EMOTIONAL MEMORY AND FUTURE ANXIETY AND THEIR RELATIONSHIP TO THE EGO IDENTITY AMONG STUDENTS OF THE DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS SCIENCES AT AL-HILLA UNIVERSITY COLLEGE

BY

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ABSTRACT

The research aims to identify the relationship between emotional memory, future anxiety, and ego identity among students in the Physical Education Department of and Sports Sciences at Hilla University College. The researchers used the descriptive approach in associative relations and identified the research community. They are the Department of Physical Education and Sports Sciences students at Al-Hilla University College. Their number is (٣٤٥) for the academic year ٢٠٢٠–٢١. A student and the main experiment distributed scales (ego identity, emotional memory, and future anxiety) to the male research sample. When the data was statistically analyzed using arithmetic means, standard deviations, and the Pearson correlation coefficient, the researchers concluded a significant correlation between emotional memory and future anxiety in the research sample. Thinking about future anxiety controls self-control and interaction with the environment.

Keywords: Ego identity, emotional memory, future anxiety

١-١ Introduction

University students are the educated youth; they are the conscious vanguard, and they bear the responsibility for building and changing society in the desired direction. The university was an advanced place in its interests and development plans, and one of the main objectives in higher education and scientific research was to prepare a generation free from fear, strong in its structure, personality, and morals, and armed with the scientific, artistic, and technical achievements of the era. The academic study stage at the university has a significant role in developing the student's personality through new social relationships formed by social interaction with others and integration into the new society. As a result of previous experience, new relationships are formed that are characterized by their strength and extend beyond the scope of the college or university. The individual's concern withholds a clear vision of his potential from the future that he sees. He paralyzes his abilities, thus hindering setting realistic goals consistent with his ambitions and achieving the future goals that he seeks, bringing him happiness and satisfaction.

The age period at university is critical in relationships and forming the individual's identity. They can set realistic, high goals for themselves, even if they are strict and cruel. And the identity of the ego determines the individual's identity so that his future expectations are an extension and continuation of past experiences, and the experiences of the past are related to what he expects in a connected future. The meaning of this comes from the feeling that he can work as a single person and that the connection of experiences in the past with the present provides an opportunity for future prediction, and memory occupies an essential place among specialists in psychological studies because of its connection with most of the psychological activities carried out by individuals. Interest in it has formed the focus of scientific studies and experiments since the emergence of psychology as an independent field. Emotional memory includes retrieving information related to positive or negative emotions, such as fear experiences or painful experiences. The content of emotional memory is also represented in emotional states associated with previous situations. In this type of memory, the individual recalls the past accompanied by certain emotions, such as the individual's feeling of fear about certain stimuli that remind him of a painful experience he has lived, and this plays a significant role in thinking about the future and what will guarantee him positive events. Physical and Sports Science.

١-٢ Statement of The Problem

Among the distinguishing features and characteristics of the individual who has achieved his identity at this rank are self-confidence, avoidance of anxiety, a sense of contentment and happiness when he performs the tasks and roles that he can perform, the ability to perform tasks and mental duties well, self-direction, independence, sense of respect and appreciation, optimistic view of self, and high self-esteem. The future that he sees obscures his potential, paralyzes his abilities, and thus hinders the setting of realistic goals that are consistent with his ambitions in achieving the future goals that he seeks. That will bring him happiness and satisfaction from future anxiety. And through the experience of the researchers as teachers in the Department of Physical Education and Sports Sciences, they noticed that most of the fourth-stage students suffer from future anxiety. The researchers believe that this is an emotional state resulting from fear of anticipating painful events in the future, which attracts their attention. Later, the researchers decided to study this problem without finding solutions.

١-٣ Research Objectives

١- Students in the Physical Education department were asked to recognize the link between ego identification and emotional memory.

٢- Finding a link between ego identification and future concern among students in the Department of Physical Education and Sports Sciences.

٣- Students at the Department of Physical Education and Sports Sciences were asked to recognize their ego's identity, emotional memory, and future anxiety.

١-٤ Research Assignments

Among students in the Department of Physical Education and Sports Sciences, there is a link between ego identification, emotional memory, and future fear. Hilla University College is a private university in Hilla .

٢,١ Research Methodology

Because of its adaptability to the nature of the examined topic, which defines the correct technique, the researchers employed the descriptive approach in their survey method.

٢-٢ Community and Research Sample

Among those included in the study were students from Al Mustaqbal University College's Department of Physical Education and Sports Sciences. This year's total is ٣٤٥ students, which is the same as last year's. To find out what occurs, do a few different things with them.

٢-٣ Search Tools

- The Ego Identity Scale, which was built by the pillars of Falah Hashem, consists of ٤٢ paragraphs, and it is four-dimensional (it applies to it completely). It applies to it sometimes, and it applies to it sometimes, it rarely, it does not apply to it thoroughly). It gives scores from ١-٤ for the positive paragraphs. Vice versa for negative paragraphs, and (٢٠) was deleted after being presented to a group of experts and specialists, and the final scale became composed of (٢٢).

- The Emotional Memory Scale, which Haider Mahdi built, consists of ٤١ items and is five-dimensional (exciting to a considerable degree, irritating to a large extent, irritating to a moderate degree, irritating to a small degree, irritating to a minimal degree) and gives scores (٥-١) respectively. Vice versa for the negative paragraphs and fourteen (١٤) paragraphs were deleted after they were presented to experts and specialists, and the final scale consisted of ٢٧ paragraphs.

- Future Anxiety Scale Prepared by Amal Ibrahim Al-Khalidi and consists of ٤٨ items and is five-dimensional (expresses me completely, expresses me a lot, expresses me to a moderate degree, expresses me to a small degree, does not express me at all), from (٥ - ١) For the positive

paragraphs and from (١-٥) for the negative paragraphs, and after it was presented to the experts and specialists, (١٨) paragraphs were deleted. The final size was set at (٣٠) paragraphs.

By presenting both measures to a panel of specialists, the apparent validity of the two scales was established. The researchers re-applied the two measures in a re-test procedure on a sample of (٥) students to improve accuracy and guarantee that they were stable. The reliability coefficients for the ego identification scale and the emotional memory scale were (٠,٨٤) and (٠,٨٨), respectively. On the other hand, the future reached the level of worry (٠,٨٠).

٢-٤ The Exploratory Experiment

The exploratory experiment was conducted on Wednesday, November ٢٢, ٢٠٢٠, on a sample of five students. Its purpose was to identify the obstacles that researchers may face, the time to answer, and weather appropriate.

٢-٥ The Basic Experience

The researchers conducted the main experiment on Thursday (٢٥/١١/٢٠٢٠) by distributing the scales to the male research sample.

٢-٦ Statistical Means

The researchers used the statistical bag for social sciences to extract the following means:

١- Arithmetic mean.

٢- The standard deviation.

٣-١ Simple correlation coefficient (Pearson).

Presenting the relationship results: ego identity, emotional memory, and future anxiety

Table ١:It shows the arithmetic means and standard deviations of the ego identity and emotional memory scale

Statistical parameters Variables	Arithmetic Mean	Standard Deviation	value(t) Calculated	Value sig	indication
ego identity	٧٧,٣٣	٢٥,٥	٠,٦٧	٠,٠٠٠	moral
emotional memory	١٢٢,٦	٣١,٠٨			

Table ١:It shows the arithmetic means and standard deviations of the measure of ego identity and future anxiety

Statistical parameters Variables	Arithmetic Mean	Standard deviation	Value (t) calculated	Value sig	indication
Ego identity	٨٥,٣٠	٢٠,٤	٢,٧٧	٠,٠٠١	moral
Future anxiety	٨٧,٠٨	٢٢,٢			

Table ٢:Shows the arithmetic means and standard deviations of the ego identity scale, emotional memory, and future anxiety

Statistical parameters Variables	Arithmetic Mean	Standard deviation	Value (t) calculated	Value sig	indication
Ego identity	٨٨,٤٤	٢٤,٥	٠,٨٨	٠,٠٠١	Spiritual
Emotional memory	١٢٣,٧	٣١,٠٨			
Future anxiety	٩٠,٠٩	٢٢,٢			

٣,٢ Discussing the Results

Table ١ shows that there is a significant correlation between ego identity and emotional memory in the research sample and that the individual at this age and stage of life, as well as his relationships with his peers, relies on highlighting this identity, which plays a critical role in the individual's development. Based on the amount of adaptation he can achieve with himself and the outer environment around him, it is possible to experience identity through harmony and likeness in a person's perception

of himself and how others see him. At this stage, the individual's primary needs are reassurance and a quest for knowledge. If the student is mentally and socially incompatible at this point, he may elicit an emotional response that he hasn't had before. Achieving specific goals, particularly educational ones like greatness and accomplishment, did not fully utilize all of his strengths and increased the likelihood of encountering challenges.

Through what was presented in Table (٢), which indicated that there is a significant correlation between the ego identity and the future anxiety in the research eye and that the individual's anxiety about the future that awaits him and the events that the future may carry that may threaten human existence or threaten the humanity of the individual, obscures the vision. It is clear about his potential and paralyzes his abilities and thus hinders setting realistic goals consistent with his ambitions in achieving the future goals that he seeks, bringing him happiness and satisfaction. And that his identity represents the individual's personality, and his relationship with the environment may be under is a network of mutual and interactive relations; this is evident through behavior and mutual events; Abu Zaid (١٩٨٧: p. to the change of society and the intertwining of its relations and the diversity of its interactions in the context of functional, structural dimensions) confirmed this.

Through table (٣), it is clear that there is a relationship between the ego identity, emotional memory, and future anxiety in the research sample because the student's psychological status plays a fundamental role in his behavior towards himself and others through his ability to explain any psychological pressure that makes him anxious, especially in the future under conditions of It is difficult for his fellow graduates to study. The interest in studying future anxiety among university students is an interest in society as a whole because the leadership of society shortly will fall on them, and their lack of feeling that there is a professional future awaiting them soon may generate unpleasant negative emotions through it. Diseases and behavioral disorders obscure their clear vision, paralyze their abilities, and impede the achievement of realistic goals that do not conform to their ambitions and bring them happiness and satisfaction. Only on the subject of emotion, and from this point, the beneficial and harmful effects of emotional memory on human cognitive functions become clear.

٤- Recommendations & Conclusion

٤-١ Conclusion

There is a statistically significant relationship between ego identification, emotional memory, and future anxiety, as well as between emotional memory and future anxiety in general. Hilla University students in the Department of Physical Education and Sports Sciences lack confidence about the future, which impacts their identity and the ways they used to deal with them. Future worry is influenced by emotional memory and the difficulties it causes the student, which may follow him into the next stage of his life.

٤-٢ Recommendations

The necessity of paying attention to counseling in colleges and opening an office for psychological counseling that deals with students' problems.

Directing the attention of parents and educators to establish human relations based on mutual trust and providing the opportunity for free self-expression away from pressure, domination, and threats.

Conducting a similar study on the fourth stage of the College of Education for Girls and comparing its results with the current study results.

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