<div align="center">

Paper abstract FTAS paper surat data for Asian congress
Title (16 words)
Factors influencing exam anxiety in urban school children – a survey from Surat city , India .
This paper is part of multicentric Youth survey by AACCI
(Association of Adolescent and Child Care in India)

</div>

* Dr. Prashant Kariya, Dr. Swati Y. Bhave, Dr. Vipul Choudhary, Dr. Neeti Soni
* Presenting author

Objectives (48 words)

In India, marks of a student decide their worthiness in school, at home and in society. This puts tremendous pressure on children. Surveys of Examination anxiety-EA, analysing effects of various factors, has great value, for planning customised intervention in school to have more impact in reducing the EA

Methods – (139 words)

Choice of schools – The first author regularly conducting programs
Sample: 418 students aged 10-19 years from two schools SCH-1 and SCH-2 in Surat.
Both schools included students from upper and middle socio-economic status.
Males 52.4%, females 47.6%,
Tool used: FTAS (Friedman Bendas-Jacob Test Anxiety Scale) which has three subfactors Social Derogation (SD) Cognitive Obstruction (CO) and Tenseness (T). Maximum score is 23.
Ethical clearance: was taken from I IEC of AACCI.
 Consent: Permission taken from the principal and parents to conduct study in school and Consent/Assent from children for participation
Statistical analysis: PSPP was used to analyze FTAS and subfactor scores with respect to demographic variables – age, gender, school, family structure, parental education and occupation using t-test/ANOVA/Kruskal Wallis, to understand factors influencing exam anxiety among students. Demographic differences among both schools analyzed using Chi-square tests.

Results (149 words)

1. Mean exam anxiety scores - FTAS (7.39±4.75), SD (3.31±2.52), CO (1.57±1.79) and T (2.52±1.86)
2. The 2 schools had statistically different family structure, presence of siblings, birth order, parental education and occupation. But difference in mean FTAS and subfactor scores between schools was non-significant.
3. Females - higher total FTAS scores (7.94±4.99) and SD scores (3.66 ±2.61).
4. Middle adolescents- higher CO scores (1.92±2.01) compared to Early (1.3±1.54) and Late (1.53±2.04) adolescents.
5. English Medium - higher total FTAS scores (7.6±4.87) and T scores (2.61±1.88) than Gujarati Medium.
6. Parental education levels - significant impact on total FTAS and CO subfactor scores
7. Occupation of mother - significant impact on T scores.
8. In SCH-2, last-born students - higher total FTAS (9.68±5.08), CO (2.15±1.79) and T (3.3±1.94) mean scores.
9. Strong correlations between i) FTAS score and subfactors SD and CO Strongest positive correlation coefficient for Late adolescent female students $r(10) = .90$, $p < .001$.

Conclusions (75 words)

- FTAS individual scores ranged from 8-22 though mean was 7.39±4.75 so all students will benefit from intervention.

- Females will need specific intervention as - higher Total FTAS and SD scores
- Awareness programs will be of benefit specially for parents of English medium middle adolescent students
- Enrolment in coaching classes, family type, number of siblings and occupation of father had no statistically significant impact was seen of -on exam anxiety and subfactor scores.

Recommendations (47 words)

Our results indicate that this school both parents and students, especially girls will benefit from sessions for reduction of examination anxiety

- AACCI has planned customized sessions in these schools based on our statistical analysis.
- We will also follow up with impact evaluation after sessions.

Key words (9 words)

FTAS (Friedman Bendas-Jacob Test Anxiety Scale), Surat school children