator between Test Anxiety and EI.

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Table 6. *R Square Table for Gender and EQ as the Predictors of Learners' Test Anxiety*

Model	R	R Square	Adjusted R Square	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.318 ^a	.101	.091	.101	9.934	1	88	.002
2	.325 ^b	.106	.085	.004	.437	1	87	.510
3	.371 ^c	.139	.108	.032	3.183	1	86	.078

- a. Predictors: (Constant), EQ
- b. Predictors: (Constant), EQ, Gender
- c. Predictors: (Constant), EQ, Gender, Gender x EQ

A standard multiple regression analysis was conducted to examine the role of age as a moderating factor in the relationship between Test Anxiety and EQ. Three models were considered, in the first model EQ, in the second model EQ and age and in the third model EQ, age and the interaction between these two factors were regarded as independent variables. The amounts of *F*-values and the magnitudes of the related *p*-values ($p < 0.05$) yielded by ANOVA implied that the overall models were significant (1st model: $F= 7.473$; 2nd model: $F= 3.721$; 3rd model: $F= 2.846$).

Table 7 illustrates that, among the different involved variables, in the first and second models, only the *p*-value of EQ is less than 0.05. Thus, the existence of this factor is necessary in these models. The magnitudes of VIF in the third model indicate that the presence of the interaction between age and EQ results in collinearity.

Table 7. *Regression Analysis for Age as a Moderator in the Relationship between Test Anxiety and EQ*

Model		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		Beta			Tolerance	VIF
1	(Constant)		5.363	.000		
	EQ	-.301	-2.734	.008	1.000	1.000
2	(Constant)		4.484	.000		
	EQ	-.299	-2.698	.009	.997	1.003
	Age	.028	.250	.803	.997	1.003
3	(Constant)		.008	.994		
	EQ	.290	.503	.617	.037	27.047
	Age	1.115	1.063	.291	.011	89.664
	Age x EQ	-1.212	-1.042	.301	.009	110.263

- a. Dependent Variable: Test Anxiety

Table 8 demonstrates that information related to the three regression models fitted to the data. According to the Table, it can be concluded that age does not play a significant role in the relationship between learners' Test Anxiety and EI ($p < 0.05$).

Table 8. *R Square Table for Age and EQ as the Predictors of Learners' Test Anxiety*

Model	R	R Square	Adjusted R Square	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.301 ^a	.091	.078	.091	7.473	1	75	.008
2	.302 ^b	.091	.067	.001	.062	1	74	.803
3	.324 ^c	.105	.068	.013	1.087	1	73	.301

- a. Predictors: (Constant), EQ
- b. Predictors: (Constant), EQ, Age
- c. Predictors: (Constant), EQ, Age, Age x EQ

5. DISCUSSION

The purpose of the current study is to find a probable relationship between Test Anxiety and EQ, along with investigating the predictive power of EQ subscales for the amount of Test Anxiety and

whether age or gender moderate the association(s) or not. In this section, a summary of the responses is provided to address the research questions.

The first research question sought the relationship between Test Anxiety and EQ. The results proved a moderate negative correlation between the students' Test Anxiety and EQ. Also a significant relationship was found between Test Anxiety and some of the EQ subscales namely: assertiveness, self-Regard, independence, interpersonal relationship, reality testing, stress tolerance, impulse control, and optimism. The yielded results confirm the findings obtained by Dutta and Dasgupta (2013) who found that the EQ of higher secondary school students was negatively correlated with Test Anxiety. Too, there were significant negative correlations between accounting students' EQ and their test anxiety (Khaledian, Amjadian & Pardegi, 2013). Based on the findings of the present study which confirm the findings of the very few similar studies, it could be stated that there is a relation between the amount of Test Anxiety and EQ of the students. Those who recognize their emotions and can gain control of them, can also harness them while performing on a test, not to be disenfranchised by inhibiting factors which can lead to a poor performance of a really intelligent student. Therefore, in a broader view, one can take control of his life by taking control of his emotions -it must be mentioned that controlling emotions means to act on them when appropriate, not randomly and uncontrollably whenever one feels like it!

The purpose of the second research question was to determine if some of the subscales of the EQ might be good predictors of Test Anxiety. The results of the data analysis revealed that only one of the subscales namely Stress Tolerance was a good predictor of Test Anxiety. This verifies the findings of the study done by Farahati et al. (2011) on high school students in Tehran. The result of this study suggested that test anxiety has a negative effect on emotional intelligence. Concerning the second question and the acquired results, it could be argued that at least Stress Tolerance among the subscales of EQ would help students control the anxiety in a test. This relationship seems to be quiet rational: "Anxiety is the psychophysiologic signal that the stress response has been initiated" (Robinson, 1990). This definition can indicate the causative relationship between EQ and Test Anxiety; therefore, EQ seems to be more worthy of investigation for educationalists specifically syllabus and test designers.

The third and forth research questions were stated as follows: Does age play a mediator role in the relationship between EQ and test anxiety? Does gender play such a role? The findings demonstrated that none of the predicted moderators had a significant influence on the association between learners' Test Anxiety and EI. To the best knowledge of the researchers, no study has addressed such research questions. Age did not play a moderating role between the variables and this may be explained and justified by the idea that young participants in the study, did not have a much different knowledge of EQ and how to handle it (probably because of ignoring their emotions) and this remains constant across students of different ages. Also it could be stated that regardless of gender, EQ is related to Test Anxiety. Ultimately, it could be argued that EQ is a significant predictor of Test Anxiety even after controlling for the influences of gender and age.

6. CONCLUSION

It is mentioned in the present study that tests play a crucial role in academic lives of students; hence, it is quiet natural for them to cause stress and anxiety in students. As an educated guess, researchers of the current study presumed EQ as an affective factor to be a predictor of anxiety in a test. Thus, the aim of the study was to find the possible relationship between EQ and Test Anxiety. Since Test Anxiety and EI are affective constructs, it seems plausible to find an association at work. The results of the data analysis undertaken shows a significant relationship between Test anxiety and EQ, yet no moderating roles for gender age were reached.

The implications of the study are as follows: investing more in developing students' EQ (aided by informing their teachers about it) decreases Test Anxiety and hence performance in exams improves. Consequently, one who can handle his emotions can show his capabilities and achievements in tests (and test-like situations) as they really are, not influenced by stress or other inhibiting factors. A course (or a workshop) on EQ for students may help them handle the conditions better. As a final comment, a likely fruit of such a change might be reducing the pressure on students from exams in general and therefore being hopeful to observe larger growth in college enrollments, more prolonged duration of university studies, hence a more educated

society which invests more in higher educations. Nonetheless, the limitations of the study are as follows: The participants were purely EFL students. The study can be conducted for students studying other subject matters. To the researchers' best knowledge, pertaining to the association between Test Anxiety and EQ, this is the first attempt to empirically explore the relationship between EFL students' EQ and their Test Anxiety; therefore, the investigation shall be replicated to establish and guarantee an acceptable generalizability and test the results against lack of generalizability and extrapolating the results to other populations. Regarding the findings of the research done by Farahati et al. (2011), Dutta and Dasgupta (2013) and Khaledian et al. (2013), the tentative link between EQ and Test Anxiety provided by these researches makes it worthy of note, and a scrupulous repetition of the research in a broader context with a larger population is recommended

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