

Future anxiety among special education teachers in light of the Covid-19 pandemic

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Abstract: The present study aimed to identify the level of future anxiety among special education teachers in light of the Covid 19 pandemic. The descriptive, analytical approach was adopted. The researcher built the future anxiety scale and then verified the indications of its validity and stability. The study sample included (132) teachers of special education in the city of Amman. The results of the study indicated that the level of future anxiety they had was high in all fields and the overall score, whose mean was 3.85, and with regard to the variable of years of experience, the results indicated that there are statistically significant differences. Where the differences were between years of experience (less than 5 years) and (5 years- less than 10 years) in favor of years of experience (5 years- less than 10 years) and between years of experience (less than 5 years) and (10 years and more) In favor of years (10 years or more). As for the gender variable, the results indicated that there are statistically significant differences in the level of future anxiety as a whole, as the results showed that females are more anxious than males, and the study recommended the necessity of holding training workshops for special education teachers seeking to develop their skills and develop their capabilities to face future

Keywords: Future Anxiety, Special Education Teachers, COVID-19 Pandemic.

قلق المستقبل لدى معلمي التربية الخاصة في ظل جائحة كوفيد 19

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الملخص: هدفت الدراسة الحالية إلى التعرف على مستوى قلق المستقبل لدى معلمي التربية الخاصة في ظل جائحة كوفيد 19، تم اعتماد المنهج الوصفي التحليلي، قامت الباحثة ببناء مقياس قلق المستقبل والتحقق من دلالات صدقه وثباته، اشتملت عينة الدراسة على (132) من معلمي التربية الخاصة في مدينة عمان، أشارت نتائج الدراسة إلى أن مستوى قلق المستقبل لديهم جاء مرتفعاً على جميع المجالات وعلى الدرجة الكلية التي بلغ متوسطها الحسابي (3.85 من 5) وفيما يتعلق بمتغير سنوات الخبرة أشارت النتائج إلى وجود فروق دالة إحصائية حيث كانت الفروق بين سنوات الخبرة (أقل من 5 سنوات) و(5- أقل من 10 سنوات) لصالح سنوات الخبرة (5- أقل من 10 سنوات) وبين سنوات الخبرة (أقل من 5 سنوات) و(10 سنوات فأكثر) لصالح (10 سنوات فأكثر) وبالنسبة لمتغير الجنس أشارت النتائج إلى وجود فروق دالة إحصائية في مستوى القلق من المستقبل ككل: حيث أظهرت النتائج أن الإناث أكثر قلقاً من الذكور، وقد أوصت الدراسة بضرورة عقد ورشات تدريبية لمعلمي التربية الخاصة تسعى إلى تطوير مهاراتهم وتطوير قدراتهم على مواجهة قلق المستقبل.

الكلمات المفتاحية: قلق المستقبل، معلمي التربية الخاصة، جائحة كوفيد 19.

Introduction:

The rapid and massive spread of the Covid 19 pandemic has led to the emergence of many psychological pressures among individuals, as a large number live in a state of fear and tension about the events related to the pandemic, and this also leads to the emergence of a state of anxiety in the future and a state of uneasy anticipation of what is to come, In addition to the constant concern about the possibility of getting sick or having one of the family members and loved ones around them getting sick, which sometimes leads to more psychological pressures that may be difficult to deal with and face (Al-Anzi, 2020) And the psychological effects increase as a result of the rapid and intense spread of the virus with no specific treatment for it, which leads to the emergence of states of anxiety that range from simple and temporary to severe and chronic, especially since the followed procedures that the whole world takes to confront the ongoing pandemic are, as a whole, procedures that increase Levels of discomfort and insecurity for individuals in all their locations ((WHO), 2020).Among these procedures are long-term closures, stopping of normal activities, especially economic ones, and stopping going to work in many sectors, all of which exacerbate the psychological effects and even become a new source of anxiety, tension, fear and depression (United Nation, 2020) Also, the economic effects of closure, embargo, high unemployment rate, and the lack of adequate financial resources for a decent life lead to very great pressures on workers to meet the basic needs for them and their families, which is likely to increase the psychological effects of all family members, and pave the way for more anxiety and tension from the unknown future (Government of South Africa, 2020). Certainly, some categories are more vulnerable than others to the negative psychological effects of the pandemic, and among these are special education teachers who deal with students with disabilities. Those students who are in their own centers, some live in isolation from the family, and some suffer from nervous, mental or physical problems, which makes them more anxious, angry, or withdrawn (American Psychological Association (APA), 2020). Therefore, work must be done urgently to provide practical and emotional support through teachers of special education and specialists in providing care for them, in order to prevent the increase in cases of anxiety and tension among students, their teachers and those working with them. This doubles the responsibility of these teachers, which leads to their exposure to psychological stress more than others. They need acute awareness of the strict procedures that must be followed to protect these students through the continuous use of protective equipment, as they are unable to adequately protect themselves, all of this would put teachers of students with disabilities under the additional pressures, (Burgess & Sievertsen, 2020). There are a number of different factors and common reasons that lead to the emergence and increase of anxiety during this pandemic, including:

- Anxiety of illness and death
- Anxiety about losing work and lack of financial resources

- Anxiety about being away from the family, the wife, and the work environment as a result of social isolation.
- Anxiety about being in quarantine places and feeling helpless, bored, lonely and depressed due to isolation.
- Anxiety of reliving the experience of epidemics again (Güzel, Yildiz , Esentas , & Zerengök, 2020)

Future anxiety:

Future anxiety is one of the concerns that haunts societies due to the changes that have occurred for individuals as the future has become ambiguous. What people fear most is the unknown, and we often find negative outlooks of the future in light of the turmoil of life, the increase in life problems, and the acceleration of political, economic and social events, In addition to the frustrations that individuals experience in different areas of life. In the present age, anxiety arises continuously due to the rapid and multiple demands of the age, where individuals live in a society dominated by many life problems and pressures, that may affect the expectations and orientations of individuals towards the future, and may be reflected in one way or another on many aspects of the personality of the individual. (Bolanowski , 2005). Future anxiety is defined as an unpleasant emotional state that affects an individual while thinking about the future, during which he expects a threat to his future, what this future will be like, feeling a bit of pessimism, dissatisfaction, insecurity about the future, fear, helplessness, lack of fulfillment of hopes in the future, and fear of social, economic and anticipated problems in the future, accompanied by some lack of focus, incorrect thinking, tension, distress, and feeling some physical symptoms such as headache and general weakness (Al-Rashidi , 2017). It is also the type of anxiety that is related to the negative expectation of the future and its events, i.e. a state of tension, a sense of fear and uneasiness, the inability to face stressful life events and a pessimistic outlook with a feeling of constant frustration with negative thinking about the future and constant fear of disease (Al-Mansi , 2017). It is also defined as a fear or combination of terror and hope for the future, obsessive thoughts, death anxiety and unacceptable despair. It is also known as fear, tension, or distress that stems from the expectation of a danger whose source is largely unknown or unclear. Both fear and anxiety are accompanied by variables that contribute to the development of a sense of danger (Tulba, 2012)

Dimensions of future anxiety:

The theoretical literature indicates the multiplicity of dimensions that raise future anxiety among individuals, and the following are the most important areas that the researchers decided to address in their current study:

- The professional dimension: future anxiety is closely related to the professional dimension, as it relates to meeting material requirements that may constitute a real burden on the individual,

especially when he feels unable to meet these requirements in the future, with low salaries, an increase in prices, and the spread of poverty, misery and hunger in societies. Therefore, the professional dimension is a very important dimension for removing future anxiety, as it constitutes a basic pillar in creating a state of job and financial stability for the individual and society, which will positively affect the individual's psyche and the standard of daily living. (Arabiyat, 2019)

- The social dimension: Anxiety in this dimension is represented by the belief of individuals that their social relationships are ineffective due to their low social skills and their lack of interaction with others, which may lead to feelings of anxiety about fear, isolation and distancing from people in the future, in addition to fear of adaptation difficulties and failure in various social situations and constant anxiety of blaming and evaluating their achievements by others in the field of work (Al-Harbi , 2019).
- The family dimension: It is pointed out that future anxiety is also evident in the family dimension and what this dimension includes in terms of anxiety resulting from the individual's exposure to problems during the childhood period and the difficult events that may affect his personality later, which may afflict him with psychological disorders, the most important of which is anxiety From the idea of forming a family in the future for fear of many problems that an individual may face within his family, such as the abandonment of family members from their responsibilities, the control of problems, the anxiety arising from thinking about the future of children and the negative impact of working outside the home on family tasks and other family issues related to the formation of future anxiety. (Abu Elaish , 2017)

Characteristics of teachers with future anxiety:

There are many features that may appear in teachers who suffer from future anxiety, and these characteristics appear in the following areas:

- Cognitive features: These traits are related to the thoughts that revolve inside the person and are oscillating to make him pessimistic of life as he constantly feels that death is close in addition to the fear of losing control over his physical or mental functions, and these thoughts lead to an impact on the cognitive aspects related to the individual's thinking.
- Behavioral features: Behavioral manifestations are related to many of the individual's behaviors which take different forms, such as avoiding embarrassing situations for the person as well as anxiety-provoking situations, and it may appear in a form of withdrawal from many situations that may cause anxiety and tension, and may sometimes appear in an aggressive manner.
- Physical features: This can be seen through the biological and physiological reactions that appear on the individual, such as shortness of breath, dry throat, cold limbs, high blood pressure, fainting and indigestion.

- Psychological features: These manifestations appear in fear of potential evil, psychological exhaustion, depression, lack of self-confidence, sleeping difficulty and nightmares, and lack of psychological security. (Al-Hamdani , 2011)

Special education teachers:

The interest in the role of special education teachers has increased, as it differs from the role of the regular teacher, as they deal with students with disabilities and this requires them to fully understand their psychological characteristics, behaviors, needs, preferences and interests. They should also strive to provide what suits them with methods and activities that are appropriate to their levels, and suit their different conditions. Interest in these teachers has also increased because of the more difficult task that awaits them, as they are expected to deal with children who show developmental deviations that may sometimes be dangerous, in addition to the suffering of some from many behavioral disorders, It is assumed that special education teachers, as a result of their interaction with this group of students, are subjected to personal pressures that differ from those that ordinary teachers are subjected to. The education of children with disabilities involves multiple difficulties that may in turn be reflected in the personal characteristics of these teachers that require them to perform their work well (Jarwan, 2021). Among these characteristics is that the teacher should be mature, qualified and trained adequately, friendly, content and fair, and that he has his own resources of entertainment in his private life in order to relieve the psychological pressures related to the nature of his work. It is also preferable for him not to move around a lot in his work, but to increase his experience in the specialization more and more. He must have a sense of the importance of time, benefit from it and use it in the present, and have confidence and optimism in what tomorrow will bring. He must be a cheerful person full of hope, confident of his own values, and wise in choosing the right decisions. (Al-Khatib & Al-Hadidi , 2017)

The tasks performed by special education teachers:

These teachers perform a number of specialized tasks that are consistent with their professional role, and among the most prominent of these tasks is what was mentioned in (Arabiyat, 2019):

- Carrying out evaluation and diagnosis processes in order to determine the basic needs of each student.
- Preparing individual educational plans and working to implement them
- Teaching students with disabilities, and training them on skills that a regular class teacher cannot do.
- Helping students with disabilities to overcome the various problems caused by disability.
- Helping students with disabilities acquire communicative and social skills.

- Facilitating the task of students with disabilities to participate in classroom and extra-curricular activities.
- Representing students with disabilities in school meetings, emphasizing their basic needs, and defending their rights and essential issues.
- Helping parents of students with disabilities to recognize the effects of psychological and social disability on the behavior of their children, and providing them with educational materials and aids that would facilitate the task of following up on their children's school duties, and contribute to increasing their awareness of the characteristics, needs, rights and duties of their children, which makes them effective in school parents' councils and others.

Obstacles facing special education teachers:

Regarding the education of students with disabilities, it involves many challenges and difficulties, in addition to the fact that special education teachers are vulnerable to the same pressures that ordinary teachers are exposed to, they face many other difficulties despite their continuous efforts, especially since students with disabilities do not easily change their performance and do not progress as quickly as expected. Which may cause feelings of failure, inadequacy and disappointment (Al-Khatib & Al-Hadidi , 2017)

Some of these obstacles are the following:

- Obstacles related to referral and diagnosis: Diagnosis in special education in particular is a complex process, especially in tests that measure mental ability. The results of these tests result in obstacles related to stigma and the child's family.

There are multiple obstacles that may face the diagnostic process, including: the lack of appropriate tests, the inadequacy of the tests for age groups, the inadequacy of the tests for the environment because they are not standardized, the lack of suitable places for application, and the lack of specialists and trainers of theoretical and practical training (Al-Jawaldeh, 2016)

- Obstacles related to the lack of adequate opportunities for professional development and maturity, and the lack of financial incentives granted to special education teachers, the inadequate appreciation of their efforts, in addition to the poor preparation of special education teachers, and the deficiency in the practice of the education process and the implementation of the educational plan for people with special needs, In addition to this, there are obstacles related to educational programs, curricula, and teaching for people with special needs, as extraordinary education programs are concerned with documenting the individual's relationship with his community, modifying society's view of him, providing opportunities for equal interaction with others and removing the causes of isolationism that may result from disability (Al Khatib, 2019)

Study problem:

Special education teachers in Jordan, like others around the world, have been affected by the emergency conditions related to the spread of the Covid 19 pandemic, and they may be affected more than others due to their dealings with a group of students who may be unable to adequately protect themselves due to the nature of their conditions related to disability and the low level of awareness among some, Which exposes them more than others to various pressures, the most important of which is the sense of responsibility towards protecting these students, Likewise, they are increasingly concerned about the future about what will happen to their students with disabilities after the suspension of a number of programs and services provided to them as a result of quarantine and distance learning problems and other problems, in addition to the fact that these teachers are vulnerable to facing difficult and different challenges related to their feelings of anxiety resulting from their fear of losing some of their students or one of their family members or friends and loved ones as a result of this difficult disease, and their great anxiety about losing their jobs at any time, which may negatively affect their lives and their performance with their students. In addition to that, the good mental health of special education teachers is a basic motivation for them to accept students and move towards serious work with them, so the anxious teacher is unable to work and give as required. This is why the study of “ future anxiety “ is an important and necessary issue related to special education teachers. Therefore, this study came to deal with special education teachers and to try to reveal the level of future anxiety they have in light of the Covid 19 pandemic, in order to obtain accurate data through the results of the study, which may contribute to providing psychological support to these teachers to relieve the anxiety they face during the pandemic period as much as possible.

Previous studies

(ASafi, 2020) The current research aims to know the level of death anxiety resulting from the Corona pandemic in a sample of Iraqi society, the significance of the statistical differences in the level of death anxiety resulting from the Corona pandemic in a sample of the Iraqi community according to the gender variable (male – female), and the significance of the statistical differences in the level of death anxiety resulting from the Corona pandemic in a sample of Iraqi society according to the age variable. The sample of the study consists of (317) individuals, (133) males and (185) females, of four categories of ages, the 1st category includes ages less than 20 years old and their number was (19) , the 2nd category includes ages ranging between 21-39 years old and their number was (205), the 3rd category includes ages ranging between 40-59 years old and their number was (85), the 4th category includes ages more than 60 years old and their number was (8). Scale of death anxiety of corona pandemic has been applied by (Donald Tamber) (1976), he extracted the consistence by the (Kronbach) method (79). The researchers pointed out that there was a high level of anxiety about death in light of the Corona pandemic,

and there were no differences between the genders in the level of anxiety about death. There are differences in age coefficient between 21-39 years of age in the level of death anxiety from the Corona pandemic. The researchers reached, to complete the current study, to some recommendations.

The study (Dwivey. , Marsali, & Taraca , 2020) aimed to identify the level of social anxiety among teachers, and to know the correlation between social anxiety and its relationship to psychological and social harmony in light of the Corona pandemic and quarantine. The descriptive approach was used, and to collect data, two measures, prepared by the researchers, were used: the social anxiety scale and the psychological and social compatibility scale. The study sample consisted of 60 teachers from the Department of Social Sciences at the University of Blida and the study reached the following results: The level of social anxiety among the sample members was low, as well as, the results indicated that there is a negative correlation between social anxiety and psychological and social compatibility of the sample members.

(Al-Khawaja, Al-Hasani, & Al-Sawai, 2020) The present study aimed to investigate Coronavirus (Covid- 19) anxiety level among General Education Diploma students in South Governorate in Oman, based on a sample of 848 students (250 male students, 598 female students) during the second semester 2020. The Descriptive method was used. Findings show that there is an increase in anxiety level among the sample, where it reached (4.24). Also, Findings show that there is a significant difference in anxiety level according to gender (male-female). The study also showed significant differences in Anxiety level according to the variable of the educational path (scientific (pure)- literary (applied)) in the dimension (personal anxiety) & (media anxiety) in favor of students of the literary path (applied), & in the dimension (personal anxiety) in favor of low academic students. The study recommends intensifying psychological counseling and vocational guidance programs with the available means to relieve students' anxiety, and conducting studies that include the study variable on other groups of students.

Study questions:

- 1- What is the level of future anxiety among special education teachers in light of the Covid-19 pandemic?
- 2- Are there statistically significant differences at ($\alpha = 0.05$) in the level of future anxiety among teachers of special education students in light of the COVID-19 pandemic due to the two variables (gender and years of experience)?

Study hypotheses:

- The first hypothesis: Special education teachers suffer from a high level of future anxiety.
- The second hypothesis: There are no statistically significant differences at ($\alpha = 0.05$) in the level of future anxiety according to the gender variable.

- The third hypothesis: There are no statistically significant differences at ($\alpha = 0.05$) in the level of future anxiety according to "the years of experience" variable.

Study objectives:

- The present study aimed to identify the level of future anxiety among special education teachers in light of the Covid 19 pandemic.
- The present study aimed to find out whether there are statistically significant differences in the level of anxiety among special education teachers in light of the Covid 19 pandemic according to the variables of gender and years of experience.

Significance of study:

- The importance of this study lies in the theoretical frameworks it may present to be added to the Arab Library on the subject of the level of future anxiety among special education teachers in light of the COVID-19 pandemic
- The current study provides a tool that could help researchers in this field, namely, the future anxiety scale among special education teachers.
- The results of this study may benefit those in charge of special education centers by preparing educational programs and training courses to reduce the level of future anxiety in order to improve the professional and psychological compatibility of their teachers.
- Researchers in the field of special education may benefit from the results of this study to conduct more research on teachers working with students with disabilities.

Study limitations:

- The extent of the study sample's representation of special education teachers in a number of special education centers in the city of Amman,
- The extent of the sample members' sincerity in responding to the study tool.
- The indications of validity and reliability of the study tool and the research methodology used.
- The descriptive approach, in addition to the application conditions in light of the Covid 19 pandemic

Study Delimitations:

- Human limits: The study was applied to special education teachers working in special education centers.
- Time limits: The study was applied during the first semester of the year 2020/2021
- Spatial limits: The study was applied in special education centers located in the capital, Amman.

Terms of study:

- **Future anxiety:** It is theoretically defined as a psychogenic disorder results from unpleasant past experiences, with a perceptual distortion of the reality and the self by evoking unpleasant memories and past experiences, with an exaggeration of negatives and a refutation of the positives of the self and reality, which makes the individual in a state of tension and insecurity. This drives him to self-destruction, apparent inability, generalizing failure and anticipation of catastrophes, and leads him to a state of pessimism about the future, anxiety about thinking about the future, fear of expected future social and economic problems, obsessive thoughts, anxiety of death and despair (Al-Harbi , Anxiety about the future and its relationship to self-esteem and level of ambition among high school students in Riyadh. Unpublished MA Thesis, Naif Arab University for Security Sciences, Saudi Arabia., 2014, p. 32). Procedurally, it is defined: the degree to which the study sample individuals obtain in the future anxiety scale in the current study.
- **Special Education Teachers:**They are the teachers who are on duty and graduated from the departments specialized in the field of special education in colleges of education or specialized teacher colleges, and who have a bachelor's or diploma or master's degree in specializations that qualify them to work with students with disabilities, and they have general experience in the fields of detection, identification and rehabilitation of disability categories (Al-Khatib & Al-Hadidi , 2017, p. 29) and they are defined, in this study, as the members of the sample, who were randomly selected from a number of special education centers in Amman.
- **The Covid-19 pandemic,** also known as the Coronavirus pandemic, is a currently ongoing global pandemic caused by the Coronavirus 2 associated with severe acute respiratory syndrome (SARS-Cove-2). The disease first broke out in Wuhan, China, in early December 2019, the World Health Organization announced officially, on January 30th, the outbreak of the virus constituted a public health emergency of international concern, and confirmed the disease's transformation into a pandemic on March 11th. More than 20 million cases of COVID-19 were reported in more than 188 countries and regions as of August 10, 2020, including more than 734,000 deaths, in addition to the recovery of more than 12.2 million infected people. (Wikipedia, 2020)

Study methodology:

The present study used the descriptive approach.

Study population: The study population consisted of all teachers of special education in private centers in the city of Amman.

Study sample: The study sample consisted of (132) male and female teachers from (15) centers for special education in the city of Amman, who were randomly selected. The exploratory sample, which

was outside the study sample, consisted of (20) teachers for special education, and Table No. (1) shows the distribution of the study sample individuals according to personal variables.

Table (1): Distribution of the study sample according to personal variables

Variable	Level	Freq	Percentage
Gender	Male	53	40%
	Female	79	60%
	Total	132	100%
Years of Experience	Less than 5 years	72	54%
	5 years – less than 10 years	48	28%
	10 years and more	12	9%
	Total	132	100%

Study tool:

The researchers developed the study tool that consists of the future anxiety scale according to the following:

Future Anxiety Scale: The researchers prepared a future anxiety scale by referring to the theoretical literature and previous studies, and (3) dimensions were identified for the scale (professional, social, and family), and the scale in its initial form consisted of (35) items distributed over three dimensions, and the researchers approved the Likert's five-point scale (always, often, sometimes, rarely, never), and the scale was corrected by giving the grading (5, 4, 3, 2, 1) in the case of positive items, and the opposite of the weights in the case of negative ones.

Validity of scale: The validity of the scale was verified in two ways:

Validity of the content: The scale was presented in its initial form to (9) arbitrators specializing in special education in a number of Jordanian universities, where the notes and amendments agreed upon by (80%) of the arbitrators were taken into account, and in light of this, the scale was prepared in the final form which included (28) items.

Construct validity: The construction validity indicators were verified by applying the scale to an exploratory sample from outside the study sample consisting of (20) teachers in the field of special education, and the construction validity indicators were calculated for the scale by calculating the correlation coefficients between the items and the dimension to which they belong, the items and the total degree, and Table (2) shows that.

Table (2): Correlation coefficients between items, dimension, items and overall score on the scale of future anxiety

No.	Professional		Social		Family	
	Dimension	Total	Dimension	Total	Dimension	Total
1	**0.96	**0.89	**0.76	**0.87	0.97	**0.95
2	**0.98	**0.87	**0.92	**0.85	0.89	**0.91
3	**0.94	**0.84	**0.92	**0.85	0.91	**0.89
4	**0.91	**0.96	**0.97	**0.97	0.90	**0.85
5	**0.99	**0.90	**0.95	**0.94	0.88	**0.80
6	**0.96	**0.93	**0.97	**0.92	0.92	**0.88
7	**0.77	**0.92	**0.98	**0.97	0.97	**0.98
8	**0.91	**0.78	**0.97	**0.90	0.87	**0.89
9	**0.74	**0.68	**0.93	**0.90	0.96	**0.93
10			**0.81	**0.78		

** Statistically significant at the level of significance ($\alpha=0.01$).

Table No. (2) shows that all the correlation coefficients are of acceptable degrees and statistically significant. Therefore, no items have been deleted. Correlation coefficients were calculated between the dimensions of the future anxiety scale with each other, and the overall score of the scale. Table No. (3) illustrates this.

Table (3): Correlation coefficients between the dimensions of the future anxiety scale with each other, and the overall degree of the scale

	professional	Social	Family	Total
Professional	1.00			
Social	**0.82	1.00		
Family	**0.82	**0.96	1.00	
Total	**0.91	**0.98	**0.98	1.00

** Statistically significant at the level of significance ($\alpha=0.01$).

Table No. (3) shows that the correlation coefficients between the dimensions of the future anxiety scale with each other, and the overall score of the scale was statistically significant at the level of significance ($\alpha=0.01$).

Reliability of the scale:

To verify the reliability of the future anxiety scale, the reliability coefficients for it were calculated, in two ways: the first is the application and re-application method, by applying the scale to an exploratory sample of (20) teachers, by applying it twice and with a time interval of two weeks between the first

application and the second one. The correlation coefficients between the two applications were found, and the values of the internal consistency of the scale as a whole, and for each of its dimensions, were calculated using the Cronbach alpha coefficient, and Table (4) shows the reliability results.

Table (4): reliability coefficients for the dimensions of the future anxiety scale and its overall significance using the Cronbach alpha equation and the Pearson correlation coefficient

Dimension	Cronbach alpha	re-application
Professional	0.80	0.73*
Social	0.81	0.75*
Family	0.78	0.77*
Total	0.83	0.87*

* Statistically significant at the level of significance ($\alpha=0.05$).

The results of Table (4) indicated that the stability coefficients using the Cronbach alpha coefficient ranged between (0.78-0.81), and the total score (0.83), and all of them were statistically significant at the level of significance ($\alpha=0.05$). As for the stability using the application and re-application method, the values of the Pearson correlation coefficient ranged between (0.73-0.77), and reached the total score (0.78), and all of them were statistically significant at the level of significance ($\alpha=0.05$), and this is an indication that the scale has an acceptable degree of stability.

Correction of the future anxiety scale:

in order to answer the scale items, the respondent places a sign (\surd) in front of each item according to the extent to which it applies to him, according to the estimation of the Likert's five-point scale (always, often, sometimes, rarely, never), and the scale was corrected by giving the grading (5, 4, 3, 2, 1) in the case of positive items, and the weights are reversed in the case of negative ones. In order to determine the pattern of future anxiety levels among special education teachers, the study sample, the researchers identified three levels of future anxiety (low, medium, high), and the following statistical equation was used:

$$\text{Length of Period} = (\text{Upper Limit Alternative} - \text{Minimum Alternative}) / \text{Number of Levels}$$

$$(5-1) / 3 = 4/3 = 1.33, \text{ so the levels are as follows:}$$

Thus, the specified levels are as follows: The low level: its averages range between (1-2.33) degrees. The medium level: Its averages range between (2.44-3.66) degrees. The high level: its averages range between (3.67-5) degrees.

Study procedures:

- Reviewing the theoretical literature, previous studies and related scales.
- Preparing study tool and extracting indications of validity and reliability.

- Study tool was also transferred to an electronic format through the "Google" template.
- The study sample was identified and (132) teachers were selected randomly from (12) Special education centers.
- The exploratory sample, which included (20) male and female teachers from outside the study sample, was determined.
- Directors of the selected centers were contacted by phone, and adequate explanation was provided about the confidentiality and purpose of the study, and they were asked to cooperate in circulating the study tool to the teachers of their centers.
- The study tool was sent to the directors of the selected centers, who circulated them to their teachers and informed them of the need to answer the study tool
- Receiving the filled tool through the specified e-mail, performing data analysis according to the (SPSS) program and extracting the results and discussing them.

Statistical processors:

To answer the study questions, the following statistical processes were used:

- In order to answer the first question, the means and standard deviations were extracted.
- To answer the second question, the averages and standard deviations were extracted, and Two-Way MANOVA was used.

Results:

The hypotheses were tested and verified by answering the following questions:

- **Results related to the first question:** What is the level of future anxiety among special education teachers in light of the Covid-19 pandemic?.

This question was answered by extracting the means and standard deviations of the study sample's estimates about the dimensions of the future anxiety scale, and the scale as a whole. Table No. (5) illustrates this.

Table (5): The means and standard deviations of the estimates of the study sample individuals about the dimensions of the future anxiety scale and the scale as a whole arranged in descending order according to the mean

Rank	No.	Dimension	Means	Standard deviations	Estimates
1	1	Professional	4.07	1.14	High
2	2	Social	3.79	0.84	High
3	3	Family	3.71	1.24	High
Future anxiety scale as a whole			3.85	1.03	High

Table No. (5) shows that the level of future anxiety among special education teachers in the city of Amman was high, as the mean of the study sample's estimates of the future anxiety scale as a whole reached (3.85) with a high degree, as shown in Table No. (9) The averages of the study sample's estimates about the sub-dimensions of the psychological anxiety scale ranged between (3.71-4.07) with a high evaluation score for all dimensions, and the arrangement of the sub-dimensions according to the mean was as follows: The "professional " dimension ranked first with an average (4.07), and a standard deviation (0.84), and in the second place was the social dimension with a mean (3.79) and a standard deviation (1.14), while the family dimension came in the third and last place with a mean (3.71) and a standard deviation (1.24).

- **Results related to the second question:** Are there statistically significant differences at the level ($\alpha = 0.05$) in the level of future anxiety among special education teachers In light of the Covid-19 pandemic due to the variables of gender and years of experience?

To answer this question, the averages and standard deviations of the estimates of the study sample individuals were extracted on all dimensions of the "future anxiety" scale and the scale as a whole according to the personal variables. A (2 way MNOVA) analysis was applied to the scale dimensions according to the personal variables, and 2 way ANOVA was also applied on the scale as a whole according to personal variables, Table (6) illustrates this.

Table (6): The means and standard deviations of the estimates of the study sample individuals on all dimensions of future anxiety and the scale as a whole according to personal variables

Variable	Level	Professional dimension		Social dimension		Family dimension		Future anxiety as a whole	
		standard deviations	Mean	standard deviations	Mean	standard deviations	Mean	standard deviations	Mean
Gender	Male	0.78	3.96	1.15	3.78	1.26	3.66	1.04	3.81
	Female	0.90	4.17	1.14	3.80	1.23	3.75	1.03	3.89
Years of experience	Less than 5 years	0.64	4.37	1.01	4.38	0.98	4.33	0.85	4.37
	5 years – less than 10 years	0.89	3.57	0.90	3.11	0.96	3.16	0.89	3.27
	10 years and more	0.56	3.92	1.02	3.05	1.23	2.63	0.86	3.19

Table No. (6) shows apparent differences between the means of the sample's estimates about the level of future anxiety, according to two variables (gender, years of experience). To find out the statistical significance of these differences, a (2 way MNOVA) analysis was applied to the dimensions of future anxiety, according to the two variables (gender, years of experience). Table No. (7) illustrates this.

Table (7): Results of applying (2 way MNOVA) analysis on the dimensions of psychological anxiety, according to two variables (gender, years of experience)

	Dimensions	Sum of squares	Degree of Freedom (DF)	Squares' average	F-value	Statistical significance
Gender Hotelling's Trace = 0.033	Professional	6.98	1	6.98	*12.36	0.00
	Social	6.26	1	6.26	*7.09	0.01
	Family	5.91	1	5.91	*5.85	0.02
Years of experience Wilks' Lambda = 0.329	Professional	29.07	2	14.54	*25.74	0.00
	Social	88.24	2	44.12	*49.94	0.00
	Family	110.35	2	55.18	*54.60	0.00
Error	Professional	112.96	200	0.56		
	Social	176.71	200	0.88		
	Family	202.09	200	1.01		
Total	Professional	3523.62	204			
	Social	3198.76	204			
	Family	3115.88	204			
Total	Professional	143.94	203			
	Social	265.15	203			
	Family	312.58	203			

* Statistically significant at the level of significance ($\alpha = 0.05$).

Table No. (7) shows the following:

- There were statistically significant differences at the level ($\alpha = 0.05$) between the estimates of the study sample individuals on the future anxiety scale according to the gender variable, where the (F) values were statistically significant, and the differences are in favor of (females).
- There are statistically significant differences at the level ($\alpha = 0.05$) between the estimates of the study sample individuals on the future anxiety scale according to the years of experience variable, where the (F) values of the scale dimensions were statistically significant, To find out the sources of these differences, Scheffe's test was applied for dimensional comparisons, and Table (8) illustrates that.

Table No. (8): Results of applying the Scheffe test for dimensional comparisons on the dimensions of the future anxiety scale according to years of experience

Dimension	Experience	Mean	Less than 5 years	5 years – less than 10 years	10 years and more
Professional	Less than 5 years	4.36		0.78*	0.44*
	5 years – less than 10 years	3.58			-*0.34
	10 years and more	3.92			
Social	Less than 5 years	4.37		1.25*	1.32*
	5 years – less than 10 years	3.12			0.07
	10 years and more	3.05			
Family	Less than 5 years	4.34		1.19*	1.71*
	5 years – less than 10 years	3.15			0.52*
	10 years and more	2.63			

* Statistically significant at the level of significance ($\alpha = 0.05$).

Table No. (8) illustrates the following:

- The sources of differences regarding the professional dimension were between years of experience (less than 5 years) and (5 years – less than 10 years) in favor of years of experience (less than 5 years) and years of experience (less than 5 years – 10 years and more) in favor of Years (less than 5 years), and there are also differences between years of experience (5 years – less than 10 years) and (10 years or more) in favor of (10 years or more).
- The sources of differences regarding the social dimension were between years of experience (less than 5 years) and (5 years – less than 10 years) in favor of years of experience (less than 5 years), and between years of experience (less than 5 years) and (10 Years and more) in favor of years (less than 5 years).
- The sources of differences regarding the family dimension were between years of experience (less than 5 years) and (5 years – less than 10 years) in favor of years of experience (less than 5 years), and between years of experience (less than 5 years) and (10) Years or more) in favor of years (less than 5 years), and there are differences between years of experience (5 years – less than 10 years) and (10 years or more) in favor of (5 years – less than 10 years).

To identify the statistical significance of the differences in the levels of the “future anxiety” scale as a whole for special education teachers, according to the variables of gender and years of experience, the (2 way ANOVA) analysis was applied to the future anxiety scale as a whole, and Table No. (9) illustrates this.

Table (9): Results of applying the two-way ANOVA analysis to the scale of future anxiety as a whole, according to the variables of gender and years of experience

Dimensions	Sum of squares	Degree of Freedom (DF)	Squares' average	F- value	Statistical significance
Gender	6.37	1	6.37	8.61	0.00
Years of experience	68.67	2	34.34	46.38	0.00
Error	148.06	200	0.74		
Total	3247.59	204			
Total	217.25	203			

* Statistically significant at the level of significance ($\alpha = 0.05$).

Table No. (9) shows the following:

- There are statistically significant differences at the level ($\alpha = 0.05$) between the estimates of the study sample on the future anxiety scale as a whole according to the gender variable, where the value of (F) for the scale as a whole according to the gender variable reached (8.61), which is a statistically significant value and the differences were in favor of (Females).
- There were statistically significant differences at the level ($\alpha = 0.05$) between the estimates of the study sample individuals on the "future anxiety scale" as a whole among special education teachers according to the years of experience variable, where the value of (F) for the future anxiety scale as a whole according to years of experience was (46.38) which is a statistically significant value, and to know the sources of these differences, Scheffe's test for dimensional comparisons was applied to the scale as a whole according to years of experience. Table No. (10) illustrates this.

Table No. (10): Results of applying the Scheffe test for dimensional comparisons on the scale of future anxiety as a whole according to years of experience

Years of experience	Mean	Less than 5 years	5 years – less than 10 years	10 years and more
Less than 5 years	4.36		*1.08	*1.17
5 years – less than 10 years	3.28			0.09
10 years and more	3.19			

* Statistically significant at the level of significance ($\alpha = 0.05$).

Table No. (10) shows that the sources of the differences were between years of experience (less than 5 years) and (5 years – less than 10 years) were in favor of (less than 5 years), and between years of experience (less than 5 years) and (10 years or more) were in favor of (less than 5 years).

Discussing the results

- As for the results of the first question: the level of anxiety was high in all dimensions and on the overall degree, and this can be explained by the fact that the current study was conducted in light of the spread of the Covid 19 pandemic, which increased the feeling of future anxiety as a result of the prevailing work conditions and the dismissal of a large number of workers in various fields and in Special education centers as well, In addition, the nature of work, according to what studies indicate, may impose a kind of job burnout, which makes special education teachers more likely to leave their work in search of another job, and this is an important source of future anxiety. In addition to the fact that the rewards and salaries paid to special education teachers in general are relatively few, which raises the concern of these teachers for their inability to meet all financial demands or even to save, even a small percentage, for the future.

This is what was indicated by the study of (Al-Khawaja, Al-Hasani, & Al-Sawai, 2020), which showed that the Covid 19 pandemic caused an increase in the level of anxiety among individuals, as this study agreed in its results with the result of the current study and the researcher's observations and her connection with a number of special education centers as she has noticed the different levels of anxiety among special education teachers, and through her interviews with a number of them, where the teachers' complaints and frustration were evident and their fear of losing work as a result of the continuous closures of the special education centers and the increase in the number of workers who lost their jobs during the pandemic after the centers dispensed with the services of a large number of them, and the number of workers in general was reduced and some refused to pay salaries to their employees as a result of the economic conditions caused by the pandemic. (Al-Khawaja, Al-Hasani, & Al-Sawai, 2020)

- In addition to that future anxiety does not stop at the loss of work only, as indicated by (Güzel, Yildiz , Esentas , & Zerengök, 2020), but may extend to anxiety about life and death or loss of life or a relative of the individual, especially with the spread of the Covid 19 virus, Which caused panic for all workers and made them fear infection with this deadly virus and causing infection to people who care for them and love them.
- As for the results of the second question, differences appeared in the level of anxiety, as females were more anxious than males. This can be explained by the fact that female workers in general are more afraid of their inability to meet the requirements of the family and reconcile with the requirements of work, which causes an additional source of concern about the possibility of losing work in the future compared to males who are not required to complete household tasks as it is a female's responsibility. And this can also be explained by the fact that working with People with special needs may cause concern for the female to have children with disabilities in the future. As for years of experience, the results indicated the existence of significant differences, as the level of anxiety appeared to be higher in the group (less than 5 years) in two comparisons, and in the group (more than 10 years) in one

comparison, while the group (5 to 10 years) was less anxious. This can be explained by the fact that those with less experience are more anxious because of the instability of their practical matters and the possibility of dispensing with them, because they are less experienced than others. As for the high anxiety of those with more than 10 years of experience, the reason may be that they became parents with the realization that their relatively long period of work did not bring them the financial gains that they expected and thus they could not save for their future or the future of their children. The results of the study by (Al-Khawaja, Al-Hasani, & Al-Sawai, 2020) indicated that there are differences in the level of anxiety between both genders as a result of the Covid 19 pandemic, and the researcher believes that the majority of females in the Jordanian society are forced to work because of the urgent need for a job as a result of the economic conditions, which cannot be tolerated by a large number of families without the participation of women in work; and because of the caring role that females play in society, anxiety about the future is at a higher level than males and this may be due to the few options for females in choosing another profession that they may not be able to undertake, unlike males.

The researcher believes that experience has a great role in thinking about the future, as with the passage of years and the quality of experiences that the workers go through, it may help in better planning for the future. Through the researcher's experience in the field, those who acquire experience in the field of special education can develop private projects, even if they are small. And many workers are reluctant to work at private centers after gaining qualitative experience in the field and establish their own centers or work on the private individual sessions system, while those who are still fresh in the field need more years to gain experience and fear of losing work increases the level of future anxiety they have because of their constant thinking about What will happen next as a result of the consequences of the pandemic and the demands of life.

Recommendation:

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

- Holding training workshops for special education teachers seeking to develop their skills and develop their abilities to face future anxiety.
- Conducting more studies targeting the environment of workers in the field of special education in general, and special education teachers in particular, and identifying their various psychological needs.
- Recommending to decision-makers the necessity of providing job security for special education teachers, which would contribute to relieving pressures that would increase the level of future anxiety.

- Increasing interest in special education teachers and their working conditions, especially in light of the severe reluctance to practice the profession.
- Studying the causes that lead to the high level of future anxiety for special education teachers and trying to address them.

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ملحق رقم 1 أداة الدراسة

استبانة قلق المستقبل

المعلم الفاضل/ المعلمة الفاضلة

تحية طيبة وبعد...

لغايات إجراء بحث علمي، يرجى التلطف بتعبئة الاستبانة المرفقة بالإضافة إلى المعلومات اللازمة من خلال وضع إشارة عند البديل المناسب

وسيتم التعامل مع المعلومات بسرية مطلقة.

مع خالص الشكر

الباحثة

الجنس:

- ذكر

- أنثى

سنوات الخبرة:

- أقل من 5 سنوات

- 5 سنوات إلى أقل من 10 سنوات

- 10 سنوات فأكثر

الرقم	فقرات البعد المهني	بدرجة كبيرة جدا	بدرجة كبيرة	بدرجة متوسطة	بدرجة قليلة	بدرجة قليلة جدا
1	أشعر أن التخطيط للعمل في ظل جائحة كوفيد 19 مضيعة للوقت					
2	أشعر بالقلق والصراع بين ترك العمل والالتزام به خوفاً من التقاط الفيروس					
3	أشعر بالقلق حيال استمرارية الضائقة الاقتصادية نتيجة تفشي جائحة كوفيد 19					
4	أتوقع وجود صعوبات مستقبلية ترهقني للحصول على دخل يسد حاجاتي المعيشية					
5	أخشى أن يتم الاستغناء عني في العمل نتيجة ظروف جائحة كوفيد 19					
6	أخشى أن أداء طلابي سيسير باتجاه الأسوأ نتيجة ظروف الجائحة					
7	قلقي على مستقبلي المهني يخفف من دافعتي نحو العمل					
8	ينتابني الأرق كلما فكرت في إمكانية خسارة عملي					
9	أخشى أن يصيبني الفيروس ويتم الاستغناء عني في العمل					
10	أخاف أن أفشل في تحقيق أهدافي الوظيفية التي طالما حلمت بها					
11	يسيطر علي القلق فمستقبلي العملي أصبح غير واضح في ظل استمرار الجائحة					

الرقم	فقرات البعد المهني	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
الرقم	البعد الاجتماعي	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
12	نتيجة تفشي كوفيد 19 لم يعد لدي اصدقاء اعتمد عليهم وقت الحاجة					
13	أخشى أن تجبرني ظروف الجائحة على التعامل مع أشخاص لا أنسجم معهم					
14	أخشى من استمرار التأثير السلبي على العلاقات الاجتماعية نتيجة الحجر والإغلاق المستمرين					
15	أشعر أن حياة البشر مقبلة على كوارث مستقبلية كثيرة نتيجة تفشي الأمراض والأوبئة					
16	أرى أن العلاقات الاجتماعية أصبحت نفعية وغير صادقة					
17	اميل إلى عدم التحدث عن المستقبل مع الآخرين					
18	أشعر بعدم الراحة عند الجلوس مع الآخرين لفترة طويلة					
19	أصبحت أخشى من المشاركة بالمناسبات الاجتماعية خوفاً من المرض					
20	أخشى أن يراني الآخرون ضعيفاً منهزماً بسبب خوفي من التقاط الفيروس					
الرقم	البعد الأسري	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
21	ينتابني القلق من فكرة فقدان أحد أفراد أسرتي بسبب تفشي جائحة كوفيد 19					
22	أشعر أن فرص أسرتي في الشعور بالسعادة والأمان ستتضاءل مع بقاء كوفيد 19					
23	أخشى أن أفراد أسرتي غير قادرين على التكيف مع التغيير المفاجئ الذي فرضته ظروف الجائحة					
24	أشعر بالقلق على مستقبل أسرتي					
25	أخاف أن تحصل خلافات أسرية نتيجة الظروف الصعبة للجائحة					
26	أتوقع المزيد من التعاسة لأسرتي مستقبلاً إذا بقيت ظروف الجائحة كما هي					
27	تشعر أسرتي بقلق كبير بسبب الضائقة الاقتصادية التي أصبحنا نعيشها					
28	بسبب ما نعيشه من ظروف مفاجئة أصبحت أشعر بالتباعد الأسري أكثر من ذي قبل					