Psychological Achievements
Fall & Winter, 2025, *32* (2)
Serial Number 34, 285-308
DOI: 10.22055/psy.2024.45605.3180
(Psychol Achiev)
Rcceived: 17 Dec 2023
Accepted: 28 Jan 2024
Orginal Article

The Mediating Role of Anxiety Sensitivity in the Relationship between Connectedness with School and Academic well – being

Mohammad Derikvand[*]
Moslem Daneshpayeh[**]
Atefeh Mazoosaz[***]
Seyed Javad Hosseini[****]

Abstract

This study aimed to explore the mediating role of anxiety sensitivity in the relationship between connectedness with school and academic well-being. The research design was correlational and of structural equation modeling type. The study population consisted of all high school male and female students in Tehran in the academic year 2014-2015. The research sample consisted of 256 students who were selected through multi-stage cluster sampling. The sample individuals responded to questionnaires on connectedness with school (Brew et al.), anxiety sensitivity (Floyd et al.), and academic well-being (Tuominen–Soini et al.). Data analysis was conducted using the structural equation modeling method via SPSS and Amos version 26 software. The results revealed that anxiety sensitivity has a mediating role between connectedness with school and academic well-being and it has a negative as well as significant relationship ($p<0.01$). There was also a positive and significant relationship between the sense of connectedness with school and academic well-being ($p<0.01$). Based on the research findings, it was determined that the higher the level of connectedness with school, the lower the anxiety sensitivity, and as a result, the greater the academic well-being of students.

Keywords: anxiety sensitivity, connectedness with school, academic well-being,

---

* PhD, Department of educational psychology, Faculty of Psychology and Educational Sciences, Shahid Chamran University, Ahvaz, Iran. *Corresponding Author:* mohammadderikvand47@gmail.com

** PhD, Department of educational psychology , Faculty of Department of Psychology and Educational Sciences, Allameh Tabatabai University, Tehran, Iran.

*** PhD student, Department of educational psychology, Faculty of Psychology and Educational Sciences, Allameh Tabatabai University, Tehran, Iran.

**** PhD, Department of educational psychology, Faculty of Psychology and Educational Sciences, Shahid Chamran.

Extended Abstract

Introduction

Academic well-being refers to the individuals' enjoyment of the role and experience as a self-taught student, perception of educational programs, the necessary conditions for studying, and student's overall satisfaction in the academic environment. It is associated with positive factors in school context, such as increasing educational activities, having good social relations, satisfaction with education, and finally academic achievement. On the other hand, negative emotions including depression, anxiety, anger, educational loss are the consequences of academic failure. According to studies, including effective variables on academic well-being, school connectedness and anxiety sensitivity. School connectedness is a multi-dimensional structure, but is generally defined as the extent to which students acquire respect and support in the school environment. Anxiety sensitivity is a personal tendency to understand emotions and anxiety symptoms as consequences of disasters that can be identified; it has an important role in shaping social interaction, feeling of security as well as psychological and social development of students . The purpose of this study was to examine the mediating role of anxiety sensitivity in the relationship between connectedness and school as well as academic well-being.

Method

This study employed an applied objective and a correlational descriptive method. The study population consisted of all male and female middle school students in Tehran along the academic year 2024-2025. The research sample included 256 students selected through multi-stage sampling. The participants responded to questionnaires on connectedness with school (Berry et al., 2004), anxiety sensitivity (Floyd et al., 2005), and academic well-being (Tominen et al., 2012). Data analysis was conducted using SPSS and Amos version 26, through structural equation modeling.

Results

The demographic analysis of the 256 participants revealed that based on correlation analyses, all relationships among the study variables were significant at the 0.01 level, providing useful insights into their bivariate associations. Tests of normality indicated skewness and kurtosis values within acceptable ranges (absolute skewness < 3; absolute kurtosis < 10), confirming that the data did not violate normality assumptions.

Multicollinearity diagnostics demonstrated tolerance values above 0.10 and variance inflation factors (VIF) below 10 for all predictors, indicating no multicollinearity problems. The model fit indices exhibited excellent goodness of fit, confirming that the proposed conceptual model adequately represented the observed data. The results of the path analysis showed significant direct effects of connectedness with school on anxiety sensitivity dimensions and academic well-being components. Anxiety sensitivity dimensions had also significant effects on academic well-being components. Further, bootstrap analysis confirmed the mediating role of anxiety sensitivity and revealed significant indirect effects of connectedness with school on academic well-being components through anxiety sensitivity dimensions. These results provide strong support for the hypothesized model and highlight the critical role of anxiety sensitivity as a mediator linking connectedness with school to key academic well-being outcomes.

Discussion

The purpose of this study was to explore the mediating role of anxiety sensitivity in the relationship between school belonging and academic well-being of male high school students in Tehran. The results of data analysis indicated that school belonging has a direct and negative relationship with anxiety sensitivity along with a direct and positive relationship with academic well-being. Anxiety sensitivity has also a mediating role in the relationship between school belonging and academic well-being. Since schools are an important source of social communication, and social communication as well as interpersonal relationships are a key factor in maintaining the mental health of students, the level of anxiety sensitivity can be affected. This means with an increase in the sense of belonging to the school, anxiety sensitivity diminishes and vice versa. The less the sense of belonging to the school, the greater the increase in the level of students' feelings; as a result, improper management of anxiety affects academic burnout and academic well-being. According to the mediating role of anxiety sensitivity in relation to connectedness with school and academic well-being, counselors and practitioners need to employ efficient therapeutic procedures for anxiety disorder and improve students' academic well-being.

Author Contributions: Mohammad Derikvand: general framework planning, content editing and analyzing, submission and correction. **Moslem Daneshpayeh:** collaboration in general framework planning, selection of approaches; final review. **Atefeh Mazoosaz:** comparison of approaches, conclusions. **Seyed Javad Hosseini:** data analysis. All authors discussed the results, reviewed and approved the final version of the manuscript.

Acknowledgments: The authors thank all dear colleagues and professors who have helped us in this research.

Conflicts of Interest: The authors declare there is no conflict of interest in this article.

Funding: The present study has not received financial support from any institution or institution and all costs during the research process have been borne by researchers.