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Role of academic self-efficacy in moderating the relation between task importance and test anxiety

Youyan Nie ^a ¹ ... Albert K. Liao ^a

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Abstract

Emphasizing task importance, which is regarded as a way of motivating engaged behavior, may increase an individual's anxiety. The present research investigated whether academic self-efficacy could moderate the maladaptive relation between task importance and test anxiety. 1978 and 1670 Grade 9 Singaporean students participated in a survey related to their learning experience and motivational processes in math and English respectively. Results from both samples showed convergent findings that high levels of task importance were related to high levels of test anxiety, whereas high levels of academic self-efficacy were related to low levels of test anxiety. Most importantly, academic self-efficacy moderated the relation between task importance and test anxiety—the maladaptive relation between task importance and test anxiety was significantly weaker when academic self-efficacy was higher. Implications of findings are

discussed.



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Keywords

Academic self-efficacy; Test anxiety; Task importance; Moderation

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¹ Both authors contributed equally to this paper.

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