

## **Abstract**

The subject of this thesis is test anxiety in Czech secondary school students in perspective of the graduation exam and its influence over their overall academic performance in this exam. Results of a study conducted in the academic year 2017/2018 among 439 graduating secondary school students in six secondary schools in Prague is presented

The aim of the study was to verify a test anxiety model based on Lazarus's transactional model of stress, Ellis's cognitive A-B-C model and other subsequent models of different authors (e.g. Hodapp and Rost). The model used in this study thus approaches test anxiety as a form of a stress reaction that consists of three successive steps: (A) activating event in the form of a test situation, (B) cognitive appraisal, and (C) emotional and behavioral consequences part of which is the academic performance. Both steps B and C further consist of a variety of unique components and outcomes.

Quantitative data collected with the utilization of an extensive test battery of eight self-evaluating tests, an anamnestic questionnaire and exam results allowed for a further statistical elaboration. Multiple linear regression, Spearman correlation and factor analysis were utilized to reduce total number of variables of the original theoretical model so that it would better and more efficiently present a real proces of test anxiety.

The result of this study is a cognitive-transactional model presenting dynamics of test anxiety connected to the graduation exam.

**Key words:** Anxiety, Test anxiety, Stress, Graduation exam, Academic performance