Anxiety and self-belongingness of inclusive learners: the stance, facet overcoming

Panneerselvam G.[1], Bella Wiselet S.[2]
[1]Department of Education, Faculty on Mathematics, National Institute of Technology Puducherry, Karaikal, India
[2]Department of Education, Faculty on Sociology, National Institute of Technology Puducherry, Karaikal, India

Article Info	ABSTRACT
	It was inevitable that young learners at this time would have to pay special attention to both prosaic life and their schoolwork. It is also acknowledged that the majority of learners live in a multi varied situations. This study focuses on and analyses academic anxiety and self-belongingness in learners in an inclusive setup. Academic anxiety is related to distinct characteristic of learner, including gender, venue, instructional media, and family structure. The study focused on these four personal characteristics, and an experimental design technique was used to perform the analysis. This was accomplished using a convenience sampling procedure, which yielded 284 samples. The descriptive analysis is assisted to examine the collected data. However, there is a significant variance regarding their locality of residency. As a result, there is an essential geographical divide between them. The study outcomes also revealed a correlation between learners' academic concerns and sense of belonging. Significant differences in personnel parameters, such as the residential location of learners, were observed. *This is an open access article under the [CC BY-SA](#) license.*

Corresponding Author:

Panneerselvam G.
Department of Education, Faculty on Mathematics, National Institute of Technology Puducherry
Karaikal-609609, India
Email: reach2panneer@gmail.com

1. INTRODUCTION

The methodology/teaching method is a teacher's tool and it has a crucial part in the inclusive education provided to learners in schools/colleges. Teaching and learning are two activities that were reflected by each other; hence it is best to use the phrase "Teaching and learning methods" rather than "Teaching methods" [1]. In education, the term "inclusive" has been popular for the past few decades, and there has been a lot of discussion recently about education for both general learners and learners with unique needs [2].

All students, regardless of their gender, ability, learning style, or history, should have equal access to educational opportunities in a setting where they are all treated with respect, safety, and worth. This is known as inclusion in the classroom [3]. When assembled, some learners need help with individualized factors, and some need help with institutions. On this ground, the teacher/facilitator is solely responsible for guiding the learners in the academic journey while grappling with the situation. Further, the curriculum resembles subjects in the form of major, minor, and electives (chosen) to be learned by the learners, and this strategy creates disparities since the interests and capacities for every domain are different. The learners are also forced to learn a rigid curriculum; this may be a great chance of arising academic anxiety in inclusive setup. According to Fishstrom *et al*. [4], academic anxiety is considered a state-specific type of anxiety in which students experience cognitive, physiological, and behavioral responses to educational contexts. The goal of this study is to examine crucial problems concerning anxiety and overcoming similar problems through learners' self-belonging.

Since academic anxiety is not an issue, it is a way of grasping the situation in particular aspects. Students who attain higher levels of academic achievement tend to have lower levels of academic anxiety, and vice versa [5]. Mechanically, academic anxiety encroaches on learners a lot, and this has a chance to affect their educational standards. Also, tracing out these concerns, it is bound to be numerous issues, such as fear, poor focus, and low memory by learners. According to Madhuri, in a thematic view, especially the anxiety factors are traced out with four elements: anxiety, emotionality, task-generated inferences, and deficiencies in study skills [6]. With these components, a research design represents it is study's objectives or targeted inquiries, such as how learners can regulate these components over time and what precautions learners should take over time. This paradigm only identifies and addresses the primary relationship between anxiety and self-belongingness of learners. In the case of a poor impression, if it is substantial, the existence of a similar situation can lead to severe issues. When learners suffer from school/academic anxiety, it leaves a mark that leads to problems or a lag in their academic progress. This struggle may sometimes lead to a lack of focus, anxiety, problems with performance, a fear of exams, a fear of the academic environment, social pressure, and so on with school activities, which affects belongingness and self-esteem of students. Belongingness and self-esteem are closely related to each other. It is considered as one of the basic fundamental needs of a person [7]. Otherwise, some may feel anxious when doing other assigned duties linked to their academic work.

In contrast, others may feel anxious about their admission tests, practical's, co-curricular activities, and extracurricular activities. In those cases, if exam anxiety exists, it collapses the entire exam preparation process for learners. In general, anxiety in any form is a noteworthy predictor of academic achievement. Students who suffer from anxiety disorders tend to approach their studies in a passive manner, showing low performance on tests and assignments as well as a lack of interest in learning [8]. In those cases, test anxiety or examination anxiety is a multifaceted notion with a range of effects on affective and cognitive domains that eventually impair academic test scores [9]. Academic anxiety includes test anxiety, anxiety about any particular subject, and anxiety about any kind of institutional setting [10].

Some students cannot ignore academic anxiety if they intend to accomplish a learning task or achieve any activity in the classroom. It is linked to the immediate risk posed by the environment of learning, including tutors and specific disciplines like chemistry, physics, mathematics, and English Thus anxiety has been observed in students taking math, reading, science, and foreign language classes [11]. A correlation study states that anxiety plays a crucial role in human life because all of us are the victims of anxiety in different ways [12], [13]. In other words, students who have a low self-view about them would experience anxiety [14]. Self-view is nothing but a sense of belonging to self. Self-belongingness is the emotional need of the learner to fit in and be accepted by their peers. Belonging can be defined as a subjective feeling that one is an integral part of their surrounding systems, including family, friends, school, work environments, communities, cultural groups, and physical places [15]. Apart from all other components, the self-belongingness of learners is crucial, especially in an inclusive setup that influences academic performance. On focusing with belonging, the experience of 'belongingness' is an active, internal manifestation of a strong psychological bond. Therefore, the psychological experience of school membership, or school belongingness, is the sensation of being personally accepted, respected, included, and supported by others in the school social environment [16]. Also, several other factors directly and indirectly affect academic accomplishment. To address such barriers proactively, this research identifies and concentrates on certain specific characteristics. So, the study report assists learners and their respective authorities overcome anxiousness.

2. METHOD
2.1. The stance of study variables

According to the review revision, many factors influence young learners' academic achievement in the current education system. A teacher should be aware of the many forms and manifestations of anxiety that young learners experience in the classroom as this helps to handle everyone. Previous studies have shown that highly test anxious persons are more likely to meet criteria for an anxiety disorder and report more frequent symptoms of anxiety disorders than their low-test anxious counterparts. However, it is unclear whether test anxiety should be treated as distinct to, or a manifestation of, anxiety disorders [17]. This result matches the academic anxiety of young learners, and it can be described as i) general anxiety; ii) social anxiety; and iii) test anxiety. In previous study, general anxiety be absenteeism or avoidance of school, poorer academic performance, agitation, social disengagement, acting out or causing disturbances in general, and inability to cope with stress; social anxiety be fearfulness in social situations, significant distress that interferes social settings and interception of social skills, and test anxiety denotes, the discrepancy between a student's potential and actual exam performance, also "academic performance that is concerned, uncontrollably worried or thinking negatively about one's academic achievement, lack of appetite or sleep, fear, difficulty concentrating, emotional turmoil, anxiety, and dread" [18].

Generalized anxiety disorder is a condition marked by six months or more of chronic, intense worry and stress for no apparent reason or that is much more severe than anxiety most people have [19]. Also, the learners may have physical symptoms such as fatigue, headaches, or stomachaches. Scolionophobia is the term for a phobia associated with education or schooling. Learners who have this severe dread of school tend to hold it for a very long period. Among the signs, it could include stuttering or speaking incoherently, avoiding eye contact, fidgeting, and avoiding class involvement. Finally, it leads to school rejection, which is more likely to impact kids going through transitions like middle or high school. Children with school phobia often become physically ill at the thought of going to school [20]. Anxiety related to performing a task related to the subject matter in a classroom setting might be identified as social anxiety. Learners with social anxiety may experience the following when put in settings that are performance- or socially-based and others are observing them [21], and it can be summarized as: i) feel self-conscious and anxious in social or performance-based situations; ii) avoid school or participating in class; iii) seem embarrassed, lonely, or withdrawn; iv) trouble with delivering a speech in front of the class; v) putting up their hand in response to a query; vi) eating in front of peers; vii) stay away from school or showing up for class; and viii) be targeted by bullies; and ix) be overprotected by well-meaning friends who are willing to talk for them

Selective mutism is a rare and multidimensional childhood disorder that typically affects children entering school age. It is characterized by the persistent failure to speak in select social settings despite possessing the ability to speak and speak comfortably in more familiar settings [22]. For learners in familiar settings, such as at home with family, learners who suffer from selective mutism may be able to communicate perfectly. However, they are mute in other settings, such as public, classroom settings, or schools. A frequent and treatable condition is panic disorder. Panic disorder sufferers have sudden, recurring episodes of extreme anxiety or pain in addition to other symptoms like palpitations or a racing heartbeat. They are known as "panic attacks" and can extend anywhere from a few minutes to several hours. Panic attacks frequently develop without warning. However, if separation anxiety persists throughout the early school years, adolescents could find it difficult to attend class or even visit friends' homes. They find it difficult to be apart from their caretakers.

2.2. Research design

The plan of a scientific investigation is referred to as the research design. It provides tools and research techniques together with guidelines for carrying out the study. It helps identify and address problems that may arise over the course of the study and investigation. The research design is processed with formulated hypotheses for this study.

i)   There exists no discernible change in the average academic anxiety scores and self-belongingness of young learners due to variation in the personnel variable as gender ($H_{1,2}$).

ii) There exists a considerable dissimilarity exists in the mean scores of anxiety and self-belongingness of young learners concerning their locality of residence ($H_{3,4}$).

iii) There exists no discernible change in the level of academic anxiety and self-belongingness mean scores of young learners due to variation in the personnel variable as a medium of instruction ($H_{5,6}$).

iv) There exists no significant distinction in anxiety, and there exists a substantial difference in the self-belonging mean scores of young learners about their family type ($H_{7,8}$).

This study has two different kinds of variables; there might be an independent variable and dependent variable. Two of the dependent variables are self-belongingness and academic anxiety. Among the independent variables are: i) gender; ii) residence location; iii) medium of instruction; and iv) family type. Thus, the work is classified as descriptive research.

2.3. Sample and tool

To gather data, the tool mentioned was employed (described in the next section), and a survey design was utilized and projected to carry out the research. This design comprises four components: variables, tools, samples, and the statistical framework. The variable was described as academic anxiety and self-belonging. The descriptive analysis and inferential analysis be the statistical framework undertaken. The schematic representations of the research design are shown in Figure 1.

After focusing on the schematic's representation, a particular focus on sampling approaches is required regarding the study's understanding. To determine the amount of sample of this research, the author noted the non-probability sampling technique. Because it incorporates the depiction of every subject for the entire population, it is regarded as the greatest [23]. The population concentration of all factors, including rural, urban, and medium of instruction, prompted the researchers to use a convenience sampling approach to sample and calculate sample size. An exploration that convenience sampling must be chosen by the researchers after taking the study context, participants, and methodological framework into account [24]. In general researchers often need to select a convenience sample or face the possibility that they will be unable

to do the study. Although a sample randomly drawn from a population is more desirable, it usually is better to do a study with a convenience sample than to do no study at all– assuming, of course, that the sample suits the purpose of the study [24].

With these themes, the sample size fulfilled the study objectives, and the samples were widespread in the variables determined for the study. In general, samples act as a backbone of any study, especially the variables like anxiety and self-belongingness of learners as in experimental mode. Since this research study concentrates on the academic anxiety of young inclusive learners, the researchers team selected various schools (government, government-aided, and self-financing) in Karaikal (District), U.T of Puducherry, South India, as its study area. The sample of 284 learners is from a population of about 1,820 learners. To address the academic anxiety of inclusive learners, the sample must be in an inclusive setup apart from in school. Gender, the locality medium of instruction, and the type of family from where they are should play a huge role in obtaining the result. The tool is reliable and valid since it is standardized and was provided to every sample (one for academic anxiety and one for self-belonging). With reference to Sharma [25], the instruments employed, include: academic anxiety scale for children (AASC) and children and adolescents' school belonging is evaluated using the school belongingness scale (SBS) were administered. Purposive sampling could be broken up into several stages: purposive sampling can require investigators to go through numerous locations, each of which relies on prior ones. This strategy is helpful since it offers a researcher a bigger pool of non-probability sampling possibilities, even though it usually demands more expertise and activity at the start of each step [26].
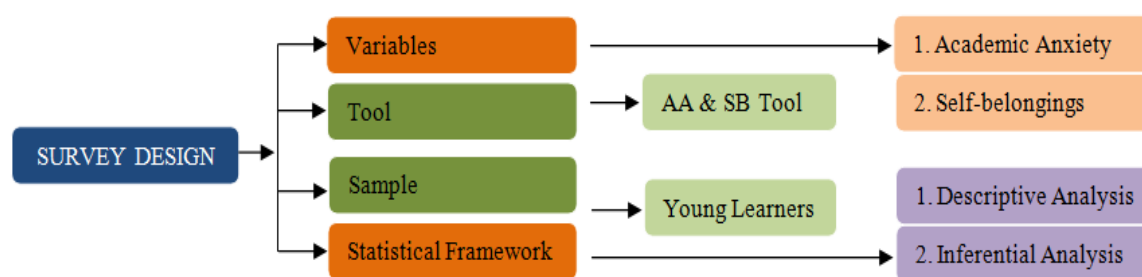

Figure 1. Schematic representations of research design

3.   DATA ANALYSIS AND INTERPRETATION

A preliminary analysis was conducted from the gathered score to determine the nature of the data about learner self-belongingness and academic anxiety. The goal was to calculate the anxiety of learners using statistical invariable similar to the descriptive statistics. The evidence that has been seen suggests minimal variation in the academic anxiety scores obtained from the test of central inclinations. A well-structured descriptive analysis of academic anxiety scores in connection to learner's components is presented in Tables 1 and 2. Table 1 denotes the summary of descriptive analysis and standard deviation of academic anxiety score of learners with respect to variables and sub variables. Table 2 denotes the summary of descriptive analysis and standard deviation of self-belongingness score of learners with respect to variables and sub variable. Figure 2 indicates the graphical representations of academic anxiety and self-belongingness with respect to the sub variables respectively.

Table 3 indicates descriptive analysis and 't' value of academic anxiety and self-belonging due to variation in the personnel variable (gender). The resulting t value of academic anxiety is (0.6033), which is less than the table value and is insignificant at the 0.05 level. It demonstrates since there is no discernible variation in the average scores of learners' anxiety. According to the same table, the derived t value of self-belongingness is (0.7705), which is lesser than the table value and is not significant at level 0.05. It demonstrates, there is no statistically considerable difference in the self-belonging mean scores. As a result, the stated hypothesis is accepted.

Table 4 indicates descriptive analysis and 't' value of academic anxiety and self-belongingness due to variation in the personnel variable (residence). The resulting t-value of academic anxiety is (6.78), greater than the table value and significant at the 0.05 level. It demonstrates that there is a significant difference in the mean scores of learners' academic anxiety. According to the same table, the derived t value of self-belongingness is (2.4205), at the 0.05 level of significance, is higher than the value in the table. It demonstrates indicating a statistically significant variation exists in the mean scores of self-belonging of learners. As a result, the stated hypothesis is accepted.

Table 1. Summary of descriptive analysis and standard deviation of academic anxiety score

	Variables	Sub-variables	N	Mean	Median	Mode	SD
Academic anxiety	Gender	Male	87	135.34	134.12	131.68	37.67
		Female	197	137.13	138.2	140.34	11.91
	Locality	Rural	66	153.18	154.33	156.63	31.53
		Urban	218	135.41	134.06	131.36	12.02
	Medium of instruction	English	202	136.35	135.63	134.19	33.47
		Tamil	82	140.17	140.96	142.54	6.22
	Family type	Joint	75	147.00	147.63	148.89	24.33
		Nuclear	209	148.82	147.36	144.44	7.61

Table 2. Summary of descriptive analysis and standard deviation of self-belongingness score

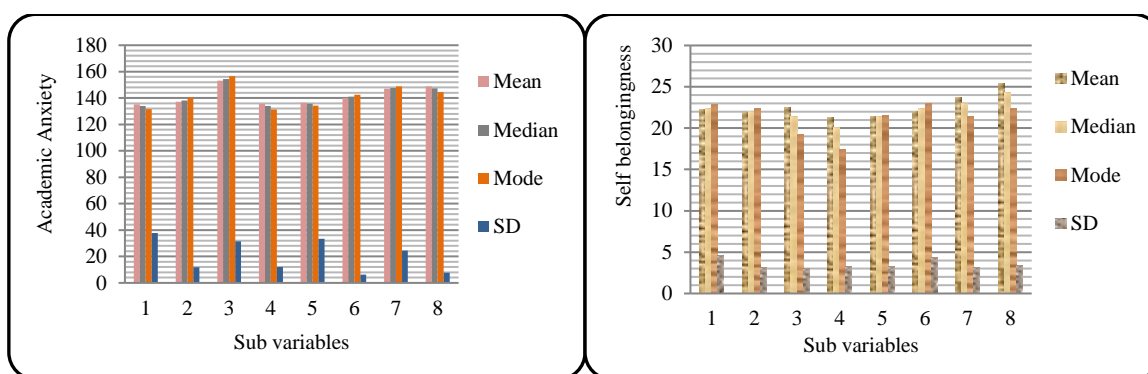|	Variables	Sub-variables	N	Mean	Median	Mode	SD
Self-belongingness	Gender	Male	87	22.21	22.43	22.87	4.60
		Female	197	21.85	22.01	22.33	3.11
	Locality	Rural	66	22.44	21.36	19.2	3.07
		Urban	218	21.33	20.03	17.43	3.32
	Medium of instruction	English	202	21.40	21.46	21.58	3.31
		Tamil	82	22.01	22.33	22.97	4.32
	Family type	Joint	75	23.75	22.96	21.38	3.18
		Nuclear	209	25.38	24.36	22.32	3.40

Figure 2. Graphical representations of academic anxiety and self-belongingness

Table 3. Descriptive analysis and 't' value of academic anxiety and self-belonging due to variation in the personnel variable (gender)

H_1, H_2	Gender	N	Mean	SD	SE	df	't'-value
Academic anxiety	Male	87	135.34	37.67	2.97	282	0.6033@
	Female	197	137.13	11.91			
Self-belongingness	Male	87	22.21	4.60	0.4673	282	0.7705@
	Female	197	21.85	3.11			

Note: @ Not significant at 0.05 level

Table 4. Descriptive analysis and 't' value of academic anxiety and self-belongingness due to variation in the personnel variable (residence)

H_3, H_4	Locality	N	Mean	SD	SE	df	't'-value
Academic anxiety	Rural	66	153.18	31.53	2.586	282	6.87*
	Urban	218	135.41	12.02			
Self-belongingness	Rural	66	22.44	3.07	0.459	282	2.4205*
	Urban	218	21.33	3.32			

Note: *Significant at 0.05 level

Table 5 explored that the obtained t value of academic anxiety is (1.03), less than the table value and insignificant at 0.05 levels. It reveals no discernible change exists within the average scores of academic anxieties of young learners. It is also explored that the obtained t value of self-belongingness is (1.28), less than the table value, and insignificant at 0.05 levels. It reveals no significant dissimilarity exists in the indicate scores of self-belongingness of young learners. Therefore, the hypothesis is accepted.

According to Table 6, academic anxiety has a t value of (0.961), which is lower than the table value and not significant at the 0.05 level. It indicates that there is no discernible variation in the average scores of academic anxiety among younger students. Additionally, it is investigated as to why the self-belongingness t value produced is larger than the table value (0.7705) and not significant at 0.05. It indicates a noteworthy variation in the average self-belongingness scores of young learners. The hypothesis is so accepted.

Table 5. Descriptive analysis and 't' value of academic anxiety and self-belongingness due to variation in the personnel variable (medium of instruction)

H_5, H_6	Medium	N	Mean	SD	SE	df	't'-value
Academic anxiety	English	202	136.35	33.47	3.707	282	1.03[@]
	Tamil	82	140.17	6.22			
Self-belongingness	English	202	21.40	3.31	0.475	282	1.28[@]
	Tamil	82	22.01	4.32			

Note: @ Not significant at 0.05 level

Table 6. Quantitative scores of academic anxiety and self-belongingness due to variation in the personnel variable (family type)

H_7, H_8	Family type	N	Mean	SD	SE	df	't'-value
Academic anxiety	Joint	75	147	24.33	1.894	282	0.961[@]
	Nuclear	209	148.82	7.61			
Self-belongingness	Joint	75	23.75	3.18	0.45	282	3.62[*]
	Nuclear	209	25.38	3.40			

Note: @ Not significant at 0.05 level; * Significant at 0.05 level

4. RESULTS AND DISCUSSION

This study contributes to the existing literature on academic anxiety and self-belonging of learners with respect to personal variables. A step-by-step discussion reveals the report enriches the literature on the role of self-belongingness with respect to the personal variables. There is no significant variation in the average scores of learners due to variations in the personnel variables such as gender, medium of instruction, and family type. Most probably, based on this investigation, the learners, based on the three personal variables, do not suffer from academic anxiety. In the locality of residence, a significant variation will exist in the mean scores of academic anxiety and self-belongingness of learners. This result contrasts the study conducted by Rather [26], which states that gender differences exist. In the medium of study (Tamil and English) and family type, they do not suffer from academic anxiety, and they will have a high sense of self-belonging. A study conducted by Nag et al. [27] partially supports the gender differences and implies that found the percentage of students who experienced severe anxiety was higher in females (10.9%) than in males (3.8%), and that the difference between the two genders' anxiety levels was statistically significant.

On focusing on the medium of instruction, mother tongue, and English, this study shows a notable variation in the average scores of academic anxiety and self-belongingness of learners. This was supported by the fact that learners of the local language are better at classroom interaction than those in English, as they further engage in classroom discussions and do not be anxious when teachers raise questions. Also, the students of English medium comparatively seem incompetent. English-medium students are more afraid of exams and forget the known answers in exams [28]. A study on academic anxiety and achievement of secondary school learners reveals that the medium of instruction does not significantly influence the anxiety of secondary learners [29]. Thus, this result does not support this current study.

In the case of locality of residence, the case needs to be reviewed and needs analysis against the result. A significant dissimilarity exists in the average scores of academic anxiety and self-belongingness of learners. This implies that learners from rural areas have a variation in academic anxiety and self-belongingness than learners from urban areas. A study conducted by Anjum et al. [30] correlated the current study result. The most anxious learners are those from residential urban environments (47.9%), as they were twice (2.83) as likely to experience anxiety as teenagers from rural areas [30]. Also, this result supports that adolescent learners compared to students from rural areas, there was a greater prevalence of anxiety disorders overall and in their subtypes in the non-rural areas [31]. Also, another similarity in results is that most females from both urban and rural areas reported having little anxiety related to their studies. The analysis showed that compared to their peers, rural females had noticeably greater levels of academic anxiety [32]. Also, a study about adolescent anxiety in rural blocks reports of teenagers suffer as of anxiety. Fear/anxiety is maximum in higher secondary learners, which were 19.3% and 24%, respectively. It was significantly higher among females (23.7%) than males (13.7%). Anxiety was maximum in the upper and lower socioeconomic classes of learners, with 24.1% and 22.3%, respectively [33].

As a result, urban English-medium schools perform differently academically than rural Bengali-medium schools. The reason for this could be that there are many more opportunities for both male and female in urban schools than in rural. These opportunities could include things like a suitable learning environment, high-quality faculty, library resources, financial support for education, sufficient nutrition, a communication system, parental aspirations, and simple access to modern technology like computers. However, a lot of children in rural regions do not even get two meals a day, so they bear the brunt of the responsibility of earning for survival [17]. As a consolidation of the locality of the learners, there are more disparities in our country, which reveals that the caretakers need to be conscious of these kinds of learners for their sake, if necessary.

Finally, in the case of family type in this investigation, academic anxiety does not differ significantly, however there is a notable variation in the self-belonging mean scores of young learners about their family type. But this case needs to be considered seriously. Generally, this kind of family does not directly affect learners' anxiety; instead, their parenting style impresses them greatly. The learners, in case of parent rejection, have a more significant impact on anxiety. Second, the learner's anxiety is also more significantly impacted by the mother's overprotectiveness. This is demonstrated by the fact that, since children are already developing, parents must take a more active role in their lives, pay closer attention to their behavior, and not just ignore it. Even after their children have left for college, some mothers find it impossible to let go of them and become overly involved in their activities. In addition, the methods of parenting of the two parent's disputes, therefore parents must be able to let go of their kids while still understanding and encouraging them. Whether it is a joint or nuclear family, only the parents need to take care of their children's growth.

5. CONCLUSION

The findings emphasize that the learners' academic progress is hampered by anxiety in the study environment. Low degrees of self-belongingness and high levels of anxiety are linked to academic environments and can hinder academic progress and decrease accomplishment. Furthermore, the research demonstrates a statistically significant inverse or negative relationship between academic success/achievement and self-belongingness. As well as there are some disparities in rural and urban areas where they reside; as a result, the young learners are unbalanced in accordance with their self-belongings. Essentially, for issues like these, learners' demands require various engagement tactics.

Primarily to know about the factors for anxiety, the researchers' goal and proposition is to encourage learners to write about their anxiety descriptions in person that they experienced. They also do the same for the afflicted samples. Also, the investigators gathered learners' perspectives on the drop in academic success and elicited. As a result, the significant factors include: a lack of rest; isolation and loneliness in rural locations and a sense of academic pressure in the school.

In the case of a shortage of rest, the learner should be made aware of the importance of rest in terms of health and attention in learning. As a specific remedy, the individual should be assigned to a counselor if needed. To address concerns of isolation and loneliness in remote areas, learners should be encouraged to engage with blousing and to be updated, resume activities that alter rural life, and spend time with friends, peers, and others. To reduce traveling and intrusion with academic pressure, individuals must be guided to foster a supportive base work and environment. In particular, the low-scoring topic was identified, and the individual should use caution on this occasion; otherwise, he should get assistance from his instructor. Therefore, the measures for the three factors must balance the learners. If needed, the learners should get more support from the caretakers to overcome anxiety. The direction provided by the authorities is undoubtedly beneficial to overcoming fear and has a significant impact on the learners' sense of self-belonging. Specifically, in the case of enhancing self-belonging, the necessities of the learners are distinct and specific. Each learner in this field will initially receive group or one-on-one instruction to determine their level of independence in terms of self-belonging. In addition, the remedial actions are recommended: i) offering guidance support and helping with learner-centered provisions; ii) facilitating collaborative learning through training; iii) providing support with formative feedback; iv) encouraging reflective practice and setting an example of inclusive behavior; and v) establishing a secure and welcoming environment.

These could be the induction measures that are done. Besides, it is advised that the teacher create plans depending on the circumstances based on the unique requirements of the learners. It should include encouraging positive thinking and time management. Despite being an educationalist, the author urged educators to keep learners aware of the need for change in their learning styles, practice enhancing memory, stress-coping skills, anxiety and tension management, and time management. Furthermore, learners should focus on brain-gym activities like self-calming and the fundamentals of emotions, emotion management,

emotion and learning, and emotion and culture. To summarize, authorities should devise measures to alleviate worry and keep learners focused on their studies.

REFERENCES

[1] A. Landøy, D. Popa, and A. Repanovici, *Collaboration in designing a pedagogical approach to information literacy*. Cham: Springer International Publishing, 2020, doi: 10.1007/978-3-030-34258-6.

[2] K. Cologon, "Is inclusive education really for everyone? family stories of children and young people labelled with 'severe and multiple' or 'profound' 'disabilities'," *Research Papers in Education*, vol. 37, no. 3, pp. 395–417, May 2022, doi: 10.1080/02671522.2020.1849372.

[3] B. Singh and A. K. Prajapati, "Inclusive education in India: what, why and how?" *International Journal of Research in Economics and Social Sciences*, vol. 11, no. 3, pp. 114–115, 2021.

[4] S. Fishstrom *et al.*, "A meta-analysis of the effects of academic interventions on academic achievement and academic anxiety outcomes in elementary school children," *Journal of School Psychology*, vol. 92, pp. 265–284, 2022, doi: 10.1016/j.jsp.2022.03.011.

[5] M. Shakir, "Academic anxiety as a correlate of academic achievement," *Journal of Education and Practice*, vol. 5, no. 10, pp. 29–36, 2014.

[6] S. Liu, Y. Zhang, L. Zhao, and Z. Liu, "Academic stress detection based on multisource data: a systematic review from 2012 to 2024," *Interactive Learning Environments*, pp. 1–27, Aug. 2024, doi: 10.1080/10494820.2024.2387744.

[7] E. M. Batiola, N. Boleche, S. W. Falcis, and J. Tus, "The relationship between anxiety and self-esteem among senior high school students," *Psychology and Education: A Multidisciplinary Journal*, vol. 1, no. 1, pp. 1–8, 2022.

[8] M. M. D. Suan and C. I. Magallanes, "Sense of belonging and self-esteem of high school students in a catholic college," *Philippine Social Science Journal*, vol. 3, no. 2, pp. 87–88, Nov. 2020, doi: 10.52006/main.v3i2.174.

[9] A. Chakraborty, "Exploring the root causes of examination anxiety: effective solutions and recommendations," *International Journal of Science and Research (IJSR)*, vol. 12, no. 2, pp. 1096–1102, Feb. 2023, doi: 10.21275/SR23220002911.

[10] S. K. Das, U. K. Halder, and B. Mishra, "A study on academic anxiety and academic achievement on secondary level school students," *Indian Streams Research Journal*, vol. 4, no. 6, pp. 1–5, 2014.

[11] J. C. Cassady and R. E. Johnson, "Cognitive test anxiety and academic performance," *Contemporary Educational Psychology*, vol. 27, no. 2, pp. 270–295, Apr. 2002, doi: 10.1006/ceps.2001.1094.

[12] G. Mahajan, "Academic anxiety of secondary school students in relation to their parental encouragement," *International Journal of Research in Humanities and Social Sciences*, vol. 3, no. 4, pp. 23–29, 2015.

[13] K. Bülbül and H. Odacı, "Analysis of studies about academic anxiety: a thematic review," *Psikiyatride Güncel Yaklaşımlar*, vol. 15, no. 2, pp. 370–384, Jun. 2023, doi: 10.18863/pgy.1124868.

[14] B. A. Taye, "Correlation of anxiety with teacher interaction, self esteem and value," *African Educational Research Journal*, vol. 5, no. 2, pp. 170–180, 2017.

[15] Ö. Karaman and B. Tarim, "Investigation of the correlation between belonging needs of students attending university and well-being," *Universal Journal of Educational Research*, vol. 6, no. 4, pp. 781–788, Apr. 2018, doi: 10.13189/ujer.2018.060422.

[16] K.-A. Allen, M. L. Kern, C. S. Rozek, D. M. McInerney, and G. M. Slavich, "Belonging: a review of conceptual issues, an integrative framework, and directions for future research," *Australian Journal of Psychology*, vol. 73, no. 1, pp. 87–102, Jan. 2021, doi: 10.1080/00049530.2021.1883409.

[17] D. Purkait, "School environment and academic achievement of rural and urban standard IX students," *International Journal of Home Science*, vol. 5, no. 1, pp. 273–279, 2012.

[18] S. Vaz *et al.*, "Belongingness in early secondary school: key factors that primary and secondary schools need to consider," *PLOS ONE*, vol. 10, no. 9, p. e0136053, Sep. 2015, doi: 10.1371/journal.pone.0136053.

[19] B. H. McCurdy, M. D. Scozzafava, T. Bradley, R. Matlow, C. F. Weems, and V. G. Carrion, "Impact of anxiety and depression on academic achievement among underserved school children: evidence of suppressor effects," *Current Psychology*, vol. 42, no. 30, pp. 26793–26801, Oct. 2023, doi: 10.1007/s12144-022-03801-9.

[20] Cleveland Clinic, "Scolionophobia (Fear of school)," Cleveland Clinic. Accessed: Dec. 03, 2023. [Online]. Available: https://my.clevelandclinic.org/health/diseases/23982-scolionophobia-fear-of-school

[21] S. L. Boyle, "Social anxiety factsheet (for schools)," Nemours Kids Health. Accessed: Dec. 03, 2023. [Online]. Available: https://kidshealth.org/en/parents/social-phobia-factsheet.html#:~:text=Students%20with%20social%20anxiety%20may,school%20or%20participating%20in%20class

[22] T. Poopal, "Separation anxiety disorder among children and adolescents," *The International Journal of Indian Psychology*, vol. 9, no. 1, pp. 859–866, 2021, doi: 10.25215/0901.091.

[23] P. Wong, "Selective mutism: a review of etiology, comorbidities, and treatment," *Psychiatry (Edgemont)*, vol. 7, no. 3, pp. 23–31, 2010.

[24] J. Golzar, S. Noo, and O. Tajik, "Convenience sampling," *International Journal of Education & Language Studies (IJELS)*, vol. 1, no. 2, pp. 72–77, 2022, doi: 10.22034/ijels.2022.162981.

[25] M. Sharma, "Guidance needs of secondary school students in relation to academic anxiety," *International Journal of Social Science and Interdisciplinary Research*, vol. 3, no. 2, pp. 31–37, 2014.

[26] R. A. Rather, "A study of academic anxiety among high school students in relation to gender, type of family and type of institution," *International Journal of Research in Social Sciences*, vol. 9, no. 4, pp. 608–618, 2019.

[27] K. Nag, B. Ghosh, A. Datta, N. Karmakar, and P. Bhattacharjee, "A cross-sectional study on the prevalence of anxiety among school students in Teliamura municipality area of Tripura," *Indian Journal of Psychiatry*, vol. 61, no. 5, pp. 491–495, 2019, doi: 10.4103/psychiatry.IndianJPsychiatry_415_18.

[28] B. Rathore and M. Pancholi, "A study of the effect of medium of instruction on students' anxiety at colleges of education," *Voice of Research*, vol. 2, no. 3, Dec. 2013.

[29] S. Mahalakshmi and T. S. Rani, "Academic anxiety and academic achievement of secondary school students," *Journal of Emerging Technologies and Innovative Research*, 2014.

[30] A. Anjum, S. Hossain, M. T. Hasan, M. E. Uddin, and M. T. Sikder, "Anxiety among urban, semi-urban and rural school adolescents in Dhaka, Bangladesh: investigating prevalence and associated factors," *PLOS ONE*, vol. 17, no. 1, p. e0262716, Jan. 2022, doi: 10.1371/journal.pone.0262716.

[31] A. Kirubasankar, P. Nagarajan, P. Kandasamy, and S. Kattimani, "More students with anxiety disorders in urban schools than in rural schools: a comparative study from union territory, India," *Asian Journal of Psychiatry*, vol. 56, p. 102529, Feb. 2021, doi: 10.1016/j.ajp.2020.102529.
[32] D. Vig and A. Chawla, "Study of academic anxiety among rural and urban adolescent girls," *Asian Journal of Home Science*, vol. 8, no. 1, pp. 128–130, 2013.
[33] R. B. Jain, P. Choudhary, S. Sethi, A. K. Mital, and N. Pawar, "Anxiety among adolescent students and its association with socio demographic variables in a rural block of Haryana," *Epidemiology International*, vol. 3, no. 3, pp. 1–8, Nov. 2018, doi: 10.24321/2455.7048.201811.

BIOGRAPHIES OF AUTHORS

Panneerselvam G. is a faculty member in the Department of Education, National Institute of Technology Puducherry in Karaikal on a contract basis. He has 14 years of experience as a teacher educator. With a doctorate in education and a Master's in Mathematics, Education, and Psychology, he is an expert in mathematics education and psychology. His focus is on special education. The author's area of research focuses on dyscalculia, education pedagogy, the effects of software on pedagogy, and strategic approaches to impairments. He can be contacted at email: reach2panneer@gmail.com.

Bella Wiselet S. is employed on a contract basis as a faculty member in the National Institute of Technology Puducherry's Department of Education in Karaikal. She is qualified with the UGC-NET in Education and having Ph.D. in Education, Masters in Zoology, Sociology and in Education. She has over 15 years of experience as a Teacher Educator and worked as a Principal at College of Education. She is a specialist in biological science education, educational technology, environmental education, and sociology of education. She can be contacted at email: bellabennet@yahoo.com.