According to Morris and Liebert, higher worry resulted in lower performance outcomes. No relationship was found to exist between emotionality and performance.

Spielberger (1972) believed that “test anxiety is a situation-specific form of trait anxiety, or reflects a situation-specific personality trait” (as cited in Brooke et al., 1989, p. 24)

Math Anxiety

Math anxiety has been defined as “feelings of tension and anxiety that interfere with the manipulation of numbers and the solving of mathematics problems in a wide variety of ordinary life and academic situations. Mathematics anxiety may prevent a student from passing fundamental mathematics courses or prevent his/her pursuing advanced courses in mathematics or the sciences” (Richardson & Suinn, 1972, p. 551).

Cambre and Cook (1985) stated, “math anxiety has been found to correlate with gender, prior math exposure, math achievement, trait anxiety, test anxiety, attitudes toward math, parents’ and teachers’ attitudes toward math” (p. 41).


Raub (1981) conducted a study using math anxiety as a independent variable when attempting to define and measure computer anxiety. According to Raub, math anxiety was a significant contributor to computer anxiety in females (as cited in Honeyman & White, 1987). Several additional studies indicated that his variable was a good predictor of anxiety toward computers (Fariña et al., 1990; Glass & Knight, 1988; Harrington, 1988; Howard, 1986).