Study Note

An Analysis of Anxiety and Other Issues Faced by Junior High School Students in Ghana -Contrasting it with Some Aspects of Philippian Case-

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Abstract: The purpose of this study is to research and analyze Ghanaian secondary school students' feeling and anxiety toward their school, family and friends, in comparison with some aspects of Philippian students' case. In the study, it was concluded that 1) there confirmed correlation between the school avoidance feeling, and anxiety about lessons and motivation to learn, 2) to raise students' motivation, one of the issues which should be considered is how to promote family's and teachers' support toward students, and 3) typical issues students feel and think are not only lack of money or physical conditions of school, but also human relationship troubles such as beating or insulting. There seems to be lack of discussions about these issues in post Education for All (EFA) agenda. To assure the achievement of equity and quality in education, it is also necessary to consider them and elaborate and implement educational policy against them.

Keywords: Ghana, Philippines, school avoidance, motivation, anxiety, beating, insulting

1. Introduction as research background

Ghanaian system of basic education consists of the 6-year primary education and the 3-year junior secondary education (Junior High School (JHS) in Ghana). In 2011, the Net Enrollment Ratio (NER) of primary education was 83% and that Survival Rate to Last Grade was 72%. Compared with data in 1999, the conditions in primary education have been drastically improved (UNESCO, 2014). On the other hand, the Gross Enrollment Rate (GER) of secondary education was still 59% in 2011, even though the indicator increased 15%, compared with the data in 1999 (UNESCO, 2014). Especially at JHS level, the GER was 83% in 2011, which means its NER definitely would be much less than the GER.

With respect to out-of-school children, its total number and rate have been decreasing overtime (from 2003 to 2008) not only at primary level but also at JHS level. However, it was confirmed that, in particular at JHS level, the proportion of "dropout" among 3 sub-categories of the "out of school" increased from 27.8% in 2003 to 54.1% in 2008, whereas others such as "expected to enter in future" and "expected never to enter" were decreasing (UNICEF, 2012). Disparity remains regarding the "out of school". In other words, the proportion of out-of-school children who live in rural area is always higher than that of urban area, meanwhile children at poor income level face much more difficulty of commuting to school than at rich income rural school (UNICEF, 2012).

In addition to dropout, there are other important issues in Ghana. Urban students, at primary level, were twice as likely as rural students to reach minimum levels of English in 2011 in grade 3, and more than three times as likely by grade 6 (UNESCO, 2014). In other words, 77% of all grade 6 children are unable to meet minimum requirements for reading and writ-

ing in English (Rosekrans, Sherris & Chatry-Komarek, 2012). Besides, only around 7% of various types of sexual violence were reported to the school management committee, 2% of them to district education offices and 14% to police. And gender gap in learning also remains (e.g., Completion Rate difference in JHS is around 10% in Kumasi) (Millennium Cities Initiative, 2010). In Ghana, Child migration, which implies that typically children move from farming households in northeastern region to rural and urban households in central and southern region, persists as a core social issues affecting school enrollment (Hasim, 2007). Moreover, although school counseling has been gradually growing since 1976, there is still huge lack of counselors in schools and there is space of improvement in terms of its quality (Hassane, 2011). This is also one of the educational issues in Ghana.

As for Philippines, situation is relatively better than that of Ghana. NER of junior high school level is 85% for boys and 90% for girls, whereas NER of primary education is 99% for boys and 97% for girls. Rate of transition from primary to secondary education is quite high, 98% (UNESCO, 2014). According to statistics data of the National Statistics Office (2005), dropout rate at secondary education increased from 9.1% (1998) to 13.1% (2003). Working / seeking a job (30.5%), indifference to study (22.0%) and educational cost (19.9%) are confirmed as the main reasons why children do not commute to school. In primary education, in contrast with Ghana, girls' completion rate tends to be 20% higher than that of boys among families of lower income.

At worldwide level, Millennium Development Goals (MDGs) and Education for All (EFA) are approaching very close to deadline (year 2015). In Ghana, MDGs and EFA are also one of the most important goals the government attempts to accomplish, however, as the evidences mentioned above, it would be difficult to materialize it. In international society, mainly conferences or meetings coordinated United Nations (UN) and UNESCO, new indicators or goals as post MDGs or EFA are under discussion. Even though they have not been decided or agreed yet among participant countries and organizations, several suggestions can be referred to in some ways. For example, UNESCO issued an initial draft for discussion on post-2015 education goals (UNESCO, 2013). This draft defines as overall goal, to ensure that by 2030, every

child has an equal opportunity to learn the basics, in other words, to read and write with understanding, and to do basic mathematics (UNESCO, 2013).

To ensure equity and quality in education as the draft indicates, the countries and organizations are currently discussing how to increase funds, materials and human resources or develop school management system and training based on subject teaching. However, there are spaces ignored to discuss, such as, human relationship issues among children, family, teachers, and their friends (Sabates, Hossain & Lewin, 2013; Tsujita, 2013), even more, students' mental conditions or opinions in educational sector of developing countries (Ishizaka, 2013). In other words, there is lack of considering how to guide children to create good relationships with others or deal with and care of children's mentality in school. This could be one of the most important "extra" conditions to alleviate issues in school (Ishizaka, 2013) (refer to Diagram 1).

It is assumed that Ghana also faces the similar issues mentioned above such as human relationship and students' mental conditions, since there confirmed at basic education level, higher rate of dropout, lower English proficiency, sexual violence in school and so on. In addition, the equity and quality in education as the draft indicates can be a part of the most important goals the Ghanaian government needs to accomplish after 2015 as well. However, in Ghana, there was short of previous researches that tried to analyze students' thought with respect to school, study and family, their mental conditions, and relationship among them.

Therefore, considering the issues discussed above, this study aims, firstly, to analyze what JHS students in Ghana think and feel about their circumstances, such as school, teacher, family and friends, and secondly attempts to identify factors which would affect their motivation of studying and attending lessons. In order to achieve the research purpose, as a mixed method research, the psychometric scales and open-ended questions described below were employed to sampled JHS students. To clarify Ghanaian case's features and extract its educational policy concerns, Philippian case was also referred to, since Philippines' educational condition is relatively better than Ghanaian one in terms of enrolment and gender parity. The plural cases, Ghana and Philippines would be helpful to illustrate the issues mentioned above and to ana-
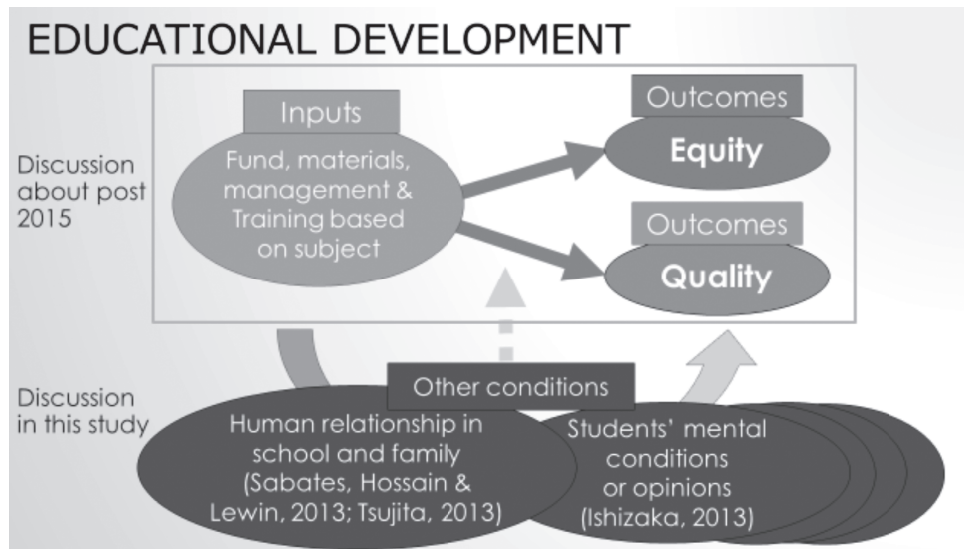
Diagram 1: Relationship between Discussion about Post 2015 and That of This Study

lyze whether difference in educational conditions such as enrolment and gender parity, and other types of conditions, could affect results of psychometric scales.

2. Theoretical framework for applying psychometric scaling

Based on previous studies, Total of 6 psychometric scales are used in this study:

- "School Avoidance Feeling Scale (SAFS)"
- "Achievement Goal Tendency Scale (AGTS)"
- "Stress Response Scale (SRS)"
- "Trust-in-Parents Scale (TPS)"
- "Self-Usefulness Scale (SUS)"
- "English Language Classroom Anxiety Scale (ELCAS)".

"School Avoidance Feeling Scale (SAFS)" is to understand to what extent students feel like to avoid school (drop out) and which component of school, such as school life, study (lesson), human relationship affect more their feeling. "Achievement Goal Tendency Scale (AGTS)" deals with motivation of learning and help to understand which component of motivation, such as joy of learning (learning goal), improvement of academic record (performance goal) influences more over students' learning. "Stress Response Scale (SRS)" can treat students' general mental condition. Through "Trust-in-Parents Scale (TPS)" it is to measure how much students trust in their mother and father. "Self-Usefulness Scale (SUS)" is elaborated to measure feeling that he or she perceives himself or herself as worthy existence in relation with others or inside of a group. "English Language Classroom Anxiety Scale

(ELCAS)" is used for analyzing factors of anxiety for English language lesson, such as low proficiency of English, others' evaluation on their English and fear of speaking English. Statistically analyzing these scales' scores, it is possible to detect any correlations among scales and difference among various groups defined in the study. Here each scale's rationale will be described one by one.

According to Yoshida and Yamashita (1987), there is a perception gap on learning motivation between students and teachers, and if it is the case, the teachers may misunderstand that certain stimulant pedagogical actions doesn't influence the students' learning motivation, or vice versa, disturbing factors doesn't affect it. Therefore, it is also indispensable to understand the teachers' perception on the students' learning motivation, including its positive and negative factors such as support and disturbance (anxiety) toward learning.

With respect to the school avoidance, many scholars developed their own psychometric scale to estimate it. Particularly in the Japanese society of the educational psychology, this issue, along with serious phenomena such as mental illness, extreme reclusiveness (the so-called "Hikikomori" in Japanese) and cruel violence, has been dealt with as one of the most crucial controversies in the education sector. At first time, the term "School Avoidance Feeling" emerged when Morita (1991) published his study on students who used to truant or are in a similar situation. Morita (1991) defined that the "School Avoidance Feeling" was the students' sentiment of feeling like

not going to school, regardless of how many days a student actually fails to go to school.

The "School Avoidance Feeling Scale (SAFS)" has been developing in Japan in an original way that the poverty is not necessarily considered as the core cause of the school avoidance. Rather, 1) the students' mental condition such as self-esteem, self-disgust and depression, 2) the relationship (social support) between the students and stakeholders such as friends, teachers, family and community and 3) the impression or thought about school and lesson have been taken into account as main objects of study (Watanabe and Koishi, 2000; Satoh and Saito, 2001; Tomoshige and Ogura, 2001; ,Kaneko et al., 2003; Nakashima and Hara, 2009; Suzuki et al., 2011). Apart from the discussion on the validity of this rationale, at least, it is assumed that the "School Avoidance Feeling Scale" in Japan could enrich its variety for searching the students' mental condition, human relationships and school and lesson matters.

One of the most frequently used SAFS among psychologists in Japan is the model of Watanabe and Koishi (2000). Firstly, they elaborated the SAFS, citing and modifying 34 scale items which estimate the perception toward school life (Kuze et al., 1985) and truant tendency (Haraoka, 1972). Using the 34 scale items, a factor analysis was conducted (N=354, principal factor analysis & varimax rotation). Ultimately, 28 items remained after removing items, whose factor loading was 0.40 or less than 0.40 for 1 factor, or, was more than 0.40 for more than 1 factor. Out of these 28 items, 26 items (as the whole scale: a^1=0.89) were categorized into three factors: the "School Rebellion Tendency Factor (SRTF) (a =0.87)", "Friendship Isolation Tendency Factor (FITF) (a =0.84)", "Attendance Disgust Tendency Factor (ADTF) (a =0.81)".

Dweck (1989) distinguished two classes of goal to study, that is to say, i) learning goals in which individuals try to improve their competence or to comprehend or grasp something new, and ii) performance goals in which individuals want to gain others' favorable reactions or to avoid their negative reactions with respect to their performance or competence. It is confirmed that those who tend to hold learning goals are re-

silient enough to stand helpless situation, keep their motivation and at last achieve improvement in learning, whereas those who attempt to hold performance goals, in particular, to avoid negative judgment, cannot stand helpless situation, lose their interest in learning and ultimately worsen their achievement (Dweck & Bempechat, 1983; Dweck & Leggett, 1988; Church, Elliot & Gable, 2001; Middleton & Midgley, 1997; Wolters, 2004). Based on this definition, Hayamizu, Ito and Yoshizaki (1989) developed a scale, by which students' motivation to study is measured, "Achievement Goal Tendency Scale (AGTS)[2]". Before developing AGTS, there were not enough scales to measure students' tendency of reason why they study. In other words, the previous researches considered that the reason or motivation to study depended only on situations, it was not formed beforehand. However, Hayamizu, Ito and Yoshizaki (1989) assumed that in some ways, students by themselves form their own achievement goal tendencies in studying.

Hayamizu, Ito and Yoshizaki (1989) elaborated the AGTS, utilizing 26 scale items which estimate the students' tendency of motivation or reason to study. Factor analysis was conducted (N=251, principal factor analysis & varimax rotation). Ultimately, 20 items remained after removing items, whose factor loading was not more than 0.50. The remaining 20 items were categorized into three factors: the "Learning Goal Tendency (LGT) (a =0.87)", which corresponds to the first goal of Dweck (1989), "Performance Goal Tendency A (praise) (PGTA) (a =0.76)", which represent others' positive evaluation or recognition as a goal, which means one part, "Performance Goal Tendency B (score seeking) (PGTB) (a =0.53)", which implies improvement of score or passing exam as a goal. Second and third factors of AGTS coincide with the second goal of Dweck (1989).

In school, there are many things confirmed as stress factors, e.g., human relationship with teachers and friends, presentations in lesson, academic performance and record and so on (Nagane, 1991). To understand well each students' mental conditions, it is meaningful to apply a scale to measure stress or depression. Self Rating Depression Scale (SDS), Beck

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[1] This is Cronbach's alpha reliability coefficient.
[2] For aligning the form of each scale applied in this study, the author called Hayamizu, Ito and Yoshizaki (1989)'s scale, "Achievement Goal Tendency Scale (AGTS)"

Depression Inventory (BDI), Manifest Anxiety Scale (MAS), Cornell Medical Index (CMI), Psychological Stress Response Scale (PSRS) are good scales, but not suitable for children or students (Okayasu, Shimada & Sakano, 1992).

Thus, Okayasu, Shimada & Sakano (1992) developed a scale for junior high school students who are much likely to suffer stress in school due to their adolescence, "Stress Response Scale (SRS)". For exploratory factor analysis, SRS consisted of i) 45 items out of 68 made by PSRS (Niina et al., 1990) and ii) 23 items made by Kyudai Medical Index (KMI) (Kawano & Ago, 1990). The factor analysis was conducted (N=670 (602 are valid), principal factor analysis & varimax rotation). Ultimately, 46 items remained after removing items, whose eigenvalue was less than 1. The remaining 46 items were categorized into four factors: the "Irritated-Angry Affect (IAA) (a =0.90)", "Physical Response (PR) (a =0.90)", "Depressive-Anxious Affect (DAA) (a =0.84)" and "Cognition-Thought of Helplessness (CTH) (a =0.87)". In this study, 16 out of 46 items are chosen due to its efficient application in school, according to the scale creators' definition.

According to Erikson (1963), individuals' psychological functioning throughout their life-span is influenced by their ability to constitute basic trust with the significant others who care for them. He also defined that this basic trust means that he or she can trust others and feel it confident that he or she has the ability to form a relationship with them. With respect to the important psychological functioning, trusting relationships and individuals' sense of trust in the relationships works, such as promoting reciprocal cooperation in interpersonal exchanges (Deutsch, 1958, 1960; Rapaport and Orwant, 1962; Sakai, 2005). In particular, relationship between children and parents is one of the most important psychological factors which affect their school life and learning motivation. Sakai et al (2002) concluded that i) children who have a good relationship of mutual trust with their parents were well-adjusted to school and vice versa, and ii) for those who don't have a good relationship of mutual trust, narrower extent to which they trusted their best friend affect more their tendency to be maladjusted in school.

"Trust-in-Parents Scale (TPS)" was developed by Sakai (2005) to measure to what extent children trust in their parents. TPS consists of two parts: TPS for mothers and TPS for fathers. Each of them has the same 8 items developed through factor analysis (N=639, principal component analysis). The 8 items were categorized into one factor and their reliability coefficient a fluctuated between 0.85 and 0.89.

"Self-Esteem" and "Self-Efficacy" have been frequently used to discuss about linkage between students' mental condition, or motivation and their behavior and performance in school. There are many definitions of "Self-Esteem". In the1960s, Rosenberg (1965) considered self-esteem as a personal worth or worthiness and Branden (1969) defined self-esteem as the experience of being competent to cope with the basic challenges of life and being worthy of happiness. Self-Efficacy is the psychological concept Bandura (1977) originally developed. It can be defined as the extent or strength of one's belief in one's own ability to complete tasks and reach goals and it was confirmed that Self-Efficacy could affect every area of human endeavor (Ormrod, 2006).

Even though "Self-Esteem" and "Self-Efficacy" are frequently employed for educational research and its usefulness is widely confirmed. However, both of them are not so relevant to linkage or interaction between oneself and others to affirm oneself's worthiness. On the other hand, "Self-Usefulness" was a psychological concept originally developed by Taki (2005) in order to measure to what extent students feel their worthiness and satisfaction through interacting or exchanging with others. Taki (2005) argues that contemporary mental issues students face are so complicated, in particular, relationship among students, teachers and parents is one of the most indispensable to analyze and measure.

"Self-Usefulness Scale (SUS)" has been constituted by several researchers. SUS made by Tochigi Prefectural General Education Center (2013)[3], was defined as a scale to measure feeling that he or she perceives himself or herself as worthy existence in relation with others or inside of a group. In other words, it is assumed in SUS that children behave to contribute to others, such as family members, friends and teachers

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[3] When SUS was elaborated, Tochigi Prefectural General Education Center was academically supported by Shigeo Sakurai who is professor of Tsukuba University.

("Contribution"), he or she will be recognized or appreciated by them ("Recognition"), then, can grow to achieve a presence ("Significance of Existence"), and at last as a result can improve relationship with others ("Relationship").

In order for exploratory factor analysis, SUS consisted of 33 items made by Prefectural General Education Center (2013). The factor analysis was conducted (N=3395 (3357 are valid) in total 36 schools (from grade 4 of primary school level to grade 3 of high school level), principal component analysis & promax rotation). Ultimately, 30 items (as the whole scale: a =0.954) remained after removing irrelevant items. The remaining 30 items were categorized into four factors: the "Contribution", "Recognition", "Significance of Existence"[4] and "Relationship" (a =0.875).

When students' anxiety or awareness in school are considered as issues, we can't ignore anxiety toward lessons or learning in classroom. In developing countries, mastering official language (typically English, French or Portuguese in African Continent) other than mother tongue is one of the most difficult challenges in educational sector. Needless to say, learning mother tongue and facilitating students to learn gradually from mother tongue to official language is crucial challenge (Rosekrans, Sherris & Chatry-Komarek, 2012). Mainly in US and Canada, "Foreign Language Anxiety (FLA)" was measured and analyzed by many researchers and it tends to be concluded that FLA could affect students' academic achievement in learning foreign language (Horwitz, 1986; MacIntyre & Gardner, 1989, 1991; Aida, 1994).

However, these researches mostly focused on cases of French or Spanish language learners in English-speaking countries. In short, they are about anxiety when learning foreign language of similar structure or alphabets mother tongue holds. On the other hand, to understand to what extent students feel anxiety toward English language lesson in Japan, where mother tongue (Japanese) is totally distinct from English, Kondo & Yang (2003) made "English Language Classroom Anxiety Scale (ELCAS)". To construct ELCAS, preliminary qualitative research was conducted, employing 90 items of foreign language anxiety scales (Ely, 1986; Gardner, 1985; Horwitz et al., 1986; MacIntyre & Gardner, 1994; Young, 1990) and 317 items of open-ended answer from Japanese students, and at the end 38 items were selected.

Secondarily, through exploratory factor analysis, out of the 38 items, 18 items, whose eigenvalue was not less than 1, whose factor loading was not less than 0.40 for 1 factor, and whose difference in factor loading among factors is not less than 0.10, remained (N=213, principal factor analysis & promax rotation). The remaining 18 items (as the whole scale: a =0.92) were categorized into three factors: "Low Proficiency in English (LPE) (a =0.85)", which means anxiety about whether he or she will be able to keep up with lessons, "Evaluation from Classmates (EC) (a =0.77)", which is anxiety that other students might think I am poor at English, "Speaking Activities (SA) (a =0.71)", which implies feeling nervous when he or she speak English in lesson. In this study, 31 out of 38 items made through preliminary research of Kondo & Yang (2003) were employed after reviewing their contextualization with a Ghanaian teachers college.

This decision required the author to conduct an exploratory factor analysis on ELCAS, whereas the rest of scales are directly applied for confirmatory factor analysis after reviewing its contextualization and modifying only each item's sentence by means of consulting with the Ghanaian teachers college and a faculty of Education of Philippian university[5].

3. Research methods and objects

As a mixed method research, both of quantitative and qualitative methods are applied in this study in order to research whether there is any relationship or tendency among what junior high school students feel and think. That is to say, a questionnaire survey with 6 psychometric scales based on the five ordered response levels and open-ended questions were conducted in two (1 rural (N=290) and 1 urban (N=117))

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[4] The reliability coefficient a of the "Contribution", "Recognition" and "Significance of Existence" as a whole is 0.946.

[5] Out of 6 scales, 5 (SAFS, AGTS, SRS, TPS and ELCAS) were employed for Ghanaian case, whereas 3 (SAFS, AGTS and SUS) were applied for Philippian case due to feasibility and limitation of research.

[6] In this study, "rural" means located outside of large towns, or far from them. The term "urban" is used as an antonym of "rural" in this study. Therefore, I chose as sample a rural school outside of the urban area of the City A and an urban school, though inside but at the outskirts. It takes about 30 minutes by car from the City's urban area to the chosen rural school.

junior high schools in a local city A, Ghana[6], and four (1 public (N=212), 1 private (N=220) and 2 national (N=189, 252)) secondary schools in a local city B, Philippines. The proportion of sex is distinct between the two countries, i.e., 50.1% for girls and 49.9% for boys in Ghana, and 61.35% for girls and 38.65% for boys in Philippines. This is because of difference of sex distribution in enrolment, not due to bias of research.

The City A is one of the largest cities in Ghana. The City B is a second city in a province, Philippines. Both of them can be categorized with middle or relatively better rank in terms of income and security among all cities of each country. The author of this study visited the City A from February 11 to 15, 2012 and the City B from November 18 to 22, 2013. As procedure of questionnaire survey, the author and his research assistants directly controlled answering process of students, such as guiding how to answer, time keeping and prevention of copying others' answer.

For the questionnaire survey, this study applied in total the following 6 psychometric scales as Table 1 shows:

Table 1: Psychometric Scales Applied in the Study and its Reliability Coefficient (Cronbach's alpha)

Scale	Ghana	Philippines
School Avoidance Feeling Scale (SAFS)	☑: $\alpha = 0.700$	☑: $\alpha = 0.811$
Achievement Goal Tendency Scale (AGTS)	☑: $\alpha = 0.723$	☑: $\alpha = 0.806$
Stress Response Scale (SRS)	☑: $\alpha = 0.840$	☐
Trust-in-Parents Scale (TPS) (mothers / fathers)	☑: $\alpha = 0.807, 0.891$	☐
English Language Classroom Anxiety Scale (ELCAS)	☑: $\alpha = 0.850$	☐
Self-Usefulness Scale (SUS)	☐	☑: $\alpha = 0.922$

Only ELCAS required to conduct an exploratory factor analysis (principal factor analysis & promax rotation) due to reduction of item numbers from 38 to 31 for its contextualization to Ghana. As a result, 24 items, whose factor loading is not less than 3.5, remained. ELCAS in this study is comprised of three factors: "Evaluation-from-Others Factor (EOF)", "Low-Proficiency-in-English Factor (LPEF)" and "Speaking Activities Factor (SAF)". Correlation Analysis (Spearman's rho) was applied to detect any relationship among the total scores of each scale and their factor.

As basic and descriptive data, this study collected through the questionnaire such as school name, sex, grade with whom he or she lives and consults when facing problems, and so on. Based on them, Comparison between or among groups of nominal scale was implemented for mean value of total score in each scale and their factor, employing nonparametric t tests: Mann-Whitney U Test and Kruskal-Wallis Test.

Ultimately, four open-ended questions employed for the questionnaire survey in Ghana were inquired to students about their opinions and feelings about anxiety toward family, school, future and friends. This is because open-ended questions are expected to reach deeply students' mentality and offer supportive information about issues measured by psychometric scales. After transcribing all answers, key word analysis (extraction) was conducted. As a result, there categorized 4 types for family, 7 for school, 5 for future and 8 for friends. For these categorized answers were shown below as descriptive statistics data.

4. Findings and analysis

1) Correlation among the applied scales

As for Ghana, the 5 scales were applied and the results of correlation analysis is summarized as Diagram 2 shows. With respect to School Avoidance Feeling Scale (SAFS), there confirmed significant correlations with Stress Response Scale (SRS) (ρ =0.453), Achievement Goal Tendency Scale (AGTS) (ρ =0.335), English Language Classroom Anxiety Scale (ELCAS) (ρ =0.246). At the same time, ELCAS and SRS are correlated (ρ =0.294), meanwhile AGTS and Trust-in-Parents Scale (TPS) are too (ρ =0.304). In short, when JHS students feel more stress, they also feel like to avoid school, and when their motivation to learn (AGTS) is low, they also feel like to avoid school. As described above, the correlation between ELCAS and SAFS are relatively weak. That reason seems to be that English Language is just one of the subjects learned in school, and anxiety about English language might affect partially students' motivation to go to school. It is additional evidence that although it was

low, but, correlation between Mathematics Anxiety Scale (MAS) and SAFS was also confirmed in Fijian high school students' case (Ishizaka, 2013). Regarding

to the correlation between AGTS and TPS, it can be said that as much as JHS students trust in their parents, they have higher motivation to learn.
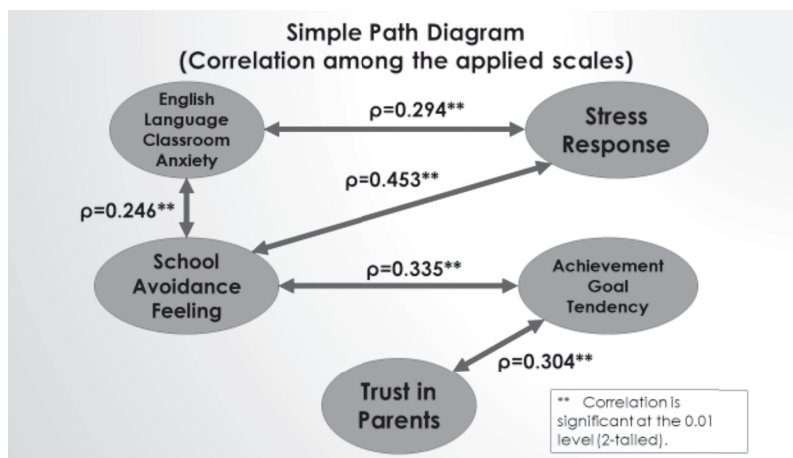

Diagram 2: Correlation among the Applied Scales in Ghana

On the other hand, as to Philippines, all the three applied scales are found to be correlated (refer to Diagram 3). In particular, correlation coefficient between Self-Usefulness Scale (SUS) and Achievement Goal Tendency Scale (AGTS) is relatively high (ρ =0.456). If students are much satisfied in terms of human relationship with others and their worthiness in it, their motivation is also higher, and vice versa. School Avoidance Feeling Scale (SAFS) is also correlated

with SUS (ρ =0.346). If they have good relationship with others and feel well doing something for others, they do not feel like to avoid school. This relationship is not only about friends and teachers in school, but also about family members. As well as Ghanaian case, correlation between AGTS and SAFS was confirmed in Philippian one (ρ =0.278). Therefore, the correlation between AGTS and SAFS is a possibly transnational feature in students' mental condition.
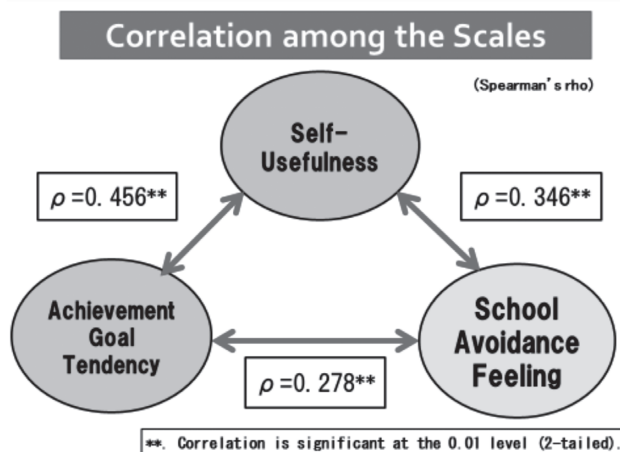

Diagram 3: Correlation among the Applied Scales in Philippines

With respect to correlation among factors of the applied scales (refer to Table 2), in both countries, School Rebellion Tendency Factor (SRTF) tends to be correlated with Learning Goal Tendency (LGT), whereas Performance Goal Tendency A (PGTA: praise) does not show any significant correlation with all the factors of SAFS. This implies that the learning

goal and score seeking can contribute to alleviation of the school avoidance feeling and vice versa, and moreover, the praise is not so relevant goal to be promoted for alleviating the school avoidance feeling. Only for Philippian case, Friendship Isolation Tendency Factor (FITF) should be contemplated for bettering the achievement goal tendency.

Table 2: School Avoidance Feeling Scale (SAFS) & Achievement Goal Tendency Scale (AGTS)

	Spearman's rho	Country	School Avoidance Feeling Scale (SAFS)		
			School Rebellion	Friendship Isolation	Attendance Disgust
Achievement Goal Tendency Scale (AGTS)	Learning Goal	Ghana	0.397**	0.122	0.283**
		Philippines	0.406**	0.268**	0.215**
	Performance Goal A appreciation	Ghana	0.186	-0.012	0.137
		Philippines	0.032	-0.053*	-0.068*
	Performance Goal B Score Seeking	Ghana	0.398**	0.007	0.319**
		Philippines	0.349**	0.234**	0.178**

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

Regarding to Ghanaian case, only Evaluation-from-Others Factor (EOF), one of the English Language Classroom Anxiety Scale (ELCAS)'s factors, is relevant for (correlated with) School Avoidance Feeling Scale (SAFS), in particular, its two factors, School Rebellion Tendency Factor (SRTF) (ρ =0.261) and Attendance Disgust Tendency Factor (ADTF) (ρ =0.349). This implies that how others evaluate his or her performance in English language lessons can be a relatively stronger stimulant to the school avoidance feeling, and vice versa.

2）Comparison between and among groups of nominal scale

Compared all the scales' total score between the rural and urban schools in the City A, Ghana, significant difference was confirmed (refer to Table 3). This may imply in general that urban schools can offer better educational environment to students than rural schools in terms of their mental conditions and motivation to learn. However, in order for deciding on this hypothesis, it is still necessary to increase number of sample schools, due to the small number of them in this study. In Philippian case, if compared between school types (public, private and national), it was confirmed that there is a significant difference in total score of all the three scales between public school and others (all p-values are around 0.01). This could be because in general public schools are where more students of lower income family gather than private or national schools.

On the other hand, in Ghana if students usually

Table 3: Difference between Rural and Urban Schools

	Scale	Meaning	Sig.	Decision
1	School Avoidance Feeling Scale	Worse feeling in the rural school	.000	Reject the null hypothesis.
2	Stress Response Scale	Worse stress in the rural school	.003	Reject the null hypothesis.
3	Achievement Goal Tendency Scale	Lower motivation in the rural school	.000	Reject the null hypothesis.
4	Trust-in-Parents Scale	Poorer trust in the rural school	.032	Reject the null hypothesis.
5	English Language Classroom Anxiety Scale	More serious anxiety in the rural school	.008	Reject the null hypothesis.

Mann-Whitney U Test between Rural and Urban Schools

Asymptotic significances are displayed. The significance level is .05.

consult with their mother when facing problems, they tend to hold lower school avoidance feeling and show less stress than those who do not do it (p-values with respect to SAFS and SRS are 0.002 and 0.014 respectively). In addition, whether students consult with teachers is so relevant to SAFS and Learning Goal Tendency (LGT) in Ghana (p-values are 0.003 and 0.020 respectively). In short, mother is the most important member of family and teachers are also key characters to influence over students' motivation to learn and feelings to avoid school.

In Philippines, mothers are also relevant to students' mental conditions and motivation. Students who live with mother show significantly lower scores of SAFS than those who do not live with her (its p-value is 0.023). However, in addition to that, Philippian students who live with father, show significantly lower score of the School Rebellion Tendency Factor (SRTF) than those who do not live with him (its p-value is 0.003). And if they live with brothers or sisters, they show more positive attitude (p-values are around 0.01) in terms of Attendance Disgust Tendency Factor (ADTF), LGT, Performance Goal Tendency B (score seeking) and Relationship of Self-Usefulness Scale (SUS). In other words, students' brothers or sisters can play a role model in their school life. The difference of family members' role between Ghana and Philippines was possibly caused by the difference of family's unity or consolidation between them. In Ghana, there seems to be more cases that students don't live with their parents, but with their relatives.

Regarding to the difference of motivation to study between boys and girls in Philippines, girls tend to study for getting good test score or bettering

their career (p-value for Performance Goal Tendency B (PGTB) is 0.050) and show lower school avoidance feeling than boys (p-value for SAFS is 0.000), whereas boys seem to enjoy learning itself more than girls do (p-value for LGT is 0.037). This would be caused by the social fact that women in Philippines show their presence in labor market and they in some ways may influence their daughters' consciousness. On the other hand, there does not confirm any difference in the applied scales between boys and girls in Ghana. This is a contrast situation between the two countries.

### 3) Categorized anxiety of JHS students in Ghana

Regarding students' answers about anxiety in family, concerns students face are not only lack of money (35.98%), but also relationship trouble with family members (33.60%), mainly with parents (refer to Graph 1). With respect to anxiety in school (refer to Graph 2), physical and non-physical violence such as "beating (15.96%)" and "insulting (9.04%)" and human relationship trouble (4.52%) also occupy a large part of students' concerns except for physical condition of school, such as facility trouble (18.62%) and fee trouble (11.70%).

Other than study (8.97%), large part of students' anxiety about their friends lies in relationship trouble, such as insulting (19.84%), having no friends (7.88%), gossiping (5.43%). Troubles related to any kind of delinquencies or crimes (14.40%) are also one of the important issues students face (refer to Graph 3). As to the last open-ended question, anxiety about students' future (refer to Graph 4), whether they can get a good occupation or not (21.11%), and whether they can complete school or not (11.94%) are relevant other than lack of money (8.06%).
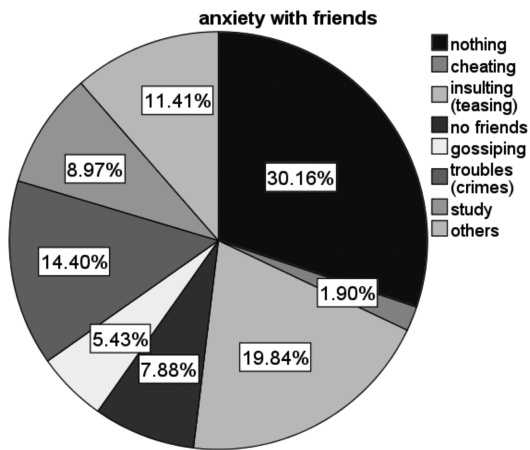
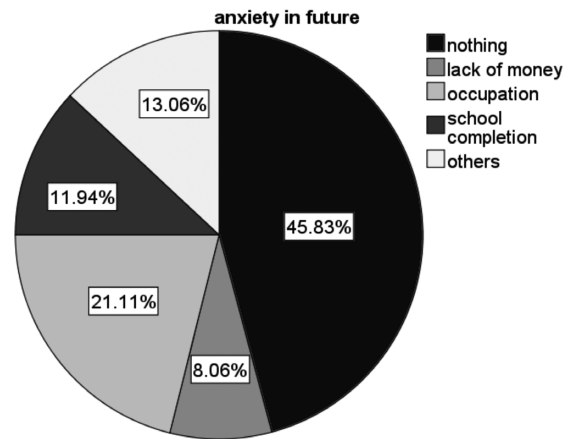Graph 1: Category of Anxiety in Family
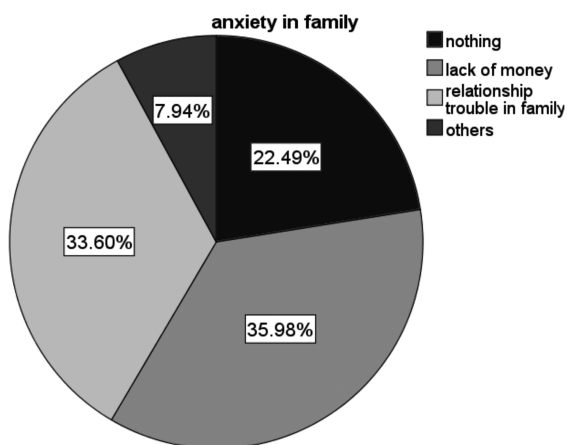
Graph 2: Category of Anxiety in School
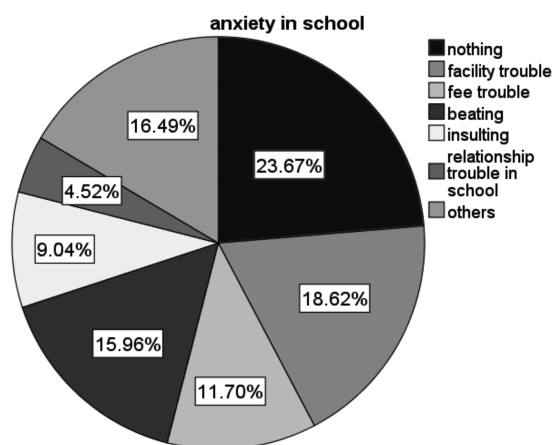
Graph 3: Category of Anxiety toward Friends

Graph 4: Category of Anxiety about future

To put it another way, lack of money or physical conditions of school is not necessarily a singular anxiety for students, rather, it was confirmed that human relationship troubles, beating or insulting showed its crucial presence among concerns they described.

5. General conclusions

Firstly, there confirmed correlation between the school avoidance feeling, and anxiety about lessons and motivation to learn, in other words, improvement of lesson in terms of praising fairly students in place of making them anxious, and raising their motivation is a crucial issue for alleviating school avoidance feeling.

To raise students' motivation, one of the issues which should be considered is how to promote family's support toward their children. In Philippines, there seems to be more support than in Ghana. This is because significant difference of the applied scales between students who live with mother, father, brothers and sisters, and those who do not live with them, was confirmed in Philippines, meanwhile in Ghana it was confirmed only about mother, with whom students consult. Moreover, from viewpoints of educational policy, it is indispensable to consider how to stimulate teachers' support toward students, since in Ghana teacher can influence significantly students' motivation.

According to open-ended questions, it was confirmed that typical issues students feel and think are not only lack of money or physical conditions of school, but also human relationship troubles such as beating or insulting. There seems to be lack of discussions about these issues in post 2015. To assure the

achievement of equity and quality in education, it is also necessary to consider them and elaborate and implement educational policy against them.

For enriching and deepening the study, additional research is required. For example, it is worth analyzing to what extent beating and insulting in family or school affect students' mental and educational conditions. To do that, more mixed method research should be contemplated. As a quantitative research, it is possible to propose a questionnaire survey on beating and insulting, applying any psychometric scales. Regarding to qualitative research, it is worth taking into account interviews toward students and other stakeholders.

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