

Future anxiety and its relationship to level of aspiration among physical education students

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Abstract:

The purpose of this study was to know the level of future anxiety, level of aspiration among physical education students and to reach of finding the relationship between future anxiety and level of aspiration. The sample consisted of male physical education students (players (N =63) from Institute of Physical Education and Sport University of Ouargla. Future anxiety scale and level of aspiration were used to collection data. Descriptive statistics, and person's correlation analysis were used to calculate data. The results indicated that there was low future anxiety among physical education students and high level of aspiration among physical education students. No correlation relationship between future anxiety and level of aspiration. The most important thing researchers recommend is developing sport programs that reduce the level of anxiety and enhance the level of aspiration in all sports (Sports University, amateur, professional).

Keywords: future anxiety; level of aspiration; physical education students.

Résumé :

L'étude a pour but de connaître le niveau d'anxiété de l'avenir, le niveau d'aspiration chez les étudiants en éducation physique, et de comprendre la relation entre l'anxiété de l'avenir le niveau d'aspiration. Le questionnaire l'anxiété de l'avenir, Le questionnaire le niveau ont été utilisés pour déterminer cette relation. La recherche porte sur 63 étudiants en éducation physique (Institut de l'éducation physique et de sport Univ. Ouargla). Les résultats montrent faible niveau d'anxiété de l'avenir, haut niveau d'aspiration chez les étudiants en éducation physique. Aucune corrélation entre Anxiété de l'avenir et le niveau d'aspiration. La chose la plus importante que les chercheurs recommandent est de développer des programmes sportifs qui réduisent le niveau d'anxiété et augmentent le niveau d'aspiration dans tous les sports (sports universitaires, amateurs, professionnels).

Mots clés : Anxiété de l'avenir; le niveau d'aspiration; les étudiants en éducation physique.

Introduction.

Everyone feels anxiety from time to time. Few people get through a week without some anxious tension or a feeling that something is not going to go well. We may feel anxiety when we're facing an important event, such as an exam or job interview, or when we perceive some threat or danger, such as waking to strange sounds in the night. However, such everyday anxiety is generally occasional, mild and brief, while the anxiety felt by the person with an anxiety disorder occurs frequently, is more intense, and lasts longer—up to hours, or even days. Unfortunately, anxiety disorders are common. Research shows that up to one in four adults has an anxiety disorder sometime in their life, and that one person in 10 is likely to have had an anxiety disorder in the past year. Anxiety disorders are the most common mental health problem in women, and are second

only to substance use disorders in men. Anxiety disorders can make it hard for people to work or study, to manage daily tasks and to relate well with others, and often result in financial strain and profound personal suffering. People often live with anxiety disorders for years before they are diagnosed and treated. If you suspect that you have an anxiety disorder, it is important to seek professional treatment as soon as possible. Anxiety disorders are treatable, and early treatment can help to ensure treatment success.(Neil & al., 2008; APA, 2000)

Future anxiety is one of the anxieties that simultaneously emerged with Toffler's launching of the term Future Shock (1970) and Zaleski (1996) indicated this concept which refers to a state of apprehension, fear, uncertainty and anxiety of undesired changes expected to occur in the future. This fear of the future could include a variety of anticipated threats including physical threats, such as illness or accident, or emotional threats, for example the loss of one of the family members. These threats vary in terms of severity, and future anxiety may include the individual's fear of failure in achieving his/her goals and aspirations. Zaleski (1996) sees that all kinds of anxiety have future dimension on the grounds that the current era creates grave tension due to multiple demands to accommodate and control its changes. Molin (1990) also demonstrated that instead of becoming a source of achieving the objectives and expectations, future may become, for some individuals, a source of fear or terror, and this is basically the source of future anxiety. Czapinski & Peters (1991) mentions that anxiety sources may be due to two factors, the first is the lack of certainty and knowledge of the events that may occur in the future, and the second is due to the past experiences whether of the individual himself or others that result in his/her foreseeing of future events. Future anxiety clearly appears in the individual's twenties where this age is the beginning to have a job and a family. Sheehan (1986) and Price (2009) points that, in most cases, future anxiety prevails in the second decade and early third decade; and it is relatively rare to begin before the age of fifteen or after the age of thirty five. This was confirmed by Oort & al (2009) whose study was applied to (2220) boys and girls who were divided into three groups, with a time lag of five years between each group. The results showed a decrease of anxiety symptoms during early adolescence and increase in symptoms of anxiety in the late adolescence, the results also showed that girls are more anxious than boys.

Level of aspiration is a psychological construct which reflects a cognitive type of motivation of the individual. Every one aims at reaching a definite goal or excellence in performance and in doing so. He/she sets a desire for distinction which has an inner structure known as level of aspiration. Level of aspiration is invoked in reference to the goal striving behavior of an individual presented with a task (Mitra, 2011). Hoppe (1930) defined the level of aspiration, as a person's expectations, goals or claims on his own future achievement in a given task. According to Frank (1941) an individual arranges his aspiration towards his possible attainments in a hierarchy of difficulties that he is likely to face. The concept of 'level of aspiration' was first introduced in 1931 by Dembo, one of Lewin's student's, in the course of an experimental investigation of anger. The first experiment directed towards the analysis of the level of aspiration – a translation from German word 'Anspruchsniveau' was performed by Hopee in

1930. The term 'Anspruchsniveau' was introduced by Dembo. She found, incidental to her exploration of anger as a dynamic problem, that the experimental subject, frustrated in his attempt to reach the primary or required goal established a substitute or intermediate goal. Later on Hoppe (1930) produced the first major work in the study of level of aspiration. He defined it in the following manner: "The subject ... always undertakes the task with certain demands, which can change in the course of the activity. Generally, a great deal of individual differences is found in goal setting behaviour. One may set his goal very high, while some other very low and some may have aspiration level near to their performance level or capacity. But, setting ones goal and level of aspiration in accordance with his socio-economic status as well as psycho-physical condition is of vital importance for balanced development of personality. The level of aspiration is usually measured in terms of goal discrepancy score and it was first defined by Frank (1935a) as "the difference between the average level of aspiration and the median level of past performance".

1. Conceptual frame.

1.1. Future anxiety studies.

Some studies have touched on future anxiety and its relationship with other variables. A study conducted by Byrne & MacLeod (1997) on the attributions and accessibility of explanations for future events in anxiety and depression, the study aimed to know qualitative and quantitative aspects of future thinking in mood-disturbed participants. A cross-sectional, mixed design compared three groups of participants on measures of future thinking using an adapted fluency paradigm and the Participants who were either anxious ($N = 25$), anxious and depressed (mixed; $N = 25$), or neither anxious nor depressed (control; $N = 25$) were presented with a range of future positive and negative events and asked to provide explanations as to why those events would (pro reasons) or would not (con reasons) happen to them. Number of reasons given of each type was measured. The reasons were further analysed in terms of a number of attributional dimensions. The results showed Mood-disturbed participants (anxious and mixed) provided more pro relative to con reasons for negative events and more con relative to pro reasons for positive events. Compared to the control group, mood-disturbed participants also provided more internal and more global reasons for why negative events would happen and for why positive events would not happen. A study by MacLeod et al. (1997) is reported which examined pessimism about the future in anxiety and depression. Anxious patients ($N=20$), depressed patients ($N=15$) and controls who were either high in trait-anxiety ($N=17$) or low in trait-anxiety ($N=16$) were asked to estimate the likelihood of a range of future positive and negative events, and were also asked to provide explanations why these events would (pro reasons) or would not (con reasons) happen to them. Anxiety and depression were associated with judging negative events to be likely and positive events to be unlikely. These probability judgements were reflected in accessibility of reasons, where, compared with controls, anxious and depressed subjects gave more pro relative to con reasons for negative events and more con relative to pro reasons for positive events. Results are discussed in relation to the simulation heuristic (Kahneman & Tversky, 1982) and the possible differences in future-directed thinking in anxiety

and depression. Another study conducted by Zaleski & Jenson (2000), the authors tested two hypotheses (1) supervisors scoring high vs. low on Future Anxiety (FA) will tend to use more legitimate and harder power to influence their subordinates (2) the supervisors with external locus of control (LOC) will also use the harder power strategies. Two groups of supervisors took part in the research: the supervisors in civilian institutions e.g. banks, and higher rank officers on a military air force bases. The following measurement methods were used: Zaleski's (1996) Future Anxiety Scale, Raven Power Basis Questionnaire and Rotter Locus of Control Questionnaire. The results confirmed the assumption, with the exception of the military group in which there is no relationship between locus of control and use of particular power strategies. The results are discussed within the frame of coping with personal unknown future and in reference to the specificity of military training and functioning as an institution.

1.2. Level aspiration studies.

A study by Yacoub (2000) confirmed previous reports regarding Palestinian youths' bias in favor of academic education and prestigious occupations. Although the US. students indicated a notably wider range of occupational interests, they shared their Palestinian counterparts' bias in favor of academic education. The high aspirations indicated by the female students, as well as perceptions of family support equal to those of the male participants, Hill & al. (2003) conducted a study that examined career aspirations, perceived barriers, and family support among low-income, African American, Euro-American, Mexican American, and Mexican Immigrant early adolescents. Based on themes grounded in the narratives, gender and ethnic differences emerged. Girls were more likely to express an understanding of the requirements for reaching their goals than were boys. Mexican girls were more likely to express traditionally female goals than were other girls. Adolescents of Mexican descent perceived fewer barriers for reaching their goals than did African Americans or Euro-Americans. Negative relationships were observed between career aspirations and perceived barriers and between perceived barriers and family support. The implications of the findings were discussed, in addition to directions for future research. A study by Arasaw (2014), the occupational aspirations, expectations, occupational prestige judgments, and sources of occupational information of preparatory school adolescents were investigated. For this investigation, 420 students (Male = 142; female = 278) were randomly selected from two preparatory schools in Addis Ababa. A self report questionnaire and a semi-structured interview were administered to collect data. Descriptive statistics and chi-square were used to analyze quantitative data. Results of the analyses showed that Investigative and Enterprising type occupations were both the most aspired and expected types of natural and social sciences tracked adolescents respectively. Investigative type occupations were judged as prestigious by preparatory school adolescents. It was also found out that the student's own interest, family and elders were the three successively reported top sources of occupational information for adolescents of Addis Ababa government preparatory schools. The clustering of the adolescents' choices to only limited categories necessitates establishment of functional structures that assist students

in expanding their restricted occupational aspirations, expectations and improve their occupational knowledge beginning in high school.

2. Present study purpose.

The aim of this study was to know the level of future anxiety and level of aspiration, to investigate relationship between future anxiety and level of aspiration among physical education students. No research studies to date have combined this unique set of variables to specifically test future anxiety and its relationship to level of aspiration among physical education students at university . precedent study conducted by Al-Mashikhy (2009) on the future anxiety and its relationship with both of self efficacy and Aspiration level of a sample of Al-Taif University students. It preferred there is a negative statistically significant relation between the student's degrees in future anxiety and their degrees in the level of Aspiration.

For the purpose of this study, the research study hypotheses were as follows:

HYP.1 There is low future anxiety among physical education students.

HYP.2 There is high level of aspiration among physical education students.

HYP.3 There is correlation relationship between future anxiety and level of aspiration among physical education students.

3. Method.

3.1. Participants.

The sample of study comprised 75 male undergraduate students (Third year students of the Bachelor- Specialist-) in institute of physical education and sports activities in University Ouargla Algeria, with the exception of the exploratory sample totaling 10 students, and 2 questionnaires were deleted by the statistical processor (SPSS). Thus, the number of final sample became (63) students; football players 23, handball players 21, and 19 volleyball players.

3.2. Procedure.

The clearance was obtained from the director of Institute of Physical Education and Sport prior to all study procedures. All testing took place in a Hall Meetings on sport complex, Stadium and Indoor of institute participants provided informed consent. Then, they were provided with a questionnaire package and asked to respond to each question as honestly as possible.

3.3. Data analyses.

Data analyses were carried out by means of statistical packet for social sciences (SPSS) 24.00 software program. The Mean, Std. Deviation and Pearson Correlation were used in the main study .In addition, alpha-cronbach was used in the exploratory study.

3.4. Instruments.

In this study, two scales were used to collect data. The first scale is future anxiety was prepared to arabe culture by Al-Mashikhy (2009), the scale consisted 43 items, was distributed according to the Likert scale, to five dimensions: A- negative thinking about the future that means "a set of negative ideas and beliefs that beset the individual and produce feelings of failure and anxiety about the future such as [I feel that my future would be ambiguous], [I afraid of not achieving my future goals]; this dimension consists of 07 items. B-career anxiety that means "the individual's sense of anxiety about the difficulties to have a job in the field of his specialization and be successful and fear of

failure to obtain a satisfactory result for him and the expectations of others toward him in his field such as [I expect that the labor market will not be in need of my specialization in the future], [I think I will not get a suitable job for my specialization in the future]; this dimension consists of 09 items. C- psycho manifestations of anxiety that is meant "a set of mental symptoms, in the individual's appearance, resulting from his sense of anxiety and fear of the future such as [I suffer from constant headache when thinking about my future], [I feel nervous or tense when talking with others about the future]; this dimension consists of 08 items. D- somatic manifestations of anxiety that is meant "a set of physical symptoms such as [I always have some stomach upset] this dimension consists of 08 items. E-anxiety about the pressures of life that is meant "a set of economic, family, and social pressures faced by the individual in life, which lead to tension, anxiety and depression and negatively affect his view of the future life such as [the growing rise in the cost of marriage and housing makes me anxious], [I feel extremely pressured as a result of my family's permanent anxiety about my my future]; this dimension consists of 09 items. The positive and negative attitudes formulated the measure's phrases. Five responses for each item starting from (strongly disagree - I do not agree - I'm not sure - I agree - strongly agree). The scores are distributed from 1 to 5: 1 for "strongly disagree" and five for "strongly agree"; negative item is inversely calculated. The measure consists of 18 negative items and 27 positive items. Therefore the extent of the measure ranges from 45 to 225 scores; the high score refers to the high level of students' future anxiety. For assessing the consistency of the measure, Cronbach's alpha calculated and reliability coefficient of the whole measure calculated as 0.90; the value of reliability coefficient for each dimension of the measure dimensions was respectively (0.82, 0.17, 0.79, 0.78 and 0.79).

The second scale is level of aspiration was prepared by Moawad & Abdelazim (2005) to arabe culture, the scale consisted 36 items, was distributed according to the Likert scale, to four dimensions: A- optimism that consists 12 items (6-7-9-11-12-13-18-19-24-25-26-32) such as [I see that life will continue whatever happens], [I feel the desire to live]. B-Ability to set goals that consists 10 items (1-2-3-4-8-10-14-16-17-36) such as [I am confident of achieving my goals], [I know very well what I want to do]. C-Accept the new that consists 08 items (15-28-29-30-21-33-34-35) such as [I know that life is changing], [I am looking for new knowledge]. D-Carry frustration that consists 06 items (5-20-21-22-23-27) such as [I think failure is the first step to success], [I feel hopeless.]. The total score of the scale ranges from (0-108). Four alternatives have been developed to each item of the items of the scale: always (3), frequently (2), sometimes (1), rarely (0). These grades reflect in negative items (6-23-32-36). For assessing the consistency of the measure, Cronbach's alpha calculated and reliability coefficient of the whole measure calculated as 0.82; the value of reliability coefficient for each dimension of the measure dimensions was respectively (0.73, 0.88, 0.79 and 0.81).

4. Results.

In this section, the findings obtained from the data analyses related future anxiety and level of aspiration among physical education students are given in

detail. Findings related to the level of future anxiety among physical education students are shown in table 1.

In Table 1, the average scores of future anxieties among physical education students for each item are given. it may be observed that education students had high average scores in total ($M = 1.91$), remarkably, they scored lower on the item number 43 ($M = 1.52$) and higher on the item number 16 ($M = 2.57$). physical education students level of aspiration was also examined as indicated in Table 2.

Table 2 shows physical education students' average level of aspiration for each item are given. it may be observed that education students had high average scores in total ($M = 2.12$), remarkably, they scored lower on the item number 12 ($M = 1.52$) and higher on the item number 1 ($M = 2.90$). Pearson's correlation between future anxiety and level of aspiration was also examined as indicated in Table 3.

Table 1: shows level of future anxiety among physical education students

Item number	Sample (N)	Mean (M)	Standard deviation (SD)	Item number	Sample (N)	Mean (M)	Standard deviation (SD)
1	63	1.98	.65	23	63	2.01	.65
2	63	2.07	.78	24	63	2.19	.77
3	63	1.73	.76	25	63	2.41	.73
4	63	1.98	.72	26	63	1.74	.71
5	63	1.58	.73	27	63	2.30	.77
6	63	1.96	.62	28	63	1.53	.69
7	63	2.33	.84	29	63	1.60	.77
8	63	2.34	.78	30	63	1.57	.68
9	63	2.15	.72	31	63	2.03	.73
10	63	1.73	.80	32	63	1.77	.70
11	63	1.60	.70	33	63	2.38	.79
12	63	2.17	.79	34	63	1.80	.77
13	63	2	.67	35	63	2.04	.79
14	63	1.44	.61	36	63	2	.76
15	63	2.50	.66	37	63	1.98	.87
16	63	2.57	.66	38	63	1.58	.73
17	63	1.73	.70	39	63	2.12	.79
18	63	1.98	.81	40	63	2.25	.76
19	63	1.88	.72	41	63	1.98	.72
20	63	1.82	.75	42	63	1.53	.77
21	63	1.65	.67	43	63	1.52	.77
22	63	1.90	.75	Total	63	1.91	0.73

Table 3. Shows correlation analysis of future anxiety and level of aspiration. The results realized no significant correlation between of future anxiety and level of aspiration. And figure 1 confirmed this.

Table 2: shows level of aspiration among physical education students

Item number	Sample	Mean (M)	Standard deviation(SD)	Item number	Sample	Mean (M)	Standard deviation(SD)
1	63	2.90	.99	19	63	2.15	.76
2	63	2.41	.79	20	63	2.07	.78
3	63	2.28	.74	21	63	1.96	.76
4	63	2.25	.84	22	63	1.76	.81
5	63	2.30	.77	23	63	1.88	.91
6	63	2.46	.87	24	63	1.60	.90
7	63	2.30	.90	25	63	2.12	.85
8	63	2.25	.89	26	63	1.60	.90
9	63	2.12	.87	27	63	1.85	.83
10	63	1.66	.86	28	63	1.93	.82
11	63	1.96	.91	29	63	2.15	.72
12	63	1.55	.91	30	63	2.07	.90
13	63	2.50	.85	31	63	2.12	.96
14	63	2.11	.74	32	63	1.82	.73
15	63	2.06	.82	33	63	1.87	.87
16	63	1.73	.74	34	63	2.12	.87
17	63	2.15	.74	35	63	2.09	.84
18	63	2.17	.77	36	63	2.50	.84
Total	63	2.12	0.83				

Table 3: shows Pearson's correlations between future anxiety and level of aspiration

Future anxiety	Pearson correlation coefficient	Level of significance
Level of aspiration	-0.151	No

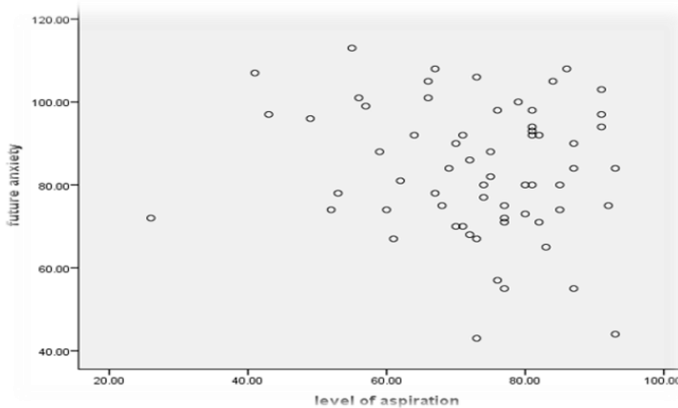


Figure 1: shows scatterplot of future anxiety and level of aspiration

5. Discussion.

In this study, we sought to investigate the level of future anxiety and level of aspiration among physical education students, and to know the correlation between future anxiety and level of aspiration.

As results of this study, it was concluded that the physical education students had low level of future anxiety. And they were able to meet the challenges and competitions. The explanation of this result: due to the high level of patience among the sample to cope with adversity crises and psychological pressures, this is also due to the nature of the Sahrawi people (people who live in desert) who are religious and conservative, as well as the difficult environmental conditions that give patience and resistance for as long as possible. Results agreed with the results of Sabaoui (2007). The students of the fourth stage in the faculties of physical education in the Iraqi universities have a low level of sport future anxiety and a high level in achieving the goals. (El-hasnaoui, 2011)

Results were concluded that the physical education students had high level of aspiration is due to the will of life among students, the desire to get rid of the situation in the country and to reach the best levels of decent living. In many cases, the difficult conditions that person undergoes are considered the incentive for more work to get rid of these circumstances surrounding him and prove the strength of his determination. Kahileh & al. (2017) refer that the high-level aspiration among young people reflects the alienation in changing the situation to the best. The students of Physical Education college – university of Baghdad have high level of aspiration, the researchers suggested many instructions; its most important suggestion are: paying attention for student's aspiration and goals by sport principals and bring to light the positive and realistic and to make more similar students in the university students milieu. (Al-shafi'i & Abd Elaziz, 2011)

Results were concluded that no significant correlation between future anxiety and level of aspiration among physical education students, any increase or decrease in the level of future anxiety among physical education students do not increase or decrease the level of aspiration and vice versa. The students applied to the study are characterized by their control of their emotions and their effects

and are also characterized as realistic in their goals and level of ambition. And that they have a constant willingness to succeed, future anxiety does not affect their mental health and their level of ambition. The results did not agree with results of (Al-Mashikhy, 2009; Hassanine, 2000; Moaouad, 2013) the researchers pointed out that there is negative correlation relationship between future anxiety and level of aspiration among students.

Conclusion.

Finally, there were low level of future anxiety and high level of aspiration among the students of physical education in Institute of Physical Education and Sport Ouargla University, and no correlation relationship between future anxiety and level of aspiration. Future qualitative research which covers the test having multi-variable on anxiety could be performed in sport area and propose sport programs that reduce the level of anxiety and enhance the level of aspiration in all sports (sports university, amateur, professional).

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