



DIFFERENCES IN FUTURE'S ANXIETY BETWEEN COURSES STUDENTS AND ANNUAL SYSTEM'S STUDENTS AT THE SECONDARY LEVEL IN JEDDAH

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ABSTRACT

The main objective of this research was to investigate the differences in future anxiety among male and female secondary school students from two schooling systems in Jeddah province. The first schooling system was the typical one whereas the same course was divided and taught in two semesters (The Annual one). The second schooling system (the newly developed one), is similar to university system where students study different courses in each semester (The Courses' System). The study subjects consisted of (100) male twelfth grade students and (100) female twelfth grade students. The researcher implemented The Future Anxiety Test prepared by Shogair (2005) which was standardized on Saudi population.

The study results did not reveal any statistically significant differences in future anxiety among the study group subjects could be related to the schooling system. However there were statistically significant differences in future anxiety between male twelfth graders and female twelfth graders in the first schooling system (the annual one). There were some recommendations provided in the study related to the study findings.

KEYWORDS: Future Anxiety, System ' Courses, Annual System.

Introduction:

Concerns extended humanitarian issue across time and across space. Anxiety exists at any time and any place found or resides in it man. If we considered a kind of confusion and concern of thought in the concerns of fears, and here it must be said that the presence of anxiety reasonably is normal and even necessary also because it plays the role of an incentive for more and better sometimes to produce, and the role of the router to walk the proper direction at other times. Anxiety that exceeds the reasonable limit is the one who is considered one of the most important disturbances live human and harsher sticks placed at the wheel of his memoirs in life to hinder this Sir varying severity varies and cruelty, according to the pressure of this concern the strength and the power of human resistance and aware on the other hand (Kennedy, 2002: 15).

The fear and anxiety of the future, a feature of the third millennium attributes of this decade after that stunning development in all walks of life has become an essential feature. It confirms psychologists after many studies and many experiences they have made; that the fear and anxiety about the future of the most serious mental illnesses to humans in this day and age with the technological advances stunning ... Fear natural and anxiety do not fear him at all, and does not conflict with religious values, nor with the hadith, which invites us to work for our world if we are ever to live and work for we chose if we were going to die tomorrow. The concern may be generated in the same child when he was young as a result of a lack of emotional warmth in the family or the wrong education, or exposure to an atmosphere of competition and complexity in the environment and society. Hence the growing trends has anxiety and fear for the future. And students in general has been subjected to psychological pressure in the early life of study that leads to achievement test anxiety or concern has been this fear with them continue to absolute fear of the future. Which may cause them to poor school compliance or failure to achieve the expected high temperatures, despite their efforts to do so. This may be due to the cruelty of the teacher or the difficulty of the subject matter that results in student achievement anxiety has lived in a struggle between the hatred of art and the desire to collect. Some curriculum is flexible taught to all students in the same way, without taking into account individual differences among the various students, and without regard to their interests and aptitudes, and thus the student could face a difficult curriculum and teaching method teacher increase academic anxiety that develops into a concern achievement and then turns into a private future concern when school students secondary (Uqsuri 0.2002 m: 7-55).

Previous studies:

The Segnr (Seginer, 2000): study aimed to find out the relationship between the future direction of the teenagers and optimism defensive pessimism in the field of education, and amounted to sample 103 students ahead of the atheist tenth grade, was applied Hope Scale questionnaire future direction and questionnaire defensive pessimism, which was prepared by the researcher, and the results have shown the existence of a positive relationship between the function of academic optimism and future direction in the field of education, as defensive pessimism played an important role as a protection against potential negative consequences in the future orientation toward

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It also Mendwah (2006): study aimed to investigate the differences among students in concern the future depending on the variables (sex, specialty, academic

level) and its relationship to some academic compatibility appearances, study sample consisted of 600 students from Mansoura University, the study included a measure concern the future and the measure of academic compatibility prepared by the researcher, and the results of the study showed a statistically significant among university students in vocational anxiety differences, economic anxiety, general anxiety, the total score of the scale concern the future depending on the variables following taxonomic "sex, specialty, academic level," as It shows that males are more worried than females and students of the fourth level are more concerned than the first-level students and students of literary disciplines more concerned scientific disciplines students.

Arafat has also (2007): study aimed to identify the level of concern of the future and its relationship to variable sex and area of study, and the sample was composed of 578 students from the Faculty of Education at the University of Mosul in Iraq, has been used researcher measure concerns the future of Khalidi (2002 m) and the results showed that the level of high concern to the future with the sample, and the presence of a function correlation between the variable and variable concerns the future of sex, and the presence of correlation is significant correlation between the variable and variable concerns the future course of study

Research hypotheses

There are significant differences in the future concern among secondary school students based courses and the annual system.

There are significant differences in the future concern among high schoolers annual courses and order system.

There are significant differences in the future concern among students of high school courses system.

There are significant differences in the future concern among students and high schoolers annual system

Research Methodology:

The researcher used the occasion of the problem of this study, its objectives and its questions is the descriptive field.

Research population:

Research community of students and high school students in the third grade secondary (annual system, the system of courses) in the Department of Education in Jeddah schools are in the second semester of the academic year (1435-1436 AH).

Research sample:

The sample was derivation randomly by the school system (annual - courses) where the number of respondents (200) students in the city of Jeddah from the research community, by (100 students) of the courses system and (100 students) of the annual order in the classroom the second of the academic year (1435-1436h).

Research tools:

Scale concern the future of the preparation (Shakir, 2005), and rationing Freeh (2014 m) on the Saudi environment.

Description scale:

It has prepared an open questionnaire was presented to 200 students from the University of Tanta, and then was drafted (42), a clause aimed to know the individual clearly personal opinion in the future, measures concern the future on life problems, and the concern of health and death anxiety, and anxiety mental "worried thinking about the future," the despair of the future, fear and anxiety of failure in the future.

The researcher Freeh conducted (2014) study entitled "life satisfaction and its relationship to concern the future of secondary school students" has been used as a measure of concern the future (Shakir 0.2005 m) and has deleted the words No. (21-22) due to the application of the scale on high school students were the phrases for the cost of living, unemployment, and thus it became the measure of a (26) item.

The distribution of the dimensions of the future on a scale of five areas are as follows:

Fear and anxiety of failure in the future and figures phrases (1-2-5-15-27).

Mental anxiety "anxiety thinking about the future" and figures phrases (3-6-11-13-14-23-28).

The despair of the future and figures phrases (4-7-8-9-12-16).

Health anxiety and death anxiety and figures phrases (10-18-19-25-26).

The concern regarding the problems of life and future numbers phrases (17-20-24

Search Results and discussion**First results of the first hypothesis and discussed**

First hypothesis provides research on the presence of significant statistical differences in the future concern among secondary school students based courses and the annual system.

To validate this hypothesis, the researcher using the test "T" for two independent groups (Independent -t- Test) The following table shows the results concerning the imposition

Table 1: Test results (t) to denote the differences concern the future of high school students based courses and the annual system

Sig. Level	Value t	St. Deviation	mean	number	Study system	dimensional
Not	2.36	2.82	4.8	50	courses	future problems of life decisions
		2.82	6.14	50	yearly	
Not	1.67	3.82	6.54	50	courses	concern of the death decisions
		4.08	7.76	50	yearly	
Not	1.22	3.94	7.58	50	courses	anxiety thinking about the future
		4.09	8.56	50	yearly	
Not	1.76	4.6	6.44	50	courses	despair of the future decisions
		4.52	8.06	50	yearly	
Not	0.72	3.74	7.23	50	courses	Fear and anxiety of failure
		4.08	4.88	50	yearly	
Not	2.06	14.63	29.68	50	courses	total
		13.66	35.5	50	yearly	

It is shown in Table 1 for the tests) that there were no statistically significant differences in concern the future of high school students based courses Annual and order in all dimensions of scale concern the future, where the value of (v) overall (2.06) and thus was rejected first hypothesis which states there were significant statistical differences in the future concern among secondary school students based courses and the annual system. It attributes the researcher that the anxiety that students face at this point is with respect to entering the university desired by, due to the availability of acceptance in all the universities and the various systems of education in public secondary schools and provide opportunities for internal scholarship and external costs incurred this might limit future concern among students and converges level concern they have.

Second: The results of the second hypothesis and discussed

The second hypothesis states to look at and no significant statistical differences in the future concern among high schoolers annual courses and order system.

To validate this hypothesis, the researcher using the test "T" for two independent groups (Independent -t- Test) The following table shows the results concerning the imposition II:

Table 2: Test results (c) of the significant differences concern the future of high schoolers system courses and the annual system

Sig. Level	Value t	St. Deviation	mean	number	Study system	dimensional
Not	1.29	2.73	4.42	50	courses	future problems of life decisions
		2.35	3.76	50	yearly	
Not	-1.05	3.33	6.82	50	courses	concern of the death decisions
		3.69	7.56	50	yearly	
Not	1.13	3.25	7.96	50	courses	anxiety thinking about the future
		3.69	7.18	50	yearly	
Not	0.34	6.32	7.06	50	courses	despair of the future decisions
		3.65	6.72	50	yearly	
Not	3.12	2.5	4.18	50	courses	Fear and anxiety of failure
		2.23	2.7	50	yearly	
Not	2.01.12	11.65	30.44	50	courses	الكي للمقياس
		10.86	27.92	50	yearly	

Seen from the table (2) for the tests) lack of significant statistical differences in concern the future of high schoolers system courses Annual and order in all dimensions of scale concern the future, where the value of (v) overall (1.12) and it was rejected the second hypothesis, which It provides for a significant statistical differences in the future concern among high schoolers annual courses and order system. It attributes the researcher that the anxiety that students face at this point is with respect to entering the university desired by, due to the availability of acceptance in all the universities and the various systems of education in public secondary schools and provide opportunities for internal scholarship and external costs incurred this might limit future concern among students and converges level concern they have

Third, the results of the third hypothesis and discussed

The third hypothesis states to look at and no statistically significant differences in the differences concern the future of the students of high school courses system.

To validate this hypothesis, the researcher using the test "T" for two independent groups (Independent -t- Test) The following table shows the results for the third imposition

Table 3: Test results (t) to denote the differences concern the future of the students of high school courses system

Sig. Level	Value t	St. Deviation	mean	number	Study system	dimensional
Not	0.68	2.82	4.8	50	courses	future problems of life decisions
		2.73	4.42	50	yearly	
Not	-0.39	3.82	6.54	50	courses	concern of the death decisions
		3.69	6.82	50	yearly	
Not	-0.526	3.82	7.58	50	courses	anxiety thinking about the future
		3.33	7.96	50	yearly	
Not	-0.687	3.94	6.44	50	courses	despair of the future decisions
		4.7	7.06	50	yearly	
Not	0.222	4.32	4.32	50	courses	Fear and anxiety of failure
		3.71	4.18	50	yearly	
Not	-0.287	14.62	29.7	50	courses	الكي للمقياس
		11.65	30.4	50	yearly	

Seen from the table (3) for the tests) lack of significant statistical differences in concern the future of the students of high school courses system in all dimensions measure concerns the future, as the value of (v) College (-0.287) and so was denied the third hypothesis which states there were significant statistical differences in the future concern among students of high school courses system. Attribute the researcher, however, that decisions system has the same effect on equality at this stage has the same opportunities for post-secondary students and high school students in the courses system and that this system is a miniaturized version of the academic school system so there is no difference in the degree of concern about their future gender courses system

Fourth: The fourth hypothesis and results discussed

Fourth hypothesis provides research on the existence of significant differences concern differences in the future between the students and high schoolers annual system.

To validate this hypothesis, the researcher using the test "T" for two independent groups (Independent -t- Test) The following table shows the results for the fourth imposition

Table 4: Test results (t) to denote the differences concern the future of students and high schoolers annual system

Sig. Level	Value t	St. Deviation	mean	number	Study system	dimensional
Not	4.547	2.87	6.14	50	courses	future problems of life decisions
		2.35	3.76	50	yearly	
Not	0.386	4.08	7.86	50	courses	concern of the death decisions
		3.69	7.56	50	yearly	
Not	1.785	4.09	8.56	50	courses	anxiety thinking about the future
		3.69	7.18	50	yearly	
Not	1.646	4.52	8.06	50	courses	despair of the future decisions
		3.65	6.72	50	yearly	
Yes	3.315	4.08	4.88	50	courses	Fear and anxiety of failure
		2.23	2.7	50	yearly	
Yes	3.071	13.66	35.5	50	courses	الكلية للمقياس
		10.86	27.9	50	yearly	

Seen from the table (4) for the tests that there were no statistically significant differences in the concern future between students and high schoolers annual system when the following themes (the concern regarding the future problems of life, concern health and death anxiety, mental anxiety "anxiety thinking about the future," the despair of future), while the results table shown (4) and no statistically significant differences at the level (0.05) concern the future of students and high schoolers annual regime in scale concern the future in favor of males at the last axis of fear and anxiety of failure in the future and in the total scale, where the value (v) College (3.071) and this was accepted fourth hypothesis which states that there is a significant statistical differences in the future concern among the students of the high school's annual system. The researcher attributes because the anxiety experienced by students at this stage is stems from a sense of responsibility towards themselves and their families and their community and that the onus is on the largest of the others to get suitable jobs and income upon themselves to provide him and those with him livelihoods .

Recommendations

Through the current study and the resulting outcomes, the researcher recommends the following:

communicate the results of the current study, the Ministry of Education in Saudi Arabia to be taken into account.

The Ministry of Education develop outreach programs for middle school students and their parents to explain to them the school systems in the secondary stage.

The Ministry of Education has put professional guidance and direction for secondary school students programs to help them decide what post-secondary education

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