

Humoros átkeretezés-tréning vizsgaszorongásra gyakorolt hatása

WAGNER EDIT¹

Abstract

Test anxiety affects about 30-40% of students and can be considered one of the most disruptive factors in academic settings. Over the years, many treatment methods have been developed, but only a few researchers have tried using humor to reduce this type of anxiety. The view, that humor buffers the person against the detrimental effects of stress and is an effective method of reducing anxiety is very popular, but only a few empirical studies have been conducted to test this hypothesis, and the results are inconclusive. The multidimensional nature of humor is one explanation for these results. The present study continues the mentioned line of research. We investigated the relationship between (both trait and test) anxiety and the different components of humor, and also examined gender differences in humor styles. Furthermore, we developed an intervention based on the humorous reframing of test situations, and examined its effectiveness in the case of a group of 11th graders. The results supported our hypotheses only partially: as expected, we found negative correlations between the adaptive humor styles and anxiety, but aggressive humor, considered a maladaptive facet of humor, was found to be correlated negatively to humor as well. We also found significant gender differences: men scored significantly higher on most measures of humor. The tested intervention was not effective in reducing the subject's test anxiety: there were no significant differences between the levels of test anxiety in the two groups after the intervention.

Keywords

humour, humour styles, test anxiety, reframing