THE ROLE OF SELF-DISCREPANCY IN GENERATING FUTURE ANXIETY AMONG UNIVERSITY STUDENTS

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Abstract

Purpose of the study: The current study examines the level of self-perception (realism, idealism, and duty) among Yarmouk University students. It also identifies the level of their self-discrepancy and its relation to future anxiety and explores the differences regarding the level of these self-discrepancies and the future anxiety according to the variables of specialization, the level of the study, and GPA. The study argues that while there is a significant statistical negative relationship between the level of future anxiety and the actual self among university students there is no significant statistical correlation between the level of future anxiety and the ideal self and the ought self.

Methodology: The study was conducted on a sample of (200) university students of the Faculty of Education at Yarmouk University. Higgins' (1987) scale which consists of (30) paragraphs and the scale of future anxiety which consists of (27) paragraphs were applied to the study sample using the descriptive correlational approach.

Main Findings: There were no significant statistical differences regarding the level of self-discrepancy (real/ideal) and (real/due) due to the variables of specialization, the level of study, and the GPA. Also, there were no significant differences regarding the level of future anxiety among Yarmouk University students according to the variables of specialization, the level of study, and the GPA. Yet, there was a statistically significant negative relationship between the level of future anxiety and the actual self.

Applications of this study: Universities across the globe, such as Yarmouk University and the University of Jordan, may find it significant to know that university students have a moderate level of self-perception and do not have a correspondence between the characteristics of the self in its three dimensions. Thus, such universities may need to think of establishing certain training and counseling programs that aim at developing the students' perception of themselves and their understanding of the self.

Novelty/Originality of this study: Considering that a few Arabic studies address future anxiety among university students who will graduate and impact their local communities, the paper points at the need for establishing certain counseling courses that help university students better understand themselves and decide their needs accordingly.

Keywords: Self-discrepancy, Future Anxiety, University Students, Self, Educational Counseling, Psychological Education.

INTRODUCTION

The crises experienced by societies constitute an important factor in forming a human being whose values and social beliefs are different from those in society. This is because the society continues to face more problems than sometimes lead social behavior into a state of turmoil, which makes all social interactions between individuals run into a state of tension and disorder (Hassan, 1997). As Higgins (1987) believes, the individual's problems and mental disorders are the results of the inability to consciously understand situations and events or to appreciate their real and personal potential, future aspirations, and what the community demands them to be. Interestingly, Mwamwenda (1991) defines the self as the way the person perceives himself/herself, and this way might be positive or negative according to his/her own perception, as a person who is independent of others or if what others believe in him. Zahran (1997) defines it as a structured cognitive formation of the perceptions and assessments of the self that is crystallized by the individual. Those individuals who consider themselves as undesirable and worthless tend to follow the image they consider themselves through which. Likewise, those individuals who consider themselves as unrealistic tend to follow to deal with people in unrealistic ways.

It should be mentioned that self-discrepancy has a long history of psychological heritage. This idea is not alien to human thought. Humans often look at themselves in a certain way and behave in a way that contradicts their own views (Al-Anzi, 2002). Higgins (1987) introduced the theory of self-discrepancy theory, in which the self is divided into three dimensions: the actual self, the ideal self, and they ought self, based on the semantic model of perception. By this model, Higgnis showed that the contradiction between the real self and ideal self-causes a kind of psychological problem or disorders as is the case if there is a contradiction between the real self and they ought self. He considers the type and effect of the self-waves that he assumed and described as private owned guides, and other waves of self, which mean the view of others about the important people (parents, relatives and friends) towards the individual and his/her self.

According to this theory, Higgins believes that psychological stability and emotional health are determined through the difference between what we believe to be our actual identity and our self-orientations. Such differences render individual reactions negative, and the mismatch between the real self and the ideal self may lead to frustration and disappointment,

On the other hand, the mismatch between the actual self and ought self raises feelings of anxiety and guilt (Abdurrahman, 2004).

According to Higgins (1989), the differences between ideals, duties, and obligations in achieving goals provide responses to different emotional reactions of individuals towards the negative events of life itself. Some of them experience feelings of depression and psychological loneliness, while others suffer from anxiety. In short, the theory of the self-discrepancy is a psycho-social theory that attempts to explain the relationship between self and emotion, especially depression and psychological anxiety.

Anxiety is one of the most common problems that many people have. Many of its aspects appear in the human body for no apparent reason and end up with a severe disability that impairs the person from meeting the burden of life and its natural responsibility and risks his psychological health (Zu'bi, 1997). For Osman (2001), anxiety is a state of a deep-seated fear of man, causing him/her much distress and pain. Anxiety is disturbing, and an anxious person always expects evil and seems pessimistic, nervous, and distraught. The anxious person also loses his/her self-confidence, seems hesitant and unable to decide things, and loses the ability to focus. However, there are also many types of anxiety, including the future anxiety, which is defined in its simplest form as: a perception of the state of apprehension, confusion, fear, panic, preoccupation, discomfort and fear about the cognitive representation of the more distant future in addition to the fear of undesirable changes in the distant personal future (Zaleski, 1996).

Future anxiety is dangerous to the lives of individuals. It is a fear of the unknown caused by the past and present experiences of the individual, making him/her feel insecure and anticipating danger and instability (Al-Mashiki, 2009). Future anxiety is also one of the most important psychological feelings affecting the individual, especially adolescents and young people. Most of the concerns of adolescents and young people are the future. When they feel unclear or have lack of determination of their prospective career, they feel frustrated and concerned about themselves and their future and mere existence. Interestingly, some scholars point out that future anxiety is the result of the inability of the individual to achieve his/her goals, the failure to gain love and respect from others, the failure in work and study, or the sense of persecution. This may happen to the individual whether in the family or work settings or when trying to change some of his/her habits and finding himself/herself unable to do so (Al-Qasri, 2002).

Future anxiety may arise from the wrong and irrational ideas of the individual, which makes him or her misinterpret his/her reality, attitudes, events, and interactions. This leads him to a state of fear and anxiety that makes him/her loses control of his/her feelings and rational thoughts, yielding as such to a state of insecurity and psychological instability. Additionally, this may lead to a lack of self-confidence, inability to face the future, and fear and panic of the social and political changes which are expected in the future with negative expectations of all of what may happen in the future (Shukir, 2005). Moreover, culture promotes certain types of behavior and suppresses other types according to individuals and his/her attitudes. Culture plays a function inventing out of unusual behavioral methods, as it helps to discharge energies and emotions, something that makes culture define behavioral methods (Kafafi, 1998). Accordingly, when studying the individuals' psychological state, the role of cultural factors in the emergence and growth of disorders and mental illnesses should also be considered, something we try to address in this paper.

Accordingly, this study seeks to answer the following questions:

1. What is the level of self-perception among students at Yarmouk University?

2. What is the level of future anxiety among Yarmouk University students?

3. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) regarding the level of self-discrepancies among Yarmouk University students, attributed to specialization, the level of study, and GPA?

4. Are there significant statistical differences at the level of significance ($\alpha = 0.05$) regarding the degree of future anxiety among Yarmouk University students due to specialization, the level of study, and GPA?

5. Is there a significant statistical correlation at the level of significance ($\alpha = 0.05$) between self-discrepancies and future anxiety among Yarmouk University students?

These objectives are significant due to the prevalence of some psychological problems among university students. It is believed that many such problems come as a result of economic crises and the effect of sudden and rapid cultural and cognitive dissonance and its active role in forming a human personality with unstable or sometimes contradictory psychological characteristics. The students of the university are among the most affected by these changes, as they live in a sensitive stage of self-development that places them between the surface feelings and the irrational thought. Many of them feel the pain of collision between their personal characteristics and their future aspirations. This may acquire them with perverted behaviors and rebelling ideals that sometimes threaten their lives and their relationship with others.

LITERATURE REVIEW

On reviewing the related literature, we find some studies that examined the association between self-discrepancies and future anxiety. Al-Masheekhi (2009) conducted a study on a sample of (720) students and found that there is a negative relationship of statistical significance between the students' degrees in the future anxiety and their degrees in self-efficacy.

He pointed out that there is a negative relationship of statistical significance between the students' degrees of future anxiety and their degrees regarding the level of ambition. Similarly, Calogero and Watson (2008) conducted a study that aimed at identifying the relationship between self-discrepancy and self-presentation on a sample of university students. The results of the study showed that there is a significant correlation between neurosis, impression management, self-observation, awareness of the general appearance, and self-discrepancy between the actual and ideal self among the sample members.

Al-Sab'awi (2008) studied the level of future anxiety among (578) students of the Faculty of Education, focusing on the relationship between the variable of future anxiety among the students of the Faculty of Education according to gender and the specialization (scientific or humanity). The study found out that there were statistically significant differences between the achieved mean and the theoretical mean of the future anxiety scale. It also found out that there was a significant correlation between future anxiety and gender, mainly for female participants. Likewise, Mahamid and Al-Basafa (2007) identified the level of professional future anxiety among Jordanian university students and explored the impact of gender and faculty on the level of professional future anxiety. The study sample included (408) students from the universities of Yarmouk, Hashimiya and Mu'tah. The results of the study showed that the respondents have a high level of anxiety for their professional future. The results also showed statistically significant differences due to specialization for scientific specialties rather than gender. Similarly, Saud (2005) aimed to reveal the relationship between future anxiety, optimism, pessimism, hope and anxiety as a state. The study sample (2284) students from Damascus University. The results of the study showed statistically significant relationship between future anxiety and pessimism and the absence of statistically significant correlation between future anxiety, optimism, hope and anxiety as a state.

Richard, et al. (2004) conducted a study that aimed at uncovering the relationship between objective anxiety, self-presentation strategies, shyness, and actual and ought self-discrepancy with respect to the situations of social interaction with strangers. The study sample included (133) students. The results of the study found that students with a high degree of anxiety and shyness in social attitudes are characterized by a high degree of actual and ought self-discrepancy. In addition, Tangney et. al. (1998) examined the relationship between self-discrepancy, shame, and guilt. The study sample consisted of (299) university students. The results of the study showed a positive relationship between self-discrepancy (actual / ought) and shame, and the absence of a positive relationship between self-discrepancy (actual and ideal) and shame and guilt. Also, Scott and Ohara (1993) conducted a study that aimed at identifying the relationship between self-discrepancy, anxiety, and depression in a sample of university students. The study sample consisted of(282) students who were divided into four groups: depression group, anxiety, social phobia, and obsessive-compulsive disorder group anxiety, depression group, and control group (of normal people). The results of the study found that there was a significant correlation between self-discrepancy (actual and ideal) and depression, and a significant correlation between self-discrepancy (actual / ought) and social phobia as anxiety patterns.

Upon reviewing the previous studies that dealt with self-discrepancy and future anxiety, the researchers benefited from previous studies to deepening their theoretical and applied vision and setting the objectives of the present study. Yet, it is noteworthy that the aforementioned studies do not fully examine the correlational association between self-discrepancy and future anxiety among students of Jordanian universities. Regarding Mahamid and Al-Basafa (2007) who study students of some Jordanian universities, they do not discuss the overall concept of self-discrepancy and future anxiety as they focus only on vocational anxiety and associate it with only gender and academic major. While this seems interesting, it does not provide a holistic analysis of how self-discrepancy impact students' perception of themselves and cause them future anxiety. Accordingly, this study deals with self-discrepancies among Yarmouk University students, which has not been investigated before, to the best of the researchers' knowledge. This study points out the need for developing plans that meet the basic needs of university students in the future, which can be carried out through the design of psychological counseling programs that can improve students' mental health and self-conception. Examining the available data, this paper proposes H_1 students' self-discrepancy and inappropriate self-esteem stimulate future anxiety, which causes certain consequent problems at the level of psyche and social behavior.

METHODOLOGY

To achieve its objectives, the study applies the descriptive correlational approach on a sample of (200) students. The study population consists of all students of the Faculty of Education at Yarmouk University, enrolling in the summer semester of the academic year 2017/2018. Their number is (1372), according to the records of the Admissions and Registration Department at Yarmouk University; yet, the sample of the study consisted of (200) students who made up 15% of the study population. The sample is selected using the procedure available in the department of the requirements of the Faculty of Education at Yarmouk University, and the SPSS statistics are deployed to analyze the data regarding certain variables. Table 1 displays the distribution of the study sample according to the variables.

Table 1: Distribution of the study sample according to the variables of specialization, the level of study, and GPA

Variable	Category	Frequency	Percentage
Specialization	Psychological Counseling	61	30.5
	Primary education	139	69.5
Educational level	First/second year	85	42.5

	Third/fourth year	115	57.5
GPA	Good and below	75	37.5
	Very Good and above	125	62.5
Total		200	**100**

The data is collected and analyzed considering the following tools and criteria:

1. **Self-discrepancy Scale**

The researchers adopted the Selves Scale (Higgins 1987), which consists of (30) paragraphs, divided into three dimensions: the actual self, the ideal self, they ought self. The scale contains five alternatives as answers, placed between two opposing classes for each paragraph, representing the student's strong belief of the existence of his/her character, or what properties he/she wishes to have, or what properties he/she should have now of application of the scale. The scale takes the following weights: very tolerant (1 degree), tolerant (two degrees), medium (3 degrees), aggressive (4 degrees), and very aggressive (5 degrees).

2. **Reliability of the scale**

The researchers presented the scale in its preliminary form, consisting of (30) paragraphs, to a set of arbitrators who are specialists in the field of psychological counselling and educational psychology to judge the validity of the paragraphs, accuracy, and clarity. The results of the arbitration resulted in that the items of the scale used in the present study were valid.

3. **Stability of the scale**

For the purposes of checking the stability of the scale, it was applied to a sample of 40 students from outside the sample of the current study. The scale was re-applied to the same sample two weeks after the first application. The stability of the scale was measured with the use of Pre-test and Post-test, measuring the Person-r correlation coefficient between the first and second applications. The stability factor was also calculated in the internal consistency method of Alpha Cronpach. Table 2 presents the coefficient of regression stability, and the coefficient of internal consistency according to Cronpach Alpha for the dimensions of the scale.

Table 2: The coefficient of regression stability and its application

Domain	Regression stability	Internal consistency
Actual self	0.84	0.79
Ideal self	0.89	0.87
Ought self	0.87	0.88

Table 2 shows that Alpha-Cronbach coefficients of the scale dimensions ranged from 0.79 to 0.88, while the regression coefficients of the scale dimensions ranged from 0.84 to 0.89, which are acceptable for the present study.

4. **Correction of scale**

The process of calculating self-discrepancy between two dimensions of the self is accomplished by finding the degree of self-discrepancy of each attribute by subtracting the degree of character in the real self-dimension from the degree of the same attribute in the dimension of the ideal self or that of the ought self. This is also accomplished through collecting the results of the total self-discrepancies of the ten attributes of each dimension by subtracting the total score of actual self from the total degree of the ideal or the ought self. If the total score is zero, it means that the sum of the degrees of actual self is equal to the sum of the qualities of the ideal self or ought self. The number is positive when the total degrees of qualities in the actual self are smaller than the total degrees of qualities in the ideal self or the ought self. The number is negative when the value of the real self is greater than the value of ideal or ought self. This result refers to the absence of a self-discrepancy between the dimensions of the self that we want to know in addition to the compatibility of their qualities.

5. **Future anxiety Scale**

For the purposes of the current study, the researchers developed a scale of future anxiety, appealing to previous studies which are related to the subject of the present study. The number of paragraphs of the scale was in its initial form (30), with a five-point answer (the Likert scale) taking the following weights: always: (5 degrees), often: (4 degrees), sometimes: (3 degrees), rarely: (two degrees), and never: (one degree). To judge the mean, the following rating is adopted: low (2.33 and lower), average (2.34 - 3.66), and high (3.67 and higher).

6. **Reliability of the scale**

The researchers presented the scale in its preliminary form, consisting of (30) paragraphs, to a set of arbitrators of the specialists in the field of psychological counselling and educational psychology in order to judge the validity of the paragraphs and clarity. The arbitration resulted in several steps. (3) Paragraphs were deleted. (2) Paragraphs were

reformulated for lack of clarity. In light of the proposed amendments, the number of paragraphs of the scale was finalized as (27).

7. Stability of the scale

For the purposes of checking the stability of the scale, it was applied to a sample of 40 students from outside the sample of the current study. The scale was re-applied to the same sample two weeks after the first application. The stability of the scale was measured with the use of Pre-test and Post-test, measuring the Person-r correlation coefficient between the first and second applications, RACING (0.86) which is acceptable for study purposes. The stability factor was calculated using the internal consistency method of Alpha Cronpach and reached (0.75), which is acceptable for study purposes.

DISCUSSION

Question 1: What is the level of self-perception among students of Yarmouk University?

To answer this question, the mean and standard deviations of each dimension of the self were extracted, and the T-test was used for one sample. Table 3 shows this.

Table 3: The mean, the standard deviations (SD) and the T value of the sample scores on the self-perception scale

Dimensions	sample	Mean	SD	theoretical mean	Freedom degrees	Calculated T value	tabular T valued	Statistical significance
Actual		38.69	6.195	30	199	19.826	1.960	.000
ideal	200	41.21	7.047	30	199	22.498		
ought		41.00	6.817	30	199	22.808		

Table 3 shows that the mean of the dimensions of the self (actual, ideal, and ought) were (38.69), (41.21) and (41.00), respectively, with standard deviations (6.195), (7.047) and (6.817), respectively. Upon comparing the means, it is clear that the mean of the sample on the actual self-dimension is less than the theoretical average (30 degrees for each sub-scale), while the mean of the sample on the ideal self and the ought self is greater than the theoretical mean. Additionally, as it appears from the table, calculated T-values of three dimensions are (19.826), (22.498), and (22.808) degrees, respectively. When comparing these values with the tabular T value, which is (1.960) at the degree of freedom (199) at the level of significance (0.05), it turns out that all calculated T values have a statistical significance, being greater than the T-tabular value. This result is consistent with the reality of the study sample members. The university students have great objectives. Therefore, their perceptions of the ideal world and what they should be from their point of view and others are clearer.

In order to classify the members of the study sample into their own categories, the degrees obtained for each self-dimension were ranked descendingly, divided into three groups:

- First: the lower category, which includes the degrees that are less than the minimum.
- Second: the middle category, which includes the degrees between the minimum and the upper limit.
- Third: The upper category which includes the grades that are greater than the upper limit. Tables (4,5,6) illustrate this point.

Table 4: The distribution of the scores of the sample members within the categories and percentage on the dimension of the actual self

Aggregates	Category	No	%	Mean	Standard Deviation
Lower	Less than 32.5	28	14.0	38.69	6.195
Medium	32.51-44.88	144	72.0		
Upper	More than 44.88	28	14.0		

Table 4 shows that members of the study sample fall into categories that are attracted to the center in a way that is close to the average distribution. This result can be explained through the similarity of the components of the cognitive structure of the study sample, resulting from the convergence of socialization and the cultural environment. This convergence influenced, to a certain extent, the similarities of the respondents' beliefs and proximity to attitudes and events, including the properties of the actual self as they perceive it.

Table 5: The distribution of the scores of the sample members within the categories and percentage on the dimension of the ideal self

Aggregates	Category	No	%	Mean	Standard Deviation
Lower	Less than 34.16	40	20.0	41.21	7.047

Medium	34.16-48.25	117	58.5		
Upper	More than 48.25	43	21.5		

Table 5 shows that members of the study sample fall into categories that are attracted to the center in a way that is close to the average distribution. This result can be explained as students belong to the classes who have high aspirations for excellence and appearing in behaviors that may not correspond to their actual self-characteristics and qualities.

Table 6: The distribution of the scores of the sample members within the categories and percentage on the dimension of the ought self

Aggregates	Category	No	%	Mean	Standard Deviation
Lower	Less than 34.19	42	21.0	41.00	6.817
Medium	34.19-47.8	119	59.5		
Upper	More than 47.8	39	19.5		

Table 6 shows that members of the study sample fall into categories that are attracted to the center in a way that is close to the average distribution. This result can be explained as students have aspirations to achieve the greatest satisfaction and acceptability for their ought self and others by moving towards behavior that places them in the position where they should be.

Question 2: What is the level of future anxiety among Yarmouk University students?

To answer this question, the mean and standard deviations of the level of future anxiety among Yarmouk students were extracted. Table 7 shows this.

Table 7: The mean, the standard deviations of the level of the future anxiety among Yarmouk students, descendingly ordered according to the mean.

Rank	No	Paragraphs	Mean	Standard deviation	Level
1	14	I am troubled by thoughts about degradation and moral decay.	3.73	1.349	high
2	19	Academic difficulties develop my perseverance to succeed in my university studies.	3.61	1.190	Medium
3	16	I worry when I think about my career after graduation.	3.60	1.224	Medium
4	3	I feel desperate about rapid changes	3.22	.987	Medium
5	15	I despair of the future in light of political conflicts.	3.18	1.295	Medium
6	18	I fear unemployment in the future.	3.07	1.391	Medium
7	5	I am concerned about the burdens of everyday life.	3.05	1.162	Medium
8	6	I think the future that awaits me is clear.	3.00	1.091	Medium
9	26	I enjoy sleeping and do not worry about annoying dreams.	2.96	1.326	Medium
10	8	I have the ability to control threat sources.	2.89	1.279	Medium
11	10	I am afraid not to have a life partner who understands and agrees with me in the future	2.87	1.361	Medium
12	17	I fear the failure of my future	2.76	1.345	Medium
13	4	I am worried about living alone in my future life	2.63	1.331	Medium
14	27	I am afraid of serious diseases such as cancer	2.62	1.406	Medium
15	21	I am afraid of my weakness in carrying out my professional duties in the future	2.46	1.244	Medium
16	9	I seek to communicate with others to find appropriate solutions to the	2.38	1.158	Medium

		problems that beset my future life			
16	11	I feel the power when dealing with problems that are expected to occur in the future	2.38	1.082	Medium
18	7	I expect disturbing events that threaten my life with the future	2.37	1.187	Medium
19	13	I would like to keep pace with the scientific developments in the world	2.35	1.234	Medium
20	25	I feel trouble in my stomach when I think about my future.	2.34	1.372	Medium
21	23	I fear physical disability in the future	2.24	1.345	low
22	20	I feel that my studies are wasteful and useless.	2.07	1.148	low
23	1	I feel threatened and insecure in my life	1.94	1.128	low
24	24	I suffer from high and low blood pressure	1.93	1.177	low
25	22	I feel headaches and fatigue when I travel alone	1.90	1.234	low
26	2	I can achieve myself and my aspirations and future goals	1.89	.838	low
26	12	I feel that my place among people is threatened in the future	1.89	1.086	low
Total			**2.64**	.455	**Medium**

Table 7 shows that the averages of the means of the paragraphs that measure the level of future anxiety among Yarmouk University students ranged from 1.89 to 3.73. The paragraph that states "I am disturbed by thoughts about deterioration and moral decay" ranked first with an average of 3.73 and a high level. The lowest mean belonged to the paragraph that states: "I feel that my place among people is threatened in the future" with an average of (1.89) and a low level. The general average of the tool was (2.64) and the low level. The researchers interpret this result in the light of the cognitive theory that considers that future anxiety emerges through the misperception of the various events in the world and reducing the effectiveness of the person when interacting with these events. Additionally, future anxiety emerges when people consider such events negatively with the inability to adapt to the problems being experienced. The individual becomes concerned as a result of the perception of a threat or danger. The basis of the problem lies in the common manifestations of anxiety that lie in the individual's style of interpretation of reality. This finding is in line with the results of Al-Safawi's (2007) study which found statistically significant differences between the achieved mean and the theoretical mean of the future anxiety scale. On the other hand, it is different from the results of Al-Mahamid and Al-basafa (2007), which showed that the respondents have a high level of concern for their professional future.

Question 3: Are there significant statistical differences at the level of significance (α = 0.05) regarding the level of self-discrepancies among Yarmouk University students, attributed to specialization, the level of study, and GPA?

To answer this question, the mean and standard deviations of the level of self-discrepancy (actual and ideal) among the students of Yarmouk University due to specialization, the level of education, and GPA were extracted. Table (8) shows this.

Table 8: The mean and standard deviations of the level of self-discrepancy (actual and ideal) among the students of Yarmouk University due to specialization, the level of education, and GPA.

Variable	Category	Mean	Standard deviation	No
Specialization	Psychological Counselling	-3.03	9.471	61
	Primary education	-2.30	8.157	139
Educational level	First/second year	-1.75	8.071	85
	Third/fourth year	-3.10	8.898	115
GPA	Good and below	-3.07	9.089	75
	Very Good and above	-2.20	8.249	125

Table 8 shows an apparent discrepancy with the means and standard deviations of the (actual/ideal) self-discrepancy because of the different categories of specialization, the level of study and GPA. To illustrate the statistical significance of the differences between the means, triple analysis of variance was used, as shown in Table (9).

Table 9: Analysis of the triple variance of the effect of specialization, the level of study, and GPA on the self-discrepancies (actual/ideal)

Source of variance	Square totals	Freedom degrees	Mean	F-Value	statistical significance
Specialization	2.190	1	2.190	.030	.863
Level of study	62.471	1	62.471	.846	.359
GPA	21.479	1	21.479	.291	.590
Error	14472.358	196	73.839		
Total	14585.875	199			

Table 9 shows that there are no significant statistical differences at the level of (α = 0.05) regarding self-discrepancy (actual/ideal) due to the specialization. This result can be attributed to the convergence of the ideas of the sample members and their beliefs and aspirations within the context of the limited communal culture that gives rise to fairly close needs between students and their different disciplines. Furthermore, the results of the study indicated that there were no significant statistical differences at the level of (α = 0.05) regarding self-discrepancy (actual/ideal) due to the level of study. This finding can be explained based on the ideas and beliefs that form the structure of the cognitive behavior of the study sample members concerning what they should have so as to take responsibility for themselves and others. This can also be attributed to social upbringing which structures ideas and beliefs about social constraints and about the relationship between the individual and others and the environment, regardless of the level of the student's level of study. The results of the study also showed that there were no significant statistical differences at the level of statistical significance (α = 0.05) regarding the level of self-discrepancy (actual/ideal) due to GPA. This result is explained with the fairly clear similarity of students' cultural and cognitive constructs. This can also be attributed to the influence of intellectual commonalities and personal beliefs that converge visions and feelings towards the relevant events and situations that sometimes create frustration and helplessness.

The mean and standard deviations o the self-discrepancy (actual/ought) discrepancies among Yarmouk University students were also extracted for the variables of specialization, the level of the study, and GPA, as shown in Table 10.

Table 10: The mean and standard deviations of the level of self-discrepancy (actual and ought) among the students of Yarmouk University due to specialization, the level of education, and GPA.

Variable	Category	Mean	Standard deviation	No
Specialization	Psychological Counseling	-2.74	9.134	61
	Primary education	-2.12	7.308	139
Educational level	First/second year	-1.48	7.820	85
	Third/fourth year	-2.92	7.922	115
GPA	Good and below	-2.71	9.043	75
	Very Good and above	-2.07	7.140	125

Table 10 shows an apparent discrepancy with the means and standard deviations of the (actual / ought) self-discrepancy because of the different categories of specialization, the level of study and GPA. To illustrate the statistical significance of the differences between the means, triple analysis of variance was used, as shown in Table 11.

Table 11: Analysis of the triple variance of the effect of specialization, the level of study, and GPA on the self-discrepancies (actual / ought)

Source of variance	Square totals	Freedom degrees	Mean	F-Value	statistical significance
Specialization	.420	1	.420	.007	.935
Level of study	80.769	1	80.769	1.289	.258
GPA	9.289	1	9.289	.148	.701
Error	12281.279	196	62.660		
Total	12392.780	199			

Table 11 shows that there are no significant statistical differences at the level of statistical significance (α = 0.05) regarding the level of self-discrepancy (actual/ought) due to the specialization. This result can be attributed to the convergence of the ideas of the sample members and their beliefs and aspirations within the context of the limited communal culture that gives rise to close needs between students and their different disciplines. Furthermore, the results of the study indicated that there were no significant statistical differences at the level of statistical significance (α = 0.05) regarding the level of self-discrepancy (actual/ought) due to the level of study. This finding can be explained based on the ideas and beliefs that form the structure of the cognitive behavior of the study sample members concerning what they should have so as to take responsibility for themselves and others. This can also be attributed to social upbringing which structures ideas and beliefs about social constraints and about the relationship between the individual and others and the environment, regardless of the level of the student's level of study. The results of the study also showed that there were no significant statistical differences at the level of statistical significance (α = 0.05) regarding the level of self-discrepancy (actual / ought) due to GPA. This result is explained with the fairly clear similarity of students' cultural and cognitive constructs. This can also be

attributed to the influence of personal beliefs that converge visions and feelings towards the relevant events and situations that sometimes create frustration and helplessness.

Question 4: Are there statistically significant differences at the level of significance (α = 0.05) regarding the degree of future anxiety among Yarmouk University students due to specialization, the level of study, and GPA?

To answer this question, the mean and standard deviations of the level of future anxiety among the students of Yarmouk University due to specialization, the level of education, and GPA were extracted. Table 12 shows this.

Table 12: The mean and standard deviations of the level of future anxiety among the students of Yarmouk University due to specialization, the level of education, and GPA.

Variable	Category	Mean	Standard deviation	No
Specialization	Psychological Counselling	2.63	.447	61
	Primary education	2.65	.459	139
Educational level	First/second year	2.68	.467	85
	Third/fourth year	2.61	.445	115
GPA	Good and below	2.63	.447	75
	Very Good and above	2.65	.461	125

Table 12 shows an apparent discrepancy with the means and standard deviations of the future anxiety because of the different categories of specialization, the level of study and GPA. To illustrate the statistical significance of the differences between the means, triple analysis of variance was used, as shown in Table 13.

Table 13: Analysis of the triple variance of the effect of specialization, the level of study, and GPA on future anxiety among Yarmouk Students

Source of variance	Square totals	Freedom degrees	Mean	F-Value	statistical significance
Specialization	.000	1	.000	.002	.968
Level of study	.223	1	.223	1.069	.303
GPA	.002	1	.002	.008	.930
Error	40.872	196	.209		
Total	41.120	199			

Table 13 shows that there are no significant statistical differences at the level of statistical significance (α = 0.05) at the level of future anxiety among Yarmouk University students due to the specialization variable. This finding can be explained by the fact that students studying psychological counselling or primary education do not differ in the degree of concern of the future. Future anxiety among Yarmouk students is not related to the type of specialization studied by the student. This result is consistent with the results of Al-Sab'awi's (2008) study, which indicated that there is no significant correlation between future anxiety and the specialization. The results of the study also indicated that there were no significant statistical differences at the level of statistical significance (α = 0.05) regarding the level of future anxiety among Yarmouk University students due to the level of the study. This finding can be explained by the fact that the length of time spent by students in the study is close to that of students in all fields of study, which leads to no differences concerning the future anxiety of the sample. This result differs from the results of the Saud (2005), which showed a statistically significant relationship between future anxiety and the level of the study. The results of the study showed also no significant statistical differences at the level of statistical significance (α = 0.05) regarding the level of future anxiety among Yarmouk University students due to GPA. This result explains that future anxiety is a psychological condition for all individuals, regardless of the level of their academic achievement. The GPA is not sufficient evidence to satisfy the psychological and cognitive needs or to prepare the individual enough to face life problems.

Question 5: Is there a significant statistical correlation at the level of significance (α = 0.05) between self-discrepancies and future anxiety among Yarmouk University students?

To answer this question, the Pearson correlation coefficient was extracted between the level of future anxiety and self-discrepancy. Table 14 shows this.

Table 14: Pearson correlation coefficient was extracted between the level of future anxiety and self-discrepancy

		Future anxiety
Actual self	correlation coefficient	-.182(**)
	Statistical significance	.010
	No	200
Ideal self	correlation coefficient	.114
	Statistical significance	.107
	No	200

Ought self	correlation coefficient	.059
	Statistical significance	.407
	No	200

* Statistical function at significance level (0.05).

** Statistical function at significance level (0.01).

Table 14 shows a statistically significant negative relationship between the level of future anxiety and the actual self. It also shows that there is no significant statistical correlation between the level of future anxiety and the ideal or ought self. The researchers interpret this finding, as Higgins (1987) points out, that individuals have differences with respect to the patterns of self-discrepancy; such differences are associated with differences in specific patterns of negative mental states. The self-realization of disability represents the qualities (duties and responsibilities that must be fulfilled by the individual) that the individual or others consider as must be owned, (but they do not own them) in addition to the associated punishment directed by the person to himself/her or directed by others. This makes the individual more vulnerable to feelings of fear and anxiety (Higgins, 1989). This finding is consistent with the results of Richard, et al (2004) who found that students with a high degree of anxiety and shyness in social attitudes are highly self-conscious and realistic. This is also consistent with the results of Tangney et. al. (1998) whose study showed a positive relationship between self-discrepancy (actual/ought) and shame, and there is no relationship between self-discrepancy (actual/ideal) and shame and guilt. This study is also consistent with the results of Scott and Ohara (1993), which found a significant correlation between self-discrepancy (actual/ought) and social phobia as anxiety patterns.

CONCLUSION

Relying on the findings of this study, it is obvious that university students are generally puzzled and unable to distinguish between real, imagined, or ideal reality and what they should be viewed from their perspective and others. This may contribute to the discrepancy between their own perception and reality. Also, it is notable that many university students are afraid of expressing their future expectations as well as feelings of sadness and depression, which all indicate the lack of self-confidence and helplessness. They do not trust their ideas and beliefs about themselves and others. Accordingly, we do recommend that universities should activate the role of the University Department of Student Guidance and Counselling to address the problems of students, seek to identify the causes and provide help and solutions. Also, it is recommendable that researchers conduct more similar studies due to other variables that are not addressed in the current study, such as the economic and social level and the relationship of self-discrepancy and personality. Furthermore, we recommend building a cognitive counselling program to reduce the effects of self-discrepancies on mental health.

LIMITATION AND STUDY FORWARD

This study is restricted to undergraduate students of the Faculty of Education at Yarmouk University, who were enrolled in the summer session of the academic year 2017/2018. Therefore, further research is needed at the level of university graduate students. Also, certain factors can be included in future research like the economic status and parents' educational level and background.

APPLICATION OF THE STUDY

This discussion and findings of this research are significant for any university all over the universe, such as the University of Jordan and Yarmouk University. It is significant for such institutions to know that their students have a modest self-perception and do not practice the healthy communication between the several components of their self in its three dimensions. Accordingly, it is necessary for such universities to establish certain training and counselling curricula that attempt to developing students' perceptions of themselves and their understanding of the self. The paper recommends that universities should incorporate several academic courses of psychological counseling and psychological; sciences at the bachelor, master, and doctoral level, and they should pay careful attention to the influence of such courses and programs on enhancing the psychological behaviors of their students regarding their self-esteem and understanding of the self.

ACKNOWLEDGMENT

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