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THE ROLE OF SOME VARIABLES AND THEIR RELATIONSHIP TO THE LEVEL OF FUTURE ANXIETY AMONG UNIVERSITY STUDENTS

Abstract. The study aims to determine the level anxiety of the future among the students at university, know the differences in the anxiety of the future level among the university Students between (Male-female), and to know the differences in the variables anxiety of the future among university students. Research methodology: The researcher applied on the descriptive approach (sample survey) because of the appropriate approach to the nature of the current research. The population of this study was determined intentionally from the university students Soran university faculty of education, and the sample of the study (187) female (108) and males (79) students in 3rd grade from the (physical education, general science, Kurdish mathematics and social science) departments in faculty of education in Soran university (20-24 years old). Conclusion: The level of concern for the future among university students above the average in all areas is a measure of concern for the future (psychological, economic, social, health) and the overall degree of the scale with a statistical function. The existence of statistically significant differences among university students in the Faculty of Education of Soran University according to the gender type (male, female) in the areas of the measure of future anxiety (social and family), and the absence of significant differences in the statistic among university students following the change in gender type (male, female) in the areas of the measure of future anxiety (psychological, Economic, health) and the overall degree of the scale. The future (psychological, social and health) and the overall degree of scale except for the (economic) field, the differences were statistically significant, and in light of the results of this research, the following recommendations were made.

Keywords: variables (psychological, economical, healthy, and social); future-anxiety; student

Introduction

One of the most incredible abilities that humans have is the mechanism by which we imagine our future. This capacity to envision personal future events has been studied in a wide range of fields of psychology and has been referred to by a variety of different terms, depending on the field, encompassing various aspects of the term, such as mental stimulation. (MacLeod & Conway, 2005; MacLeod & Salaminiou, 2001)

Test anxiety refers to a set of phenomenological, physiological, and behavioral responses associated with fear of potential negative outcomes or failure in an evaluative situation (Zeidner, 2010). Test anxiety is often caused in educational settings when a student believes that the demands of the test situation will exhaust or exceed his or her analytical, motivational, and social capabilities and capacities.

Most of the uncertainty and semantic misunderstanding surrounding the status of test anxiety as a psychological construct arises from the fact that multiple investigators have given this word somewhat different meanings. Thus, test anxiety has been used to refer too many similar but theoretically somewhat different constructs, such as stressful evaluative stimuli and contexts, individual differences in anxiety proneness in evaluative situations, and so on. Fluctuating levels of anxiety encountered during a test situation (i.e., state anxiety). While the debate continues about whether test anxiety is a reasonably stable personality trait (individual difference variable) or an ephemeral emotional state, a generally accepted definition exists (Spielberger & Vagg, 1995).

The ability to envision personal future events can also act as a motivator, reversing a natural inclination toward time discounting and impulsive, opportunistic conduct. This ability is beneficial in the long run, especially given how humans rely on cooperation and coordination (Boyer, 2008).

Anxiety can increase a patient's perception of pain, which is typically managed with analgesia. As a result, analgesia intake is viewed as a proxy for anxiety levels. The more nervous patients are the more discomfort they will feel and, as a result, the more analgesia they will possibly consume. As a result, early researchers in pre-operative education used analgesia use as a proxy for anxiety level. They believed that such patients' decreased analgesic use was due to decreased anxiety, which was caused by pre-operative education. Another possibility is that patients choose not to seek pain relief for any cause. Other criticisms of these studies (Anderson & Masur, 1983; Ley, 1988). The attention that young people are receiving today reflects society's awareness of the importance and value of these human energies, which is Represents a deep trust and a serious sense of the need of society to these challenges, which play a key role in the building and development, Ignoring or ignoring their energies may turn them into destructive energies, destroying themselves and their groups in one. We are the mental health of a university student, a fundamental pillar of production, the complexity of ambition in life, and any disability. Or the life pressures that the student is exposed to during his university life will have negative effects on his mental health and physical, directly and indirectly, and then it will affect his success and progress in his school life. And social, as the stress factors that a student can experience in his university life or threatened incidents and the difficulty of reconciling with these incidents have an impact on anxiety. The problem of study The researchers also noted through practical communication with students during the work as a university student in the year 2020-

2021 that the future and attention to it is a priority in the life of young people, and that the future picture of the life of university youth is ambiguous and darker, it is the researcher's art to study the concern of the future of the university young students. The study aims to determine the level of anxiety of the future among the students at university, to know the differences in the anxiety of the future level among the university Students between (Male-female), and to know the differences in the variables anxiety of the future among university students.

Methods and procedures

Research methodology: The researcher applied on the descriptive approach (sample survey) because of the appropriate approach to the nature of the current research, The population of this study was determined intentionally from the university students in Soran university faculty of education, and the sample of the study (187) female (108) and males (79) students in 3rd great from the (physical education, general science, Kurdish, mathematic and social science) departments in faculty of education in Soran university (20-24 years old).

Research tool measuring

The measure of future anxiety (Khalidi, 2002): The scale consists of (48) items (15) answering and (33) items Negative, and table 3 shows the distribution of items on the areas of the measure of future anxiety, where put in front of each item five alternatives (expressing me completely, express me a lot, express me medium, express me a little, Don't express me at all. On the following adjectives: negative items (4-3-2-1-0) and positive items (0-1-2-3-4), the highest score of the scale (192) The lowest score is (zero).

Table 1: Independent Samples Test

		Levene's test for equality variance		t-test for equality of means						
		F	Sig.	t	df	Sig.2 tailed	Mean difference	Sd. Error difference	95% Confidence Interval of the Difference	
									lower	upper
Psychology anxiety	Equal variances assumed	1.159	0.283	1.160	185	0.247	0.06518	0.05618	-0.04566	0.17602
	Equal variances not assumed			1.174	175.046	0.242	0.06518	0.05551	-0.04437	0.17473
ECON omic anxie	Equal variances assumed	0.009	0.926	0.543	185	0.588	0.03211	0.05913	-0.08454	0.14875

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	Equal variances not assumed			0.540	164.889	0.590	0.03211	0.05944	-0.08526	0.14947
Healthy anxiety	Equal variances assumed	0.129	0.720	2.292	185	0.023	0.15042	0.06562	0.02097	0.27987
	Equal variances not assumed			2.280	164.889	0.024	0.15042	0.06596	0.02017	0.28066
Social anxiety	Equal variances assumed	0.764	0.383	0.068	185	0.946	0.00473	0.06944	-0.13228	0.14173
	Equal variances not assumed			0.067	162.804	0.946	0.00473	0.07004	-0.13357	0.14303

Through the table we note that there is a mean difference between the male and females in the probability value is less than 0.05 probability value is less than 0.05.

Table 2: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Psychology anxiety	Between Groups	0.267	2	0.134	0.924	0.399
	Within Groups	26.469	183	0.145		
	Total	26.736	185			
Economic anxiety	Between Groups	0.460	2	0.230	1.465	0.234
	Within Groups	28.711	183	0.157		
	Total	29.170	185			
Healthy anxiety	Between Groups	0.141	2	0.070	0.352	0.704
	Within Groups	36.635	183	0.200		
	Total	36.776	185			
Social anxiety	Between Groups	0.097	2	0.049	0.221	0.802
	Within Groups	40.376	183	0.221		
	Total	40.474	185			

Table 3 Group Statistics GENDER different

	Gender	N	Mean	Sd.	Std. Error Mean
Psychology anxiety	Female	108	2.2086	0.39151	0.03767
	Male	79	2.1435	0.36234	0.04077
Economic anxiety	Female	108	2.3953	0.39356	0.03787
	Male	79	2.3632	0.40721	0.04582
Healthy anxiety	Female	108	2.2928	0.43676	0.04203
	Male	79	2.1424	0.45191	0.05084
Social anxiety	Female	108	2.5216	0.45805	0.04408
	Male	79	2.5169	0.48378	0.05443

Table 5: Correlation

		Psychology anxiety	Economic anxiety	Healthy anxiety	Social anxiety	Total anxiety
Psychology anxiety	Pearson Correlation	1	.651**	.536**	.387**	.870**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N	187	187	187	187	187
Economic anxiety	Pearson Correlation	.651**	1	.515**	.459**	.866**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	187	187	187	187	187
Healthy anxiety	Pearson Correlation	.536**	.515**	1	.368**	.745**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000
	N	187	187	187	187	187
Social anxiety	Pearson Correlation	.387**	.459**	.368**	1	.628**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000
	N	187	187	187	187	187

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5: One-Sample Test

			Test Value = 1.5					
	N	mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Psychology anxiety	187	2.1811	24.521	186	0.000	0.68111	0.6263	0.7359
Economic anxiety	187	2.3817	30.248	186	0.000	0.88174	0.8242	0.9392
Healthy anxiety	187	2.2293	22.248	186	0.000	0.72928	0.6646	0.7939
Social anxiety	187	2.5196	29.805	186	0.000	1.01961	0.9521	1.0871
Total anxiety	187	2.3007	33.131	186	0.000	0.80074	0.7531	0.8484

Results and Discussion

Table 1 shows that there are statistically significant differences at the level of indication (0.05) between the averages of the study sample members according to some variables, where the values (F) calculated in the fields of psychological, health and social concern of the future: (1) 1.159 (0.129) (0.764), as evidenced by the lack of statistically significant differences at the level of indication (0.05) between the averages of the individuals studied in the field of economics. The experience of evaluative anxiety is near universal across people differing in age, gender, and culture. A meta-analysis of test anxiety data from 14 national sites (Seipp, Schwarzer, & Zeidner, 1996) showed that, although mean test anxiety levels varied somewhat across cultures, test anxiety was a prevalent and relatively homogenous cross-cultural phenomenon. Table 2 shows that there are significant statistical differences between the averages of university youth groups with age groups at the macro level to explore future concerns. It is clear from table (3) of a variable (male and female) in the field of the measure of the future (psychological, economic, health and social) the existence of statistically significant differences in the future concern of university youth and all magazines in favor of females if the value of (T) appears to be a function at the level of (0.001). All forms of anxiety have a future dimension because the present age generates significant uncertainty as a result of various demands to accommodate and manage its changes (Zaleski, 1996). The results of the previous tables turn out that females are more anxious than males due to the nature of study where males are those who bear the responsibility of raising a family as well as high cost of dowries. But having a good job opportunity with decent salary will help them propose. However, table (4) statistical treatment that there is a relationship between the psychological, economic, health and social areas and the level of future anxiety, if the Pearson coefficient (0.01). which is a strong correlation factor if it indicates between variables this strong relationship

between all kind of variable in footer anxiety during student life (Candeias, Rebelo, & Oliveira, 2012; Hammad, 2016). Through Table (5), we note that the average answers for each axis are greater than the average (1.5) and that the probability value is less than 0.05. In other words, the axes have an importance and a role in the level of anxiety in the future among students. According to (Bolanowski, 2005), career potential anxiety rises in students as a result of their perceptions and assumptions about the labor market, the uncertainty of obtaining work prospects, and desired income in the event of employment. MacLeod, Williams, and Beckerman, 2001; Zaleski, 2005 established that an individual's growing suspicions about the future can be a source of excessive anxiety. Anxiety often arises as a result of their pessimistic outlook on the future, as well as their lack of self-awareness and trust in coping with future actions that would result in negative incidents (Constans, 2001; Joireman, 2005; Zaleski, 2005).

Conclusion

The level of concern for the future among university youth above the average in all areas is a measure of concern. The future (psychological, economic, social, health) and the overall degree of the scale with a statistical function. The existence of statistically significant differences among university students in the Faculty of Education of Soran University according to the gender type (male, female) in the areas of the measure of future anxiety (social and family), and the absence of significant differences. The future (psychological, social, health) and the overall degree of scale except for the (economic) field, the differences were statistically significant, and in light of the results of this research, the recommendations were made.

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ВПЛИВ ПСИХОЛОГІЧНИХ, ЕКОНОМІЧНИХ, МЕДИЧНИХ ТА СОЦІАЛЬНИХ ЧИННИКІВ НА РІВЕНЬ ТРИВОГИ ЩОДО МАЙБУТНЬОГО СЕРЕД СТУДЕНТІВ УНІВЕРСИТЕТУ

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Анотація. Дослідження має на меті визначити рівень майбутньої тривожності серед студентів університету, дізнатися відмінності у типах тривожності серед студентів університету чоловічої та жіночої статі, а також виявити відмінності у впливі психологічних, економічних, медичних та соціальних чинників на рівень тривоги серед студентів університету.

Методологія дослідження: автор дослідження застосував описовий підхід (вибіркове опитування) до дослідження. У дослідженні взяли участь 187 студентів педагогічного факультету університету Соран, з них 108 студентів-дівчат і 79 студентів-чоловіків 3-го року навчання (спеціалізація: фізичне виховання, загальні науки, курдська мова, математика і соціальні науки). Вік респондентів складав 20-24 роки.

Висновок: рівень занепокоєння власним майбутнім серед молодих людей університету значно вищий за середній у всіх сферах життєдіяльності. Спостерігаються статистично значущі відмінності серед студентів педагогічного факультету університету Сорана за гендерним типом (чоловік, жінка) щодо тривоги у майбутньому у соціальній та сімейній сферах. У світлі отриманих результатів цього дослідження були зроблені рекомендації.

Ключові слова: чинники (психологічні, економічні, медичні та соціальні); майбутня-тривога; студент.

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