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Imprints of Lower Socioeconomic Class in English Speaking Anxieties and Academic Performance of Rural and Urban Students

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ABSTRACT

The students' socioeconomic status has acquired importance for elaborating differences in their educational outcomes. Various personal and contextual factors that affect students' academic performance correlate with students' socioeconomic backgrounds. Likewise, rural and urban environments also impact academic achievements and academic behaviours. Language learning starts from home; therefore, students' socioeconomic classes and residential environment can play a conspicuous role in their language learning. However, speaking skills are complex and can induce speaking anxiety in students. The English language is the medium of instruction in most countries in higher education. Therefore, researchers' interest has increased in English-speaking anxieties at the international level. The lower socioeconomic class students are expected to have negative academic behaviours and anxieties. Therefore, this study examined the impact of lower socioeconomic class students' rural and urban environments on their English speaking anxieties and academic performance. The conveniently available 705 university students filled out an online questionnaire about their socioeconomic class, English speaking anxieties, and academic performance. The study results revealed an insignificant direct impact of students' lower socioeconomic class on their academic grades. The students' perception of poor performance in speaking English mediated the effect of lower socioeconomic class on their academic grades. The impacts of English speaking anxieties on academic performance were significant in urban students and insignificant in rural students. The study's findings have implications for reducing the adverse effects of lower socioeconomic class on students' academic performance and English language learning.

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1. Introduction

Socioeconomic background plays a critical role in children's education. The students' socioeconomic background is often labelled as socioeconomic status or class based on their parents' education, occupations, and income. Therefore, socioeconomic background has educational, psychological, and occupational implications on children's education, future income,

and aspirations of future careers. Furthermore, students' rural and urban backgrounds also impart marked differences in their academic outcomes and academic behaviours. Language acquisition skills, especially English speaking, are related to students' socioeconomic status, and students' English language learning opportunities differ regarding students' rural and urban backgrounds.

2. Literature Review

Society develops an educational system to transfer societal and economic values, beliefs, skills, technology, and knowledge to the next generations to ensure the citizens' quality of life and national development (Adams, 2002). The education systems claim to provide equal access and equal opportunities to progress and develop for all sections and communities of the society (Labaree, 1997; Pfeffer, 2015). Although the education process and its contents change over time, it is observed that the system favours some sections of society and seems unfavourable to some other society sections (Labaree, 1997). The education system appears as a tool by which society maintains or reproduces the socioeconomic stratification in the society (Ullah & Ali, 2018). The social and economic sections of the society who are prestigious and hold power in society neglect or fail to address the proper educational needs of the disadvantaged sections of the society, and the education systems reflects or shows the disadvantage for the students of those sections who are poor in the community (Shields, Anne, & Debra, 2017). Most of the positions and advantages in any society by a group are due to socioeconomic status (Manstead, 2018). The socioeconomic status is the relative position of an individual within the structure of the society according to the profession, education, and income (Baker, 2014). The education systems appear somewhat discriminatory, and most students from the higher socioeconomic status benefit more than students from lower sections of the society from the education system (Sirin, 2005). The parents' higher-income professions and a higher level of education can provide adequate social, educational, and financial resources to their children at home, school, and in a community to ensure their better education and all-round personality development. On the contrary, parents from lower socioeconomic status have professions and educational qualifications, which are less sophisticated, less advanced, and low-earning; consequently, they fail to identify and fulfil the educational needs of their children at home and school, which results in poor academic performance (Gottfried, Gottfried, Bathurst, Guerin, & Parramore, 2003).

This phenomenon has introduced a new field in psychology called social-class psychology (Manstead, 2018). The material environment shapes individual and social identities reflected in someone's feelings, cognition, and actions (Manstead, 2018). The socioeconomically disadvantaged family's cognitive and financial resources become a hurdle in children's adequate parenting and balanced personality development (Hoff-Ginsberg & Tardif, 1995; Roubinov & Boyce, 2017). The socioeconomic status leads to differences in parenting beliefs, goals, parenting styles, and practices such as verbal interaction and control over the child (Hoff-Ginsberg & Tardif, 1995). The parent-child relationship mediates the relationship between socioeconomic status and children's reading ability (Chen, Kong, Gao, & Mo, 2018). Students of lower socioeconomic status can have severe problems in the regulation of learning. The father and mother education and socioeconomic status are positively related to students' regulation of classroom behaviours (Størksen, Ellingsen, Wanless, & McClelland, 2015), epistemological beliefs (Ozkal, Tekkaya, Sungur, Cakiroglu, & Cakiroglu, 2011), different aspects of learning motivation (Kormos & Kiddle, 2013; R. Liu & Chiang, 2019), students' self-concept (S. Li, Xu, & Xia, 2020) probability of using deep learning strategies (Ali & Bakar, 2019), and quality teacher-student interactions (R. Liu & Chiang, 2019). For these reasons, there are positive relationships between students' higher socioeconomic status and overall academic performance (Gobena, 2018; S. Li et al., 2020) (S. Li et al., 2020; White, Reynolds, Thomas, & Gitzlaff, 1993). The parent's education and income levels correlate with their positive attitude towards their children's education, provision of academic and learning resources at home, and positive beliefs about their children's learning

ability (Butler & Le, 2018). These higher educational and occupational levels can positively influence children's overall cognitive development and learning behaviours (NICHD, 2005). The students of higher socioeconomic status have more positive understandings of their academic interests and potentials than students of lower socioeconomic status (H. Li, Peng, Yang, & Chen, 2020). The socioeconomic status is also related to students' behavioural problems such as aggression, withdrawal, anxiety, and somatic issues (Hosokawa & Katsura, 2018). In this way, students' socioeconomic status may act as a function of inability or ability to benefit from educational opportunities available in the existing educations system (Manstead, 2018).

Another important environmental factor that can lead to students' different learning behaviours and learning outcomes is their rural or urban background (Prabowo & Akma, 2019). The differences in students' academic behaviours and performance in rural and urban students originate from different societal, economic, and community differences in rural and urban environments (Lamb, Glover, & Walstab, 2014). However, Sullivan, Andrew, and Perry (2018) compared the impact of rural background on students' academic behaviour and performance across Australia, Canada, and New Zealand. Although they found the relationships between students' socioeconomic backgrounds and their reading abilities, their study revealed that students of rural schools have low reading abilities and experience a less conducive learning environment in schools than urban students.

The importance of socioeconomic status and students' rural and urban residential background in children's language education and language development is consistently evident in literature (Hoff, 2003; R. Liu & Chiang, 2019; Prabowo & Akma, 2019). There is sufficient evidence that individuals' language learning skills correlate with their socioeconomic status (Hoff, 2003). Furthermore, students' motivation to learn English depends on their socioeconomic background, quality, and quantity of teacher-student interaction in English learning classrooms (R. Liu & Chiang, 2019). It is found that children of high socioeconomic backgrounds experience more encouraging speech interactions and diverse vocabulary in a speech at home than children of lower socioeconomic class (Hoff, 2003).

In recent decades, the importance of learning English has increased in education, and English has acclaimed its value as the international language of education, science, technology, and communication (Ramírez-Castañeda, 2020; Schneider, 2014). English language has become an integral part of the educational curriculum and is the medium of instruction at the higher education level in most countries worldwide. Students in different countries learn in English medium of instruction (Foyewa, 2015; Nunan, 2003). However, these students' English speaking depends on various critical skills such as vocabulary, phenomenally, and organizing thoughts (Nunan, 2003). These students experience speaking anxiety for speaking English as a foreign or second language (M. Liu & Jackson, 2008). The students' English speaking anxiety correlates negatively with students' academic performance (Aida, 1994), psychological well-being (D'Esposito, Blake, & Riccio, 2011), and physical health (Hughes, Lourea-Waddell, & Kendall, 2008).

Different undesired psychological behaviours and academic attributes are positively associated with students' lower socioeconomic backgrounds and rural residential backgrounds (Manstead, 2018; Prabowo & Akma, 2019). The negative impact of lower socioeconomic background on students' language is reiterated in literature (Hoff, 2003; R. Liu & Chiang, 2019; Prabowo & Akma, 2019). The medium of instruction in universities in Pakistan is English, and a considerable proportion of students in Pakistani universities have a rural background. Therefore, it is worthwhile to understand the English language anxiety phenomenon in lower socioeconomic background Pakistani university students from rural and urban backgrounds and determine

differences in the impact of English language anxiety on urban and rural students' academic performance.

2.1. Objectives and Hypotheses

The following were study objectives:

i. To appraise the impact of lower socioeconomic class students' residential background on their English speaking anxieties.
ii. To comprehend the impact of lower socioeconomic class students' English speaking anxieties on their academic performance in rural and urban background students.
iii. To recognize the mediation role of students' rural and urban backgrounds in defining the impact of their lower socioeconomic class on their academic grades.

The hypotheses of the study are as follows:

i. There will be a significant impact of lower socioeconomic class students' residential backgrounds on their English speaking anxieties.
ii. There will be a significant impact of lower socioeconomic class students' English speaking anxieties on their academic performance in students of rural and urban backgrounds.
iii. The impact of students' lower socioeconomic class on their academic grades will be mediated by their English speaking anxieties in students of rural and urban backgrounds.

3. Methodology

3.1. Sample

The study sample was 705 Pakistani Public university students of different departments enrolled in graduate and undergraduate programs in an English medium of instruction environment. The 397 students were from a rural background and 308 from an urban location. The female students were 387, and male students were 318. The composite questionnaire consisting SATI measure and demographic information was shared as a google form. The volunteer and available students participated in this survey.

3.2. Data Collection

The measure of students' English speaking anxiety consisted Speech Anxiety Thoughts Inventory (SATI) (Cho, Smits, & Telch, 2004). This measure comprised two dimensions; fear of negative evaluation and perceptions of poor performance in speaking English. The 22 items from 23 items of SATI (Cho et al., 2004) are used in the final analysis of this study to measure English speaking anxiety in students' from rural and urban groups (Figure 1 and Table No. 2). The respondents could choose any option relevant to them from a five-point scale to show their level of agreement to the SATI statements. The lowest point on the scale was 1 = do not completely believe, and the highest point was 5 = completely believe. The students' socioeconomic background information acquired consisted of their parents' education and profession. The parents' occupations and education scoring were based on the Kuppuswamy's Socioeconomic Status Scale (Sharma, 2017). The students' academic grades were their self-reported grades in the last examination. The students' residential background consisted of two options rural and urban. The students' lower socioeconomic class was identified based on their scores on the Socioeconomic Status Scale.

3.3. Data Analysis

The structural equation modeling approach of Generalized Structured Component Analysis (GSCA) is used in this study. The GSCA pro software 1.1.4 is used to confirm the significance of differences in hypothesised measurement and structural models in rural and urban students. The multi-group analysis option in GSCA pro was used to verify the hypothesised measurement and structural model across groups of rural and urban students. The GSCA pro calculated the confidence intervals at the 95% level for postulated measurement and structural model. A confidence interval of the path and item loadings not encompassing the value of zero is significant at 0.05 (Das, 2019). The calculated p-values and alpha values are also provided in the results section.

4. Results

4.1. Model Fit Indices

The overall postulated multi-group SEM model FIT value is 0.503. The proposed model explained 50.3 percent variance (Hwang, 2009) in the presumed model's items and latent variables. The FITs value of 0.585 shows that different assumed paths in the model explained 58.5 percent differences (Hwang, Takane, & Jung, 2017) in latent variables in this model. Comparatively, the FITm value of 0.499 indicates the model's success to elaborate 49.9 percent variance of indicators or items in the measurement model (Hwang et al., 2017). The goodness of fit index (GFI) value and a standardized root mean square residual (SRMR) value (Hwang & Takane, 2014) is respectively 0.992 and 0.04. These values indicate an acceptable fit.

4.2. Measurement Model

Table 2 presents results about item loadings and their significance across rural and urban groups of students. Almost the same items have similar loadings in rural and urban groups of students. The 22 items loaded across two dimensions: perception of poor performance (13 items) and fear of negative evaluation (9 items) in speaking English in rural and urban students. These item loadings are above the minimum recommended value of 0.5 (Hair, Hult, Ringle, & Sarstedt, 2014). It means that SATI (Cho et al., 2004) can be sued in Pakistani university rural and urban students to measure their English Speaking Anxiety.

The results related to the constructs' quality are in Table No. 2. The proportion of variance explained (PVE) defined by a latent variable should be above 0.50, the values of reliability indicators Alpha and Rho should be above 0.70 to claim that the measurement model has an acceptable level of convergent validity, internal consistency, and composite reliability (Hair et al., 2014). The proposed measurement model for rural and urban students has PVE values above 0.50, Alpha, and Rho values above 0.70 (Table 2).

The Heterotrait-Monotrait ratio (HTMT) is in Table 3. The HTMT ratio of latent variables 'the perception of poor performance' and 'fear of negative evaluation' is below 0.90 in students' rural and urban groups. The values of HTMT less than 0,90 in both rural and urban groups of students indicate discriminant validity of latent variables in the model in both groups of students (Henseler, Ringle, & Sarstedt, 2015).

Table 1
Item Loadings

Component	Items	Estimate	SE	95%CI LL	95%CI UL	T-Statistics	P-Value
Urban Students Group							
Perception of Poor Performance	SATI_1PPP	0.739	0.028	0.676	0.79	26.39	< .0001
	SATI_2PPP	0.794	0.021	0.746	0.828	37.81	< .0001
	SATI_3PPP	0.732	0.028	0.663	0.778	26.14	< .0001
	SAT1_4PPP	0.79	0.025	0.738	0.835	31.6	< .0001
	SATI_10PPP	0.738	0.028	0.682	0.801	26.36	< .0001
	SATI_12PPP	0.776	0.027	0.716	0.829	28.74	< .0001
	SATI_15PPP	0.783	0.025	0.726	0.823	31.32	< .0001
	SATI_17PPP	0.77	0.025	0.716	0.819	30.8	< .0001
	SATI_18PPP	0.816	0.021	0.761	0.852	38.86	< .0001
	SATI_19PPP	0.786	0.024	0.743	0.836	32.75	< .0001
	SATI_20PPP	0.743	0.031	0.69	0.793	23.97	< .0001
	SATI_22PPP	0.708	0.031	0.629	0.768	22.84	< .0001
	SATI_23PPP	0.76	0.027	0.704	0.811	28.15	< .0001
Fear of Negative Evaluation							< .0001
	SATI_5FNE	0.8	0.021	0.748	0.834	38.09	
	SATI_6FNE	0.728	0.031	0.66	0.782	23.48	< .0001
	SATI_7FNE	0.771	0.022	0.726	0.812	35.05	< .0001
	SATI_8FNE	0.786	0.023	0.734	0.825	34.17	< .0001
	SATI_9FNE	0.768	0.023	0.717	0.804	33.39	< .0001
	SATI_11FNE	0.737	0.025	0.677	0.788	29.48	< .0001
	SATI_13FNE	0.695	0.037	0.608	0.75	18.78	< .0001
	SATI_14FNE	0.768	0.022	0.731	0.815	34.90	< .0001
	SATI_16FNE	0.797	0.021	0.754	0.84	37.95	< .0001
Rural Students Group							
Perception of Poor Performance							< .0001
	SATI_1PPP	0.707	0.036	0.62	0.774	19.64	
	SATI_2PPP	0.681	0.037	0.618	0.757	18.40	< .0001
	SATI_3PPP	0.715	0.033	0.644	0.771	21.67	< .0001
	SAT1_4PPP	0.735	0.031	0.677	0.789	23.71	< .0001
	SATI_10PPP	0.718	0.032	0.649	0.77	22.44	< .0001
	SATI_12PPP	0.638	0.054	0.52	0.739	11.81	< .0001
	SATI_15PPP	0.757	0.027	0.707	0.804	28.04	< .0001
	SATI_17PPP	0.773	0.028	0.713	0.82	27.61	< .0001
	SATI_18PPP	0.683	0.038	0.604	0.755	17.97	< .0001
	SATI_19PPP	0.724	0.031	0.662	0.788	23.35	< .0001
	SATI_20PPP	0.669	0.043	0.586	0.744	15.56	< .0001
	SATI_22PPP	0.668	0.036	0.565	0.719	18.56	< .0001
	SATI_23PPP	0.725	0.037	0.65	0.784	19.59	< .0001
Fear of Negative Evaluation							< .0001
	SATI_5FNE	0.718	0.037	0.642	0.791	19.40	
	SATI_6FNE	0.765	0.024	0.717	0.806	31.87	< .0001
	SATI_7FNE	0.662	0.051	0.559	0.748	12.98	< .0001
	SATI_8FNE	0.739	0.031	0.674	0.796	23.84	< .0001
	SATI_9FNE	0.729	0.028	0.678	0.78	26.04	< .0001
	SATI_11FNE	0.738	0.028	0.687	0.792	26.36	< .0001
	SATI_13FNE	0.746	0.036	0.657	0.804	20.72	< .0001
	SATI_14FNE	0.708	0.037	0.623	0.766	19.14	< .0001
	SATI_16FNE	0.708	0.04	0.637	0.772	17.7	< .0001

Table 2
Construct Quality Measures

Measure	Perception of Poor Performance Urban Students	Fear of Negative Evaluation	Perception of Poor Performance Rural Students 2	Fear of Negative Evaluation
PVE	0.585	0.58	0.502	0.525
Alpha	0.941	0.909	0.917	0.886
Rho	0.948	0.925	0.929	0.908

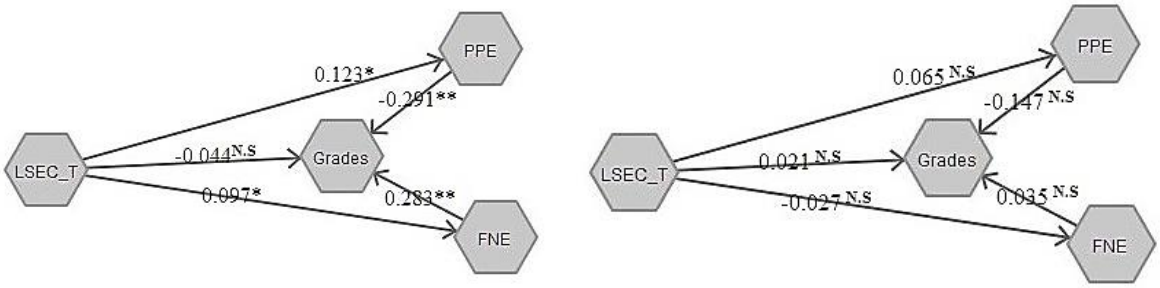
Table No. 3
Heterotrait-Monotrait (HTMT)

Urban Students PPP↔ FNE	Rural Students 2 PPP↔ FNE
0.869	0.819

PPP= Perception of Poor Performance, FNE= Fear of Negative Evaluation

4.3. Structural Model

Table 4 and Figure 1 show the significance of postulated paths in the structural model across students of urban and rural backgrounds. The different path estimates in the structural model differ in magnitude and significance in rural and urban students. There is a noticeable difference in the impact of students' lower socioeconomic class on their perceptions of poor performance in speaking English and fear of negative evaluation about speaking English in rural and urban students. There are significant positive impacts of urban students' lower socioeconomic class on their perceptions of poor performance and fear of negative evolution in speaking English. On the other hand, the effect of rural students' lower socioeconomic class on their perceptions of poor performance in speaking English is insignificant positive compared to the insignificant negative impact of their lower socioeconomic class on their fear of negative evaluation in speaking English. Although the effect of students' lower socioeconomic class on their academic grades is insignificant in students of both rural and urban groups, this impact is insignificant negative in urban students and insignificant positive in rural students.



1. A: Urban Students **1. B: Rural Students**
Figure 1: Path Analysis (Multi-group; Rural and Urban Background)

The impacts of lower socioeconomic class students' perceptions of poor performance in speaking English and fear of negative evaluation on their academic grades are in the same direction but different regarding significance. In rural students, the impact of perceptions of poor performance in speaking English on academic grades is insignificant negative compared to the insignificant positive effects of their fear of negative evaluation in speaking on their academic

grades. Whereas, there is a significant positive impact of urban students' fear of negative evaluation in English speech on their academic grades compared to the significant negative effect of their perceptions of poor performance on their academic grades.

Table 4
Path Coefficients

Path	Estimate	SE	95%CI LL	95%CI UL	T-stat	P-Value
Urban Students						
Lower Socioeconomic class → Perception of Poor Performance	0.123	0.041	0.047	0.191	3	0.0028
Lower Socioeconomic class → Fear of Negative Evaluation	0.097	0.043	0.015	0.186	2.2558	0.0243
Perception of Poor Performance → Grades	-0.291	0.088	-0.528	-0.141	-3.3068	0.0009
Fear of Negative Evaluation → Grades	0.283	0.082	0.175	0.478	3.4512	0.0005
Lower Socioeconomic class → Grades	-0.044	0.048	-0.141	0.042	-0.9166	0.3596
Rural Students						
Lower Socioeconomic class → Perception of Poor Performance	0.065	0.051	-0.035	0.161	1.2745	0.2029
Lower Socioeconomic class → Fear of Negative Evaluation	-0.027	0.053	-0.136	0.082	-0.5094	0.6106
Perception of Poor Performance → Grades	-0.147	0.094	-0.337	0.057	-1.5638	0.1183
Fear of Negative Evaluation → Grades	0.035	0.097	-0.156	0.211	0.3608	0.7183
Lower Socioeconomic class → Grades	0.021	0.054	-0.09	0.155	0.3888	0.6974

The differences in effect sizes of independent variables on dependent variables between rural and urban students are in Table 5. Although the effect size in the impact of lower socioeconomic class students' perceptions of poor performance on their academic grades (0.022) in rural students is small, the impact sizes of other independent variables on dependent variables in rural students are below than the small effect size of 0.02 (Hair et al., 2014). There are small effect sizes in the impact of perception of poor performance in speaking English (0.092) and fear of negative evaluation (0.087) on students' academic performance. The other effect sizes of impacts in urban lower socioeconomic class students fall below the value of small effect 0.02 (Hair et al., 2014).

Table 5
Effect Sizes

	Latent Variable	Perception of Poor Performance	Fear of Negative Evaluation	Academic Grades	Lower Socioeconomic class
Urban Students	Perception of Poor Performance			0.092	
	Fear of Negative Evaluation			0.087	
	Academic Grades				
	Lower Socioeconomic class	0.015	0.009	0.002	
Rural Students	Perception of Poor Performance			0.022	
	Fear of Negative Evaluation			0.001	
	Academic Grades				

	Lower Socioeconomic class	0.004	0.001

Table 6 shows the results of the mediation analysis. The Sobel test of mediation shows that the urban students' perceptions of poor performance in speaking English have significant mediation in the impact of their lower socioeconomic class on their academic grades. At the same time, there was insignificant mediation by urban students' fear of negative evaluation in speaking English in the impact of their lower socioeconomic class on their academic grades. However, in the case of rural students, there were insignificant mediation roles of students' different English speaking anxieties in impacts of their lower socioeconomic class on their academic grades (Table 6).

Table No. 6
Mediation Results

Group	Hypothesis	A → B		B → C		Mediation Sobel test statistic	
		Estimate	SE	Estimate	SE	Test statistic	P-Value
Urban Students	Mediation by PPP in the impact of Lower SEC on students' academic performance	0.123	0.041	-0.291	0.088	-2.222	0.0263
	Mediation by FNE in the impact of Lower SEC on students' academic performance	0.097	0.043	0.283	0.082	1.889	0.0590
Rural Students	Mediation by PPP in the impact of Lower SEC on students' academic performance	0.065	0.051	-0.147	0.094	-0.988	0.324
	Mediation by FNE in the impact of Lower SEC on students' academic performance	-0.027	0.053	0.035	0.097	-0.295	0.769

PPP = Perception of poor performance, FNE = Fear of Negative Evaluation, SEC = Socioeconomic class

5. Discussion

Although the study results affirmed the significant mediation by students' perceptions of poor performance in speaking English in the negative impact of students' lower socioeconomic class on their academic grades in urban students, there lack significant direct effects of students' lower socioeconomic class on their academic grades in rural and urban students. The lack of substantial direct impact of students' socioeconomic class on academic grades affirms that socioeconomic status cannot directly and accurately predict students' academic performance (White et al., 1993). Sirin (2005) found that the impact of socioeconomic status on students' academic performance depends on several factors such as socioeconomic variables included, sample location, and institution location. The literature pointed out that the impact of students' socioeconomic classes on their academic performance is mediated by students' personal and contextual factors (S. Li et al., 2020; Lurie et al., 2021; Østbø & Zachrisson, 2021). The important possible mediators and moderators that can influence the relationships between students' socioeconomic backgrounds and their academic performance are self-concept (S. Li et al., 2020; Østbø & Zachrisson, 2021), parental involvement in children education, availability of

learning materials, environment and language exposure (Lurie et al., 2021), perceptions of teacher-student interactions (Xuan et al., 2019), self-efficacy (Wiederkehr, Darnon, Chazal, Guimond, & Martinot, 2015), students' perceived ability to be successful (Dixson, Keltner, Worrell, & Mello, 2018), and students' mindset or implicit theories (Destin, Hanselman, Buontempo, Tipton, & Yeager, 2019). Furthermore, the contribution of socioeconomic status in students' academic performance can be channelled through their regulation of behaviour (Størksen et al., 2015), learning beliefs (Ozkal et al., 2011), motivation (Kormos & Kiddle, 2013), and learning strategies (Ali & Bakar, 2019).

The impact of socioeconomic class and English speaking anxieties is less evident in students of rural background than students from an urban environment. One factor may be the social pressure to speak English or use English in routine urban life, which keeps urban students anxious. It is observed that students who have fewer opportunities to speak English feel less speech anxiety (McCroskey, 1977; Seiler, Boohar, & Garrison, 1978). Because these students have more opportunities to communicate in English than rural students in daily life, they have more obvious speaking anxieties than rural students.

There is a difference in the impact of students' perceptions of poor performance and their fear of negative evaluation in speaking English on their academic grades in urban and rural students. Rural students' English speaking anxieties have an insignificant impact on their academic performance. At the same time, there is a significant positive impact of urban students' fear of negative evaluation in speaking English on their academic grades compared to the significant adverse effects of their perceptions of poor performance in speaking English on their academic grades. These discrepancies and differences can be due to their mindset (Destin et al., 2019). The students' low socioeconomic status is positively associated with negative mindsets (Destin et al., 2019). Therefore, there might be lower socioeconomic class students' negative mindsets that instigate low self-perception, low self-esteem, and negative ability beliefs that promote poor perceptions of performance in English speaking that have a subsequent negative impact on academic performance (Bernstein, 2006; Bruce, 2003; Dweck, 2006; Meltzer et al., 2004). Whereas the negative evaluation and feedback can be effort oriented or ability oriented (Bernstein, 2006). The students might receive effort-oriented negative feedback that can motivate them to increase effort, positively associated with their academic performance (Dweck, Davidson, Nelson, & Enna, 1978).

6. Conclusion

The students' rural and urban backgrounds can have different academic and psychological implications. Various psychological and social factors mediate the socioeconomic class impact on academic performance. Therefore, it is critical to consider the mediating and moderating effects of factors affecting socioeconomic classes' effect on students' academic achievements. Although it is challenging to eliminate socioeconomic inequalities in society, the impact of socioeconomic disparities in society on children's education in schools can be reduced and minimised by changing students' negative mindset of their ability, intelligence, and self-perceptions.

6.1. Recommendations

The discrepancies in rural and urban regions for social and educational resources should be reduced. The students of lower socioeconomic classes should be provided additional assistance to overcome their socioeconomic class stereotypes. The educational authorities should prepare social and personalised interventions to provide fair and equal opportunities to students of disadvantaged sections of society. The schools should have educational psychologists who can

guide and assist lower socioeconomic class students to participate in educational activities with a positive and healthy mindset.

6.2. Policy Implications

The state should plan a socioeconomic reforms policy having an integrated educational, social and economic agenda to uplift socioeconomically disadvantaged sections of society. The school education department should have students' profiles of their socioeconomic backgrounds so that students' behavioural and learning issues may be appropriately addressed. The resource discrepancies in rural and urban schools should be decreased to overcome rural-urban background impact in education.

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