

Future Anxiety Among High-School Students With Visual, Hearing Impairments, And Non-Disabled Students And Its Relationship To Their Parents' Educational Level In The Capital Amman

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Abstract

The study aimed to explore future anxiety degree among high-school students with visual, hearing impairments and Non-Disabled students, and explore the relationship between future anxiety and the parents' educational level. Its sample consisted of (300) high-school students, chosen intentionally. The descriptive-correlative approach was used. A future anxiety scale was developed to achieve its aims, and its validity and reliability were verified. Results showed that the future anxiety level was moderate; also, there are differences in the future anxiety level due to disability type in favor to hearing impairment students and due to grade in favor to twelfth-grade students; finally, there is a relationship between future anxiety and the parents' educational level.

Keywords: Future Anxiety; Parents' Educational Level; Visual Impairment; Hearing Impairment; High-School Students.

Introduction

Anxiety is a natural thing, as it is one of the basic human emotions that he faces in his daily life through which he is exposed to situations that will determine the course of his life, decide his fate, and require him to make decisions upon which his practical and academic life depend. As a result, this leads to a significant increase in the percentage of anxiety of the individual and symptoms of anxiety show through his behavior, which vary according to the severity of the situation on the individual. Anxiety increases as he gets angrier, which makes him stressful and tense, and this leads him to be controlled by obsessions and being always haunted by doubts. (Shukair, 2015).

Anxiety is generally defined as a state of general tension that arises as a result of a

conflict of motives and an individual's attempt to adapt. It is a manifestation of the overlapping emotional processes that occur during frustration and conflict, and it can be considered a compound emotion of fear and anticipation of danger. (Al-Hawajri, 2012). It is also defined as a state of emotional feeling, as it contains many symptoms including confusion, ambiguity, distress, pessimism, and fear of the future; all of which affect the individual in terms of social adaptation (Karmian, 2008).

Anxiety consists of three main components cited by Shukair (2015) as the following:

- Emotional component: It is represented by the individual's emotions, his negative feelings, and emotions towards what will happen in future situations, and they usually

appear in the form of anxiety, fear, stress, and sadness.

- Behavioral component: It is represented by the individual's behaviors when dealing with certain situations, and they usually appear in the form of withdrawal and despair.
- Cognitive component: It is represented by the beliefs, perceptions, and ideas that the individual possesses about the future due to his negative and pessimistic view. (Shukair, 2015).

Therefore, anxiety accompanies the individual in his life with many developmental phases, including adolescence, which is one of the important developmental phases in his life; structural and functional changes begin to appear during this phase, and he goes from childhood to maturity and adulthood. (Kafafi, 2015).

Hence, he needs to possess skills such as the skill of self-determination in this phase, as the concept of self-determination arose initially as the right of nations to be independent and self-governed within the followed political framework. Then it was adopted by defenders of the rights of people with disabilities to indicate their right to determine the course of their lives (Al-Barghouti, 2014).

The family also plays a role in teaching its children with disabilities how to determine their own destiny through the use of good parenting methods such as direct modeling and learning in natural situations (Al-Barghouti, 2014).

The future of the individual is ambiguous and raises fears, so he tends to feel anxiety, stress, fear of the future, and the great pressure on him from his family, social life, academic achievement, and expectations. All of which increases his anxiety, which leads to a loss of confidence in the future and an increase in his feeling of pessimism. (Shukair, 2015).

Indications of Future Anxiety

Future anxiety is one of several types of anxiety, and its existence is inferred by a set of indicators. The most important of which is that the source of anxiety is known, resulting from current events and circumstances to which the individual has been exposed or afraid of being exposed, and the constant expectation of the worst in every event or situation he goes through. (Al-Azzawi, 2002).

An individual who suffers from future anxiety is characterized by features that represent its presence, as when he does not have the ability to take risks and participate in various purposeful activities, and when he expects the worst in what will always happen, which weakens his confidence in others, and generates a feeling of sadness within him, causing him to withdraw from people around him. Consequently, he resorts to defensive methods such as justification and displacement, and he becomes very irritable over simple situations, adheres to his decisions, has feelings of introversion, and becomes pessimistic because he always expects the worst, is ready for it, and prepares himself for the dangers facing this prediction (Al-Salamat, 2018; Zaleski, 1996).

Negative Effects of Future Anxiety

Future anxiety affects ordinary individuals in the high-school stage because of their fear and anxiety about not achieving their future ambition, which exceeds their abilities and makes them vulnerable to psychological and behavioral disorder, lack of adaptation and balance. In turn, this affects them negatively and makes them feel pessimistic and frustrated about the future (Abdulfattah, Kafafi, and Aladdin, 2015).

Future Anxiety for People with Disabilities

Individuals who suffer from future anxiety face many problems that they may have difficulties in solving, which increases feelings of frustration towards them

including their feeling of rejection and discrimination between them and their peers who do not suffer from disabilities, whether at home or in the community surrounding them due to their disability. As such, they start to believe in concepts which negatively affect their ability to develop a realistic and healthy sense of self, and those around them do not have the ability to explain what happens to them, especially in childhood, since they are dependent to meet their needs. (Qariri, 2019).

Students with Visual Impairment

The anxiety of the visually impaired is also affected by the fact that it appears due to the nature of developmental changes in various personal aspects, and their sense of being different from ordinary people because of their disability, which imposes limited independence on them. Therefore, they face some crises during adolescence including the crisis of organic deficiency and lack of sensory competencies, so pressure increases on them and makes them feel psychologically and socially insecure, lacking self-worth, having disorders of thought processes, memory, distractions, and difficulties in doing daily-life tasks; as a result, his ability to not adapt to his present and predict his future is multiplied. (Brick and Mashri, 2018).

Students with Hearing Impairment

Future anxiety also affects individuals with hearing disabilities, since they will not be able to face future events, which makes them feel psychological incompatibility, lack of self-confidence, and failure of self-achievement; therefore, they feel stressed and annoyed without a convincing reason, think negatively and pessimistically, which in turn leads to their inability to clearly plan their future. (Saleh, 2020) McCabe, Drasgow & Lowery (2018) define a deaf person as an individual who cannot use the sense of hearing functionally, when he uses it alone, with a headset, or even without a

hearing aid in daily life. Such a person may be born deaf and has not developed language. He became deaf before the development of language and speech, and this is called pre-linguistic deafness, or he became deaf after acquiring language and speech, and this is called post-linguistic deafness.

The Impact of Disability on the Family

The birth of a child with a disability in the family means that it is subjected to high psychological pressure and may reach the degree of illness, and the social behavior of the individual with a disability is socially unacceptable, which affects the parents' reaction in responding to them, which may be very violent in most cases. This requires the family to rearrange their material priorities to align them with his health and educational needs and requirements and to provide support services which burdens the parents, not just for a short period of time, but permanent. Also, he needs continuous care by them by spending most of the time with him and away from the rest of his brothers, and sometimes the mother has to leave her work to take care of her child and thus cut off one of the revenues that she was contributing to take care of their family obligations. (Al-Hadidi, 2017)

However, it is considered one of the sources of social threat to the family, as it affects the relations within the family by raising disputes within and outside the family environment. The disability negatively affects the brothers of the individual with disabilities due to the constraints they have in their daily lives, and limiting their relationships with friends for fear of being mocked or their brothers to be mocked because of them, as well as lack of adaptation which causes marital disputes. Sometimes, the family is isolated from the community surrounding it, which does not leave a means of communicating with others because they think that others are talking about them (Al-Khatib, Al-Hadidi, and Al-Sartawi, 2015).

Accordingly, the educational level of parents affects raising or lowering the future anxiety of their children due to the fact that educated parents seek to develop their skills by using the Internet, buying books related to people with disabilities, reading research, and learning about the latest developments. However, they face many problems that face individuals with disabilities and their families. This affects their lives, decision-making, and family upbringing.

The educational level plays an active role in the upbringing of their children, and therefore educated parents work to help and support their children in school activities and duties. This gives the child more school progress and achieve positive educational and practical outcomes due to the educational level that parents have, for the strategies and means that they offer. In promoting self-awareness skills and professional awareness, the importance of professional awareness and the usefulness of professions for the individual, and the means used (cultural programmes, books, and stories). These means enrich the discussions that arise between children and parents (Al-Anah and Al-Mawla, 2018).

Study Problem and Questions

The high-school stage is a stage in which students' future anxiety increases due to the consequent determination of their academic or professional academic path, which makes this stage a competitive stage among students, which exposes them to psychological and behavioral disorders, lack of adaptation, and emotional balance, which negatively affects their view of themselves and make them feel frustrated and pessimistic about the future (Al-Jarrah and Al-Atoum, 2014). Given the ambiguity imposed by the nature of disability, a feeling of inadequacy, inefficiency, and lack of exposure to the experiences that individuals without disabilities acquire easily, which raises a feeling of anxiety among individuals with disabilities in general and causes them

to worry about the future in particular (Khaled, Kafafi and Abdulfattah, 2015).

While individuals with hearing and visual disabilities face the same social and emotional problems and obstacles as their peers without disabilities, they face other pressures due to their disability and related pressures from parents, peers, and important people in their lives (Khaled et al., 2015).

As a result of the researcher's work with many individuals with visual and hearing disabilities, she saw the extent to which these individuals need help in making future decisions, and the impact of these decisions on their mental health, especially with the increase in their anxiety factors. All this led to many negative effects, including physical symptoms of psychological origin and psychological pressures that lead to failure, especially in school exams.

Hence the problem of the study emerged in terms of identifying future anxiety and the extent to which the educational level of parents affects it, so that it is expected that the educational level contributes either to increasing pressures and raising the degree of anxiety or positive assistance in dealing well and reducing future anxiety for them. It is represented in answering the following main study question: What is the degree of future anxiety for high-school students with visual and hearing disabilities and ordinary students, and its relationship to the educational level of parents in the capital, Amman?

The following questions arise from this question:

1. What is the degree of future anxiety among high-school students with visual and hearing disabilities and ordinary students in the Governorate of Amman from their point of view?
2. Are there statistically significant differences at ($\alpha = 0.05$) between the average responses of the students on the future anxiety scale due to the variable of the student category?

3. Are there statistically significant differences at ($\alpha = 0.05$) between the average responses of students on the future anxiety scale due to the grade variable?
4. What is the type of relationship between future anxiety and the educational level of parents among high-school students with visual and hearing disabilities and ordinary students in Amman Governorate?

Study Goals

The current study aimed to identify:

1. The level of future anxiety among high-school students with visual and hearing disabilities and ordinary students in the capital, Amman.
2. The educational level of parents of high-school students with disabilities in the capital, Amman.
3. The relationship between future anxiety and the educational level of parents among high-school students with disabilities in the capital, Amman.
4. The impact of the disability variable on the relationship between future anxiety and the educational level of parents.

The Importance of the Study:

The theoretical importance of the study is highlighted in its handling of an important scientific topic in the field of special education, which is the future anxiety and its relationship to the educational level of parents of high-school students with visual and hearing disabilities and ordinary students. The importance of this study lies in the fact that it is one of the first studies that investigated this subject in Jordan. It is also a reference for researchers in the field of people with visual and hearing disabilities, and paves the way for more scientific studies on the subject of future anxiety and its relationship to the educational level of parents of students with disabilities. It is hoped that the results of this study will

benefit students, parents, researchers and decision-makers.

The practical importance comes in providing a measure of future anxiety among high-school students with visual and hearing disabilities, and providing information that is expected to contribute to the development of programs that can be used when determining academic and professional paths for students with visual and hearing disabilities, which would enhance the knowledge related to the subject of study and development across diverse cultures.

Procedural Definitions

Future Anxiety

Future anxiety is defined idiomatically as a state of stress, uncertainty, and fear of undesirable changes in the future. In the extreme case of future anxiety, it is a threat that something unreal will happen to the person. (Zaleski, 1996).

Whereas, future anxiety in this study is defines as the degree that the study members will attain based on the future anxiety scale prepared by the researcher and applied in this study.

The Educational Level of the Parents

In this study, it means the academic degree obtained by the parents of the sample members of high-school students with visual and hearing disabilities and ordinary students. The educational level was classified into three levels: high-school, bachelor's stage, and postgraduate stage.

Students with Visual Impairment

They are students who have a loss of, or impaired, vision, which negatively affects the performance and growth of various visual functions. This category is divided into two groups, the blind who have a visual acuity of 6/60 m or less in the better eye after taking corrective measures, or who have a field of vision not more than 20 degrees, and the visually impaired are those who have a

visual acuity of not less than 20/60 m in the better eye. (Al-Hadidi, 2017).

Students with Hearing Impairment

It is defined as students who have varying levels of hearing impairment, ranging from mild to very severe hearing impairment, where the hearing loss affects the perception and understanding of spoken language. (Al-Khatib, 2013).

Previous Studies

This part dealt with the most prominent Arab and foreign studies related to the subject of the study. The studies will be presented in chronological order from newest to oldest:

The study of (Saleh, 2020) also aimed to identify the perceived orientation towards life and its relationship to future anxiety and academic achievement among deaf students in the Kingdom of Saudi Arabia. Its sample consisted of (25) deaf students at the third level at the College of Technology in Madinah aged between (18-21) who responded to the two study tools that consisted of the Perceived Attitude Scale and the Future Anxiety Scale developed by the researcher. The results showed that there is an inverse correlation between the perceived orientation towards life and future anxiety among deaf students, and the existence of a negative inverse correlation between future anxiety and academic achievement among deaf students at the university; they also showed that the perceived orientation towards life can be predicted through future anxiety and academic achievement among deaf students.

As for the study conducted by Ahmad, Radwan, and Muhammad (2019), it aimed to reveal the nature of the relationship between future anxiety and its relationship to a sense of psychological security among visually impaired students at the university stage, and to identify the existence of differences between gender factors, degree of disability, and class group in the level of psychological security among visually impaired

adolescents at the university level, and identifying the most important future problems that predict future anxiety. Its sample consisted of (100) visually impaired male and female students. The results showed the absence of statistically significant differences between the average scores of visually impaired university students attributed to gender regarding future anxiety on the future anxiety scale, and the absence of statistically significant differences between the visually impaired university students' average scores attributed to gender in the level of psychological security on the sense of security scale. Moreover, there are no statistically significant differences in the level of future anxiety among visually impaired university students on the scale of future anxiety due to the degree of disability, and there are no statistically significant differences in the level of psychological security among visually impaired university students on the scale of psychological security due to the degree of disability. Furthermore, there are no statistically significant differences in the level of future anxiety among visually impaired university students on the scale of future anxiety due to the (first: fourth) class, and there are no statistically significant differences in the level of psychological security among visually impaired university students on the scale of psychological security for the (first: fourth) class. However, there is a statistically significant correlation between future anxiety and a sense of psychological security among visually impaired university students. On the other hand, there is no statistically significant correlation between future anxiety and a sense of psychological security among visually impaired university students (males), and there is no statistically significant correlation between future anxiety and a sense of psychological security among visually impaired university students (females).

Santoso and Rizkiana (2019) also conducted a study aimed at determining the impact of positive thinking on future anxiety among university students with hearing disabilities, and the sample consisted of (47) university students with hearing disabilities, where the quantitative approach was used and the positive thinking and the future anxiety scales were used. The results show that positive thinking has a significant positive effect on future anxiety, the positive thinking skill does not significantly help reduce future anxiety, but it can control the level of future anxiety.

The study conducted by Al-Annah and Al-Mawla (2018) sought to identify the relationship between future anxiety among parents of hearing-impaired children and some variables like: the parents' educational level and their knowledge of sign language, their access to training courses in hearing impairment, and the degree of hearing impairment among their children. Its sample consisted of (25) parents of children with hearing disabilities, and a scale of future anxiety was prepared for parents of students with hearing disabilities. The results showed a high future anxiety among: illiterate parents, parents who do not know sign language, and parents of deaf children. However, there was a decrease in future anxiety among parents who received training courses in hearing impairment, and no significant differences showed future anxiety among parents of children with hearing disabilities of both sexes.

Brick and Mashri (2018) conducted a study aimed at revealing the level of professional future anxiety among adolescents with visual disabilities, and to reveal the differences in the level of professional future anxiety depending on the variables of gender and severity of disability. Its sample included (36) visually impaired adolescents who were students of schools with visual impairment in the cities of Al-Wadi and Biskra in Algeria, and the professional future anxiety scale was built

by researchers. The results showed a high level of professional future anxiety among the sample members, where the psychological dimension was more common, followed by the thinking dimension, then the physical dimension, and there were no statistically significant differences in the level of professional future anxiety, depending on the gender variable. Nonetheless, there were statistically significant differences according to the severity of the disability variable.

Kizilaslan & Kizilaslan (2018) conducted a study which aimed at determining the level of anxiety that visually impaired students may experience in the future, when planning their career, and the sample consisted of (6) eighth-grade students with visual impairments. It used a case study approach that was based on interviews, and the results showed that the visually impaired are willing to be a part of society, but the barriers created cause anxiety in many different ways because they shape their future. This situation negatively affects their motivation and academic performance, and reduces the importance of education for them as well.

Al-Soub (2017) conducted a study in Jordan that aimed to identify the level of future anxiety, mindfulness and academic achievement among Mu'tah University students, and to know the relationship between future anxiety and mindfulness by revealing the differences in the level of future anxiety, mindfulness and academic achievement according to variables of gender (male, female), college (scientific, humanitarian), and academic level. The future anxiety scale and the mental alertness scale were used, and the study sample consisted of (746) students from Mu'tah University with bachelor's degrees from scientific and humanities faculties during the academic year (2016-2017). The results of the study revealed that the general level of future anxiety among students was at a medium level, and that the general level of

mindfulness was at a high level. Also, they showed that there is a relationship between the total degree of the level of future anxiety among students, with the total degree that is direct and statistically significant for the dimensions of the mindfulness scale (vigilant distinguishing, openness to the new, orientation towards the present, awareness of multiple points of view), and the existence of a direct relationship between the total degree of the level of future anxiety of students and their academic achievement. As well as the existence of a direct relationship between the total score of the level of academic achievement of students with the total score of the dimensions of the mindfulness scale to vigilant distinguishing, openness to the new, orientation towards the present, awareness of multiple points of view.

Shurrab (2016) conducted a study aimed at determining the relationship between self-efficacy, future anxiety and its relationship to motivation to learn among students with hearing disabilities in Gaza Governorate. Its sample included (106) male and female students in the high-schools of Mustafa Sadeq Al-Rafei for deaf students. The scales of self-efficacy and future anxiety were built, and the learning motivation scale was standardized. It concluded that there is an inverse significant relationship between self-efficacy and future anxiety, a positive and significant relationship between self-efficacy and motivation to learn. However, it showed the absence of statistically significant differences between future anxiety and learning motivation among the study sample. On the other hand, there were statistically significant differences in self-efficacy, future anxiety, and motivation to learn attributed to gender for the sake of males. It also revealed a statistically significant difference between the average estimates of the study sample for learning motivation attributed to the three groups of future anxiety in favor of low future anxiety.

Al-Tarad (2016) conducted a study aimed at identifying the level of future anxiety and its relationship to professional choice among a sample of high-school students in the schools of the Southern Jordan Valley, and the impact of each of the gender and academic field variables on the level of future anxiety or occupational choice. The two scales of future anxiety or choice were developed, and its sample consisted of (185) male and female students from the tenth and eleventh grades in their scientific and literary branches in the schools of the Southern Jordan Valley in the Karak governorate. The results of the study revealed that the level of future anxiety in the sample is average, and there is no correlation between future anxiety in its dimensions and professional choice in the sample. However, there is a correlation between the fourth dimension of future anxiety, which is fear and anxiety about failure in the future, and professional choice. On the other hand, there was no difference in the relationship between future anxiety and professional choice attributed to gender variables.

Khaled and others (2015) conducted a study aimed at revealing the differences in future anxiety among deaf and normal adolescents. Its sample included (171) male and female students which was divided into (85) deaf adolescents and (86) normal adolescents, and a future anxiety scale was developed. It concluded that there is a difference between the group of deaf females and males and the group of normal students, females and males on the dimensions of the future anxiety scale and the total score, which are attributed to the deaf female and male groups, there are differences between the deaf males and normal males on the dimensions of the future anxiety scale, which are attributed to the deaf males, and there are differences between deaf females and normal females on the dimensions of the scale. Nonetheless, there was no statistical significance on the

dimension of professional and emotional future anxiety and the collapse of social moral values.

Moussa (2014) conducted a study with the aim of identifying cultural intelligence and its relationship to future anxiety among high-school students in Al-Nasirah region. Its sample consisted of (297) male and female students who were randomly selected from grades (tenth, eleventh), and the future anxiety scale and the cultural intelligence scale were developed. The results revealed that the level of cultural intelligence among high-school students in Al-Nasirah region was high, and the field of (meta-cognition) ranked first, while the field of (knowledge) ranked last, and that the level of future anxiety was medium, where the field of (mental anxiety) and (thinking about the future) ranked first, while the field of "health concern" ranked last. The results revealed a statistically significant inverse relationship between cultural intelligence and future anxiety among high-school students in Al-Nasirah region. They also revealed the absence of statistical differences due to the effect of gender and grade on students' grades, on the scales of cultural intelligence and future anxiety.

Commenting on Previous Studies

The researcher reviewed a group of previous Arab and foreign studies related to the subject of the current study, and she noticed the focus of many previous studies on future anxiety, such as the studies of Saleh (2020), Ahmad and others (2019), Al-Annah and Al-Mawla (2018), Brick and Mashri (2018), Santoso & Rizkiana (2019), Shurrab (2016), Al-Tarad (2016), Khaled and others (2015), and Moussa (2014).

There are many trends that these studies touched upon. Some of them were related to hearing impairment at the university level such as the studies of Saleh (2020) and (Santoso & Rizkiana, 2019), and at the high-school level such as the studies of

Shurrab (2016), Al-Tarad (2016), and Khaled and others (2015); however, the study of Al-Annah and Al-Mawla (2018) touched on the future anxiety of parents of children with hearing disabilities and its relationship to the educational level of the parents. Other studies dealt with visual impairment at the university level such as the study of Ahmad et al. (2019), and at the high-school level such as the study of Brick and Mashri (2018), and some of them dealt with future anxiety in high-school for ordinary people, such as the studies of Al-Tarad (2016) and the Moussa (2014).

The current study is distinguished from previous studies in that it examined the variable of future anxiety among students with visual impairment, hearing impairment, and normal students. And it linked the educational level of parents with the level of future anxiety among high-school students with visual and hearing disabilities and normal students.

The researcher benefited from previous studies in enriching the theoretical framework, building the appropriate measurement tool, choosing the study methodology, identifying the appropriate statistical methods for the study questions, knowing the signs of validity and reliability of the tool, and using some Arab and foreign sources and references, which facilitated the researcher to refer to them.

Methods and Procedures

The Study Methodology

This study adopted the descriptive correlative approach since it suits the subject of the study, which was represented by the future anxiety of high-school students with visual disabilities, those with hearing disabilities, and normal students and its relationship to the educational level of parents in the capital, Amman.

The Study Population

The population of the current study consists of high-school students with visual and hearing disabilities and normal students in the capital, Amman, for the academic year (2020/2021 AD) who were (1262) male and female students, according to the statistics of the Directorate of Education, while the number of normal students is (64,742) male and female students.

The number of the study sample was (300) male and female students of both sexes in the high-school stage who were chosen intentionally. Table (1) shows the distribution of the number of study sample members according to the class of the student, severity of disability, grade, gender, and educational qualifications of the mother and father.

The Study Sample

Table (1): Number of sample members according to study variables.

VARIABLE		REPETITION	PERCENTAGE
STUDENT CATEGORY	VISUAL IMPAIRMENT	100	33.3
	HEARING IMPAIRMENT	100	33.3
	NORMAL STUDENTS	100	33.3
GRADE	TENTH	150	50
	ELEVENTH	150	50
MOTHER'S EDUCATIONAL QUALIFICATION	HIGH-SCHOOL	176	58.7
	BACHELOR'S	96	32.0
	HIGHER EDUCATION	28	9.3
FATHER'S EDUCATIONAL QUALIFICATION	HIGH-SCHOOL	176	58.7
	BACHELOR'S	99	33.0
	HIGHER EDUCATION	25	8.3

Study Tool:

First: The Future Anxiety Scale

The researcher developed the future anxiety scale after reviewing the theoretical literature related to the topic of future anxiety, and referring to many previous scales and previous studies, such as the studies of (Abu Jama'a, 2019; Al-Salamat, 2018; Al-Soub, 2017; Abu Fadda, 2013; Zeleski, 1996). The scale consists of (36) items,, and the alternatives to answering the items were determined according to the five-step grading, which is: (to a very large degree, to a large degree, to a moderate degree, to a small degree, to a very small

degree) given when evaluating the grades (5, 4, 3, 2, 1) respectively.

Psychometric Properties of the Study Tool:

Apparent Validity

The apparent validity of the scale was confirmed by presenting the developed tool to (10) arbitrators from university professors with expertise and specialization in special education, psychological counseling and educational psychology in a number of Jordanian universities, to identify the indications of the arbitrators' validation of the tool and to ensure the suitability of the items to the scale and the practicality of their

formulation, the degree of clarity, and their compatibility with the purposes of the study. The percentage of agreement between the arbitrators was (80%), and the opinions of the arbitrators were taken into account and the items were modified by deletion, addition, or modification.

Distinguishing Significance of the Items

The significance of the item correlation with the degree of the scale was extracted by applying the scale. As shown in Table (2).

Table (2): Item correlation coefficient with the total score of the future anxiety scale (n = 30)

Item	Item Correlation to the Total Score	Item	Item Correlation to the Total Score	Item	Item Correlation to the Total Score
1	0.580**	14	0.784**	27	0.710**
2	0.733**	15	0.193**	28	0.750**
3	0.574**	16	0.729**	29	0.685**
4	0.773**	17	0.770**	30	0.805**
5	0.787**	18	0.781**	31	0.809**
6	0.431**	19	0.808**	32	0.702**
7	0.741**	20	0.742**	33	0.552**
8	0.830**	21	0.720**	34	0.620**
9	0.722**	22	0.729**	35	0.666**
10	0.773**	23	0.712**	36	0.780**
11	0.763**	24	0.637**		
12	0.777**	25	0.719**		
13	0.813**	26	0.217**		

** Significance at level $\alpha = 0.01$ / ** Significance at level $\alpha = 0.05$.

It is clear from Table (2) that the values of the correlation coefficients for the items of the future anxiety scale with the total score ranged between (0.193-0.830), and it was approved that the item be statistically significant at the level of significance ($\alpha = 0.05$).

Scale Stability

The stability of the scale was verified through the internal consistency coefficient (Cronbach's alpha), and it reached (0.960), which is a stability value higher than (0.60), and this indicates that the scale has an appropriate stability significance.

Statistical Analysis

- 1- To answer the first question, arithmetic means, standard deviations, and percentages were

extracted to identify the degree of future anxiety.

- 2- To answer the second question, one-way analysis of variance was used to identify the differences in the scores of the future anxiety scale among the study sample members.
- 3- To answer the third question, the T-test was analyzed.
- 4- To answer the fourth question, the Spearman correlation was analyzed.
- 5- To answer the fifth question, the three-way variance (3 educational levels) and 3 categories (visual impairment, hearing impairment, and normal) were analyzed.

Results

Results related to the first question: What is the degree of future anxiety among high-school students with visual and hearing disabilities and ordinary students in Amman Governorate from their point of view?

To answer this question, the arithmetic means and standard deviations of the responses of the sample members on the future anxiety scale were calculated for both high-school students with visual and hearing disabilities and normal students in the capital, Amman, and table (3) shows the results.

Table 3: Arithmetic means and standard deviations of the responses of the study sample to the items of the future anxiety scale arranged in descending order according to the category of students

NO.	Item	Arithmetic Mean	Standard Deviation	Estimation
6	I am afraid of losing a loved one.	4.04	1.157	High
35	I get upset at the thought of not achieving my goals in the future.	3.71	1.258	High
1	I am concerned about the increasing incidences of violence in the world.	3.69	1.213	High
2	I am afraid that I will not be able to provide adequate financial income for my family in the future.	3.59	1.249	Average
26	I'm afraid of not getting a suitable job opportunity in the future.	3.57	1.207	Average
5	I'm afraid I won't get the recognition I deserve in the future.	3.47	1.271	Average
30	I am terrified by the idea that life goes by so fast.	3.42	1.287	Average
13	I feel nervous and uncomfortable thinking about my future affairs.	3.41	1.236	Average
33	I have a hunch that the world is falling apart.	3.39	1.229	Average
25	I feel scared when I think of death.	3.39	1.401	Average
18	I feel that economic changes will threaten my future.	3.37	1.304	Average
31	I am afraid of the continuation of the problems that makes me worry about the future now.	3.36	1.298	Average
29	I worry about the idea that something might happen.	3.35	1.267	Average
21	I'm afraid I won't get a chance to go to university after I finish high school.	3.32	1.387	Average
28	I hesitate a lot in making a decision.	3.31	1.268	Average
23	I am afraid that I will need the care of others as I get older.	3.30	1.396	Average
7	I'm afraid bad things will happen after going through good things.	3.30	1.340	Average
8	I am afraid that my life will be worse in the future.	3.30	1.372	Average

NO.	Item	Arithmetic Mean	Standard Deviation	Estimation
11	I fear the moment when I will be held accountable for the actions and decisions in my life.	3.29	1.336	Average
37	I am afraid that some disaster will happen soon.	3.28	1.221	Average
12	I see my future as uncertain and ambiguous.	3.25	1.315	Average
19	I feel afraid of not being able to adapt and deal with new situations and circumstances.	3.23	1.251	Average
3	I believe that not thinking about the future is the best way to live life.	3.20	1.428	Average
32	I get scared when thinking and planning for the future.	3.17	1.292	Average
38	I fear what will happen tomorrow, next month or year.	3.13	1.352	Average
9	I think that my failure to succeed will make me despair and lose hope in achieving a bright future.	3.13	1.412	Average
16	I always suffer from insomnia.	3.12	1.419	Average
14	I feel hopeless about life and difficulty improving it in the future.	3.12	1.323	Average
4	I feel that I will not be able to fulfill my ambitions in the future.	3.11	1.380	Average
20	I am afraid of getting a serious disease in the future.	3.11	1.355	Average
22	I avoid talking to others about issues related to the future.	2.97	1.378	Average
17	I feel short of breath thinking about the future.	2.88	1.487	Average
34	I'm not afraid that people will be bad with each other in the future.	2.86	1.268	Average
10	I think this life has no purpose and no good future in it.	2.74	1.439	Average
15	I believe that I can solve my problems in the future.	2.33	1.188	Low
27	Life is worth living.	2.20	1.297	Low
Future Anxiety Scale		3.2338	.87463	Average

It is clear from Table (3) that the arithmetic means of the answers of the study sample members about the future anxiety scale among high-school students with visual, hearing disabilities, and normal ranged between (4.04-2.20), item (6) came in first place with an arithmetic mean of (4.04) and a "High" level, while item (27)

ranked last, with an arithmetic mean of (2.20) and a "low" level, and the arithmetic mean of the scale was (3.23) with a standard deviation of (0.87) and an "average" level.

Results related to the second question: Are there statistically significant differences at ($\alpha = 0.05$) between the average responses of students on the scale

of future anxiety due to the variable of students' category?

To answer this question, the arithmetic means and standard deviations of

the answers of the study sample members on the future anxiety scale were calculated due to the variable of the students' category, and table (4) shows the results.

Table (4): Arithmetic means and standard deviations in the level of future anxiety among students due to the variable of the category of students

Variables		Arithmetic Mean	Standard Deviation
Student Category	Visual Impairment	3.2417	.94388
	Hearing Impairment	3.5964	.83310
	Normal Students	2.8633	.67372
	Total	3.2338	.87463

Table (4) shows that the responses of the sample members on the scale of future anxiety among high-school students in the capital, Amman, were lower among normal students with an arithmetic mean of (2.8633) and a standard deviation of (.6730). The visual disability came at a higher level with an arithmetic mean of (3.2417) and a

standard deviation of (0.94). The highest arithmetic mean was (3.59) for the hearing disability with a standard deviation of (0.83). To find out whether these apparent differences were statistically significant, one-way analysis of variance (ANOVA) was used, and table (5) shows the results.

Table 5: Results of one-way analysis of variance (ANOVA) for the future anxiety scale according to the variable of students' category

Variance Source	Sum of Squares	Degrees of Freedom	Average Squares	(F) Value	Significance Level
Between Groups	26.878	2	13.439	19.774	0.000
Within Groups	201.848	297	0.680		
Total	228.726	299			

Table (5) shows that there are statistically significant differences at ($\alpha = 0.05$) between the average students' responses on the future anxiety scale due to the variable of the students' category.

Scheffe's test for dimensional comparisons was used in favor of the categories with the significant differences, and table (6) shows the results.

Table (6): Scheffe's test for dimensional comparison for the significant differences in the level of future anxiety according to the variable of the category of students

Student Category		The Difference Between the Averages	Standard Deviation	Significance Statistical
Visual Impairment	Hearing Impairment	-0.35472*	0.11659	.010
	Normal Students	0.37833*	0.11659	.006

Hearing Impairment	Normal Students	0.73306*	0.11659	.000
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Table (6) shows that there are statistically significant differences at ($\alpha = 0.05$) between the average students' responses on the future anxiety scale due to the variable of the students' category in favor of the hearing disability compared to the visual disability and normal students, and in favor of the visual disability compared to normal students.

Results related to the third question:
Are there statistically significant differences at ($\alpha = 0.05$) between the average responses of students on the future anxiety scale due to the grade variable?

To answer this question, the arithmetic means and standard deviations of the students' future anxiety scale were calculated due to the grade variable.

Table (7): The results of the analysis of variance for the measure of future anxiety among students which are attributed to the grade variable

Variables		Arithmetic Mean	Standard Deviation	(T) Value	Degrees of Freedom	Statistical Significance
Grade	Tenth	3.0675	.82251	2.128	298	.034
	Eleventh	3.2698	.82424			

It is evident from Table (7) that there are statistically significant differences at ($\alpha = 0.05$) between the average students' responses on the future anxiety scale due to the grade variable in favor of the eleventh grade, whose value is (-2.128).

Results related to the fourth question: What is the type of relationship between the level of future anxiety and the educational level of parents among

high-school students with visual and hearing disabilities and normal students in Amman Governorate?

To answer this question, the Spearman's correlation was used to determine the relationship between the level of future anxiety and the educational level of parents among high-school students with visual and hearing disabilities and normal students in Amman Governorate.

Table 8: Spearman's correlation to determine the relationship between the level of future anxiety and the educational level of parents

Educational Level of Parents	Degree of Correlation	Statistical Significance
Father	*-0.216	0.000
Mother	*-0.222	0.000

* Statistically significant at the significance level (0.05).

Table (8) shows that there is a statistically significant inverse relationship between the level of future anxiety among high-school students with visual and hearing

disabilities and normal students and the educational level of parents in the capital, Amman, as the value of the correlation coefficient between the father's educational

level and future anxiety was (-0.216), while the value of the correlation coefficient between the mother's educational level and future anxiety was (-0.222).

Discussion of Results

This chapter includes a discussion of the results that have been reached, according to the questions of the study, and includes a set of conclusions and recommendations in light of those results.

The results of the study indicated that the future anxiety of high-school students with visual, hearing disabilities, and normal students in the capital, Amman, was at an average level, as the percentage of future anxiety was high among high-school students with visual and hearing disabilities and normal students when they were afraid of losing a member of their family. Followed by the feeling of discomfort at the idea of not achieving their goals in the future, then the feeling of concern about the increased incidences of violence in the world, and finally the fear that he will not be able to provide the appropriate material income for his family in the future. This can be explained by the fact that the family is the first foundation of the child, and through it the basis of relationships are established between them which help in education, social and moral upbringing, and the formation of their personality and guidance of their behavior, as they are the main source for all the behaviors that their children engage in. Also, they help to form relationships of love and affection between siblings, and the consolidation of the relationship between parents and children, which makes the relationships interconnected with each other and encourages them to feel the other. In addition, this relationship leads to the interaction of family members and the exchange of love among them. Therefore, the loss of a family member results in pain and psychological pressure for the individual, and makes him feel the lack of

psychological stability, safety, and confidence in himself and in the community around him. (Hussain, 2020). As for his feeling of discomfort about not achieving his goals, this is due to the fact that the individual has many needs, which are physiological needs, the need for safety, the social need, and the need for appreciation. (Hayajneh, 2014). Finally, the need for self-realization, which is what the individual aspires to; as a result, if he does not reach his goal, this causes an internal conflict that creates a feeling of frustration, indifference and aggression in situations that require him to participate and give during teamwork, and this feeling affects the individual with his behavior and the inability to confront reality and life situations that distance him from achieving his goal. As for the feeling of anxiety about the increased incidences of violence, it is due to the individual's feeling of lack of security, which is one of the most important needs on which man relies in his life, if the individual has a feeling of insecurity, he will not be able to think that the future will be safe and free of violence because of the perceptions he created for not satisfying his need for safety. Finally, the fear of not being able to provide a suitable income for his family in the future is due to the thinking that the salary he will receive will be sufficient to suit the current standard of living and the ability to bear the costs of all aspects of life, including health and education aspects. This thinking makes the individual deeply unable to bear what is going on around him of deteriorating situations.

The results of the current study agreed with the studies of (Brick and Mishri, 2018; Al-Tarad, 2016, Al-Nawaisah, 2014; and Hayajneh, 2014), all of which indicated that future anxiety was at an average level among high-school students with visual and hearing disabilities and normal students in Amman. The studies that contradicted the results of the current study are (Hussain, 2020; Ahmad et al., 2019; and Shurrah, 2016), whose

results indicated that the level of future anxiety among high-school students with visual and hearing disabilities and normal students was low.

With regard to the presence of statistically significant differences due to the variables of the students' category, the academic grade and the educational level of the parents, the result came to the variable of the students' category in favor of the hearing impairment. It was stated that the level of future anxiety is lower among normal students because of the abilities they possess to help them perceive sensory information and form it into fixed concepts which generate functional knowledge of the thinking process and the communication of these abstract concepts, and this organization of the process of perception and concepts and their integration together helps in the individual's learning, which increases his acceptance of what is going on around him and helps him solve his problems in a logical way. (Hussain, 2020 - Hayajneh, 2014).

As for students with visual disabilities, the level of future anxiety was lower than that of students with hearing disabilities. This result is due to the fact that students with visual disabilities have a high quality of communication compared to those with hearing disabilities. This is due to the nature of the disability, as the sense of hearing affects the ability of the individual with hearing disabilities and leads to a difficulty in the process of communication and understanding the speech of the sender of the message (Bruys, Dabbab, 2020). Moreover, that the cognitive outcome that consists of the visually impaired from the sense of hearing is high compared to the hearing disability in addition to the early intervention programs, identification and mobility programs, educational programs that the individual is exposed to since his childhood, the use of visual aids, books written in Braille and Braille devices in various forms that facilitate obtaining

knowledge for the blind individual and thus increasing the individual's awareness, education, and support despite the difficulties he may face. (Ahmad et al.; 2019-Brick and Mashri; 2018). However, students with hearing disabilities are the most worried about the future, because those with hearing disabilities suffer from the problem of others not understanding their language and their view of the community of listeners as not having their own community of their own, which is the deaf community, and therefore they prefer to stay at home, and not to participate with others; as a result, they have feeling of pessimism, despair, and the feeling that they live in a world filled with injustice, which leads to social isolation and low self-esteem. Because of what they feel, they become unable to cope with stressful life situations. Which serves to make them feel that they are unable to adapt to the necessities of living life due to their repeated experiences of failure, and that these experiences lead to the formation of a negative concept of themselves, and stray away from positive thinking, which limits the formation of pleasant perceptions of what the future holds for them. (Santoso & Rizkiana, 2019). As for the grade variable, it was in favor of the eleventh grade, and the reason is that the level of future anxiety is lower among students in the tenth grade because of the system approved by the Ministry of Education, which stipulates that "students in high-school must succeed in school to qualify for the general high-school certificate exam" (Ministry of Education, 2021). Consequently, tenth grade students do not have a sense of the importance of this stage unlike eleventh grade students, as it is a crucial stage for them in terms of its importance by determining their path to university education, on which their future will be predicted in practical and educational terms, and thus it is a stage that makes the individual anxious (Abu Fadda, 2013).

With regard to students' responses on the scale of future anxiety due to the variable

of the educational level of parents in favor of mothers with a low educational level (high-school educational level), this is due to the mother's educational experience and the experiences gained, resulting from the absence of educational experience, which in turn was reflected in the mother's tasks in motivating and guiding her children towards their educational, practical and social future, in addition to the nature of the social life that the mother lived, which resulted in a decline in her educational level, which limited her opportunities and resulted in society viewing her inferiorly. This view contributed to the transfer of this experience to the children and its inability to properly explain the educational, life, social and economic methods and strategies, which is reflected in the children's thinking about the future and moving forward in life. (Al-Annah and Al-Mawla, 2018).

The results of the current study agreed with previous studies (Al-Annah and Al-Mawla, 2018; Santoso & Rizkiana, 2019; Shurrah, 2016; Khaled and others, 2015; Al-Nawaisah, 2014; Moussa, 2014; and Miqdad, 1997), which indicated that there are differences attributable to hearing impairment. Miqdad's study indicated that there are differences attributable to grade. The study of Al-Annah and Al-Mawla indicated that there are differences attributable to the educational level of parents. As for the studies that contradicted the results of the current study, they are (Abu Fadda, 2013; and Al-Hawajri, 2012), whose results indicated that there were no statistically significant differences attributed to the grade variable.

The results also indicated that there is an inverse relationship with a statistical significance between the level of future anxiety and the educational level of parents among high-school students with visual and hearing disabilities and normal students in Amman. This result explains that there is a negative, statistically significant relationship between future anxiety and the educational

level of parents, as the higher the educational level of the parents, the less anxious the future of high-school students with visual and hearing disabilities and normal students. The researcher attributes this result to the fact that the family is the first environment in which the individual grows up, and he begins to acquire what is related to his desires and needs through it, and then he begins to learn what the laws and principles that guide life are. Also, it is a source of values and behavior control that the child relies on when evaluating his behavior. Therefore, the educational level of parents is very important because it has an educational role and a profound impact in determining the method of proper upbringing and its adoption in raising and guiding the individual and supporting the elements of his personality and education, and in turn helps to reduce future anxiety because parents with a high educational level are able to contain their children and take advantage of their strengths and employ them, expand knowledge, improve the individual's psychology, solve problems and deal with him in the best available ways. In contrast, parents with a low educational level do not have the amount of awareness of knowledge and appropriate methods of upbringing (Al-Annah and Al-Mawla, 2018), and this in turn destroys the personality of the individual and his mental health, and thus his feeling of future anxiety becomes high. The researcher succeeded in this study by knowing the relationship between the level of future anxiety and the educational level of parents of high-school students with visual and hearing disabilities and normal students in Amman Governorate.

This study did not agree with (Al-Maaytah, 2007) which concluded the absence of an impact on the educational level of the parents.

Recommendations

Based on the results of the study, the researchers recommend the following:

- Activating the role of researchers by conducting studies similar to this study that deal with different variables with students with visual and hearing disabilities.
- Conducting research for a program based on reducing future anxiety for students with visual and hearing disabilities.
- Developing curricula that focus on positive thinking in order to reduce future anxiety among students with visual and hearing disabilities.

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