

Ispitivanje nekih značajki ispitnog stresa

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Sažetak

Brojna ispitivanja pokazala su da je ispitni period za studente stresan. Cilj ovog istraživanja je bio ispitati efekte prethodnog ispitnog iskustva, kao i težine ispita na neke reakcije na stres. U istraživanju je sudjelovalo 12 ispitanica, studentica prve godine studija psihologije, približno iste dobi i iskustva s polaganjem ispita na studiju. Ispitivanje je uključivalo određivanje stanja anksioznosti, visoke aktivacije i bojazni od ispita prije i nakon prvog i drugog izlaska na teži ispit te prije početka lakšeg ispita.

Ispitno iskustvo nije utjecalo na promjene stanja anksioznosti i visoke aktivacije prije i nakon ispita, dok su procjene bojazni i težine ispita na Borgovoj skali pokazale da je prvi izlazak na teži ispit za ispitanice stresniji. Nadalje, razine ispitivanih varijabli mijenjale su se na sličan način pokazujući povećanje stresa neposredno prije početka ispita te smanjenje dan nakon ispita. Dobiveni rezultati također su pokazali da veća razina stresa prethodi težem ispitu. Čini se da u istraživanjima ispitnog stresa treba respektirati efekte ispitnog iskustva, kao i težine samog ispita.

Ključne riječi: ispitni stres, ispitno iskustvo, težina ispita, stres, anksioznost, bojazan od ispita, visoka aktivacija

Summary

INVESTIGATION OF SOME CHARACTERISTICS OF THE EXAM STRESS

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A number of studies have shown the examination period to be stressful for students. The aim of this study was to examine the effects of previous exam experiences and of the exam difficulty on some of the stress reactions. Twelve female subjects, first year students of psychology, participated in the study. They were approximately of the same age and same previous experiences concerning the taking of the exams. The research included the determining of anxiety state, high activation and exam apprehensions before and after the first and the second taking of the more difficult exam as well as before taking the easier exam.

Previous experience did not affect the changes in anxiety state and high activation before and after the exam, while the estimates of exam apprehensions and exam difficulty on the Borg scale showed that the first taking of the more difficult exam was more stressful for the subjects. Furthermore, the levels of the investigated variables have changed in a similar way, showing the increase of stress immediately before the exam, and the decrease the day after. Results have also shown that higher level of stress precede the more difficult exam. It seems that the effects of previous experiences and exam difficulty should be respected in the studies of exam stress.

Key words: exam stress, exam experience, exam difficulty, stress, anxiety, exam apprehensions, high activation