The psychological loneliness and its relation with the future anxiety and psychological alienation of the university student

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Abstract:

This study aims at shedding light on the relation between the psychological loneliness, the psychological alienation, and future anxiety of a sample of students at the University of Mohamed Lamine Debbaghine of Setif 02. Thus, we used the correlation descriptive method on a sample of 124 students (males and females) at the Department of Psychology. Our findings show a low level of the feeling of psychological loneliness of the students and a high feeling of future anxiety and psychological alienation. In addition, there is no correlation between the feeling of the psychological loneliness, the psychological alienation, and the future anxiety. Based on these results, we recommend building therapeutic plans and programs to reduce the level of the future anxiety and the psychological alienations of the students

Keywords: psychological loneliness; psychological alienation; the future anxiety; university student.

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1-Introduction:

The concept of psychological loneliness got the attention of many researchers in psychology because it is a personal experience that individuals live at any time of their lives with various degrees. In addition, because our era is marked with many stressing life events due to the fast changes, many challenges emerge and face the youth who must cope with them to achieve their goals, starting from taking the responsibility to taking the decisive decisions mainly if the young are a university student who is some years far from the professional life.

In this line, in his way to achieving the goals, the young may suffer the psychological loneliness that affects his character, coping, and social relations. Majuskovic (1986) sees that the feeling of psychological loneliness at university is the most common compared to the other life stages due to the emergence of new personal needs for the individual, such as affection and love in his personal relations and the need of belonging through making intimate rations with the others such as the family, the friends, and the adults. In the same vein, the failure in so doing contributes greatly to the feeling of psychological loneliness that may be a big danger to the student's psyche and body and affect all his life. This may result from the continuous over thinking about the future due to the economic and cultural changes and globalization. Moreover, the future anxiety may arise from the pessimistic and negative view, which may reflect on the individual's belonging and security and manifest in the psychological alienation. Moreover, the severity of these issues increased due to Covid-19 and its repercussions on the socioeconomic conditions of our society because it added vagueness towards the future and made everyone afraid. Therefore, we shall attempt through this paper to tackle variables that are important for the psychological health of the student, namely: the psychological loneliness, the future anxiety, and psychological alienation.

2- Problematic of the study:

The life with all its needs and requirements that face the youth in general and the student in particular, and the will to achieve goals and aspirations scientifically and professionally after graduation create some contradictory feelings and thoughts because we find that most of the students feel psychological loneliness that is a self-experience lived by the individual when he has no social relations full of affection and love despite being with other people. This issue is dangerous and widespread currently as it results from the contradiction between the real relations of the individual and the relations he desires. This creates a social problem or a painful personal experience that generates psychological troubles like anxiety because they are confronted with struggles with them and their surroundings. Thus, a big gap emerges between the students and teachers from one side and between the students and their parents from another side. This may make them alienated, feel lonely, and look for themselves far from their surroundings. In this context, this feeling and thinking are irrational, generate difficult goals such as making families and financial economic independence from the family, and make them feel stressed and anxious because the future is important for them.

Housmann (1998) found that the psychological loneliness is the most that makes the individual feel anxious and fear the future. According to Al Khaffaf (2014), the future includes success in work, achievement of the self, latent potentials, successful relations with the others, and making a family (qtd. from Khazri, 2017, p. 73). In return, when the young feels unclear and unachieved needs and hopes, he feels depression about himself and future due to the changing world and the social, cultural, economic, and political effects that complicated life and made it difficult to achieve goals. The university students face many

difficulties such as academic, emotional, and professional copings. All these and the economic and familial challenges create feelings of stress and anxiety (Moayed, n.d, p. 322).

The future and its plans tire the student because he fears the hidden failures due to the economic, political, and social circumstances Algeria witnesses. This even affected the students' vision towards their state, belonging, and security. In this context, Moline (1990) quoting Arrashidi (2017, p. 649) confirm that the future anxiety is among the causes of unbelonging and instability in the society. Moreover, Tofler (190) sees that the future anxiety manifests in the decrease of the sense of security (Moayad, p. 323).

The decrease of the feeling of security started manifesting in the psychological alienation about which Abu Zayd quoting Touati (n.d., p. 34) says that it is alienation from the society and from adjustment and failure to adjust with the current social circumstances. Moreover, it is the indifference and the feeling of non-belonging that may express the crisis of the contemporary man and his sufferance as if he were going backward and looking for life as strange. In other words, it is the feeling of non-belonging to the society. This was confirmed by Shneider (1957) who attributed the psychological alienation to the man's loss of the primary links and his alienation. These links refer to his relations with the local society (Assanaani, 2009) . Moreover, Yuksek & Solakoglu (2016) see that the psychological alienation is felt by the individuals who feel unsatisfied about the general circumstances and refuse the established rules, trends, values, and bases. This dissatisfaction manifests in the behavior and differs from person to another according to the nature of the circumstances lived inside the society. These behaviors include withdrawing from the society, apparent subjection, or revolution against it (Kocayoruk & Simsek, 2016). Thus, the importance of the study and research about the feeling of psychological loneliness and its relation with the future anxiety and psychological alienation emerges. We can take advantage of the results of this research because the university students are the most subject to the feeling of future anxiety and psychological alienation.

Based on what has been said? We formulate the problematic of the study in the following questions:

- What is the level of the feeling of the psychological loneliness, the future anxiety, and the psychological alienation of the university students?
- Is there a relation between the feeling of the psychological loneliness, the future anxiety, and the psychological alienation of the university students?

3- Hypotheses of the study:

- The level of the psychological loneliness of the students is low.
- The level of the psychological alienation of the students is low.
- The level of the future anxiety of the students is high.
- There is a statistically significant relation between the psychological loneliness and the psychological alienation of the university students
- There is a statistically significant relation between the psychological loneliness and the future anxiety of the university students
- There is a statistically significant relation between the psychological alienation and the future anxiety of the university students.

4- Importance of the study:

The importance of the study lies within the fact that it focuses on an important category in the society because they are the future of the state. In addition, the variables of the study are important through which we:

- Attempt at drawing the attention of the experts of clinical psychology in building plans and programs to reduce the future anxiety and feeling of psychological alienation of the students.
- Build therapeutic programs for the students based on strategies of dealing with the future anxiety positively.

5- Aims of the study:

This study aims at:

- Knowing the level of the feeling of the psychological loneliness, the psychological alienation, and the future anxiety of the university students.
- Revealing the relation between the psychological loneliness, the future anxiety, and the psychological alienation of the university students.
- Revealing the relation between the psychological loneliness and the future anxiety of the university students.

6- Terminology:

6-1- Feeling of psychological loneliness:

It is the total degree the student gets in Russel's scale of the psychological loneliness that was translated by Merakchi (2014).

6-2-The future anxiety:

It is the total degree the student gets in the scale of the future anxiety designed by Messaoud (2006) which we use in this study.

6-3- Psychological alienation:

It is the total degree the student gets in Russel's scale of the psychological alienation of Daniel Ali Abbas (2016).

7- Theoretical framework of the study:

7-1- The feeling of the psychological loneliness:

Zeineb Mahmoud defined it quoting Chettioui (2018, p. 111) saying that it is the will to get far from the others and enjoy sitting alone with a difficulty to get their affection or get attached due to the feeling of inferiority and lack of self-confidence. Moreover, the individual feels unable to get into strong social relations with the others and cannot positively interact with them. In addition, he feels unaccepted and generally feels lonely even when with the others.

In the same vein, Al Sharaf defines it as the feeling of the individual of an increasing psychological gap between him and his surrounding to the point that he loses competency of starting fruitful relations with those who are important for him. The researcher divided the psychological loneliness into:

- A primary psychological loneliness where the individual is born with psychological loneliness, which is a personal characteristic.
- A secondary psychological loneliness that results from painful and severe circumstances the individual lives. They generate a feeling of psychological loneliness. These circumstances include the death of one of the parents, the loss of a friend, academic failure, professional failure, and divorce.

In addition, Papalia & Olds say that anybody has a transient feeling of psychological loneliness because there are factors that help this feeling such as staying home alone without important people, being in a group that ignores his existence, or the loss of a beloved (Ben Dehnoun, 2014, p. 74).

7-2- Psychological alienation:

According to Kermache (2016, p. 229) quoting Heinz (1996), it is the alienation from the practical choices in daily life. It starts from the failure to build up the identity and is related to the experiences of learning for the youth. These experiences are related to the future, the social choices, and the orientations. In the same context, Abu Zayd quoting Touati (n.d., p. 34) sees that it is the alienation from the society, the failure to cope with the current circumstances in the society, the indifference, and the feeling of non-belonging. Moreover, Toren (2013) defines it as the cases in which the unity of the personality gets torn, collapses, or gets weak due to the effect of the sociocultural actions inside the society.

7-2-1- The dimensions of the psychological alienation:

It includes many elements and dimensions such as:

7-2-1-1- Revolution:

It refers to the feeling of the individual of refusing all the political and religious systems that surround him and the social traditions. In other words, it is refusing the authority with all its types.

7-2-1-2- Separation and non-belonging:

It is the feeling of the individual of non-belonging to those who surround him despite living with them.

7-2-1-3- Anxiety:

It is a feeling of discomfort and fear of a vague and unknown risk that can be inside the individual or outside in his environment.

7-2-1-4- Helplessness, impower, inability:

It is the feeling of the individual of the absence of power and the subjugation to the external factors that determine his fate such as destiny, luck, and responsibility. In addition, he feels that his personal ability does not help him achieve what he wants and that he lacks the feeling of being powerful and decisive in his life.

7-2-1-5- Pessimism:

It is the feeling of the individual of despair and being unimportant in life, and dissatisfaction about what happens around him and to his life.

7-2-1-5- Self-centeredness:

It is the preoccupation of the individual with himself and life in a way that does not allow him to share the others' events.

7-2-1-6- Meaningless:

It is the feeling of the individual that his existence in life has no meaning or goal to be achieved, and that his life is chaos that has no benefit. Thus, he feels monotonous.

7-2-1-7- Unstandardness, the loss of standards:

It is the collapse of standards that organize and direct his behaviors

7-2-1-7- Objectification:

This means that the individual turns into an object and loses himself the way the human relations get objectified and the living human existences turn into static topics and things (Chadli, 2008, pp. 18-19).

7-3- The future anxiety:

Kermache (2016, pp. 229) quoting Addahri (2005) says that it is a psychological state that happens when the individual feels a danger that menaces his future. It includes an emotional stress accompanied with physiological troubles. It manifests in the cognitive, behavioral, and physical aspects. Furthermore, Al Aouadi defines it as an emotion that is made up of illogical fear resulting from the expectation of threat and the potential of the occurrence of a danger for the man, the others, or his properties (Hammani, 2018, p. 109).

In addition, Abu Fadda (2013, p. 30) quoting Shakir (2005) says that it is a psychological disorder or trouble that results from unhappy past experiences with a cognitive falsification of the reality and the self through recalling the unhappy past experiences and souvenirs with the amplification of the negatives and neglecting the positives related to the self and reality. This makes the individual anxious and unsecure, and pushes him to self-destruction, clear helplessness, generalization of failure, and expectation of the disasters. Moreover, it leads to pessimism about the future, overthinking about the future, fear of the future expected socioeconomic problems, hallucination, the anxiety about death, and despair.

As for Ashri (2004), he sees that it is an unhappy emotional experience in which the individual feels fear towards what the future holds. Moreover, it includes the negative prediction of the future events, feeling of stress, weakness when thinking about the future, the inability to achieve the hopes and the aspirations, inability to concentrate, headache, feeling that life does not deserve interest, and feeling of insecurity in the future (Arrashidi, 2017, p. 649).

7-3-1- The causes of the future anxiety:
There are many causes for this. According to Hurnay, there are 03 sources that are:
- Feeling of helplessness.
- Feeling of aggression.
- Feeling of loneliness

Nevertheless, Al Amami (2010) sees that the causes are:
- Personal causes that include the inability to cope with the suffered problem, the lack of enough information to build ideas and predict the future, and the inability to separate the hopes and aspirations from the reality.
- Social causes that include the familial separation and its related problems, the absence of the parents' help to the individual in solving his issues, the feeling of alienation and non-belonging to the family and society, and the feeling of insecurity and loss (Abu Fadda, 2013, pp. 31-32).

8- The practical side:
8-1- The method of the study:
We relied on the correlation descriptive method because it serves the hypotheses of the study.

8-2- Sample of the study:
The sample included 124 Master 02 students (males and females) from the Department of Psychology, Education Sciences, and Speech Therapy at the University of Mohammed Lamine Debbaghine in 2019-2020.

8-3- The study tools:
We relied on the following scales:

8-3-1- The scale of the feeling of the psychological loneliness:
It was designed by Russel (1996). It is the 2nd edition of the scale of California Los Angeles of the feeling of the psychological loneliness. It is made up of 20 statements. Each one has 3 choices (never, sometimes, always) and degrees (1, 2, and 3). It has been translated and its psychometric characteristics have been calculated by Marrakechi (2014) on a sample of students at the University of Biskra. She measured the validity and found good results. As for the consistency, she calculated Cronbach's Alpha coefficient and found a high result that indicates the consistency of the scale. This version is the one we use in our study. The degree 60 represents the higher degree of the psychological loneliness and 20 is the lowest.

8-3-2- The scale of the psychological loneliness:

The scale includes five main dimensions that contain 10 statements in each. These dimensions are (self-loneliness, social loneliness, no objective, unstandardness, and rebellion). The answer to the statements of the test is through Lickert's five points scale that are (strongly agree, agree, neutral, disagree, strongly disagree). These statement have degrees (5, 4, 3, 2, and 1) respectively on the negative statements and (1, 2 3, 4, and 5) respectively on the positive statements.

The psychometric characteristics have been calculated on the study sample. For the validity, we calculated the internal cohesion between the statements and the total degree of the dimension it belongs to. Results were between 0.56 and 0.72. These are statistically significant values at significance level 0.01. As for the consistency, it was calculated with Cronbach's Alpha. Results were (0.65, 0.78, 0.81, 0.76, and 0.86) for the dimensions of the psychological alienation (self-loneliness, social loneliness, no objective, unstandardness, and rebellion).

8-3-3- The future anxiety scale:

We used the scale of Messaoud (2006) that is made up of 30 statements that are answered with: applies to me (with 3 degrees), applies to me sometimes (2 degrees), and does not apply to me (1 degree), and vice versa for the positive statements. The author calculated the validity and consistency and found a value of 0.97 for the consistency.

8-3-4- The statistical styles used:

To check the hypotheses of the study, we used SPSS 19, Pearson correlation coefficient, and T test.

8-4- Presentation, analysis, and discussion of the study results:

8-4-1- Presentation of the results of the 1st hypothesis:

It states that the level of the psychological loneliness of the students is low. To check the validity of the hypothesis, we made the following calculations.

Table 01: the results of the differences between the arithmetic means and the hypothetical mean

	Sample	Arithmetic mean	Standard deviation	Degree of freedom	Hypothetical mean	Calculated T	Table T	Significance level
Feeling of psychological loneliness	124	32.17	17.23	123	40	3.65	4.86	0.00

Source: prepared by the researcher

From the results in the table, we find that the university students do not feel the psychological loneliness because the arithmetic mean is 32.17, which is less than the hypothetical mean 40. Moreover, calculated T is 3.65 and is less than table T 4.86. Thus, the hypothesis is confirmed.

8-4-1-1- Discussion of the results of the 1st hypothesis:

Results show that the university students do not feel the psychological loneliness and that the result was as the author expected. It is against the findings of Nemer Sobh al Qiq who aimed at knowing the degree of feeling psychological loneliness by the students. He found that the degree of feeling of psychological loneliness is average (Ben Dehnoune, 2014, p. 77). In this line, the university student in this level reached a level of cognitive and emotional maturity and is in continuous contact with colleagues and teachers. Even if he gets ideas of loneliness, they do not amount up to the degree of feeling the psychological loneliness because the one who suffers this does not want to be alone. Moreover, Zolfa (2008) quoting

Rokach (2004) sees that the human cannot be alone without being with himself. In addition, he may be alone with himself but does not feel psychological loneliness. Thus, the psychological loneliness is not related to the quality or quantity of the social relations of the individual as much as it is related to the dissatisfaction of the individual about these relations.

8-4-2- Presentation of the results of the 2nd hypothesis:

It states that the level of the future anxiety of the students is high. To check the validity of the hypothesis, we made the following calculations:

Table 02: the results of the differences between the arithmetic means and the hypothetical mean of the future anxiety

	Sample	Arithmetic mean	Standard deviation	Degree of freedom	Hypothetical mean	Calculated t	Table T	Significance level
Future anxiety	124	67.12	19.83	123	60	4.89	3.76	0.00

Source: prepared by the researcher

From the results in the table, we find that future anxiety is high for the university students because the arithmetic mean is 67.12, which is higher than the hypothetical mean 60. Moreover, calculated T is 4.89 and is more than table T 3.76. Thus, the hypothesis is confirmed.

8-4-2-1- Discussion of the results of the 2nd hypothesis:

The findings show a high level of future anxiety of the students. This agrees with the trend of the author. However, there some studies that found different results such as that of Assabaoui (2007) which was conducted on the students of the Faculty of Physical Education in some Iraqi universities. Its findings showed a low level of future anxiety of the students of physical education due to the nature of the Saharan people who resist the psychological pressures thanks to their religious and conservative environment. Moreover, the study of Meddoukh (2016) aimed at knowing the level of psychological alienation of the female students. The findings showed a low level of the feeling of the psychological alienation. However, some other studies have similar results as ours and found that the university students suffer a high level of future anxiety that is related to the life aspects. For instance, the study of Mzari et al, (2018) about the future anxiety and its relation with the direction of the students towards the violence found a high level of future anxiety because the students thought about the environment work and building the future. It is the same result found by the study of Al Mechikhi (2009) about the future anxiety, its relation with the self-efficiency, and the level of ambition of the students of the University of Taif. The results showed that the lack of job offers for the university graduates triggers an acute feeling of depression and despair and makes them feel unable to guarantee their future, which increases the future anxiety. Besides, the study of Bolanowski (205) aimed at knowing the level of the anxiety of the students of medicines in Poland towards the professional future. The results found that 81% of the students had a high level of anxiety.

From the results of the scale, we found that the highest level of anxiety was in the following statement (I feel bad when I think about my professional future; I fear poverty and need; the experiences of the others confirm my anxiety; sometimes I think that my life will get worse; all my surroundings confirm that the past is better than the present and the future). This is clearly seen in most of the university students regardless their majors in the Algerian context because the university graduates are in continuous increase and the job vacancies are

few. Therefore, their view to the future is pessimistic because the economic condition is a negative factor on the life goals and aspirations drawn by the students about their futures. This negatively affects their thought about the future.

8-4-3- Presentation of the results of the 3rd hypothesis:

It states that the level of the psychological alienation of the students is high. We calculated the total degree of the psychological alienation scale. To reveal the results of the hypothesis, we calculated T test to reveal the differences between the arithmetic mean and the hypothetical mean.

Table 03: the results of T test of the psychological alienation

	Sample	Arithmetic mean	Standard deviation	Degree of freedom	Hypothetical mean	Calculated t	Table T	Significance level
Social alienation	124	189.56	35.17	123	150	7.13	5.32	0.00

Source :prepared by the researcher

From the results in the table, we find that the hypothesis is confirmed because the arithmetic mean is 189.56 which is higher than the hypothetical mean 15. Moreover, calculated T is 7.13 and is more than table T 5.32.

8-4-3-1- Discussion of the results of the 3rd hypothesis:

Findings show a high level of future anxiety of the university students. These findings agree with study of Mahoni & Kouick (2001) quoted in Raghda (2012) that aimed at knowing the relation between the personality and the alienation at the university as a model of the existence of feelings of alienation of the USA universities students. Findings showed high feelings of alienation. Moreover, the study of Annajar (1988) about the alienation in the university found high feelings of alienation of students the same as what Abu Twahna (1987) found. As for the sample of our study, the students lack the feeling of independence and security due to the circumstances the state is living including the social revolution and the political and socioeconomic conditions the people are living. According to al Achoual (1981), among the most important factors leading to the psychological alienation is the loss of the meaning of existence due to the absence of goals in life and the absence of feeling of responsible freedom about themselves and fate (Chadli, 2008, p. 52). Thus, the student may suffer alienation due to the absence of a clear forward vision and the duality of life, which create a gap between his aspirations and dreams. Thus, he gets stressed and just lives the present without ambitions. This is seen in the high degrees of the statements that say: (I live without knowing the goal of my life; there is no new in my life to achieve; I feel life is nonsense; I think that the societies that have no values are better; I prefer to live with no goals most of the time; I feel my presence has no big value; I feel that life is deep and meaningless).

8-4-4- Presentation of the results of the 4th hypothesis:

It states that there is a statistically significant relation between the psychological loneliness and the psychological alienation of the university students. To reveal the results of the hypothesis, we calculated Pearson correlation coefficient:

Table 04: the Pearson correlation coefficient between the psychological alienation and the psychological loneliness

		Psychological alienation					
		Self alienation	Social alienation	Non objective	Unstandardness	Rebellion	Total degree of the scale
	Pearson correlation coefficient	0.13	0.21	0.17	0.23	0.19	0.27
	Significance	Insignificant	Insignificant	Insignificant	Insignificant	Insignificant	Insignificant
	Number of students	124					

Source: prepared by the researcher

From the results shown in the table, we find that Pearson correlation coefficients between the 05 dimensions of the psychological alienation and the feeling of the psychological loneliness are not confirmed because the correlation coefficients reached (0.13, 0.21, 0.17, 0.23, 0.19) which are statistically insignificant.

8-4-4-1- Discussion of the results of the 3rd hypothesis:

The study shows the absence of a relation between the feeling of the psychological loneliness and the psychological alienation. Because the students do not feel the psychological loneliness, they have a high level of psychological alienation. Hence, we can say that the alienation itself is due to the lack of confidence, the vivid psychological pressures of the study, the desire for academic achievements and self-independence, and the will to achieve the needs and aspirations. Thus, an imbalance between the student and his environment emerges and makes him feel invaluable and meaningless and, thus, gets him into socio-political struggles that cut off communication between him and his environment. Therefore, he loses communication between himself and his entity as confirmed by Shaarawi (1988) who found that the psychological alienation makes the individual integrate with others with no opinion so as not to lose communication with them; however, he loses communication with himself (Kermache, 2016, p. 230). Moreover, Achterbergh et al., (2020) see that the psychological loneliness is related to the feeling of alienation and non-belonging because their study on a sample of the English youth showed that they describe the psychological loneliness as a separation of the others and the sad relationships.

8-4-5- Presentation of the results of the 5th hypothesis:

It states that there is a statistically significant relation between the psychological loneliness and the future anxiety of the university students. To check the hypothesis, we calculated Pearson Correlation Coefficient.

Table 05: Results of the coefficient correlation between the future anxiety and the psychological loneliness

Feeling of psychological loneliness	Future anxiety	
	Pearson correlation coefficient	0.27
	Significance	Insignificant
	Number of students	124

Source: prepared by the researcher

From the results of the table, we see that the correlation coefficient between the future anxiety and the psychological loneliness is 0.27, which is insignificant. Hence, the hypothesis is not confirmed.

8-4-5-1- Interpretation of the results of the 5th sub-hypothesis:

Findings show the absence of relation between the psychological loneliness and the future anxiety of the students. The results are not consistent with the study of Dasuqi (1998) that showed a positive relation between the psychological loneliness and the feeling of anxiety, emotional unsteadiness, depression, and social separation (Zahra, n.d., p. 04). However, back to the results of the 1st hypothesis, we can say that the future anxiety does not stem from the feeling of loneliness because it is an unhappy experience resulting from a disorder in the net of the social relations with its qualitative and quantitative types. The disorder may be quantitative such as the absence of the sufficient number of friends, or qualitative such as the lack of love and affection. In this context, the stress results from a prediction about the future and what it holds.

8-4-6- Presentation of the results of the 6th hypothesis:

It states that there is a statistically significant relation between the psychological alienation and the future anxiety of the university students.

Table 06: the Pearson correlation coefficient between the psychological alienation and the future anxiety

		Psychological alienation					
		Self alienation	Social alienation	Non objective	Unstandardness	Rebellion	Total degree of the scale
	Pearson correlation coefficient	0.32	0.29	0.45	0.37	0.56	0.53
	Significance	0.05	0.05	0.01	0.05	0.01	0.01
	Number of students	124					

Source: prepared by the researcher

From the table, we see that the dimensions of the psychological loneliness have a statistically significant relation with the future anxiety because the correlation coefficients reached 0.32, 0.29, 0.45, 0.37, and 0.56 for the dimensions of self-alienation, social alienation, non-objective, unstandardness, and rebellion. The same applies for the total degree of the psychological alienation and the future anxiety whose correlation coefficient reached 0.53 at significance level 0.01. Thus, the hypothesis is confirmed.

8-4-6-1- Discussion of the results of the 6th hypothesis:

Findings show psychological alienation in the dimensions of non-objective, unstandardness, and rebellion. These dimensions express the students' feelings that their life is meaningless and with no goal. Thus, they refuse all their surroundings including the political systems, religious traditions, and social norms. More exactly, they refuse the authority with all its types, which leads to the collapse of all the standards that organize and direct their behaviors and lives. Hence, they have chaotic thoughts and wrong perceptions towards the future that includes building a family and getting jobs with which they achieve self-satisfaction. These results agree with many studies such as that of Abdullatif (1991) that found a statistically significant correlation between the alienation and the anxiety, which means that the feelings of alienation are always accompanied with the feeling of anxiety. Moreover, the study of Meddouh (2016) found a correlation between the psychological

alienation and the future anxiety of the students. In addition, the study of Shahaoui (2015) found the same results. Furthermore, the study of Hadj Ibrahim (2019) about the psychological alienation and its relation with the future anxiety of the university students found a strong correlation between them because both affect and get affected with the social psychological compatibility of the individual. Hence, they affect each other because the feeling of alienation leads to the inefficiency and depression, which lead to the future anxiety.

9- Conclusion:

In conclusion, upon our research on the feeling of psychological loneliness, psychological alienation, and the future anxiety of the university student and the relation between them, we found that the future anxiety and the psychological alienation are high. Moreover, we found a correlation between them which is logical because of the sensitive period the country is witnessing and the depression our youth see. Moreover, the band news broadcast on media outlets tired our youth and made their aspirations and hopes meaningless. This made them pessimistic and increased their feeling of alienation and future anxiety because they are linked with the level of the aspirations and goals the youth want to achieve from the perspective of the abundance of job vacancies and the achievement of the necessary requirements of a decent life. Based on what has been said, we recommend:

- Paying more attention to the needs of the university students and discussing them through the efficient communication between them and the administration.
- Making study days and trainings to discuss the needs and demands of the students and their expectations of their future plans.
- Building therapeutic plans and programs to reduce the levels of anxiety and psychological alienation of the students.
- Building programs to train the students to face their unreal future anxiety most of the

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