RESEARCH TITLE

SELF-ESTEEM AND ITS RELATIONSHIP TO FUTURE ANXIETY AMONG JORDANIAN SECONDARY SCHOOL STUDENTS

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Abstract

The current study aimed to examine the level of self-esteem and its relationship to future anxiety among Jordanian secondary school students. The sample of the study consisting of 274 participants (137 male and 137 female) were randomly selected from the secondary school in Amman. The self-esteem scale of El-Derini et al. and the Future Anxiety scale of Momani and Naim 2012 have been used for gathering the data. The findings of the study showed that there is a statistically significant negative correlation between the dimensions of self-esteem, which is represented in family self-esteem, personal self-esteem, and the self-esteem of friends. And the dimensions of future anxiety, are economic anxiety, work anxiety, health anxiety, social anxiety, and family anxiety. Furthermore, the results also showed a statistically significant negative correlation between total self-esteem and total future anxiety. Other findings presented no statistical differences between self-esteem and future anxiety among Jordanian secondary school students based on their gender, guardian academic qualification, and educational stream variables.

Key Words: Self-esteem, future anxiety, Jordanian, secondary school, students.

Introduction

With the advancement of modern life and its rapid development, students face many situations that may threaten their life and future. This increases his anxiety about what surrounds the future of his life and what he expects from it. Students live in an era of many changes and interactions, accompanied by many complications in various fields that have affected all aspects of life (Al Azzam, 2021). Future anxiety provides a risk to people's health and behavior because it can cause them to become unbalanced in their lives, which can have a substantial negative influence on their mental and physical health as well as other elements of their existence (Abu aloula, 2010).

The behavior of students is of a high degree of complexity, affected by many factors that are difficult to quantify, and perhaps the overlap of these factors with their mutual effects does not allow room for the development of general laws governing this behavior. Behavior is the result of an organism's interactions with its environment, and it is mostly learned through observation, instruction, and training (Bolanowski, 2005). The person picks up both simple and complicated habits. The more this behavior is permitted to be functionally controlled and accepted, the more beneficial this learning will be as its constant repetition is transformed into programmed behavior that quickly transforms into a "behavioral habit" that accomplishes its function effortlessly and automatically. Anything a person does, whether it is obvious to others or not, is considered behavior. Everything in the environment is seen to have an impact on behavior, making the relationship between the environment and behavior one of the responses to stimuli (Arabiyat, 2007).

Self-esteem, or the degree to which a person views himself, whether it is high or low, is related to human behavior. Self-esteem is crucial since it opens the door to all other sorts of achievement that are desired (Al-Saqr et al., 2017). No matter how much a person learns about self-improvement and success strategies, if his or her self-esteem and assessment of it are low, he or she will not be able to employ any of them since they will make him or her feel unable, unqualified, and unworthy of that success. Self-esteem should not be confused with self-confidence because self-confidence is a byproduct of self-esteem, so who does not have appreciation? Self-esteem is not something that comes naturally to man; rather, it is something that he learns through his experiences in life and the way he responds to challenges and problems in his life. He also lacks self-confidence in himself (Abu Sa'ad, 2004). The continuous state of development of life in all its aspects has made it a modern life accelerated by change, and these changes may raise a state of anxiety among individuals represented by fear and tension for what the future hides for them. This continuity of change leads to an increase in anxiety about the future, so it is necessary to plan to face the challenges ahead and the surprise that the days hold, and to set goals and plans that can be achieved to make life meaningful, full of optimism and balance, away from fear, tension, anxiety, and pessimism, which may lead to cases of depression and despair (Al-Thunayan, 2009).

Wrong thoughts generate anxiety for the future of the person as it makes him distort reality with an unreal vision, as well as attitudes and events with an incorrect vision, which pushes him into situations of fear and tension that may lose control of his feelings and thoughts, and this, in turn, helps insecurity and psychological stability of the person (Abu-Alkeshek, 2020). but we notice in some positive situations, even if they are simple, their impact is great on the person, and may return to him joy, optimism, and happiness in life, and vice versa when remembering some painful situations for him or a friend or relative, it may increase his anxiety and increase the pessimistic view of his present and future and the feeling of fear of death and fear of facing future situations positively and correctly, and push him to introversion and isolation and follow the methods of unconscious defense tricks are normal,

future anxiety is a mixture of hope in achieving goals, fear and horror at the same time (Danez, 2006).

Previous studies

Abu Bakr and Alawneh (2022) aimed to examine the relationship "between future anxiety and achievement motivation among high school students in Ramallah and Al-Bireh governorate considering the Corona pandemic". In addition to investigating the difference in the level of future anxiety, and "level of achievement motivation among a sample of high school students in Ramallah and Al-Bireh governorate" in light of gender, place of residence, academic branch, and achievement in the previous year variables. "To achieve the objectives of the study, the correlational descriptive approach was used", so a questionnaire was developed that was distributed to a non-random sample consisting of (233) male and female high school students in Ramallah and Al-Bireh Governorate. Results of the study showed that the level of future anxiety among the sample was medium, and the level of achievement motivation was high. Results also showed that there were "no statistically significant differences between the means of future anxiety among students" based on gender, place of residence, academic branch, and achievement in the previous year.

Moreover, "results showed that there were no statistically significant differences between the means of achievement motivation among students according to their gender, place of residence", and academic branch. "While there are statistically significant differences between the mean of achievement motivation among students concerning the achievement in the previous year variable in favor of those who achieve (from 70 to less than 80)". Finally, "results showed that there is no statistically significant correlation between future anxiety and achievement motivation among high school students "Tawjihi" in Ramallah and Al-Bireh Governorate in light of the Corona pandemic".

Al-Khattaf (2021) aimed to reveal the level of future anxiety among a sample of high school students in Buraidah, Saudi Arabia. The study was applied to a sample of (400) secondary school students distributed into two groups of (200) students from the scientific branch, and (200) students from the literary branch were randomly selected. In this study, the researcher relied on the descriptive approach as a research method and used the future anxiety scale of "Zainab Choucair" as a study tool. The results showed that the level of future anxiety is high among female students, and there are no statistically significant differences in the level of future anxiety among female students according to the variable of specialization "branch".

Hussain (2020) aimed to investigate "the effectiveness of a counseling program to reduce future anxiety among secondary school students". The research sample consisted of 24 male and female students from the Distinguished Public Language School 12, aged from 16 to 17 years, "the sample was divided equally into two groups (experimental group and control group) each group consisting of 12 male and female students". The results of the study found that there were statistically significant differences at the level of 0.001 between the mean scores of the experimental group members on the future anxiety scale between the pre-and post-tests after applying for the guidance program in favor of the post-test. "There were statistically significant differences at the level of 0.01 between the mean scores of the experimental group and the control group on the future anxiety scale in the dimensional measurement in favor of the experimental group". It also found that there were "no statistically significant differences between the mean scores of the experimental group participants on the future anxiety scale between the dimensional and follow-up test". In addition, "there were statistically significant differences at the level of 0.05 between males and females in future anxiety among the experimental group in favor of the males".

Arvis (2020) identified the level of self-esteem among secondary school students and the relationship between self-esteem and motivation for sports achievement, the study adopted the descriptive approach using Rosenberg's self-esteem scale and Joe Wells' mathematical achievement motivation scale, represented the research community in the high school students of Ain El Melh districts, Jabal Musaed, Amjadal, Sidi Amer in the state of M'sila, which consisting of 5112. The sample of the study included 663 students, results find out that there is a positive statistically significant relationship between self-esteem and motivation for sports achievement among secondary school students, the level of self-esteem among secondary school students is high, also there is a positive statistically significant relationship between self-esteem and the motivation to achieve success. Finally, a statistically significant negative relationship exists between self-esteem and the motivation to avoid failure.

Al-Saqr et al. (2017) aimed to know the relationship between the meaning of life and self-esteem among secondary school students, and to know the differences between male and female students in the meaning of life and appreciation. The study sample consisted of (200) male and female students from second secondary students, the researcher used the tools of the meaning of life scale and the self-esteem scale. Results of the study found that there is a positive relationship between the meaning of life and self-esteem, also there are differences between male and female students in the meaning of life in favor of females. Finally, results showed that there are differences between male and female students in self-esteem in favor of students.

The above studies were conducted on different groups and were concerned with examining self-esteem and future anxiety in a mostly separate method. Some studies have pointed to the importance of social care experienced by students, and to the existence of a relationship between self-esteem and some behavioral problems. Some studies have attempted to explore and review studies on the relationship between self-esteem and future anxiety. Other studies have also indicated the importance of counseling programs and their impact on enhancing self-esteem and reducing the level of future anxiety.

The problem with the study

Self-esteem is one of the important factors that greatly affect behavior and is a factor of mental health as it helps the individual a child or adolescent to overcome difficulties and face pressures individuals who have high self-esteem are less affected by external influences than those who have low self-esteem Cooper Smith emphasizes that children with high self-esteem have confidence in their perceptions, judgments, and attitudes towards themselves to accept their opinions and pride in their reactions and conclusions and this allows them to follow Their judgments when the opinions of others differ. As for people with low self-esteem, the Bruckner study showed that they have low confidence. And always need to support and reassure others to them, which makes them more compliant and receptive to the judgments of others in the hope of obtaining a positive evaluation of themselves, as well as high self-esteem is a way to enable the individual to adapt to the external environment, students who are exposed to difficulties and enjoys high self-esteem, can use appropriate strategies to solve his problems, while individuals who are characterized by low self-esteem often use opposite strategies when exposed to difficulties such as aggression, introversion, failure to disclose his problems or exaggeration. In self-criticism and denial of its difficulties and inability to face problems. The problem of the current study is to reveal self-esteem and its relationship to future anxiety among Jordanian secondary school students.

Importance of the study

The importance of the current study is to address a problem that is one of the most important problems that can face the individual, which is future anxiety, which leads to an increase in the manifestations of psychological disorders. The study also addresses the category of secondary school students in Jordan of different levels and orientations, in this difficult stage they are going through. In addition, the study will provide a new addition and enrichment of knowledge by revealing the relationship between self-esteem and future anxiety among an important social segment.

Aims of the study

The current study attempts to uncover of:

1. The nature of the relationship between self-esteem and future anxiety among Jordanian secondary school students.

2. Statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their gender.

3. Statistical differences between self-esteem and future anxiety among Jordanian secondary school students based on guardian academic qualification.

4. Statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their educational stream.

Questions of the study

The current study seeks to answer the following questions:

1. what is the nature of the relationship between self-esteem and future anxiety among Jordanian secondary school students?

2. Is there statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their gender?

3. Based on guardian academic qualification, are there statistical differences between self-esteem and future anxiety among Jordanian secondary school students?

4. According to their educational stream, are there statistical differences between self-esteem and future anxiety among Jordanian secondary school students?

Methodology

This study relies on the descriptive approach that included reference to references and sources to build the theoretical framework of the research, where a questionnaire was built to collect data and information and analyze it statistically to answer the research questions.

Participants

The sample of the study consisting of 274 participants (137 males and 137 females) were randomly selected from different social groups and academic branches, all students were in 12 classes and were contacted at their school in Amman.

Tools

Achieve the objectives of the study requires the use of two tools:

First: the self-esteem scale prepared by El-Derini et al., 1983, consisted of 30 items.

Second: Future Anxiety Scale prepared by Momani and Naim 2012 consists of 47 items.

Validity and reliability

El-Derini et al., 1983 used the split half-method, where the validity was (0.61) and after the correction by the Spearman-Brown correlation was 0.61. While Momani and Naim (2012) calculated the validity coefficient using Cronbach's alpha for internal consistency, where the value of the Pearson correlation coefficient was 0.94 and the value of Cronbach's alpha for internal consistency was 0.92. In addition, to ensure the validity of the scales, the researcher presented them to experts in the field of psychology, measurement, and evaluation to examine the validity of the items. The experts recommended that the clarity of the items, and the judgment on the appropriateness of the alternatives to the scale used, and in the light of their opinions and observations, and all items that were presented to them were adopted.

Statistical Procedures

To process the collected information and data, SPSS was used and the researcher extracted statistical process: ONE WAY ANOVA, t-test, arithmetic mean, and standard deviation, Pearson's correlation coefficient.

Results

RQ1: what is the nature of the relationship between self-esteem and future anxiety among Jordanian secondary school students? To answer the question, Pearson's correlation test was applied to find the simple correlation between self-esteem and future anxiety among the sample in table (1):

Table 1: results of Pearson's correlation test

Variables	Economic anxiety	Work Anxiety	Health anxiety	Social anxiety	Family anxiety	Total
Family self-esteem	- 0.20	- 0.13	- 0.27	- 0.24	- 0.20	- 0.27
Personal self-esteem	- 0.23	- 0.15	- 0.29	- 0.24	- 0.23	- 0.28
Friends' self-esteem	- 0.10	- 0.03	- 0.11	- 0.14	- 0.27	- 0.14
Total	- 0.25	- 0.12	- 0.29	- 0.25	- 0.29	- 0.29

Results in table (1) showed that there is a statistically significant negative correlation between the dimensions of self-esteem, which is represented in family self-esteem, personal self-esteem, and the self-esteem of friends. And the dimensions of future anxiety, are economic anxiety, work anxiety, health anxiety, social anxiety, and family anxiety. Furthermore, the results also showed a statistically significant negative correlation between total self-esteem and total future anxiety, where the value of the correlation coefficient was (-0.29).

RQ2: Are there statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their gender? To answer the question, a t-test has been run to find out whether there are statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their gender as presented in table 2.

Table 2: Results of t-test based on gender variable.

Variables	Category	N	Mean	Standard deviation	F	Sig
Self-esteem	Male	137	3.849	1.097	113	0.442
	Female	137	3.866	1.119	100.975	
Future anxiety	Male	137	3.45	1.87	122	0.10
	Female	137	3.28	1.98	99.92	

Sig at (α≤0.05)

Table (2) presented no statistical differences between self-esteem and future anxiety among Jordanian secondary school students based on their gender.

RQ3: Based on guardian academic qualification, are there statistical differences between self-esteem and future anxiety among Jordanian secondary school students? To answer the question, ONW WAY ANOVA has been calculated to examine whether there are statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their guardian academic qualifications. As shown in Table 3.

Table 3: ONW WAY ANOVA test according to guardian academic qualification variable

Variable	Variance	Sum of Squares	*df*	Mean squares	F	Sig
Self-esteem	between group	4.851	3	1.617	1.254	0.378
	within group	138.051	273	1.243		
	Total	142.905	276			
Future anxiety	between group	3.99	3	1.49	1.57	0.27
	within group	141.12	273	1.48		
	Total	139.85	276			

Sig at (α≤0.05)

Results in table (3) illustrated no statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their guardian academic qualifications.

RQ4: Are there statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their educational stream? To answer the question, ONW WAY ANOVA has been calculated to examine whether there are statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their educational stream. As illustrated in table 4.

Table 4: ONW WAY ANOVA test based on educational stream variable.

Variable	Variance	Sum of Squares	df	Mean squares	F	Sig
Self-esteem	between group	7.356	3	3.678		
	within group	135.549	273	1.210	2.985	0.139
	Total	142.905	276			
Future anxiety	between group	6.42	3	1.49		
	within group	129.33	273	1.48	2.88	0.167
	Total	139.85	276			

Sig at (α≤0.05)

Results in table (4) showed no statistical differences between self-esteem and future anxiety among Jordanian secondary school students according to their educational stream variable.

Discussion

The current study was designed to examine the level of self-esteem and its relationship to future anxiety among Jordanian secondary school students. The findings of the study showed that there is a statistically significant negative correlation between the dimensions of self-esteem, which is represented in family self-esteem, personal self-esteem, and the self-esteem of friends. And the dimensions of future anxiety, are economic anxiety, work anxiety, health anxiety, social anxiety, and family anxiety. Furthermore, the results also showed a statistically significant negative correlation between total self-esteem and total future anxiety. Other findings presented no statistical differences between self-esteem and future anxiety among Jordanian secondary school students based on their gender, guardian academic qualification, and educational stream variables.

In discussing these results, we direct the explanation to the fact that in light of the personality characteristics of an individual with low self-esteem, as stated in their responses, where they described themselves as an unloved individual, that they were unimportant and had no positive attitudes towards them, that they felt dissatisfied with themselves and did not trust them, showed difficulty in obtaining the status they deserved, formed negative attitudes towards their circumstances, were useless people, most people did not understand them, and that they had no desire to achieve positive self-evaluation by forming strong relationships with friends. It is clear that the personality traits of individuals with low self-esteem as a result of the circumstances in which they live, because their concept of themselves or their judgment is characterized by feelings of inferiority, self-rejection, and a sense of helplessness in the face of others, and interaction with them, and here future anxiety is a defensive function for them in self-protection by reducing stress resulting from frustration.

Therefore, self-esteem is linked to the psychological and emotional state of the individual, and if they do not have the valuable social strategies to gain the appropriate social image, which leads to their social adaptation to individuals of their psychological importance, good relationship with friends, and good performance in society, they will turn as a causal result to future anxiety. So it can be said that those who feel inferior degrade or underestimate

themselves and others and that low self-esteem is a strong indicator of future anxiety. The findings of the current study agree with the findings of

Abu Bakr and Alawneh (2022) showed that the level of future anxiety among the sample was medium, and the level of achievement motivation was high. Results also showed that there were no statistically significant differences between the means of future anxiety among students based on gender, place of residence, academic branch, and achievement in the previous year.   Moreover, results showed that there were no statistically significant differences between the means of achievement motivation among students according to their gender, place of residence, and academic branch. In addition to the findings of Al-Khattaf (2021) which showed that the level of future anxiety is high among female students, and there are no statistically significant differences in the level of future anxiety among female students according to the variable of specialization "branch". Moreover, the current study findings agree with Arvis (2020) who find out that there is a statistically significant negative relationship between self-esteem and the motivation to avoid failure.

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