Anxiety is necessary to some extent to determine a certain level of involvement in task solving that leads to achievement of objectives. A certain level of stress called eustress is also necessary in getting high performance in task solving. Over the years the researcher was studied relationships between anxiety, stress and performance in academic environment obtaining different results: some studies presented a strong relationship between anxiety, stress and performance, some of the study highlighted other variables in relationship with the academic performance. Huge questions have arisen: Do the anxiety and stress predict academic performance?, In what way?

According to Chapell et al. (2005), Hembree (1988) and McDonald (2001) cited by Putwain and Daly (2013) evidenced that highly test anxious persons do not perform as well as the low test anxious persons on time-pressured assessments. Lowe et al. (2008) cited by the same authors in the biopsychosocial model of test anxiety highlighted academic buoyancy can be considered an intra-individual influence.

Saklofske, Austin, Mastoras, Beaton and Osborne (2012) conducted study highlighting the relationships between personality, emotional intelligence and coping with student stress and academic success. The study was applied on a number of 238 undergraduate students at the University of Edinburgh. The authors highlighted that high level of perceived stress was not a risk factor for poor academic performance. And Academic performance was predicted by Conscientiousness, Agreeableness and positive affect. Jihyun, Luo and Hogan (2012) were interested to highlight that confidence predict the achievement in both
mathematics and English and is related to both cognitive and self-belief measures. The study was applied on 1940 participants for the mathematics survey and a number of 1786 participants for the English survey. Putwain and Daly (2013) conducted a research on 469 secondary school students in the way of evidencing a relationship between anxiety and academic performances. From the five empirically-distinct clusters they find out that “three corresponded to a continuum of high test anxiety/low academic buoyancy, mid test anxiety/mid academic buoyancy and low test anxiety/high academic buoyancy. Two clusters corresponded to students with mid-high test anxiety and mid-high academic buoyancy.” (Putwain and Daly, 2013; page 1). Hence, the academic according the authors the performance was highest for students in clusters of low test anxiety/high academic buoyancy or mid test anxiety/high academic buoyancy. The most important finding was that the performance was lowest for students in clusters of high test anxiety/low academic buoyancy. Ackerman & Heggestad (1997), Hembree (1988) and Seipp (1991) cited by Bonaccio, Reeve and Winford (2012) highlighted in their meta-analyses that that self-reported test anxiety correlates negatively with test performance. Onwuegbuzie (2004) and Rothblum, Solomon, & Murakami (1986) cited by Champika Soysa & Weiss (2014) highlighted a positive association between academic procrastination and test anxiety. Eum & Rice (2011) and Stöeber, Feast & Hayward (2009) cited by the same authors find out a positive relationship between maladaptive perfectionism and test anxiety among undergraduate students. Champika Soysa & Weiss (2014) conducted a research a study on 206 undergraduate students. The findings highlighted that “academic procrastination and maladaptive perfectionism are concurrent mediators in the relationships between perceived parenting styles and test anxiety, except for perceived authoritarian mothering.” (Champika Soysa & Weiss, 2014; page 1).

Relationship between anxiety, stress and academic performance remain a great challenge for the Romanian students as well in the context of globalization. Further studies are required and expected for greater benefits for both students and professors.
REFERENCES


