







Research Article

The Anxiety Level of Students About the Future: Case of Education College of Sharazur at the University of Halabja

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Article Info

Article History

Received Nov 21, 2022

Revised Dec 10, 2022

Accepted Dec 14, 2022

Keywords

Anxiety

Theories of anxiety

Future anxiety

University students

Well-being

Abstract

This article aims to understand the level of future anxiety for the students at College of Education in Sharazur. To achieve these goals, researchers have used the method of description. The sample of the study comprised 100 Students of both male and female gender in three different departments (Human Development, Kindergarten, and Kurdish Language). The academic level of the participants was (first year, second year, third year, and fourth year). The tool of the study was the survey questionnaire consisting of 51 items were collected. The researchers analyzed the statistical materials (census center and T-test) For one sample and two samples, they used one directional analysis and one way ANOVA. The results of the study showed that the future anxiety exists among female students of Sharazur Education College more significantly than male students. However, there is an insignificant difference between the departments of Kurdish language and Human Development. So, the anxiety cannot be ascertained among students of those departments.



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1. Introduction

Anxiety is a feeling of fear, intimidation, doubt, and tension, without the source being known, and a group of physical and physiological changes. Human beings feel this situation through sadness, instability, and the prevention of misery and disaster (Khoshaim et al., 2020). It is a strange feeling that a person must make decisions about a work or predict something to happen, resulting in instability and uncomfortable. It is a fear of the unknown that makes the individual feel unstable, fear of death and facing future life, as well as fear of social and political change expected in the future to negatively expect everything that holds the future. Thus, it causes pessimism and disappointment that may reach a dizzying level (Lopes et al., 2020).

Blundell and Lambert (2014) demonstrated that it is a psychological situation that occurs when one feels a danger to his life and expects an unwanted event to happen. It is also a memory of a special state of mental pain and a severe neurology that the patient appears to be afraid of, which is unjustified and related to the possibility of an unknown event (Salih & Mohammad, 2021). Anxiety can also be meant to an unnatural fear that is incompatible with any external incitement.

2. Literature Review

A large body of research have been conducted in the field of anxiety. The subsequent sections are the future of anxiety, the types of future anxiety, the theories of anxiety, and the related studies employed on the topic.

2.1 The future anxiety

The future anxiety is a state of apprehension, uncertainty, fear, worry, and concern about unfavorable changes in the future. It also shows that one is pessimistic about the future. The fear of death, the fear to lose the beloved ones, and disappointment are considered as major factors of future anxiety (Freeman & Freeman, 2012). Ozen et. al. (2010) believe that anxiety is a psychological state, which exists unnaturally in every individual in the world at a different rate, and that is when one thinks about an event or thinking about the future when there is more anxiety than before.

There are three main types of anxiety

1. **Mild anxiety:** it will lead to public awareness and individuals' awareness of unwanted external actions and increase the level of risk facing them. Preparing individuals to face dangers and to overcome anxiety at this level is for imminent danger are the solutions for this type of anxiety.
2. **Moderate anxiety:** in this case, individuals can control their behavior more, their abilities are increasing to the level of invention, and they are doing their best to protect their successful behavior in all aspects of life.
3. **Severe anxiety:** at this level, the weakness of organizing individual behavior is due to childhood causes and has not been able to distinguish between harmful and beneficial, and we can note the depression of those who have experienced anxiety, surprise, confusion, and unnatural behavior (Blundell and Lambert, 2014).

2.2. The theories of anxiety

2.2.1. The theory of psycho analysis

Psychoanalysis theory is one of the theories that has a great deal of discussion about anxiety. Anxiety plays an important role in building human personality and it has impact on the human psych. From

Freud's point of view, anxiety is the basis of complete psychological imbalances, while the individual's peace of mind is disturbed, informing the individual by creating a sense of anxiety. In this way, the individual either confronts or avoids the anxiety (Freeman & Freeman, 2012).

2.2.2. The theory of Cattell–Horn–Carroll (CHC)

Flanagan & Dixon state that the most complete and empirically validated psychometric theory of the organization of cognitive skills to date is the Cattell-Horn-Carroll (CHC) theory of cognitive abilities. It is heavily relied upon the basis for choosing, structuring, and interpreting assessments of intelligence and cognitive capacities. There is an amazing amount of empirical evidence in the research literature for instance developmental, neurocognitive, outcome-criterion (2014). Horn emphasizes in his theory of the principle of perseverance that the anxiety is a sense of loneliness and powerlessness. Al-Abyadh and Al-Baddai (2021) point out that this bad feeling stems from childhood. When a child in a family is not peaceful in their parents' arms, they may not feel comfortable, which causes the child to develop in an unhealthy way. This feeling is slowly growing in a hidden way, until a world of hostility changes. The researchers also talk more about this in the theory of Horn, explaining the feeling of being confused is a reaction to an unclear or unknown danger. The type of danger may be that the person feels inside themselves, or indeed there is no danger, and that the people have created a fear for themselves (Eliason et al., 2010). Canivez and Youngstrom (2019) identify three sources that they consider to be the main cause of psychological instability, including feelings of powerlessness, hostile feelings, hatred, and feelings of isolation. They also emphasize that these three sources are related to a variety of reasons, including deprivation of affection and love within the family, how the family behaves towards children, the lack of justice among family members, environmental insecurity and other forms of deprivation and disappointment.

2.2.3. The Behavioral Theory

The learning theory of behaviorism, sometimes referred to as behavioral psychology, is predicated on the notion that all actions are learned through conditioning. Interaction with the environment leads to conditioning. Behaviorists hold that how one reacts to environmental cues influences the way that behaves (Carver & Scheier, 1988). This theory shows the fact that anxiety is not an instinct thing. There are specific external factors that have influence on the mentality and feeling of people to experience anxiety (Faraj & Jafr, 2020).. According to behavioral psychology, people learn all their behaviors from their ex-

periences with the outside world. Therefore, behavioral psychologists, also known as behaviorists, hold that external factors, such as laws, education, socioeconomic forces, etc., rather than internal factors, such as thoughts, emotions, and personality, among others, influence how we behave. For instance, according to behaviorism, anxiety is not caused by internalized traumatic experiences or genetic predispositions, but rather is a behavior learned from the environment, such as by being around others who are anxious (Samawi et al., 2022).

2.2.4. The existential theory

The existential strategy is mostly philosophical. It is concerned with elucidating what it is to be alive and with helping individuals comprehend their place in the universe. It is also devoted to approaching these issues with an open mind and a sense of curiosity rather than with a dogmatic mindset; the goal is to discover the truth, not to fit the client into pre-conceived notions and interpretations (Bering, 2002). Cohen states that existentialists try to stay away from limiting paradigms that classify or categorize individuals. Instead, they search for the commonalities that cut across all cultures. There is no existential personality theory that categorizes humans or breaks them down into separate parts. On the contrary, there is a description of the many experiences and stages of life that humans invariably encounter (2003). According to the existential perspective, human nature is unbounded, adaptable, and capable of a wide variety of experiences. The individual is always developing. As I am, I make myself. There is no fundamental, stable self, and there is no predetermined description of one's traits and skills. Among the most prominent leaders of this theory, Kierkegaard seems to think that life in general is a group of obligatory decisions, and that these decisions change the way of the person's life and put it in front of an uncertain future, and that acceptance in his view is not only one thing, but all of them (Eliason et al., 2010).

2.2.5. The Humanistic Theory

A method for examining psychology is known as humanistic psychology, commonly referred to as the humanistic approach. This method is very inclusive and is applicable to the whole of society. This theory has a lot of scopes, and it concentrates on illogical problems, which is a big challenge. A plot of affection, for instance, cannot be created because it is too nebulous and unpredictable (Hartono et al., 2018). Karen Horney, Alfred Adler, Carl Jung, Harry Stack Sullivan, Erich Fromm, Erik Erikson, Otto

Rank, and Melanie Klein are recognized as the pioneer psychologists who researched human nature and developed the theories of psychoanalysis. They are also known as the first force of Humanistic approach. Psychologists who investigated the science of behavior, such B.F. Skinner, John B. Watson, and Ivan Pavlov came up with the second force. Clark Moustakas, Carl Rogers, and Abraham Maslow promoted humanistic psychology on the psychological front, which is linked to more profound and irrational (non-mathematical) concerns like wellbeing, love, faith, hope, creativity, nature, and self-actualization (Schultz, 1983).

The significant of this research reflects the reality that anxiety is increasing day by day in almost all of the fields and particularly the field of education. There are numerous instructions and advice on the anxiety given to the young people by the foreign consultants and professionals. Tawfiq (2022) states that as one of the immense issues of the current time, anxiety becomes the continued confrontation of young people which will lead them to stopping the physical activities. The fear of the phenomenon of anxiety in the future will be negatively revealed to young people, their abilities, their aspirations, and their future dreams.

2.2.6. Related studies

Tawfiq (2022) employed descriptive research to investigate the level of future anxiety university among students, he demonstrated that there is a difference in the level of hope and optimism among the students according to gender change (Mohammed & Salih, 2021; Salih & Mustafa, 2018), and the difference is in the evidence level in the interest of the male gender, but there was no difference in the level of hope according to the changes (expertise, type of work, and academic year levels of students). He further showed that there is a relationship between the level of hope and future anxiety, and the relationship is incomplete. To measure the future anxiety based on Tawfiq's measurement, he produced the truth, stability, and discriminatory power of the items for each of the measurements, to produce the stability of the criteria, the examples of 35 studies in the basic examples of research were selected.

In another study, (Ahmad, et al., 2017) conducted a descriptive study to examine the state of anxiety in university environment. The sample of his research contained 198 students for both genders. The level of future anxiety for the students of Garmian University. They figured out some objectives of the study; students were familiar with the level of optimism at university in terms of gender, type of profession, and the shifts (morning and afternoon) among all the four different academic years.

The problem of the present study is the future anxiety of the students and their reactions toward the influence of anxiety on the educational processes. The fact is that life is full of anxiety and impacts on the learners at any level of education from kindergarten to university. When students think about their future life and academic career, they get nervous because they acknowledge the difficulties and challenges around them. The most important of them is academic pressure when they try to achieve economic stability and their professional life especially after their graduation. The current study attempts to answer the following questions:

1. What is the level of anxiety among students at college of education Sharazur?
2. Which gender has the higher level of anxiety male or female?
3. Which department has the most level of anxiety among the students at college of education Sharazur?

The researchers have hypothesized that female students have more future anxiety than male students. For this reason, the researchers tried to find out the answer to prove it whether their hypothesis is positive or negative. Another hypothesis is that the students of the department of Kurdish language have a higher level of anxiety than other two departments.

3. Methodology

The methodology of the present study follows a quantitative approach. A survey questionnaire to collect the data from the participants has been employed. As the total number of the students were 793, only the samples of 100 students from both male and female students were taken in solely the morning shift within all the first; second; third; fourth year students. The researchers used the way of re-testing the research tool which was re-stabilizing the measurement on 35 students of both genders between (1st and 2nd year). The Statistical Package for Social Sciences (SPSS) has been used for this empirical study to calculate the data. The data are analyzed as follows percentage and T-test of both samples the pilot study 35 participant and the actual study 100 participants. The research tool is a form which is prepared to demonstrate the level of future anxiety of the learners of college of education Sharazur.

The research community of the current study is the college of education Sharazur at university of Halabja for the academic year 2021-2022. A short history is provided about Sharazur college of education in which it was initially established in 2014. At the beginning, it had only the department of the Kurdish language. Subsequently, the department of Kindergarten was established in 2019-2020. Hence the department of Human Development was opened in 2021-2022. According to the official reports, the total number of students in the Education College of Sharazur was 793 students for both genders including morning and evening shifts.

Regarding the ethical consideration, Ethical approval was requested and obtained from the Garmian University. Approval was also granted from the participants whom the study was carried out with, and they showed willingness to assist the researchers in every aspect.

4. Result and Discussion

The result of the study shows the high anxiety level of the participants. It is in line with the some of the previous studies that have been conducted on the current topic in Kurdistan. All the research questions: level of anxiety between male and female; among the three departments; and among the academic year students are presented in Table 1.

Table 1. Level of anxiety of the three variables

Gender	Percentage	Department	Percentage	Academic Level	Percentage
Male	29%	Human Development	22%	First Year	37%
Female	71%	Kindergarten	40%	Second Year	26%
		Kurdish	38%	Third Year	26%
				Fourth Year	11%
Total	100%		100%		100%

The data illustrated in the table addresses the various performance of the participants in terms of gender in which it shows 29% of male comparing to 71% of the female students, in which female students are twice higher than male ones. As it is shown, there is significant difference between the number of male and female students. The main reason refers to the fact that the university has more female students than male ones.

When it comes to the difference among the departments, there is a considerable consistency between the department of kindergarten with (40%) and the department of Kurdish language with (38%). This similarity demonstrates the interest of the learners who got admission in those departments. There is a strong connection between the high number of female students and the department of kindergarten. The main reason is that most female students will go to register for the department of kindergarten particularly because after graduation they will be working in the nurseries and kindergartens.

Regarding the academic levels, the number of students is divided correspondently between second year and third year students with (26%). As for the first year and fourth year, a crucial difference can be noticed where first year students are (37%) on the other hand, fourth year students is only (11%). The reason for this significant variation is three or four years ago, there was no interest in choosing those departments, but recently the labor market needs the graduates of these departments so that a big curve can be noted in rising the number of students of first year and second year.

To investigate the level of anxiety among the students, the use of determining the mean of each item has been taken, and to analyze the benefits of the options according to the criteria (Likert scale) which is especially taken at the level of opinion.

Table 2. the level of anxiety and its mean value

Mean of the items	Positive items	Negative items
1.8 – 1	Very high level of anxiety	No level of anxiety
2.6 - 1.8	High level of anxiety	Low level of anxiety
3.4 - 2.6	Moderate level of anxiety	Moderate level of anxiety
4.2 - 3.4	Low level of anxiety	High level of anxiety
5- 4.2	No level of anxiety	Very high level of anxiety

The level of positive and negative feedback has been demonstrated in Table 2, in which the positive items start with very high level of anxiety (1.8-1) and ends with no level of anxiety (5-4.2). On the other hand, the negative items begin with quite opposite as positive criteria. Very high level of anxiety is (5-4.2) whilst no level of anxiety is (1.8-1).

There is a significant difference of the level of anxiety between the male and female students. The female students performed a higher performance in the statistical analysis than the male ones. There might be some possibilities for these significance in the result: one is the number of the participants; female students are higher than male students by 71% to 29% which shows a great difference in their participation. The second possibility might be due to the female students' responds toward the list of the questions that were directed to them.

Among the 51 questions, nine of them were significant in the results. The female students had a higher level of anxiety when they were asked questions related to making decisions about future and this leads them to the future anxiety. Another item of the questionnaire was about whether they have opportunities for further studies in higher education. The female students thought they will not get any benefit from their education; this is one of the reasons that raised the level of future anxiety among the female students at university. One of the most attracting items was the female ones went for the highest level of future anxiety of the Likert Scale when they were asked about family problems in future.

Another issue is when the students believe that the curricular materials do not provide a brighter future and will not be an economic source in their lives. They also think that education can be counted as one of the obstacles in their marriage processes. They have ill-thought about their future, and they do not think they will be successful in their lives. The result of this study is in line with Ahmed et al., (2017) in which the participants had likewise perceptions.

As far as the researchers observed the level of future anxiety, the result supports the first hypothesis which female students have a higher level of anxiety than male students. Therefore, for the question 'I

have confidence in my decisions about future, there is a significant relationship which is (0.048) between male and female. In another question 'I believe that I will have the chance for further studies in higher education' the result is also significant (0.014). Furthermore, there is a highly significant correlation (0.000) with the question 'the ethical values become higher day by day'. This depicts that there is a high level of anxiety among the female students and this result supports the first hypothesis posed by the researchers prior to the data analysis and this result is in line with (Ahmed et al., 2017).

To see the difference among the groups of academic level, departments of study, and gender, the researchers have employed one way ANOVA. There is a significant difference between academic levels and gender. However, the comparison shows that the result of the department of human development is an insignificant difference with the department of Kurdish language with (.172). The reason for this insignificant result stems from the fact that both departments have similar future opportunities and the lack of chances in the labor market (Barzan, 2018). This leads them to elevate their level of future anxiety. This result supports the same outcome of the study that was conducted by (Tawfiq, 2022).

5. Conclusion

In conclusion, the future anxiety has impact on everyone's decision about the future careers. The male and female students will not be exempted from this anxiety. The result of the study shows that the future anxiety can be felt and noticed among the students at College of Education Sharazur.

This research further benefits Kurdistan universities from recognizing the external factors and the future fears of the development of students and the results and grades of their studies, working to find a suitable solution for them. As this research can help the leaders and consultants on the level of universities to know how to recognize the fear of the university learners and dominating them and using their abilities in a better way.

Declaration of Competing Interest: The authors declare they have no known competing interests.

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