

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

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ABSTRACT

Examination anxiety is a major concern among young adults, as it critically contributes to their career trajectory and self-esteem. The current study used a cross-sectional survey method to determine factors that affect examination anxiety and self-esteem, as well as examine how they are linked to each other, in young adults who were pursuing an undergraduate degree. Self-esteem was evaluated utilizing the Rosenberg Self-Esteem Scale (RSES) and exam anxiety levels with the FRIEDBEN's Test Anxiety Scale (FTAS). Key findings indicate a possible link between parental occupational status and exam anxiety experienced by students, with higher parental attainments being linked to greater anxiety levels. We also found a negative correlation between self-esteem and exam anxiety, indicating that students with higher self-esteem experience lower exam anxiety. The findings from the study highlight the need for interventional programs that target developing self-esteem, which can help alleviate high levels of exam anxiety and potentially help students from jeopardizing their performance outcomes, and in turn, their careers.

KEYWORDS: Exam anxiety; Self-esteem; Rosenberg Self-Esteem Scale; FRIEDBEN's Test Anxiety Scale; Psychology.

INTRODUCTION

Adolescence and Young Adulthood (AYA) represent a dynamic and transformative phase of human development. Spanning the years from the onset of puberty to the achievement of full adult maturity, this period is marked not only by rapid physical growth but also by profound psychological, emotional, and social changes. According to the literature, test anxiety is defined as an individual's physiological, cognitive, and behavioural responses that stimulates negative feelings about an evaluation or as "an inability to think or remember, a feeling of tension, and difficulty in reading and comprehending simple sentences or directions on an examination."^[1] It consists of various psychological and behavioural responses based on an individual's fear of failing an examination. It may be experienced at any point of the assessment.^[2] Test anxiety can induce a number of negative emotions, including stress, helplessness etc., sometimes leading to emotional problems.^[3] While some level of anxiety is natural in the testing situation, an excessive amount can have an adverse impact.^[4,2]

Exam anxiety is one of the most important problems among moderate and low-average students. Examinations tend to be perceived as high-stake events, leading to students experiencing increased levels of stress. This in turn leads to increased levels of anxiety which can hamper performance. Examination anxiety or test anxiety as it is sometimes called consists of behavioural, emotional and cognitive processes.^[5]

At the time of examination, many students and parents approach counsellors and psychologists which show the existence of the severity of this problem. Having a positive self-esteem is extremely important for adolescents, it builds up self-confidence, and enables them to face challenges. The current study was undertaken to identify factors influencing anxiety and self-esteem.

Aim and Objectives

AIM: Study of examination anxiety and self-esteem and associated factors in college students.

Objectives

- Assessment of various factors affecting exam anxiety in young adults college students.
- Assessment of various factors affecting self-esteem in young adults college students.
- Find out the correlation between examination anxiety and self-esteem.

METHODOLOGY

Study Design and Area

This research adopts cross-sectional study design, conducted within the confines of SVT college. The protocol for this project received clearance from the AACCI Institutional Ethics Committee (IEC), ensuring adherence to ethical guidelines.

Study Sample and Size

A total 129 Female AYA in the age group of 18-21 years were selected for this study.

Consent

To initiate the study, the management employed a systematic approach to secure consent. A structured consent form was the first page of the Google Survey Form offering a comprehensive explanation of the survey's purpose and objectives. In order to safeguard participant confidentiality, the survey intentionally refrained from requesting personal

identifiers such as names, instead focusing on collecting age and gender information.

Measurements Tools

Self-esteem was evaluated utilizing the Rosenberg Self-Esteem Scale (RSES).^[6] a widely recognized instrument for assessing self-esteem. The RSES consists of a series of statements to which participants respond, allowing for the quantification of their overall self-esteem.

Exam anxiety levels were measured employing FRIEDBEN's Test Anxiety Scale (FTAS), a validated tool designed to gauge cognitive, emotional, and behavioural responses associated with test-related stressors. The FRIEDBEN Test Anxiety Scale is used to measure test anxiety, producing three subscale scores; social derogation, which is characterized by worrying about being looked down on or degraded in front of those who matter to the test-taker after failure on a test; cognitive obstruction is characterized by poor concentration, recall difficulties, challenges in effective problem-solving and; tenseness, which is comprised of both a bodily and emotional discomfort. This scale offers a comprehensive examination of anxiety manifestations, contributing valuable insights into the nuanced aspects of examination-related stress.^[7]

In addition to these psychological assessments, socio-demographic details of the participants were collected to provide a comprehensive context for the study. This encompassed pertinent information such as age, gender, adolescent stage, and other relevant socio-demographic factors as shown in table 1 influencing the participants' experiences.

Statistical Analysis

Data was analysed using GNU PSPP (version 1.4.1). T-tests assessed group differences, ANOVA tested variations among multiple groups, and linear regression explored relationships between variables, providing a comprehensive understanding of self-esteem, exam anxiety, and associated factors.

RESULTS

Table 1: AGE - Mean and Range.

AGE	Results
Mean	19.17
SD	1.29
Range	5
Maximum	22
Minimum	17

Table 1: Shows Mean age of study participants were 19.17, SD 1.29 and range 5 (17-22).

Table 2: Mean and SD Various Anxiety Score of SVT.

	Self Esteem Score	Exam Anxiety Total Score	FTAS Social Derogation Score	FTAS Cognitive Obstruction Score	FTAS Tenseness Score
N	129	129	129	129	129
Mean	28.89	9.65	3.91	2.28	3.46
S.D	3.97	5.3	2.87	2.22	1.8

Table 2 Shows various anxiety scores, as per table mean exam anxiety scores were: FTAS (9.65 ± 5.3), SD (3.91 ± 2.87), CO (2.28 ± 2.22) and T (3.46 ± 1.8). Mean of Self esteem was 28.89 with SD 3.97.

Table 3: Various Factors affecting total anxiety score.

Variable	Categories	N	Mean score of self esteem	SD	P-Value
Father's school Education	Completed school	108	9.67	5.29	0.649
	Not completed school	11	8.91	4.68	
Mother's school Education	Completed school	100	9.74	5.31	0.402
	Not completed school	25	8.76	4.79	
Family Structure	Nuclear	92	9.59	5.58	0.941
	Three Generation	23	10	4.59	
	Joint	14	9.5	4.82	
Education Level of Father	Below Graduation	57	9.21	4.69	0.287
	Graduate	37	10.76	6.35	
	Post-Graduate	14	8.64	4.33	
Education Level of Mother	Below Graduation	60	9.73	5.11	0.81
	Graduate	26	10.15	5.75	
	Post-Graduate	14	9	5.64	
Father Occupation (Major categories)	Service	33	7.45	5.1	0.025*
	Business	46	11.07	5.12	
	Self Employed	16	9.13	5.57	
	Other	25	9.68	4.83	
Mother Occupation (Major categories)	Professional	10	9.8	6	0.847
	Service	10	7.7	6.41	
	Self-employed	6	9.17	5.74	
	Homemaker	76	9.75	5.01	
	Other	23	9.52	5.29	

The above table shows the relation between various factors and total anxiety score. We found that fathers' occupation was a statistically significant variable. Students whose fathers' occupation was business showed higher mean total anxiety scores than other categories of occupation.

Table 4: Various Factors affecting FTAS Social derogation score.

Variable	Categories	N	Mean score of self esteem	SD	P-Value
Father's school Education	Completed school	108	4.02	2.93	0.419
	Not completed school	11	3.27	2.69	
Mother's school Education	Completed school	100	4.02	2.91	0.367
	Not completed school	25	3.44	2.68	
Family Structure	Nuclear	92	4	2.87	0.823
	Three Generation	23	3.83	2.93	
	Joint	14	3.5	2.9	
Education Level of Father	Below Graduation	57	3.92	2.85	0.946
	Graduate	37	4.11	3.11	
	Post-Graduate	14	4.14	2.96	
Education Level of Mother	Below Graduation	60	3.97	2.81	0.688
	Graduate	26	4.38	3.06	
	Post-Graduate	14	3.57	3.18	
Father's Occupation (Major categories)	Service	33	3.3	3.08	0.414
	Business	46	4.39	2.91	
	Self Employed	16	4	2.99	
	Other	25	3.68	2.56	
Mother's Occupation (Major categories)	Professional	10	3.4	2.72	0.793
	Service	10	3.3	3.23	
	Self-employed	6	5	3.58	
	Homemaker	76	3.88	2.85	
	Other	23	4.09	2.83	

The above table shows the relation between various factors and the FTAS Social derogation score. We did not find any factor statistically significant, including the FTAS Social derogation score. The social derogation score was slightly

higher for the students whose fathers and mothers completed school-level education.

Table 5: Various Factors affecting FTAS Cognitive Obstruction score.

Variable	Categories	N	Mean score of self esteem	SD	P-Value
Father's school Education	Completed school	108	2.13	2.16	0.728
	Not completed school	11	2.36	1.57	
Mother's school Education	Completed school	100	2.15	2.18	0.55
	Not completed school	25	2.44	2.1	
Family Structure	Nuclear	92	2.26	2.31	0.966
	Three Generation	23	2.26	2.2	
	Joint	14	2.43	1.74	
Education Level of Father	Below Graduation	57	1.77	1.88	0.05*
	Graduate	37	3.03	2.5	
	Post-Graduate	14	1.21	1.48	
Education Level of Mother	Below Graduation	60	2.07	1.97	0.608
	Graduate	26	2.5	2.79	
	Post-Graduate	14	1.86	1.79	
Father's Occupation (Major categories)	Service	33	1.21	1.76	0.033
	Business	46	2.52	2.36	
	Self Employed	16	2.5	2.13	
	Other	25	2.44	1.92	
Mother's Occupation (Major categories)	Professional	10	2.6	2.22	0.912
	Service	10	2.1	2.73	
	Self-employed	6	1.67	1.97	
	Homemaker	76	2.12	2.11	
	Other	23	2.39	2.27	

FTAS cognitive obstruction scores were high in students whose fathers and mothers were educated up to graduation and the impact of father's education was more on cognitive obstruction as compared to mother's education and was statistically significant.

Table 6: Various Factors affecting FTAS Tenseness score.

Variable	Categories	N	Mean score of self esteem	SD	P-Value
Father's school Education	Completed school	108	3.52	1.81	0.666
	Not completed school	11	3.27	1.68	
Mother's school Education	Completed school	100	3.57	1.79	0.08
	Not completed school	25	2.88	1.83	
Family Structure	Nuclear	92	3.33	1.9	0.368
	Three Generation	23	3.91	1.28	
	Joint	14	3.57	1.83	
Education Level of Father	Below Graduation	57	3.51	1.75	0.84
	Graduate	37	3.62	1.95	
	Post-Graduate	14	3.29	1.73	
Education Level of Mother	Below Graduation	60	3.7	1.72	0.595
	Graduate	26	3.27	1.89	
	Post-Graduate	14	3.57	1.95	
	Service	33	2.94	1.73	
Father's Occupation (Major categories)	Business	46	4.15	1.65	0.004*
	Self Employed	16	2.63	1.82	
	Other	25	3.56	1.83	
Mother's Occupation (Major categories)	Professional	10	3.8	2.1	0.05*
	Service	10	2.3	2.16	
	Self-employed	6	2.5	1.64	
	Homemaker	76	3.75	1.67	
	Other	23	3.04	1.77	

We found that total anxiety score and tenseness score were significantly high in students whose fathers were businessmen as compared to other categories and the FTAS tenseness score was significantly higher in students whose mothers were professionals.

Table 7: Various Factors affecting Self – esteem score.

Variable	Categories	N	Mean score of self esteem	SD	P- Value
Father's school Education	Completed school	108	29.01	3.79	0.879
	Not completed school	11	28.82	5.42	
Mother's school Education	Completed school	100	29.18	3.7	0.289
	Not completed school	25	28.24	4.82	
Family Structure	Nuclear	92	29.13	4.15	0.553
	Three Generation	23	28.39	4.01	
	Joint	14	28.14	2.38	
Education Level of Father	Below Graduation	57	29.16	3.89	0.506
	Graduate	37	28.49	3.92	
	Post-Graduate	14	29.79	3.02	
Education Level of Mother	Below Graduation	60	29.23	3.8	0.287
	Graduate	26	28.42	3.86	
	Post-Graduate	14	30.36	2.73	
Father's Occupation (Major categories)	Service	33	29.76	3.81	0.608
	Business	46	28.72	4.53	
	Self Employed	16	28.69	2.82	
	Other	25	28.52	3.92	
Mother's Occupation (Major categories)	Professional	10	27.5	4.72	0.31
	Service	10	30.3	3.43	
	Self-employed	6	27.67	2.07	
	Homemaker	76	28.82	4.08	
	Other	23	30	3.69	

It was found that students whose parents had education up to the postgraduate level had greater self-esteem scores but the difference was statistically significant.

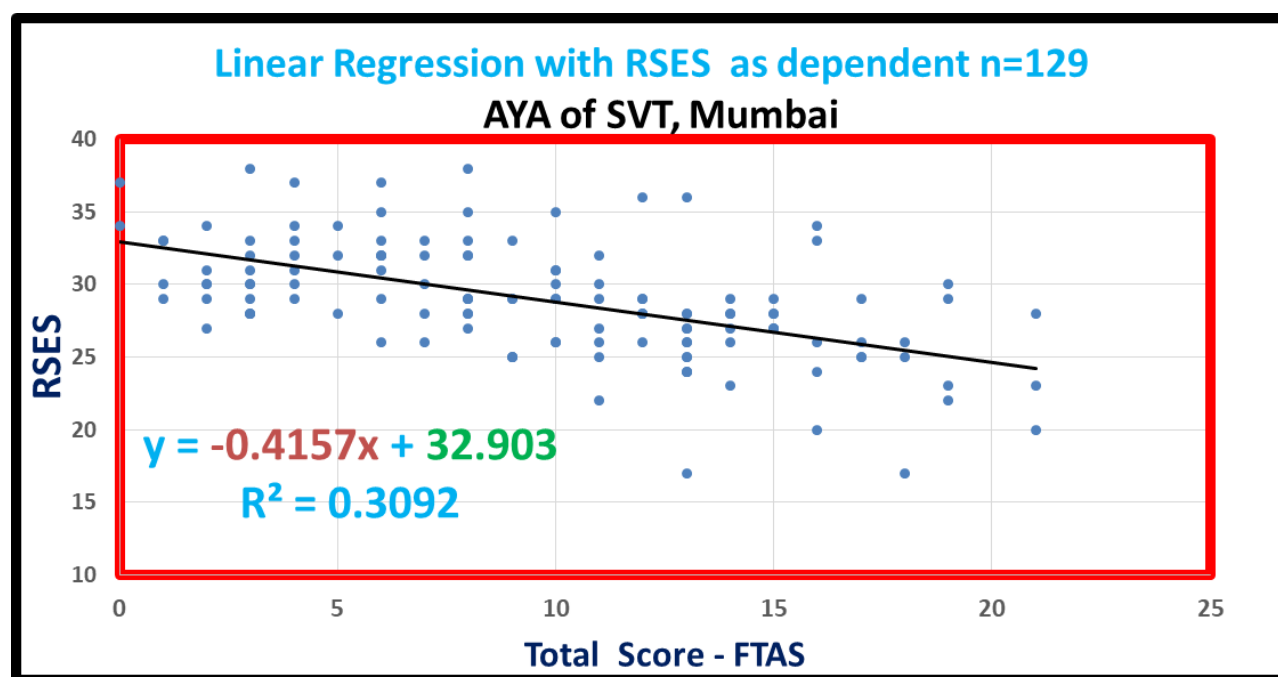


Figure 1: Correlation between RESES core and FTAS score, RESE AS DEPENDENT VARIABLE.

This graph shows that when RSES is a dependent variable, each unit increases in Total FTAS score $\Rightarrow$ 0.42 decrease in RSES score.

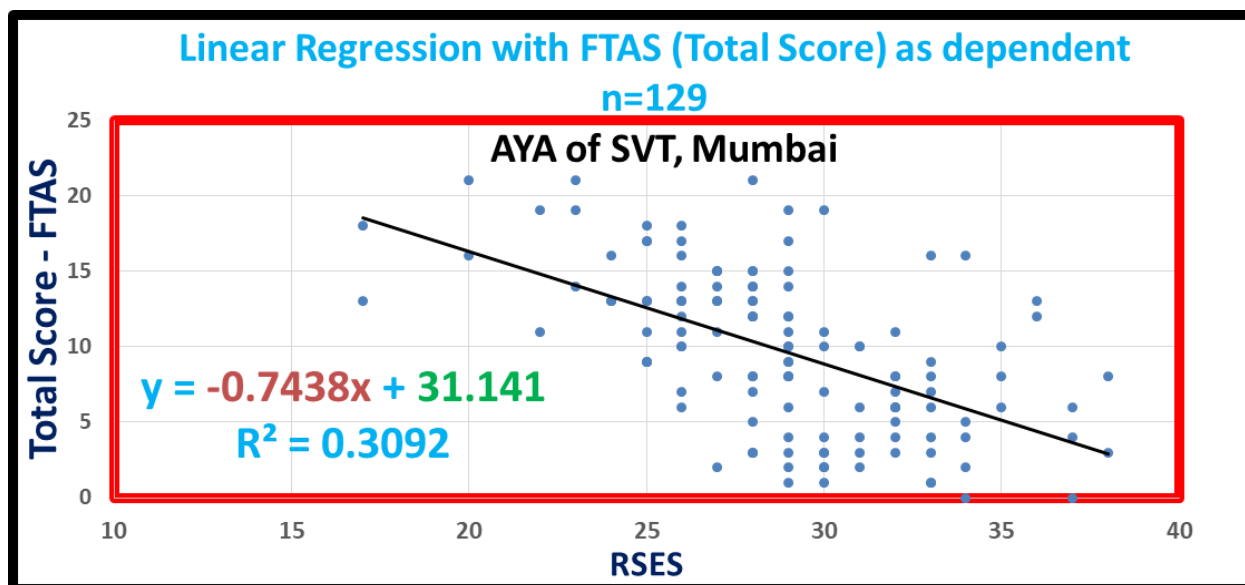


Figure 2: Correlation between RSES score and FTAS score, FTAS DEPENDENT VARIABLE.

This graph shows that When Total FTAS is a dependent variable, each unit increases RESE score $\rightarrow$ 0.74 decrease in FTAS Score. A negative Correlation has been seen between FTAS score and Self-esteem with $r^2 = 0.3092$, $P = 0.000$, $B=0.42$ each unit increase RESE score $\rightarrow$ 0.74 decrease in FTAS Score.

DISCUSSION

The aims of this study were to gain a highly defined understanding of the relationship between college students' self-esteem and exam anxiety. The study of exam anxiety, self-esteem, and their associated factors in college students is a significant area of research, as it impacts their academic performance, social interactions, and overall well-being. Examination anxiety is considered to be a mix of psychological hyperarousal, tension, fear regarding possible failure, catastrophizing etc. Most people experience test anxiety in testing situations throughout their schooling, however, this is more prominent in higher educational contexts, where exam scores may be critical for occupational success. Symptoms of test-related anxiety can vary from moderate to severe.^[8] High levels of academic stress can lead to poor outcomes in multiple areas of life such as nutritional intake, exercise, substance use and self-care among others. In some cases it can also be a risk factor for the development of psychopathology.^[9] In the Indian context, a student's self-worth is greatly impacted by their academic performance.^[5]

Relationship between self-esteem scores on the RSES and parental education and occupational status

Self-esteem scores of students according to the Rosenberg Self-Esteem Scale we administered were; $M=28.89$ with $SD\pm 3.97$. A study found that the mean self-esteem scores for students were; $M=22.14$ ($SD: \pm 3.65$).^[1] In a study carried out by Bayani (2016) he observed mean score for self-esteem scales were 17.44 ± 3.44 , the score ranged from 0 to 30 (RSES), less than the the scores from the present study.^[10] In the current study we found that children whose parents who have a postgraduate level of education had greater self-esteem scores but the difference was not statistically significant. It might be because parents with high levels of education frequently hold their kids to higher

standards for both their academic and personal success. Children can be inspired to pursue excellence if these expectations are conveyed in a positive and supportive way. These families may have stronger social networks and connections, which can provide additional support, guidance, and opportunities for their children that increases the self-esteem of their children. Similar results were observed in a study done by Sari (2018).^[11] That is, as the course success increased, the self-esteem score also increased in statistically significant levels. It was observed that their mothers educational status affected the students self-esteem score statistically significantly ($p = 0.04$).^[5] In our current study we found that the mean self-esteem scores were greater for students whose parents had completed a postgraduate level of education, although the differences were not statistically significant.

Relationship between self-esteem scores on the RSES and family structure

In the present study it was seen that the students who live in nuclear families have higher self-esteem scores than joint and three generation families while no statistically significant difference was detected. Similar results were found in study done by Sari (2018) with ($p = 0.00$).^[11]

Relationship between total anxiety scores on the FTAS and parental education and occupational status

We observed that father's occupation is statistically significant with total anxiety score according to our findings. Compared to other occupational categories, students whose fathers work in business have higher mean overall anxiety scores. One possible explanation is that entrepreneurs usually have high expectations for themselves and their families. Their kids may unintentionally feel pressured to perform well in school as a result, which could cause anxiety. Businessmen may be busy with their work and may not always be available to provide emotional support to their children. This can make children feel alone and unsupported, which can exacerbate anxiety. In some cases, the financial success of the family may create additional pressure on children to perform well academically, as it is seen as a way to maintain or improve their family's social status.

In a study examining academic stress and mental health in a sample of 190 Indian high students, from the 11th and 12th grades, from government- aided and private schools in India, 66% of students reported experiencing pressure from parents to perform better academically. The extent of pressure differed based on the educational attainment of parents, occupational status of the mother, the number of private tutors and academic performance. Fathers who had a lower educational status/who had not attained a graduate degree put more academic pressure on their children. 81.6% of children had examination-related anxiety; it was also positively related to psychiatric challenges.^[9] Mothers, who were self-employed, were more likely to experience parental pressure related to their academics. Female students were found to have greater examination anxiety.^[9]

In a past study conducted by AACCI in India, they explored exam anxiety in school children and their correlation to demographic variables. They made use of the FRIEDBEN Test Anxiety Scale (FTAS), which was also used in the current study. The findings from the study showed that older adolescents experience greater anxiety, possibly due to higher levels of competitiveness and the higher stakes involved).^[5] In a Chinese study that examined gender differences in junior and senior high school students in the context of math, general anxiety and self-esteem; it was found that young women had increased levels of anxiety related to math.^[12]

Relationship between total anxiety scores on the FTAS and family structure

In the present study we found no significant effect of family structure (nuclear, joint and three generation families) on total anxiety ($p = 0.94$). In a Study done by Hu (2021) significant differences were found between family structures and the prevalence of anxiety disorders in children who belong to nuclear families, they reportedly had higher anxiety. ($p < 0.001$).^[13]

Relationship between total Social derogation scores on the FTAS and parental education, occupational status and family structure

One may also experience social derogation as part of test anxiety, this may manifest as fear of being worried that failure on a test may result in being put down by people who are important to them, such as their peer group, caregivers etc.^[5] We did not find any factor statistically significant for FTAS Social derogation score, although the social derogation score was slightly higher for those whose fathers and mothers completed school-level education.

Relationship between total Cognitive Obstruction scores on the FTAS and parental education and occupational status

Cognitive obstruction may also be experienced, which results in challenges with cognitive processes, including paying attention or concentration prior to the test or during the test, it may also affect problem-solving abilities.^[5] We observed that the cognitive obstruction score on the FTAS was high in children whose father and mother were educated up to graduation and the impact of father's education was more on cognitive obstruction as compared to mother's education, and its statistically significant. ($p = 0.05$). In a study done by Cermakova (2023), it was revealed that lower maternal education was associated with lower cognitive ability at age 8 measured by verbal IQ (Spearman's $\rho = -0.322$; $p < 0.001$), performance IQ (Spearman's $\rho = -0.245$; $p < 0.001$) and full-scale IQ (Spearman's $\rho = -0.322$; $p < 0.001$).^[14]

Relationship between total Tenseness scores on the FTAS and parental education and occupational status

Tenseness, which may manifest as a tendency to catastrophize about the outcomes of the examination, it may include feeling physically and emotionally uncomfortable.^[5] We found that the FTAS tenseness score was significantly higher in children whose mothers were professionals ($p = 0.05$). In a study done by Sarı (2018) It was found that test anxiety scores of students whose mothers are high school graduates were higher than those whose mothers are illiterate, primary school or secondary school graduates. No statistically significant difference was detected among mother's educational status groups. This may be that as the educational level of mothers increases, their awareness for their children rises, leading them to have more expectations for their children's future.^[11] These results show that parents' professional background may lead to academic pressure on their children and ultimately increase anxiety.

Relationship between self-esteem RSES scores and test anxiety FTAS scores

Test anxiety can cause self-doubt and self-depreciation (Xie et al., 2019).^[12] In the current study we observed that increases in RSES scores lead to decreases in FTAS scores, indicating that self-esteem can alleviate test anxiety to some extent. In one study self-esteem was found to have a direct effect on test anxiety in men and women.^[12] The terror management theory (TMT) proposes that when a person senses death it leads to them experiencing terror. It is suggested that to counter this sense of terror, people must know that there is meaning in the world, and cultivate a sense of adding meaning to the world and knowing that they are important. This sense of meaning is generated by self-esteem, which protects one from anxiety.^[15, 16] Exam anxiety and self-esteem mean scores in this study were

correspondingly: FTAS (9.65 ± 5.3) and 28.89 with $SD \pm 3.97$. Jarso et al. (2024) conducted a study where he observed that the participants' average test anxiety score was 25.3 ($SD: \pm 5.51$).^[11] It was different from our study result as it was assessed by using the WTAI. In a study done by Dan et al., (2014) using a 20-item multiple choice self-report inventory, individual characteristics were assessed while considering test anxiety as a situation-specific personality trait, test anxiety was found to be, 7.82 ± 5.15 .^[17] The FRIEDBEN Test Anxiety Scale is used to measure test anxiety, producing three subscale scores; social derogation, which is characterized by worrying about being looked down on or degraded in front of those who matter to the test-taker after failure on a test; cognitive obstruction is characterized by poor concentration, recall difficulties, challenges in effective problem-solving and; tenseness, which is comprised of both a bodily and emotional discomfort.^[7] In the present study, a negative Correlation was observed between FTAS score and self-esteem, with $r^2 = 0.3092$, $P = 0.000$, $B = 0.42$, indicating that as exam anxiety level increases, self-esteem decreases. According to the study done by Thomas et al. (2022) academic test anxiety and self-esteem have a medium-positive association (r value = 0.497 and $p = 0.001$).^[18]

Study results show self-esteem may be a protective element, an inducer, a mediator, or just the outcome of emotional health or challenges. In general, the available research indicates that while low self-esteem may be a risk factor for unfavorable outcomes, high self-esteem may have beneficial effects on an individual's success and well-being. High self-esteem is sometimes considered to be an outcome of good performance. Occupational success leads to better self-esteem, in the context of this study it would indicate that students who score better in their examinations would have better self-esteem. In some cases, having higher levels of self-esteem can make people persist despite the failure that they face.^[19]

Asian students tend to experience greater levels of academic stress than their counterparts in the West.^[5] The benefits of detecting test anxiety includes being able to identify students who in general are predisposed to anxiety disorders. In which case, relevant interventions can be provided to alleviate the same and improve the quality of their academic life.^[5] Detecting and treating excessive examination anxiety may be useful to students even in the future. Equipping them with skills to deal with high levels of anxiety can be beneficial as the Indian education system requires increasing numbers of tests for entrances etc., to be able to qualify students for higher education or job opportunities.^[5,2]

Some suggestions included ensuring that the students received mental health help from professionals if the scores on the GHQ indicated a high level of distress. Training for students on how to handle stress in schools must be promoted. Parental awareness programs on understanding and dealing with academic stress could also help counter academic stress linked to exam anxiety.^[9] Targeting the improvement of self-esteem has been suggested to be useful in dealing with anxiety in students.^[9] It has also been recommended that enhancing self-esteem may be an effective approach to improving math anxiety. Cognitive behaviour therapy may be useful in countering cognitive distortions that contribute to test anxiety, whereas narrative therapy has been proposed to be beneficial in constructing one's self-image.^[12]

AACCI has done a few studies to find the relationship between the factors affecting Self Esteem and Exam Anxiety at the same time few studies to find the effect of various levels of Self Esteem and Exam Anxiety on the performance of children of various ages targeting the result-based approach to format student education program to improve their outcome. The results were very promising.^[20,21,22,23,24]

Limitation

The current study consisted only of female participants, hence our findings are not generalizable to males. Our study could also have explored self-reports of participants' test anxiety and how they deal with the same in order to compare participants from different socio-economic backgrounds. In the current study we did not measure psychological factors that may contribute to self-esteem and test- anxiety, such as current mental health status etc.

CONCLUSION

- Mean exam anxiety scores were: FTAS (9.65 ± 5.3), SD (3.91 ± 2.87), CO (2.28 ± 2.22) and T (3.46 ± 1.8). The study explored the influence of parental education and occupational status on both self-esteem and exam anxiety. The results were inconclusive regarding a statistically significant impact of parental background on self-esteem. However, the findings suggest a potential link between parents' professional background and students' exam anxiety. Specifically, children of parents with professional backgrounds may experience higher levels of exam anxiety due to increased academic pressure.
- Mean of Self esteem was 28.89 with SD 3.97. No factors were found to be statistically significant for self esteem.
- In summary, this study examined the link between self-esteem and exam anxiety in college students. It found a negative correlation, indicating that students with higher self-esteem experience lower exam anxiety. A negative correlation has been seen between FTAS score and Self-esteem with $r^2 = 0.3092$, $p = 0.000$, $B = 0.42$ each unit increase RESE score $\Rightarrow$ **0.74** decrease in FTAS Score. Conversely, students with lower self-esteem tend to be more susceptible to exam anxiety. These findings align with previous research suggesting self-esteem acts as a protective factor against exam anxiety.

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