Orientation To The Future Of University Students

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Abstract

The current research aims to identify the orientation towards the future among university students, the significance of the differences between the orientation towards the future among university students in Dhi Qar Governorate, according to: Specialization (scientific - human). Gender (male - female). Stage (first - second - third - fourth). To achieve the objectives of the research, the two researchers prepared the future orientation scale, based on the theoretical framework of the concept of future orientation by (Rachel Seginer, 2009), which consists of (47) paragraphs in its initial form distributed over (4) domains by (12) items for the first domain the potential self and (12) paragraphs for the second field, positive expectations, (11) paragraphs for the third field, the time perspective, and (12) paragraphs for the fourth field, delaying the discount. The research was conducted on a building sample of (400) male and female students from all colleges at Dhi Qar University distributed by type (156) males (39%) and (244) females (61%) and according to the specialization, the number of students in the scientific specialization is (258) male and female students at the rate of (65%), while the number of students in the humanitarian specialization is (142) male and female students (36%), as for the first stage, the number of students in the first stage reached (139) male and female students (35%), the second stage students (89) male and female students (22%), and the third stage students (89), male and female students with a percentage of (22%) and fourth-year students (83) male and female students (21%). The sample was chosen by a simple stratified random method from Dhi Qar University, then the items of the scale were analyzed from Rhetorically and statistically to calculate its discriminatory ability and its validity coefficients, the researchers verified the apparent validity and constructive validity indicators of the two scales, and calculated the stability of the two scales by (Alpha Cronbach - re-test), and for the purpose of verifying the research procedures and results, the researchers used the following statistical means: Percentage - T-test for one sample - T-test For two independent samples - Pearson correlation coefficient - simple regression analysis of variance. The results revealed that the research sample had a positive orientation towards the future.

chapter one

The Problem of the study

The world faces complex and diverse challenges that impede its civilizational path. Researchers have directed their attention to these challenges and how to confront them. Our society faces future challenges like the rest of the world, which puts it in a civilizational impasse that threatens its continuation. Therefore, the individual under such circumstances may be unable to have a clear vision of his future due to the lack of The capabilities needed to plan at the present

time, and the ambiguous future makes the individual hopeless and hopeless and does not have a specific direction (Al-Akaishi, 2001: 34). Just as the individual who is not prepared for his future is difficult for him to deal with the present correctly, and understanding the present requires understanding the future, as many individuals fail in their lives because they do not have awareness of the future and deal with the present with the mentality of the past and ignore the simplest features of the future. The individual clings to his experiences in the past, which makes the future diminish and disappear for him (Nawfal, 1997: 15). Therefore, the future allows the individual to control his behavior, and that expectation and exaggeration in anticipation or failure to predict are two weak forms of compatibility because they do not match reality, which makes these people in a constant state of tension and readiness for dangers that have not yet arrived that drain a lot of their psychological energies (Al-Fatlawi, 2008: 84). Because this is not easy, and to achieve it, you must first notice what is actually going on and then guess based on the information where it will lead some of what is happening now. It may be practically similar to expecting, except that these expectations or most of them are only general patterns and are not definitive about specific events (Watson, 2011: 13), but man lives at the present time in a world that is going through many life problems and pressures, which affect the expectations and orientations of individuals towards the future, which is reflected in one way or another on many aspects of the individual's personality (Minshawi, 2006: 3),

Importance of the study:

The interest in the future is not limited to a particular society or to a modern era, as all societies were very interested in looking towards the future so that they know what fate has in store for their members (Al-Asadi, 2017: 15). The importance of heading towards the future is evident through the successes that a person experiences, the more a person is interested in constantly thinking about the future, the more this helps to raise the morale that has a role in achieving continuous successes (Fredrickson, 2009: 35). The process of orientation towards the future is of great importance in helping a person achieve his goals, and this is due to the fact that the person was able to understand himself first and then understand the environment in which he lives and was able to interact with it (Ciarrochi & Davies, 2007: 99)). And since orientation toward the future is one of the important determinants for individuals to achieve a great deal of positivity in the personality, and the ability to have a clear vision about the future and plan to achieve goals, and in light of the era in which the individual lives and the changes that occur in it And various contradictions in various fields and at all levels that are reflected on most individuals and have an impact on their behavior, and then the orientation towards the future for individuals in general, and for university students in particular, is the subject of study and care, and the variables and factors that can contribute to it should be identified (Al-Minshawi, 2013). : 7).

Theoretical significance:

1. The importance of the current research lies in the fact that it deals with an important age stage, which is the stage of youth, which represents the center of the development and cohesion of society.

2. Enriching the theoretical frameworks that dealt with the orientation towards the future for university students.

Practical significance:

1. Providing a scale that measures orientation towards the future for university students and benefiting from it in subsequent studies.

Objectives of the study: The current research aims to identify:

1- Orientation towards the future among university students.

2- The significance of the differences between the orientation towards the future among university students in Dhi Qar Governorate, according to: Specialization (scientific - human). Gender (male - female). Stage (first - second - third - fourth).

Limits of the study: The current research is limited by the following limits:

1- Conceptual boundaries: Orientation towards the future among students of Dhi Qar University.

2- Human limits: the research is limited to a sample from the University of Dhi Qar, of both sexes (males - females), and those with scientific and humanitarian specializations.

3- Spatial limits: The research was limited to (male and female) University of Dhi Qar.

4- Time limits: for the academic year (2021-2022).

Defining the terms Orientation Future, which he defined:

• Segnier (2009):

It is the individual's ability to set goals and start working towards achieving them,

monitor progress towards achieving goals associated with achieving gains that support this, and hope and positive expectations regarding the individual's capabilities and his belief in his ability to achieve what he aspires to in the future (Seginer, 2009: 4).

Chapter II

Orientation Future Theoretical Framework

The concept of orientation towards the future:

A phenomenon that divides time into three dimensions or components, where a person has memories about what happened and calls it the past, and he goes through the experience of the moment and calls it present, and he anticipates what will come and calls it the future, and where human nature looks to the future with caution, anticipation and optimism, the orientation towards the future is future. Orientation) is at the core of the individual's sense of time, and studies have confirmed the increase in the orientation of individuals in general towards the future compared to heading towards the past or the present (Al-Minshawi, 2013: 24). Hopes, goals and dreams that are out of reach. Many philosophers have expressed the concept of heading towards the future as referring to the individual's anxiety and fears, noting that today's crises have resulted from past failures in addressing the difficulties and problems that arise, and achieving goals comes The effort of humanity, and its achievement depends on understanding the safety of the future before falling into possible disasters, and the inability of individuals to adapt to the amount of variables they are exposed to in a short time causes them a lot of tension and dispersion, and this is known as trauma shock. Before (Al-Saqr, 2011: 21), the

concept of heading towards the future is also a complex cognitive and motivational concept of seeing oneself in the future, in which the needs of the individual are addressed cognitively to turn into goals and behavioral projects. The appropriate time for it, and directing the individual towards a future leads to his assessment of him and his ability to predict it in the light of his expectations and beliefs, so he organizes his thoughts and sets his plans for everything that is to come (Athawale, 2004: 104).

The importance of heading towards the future

The importance of heading towards the future appears in that it helps the individual to achieve the following goals:

• Understand himself by realizing the extent of his abilities, skills, aptitudes and inclinations.

• Understand the problems that direct him, whatever their kind.

• Understand his physical and social environment, including its potentials or shortcomings.

• To adapt with himself and with his society and interact with him correctly.

• Determining goals for his life, provided that these goals are realistic and achievable, while drawing the right plans that will help him to achieve these goals (Qassem et al., 2014: 961).

☐ Theories explaining the trend towards the future:

Seginer's theory (Seginer, 2009):

Seigner believes that the individual's orientation towards his future depends on the image he imagines and expects for himself in the various aspects of life, which he wishes to achieve in light of his past experiences, current capabilities, environmental conditions, and the degree of his optimism and pessimism towards the events and situations he is exposed to, and that the essence of orientation towards the future drives the individual to focus His thinking about his near and far goals in the light of past experiences, changes in the present, and future expectations, in the light of which he formulates his self-report of future data, and that all of this requires the individual to be aware of his positive and negative traits and his current motives. He has control over it and he has the motivation to achieve his goals and plan for their success and achievement (Seginer, 2009: 15-17).

Seginer has identified three components of orientation towards the future that are linked together, and they include the motivation component, the cognitive component, and the behavioral component. The following is an explanation of these components:

1) Motivational Component: This component includes everything that motivates the individual to continue thinking about the future and includes several sub-components, including: A) Value B) Expectance C) Control

2) The Cognitive component is known as Cognitive representation: This component has been described in terms of two dimensions: Content and Valence. The content relates to the various areas of life on which individuals build their future. As for equivalence, it is based on the assumption that individuals view their future in terms of feet and sizes. It is expressed by hopes and fears, and it means that the individual is

immersed in thinking about the path of his future professional and family life.

3) Behavioral Component: Orientation towards the future necessarily involves exploring future options and then committing to them

These components are embodied as Seginer refers to the following:

Domain I / potential self: the set of self-representations and knowledge that an individual possesses about himself, including (past experiences) and expectations (about the future), and refers to the individual's views about his future and plans to achieve goals in the future and avoids behaviors that can reduce access and accept failure Previous and not compromising on goals.

The second field / positive expectations: - positive expectations for the future and the expectation of the best possible result, and that all his life events, goals and plans are going well.

Third Domain / Time Perspective: Determining the current behavior not only through the present, but through past life events and expected in the future. Think about the future consequences.

The fourth field / delay discounting: It is the extent to which the individual does not prefer an immediate reward of a lower value compared to a delayed reward of a higher value, and he is thus able to postpone the satisfaction of needs that have no use for his future model. By raising the short profits in his life. Based on the foregoing, the researcher adopted Seginer's theory when she prepared the future orientation scale.

Justifications for adopting Seginer's theory (Seginer, 2009):

Given that Seigner's theory gives clear explanations for the concept of orientation towards the future, the researchers adopted this theory as a theoretical framework in building a scale (orientation toward the future) for the following reasons:

1- The theory is more objective and acceptable in explaining the trend towards the future

2- A theory compatible with the current research variable. It is the latest theory that explains the trend towards the future because it is the most comprehensive and deep in explaining the trend towards the future compared to other theories.

3- The researcher reported on the formulation of the scale's fields and paragraphs, and in the interpretation of its results.

4- Many studies and researches dealing with the trend towards the future have adopted this theory (according to the researcher's knowledge).

5- Being the closest in terms of study and application to the current research sample (university students)

Previous Studies: Studies of Orientation to the Future

Al-Asadi study (2017):

Orientation towards the future and its relationship to openness to experience among university students

The study aimed to find the correlation between orientation towards the future and openness to experience among the students of Al-Qadisiyah University, and to identify their level of orientation towards the future according to the variables of gender, specialization and grade. The results showed

and the study concluded that university students have an orientation towards the future, and there are no statistically significant differences in the degrees of orientation towards the future according to the gender variable (males, females) and according to the variables of the (second, fourth) grades, as well as there are no differences according to specialization academic (scientific, human), and that the result of the correlation between the two variables is positive (Al-Asadi, 2017: 1- 88).

• Hans et al.'s study (Hans, Rik & Richard: 2008):

"Future-oriented emotions and their relationship to conceptual perception and behavioral effects among university students"

Objectives of the study: The study tried to identify the extent of the individual's ability to develop concepts to advance his behavior for the better within his directions towards the future United States of America, the study sample (472) male and female students from the American Universities of Pennsylvania and Michigan, and the Dutch University of Tilburg, the statistical means chi-square and strong standard errors to correct the data The study concluded that there is a low degree of anxiety about future-oriented emotions, as the results of the study showed the presence of two types of emotions directed to the future (expected and anticipatory). Setting clear goals that will drive the person to achievement (Hans & etal, 2008:685-696).

Chapter III

First, the research method:

According to the nature of the current research, which aims to identify the direction towards the future, the researchers adopted the descriptive correlative approach for its suitability in achieving the objectives of the research. Accurately through the qualitative expression that describes the phenomenon and explains its characteristics, or the quantitative expression that gives a numerical description in which it shows the amount and size of the phenomenon. (Abbas et al., 2007: 72).

Second, the research community:

The research community is defined as the total group with the elements that the researcher seeks to generalize the results related to the problem (Awda and Malkawi, 1992, 159). The academic year (2021-2022) for the morning study, which numbered (18,622) male and female students, distributed according to gender to (7176) male students (39%) and (11446) female students (61%), and distributed according to specialization to (12029) scientific students (65%).) and (6593) humanitarian at a rate of (35%) distributed among the (20) colleges.

Third - Samples of The study:

The research sample was selected from all faculties according to the percentages of each of the twenty colleges of the University of Dhi Qar, and in a proportional random manner. The number of sample members (480) male and female students, and the research samples included the following:

a. The exploratory sample (the clarity of instructions and understanding of phrases sample).

B. Statistical analysis sample.

T. stability sample.

The exploratory sample (a sample of clarity of instructions and understanding of phrases): The researchers applied the scale to the

exploratory samples to understand and prove the sample's understanding of the scale's paragraphs and descriptions. The researcher applied (46) paragraphs to (40) students from the research sample from Dhi Qar University, from two variables (20) Males and (20) females and from four stages (10) first, (10) second, (10) third, and (10) fourth, respectively, in order to verify the clarity of the paragraphs, descriptions and methods of answering as shown in Table No. (3) of It is clear that the paragraphs and descriptions of the scale are understandable, clear and accurate for students, so no student asked any questions or inquiries about the scale, as the time taken to answer ranged between (10-20) minutes, and the average time in answering was (15) minutes..

a. Statistical analysis sample: (400) male and female students were selected from all faculties at the University of Dhi Qar, distributed by gender (156) males (39%) and (244) females (61%) and according to the specialization, the number of students in the scientific specialization (258 male and female students (65%), while the number of students in the humanitarian specialization is (142) male and female students (36%). As for the first stage, the number of students in the first stage is (139) male and female students, at a rate of (35%), and the second stage students (89) male and female students (22%), third stage students (89), male and female students (22%), and fourth stage students (83) male and female students (21%).

B. Stability sample: The stability of my scale (orientation towards the future) was extracted by two methods (re-scale - Cronbach's alpha) on a sample of (40) male and female students from the Faculty of Physical Education and Sports Sciences, the Faculty of Education for Human Sciences, the Faculty of Education

for Pure Sciences and the Faculty of Engineering, distributed randomly.

Fourth: Research Tool: Future Orientation Scale:

The two researchers prepared the future orientation scale, based on the theoretical framework of the concept of future orientation by (Rachel Seginer, 2009). The researchers adopted several steps in preparing the scale, which can be referred to as follows:-

Defining the concept of orientation towards the future:

In order for the tool to be more accurate, the researchers adopted the comprehensive treatment and the theoretical framework for the concept of positive flexibility by Rachel Seginer, 2009) in preparing the scale, as the researchers identified the theoretical definition of the direction towards the future based on the definition of Rachel Seginer, 2009) that it is the individual's ability to set goals And start working towards achieving them and monitoring progress towards achieving the goals associated with achieving gains that support that, and hope and positive expectations regarding the individual's capabilities and his belief in his ability to achieve what he aspires to in the future.

Define areas:

Based on the definition adopted for orientation towards the future, the two researchers identified four areas of the future orientation scale: (potential self, positive expectations, time perspective, delay discounting).

Drafting the paragraphs of the scale and distributing them according to the fields:

One of the most important steps for building and preparing the scales is the formulation of the paragraphs. The accuracy of the scale depends on the strength and accuracy of measuring the quality for which the scale was set to measure it (Khairallah, 1987: 413).

By looking at the standards that dealt with the concept of orientation towards the future, the researchers formulated (47) paragraphs in their initial form, distributed over (4) domains, with (12) items for the first domain, the potential self, (12) items for the second domain, positive expectations, and (11) items for the third domain. The time perspective and (12) paragraphs for the fourth field: Delaying discounting.

Prepare instructions for the future-orientation scale:

The researchers were keen on making the scale's instructions clear, accurate and including an example of how to answer, as well as directing the respondent to the need to read the paragraphs carefully and answer them by choosing the alternative in which he expresses his own opinion, behavior or actions that are consistent with his actions, in all honesty, frankness and objectivity. And not to leave any paragraph without an answer, and that there is no right or wrong answer as far as it expresses their opinion, and it has already been pointed out that this scale is intended for scientific research purposes only, for the respondents not being afraid and urging them to answer honestly and without mentioning the name, and that his answer will not be revealed. Only the researcher has to, in order to reassure the respondent of the confidentiality of his answer, whenever you ask them to write down their own information related to research variables and procedures.

Determining the weights of the alternatives and the method of correction:

The researchers identified the answer alternatives on the five-step scale (always apply to me, apply to me often, sometimes apply to me, rarely apply to me, never apply to me) corresponding to the scores (1,2,3,4,5) respectively for the items with positive content and (1, 2, 3, 4, 5) respectively for the paragraphs with negative content, where the degree of strength of the alternatives ranged from (5), which represents the highest response to the paragraph from the respondent, and to a degree (1), which is the least response to the paragraph from the respondent, and in this way the degree was calculated The totality of each respondent on the scale is based on summing their response scores on all items.

The apparent validity of the scale (paragraph validity):

In order to identify the validity of the paragraphs, the two researchers presented the scale in its initial form of (47) paragraphs to (16) arbitrators from specialized professors with experience in the field of educational and psychological sciences Appendix (3) to express their opinions and observations about the scale in judging the suitability of the scale for the purpose For which it was established, and in light of what the experts decided, some paragraphs were modified and others were canceled, and the researcher adopted 80% or more of the arbitrators' opinions to indicate the apparent sincerity of the scale, and most of the paragraphs of the scale were approved, except for one paragraph, which is paragraph No. (9) from the second field so that the scale consists of (46) items to be applied to the sample of the statistical analysis of the items.

Statistical analysis of the future orientation scale items:

For the purpose of conducting a statistical analysis of the items of the future orientation scale, the scale consisting of (46) items was applied to a sample of (400) male and female students.

Calculating the psychometric properties of vertebrae:

The two researchers calculated the psychometric properties of the vertebrae represented by the discriminatory strength and the internal consistency (paragraph validity) as follows:

1. Discrimination Power of Items: In order to extract the discriminatory power, the researchers adopted the method of selecting two extreme groups of individuals based on the total scores they obtained on the scale, and each item of the scale is analyzed using the t-test for two samples. Two independent studies to test the significance of the differences between the averages of the upper group and the lower group, each group contains (108) individuals (Edwards, 1957, : 152), and for the purpose of conducting the analysis in this way. The researchers followed the following steps:

1. Correcting the students' answers on the scale and determining the total score that each student obtained on the scale.

2. Determining the total score for each form, according to the total score of the paragraphs.

3. Arrange the forms in descending order from the highest score to the lowest score for each method.

4. Determining (27%) of the form with the highest score (108) forms, and (27%) of the forms with the lowest score, which are also

(108) forms, thus two groups with the largest size have been sorted, and maximum differentiation. (Al-Sayyid, 1979: 642).

The two researchers used the t-test for two independent samples to test the difference between the average scores of the upper and lower group in each paragraph. All items were distinguished at a significance level of (0.05) and a degree of freedom (214). Thus, the scale in its final form consisted of (46) items.

Internal consistency (paragraphs validity): Paragraph validity was calculated as follows:

 The relationship of the paragraph's degree with the total degree: the researchers used the Pearson correlation coefficient to extract the correlation between the degree of each paragraph and the total degree of the scale (Nunnally, 1978: p. 280), noting that the paragraphs' validity sample consisted of (400) students in the current research, and it was found that All correlation coefficients are statistically significant at the level of significance (0.05), as the values of their correlation coefficients in the total degree were greater than the tabular value of (0.098) with a degree of freedom (398) and at a level of significance (0.05).

The relationship of the degree of the paragraph with the degree of the degree of the field to which it belongs: The researchers used this method to find out the correlation coefficient between the degree of each paragraph and the total degrees of the field to which it belongs, for the purpose of verifying the validity of the paragraphs of the scale of future orientation in each field, and the total degree of the field was adopted as an internal criterion. After using the Pearson correlation coefficient, it became clear that all

correlation coefficients are statistically significant when compared with the critical value of (0,098) at a significance level (0.05) and a degree of freedom (398), and through this indicator it became clear that the test items belong to their domains.

☐ **Internal Correlation Matrix**: To achieve this, the statistical analysis sample of (400) male and female students was relied upon, and by using the Pearson correlation coefficient because the scores are connected, the results indicated that all correlation coefficients for each domain with other domains and the total score are statistically significant, and this indicates that the domains They all measure one thing, which is the orientation towards the future, as all the calculated correlation coefficients were higher than the critical value of (0.098) at a significance level of (0.05) with a degree of freedom (398), and this is a good indicator of the validity of the scale construction.

2. Psychometric properties: First, the validity of the scale.

A- Face Validity:

The two researchers verified the apparent validity of the future orientation scale by defining the definition, defining the areas of the scale and preparing the items according to the definition and areas. It was achieved when experts specialized in educational and psychological sciences agreed on the validity of (80%) or more for the future orientation scale items.

B- Constrcut Validity:

The construction honestly means the psychological features that are reflected or appear in the signs of a test or a measure, and the construction represents a psychological feature, trait or characteristic that cannot be observed directly, but is inferred by a set of behaviors associated with it (Melhem, 2002: 269)

Second: Scales Reliability: A- Test-Retest Method:

In order to extract the stability in this way, the scale was re-applied to the stability sample that consisted of (40) male and female students, with an interval of (14) days from the first application. This value is a good indicator of the stability of individuals' answers on the scale over time, as (Al-Isawy) indicated that if the correlation coefficient between the first and second applications is (0.70) or more, then this is a good indicator of the stability of tests in educational and psychological sciences (Al-Isawy, 1985). : 58).

Cronbach's Alpha equation: stability was extracted in this way from the degrees of the basic sample forms of (400) male and female students, and using Cronbach's equation, the alpha coefficient reached (0.84), which is a good stability coefficient.

Statistical indicators of the future orientation scale:

The researchers used the statistical bag for social sciences

(SPSS) (Statistical Package for Social Science) in extracting those statistical indicators.

Description of the scale in its final form:

The scale of orientation towards the future in the current research in its final form consists of (46) items with a five-graded gradation, which is (applies to me completely, applies to me often, applies to me sometimes, does not apply to me, does not apply to me completely) with weights (5, 4,

3, 2, 1) Consecutively, and a total score for the scale is calculated by summing the scores obtained by the respondent for each alternative he chooses from each of the scale's clauses. Therefore, the highest score that the respondent can obtain is (230), which represents the highest score, and the lowest score obtained by the respondent. It is (46) degrees, which represents the lowest total score of the scale, and thus the theoretical average of the scale is (138) degrees.

the fourth chapter:

Presentation, interpretation and discussion of the results

The first goal: to identify the orientation towards the future among university students.

To achieve this goal, the researchers applied the future orientation scale to the research sample consisting of (400) male and female students. The results of the research showed that the arithmetic mean of the scores of this sample on the scale amounted to (171,092) degrees and a standard deviation of (23,968) degrees. The difference is statistically significant at the level of significance (0.05), as the calculated t-value amounted to (27,614) which is greater than the tabular t-value of (1.96), and with a degree of freedom (398), and this means that the research sample have a positive orientation towards the future from and the table (1) and Figure (1) illustrate this.

Table (1) The arithmetic mean, standard deviation, and the T value of the future orientation scale

Variable	sample	The mean	Standard deviation	Hypothetical mean	Value T		Significance (0,05)
					calculated	tabled	
Orientation towards the future	400	171,092	23,968	138	27,614	1,96	Significant

The researchers attribute this result to what university students possess, who are a group with a good degree of mental maturity and cultural awareness. They also believe that a large part of their role and behavior has become oriented towards the future, and they see that the future is built with their presence, so they must participate in shaping its economic, security and social policy.

The second objective: to identify the significance of the differences between the orientation towards the future among university students according to the variables

of gender (males - females), specialization (scientific - human) and stage (first - second - third - fourth).

a . According to the gender variable (male-female): To identify the significance of the differences between the orientation towards the future among university students and according to the gender variable, the researcher used the zam test to indicate the difference between the correlation coefficients between the degrees of the sample, and the results were as shown in Table (2).

table(2) The differences between orientation towards the future according to the gender variable

variable	gender	No.	Correlation coefficient value	Standard value	Value Z		Significance (0,05) level
					calculated	tabled	
Orientation towards the future	male	106	0,523	0,583	1,252	1,96	Insignificant
	female	166	0,378	0,424			

It is clear from the above table that there are no differences between the orientation towards the future according to the gender variable (males - females), since the calculated Z-values are smaller than the tabular Z-value of (1.96).

The researchers explain this result that the orientation towards the future is not affected by gender, but by environmental conditions and the type of education in which the individual acquires his beliefs and ideas, even if these beliefs differ according to the way students of both sexes embrace those beliefs and lifestyles, both sexes are subject to the same university pressures. Consequently, the differences between the sexes vanish to the extent that they are morally insignificant and not statistically significant. According to the variable of specialization (scientific - human):

To identify the significance of the differences between the orientation towards the future) among university students and according to the variable of specialization, the researchers used the Z test to indicate the difference between the correlation coefficients between the degrees of the sample, and the results were as shown in Table (3).

table(3) The differences between orientation towards the future according to the variable of specialization

Variable	Specialization	No.	Correlation coefficient value	Standard value	Value Z		Significance level (0,05)
					calculated	tabled	
Orientation towards the future	Scientific	82	-0,466	0,504	1,317	1,96	insignificant
	Humanistic	46	-0,249	0,255			

It is clear from the above table: There are no differences between the orientation towards the future according to the specialization (scientific - humanistic) because the calculated Z-value of (1,317) is smaller than the tabular Z-value of (1.96).

The researchers explain this result between the orientation towards the future according to the specialization (scientific - human) that there are no differences between them, and it is clear from the result that the specialization does not clearly affect the

students' view of the future and their view of life in general, and that university students from both specializations are trying to achieve excellence and obtain A high level of academic achievement because they enjoy the same rights and duties towards achieving their future aspirations and achieving their goals that make them happy and self-accepting, and this leads to creating a state of contentment and contentment.. Depending on the stage variable (first - second - third - fourth):

To identify the significance of the differences between the orientation towards the future among university students and according to the variable of the stage, the researchers used the Z test to indicate the difference between the coefficients of correlation between the degrees of the sample, and the results were as shown in Table (4).

table(4) The differences between heading towards the future according to the stage variable

variable	stage	No.	قيمة معامل الارتباط	Standard value	Value Z		Significance (0,05) level
					Calculated	tabled	
Orientation towards the future	first	94	0,396	0,418	0,414	1,96	Insignificant
	second	60	0,334	0,348			
	first	94	0,396	0,418	0,740	1,96	Insignificant
	third	60	0,494	0,543			
	first	94	0,396	0,418	0,766	1,96	Insignificant
	fourth	58	0,499	0,549			
	second	60	0,334	0,348	1,043	1,96	Insignificant
	third	60	0,494	0,543			
	second	60	0,334	0,348	1,063	1,96	Insignificant
	fourth	58	0,499	0,549			
	third	60	0,494	0,543	0,032	1,96	Insignificant
	fourth	58	0,499	0,549			
	first	45	-0,456	0,491	0,454	1,96	Insignificant
	second	29	-0,540	0,604			
	first	45	-0,456	0,491	0,839	1,96	Insignificant
	third	29	-0,277	0,282			
	first	45	-0,456	0,491	0,859	1,96	Insignificant
	fourth	25	-0,259	0,266			
	second	29	-0,540	0,604	1,167	1,96	Insignificant
	third	29	-0,277	0,282			
	second	29	-0,540	0,604	1,169	1,96	Insignificant
	fourth	25	-0,259	0,266			
	third	29	-0,277	0,282	0,055	1,96	Insignificant
	fourth	25	-0,259	0,266			

It is clear from the above table that there are no differences between the orientation towards the future according to the stage variable, since the calculated z values are smaller than the tabular z value of (1.96).

The researchers attribute to the fact that the stage in which students study does not affect finding differences, in other words, the reason for this is due to the fact that university students are in almost the same class and age group, so the differences between them are not clear, they are present in the same circumstances and situations and are exposed to similar experiences, and that students are individuals The sample, despite their different academic levels, the frequent friction, and the exchange of ideas and experiences among them, contributed - to a large extent - to the convergence of their viewpoints towards the future, and thus they approximated their answers about the dimensions of the future.

Recommendations:

In light of the results of the current research, the researcher recommends the following:

1. Work on preparing training programs to develop the orientation towards the future among university students, which contribute to increasing academic achievement and their motivation towards achievement.

2. Enlightening university students with the specializations and future opportunities that are required and appropriate for them, and the professional fields associated with them

Suggestions:

1. Conducting a study dealing with the relationship of orientation towards the future with other variables that the current research did not address, such as cognitive preference,

thinking methods, decision-making ability, logical thinking, self-image, and other variables.

2. Applying the current standard to students of different levels and in all governorates of the country.

3. Conducting a study similar to the current research on different social and professional segments, such as university professors, employees.

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