

Possible Self of University Students



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THE CURRENT RESEARCH AIMS TO IDENTIFY

- 1- Possible self of university students.
- 2- Statistically significant differences according to the gender variable (male-female) in the potential self of university students.
- 3- Statistically significant differences according to the variable of specialization (scientific - human) to the possible self of university students.

The current research is determined by the students of the University of Kirkuk for the initial / morning study for both genders for 2021/2022 academic year, the sample for statistical analysis consisted of (300) male and female students, the stability sample is (40) male and female students, final application sample is (300) male and female students, for the purpose of achieving the objectives of the research, The researcher built a scale of the possible self based on the theoretical framework shown in the research, the data was processed using the statistical bag for social sciences SPSS, the results of the research showed that university students have a possible self, in addition to that there are no differences in the possible self among university students, as well as there are no differences in self possible among university students according to the variable of specialization in humanities, the research conducted a set of recommendations and suggestions .

CHAPTER ONE: RESEARCH DEFINITION

Research importance and necessity

The youth segment is one of most important of society, as they represent a means of change, construction and progress, which is reflected in all their personal, mental, psychological and social aspects (Al-Shammari, 2:2003). Young people go through an important stage, which is the university one, as it is considered a unique stage in qualifying them scientifically and culturally to take responsibility and gain knowledge of the requirements of the cotemporary time in terms of science , technology and increase production (Beuker, 1963: (112) . Gaining knowledge of the requirements of the age in terms of science and technology and increasing production (Beuker, 1963: (112).

University students are of great importance in society because of their social, cultural, and economic role in society, as they are considered active forces in the growth and progress of society , an essential pillar in bearing the responsibilities and burdens of society and building it, as students acquire a lot from cultural circles, including school, university, and finally the large community in all its institutions, and they are able to communicate what they have learned to other cultures by contacting the social traditions of the community , and knowing the beliefs, social values, and behavioral models that are acquired and transmitted socially through language, morals, art, and education (Uwais, 1970: 23-24) .

The possible self represents perceptions of the potential of the self in the future, including what individuals expect to become, what they wish to become, and what they fear they will become. These perceptions contain information about relevant concerns that guide decisions about what goals to work on, how to manage time and effort, what to avoid or resist, and what to give up. Baltes & Carstensen, 1991, p258; Freund & Baltes,) .

Students face various difficulties and obstacles in their academic lives, as some of them go through negative situations that they cannot deal with, And these were classified as individuals with academic resilience, as they were seen as being able to reach positive results despite negative circumstances (Alva, 1991)

The possible self is considered as a bridge between the individual's current reality and the results he wishes to reach in the future. The individual's knowledge of what is expected or achievable constitutes a self-motivation that directs the course of behavior , the hoped potential self works to enhance the positive emotional state of the individual, and generates the desire to maintain this state to him, which stimulates him to activity even if he is in a state of failure or frustration. Individuals who have positive

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thinking about themselves have a future possible self that works to compensate for the situation. present to them in a more positive situation in the future (Crosse, 199).

The possible self is affected by the social context as it is influenced by the expectations of others and by the cultural, social and political contexts, in the sense that the society's culture determines whether the possible self of individual is positive or negative. The possible self is constructed from past and present perceptions of the self , also it can direct the current self-organization of individuals towards achieving their future goals (Cross 1999).

The possible self is of great importance because it provides a link between the self-concept in the past, present and future, between all of this and the individual's aspirations, motives and fears. The current self is related to the possible future self, as indicated by the study (Anderman and Enderman, 1998) Which aimed to identify the relationship between the current self and the possible future self during early adolescence, which was conducted on a sample of (315) male and female students in the United States of America. The results showed that the concepts of the current and future positive academic self were associated with positive changes in the class average, when students' current academic self was higher than their future academic self, the grade average score increased, when the current social self was higher than the future social self, the average grade score decreased. (Anderman & Anderman, 1998, p6) .

The possible self-differs from fantasies or dreams, which are more likely to be used to induce a positive mood, distract from, or directly oppose negative thoughts (Oyserman & Fryberg, 2006, p190) .

The possible self is an important component of self-regulatory processes because it forms a context for evaluating the actual self, makes the person feel the importance of their current situation, and plays an important role in motivational processes; As it determines the direction of change and motivates the person to take action in order to achieve the desired visions of the self and to prevent the realization of what he fears. Both (Oyserman & Markus (1990) indicate indicates that the potential self differs in the effectiveness of self-regulation, the self-regulatory effort improves when individuals have a positive potential self (goals) and a negative potential self (concerns) in the same field, meaning that the potential self is balanced (Oyserman & Markus 1990) (p112-125), and when individuals incorporate detailed strategies into their potential self, the potential self becomes "reasonable" (Oyserman, Bybee, Terry & Hart-Johnson) (2004, p130-149), and when the potential self is balanced, individuals choose strategies that increase the likelihood of becoming self-like. Positive potential and less likely to become like the negative possible self , then focus on self-regulation and expansion of effort (125-Oyserman & Markus, 1990, p112).

The possible self provides adaptive benefits such as criteria for evaluating the current self, powerful incentives for pursuit and acquisition, stamina, and personal growth, and it provides an opportunity to experiment with various potential futures (Oyserman, ybeeTerry, 2006).

(Ruvolo & Markus, 1992) (p189, p95 & Marks (1991) suggested that individuals change and recalibrate themselves in response to changes in life conditions in order to maintain happiness, Cross & Markus). 1991, p241; Hooker, 1992, p87; Markus & Herzog, 1991, p115) .

(Frazier, et al., 2000) found that the potential self differs according to age, as young people tend to emphasize the hoped potential self, while adults tend to emphasize the feared potential self. The fact that the potential self differs between age groups is an indication that this component of the self continues to evolve with age, with some components of the potential self remaining important while others fade away, yet the potential self has been shown to resist change (Frazier, et al., 2000, p237).

Accordingly , the researcher found the necessity of conducting this study, on an important sample, which is the university students segment, as it is the nation's repertoire and the cause of its existence, and it is the conscious category that must be preserved from all negative influences that may lead to disorder behavioral. Therefore, the results of the research may help to choose the best ways to guide students for construct themselves , as well to reach sound mental health, as the problem of the current study has developed by paying attention to the category of university students. As one of the categories that need more care, attention, study and following -up.

Based on the foregoing, the importance of the current research and the need for it are highlighted in the following:

- 1- The study derives its importance from the nature of the university students , their effective impact within the entity of society, and their ability to build the future, overcome pressures and assume responsibilities, as it needs special care; Because the strength of any society is measured by the strength of its youth and the distinction of preparing them.
- 2- possibility that the results of the current study contribute to the design of development and guidance programs for young people that include personal, social, professional and educational aspects that aim to develop the intellectual, social and cultural potential of university youth, to confront the negative effects produced by the sudden changes and transformations of the era of globalization , security and cultural conditions.

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- 3- Getting benefit from the results of the current study in drawing the attention of officials in university institutions to increase interest in university students, in helping them solve crises and problems facing them, knowing their capabilities and self-potential, working on providing opportunities and discovering appropriate alternatives to benefit in helping them to achieve their identities in a clear and specific way, while preserving their self-coherence.

Goals of research

- 4- Possible self of university students
- 5- Statistically significant differences according to the gender variable (male-female) of the Possible self of university students.
- 6- Statistically significant differences according to the variable of specialization (scientific - human) in the possible self among university students.

Limits of Research

The current research is determined by the students of the University of Kirkuk for the first / morning study for both genders for the academic year 2021/2022

Define terms

Possible self

Markus & Nurius (1986) Perceptions of the individual's self in the future circumstances of his goals, motives, and fears, as they represent individuals' perceptions of what they expect to be , what they hope to be , what they fear to be , it separates from the .current self, but interconnected with it
Markus & Nurius (1986, p954)

Theoretical definition: The researcher adopted (Marcus & Nurius, 1986, p954) a theoretical definition of the possible self.

Operational Definition: The total score obtained by the student on the Possible Self Scale.

Chapter Two: A theoretical aspect

Possible self

The self-concept is an individual's view of himself, what he was in the past, what he is now, and what he could become in the future, including social roles and group membership. A good performance of the self-concept helps the individual to understand the present and maintain positive feelings. of the self, makes predictions about the future and directs motivation, the contents of the future-oriented component of the self-concept have been called ("possible self" Markus & Nurius, 1986) .

The possible self is the self that the individual believes what he might become in the near and distant future, and then it is important in defining goals and motivation, and the possible self is

That each individual has positive images of himself that he desires and expects to be , negative images of the self that he desires to avoid them (Oyserman & James, 2009, p372).

Evolution of the possible self: individual and contextual factors

The possible self is affected by both individual and contextual factors, where other individuals could be a role models or a counter models of both the positive and negative possible self, these others can be specific individuals with whom one has a relationship, or simply a general sense of what others have been able to do. Therefore, the possible self is affected by the followings:

1- Past experiences

Past experiences of success or failure in a field clearly influence a person's beliefs about the suitability or possibility of one's possible self-realization in that aspect as well as one's ability to formulate strategies for working on one's possible self. Past failures may make it difficult to articulate what success in a particular field will look like and which strategies are likely to be effective. Past successes may facilitate articulation of both what success looks like and the steps needed to achieve a hoped potential self, for example young people with a history of juvenile delinquency and school failure are less likely to express education and work which focused on a possible self, and students from low-income families are less likely To generate multiple strategies for how to reach the possible self that focus on college education such as doing well and getting good grades (Oyserman & Fryberg, 2006, pp17) .

2- Developmental Context

The content of the possible self reflects the self-related tasks of development. During the school years, these tasks focus on developing a sense of self, being competent in studying, and being connected to others. With developing , the focus of these tasks evolves, for example college students and young adults focus on the professional, educational, and personal potential self (such as marriage), while family and parenting can become the most important potential self in the middle young adult years (Oyserman & Fryberg, 2006, pp1739) .

3- Social Context

The possible self is also affected by the expectations of others and historical, social and political contexts. Some social contexts provide easy access to role models and reminders to focus on studying while other contexts rarely provide these merit , low-

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income, and rural youth may be less able to imagine or sustain a possible study-focused self if their contexts involves few models for overcoming barriers to success or is riddled with stereotypes that are incompatible with a focus on academic empowerment, and research has shown that if going to college does not seem like an option early in middle school, students' academic effort will decline ((2006) Oyserman & Fryber -pp.)

Possible functions of the self:

Markus and Nurius (1986) see that there are two important functions performed by the possible self in personality:

First, it forms the context for evaluating one's actual self and is therefore an important component of self-evaluation processes. A self-assessment of the current state of oneself must take into account some reference point - a certain potential state that is a criterion in assessing the current state

Second: the possible self plays an important role in motivational processes. It determines the direction of change and motivates the person to take action in order to achieve the desired visions of the self and prevent the realization of the feared self. Theoretically, any personality can perform these motivational functions. To emphasize them. The term 'self-regulating possible self' is used in the literature as distinct from the self-reinforcing possible self (Hoyle and Sherrill 2006). The latter type of possible self functions. Primarily promotes self-esteem, optimism, and hope for the future but has no direct impact on behavior a potential self that primarily performs these emotional functions and does not clearly translate into a drive for change is usually formulated at a higher level of abstraction; tends to be imprecise and inaccurate very specific, . As it contains descriptions of action strategies aimed at achieving the goal. In order to perform organizational functions effectively, the possible self must be formulated as precisely as possible and its content must relate to strategies for achieving the desired state or avoiding the fearful state of self. Another important factor is the belief that a certain possibility is achievable as well as the broader belief in the possibility of controlling one's life. (Oyserman and James, 2009, pp373–394)

Interpretational theory of the possible self:

The researcher adopted the theory of Marcus and Nurius (1986) and its definition in building the theoretical framework of the possible self, because it included the meanings of the possible self, which were dealt with in previous studies and were suitable for the research sample, in addition to that, it dealt directly with the concept of the possible self.

The theory of Marcus and Nurius (Markus and Nurius, 1986):

Possible self theory (Markus and Nurius, 1986) is the foundational work for the study of the 'possible self', based on empirical studies of individuals' perceptions of what their lives might become in the future. factors within and outside their control "what they think they will be, what they would like to be, and what they fear they will be" (Markus and Nurius 1986, p954). This possible self is part of a broader narrative structure we use to understand our lives in our social context, "representing one's ongoing hopes and fears and indicating what can be achieved given appropriate social conditions" (Karim, 2020: 35).

According to the classical approach of Markus and Nurius (1986), the possible self are "future-projected" aspects of self-knowledge, which refer to what a person considers possible in relation to himself. Like all self-knowledge, the possible self is based largely on past experiences, but its core lies in explicit references to the future. They may be said to be imaginary visions of the future self (Erikson 2007; Hoyle and Sherrill 2006). As such, they are cognitive representations of hopes, fears, and fantasies regarding the self (Markus and Nurius, 1986).

Possible self are cognitive components of the self-concept that are oriented towards the future; It is a "cognitive manifestation of enduring goals, aspirations, motives, fears and threats" In other words, it includes a person's knowledge of his or her hopes, fears, plans, goals, potentials, and future. There are different aspects of a possible self, including the selves that people can become, or that people wish or fear to become. They can be composed of the hoped self, such as the "successful and outstanding professional self, the intelligent, intelligent, and creative self, or the cherished and likable self," and the feared self, including the "lady bag self" (Markus and Nurius, 1986, p99).

This theory forms part of the broader work in psychology on the "concept of the self" (the ways in which we understand ourselves in the context of life), and thus the possible self constitutes the self-concept in the future tense, representing our current perceptions of what our lives might turn out by constructing Multiple representations of ourselves as they may be days, months, or years from now, and in particular the possible self is a key component of the "working self-concept" of how we see ourselves at a given moment; familiar, vivid images that can be accessed cognitively It guides daily decision-making and the processing of personal experiences. A practical self-concept derives from the set of self-perceptions that are currently active in thought and memory and can be counted as an active and ever-changing body of available self-knowledge.

The group changes with the change of individuals in their internal states and social conditions (Markus and Nurius 1986). It is necessary not only to understand the contents and characteristics of the possible self but to understand how the possible self translates into relevant goal-directed behaviours. Researchers have suggested several motivational mechanisms or reasons for how to motivate people by accessing these mental representations. In the original concept when the theory of the possible self

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was first proposed, it was suggested that the construct can function as a regulator directly influencing behaviors. The mechanisms for translating the possible self into action depend on whether these self-perceptions are employed in the working self-concept, which is "the set of self-concepts currently active in thought and memory" (Markus & Nurius, 1986, p.957).

It must be emphasized that although the term "probabilities" seems to have clear positive connotations (having associations with positive resources that can be beneficially "used"), in the context of the theory referred to here, such a one-sided assessment would oversimplify issue. Possible self are future states of the self, and future thoughts are not always positive.

Thus, the concept of a possible self covers references not only to selves that are positively evaluated and hopefully anticipated but also to those possibilities that one would like to avoid, perceiving them as potentially threatening. It is also worth noting that the plural is used in the concept of a possible self, clearly indicating that we are not dealing with a single potential self but with a multi-item set of perceived possibilities. A person may generate many alternate versions of the self, either relating to different areas of life or within a single area. These are not representations of some abstract personality trait or general category but rather comprehensive ideas about the self in specific roles and situations (Markus and Nurius, 1986).

Possible self theory suggests that individuals view their future selves with varying psychological distances, which can influence a person's motivations and decisions. For example, when the near future appears on the horizon and is psychologically important, people will be more motivated than when the future selves appear psychologically distant (Wilson & Ross, 2000, 2001). This may be related to the fact that representations of oneself at a point in time distant in the future are more abstract and structured than representations of oneself at a point in time in the near future.

Marcus & Nurius, (1986) argue that individuals have a range of possible selves that can be broadly categorized; Some will appear to the individual as positive images that must be pursued while others will be negative or should be avoided. Each self will also appear in one form or another, and the possible self may be more or less desirable than others, with feelings of happiness, success, safety and well-being in the future included.

Marcus and Nurius, (1986) assert that the possible self consists of past and present representations of the self, Previous opinions and experiences contribute to the construction and pursuit of the possible self. For example, if a student once gets a full mark on a report card, he can currently act in the hope of achieving that goal again, and then a future-oriented potential self can help explain current individual behavior. Ruvolo & Markus, 1992, p98. Examining a person's self-possibility for an advanced degree is more difficult to study at present than someone who does not, as well as motivating behavior and demonstrating perseverance (Markus and Nurius, 1986, P954).

One of particular interest are the mechanisms by which these assessments of desire and potential are made. Marcus and Nurius (1986) argue that they are established through a range of personal experiences and from the broader context in which the individual lives, and that the individual is free to create any variety of possible selves. , suggests that the set of possible selves derives from the categories that become salient through the individual's social, cultural, and historical contextual to the individual, From the models, images, and symbols provided by the media and through the individual's direct social experiences, then the possible self has the ability to reveal the primary and constructive nature of the self, but it also reflects the extent to which the self is socially defined and bound by it (Karkhi, 2020: 40-42).

The possible self can act as predictors of possible future outcomes or predict outcomes, because it includes ideas about what the individual might be, think, feel, experience, or be seen to be, and as such, they present end states to strive for or avoid. (Cantor, et al. p.99)

. These constructs may illustrate the opportunities that people see as available as well as the expectations they have for themselves, reaching one's potential. Most importantly, for future self-guiders to have motivational power, they must be seen as reasonable as well being accessible (Oettingen & Thorpe.2006))

The sociocultural context provides an initial starting point for any known types of self within a family or community, as they are seen as possible in the broader sense, for example, 'I am a lawyer' or 'I am a mother'. It also normatively shapes an individual's values about what self should be considered appropriate or attractive through a set of "social data" that is strongly influenced by class, gender, and race.

The social and cultural context also plays an influential role in determining the types of personal experiences that individuals have, where they go, who they meet, and what they see within the physical environment in which they live (creating a situation in which individuals from different social groups have completely different perspectives than they might). To have them, which is desirable and possible) (Karkhi, 2020: 43).

Research methodology and procedures:

This chapter includes a description of the research methodology and the procedures undertaken by the researcher, which are summarized in the research methodology, the research community, its description, and the selection of a representative sample. This chapter also includes an explanation of the measurement tool.

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First: Research Methodology: Research Methodology

To achieve the goals of the current research, a specific scientific methodology must be followed, as the current research relied on the (descriptive) research method, which is

a method upon which the researcher relies in obtaining accurate information that depicts the social reality (Abdul Aziz, 2010:160).

Second: Population of Research

The research community consisted of students of the morning preliminary study of the colleges of Kirkuk University for the academic year (2021-2022), distributed according to the colleges into (18) colleges, including (5) humanities colleges and (13) scientific colleges, and their number reached (23483) male and female students, including (10248) males and (13236) females, Table (1) explains this.

Table No. 1: The research community is distributed according to the scientific and humanities colleges

No.	Name of Colleges	Specialism	Male	Female	Total
1	College of Sciences	Scientific	604	1313	1917
2	College of Medicine	Scientific	386	663	1049
3	College of Veterinary	Scientific	136	163	299
4	College of Education – Hawija	Humanitarian	749	970	1719
5	Computer sciences	Scientific	402	520	922
6	College of Law	Scientific	1456	933	2389
7	Administration and economy	Humanitarian	926	709	1635
8	College of basic education	Humanitarian	316	604	920
9	College of Nursing	Scientific	70	471	541
10	College of Pharmacy	Scientific	141	299	440
11	College of Engineering	Scientific	796	372	1168
12	College of Arts	Humanitarian	630	845	1475
13	College of Education of pure sciences	Scientific	1005	1389	2394
14	College of physics	Scientific	439	196	634
15	College of Dentistry	Scientific	220	445	665
16	College of Agriculture	Scientific	315	387	702
17	College of Agriculture (Hawija)	Scientific	50	36	86
18	College of Humanitarian education	Scientific	1607	2921	23483
Total			10248	13236	23483

Third: Research Samples: Statistical Analysis Sample:

The selection of the sample is not an easy matter, because it depends on many important things such as measurement, results, and tools, and despite that, it is not difficult for the properly trained researcher (Al-Jabri, 2011: 89).

The researcher chose a sample of (300) male and female students from the University of Kirkuk in a random manner from a group of colleges for the purpose of conducting the statistical analysis of the current research tools, which are (regulating personal emotions, the possible self, emotional confrontation), the researcher chose the sample in a simple random way from the colleges of the university Kirkuk, by (50) male and female students from the aforementioned colleges, as shown in Table (2).

Table No. 2: Distribution of the statistical analysis sample according to the college name and location

Name of Colleges	Location	NO. of Students
College of Nursing	Kirkuk University	50
College of Pharmacy	Kirkuk University	50
College of Dentistry	Kirkuk University	50

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College of Arts	Kirkuk University	50
College of basic education	Kirkuk University	50
College of Education – Hawija	Kirkuk University	50
Total		300

B-Stability sample

The stability sample consisted of (40) male and female students, (20) male and female students from the College of Basic Education, (20) male and female students from the College of Nursing, (20) males and (20) females. Table (3) explains this.

Table No. 3: Distribution of the statistical analysis sample according to the college name and location

College	Gender		No. of Students
	Male	Female	
College of basic education	10	10	20
College of Nursing	10	10	20

c- Final application sample

The research sample means a partial group of the research community so that the elements of society represent the best representation so that the results of that sample can be generalized to the entire community (Al-Jizani, 2020: 79), as the final application sample consisted of (300) male and female students from the University of Kirkuk distributed among a number of colleges, as the male sample amounted to (127), the female sample amounted to (173), while the humanities sample amounted to (137), the scientific major sample amounted to (163), table (4) shows this.

Table No. 4: application sample

Specialism	College	Gender		Total
		Male	Female	
Scientific	College of Dentistry	20	35	55
	College of Agriculture	23	40	63
	College of Agriculture (Hawija)	17	28	45
Total		60	103	163
Humanitarian	College of Administration and economy	24	25	49
	College of basic education	23	22	45
	College of Arts	20	23	43
Total		67	70	137
Grand Total		127	173	300

Fourth: The research tool: possible self Scale :

For the purpose of constructing a scale for the possible self, the following steps were followed:

Defining the concept of the possible self: After reviewing a group of studies and literature on the concept of the possible self, the researcher built a measure based on the theory of (Marus & Nurius, 1986), who defined the possible self (the perceptions of the individual's self in the future circumstances of his goals, his drives and his fears. Individuals' perceptions of what they expect to become, what they hope to be, and what they fear they will be , separate from, but arranged with, the present self.

Identify the scope of possible self:

First: The expected possible self: It is what the individual expects his self to be in a future period of time, and it consists of both positive and negative expectations.

Second: The aspired possible self: It is what the individual hopes his self will be like in a future period of time, and it consists of positive wishes only.

Third: The feared potential self: It is what the individual fears that his self will be in a future period of time, and it consists of negative perceptions only (Marus & Nurius, 1986:23).

C- Drafting and validity of paragraphs:

For the purpose of formulating the paragraphs of the Possible Self Scale, in its initial form, (24) paragraphs were formulated, covering the aforementioned scopes. The researcher unified the number of items in the field according to the theoretical

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framework of the scale. This method is the most widely used in constructing psychological scales, due to its clarity, ease of procedures, and unaffected by analysis and correction by the subjectivity of the researcher (Sundberge, 1977:171).

D- Answer alternatives and scale correction:

For the purpose of correcting the scale, five graded alternatives were placed in front of each item of the possible self-scale (applies to me always, applies to me often, applies to me sometimes, rarely applies to me, never applies to me) in light of the correction key (1,2,3, 4,5), and if the respondent showed his acceptance of the paragraph by pointing to the alternative (it always applies to me) he gives the score (5), and if he indicated the alternative (it often applies to me) he gives the score (4), and if he refers to the alternative (it sometimes applies to me) he gives the score (3) And if he refers to the alternative (it rarely applies) he gives a score of (2), and if he refers to the alternative (it does not apply to at all) he gives a score of (1) .

The paragraphs were presented in their initial form, which numbered (24) paragraphs, to a group of arbitrators specialized in educational psychology, psychological counseling, measurement and evaluation, to express their opinions on the appropriateness of the paragraphs and to judge the suitability of the paragraphs for the field from which they were derived, their suitability for the alternatives to the answer, and to conduct what They see fit from amendments to the paragraphs, as well as determining the clarity of each of the paragraphs, as all the paragraphs obtained an agreement of 80% among the arbitrators, and after collecting the opinions of the arbitrators and analyzing them using the chi-square to find out the significance of the difference between the opinions of the arbitrators in terms of the validity of the paragraphs for their components or not At the level of significance (0.05), the results showed that all items of the scale are valid, as the calculated chi-square value was greater than the tabular value of (3.84), and Table (5) shows this.

Table. 5: Opinions of experts and arbitrators for possible self scale

Sphere		Paragraph sequence	Paragraphs' No.	Approvers		Non-approvers		Chi-square Test		Significance level 0,05
				No.	P.Rate	Calculated	Scheduled	Calculated	Scheduled	
Expected possible self		,5 ,4 ,2 ,1 8 ,7 6	7	20	%100	0	indicative	20	3,84	indicative
		3	1	19	%95	1	% 5	16,2	3,84	indicative

Hoped possible self	7 ,5 ,3 ,2 ,1	5	19	%95	1	% 5	16,2	3,84	indicative
	4	1	18	%90	2	%10	12,8	3,84	indicative
	8 ,6	2	20	%100		%0	20	3,84	indicative
Non-hoped possible self	8 ,6 ,1	3	20	%100		%0	20	3,84	indicative
	7 ,5 ,3 ,2	4	19	%95	1	% 5	16,2	3,84	indicative
	4	1	17	%85	3	%15	9,8	3,84	indicative

Statistical analysis of the Paragraphs : The statistical analysis of the items is necessary because it affects the accuracy of the scale in measuring what is intended to be measured (Abdul-Rahman, 1998: 41).

The following are the verification procedures: Calculating the discriminatory power of the paragraphs Choosing a random sample of (300) male and female students from the University of Kirkuk. The scale was applied in its initial form to the sample, then the answers were corrected and the questionnaires were arranged in descending order from the highest score to the lowest score. The upper (27%) and the lower (27%) of the grades were chosen to represent the two extreme groups. The researcher relied on this ratio because it provides two groups with the best possible size and distinction. The two groups consisted of (162) students, and they included (81) Male and female students from each group.

The t-test was used for two independent samples, in order to test the difference between the upper and lower groups and each paragraph of the scale. Significance level (0.05) and a degree of freedom (160), and thus the scale became in its final form consisting of (24) items and table (6) explains that.

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Schedule 6: Significance of the differences between the averages of the upper and lower groups on the possible self-scale items.

No.	Upper group		lower group		T value calculated	Significance level 0,05
	arithmetic mean	standard deviation	arithmetic mean	standard deviation		
1	4,27	1,01	3,35	1,27	5,04	indicative
2	3,60	1,32	2,27	1,33	6,37	indicative
3	4,46	0,89	2,84	1,13	10,14	indicative
4	3,66	1,56	2,54	1,34	4,90	Indicative
5	4,74	0,66	3,13	1,37	9,44	indicative
6	4,56	0,91	2,83	1,30	9,77	indicative
7	4,74	0,68	3,33	1,44	7,94	indicative
8	4,48	0,88	2,32	1,29	12,42	indicative
9	4,60	0,86	3,33	1,31	7,28	indicative
10	4,77	0,61	3,14	1,50	9,00	indicative
11	4,40	0,94	2,58	1,30	10,21	indicative
12	4,50	0,88	3,29	1,41	6,52	indicative
13	4,71	0,77	3,69	1,38	5,80	indicative
14	4,56	0,83	3,16	1,34	7,99	indicative
15	4,46	1,00	3,14	1,23	7,47	indicative
16	4,25	1,20	2,86	1,46	6,42	indicative
17	4,32	0,97	2,81	1,38	7,99	indicative
18	4,12	1,25	2,66	1,47	6,76	indicative
19	3,54	1,68	2,75	1,45	3,20	indicative
20	4,35	1,00	2,39	1,26	10,95	indicative
21	4,56	0,85	2,76	1,31	10,35	indicative
22	4,19	1,01	2,40	1,28	9,84	indicative
23	4,75	1,44	2,49	1,30	5,82	indicative
24	4,25	1,04	2,70	1,40	8,00	indicative

* All items are significant, the tabular t-value is 1.96, the level of significance is 0.05, the degree of freedom is 160

The relationship of the paragraph to the total score of the scale and to the field to which it belongs Correlation means that the paragraph measures the same concept or ability as the total score, and thus the paragraphs whose correlation coefficients with the total score are statistically significant are preserved (Habib and Kazem, 2018: 25), the researcher used the Pearson correlation coefficient (person) to extract the value of the correlation between the paragraph the scale , and the paragraph and the domain to which it belongs, the results showed that the values of the correlation coefficients are statistically significant at the level of significance (0.05), degrees of freedom (298), and when compared to the tabular value of (0.098), and Table (7) shows this .

Schedule 7: The values of the correlation coefficients between the score of each paragraph with the total score of the domain and total score of the scale.

No.	correlation coefficient		No.	correlation coefficient	
	Scope	Scale		Scope	Scale
1	0,37	0,36	13	0,59	0,47
2	0,42	0,38	14	0,66	0,49
3	0,55	0,52	15	0,60	0,49
4	0,41	0,35	16	0,53	0,42
5	0,41	0,38	17	0,55	0,4
6	0,51	0,52	18	0,54	0,41
7	0,53	0,35	19	0,46	0,27
8	0,55	0,50	20	0,67	0,57
9	0,67	0,50	21	0,49	0,51
10	0,65	0,30	22	0,61	0,48
11	0,65	0,58	23	0,55	0,37
12	0,67	0,48	24	0,58	0,51

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Domain relationship with other domains (matrix of internal links).

For the purpose of verifying that the scale domains contribute to some degree in measuring the general factor that exists in all scale domains, the possible self (the expected self, the hoped self, the feared self, the possible self), so it was necessary to verify the correlation of the measurement domains with each other, as the researcher relied on the statistical analysis sample forms consisting of (300) forms, and using the Pearson correlation coefficient (person), it showed from the matrix that the correlation coefficients are all positive and statistically significant, as shown in Table (8).

Schedule 8: Matrix of correlations between domains and the total score of the possible self scale

Scopes	expected self	hoped self	Non- hoped self	possible self
expected self	1	0,53	0,58	0,86
hoped self		1	0,31	0,76
Non- hoped self			1	0,79
possible self				1

Psychometric characteristics of the scale: honesty, scale of possible self:

Honesty is one of the basic characteristics in the educational and psychological test scores, as Cronbach believes that the completeness of the test score for the cognitive feature and the confidence of this interpretation is estimated by the test's validity. The scale is closely related to the ability that it measures, this scale is able to distinguish between the ability that it measures, and other capabilities that are likely to be mixed with or overlapped with (Abdul-Rahman, 1998: 183)

This scale (the possible self) had an indicator of validity:

Face validity:

This kind of validity was achieved in the current scale, when items were presented to a group of arbitrators and specialists in educational psychology, psychological counseling, psychology, and measurement and evaluation.

Construct validity:

This type of validity is achieved in several ways by finding correlation coefficients between the paragraphs and among other sub-measures (Al Chalabi, 2005: 102).

This kind of validity was achieved in the current scale, by calculating the paragraph distinction indicators, extracting the correlation between the total score of the paragraph score of a scale, and extracting the paragraph's relationship to the field to which it belongs, as well as the relationship of the field to other.

The stability of the possible self scale: The stability of the scale was calculated according to two methods:

A- Retest method:

For the purpose of extracting stability, the scale was applied to a sample of stability of (40) male and female students who were randomly selected. Two weeks after the first application, stability was applied again to the same sample, and the correlation coefficient was calculated between the two applications, as the correlation coefficient was (0.85). Which is the stability coefficient by the method of re-testing, which is a good coefficient, as Essawy indicates that the correlation coefficient must range between (0.70 _ 0.90) if the tool is to be described with acceptable stability (Essawy, 1985: 58).

B - Wackeronbach method of internal consistency:

It is one of the methods of homogeneity in calculating the reliability coefficients, this method works to calculate the correlation between the scores of the sample of the stability on all items of the scale, the stability coefficient extracted in this way shows the consistency of the individual's performance from one item to another to the internal homogeneity between the items of the scale (Cronbach, 1951: 298)

The stability coefficient in this way was (0.81), which is a good stability coefficient, and Table (9) shows that.

Schedule 9: Possible self-scale stability coefficients using the Vachronbach and retest methods

Scale	Coefficient reliability	
	Re-testing	Cronbach's alpha
Possible self	0.85	0.81

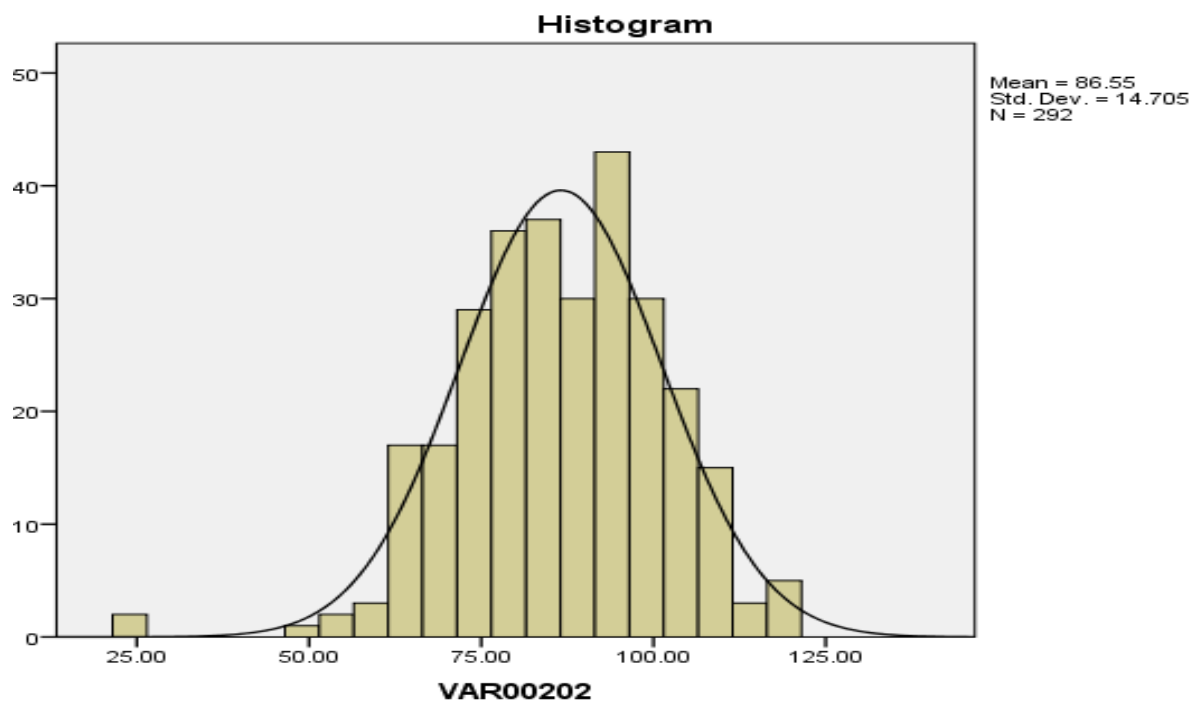
Statistical descriptive characteristics of the possible self-Scale:

A number of descriptive statistical characteristics of the possible self-scale were extracted, as shown in Table (10) and Figure (1).

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Schedule 10: Statistical indicators of a possible self-measurement

No.	Statistical indicators	Value
1	N of sample person	300
2	Arithmetic mean	86,77
3	Hypothesized Mean	72
4	Median	86,73
5	Mode	82
6	Standard Deviation	15,11
7	Variance	228,31
8	Skewness	0,470 -
9	kurtosis	0,143
10	Range	80
11	Minimum	32
12	Maximum	112
13	Sum	25274



Form (1) A graph showing the distribution of scores of respondents on the possible self-scale

From the extrapolation of table (16) and figure (2) above, it is clear that the statistical indicators extracted for the possible self-measure were moderately distributed, which gives an indication of the sample's representation of the researched community, and thus the researcher can use parametric statistical methods

Fifth - Statistical Methods:

The appropriate statistical methods were used in the current research with the help of the statistical program (spss) as follows :

- 1- Percentage = $100 \times \text{Part} / (\text{All})$
- 2- Chi-square to verify the validity of the items of the two scales through the opinions of specialists within the virtual validity procedure.
- 3 - The second test, t test: for two independent samples to extract the discriminatory power of the items of the two scales
- 4 - Pearson's correlation coefficient: It was used to extract the relationship of the paragraph with the total score of the two scales and the stability coefficient of the two scales and to show the correlation between the two variables.

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5 - Alvacronbach equation: It was used to extract the stability of the two scales using the internal consistency method.

6 - The second test for one sample, t-test: to identify the organization of personal emotions, the possible self, and positive confrontation among college students of the university.

Fourth chapter:

This chapter includes presenting the research results according to the sequence of objectives, as well as presenting recommendations and proposals.

The first goal: to identify the degree of self-possibility of university students.

In order to achieve this goal, the potential self-scale was applied to the research sample (300), male and female students. The researcher used the t-test for one sample, as the arithmetic mean of the expected self domain was (28.76), and the standard deviation was (5.84), as it reached The theoretical mean (42), the calculated T-value was (13.94), which is greater than the tabular value (1.96), as it indicates that the research sample individuals have the expected self, and the arithmetic mean for the field of the hoped self was (31.59), and a standard deviation (6.27). n) The theoretical mean was (24), and the calculated T-value was (20.68), which is greater than the tabular value (1.96), as it indicates that the research sample individuals have the hoped self, and the arithmetic mean for the non-hoped self-domain was (26.41), and the deviation standard (6.52) . Theoretical mean (24), and the calculated T-value was (6.32), which is greater than the tabular value (1.96), as it indicates that the research sample individuals have the feared self, and the arithmetic mean of the possible self measure was (86.77), and the standard deviation (15.11). As the theoretical mean was (72), as the calculated T-value was (16.70), which is greater than the tabular value (1.96), as it indicates that the research sample individuals have the possible self, at the level of significance (0.05), and a degree of freedom (299), as shown in Table (11) .

Schedule 11: The results of the t-test for one sample to measure the degree of self-possible among university students

Variables	Arithmetic mean	standard deviation	theoretical average	T value		Degree of Freedom	level of significance (0.05)
				Calculated	Scheduled		
expected self	28,76	5,84	24	13,94	1,96	299	indicative
hoped self	31,59	6,27	24	20,68			indicative
Non- hoped self	26,41	6,52	24	6,32			indicative
possible self	86,77	15,11	72	16,70			indicative

* There are differences in the expected self in favor of the arithmetic mean, that is, the expected self is high among university students. The research sample has a possible self, and this result can be explained by the nature of the experiences gained by university students, and that they look at their future selves through varying psychological distances, as it affects personal motives and decisions, as he sees (Marcus & Nurius) .

The possible self arises through a set of personal experiences and from the broader context in which the individual lives, and that the individual has the freedom to create any group of possible selves, and that the group of possible selves is derived from the categories that have become prominent through the social, cultural and historical contexts of the individual and from the models, images and symbols that It is provided by the media and through the direct social experiences of the individual, as the results of the current study were consistent with the study of (Sultan, 2018), the study of (Makki, 2020), the results of (Karkhi, 2020), the results of (Anderman, 1998), and the study of (Gilgliuti, 1995).), and the results of the study (Kadelli, 2010), as the researcher believes that the group of experiences provided by the university environment and the acquisition of a group of selves that support the orientation of students for realistic future within the scope of the individual's psychological, mental and physical capabilities, as the potential self works to predict the future results, because it includes ideas about what the individual can be, think, feel, or experience.

The second goal: the difference in the degrees of the possible self according to the gender variable (male - female) among university students.

To achieve this goal, the researcher used the t-test for two independent samples, as the arithmetic mean for the male sample was (28.45), female sample was (29.00), standard deviation for the male sample was (6.76), female sample was (5.04), for the field of expected self, as the calculated T-value reached (0.78), as it indicates that there are no differences between males and females in the expected self, arithmetic mean for the male sample was (31.10), for the female sample (31.96), the standard deviation for the

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male sample was (31.10). (6.43), the female sample (6.14), for the hoped self, as the calculated T-value reached (1.16), as it indicates that there are no differences between males and females in the hoped self.

The arithmetic mean for the male sample was (26.69), for the female sample (26.20), and the standard deviation for the male sample was (7.06), and for the female sample (6.10), for the feared self domain, as the calculated t-value reached (0, 64), indicating that there are no differences between males and females in the fearful self, as the arithmetic mean for the male sample was (86.25), and for the female sample (87.17), and the standard deviation for the male sample was (16.38), and the standard deviation for the sample Females (14.13), for the measure of possible self, as the calculated t-value reached (0.51), at the level of significance (0.05), and a degree of freedom (298), which is not statistically significant, as it indicates that there are no differences between males and females in regard of possible self, and Table (12) shows this.

Schedule 12: The results of the t-test for two independent, unequal samples to indicate differences in possible self-scores among university students according to the gender variable (male - female)

Variables	Gender	Number	Arithmetic average	standard deviation	T value		Degree of Freedom	level of significance (0.05)
					Calculated	Calculated		
expected self hoped self	males	127	28,45	6,76	0,78	1,96	298	*Non- indicative
	females	173	29,00	5,04				
Non- hoped self	males	127	31,10	6,43	1,16			*Non- indicative
	females	173	31,96	6,14				
expected self hoped self	males	127	26,69	7,06	0,64			*Non- indicative
	females	173	26,20	6,10				
Non- hoped self	males	127	86,25	16,38	0,51			*Non- indicative
	females	173	87,17	14,13				

* Non- indicative

It is non-significant and there are no differences between the sexes in all domains and the measure of the possible self. This result can be explained by the fact that university students of both genders have a possible self, because the nature of the academic stage for university students and the level of mental processes and experiences that students acquire in universities raise the level of expectation. future of individuals, as (Marcus & Nurius) did not confirm the differences between both genders, as (Marcus and Nurius) believes that individuals have a group of possible selves that can be classified on a large scale, as some individuals have positive images, while others are negative and should be avoided As the possible self is formed through the previous experiences of the individual, he also believes that the possible self consists of past and present representations of the self.

And previous opinions and experiences contribute to building the possible self and pursuing it. The results of the current study differed with the results of the study (Sultan, 2018), which confirmed the existence of individual differences between males and females in the possible self, and the results of the study (Karkhi, 2020), as the researcher believes that experiences what university students acquire does not distinguish between males and females, so they have the possible self at the same level, and the university environment is charged with future visions and future expectations that they see themselves with.

The previous opinions and experiences contribute to building the possible self and pursuing it. The results of the current study differed with the results of the study (Sultan, 2018), which confirmed the existence of individual differences between males and females in the possible self, and the results of the study (Karkhi, 2020), as the researcher believes that experiences What university students acquire does not distinguish between males and females, so they have the possible self at the same level, and the university environment is charged with future visions and future expectations that they see themselves with.

The third goal: the difference in the degrees of the possible self according to the variable of specialization (scientific - human) among university students.

To achieve this goal, the researcher used the t-test for two independent samples. The researcher applied the measure of the possible self to the members of the research sample, as the arithmetic mean of the sample of the scientific specialization was

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(28.93), and the arithmetic mean of the sample of the human specialization was (28.62), for the field of the expected self, as it reached the standard deviation of the scientific specialization sample (6.82) .

The standard deviation of the sample of the human specialization (4.85), as the calculated t-value reached (0.44), as it indicates that there are no differences between the scientific and the human in the expected self, and the arithmetic mean of the sample of the scientific specialization reached (30.17), as it reached The arithmetic mean of the sample of the human specialization (32.81), for the field of the hoped self, as the standard deviation of the sample of the scientific specialization was (7.39), and the standard deviation of the sample of the human specialization (4.82), as the calculated t-value reached (3.65), It indicates that there are differences between the scientific and the humanistic in the hoped self and in favor of the human specialization, as the arithmetic mean for the sample of the scientific specialization was (26.91), and the arithmetic mean for the sample of the human specialization was (25.98) for the field of the non-hoped self, as the standard deviation of the sample of the scientific specialization was (6.66), the standard deviation of the sample of the human specialization was (6.40), the calculated t-value reached (1.21), as it indicates that there are no differences between the scientific and the humanities in The feared self, as the arithmetic mean for the sample of the scientific specialization was (86.02), and the arithmetic mean for the sample of the human specialization was (87.57), for the measure of the possible self, as the standard deviation of the sample of the scientific specialization was (17.69), and the standard deviation of the sample of the human specialization (12.50), as the calculated T-value was (0.87), at the level of significance (0.05), and the degree of freedom (298), which is not statistically significant, as it indicates that there are no differences between the scientific specialization and the human specialization in Possible self, and Table (13) shows this.

Table 13: The results of the t-test for two independent samples to indicate the differences in the degrees of self-possible among university students according to the variable of specialization (scientific - human)

Variables	Specialism	No.	Arithmeti c average	standard deviation	T value		Degree of fredom	level of significanc e (0.05)
					Calculate d	Calculat ed		
expected self hoped self	Scientific	163	28,93	6,82	0,44	1,96	298	*Non- indicative
	Humanitarian	137	28,62	4,85				
Non- hoped self	Scientific	163	30,17	7,39	3,65			Indicative
	Humanitarian	137	32,81	4,82				
expected self hoped self	Scientific	163	26,91	6,66	1,21			*Non- indicative
	Humanitarian	137	25,98	6,40				
Non- hoped self	Scientific	163	86,02	17,69	0,87			*Non- indicative
	Humanitarian	137	87,57	12,50				

* There are no differences in the possible self between the scientific and human specializations in all fields and the scale as a whole, except for the field of the hoped self. There is a statistically significant difference in favor of the human specialization. This result can be explained by the students' vision of the future and that society needs all scientific and human fields, as Marcus sees Markus & Nurius) that individuals' understanding of their potential selves and the characteristics of the potential self makes them translate themselves into goal-oriented behaviors.

Over time, changes are made in the feedback of the practical self-concept to more stable forms, and in this way the potential self can become more integrated with the ways in which we see and understand ourselves. The results of the current study differed with the results of the study (Karkhi, 2020), as the researcher sees both scientific and human specializations have future visions that support their potential self, improve well-being and optimism, and improve the ability to self-control and regulate behavior.

RECOMMENDATIONS

- 1- Holding guidance and educational seminars at the university to define the concepts of the current research (The possible self), in order to educate university students.
- 2- Make a summary of the concepts of the current research, so that parents can identify these concepts and develop them in their children.
- 3- Holding seminars and workshops for the possible self-development of university students.

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SUGGESTIONS

- 1- Conducting a correlational study between the possible self and other variables (rumination, emotional innovation, and value system).
- 2- Conducting a possible self-study on other samples such as middle school students or employees.

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Annex (1)

Department of Educational and Psychological Sciences
Postgraduate Studies/PhD in Educational Psychology

Dear Student....Dear Student....

The researcher aims to conduct a scientific study, so we ask for your help in answering the paragraphs of the scale attached herewith accurately and frankly, after reading each paragraph carefully and putting a mark (✓) in front of each paragraph , under the alternative that represents you in one of the following five alternatives: (It always applies to me, it applies often applies to me, applies to me sometimes, applies to me rarely, never applies to me)

Note that there is no right or wrong statement; It just represents your point of view. It is necessary to answer all the paragraphs and we advise not to leave any of the paragraphs.

We confirm that your answer is used for the purposes of scientific research, only , please confirm the basic information because it will benefit the researcher in the current research procedures and there is no need to mention the name, noting that your answer will only be seen by the researcher , with all due respects .

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Basic information:

Gender: Male Female

Specialism: Scientific Humanitarian

No.	Items	Always applies to me	Often applies to me	Sometimes applies to me	Rarely applies to me	Not applies to me
1	I can make high marks in my studies.					
2	I wish i could obtain a high ranked position in my work					
3	I Feel afraid of not obtaining a job in the future					
4	I don't think I will get a prestigious job in the future					
5	I hope to complete my studies and get a postgraduate degree.					
6	I am afraid that I or one of my family will be expelled from my residence.					
7	I expect facing circumstances that will help me complete my studies.					
8	I hope to be one of the first- classed students after graduation					
9	I'm afraid of addiction to play electronic games in the future.					
10	I feel that my relationship with my friends will not last after graduation					
11	I hope to achieve the goals that I seek in the future					
12	I am afraid to be lost in the future					
13	I see myself as a reliable person in the future					
14	I keen on keeping my good conduct and reputation on					
15	I am afraid of collapsing if I or one of my family were having in a traffic accident.					
16	I hope that I do not have a physical disability that makes me feel inferior.					
17	I try to have a distinguished character .					
18	I am afraid that my goals and aspirations will not be achieved .					
19	I hope that others will keep respecting me in the future .					
20	I keen on keeping control my emotions in future					
21	I feel sad and lose hope of success.					
22	I am worried about my educational and professional future.					
23	I try to continue exercising as I get older					
24	I am afraid of any accident that threatens my safety and stability of my life.					



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