

## *The Adaptation of School Anxiety Scale-Teacher Report: Validity and Reliability Study*

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### Summary

#### INTRODUCTION

Even though, both anxiety in children and school anxiety are subtitle of general anxiety and both of them are related to children, they are different concepts (Dunn, Safford, Schelkun, Scott, & Shanks, 1967). In the past, anxiety in children or more specifically text anxiety has studied; however, "school anxiety" is a new concept in the literature and not has been studied well yet (Schelkun & Dunn, 1967). The definition of school anxiety is cognitive, psychophysiological and motor responses showed by an individual in school setting toward threatening or dangerous situation, which can be real or perceived (Martinez-Monteağudo, Ingles, Trianes & Fernandez, 2011). It is displayed by epidemiological studies that school anxiety is nearly common among the children and adolescents aged 3 to 14 and it has 18% influence on them (Martinez-Monteağudo, Ingles, Trianes, & Fernandez, 2011). The researches show that more than 6 million children in school age endure school anxiety and they are trying to manage the disturbing physical and mental symptoms (Mayer, 2008).

Three main reasons of school anxiety:

1. The problems that student brings school from home (general anxiety disorders, learning disabilities, family problems, etc.)
2. The problems related to schooling, Dunn's (1968) five area of school anxiety: Recitation anxiety, test anxiety, report card anxiety, achievement anxiety and failure anxiety (Morris, 1976).
3. The problems related to school climate (bullying, teasing, peer-pressure, not getting along with a teacher, witnessed to violence in school setting, etc.) (Mayer, 2008; Astor, Benbenishty, Zeira & Vinokur, 2002; Martínez-Rodríguez, 2004; Thomas, 2010)

In conclusion, school anxiety is as a state of intense misgiving, shaking, tension, fear, and worry arising from a real or perceived threat of impending danger in school setting (Mayer, 2008; Astor, Benbenishty, Zeira & Vinokur, 2002; Martínez-Rodríguez, 2004; Thomas, 2010).

The aim of this research is to adapt the School Anxiety Scale- Teacher Rapport (Lyneham, Street, Abbott, & Rapee, 2008) to Turkish and to examine its psychometric properties.

#### METHOD

##### Participants

Participants were total 178 primary school teachers 102 (57.30%) were female, 76 (42.70%) were male who formed an estimate of 356 primary school students in Turkey. Teachers' ages ranged from 25 to 44 years and the mean age of the participants was 33.72 years.

##### Instrument

School Anxiety Scale-Teacher Rapport (SAS-TR): Original form of School Anxiety Scale that was developed by Lyneham, Street, Abbott and Rapee (2008), it is a teacher-report

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measure of school anxiety levels scoring of the measure is based on a 4-points type scale regarding the frequency with which the behavior of interest is exhibited where 0=never, 1=sometimes, 2=often, and 3=always. Higher scores, therefore, indicate greater school anxiety (range=0-48). Results of exploratory factor analysis indicated that the model consists of two factors (general anxiety and social anxiety) and 16 items. Factor loadings ranged from .55 to .93. for general anxiety and .67 to .81 for social anxiety. Cronbach alpha internal consistency coefficients of the scale were .93 for whole scale, .92 for general anxiety and .90 for social anxiety and test-retest reliability coefficient was .78 for whole scale, .73 for general anxiety and .81 for social anxiety

### **Procedure**

Primarily the School Anxiety Scale -Teacher Report was translated into Turkish by two academicians. Before validity and reliability studies, to examine the language equivalency of the scale the correlations between Turkish and English forms were calculated. In this study confirmatory factor analysis (CFA) was executed to confirm the original scale's structure in Turkish culture. As reliability analysis Spearman-brown formula split-half reliability and internal consistency coefficients, the item-total correlations were examined. Data was analyzed via computer analysis program.

### **RESULTS**

There is a significant correlation between the original and Turkish version of the scale in the equivalency was .74 level ( $p = .00$ ). Results confirmatory factor analyses demonstrated that 16 items yielded two factor as original form and that the two-dimensional model was well fit ( $\chi^2/df=1.72$ , RMSEA= .044, CFI= .94, GFI= .93, RFI= .95, AGFI= .93, SRMR= .046). Cronbach alpha internal consistency coefficient was found as .93 for whole scale, .87 for sub-dimension of general anxiety, .93 for sub-dimension of social anxiety. Spearman-brown formula split-half reliability coefficient was .88 for whole scale. Corrected item-total correlations ranged from .49 to .78.

### **DISCUSSION AND RECOMMENDATION**

As a result, it is possible to say that the School Anxiety Scale-Teacher Report is a valid and reliable measurement tool to be used for the purpose of measuring school anxiety levels of primary school students. The scale can be used in researches into school counseling and in the process of psychological counseling. The present research was carried out on the basis of data from primary school teachers. It would be possible analyze the psychometric characteristics and the factor structure of the scale using in different samples in further studies. Moreover, it can be used as efficient instruments in order to assess educational stress, parents' attitudes for children and children school performance.