



**Sources of stress and its relationship with anxiety about the future among 12th grade students in Jordan during the curfew period in the light of the Coronavirus crisis.**

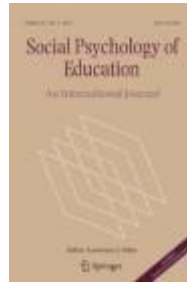
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**Abstract**

This study explored the sources of stress and its relationship with anxiety about the future among 12th grade students in Jordan during the curfew period in the light of the Coronavirus crisis. To meet the study's goals, a sample was chosen from the schools located in Salt, Tafileh, Irbid, Amman and Karak. It consists from 243 female and male students (i.e. 98 females and 145 males). The researcher of the present study developed a scale for measuring stress. The latter scale consists from 34 items. The researcher of the present study developed a scale for measuring anxiety about the future. The latter scale consists from 35 items. The researcher of the present study found that there isn't any statistically significant difference- at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' stress levels which can be attributed to gender or stream. She found that there isn't any statistically significant difference- at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' anxiety about the future levels which can be attributed to gender or stream. She also found that there is a significant positive relationship between stress and anxiety about the future. She recommends developing procedures and measures that contribute to raising the quality of distance education during the Coronavirus crisis.

**Keywords:** Anxiety about the future, stress, 12th grade students.



## Introduction

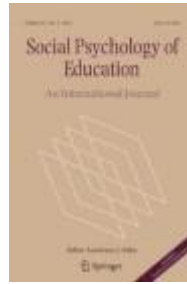
The Coronavirus crisis emerged in last December. It spread and became a pandemic. All countries exerted effort and took measures in order to fight against the spread of this virus. The virus spread fast. Hence, some countries enforced curfew as a preventive measure to prevent its spread. Thus, they shifted to the delivery of online education instead of face-to-face education. The latter shift led to raising the stress levels of 12th grade students. The latter grade is a stressful stage because students have to take important academic decisions after finishing this stage. After finishing this stage, one may decide to enrol in a university or receive vocational education.

Based on theories, there are several factors that affect the anxiety about the future among the 12th grade students. According to Freud, stress has the following types:

- 1)- Reality anxiety (Othman, 2001)
- 2)- Moral anxiety: It is connected to a certain trigger. The source of this anxiety is intrinsic. It manifests in shyness or sense of guilt (Al-Imamy, 2010).
- 3)- Neurotic anxiety: It refers to a vague fear which trigger isn't known. One can't determine the sources of such anxiety. It serves as a response for an inner instinctive threat (Al-Anani, 2000).

Several studies were carried out since the 1920s to explore stress. For instance, a physiologist called Canon add that stress manifests due to having physical disorders. Selye (1996) add that pain, anxiety and frustration manifest as natural responses to stressful situations and events.

Bani Mustafa (2008) add that stress is a psycho-physical state that occurs due to certain triggers and events that require responding in a manner that surpass out abilities. Stress is experienced today in a daily manner. Thus, it is necessary to explore the reasons, and factors behind stress. Exploring those reasons and factors shall contribute to reducing stress level. Al-Imarah (2001) add that stress has two types which are: 1)- Stress triggered by external factors (i.e. environmental factors). Such factors include: the burdens handled in life and the interference of others. 2)-Stress triggered by internal factors.



Anxiety has become prevalent during contemporary age. That is attributed to the social, economic, cultural, and political stressful situations faced by people. Students are members of the society. They serve as a crucial element in the educational process. Many students suffer from anxiety about their future.

Rixi (2008: 44) define anxiety as a temporary emotional state that is diagnosed based on the status of one's nervous system when facing threat or risk.

The triggers of anxiety involve explicit or implicit threats. Anxiety about future events is affected by one's expectations. Anxiety isn't experienced about one's past. In fact, it is experienced about one's future and the threats that one faced. It is experienced about things that one expects to occur in the future. In other words, future is the main thing that triggers one's anxiety. Anxiety level reflects one's ability to plan for his/her future.

Apprehension and thinking about future events don't serve as a problem, unless one couldn't control his/her anxiety. In the latter case, anxiety shall become a chronic case that is difficult to manage (Barlow, 2000).

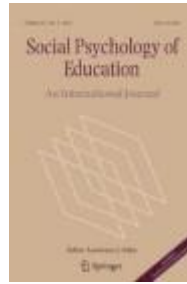
Zaleski (1996) add that experiencing many stressful events shall lead to experiencing chronic diseases, social isolation, and death. It shall hinder one from getting job opportunities.

The negative impacts of having anxiety about the future:

The negative impacts of having anxiety about the future involve having negative expectations. That is because such anxiety shall generate negative feelings and perceptions. Such anxiety negatively affects the way in which one perceives his/her expertise. The one with high anxiety level expects the occurrence of a crisis in every new situation (Baik, 2000)

Bader (2003) add that the negative impacts of having anxiety about the future involve:

-The person shall become emotionally fragile. He / she shall become more liable for experiencing physical and cognitive breakdown. That is because one can't live well without having good expectations about the future



-The person shall fail in achieving self-realization and showing creativity. He / she shall be having low self-confidence.

--The person shall experience Pessimism, and failure to trust anyone. He / she shall use defence mechanisms. He / she shall be stubborn

-The person shall carry out preventive activities as a self-protection measure. He shall do instead of engaging in activities in which the intended results are not guaranteed.

### **Statement of the problem**

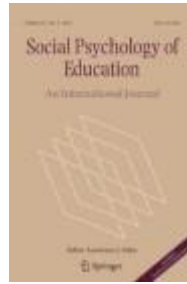
Anxiety about the future is a serious type of anxiety. It makes one feels insecure, instable, threatened, frustrated, and pessimism. It may make one feel depressed.

Many students suffer from anxiety about the future and fear from failing about achieving the future aspirations. The researcher believes that it's necessary to conduct the present study because frustration has become prevalent among students in general and 12th grade students in particular during the Coronavirus crisis. Such prevalence is attributed to the fact that the 12th grade stage is a critical stage. It is attributed to the fact that students have to make an important academic decision after finishing this stage. After finishing this stage, one may decide to enrol in a university or receive vocational education. Having to make this decision shall lead to having conflict and fear about the future. To be more specific, this study aimed to explore the sources of stress and its relationship with anxiety about the future among 12th grade students in Jordan during the curfew period in the light of the Coronavirus crisis. It aimed to answer the questions below:

Q.1: What is the stress level of 12th grade students in Jordan?

Q.2. What is the anxiety about the future level of 12th grade students in Jordan?

Q.3. Is there any statistically significant -at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' stress level which can be attributed to gender or stream?



Q.4. Is there any statistically significant -at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' anxiety about the future level which can be attributed to gender or stream?

Q.5. Is there any statistically significant relationship between stress and anxiety about the future among 12th grade students in Jordan?

Q.6. Is there significant difference in the correlation between the respondents' attitudes on the stress scale and the respondents' attitudes on the anxiety about the future scale which can be attributed to gender or stream?

### **The study's objectives**

#### **This study aimed to:**

- 1- Identify the stress level of 12th grade students in Jordan
- 2- Explore the relationship between stress and anxiety about the future among 12th grade students in Jordan.

### **The study's significance:**

#### **First: Theoretical significance**

This study is significant because it targets a significant category (i.e. 12th grade students). Those students are in need for ore psychological care and support. That is attributed to the age of those students and the nature of the changes that occurred during the curfew. Such changes involve the shift to the delivery of online education instead of face-to-face education. They involve the shift from learning in the school environment into learning in the home environment. They forced students to exert more effort and respond to them. Due to such changes, it became necessary to explore the relationship between stress and anxiety about the future among 12th grade students in Jordan.

#### **Second: Practical significance**

The results of this study are beneficial for parents, teachers and the ones who are keen on providing convenient learning environment for fighting against stress among students. They



are beneficial for the ones responsible for providing 12th grade students with care and support. They are beneficial for the ones responsible for holding training courses and awareness-raising programs for promoting awareness among parents about the way in which they can reduce the stress and anxiety about the future levels among their sons and daughters

### **Theoretical and operational definitions**

**Anxiety about the future: (Theoretical definition):** It refers to an unpleasant emotional state that one experiences due to having negative expectations about threats or things that hinder him/her from achieving self-realization. This state may be experienced due to having negative expectations about things that hinder one from meeting his / her physical, psychological or social needs (Al-Hamadani, 2011).

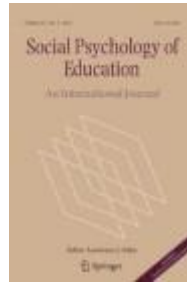
**Anxiety about the future: (Operational definition):** It refers to the degree that the respondents get on the scale that measures their anxiety about the future. This scale was prepared by the researcher of the present study for meeting the goals of this study.

**Sources of stress: (Theoretical definition):** They refer to the things that increase one's stress and anxiety. They involve the stressful events that occur in the environment.

**Sources of stress (Operational definition):** They refer to the degree that the respondents get on the scale that measures their stress. This scale was prepared by the researcher of the present study for meeting the goals of this study.

### **Previous studies:**

Sa'di and Sharbeye (2017) explored the anxiety about the future level among university students during the Syrian crisis. The sample consists from 188 male and female students (i.e. 93 females and 95 males). The researchers found that the anxiety about the future level among university students during the Syrian crisis is moderate. They found that there isn't any significant difference between the students' anxiety about the future levels which can be attributed to gender. However, there are significant differences between the students' anxiety about the future levels which can be attributed to academic major and academic year.



Mouza (2015) explored the stress level among university students in Greece during the economic crisis. He explored this level in 2013 in comparison with the counterpart level in 2009. The sample consists from 233 university students (i.e. 109 males and 114 females). It consists from 200 teenage students (i.e. 94 males and 106 females). It involves 599 female and male 11th and 12th grade students. The researcher found that gender has an impact on anxiety about the future and irrational thoughts. He found that gender doesn't have any impact on stress. He found that irrational thoughts and stress are affected by the anxiety about the future.

Al-Khataf (2011) explored the anxiety about the future level among secondary school students in Badeedah, Saudi Arabia. The sample consists from 400 female secondary school students. 200 students of them were chosen from the scientific stream. 200 students of them were chosen from the literary stream. The researcher used the random sampling method. He used the anxiety scale that was developed by Zainab Shqair. He found that the anxiety about the future level is high. He found that there isn't any significant difference between the students' anxiety about the future levels which can be attributed to stream.

Mohammad (2010) carried out a study titled (anxiety about the future among youth and its relationship with some variables). He aimed to explore the anxiety about the future level among youth. He aimed to explore whether there is any significant difference between the respondents' anxiety about the future levels which can be attributed to gender, marital status, profession, and age. The sample consists from 151 male and female young individuals whose ages are within the range of 18-30 years. The researcher found that there are significant differences between the respondents' anxiety about the future levels which can be attributed to marital status for the favour of unmarried people. He found that there isn't any significant difference between the respondents' anxiety about the future levels which can be attributed to profession. All the students are students majoring in business administration. The researcher used the stress scale that was developed by Grandall et al. (1992). He found that the prevalence of stress in both years is affected by academic and non-academic activities. He found that gender and family income are correlated with stress. He found that the stress level among students who live away from their families in 2013 is high. He found that academic activities



contributed to raising stress in the year 2013 more than the year 2009. He found that the stress level among females is higher than the counterpart level among males.

Anxiety about the future is one of the forms of anxiety that is prevalent in societies. That is because many changes occurred during the contemporary age. Those changes made people's future vague. The things that are feared the most by people are vague things. The pessimistic perception for the future has become prevalent among people due to the increase in the number of daily life problems and having many rapid political, economic and social events. It has become prevalent due to having many situations in life causing frustration.

Retshard (2005) explored the anxiety level among secondary and basic school students. He developed a scale for measuring anxiety. He used the random sampling method. The sample consists from 220 students who were chosen from the secondary and basic schools in Hague. The researcher found that the anxiety level among females is higher than the counterpart level among males. He found that age affects the anxiety level of students. For instance, the anxiety level among secondary school students is higher than the counterpart level among basic school students. He found that anxiety is correlated with achievement among female and male students. He found that anxiety is prevalent among school students.

Hasanain (2000) carried out a study titled (Anxiety about the future and test anxiety and their relationship with some psychological variables among a sample consisting from 12<sup>th</sup> grade students). He aimed to explore the relationship between anxiety about the future and test anxiety from one hand and achievement motivation, ambition, and self-realization from another hand. The sample consist from 30 female and male 12<sup>th</sup> grade students. The researcher used a scale for measuring anxiety about the future. He used a scale for measuring a test anxiety scale. He used a scale for measuring achievement motivation. He found that there is a negative relationship between anxiety about the future from one hand and achievement motivation, motivation, and self-realization from another hand. He found that there is a positive correlation between anxiety about the future and text anxiety. He found that there isn't any significant difference between the respondents' anxiety about the future which can be attributed to gender.

Statistical Criteria





The researcher of the present study used the five point Likert scale. This scale consist from five rating categories. Those categorise are: strongly agree, agree, neutral, disagree and strongly disagree. They stand for the following scores: 5, 4, 3, 2 and 1 respectively. The researcher of the present study used the criteria shown below for classifying means:

2.33 – 1.00: Low

2.34 – 3.67: Moderate

3.68 – 5.00: High

Those categories were set based on teh following equation

The interval = (the maximum value – the minimm value) / teh number of the reqreuid categories

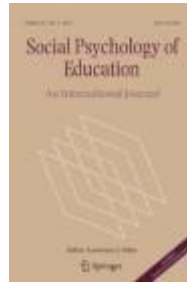
The interval =  $(5-1)/3$

The interval = 1.33

Thus, teh value 1.33 shall be added to each criterion to have three criteria

The content validity of the stress scale

To explore the content validity of the stress scale, the researcher of the present study calculated the correlation coefficient value of each item in the stress scale with the total value. That was done after selecting an exploratory sample that consists from 30 female and male students. Those students were not chosen from the actual sample. The correlation coefficient values are within the range of 0.80 – 0.37. Table (1) below presents those correlation coefficient values:



**Table (1): The correlation coefficient value of each item in the stress scale with the total value**

Item no	The correlation coefficient value	Item no	The correlation coefficient value	Item no	The correlation coefficient value
1	** .54	13	** .75	25	** .55
2	** .71	14	** .68	26	** .63
3	** .55	15	** .80	27	* .37
4	** .49	16	** .60	28	** .69
5	* .43	17	** .60	29	** .52
6	** .47	18	** .73	30	** .51
7	** .56	19	** .62	31	** .72
8	** .68	20	** .59	32	** .60
9	** .55	21	** .71	33	** .73
10	** .65	22	** .52	34	** .48
11	** .64	23	* .45		
12	** .62	24	** .74		

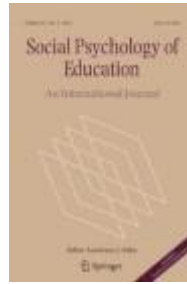
(\*): This sign means that the value is statistically significant at the statistical significance level of ( $\alpha=0.05$ )

(\*\*): This sign means that the value is statistically significant at the at the statistical significance level of ( $\alpha=0.01$ )

It should be noted that the aforementioned correlation coefficient values are statistically significant and accepted. Thus, none of the items in the stress scale was deleted.

### **The reliability of the stress scale**

To explore the reliability of the stress scale, the researcher of the present study used the test-re-test method. She passed the stress scale forms to an exploratory sample. After two weeks, she passed the stress scale forms again to an exploratory sample that consists from 30 students. Pearson correlation coefficient values are calculated for each time. The total Pearson correlation coefficient value is 0.93.



The researcher of the present study calculated the Cronbach alpha coefficient values. The overall Cronbach alpha coefficient values is 0.91. This value is very high.

The content validity of the anxiety about the future scale

To explore the content validity of the anxiety about the future scale, the researcher of the present study calculated the correlation coefficient value of each item in the anxiety about the future scale with the total value. That was done after selecting an exploratory sample that consists from 30 female and male students. Those students were not chosen from the actual sample. The correlation coefficient values are within the range of 0.39 – 0.80. Table (2) below presents those correlation coefficient values:

**Table (2): The correlation coefficient value of each item in the anxiety about the future scale with the total value**

Item no	The correlation coefficient value	Item no	The correlation coefficient value	Item no	The correlation coefficient value
1	** .57	13	* .39	25	** .59
2	** .72	14	* .43	26	* .41
3	** .59	15	** .68	27	** .72
4	** .58	16	** .66	28	** .51
5	** .55	17	** .60	29	** .63
6	** .61	18	* .40	30	** .80
7	** .72	19	** .68	31	** .73
8	* .41	20	* .46	32	* .44
9	** .49	21	** .78	33	** .60
10	** .59	22	* .44	34	** .72
11	** .62	23	* .40	35	** .60
12	* .41	24	** .53		

(\*): This sign means that the value is statistically significant at the statistical significance level of ( $\alpha=0.05$ )

(\*\*): This sign means that the value is statistically significant at the at the statistical significance level of ( $\alpha=0.01$ )



It should be noted that the aforementioned correlation coefficient values are statistically significant and accepted. Thus, none of the items in the anxiety about the future scale was deleted.

The reliability of the anxiety about the future scale

To explore the reliability of the anxiety about the future scale, the researcher of the present study used the test-re-test method. She passed the anxiety about the future scale forms to an exploratory sample. After two weeks, she passed the anxiety about the future scale forms again to an exploratory sample that consists from 30 students. Pearson correlation coefficient values are calculated for each time. The total Pearson correlation coefficient value is 0.91.

The researcher of the present study calculated the Cronbach alpha coefficient values. The overall Cronbach alpha coefficient values is 0.89. This value is very high.

### The study's sample

**Table (3) below presents the distribution of the sample in accordance with frequencies and percentages**

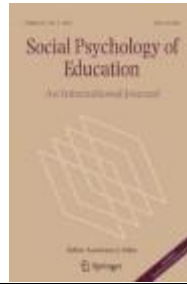
Variable	Category	Frequency	Percentage
Gender	Male	52	45.2
	Female	63	54.8
Stream	Scientific	46	40.0
	Literary stream	69	60.0
	Overall	115	100.0

## Results

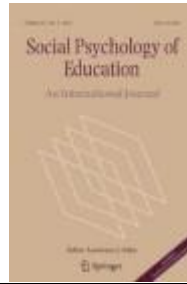
Results related to the first question :Q.1: What is the stress level of 12th grade students in Jordan?

To identify the stress level of 12th grade students in Jordan, means and standard deviations are calculated. They are presented below in table (4)

**Table (4): Means and standard deviations for identifying the stress level of 12th grade students in Jordan**



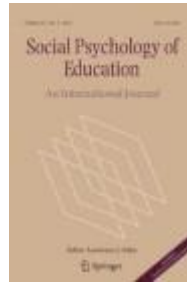
Rank	Item No.	Item	Mean	Std.	Level
1	23	The use of the boring spoon-feeding instructional method by teachers annoys me	3.57	1.155	Moderate
2	30	I feel annoyed because the interaction shifted from face-to-face interaction into electronic interaction. This shift hindered me from understanding my lessons.	3.52	1.379	Moderate
3	6	I feel annoyed because I don't have adequate time to do my assignments	3.51	1.180	Moderate
4	21	I feel annoyed because I feel that some teachers are not fair	3.35	1.192	Moderate
4	29	I feel annoyed due to having poor internet connection and disconnection which hinder me from attending online classes	3.35	1.331	Moderate
6	25	The high costs of university fees serve as a burden enforced on me	3.31	1.307	Moderate
7	5	I suffer from fast heart beats during the exam period	3.29	1.310	Moderate
7	7	I feel that attending online classes and studying are exhausting	3.29	1.106	Moderate
9	22	I feel that I am tired and exhausted because I can't find the references that some teachers ask for	3.27	1.223	Moderate
10	4	I get distracted much during the online classes	3.17	1.131	Moderate
11	3	I feel anxious due to having much information and failure to understand it	3.16	1.268	Moderate
12	20	I am annoyed by the teachers who don't cooperate with me	3.10	1.228	Moderate
13	19	I am annoyed by the difficulty of communicating with some teachers	3.06	1.179	Moderate
13	34	I have some fears about the emotional relationships with people from a different gender	3.06	1.216	Moderate
15	13	I feel that my family have constant fears about my future	3.04	1.429	Moderate
15	31	I feel angry because my colleagues don't show respect for opinions, including the opinions that are different from their opinions	3.04	1.287	Moderate
17	24	I feel frustrated because some teachers don't respect students	2.97	1.350	Moderate
18	15	I feel much fatigue because my family don't have understanding for life in school	2.89	1.276	Moderate
19	2	I feel guilty due to having low academic achievement at school	2.85	1.272	Moderate
20	10	I have fears over my future after graduation	2.82	1.232	Moderate
21	18	I am annoyed by the fact that I don't dare to disagree with my teacher even if he / she is wrong	2.76	1.275	Moderate
22	11	I am annoyed by the persistence of my family to get a high GPA	2.67	1.289	Moderate



Rank	Item No.	Item	Mean	Std.	Level
23	33	I am annoyed by the criticism made by my female and male colleagues without making any justification	2.62	1.281	Moderate
24	26	I feel exhausted when remembering the fact that the I don't have the price of books, notebooks and other requirements	2.59	1.290	Moderate
25	14	I feel frustrated because my parents expect me to achieve more than I can achieve	2.58	1.263	Moderate
26	27	I feel exhausted when remembering the fact that I can't pay the university fees	2.57	1.229	Moderate
27	1	I feel frustrated when remembering how difficult my stream is	2.51	1.165	Moderate
28	28	I am annoyed by the fact that I can't express my views in front of my colleagues during the lessons	2.38	1.189	Moderate
29	12	I am frustrated by the fact that my siblings don't respect me	2.35	1.389	Moderate
30	8	I am afraid of getting suspended at school due to having low GPA	2.30	1.298	Low
31	32	I am annoyed by the way in which my colleagues joke with me	2.09	1.144	Low
32	9	I am afraid that my GPA will not allow me to enrol in university	2.08	1.171	Low
32	16	I feel fatigue in a constant manner due to the stream I am enrolled at	2.08	1.178	Low
34	17	I feel fatigue in a constant manner, because my parents aren't convinced with my enrolment in my stream	2.02	1.155	Low
Overall			2.86	.671	Moderate

The means in table (4) are within the range of 3.57 – 2.02. The mean of statement No. (23) is 3.57. It is ranked first. The latter statement states the following: (The use of the boring spoon-feeding instructional method by teachers annoys me). The mean of statement No. (30) is 3.52. It is ranked second. The latter statement states the following: (I feel annoyed because the interaction shifted from face-to-face interaction into electronic interaction. This shift hindered me from understanding my lessons). The mean of statement No. (6) is 3.51. It is ranked third. The latter statement states the following: (I feel annoyed because I don't have adequate time to do my assignments). The mean of statement No. (17) is 2.02. It is ranked third. The latter statement states the following: (I feel fatigue in a constant manner, because my parents aren't convinced with my enrolment in my stream). The overall mean is 2.86

Results related to the second question

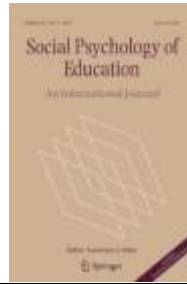


Q.2. What is the anxiety about the future level of 12th grade students in Jordan?

To identify the anxiety about the future level of 12th grade students in Jordan, means and standard deviations are calculated. They are presented below in table (5):

**Table (5): Means and standard deviations for identifying the anxiety about the future level of 12th grade students in Jordan**

Rank	Item No.	Item	Mean	Std.	Level
1	5	I have great scientific ambitions that I wish to achieve	3.98	1.068	Low
2	12	I believe that I shall excel in my field of work in the future	3.83	1.017	Low
3	10	I have worries due to the scarcity of the job opportunities after graduation	3.65	1.132	Moderate
4	31	I have worries about having low income in the future	3.54	.985	Moderate
5	30	I have worries about having an increase in living costs in the future	3.51	1.095	Moderate
6	32	The low income hinders me from having a good future	3.48	1.180	Moderate
7	27	I have worries about the exploitation of social relationships in order to meet personal interests	3.40	1.153	Moderate
7	33	I have worries due to having many living requirements and financial obligations that I must fulfil	3.40	1.122	Moderate
9	2	I fear failing in getting high scores in the 12th grade	3.37	1.063	Moderate
10	34	I feel confused when thinking about my financial status in the future	3.34	1.091	Moderate
11	3	I have many worries about the obstacles that shall hinder me from meeting my academic goals in the future	3.32	1.056	Moderate
12	21	I have worries about having negative changes to people's lives in society in the future	3.28	1.120	Moderate
13	18	I am afraid of facing difficulties or life crisis during in real life in the future	3.19	.981	Moderate
13	19	I am afraid of the idea that time will pass quickly without meeting my professional goals for the future	3.19	1.161	Moderate
15	22	I am afraid of losing safety and security in society in the future	3.16	1.240	Moderate



Rank	Item No.	Item	Mean	Std.	Level
16	1	I believe that my academic future is vague	3.12	.947	Moderate
17	6	Thinking about my academic future serves as a trigger for anxiety	3.11	1.138	Moderate
18	25	I am afraid of being forced to deal with people that I don't get along with them due to my job requirements in the future	3.10	1.029	Moderate
19	13	I feel stressed when thinking that I may work in a profession that I dislike	3.08	1.278	Moderate
19	35	Thinking in the costs of studying serves as a trigger for anxiety	3.08	1.326	Moderate
21	24	I have worries about the failure of my social relationship with people in the future	3.07	1.241	Moderate
22	17	I have worries about acquiring a job opportunity in the future	3.05	1.083	Moderate
23	28	I fear from becoming a burden on my family in the future	3.00	1.243	Moderate
24	26	I fear failing in getting along with others in the near future	2.83	1.100	Moderate
24	29	I fear engaging in disputes with my friends in the future	2.83	1.187	Moderate
26	23	I fear forming new relationships due to my fear of failure	2.81	1.290	Moderate
27	8	I find it difficult to show optimism when thinking about my academic future	2.80	1.208	Moderate
28	11	I feel annoyed when thinking about my future career	2.79	1.188	Moderate
29	7	My fears about the future negatively affect my motivation to study	2.71	1.276	Moderate
30	20	I fear that others will criticize my personality	2.50	1.209	Moderate
31	9	I feel that my academic future isn't positive	2.46	1.279	Moderate
31	15	I think that there are obstacles hindering me from achieving my professional ambitions	2.46	1.103	Moderate
33	14	I feel disappointed when thinking about my future career	2.41	1.139	Moderate
34	16	I think that I will not achieve my professional ambitions	2.39	1.098	Moderate
35	4	I think that I am not capable of pursuing my studies in the future	2.27	1.095	Low
		Overall	3.07	.628	Moderate

The means in table (5) are within the range of 2.27 -3.98. The mean of statement (5) is 3.98 which is ranked first. The latter statement states the following: (I have great scientific ambitions





that I wish to achieve). The mean of statement (12) is 3.83 which is ranked second. The latter statement states the following: (I believe that I shall excel in my field of work in the future).

The mean of statement (10) is 3.65 which is ranked third. The latter statement states the following: (I have worries due to the scarcity of the job opportunities after graduation).

The mean of statement (4) is 2.27 which is ranked last. The latter statement states the following: (I think that I am not capable of pursuing my studies in the future).

Results related to the third question

Q.3. Is there any statistically significant -at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' stress level which can be attributed to gender or stream?

To identify the respondents' stress level in accordance with gender and stream, means and standard deviations are calculated. They are presented in table (6) below:

**Table (6): The respondents' stress level in accordance with gender and stream**

Variable	Category	Mean	Std.	Frequency
Gender	Male	2.89	.617	52
	Female	2.83	.717	63
Stream	Scientific stream	2.81	.748	46
	Literary stream	2.89	.618	69
	Overall	2.86	.671	115

Based on table (6), it appears that there are differences between the respondents' stress levels which can be attributed to gender and stream. To explore whether those differences are significant or not, the two-way analysis of variance was carried out. The results of the latter test are presented in table (7) below

**Table (7): The results of the two-way analysis of variance to explore whether there are differences between the respondents' stress levels which can be attributed to gender or stream**

Source of variance	Sum of squares	Df	Mean square	F value	Sig.
Gender	.085	1	.085	.186	.667
Stream	.164	1	.164	.359	.550



Error	51.100	112	.456		
Overall	51.356	114			

Based on table (7), the following results can be concluded:

-There isn't any statistically significant difference- at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' stress levels which can be attributed to gender. That is because the f value is 0.186 and the significance value is 0.667.

-There isn't any statistically significant difference- at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' stress levels which can be attributed to stream. That is because the f value is 0.359 and the significance value is 0.550

Results related to the fourth question

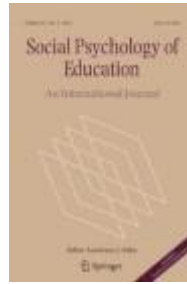
Q.4. Is there any statistically significant -at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' anxiety about the future level which can be attributed to gender or stream?

**To identify the respondents' anxiety about the future level in accordance with gender and stream, means and standard deviations are calculated. They are presented in table (8) below:**

**Table (8): The respondents' anxiety about the future level in accordance with gender and stream**

Variable	Category	Mean	Std.	Frequency
Gender	Male	3.06	.646	52
	Female	3.08	.618	63
Stream	Scientific stream	3.00	.586	46
	Literary stream	3.12	.655	69
	Overall	3.07	.628	115

Based on table (8), it appears that there are differences between the respondents' anxiety about the future levels which can be attributed to gender and stream. To explore whether those differences are significant or not, the two-way analysis of variance was carried out. The results of the latter test are presented in table (9) below



**Table (9): The results of the two-way analysis of variance to explore whether there are differences between the respondents' anxiety about the future levels which can be attributed to gender or stream**

Source of variance	Sum of squares	Df	Mean square	F value	Sig.
Gender	.014	1	.014	.036	.850
Stream	.401	1	.401	1.007	.318
Error	44.577	112	.398		
Overall	44.988	114			

Based on table (9), the following results can be concluded:

-There isn't any statistically significant difference- at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' anxiety about the future levels which can be attributed to gender. That is because the f value is 0.036 and the significance value is 0.850.

-There isn't any statistically significant difference- at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' anxiety about the future levels which can be attributed to stream. That is because the f value is 1.007 and the significance value is 0.318

Results related to the fifth question

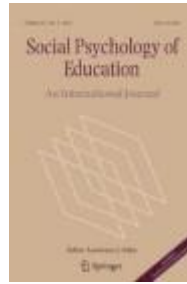
Q.5. Is there any statistically significant relationship between stress and anxiety about the future among 12th grade students in Jordan?

To answer this question, Pearson correlation coefficient values are calculated. They are presented in table (10) below

**Table (10): The Pearson correlation coefficient values for exploring the relationship between stress and anxiety about the future among 12th grade students in Jordan**

anxiety about the future	Pearson correlation coefficient (r)	Stress
		** .583
	Sig.	.000
	Frequency	115

(\*): This sign means that the value is statistically significant at the statistical significance level of ( $\alpha=0.05$ )



(\*\*): This sign means that the value is statistically significant at the at the statistical significance level of ( $\alpha=0.01$ )

Based on table (10), there is a statistically significant relationship between stress and anxiety about the future among 12th grade students in Jordan.

Q.6. Is there significant difference in the correlation between the respondents' attitudes on the stress scale and the respondents' attitudes on the anxiety about the future scale which can be attributed to gender or stream?

To answer this question, the researcher of the present study explored the correlation between the respondents' attitudes on the stress scale and the respondents' attitudes on the anxiety about the future scale in accordance with gender or stream. She calculated the Z values to identify the differences in the the strength of the correlation between the categories of the variables

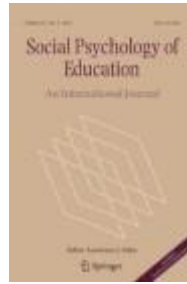
**Table (11): The correlation coefficients for exploring the correlation between the respondents' attitudes on the stress scale and the respondents' attitudes on the anxiety about the future scale in accordance with gender or stream**

		R	Frequency	Z	Sig.
Gender	Male	** .601	52	0.199	0.842
	Female	** .576	63		
Stream	Scientific stream	** .697	46	1.538	0.124
	Literary stream	** .508	69		

Based on table (11), the following results can be concluded:

-There isn't any significant difference -at the statistical significance level of ( $\alpha=0.05$ )- between the strength of the correlation in this regard which can be attributed to gender. That is because Z is 0.199 and the significance value is 0.842

-There isn't any significant difference -at the statistical significance level of ( $\alpha=0.05$ )- between the strength of the correlation in this regard which can be attributed to gender. That is because Z is 1.538 and the significance value is 0.124



## Discussion of the results:

This study aimed mainly to explore whether there is any statistically significant -at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' anxiety about the future level which can be attributed to gender or stream. To be specific, it aimed to answer the questions below

Q.1: What is the stress level of 12th grade students in Jordan?

Q.2. What is the anxiety about the future level of 12th grade students in Jordan?

Q.3. Is there any statistically significant -at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' stress level which can be attributed to gender or stream?

Q.4. Is there any statistically significant -at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' anxiety about the future level which can be attributed to gender or stream?

Q.5. Is there any statistically significant relationship between stress and anxiety about the future among 12th grade students in Jordan?

Q.6. Is there significant difference in the correlation between the respondents' attitudes on the stress scale and the respondents' attitudes on the anxiety about the future scale which can be attributed to gender or stream?

Discussion of the results related to the first question

The researcher of the present study found that there isn't any statistically significant difference-at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' stress levels which can be attributed to gender. That is because the  $f$  value is 0.186 and the significance value is 0.667. The latter result is consistent with the results reached by Sa'dy and Sharbeye (2017). It may be attributed to having similar triggers of stress among males and females. For instance, young people suffered much from the curfew and spread of the Coronavirus. Such circumstances led to the prevalence of much stress and anxiety among people. They led to the prevalence of fears and worries about the vague future. Thus, anxiety about the future became



a concerning issue for male and female students. The researcher of the present study also found that there isn't any statistically significant difference- at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' stress levels which can be attributed to stream. That is because the  $f$  value is 0.359 and the significance value is 0.550. The latter result is consistent with the result reached by Al-Khataf (2011). It is inconsistent with the result reached by Sa'dy and Sharbeye (2017).

#### Discussion related to the third question

To identify the respondents' stress level in accordance with gender and stream, means and standard deviations are calculated. The researcher of the present study found that there are differences in this regard. To explore whether the differences in this regard are significant or not, the two-way analysis of variance was carried out

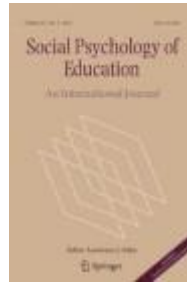
#### Discussion related to the fourth and fifth questions:

There isn't any significant difference -at the statistical significance level of ( $\alpha=0.05$ )- between the strength of the correlation in this regard which can be attributed to gender. That is because  $Z$  is 0.199 and the significance value is 0.842. The latter result was expected by the researcher of the present study. That is because students are surrounded by several triggers of stress. The researcher of the present study believes that such triggers are attributed to the circumstances and threats faced by students currently.

#### Discussion related to the sixth question

Q.6. Is there significant difference in the correlation between the respondents' attitudes on the stress scale and the respondents' attitudes on the anxiety about the future scale which can be attributed to gender or stream?

The researcher of the present study found that there isn't any significant difference -at the statistical significance level of ( $\alpha=0.05$ )- between the strength of the correlation in this regard which can be attributed to gender nor stream. The researcher of the present study calculated the  $Z$  values to identify the differences in the strength of the correlation between the categories of the variables. The researcher of the present study found that there is a statistically significant



relationship between stress and anxiety about the future among 12th grade students in Jordan. The latter result is in agreement with the one found by Spielberger (1972). The researcher of the present study believes that there is a correlation between stress and anxiety about the future. He believes that stress and anxiety about the future are affected by cognitive processes

### **Recommendations:**

The researcher of the present study recommends:

- 1)- Using modern methods in order to explore the factors that affect students' stress including academic stress. That can be done through holding online meetings with students in order to guide them.
- 2)- Providing services, means and facilities that contribute to facilitating the delivery of online education.
- 3)- Conducting studies that aim at exploring the reasons behind stress during the Coronavirus crisis among all categories of people
- 4)- Conducting a comparison between 12th grade students' stress level during the delivery of online education and their counterpart level during the delivery of face-to-face education. The researcher of the present study also recommends conducting a comparison between 12th grade students' anxiety about the future level during the delivery of online education and their counterpart level during the delivery of face-to-face education



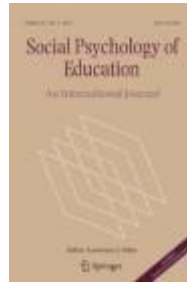
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