



QUANTITATIVE EVALUATION OF EMOTIONAL ANXIETY SCHOOL DROP-OUT EFFECTS OF SCHOOL PHOBIA AND ACADEMIC PERFORMANCE AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN WUKARI EDUCATION ZONE, TARABA STATE, NIGERIA

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ABSTRACT

The main purpose of this study was to evaluate Emotional Anxiety and school Dropout effects of school phobia and academic performance among Junior Secondary School Students in Wukari Education Zone, Taraba State, Nigeria. Two research objectives, two corresponding research questions and research hypotheses were formulated to guide the study. Descriptive survey research design was used for this study. The population of the study was made up of 3,040 JSS1 students from 15 public secondary school in Wukari Education Zone. The sample size of the study was made up of 750 JSS1 students selected from 15 public secondary schools in Wukari Education Zone. The researcher adopted both purposive and simple random sampling to select the sample size. An instrument titled "Emotional Anxiety and school Dropout and academic performance Questionnaire (EADOAPQ) was developed by the researcher for the purpose of this study. EADOAPQ comprising of 17 items was divided into two sections. Section A comprise of 4 items solicited for respondents' personal background information such as age, gender, among others. Section B comprised of 13 items that solicited for information with regards to the influence of school phobia on academic performance of JSS1 students in Wukari using four-point rating scale. The instrument was validated through the use of face, content and construct validity. The reliability of the instrument, was carried out in a pilot test among JSS1 students in Ardo-Kola Local Government Area. The pilot test was made up of 50 respondents selected from two (2) secondary schools through random sampling and a reliability coefficient of 0.83 was obtained. Descriptive statistics such as frequency distribution tables, simple percentage, mean and standard deviation were used to analyse data of research questions while Chi square was used in testing the research hypotheses at 0.05 level of significance. The study found that

there was impact of emotional anxiety on academic performance and there was significant impact of school dropout due to school phobia on students academic performance. The study recommended that the school culture and climate should be friendly and accommodating to mitigate the influence of emotional anxiety and school drop out on academic performance of students.

Keywords: *School Phobia, Academic Performance, Emotional Anxiety, School Drop out*

INTRODUCTION

School phobia is a term that has been used to describe situations in which students express unusual fear of school. Traditionally, school phobia has been defined as school refusal or school avoidance characterised by severe somatic complaints (Boyd, 2010). School phobia is a dramatic, puzzling, and serious emotional crisis which occurs frequently and presents a threat to the child's psychological health and educational development. Chotiner and Forrest (2014) defined school phobia as any condition which prevents a child from attending school. In behavioural terms, Sarason, (2010), defined school phobia as a conditioned response to a perceived threatening stimulus which could be learned or inherited. In a similar way, May, (2017) viewed school phobia as a maladjusted behaviour of students. School phobia, according to Davies (2012) refers to an anxiety disorder in children who have an irrational, persistent fear of going to school. Benjamin, (2011) noted that phobia can interface with attention, learning and testing. The idea that phobia may interface with a student's ability to demonstrate what they have learned is not new. victims of phobia are more easily distracted by irrelevant or incidental aspects of the task at hand.

The students who experience school phobia are also characterized by acute emotional anxiety, apprehension, tension or uneasiness, willful domination, depressions, despair, sadness and an unrealistic self-image. School Phobia, as an avoidance problem behaviour has serious negative consequences for students experiencing it. It could hinder or rather jeopardize students' academic, thereby creating nuisance such as examination malpractice among gender variables. Like many other anxiety disorders, epidemiological investigations have consistently revealed a greater proportion of females than males with specific phobia (Oparanozie, 2016).

Since phobia has negative effects on students, there is the need for appropriate long term or permanent solution to the devastating effect of school phobia on the personality of students involved. It is indisputable that some of the students who suffer from examination phobia end up not performing well either in internal or external examination. This ugly development should not be allowed to continue hence the need for utilizing appropriate behavioural techniques in addressing the problem.

Although there is incomplete agreement on the origins, causes, or dynamics of the problem of school phobia, authorities agreed that there appeared to be a strong level of anxiety coupled with a determined reluctance to attend school. Regardless of the variations in terminology or perspective, many shared points of agreement could be seen. School phobia behaviour is a psychosocial problem for students characterised by severe emotional distress and anxiety at the prospect of going to school, leading to difficulties in attending school, low attention span and, in some cases, significant absences from school. Children with school phobia always want to be in close contact with their parent or caregiver. School phobic children are often insecure, insensitive, and do not know how to cope with their emotions. They appear anxious and may become physically ill at the thought of attending school (Siemsglusz, 2017). In Nigerian secondary schools, the number of students who choose to study a particular subject dwindles as they move to higher classes. Furthermore, in Nigeria specifically in Wukari Education zone students' continue to witness scarcity of students offering a particular subject; most of those who venture to read the course are forced to do so as an alternative to losing admission to higher education. The result is that they perform very poorly and still end up moving to other fields of endeavour after graduation. This has led to poor students' academic performance in secondary schools. Emotional anxiety could make students regard some subjects as only suitable for exceptionally talented and gifted students (Erinosho, 2013).

The prevalence of school phobia among secondary school students has forced many schools to introduce various activities to encourage students to make their stay in school a pleasurable event. School teachers and counsellors have staged a lot of programme to make students feel happy and find staying in school less difficult. Various socio-personal counselling activities, workshops, and other programmes of assurance have been staged. Counsellors have persuaded and kept records of students who had

exhibited school phobia. Similarly, teachers have employed many methods such as being caring and friendly to students. Many teachers act as school guardians or foster parents to many students, occasionally visit students' home or even invite their parents to schools (Blagg, 2007). The progress of any nation or state depends on her scientific and technological advancement which can be only built under a sound system of education capable of making the citizens effectively functional in the natural and applied sciences. Consequently, the Federal Government of Nigeria gave attention to education by making it accessible at both primary and secondary education as specified in the National Policy on Education (NPE, 2004).

In learning context emotional anxiety can affect the ability of receiving information, its processing, and retrieving it when it's necessary (Tobias, 2013). Students with emotional anxiety often experience high and uncontrollable worry about events which accrued in past or may be happened in future, they experience extreme worry about performing completely well, meanwhile they are so self-consciousness and often misinterpreted or overstated the importance of the condition (Vanin, 2008); all of these can negatively impact on learning and information processing via its influences on working memory, leading to poorer academic performances, school dropout or underachievement in school; Finally it can predict significant problems in child life which may do not recover easily (Bigdeli, 2010; Hughes, Lourea-Waddell, & Kendall, 2018; Van Ameringen, Mancini, & Farvolden, 2013).

According to the National Dropout Prevention Center (2011), some factors influencing school phobia include; pregnancy, drug abuse, illness or disability, low self-esteem, and a dysfunctional home life. According to Hupfeld (2017), researchers have correlated types of student characteristics with students' school phobic behaviour. Students are likely to develop school phobia due to inadequate time devoted to study and the higher their propensity to drop out. Moreover, demographic factors are correlated with academic risk and also correlated with students' phobic behaviour. In a study conducted for Civic Enterprises (2016), students gave the following personal reasons to school refusal and phobia 32% said they had to get a job and make money, 26% had to become parents, and 22% had to care for a family member. These students are charged with making decisions such as remaining in school or making other adult decisions at an early age.

The present study will use quantitative evaluation approach to the study of emotional anxiety and school dropout effects and academic performance. To do this it will be use to use to construct validated and reliable instrument such as structured questionnaire on point four rating scale. To see how large number respondents response to a set of item structured or writing scale to collect numerical data on constructs such as emotional anxiety and school drop out, In this way, quantitative data can be measured and aggregated using assigned number scale for the purpose of evaluation of number of respondents who answer one way or the other.

STATEMENT OF THE PROBLEM

Teachers, parents, educationists and all stakeholders concerned with Junior Secondary School Education have made several attempts in reducing school phobia among secondary school students through advice, organization of social skills training, and even medication to reduce difficulties in school attendance. Unfortunately, school phobia still persists among students. Although fear and anxiety are adaptive and necessary for survival, such responses become problematic when they are excessive, persist over time, and produce considerable negative effect such as being nervous in classroom unwilling to answer teachers question, inability to speak in class and so on. School phobia can be so frustrating to students and parents. When left untreated, it can cause significant stress for students. Potential consequences of prolonged school phobia are severe. The problem can result to lack of academic progress, failure to develop satisfactory social relationships, and significant family conflict to adult emotional disorders. If school phobia is not curtailed, it is capable of derailing students' future ambitions, prevents parents from realizing the aim of their kind and monetary effort, and government from its developmental goals.

Although, studies were previously conducted with regards to school phobia and academic performance, such study has not been carried out in Wukari Education zone, Taraba State, therefore creating a gap in the literature. Specifically, emotional anxiety and school drop out which influence academic performance due to school phobia were not examined in this study. Despite noble efforts to provide conducive learning to students' the academic performance of students is still poor. The problem of this study therefore can be summarized in this question; what are the effect of emotional anxiety and school drop out on academic

performance among Junior Secondary School Students in Wukari Education Zone, Taraba State?

Purpose of the Study

The main purpose of this study was to carry out quantitative evaluation of emotional anxiety and school dropout effects on Academic Performance among Junior Secondary School Students in Wukari Education Zone, Taraba State, Nigeria. Specifically, the objectives of this study were:

- (i) To determine if emotional anxiety due to school phobia influence academic performance among Junior Secondary School students.
- (ii) To determine if schooldrop out due to school phobia influence academic performance among Junior Secondary School students.

Research Questions

The following research questions were formulated to direct+ the study

- i. What is the influence of emotional anxiety of school phobia on academic performance among Junior Secondary School students?
- ii. What is the influence of school dropout of school phobia on students academic performance among Junior Secondary School in Wukari education zone?

Statement of the Hypotheses

The following null hypotheses were formulated to guide the study. The hypotheses were tested at 0.05 level of significance.

HO₁: Emotional anxiety due to school does not significantly influence academic performance among Junior Secondary School students.

HO₂: School dropout due to school phobia does not significantly influence academic performance among Junior Secondary School students.

LITERATURE REVIEW AND METHODOLOGY

From theoretical studies, some child development theories have given on explanation on how children form and pick up values and their mindset. Erikson developed psychosocial theory from Freud's psychosexual stages of human development (Kail& Cavanaugh, 2004). The psychosocial

development as articulated by Erik Erikson explain eight stages through which a healthily developing human should pass from infancy to late adulthood and eventually to death. In each stage the person confronts, and hopefully masters, new challenges. Each stage the theory postulates must build on the successful completion of earlier stages. The challenges of 45 stages that are not successfully completed may be expected to reappear as a problem in the future implies the psychosocial theory. The stages of life according to Erik Erikson are:

- i. Hope: Trust vs. Mistrust (From birth to age 1)
- ii. Will: Autonomy vs. Shame and Doubt (age 1 to 3)
- iii. Purpose: Initiative vs. Guilt (age 3 to 6)
- iv. Competence: Industry vs. Inferiority (age 7 to 11)
- v. Fidelity: Identity vs. Role confusion (Adolescence 12- 19 years)
- vi. Love: Intimacy vs. Isolation (young adult 20 to 34 years)
- vii. Care: Generativity vs. Stagnation (35 to 65years)
- viii. Wisdom: Ego Integrity vs. Despair (Old age or 65 to Death).

Stage five of the psychosocial stages of development (Identity vs. Role confusion) whose virtue is fidelity is very relevant to this study. This stage of development signifies the adolescent stage. As adolescents make the transition from childhood to adulthood, they ponder on the roles they will play in their adult world. Initially, they are apt to experience some role confusion (mixed ideas and feelings) about the specific ways in which they will fit into society and may experiment with a variety of delinquents and activities. Erikson is credited with coining the term "Identity Crisis" (Gross, 1987). Each stage that came before and that follows has its own 'crisis', but even more so now, for this marks the transition from childhood to adulthood. This passage is necessary because "Throughout infancy and childhood, a person form so many identifications. But the need for identity in youth is not met by these" (Wright, 1982). This turning point in human development seems to be the reconciliation between 'the person one has come to be' and 'the person society expects one to become'. This emerging sense of self will be established by 'forging' ahead of past experiences with anticipations of the future. In relation to the eight life stages as a whole, the fifth stage corresponds to the crossroads.

Erikson's theory on the stages of human development provides a framework for understanding older adults' interest and capability for engaging in self-management. According to [Erikson \(1997\)](#), individuals encounter eight stages of psychosocial crises: basic trust versus basic

mistrust; autonomy versus shame and doubt; initiative versus guilt; industry versus inferiority; identity versus identity confusion; generativity versus stagnation; and integrity versus despair and disgust. At each stage, there are needs that must be attended to. When these needs are not met by the school, the students are more likely to develop phobic behaviour, feelings of inferiority, shame, doubt, mistrust and confusion, and these may create fear in school environment which influence students' academic performance.

From empirical literature several research findings are reported how emotional anxiety and school dropout effect of school phobia affect students' academic performance. Spielberger (2013) investigated emotional anxiety and school phobia among basic six students. The study adopted Quasi experimental design. The sample size of the study consisted of 360 respondents. The study adopted the purposive sampling. The population of the study consisted of basic six students. Data was collected through questionnaire and interview. Data was analysed using frequency distribution table. The study found that Emotional anxiety can alter students' brain functions, impacting learning, causing behavioural problems, and igniting a cycle of school phobia. Therefore, this study is highly similar to the current study by virtue of its concentration on school phobia and its effect on memory loss. However, the study differs from the current study as it neglected Academic Performance. The study is also similar to the current study in the area of the use of questionnaire in data collection. It differs in the area of its population, sample size, sampling technique, research design, method of data analysis, findings and geographical location.

Cassie (2012) examined the relationship between anxiety, student achievement, self-concept, and self-efficacy for students with and without disabilities in Togo. The study adopted survey research design. The sample size of the study consisted of 500 respondents. The study adopted the probability sampling technique. The population of the study was consisted of high school students. Data was collected through questionnaire and interview. Data was analysed through simple percentage. The study found that anxiety can have negative effects on all students. Students with anxiety problems tend to show lower levels of Academic Performance, self-efficacy, and self-concept. Anxiety reduction requires the work of students, teachers, and parents. Mindfulness Meditation, metacognition, coping, teacher involvement, and test question

order are anxiety reduction strategies explored. Problem based learning is a teaching method proven to increase students' levels of positive metacognition. Ideas for further research involving anxiety and students with learning disabilities were explored. The study is similar to the current study in the area of the use of questionnaire in data collection and research design. It differs from the current study in the area of its population, sample size, sampling technique, method of data analysis, findings and geographical location.

Carpenter and Ramirez (2017) studied common factors of school phobia that are shared within the Hispanic and White student subgroup. The study adopted descriptive research design. The sample size of the study consisted of 450 respondents. The study adopted the systematic sampling technique. Data was collected through questionnaire. Data was analysed using frequency distribution table. The study indicated that the factors responsible for school phobia included emotional anxiety, gender, time doing homework and family structure. The study concluded that, male students from single-parent households were more prone to school phobia than others within both the White and Hispanic subgroups. The study also found that achievement gaps within ethnicities were more profound than gaps across ethnicities. The study found that the negative side effects of school phobia to include running away; being truant; fearing teachers or school; feeling high levels of anxiety, helplessness, and humiliation; and being aggressive or destructive at home and school as well as emotional anxiety. Therefore, this study is highly similar to the current study by virtue of its concentration on school phobia. It is also similar to the current study in the area of the use of questionnaire. However, the study differs from the current study by not focusing on Academic Performance. it also differs from the current study in the area of sample size, sampling technique and study location.

Owens and Piliawsky (2009), investigated the menace of school refusal and school dropout in Chicago. The study adopted survey research design. The sample size of the study consisted of 200 respondents. The study adopted the clustered sampling technique. The population of the study was made up of school dropouts. Data was collected through questionnaire and interview. Data was analysed using rating mean and standard deviation. The study found that dropping out of school is a negative consequence of school phobia and it is as a result of the

devastating effect of students' frustration with the demands of schooling and outside stressors.

Hupfeld (2017), investigated the causes and effects of school dropout in Zambia. The study adopted survey research design. The sample size of the study consisted of 340 participants. The study adopted the stratified sampling technique. Data was collected through questionnaire. Data was analysed using simple percentage and mean. The study found that there is a positive relationship between school phobia and school dropout. The higher the school phobia, the higher the propensity to drop out of school. The study identified being from a low-income family, being a minority, being from a single-parent family, having learning or emotional disabilities, mental disability and having limited English ability as major factors leading to school phobia and its attendant outcome of school dropout. Therefore, the meeting point between the study and the current study is the concentration on the influence of school phobia on school dropout. However, the study differs from the current study as it also did not consider Academic Performance. The study is also similar to the current study in the area of the use of questionnaire in data collection and research design. It differs in the area of its population, sample size, sampling technique, method of data analysis, findings and geographical location.

Research Design

Evaluation research design was used for this study. The evaluation design will make use of descriptive technique. According to Ndagi (2005), survey technique involves larger number of persons, and a described population characterized by the selection of an unbiased sample. In other words, it is one in which a group of people or items are studied by collecting and analyzing data from a large sample of people or items to be the representative of the entire or general group. The choice of survey research design became necessary considering the nature of the issue at hand. In other words, the students (respondents) that were chosen, served as the representative of the general view of the entire JSS 1 students regarding the influence of school phobia on Academic Performance of JSS 1 students in Wukari Education Zone. The choice of the descriptive survey design was based on the fact that the design enables the researcher to describe a large population by concentrating on part of the population.

Population

The population of the study included all JSS1 students in Wukari Education Zone. There are thirty-three public secondary schools in the area with a total of 3,040 JSS1 students (Taraba State Post Primary Board, 2019). The choice of JSS1 students was consequent upon the fact that JSS1 is the first year of students in secondary school and this become necessary to encouraged them on the causes and effect of school phobia. This will enable the students to have better academic performance in schools within Wukari Education Zone.

Sample and Sampling Technique

The sample size of the study was made up of 750JSS1 students selected from 15 public secondary schools in Wukari Education Zone. The researcher adopted purposive sampling technique in selecting the sample size. The rationale behind the purposive sampling technique is to allow the researcher sample the schools that have similar characteristics such as school dropout and attention decrement among the JSSI Students. In each of the schools sample, the researcher selected fifty (50) students using simple random sampling through balloting to select an intact JSSI class for the study. The choice of the simple random sampling technique was consequent upon the fact that it gives the respondents equal chances of being selected. According to Derick (2011), the random sampling technique is just and unbiased. The procedural steps that taken in selecting the sample are;

Step I: To arrive at the sample size of the study, fifteen (15) schools were randomly selected. This is because the sampling technique relies on the judgement of the researcher.

Step II: Then, fifteen (15) public secondary schools were randomly selected from the thirty-three (33) schools in the area. This represented 48% of the total number of public secondary schools in Wukari Education Zone.

Step III: The researcher selected fifty (50) students through balloting and by simple random sampling selected fifty (50) respondents from each of the fifteen (15) schools.

Instrument for Data Collection

An instrument titled "Emotional Anxiety and School Drop out and Academic Performance Questionnaire" (EADOAPQ) was developed by the researcher for the purpose of this study. EADOAPQ comprising of

17 items was divided into two sections. Section A comprising of 4 items solicited for respondents' personal background information such as age, gender, among others. Section B comprising 13 items that solicited for information with regard to the influence of school phobia on academic performance of JSS1 students in Wukari using four-point rating scale calibrated as follows: Strongly Agree (SA)= 4, Agree (A)= 3, Disagree (D)= 2, Strongly Disagree (SD)= 1. The instrument only adopted close ended items. The four-point rating scale was used to determine a respondents' agreement level. "Strongly Agree" and "Agree", was scored 4, and 3 respectively and were regarded as positive responses. On the other hand, "Strongly Disagree" and "Disagree" were scored 2 and 1 respectively and were adjudged as negative responses with either high or low level of negation. The design of evaluation on questionnaire is to elicit primary data which will be used to make decision. This is done by analyzing and participants responses using numeric data.

Validation of the Instrument

The instrument was validated through face, content and constructs validity. Content and construct validity were done by way of experts subjectively viewing the instrument to ensure that it covers the variables and concepts it purports to study. In order to validate the contents of the instrument, it was given to one expert from Guidance and Counselling, one from Educational Foundations and one other expert in the area of Measurement and Evaluation in Taraba State University for vetting and necessary corrections to be made. This was necessary to determine the validity of the questionnaire used for data collection.

Reliability of the Instrument

To ascertain the reliability of the questionnaire, a pilot test was carried out among JSS1 students in Ardo-Kola Local Government Area. The trial test consisted of 50 respondents selected from two (2) secondary schools through random sampling. The data obtained from the pilot test was analysed through Cronbach Alpha correlation to determine the internal consistency co-efficient. The use of the Cronbach's Alpha was based on the reason that it is the most appropriate method of measuring internal consistency especially when there is multiple Likert Scale (Akila, 2013). A reliability score of 0.83 was realized which justified that the instrument is reliable in accordance with the recommendation of Fraenkel and Warren, (2000).

Method of Data Collection

The researcher adopted the following procedure to administer the instrument; to obtain permission from the selected secondary schools, access to the schools, the researcher presented an introductory letter to the respective school principals. This activity lasted for eight(8) days. The researcher engaged the services of two research assistants to help in explaining the contents of the instrument for the respondents in their language for easy understanding, the administration and retrieval of questionnaire from the respondents. The two research assistants were indigenes of the study area. These research assistants were trained by the researcher on how to administer the instrument so as to ensure safe handling and return of the instrument. These research assistants assisted the researcher in both administration and collection of the questionnaire. 750 copies of the questionnaire were distributed to the sampled population by the researcher through the help of the research assistants. However 682 questionnaire were finally retrieved. Two schools were visited every day, and this activity lasted for eight (8) days. 30-40 Minutes was allowed for them to respond to the instruments accurately. After responding to the questionnaires, the researcher then collected the questionnaire for data exit in, scoring, coding and statistical computation analysis.

Results of Data Analysis

Data collected was analysed using descriptive statistics which include; frequency distribution tables, simple percentage, mean and standard deviation. A cluster Mean of 2.50 was used as bench mark for decision making, any mean score of 2.50 and above was regarded as a positive response and accepted as having the desired influence while any mean score below 2.50 was regarded as a negative response and rejected. The two(2) research questions were analyzed using descriptive statistics such as mean and standard deviation. All the two null hypotheses were tested using Chi-square. This was chosen because it makes it possible to determine the influence as well as association between and among variables. Statistical Packages for Social Sciences (SPSS) version 20 was used in coding and computation

Data Presentation, Analysis and Interpretation.

4.2.1 Research Question I: What is the influence of emotional anxiety of school phobia on academic performance among Junior Secondary School students?

**Quantitative Evaluation Of Emotional Anxiety School Drop-Out Effects
of School Phobia And Academic Performance Among Junior Secondary
School Students In Wukari Education Zone, Taraba State, Nigeria**

Table 2: Emotional Anxiety and Academic Performance of Students

				Decision	
		N	Mean	Std. Deviation	
1	Emotional anxiety among students leads to forgetfulness.	682	2.81	.478	Accepted
2	Emotional anxiety due to School phobia does not in any way affect Academic Performance among JSS1 students.	682	1.72	.431	Rejected
3	School phobia emotional anxiety adversely affects Academic Performance among JSS1 students.	682	3.28	.418	Accepted
4	A student will achieve little in the class when he or she is overwhelmed by emotional anxiety.	682	3.05	.643	Accepted
5	Emotional anxiety due to School phobia can cause mental challenges which affect learning outcome.	682	3.98	.464	Accepted
6	Students with emotional anxiety become unable to concentrate during classes.	682	3.10	.543	Accepted
	Valid N (listwise)	682			

Source: Field Data (2020)

Table 2 presented the mean rating of the respondents' view regarding the influence of emotional anxiety on academic performance. Item 1 had a mean score of 2.81 with a standard deviation of .478 which means that majority of the respondents have accepted that emotional anxiety among students leads to forgetfulness. Item 1,3,4,5 and 6 all scored above 2.50 minimum level of acceptance except item 2 which has mean of 1.72 with a standard deviation of 0.431 and was therefore rejected. The overall mean score was 17.94 showing a significant improvement on all the items.

4.2.4 Research Question II: What is the influence of school dropout due to school phobia on academic performance among Junior Secondary School students?

Table 3: School Phobia and School Dropout

		N	Mean	Std. Deviation	Decision
7	School phobia causes school dropout among students.	682	2.90	.443	Accepted
8	School phobia does not have any effect on school dropout.	682	1.65	.215	Rejected
9	The propensity to drop out of school is increased by school phobia.	682	3.29	.341	Accepted
10	Students drop out of school when they feel frustrated to meet the demands of schooling.	682	3.76	.643	Accepted
11	School phobia leads to feelings of inferiority which results in school avoidance.	682	3.84	.514	Accepted
12	School phobia adversely leads to inability to learn which makes students more prone to dropping out of school.	682	3.38	.546	Accepted
13	The feelings of fear towards schooling can lead to dropout.	682	3.34	.378	Accepted
	Valid N (listwise)	682			

Source: Field Data (2020)

Table 3 presented the mean rating of respondents' view regarding the influence of school dropout on academic performance. The table indicated that items 7, 9,10,11,12 and 13 all met the minimum acceptance mean of 2.50 except item 8 with a mean of 1,65 and standard deviation of 0.215. Item 8 was therefore rejected as unpopular viewpoint. The overall mean was 22.16 showing a significant improvement of acceptance across all the items measuring school drop out.

HO₁: Emotional anxiety due to school phobia does not significantly influence on academic performance among Junior Secondary School students.

Table 4: Chi-Square Tests of Significance Influence Emotional Anxiety Due to school phobia and Academic performance

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.868(b)	1	.001		
Continuity Correction(a)	9.445	1	.002		
Likelihood Ratio	13.406	1	.000		
Fisher's Exact Test				.001	.001
Linear-by-Linear Association	11.472	1	.001		
N of Valid Cases	682				

P<0.05

Table 4 showed that the Chi-Square value is 11.868, 1 degree of freedom and a P value of .001. The P-value is less than the alpha value of 0.05 level of significance which therefore, means that there is statistically significant influence of emotional anxiety on academic performance of school phobia among Junior Secondary School students. The more the emotional anxiety, the poorer the academic performance. This therefore, means that the null hypothesis has been rejected.

HO₂: School Drop out due to school phobia does not significant influence on academic performance among Junior Secondary School students.

Table 5: Chi-Square Tests of Significance Influence of School Drop out due to School Phobia and Academic performance

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.179(b)	1	.002		
Continuity Correction(a)	7.203	1	.007		
Likelihood Ratio	9.453	1	.002		
Fisher's Exact Test				.004	.003
Linear-by-Linear Association	8.995	1	.003		
N of Valid Cases	682				

P<0.05

The table 5 had a Chi-Square value of 9.179, 1 degree of freedom and a P-value of .002 which is also less than the alpha value of 0.05 level of significance. This therefore, indicates that there is statistically significant influence of school dropout due to school phobia among Junior Secondary School students. In other words, Null Hypothesis four is hereby rejected.

DISCUSSION OF FINDINGS

The findings of this study were discussed based on the sub-tittle on the research questions and hypothesis as follows:

Influence of Emotional Anxiety on Academic Performance

The result in table 4 presented the mean rating of the respondents' view regarding the influence of emotional anxiety on academic performance. Item 1 had a mean score of 2.81 with a standard deviation of .478 which means that majority of the respondents have accepted that emotional anxiety among students leads to forgetfulness. Item 2 had a mean score of 1.72 with a correspondent standard deviation of .431 which is below the bench mark of 2.50 thereby indicating that the item has generated a negative response from the respondents. In other words, majority of the respondents strongly disagreed with the view that emotional anxiety due to School phobia does not in any way affect Academic Performance among JSS1 students.

In a related development, item 3 had a mean score of 3.28 with a standard deviation of .418 indicating that majority of the respondents have accepted that the school phobia emotional anxiety adversely affects Academic Performance among JSS1 students. This is because the mean score of the item is greater than the bench mark of 2.50. Item 4 had a mean score of 3.05 with a corresponding standard deviation of .643. This therefore, means that majority of the respondents were of the conception that a student will achieve little in the class when he or she is overwhelmed by emotional anxiety.

In addition, item 5 had a mean of 3.98 and a standard deviation of .464. This however, indicates that majority of the respondents were of the view that emotional anxiety due to School phobia can cause mental challenges which affect learning outcome. The table also indicates that item 6 had a mean of 3.10 with a corresponding standard deviation of .543 which means that the item has also generated a positive response from the

respondents. In other words, majority of the respondents have accepted the assertion that students with emotional anxiety become unable to concentrate during classes.

The findings on H_{01} revealed that there is significant influence of emotional anxiety on academic performance. The findings of the study reveal that school phobia emotional anxiety adversely affects Academic Performance among students and emotional anxiety among students leads to forgetfulness. Therefore, this could be due to the fact that when a student is overwhelmed by emotional anxiety, such students lose concentration which directly affects ones academic performance. These findings are in concordance with the findings of James (2014) who submitted that children who experience emotional anxiety record poor academic performance and they live in a near-constant state of fight or flight, with stress hormones like cortisol and adrenaline flowing, even with no real threat present. That means, a student may be triggered by something non-threatening (like a loud noise, or not understanding an assignment) and feel the intense emotions and fear associated with a truly frightening event. The findings also revealed that emotional anxiety due to School phobia can cause mental challenges which affect learning outcome and students with emotional anxiety become unable to concentrate during classes. This finding is in consonance with the finding of Spielberger, (2013) who opines that emotional anxiety can alter students' brain functions, impacting learning, causing behavioural problems, and igniting a cycle of phobia. He concluded that poverty, violence, sexual abuse, food insecurity and home instability are just a few factors causing poor academic performance among students. The finding is also supported by Nesbitt, Farran, and Fuhs, (2015) who found in their study that when faced with a consistent flow of stress chemicals coursing through the body or relieving traumatic events, a child can fail to learn how to calm themselves down or regulate sadness or fear. These emotions can manifest into deeper or more long-term mental challenges such as depression, self-hatred, guilt, or shame which affects learning outcome.

Influence of School Dropout due to School Phobia on Academic Performance

Research question four presented on table 5 regarding on Academic performance the influence of school phobia on school dropout. The table indicated that item 7 had a mean score of 2.90 with a standard deviation of .443 which means that majority of the respondents have

accepted that School phobia causes school dropout among students. Item 8 had a mean score of 1.65 with a correspondent standard deviation of .215 which is below the bench mark of 2.50 thereby indicating that the item has generated a negative response from the respondents. In other words, majority of the respondents strongly disagreed with the view that school phobia does not have any effect on school dropout.

In a related development, item 9 had a mean score of 3.29 with a standard deviation of .341 indicating that majority of the respondents have accepted the opinion that the propensity to drop out of school is increased by school phobia. This is because the mean score of the item is greater than the bench mark of 2.50. Item 10 had a mean score of 3.76 with a corresponding standard deviation of .643. This therefore, means that majority of the respondents were of the opinion that Students drop out of school when they feel frustrated to meet the demands of schooling.

Furthermore, item 11 had a mean of 3.84 and a standard deviation of .514. This however, indicates that majority of the respondents were of the view that School phobia leads to feelings of inferiority which results in school avoidance. The table also indicates that item 12 had a mean of 3.38 with a corresponding standard deviation of .546 which means that the item has also generated a positive response from the respondents. In other words, majority of the respondents have accepted the assertion that school phobia adversely leads to inability to learn which makes students more prone to dropping out of school. Item 13 had a mean of 3.34 and a standard deviation of .378. This however, indicates that majority of the respondents were of the view that the feelings of fear towards schooling can lead to dropout.

Findings on H₀₂ revealed that there is significant influence of school dropout on school phobia. This is because the propensity to drop out of school is increased by school phobia. This finding is in line with the findings of Owens, and Piliawsky (2009) who posited that dropping out is a negative consequence of school phobia and it is as a result of the devastating effect of students' frustration with the demands of schooling and outside stressors. It equally agrees with Henry (2014) who noted that school phobia has contributed immensely to teenagers' dropping out of high school before completion and it has been a challenge for educators, parents and employers for at least 30 years. The findings of the study revealed that school phobia leads to feelings of inferiority which results in

school avoidance and school phobia adversely leads to inability to learn which makes students more prone to dropping out of school. This is because the feelings of fear towards schooling can lead to dropout. These findings are in line with the findings of Hupfeld (2017) who reported that school phobia leads to school dropout.

SUMMARY OF FINDINGS

The main purpose of this study was to determine the impact of emotional anxiety and school dropout effect of school phobia on students academic performance in Wukari educational zone of Taraba state, Nigeria. To achieve this purpose two specific purposes of the study, two research questions and two hypotheses were formulated to direct the study.

Accordingly, the research adopted descriptive survey design from a population of 3,040 JSS I students from 15 public secondary's using both purposive and simple random techniques. The researcher designed and validated EADOAPQ structured questionnaire containing thirteen (13) items for the respondents to elicit response using point-four rating scale. The two null hypotheses were verified with chi-square (χ^2) statistics at 0.05 alpha level. The findings from the study revealed that:

1. There is a significant influence of emotional anxiety due to school phobia on students' academic performance.
2. There is a significant influence of school drop out effect of school phobia on students academic performance.

CONCLUSION

Based on the findings of the study, the study concludes that; emotional anxiety due to school phobia has strong influence on academic performance of students. Therefore, this could be due to the fact that when a student is overwhelmed by emotional anxiety, such student loses concentration which directly affects his or her academic performance. Emotional anxiety due to School phobia can influence mental capacity which affect learning outcome.

School phobia influences school dropout among students. The propensity to drop out of school is increased by school phobia. School phobia leads to feelings of inferiority which results in school avoidance and it adversely leads to inability to learn which makes students more prone to dropping out of school.

RECOMMENDATIONS

Based on the findings of the study, the study recommended that;

1. Teachers should employ multi methods in teaching so as to accommodate all categories of learners.
2. Schools should provide counselling for both teachers and students at secondary school level to help teachers manage their personalities and to help students experiencing school phobia overcome their problem.
3. A stress free and relaxed leaning environment should be provided for all categories of learners in the school to neutralize their initial fears anxieties.
4. Academic visits and excursions to important places such as National Park should be organized in schools. This will reduce school phobia and the propensity to drop out of school by attracting students' interest towards their studies.

Suggestions for further Studies

Based on the limitations identified in the present study, the following suggestions were made for further investigations:

1. A replication of the study should be carried out covering the public secondary schools under study using Quasi-Experimental design so as to remove possible cases of bias and subjective reasons from students ticking the questionnaire.
2. Socio-cultural factors of school phobia that impact on students' academic performance should be carried out within a geo-political zone such as North East, Nigeria.

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