

시험불안과 우울, 특성불안 및 상태불안과의 상호관계에 관한 연구*

RELATIONSHIP BETWEEN TEST-ANXIETY, DEPRESSION, TRAIT ANXIETY AND STATE ANXIETY

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요 약 :

본 연구는 시험불안, 우울, 특성불안, 상태불안과의 상호관계를 알아보고자 하였다. 1950명(남자 1050명, 여자 900명)의 초·중·고등학생을 대상으로 시험불안, 우울, 특성불안, 상태불안 척도를 측정하였다. 시험불안과 우울($r=0.56, p<0.05$), 시험불안과 특성불안($r=0.75, p<0.05$), 시험불안과 상태불안($r=0.53, p<0.05$)은 유의한 양의 상관관계를 보였다. 또한 시험불안과 우울, 특성불안, 상태불안과의 상호관계는 선형회귀분석을 통해 다음과 같이 나타났다.

중심 단어 :

시험 불안

(drive theory)

1950

Hull

* 1997

(02 - 1997 - 334 - 0)

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$$E1 - E2 = f(D(H1 - H2))$$

가

가

가 (H1)

(H2) 가 (Schwarzer⁶⁾, 1982).

(D) 가 (H1) (emotionality)

(E2) 가

가 (apprehension),

(H2) H1 가

가 (D)

가 (E2) E1 가

가 Taylor¹⁾

가 (Manifest Anxiety Scale : MAS) Wine(1971⁷⁾,1980⁸⁾

가

2)

가

Mandler Sarason³⁾ 가 (drive)

가 (learned

task drive) (learned

anxiety drive) 가 가 (study skills approach)

Hodapp Henneberger(1983)⁹⁾

가

가,

Alpert Haber(1960)⁴⁾

(facilita-

ting test anxiety) (debilitating

test anxiety) ()

(cognitive approach)

Mandler Sarason

Liebert Morris(1967)⁵⁾

가 (worry) (emot-

ionality) (worry) (trait anxiety)

(state anxiety) (general anxiety),

(depression)

가 가 가

가

가

研究內容 및 方法

1. 연구대상

1 425

가

2. 시험불안 및 정신병리에 대한 평가

1) 시험불안의 평가

Spielberger(1980)¹⁰⁾

가
(1989)²⁾

가

2) 우울증의 평가

“ ”가
Kovacs (Kovacs Children's Depression Inventory, CDI)

¹¹⁾

(1990)¹¹⁾

27

0~2 가

0~54

3) 불안증상의 평가

Spielberger

¹²⁾

(1989).

20

가

“ 가? ”

“ 가? ”

1~3

20

20~60

가 가

1~4

가 20~80

3. 자료의 분석

Pearson

p<0.05

SPSS-

Table 1. The correlation among test anxiety, state-trait anxiety, depression

	CDI	SA	TA	Test
CDI	1.00			
SA	.75*	1.00		
TA	.53*	.63*	1.00	
Test	.56*	.75*	.53*	1.00

CDI : Children's Depression Inventory
SA : State Anxiety TA : Trait Anxiety
Test : Test Anxiety * : p<0.01

PC

결 과

1. 시험불안, 상태·특성불안, 우울간의 상관성

Table 1

Table 2. The correlation among the subscales of test anxiety and depression

	Test	TW	TE	CDI1	CDI2	CDI3	CDI4	CDI5
Test	1.00							
TW	.62	1.00						
TE	.59	.70	1.00					
CDI 1	.47*	.26*	.65*	1.00				
CDI 2	.35*	.45*	.28*	.45*	1.00			
CDI 3	.39*	.45*	.32*	.37*	.50*	1.00		
CDI 4	.34*	.33*	.30*	.65*	.41*	.30*	1.00	
CDI 5	.37*	.57*	.30*	.47*	.39*	.41*	.55*	1.00

Test : Test anxiety TW : Worry of test anxiety TE : Emotionality of test anxiety
CDI 1 : Negative mood CDI 2 : Interpersonal problem CDI 3 : Ineffectiveness
CDI 4 : Anhedonia CDI 5 : Negative self-esteem * : p<0.05

Table 3. The correlation among the subscales of test anxiety, trait anxiety and state anxiety

	Test	TW	TE	SA	TA
Test	1.00				
TW	.62*	1.00			
TE	.59*	.70*	1.00		
SA	.75*	.51*	.60*	1.00	
TA	.53*	.58*	.52*	.72*	1.00

TW : Worry of test anxiety
 TE : Emotionality of test anxiety
 SA : State Anxiety
 TA : Trait Anxiety
 * : $p < 0.01$

($r=0.56, p<0.05$), ($r=0.75, p<0.05$),
 ($r=0.53, p<0.05$)

2. 시험불안, 시험불안소척도, 우울의 소척도간의 상관성 (worry)

(emotionality) 가
 (negative mood),
 (interpersonal problem), (ineffectiveness),
 (anhedonia), (negative self - esteem) 5가

Table 2

가

3. 시험불안, 시험불안소척도, 특성불안 및 상태불안간의 상관성

Table 3

고 찰

가 . 1930 가
 가 1950
 . 1952 Mandler Sarason
 “ (Test Anxiety Scale for Children) ”가 , 1973 Spielberg¹⁶⁾
 “ 가
 가 . 1982

Antwerp Spielberg, van der Ploeg, Schwarz가
 “ Society for Test Anxiety Research ”가

(Depreeuw, 1983)¹⁷⁾, (van der Ploeg, 1983)¹⁸⁾, (Wrzesniewski, 1984)¹⁹⁾, (Sharma Rao, 1984)²⁰⁾, (Comunian, 1984)²¹⁾, (Hocebar, 1984)²³⁾, 가 (Sipos, 1984)

(Taylor Spencer²⁴⁾, 1952 ; Alpert Haber, 1960), - (Lewis²⁵⁾, 1970 ; Denney²⁶⁾, 1966 ; Hodgers, 1968²⁷⁾, (Hill, 1972²⁸⁾ ; Jones Nisbett, 1972²⁹⁾, (Liebert Morris, 1967), (Sarason, 1960³⁰⁾ ; Hermans³¹⁾ , 1972 ; Hill, 1972, 1977³²⁾)

Hull (drive theory)

(Taylor Spence, 1952) Mandler Sarason(1952)

. Mandler Sarason(1952)

가 가 ,
 (learned task drive)
 (learned anxiety drive)

. Alpert Haber(1960)가
 (facilitating test anxiety)
 (debilitating test anxiety) ’
 (trait anxiety) (state anxiety)
 Cicero
 . Cicero (anger)

(anxiety)

cue

(Lewis, 1970). Cicero

Cattell Scheier(1958)³³⁾ 가

(Easterbrook 가). Hill (1972)

가 가

가 Spielberg

(attribution

(, 1990). Spielberg theory)

가

가

가 (unstable factor),

가

가 (stable internal factor)

가

가 Jones Bisbett(1972) - (actor - observer)

가 (Denney “actor”

1966, Hodgers 1968).

가 (stable negative dis- position) ” “self - observer ”

(cognitive approach) (cognitive and emotional approach to test anxiety)

가 (att- 가 . Liebert Morris(1967)

ention) -

“worry” “emotionality”가

“worry(W)”

가,

가 1)

, 2) 가
, 3) 가
, 4) . Hill (1972, 1977) 가
, 5) 가

. “ Emotionality(E) ”

1) ,
2) , 3) 가 ,
, 4) . , 5) -
- (aff-
ective - physiological response)

, worry . Sarason (1964³⁴),
1966³⁵) 1~2 670
emotionality 5 , 2
- (test - retest reliability)
“ worry ” , 4 -
. Spielberger
(Test Anxiety Inventory, TAI 1980)

(psychodynamic approach) Sarason 가
(1960), Hermans (1972) 가 가 가

가 . Sarason (1960) 가 . Hill Sarason
가 (1966) Manley Rosemier(1972)³⁶ 5~6

(internalization) 가
. Hill Sarason(1966) 1
가
2~3 5~6

가

. Hermans (1972) (arousal), (attention), (drive)
가 . Easterbrook(1959)³⁷, Kau-
sler Trapp(1960)³⁸
가

Mandler(1975)
가

Yerkes - Dodson 가 , Wine(1971, 1978⁴¹)
가 Montgomery(1977⁴²), Holroyd(1978⁴³), Bistlime(1976⁴⁴)

Yerkes - Dodson
Kahneman(1973)³⁹ (limited
capacity model of attention)

가

Becker(1984⁴⁵) (test anxiety),
(examination stress), (achieve-
ment)
가 Wine 가
(1971) 가 가

가 가 가 가 가 가 가 가 가
가 가 가 가 가 가 가 가 가

Mandler Sarason(1952)
“ 가
(learned anxiety drive) 가
가 Epstein(1972)⁴⁰

가 가 가

가

가

(Table 2).

worry emotionality CDI (negative mood) (interpersonal problem) (ineffectiveness) (anhedonia) (negative self-esteem) . Worry (r=0.45, p<0.05) (r=0.57, p<0.05) emotionality (negative correlation)가

가

가

가 (1984)⁴⁸, (1984)⁴⁹, (1986)⁵⁰, (1989)⁵¹, (1991)⁵² 가 (1991) 12

Table 3

Worry 가 (r=0.51 versus r=0.58), emotionality (r=0.60 versus r=0.52). worry emotionality (r=0.70, p<0.05).

가

가

가 (1978)⁵³, (1978)⁵⁴, (1991)⁵⁵ 가 (dimension) 4

가

가

가 (1989) (1991⁴⁷) (1972) “ 3 ”; “ 3 ” (1989) 696 Spielberger Test Anxiety Inventory(TAI) ” (reliability) (validity) 2 (test - retest reliability), (split - half reliability) (internal consistency) (1991) (1988)⁵⁵, (1990), 5 (subtypes) “ ”

가 , 가
 “ ”
 , , 가
 “ ”
 가 , 가
 “ ”
 가 가
 가
 가
 가
 (validity)
 가
 (worry) (emotionality)
 가
 (negative mood), (interpersonal
 problem), (ineffectiveness), (anhe-
 donia), (negative self - es-
 teen) 57가

Table 2 가

Table 3 . Worry
 가 (r=0.51
 versus r=0.58), emotionality
 (r=0.60 versus r=0.52).

가 ,
 가
 가
 가

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Introduction : Test anxiety is a pervasive problem among high school students in Korea. While anxiety in test situations may actually facilitate the performance of some students, more often it is disruptive and leads to performance decrements. Over the past years, many child psychiatrists have become concerned with understanding the nature of test anxiety, but it is not clearly understood yet. In order to understand the nature of test anxiety, the relationship between test anxiety and depression, state anxiety, trait anxiety was examined. In addition, the relationships between the subscores of test anxiety (worry and emotionality) and the subscores of CDI, state anxiety or trait anxiety were examined.

Methods : The Test Anxiety Inventory, Children's Depression Inventory, State-Trait Anxiety Inventory were administered to 425 high school students in Seoul. The relationships between test anxiety and other measures were tested using Pearson correlation coefficients and to test the causal relationship among the variables, regression analysis was performed.

Results : The correlation coefficients between test anxiety and depression, state anxiety, trait anxiety were 0.56 ($p < 0.05$), 0.75 ($p < 0.05$), 0.53 ($p < 0.05$) respectively. The correlation coefficients between subscales of test anxiety and depression were all significant. The correlation between subscales of test anxiety and state and trait anxiety were also statistically significant.

Conclusions : This study indicates that test anxiety is closely related with depression, state and trait anxiety. In addition, the subscales of test anxiety are significantly related with those of the depression. The correlation coefficients between test anxiety and state-trait anxiety are also statistically significant. Thus, in order to develop the preventive and effective methods for treatment, these psychopathological characteristics should be kept in mind.

KEY WORDS : Test anxiety · Trait anxiety · State anxiety · Depression.