computer anxiety and math anxiety (r = .39). These studies seem to indicate math anxiety and computer anxiety are related constructs.

**Test Anxiety**

After observing anxiety on performance in testing situations, Mandler and Sarason (1952) developed a theory of test anxiety. This theory stated that two kinds of learner drives were evoked in testing situations. Learned task drives were elicited by the demand characteristics of the task. Task-relevant responses were stimulated, which then led to reduction of the drive through completion of task. Learned anxiety drives elicited two types of responses: task-relevant responses and task-irrelevant responses. Mandler and Sarason described anxiety-evoked reactions as “feelings of inadequacy, helplessness, heightened somatic responses, anticipations of punishment or loss of status and esteem, and implicit attempts at leaving the test situation” (p. 166). Hill and Sarason (1966) described the behavior of test-anxious persons:

whereas the less test-anxious person plunges into a task when he thinks he is being evaluated, the highly test-anxious person plunges inward. He either (1) neglects or misinterprets informational cues that may be readily available to him or (2) experiences attentional blocks. (p. 321)

Cambre and Cook (1985) suggested that test anxiety is comparable to computer anxiety. They defined test anxiety as “a proneness to emit self-centered, interfering responses when confronted with evaluative conditions” (p. 383).

Morris and Liebert (1970) stated that test anxiety is composed of two factors: worry and emotionality. Worry is thought to be a cognitive concern about test success or failure; emotionality refers to physiological responses to testing situations. They further reflected, “it is worry, not ‘anxiety’ which affects performance on intellectual-cognitive task and which interacts with the relevant variables of the test situation” (p. 332).