Deanship of Scientific Research

Symptoms of Anxiety Disorders and Their Relationship with Life Satisfaction among Students Threatened by Dismissal from Mu'tah University

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Abstract

This study aims to identify the prevalence of anxiety disorders and their relationship with life satisfaction among students threatened with dismissal at Mu'tah University, as well as the extent to which anxiety disorders predict the level of life satisfaction among them. The study sample consisted of 120 male and female students from the various humanistic and scientific faculties at Mu'tah University during the 2019/2020 university year. To achieve the objectives of the study, Spielberger et al's Anxiety Scale, which was cited in Alsaraireh's study (2018), and Allaymoun's (2016) Life Satisfaction Scale were utilized after verifying the validity and reliability of the two scales. The results of the study indicated that the general prevalence of anxiety as a trait among students threatened with dismissal from the university was high, while the level of life satisfaction was medium. The results also indicated that the level of life satisfaction among those with anxiety disorders was 12%. Finally, the results showed that gender did not mediate the association between the presence of anxiety disorders and life satisfaction. In light of the results, the study concludes with recommendations including the need to develop counseling plans and group programs to reduce the anxiety levels among students threatened with dismissal from Mu'tah University.

Keywords: Anxiety disorder, life satisfaction, students threatened with dismissal from Mu'tah university.

أعراض اضطراب القلق وعلاقته بالرضا عن الحياة لدى الطلبة المنذرين بالفصل في جامعة مؤتة

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ملخّص

هدفت هذه الدراسة إلى تعرُّف مستوى انتشار أعراض اضطراب القلق والرضا عن الحياة لدى الطلبة المنذرين بالفصل في جامعة مؤتة؛ ومقدار ما يتنبأ به اضطراب القلق بالرضا عن الحياة لديهم؛ حيثُ تم اختيار عينة مكونة من (120)طالبًا وطالبة من مختلف الكليات الإنسانية والعلمية في جامعة مؤتة ذلك خلال العام الدراسي 2020 /2019م ولتحقيق أهداف الدراسة تم استخدام مقياس القلق سبيلبرجر وزملائه من دراسة (الصرايرة، 2018) واستخدام مقياس الرضا عن الحياة من دراسة (الليمون، 2016)؛ ذلك بعد التأكد من دلالة الصدق والثبات للمقاييس المستخدمة؛ توصلت الدراسة إلى أهم النتائج التالية: أن المستوى العام لانتشار القلق كسمة لدى الطلبة المنذرين بالفصل في جامعة مؤتة قد جاء بمستوى مرتف، ومستوى الرضا عن الحياة لديهم قد جاء متوسطًا، وأن هناك مقدار تنبؤ لاضطراب القلق بالرضا عن الحياة بواقع (12%)؛ ولم يكن هُناك فروق في العلاقة بين اضطراب القلق والرضا عن الحياة تُعزى إلى متغير الجنس؛ وفي ضوء النتائج تم تقديم مجموعة من التوصيات أهمها: بناء خطط إرشادية وبرامج جمعية للتخفيف من مستوى القلق لدى الطلبة المنذرين بالفصل من جامعة مؤتة.

الكلمات الدالة : اضطراب القلق، الرضا عن الحياة، الطلبة المنذرين بالفصل في جامعة مؤتة

Background and Theoretical Literature:

Academic achievement represents a university student's academic average as an indicator of the university's teaching level. Academic achievement is influenced by a group of factors, with low academic achievement among learners representing poor university teaching and resulting in psychological stress among students (Renshaw & Cohen, 2014).

Anxiety disorders are a group of psychological conditions characterized by extreme feelings of anxiety and fear, and patients with anxiety disorders are mainly concerned about the occurrence of and reaction to future events. There are several kinds of anxiety disorders, each with specific characteristics, but all anxiety disorders share similar symptoms and signs; in addition, anxiety is associated with other psychological disorders such as depression (Hajebi et al, 2018).

The topic of anxiety has attracted the interest of several psychological and educational studies, and based on the Statistical Diagnostic Guide of Psychological Disorders, anxiety disorders include five categories: 1- Generalized Anxiety Disorder, 2- Obsessive-Compulsive Disorder (OCD), 3- Panic Disorder, 4- Post-Traumatic Stress Disorder (PTSD) and 5- Social Phobia (or Social Anxiety Disorder (ABA, 2013). Anxiety disorders have four levels as stated by Afolayan et al. (2013):

1- Moderate anxiety level: At this level, the individual has a healthy level of anxiety that increases their level of sensory perception and in turn, the students' ability to perceive visual, auditory, olfactory and somatosensory information is greatly expanded. In addition, their ability to be tolerant, learn and recognize is better, and students at this level are characterized by improved academic performance (Pavot & Diener, 2008). .

2- Moderate anxiety level: This level is somewhat unhealthy, as at this level, the individual's cognitive sphere narrows. Individuals with this level of anxiety demonstrate lower concentration and repeat aimless movements such as shaking of their hands and feet or rubbing their hair and fingertips. Academic performance is affected at this level and is influenced by how well an individual is able to control their anxiety and perform assigned tasks (Rode, Arthaud-Day & Bommer, 2005).

3- Strong anxiety level: This level is characterized by low sensory perception and difficulty communicating. Academic performance at this level depends on the teacher's ability to identify individuals suffering at this level of anxiety and offer them a safe environment. Communication at this level should be short and simple. Further, at this level, students' academic performance decreases due to their lack of a secure environment (Kemp, 2011).

4- Very high anxiety level (panic): This level is the worst and most dangerous level of anxiety. At this level, the individual's sensory perception field is disrupted. This level is also characterized by the loss of the ability to communicate, the loss of rational thinking and the total loss of consciousness. Academic performance at this level is very poor because the student does not entirely remember what he/she had to do.

The World Health Organization defines life satisfaction as the extent to which an individual feels that his/her life is purposeful (ABA,2014). Life satisfaction is sometimes indicated as the "ultimate motivation" for human behavior as it is the person's evaluation of what satisfies him/her at all life levels. There are twelve aspects that contribute to life satisfaction in humans: money, health, family, relationships, friendships, home, work, wellbeing (leisure activity), life partner (spouse), religion, self esteem, and education. Due to the continuous interest in life satisfaction in the past decades, the number of supporters for this construct is limited. It can be inferred that life satisfaction is an integrated concept that is based on several activities. In addition, culture plays a crucial role in many of the factors that contribute to an individual's life satisfaction. Some studies have compared the factors that influence life satisfaction from a cross-cultural perspective and found that factors such as harmony in relationships with others, self-esteem, and personality factors influence life satisfaction (Jansi, 2017).

Scates, et al., (2019) involved an examination of effects of a cognitive-behavioral group condition, a reminiscence treatment group condition, and an activity group condition on anxiety and life satisfaction for senior citizens, aged sixty-five and older. No significant differences on life satisfaction and trait anxiety were found for the groups at pretest, posttest, and follow-up. A significant ANOVA for state anxiety at follow-up was followed by directional t-tests which were not significant in the predicted direction. The differences on state anxiety observed at follow-up appear to have resulted from improvement of the reminiscence group. Suggestions were made for further research on group treatment of the elderly.

While Huang (2020) analyzed how peer victimization and teacher unfairness could influence ALS using nationally representative data. A sample of 5712 15-year-old adolescents from the USA who participated in the 2015 program for international student assessment was used in the present study. The results of structural equation modeling showed that both peer victimization and teacher unfairness had significant and negative effects on ALS; sense of belonging to school partially mediated the effect of peer victimization on ALS, and schoolwork-related anxiety partially mediated the effects of both peer victimization and teacher unfairness on ALS. The research findings extended our understanding of the mechanisms underlying peer victimization, teacher unfairness, and ALS.

In turkey, Ali and Sezai (2019) conducted a study aimed to develop a suitable prosociality scale, examining the links between religiosity, prosociality, anxiety, and satisfaction with life, and investigating the mediating roles of anxiety and prosociality on the link between religiosity and satisfaction with life. The sample consists of 678 Turkish Muslims, 428 females and 250 males, ranged from 14 to 56, with mean age of 31 (SD = 8,973). In the current study, the Individual Religion Inventory, the Turkish Prosociality Scale (TPS), the Satisfaction with Life Scale, and the Generalised Anxiety Scale are applied to the sample. Findings of the correlation matrix indicated positive correlations between religiosity, prosociality and satisfaction with life, and demonstrated that anxiety is related negatively to religiosity and life satisfaction. According to the path analysis, prosociality and anxiety mediate the link between religiosity and satisfaction with life.

Deeni, Imons, Larson, Nemati and Maralani (2016) indicate that individuals assess their life quality using a serious of criteria as life satisfaction is a reflection of an individual's desires and current status, where the greater the gap between an individual's desires and his/her current status, the lower the level of life satisfaction.

Briefly, the challenges of poor life satisfaction correlated with anxiety arise from the inability to discipline, control, disturbed and ruminate, as opposed to seeking new ways of cognitions that improve the ability to choose flexibility and control. Symptoms of anxiety disorders and their relationship with life satisfaction among students regulate the activity of the degree of symptoms of cognitive structures or their equivalents, which is itself the so-called separate mental health (Solem, 2017; Wells, 2005). (Ali & Sezai , 2019; Deeni, Imons, Larson, Nemati & Maralani, 2016)

Statement of the Study Problem:

This study investigates "students threatened with dismissal from Mutah University", as this category of students suffers from significant psychological stress and anxiety as a result of the university threatening them with dismissal due to their low academic achievement and performance. Afolayan et al. (2013) confirmed that there is a relationship between the level of anxiety and academic performance among students, which can lead them to suffer from anxiety disorders. The period during which a student is enrolled in university is among the most important stages in an individual's life, as it is a critical stage for determining an individual's future. For a student to pass this stage, he/she must exert effort, exhibit persistence, and fulfill the requirements of their studies and university as well as those related to daily life. In addition, students who are threatened with dismissal experience anxiety and stress about their academic status, which may affect their level of life satisfaction. These students may also exhibit low self-esteem, feelings of fear and anxiety and suffer from depression as their anxiety can lead to psychological and physical changes. These psychological problems include irritability, impatience, indifference, emotional dullness and a loss of professional enthusiasm. Therefore, the student requires a high level of patience and satisfaction in order to face that anxiety. Satisfaction with life is one of the things that can help an individual overcome receiving a dismissal warning and pushes them to improve their academic achievement and level of education. A study by Cagle (2017) indicated the existence of a relationship between students' life satisfaction and academic achievement. In this study, we interviewed a community sample of students who were threatened with dismissal from Mutah University to determine the relationship between anxiety disorders and life satisfaction. The study problems are listed in the following section.

The Study Questions:

1- What is the prevalence of anxiety disorders among students threatened with dismissal from Mutah University?

2- What is the level of life satisfaction among students threatened with dismissal from Mutah University?

3- What is the predictive ability of anxiety disorder symptoms for life satisfaction among students threatened with dismissal from Mutah University?

Objectives of the Study:

The current study aimed to:

1- Identify the prevalence of anxiety disorders among students threatened with dismissal from Mutah University from the perspective of the students.

2- Identify the level of life satisfaction among students threatened with dismissal from Mutah University from the perspective of the students.

3- Identify the relationship between anxiety disorders and life satisfaction among students threatened with dismissal from Mutah University.

Significance of the Study

Theoretical Significance:

1- It highlights the symptoms of anxiety among students threatened with dismissal from Mutah University.

2- The theoretical importance of the study is determined by the relationship between anxiety disorders and life satisfaction, helping individuals to feel psychological happiness and accept the problems and pressures that result from their low academic achievement level.

3- This study offers information that reinforces the understanding of the relationship between the study variables (anxiety disorders and life satisfaction).

Practical Significance:

1- The practical importance of the study lies in the benefit of its results and data for constructing and developing plans and counseling programs to reduce anxiety levels among students threatened with dismissal from Mutah University, as well as to develop programs to increase their life satisfaction.

Procedural and Conceptual Definitions:

Anxiety Disorder: fear or strong feelings of anxiety for at least half of the day compared to all daily activities **or** events (family, health, materials, work, school, etc.), where the individual finds it difficult to control this anxiety. For this anxiety to be classified as a disorder, it should persist for at least six months. Anxiety is related to symptoms such as insomnia; feeling on edge; fatigue; difficulty concentrating or feeling a head vacuum; arousal; muscle tension; and sleep disorders (ABA, 2013). Procedurally, in this study, anxiety was defined by the participant's score on the anxiety disorder scale developed for this study.

Life Satisfaction: The extent to which an individual feels that his/her life is purposeful (ABA, 2013). Procedurally, in this study, life satisfaction was defined by the participant's score on the life satisfaction scale developed for this study.

Students Threatened by Dismissal: Students at Mutah University who received a warning due to his/her low accumulative average.

Limitations of the Study:

This study was limited by the following:

1- Human limitations: The study included an available sample of students threatened by dismissal from Mutah University.

2- Time limitations: The study is limited to the first semester of the 2019/2020 university academic year.

3- Spatial limitations: The study was conducted at Mutah University in Jordan (Al-Karak governate south).

4- Objective limitations: This study is limited by its scales and their validity and reliability.

Previous Studies:

Studies on Anxiety:

Afolayan et al's study (2013) "The relationship between anxiety and academic performance among students of nursing faculty in Niger Delta University/Nigeria" aimed to identify the relationship between anxiety and academic performance. The researchers applied a survey and the results indicated no general anxiety among most of the participants and no statistically significant differences in anxiety and academic performance attributed to gender. The study recommended that students receive counseling and guidance to better maintain their thinking methods.

Leblance et al.'s study (2015) "The relationship between sleeping habits, anxiety and depression in the elderly" concluded that taking a nap is the activity practiced by most elderly people and the participants were more likely to suffer from anxiety if they never or rarely consumed caffeine after 6 pm.

Chellaiyan and Maruthappapandian's study (2018) "Association between Sedentary Behavior and Depression, Stress and Anxiety among Medical School Students in Chennai, India" indicated that 21.5% of participants noted a high level of strong anxiety compared to the level among stable participants.

Hajebi et al's study (2018) "Major anxiety disorders in Iran: prevalence, socio-demographic correlates and service utilization" revealed that the prevalence of anxiety disorders in Iran during a period of 12 months was 15.6%.

Studies on Life Satisfaction:

Sahin's study (2017) "The Predictive Level of Social Media Addiction for Life Satisfaction: A Study on University Students in Turkey" indicated a negative relationship between social media addiction and life satisfaction.

Bakalim and Karckay's study (2017) "Effect of group counseling on happiness, life satisfaction and positive or negative affect: A mixed method study" revealed that group counseling reinforces positive feelings, feelings of happiness and life satisfaction levels among students and that the program had no effect on negative feelings.

Guo's study (2018) "The Influence of Academic Autonomous Motivation on Learning Engagement and Life Satisfaction in Adolescents: The Mediating Role of Basic Psychological Needs Satisfaction" indicated that academic motivation among the participants could strongly predict life satisfaction, participation and learning.

Gallegos et al.'s study (2018) "Satisfaction with Life in High School Students from Arequipa" revealed that life satisfaction was higher among older male participants than females.

Tas and Iskender's study (2018) "An Examination of Meaning in Life, Satisfaction with Life, Self-Concept and Locus of Control among Teachers" revealed a positive relationship between the meaning of life experiences and life satisfaction and self-concept, while no negative relationship was detected between life experience and locus of control. Finally, the results indicated a difference in the expected meaning of life and life satisfaction and locus of control based on gender.

Comments on the Earlier Studies:

By reviewing the above earlier studies, it is noted that they did not address the relationship between anxiety disorders and life satisfaction, but only addressed one of the variables or both variables in relation with other variables.

These earlier studies varied in terms of their objectives. For example, Hajebi et al's study (2018) aimed to identify the prevalence of the main anxiety disorders in Iran, whereas Sahin's study (2017) aimed to investigate the association between social media addiction and the ability to predict life satisfaction levels among university students.

Some studies have addressed anxiety disorders and life satisfaction among different samples, such as that of Chellaiyan, Ali & Maruthappapandian's study (2018), which examined the relationship between behavior and depression and its association with stress and anxiety among students of Chennai Medical School, India, or that of Tas & Iskender's study (2018), which examined the meaning of life, life satisfaction, the concept of self and unity among teachers based on several variables.

In terms of the relationship between anxiety disorders and life satisfaction according to gender, the results have been varied, with some studies indicating no gender differences in anxiety disorders, such as the study by Afolayan, Donald, Onasoge, Babafemi & Juan (2013), which indicated no gender differences in general anxiety among students and no differences in academic performance according to anxiety, and other studies suggesting a difference in anxiety disorders

based on gender, such as the study by Walter, Julio & Tomas (2018), which revealed that life satisfaction was higher in older males than in females.

The present study differs from previous studies as it uses different scales (anxiety disorder scale and life satisfaction scale) and targets a different sample of participants with different demographic variables. The previous studies were used to develop the scales used in the current study. They were also used to discuss and interpret the results of the current study and to compare its results with those of previous studies.

Methodology:

The population of the study included 525 male and female students threatened with dismissal from Mutah University who were enrolled in various humanistic and scientific faculties during the first semester of the 2019/2020 university academic year according to the official statistics of the Admission and Registration Unit, Division of Study Schedules at the Computer Center of Mutah University. The study population is described in table (1) below:

Table (1): Distribution of the study population based on faculty and gender

Faculty	Males	Females	Total
Humanistic	198	78	276
Scientific	183	66	249
Total	381	144	525

Pilot Sample:

To achieve the purposes of the study, the study tools were applied on a pilot sample of 30 male and female students who were randomly selected from all faculties (humanistic and scientific) at Mutah University; this pilot sample was excluded from the original study sample.

Study sample:

The study sample consisted of 90 male and female students from the various humanistic (Educational Sciences, Arts, Sports Science, Business Administration, Social Sciences, Law, Sharia) and scientific (Medicine, Engineering, Pharmaceutical Sciences, Science, Nursing, Agriculture) faculties at Mutah University and this sample was selected using the simple random sampling method from the list of names of students who were threatened from dismissal from Mutah University obtained from the Admission and Registration Unit at the Computer Center; the study sample is shown in table (2).

Table (2): Distribution of the study population based on faculty and gender

Faculty	Males	Females	Total
Humanistic	35	10	45
Scientific	35	10	45
Total	70	20	90

Study Tools:

To achieve the objective of the study, i.e., to identify the relationship between anxiety and life satisfaction among students threatened with dismissal from Mutah University, the Anxiety Scale from Alsaraireh's study (2018) was used to identify the anxiety levels among students and the life satisfaction scale from Allaymoun's study (2016) was employed to identify the life satisfaction levels among participants.

Anxiety Scale:

The researcher reviewed Alsaraireh's study (2018), which used the Anxiety Scale known as "State-Trait Anxiety" that was first described in Spielberger et al's study (1964); this scale has been adjusted for the Jordanian environment and applied on a sample similar to the sample in the current study. This scale comprises two subscales that depend on the self-estimation method. The first subscale is the S-Anxiety Subscale and consists of 20 items that assess the individual's current feelings of anxiety. The second subscale is the T-Anxiety Subscale, which consists of 20 items that assess an individual's general feelings of anxiety.

Content Validity:

To verify the validity of the Anxiety Scale, the content validity method was used by subscribing the tool in its initial version to a group of 10 arbitrators selected from the faculty members at Mutah University and the University of Jordan. The arbitrators were asked to suggest any appropriate modifications and an agreement level of 80% or above among the arbitrators was adopted to determine the appropriateness of the items; any items with an agreement level of 30% or below indicated the need for modification or exclusion of items.

Construct Validity:

The construct validity of the Anxiety Scale was verified using the internal consistency approach. The tool was applied to a pilot sample of 30 male and female students from the study population who were not included in the original sample. Then, the correlation between the item, its dimension and the total score was calculated. The results indicated that the correlation coefficient of the state anxiety subscale with the total score of the scale was 0.977 and the correlation coefficient of the trait anxiety subscale with the total score was 0.980.

Reliability of the T-Anxiety and S-Anxiety subscales:

The reliability of the T-Anxiety and S-Anxiety subscales was verified by calculating the reliability coefficient using the test-retest method and the Cronbach's alpha. The researcher applied the S-Anxiety and T-Anxiety subscales to the pilot sample using the test-retest approach (first, at the initial encounter and then two weeks later) and the correlation coefficients were calculated. The scale's internal consistency was verified by calculating the Cronbach's alpha. The scale's reliability correlations are shown in table (3).

Table (3): Stability correlation values of the s-anxiety and t-anxiety subscales

No.	Scale	Item Nos.	Cronbach's alpha	Retest
1	T-Anxiety	**20**	**0.917**	***0.709**
2	S-Anxiety	**20**	**0.925**	***0.699**
-	Total	**40**	**0.941**	***0.711**

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

Table (3) indicates that the items of the T-Anxiety and S-Anxiety subscales were highly reliability based on the Cronbach's alpha values (which ranged from 0.917 and 0.925), and the Cronbach's alpha for the scale as whole reached 0.941, suggesting a high level of reliability. The results showed that the correlation coefficients using the test-retest method (Test R-Test) for all items of the two subscales were statistically significant at $\alpha \leq 0.05$, indicating that the two subscales could be reliably applied to the study sample.

To calculate the reliability of the scale, the test-retest approach was used on the pilot sample with an interval of two weeks between the first and second applications. Further, the internal consistency of the scale was verified using the Cronbach's alpha and results indicated that there was a statistically significant correlation between the two applications of the Anxiety Scale for each dimension and for the total score, with correlation values ranging from 0.804 and 0.877 and Cronbach's alpha values ranging from 0.922 and 0.961.

Scale Correction:

Responses to items on the Anxiety Scale were based on a 4-point Likert scale as follows:

Too much	Score: 4
Moderate	Score: 3
Little	Score: 2
Never	Score: 1

The mean values revealed by the study considering the general trends for each item and the dimension as a whole are shown as follows:

High	Moderate	Low
(4- 3.01)	(3.00-2.01)	(2.00 -1)

Accordingly, if the total mean of the item was more than or equal to 3.01, the level was regarded as high; if the value of the mean was 2.01-3.00, the level then was taken as Moderate ; and if the mean value was 1-2.00, it was regarded as low.

The Anxiety Scale included both positive and negative items, and all items in all dimensions were transformed to a single gradient by turning the negative paragraphs into positive ones to obtain the overall positive trend.

Life Satisfaction Scale:

The life satisfaction scale was developed based on Allaymoun's study (2016) and comprised the following psychometric characteristics:

Content Validity:

To verify the validity of the life satisfaction scale, the content validity method was used by subscribing the tool in its initial version to a group of 10 arbitrators selected from the faculty members at Mutah University and the University of Jordan. The arbitrators were asked to suggest any appropriate modifications and an agreement level of 80% or above among the arbitrators was adopted to determine the appropriateness of the items; any items with an agreement level of 30% or below indicated the need for modification or exclusion of items.

Reliability

Internal consistency was verified using the test-retest method, Cronbach's alpha and the half split method. The results clearly demonstrated that this scale was appropriate for this type of study. The reliability correlation values of the scale's dimension ranged from 0.77 to 0.87 and the total value reached 0.84. The Cronbach's alpha values of the scale's dimensions ranged from 0.71 to 0.75 and the total value reached 0.91, while the values of the half split ranged from 0.67 to 0.86, with a total value of 0.93.

Reliability was checked using appropriate statistical formulas (test-retest and Cronbach's alpha), and the scale was applied to the pilot sample consisting of 30 male and female students who were not included in the total study population using the test-retest approach (first, at the initial encounter and then two weeks later) and the correlation coefficients were calculated. The scale's internal consistency was verified by calculating the Cronbach's alpha. The scale's reliability correlations are shown in table (4).

Table (4): Reliability values of the life satisfaction scale

No.	Scale	Item Nos.	Cronbach's Alpha	Retest
-	Scale as whole	29	0.937	*0.648

* Statistically significant at α≤0.05.

Table (4) indicates that the life satisfaction scale was highly reliable based on the Cronbach's alpha, and the reliability correlation for the scale as whole was 0.937, further indicting the scale's reliability. The test-retest correlation results for the all scale's items were statistically significant at α≤0.05, suggesting that the scale is appropriate for the purpose of this study.

For the life satisfaction scale, responses to the items were scored based on a 5-point Likert scale. Accordingly, if the total mean of the item was more than or equal to 3.68, the level was regarded as high; if the mean value was 2.34-3.67, the level then was taken as Moderate ; and if the mean value was 1-2.33, it was regarded as low.

The life satisfaction scale included both positive and negative items, and all items in all dimensions were transformed to a single gradient by turning the negative paragraphs into positive ones to obtain the overall positive trend.

Study procedure:

To achieve the objectives of the study, the following procedures were followed:

1- Approval and task facilitation was obtained from the official parties to apply the study scales on Mutah University students threatened with dismissal from the university.

2- The target students (population/sample) for the study were identified.

3- The study tools were applied to the pilot sample to determine the validity and reliability of the tools.

4- The tools were applied to the original study sample.

5- The data were analyzed using appropriate statistical software and programs.

6- The data were interpreted and recommendations were suggested.

7- Descriptive Statistic Measures: to calculate the means of each item and the total mean.

8- Pearson Correlation: to test the correlation between the dimensions of the scales.

9- Cronbach Alpha: to determine the scale's reliability.

10- Regression: to determine the predictive ability as defined in the 3rd research question.

Results and Discussion:

Results related to the 1st research question: What is the prevalence of anxiety disorders among students threatened with dismissal from Mutah University?

To answer this question, the means, SDs and levels of the participants' responses on each item and on the T-Anxiety and S-Anxiety subscales as a whole were calculated, as shown in table (5).

Table (5): Means and standard deviations for the prevalence of anxiety disorder symptoms among students threatened with dismissal from Mutah University

	T-Anxiety subscale		S-Anxiety subscale		
Item No.	Mean	SD	Mean	SD	Level
1	3.95	1.00	3.69	0.99	High
2	3.12	1.27	3.72	1.00	High
3	3.87	1.07	3.54	1.02	High
4	3.90	1.34	2.71	0.98	High
5	1.79	1.10	3.44	`1.96	Low
6	3.67	1.03	2.53	1.09	High
7	3.13	1.25	2.56	1.09	High
8	2.69	1.27	3.54	1.90	Moderate
9	2.84	1.33	2.13	1.90	Moderate
10	3.63	1.09	3.47	1.01	High
11	2.91	1.27	3.99	0.99	Moderate
12	2.21	1.27	2.44	1.11	Moderate
13	3.79	1.06	2.37	1.08	High
14	3.44	1.11	2.48	0.99	High
15	2.11	1.18	3.30	1.24	Moderate
16	3.94	1.12	3.86	1.05	High
17	2.74	1.32	2.47	0.94	Moderate
18	2.77	1.38	2.43	1.04	Moderate
19	3.67	1.13	3.63	1.06	High
20	3.03	1.32	3.75	1.06	High
Total	3.11	0.45	3.06	0.35	High

Table (5) indicates that the total prevalence of anxiety as measured by the T-Anxiety subscale among students threatened with dismissal from Mutah University was high, with a total mean of 3.11 and a standard deviation of 0.45, and the total prevalence of anxiety as measured by the S-Anxiety subscale was also high, with a total mean of 3.06 and a standard deviation of 0.35.

This result is in agreement with the hypothesis of this study, which states that when a student receives a warning about their low educational achievement, it is a source of anxiety and creates feelings with insecurity and a lack of psychological safety regarding his/her academic future that in turn is a source of low satisfaction about life and the general situation. This situation also induces a lack of focus, sleep disorders and low feelings of readiness, as indicated in the fifth version of the statistical guide of psychological diseases and disorders diagnosis (ABA, 2013).

The results are in agreement with those of Afolayan et al (2013), who demonstrated the existence of general anxiety among nursing faculty students in Niger, and the results of Chellaiyan et al (2018), who indicated the presence of a high level of anxiety among medicine faculty students. The results related to the second research question: What is the level of life satisfaction among students threatened with dismissal from Mutah University?

To answer this question, the means, SDs and levels of the participants' responses on each item of the life satisfaction scale were calculated, as shown in table (6) below.

Table (6): Means and standard deviations of the prevalence of life satisfaction among students threatened with dismissal from Mutah University

Life Satisfaction Scale			
Item No.	Mean	SD	Level
1	3.55	1.01	Moderate
2	2.62	1.07	Moderate
3	3.70	1.12	High
4	3.72	1.27	High
5	3.79	1.12	High
6	3.97	1.08	High
7	3.88	1.25	High
8	4.08	1.03	High
9	4.77	1.24	High
10	3.67	1.03	Moderate
11	3.91	1.27	High
12	3.21	1.07	Moderate
13	3.70	1.01	High
14	3.64	1.01	High
15	3.11	1.21	Moderate
16	3.94	1.19	High
17	3.79	1.12	High
18	3.98	1.22	High
19	3.77	1.03	High
20	2.99	1.32	Moderate
21	2.01	1.24	Low
22	3.62	1.01	Moderate
23	3.81	1.32	High
24	3.59	1.08	Moderate
25	3.33	1.25	Moderate
26	2.80	1.08	Moderate
27	3.99	1.36	High
28	3.77	1,09	High
29	3.25	1.37	Moderate
Total	3.59	1.01	Moderate

Table (6) indicates that the total level of life satisfaction among students threatened with dismissal from Mutah University was high, with a total mean of 3.59 and a standard deviation of 1.01. The concept of life satisfaction was not affected by factors related to home, the educational environment, peers and others among students who received a warning of dismissal from the university because their poor educational achievement is affected as well as their judgment of life quality. Culture plays an important role in the contribution that these factors have on an individual's life satisfaction as others comments on the reception of a dismissal warning may contribute to how one evaluates his/her life. This result is in disagreement with that of Gallegos et al (2018), which indicated that life satisfaction was high among high school male students.

The results related to the third research question: What is the predictive ability of anxiety disorder symptoms for life satisfaction among students threatened with dismissal from Mutah University?

Table (7): Multiple regression analysis for the extent of anxiety disorder symptoms (T-Anxiety and S-Anxiety) to predict life satisfaction

Scale	Regression	β	T value	Sig	R	R2
T-Anxiety	0.19	0.32	3.67	0.00	0.23*	0.10
S-Anxiety	0.23	0.18	1.97	0.05	0.18*	0.03

Significant at $\alpha \leq 0.03$.

As shown in table (7) above, both the T-Anxiety and S-Anxiety subscales predicted an individual's life satisfaction, with the S-Anxiety subscale showing the highest predictive ability (12%). This result can be interpreted as students' life satisfaction is affected by their anxiety and fear about their academic status as anxiety makes individuals suffer from anxious thoughts (ABA, 2013).

This result is in agreement with that of Tas and Iskender (2018), who indicated the existence of a positive relationship between life experiences, life satisfaction and the self-concept, as well as with the results of Guo (2018), who indicated that an individual's academic self-motivation can significantly predict life satisfaction and participation in learning.

Recommendations:

In light of the results revealed by this study, the researcher suggests the following recommendations:

1- Counseling plans and group counseling programs should be developed to mitigate anxiety levels among students threatened with dismissal from university.

2- The life satisfaction level among students threatened with dismissal from university should be developed and increased.

3- More research and studies related to the variables in this study should be conducted.

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