Authors'

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Title

Can good self-esteem reduce Exam anxiety in Adolescents

Introduction

Positive Self-esteem is extremely important for adolescents. It builds up self-confidence, and ability to face challenges. Examination is the biggest challenge and a major cause for anxiety in an adolescent's life. This anxiety can lead to non- performance in-spite of preparation Examination anxiety is a major cause of student. Before planning school intervention programs, a systematic analysis of the various factors using a standardized scale helps.

-Methods –

Choice of coaching class – The first author is regularly conducting programs in Dnyandeep coaching center in Aurangabad. *Sample:* 242 students aged 10-18 years.*Tool used*: The Rosenberg Self-Esteem Scale (RSES) The scale ranges from 10-40. Scores between 25 and 35 are within normal range; scores below 25 suggest low self-esteem. *Ethical clearance:* taken from IEC of AACCI. *Consent:* Permission taken from the principal and parents to conduct study in coaching class and Consent/Assent from children for participation. *Statistical analysis:* GNU PSPP (ver. 1.4.1) Chi-squares tests were used to understand associations between the demographic variables. To understand how the mean RSES scores varied according to various demographics, t-tests were used for two-category variables and ANOVA was used for the remaining variables. Wherever assumptions for parametric tests were not met, non-parametric alternatives (Mann-Whitney U test in place of t-test, Kruskal-Wallis H test in place of ANOVA) were used.

Results:

1.The mean RSES score- MRSESS is 28.37 which falls under the "normal self-esteem" category.

2.No significant difference in MRSESS scores between male & female students and between different adolescence stages

4.The MRSESS is higher in students whose both parents are post graduates (M=30.10, SD=4.73) versus either one or both parents below post graduate level (M=28.10, SD=4.04), t (218) =-2.74, p=.007

5.The MRSESS is higher in students whose mother is not homemaker (M=29.01, SD=4.11) versus mother is homemaker (M=27.82, SD=4.31), t (236) =2.16, p=.03

6. Higher MRSESS in students living with Three generation family (M=28.88, 3.84) versus nuclear family (M=28.62, 4.22) and joint family (M=26.94, 4.75), F (2, 239) =3.47, p=.03

7.Higher MRSESS in students whose mothers are Post Graduate (Mean Rank=130.56) versus mothers are Graduate (Mean Rank=116.58) and whose mother's education is below Graduate (Mean Rank=101.09), χ2 (2) =6.35, p=0.042

Conclusions:

- In our sample - in both males and females RSES individual scores ranged from 15 to 38 though the mean was 28.37 which is normal scores
- Age gender and adolescent stages did not show statistically significant impact
- Following variables impacted low self-esteem scores – a) Education -non graduate parent b) joint families c) home maker mothers
- Awareness programs for parents of these students will help to enhance the self -esteem of those who have shown lower scores

Recommendations:

- AACCI has planned customized sessions, based on our statistical analysis, both for the student as well as parents, for which the coaching class has given permission.
- This will help enhance the self-esteem of those who have low scores
- We will follow up with impact evaluation after sessions.