

MAHAIAP 2022 Abstract

Title

Urban school children – what factors contribute to examination anxiety?

A study from PCMC Pune

Part of Multicentric Youth survey by AACCI (*Association of Adolescent and Child Care in India*)

Authors: Dr Sandeep Kavade*, Dr Swati Y Bhave, Kalyani Pethkar

*Presenting Author

Introduction

Examination anxiety is a major cause of many students-having poor performance in examinations despite adequate preparation.

Aims and Objectives

This study from PCMC schools -is part of AACCI multicentric survey to assess exam anxiety using a validated tool in various centres- prior to conducting customized interventions for exam anxiety.

Material & Methods

Sample: Sample: 416 students 10-17 years -PCMC - SCH-1 (223), SCH-2 (193). Males 53.4%, females 46.6%

Tool used - FTAS (Friedman Bendas-Jacob Test Anxiety Scale) -Three subfactors Social Derogation (SD) Cognitive Obstruction (CO) and Tenseness (T)

Statistical analysis – Scores correlated with demographic variables e.g. - school, family structure, parental education etc. using t-test/ANOVA in PSPP.

Ethical Clearance - AACCI IEC

Results

Strongest positive correlation coefficient for early adolescent female students $r(106) = .87$, $p < .001$.

Table 1 FTAS and Sub-scores

FTAS Score (Range 0–23)	Mean ± SD	Social Derogation (SD)	Cognitive Obstruction (CO)	Tenseness (T)
(Significant >7)	8.17±5.22	3.73±2.60	1.91±2.00	2.53±1.87

Table 2 – Impact of Demographic variables Statistically significant difference in scores among categories - P-values				
Category having higher score	Mean FTAS	Social Derogation (SD)	Cognitive Obstruction (CO)	Tenseness (T)
Father Not Completed School	p=0.025	NS	NS	NS
At least one parent not completed school	p=0.005	p=0.023	p=NS	p=0.035
Below Graduate Parent	p=0.028 (Father)	p=0.039 (Father)	p=0.002 (Mother)	NS
Fathers' occupation – non-business & non-service	NS	NS	0.027	NS
Attending coaching classes	0	p=0.005	0	p=0.032
Middle Adolescence	9.16±5.43 p=0.007	NS	NS	2.86±1.98 p=0.004
Late Adolescence	NS	NS	2.8±2.59 p=0.007	NS

NS- non-significant

Conclusions

Prior assessment with a validated scale and statistical analysis gives the significant factors that impact exam anxiety in a group. This gives a structure to plan a customized intervention (based on the above tables) for these students, which will be more meaningful and have a better impact. This is AACCI protocol for school programs. We plan to repeat the survey after intervention.