Research Paper

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# Level of Anxiety and its Correlation with Personality Traits Among Secondary School Students in Hail

Psychology

**KEYWORDS :** anxiety, personality trait, secondary school students

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## ABSTRACT

*The study aimed to identify the degree of anxiety among secondary school students in Hail and explore its impact on personality traits, besides finding out if there are statistically significant differences in the impact of anxiety on personality traits in terms of gender variable. The sample consisted of 296 students from secondary schools in Hail, two scales were applied, one is Taylor Anxiety Scale to manifest anxiety, and the personality traits' scale which was developed by the researcher. The two scales' validity and reliability have been verified.*

*The results revealed that the percentage of anxiety among students was(26.35%) which was within the very low level of anxiety, while(2.03%) was within the very severe level of anxiety. The study also showed that there was a positive effect of the level of anxiety on the trait of discipline and students' ambition .Moreover, here was a correlation between the degree of anxiety and the emotional balance in the case with the females, as the degree of their emotional balance increases if their anxiety level goes up. However, there was no relationship between level of anxiety and other personality traits of students.*

**Introduction**

Since the existence of life on the Earth, human beings have started to interact and communicate continuously to adapt with the environment and surrounding circumstances. Mostly, individuals succeeded to adapt and cope with the surrounding circumstances. While sometime human beings fail to encounter such circumstances. Eventually, this failure generates psychological disorders that affect human's behavior negatively and leads to misbehaving with others. Furthermore, such disorders influence his/her personality as a result of load of work or it might affect his/her performance especially if the work environment does not suit the individuals' physical as well as psychological needs, or even if there are special circumstances that encounter him/her. This also leads to a number of changes and worries such as uncertainties, disarray, confusion and anxiety (Merry,1995.P.10). Anxiety per se is a natural phenomenon, hunches, acceptable and predictable interactions in light of special circumstances. Sometimes anxiety has vital functions which help towards activities and keeping life. But, when does anxiety cause a trouble for individuals especially, if this fear or anxiety is either causeless or unjustified or when it is more than the normal average (Izzat,1982.P.99).

Anxiety might appear once the individual tries to explore the significance of his\her existence in addition to either increase or decrease of the goals of success in his\her life. That is to say, once an imbalance appears. Theories regarding personality have proved that an individual's personality involves relatively stable features. These features that characterize an individual's personality are only the outcome of common factors that arouse from genetic factors which interact with other environmental factors. These factors usually complement each others. Furthermore, human being and his\her personality is a psychological, physical and social unit which is characterized by being interactive and balanced. This personality usually goes through different stages of growth and development. Genetics fuel personality with raw materials which later on turn formulated and developed in light of the individual's environment either through the individual's own experiences or experiences with others. Albert emphasized that the raw materials such as the body, intelligence, mood which all interact with the individual's environment.

Moreover, the family, social and economic factors have an essential role in formulation the individual's life since his\her existence on Earth. These all factors remain active during his\her life. If the personality is influenced by such factors, the school life, university life as well as professional life is also affected. Today, we are facing a great deal of confusion, conflicts and psychological pressures in light of the rapid changes and development that pass by the individuals. Moreover, the pressure that faces people in their life is a real reason behind their troubles. Additionally, the youth and teenagers are a category of great importance. All of these aforementioned reasons justify their central status on the educational ladder. This category of people is an effective means towards the promotion and upgrade of various societies. Through the researcher's work in the field of university education at the division of psychology besides her interaction and observation of surrounding society and after reading through related literature regarding both features of personality and anxiety, she conducted the current research. The idea behind her research was to explore the degree of students' anxiety and the correlation between anxiety and students' personal features. It also aimed at examining if there were differences between males and females in regard to the influence of anxiety on personality traits.

**Objectives and importance of the study:**

This study is an important one since it digs deep into one of the psychological perplexities that influence human psyche which is also widely spread in our communities. This study also highlights personality traits as one of the important aspects for students in the teaching learning process. To the best of the researcher knowledge this study is one of the few that tackle the following:

1. Exploring the degree of secondary stage students' anxiety in Hail.
2. Examining the existence of a correlation between the degree of anxiety and personality traits.
3. Finding out if there are statistically significant differences in the impact of anxiety on personality traits in terms of gender variable.

**Questions of the study:**

1. What is the degree of anxiety in the secondary stage students' in Hail?
2. Is there a correlation between the degree of anxiety and personality traits?
3. Are there statistically significant differences in the impact of anxiety ( for students of Hail) on personality traits in terms of gender variable?

**Definition of terms**

**The following terms are defined procedurally as follows:**

**Anxiety:**

The degree that the students' score via the diagnostic tool of anxiety.

**Trait:**
The degree that students score through responding to statements allocated for any of traits relating to personality traits' scale.

**Secondary stage students:**
Students enrolling in the first, the second and the third secondary classes.

**Limits of the study**
**Spatial limits**
This study is limited to secondary students studying in Hail

**Time limits**
This study is limited to students in the academic year 2013/2014.

**Review of Theoretical literature:**
Many intellectuals believe that anxiety or distress is a common trait in the modern age with its crises, challenges and different aspirations. Moreover, the ongoing rapid political and social changes in many Arab countries added to the increasing concerns bothering the nations of these countries. However, people today have to adapt to the so many changes and cope with them, as such issues create a high level of anxiety and restlessness among people.

Nowadays, anxiety became a basic concept in the modern psychology, and it is a fundamental perception in pathology and a common phenomenon among many psychiatric disorders. If it continues to be, then this will be a danger that threatens the security of people, their psychological balance, self-esteem and sense of happiness and satisfaction. There are so many views relating to the prevalence of anxiety , and the following are some of them:

- Anxiety in the first place could be noticed in its prevalence among psychological diseases as it represents (30%- 40% of unrest or disorder). Several studies found that it is more prevalent in the females than the males, as it is noticeable in the childhood and adolescence stages, the age of retirement and old age as a result of several crises experienced by people during various stages in their lives (Shatheli 1999, p.31).
- It affects about 5% of the population, as it causes disability at a degree of (1%). A large rate of those affected with anxiety are women (80%), and this can be attributed to the many pressures that women are mostly exposed to compared with men (Sheehan 1988, p.20).
- A study conducted by Ahmed Okasha pointed out that about 20% of all patients attending the psychiatric hospital of Ein Shams clinic suffer from anxiety, and this percentage is the highest for all psychological diseases (Okasha, 1998, p. 116(.
- Some studies on prevailing psychiatric disorders point out that anxiety comes in the third rank among common psychological disorders in the United States, as there are about 13% of people who suffer from anxiety disorders, at an early age (15 years old). Anxiety is the most prevalent among psychological turmoil and it affects about 30 million people in the United States of America,( Osman, 2008, p. 1(.

**Conceptual definition of anxiety**
Anxiety is a state of psychiatric and physical uneasiness of mind characterized by fear, a sense of insecurity and apprehension. This state could get worse to the degree of panic and sometimes it leads to some physical and psychiatric diseases "(David et al.,1991, p.283). Kaplan and Sadock (1996) define anxiety as a pathologic case characterized by a sense of apprehension accompanied by physical signs indicating that there is hyperactivity in the nervous system. However, Anxiety is different from panic as the latter represents a response to a certain cause (Ghanim, 2006, p.35). However, Sigmund Freud believes that anxiety is a state of extreme and mysterious panic that faces people, and causes concern and distress and pain. Anxiety means discomfort, and the anxious person always expects something bad to happen and seems pessimistic, apprehensive and disturbed. Moreover, anxious people lose self-confidence, and are hesitant, unable take decisions in some issues, and lose the ability to concentrate (Osman ,2001, p.8(.

**previous studies**
**A study conducted by Tantawi (2013) aimed to achieve the following:**
- Identifying the correlation between neuroticism and conscience as a personality traits and anxiety. The study sample consisted of 251 adults (148 males and 99 females) from the staff members of the University of Komsates in Pakistan, whose the ages ranged from (25-56) years old. Amongst them were associate professors, administrators and specialists in the field of research. The researcher used demographic variables questionnaire, and the scale of the five components of the personality (Lievesley et al. 2002). The findings of the study showed that there was a statistically significant positive correlation between neuroticism and anxiety; as the higher the level of anxiety is, the higher neuroticism is becomes and vice-versa. In addition, there is a negative correlation between conscience and anxiety; as the higher the level of conscience the level of anxiety declines.

Another study which was conducted by Al Yousefi (2008), the goal of the research was to find out the relationship between academic achievement motivation and the social anxiety. The size of the sample was 194 female students from the Faculty of Education who have been selected randomly, where the researcher used two scales, one for academic achievement motivation of Al Rawaf (2003) and the other scale for social anxiety of Qalenderr (2003). After examining the validity and reliability of the two scales, they were applied, then the researcher found that the level of social anxiety among students of the Faculty of Education for girls was at the average which was ranging between(22-66), and that there was a significant positive correlation between academic achievement motivation and social anxiety among students at the Faculty of Education.

The researcher, Al Halasa (1996) conducted a study to examine the relationship between each of the personality traits, anxiety, gender and the academic branch on one hand, and the achievement motivation among students in the first academic secondary class in the governorate of Kerak in Jordan. The sample of the study consisted of(1027 male and female) students of the first secondary clad (literary and scientific tracks). The researcher used the (Eyzenik) personality list, the list of anxiety trait of Spylberger and achievement motivation test of Hermans. The results of the study indicated that there were statistically significant differences between the mean scores of respondents regarding the achievement motivation as they could be attributed to the interaction between gender, the level of anxiety and the personality dimension (extraversion - introversion), and the interaction between gender, academic branch and the personality dimension (extraversion- introversion) on the achievement motivation.

A study which was carried out by Ghareeb(1995) aimed to study anxiety among a sample of young people in the United Arab Emirates(UAE), and to explore the extent of its prevalence among the youth in the pre-tertiary education and the university education. The study also tried to find out anxiety correlation with age and gender. The sample consisted of (200 males and 250 females): students in the UAE, 95 male students from the secondary cycle and 105 males from the University, 125 female

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students from the secondary cycle and, 125 females from the university. The anxiety (A) scale which was designed by Costello and Karmoy was used besides, the neuroticism dimension from the list of Eyzenk.

The results showed that the average of trait anxiety among the whole sample and the standard deviation was (42.34±11.83) respectively indicating that there was a downtrend for anxiety. The degree of anxiety among the females was higher than the males, and anxiety level among students in the pre-tertiary education was higher than that students in the university.

A study made by Abdul Khaliq and Niyal (1991) aimed to find out the correlation between the achievement motivation, and anxiety and extroversion among a sample of (250) students from secondary schools in the city of Alexandria at the age of 14-16 years old. The results showed that there were no substantial differences between both sexes in variables of achievement motivation, and extroversion. However, there differences regarding the anxiety, where the average among the females was higher than the males.

Reflecting on the review of the theoretical literature and previous studies, we notice that there was an agreement among researchers that people having anxiety disorders, depression and physical disorders are characterized with some personality traits. In spite of that, the researchers point out that it was unable to get studies that were focused on the variables of the study directly, whether foreign or Arab studies, and in particular the studies made in Saudi Arabia.

**Methodology**

**Population of the study**

The population of the study consisted of all secondary cycle students of the scholastic year 2013/2014 in Hail.

**Sample**

The sample comprised 296 secondary cycle students (158 males, 138 females) who were selected randomly from secondary schools in Hail.

**Study Tools**

1– Taylor Anxiety Scale and the personal traits' scale:this scale is categorized as the paper and pen scales, it includes 50 questions that should be answered in either (right) or (wrong).The grade for right option will be 1 while the grade for the answer wrong will be 0, then the number of the correct answers will be calculated as follows leveles:

(0-16) very low anxiety.
(17-19) low anxiety.
(20-24) moderate anxiety.
(25-29) anxiety above average.
(30-34) severe anxiety.
(35-50) very high anxiety.

However, the low level of anxiety indicates a negative effects, as people seem to be hypothymic or hypo affective, and on the other side also too much concern and anxiety hinders their performance in their life in general. Frankly speaking, what we call "positive anxiety/concern" motivates people to improve their performance, so the moderate level of anxiety is sometimes needed.

**validity of anxiety scale**

For the purposes of checking the consistency of the formative construction of anxiety scale, it was applied on a pilot sample consisting of(50) female and male students from the secondary cycle. Then Pearson correlation coefficients were calculated between each item with measured trait. The values of correlation coefficients is Clarified in Table (1).

| Item No. | Correlation coefficient | Item No. | Correlation coefficient | Item No. | Correlation coefficient |
|---|---|---|---|---|---|
| 1 | 0.570** | 18 | 0.485 ** | 35 | 0.513 ** |
| 2 | 0.462 ** | 19 | 0.459 ** | 36 | 0.408 ** |
| 3 | 0.555 ** | 20 | 0.476 ** | 37 | 0.596 ** |
| 4 | 0.379 ** | 21 | 0.359 | 38 | 0.400 ** |
| 5 | 0.390 ** | 22 | 0.377 ** | 39 | 0.503 ** |
| 6 | 0.506 ** | 23 | 0.484 ** | 40 | 0.402 ** |
| 7 | 0.698 ** | 24 | 0.527 ** | 41 | 0.530 ** |
| 8 | 0.516 ** | 25 | 0.485 ** | 42 | 0.418 ** |
| 9 | 0.512 ** | 26 | 0.481 ** | 43 | 0.396 ** |
| 10 | 0.469 ** | 27 | 0.464 ** | 44 | 0.592 ** |
| 11 | 0.537 ** | 28 | 0.406 ** | 45 | 0.398 ** |
| 12 | 0.587 ** | 29 | 0.497 ** | 46 | 0.423 ** |
| 13 | 0.486 ** | 30 | 0.486 ** | 47 | 0.566 ** |
| 14 | 0.469 ** | 31 | 0.576 ** | 48 | 0.599 ** |
| 15 | 0.406 ** | 32 | 0.384 ** | 49 | 0.517 ** |
| 16 | 0.341 | 33 | 0.475 ** | 50 | 0.453 ** |
| 17 | 0.478 ** | 34 | 0.465 ** | | |

**Statistically significant at=α (0.05)

The results in Table (1) indicate that the values of the correlation coefficients for each item with the total score of the scale are positive and statistically significant, ranging between(0.377 and 0.698). They are statistically significant values of anxiety level among students at (α=0.05), which shows that the items of the scale are appropriate to measure the level of anxiety among secondary school students.

**reliability of anxiety scale**

The overall internal reliability of the anxiety scale was achieved by using Cronbach's Alpha, as the value of the consistency coefficient α = (0.931) which is high and appropriate for the objectives of the current study.

**2-personality traits Scale**

The researcher examined previous literature relating to personality traits, then she developed this measure after reviewing the set of scales, including the five major factors of the personality scale, Cattell scale or what is known as a scale of sixteen factors, Eyzenk personality scale and Minnesota multi-faceted scale. These scales were selected because the researcher felt that these dimensions are correlated with the subject of her study. The scale consisted of (27) items to measure (6) dimensions of personality traits and she set the grades of each item according to four levels as follows:
- (4) for the item that is always applicable

- (3) For the item that is sometimes applicable

- (2) For the item that is rarely applicable
- (1) for the item that is never applicable

Table (2) shows the main dimensions of the scale and the related item numbers for each dimension.

**Table (2): The main dimensions of the scale and the related items**

| Personality traits | No. of items |
|---|---|
| Sociability | 1-4 |
| Emotional balance | 5-9 |
| Optimism | 10-14 |
| Ambition & achievement motivation | 15-18 |
| Withstanding stress | 19-23 |
| Self-organization | 24-27 |

**validity of personality trait scale**

For the purposes of checking the consistency of the formative construction of personality trait scale, it was applied on a pilot sample consisting of(50) female and male students from the secondary cycle. Then Pearson correlation coefficients were calculated between each item with measured trait. The values of correlation coefficients is Clarified in Table (3).

**Table (3)**

**The values of correlation coefficients of the dimensions of personality traits**

| Sociability | | Emotional balance | |
|---|---|---|---|
| Item No | Correlation coefficient | Item No | Correlation coefficient |
| 1 | 0.757 ** | 5 | 0.589 ** |
| 2 | 0.616 ** | 6 | 0.756 ** |
| 3 | 0.637 ** | 7 | 0.655 ** |
| 4 | 0.801 ** | 8 | 0.690 ** |
| Optimism | | 9 | 0.605 ** |
| Item No | Correlation coefficient | Ambition&achievement motivation | |
| 10 | 0.747 ** | Item No | Correlation coefficient |
| 11 | 0.802 ** | 15 | 0.799 ** |
| 12 | 0767 ** | 16 | 0.861 ** |
| 13 | 0.748 ** | 17 | 0.738 ** |
| 14 | 0.789 ** | 18 | 0.657 ** |
| Withstanding stress | | Self- organization | |
| Item No | Correlation coefficient | Item No | Correlation coefficient |
| 19 | 0.656 ** | 24 | 0.791 ** |
| 20 | 0.792 ** | 25 | 0.822 ** |
| 21 | 0.861 ** | 26 | 0.801 ** |
| 22 | 0.723 ** | 27 | 0.768 ** |
| 23 | 0.859 ** | | |

** Statistically significant at(α=0.01)

The results in Table(3)indicate that values of the correlation coefficients of the personality traits items (social adaptability, emotional balance, ambition and achievement motivation, withstanding stress and being self-organized ) with the overall dimension ranged between (0.589-0.86) at statistical significance of (α = 0.01). This indicates that these items are appropriate.

**Reliability of personality traits scale**

The overall internal reliability of the personality traits scale was achieved by using Cronbach's Alpha, to identify the consistency of the personality traits scale, and the findings were explained in Table (4).

**Table (4)**

Consistency coefficients of the dimension of the personality traits scale by using Cronbach's Alpha

| Dimensions of personality trait | stability |
|---|---|
| Sociability | 0.763 |
| Emotional Balance | 0.803 |
| Optimism | 0.829 |
| Ambition & achievement motivation | 0.860 |
| Withstanding stress | 0.839 |
| Self-organization | 0.805 |

The results in Table (4) indicate that the coefficients of the personality traits dimensions were high, as the values of the reliability coefficients(α)were ranging between (0.763- 0.860). These values are appropriate for the purposes of this study.

**study Methodology**

The methodology applied in this study is the methodology of the correlation survey, being one of the research methodologies used in educational and psychological sciences, and it aims to describe a certain phenomenon that seems closely related to another phenomenon.

**Findings of the study**

**Illustrating and discussing the findings of the study**

**Question no. 1:what is the level of anxiety among the secondary cycle students in the city of Hail?**

Narrative statistics of students' answers on the anxiety scale used for the purpose of the study were calculated in order to identify the level of anxiety among the secondary cycle students in the city of Hail .The findings were clarified in Table (5).

**Narrative statistics of secondary cycle students' categorization in Hail by anxiety levels:**

(17-19) low anxiety level.

(20-24) High anxiety level

(25-29) anxiety above average.

(30-34) (35-50) very high anxiety level

**Table (5)**
**Narrative statistics of secondary cycle students' categorization in Hail by anxiety levels:**

| Anxiety levels | Gender | Mean | Standard deviation | No | Percentage % |
|---|---|---|---|---|---|
| Very low anxiety | Male | 12.62 | 2.80 | 47 | 29.75 |
| | Female | 13.55 | 2.39 | 31 | 22.46 |
| | Total | 12.99 | 2.67 | 78 | 26.35 |
| Low anxiety | Male | 18.21 | 0.80 | 14 | 8.86 |
| | Female | 17.55 | 0.87 | 29 | 21.01 |
| | Total | 17.77 | 0.90 | 43 | 14.53 |
| Moderate anxiety | Male | 22.61 | 1.36 | 36 | 22.78 |
| | Female | 21.46 | 1.27 | 26 | 18.84 |
| | Total | 22.13 | 1.43 | 62 | 20.95 |
| Over moderate anxiety | Male | 27.15 | 1.13 | 34 | 21.52 |
| | Female | 27.00 | 1.38 | 24 | 17.39 |
| | Total | 27.09 | 1.23 | 58 | 19.59 |
| Severe Anxiety | Male | 31.67 | 1.35 | 21 | 13.29 |
| | Female | 32.89 | 2.08 | 28 | 20.29 |
| | Total | 32.37 | 1.89 | 49 | 16.55 |
| Very severe Anxiety | Male | 40.00 | 2.76 | 6 | 3.80 |
| | Female | - | - | - | - |
| | Total | 40.00 | 2.76 | 6 | 2.03 |
| Overall average of anxiety | Male | 22.09 | 7.86 | 158 | 100 |
| | Female | 22.14 | 7.20 | 138 | 100 |
| | Total | 22.11 | 7.55 | 296 | 100 |

The findings represented in Table (5) indicate that the overall average level of anxiety among secondary cycle students in the city of Hail was within the moderate level where the mean of students' scores at the macro Anxiety Scale was (22.11) at a standard deviation of (7.55). It is apparent that there was convergence between male and female scores on anxiety scale, as the average of the males' scores (22.09) at a standard deviation of (7.86), while the average of female scores was (22.14) at a standard deviation of (7.20).

Regarding the classification of students by the level of anxiety, we notice that the highest percentage of respondents (26.35%) was within the very low level of anxiety, as the percentage of the males in this category was (29.75%) compared with (22.46%) for the females. However, (2.03%) of the total number of students was within the level of very severe anxiety level, and they were all males, representing a rate of (3.80%).

In general, the anxiety levels among secondary school students in the city of Hail can be summed up as follows:

- A percentage of (26.35%) of secondary cycle students in the city of Hail is within the very low of anxiety.
- About (20.95%) of secondary cycle students in the city of Hail is in the average of anxiety.
- Nearly (19.59%) of secondary cycle students in the city of Hail is in the of over moderate anxiety.
- About (16.55%) of secondary cycle students in the city of Hail is in the of severe anxiety.
- A percentage of (14.53%) of secondary cycle students in the city of Hail is within the low of anxiety.
- About (2.03%) of secondary cycle students in the city of Hail is within the very severe level of anxiety, and they are all males (3.80% of males).

This implies that there are many factors affecting the level of anxiety among students (males and females), among which are the levels of: ambition and academic achievement since this achievement, perseverance, cognitive and motivation related dimension are the most associated variables with the level of anxiety.

These results can be interpreted with respect to the interest of the educational counselors in the level of anxiety from therapeutic indicative perspective, so that it includes giving tips, explanations, direction and guidance for adolescents to maintain a level of positive anxiety, which helps stimulate their academic achievement and accomplish long-term objectives. Such level of anxiety should not exceed this level (positive level) in order to prevent suffering from physical and mental illness because of this anxiety. This result agreed with the findings of a study made by Ghareeb (1995) which revealed that there was a decline in anxiety level among the youth respondents in the UAE.

**Question 2: Is there a correlation between the level of anxiety and personality traits among secondary cycle students in the city of Hail?**
To realize the correlation between the level of anxiety and personality traits among secondary cycle students in the city of Hail, the researcher used Pearson correlation coefficient to find the impact of the level of anxiety on personality traits, and the researcher used the simple linear regression model to identify.

The correlation between the level of anxiety and personality traits among secondary cycle students in the city of Hail. The result is clarified in the table (6).

**Table (6)**
**Results of the simple linear regression test to measure the impact of anxiety level on personality traits among secondary cycle students in the city of Hail**
* Statistically significant at ($\alpha \leq 0.05$)

Referring to the data shown in the table (6) we can conclude the following results:

1– Regarding the impact of the level of anxiety on sociability among secondary cycle students in the city of Hail, we find that the value of the Pearson correlation coefficient between the level of anxiety and sociability was (0.102), which is a value that is not statistically significant, and the value of the coefficient ($R^2$) was (0.012).This means that the independent variable (the level of anxiety) explains a percentage of only (1.2%) of the disparity in the dependent variable (sociability), and in terms of (T) value which was (1.888), a value that is not statistically significant. This is an indicator is of a lack the impact of the level of anxiety on sociability among secondary cycle students in the city of Hail.
2– Relating to the impact of the level of anxiety on emotional balance among secondary cycle students in the city of Hail, it is found that the value of the Pearson correlation coefficient between the level of anxiety and emotional balance amounted to (0.092), a value that is not statistically signifi-

cant. The value of the coefficient ($R^2$) was (0.006) and this means that the independent variable (the level of anxiety) explains only the percentage of (0.6%) of the disparity in the dependent variable (emotional balance), and in terms of the (T) value at (1.357), a value that is not statistically significant. This shows that there is no impact of the level of anxiety on the emotional balance among secondary cycle students in the city of Hail.

3– With respect to the impact of the level of anxiety on optimism among secondary school students in the city of Hail, it is noticed that the value of Pearson correlation coefficient between the level of anxiety and optimism stood at (- 0.232), a statistically significant value, as the value of the coefficient ($R^2$) was (0.042).This means that the independent variable (the level of anxiety) explains a percentage of (4.2%) of the disparity in the dependent variable (optimism), and in terms of (T) value at (-3.604), a statistically significant value at the level of ($\alpha \leq 0.05$), Therefore, we can say that there is a negative impact on the level of anxiety on optimism among secondary cycle students in the city of Hail.

4– Pertaining the impact of the level of anxiety on ambition and achievement motivation among secondary cycle students in the city of Hail, it was found that the value of Pearson correlation coefficient between the level of anxiety and ambition and achievement motivation reached (0.242), a value that is statistically significant. The value of ($R^2$) coefficient was (0.036) and this means that the independent variable (the level of anxiety) explains a percentage of (3.6%) of the disparity in the dependent variable (the ambition and achievement motivation). In terms of the (T) value the rate was (3.326), a statistically significant value at the level of ($\alpha \leq 0.05$), so we could say that there is a positive impact to the level of anxiety on ambition and achievement motivation among secondary cycle students in the city of Hail.

5– Concerning the impact of the level of anxiety on withstanding stress among secondary cycle students in the city of Hail, the study revealed that the value of Pearson correlation coefficient between the level of anxiety and withstanding stress was (0.103), a value that is not statistically significant, and the value of the coefficient ($R^2$) was (0,008), and in terms of the (T) value at (1.491), a non-statistically significant value. Thus, we can say that there is no impact of the level of anxiety on withstanding stress among secondary cycle students in the city of Hail.

6– With reference to the impact of the level of anxiety in self-organization among secondary cycle students in the city of Hail, it was concluded that the value of Pearson correlation coefficient between the level of anxiety and self-organization was(0.324), a value that is not statistically significant, and the value the( $R^2$)coefficient was (0.86) and this means that the independent variable (the level of anxiety) explains a percentage of (8.6%) of the disparity in the dependent variable (self-organization), and in terms of the (T) value at (5.248), a statistically significant at the level of the value of ($\alpha \leq 0.05$). So we could say that there is a positive impact of the level of anxiety on the trait of self-organization among secondary cycle students in the city of Hail.

From the above mentioned discussion, it is evident that there is no impact of the level of anxiety on personality traits (sociability, emotional balance, withstanding stress, and optimism), and that there is a positive impact of the level of anxiety on personality traits (ambition, achievement motivation and self-organization). The researcher explained the lack of impact of the level of anxiety on these personality traits clarifying that the study sample which was applied during the study comprised the secondary stage which is known as "puberty". Mostly the youth in this stage rely on others in certain things and therefore do not bear responsibilities or stress .Also parents sometimes do not trust their sons/daughters at this age. The researcher believes that it is logical if we find the desired level of anxiety as a stimulus or incentive to attain or accomplish goals because if people are self-organized, then they will be able to achieve the tasks entrusted to them.

This result agreed with the findings of the findings of a study conducted by (Al Halasah, 1996), which showed that there were differences in the achievement motivation that could be attributed to anxiety. The results also agree with the findings of the study made by (Al Yousefi, 2008) which showed that there was a correlation between achievement motivation and anxiety, as well as the results of a study made by (Keramian,2008), which concluded that there was no correlation between anxiety and extraversion.

**Question 3:Does the correlation between the level of anxiety and personality traits vary among secondary cycle students in the city of Hail according to gender?"**

To answer this question, the correlation coefficients between the level of anxiety and personality traits among students according to gender were calculated, then they were converted to Z values (Z-scores) to examine their significance among the two sexes using the Fisher equation (Fisher r-to-z – transformation). Table (7) shows these results.

**Table 7**

The results of applying Fisher equation to reveal the relationship between the level of anxiety and personality traits among secondary cycle students in the city of Hail, by the variable of gender

| Personality trait | Corre coeff of anxity level | | Value of Z | Sig level |
|---|---|---|---|---|
| | Male | Female | | |
| Sociability | 0.034 | 0.187 | -1.325 | 0.093 |
| Emotional balance | -0.009 | 0.225 | -2.017 | 0.022 * |
| optimism | -0.208 | -0.268 | 0.536 | 0.296 |
| Ambition & achievement motivation | 0.259 | 0.217 | 0.381 | 0.352 |
| Withstanding | 0.172 | 0.010 | 1.391 | 0.082 |
| Self-organization | 0.362 | 0.265 | 0.921 | 0.179 |

* Statistically significant at ) $\alpha \leq 0.05$)

The results in table (7) indicate that the correlation between the level of anxiety and all traits including: sociability, optimism, ambition, achievement motivation, withstanding stress, and self-organization does not vary by gender among secondary cycle students in the city of Hail. However, the table indicates that there was a difference in the correlation between the level of anxiety and the emotional balance among these students and it could be attributed to the factor of gender as the value of (Z) was calculated at (-2017) to show this difference between both sexes .This value is statistically significant at ($\alpha \leq 0.05$).

From the above mentioned facts, we conclude that there was an apparent correlation between the level of anxiety and emotional balance among the females compared with the males, as the higher the level of anxiety prevails among the females, the higher their level of emotional balance gets; even more than their male colleagues. This could be noticed clearly through the value of the correlation coefficient. Nevertheless, there were no differences between the males and the females regarding correlation between the level of anxiety and these traits: (sociability, optimism, ambition and achievement motivation, withstanding stress and self-organization).

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These results indicate that the level of anxiety and emotional balance are affected by a variety of factors such as: social and cultural environment, and the style of the social rearing of the family, since the females are mostly expected to shoulder responsibility rather than the males. Nonetheless, the females won't be forgiven if they do something wrong, while if males do so their deeds will be justified and forgiven. This finding agrees with the results found by a study made by (Abdul Khaliq and Niyal, 1991) which showed that there were no significant differences between both sexes in achievement motivation.

**Recommendations**

- Conducting further in-depth studies on the level of correlation between anxiety and personality traits.
- Raising awareness of all community groups and sectors to reduce the level of anxiety among them.
- Carrying out studies on other groups in the community to the level of anxiety among them and focusing on its impact on personality traits.

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