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Anxiety and Hope of the University Students During the Covid-19 Pandemic Period

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ABSTRACT

The present study was designed to assess the anxiety and hope of the University students during COVID-19 pandemic period. Additionally, gender differences and socioeconomic status were also of interest as research factors. Anxiety scale, adopted Bangla version of Trait Hope scale and personal information blank were administered on randomly selected 300 students of Rajshahi University. One way ANOVA, t-test and Simple linear correlational analyses revealed that female students had emerged with more anxiety and higher hope than male students. Again, the findings indicated that students from low socio-economic status families reported higher levels of anxiety than that of students of middle and upper socio- economic status. In contrast to students from middle and higher socioeconomic status, those from lower socioeconomic status similarly reported low levels of hope. Aside from that, no significant differences in hope were discovered between students of middle and higher socioeconomic status. Further Simple linear correlation demonstrated a negative correlation between anxiety and hope.

Keywords: *COVID-19, Depression, Anxiety, Hope, University Students*

Pandemic is defined as health difficulties with political, economic, and psychological components by Ackgoz and Gunay (2020). Pandemic period can be caused mental health problems, mainly depression and anxiety, among the university students for sustaining a long time (APA, 2020; Lee et al., 2021). Wang et al. (2020) also stated that in such period person experience higher levels of anxiety, depression and stress where students are one of the most vulnerable groups. According to Seligman et al. (2001), anxiety is a common mood disorder characterized by an uneasy feeling of inner chaos that is frequently accompanied by tense behavior and develops in the absence of a precise trigger event. Kang et al. (2020) proposed that Covid-19 had a great significant emotional impact, with considerable worry, tension, and depression symptoms. Anxiety disorder afflicts approximately 12% of persons in a given year, while they affect between 5% and 30% of people across their lifetime (Kessler et al., 2007). Odriozola-Gonzalez & colleagues (2020) designed a survey on three groups of people for looking at the primary impact of covid-19 in Spain. Among them university students were 77%, academic staff were 13%, and administrative staff were 9%. Result revealed that anxiety levels of students were much greater as compared to the other two groups. During the pandemic, epidemiologic studies in

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Bangladesh have shown that the COVID-19 pandemic has generated mental health difficulties as well as widespread isolation (Ahmed et al., 2020b; Mamun et al., 2020). Fear was discovered initially in the epidemic to be a relevant component to such mental health consequences for Bangladeshis (Sakib & collegues, 2020). Woon et al. (2021) used a self-report survey to gather information on socio-demographic factors, personal features, COVID-19-related stresses, religious coping, and clinical features from 316 university students and revealed that 7.0, 16.5, and 13.2 % of participants, consecutively, had mild, moderate, and severe to extremely severe anxiety.

Eman et al. (2021) conducted a study on 1335 students in Egypt from 20 universities to look into the psychological effects that COVID-19 pandemic had on them. According to their findings 53.6% anxiety was found among the students correspondingly and the students who lacked psychological aid from their families, communities, and universities were more prone to suffer from these diseases. Across 29 samples and 80 879 youth, Racine et al. (2021) reported that the prevalence rate of clinically high anxiety was 20.5%. As a result, 1 in 5 has significantly increased anxiety symptoms. Basheti et al. (2021) set out to determine the amount of anxiety among Jordanian healthcare students, as well as the impact on their education process throughout the COVID-19 pandemic. The findings revealed a significant rate of anxiety among university students and the majority of them representing females (67.1%). Again, 43.8% of respondents had normal anxiety. An abnormal anxiety score was assigned to 33.8% of the participants. Cao et al. (2020) reported that 24.9% of Chinese college students had anxiety symptoms, with 0.9 % having severe anxiety and 21.3 % having mild anxiety. Aylie et al. (2020) studied the mental effects of the covid-19 epidemic in Ethiopia on university students and found that 27.7% suffered from anxiety. Ali et al. (2020) examined a study that looked into the influence of socioeconomic class in the incidence of COVID-19 among students from several universities in Pakistan's southern Punjab. According to their findings students from lower socioeconomic backgrounds had higher anxiety than students from upper lower, lower-middle, and upper-middle socioeconomic backgrounds. The report suggests that institutions be established in universities to assist students in dealing with their anxiety issues. According to Heath (2020), coronavirus damaged the emotional well-being of 45% of those in the above-average (upper) socioeconomic status class, compared to 34% and 36% of those in the lower and middle socioeconomic status classes, respectively. Again, Wang et al. (2020b) found females at a greater peril for enduring anxiety symptoms in earlier epidemiological inquiry. Debowska et al. (2020) wanted to assess stress, depression, anxiety, and suicidality among the students from university with various backgrounds (medical, psychology, and other). They discovered that females scored much higher on anxiety than male students. The lowest rating anxiety was obtained by psychology students. Young adult students (aged 18–24 years) reported higher anxiety, and suicidality symptoms than adults (25 years). Islam et al. (2020) conducted a cross-sectional web-based research on 475 university students in Bangladesh during COVID-19 in order to investigate the epidemiology of depression and anxiety, as well as the components that affect it. Their findings revealed that in case of anxiety 87.7% students indicated having mild to severe symptoms of anxiety, with males (66.33%) having more anxiety symptoms than girls (33.67 %). Faisal and his colleagues (2021) stated that COVID- 19 pandemic had both physical and psychological impact on people all across the world. They tried to investigate the symptoms of depression, anxiety of the university students and the condition of their mental health in Bangladesh to better determine COVID-19's effect. Findings showed that an overwhelming number of university students rated strongly for anxiety symptoms, with 40.2% having moderate (23.6%) to severe (16.6%) symptoms of anxiety. Furthermore, studies revealed that greater than half of the individuals (53.9%) reported of having poor mental health.

On the other hand, Arnau (2018) stated that hope is more theoretically linked to general anxiety than panic anxiety and explained how hope can be inversely associated with nervous apprehension, as well as how worried apprehension might conflict with hope when pursuing a goal. Gallagher and Lopez (2018) stated hope as a resiliency factor that may promote well-being, during global health crises. Fredrickson and Barbara (2009) proposed that hope comes automatically when a critical situation occurs to reveal the individual's innovative coping strategies. According to Michael (2000), hope has a significant and negative relationship with anxiety, suggesting that it may be a protective factor against the development of chronic anxiety as well as beliefs of fragility, uncontrollability, and uncertainty. Lewis et al, (2001) stated that a loss of hope has been linked to worse survival rates, emphasizing the need of trying to keep hope alive wherever possible. Furthermore, Bright et al. (2011) considered hope as a key element in the recovery process. Alvi et al. (2018) sought to determine whether there was a gender (331 men and 148 women) and age (20 to 49) distinction among the amount of hope. The findings revealed that men are more hopeful than women. Research suggests that the trait of hope has a vital part influencing person well-being and our psychological health, life satisfaction, self-compassion, self-esteem is associated with high hope scores (Ciarrocchi and Heaven, 2012; Ciarrochi et al., 2007). A series of studies suggested that persons who have a higher level of hope are more able to deal with stressful life circumstances (Change, 1998; Horton & Wallander, 2001; Valle et al., 2006).

Rationale of the Study

During the pandemic period students were restricted from attending universities, staying home for a long period of time, not visiting directly with friends or relatives, not perform any exercise and not moving by the governmental rules because a fear of infected with covid-19 virus were hampered the living condition to all as well as their family members or friends. These extremely stressful new circumstances, as well as the obligatory procedures prohibited people from going out or returning home. In this period the mental health of the university students is expected to be affected negatively for a long-time study breakup. Several researchers found that, University students are more likely to have psychological issues, especially anxiety, than the general population (Denovan & Macaskill, 2017; Gaspersz et al., 2012; Stallman, 2010). Although the majority of research on anxiety and hope has been done in western cultures and only a few studies have been done in Bangladesh that only took into account prevalence and gender (Banna et al., 2020; Faisal et al., 2021) but the author failed to consider the other factors which might influence on anxiety and hope of the students during the COVID-19. As hope is adversely correlated with anxiety (Rajandram, 2011; Arnau, 2018) and it helps individual to promote well-being during global health crises (Gallagher and Lopez, 2018) so the present feels that it is essential to investigate the prevalence of anxiety and the condition of their hope as regarding their gender and socio-economic status.

After the task is done, the study's findings will help us become more mindful of mental health. These results will aid in understanding how gender and socioeconomic status affect university students' levels of hope, and anxiety. Teachers, parents, researchers, or mental health workers will be able to take the appropriate actions for reducing the impact by being aware of the findings.

Objective of the Present Study
The main objective of the present study is-
1. To investigate the anxiety and the level of hope among the students of Rajshahi University as function of their gender and socio-economic status during the COVID-19 pandemic.

2. To investigate whether there is a relationship between anxiety and hope of the students of Rajshahi University.

Hypotheses of the Study
Considering the above objective, the following hypothesis were formulated:

- H1: Female students would have higher anxiety than male students.
- H2: Female students would have lower hope than male students.
- H3: Anxiety would differ significantly as a function of socio-economic status of the students.
- H4: Hope would differ significantly as related to socio-economic status of the students.
- H5: There would be a significant negative correlation between anxiety and hope.

METHOD OF THE STUDY

Sample
300 (150 male and 150 female) students of Rajshahi University were selected randomly from eight departments who all studied in different sessions of honors and masters. All the students of Rajshahi University were the target population.

Measuring Instruments
The following instruments were administered for data collection in the present study:

1. Bangla version of Anxiety Scale (Deeba &Begum, 2004).
2. Bangla adaptation of Trait Hope scale (Joarder & Khan, 2015).
3. Additionally personal information form was used to collect demographic data of the respondents.

Description of the Anxiety Scale
The Bangla version of Anxiety Scale was developed by Deeba and Begum (2004). The scale is consisted of 36 items and is scored on a Likert scale with a range of 0 to 4. Each response on each question received a score: 0 for not at all, 1 for not applicable, 2 for unsure, 3 for a little applicable, and 4 for highly applicable. The person's overall anxiety score was calculated by adding the total of all 36 items. The highest permissible score was 144, and the least possible score was 0. The overall score of the responders can be divided into four severity degrees. The levels of intensity are mild (54 and below), moderate (55 to 66), severe (67 to 77), and profound (78 to 135). The reliability of this anxiety scale was revealed by internal consistency reliability (r=.947), Cranach-alpha reliability (r=.92), and test-retest reliability (r=.688). The construct validity of this scale was r = 0.63, with F = 60.28 at = 0.01. The items correlation ranged from r = 0.40 to r = 0.75 with a 0.01 level of significance, indicating that the anxiety scale had acceptable construct validity.

Description of the Trait Hope Scale
The original form of Trait Hope Scale of Synder et al. (1991) was adapted in Bangla version by Joarder and Khan (2015). The scale has 12 items that were separated into two subscales: i) Agency and ii) Pathway. Each of the subscales contains 4 items and the remaining four items are fillers. All of the items on the assessment were organized into a Likert scale with eight choices ranging from certainly false to definitely true. Scores were assigned to each answer on each item with 1 denoting a definitive false response, 2 is mostly false, 3 is somewhat false, 4 is slightly false, 5 is slightly true, 6 is somewhat true, 7 is mostly true and 8 is definitely true. Through items 2,9,10 and 12 the agency sub-scale was calculated where the range was 4 to 32. Again items 1,4,6 and 8 are considered as pathway subscale with the range of 4 to 32.

High scores of each subscale indicates higher degree of agency and pathway thinking and lower scores indicate lower levels. The four agency items and the four pathway items were added to get the final Hope Scale score, which has a range of 8 to 64. Higher scores reflect the individual's high amount of hope, while lower scores reflect an individual's low level of hope. The following questions, 3, 5, 7, and 11, are not taken into consideration into the score calculation. Parallel form (r = .91, α = .01) and the test-retest reliability (r = .84, α = .01) techniques were used to revel the reliability of the scale. The reliability coefficients was confirmed by Shehni-Yailagh et al. (2012) and Ahmet et al. (2012).

Procedure

With the permission of the authority the data were collected from eight different departments of Rajshahi University. After meeting with the chosen students, the researcher established the required rapport and explained the goal of the current study. They were first required to fill out personal details. Then they had to carefully read each item on the scale and react by placing a checkmark in the corresponding scales box. Additionally, they were informed that there was no set response time restriction and that there was no right or incorrect answer, but they were asked to provide their response as soon as possible. They were free to ask the researcher any questions if they were unclear, and the researcher will do their best to answer all of them. When the task was finished the researcher thanked all of them. Within a three- month period, all the data were collected. In this work, moral and ethical concerns were consciously addressed.

RESULTS

After completing the data collection procedure, the responses were scored according to the scoring procedure of Anxiety Scale and Trait Hope Scale. Then IBM SPSS version 26 was used for analyzing the score through ANOVA, and t-test. The variables were defined accordingly and data were assembled, recorded and coded.

Table No:1 Mean differences of Anxiety in relation to the gender of the respondents

Measured Variable	Types of Respondents	N	Mean	SD	df	t	P
Anxiety	Male	150	56.27	11.99	298	2.17	.03
	Female	150	59.18	11.27			

The above result table indicates that the mean anxiety of male and female students is 56.27 and 59.18. The standard deviation (SD) of male and female students is 11.99 and 11.27 respectively. The degrees of freedom (df) is 298 and the calculated value of 't' is 2.17 which is significant at 0.05 level. This result has been indicated that female students had significantly higher anxiety than male.

Table No:2 Mean differences of Hope in relation to the gender of the respondents

Measured Variable	Types of Respondents	N	Mean	SD	df	t	P
Hope	Male	150	44.48	9.08	298	2.14	.03
	Female	150	47.12	9.03			

The above table 2 shows that the mean differences of hope of male students is 44.48 and female students is 47.12. The standard deviation (SD) of male students is 9.08 and female students is 9.03. The degrees of freedom (df) is 298 and the calculated value of 't' is 2.14

which is significant at 0.05 level. This result indicates that female show significantly high level of hope as compared to male students.

Table No:3 One way ANOVA of Anxiety Score of the Students as regarding to their Socio-economic Status

Measured Variable	Sources of Variation	Sum of Squares	df	Mean Squares	F	P
Anxiety	Between Groups	7978.03	2	3989.02	35.87	0.00
	Within Groups	33034.00	297	111.23		
	Total	41012.04	299			

The above table 3 indicates that the mean square of between groups is 3989.02 and the mean square of within groups is 111.23. The degrees of freedom (df) between groups and within groups is 2 and 297 respectively. The calculated value of 'F' is 35.87 and p is<0.05. This result has indicated the significant difference in anxiety among the three respondent groups.

Table No:4 Mean differences of Anxiety as regarding to Lower class and Middle Class Students

Types of Respondents	N	Mean	SD	t	df	P
Lower Class	51	65.84	9.61	3.86	212	.000
Middle Class	163	58.95	11.57			

The above table 4 reveals that the mean of anxiety of lower class and middle class students is 65.84 and 58.95 respectively. The standard deviation (SD) of lower class and middle class students is 9.61 and 11.57 respectively. The degrees of freedom (df) is 212 and the calculated value of 't' is 3.86 which is significant at 0.01 level. This result reported that there is a significant difference between the lower and middle class students where lower class students reported higher anxiety than middle class.

Table No:5 Mean differences of Anxiety as regarding to Lower class and Higher Class Students

Types of Respondents	N	Mean	SD	t	df	P
Lower Class	51	65.84	9.61	9.41	135	.000
Higher Class	86	50.59	8.91			

Table 5 presented that the mean of anxiety of lower class and higher class students is 65.84 and 50.59 respectively. The standard deviation (SD) of lower and higher class students is 9.61 and 8.91 respectively. The degrees of freedom (df) is 135 and the calculated value of 't' is 9.41 which is significant at 0.01 level. This result indicates that there is a significant difference between the lower and higher class students and lower class students report high anxiety than higher class students.

Table No:6 Mean differences of Anxiety as regarding to Middle class and Higher Class Students

Types of Respondents	N	Mean	SD	t	df	P
Middle Class	163	58.95	11.57	5.84	247	.000
Higher Class	86	50.59	8.91			

The above table 6 shows that the mean of anxiety of middle class and higher class students is 58.95 and 50.59 respectively. The standard deviation (SD) of middle and higher class students is 11.57 and 8.91 respectively. The degrees of freedom (df) is 247 and the calculated value of 't' is 5.84 which is significant at 0.01 level. This result indicates that middle class students are reported to have significantly higher anxiety than higher class students.

Table No:7 One way ANOVA on Hope Score of the Students as regarding to their Socio-economic Status

Measured Variable	Sources of Variation (SV)	Sum of Squares (SS)	df	Mean Squares (MS)	F	P
Hope	Between Groups	1443.91	2	721.96		
	Within Groups	23374.09	297	78.70		
	Total	24818.00	299		9.17	.000

The above table presented that the mean square of between groups is 721.96 and the mean square of within groups is 78.70. The degrees of freedom (df) between groups and within groups is 2 and 297 respectively. The calculated value of 'F' is 9.17 and p is<0.05. This result has indicated the significant difference in hope among the three respondent groups.

Table No:8 Mean differences of Hope as regarding to Lower class and Middle Class Students

Types of Respondents	N	Mean	SD	t	df	P
Lower Class	51	41.49	9.39			
Middle Class	163	46.28	8.71	3.36	212	.001

Table 8 reveals that the mean of hope of lower class and middle class students is 41.49 and 46.28 respectively. The standard deviation (SD) of lower class and middle class students is 9.36 and 8.71. The degrees of freedom (df) is 212 and the calculated value of 't' is 3.36 which is significant at 0.01 level. This result indicates that there is a significant difference between the lower and middle class students and middle class students reported higher hope than lower class students.

Table No:9 Mean differences of Hope as regarding to Lower class and Higher Class Students

Types of Respondents	N	Mean	SD	t	df	P
Lower Class	51	41.49	9.39			
Higher Class	86	48.14	8.86	4.15	135	.000

The above table reported that the mean of hope of lower class and higher class students is 41.49 and 48.14 respectively. The standard deviation (SD) of lower and higher class students is 9.39 and 8.86. The degrees of freedom (df) is 135 and the calculated value of 't' is 4.15 which is significant at 0.01 level. This result is indicating that higher class students reported significantly high hope than lower class.

Table No:10 Mean differences of Hope as regarding to Middle class and Higher Class Students

Types of Respondents	N	Mean	SD	t	df	P
Middle Class	163	46.28	8.71	1.59	247	.113
Higher Class	86	48.14	8.86			

From the above table it is observed that the mean of hope of middle class and higher class students is 46.28 and 48.14 respectively. The standard deviation (SD) of middle and higher class students is 8.71 and 8.86. The degrees of freedom (df) is 247 and the calculated value of 't' is 1.59 which is not significant at 0.05 level. This result indicates that middle class students have high hope as compared to higher class which is not significantly differed.

Table No: 11 Descriptive Statistics and Pearson Correlation of Hope and Anxiety

Variables	M	SD	1	2	p
1-Hope	45.94	9.245	1	-.181	.002
2-Anxiety	58.78	13.510	-.181	1	.002

Table 11 shows descriptive statistics and Pearson correlation between Hope and Anxiety. Mean of hope and anxiety is 45.94 and 58.78. Standard deviation is 9.245 and 13.510 and r= -.181, which is significant at 0.01 level this indicates that there is a negative correlation relation between hope and anxiety.

DISCUSSION

The purpose of the study was to assess the anxiety and level of hope among students of Rajshahi University during COVID-19 outbreaks. 150 men and 150 women were chosen at random among the participants. For data collection, the adapted version of Trait Hope Scale of Joarder and Khan, (2015), and the bangla version of the Anxiety Scale of Deeba and Begum, (2004) was used. To analyze the data, the t-test and one-way ANOVA were used in SPSS version 26. To test the research, five hypotheses were developed.

The first hypothesis of the study stated that "Female students would have higher anxiety than male students". The result of the t-test presented in table 1 (N=300, Mean=56.27 and 59.18, Sd= 11.99 and 11.27 respectively, df= 298, 't'=2.17 and p<0.05) revealed that the female students had significantly higher anxiety than male students. This confirmed the hypothesis and was consistent with the previous findings of Tsukamoto et al. (2021); Wang et al. (2020b); Banna et al. (2020); and Kelly et al. (2007). The researcher claimed that because these individuals have more asymmetrical acquired skin conductance responses to sensory input and stronger responsiveness in fear-related neural circuits, they are more likely to fear losing their academic achievements due to universities closing down during an outbreak of COVID-19. Isolation, parent-child discord, emotion-focused coping strategy, seeking support, and long-term exposure to unsuitable family emotional surroundings that may have aided female students to adapt to the stressful environment more efficaciously may have been contributors that resulted in female students experiencing anxiety more frequently (Liu et al., 2020b; Alon et al., 2020; Bahrami et al., 2011).

The result of the t-test was presented in table 2. The table 2 showed (N=300; Mean= 44.48 and 47.12 respectively; SD= 9.08 and 9.03; df= 298; t= 2.14 and p<0.05) that male students had significantly high hope than male students which did not confirm the second hypothesis "Female students would have lower hope than male students". Though the findings were compatible with those of Joseph Ciarrochi (2015) and Fujita et al. (1991), who said that females exhibit stronger hope than males, they contrasted those of Alvi et al. (2018), who showed higher hope in males than females.

The third hypothesis of the study stated that "Anxiety would differ significantly as a function of socio-economic status of the students". The result of one-way ANOVA presented in table

3 showed ('F'=35.87; df= 2 and 297; and p< 0.01) significant impact of socio-economic status on anxiety.

The results of t-test were presented in tables 4 (M=65.84 and 58.95; SD=9.61, 11.57; t=3.86), 5 (M=65.84, 50.59; SD= 9.61, 8.91; t=9.41) and 6 (M=58.95and M=50.59, SD= 11.57, 8.91, t=5.84) which showed the significant difference in anxiety among three groups of socio-economic status that anxiety of low socio-economic class students was significantly higher than that of middle class and higher status and anxiety of middle-class students was significantly high than higher class students. These findings were compatible with those of Ali et al. (2020) and Nagasu et al. (2021). Under the COVID-19 lockdown, low-income households had restricted access to daily requirements and supplies required for preventive procedures such as gloves, masks, hygiene products, and high-quality foods, which could explain this result (third hypothesis). Most lower-class persons lose their everyday earnings and are unable to pay for basic needs for their family as a result of the lockdown and absence of work. Students from those households are concerned about pandemics, their long-term impacts, and the incapacity to continue their distant education due to the absence of electronic tools, family pressure, fear of infection, career tension, and other factors contribute to rise anxiety among students from lower class family (Marban et al., 2021; Ahmed et al., 2020; Huang et al., 2020 and Moghanibashi, 2020).

One-way ANOVA results in table 7 clearly reveal that socioeconomic position has a substantial impact on hope (F=9.17; df= 2 and 297; and p< 0.01). To test the hypothesis four "Hope would differ significantly as related to socio-economic status of the students" t-test was employed.

Table 8 showed (M=41.49 and 46.28; SD=9.39, 8.71; t=3.36) that the hope of middle socio-economic status students were considerably greater than lower class students. Again table 9 demonstrated (M=41.49 and M=48.14, SD= 9.39, 8.86; t=4.15) that high socioeconomic students had considerably higher hopes than lower socioeconomic class students. Table 10 revealed (M=46.28 and 48.14, SD= 8.71, 8.86; t=1.59) that there was no significant relationship of hope between families with middle and higher socioeconomic class students. People who grew up in middle-class families tend to be more realistic. The findings may be explained by the fact that they develop a greater capacity to deal with a variety of unfavourable circumstances than did students from lower class or upper-class families. Students in upper classes are once more filled with optimism since they have all the necessities and can deal with any crisis situation, such as COVID-19. This may be the reason why there was no difference between middle-class and upper-class students.

It was hypothesized that there would be a significant negative correlation anxiety and hope. To verify the statement, a simple linear correlation study was performed and table 11 demonstrated that (M=45.94 and 58.78. SD=9.245 and 13.510 and r= -.181, p< 0.01) there was a negative correlation exist between hope and anxiety. The findings were consistent with previous research that found a negative relationship between anxiety and hope (Arnau et al., 2007).

The COVID-19 epidemic has affected almost all nations, and the majority of them have enacted lockdown procedures (WHO, 2020). WHO (2022) reported that globally in the first year of the COVID-19 pandemic, the prevalence of anxiety and dissatisfaction increased 25%. In COVID-19, the prevalence of depressive and anxious symptoms doubled compared to pre-pandemic estimations and the prevalence rates were higher later in the pandemic, in older

adolescents, and in females (Racine et al., 2021). According to Islam et al. (2020), anxiety levels among Bangladeshi students were higher than they had been in earlier, pre- COVID-19 studies.

Limitation and Further Direction of the Study
There are some limitations to the current study that should be considered. Because the participants were chosen from the University of Rajshahi in Bangladesh, it is difficult to generalise our results to larger groups. Consequently, replication of the current study using more diverse population samples should be a key focus of future research. It is crucial to repeat this study with a larger sample size since we know that hope and anxiety play significant roles in the prediction of academic progress.

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Conflict of Interest
The author(s) declared no conflict of interest.