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STUDY OF THE RELATIONSHIP OF EXAMINATION ANXIETY AND SELF-ESTEEM AND OTHER VARIOUS FACTORS IN FEMALE ADOLESCENT AND YOUNG ADULTS (AYA)

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Keywords

College Students - Adolescent and Young Adults (AYA) • Exam Anxiety • Self-esteem scale • Parental background • Life Skills Education

Objectives

Study of exam anxiety, self-esteem and other demographic variables with the objectives of

Assessment of examination anxiety levels and self-esteem scores using validated scales in college girls

Effect of Self-esteem levels on Examination Anxiety scores

Methods

A cross-sectional study was conducted in a girls College in Mumbai. The project was cleared by the AACCI institutional Ethics committee. Permission was taken from the college management and the written consent of the 129 female students aged 18-21 years was taken. *Tools used* 1) Friedman Bendas 'Test Anxiety scale (FTAS) 2) Rosenberg Self-Esteem Scale (RSES). Demographic variables included family structure, parental education and occupation and by using semi-structured proforma. Statistical analysis was done by GNU PSPP (ver. 1.4.1) T–test, Anova test & Linear regression were used in the analysis.

Results

The mean total FTAS score was 9.65 (scores above 7 are significant) the sub-scores were Social Derogation - 3.91, Cognitive Obstruction - 2.28, and Tenseness Score - 3.46. The impact of the father's education (put higher education or lower ??) was more on the sub-score of Cognitive Obstruction. The total anxiety score and sub-score of tenseness were significantly higher in girls whose father's occupation was business.

The mean RSES score was 28.89 which falls under the Normal Self-Esteem category. Higher scores were found in girls who live in nuclear families, and whose parents were post-graduates, but they were not statistically

significant.

Regression analysis showed that for a unit increase in the Total FTAS score, a 0.41 decrease was seen in the RSES score, and for each unit increase in the RESE score, a 0.74 decrease in FTAS Score.

Conclusion

Self-esteem significantly affects the exam anxiety level which is significantly affected by the father's education & also by family type and parent's education.

References

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