






Sociology of Education

Prediction of School Anxiety based on the Academic Self-Efficacy, Academic Support and Academic Engagement of First Secondary Students of Tabriz City

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Purpose: Considering the importance of school anxiety and its role in the decline of other academic performance, the present study was conducted with the aim of prediction of school anxiety based on the academic self-efficacy, academic support and academic engagement of first secondary students.

Methodology: The current research was a descriptive from type of correlation. The research population was all first secondary students of Tabriz city in the academic years of 2022-2023. The sample size based on the Krejcie and Morgan table was calculated 269 people, which this number were selected by multi-stage cluster random sampling method. The research tools were the questionnaires of school anxiety (Philips, 1987), academic self-efficacy (Jinks and Morgan, 1999), academic support (Sands and Plunkett, 2005) and academic engagement (Reeve, 2013). The data obtained from the implementation of the questionnaires were analyzed with the methods of Pearson correlation coefficients and multiple regression with enter model in SPSS software.

Findings: The findings showed that all three variables of academic self-efficacy, academic support and academic engagement had a significant negative relationship with school anxiety in first secondary students ($P < 0.01$). Also, the three mentioned variables significantly were able to predict 56.5 percent of school anxiety changes in first secondary students ($P < 0.001$).

Conclusion: The results of this study have practical implications for people who deal with students, and they to reduce school anxiety in students can increase their academic self-efficacy, academic support and academic engagement through educational workshops.



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Extended Abstract

Purpose: Anxiety disorders are one of the most common psychiatric disorders in children and adolescents, which can lead to other psychological and psychiatric disorders. School is one of the social environments of childhood that can cause anxiety in children, and this anxiety includes excessive worry and anxiety about different situations. School anxiety is one of the anxiety disorders and one of the major problems of many students, which includes separation anxiety, social anxiety, and test anxiety experienced while attending school. School anxiety is a social and psychological issue that is characterized by a person's lack of regular attendance at school; So that this time should last at least five days as a base time and be accompanied by severe anxiety symptoms and physical complaints such as headache, feeling nauseous, etc. School anxiety has many negative effects on students, and this anxiety can negatively effect on a person's whole life and threaten her health. One of the factors related to school anxiety is academic self-efficacy, which is activates, empowers and guides motivational factor of behavior towards predetermined goals. Academic self-efficacy refers to students' belief about their abilities to understand or complete coursework and achieve academic goals, which plays an important role in regulating motivation and academic guidance. In the other words, this structure means a person's belief and trust in his abilities to challenge academic tasks and overcome academic problems and challenges. People with high academic self-efficacy show more effort and resistance when faced with academic tasks, have a high commitment to achieve their academic goals, have realistic planning for their studies, and use cognitive and metacognitive strategies appropriately. Another factor related to school anxiety is academic support, which directly or indirectly increases students' desire and academic performance. Academic support refers to any source that directly or indirectly increases enthusiasm, passion and interest to education and improves academic performance. Academic support has different dimensions, including emotional support (providing incentives), instrumental support (cooperation in doing homework) and cognitive support (transmitting the importance of academic success to students), which acts as a deterrent for academic burnout and has a promoting role for excellent education performance. In academic support, the relationship between teachers and students, teachers and parents, and parents and peers provides combinations that each one alone and in connection with each other play an important role in the quality and quantity of students' academic activities. Another factor related to school anxiety is academic engagement, which as a multidimensional construct means the quality of effort that students spend on targeted educational activities to achieve desired results. Academic engagement indicates the constructive, enthusiastic, desired and knowledge-based of the learner participation in learning activities that leads to positive academic outcomes. Academic engagement is influenced by social conditions and educational factors and has three parts of behavioral (persistence in homework and learning), emotional (appreciation to homework and learning) and cognitive (use of learning strategies and active self-regulation in homework and learning). No research was found on the relationship between academic self-efficacy, academic support and academic engagement with school anxiety, but some researches have been conducted in this field. Considering the importance of school anxiety and its role in the decline of other academic performance, the present study was conducted with the aim of prediction of school anxiety based on the academic self-efficacy, academic support and academic engagement of first secondary students.

Methodology: The current research was a descriptive from type of correlation. The research population was all first secondary students of Tabriz city in the academic years of 2022-2023. The sample size based on the Krejcie and Morgan table was calculated 269 people, which this number were selected by multi-stage cluster random sampling method. In this sampling method, first one district was randomly selected among the different educational districts of Tabriz city, and then six schools (three schools for girls and three schools for boys) randomly were selected from that district, and four classes randomly were selected from each school, and all students of the selected classes were selected as samples and responded to the research tools. The research tools were the questionnaires of school anxiety (Philips, 1987), academic self-efficacy (Jinks and Morgan, 1999), academic support (Sands and Plunkett, 2005) and academic engagement (Reeve, 2013). In this research, the reliability value for the questionnaires of school anxiety, academic self-efficacy, academic support and academic engagement with Cronbach's alpha method were calculated 0.91, 0.80, 0.93 and 0.89, respectively. The process of conducting the present study was such that, first the necessary coordination was made with the officials of the Education Department of Tabriz city to conduct the research and check the tools by them. In the next step, a list of schools was prepared and sampling was done, and then the sampled schools were visited and after coordinating with the school officials, they were asked to come to the class with the researcher and with the researcher in the class when the tools were completed. Completing the tools took about 35 to 45 minutes, and after completing the tools, they were praised and thanked. It should be mentioned that the importance and necessity of the research was explained to the students and they were assured about the observance of ethical points by the

researchers. Finally, data obtained from the implementation of the questionnaires were analyzed with the methods of Pearson correlation coefficients and multiple regression with enter model in SPSS software.

Findings: The findings showed that all three variables of academic self-efficacy, academic support and academic engagement had a significant negative relationship with school anxiety in first secondary students ($P < 0.01$). Also, the three mentioned variables significantly were able to predict 56.5 percent of school anxiety changes in first secondary students ($P < 0.001$).

Conclusion: The results of this study have practical implications for people who deal with students, and they to reduce school anxiety in students can increase their academic self-efficacy, academic support and academic engagement through educational workshops.