

FEMPEDICON 2022 Abstract
Abstract oral paper presentation

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Title: Role of Psychosocial factors in Examination Anxiety in Adolescents –

ABSTRACT (250 words)

Introduction

Examination anxiety is a major cause of student non- performance in spite of preparation. Before planning school intervention programs a systematic analysis of the various factors using a standardized scale helps This paper is part of Multicentric youth behavior study project started in 2008 by Association of Adolescent and Child care in India (AACCI) Conventional school examinations cancelled in covid - - coaching class sample taken .

Methods

242 students coaching class -Aurangabad. Age 10-18 yrs- Males 53.31% , females 46.69%. FTAS (Friedman Benads-Jacob Test Anxiety Scale) -Three subfactors Social Derogation (SD) Cognitive Obstruction (CO) and Tenseness(T) FTAS and subfactor scores and correlation with demographic variables - school, family structure, parental education using t-test/ANOVA in PSPP. Project has been cleared by the AACCI IEC

Results

1. Mean exam anxiety scores - FTAS (9.19 ± 5.37), SD (3.84 ± 2.61), CO (2.46 ± 2.17) and T (2.88 ± 1.95) -
2. Females reported higher total FTAS scores (10.23 ± 5.10) and SD scores (4.40 ± 2.54)
3. - Strong correlations between FTAS score and SD Factor across all ages with the strongest positive correlation coefficient for Early adolescent female students $r(24) = .92, p < .001$.
4. Parental education levels had significant impact on all the subfactors of exam anxiety scores
5. Family type, number of siblings and birth order – nonsignificant

Interpretations

- Females had higher Total and SD scores and will need intervention
- Parental awareness programs for reducing Social Derogation will be helpful

Conclusions

Our results indicate interventions for parents and students will improve their examination performance