Personality Traits and Professional Future Anxiety among Practicing and Non-practicing Students of Sports Activities

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Introduction

Personality study has currently occupied an important place in sports psychology studies, through perceiving human behavior as a result of personal factors and the attributes it characterized by, working as an integrated unit. Physical activity provides many opportunities for social and moral formation of the individual. It builds the social characteristics that support one's life, such as self-control, cooperate with others, pride of belonging to the group, and sincerity to it. All these, in addition to other social and moral qualities that have significant effect on personality development and identify a clear vision for the future, which one seeks to achieve and identify his objectives. The sports movement is only a social movement that is integrated with each other and the community. (15 :23)

There is no doubt that thinking and fearing of the future are of things that have not only become a concern or thought acquiring young people's mind, but thinking and predicting the future have also become among things that concern the civilized communities and peoples, who are trying to occupy their position at the global, international map. The today's youths are the future and tomorrow's men who think largely in the future and concern about it. The researcher found that the majority of students have anticipation and fear of the future. In order to identify these items, the research has become significant to determine the athletes' personality traits from non-athletes and identify the similarities and differences between them and the level of future anxiety to help them and highlight the role of sports activities, according to the distinctive characteristic of athletes.

Research Problem

Sports personality is characterized by collective action, overlapping with the society components, and interacting with surrounding environment. Psychological studies has expanded in studying the athlete to explore all things hidden in this social personality characterized by activity and movement. The mind preoccupation of professional future is of the most important things that haunt many of the young generations. This is due to a lot of life, living, and professional changes that has become occupying a large portion of young people thinking, from the selection of study major at the university level to looking for a job in the future and other requirements of life. Through the work of researcher as a lecturer, executive director, and the founder of the Arab Academy for Maritime Studies in Jeddah, Saudi Arabia, noticing that there is professional disciplines new to the nomadic environment and culture of Saudi student. As a first specialized maritime academy in the Kingdom of Saudi Arabia such as the major of (management and operation of ports, marine navigation, and marine engineering major), these majors represent a significant anxiety in determining his career and choosing the right

specialization appropriate for him. Studies indicate that the most important thing concerning the Saudi youths is the future and fear of failure, which occupy the third place after the health-related concerns. (11 :18)

The person who practices sports activities is characterized by special preparations and capabilities in the physical, mental, psychological, and social aspects, as well as his social trends, tendencies, relations, and activities he practiced. All of these help to get rid of the anxiety that arises in his life. These aspects make him aware of his abilities and plan his future because he knows the value of himself. This subject has not been studied in this filed according to the researcher's knowledge. This prompted the researcher to study the subject to identify the personality traits and the concern of the future. He also aims to identify the relationship between practitioners and non-practitioners of sports activities so that we can guide young people in the light of the research results.

Objectives

The research aims to identify whether there are differences in both the level of personality traits and the level of professional future concern among practicing and non-practicing students of sports activities.

Hypotheses

There are statistically significant differences at the level of personality traits and the level of professional future anxiety among practicing and non-practicing students of sports activities

Research Terms

Traits:

"*Sima* (trait), in the Arabic language, means a man (characterized by) a feature (trait) recognized by," (7: 722); in psychology, it means "relatively constant aspect of distinctive behavior of an individual." (1 : 117)

Trait refers to the distinctive attribute of person to behave a certain behavior." (5: 105)

Personality:

It is the dynamic organization within the individual of all physical and psychological systems, which determines the methods person uses to adapt to the environment. (10:131)

Future Anxiety:

It is the feeling of disturbance, tense, and distress when soundly thinking of it, and having a sense that life is not worthwhile with the loss of a sense of security and peace of mind about the future. (16:15); (21: 5)

Professional Future Anxiety:

It is a state of tension and pessimism felt by a university student due to the scarcity of job opportunities after graduation. (9: 19)

Research Procedures

I. Exploratory Study

The researcher conducted a pilot experiment on a sample of the same research community of 30 students from the Arab Academy for Maritime Studies in Jeddah from 03/14/2015 to 03/17/2015 for the purpose of:

– selecting the sample, by which the study can be conducted,

– Ensuring the clarity of the language adopted, and the lack of ambiguity in the words,

– The appropriateness of the terms of the psychological scales used for the research sample compared to the students level, and

– Identifying the time needed and consumed by students to answer.

Exploratory Study Results

– Reformulating some of the terms and phrases of professional future anxiety scale in order to facilitate its understanding by students,

– The segmentation of some compound phrases for simplification.

– Benefiting from the students' answers with respect to the selection of study majors and their correlation to the labor market, and

– Recognizing the students' need at this particular stage to the direction and guidance.

II. Fundamental Study

The researcher conducted the basic experience from 04/05/2015 to 04/26/2015

Methodology

The researcher used the descriptive approach with survey studies due to its appropriate nature to the research problem.

Research Sample and Community

The researcher has identified the research community represented by the students of 4th and 5th levels of the Arab Academy for Maritime Studies in Jeddah, Saudi Arabia. The sample consisted of 30 students of the 5th level and 230 students of the 4th level, of the academic year 2014- 2015.

The researcher selected the sample intentionally from the defined community as follows:

Fifty (50) students practicing in sports activities, 50 students non-practicing in sports activities, representing 45.5% of the research community, after excluding 30 students for exploratory study from the same research community.

III. Research Tools

Freiburg Personality Scale

Prepared by Dr. Mohammad Hassan Allawi (Arabic Version). It consists of eight dimensions, including 56 phrases, answered by the respondent (yes) or (no). The researcher used this test, as it is easy to be applied and reliable; in addition, it did not take time to answer. The lowest degree can be obtained by the respondent in any of the personality dimensions measured by this test is 7, and the highest degree is 14, because each dimension contains 7 clauses. To give an answer confirming the dimension, the sample is given two degrees, but the opposite is given only one degree. Therefore, we can determine the degree of 10-11 as a middle rate, the degree of 7-10 as a low-grade, and 11-14 as a high degree of personality dimensions measured by the test. (3:310), (Annex 1)

To construct the future anxiety scale, the researcher has conducted the following:

After reviewing the research and studies that have addressed the subject of anxiety and future anxiety in general, such as the scale of future anxiety conducted by Shoukair (2005), future anxiety scale by Zaleski (1996)and the scale of future anxiety by the students of the University of Kuwait, Al-Ansari (2003), the researcher realized that many clauses in all of them do not fit with the variable to be measured within the research procedures. This is because these studies measured the future anxiety in more different areas and communities from the current research community. The interview was conducted with the students in order to make the scale phrases derived from Saudi Arabia environment in addition to relying on some phrases in some studies that have a relationship with the professional future anxiety. We found that its phrases are suitable for the design of professional future anxiety scale. This resulted in the preparation and drafting of the scale, which consists of 36 phrases, comprising 10 positive phrases, and 26 negative phrases. (21: 10); (23 : 165) ; (2), (Annex 2)

The following table indicates the phrases numbers and trends:

Table (1) indicates the numbers and direction of phrases in professional future anxiety form.

Scale	Negative Phrases	Positive Phrases	Total
Professional Future Anxiety Scale	20, 15, 14, 11, 28, 24, 22, 21, 30, 29	12, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 13, 26, 25, 23, 19, 18, 17, 16, 33, 32, 31, 27, 36, 35, 34	36
Total	10	26	36

How to apply and correct the form

The student is asked to make good reading of the form phrases and answer with mark (√) in front of the appropriate answer.

The points of scale form has been calculated as the following:

(√) Applied: One point (1)

(√) Sometimes: Two points (2)

(√) Not Applied: Three points (3)

It should be noted that the points are reflected when the phrase is formulated in a negative way. The test scores rang between (36-108). The researcher has established a neutral zone between the high and low levels of scale scores by adding the value of the standard deviation, included between of the exploratory study sample to theoretical mean value to get a top score for the neutral zone (mean). He earned, on the other hand, a minimum score for this zone by subtracting the value of the standard deviation from the theoretical mean. All scores exceeding these limits indicate the high level, while the score less than these limits indicate a low level. The least score can be obtained in any dimensions is 36, the highest score 108, and standard deviation 1.16. The score of 36-71 indicates Weak, the score of 71-73 Average, the score of 73-108 High. (13: 506-527)

Scale Scientific Foundations

I. Reliability

The researcher has verified the reliability of future anxiety scale through re-testing method.

Reliability with internal consistency coefficient (Cronbach's alpha)

The researcher has used the (Cronbach's alpha) coefficient of internal consistency. This indicates that the scale is homogeneous, which means that all paragraphs measure a general variable. This reason stimulates the researcher to use this type of reliability.

Reliability with Split-Half Method

Reliability with Split-Half Method was extracted on the total sample. Table (2) demonstrates the reliability coefficient with the three mentioned methods of personality scale and professional future anxiety scale:

Table (2) Reliability Coefficient of future anxiety scale of retesting, internal consistency, and Split-Half methods of personality scale and future anxiety scale

Scale	Reliability coefficient value, re-testing	The value of internal consistency reliability coefficient (Cronbach's alpha)	The value of Split-Half reliability coefficient, Spearman & Brown
Personality Scale	0.942	0.934	0.912
Professional Future Anxiety Scale	0.980	0.919	0.872

Table (2) the reliability of personality scale and future anxiety scale where the value of reliability coefficient ranged between 0.872-0.980 indicating a high degree of reliability for both scales.

Scale Validity

The researcher has conducted discriminatory validity and internal consistency, which are based on the extraction of paragraphs relationship to the total. The research results indicate the following:

Table (3) the correlation coefficients of Personality scale and professional future anxiety scale

Scale	Calculated Correlation Coefficient	Sig.
Personality Scale	0.542	Significant
Professional Future Anxiety Scale	0.612	Significant

at the significance level ($\alpha \leq 0.05$) and the degree of freedom (3)

The previous table results indicates that the coefficients of internal consistency validity between sub-score and the total score are statistically acceptable coefficients and refer to the extent the two scales have of an acceptable amount of validity.

The comparison of extreme groups (discriminatory validity)

The researcher has put the scores of rationing sample in descending order of each item of both scales. The scores have been divided into upper and lower parties. The highest (27%) of the scores and the least (27%) of the individuals' scores on both scales have been taken. The means, standard deviations of the scores, and (t) value, and significance level test have been calculated as follows:

Table (4) indicates the means, standard deviations, and (t) value of personality scale and professional future anxiety scale

Scale	(t) value	Sig. Level	Sig.
Personality Scale	7.80	0.01	Significant
Professional Future Anxiety Scale	10.27	0.01	Significant

The previous table indicates that the means and standard deviations of Third or Upper Quartile of scores in the two scales are higher than the arithmetic means and standard deviations of the First or Lower Quartile. (t) value was also significant at the level (0.01), which indicates that both scales have the ability to distinguish between both levels.

Results and Discussion

Presentation and discussion of the hypothesis, which reads as follows:

"There are statistically significant differences at the level of personality traits and the level of professional future anxiety among practicing and non-practicing students of sports activities."

Table (5) illustrates the arithmetic mean, the significance level of personality traits according to Freiburg personality scale among practicing and non-practicing students of sports activities under discussion

Table (5) The levels of personality traits according to Freiburg personality scale among practicing and non-practicing students of sports activities under discussion

No.	Trait	Paragraphs Number	Practicing students of sports activities		Non-practicing students of sports activities	
			Arithmetic mean	Sig. Level	Arithmetic mean	Sig. Level
1	Nervousness	7	9.11	Low	10.12	Average
2	Aggressiveness	7	9.45	Low	11.02	High
3	Depressive	7	7.95	Low	12.45	High
4	Excitability	7	10.37	Mean	11.37	High
5	Social	7	12.56	High	9.61	Low
6	Calmness	7	10.42	Mean	10.35	Average
7	Control	7	11.93	High	10.85	Average
8	Prevention	7	8.64	Low	10.32	Average

* Score (7-10) is low, (10-11) is a middle rate, and (11-14) is a high score

Table (5) indicates that level of (nervousness, aggressive, depressive and prevention) trait is low, and the level of (social and control) trait is high, while the level of (excitability and calmness) trait is average among practicing students of sports activities. The level of (social) trait is low, and the level of (aggressive, depressive and excitability) is high.

These dimensions indicate:

−   The high level of (nervousness) dimension distinguishes individuals who suffer from physical, kinetic neurological and psychological disorders,

−   The high level of (Aggressive) dimension distinguishes individuals who are engaged in aggressive physical or verbal actions, such as attack, the lack of calm and not control themselves,

−   The high level of (excitability) dimension distinguishes individuals who have a high level of excitability, severity of tension, a weak ability to confrontation, and lack of patience and anger,

−   The high level of (Depressive) dimension distinguishes individuals with depression, a sense of dissatisfaction and unhappiness, fear and a tendency to attack the self,

−   The high level of (Social) dimension distinguishes individuals who are able to interact with others and characterized by fun, active and promptitude,

−   The high level of (Calmness) dimension distinguishes individuals with self-confidence and lack of confusion and stay away from aggressive behavior,

- The high level of (Control) dimension distinguishes individuals with aggressive reactions , whether verbal or physical, the tendency to use violence and the attempt to impose their views on others,

- The high level of (Prevention) dimension distinguishes individuals of lack of ability impose their views on others.

Table (6) illustrates the arithmetic mean and the level of professional future anxiety among practicing and non-practicing students of sports activities, under discussion.

Table (6) the level of professional future anxiety among practicing and non-practicing students of sports activities.

Sample	Arithmetic mean	Significance level
Practicing students of sports activities	72.87	Average
Non-practicing students of sports activities	76.48	High

* The score of (36-71) indicates Weak, (71-73) Average, (73-108) High.

Table (6) indicates that the level of professional future anxiety among practicing students of sports activities is average, while the level of professional future anxiety among non-practicing students of sports activities is high.

Table (7) demonstrates the arithmetic mean and standard deviation of personality traits scale for both the dimension and scale of professional future anxiety, calculated (t) value, and the significance level.

Table (7) The arithmetic mean and standard deviation of personality traits scale for both the dimension and scale of professional future anxiety, calculated (t) value, and the significance level

Variables	Practicing students of sports activities		Non-practicing students of sports activities		Calculated (t) value	Significance level
nervousness trait	AM	9.11	AM	10.12	1.43	Insignificant
	SD	1.16	SD	1.21		
Aggressive trait	AM	9.45	S	11.02	1.85	Insignificant
	SD	1.53	SD	1.65		
Depressive trait	AM	7.95	AM	12.45	2.22	Significant
	SD	1.7	SD	1.27		
Excitability trait	AM	10.37	AM	11.37	1.92	Insignificant
	SD	1.18	SD	1.24		
Social trait	AM	10.56	AM	9.61	3.13	Significant
	SD	2.1	SD	1.85		
Calmness trait	AM	10.42	AM	10.35	1.54	Insignificant
	SD	1.6	SD	1.75		
Control trait	AM	11.93	AM	10.85	1.74	Insignificant
	SD	1.84	SD	1.58		
Prevention trait	AM	8.64	AM	10.32	2.12	Significant
	SD	1.3	SD	1.53		

Professional Future Anxiety Scale	AM	72.87	AM	76.48	4.09	Significant
	SD	4.51	SD	6.21		

* tabulated (t) value at a significance level of (0.05), which estimates (1.96)

Table (7) The value of statistical significance in every aspect of personality traits among the practicing and non-practicing students of sports activities After identifying the values of arithmetic means, standard deviations, and calculated (t) value compared with tabulated (t) value, it is indicated that there is no significance between practicing, and non-practicing students of sports activities in both (nervousness, aggressive,excitability, control, and calmness trait) . While there is significance between them in (depressive, social, and prevention) trait, and the decline in the values of (nervousness, aggressive, excitability, and control) trait. The researcher attributes this result to the age of youths, sample research, in addition to the nature of school system that governs the individual commitment to the internal regulations, government supervision, good moral, and the best way to deal with students, as well as professors. The individual, therefore, takes stock of himself for any action before society. This is due to the fear of deviancy or improper conduct that leads to penalty against him or bad perception from the community or administration. Thus, their conduct tends toward proper human and social values of the social provisions and traditions. As the research sample is university students, who gained a degree of mental, social and emotional growth that stimulates them to be more socially and psychologically adaptable, They comply with the trends in society and become more compliant to the values of society and its customs and traditions (17: 260)

For control trait, it is linked to the values of the aggressive trait. As the aggressive was low and insignificant, the control trait was also low and insignificant, that is, that there is a close correlation between the control and aggressive trait. Allawi (1998) conclude this result indicating, "Those who have a high degree of control trait are characterized by aggressive reactions, whether verbal, physical, imaginary, or distrust in the others and lack of confidence, the tendency of power, using violence, and trying to impose their attitudes on others." (5:80) That means that there is correlation between them, if one of them declines, and the other does, and vice versa. The same case with calmness trait, but the process is the opposite, if the aggressive declines, calmness becomes high and vice versa. As the aggressive trait was low among the sample, the calmness trait was high. Allawi (1998) indicated that those who have a high degree of calmness trait are characterized by "confidence and lack of confusion or attention deficit, attention difficulty, mild mood, optimism, keep away from aggressive behavior, and go to work. (5:80) This refers to the inverse relationship between calmness trait, aggressive, nervousness, and excitability traits. This is an indicator to the cohesion of the moral, social and religious values among the academy students and their commitment to good ethics.

The same table indicates that there is significance among the practicing and non-practicing students of sports activities in depressive, social and prevention traits. The social trait was in favor of practicing students of sports activities, while depressive and prevention traits were in favor of non-practicing students of sports activities. For the social trait, the researcher attributes this result to the nature of athletes' practice and their social interaction with each other. Some studies have confirmed that the athlete is easily intercourse and a lover of people and significantly sociable. One of these studies conducted by Mohamed Hassan Allawi (4 : 312) indicating that social trait "is the ability to interact with others and attempt to get closer to people

and the speed of form friendships, fun, vitality, activity and the acquisition of a large circle of friendship", (4: 149). Practicing sports that require teamwork and activity actually strengthens social ties. Playing in general and sports in particular are actually a social phenomenon dominated by cooperation in order to achieve a particular goal. This is what led to distinguish athletes from their peers that are restricted by the nature of traditional lecture in theoretical halls. Even if they have practical lectures, they are limited in the computer labs, there is no interaction with each other, and within the closed framework.

For depressive trait, it is low among practitioners and in favor of non-practitioners. This is due to the "general practice of sport and various sports games, which reduce depressive, broadcast the spirit of mutual understanding, boost morale, and develop the will, courage, and self-confidence (4 :80). This means that there is an inverse relationship between high social interaction among athletes and the value of depressive. The same case is between social trait and prevention trait. Those who have a high degree of prevention trait have (a lack ability to make decisions quickly and weakness in immediate resolution of situations, especially the social attitudes, weakness in interaction and dealing with others, shyness, and confusion). (4 :80) This led to the rise in the value of social trait and the decrease in the value of prevention trait among the athletes.

Table (7) indicates that there are statistically significant differences in the professional anxiety scale in favor of non-practicing students of sports activities. The researcher attributed those results to the different personality traits of practicing and non-practicing students of activities. "The personality can play an important role. The researchers noted that individuals who do not show a lot of appreciation and with weak adaptive skills show symptoms of anxiety more than others do. In addition, life experiences may affect the individual's sensitivity to anxiety". (19 :204)

This anxiety may result from life situations that the environment plays an important role in its occurrence as well as its aggravation, such as stressful life that causes resentment and indirect stresses linked to the conflict between cultural pressures and modern environment. (6: 280,281); (8:188)

Hassanein (2000) suggested that the group of traits that those of future anxiety and professional future anxiety characterized with is pessimism. This is because the one who fears of the future expects only evil, exploitation of social relations to secure the individual's future, the withdrawal of constructive activities without risk, lack of confidence in anyone, leading to a collision with the others, taking preventive measures in order to maintain the status quo rather than risking in order to increase opportunities in the future, a strong concentration on the current events and escape into the past, the introversion and the emergence of sadness, doubt and hesitation marks, the fear of social and political changes expected to occur in the future, hardness of opinion and intransigence, the emergence of agitation for the lowest reasons, maintaining the routine and traditional conditions in dealing with life situations, and passively waiting for what may be happened. (12: 19)

Most of those traits do not apply to sports personality traits. Sports activities distinguish athletic personality with some features that differ in kind and degree from those features that distinguish non-sporting personality as each sports activity has a private nature. (10:136)

Conclusions and Recommendations

I. Conclusions

1. The effectiveness of professional future anxiety scale concluded by the researcher,

2. There are no differences between practicing and non-practicing students of sports activities in the level of (nervousness, aggressive, excitability and calmness, and control) traits,

3. There are differences between practicing and non-practicing students of sports activities for favor of the practitioners in the level of (social trait

4. There are differences between practicing and non-practicing students of sports activities for favor of non-practitioners in the level of (depressive and prevention) traits.), and the level of professional future concern

II. Recommendations

1. It is necessary to focus on the personality aspects through the development of personality traits when rehabilitating and teaching students,

2. It is necessary to measure personality traits and the level of anxiety among students, especially when they apply for the Academy to install the level of personality traits as well as conducting physical tests to reflect a clear picture of the level of personality traits of the students,

3. Sports and psychological specialist should be used, and coordination among him, the teachers, and administration is required for the success of educational processes.

4. The stimulation of excitement among students should be increased and the exploitation of young people energies and encourage them to participate in sports activities,

5. It is necessary to guide the students to be confident, believe in themselves and in their abilities to make the effort, perseverance in work and struggle for success,

6. Appropriate university environment in the academy should be provided, thus contributing to reduce the students' anxiety, and

7. Similar research should be conducted to find a relationship between personality traits of athletes, non-athletes, and other variables.

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