

청소년의 시험 불안에 영향을 미치는 가정 환경적 요인*

FAMILY ENVIRONMENTAL FACTORS AFFECTING TEST ANXIETY IN ADOLESCENT

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연구목적 : 청소년의 시험 불안에 영향을 미치는 가정 환경적 요인을 규명하고, 이를 완화하기 위한 방안을 모색하는 데 목적이 있다.

방 법 : 서울 시내 중학교 8학년 학생 880명을 대상으로 Spielberg (Spielberger) (Test Anxiety Inventory)와 Moos (Moos) 가 (Family Environmental Scale)를 사용하여 설문 조사를 실시하였다.

결 과 : 1) 시험 불안은 가정 환경적 요인과 정적 상관관계를 보였다. 2) 시험 불안은 학업 성취도와 정적 상관관계를 보였다. 3) 시험 불안은 학업 성취도와 가정 환경적 요인 (FES)의 상호작용에 의해 설명된다.

결 론 : 청소년의 시험 불안은 가정 환경적 요인과 학업 성취도에 의해 영향을 받는다. 따라서 가정 환경적 요인을 개선하고 학업 성취도를 높이는 것이 시험 불안을 완화하는 데 도움이 될 것이다.

중심 단어 : 청소년, 시험 불안, 가정 환경적 요인, 학업 성취도

서 론

가정 환경적 요인은 청소년의 심리적 발달에 중요한 영향을 미친다. 특히, 가정 환경적 요인은 청소년의 시험 불안에 영향을 미친다. 시험 불안은 청소년의 학업 성취도를 저하시키는 주요 원인 중 하나이다. 따라서, 청소년의 시험 불안을 완화하기 위해서는 가정 환경적 요인을 개선하고 학업 성취도를 높이는 것이 중요하다.

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연구대상 및 방법

1. 연구대상

74 , 80 , 111 , 94 100 , 66 880 .

83 7 : 가 (active - recreational orientation) - 가 , 가

99 8 : - (moral - religious emphasis) - 가

98 1, 2 (3) (system maintenance dimensions)

9 : (organization) - 가

2. 검사 도구

1) 시험불안 목록(Test anxiety Inventory)

가 Spielberger²⁴⁾

10 10 (Test Anxiety Inventory)

2) 한국판 가정 환경 척도(Korean form of the family environment scale)

가 가 Moos Moos²⁶⁾

27)

가 90 가

가-

3가 10 .

9 .

3) 시험에 대한 청소년 및 부모의 인식에 관한 설문

가 , 3 7

“ 가? ”

“ 가 가? ”

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3. 통계처리

(1) (relationship dimensions)

1 : (cohesion) - 가

2 : (expressiveness) - 가

3 : (conflict) - 가

가 Pearson

(2) (personal growth dimensions)

4 : (independence) - 가

가

5 : (achievement orientation) -

6 : - (intellectual - cultural orientation) -

10%

10%

가 가

t-

가 가

ANOVA (Bonferroni)

ANOVA (Bonferroni)

결 과

(Table 1).

(r = -0.09, p<0.05),

(r=0.07, p<0.05)

1. 시험 불안 측정치와 가정 환경 소척도 간의 상관
관계
(r = -0.11,
p<0.01), (r = -0.071, r<0.05) (Table 1).
(r=0.12, p<0.01), (r=0.15, p<0.01),
(r=0.14, p<
0.01), (r=0.11, p<0.001)

2. 시험 불안이 높은 군과 낮은 군간의 가정 환경 소
척도 간의 차이 비교
4.40
± 1.80, 5.27 ± 2.00
(t = -3.21, df = 195, p<0.05)
6.21 ±

(Table 1).
(r=0.14,
p<0.001), (r=0.12, p<0.001)

Table 1. Correlation coefficient of three test anxiety scores with family environmental factors

Variables	Test anxiety			
	Worry	Emotionality	Total	
Relationships dimensions	Cohension Expressiveness Conflict	-.108** .006 .049	-.052 .005 .053	-.089** -.007 .062
Personal growth dimensions	Independence Achievement orientation Intellectual-cultural orientation Active-recreational orientation Moral-religious emphasis	-.071* .136** .023 -.006 .044	-.042 .136** .032 -.003 .051	-.071* .154** .029 -.001 .052
System maintenance dimensions	Organization Control	.015 .108**	.035 .121**	.019 .119**

*p<0.05 **p<0.01 by multiple correlation

Table 2. Differences of family environmental factors between low test anxiety group and high test anxiety group

	Mean ± S.D.		t-value	df	Significance
	Low test anxiety group (N = 96)	High test anxiety group (N = 10)			
Independence	5.23 ± 1.70	4.79 ± 1.56	1.88	195	NS
Achievement orientation	4.40 ± 1.80	5.27 ± 2.00	-3.21	195	p<0.05
Intellectual-cultural orientation	3.66 ± 2.24	3.95 ± 3.30	-0.91	195	NS
Active-Recreational orientation	3.69 ± 1.81	3.65 ± 2.15	0.12	195	NS
Moral-religious emphasis	4.13 ± 2.14	4.37 ± 2.11	-0.80	195	NS
Cohesion	6.21 ± 2.38	5.43 ± 2.50	2.25	195	p<0.05
Expressiveness	4.14 ± 1.82	4.07 ± 1.78	0.26	195	NS
Conflict	3.33 ± 1.97	3.33 ± 1.94	0.02	195	NS
Organization	4.86 ± 2.34	4.80 ± 2.19	0.19	195	NS
Control	2.82 ± 1.89	3.66 ± 1.90	-3.12	195	p<0.05

N : number of case df : degree of freedom

Mean : Mean of subscales of family environmental factor

S.D : Standard Deviation

NS is not significant

2.38, 5.43 ± 2.50 (df = 2, F = 6.793, p<0.01), -
 (t = 2.25, df = 195, p<0.05), , (df = 2, F = 39.866, p<0.01), 가
 2.82 ± 1.89 , (df = 2, F = 20.337, p<0.01), (df = 2,
 3.66 ± 1.90 F = 4.230, p<0.05), (df = 2, F = 7.450,
 (t = - 3.12, df = 195, p<0.05) (Table 2). p<0.01) , ,
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 , , ,
 가 (Table 3, 4).
 가 , (df =
 3. 가정 환경 척도와 부모 학력, 경제 상태, 학업 성 2, F = 5.955, p<0.01), - (df =
 취도와의 관계 2, F = 53,461, p<0.01), 가 (df =
 가 ,

Table 3. Comparison of individual's socioeconomic state with personal growth dimensions of family environmental factor

	N(%)	Personal growth dimensions(Mean ± S.D)					F				
		INDE	ACOR	INCU	ACRE	MORE	INDE	ACOR	INCU	ACRE	MORE
Economy	N = 852										
High	175(20.5)	5.29 ± 1.49	5.37 ± 1.83	4.56 ± 2.19	4.33 ± 1.94	4.84 ± 1.96					
Moderate	575(67.5)	5.02 ± 1.57	5.10 ± 1.81	3.78 ± 2.03	3.47 ± 1.86	4.47 ± 1.98					
Low	102(12.0)	4.63 ± 1.66	4.90 ± 1.86	2.94 ± 1.96	3.20 ± 1.79	3.99 ± 1.92					
							5.742*	2.426	20.736**	16.992**	6.101*
Father's education	N = 845										
Above college	347(41.1)	5.17 ± 1.53	5.38 ± 1.85	4.53 ± 2.12	4.08 ± 1.98	4.85 ± 2.01					
High	387(45.8)	4.94 ± 1.64	5.06 ± 1.83	3.52 ± 1.97	3.32 ± 1.77	4.34 ± 1.96					
Below middle	111(13.1)	4.85 ± 1.47	4.68 ± 1.77	2.78 ± 1.88	3.06 ± 1.84	3.87 ± 1.75					
							2.663	6.73*	39.866**	20.337**	12.470
Mother's education	N = 838										
Above College	186(22.2)	5.23 ± 1.53	5.34 ± 1.88	4.90 ± 2.06	4.26 ± 1.90	4.99 ± 2.08					
High	470(56.1)	5.06 ± 1.52	5.16 ± 1.82	3.89 ± 2.00	3.59 ± 1.93	4.49 ± 1.96					
Below middle	182(21.7)	4.68 ± 1.74	4.91 ± 1.84	2.75 ± 1.89	3.02 ± 1.70	4.08 ± 1.81					
							5.955**	2.645	53.461*	20.243**	10.058**
School achievement	N = 814										
High	184(22.6)	5.14 ± 1.49	5.13 ± 1.82	4.15 ± 2.13	3.55 ± 2.00	4.59 ± 2.00					
Moderate	378(46.4)	5.00 ± 1.64	5.22 ± 1.86	3.71 ± 2.07	3.59 ± 1.88	4.43 ± 1.97					
Low	252(31.0)	4.95 ± 1.56	5.08 ± 1.83	3.76 ± 2.14	3.64 ± 1.87	4.46 ± 1.96					
							0.804	0.504	2.950	0.108	0.426

F : ANOV A N : number of case S.D : standard deviation
 * : p<0.05 ** : p<0.001
 INDE : Independence, ACOR : Achievement Orientation, INCU : Intellectual-Cultural Orientation,
 ACRE : Active-Recreational Orientation, MORE : Moral-Religious Emphasis

Table 4. Comparison of individual's socioeconomic state with relationship dimensions and system maintenance dimensions of family environmental factor

	N(%)	Mean ± S.D					F					
		Relationship dimensions		System maintenance dimensions			Relationship dimensions		System maintenance dimensions			
		COHE	EXPR	CONF	ORGA	CONT	COHE	EXPR	CONF	ORGA	CONT	
Economy	N = 852											
High	175(20.5)	6.50 ± 1.98	4.23 ± 1.59	2.99 ± 1.85	5.46 ± 2.15	3.40 ± 1.81						
Moderate	575(67.5)	6.12 ± 2.21	4.00 ± 1.71	3.19 ± 1.77	4.95 ± 2.03	3.44 ± 1.93						
Low	102(12.0)	4.95 ± 2.47	3.90 ± 1.80	3.85 ± 1.74	4.30 ± 2.18	3.44 ± 2.01						
							16.610**	1.652	7.884**	10.108**	0.029	
Father's education	N = 845											
Above college	347(41.1)	6.16 ± 2.20	4.04 ± 1.72	3.12 ± 1.89	5.15 ± 2.12	3.47 ± 1.90						
High	387(45.8)	5.95 ± 2.28	4.06 ± 1.74	3.35 ± 1.76	5.01 ± 2.09	3.45 ± 1.92						
Below middle	111(13.1)	5.59 ± 2.24	3.76 ± 1.47	3.32 ± 1.71	4.28 ± 1.89	3.36 ± 1.94						
							4.230*	1.485	1.627	7.450*	0.133	
Mother's education	N = 838											
Above College	186(22.2)	6.37 ± 2.11	4.02 ± 1.78	2.99 ± 1.80	5.18 ± 2.10	3.37 ± 1.77						
High	470(56.1)	6.12 ± 2.16	4.17 ± 1.65	3.28 ± 1.78	5.07 ± 2.04	3.41 ± 1.95						
Below middle	182(21.7)	5.51 ± 2.43	3.71 ± 1.69	3.43 ± 1.85	4.45 ± 2.13	3.54 ± 1.94						
							7.706**	4.904*	2.840	7.350*	0.396	
School achievement	N = 814											
High	184(22.6)	6.31 ± 2.18	4.22 ± 1.74	3.02 ± 1.74	4.98 ± 2.15	3.41 ± 1.77						
Moderate	378(46.4)	6.01 ± 2.32	3.98 ± 1.70	3.21 ± 1.76	5.10 ± 2.06	3.42 ± 1.97						
Low	252(31.0)	5.85 ± 2.24	3.81 ± 1.63	3.40 ± 1.79	4.96 ± 2.00	3.59 ± 1.94						
							2.223	3.105*	2.389	0.456	0.680	

F : ANOVA N : number S.D : standard deviation * : p<0.05 ** : p<0.001
 COHE : Cohesion, EXPR : Expressiveness, CONF : Conflict, CONT : Control

2, F = 20.23, p<0.01), (df = 2, F = 4.904, p<0.01), (df = 2, F = 10.108, p<0.01)
 p<0.01), (df = 2, F = 7.350, p<0.01) , , (df = 2, F = 7.884, p<0.01) ,
 , , 가 , , 가 (Table 3, 4). 가 (Table 3, 4).
 가 , (df = 2, F = 5.742, p<0.01), - (df = 2, F = 20.736, p<0.01), 가 (df = 2, F = 16.992, p<0.01), - (df = 2, F = 6.101, p<0.01), (df = 2, F = 16.610, 4. 시험에 대한 청소년 자신과 부모의 태도와 시험 불안간의 관계 “ 가 가? ” (df = 2, F =

31.875, $p < 0.01$), (df = 2, $F = 2$, $p < 0.01$), 가? ” (df = 2, (df = 2, $F = 38.124$, $p < 0.01$) ‘ $F = 15.146$, $p < 0.01$), (df = 2, $F = 25.481$, ; ‘ ; ‘ , $p < 0.01$), (df = 2, $F = 23.254$, $p < 0.01$) ‘ (Table 5). ; ‘ 가 ; ‘ ; ‘ (Table 5).

Table 5. Comparison of three test anxiety scores with familial attitude to examination

	N(%)	Test anxiety		
		Emotionality	Worry	Total
Worry about parent's punishment	N = 878			
Little	549(62.6)	16.20 ± 5.70	14.93 ± 4.67	40.34 ± 11.67
Moderate	304(34.6)	18.83 ± 5.67	17.17 ± 5.00	46.40 ± 11.82
Much	25(2.8)	22.52 ± 6.00	18.76 ± 6.02	54.32 ± 13.41
F		31.875**	29.567**	38.124**
Parent's general attention	N = 878			
Much	655(74.6)	17.23 ± 5.93	15.70 ± 4.94	42.57 ± 12.23
Moderate	188(21.4)	17.32 ± 5.64	15.98 ± 5.11	43.02 ± 12.23
Little	35(4.0)	18.29 ± 6.29	17.77 ± 4.96	46.74 ± 12.59
F		0.538	2.969	1.957
Parent's attention to exam	N = 879			
Little	37(4.2)	16.22 ± 6.09	15.68 ± 5.16	39.97 ± 13.11
Moderate	316(36.0)	16.23 ± 5.58	15.34 ± 4.83	40.89 ± 11.79
Much	526(59.8)	18.01 ± 5.96	16.15 ± 5.05	44.21 ± 12.31
F		7.736**	2.640	8.411**
Importance of exam	N = 877			
Little important	284(32.4)	16.85 ± 6.12	15.64 ± 5.20	42.23 ± 12.93
Somewhat important	375(42.8)	16.80 ± 5.57	15.43 ± 4.69	41.70 ± 11.42
Very important	218(24.8)	18.69 ± 5.93	16.78 ± 5.09	45.51 ± 12.44
F		8.367**	5.360*	7.270*
Comparison of other sibilings	N = 878			
Superior achievement	138(15.7)	17.50 ± 5.78	14.96 ± 4.46	41.91 ± 11.49
Equal achievement	290(33.0)	17.00 ± 5.64	15.43 ± 4.88	41.89 ± 11.79
Inferior achievement	386(44.0)	17.61 ± 6.20	16.54 ± 5.34	44.16 ± 13.07
No sibling	64(7.3)	16.28 ± 5.15	15.28 ± 3.63	40.94 ± 10.00
F		1.370	4.972*	2.869*
Parent's past punishment history	N = 875			
No	530(60.5)	16.60 ± 5.84	15.00 ± 4.75	40.95 ± 12.10
Sometimes	305(34.9)	18.06 ± 5.60	16.85 ± 4.96	45.03 ± 11.55
Many time	40(4.6)	21.13 ± 6.68	19.45 ± 5.47	51.93 ± 13.38
F		15.146**	25.481**	23.254**
Positive attitude to punishment	N = 875			
Agree	35(4.0)	18.74 ± 6.07	16.77 ± 5.37	45.83 ± 12.78
Partially agree	350(40.0)	17.43 ± 5.80	15.90 ± 4.81	43.05 ± 12.10
Absolutely no	490(56.0)	17.16 ± 5.91	15.76 ± 5.08	42.59 ± 12.30
F		1.263	0.695	1.182

* : $p < 0.05$

** : $p < 0.01$ based upon analysis of variance

“ 가? ”

(df =2, F =8.367, p<0.01), 13) 가

(df =2, F =5.360, p<0.01), (df =2, F = 7.270, p<0.01) ; ‘ 가

‘ ; ‘ (Table 5). 가

(df =2, F =9.736, p<0.01), (df =2, F =8.411, p<0.01) 가 ; ‘ 가 ; ‘ 가 (Family Environmental Scale) . 10

(Table 5). (cohesion) , (achievement orientation) , (control) , (independence) 4가 . 가 가

(Table 5). 가

‘ ; ‘ 가 ; ‘ ; ‘ (df =3, F =4.972, p<0.01) , 가

‘ ; ‘ 가 ; ‘ (df =3, F =4.972, p<0.05) , 가

(Table 5). 가

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(Table 5). 가

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28)29) 가 가 가

13) 가 가 가

30) 가 가 가

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ABSTRACT

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**FAMILY ENVIRONMENTAL FACTORS AFFECTING
TEST ANXIETY IN ADOLESCENT**

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Objectives : This study was done as a part of investigating individual and socioenvironmental factors affecting test anxiety in adolescent. The focusing of this study was detecting specific family environmental factors affecting worry and emotionality of test anxiety.

Methods : The subjects of this study were 880 middle and high school students in Seoul, Korea. To evaluate test anxiety level, Spielberger's Test Anxiety Inventory was applied and to evaluate familial factor, Moos and Moos' Family Environmental Scale was done.

Results : The results were as follows. 1) Total and worry part of test anxiety scores were negatively correlated with cohesion and independence scores. Total, worry, and emotional part of test anxiety scores were positively correlated with achievement orientation and control scores. 2) High test anxiety group showed higher achievement orientation and control scores, and lower cohesion scores than low test anxiety group. 3) The higher socioeducational level of parents were, the higher three subscale (cohesion, independence, and achievement orientation) scores were, except control score.

Conclusion : In therapeutic approach of adolescent's test anxiety, the importance of education and treatment of their parents should be emphasized. Parents should set their children's appropriate achievement goal, encourage their children's independency instead of control. Cohesion of familial members are also needed.

KEY WORDS : Test anxiety · Family environmental factor · Adolescent.