

The Relationship between Anticipatory Anxiety and Achievement Motivation among Physically Disabled Students: A Field Study on Several Universities in Southern Algeria

Atika Gherghout¹, Djedidi Zouleikha², Younes Ben Hacine³

¹ Measurement and Psychological Studies Laboratory, University of Martyr Hama Lakhdar El Oued (Algeria), gharghout-atika@univ-eloued.dz

² Laboratory of Neurocognitive Social Psychology, University of Martyr Hama Lakhdar El Oued (Algeria), djedidi-zouleikha@univ-eloued.dz

³ University of Martyr Hama Lakhdar El Oued (Algeria), benhacine-younes@univ-eloued.dz

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Abstract

The study aims to investigate the relationship between Anticipatory Anxiety and achievement motivation among physically disabled students from various universities in southern Algeria. This study adopts a descriptive-comparative correlational approach, and it includes a sample of physically disabled students. Measures used in this study include the Future Anxiety Scale developed by Dr. Zainab Shaqira and the Achievement Motivation Scale developed by Othman Kamal in 2016.

Keywords: future anxiety; achievement motivation; physically disabled students.

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Introduction

Anxiety is considered one of the fundamental natural emotions in humans, along with anger, joy, and sadness, which accompany individuals from birth to the end of life. Anxiety arises from situations that individuals perceive as threatening, uncertain, and difficult to control. It causes individuals to feel discomfort and distress. Psychological researchers, in line with the findings of biological research, agree that anxiety or fear is a natural form of biologically rooted reactions within us. It is likely that everyone has experienced anxiety at least once in situations that are dangerous or threatening, such as exam anxiety, marriage, or transitioning from one environment to another (Hassan, 2001, p. 13). The educational and pedagogical environment plays a crucial role in the lives of physically disabled individuals, as it impacts them in various aspects, particularly the academic aspect, which plays a significant role in improving their future. The

success of a physically disabled individual and their continued success are closely linked to the changes imposed by our contemporary world and the individuals responsible for it.

Achievement motivation is considered a significant aspect of human motivation, as it influences the individual's performance level and productivity in various fields and activities. There are many factors that impact the academically disabled individual in their educational journey, especially in secondary school and university, leading to the achievement of desired goals. Understanding these factors is key to solving a wide range of problems faced by them.

Here comes the difference in how students respond to this anxiety, based on their personalities, aspirations, and academic specializations. To overcome these obstacles and difficulties encountered by physically disabled students and alleviate their anxiety about the future, they require genuine support to achieve their aspirations at the desired level. This support relies on achievement motivation, which is considered one of the most important factors that assist and contribute to shaping the future they aspire to. It encourages individuals to employ various strategies to cope with stress and anxiety regarding their future. Some individuals may even raise their level of achievement in pursuit of success, overcoming challenges, and securing their future. Future anxiety and achievement motivation are a blend of fear and hope at the same time.

1. General Introduction:

1.1- Problem Statement:

Concepts of disability have varied throughout history, but they all share the common human deficiency at the physical or cognitive level, whether innate or acquired. Disability is considered one of the most significant social problems in the world, which explains the increasing interest of communities, countries, and numerous international organizations in addressing this issue. When examining physical disabilities, one finds a rich and diverse landscape. Physical disability refers to a condition in which an individual experiences physical impairment due to illness, heredity, or injury that hinders their movement and activity. This incident-related malfunction hampers their functional, cognitive, and social abilities, leading to a hindrance in fulfilling their needs and reducing their independence, often necessitating reliance on others in many cases. Considering that the mind and body are an integrated unity, each one affects the other. Therefore, when an individual experiences a physical injury, it can lead to disruption in this psychological and physical unity. This is especially true when the impairment hinders their motor function, as it has profound psychological effects and brings about significant changes in the personality of the disabled individual. The overall development of the individual is influenced by the disability, impacting both cognitive and emotional aspects. Additionally, the reactions to physical disability and its impact on the personality of the disabled individual can vary from person to person (Sabri & Sabri, 2016).

Anxiety is considered one of the most prevalent negative emotions that accompanies individuals from birth until the end of their lives. It manifests in situations that the individual perceives as threatening, causing them discomfort and distress. The phenomenon of anxiety, in general, and

future anxiety, in particular, is evident in a society filled with changes in all domains. It generates feelings of unease, a lack of psychological security, diminished self-esteem, and the experience of life pressures. Additionally, it leads to negative thinking patterns regarding the future (Habba, 2012, p. 55). Anxiety has become the prevailing characteristic that distinguishes our lives. Children worry, the exhausted worry, and adults worry. We all experience anxiety. We worry for reasons related to the past and its negative experiences. We worry due to the present and its pressures and problems. We also worry about the future, its changes, and the unknown it holds. All of this hinders our ability to maintain a healthy psychological balance (Al-Luhayani, 2012).

The drive for achievement is one of the intrinsic motivators in human beings, often referred to as excellence and distinction. People differ in the level of this drive that they find acceptable. Some individuals perceive the need to tackle challenging tasks and strive for excellence, while others settle for a lower level of success. The motivation for achievement also reflects an individual's love for work and their desire to accomplish their tasks in a superior and exemplary manner compared to others. It has received more attention in research than other motivators due to its significance in societal progress. It has become a fundamental aspect in theories explaining societies based on psychological foundations. The motivation for achievement is considered an important factor in guiding and activating the behavior of individuals with physical disabilities, as well as enhancing their perception of their own abilities. Furthermore, it assists them in understanding and interpreting their own behavior and the behavior of those around them.

This is what the current study sought to investigate: the relationship between future anxiety and achievement motivation in physically disabled students. In light of the aforementioned, the following question can be identified:

Is there a relationship between future anxiety and achievement motivation in physically disabled students?

1.2- Hypotheses:

- There is a negative correlation between Anticipatory Anxiety and achievement motivation in the study sample.
- There are statistically significant differences in anticipatory anxiety among the study sample attributed to the gender variable.
- There are statistically significant differences in achievement motivation among the study sample attributed to the gender variable.

1.3- Study Significance:

This study addresses three concepts that are of importance in the field of psychology and in all research domains, namely future anxiety and achievement motivation. Future anxiety and achievement motivation are considered crucial concepts in positive psychology that assist individuals, including physically disabled university students, in achieving psychological well-being. Additionally, future anxiety has gained significant attention from researchers in recent

times. Furthermore, the significance of the study sample, which consists of physically disabled male and female university students, lies in the fact that they represent the future and the hope that is expected from them to contribute to the advancement and progress of the nation in all fields. Moreover, this study helps open up new perspectives and avenues for further research and studies related to the topic of future anxiety and achievement motivation among physically disabled students, as well as other youth or children populations.

1.4- Study Objectives:

Behind every research study, there is a goal that the researcher aims to achieve, which demonstrates their interest in conducting the study. Therefore, the objectives of this study are as follows:

- To identify anticipatory anxiety among physically disabled university students.
- To explore the contribution of anticipatory anxiety and achievement motivation among physically disabled university students.
- To examine the relationship between achievement motivation and anticipatory anxiety among physically disabled university students.
- To investigate gender differences in the study variables (future anxiety, achievement motivation).

1.5- Operational Definition of Study Concepts:

The operational definition of theoretical concepts serves as a link between theory and reality, as it makes the concepts measurable and testable. Its importance in scientific research lies in its ability to clarify the concepts based on empirical evidence, which may not always align with theoretical definitions. Therefore, the study concepts will be procedurally defined as follows:

- Anticipatory Anxiety: It refers to a state of unease, disturbance, and a sense of insecurity accompanied by concerns and thoughts about the future.
- Achievement Motivation: It is the drive to strive for excellence in order to achieve tangible goals and overcome challenges encountered by individuals, aiming for success and advancement in various stages of their lives.
- Physical Disability: It is a impairment or limitation affecting the nervous, muscular, or skeletal system, which hinders an individual from performing their motor functions properly.

2- Tools and Instruments:

1-2. Research Methodology:

Every scientific study relies on a specific methodology to adhere to rules and principles that help generate organized knowledge about the studied phenomenon. The methodology assists in uncovering the truth through a set of rules that determine the processes to reach a known result. The methodology refers to the approach followed by the researcher in studying the problem to explore the truth. Research methodologies or methods vary depending on the nature of the subject matter, and therefore, there are several types of scientific methodologies. (Adapted from Bouhouch and Aldenibat, 1995, p. 45). Since the current study aims to understand the nature of the relationship between its variables (the relationship between anticipatory anxiety and achievement motivation among physically disabled students), the descriptive method is the appropriate methodology for this study, utilizing both correlational and comparative approaches.

2-2. Prospective Study:

The prospective study is an important phase in scientific research as it confirms the presence of the study sample and allows the researcher to obtain preliminary information about the research topic. It is crucial to conduct this study to ensure the validity of the tests, the appropriateness of the samples, and the method of their selection. Additionally, it helps prevent the student from making errors in the primary study.

- Objectives of the Prospective Study:

The prospective study aims to identify the difficulties and obstacles faced by the researcher in the primary study. We conducted this study with the following objectives:

- To ensure the feasibility of conducting the field study.
- To verify the appropriateness and clarity of the instructions used in the instruments.
- To ensure the clarity of the adopted language and the absence of ambiguity in the wording.
- To determine the appropriate time required for students to answer.
- To assess the psychometric properties of the study instruments.

Procedures of the Prospective Study:

Prior to commencing the primary study, we conducted the prospective study to pave the way for the main study. This preliminary study offered numerous benefits. The survey sample was selected from Hamah Lakhder University in El Wadi. We administered the Anticipatory Anxiety Scale and the Achievement Motivation Scale as an initial experiment on a sample of 20 individuals. The first session took place on 02/02/2023 in the morning. Although this study does not provide definitive values, it remains an important step towards the primary study. It provided us with insights into certain aspects of the subject matter. Additionally, it allowed us to become familiar with the implementation process and ensured the validity of the measurement tool used in the study.

Sample Size:

The scales were administered to a sample of 20 male and female physically disabled students, selected randomly. The purpose of this sampling was to extract the psychometric properties of

the scales. The following table illustrates the distribution of the survey sample according to gender:

Table (01): Shows the distribution of the members of the survey sample by sex .

Students	Number	Ratio
females	04	19%
males	16	81%
Total	20	100%

It is evident from Table 01 that the study sample consists of 20 male and female participants, with 16 males accounting for 81% and 4 females accounting for 19% of the total sample.

Validity of the Study Instruments:

Anticipatory Anxiety Scale:

Scale Description:

The Future Anxiety Scale is a questionnaire designed to gather data on future anxiety. It was developed by Dr. Zainab Shaqira in 2005. The scale aims to assess an individual's clarity about the future on a graduated scale ranging from strongly disagree (0) to strongly agree (4). The scale consists of five levels of response: (4-3-2-1-0) in the case where the item direction is towards negative future anxiety. Conversely, the responses are reversed (0-1-2-3-4) when the item direction is towards positive future anticipation. Therefore, a high score on the scale indicates a high level of future anxiety in the individual.

The Future Anxiety Scale consists of 28 items distributed across five dimensions as follows:

A - Anxiety related to future life problems:

Includes items: 17, 30, 21, 22, 24.

B - Health anxiety and fear of death:

Includes items: 10, 18, 19, 25, 26.

C - Mental anxiety related to thinking about the future:

Includes items: 3, 6, 11, 13, 14, 23, 28.

D - Despair about the future:

Includes items: 4, 7, 8, 9, 12, 16.

E - Fear and anxiety of future failure:

Includes items: 1, 2, 5, 15, 27.

Psychometric Properties of the Scale:

Internal Consistency Reliability:

The internal consistency reliability of the scale was assessed using the method of Cronbach's alpha. By calculating the correlations between the scale items and the scores of the dimensions, we can determine the internal consistency reliability of the scale. Although internal correlations are primarily used as an indication of internal consistency, they can also be used to assess

construct validity, as the theoretical basis of the study assumes the one-dimensionality of the measured construct.

Table (02): Coefficients of the link of the item with the dimension to which it belongs (anxiety related to future life problems)

Item No.	Line correlation coefficient with dimension	Significance level
17	0.56	0.01
21	0.64	0.05
22	0.49	0.05
24	0.71	0.05
30	0.62	0.01

From Table 02, it is evident that the correlation values between the items of the dimensions composing the scale and the total score of the respective dimension (Anxiety related to future life problems) are statistically significant. These correlation values range between 0.49 and 0.71. Most of these values are significant at the 0.01 level, while others are significant at the 0.05 level.

Table (03): Coefficients of the item correlation with the dimension to which it belongs (health anxiety and death anxiety, including vocabulary numbers).

Item No.	Line correlation coefficient with dimension	Significance level
10	0.54	0.05
18	0.49	0.05
19	0.62	0.01
25	0.55	0.05
26	0.60	0.01

From Table 03, it is evident that the correlation values between the items of the dimensions composing the scale and the total score of the respective dimension (Health anxiety and fear of death) are statistically significant. These correlation values range between 0.49 and 0.62. Most of these values are significant at the 0.01 level, while others are significant at the 0.05 level.

Table (04): Correlation coefficients of items with the dimension to which they belong (mental anxiety for future thinking anxiety).

Item No.	Item-to-axis correlation coefficient	Significance level
03	0.39	0.05

06	0.47	0.05
11	0.56	0.05
13	0.58	0.01
14	0.63	0.01
23	0.59	0.01
28	0.47	0.05

From Table 04, it is evident that the correlation values between the items of the dimensions composing the scale and the total score of the respective dimension (Mental anxiety related to thinking about the future) are statistically significant. These correlation values range between 0.39 and 0.63. Most of these values are significant at the 0.01 level, while others are significant at the 0.05 level.

Table (05): Coefficients of the link of the item with the dimension to which it belongs (despair of the future).

Item No.	Line correlation coefficient with dimension	Significance level
04	0.56	0.01
07	0.64	0.05
08	0.49	0.05
09	0.71	0.05
12	0.62	0.01
16	0.64	0.05

From Table 05, it is evident that the correlation values between the items of the dimensions composing the scale and the total score of the respective dimension (Despair about the future) are statistically significant. These correlation values range between 0.49 and 0.71. Most of these values are significant at the 0.01 level, while others are significant at the 0.05 level.

Table (06): Coefficients of the link of the item with the dimension to which it belongs (fear and anxiety of future failure).

Item No.	Line correlation coefficient with dimension	Significance level
01	0.52	0.05
02	0.48	0.05
05	0.60	0.01

15	0.49	0.05
27	0.59	0.01

From Table 06, it is evident that the correlation values between the items of the dimensions composing the scale and the total score of the respective dimension (Fear and anxiety of future failure) are statistically significant. These correlation values range between 0.48 and 0.60. Most of these values are significant at the 0.01 level, while others are significant at the 0.05 level.

Scale Reliability:

The scale reliability coefficients were computed using the split-half method with Guttman's equation and internal consistency with Cronbach's alpha equation. The following are the results:

Table 07: Stability coefficients by internal consistency and Guttman (future anxiety).

α Cronbach	Jetman
0.70	0.73

It is evident from the preceding table that the Cronbach's alpha coefficient is estimated to be 0.70, and the split-half reliability using Guttman's equation is 0.73. Based on these values, we can conclude that the scale demonstrates acceptable levels of reliability.

Achievement Motivation Scale:

Scale Description:

For the purpose of determining research goals, the Achievement Motivation Scale developed by Othman Kamal (2016) was adopted.

The scale consists of 24 items, with the alternatives being the same as those in the Future Anxiety Scale, namely:

Applies to me, applies to me sometimes, does not apply to me.

The respondent chooses one of these alternatives when answering.

Scale Scoring Key: Assign the alternatives.

Applies to me: 3 points

Applies to me sometimes: 2 points

Does not apply to me: 1 point

Thus, the total score of the scale ranges from 24 to 120 points. A higher score indicates a higher level of achievement motivation, while a lower score indicates a lower level of achievement motivation.

Psychometric properties of the scale:

Scale reliability:

The test's stability coefficients were obtained using the split-half method with Guttman's equation, and internal consistency was assessed using Cronbach's alpha equation. The following are the results:

Table (08): Stability coefficients by internal consistency and Guttman (achievement motivation).

α Cronbach	Guttman
0.82	0.73

It is evident from the preceding table that the Cronbach's alpha coefficient is estimated to be 0.82, and the split-half reliability using Guttman's equation is 0.73. Based on these values, we can conclude that the scale exhibits high levels of reliability.

Internal Consistency Validity:

The validity coefficient was calculated using the internal consistency method.

Table (09): Correlation coefficients of the item with the total degree of the scale.

Item No.	Line correlation coefficient with dimension	Significance level
1	0.48	0.01
2	0.35	0.01
3	0.25	0.01
4	0.51	0.01
5	0.55	0.01
6	0.51	0.01
7	0.46	0.01
8	0.44	0.01
9	0.50	0.01
10	0.43	0.01
11	0.51	0.01
12	0.33	0.05
13	0.42	0.01
14	0.39	0.05
15	0.52	0.01
16	0.62	0.01
17	0.33	0.05
18	0.42	0.01

19	0.39	0.05
20	0.52	0.01
21	0.54	0.05
22	0.49	0.05
23	0.62	0.01
24	0.73	0.01

It is evident from Table 09 that the item-total correlation values range from 0.25 to 0.73. Most of these values are significant at the 0.01 level, while others are significant at the 0.05 level.

We observe that the standard deviations range from 1.23 to 2.26, indicating low variability. This suggests that the items in the scale are closely related to each other, indicating homogeneity.

2-3. Main Study:

2- 3-1. Limits of the Main Study:

The main study is defined by human, temporal, and spatial boundaries that determine the scope of generalizing its results as follows:

- Spatial Boundaries: Hamma Lakhder University in the state of El Oued.
- Human Limits: The study sample includes 54 undergraduate and master's level students at Hamma Lakhder University.
- Time Limits: The study instruments were administered during the period from February 2, 2023, to March 13, 2023.

3-3-2. Study Sample:

The sample is a subset of the study population from which field data is collected. It represents a portion of the whole and carries its characteristics (Mansi Ahmed, 2002, p. 139).

In this study, a purposive sample was utilized, where the researcher intentionally selects specific elements to be included in the research sample. This approach is often used for various reasons, such as the uniqueness or small size of certain target populations and the geographic distribution of their elements (Bousna, 2007, p. 192).

The researcher chooses this sample freely based on its ability to fulfill the study objectives (Abidat, Adas, Kidd, 2005, p. 106).

The study sample consists of physically disabled university students, with a total of 54 participants.

Table (10): Characteristics of the study sample in terms of sex.

Indicators Sex	Iteration	Percentage
males	26	48.15%
Female	28	51.85%

Total	54	100%
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The sample consists of 54 male and female students, with the male percentage estimated at 48.15% and the female percentage estimated at 51.85%.

2-4. Methods Used in the Study:

The importance of statistics as a tool lies in its ability to enable researchers to obtain accurate and reliable scientific results, unlike some other different methods, such as personal observation, which may not lead to credible outcomes.

Based on this, the data for the study sample was entered into the computer using the statistical software package known as SPSS (Statistical Package for the Social Sciences). This was done according to the study variables in preparation for conducting statistical analyses to answer the study hypotheses. The following methods were employed:

- Mean (Arithmetic Mean), Standard Deviation.
- Guttman's equation.
- Cronbach's α coefficient.
- Pearson correlation coefficient.
- t-test.

3- Discussion of Results

3-1- Presentation, Analysis, and Discussion of the Results for Hypothesis 1:

To address the first hypothesis of the research, which states that there is a negative correlation between future anxiety and achievement motivation among the study sample, we applied the Pearson correlation coefficient. The results obtained are presented in the following table:

Table (11): The value and significance of the relationship between future anxiety and motivation for achievement among the physically disabled university student

Variables	Correlation coefficient	Significance level
Anticipatory anxiety	0.50-	0.01
Motivation for achievement		

From Table 11, it is evident that the correlation coefficient is estimated at -0.50, which is statistically significant at the 0.01 level. Therefore, we can accept the alternative hypothesis, which suggests the presence of a negative correlation between anticipatory anxiety and achievement motivation among the study sample. By correlation, we mean that any change in

the first variable is followed by an inverse change in the second variable. In other words, in this case, if future anxiety increases among physically disabled students, their motivation to achieve decreases.

Statistical analysis indicates a negative relationship between future anxiety and achievement motivation, which is supported by several studies. For instance, Mona Ahmed's study (2018), Jaser Al-Balawi and Fuad Talafha's study (2011), and Shimaa Shaban Mohammed Al-Maliki's study (2018) have all found a negative correlation between future anxiety and achievement motivation. Their findings suggest that as future anxiety increases, the motivation to achieve decreases among students.

The result can be interpreted as indicating a relationship between anticipatory anxiety and achievement motivation among physically disabled students. This can be attributed to the fear of failure and the concern about how society perceives and marginalizes them. These factors negatively impact their self-acceptance and adaptation to themselves and the surrounding community. Moreover, their fear of not achieving their aspirations and the limited job opportunities further contribute to a negative self-concept, leading to a pessimistic outlook on their surroundings. Consequently, this negative outlook affects their motivation to achieve negatively.

3-2- Presentation, Analysis, and Discussion of the Results for Hypothesis 2:

To address the second hypothesis of the study, which states that there are statistically significant differences in future anxiety among the study sample attributed to the gender variable, we calculated the mean and standard deviation for each group. Then, we applied the t-test to examine the differences.

Table (12): The value and significance of differences in future anxiety among the physically disabled university student due to the gender variable.

Significance level	T value	Females			Males			Indicators Variables
		on	M	nun	on	M	nun	
0.01	1.33	13.43	94.06	28	11.61	112.35	26	Future anxiety

Based on the results presented in Table 12, the T-value is estimated to be 1.33, which is statistically significant at the 0.01 level. Therefore, we accept the alternative hypothesis stating that there are statistically significant differences in anticipatory anxiety among the study sample attributed to the gender variable.

Referring to the mean values for each group, we find that the mean future anxiety for males is higher than that for females. Consequently, we can conclude that the differences in future anxiety lean in favor of males.

It has been observed through reviewing a range of studies conducted in this field that there is variation in their results. Some studies have indicated the absence of substantial gender differences in anticipatory anxiety, while others have found such differences. Referring to previous studies, we find that they align with the study conducted by Ari (2011), which aimed to examine significant gender differences in future anxiety in favor of males.

Indeed, studies in this field have shown variability in their results. The study conducted by Sefasfa and Al-Muhameid (2007) demonstrated statistically significant differences attributed to the gender variable. On the other hand, the study by I'ajal (2014) indicated no statistically significant differences in the level of future anxiety among university students based on gender, as measured by the overall scale.

The higher level of future anxiety among males compared to females can be explained by the overall responsibilities and duties that young men bear towards their families. Additionally, constant thoughts about the future and their ability to achieve their aspirations and hopes contribute to this heightened anxiety. Furthermore, young men are more exposed to the realities of the streets, including ongoing events and conversations that may surround them, leading to pessimism and fear of an uncertain future. This is compounded by the struggles individuals face in meeting their daily needs, the lack of financial liquidity, the difficulty in securing decent employment, and the high cost of living.

3-3. Presentation, Analysis, and Discussion of the Third Hypothesis Result:

To address the third hypothesis of the study, which posits that "there are statistically significant differences in achievement motivation within the study sample attributed to the gender variable," we computed the mean and standard deviation for both groups. Subsequently, a T-test was applied to examine the hypothesis.

Table (13): Value and significance of differences in motivation for achievement among the physically disabled university student due to the gender variable.

Significance level	T value	Females			Males			Indicators Variables
		on	M	nun	on	M	nun	
Non-function	0.02	26.24	131.53	28	24.67	131.62	26	Motivation for achievement

Based on the results presented in Table 13, the calculated T-value is 0.02, which is not statistically significant. Therefore, we can conclude that there are no statistically significant differences in achievement motivation within the study sample attributed to the gender variable. These findings align with the study conducted by Sariya Al-Hadi (2015), which also found no statistically significant differences between males and females in achievement motivation. However, our study differs from the research conducted by Robinson (2011), which found statistically significant differences between male and female students in achievement motivation, favoring female students.

Here we can interpret the result as indicating that there is a convergence between males and females in terms of achievement motivation. This can be attributed to their need to overcome obstacles, prove themselves, and assert their presence in society. Additionally, the factor of age indicates an advanced stage of thinking and future aspirations in the university phase, which helps them explore disciplines and studies that align with their academic and professional interests, abilities, and potentials. The higher level of achievement motivation among physically disabled students can also be attributed to the supportive environment provided by the university, which facilitates their adaptation and integration into various public, educational, cultural, and social activities. The positive recognition and reinforcement received by these students may contribute to the elevation of their motivation for achievement.

Conclusion:

The conducted study represents a valuable contribution to the understanding of the relationship between anticipatory anxiety and achievement motivation among physically disabled students. This topic is highly relevant and significant due to the increasing importance placed on personal characteristics and emotions in contemporary times. Researchers have shown growing interest in studying human behavior and thoughts, both positive and negative. This is evident in various research studies aiming to comprehend human nature, motivations, emotional traits, and methods for enhancing positive skills and attributes.

Perhaps this is what motivated us to study this topic among physically disabled university students. For our primary study, we selected students from several universities in southern Algeria.

Our study began with a question and a set of hypotheses, which we then investigated by employing data collection tools. Subsequently, we processed and analyzed the data, followed by the discussion and interpretation of the results. Through this process, we were able to contribute to understanding the relationship between anticipatory anxiety and achievement motivation among physically disabled students from various universities in southern Algeria.

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