

Future Anxiety and its Relationship with both of Self-Efficacy and Aspiration Level of a Sample of Special Education Department's Students-King Faisal University

قلق المستقبل وعلاقته بكل من فاعلية الذات ومستوى الطموح لدى

عينة من طلاب قسم التربية الخاصة -جامعة الملك فيصل

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ملخص

تهدف الدراسة الحالية إلى التعرف على وجود علاقة بين قلق المستقبل وكل من فاعلية الذات ومستوى الطموح، وذلك على عينة قوامها (60) طالباً وطالبة من قسم التربية الخاصة مسار صعوبات التعلم، وقد تم استخدام المنهج الوصفي الارتباطي، قد استخدم الباحثان مقياس لكل من قلق المستقبل وفاعلية الذات ومستوى الطموح ، كما تم استخدام الأساليب الإحصائية: المتوسطات، والانحرافات المعيارية، ومعاملات الارتباط، وتحليل الانحدار المتعدد، واختبار (ت)، وقد أظهرت نتائج الدراسة وجود علاقة ارتباطية سالبة بين قلق المستقبل وكل من فاعلية الذات ومستوى الطموح، كما

بينت النتائج وجود فروق دالة احصائيا بين متوسطات درجات الطلاب مرتفعي ومنخفضي فاعلية الذات ومستوى الطموح في قلق المستقبل، وكذلك آلت النتائج إلى عدم وجود فروق بين الطلاب والطالبات في كل من فاعلية الذات ومستوى الطموح، في حين وجدت فروق دالة احصائياً بين الطلاب والطالبات في قلق المستقبل، وأنه يمكن التنبؤ بدرجة قلق المستقبل للطلاب عن طريق درجاتهم على كل من مقياس فاعلية الذات ومستوى الطموح. الكلمات المفتاحية : قلق المستقبل ، فاعلية الذات، مستوى الطموح، التربية الخاصة، صعوبات التعلم.

Abstract

The present study aims to identify the relationship between future anxiety and both of the self-efficacy and level of aspiration. A sample of (60) students from special education department (learning disabilities). The descriptive method was used. The results of the study showed a negative relationship between future anxiety and both of self-efficacy and level of aspiration. Also showed that there were statistically significant differences between the averages of students' grades with high and low self-efficacy and the level of aspiration in future anxiety. The results also revealed that there were no significance differences between males and females in both of self-efficacy and the level of aspiration, while there was statistically significant differences between males and females in future anxiety. Predicting of future anxiety of students by their grades on both self-efficacy and aspiration level

Keywords: Future Anxiety, Self-Efficacy, Level of Aspiration, Special Education, Learning Disabilities.

Introduction:

The anxiety of the future is an anxiety related to the existence of human beings. He is the only creature that realizes the three

tenses (past, present and future). Therefore, man lives between the moment of the present, which he seeks to agree with and live in and the next moment, which he fears and cannot realize.

Moreover, the anxiety of the future is a feature of that era. The rapid changes in the various aspects of political, economic and social life have made the man anxious in the middle of these changes, seeking for a sense of security and tranquility within the wrong circumstances; this leads to a sense of frustration and confusion that underestimates oneself (self-confidence) and worry about the future. Some researchers believe that the anxiety of the future is that anxiety resulting from thinking about the future and hidden surprises and fearing of evil things expected. This is the result of the integration of past, present and future anxiety. This anxiety is often limited. The individual can understand its causes and motivations. This perception is accompanied by fear, suspicion, and excessive attention to threats, risks or personal changes, all of which arise from a sense of hopelessness, lack of self-confidence and insecurity.

Fears of the future are a kind of unpleasant emotional experience, which causes for the individual cases of mysterious fear and negative prediction of the events that will occur, and then s/he feels tense, frustrated and constricted when thinking too much about these cases. This leads to weakness in the ability of the individual to achieve his/her goals and aspirations. Consequently, s/he feels annoyed. In addition to that, he feels that life does not deserve to care about. A university is considered the most important social environment, since it plays a vital role in forming the students' characters and personalities .It also draws the students' future, reinforces the accepted behaviors, and encourages the positive psychological values recommended by the modern society. The university is also very important because it embraces the biggest population from the society. It is the young. The young people are considered the most important human workforce in any society. As the

individual's outlook to the future affects the level of ambition of the individual who has the insight and thought of a bright future, which drives him to work, activity and love life. On the other hand, the individual who looks to the future in a bad way, in other words, he is looking at life pessimistically; this drives that person to be lazy, disappointed and depressed about life. In the case where the expectation of later success has a good effect in determining and mapping the level of ambition while predicting future failure has a negative effect which leads to unrealistic level of ambition (Hiyam Khalil, 2002: 49).

Hasanin (2000: 117) emphasizes the existence of a correlation between the future anxiety and the level of ambition among young people. The emotional balance and the proper harmony characterize the ambitious young person, so he is more foresighted and able to confront the obstacles he faces in achieving his goals. Therefore, he is more confident about the future.

Bandura (1991: 89) pointed out that self-efficiency played a pivotal role in determining the degree of control over disturbing patterns of thinking; a student who believes that s/he has a high ability to control the sources of possible threats is not an indication of disturbing patterns of thinking, while the student who believes s/he has a low level of control over the possible threats, feels a great deal of anxiety, focuses his thinking on his incompatibility and realizes that many aspects of his life are full of dangers

Therefore, it could be said that people who have the efficiency and competency, are able to confront the challenges they face more than the people who do not have that much of efficiency and competency. This high level of competency and efficiency reduces their level of anxiety.

The two researchers believe that future anxiety is an inevitable result of the frustrations and pressures faced by young people in life, and it is normal for students to feel anxious. However, in the

event that thinking about future anxiety makes students feel unable to cope with the stress of studying and living, this anxiety will affect their psychological health, their academic achievements, and other aspects of life. This will make everything for them difficult and impossible to be achieved. Whenever the student becomes aware of increasing the feelings of anxiety or psychological pressure at an early time, it is easier to deal with these feelings effectively. Moreover, thinking rationally and in a positive way about life is necessary to increase self-esteem and help him in keeping the rate of his or her progress and success. Thus, success works as a stimulator for ambition, affects the satisfaction of the individual himself and self-confidence, and is a strong motivation in his or her scientific career. In addition to that, in case that the individual looks at the future in a gloomy and bad way may make his future dark and bad, and his vision for the future as bright may give him opportunities of success.

Thus, the individual who has control over his ideas and beliefs is able to face the anxiety and challenges of the future.

The problem of the study and its questions:

The seriousness of the phenomenon of future anxiety is reflected negatively in the students' awareness of their self-efficacy, their potential and their future ambition, which exposes them to psychological and behavioral disorders and ineffective adaptation. This in turn affects their scientific and practical future negatively. The university is a basic base and essential part in providing students with knowledge and practical skills that help him/her in life; perhaps taking care about educational environments for students in all aspects contributes to overcoming all the obstacles and difficulties faced by students in their life.

Therefore, it is necessary to know the potential future anxiety effects on the psychological, personal and academic aspects of the students, especially with regard to their future aspirations,

since the self-efficacy and level of ambition are directly related to these aspirations.

The formation of personality in its different dimensions is related to the level of ambition, so as the individual is close to his/ her personal potential as s/he is close to the emotional balance and psychological health as s/he is close to achieving his/her goals.

Al-Tarawneh (2005: 12) pointed out that the individual's belief in his own effectiveness makes him /her more understanding of his interests, goals, and behavior. He also sets long-term goals for himself and makes efforts to confront failure. Furthermore, achieving positive change in behavior depends on the individual's positive self-belief.

Bandura (1989) suggested that individuals with positive beliefs are more able to control the pressure they face and that the high level of self-efficacy of the individual depends on the use of previous experiences, which is the main factor that justifies the individual's feeling of self-confidence and self-esteem.

Both researchers see that the individuals' awareness of their effectiveness affects the plans they put in advance. Those who have a high sense of self-efficacy draw successful plans that show the positive lines leading to a bright future. While others, who think they are ineffective, tend to make unsuccessful and failed plans, this makes the future gloomy and bad.

It is natural that the future anxiety occupies a large part of the psychological problems of young people in addition to the negative impact of their low self-efficacy, which leads to low self-esteem; low negatively level of ambition and making a negative concept of oneself. These things affects negatively the lives of university students and society as a whole.

Hence, the anxiety of the future, its relationship to self-efficacy and the level of ambition are a problem that deserves to be a kind of research and studied.

The Study Question:

Is there a sig relationship between future Anxiety and self-efficacy?

Is there a sig relationship between future Anxiety and Level aspirations?

Is there a sig different in the mean of future Anxiety between high and low self- efficacy student?

Is there a sig different in the mean of future Anxiety between high and low Level aspirations student?

Is there a sig different in the mean of future Anxiety between male and female?

Is there a significant difference in the mean of self-efficacy between males and females?

Is there a significant difference in the mean of level of aspiration between males and females?

Can we predict future anxiety by using self-efficacy and level of aspiration?

The Importance of the Study:

The importance of this study is that it focuses on distinct elite of the society young, namely, the university students. Therefore, the interest was focused on studying their problems, issues, the pressures they have and their effects on their psychological health, which is represented in increasing anxiety and damages to their physical and psychological health. This study deals with:

1. The study gets its importance from emphasizing on the constructive positive role of self-efficacy in facing future anxiety, so that the students of the university can succeed in life and be able to meet the challenges of the present and the future.

2. The importance of this study relies in dealing with the anxiety of the future, which is considered one of the disorders and confusion that affects the individual's health and productivity, so the researchers in the study try to identify the factors affecting this phenomenon, reduce it, and try to increase students' awareness of logical thinking to face pressure and future anxiety.

3. The importance of this study is that it deals with the anxiety of the future, its relationship to self-efficacy and the level of ambition of students of education for the university life in the local and Arab environment.

4. The aim of this study is to reveal the level of ambition of the students of the university, considering that the ambition is to balance their personalities and represents an important mark of the global morale to them and they need to provide the appropriate amount of ambition.

5. The current study attempts to predict the future anxiety of the sample of the study through their grades on the measures of self-efficacy and level of ambition.

Objectives of the study:

Measuring the relationship between future anxiety and self-efficacy

Measuring the relationship between future anxiety and level of aspiration

Testing the significant of the difference between high and low self-efficacy in the mean of future anxiety

Testing the significant of the difference between high and low level of aspiration in the mean of future anxiety

Testing the significant of the difference between males and females in the mean of future anxiety

Testing the significant of the difference between males and females in the mean of self-efficacy

Testing the significant of the difference between males and females in the mean of aspiration level

Verifying the possibility of predicting future anxiety by using self-efficacy and level of aspiration

Terminology of study:

1- Future Anxiety:

Is the feeling of uncomfortable, the negative thinking towards the future, the negative look at life, the inability to face the

pressures and events of life, low self-esteem and loss of sense of security and self-confidence.

The procedural definition of anxiety of the future is the degree to which the sample is obtained by answering the items of the measure of future anxiety used in this research.

2- Self-Efficacy:

Aladil (2001: 131) defines self-efficacy as the confidence of the individual in his or her abilities in new situations or situations with many uncommon demands, or the individual's beliefs in the strength of personality, with an emphasis on efficiency in interpreting behavior without sources or other reasons for optimism.

The procedural definition of self-efficacy is "the degree to which the sample members obtain their responses to the self-efficacy measure used in this study."

3- Level of aspiration:

Muawad and Abdel-Azim (2005: 3) define the level of ambition as relatively stable characteristic, indicating that the ambitious person is optimistic; able to set goals, accepts all that is new and endures failure and frustration.

The procedural definition of the level of ambition is "the degree to which the sample members obtain their answers to the items of the level of ambition measure used in this study.

4- Learning disabilities:

Learning disabilities are a term used to describe those who suffer from difficulty or more in mental processes, in achievement, and cannot benefit from educational activities within the regular classroom. This term does not include mental injuries, mental auditory, visual and motor disabilities. (Al Kenzie, 2007)

The limitations of the study:

This study is limited as following:

1. Sample of the study: The sample of the study is limited to students of the College of Education, King Faisal University

(level VII and VIII) with (30) students and (30) students from the Department of Special Education majoring learning difficulties.

2. **Spatial limitation:** The spatial limitation of King Faisal University were the College of Education.

3. **Time Limitation:** The time limitation is related to the period of applying this study in the first semester of the year 37 / 1438 AH.(2016/2017).

Theoretical background and literature review:

The theoretical background will be discussed through the following concepts (future anxiety - self-efficacy - level of ambition)

Firstly, Future Anxiety:

The anxiety of the future is one of the types of anxiety that constitute a danger in the life of the individuals, which represents the fear of the unknown resulting from past and present experiences. These experiences make the individual feel insecure, anticipate the danger and feel instable. Moreover, they cause him / her a kind of pessimism and despair that may lead eventually a real and serious disorder and confusion, such as depression or serious psychological and neurological disorder and confusion.

The anxiety of the future may arise as a result of individual's wrong and irrational thoughts, which makes him/her explain the reality around him, situations, events, and interactions in a wrong way, leads him/ her to a state of fear and anxiety in which s/he loses control over his /her feelings of logical and realistic ideas ,and then instability and psychological insecurity. (Zainab Shuqair, 2005: 5)

The concept of the future anxiety has gone through many definitions. The two researchers have dealt with some of these definitions as following:

Salwa Abdel Baqi (1993: 171) thought that the future anxiety is a mixture of terror, hope for the future, depression, obsessive thoughts, the fear of death and unreasonable despair.

Iman Sabri (2003: 60) defined the anxiety of the future as a fear of future bad events that result from the integration of past, present and future anxiety.

Najla Al-Ajmi (2004: 11) defined it as a limited anxiety in which the individuals realizes its causes and motivates, and it is usually accompanied by images of fear, doubt, attention and concern about the changes that will occur ,whether these changes are personal or impersonal, resulting from feelings of despair, insecurity and lack of confidence regarding the control over results and the environment.

Zeinab Shuqair (2005: 5) pointed out that future anxiety is a psychological disorder or confusion resulting from unpleasant past experiences, distorting and distorting cognitive perception of reality and self by evoking past memories and unpleasant experiences.

Nahed Saud (2005: 63) defined future anxiety as a part of generalized anxiety about the future. It has roots in the current reality. It is represented in a range of items such as pessimism or realization of the inability to achieve important goals, loss of control over those present and uncertainty about the future. In addition, it is not apparent except in our understanding of the public anxiety.

Ibrahim (2006: 13) mentioned that the anxiety of the future is the anxiety resulting from irrational thinking about the future and fears of expected future bad events.

Abdul Mohsen (2007: 14) saw that the future anxiety is specific to profession, and it is a state of tension and pessimism felt by university students because of the lack of job opportunities after graduation.

Kryman (2008: 7) pointed out that the anxiety of the future is an emotional feeling characterized of confusion, narrowness,

ambiguity, expecting future bad events, fearing of the future and losing of social interaction.

In the review of the concept of future anxiety, both researchers see that the anxiety of the future is the feeling of unease, uncomfortable, negative thinking towards the future, the negative look at life, the inability to cope with stressful life events, low self-esteem, and loss of sense of security and self-confidence.

In reviewing the theoretical background, the phenomenon of future anxiety has not been studied directly, but there are some studies that have talked about this phenomenon in general, and we will review some of these studies related to future anxiety.

Moawad (1996) conducted a study entitled "*The Impact of Both Traditional and Religious Treatment in Eliminating the Anxiety of the Future in a Sample of Al-Minia University Students*" to determine the effectiveness of traditional and religious treatment in eliminating the anxiety of the future. The sample consisted of 20 students (10 males and 10 females). The results of the study were the effectiveness of the two programs in reducing the level of future anxiety for males and females and the absence of differences between males and females in their response to the two programs.

Macleod and Byrne (1996) conducted a study "anxiety, frustration, and anticipating negative and positive future experiences." The aim of the study was to reach a distinction between anxious thinking and positive thinking. The sample was (20) people. The results found that the anxious participants differed from the normal participants. The anxious ones predicted future negative experiences more than others did. Depressed and disappointed anxious participants have shown a greater expectation of negative experiences and less expectation of positive experiences.

Al-Otaibi (2016) conducted a study entitled "*The Impact of Future Anxiety on the Academic Achievement of Secondary*

School Students." The study aimed to identify the relationship between future anxiety and academic achievement in a sample of third secondary class students in its natural science and Sharia (Islamic studies) departments. The results were that the future anxiety is not different depending on the specialization, and it showed that the academic achievement does differ according to the social and economic levels.

Najjar (2013) conducted a study entitled *"Effectiveness of a Therapy-Based Therapy Program to Eliminate Future Anxiety and its Impact on Improving the Level of Ambition of the Hearing Impaired Young People."* The aim of the research was to reveal the effectiveness of the therapeutic program. To achieve this goal, the therapeutic program based on the activities of the game, which consisted of (24) activities of different games. The research sample consisted of two groups, the first one is controlling and the other one is experimental, each of which had 10 examinees. The results showed the effectiveness of the game-based therapy program to reduce future anxiety and raise the level of ambition of the experimental group.

Sabbah (2016) conducted a study entitled *"The Future Anxiety of the Brothers of the Mentally Handicapped."* The study aimed to know the level of the future anxiety for the brothers of the mentally disabled. The descriptive approach was used, and 90 brothers and sisters of the mentally handicapped were chosen from the centers of the disabled in the state of Chlef. They were randomly chosen. The study adopted the scale of anxiety of the future prepared by "Salah Karamyan" (2008). The results showed an average level of future anxiety for the siblings of the mentally disabled.

Al-Muashi (2012) conducted a study entitled *"Future Anxiety for Students Who Are Studying Teaching and its Relationship to Some Variables."* The study aimed to identify the level of future anxiety of the students (studying teaching) according to the different degree of future anxiety and according to the age, the

academic specialization and the cumulative average. He applied the measure of the future anxiety of (Ghalib Al-Busheikhi, 2009), on a sample of 109 students under graduation from Teachers College, Jazan University, Saudi Arabia. The researcher used the variance analysis, and the following results were found. There is a high level of future anxiety among the student teachers. The degree of anxiety of the future is not different according to the age, academic specialization and the cumulative rate of student teachers.

In the study of Taleb (2013) entitled "*The Future Anxiety of the Students of Some Sudanese Universities and its Relationship to Some Variables.*" The study aimed to identify the level of future anxiety among students of some Sudanese universities and its relationship with some variables. The study used the descriptive approach. The researcher used two datasets: the initial data form and the future anxiety measure, and applied them on a random sample of 441 students. The study found that the university students were statistically significant in future anxiety, there were statistically significant differences in the future anxiety for the low-level, and there were statistically significant differences between males and females in favor of females.

Taibi (2016) conducted a study entitled "*Future Anxiety for Parents of Disabled Children.*" The study aimed to identify the level of future anxiety among the parents of mentally handicapped children (fathers and mothers) and applied the measure of future anxiety by the researcher. In addition, (63%) confirmed the validity and stability of the tool or measure. The most important findings were that some of the parents of mentally handicapped children suffer from an average degree of future anxiety between (11: 13). There were no differences in the degree of anxiety of the future according to sex variable (male / female).

In the study of Mahmoud (2014) under the title of "*Anxiety of the Future and its Relationship to the Human Rights of Students of the Department of kindergartens*". The study aimed to identify the level of anxiety of the future to students of the kindergarten department. In addition, it aimed to identify the level of getting the students of kindergarten department to their human rights. The sample of the study (200) female students of the Department of kindergartens in the Faculty of Education. (50) female students from each of the four stages in a random way. The results showed that the university student are equal in their human, social, economic, political and judicial dimensions.

Alqalli (2016) in his study entitled "*Future Anxiety and its Relationship to the Level of Academic Ambition for University Students*". The study aimed to find the relationship of future anxiety and the level of academic ambition of the students of the university. This study dealt with a sample of (120) students from the College of Quality Education, Damietta University. The study were based on a measure of anxiety of the future prepared Zaynab Shuqair (2005), and the academic ambition scale. The findings of the study found that there was a correlation between the future anxiety and ambition level for university students and there was a statistical difference between the future anxiety and the university students' level of ambition according to the variables of sex and specialization.

Habib (2014) conducted a study entitled "*Anxiety of the Future and its Relationship to the Level of Ambition among the Students of the University of Basrah*." The study aimed to uncover the relationship between the future anxiety and the level of ambition among the students of the University of Basra (The College of Education for the Human Sciences and the College of Exchange and Accountancy). It also aimed to recognize the level of future anxiety and ambition in that sample. The sample consisted of (100) students, for 2013-2014, and the researcher adopted two tools, namely, the future anxiety measure (Al-Sabawi, 2007) and

the ambition level scale (Al-Hayawi, 2000), and the validity and consistency of the measures were verified. The results of the study showed that the research sample suffered from anxiety of the future and that the research sample enjoyed a good level of ambition, and there was a weak relationship between the future anxiety and the level of ambition in the research sample.

It is already apparent from the aforementioned that

Most of the previous studies related to future anxiety dealt with the descriptive approach in the society of the study, and very few studies used the experimental method to identify the future anxiety's relationship with self- efficacy.

The objectives of the previous studies varied, some of them aimed to identify the relationship between future anxiety, optimism and pessimism, some aimed to reveal the differences between the future anxiety of young people and children. Also, there were some studies that have focused on guidance programs, which aimed to identify the impact of cognitive therapy in eliminating future anxiety.

Secondly, Self-Efficacy:

Self-efficacy is based on the judgments of the individual on his/her ability to perform certain behaviors, and self-efficacy is not just a general feeling, but also an assessment by the individual of what s/he can do and perseverance. Self-efficacy is also one of the most important personal strengths and mechanisms in individuals. It is considered an important center in motivating individuals to do any work or activity. (Awatif Saleh, 1993: 461)

Bandura (1977) believed that self-efficacy is the judgment of the ability to accomplish a specific behavioral model. Bandura has developed this definition by proposing the concept of "self-efficacy Beliefs" which expresses what an individual believes about his/her abilities and shows in his effort and perseverance to perform Tasks (Staples & Holland, 1999: 24)

Shaarawi (2000: 297) defined the concept of self-efficacy as the set of judgments made by the individual, which expresses his beliefs about his/ her ability to conduct certain behaviors, and his / her flexibility in dealing with difficult and complex situations.

Zidane (2001: 8) defined self-efficacy as the individual's ability to accomplish desired behavior with his /her ability to perform difficult tasks, learn new things, adhere to principles , deal with others, and solve his own problems in order to achieve his goals with perseverance and insistence.

Al-Adil (2001: 131) thinks that self-efficacy is the confidence of the individual in his / her abilities in the new situations or situations with many uncommon demands, or it is the beliefs of the individual in the power of character, with an emphasis on efficiency in interpreting behavior without sources or other reasons for optimism.

Hasib (2001: 127) states that the term self-efficacy refers to the individual's sense of self-competence and the ability to achieve desired behavior and to control environmental conditions.

The two researchers believe that the nature of the individual's beliefs about his competence and self-efficacy is directly related to the nature of the internal mental dialogue and the positive talk with the oneself. If the individual is convinced of his performance and high motivation towards success, s/he may have high self-efficacy. This also applies to the conviction of others if the individual can be convinced he is able to face difficult situations, which increases the level of self-efficacy.

In reviewing the theoretical background, the researchers had to deal with the studies that dealt with the concept of self-efficacy.

In the study of Shaaban (2010) entitled "*Self-Efficacy of Children with Developmental Learning Disabilities*". This study aimed to reveal the nature of the relationship between both self-efficacy and developmental learning difficulties in children with learning difficulties. To achieve this goal , the study applied (the

self-efficacy measure and the measure of the developmental learning difficulties) on a sample of 45 male students and 30 female students of learning disabilities aged (9:12), The results of the study showed that there was a correlation between self-efficacy and developmental learning difficulties in the study sample. It also found that there were no differences between the average scores of male and female students on the measures of self-efficacy and developmental learning difficulties. Finally, it found that the components of self-efficacy (achievement, confrontation, and positiveness of life attitudes) are a predictor of developmental learning difficulties for children with learning disabilities.

In Shaarawi's study (2000), "*Self-Efficacy and its Relationship to Some Motivational Variables among High School Students*", it aimed to stimulate differences between gender, differences between the first and second grades in self-efficacy, and the effect of gender on the degree of self-efficacy, and determine its relationship to self-efficacy motivated by academic achievement. The sample of the study was (467) of the students in the first and second secondary grades. The results of the study revealed that there were no statistically significant differences between sex, as well as the first and second grades in the average self-efficacy scores, and there was no statistically significant effect on the interaction of sex on the self-efficacy scale.

In the Muna Badawi's study (2001) entitled "*The Effect of a Training Program to the Academic Competence for Students in the Self-Efficacy*". The study's sample consisted of (200) students in two secondary schools in Cairo, where the sample was divided into two experimental groups (50) male students and (50) female students and control group (50) male students and (50) female students. The results of the measurement (before / after) showed the superiority of the experimental group students in the scores of the measure of self-efficacy compared

to the grades of the students of the control group. Which means a positive impact of the program.

In another study by Willis & Hill (2002), "*The Relationship between Self- Efficacy, Teacher Feedback and Technical Support for Online Learners*," the study aimed to examine the relationship between self -efficacy, teacher feedback, and technical support for learners. The sample of the study was (163) students from the Department of Developing Human Resources. (72) Students answered the questionnaires, and the response was only (44%). The results of the study showed that there were no differences in self-efficacy among students according to experience, gender, and classification. There was not a relationship between self-efficacy and teacher feedback in one side and self-efficacy and technical support of the learner on the other side, and there was a positive relationship between teacher feedbacks, self-efficacy and technical support of the learner.

In a study by Muretta (2004) entitled "*Exploring the Four Sources of Self-efficacy*", which aimed to validate researchers in self-efficacy by interpreting and assuming that the four distinct sources of self-efficacy are responsible for individuals' beliefs about their competence and self –efficacy " academic performance, the alternative experience, verbal persuasion, and physiological arousal" . The sample of the study consisted of (162) employees. The results of the study showed that strong mastering experiences (alternative experiences) and (physiological arousal) were associated with high self-efficacy, while the experiments of anti-mastectomy and physiological excitability were low self-efficacy.

In Babak et al. (Babak 2008), entitled "*Cognitive Pressure, Self - Efficacy and Relationship to the Psychological State of High School Students in Iran*", the study aimed to examine the relationship between the state of psychological health and its relationship to cognitive pressure and perceived self efficacy

among Iranian male students. The sample of the study was (866) high school students according to the public health scale. The results showed that those who had high effectiveness can cope with the pressure and their psychological health is good and vice versa, which led to increased tension, anxiety, and psychological disorder and confusion.

Ambiel and Noronha (2016) studied self-efficacy in job or career selection and forecasting the characteristics and personalities of secondary school students. The study aimed to verify the predictive ability of the five major personal factors of self-efficacy in career choice. The sample consisted of (308) high school students. The researchers used multiple regression analysis and variance analysis. The results showed that diaphragm, agreement and conscience are the main factors that predict self-efficacy.

McGrath and others (McGrath et al., 2015) conducted a study on reducing anxiety and increasing self-efficacy in the Advanced Psychometric Assessment of Postgraduates. This study aimed to reduce anxiety and increase self-efficacy in the Advanced Psychological Statistics course for graduate students specializing in psychology. The study sample consisted of (28) graduate students. The results resulted in a significant reduction in statistical anxiety and increased self-efficacy. There was also a negative correlation between statistical anxiety and self - efficacy. Moreover, the study noted that the multi-faceted teaching framework might be useful in helping graduate students overcome anxiety and increase self-efficacy.

Akhter and others (2016) chose to study the relationship between self-efficacy and anxiety among teacher students. The aim of this study was to measure the relationship between teacher student self-efficacy and anxiety of studying. The results showed that the effect of the following factors such as, lesson planning, classroom management, assessment by the university supervisor and cooperative teachers from their school. Three

research tools (student and teacher anxiety scale and the teacher's competence scale) were used. Data was collected from (500) students - teacher. The results revealed that there was a negative relationship between self-efficacy and level of anxiety.

From the above, it is clear that:

The previous studies did not deal with the variable self-efficacy of teacher students with special needs, and their relationship to the future anxiety, which led the researchers to study the variable anxiety of the future and the emphasis on the impact of self-efficacy on the anxiety of the future. Thus, this study is one of the few studies in the local and Arab environment studied this subject.

Thirdly, Level of Aspiration:

The ambition is one of the most important features that led to the rapid development witnessed by the world in recent times; it is the motivation that sharpens the task and arrange ideas in order to raise the level of life from one stage to another advanced stage.

We must clarify the difference between ambition as a goal and the level of ambition as measured because some researchers do not differentiate between ambition and level of ambition on the basis that talking about one of them means talking about the other and this is incorrect. That is because ambition is pre-imagination, but the level of ambition is after it is produced, since it is quantity measure. It is important to note that the individual will not have an ambitious level for all the work, even though s/he has specific goals .In order to determine the level of ambition s/he must have some idea about the difficulty of work and his/her ability to learn or perform. (Hassan, 2005: 79)

The level of ambition is characterized as a characteristic of the human personality. In other words, that it is a characteristic of almost all, but to varying degrees of intensity and gender, and reflects the aspiration to achieve future goals close or far, and this expression is expressed in practice using the term level of

ambition, which is a psychological term used to measure this attribute.

Amal Ali (2002: 6) believed that the level of ambition is the goals set by the individual in the education, professional, family or economic fields, trying to be achieved. The level of ambition is characterized by many of the special effects of the personality of the individual or the environmental forces surrounding it. In the event that the level of ambition fits the potential of the individual, current, and expected capacity, so it was the level, but if it did not fit with it, disobedience, disorder and confusion appeared.

The level of ambition directly affects the ability of individuals to make decisions that can affect the individual's future. (Hassan, 2005: 79)

Both researchers believe that the social environment affects the level of ambition. The extension of this environment, its flexibility and the lack of barriers contribute to achieving the goals, success, and the high level of ambition. Thus, the positive and optimistic look at the future.

Previous studies:

Alsardy and Badah (2015) conducted a study entitled "*The Relationship between the Level of Ambition and the Self- Concept among the Post Graduate Students of Balqa' Applied University*". The study aimed to identify the relationship between the level of ambition and self-concept among postgraduate students at Balqa Applied University, and their relationship with the variables of gender and specialization. The population of the study consisted of all MA students from all the human and scientific majors, and their number was (1139) students. The sample of the study was (227) males and females. The study sample was selected by random stratified method. In this study. Two measures were used for the level of ambition and self-concept. To answer the study questions, Pearson correlation,

mean, standard deviation, and mono-variance analysis were used. The results indicated a significant correlation between the level of ambition and self-concept. The results also indicated that there were no statistically significant differences according to sex and specialization at the level of ambition and to the absence of differences of statistical significance according to gender and specialization in self-concept.

In the study of Mazloun (2010) entitled "*The Level of Academic Ambition and its Relation to Stressful Life Events among University Students.*" The study aimed to identify the level of academic ambition of university students, the impact of stressful life events among university students, and the correlative relationship between the level of ambition and stressful life events among university students. The sample of the study was students of the College of Education, University of Baghdad except students of the first stage of both males and females. The results revealed that the level of academic ambition is inversely affected by stressful life events. This agreed with Fraum, when he said that social and environmental experiences affect ambition. The study showed that the level of academic ambition is affected negatively according to the painful life events. That is, the more the individual is exposed, the higher the level of the student's life expectancy. To painful and stressful events whenever his ambition level falls and this is in line with what Lazarus said.

In a study conducted by Al-Mutairi (2012) entitled "*The Level of Ambition and its Relationship to Self-Esteem among Middle or Intermediate School Students in the Royal College in Yanbu*", the study aimed to discover the correlation between the level of ambition and self-esteem among middle school students. The sample of the study consisted of (35) students from the second grade of the intermediate stage and the application of the scale of ambition level, the results showed a positive correlation between the level of ambition and self-esteem.

The study was designed by Almarazeeq (2010) entitled " *The Level of Ambition, Self-Efficacy and Emotional Intelligence as Predictors for Social Consensus among Students of Jerash Private University.*" The study aimed to identify the predictive relationship of the level of ambition and self-efficacy as a predictor of the social compatibility of the students of Jerash University. The sample of the study was (442) students .Male students were (224) and female students were (218). The researcher used the measure of emotional intelligence and the measure of self- efficacy. The results showed that the level of ambition of Jerash University students was low with an average of (2.07). The level of self-efficacy was also low at (2.03), while the level of social consensus was average (2.37).

It is already apparent that:

Most of the studies indicated that ambition is affected by sex , sometimes age and educational level with the scarcity of studies regarding anxiety of the future and its relationship to the level of ambition - to the knowledge of the researchers- which led the researchers to study variable anxiety of the future and to confirm the impact of the level of ambition to the future anxiety. This is why this study is considered one of the few studies in the local and Arab environment that dealt with this subject.

Study hypotheses

There is a significant relationship (at $\alpha = 0.05$) between future Anxiety and self- efficacy.

There is a significant relationship (at $\alpha = 0.05$) between future Anxiety and Level aspirations.

There is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between high and low self- efficacy student.

There is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between high and low Level aspirations.

There is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between male and female.

There is a significant difference (at $\alpha = 0.05$) in the mean of self-efficacy between males and females.

There is a significant difference (at $\alpha = 0.05$) in the mean of level of aspiration between males and females.

We predict future anxiety by using self-efficacy and level of aspiration.

Study Procedures:

Study Approach:

The correlation descriptive approach was used in this study. The aim of this approach is to find out whether there is a relationship between two or more variables or not, and if they is any, whether it is positive or negative. As well as predicting one or more variable effects on one another.

The study sample:

First: Pilot study sample:

They are who were selected randomly from the seventh and eighth grade students of the learning difficulties course at the Department of Special Education at the College of Education, in King Faisal University. They were (40) students, (20) male students and (20) female students in order to make sure of the psychometric characteristics of the study tools that have been used in this study.

Second: Main Study Sample:

The study sample consisted of (60) students divided into (30) male students and (30) female students from the Department of Special Education (major of learning difficulties) in the College of Education in King Faisal University (students of level VII and VIII), and their average age (20.31) with a standard deviation of (0.19) years.

Tools of study

First: the measure of future anxiety (Prepared / Ghalib Almashiakhi,2009)

1. Components of the scale (measure):

This scale consists of (49) items, divided into five headings, namely:

1 - Negative thinking towards the future: It means the group of wrong and negative ideas and beliefs that the individual recognizes and leads to feelings of unease, uncomfortable and fear of the future.

2- Negative look at life: It is the negative expectations of future life events and the inability to agree and deal with them.

3 – Worrying (anxiety) about stressful life events: It means the pressure suffered by the individual, whether the pressure is family, social or economic, and reflects on his look at the future.

4 - Psychological cases (shapes) of the anxiety of the future: It means emotional reactions that reflect the individual's way of understanding events and situations that require confrontation and affect the future of the individual.

5 - Physical cases (shapes): It means physical problems or physiological reactions that arise. The individual in his / her responses to situations that threaten him/her. In that case, s/he realizes that they affect his/ her future.

Each alternative get one mark for not applicable, two marks for sometimes, and three marks for applicable, scores lies between (43 and 129).

Validity of the scale: two methods applied to measure the scale validity; Experts' validity: agreement percentage exceeds 80 % for all items and internal consistency validity: all correlation coefficients between each item and total score of scale lies between 0.36 & 0.74, significant at 0.05 & 0.01.

Reliability of the scale: alfa Cronbach used by the researchers and its value was 0.93

Second: Self-Efficacy scale (Al Adl, 2001)

Contains of 50 items, each item have 4 alternatives (rare, sometime, often, always), corrected 1, 2, 3, and 4 respectively for positive items and 4, 3, 2, and 1 respectively for negative items.

Validity of the scale: two methods applied to measure the scale validity; Experts' validity: agreement percentage exceeds 80 % for all items and internal consistency validity: all correlation coefficients between each item and total score of scale lies between 0.47 & 0.70, significant at 0.05 & 0.01.

Reliability of the scale: alfa Cronbach used by the researchers and its value was 0.86

Third: the level of ambition:
- Description of the level scale (measure) of ambition:

Moawad and Abdel-Azim (2005) prepared this scale. The scale consists of 36 items divided into four dimensions (optimism, ability to set goals, acceptance of new things, and frustration)

Contains of 50 items, distributed among four factors, each item have four alternatives (rare, sometime, often, always), corrected 0, 1, 2, and 3 respectively for positive items, and 3, 2, 1, and 0 respectively for negative items.

Validity of the scale: two methods applied to measure the scale validity; Experts' validity: agreement percentage exceeds 80 % for all items and internal consistency validity: all correlation coefficients between each item and total score of scale lies between 0.45 & 0.76, significant at 0.05 & 0.01.

Reliability of the scale: alfa Cronbach used by the researchers and its value was 0.87

Statistical analysis:

Means and standard deviations

T test for the differences between means

Pearson Correlation coefficient

Multiple linear regression

Results and discussion:

First hypothesis: There is a significant relationship (at $\alpha = 0.05$) between future Anxiety and self-efficacy.

To verify this hypothesis, the researchers used Pearson correlation coefficient, the results as shown in table (1).

Table (1): Pearson correlation coefficient between future anxiety and both of self-efficacy& level of aspiration

		Self-Efficacy	Level of Aspiration
Future anxiety	Pearson correlation	-0.510**	-0.516**
	Significant	0.0001	0.0001
	N	60	60

**** Sig. at 0.01**

Table (1) shows that Pearson correlation coefficient was -0.510 and this value significant at 0.05, therefore there is a significant negative relationship (at $\alpha = 0.05$) between future Anxiety and self-efficacy.

Second hypothesis: There is a significant relationship (at $\alpha = 0.05$) between future Anxiety and Level of Aspiration.

To verify this hypothesis, the researchers used Pearson correlation coefficient, the results as shown in table (1).

Table (1) shows that Pearson correlation coefficient was -0.516 and this value significant at 0.05, therefore there is a significant negative relationship (at $\alpha = 0.05$) between future Anxiety and Level of Aspiration.

Third hypothesis: There is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between high and low self-efficacy student.

To verify this hypothesis, the researchers used independent-samples T-test, the results as shown in table (2).

Table (2) t test results for the significant of the difference in the mean of future anxiety

		N	Mean	SD	DF	T	Sig.
Self-efficacy	Low	15	93.2	17.62	28	4.66	Sig. at 0.05
	High	15	64.73	15.78			
Level of Aspiration	Low	15	89.37	19.58	28	3.78	Sig. at 0.05
	High	15	66.47	13.59			

Table (2) shows that T value was 4.66 and this value significant at 0.05, therefore there is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between high and low self- efficacy student.

Therefore, future anxiety decreased in students with higher level of self-efficacy.

Fourth hypothesis: There is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between high and low Level aspirations.

To verify this hypothesis, the researchers used independent-samples T-test, the results as shown in table (2).

Table (2) shows that T value was 3.78 and this value significant at 0.05, therefore there is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between high and low level of Aspiration student.

Therefore, future anxiety decreased in students with higher level of Aspiration.

Fifth hypothesis: There is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between male and female.

To verify this hypothesis, the researchers used independent-samples T-test, the results as shown in table (3).

Table (3) t test results for the significant of the difference between males and females

		N	Mean	SD	DF	T	Sig.
Future Anxiety	Males	30	83.73	18.58	58	2.52	Sig. at 0.05
	Females	30	71.87	17.85			
Self-Efficacy	Males	30	142.83	13.86	58	-1.428	Non sig
	Females	30	148.33	15.90			
Level of Aspiration	Males	30	81	12.1	58	-1.131	Non sig
	Females	30	84.33	10.67			

Table (3) shows that T value was 2.52 and this value significant at 0.05, therefore there is a significant difference (at $\alpha = 0.05$) in the mean of future Anxiety between males and females.

Therefore, future anxiety increases among males.

Sixth hypothesis: There is a significant difference (at $\alpha = 0.05$) in the mean of self-efficacy between males and females.

To verify this hypothesis, the researchers used independent-samples T-test, the results as shown in table (3).

Table (3) shows that T value was -1.428 and this value is non-significant at 0.05, therefore there is no significant difference (at $\alpha = 0.05$) in the mean of self-efficacy between males and females.

Seventh hypothesis: There is a significant difference (at $\alpha = 0.05$) in the mean of level of aspiration between males and females.

To verify this hypothesis, the researchers used independent-samples T-test, the results as shown in table (3).

Table (3) shows that T value was -1.131 and this value is non-significant at 0.05, therefore there is no significant difference (at $\alpha = 0.05$) in the mean of Aspiration level between males and females.

Eighth hypothesis: We predict future anxiety by using self-efficacy and level of aspiration.

To verify this hypothesis, the researchers used multiple linear regression analysis, first: the fitness of the model tested by ANOVA, and it was significant, therefore, the model is fit, and

so, we can use the regression model in the prediction process. The results as shown in table (4).

Table (4): Multiple regression model results

Table (4): Multiple regression model results

Model	Regression coefficient	Standard error	T	Sig.
Constant	177.473	20.39	8.71	
Self-efficacy	-0.382	0.182	-2.10	Sig. at 0.05
Level of Aspiration	-0.533	0.239	-2.23	Sig. at 0.05

Table (4) shows the results of the multiple regression analysis, the model will be as follows:

Predicted mark of future anxiety = 177.473 – 0.382 (Self-efficacy) -0.533(Level of Aspiration)

So, we can predict future anxiety by using self-efficacy and level of Aspiration

Study Recommendations:

The following recommendations were suggested in light of the results of this study:

1. The necessity of conducting instructional activities to reduce levels of future anxiety among students in the Special Education Department (Learning Disabilities Major).
2. The need to conduct guidance activities to promote flexibility that will reduce the level of future anxiety among students in the special education department (learning disabilities)
3. Activities within the department should include workshops, seminars and meetings, aiming to provide self-confidence for the students of the special education (the learning difficulties course) because of its great importance in developing self-efficacy.
- 4- Each college of education should provide a center for educational and psychological supervision and guidance to assist

students in order to eliminate future anxiety and raise the level of ambition.

5. Inform the faculty members of the special education department about the factors that can increase the level of ambition in order to reduce the level of future anxiety among students.

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