

Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Relizane
Faculty of Letters and Languages
Department of English



The Impact of Future Employment Anxiety on Students' Academic Motivation: The Case of Master one Students at the Department of English, Relizane University

Thesis submitted to the Department of English in partial fulfillment of the requirements for the Degree of Master in Language and Communication

Submitted by:

Mr. amina SAHRAOUI

Mrs. fatima zohra SAHRAOUI

Supervised by:

Dr. safia CHIBANI

Board of Examiners:

Chairwoman: Dr.sara KHETTIB

Supervisor: Dr. safia CHIBANI

Examiner: Dr. hafida Meskini

Academic Year 2024/2025

Statement of Originality

I hereby declare that this work is the result of my own effort and investigation. It has not been submitted before, either in whole or in part, to any university or institution for any degree or qualification. I also confirm that this work does not contain any copied or plagiarized material. All the sources used have been properly cited and acknowledged.

Names of candidates:

Mrs /Mr.....

Date:/...../.....

Signature

DEDICATION

I dedicate this piece of work to to our parents, whose love and prayers have been our strength.

To our father who supported us throughout the journey with wisdom and encouragement.

To our mother who was the source of constant motivation, care, and patience.

To our sisters, who always believed in us and stood by our side.

Acknowledgements

First and foremost, we would like to thank our thesis supervisor Dr, CHIBANI for her invaluable guidance, support, and constructive feedback throughout the stages of our research.

We would like to extend our appreciation to the members of the jury.

We wish to thank deeply the participants in this research for their time, openness, and honest responses, without which this study would not have been possible.

We would also like to extend our gratitude to our methodology teacher, Dr. Benchaa LAKEHAL , who helped us understand how to write a thesis....

Abstract

This research aims to assess the impact of future employment anxiety on students' academic motivation. The main objectives of this research are to investigate the correlation between future employment anxiety and students' motivation, determine the underlying factors contributing to their anxiety about future employment, and pinpoint the possible strategies that can raise students' motivation. To achieve these objectives, two data collection instruments were used. First, a questionnaire was distributed to a sample of thirty line first-year Master students in the English department at Relizane University. Second, an interview has been conducted with six teachers from the department of English to gain deeper qualitative insights into their perceptions and experiences regarding students' behaviour and performance. The findings revealed a positive relationship between future employment anxiety and students' level of motivation, indicating that this external factor affects students' motivation negatively. Additionally, several interfering factors increasing this anxiety were identified such as: limited job opportunities, financial instability, and insufficient qualifications and experience. The data also suggested some strategies to enhance students' motivation that include not only students and teachers' efforts like providing more practical lessons and sharing the successful experiences of former students, but also university interventions by offering clear career guidance, scholarships, and internships between companies and universities .

Key Words: students' motivation, future employment anxiety, limited job opportunities

List of Tables

Table 2.1 : Students' Gender	37
Table 2.2 : Employment Status of Participants	38
Table 2.3 : Students' Perceptions of the Benefits of Working While Studying	38
Table 2.4 : Students' Confidence in Securing Employment After Graduation	39
Table 2.5 : Students' Perceptions of Job Opportunities in Their Field in Algeria	40
Table 2.6 : Students' Current Feelings of Pressure to Secure Employment.....	40
Table 2.7 : Students' Reported Factors Contributing to Job-Related Anxiety.....	41
Table 2.8 : Level of Students' Career-Related Anxiety	42
Table 2.9 : Students' Perceptions of Anticipatory Anxiety as a Barrier to Career Plans...	43
Table 2.10 : Students' views on Challenges in the Job Seeking Process	44
Table 2.11 : Students' Engagement in Discussing Job Market Challenges	45
Table 2.12 : Students' Intentions to Work in Their Field of Study After Graduation	46
Table 2.13 : Students' Doubts About the Value of Academic Efforts Due to Career Uncertainty	47
Table 2.14 : Students' Experiences with Negative Feedback from Graduates	48
Table 2.15 : Students' Exposure to Discouraging Employment Stories from Graduates ..	49
Table 2.16 : Impact of Negative Graduate Feedback on Students' Academic Motivation	49
Table 2.17 : Students' Beliefs About the Role of Academic Performance in Employability	50
Table 2.18 : Students' Motivation to Attend Classes	51
Table 2.19 : Students' Motivation to Complete Assignments and Projects	52
Table 2.20 : Students' Motivation to Prepare for Exams	53
Table 2.21 : Students' Perceived Challenges to Maintaining Academic Motivation.....	54
Table 2.22 : Students' Suggestions to Improve Academic Motivation.....	55

Table 2.23: Student’ Beliefs About the Link Between Employability and Academic Motivation
..... 55

List of Figures

Figure 2.1 : Students' Gender	37
Figure 2.2 : Employment Status of Participants.....	38
Figure 2.3 : Students' Perceptions of the Benefits of Working While Studying	38
Figure 2.4 : Students' Confidence in Securing Employment After Graduation	39
Figure 2.5 : Students' Perceptions of Job Opportunities in Their Field in Algeria.....	40
Figure 2.6 : Students' Current Feelings of Pressure to Secure Employment	41
Figure 2.7 : Students' Reported Factors Contributing to Job-Related Anxiety	42
Figure 2.8 : Level of Students' Career-Related Anxiety.....	43
Figure 2.9 : Students' Perceptions of Anticipatory Anxiety as a Barrier to Career Plans .	43
Figure 2.10 : Students' views on Challenges in the Job Seeking Process	44
Figure 2.11 : Students' Engagement in Discussing Job Market Challenges.....	45
Figure 2.12 : Students' Intentions to Work in Their Field of Study After Graduation	46
Figure 2.13 : Students' Doubts About the Value of Academic Efforts Due to Career Uncertainty.	47
Figure 2.14 : Students' Experiences with Negative Feedback from Graduates.....	48
Figure 2.15 : Students' Exposure to Discouraging Employment Stories from Graduates.	49
Figure 2.16 : Impact of Negative Graduate Feedback on Students' Academic Motivation	50
Figure 2.17 : Students' Beliefs About the Role of Academic Performance in Employability	51
Figure 2.18 : Students' Motivation to Attend Classes	52
Figure 2.19 : Students' Motivation to Complete Assignments and Projects	52
Figure 2.20 : Students' Motivation to Prepare for Exams.....	53
Figure 2.21 : Students' Perceived Challenges to Maintaining Academic Motivation	54
Figure 2.22 : Students' Suggestions to Improve Academic Motivation	55

Figure 2.23 : Student’ Beliefs About the Link Between Employability and Academic Motivation.
..... 56

List of Abbreviations

SDT: Self-Determination Theory

GAD: Generalized Anxiety Disorder

Table of Contents

Statement of Originality.....	i
Dedication.....	ii
Acknowledgements.....	iii
Abstract	iv
List of Tables.....	v
List of Figures.....	vii
List of Abbreviations.....	ix
Table of Contents.....	x
General Introduction	1

Chapter One: Future Employment Anxiety and Academic Motivation

1-1-Introduction	6
Section 01: Academic Motivation	
1-2-Historical Background of Motivation.....	7
1-3-Definition of Motivation.....	9
1-4-Types of Motivation	9
1-4-1-Intrinsic Motivation.....	9
1-4-2-Extrinsic Motivation.....	10
1-5-Academic Motivation	11
1-5-1-The Impact of Motivation on Students.....	12
1-6-Demotivating Factors	13
1-6-1-Internal Factors.....	13
1-6-2-External Factors.....	15
1-6-3-Anxiety as a Hindering Psychological Factors.....	16
Section 02: Anxiety	
1-7-Definition of Anxiety.....	17
1-8-Causes of Anxiety.....	17
1-8-1-Biological Factors	17
1-8-2-Environmental Factors	18

1-9-Academic Anxiety	19
1-9-1-Types of Anxiety Relevant to Students.....	19
1-9-2-Causes of Academic Anxiety	23
1-9-3-Effects of Anxiety in Students	24
1-10-Future Employment Anxiety	25
1-11-The Impact of Future Employment Anxiety on Students' Academic Motivation.....	26
1-12-Conclusion	28
Chapter Two: Research Design and Methodology	
2-1-Introduction	31
2-2-Research Design	32
2-3-Data Collection Instruments	32
2-4-Research Participants.....	32
2-5-Research Setting	32
2-6-Data Analysis.....	33
2-6-1-Analysis of Students' Questionnaire	33
2-6-2-Analysis of Teachers' Interview	57
2-7-Discussion of the Results	61
2-7-1-Questionnaire Results Discussion	61
2-7-2-Interview Results Discussion	63
2-8-Summary of the Results.....	64
2-9-Conclusion	65
Recommendations	66
Limitations	67
General Conclusion.....	68

References 69

Apendices 74

Appendix A: Students’ Questionnaire..... 74

Appendix B: Teachers’ Interview 78

General Introduction

The educational journey that students must navigate involves standard stages: Primary, Middle, and High school. After passing their bachelor's exam, students head towards university, acquiring the knowledge needed to obtain a graduation that assures them a proper job. These final goals strongly determine their level of motivation, which is the driving force behind students' persistence, commitment, and academic efforts. In recent years, finding a job has become increasingly challenging and leading to a future employment anxiety, including feelings of uncertainty and fear about securing a future career that aligns with their field of interest. Doubting in the end of their planned path causes them a confusion about how worthy their studies are and ultimately resulting in a lack of focus and a loss of motivation.

1. Statement of the Problem

The future career prospects of university students significantly impact their motivation. Students view their professional futures and post-graduation job opportunities as crucial factors in their readiness and determination to achieve academic success. However, challenges such as uncertainty in the labour market and rising unemployment rates can lead students to develop negative expectations about their futures. This, in turn, heightens their anxiety regarding job opportunities and diminishes their motivation to study. By exploring the relationship between future employment anxiety and students' motivation levels, we can identify the factors contributing to students' employment-related anxiety and develop strategies to enhance their motivation; hence, the present research addresses the following research questions:

- i. What is the relationship between future employment anxiety and students' level of motivation?
- ii. What are the interfering factors that lead to future employment anxiety among university students?
- iii. What strategies can effectively increase the students' level of motivation?

2. Aims of the Study

This research aims to:

- i. explore the correlation between future employment anxiety and students' motivation.
- ii. identify the underlying factors responsible for students' anxiety regarding future employment.
- iii. Discern strategies that effectively boost students' motivation.

Chapter One : Future Employment Anxiety and Academic Motivation

3. Research Hypothesis

The researchers hypothesized the above research questions as follows:

- i. There is a significant positive correlation between future employment anxiety and students' motivation..
- ii. The factors behind future employment anxiety are deeply rooted in negative perceptions about future Employability and lack of job opportunities.
- iii. The suggested strategies raise awareness about the importance of academic achievements, knowledge acquisition, and granting privileges to outstanding students.

4. Research Methodology and Design

4.1 The Research Method

To achieve the study objectives and test the developed hypothesis, a mixed methods approach has been used. Both qualitative and quantitative methods were necessary to collect reliable and accurate data that can figure out the correlation between the key variables (future employment anxiety and students' motivation).

4.2 The Population Sample

The chosen sample for this study to be conducted is Master one students from the English department at Relizane University for the academic year 2024/2025. The participants consist of thirty nine (39) students seventeen (17) male and thirty two (32) female; most of whom are unemployed (31 students). Their suitability lies in the transitional stage they are in, where concerns about their future career and academics are intertwined, raising their anxiety and decreasing their motivation to learn.

4.3 Data Collection Instruments

To collect data that serves the research aims, two different tools were utilized. The first is a questionnaire containing 20 questions distributed to 39 first-year master's students in the department of English at Relizane University. It seeks quantitative data from a larger sample of students. The second tool is an interview conducted with 6 teachers to benefit from their experience for deeper insights into their perceptions regarding students' behavior and performance.

5. Structure of the Study

The first chapter, "Future Employment Anxiety and Academic Motivation," is divided into two sections. Each section reviews relevant literature related to the two key variables. It explores broad concepts of motivation and anxiety: their definitions, types, and historical background, before delving into more specific points related to the topic (academic motivation and future employment anxiety). The second chapter focuses on the field of work. It describes the research methodology, including its design, population, and data collection instruments. It also presents the discussion and analysis of the obtained results from both the questionnaire and interview, followed by a summary of the main findings, thereby answering the research questions.

6. Significance of the Study

Many studies address the terms academic motivation and future employment anxiety separately, but very few combine the two to investigate their interaction. In a difficult and uncertain job market, which increases university students' concerns, further research is needed to understand how anxiety about future careers could affect an important factor that drives students to learn which is motivation. Furthermore, the research findings may help explore the reasons behind this issue, enabling the development of effective solutions.

CHAPTER ONE

Chapter One : Future Employment Anxiety and Academic Motivation

Chapter One: Future Employment Anxiety and Academic Motivation

1-1-Introduction	6
Section 01: Academic Motivation	
1-2-Historical Background of Motivation	7
1-3-Definition of Motivation.....	9
1-4-Types of Motivation	10
1-4-1-Intrinsic Motivation	10
1-4-2-Extrinsic Motivation.....	11
1-5-Academic Motivation	12
1-5-1-The Impact of Motivation on Students.....	12
1-6-Demotivating Factors	14
1-6-1-Internal Factors.....	14
1-6-2-External Factors.....	16
1-6-3-Anxiety as a Hindering Psychological Factors.....	17
Section 02: Future Employment Anxiety	
1-7-Definition of Anxiety.....	19
1-8-Causes of Anxiety.....	19
1-8-1-Biological Factors	19
1-8-2-Environmental Factors	20
1-9-Academic Anxiety	21
1-9-1-Types of Anxiety Relevant to Students	22
1-9-2-Causes of Academic Anxiety	26
1-9-3-Effects of Anxiety in Students	27
1-10-Future Employment Anxiety	29
1-11-The Impact of Future Employment Anxiety on Students' Academic Motivation.....	30
1-12-Conclusion	32

Chapter One : Future Employment Anxiety and Academic Motivation

1-1- Introduction

This chapter focuses on reviewing existing literature regarding the impact of future employment anxiety on students' academic motivation. It is divided into two sections. Section one begins with a general overview of motivation, including historical background, definitions, and types, and then narrows its focus to academic motivation. It discusses the importance of academic motivation for students, various demotivating factors, and concludes with anxiety as a key demotivating factor. Section two presents different definitions of anxiety, along with its causes and types. Finally, it explores the impact of future employment anxiety on students' academic motivation, emphasizing the relationship between these two variables.

Section One: Academic Motivation

1-2- Historical Background of Motivation

The concept of motivation has its roots in ancient Greek philosophy, particularly in the writings of Socrates, Plato, and Aristotle. Plato introduced a hierarchical model of human motivation, which includes three key elements: the physical (related to basic needs), the emotional, and the rational. Aristotle expanded on these ideas over many years and recognized the importance of this hierarchy as well. He further developed the notion by highlighting the influence of both the physical and emotional aspects on human behavior. These components, related to physical development, sensory experiences of pleasure and pain, and overall bodily comfort, were seen as the basis of irrational motivation (Pakdel, 2013).

In contrast, rational motivation was linked to the intellectual and voluntary aspects of the soul. The ancient Greeks were pioneers in theoretically articulating motivation by distinguishing these three elements—bodily desires, sensory experiences, and the will—creating a structured framework that directs human actions (Pakdel, 2013). In the modern era, particularly following the Renaissance, René Descartes made an important distinction between the active and passive components of motivation. He suggested that the body operates as a passive mechanism, responding to physiological needs like hunger through automatic reactions initiated by sensory and physiological processes. On the other hand, the will acts as the driving force behind motivation, reflecting our intellectual, moral, and mental capabilities.

Descartes claimed that motivation is fundamentally governed by human will, positioning him among the first philosophers to develop a coherent theory of motivation. His theories laid the groundwork for future discussions in philosophy and psychology regarding human drive and intentionality (Pakdel, 2013). The term "motivation" originates from a Latin word that means "to stimulate." Rather than being a physical object or a single observable event, motivation is viewed as a fluid process describing certain behaviors. It is characterized by two main components: the rationale or purpose behind a behavior and the level of energy or effort invested in it. Essentially, motivation explains why a person undertakes a specific action and why some behaviors are prioritized over others (Pakdel, 2013).

Motivation is often described as the driving force behind human actions, supplying both the energy and direction needed to act. This topic has attracted interest across various fields of

Chapter One : Future Employment Anxiety and Academic Motivation

human activity (Ryan, Bradshaw, & Deci, 2019). One of the earliest foundations of motivation theory can be traced back to Charles Darwin's work in the 19th century. In his book, "The Expression of the Emotions in Man and Animals" (1872), Darwin proposed that human emotional responses evolved to encourage actions that support survival and adaptation.

Emotions such as sexual attraction, fear, and anger provoke behaviors linked to reproduction, escape, and defense. Darwin believed that these emotional responses are remnants of instinctual actions, still evident in human expressions and body language. Such expressions reflect internal emotional states and communicate signals to others, influencing social interactions by either attracting or repelling certain behaviors. Darwin's theories established a foundation for organismic views of motivation by suggesting that human motives originate from instinctual responses shaped by evolutionary factors. This early perspective was significant in connecting the roots of motivation to biological impulses, paving the way for later theories that explore motivation from psychological and social angles (Ryan, Bradshaw, & Deci, 2019).

The development of motivation theories in psychology has been affected by various foundational ideas from different perspectives. In "The Expression of the Emotions in Man and Animals" (1872), Charles Darwin linked human motivation to instinctual responses, arguing that emotions like fear and anger stimulate adaptive behaviors such as fighting, fleeing, or reproducing. He posited that these emotional reactions serve as social cues that impact interpersonal relationships, establishing a biological basis for motivation and setting the groundwork for evolutionary psychology (Ryan, Bradshaw, & Deci, 2019).

William James (1890) built upon Darwin's perspective by asserting that human behavior is primarily governed by innate tendencies. This created one of the initial psychological frameworks for understanding motivation. Sigmund Freud (1915) further expanded this concept through his psychoanalytic theory, emphasizing that unconscious desires are crucial drivers of behavior. Freud introduced the idea that unacknowledged psychological conflicts and desires significantly influence human actions. In the mid-20th century, Abraham Maslow (1943) revolutionized the field with his Hierarchy of Needs, suggesting that human motivation develops through various hierarchical stages, ultimately leading to self-actualization.

This humanistic view emphasized personal development and the achievement of one's potential as core motivational forces. At the same time, B.F. Skinner (1953) advanced behavioral

Chapter One : Future Employment Anxiety and Academic Motivation

psychology with his theory of Operant Conditioning, focusing on external reinforcements and punishments as critical influences on behavior, contrasting with earlier theories concentrated on internal drives. As psychological research progressed, cognitive theories of motivation gained importance. John Atkinson's Expectancy-Value Theory (1957) framed motivation as a function of an individual's expectations of success and the value assigned to particular outcomes.

This highlighted the significance of cognitive processes like decision-making and goal-setting. In the 1980s, Edward Deci and Richard Ryan introduced Self-Determination Theory (SDT), which differentiated between intrinsic motivation—driven by internal satisfaction—and extrinsic motivation—driven by external rewards. SDT underscored the importance of autonomy, competence, and relatedness in sustaining motivation, merging cognitive and humanistic perspectives. In recent years, research has continued to build upon these foundational theories by incorporating insights from neuroscience and social-cognitive perspectives.

Carol Dweck and Ellen Leggett's Mindset Theory (1988) linked motivation to individuals' beliefs about their abilities, indicating that a growth mindset enhances both motivation and performance, while a fixed mindset limits them. These modern approaches reveal the complex nature of motivational processes and their significant impact on human behavior, learning, and overall well-being (Dweck & Leggett, 1988).

1.3. Definition of Motivation

Motivation is generally understood as the driving force behind people's actions. It guides individuals toward their goals and helps maintain their engagement in various tasks. Many scholars have explored motivation from different perspectives. According to Ryan and Deci (2000), feeling inspired to take action is a primary aspect of motivation. Thus, a person who lacks motivation or inspiration is considered unmotivated, while someone who is inspired or driven to achieve a goal is seen as motivated. Eccles and Wigfield (2000) further define motivation as the mechanisms that initiate and support goal-directed behavior. Although researchers from various theoretical backgrounds describe motivation differently, there is an agreement that it involves the beliefs, values, and objectives that influence behavior.

Some researchers argue that motivation is stable, while others believe it can change over time. Dörnyei (2005) states that the process of initiating and maintaining goal-directed activity is known as motivation. Numerous factors can affect motivation, including an individual's goals,

Chapter One : Future Employment Anxiety and Academic Motivation

self-perception, and the perceived value of a task. Weiner emphasizes the role of individuals' perceptions of their past achievements and failures in shaping motivation. People are more likely to stay motivated if they believe their skills and efforts contribute to their success. Conversely, motivation tends to decline if individuals attribute their failures to uncontrollable factors, such as luck (Weiner, 1985).

1.4. Types of Motivation

According to the Self-Determination Theory developed by Ryan and Deci, motivation can be categorized based on the reasons or goals for engaging in an activity. This classification distinguishes between intrinsic and extrinsic motivation, highlighting the differences in human behavior.

1.4.1. Intrinsic Motivation

Intrinsic motivation refers to the drive to participate in an activity for the enjoyment and satisfaction it provides, rather than for external rewards. As Ryan and Deci (2000, p. 55) state, it is "the doing of an activity for its inherent satisfactions rather than for some separable consequence." Individuals who are intrinsically motivated engage in activities because they find them enjoyable, interesting, or personally rewarding. This type of motivation is connected to increased creativity, deeper understanding, and sustained engagement (Deci & Ryan, 1985). Research indicates that intrinsic motivation enhances cognitive flexibility and problem-solving abilities.

Amabile (1983, p. 78) notes that "intrinsic motivation is conducive to creativity because it focuses individuals on the task itself rather than on external evaluations or rewards." Furthermore, intrinsic motivation is linked to psychological well-being, fostering a sense of autonomy and competence (Ryan & Deci, 2000). However, external pressures, such as performance evaluations, competition, or reward systems, can diminish intrinsic motivation. Deci, Koestner, and Ryan (2001, p. 3) found that "controlling external factors, such as tangible rewards, can diminish intrinsic motivation by shifting the focus from personal interest to external incentives." This phenomenon, known as the undermining effect, highlights that intrinsic motivation can be fragile and significantly influenced by external factors.

1.4.2. Extrinsic Motivation

Chapter One : Future Employment Anxiety and Academic Motivation

Extrinsic motivation refers to engaging in an activity to achieve an external outcome, such as earning a reward, gaining recognition, or avoiding penalties. According to Eccles and Wigfield (2002, p. 112), it is defined as "the drive to perform a behavior due to external incentives or pressures instead of personal interest." Unlike intrinsic motivation, which stems from personal fulfillment, extrinsic motivation relies on external rewards. This type of motivation can effectively encourage short-term compliance and productivity, particularly for monotonous or disengaging tasks (Skinner, 1953).

Self-determination theory categorizes extrinsic motivation into various types, ranging from external regulation—where behavior is directed by external rewards or penalties—to integrated regulation, in which external objectives are fully embraced and resonate with personal values (Ryan & Deci, 2000). Vallerand (1997, p. 273) notes that "extrinsic motivation can vary in its degree of autonomy based on how much a person aligns with the external goals." When external goals are internalized, extrinsic motivation can foster self-determination and sustained engagement. However, extrinsic motivation does have its drawbacks.

It can lead to overjustification, where individuals attribute their actions solely to external rewards, potentially diminishing their intrinsic interest in the activity (Lepper, Greene, & Nisbett, 1973). Furthermore, an overreliance on external incentives can create dependency and reduce autonomy, ultimately affecting long-term motivation and creativity (Deci, 1971). Despite these challenges, extrinsic motivation can be beneficial when applied correctly. Ryan and Deci (2000, p. 70) state that "when external rewards are viewed as informative and supportive rather than controlling, they can enhance motivation and performance." Consequently, the effectiveness of extrinsic motivation depends on how rewards and incentives are designed and perceived.

While intrinsic motivation fosters greater engagement, creativity, and psychological well-being, extrinsic motivation often encourages short-term compliance and productivity. A significant challenge lies in balancing the two types of motivation, as external rewards can sometimes undermine intrinsic interest. Effective motivation strategies should promote autonomy, provide meaningful feedback, and ensure that external incentives align with personal values (Ryan & Deci, 2000). By recognizing the complex relationship between intrinsic and extrinsic motivation, educators, employers, and policymakers can create environments that enhance both motivation and performance.

Chapter One : Future Employment Anxiety and Academic Motivation

1.5. Academic Motivation

Academic motivation is a crucial factor that influences behaviors related to academic achievement and performance. It impacts the effort students exert, their ability to effectively manage tasks, the choices they make regarding their engagement in activities, and their persistence when faced with obstacles (Schunk et al., 2008). This motivation reflects a student's willingness, as shown through their attitudes, determination, and interest in academic subjects, especially when evaluating their abilities against standards of excellence or performance (McClelland et al., 1953). The concept encompasses various ideas explored by researchers, including self-efficacy, determination, and resilience—all of which are interconnected with motivational traits.

In addition, academic motivation significantly impacts student performance and their adjustment to the college environment (Karatas & Erden, 2014). It is closely linked to academic success, learning strategies, and cognitive styles. Furthermore, personality features play a significant role in influencing students' motivation levels and their interactions with educational content (Karatas & Erden, 2014).

1.5.1. The impact of motivation on students

Students' academic achievement, level of involvement, and overall educational experience are significantly influenced by their motivation. Researchers have extensively studied the role of motivation in learning processes, focusing on the different factors that can impact students' academic success or failure.

1.5.1.1. Academic achievement

Several studies highlight the direct correlation between motivation and academic achievement. Academic achievement, as discussed by Ryan and Deci (2020), is greatly influenced by intrinsic motivation, which arises from internal satisfaction rather than external rewards. They emphasize that students who feel competent and supported in their learning environment are more likely to engage successfully in academic activities and persist through challenges. According to their Self-Determination Theory (SDT), intrinsically motivated students are more focused, passionate about learning, and resilient in their studies, leading to better outcomes.

Chapter One : Future Employment Anxiety and Academic Motivation

With an emphasis on self-regulated learning, Schunk and Zimmerman (2008) contend that students' motivation helps them define objectives and use efficient study techniques. They stress that a major component of academic achievement is self-efficacy or the belief that one's ability to succeed. Their research shows that students who have a high sense of their abilities are more willing to take on difficult assignments and persevere through challenges, which leads to better academic achievement. Similarly, when Pintrich and De Groot (1990) examined the relationship between motivation and self-regulated learning, they found that more motivated students were more likely to use cognitive and metacognitive strategies. These strategies included planning their study materials and closely monitoring their understanding of the content. Their research indicates that motivated students tend to exhibit greater self-discipline, which in turn enhances their academic performance.

1.5.1.2. Learning Engagement

Three categories are used by Fredricks, Blumenfeld, and Paris (2004) to classify engagement: behavioral, emotional, and cognitive. According to their research, motivation has a significant impact on each of the three elements. Participating in class activities and finishing assignments are examples of behavioral engagement; students' interest and excitement for learning are examples of emotional engagement; and critical thinking and in-depth study are examples of cognitive engagement. For them, students who are intrinsically motivated are more likely to participate completely in each of these areas.

Eccles and Wigfield (2002) explore how students' ideas and values influence their participation in education. According to their Expectancy-Value Theory, students are more likely to exert effort and engage actively in their learning when they perceive a task as important and believe they can succeed. They argue that maintaining student engagement requires incentives, particularly in situations where students are facing academic challenges. According to Deci and Ryan (1985), environments that support autonomy improve engagement and motivation. They contend that giving students autonomy over their education boosts their intrinsic motivation, which in turn results in more cognitive engagement. However, restrictive settings that prioritize rigid rules and external incentives may lower students' intrinsic motivation and, as a result, their level of involvement in the learning process.

Chapter One : Future Employment Anxiety and Academic Motivation

1.5.1.3. Psychological well-being

Beyond academic outcomes, motivation also influences students' mental health and overall well-being. Burnout, fatigue, and stress are more common among students who lack intrinsic motivation because they do not find their studies interesting or important. Externally driven people frequently experience pressure, which can raise stress levels and cause them to stop learning (e.g., studying merely for rewards or to escape punishment). Students who study because they enjoy learning, or who have high intrinsic motivation, on the other hand, are more likely to stay focused through academic difficulties without feeling overwhelmed, which results in lower levels of stress and more psychological resilience. Salmela-Aro et al. (2009). Their research highlights the significance of encouraging motivation in order to protect students from negative psychological impacts such as anxiety and depression brought on by academic stress.

1.6. Demotivating factors

Motivation is dynamic and can change over time, influenced by various internal and external factors that can have either a positive or negative effect. In contrast to amotivation, which refers to a total lack of drive to engage in any activity (Deci & Ryan, 1985), demotivation occurs when students initially possess motivation but lose it due to various external or internal influences (Dörnyei, 2001).

1.6.1. Internal Demotivating Factors

While external factors shape the academic environment, internal demotivating factors arise from students' psychological states and personal characteristics. One of the most significant internal barriers to academic success is low self-efficacy. Self-efficacy, a term introduced by Bandura in 1997, refers to a person's confidence in their ability to accomplish specific tasks. Bandura highlighted that students with low self-efficacy often lack the effort and motivation needed to overcome academic challenges because they do not trust their own abilities. When these students face failure, it can further diminish their interest in studying, as such experiences reinforce their negative self-perceptions.

Moreover, according to theorists of self-efficacy, students with low self-efficacy encounter motivational challenges. When they perceive themselves as unable to succeed in specific tasks, they might only attempt them briefly, give up quickly, or completely avoid them.

Chapter One : Future Employment Anxiety and Academic Motivation

These negative perceptions of their capabilities can negatively affect their academic performance and lead to a cycle of failure and learned helplessness, ultimately harming their mental health. For example, if students believe they cannot write well and think they will consistently fail, they may avoid writing by pretending illness, creating distractions, producing minimal work, or approaching the task carelessly. Such avoidance behaviors can significantly impact their advancement, particularly if their diminished self-efficacy extends to other academic activities. This can result in additional academic difficulties, such as receiving low grades, experiencing conflict with teachers, being assigned to lower-level or special education classes, failing important exams, or needing to repeat a grade (Margolis and MacCabe, 2006).

Closely related to self-efficacy is test anxiety and fear of failure, which have been widely studied in educational psychology. Zeidner and Matthews (2003) found that students with significant test anxiety often experience cognitive overload, which interferes with their ability to concentrate and recall information during exams. This heightened stress not only leads to poorer academic performance but also creates negative associations with learning, causing students to lose motivation to study. According to Zeidner, students who have faced multiple academic failures may resort to avoidance strategies, such as procrastination, skipping exams, or convincing themselves that studying is useless.

Cassady & Johnson (2002) examined how the fear of failure contributes to a lack of motivation and discovered that students who have a significant fear of making mistakes often engage in self-handicapping behaviors. For instance, they might intentionally underprepare for exams to protect their self-esteem, allowing them to attribute any failure to insufficient effort rather than to a lack of ability. This behavior creates a cycle of academic disengagement, where students avoid challenging tasks to avoid the risk of failing.

Another internal factor is the lack of well-defined academic objectives. Research indicates that students who set specific and achievable goals tend to stay more motivated (Locke & Latham, 2002). Their findings show that students without clearly defined academic targets often struggle to maintain their motivation. They discovered that precise, specific, and challenging goals enhance engagement, while vague or overly difficult goals can lead to frustration and disengagement. Additionally, they noted that students who lack a clear purpose in their studies frequently experience a lack of direction, procrastination, and reduced persistence. Similarly, Schunk & Pajares (2005) found that students who struggle to establish meaningful

Chapter One : Future Employment Anxiety and Academic Motivation

academic goals often feel overwhelmed and aimless, which results in decreased engagement and effort.

Furthermore, a lack of interest in the subject greatly affects students' motivation. Deci and Ryan (1985, 2000) discovered that students who lack intrinsic interest in a subject are less ready to participate in deep learning and are more likely to depend on surface-level strategies, such as rote memorization without true understanding. They declared that students who do not perceive personal significance or enjoyment in a subject often lose engagement, particularly when external incentives like grades fail to maintain motivation.

1.6.2. External Demotivating Factors

External factors that demotivate students arise from their educational environment and interactions within it. One common external factor is negative teacher behaviors. Gorham and Millette (1997) found that students often identified a lack of enthusiasm from teachers, negative feedback, and limited encouragement as significant demotivating factors in college classrooms. The study highlighted that students are more likely to disengage when instructors do not show interest in their progress or fail to provide constructive feedback. When students feel their efforts go unrecognized or receive criticism without guidance for improvement, they tend to lose motivation and participation in academic tasks.

Similarly, Sakai and Kikuchi (2009) emphasized that poor classroom management, unclear explanations, and ineffective communication strategies can lead to a decline in student motivation. The study indicated that when teachers do not engage students with interactive and well-structured lessons, learners lose interest and may develop negative feelings toward the subject. Additionally, the researchers pointed out that instructors who offer insufficient support or show favoritism can further contribute to a lack of motivation in the classroom.

In addition to teachers' negative behaviors, the curriculum and learning environment significantly impact student motivation. Chambers (1993) conducted a study on the influence of curriculum design on student motivation, particularly in the context of language learning. The study found that a rigid, repetitive, and uninspiring curriculum greatly contributes to demotivation. Chambers argued that when course content does not align with students' interests or real-world applications, they struggle to see its relevance, which leads to disengagement. The research also indicated that a lack of diverse instructional strategies and an over-reliance on rote

Chapter One : Future Employment Anxiety and Academic Motivation

memorization have a negative effect on motivation levels. Additionally, Classroom conditions play a significant role in student motivation.

Another major external factor is the assessment and Grading Systems. According to Qasserras et al (2023), when excessive emphasis is put on grades, it often raises concerns among educators and other professionals. In such situations, students may prioritize performing well on exams over genuinely grasping the educational material and its meaning. This can diminish their intrinsic motivation and heighten their dependence on external incentives like grades, rather than being motivated by curiosity or personal development. As a result, numerous teachers, experts, and researchers are exploring alternative methods of assessing and evaluating students that prioritize learning and growth, with the goal of helping students remain engaged with what they are studying and its relevance for the future. An overemphasis on grades can weaken intrinsic motivation. When students believe their value is determined only by their exam results, they tend to prioritize avoiding failure over gaining a deep understanding of the material. This grade-focused mindset can lead to increased anxiety, disengagement, and a decline in motivation over time (Ryan & Deci, 2000).

1.6.3. Anxiety as a hindering psychological factor

Anxiety can reduce motivation by increasing feelings of unease and insecurity, which often leads individuals to avoid challenging tasks (Putwain & Symes, 2018). In academic settings, anxiety is commonly associated with lower academic performance and decreased participation in learning activities. Pekrun et al. (2017) found that test anxiety significantly diminishes students' intrinsic motivation, as their focus shifts from pursuing success to avoiding failure. Anxiety significantly contributes to avoidance behavior and procrastination, which can reduce motivation. Students with high anxiety levels often delay tasks to escape the discomfort associated with challenging assignments (Onwuegbuzie & Jiao, 2000).

This tendency to avoid difficult situations can lead to lower levels of academic engagement and decreased overall success (Schraw et al., 2007). In the workplace, anxiety-driven avoidance can result in decreased productivity and fewer opportunities for career advancement (Barlow, 2002). Anxiety can lead to cognitive interference and avoidance behavior, but it can also result in emotional exhaustion and burnout, which further reduce motivation. Emotional exhaustion is characterized by feelings of fatigue and a depletion of emotional resources, and it is

Chapter One : Future Employment Anxiety and Academic Motivation
often associated with anxiety in high-stress environments (Schaufeli & Enzmann, 1998). As individuals experience emotional exhaustion, their motivation to engage in tasks declines, leading to decreased performance and satisfaction (Salanova et al., 2010).

Section Two: Future Employment Anxiety

1.7. Definition of Anxiety

Anxiety is a well-explored topic in psychology, commonly described as a feeling of unease and distress triggered by the anticipation of future dangers. It can result in excessive worry, nervousness, and physical symptoms such as an increased heart rate and muscle tension. According to the American Psychiatric Association (2022), anxiety is defined as a reaction to perceived threats that encompasses both mental and physical symptoms. Some researchers, such as Spielberger (1966), suggested expanding the definitions of anxiety to include conceptual anxiety by distinguishing between trait anxiety and state anxiety. He defined trait anxiety as an individual's stable tendency to respond with anxiety, while state anxiety describes a temporary emotional state characterized by physical arousal and feelings of fear, worry, and nervousness. This distinction is similar to the contrast between potential and kinetic energy.

Additionally, Barlow (2002) describes anxiety as a mood state directed towards the future, where individuals prepare for potential negative events. This understanding underscores the importance of cognitive anticipation in anxiety, suggesting that it arises from uncertainty rather than being solely an immediate reaction to stress. Furthermore, Lazarus and Folkman (1984) argue that anxiety occurs when a person perceives a situation as beyond their capabilities, leading to feelings of being overwhelmed. This viewpoint aligns with theories of stress and coping, indicating that anxiety is linked to how individuals assess their ability to handle external pressures.

1.8. Causes of Anxiety

The emergence of anxiety disorders involves a complex interplay of biological and environmental influences (Schiele & Domschke, 2017).

1.8.1. Genetic Factors

Research indicates that genetic predisposition significantly contributes to the development of these disorders. Family and twin studies have provided compelling evidence showing that

Chapter One : Future Employment Anxiety and Academic Motivation

genetics play a substantial role in the risk of developing anxiety conditions (Schiele & Domschke, 2017). Genetic susceptibility to generalized anxiety disorder (GAD) is well-documented, with certain genetic markers associated with a heightened likelihood of developing this disorder. Similar to how individuals can inherit a predisposition for various mental and physical health issues, they can also inherit a vulnerability to GAD (Schiele & Domschke, 2017).

Furthermore, genetic factors do not operate independently; they interact with environmental influences in a complex way. Recent research emphasizes the significance of epigenetic processes, such as DNA methylation patterns, in controlling gene expression. These epigenetic changes can influence the effects of environmental stressors and further modulate the actions of genes related to anxiety (Domschke et al., 2013). Structural differences in the brain have also been identified as key contributors to anxiety. Research shows that individuals with generalized anxiety disorder often exhibit significant anatomical changes, particularly in neural circuits responsible for emotional processing and fear responses (Maron et Nutt, 2017).

1.8-2. Environmental Factors

Beyond biological influences, environmental experiences significantly shape an individual's susceptibility to anxiety disorders. Early childhood experiences, particularly negative parenting practices such as neglect, excessive control, or inconsistent discipline, have been identified as major contributors to anxiety development (Brook et Schmidt, 2008). The emergence of Generalized Anxiety Disorder (GAD) is influenced by a mix of genetic, biological, psychological, environmental, and social elements. Although genetics are a factor, a significant share of the risk is linked to complex life experiences (Meek, 2024). Environmental aspects, including family dynamics, cultural backgrounds, and religious upbringing, also significantly impact anxiety development. Negative childhood experiences and exposure to serious stressors or traumatic events are closely linked to anxiety disorders (Eugene & Shih, 2020).

1.8.2.1 Impact of Trauma

Research indicates that childhood trauma—such as physical or emotional abuse, neglect, losing a loved one, abandonment, divorce, or prolonged isolation—significantly raises the likelihood of developing GAD in later years (Meek, 2024). Furthermore, anxiety can be a learned

Chapter One : Future Employment Anxiety and Academic Motivation

behavior; children who grow up with anxious caregivers may adopt similar fears, replicating these behaviors in their own lives (Meek, 2024).

1.8.2.2. Influence of Social Media and Lifestyle

Excessive engagement with social media has been shown to worsen feelings of anxiety. Studies indicate that being frequently exposed to online environments can negatively affect mental health, potentially resulting in both anxiety and depression (Meek, 2024). Lifestyle habits also contribute to anxiety—factors like substance use and interpersonal relationships can boost the risk. For instance, caffeine intake can increase feelings of nervousness and worry, worsening anxiety symptoms (Meek, 2024).

1.8.2.3. Relationships and Anxiety

Personal relationships can be both supportive and anxiety-inducing, particularly for women. Negative experiences, such as feeling fearful or humiliated by a partner, can be a major source of anxiety (Meek, 2024).

1.8.2.4. Work-Related Stress

Work-related stressors, including high expectations, job insecurity, and competition in the job market, are significant contributors to anxiety. The fear of losing a job or not being employed can lead to financial instability, which can intensify feelings of anxiety (Meek, 2024).

1.9. Academic Anxiety

Academic anxiety can affect students at all levels, including elementary school, junior high, high school, and college. This type of anxiety can lead to several negative effects, such as diminished concentration, distracted attention, excessive worry, tension, fear of failure, and avoidance of assignments. Consequently, it can also impact academic performance. According to Gourav (2015, as cited in Jannata& Nur'aeni, 2021), academic anxiety is anxiety related to educational settings and a lack of awareness about managing challenges in school or college environments. As noted by Richa (2015, as cited in Jannata& Nur'aeni, 2021), academic anxiety includes a range of issues, such as worries arising from criticisms by teachers, parents, and peers, anxiety levels associated with testing, concerns about graduation, and the consequences of failing an exam.

1.9.1. Types of Anxiety Relevant to Students

Academic anxiety has been categorized into various types by scholars who have examined its effects on several aspects related to students. According to England et al. (2019), the specific types of anxiety that may be related to active learning practices in undergraduate classrooms are communication anxiety, social anxiety, and test anxiety

1.9.1.1. Communication Anxiety

Communication apprehension or participation anxiety is a form of situational anxiety that arises when students worry about performing poorly in front of their instructor or classmates, particularly when responding to questions in class (whether by volunteering or being called on unexpectedly) (Rocca, 2010; Karim and Shah, 2012). This type of classroom communication apprehension is quite common among undergraduates, with one study indicating that 70% have experienced it at least once (Bowers, 1986).

1.9.1.2. Social Anxiety

Social anxiety is defined as a “persistent and intense fear of social or performance situations where embarrassment might happen,” which often appears when students are required to engage with others, such as during group work in a classroom setting (Jefferson, 2001). A student experiencing social anxiety is likely to also face classroom communication anxiety; however, not all students who encounter temporary communication anxiety in the classroom have ongoing social anxiety.

1.9.1.3. Test Anxiety

Test anxiety refers to the worry of not achieving good results on exams and is a frequently encountered form of anxiety among undergraduates. According to Gerwing et al. (2015), 38.5% of undergraduate students face test anxiety at some stage in their academic journey. This type of anxiety is not restricted to high-stakes tests; it has also been observed during low-stakes quizzes (Khanna, 2015).

Chapter One : Future Employment Anxiety and Academic Motivation

On the contrary, based on Rincon (2021), academic anxiety can arise from various sources that are unique to each individual. As a result, the symptoms of academic anxiety can include a broad range of types.

1.9.1.4. Physiological symptoms

Physiological indicators of anxiety refer to the physical reactions that occur in the body. Academic anxiety often leads to a nervous or fearful response in different parts of the body. These reactions can include:

- A fluttering feeling in the stomach often described as “butterflies.”
- Feeling nauseous.
- An increased heart rate.
- Restlessness, leading to fidgeting or feeling “antsy.”
- Experiencing headaches or dizziness.
- Sweating due to nervousness.
- Shortness of breath
- Muscle tension, difficulty relaxing

1.9.1.5. Cognitive Symptoms

Cognitive symptoms of academic anxiety involve unproductive thoughts that hinder performance. These symptoms do not appear physically but rather affect the student’s thought processes. A student experiencing this type of anxiety has concerns that prevent them from focusing on their studies. Here are some examples:

- Thoughts drift away from the study material toward worries about performance (cognitive distraction).
- The individual struggles to sustain attention and remain focused on tasks (attentional control).
- Intrusive thoughts interfere with the ability to recall or process information learned (cognitive overload).

Chapter One : Future Employment Anxiety and Academic Motivation

-There are difficulties in retrieving the right memories or applying relevant knowledge (retrieval errors/barriers).

-Memories may become inaccessible during tests or studying, which occurs only under specific conditions (anxiety blockage).

-Negative self-talk affects motivation and performance, for example, "I can't do this; I'm never going to pass."

1.9.1.6. Behavioral Symptoms

Behavioral signs of anxiety can be seen in a student's actions and habits. A person who suffers from academic anxiety may display behaviors to avoid situations that provoke feelings of distress. This avoidance can occur in several ways:

-Delaying or avoiding tasks that cause anxiety

-Consciously exerting minimal effort on a task out of fear of not succeeding (perfectionistic avoidance)

-Focusing on a different (non-anxiety-inducing) task

-Quitting or responding with "I don't know" rather than pushing through the anxiety-provoking task.

1.9.1.7. Social Symptoms

Note: Social-academic anxiety is not universally recognized as a distinct type of anxiety. Some researchers contend that it is more accurately viewed as a contributor to academic anxiety. Additionally, this differs from Social Anxiety Disorder, which is classified as a type of general anxiety disorder and requires a professional diagnosis. In contrast, social-academic anxiety is confined to academic contexts and can manifest in different degrees among various students.

Social academic anxiety refers to the fear of negative evaluations from others, including peers, parents, and teachers, that can follow poor academic performance. Students experiencing this anxiety may feel pressure from significant individuals in their lives to excel academically, and the fear of not meeting these expectations can lead to avoidant behaviors, along with feelings

Chapter One : Future Employment Anxiety and Academic Motivation

of dread or worry. Such students are often especially sensitive to embarrassment in a school setting.

Hooda and Saini (2017) offers a different perspective by identifying four components of academic anxiety: worry, emotionality, task-generated interference, and study skill deficits.

1.9.1.7.1. Worry

These are thoughts that distract you from focusing on and completing your academic work effectively. Examples include fearing failure, engaging in negative self-talk, or fixating on the potential outcomes of not performing well. To manage worry, you can challenge negative thoughts with more constructive and realistic ones, and practice self-hypnosis.

1.9.1.7.2. Emotionality

This involves physical symptoms of anxiety, such as a racing heart, sweaty hands, and muscle tension. Helpful strategies for managing these symptoms include relaxation techniques for both muscles and breathing.

1.9.1.7.3. Task-generated interference

refers to unproductive behaviors related to the task at hand that hinder your performance, such as frequently checking the time during an exam or spending too much time on a question you can't answer. To combat these behaviors, it's useful to collaborate with a study skills instructor or counselor to identify specific disruptive behaviors and create a strategy to change or reduce them.

1.9.1.7.4. Study Skill Deficits

These are issues with your current study strategies that create anxiety, like cramming at the last minute or taking poor notes during lectures, which can lead to confusion about assignments. Many students experience the first three types of academic anxiety as a consequence of these deficiencies. Improving your grades will rely on addressing these study skills, and a study skills instructor can assist you in this area.

In his article, Bhanani (2024) explores the elements that lead to student anxiety, highlighting academic stress, social obstacles, familial expectations, peer interactions, and

Chapter One : Future Employment Anxiety and Academic Motivation

financial challenges as primary contributors. He emphasizes that anxiety significantly impacts students' cognitive functions, emotional well-being, social connections, and academic performance.

1.9.2. Causes of Academic Anxiety

1.9.2.1. Academic Stress

Numerous students face considerable pressure stemming from high academic expectations, originating from both their own aspirations and outside influences. They might establish unattainable objectives, like attaining the highest grades or gaining entrance to elite universities. Concurrently, the demands from parents and educators to perform well can boost their anxiety. When students find it difficult to satisfy these high standards, it frequently results in heightened stress and feelings of self-doubt.

1.9.2.2. Social Challenges

Building and keeping friendships is an essential part of student life, yet it can also be a substantial cause of anxiety. Worries about fitting in, peer connections, and the risk of bullying can significantly affect students' mental health. Social media amplifies these concerns by showcasing idealized portrayals of others' lives, causing students to feel insufficient or compelled to conform to unrealistic social expectations.

1.9.2.3. Family Expectations

The atmosphere at home significantly influences students' emotional health. Some students experience stress due to pressure from parents to achieve success, insufficient emotional support, or family conflicts. Cultural norms and traditional duties can further increase their anxiety, causing them to feel weighed down by obligations they find difficult to manage.

1.9.2.4. Peer Interactions

A significant amount of time for students is spent interacting with their peers, both in school environments and social settings. The need for acceptance, anxiety about being evaluated by others, and difficulties in friendships or romantic connections frequently contribute to feelings

Chapter One : Future Employment Anxiety and Academic Motivation
of anxiety. These worries are particularly heightened during major life transitions, like switching schools or starting college.

1.9.2.5. Financial Concerns

Numerous students deal with anxiety related to finances because of worries about education costs, everyday living expenses, and student loans. The lack of clarity regarding their financial situation and job opportunities after finishing their studies can increase stress levels. The demands of balancing the budget while concentrating on their education contribute to their overall feelings of concern and unease.

1.9.3. Effects of Anxiety in Students

Anxiety impacts students in various aspects of their lives, hindering their academic performance, clarity of thought, emotional regulation, and ability to maintain relationships.

1.9.3.1. Poor Academic Performance

Anxiety can hinder students from concentrating during class or while studying. They frequently find it difficult to remember information and maintain focus, which diminishes their capacity to comprehend and retain knowledge. Test anxiety can be particularly harmful, causing students to feel intense panic and forget all they prepared, resulting in bad grades.

1.9.3.2. Cognitive Challenges

Ongoing anxiety consumes mental resources, hindering students from thinking clearly, solving problems, or forming logical relationships among concepts. They may have difficulty organizing their ideas and experience challenges with making decisions. Anxiety can also result in self-doubt and pessimistic thoughts, which further diminishes their capacity to process information efficiently.

1.9.3.3. Emotional Well-Being

If not addressed, anxiety can lead to significant emotional difficulties, such as depression and diminished self-esteem. Students might experience feelings of despair, worthlessness, or a sense of endless failure. Many of them become excessively critical of themselves and adopt a negative outlook on life. Anxiety may also result in moodiness, irritability, and challenges in

Chapter One : Future Employment Anxiety and Academic Motivation
managing emotions, which makes it more difficult for students to handle stress in a constructive manner. Some may resort to unhealthy coping strategies to manage their feelings.

1.9.3.4. Social Challenges

Anxiety frequently creates tension and discomfort in social situations for students. They might worry about being evaluated or criticized, leading them to steer clear of speaking with teachers and peers. When they do join in conversations, they may experience self-consciousness, awkwardness, or struggle to engage fully due to their overwhelming concerns. Over time, anxiety can result in social withdrawal and isolation, which makes it increasingly challenging to establish and sustain friendships.

1.9.3.5. Attendance and Participation

In extreme situations, anxiety may lead students to miss school regularly or have difficulties engaging in class activities. Symptoms such as panic attacks, persistent worry, or physical issues like nausea and headaches can create obstacles to attending school. Moreover, students dealing with anxiety frequently procrastinate, feeling drowned by their tasks, which further impacts their academic success.

1.9.3.6. Difficulty with Focus and Concentration

Persistent anxiety hinders students' ability to concentrate on their lessons or tasks. Their thoughts are frequently consumed by worry, which stops them from fully participating in the learning process.

1.9.3.7. Behavioral Issues

Anxiety may result in significant changes in behavior. Students might show signs of irritability, restlessness, or even aggression. Some may exhibit oppositional behaviors, pushing back against authority or acting out as a reaction to their stress and frustration.

1.9.3.8. Sleep Issues

Numerous students dealing with anxiety find it challenging to either fall asleep, remain asleep, or achieve restful sleep. Insufficient sleep deepens their anxiety.

Chapter One : Future Employment Anxiety and Academic Motivation

1.9.3.9. Substance abuse

A number of students may attempt to manage their anxiety by resorting to alcohol, drugs, or nicotine. Although this may provide short-term relief.

In summary, anxiety can have a serious impact on students' academic success, emotional health, social life, and overall well-being. Recognizing these effects is important to ensure that students receive the right support and guidance Benhanani M (2024).

1.10. Future Employment Anxiety

The shift from university to the job market represents a significant stage for students and is often accompanied by heightened worries about securing employment (Belle et al., 2021) as cited in (Emrullah Boğazlıyan & Avşaroğlu, 2024). This period is characterized by job search anxiety, which refers to the concerns students have about landing a job after graduating (Cho, 2008). Studies indicate that this anxiety can adversely affect both mental health and overall well-being (Rith- Najarian et al., 2019).

Various factors contribute to job search anxiety among university students. Eş and Durak (2018), Demir (2016), and Lim et al. (2018) have categorized these factors into unemployment stress, economic conditions, individual-level issues, and external influences. Additionally, research highlights concerns such as insufficient work experience, inadequate job opportunities, discrimination, feelings of hopelessness, and self-efficacy issues as significant contributors to anxiety during the job search (Demir, 2016). İşleyen (2019) asserts that the growing number of graduates, academic programs, and universities increases competition for available jobs, intensifying this anxiety. The heightened competition, combined with unrealistic job expectations and challenges in self-confidence, complicates the job search process for students.

Furthermore, students often worry that a lack of sufficient professional experience during their studies will limit their career opportunities. Many fear that they will end up in unsuitable jobs or receive low pay post-graduation, which adds to their anxiety about the future (Emrullah Boğazlıyan & Avşaroğlu, 2024). Future anxiety, which frequently arises during one's twenties, an essential time for establishing a career and family life, is particularly common among those nearing graduation (Hammad, 2016). Hammad highlights that this anxiety is triggered not only

Chapter One : Future Employment Anxiety and Academic Motivation

by fears of academic failure but also by concerns about the diminishing availability of job opportunities in a competitive landscape.

Recent research further affirms these observations, showing that many graduating students feel pessimistic about their career prospects. A survey conducted by Handshake found that 57% of college seniors are apprehensive about their career beginnings, while 68% report feeling stressed about their futures (Damian, 2024). Likewise, Zaugg (2023) cites a Pew Research Center study indicating that 55% of young adults believe that finding a job today is harder than it was for their parents, and 70% feel it is more challenging to save for the future, pay for education, and buy a home.

1.10.1. The Impact of Future Employment Anxiety on Students' Academic Motivation

Research in the literature has explored future employment anxiety and academic motivation as separate topics. However, very few studies have identified a connection between these two subjects or examined the negative impact of future employment anxiety on academic motivation. In their article about the relationship between job-finding anxiety and academic engagement, Balci. B et al. (2024) emphasized that a career represents more than merely having a job for an individual. Progressing in a career means earning a larger salary, assuming more responsibilities, and achieving higher professional and social standing. In this sense, a career is closely associated with various elements such as a feeling of accomplishment, potential prospects, psychological advantages, and an enhanced quality of life (Demirbilek, 1994). Some young people might distance themselves from their college and coursework if they feel their area of study won't lead to a practical career.

College acts as a phase for exploring career options, with students often selecting their majors based on particular interests (Martens & Lee, 1998). However, those who feel anxious about future job prospects may find it difficult to connect with their academic community as they are preoccupied with the challenge of obtaining a position in their desired field. This anxiety can hinder their ability to fully enjoy their university experience, which may contribute to poorer academic outcomes. Studies indicate that a considerable number of young adults spend a lot of

Chapter One : Future Employment Anxiety and Academic Motivation

time looking for jobs on online platforms and the internet, as well as pursuing employment counseling (Au, Kim, Lee, & Chung, 2011; Hwang & Park, 2015). Graduates may pass on their anxiety regarding job acquisition to university students through informal conversations. This anxiety could affect students' engagement in their studies, which might result in decreased academic performance. Therefore, additional research is necessary to examine the connection between job-search anxiety and academic engagement, Balci. B et al. (2024)

Similarly, Chanceman (2024) indicates that career uncertainty goes beyond worries about finding a job; it greatly affects the overall well-being of students. Studies show that young people who are unsure about their future careers are at a higher risk of experiencing anxiety, stress, and even depression. This lack of clarity can leave them feeling lost and uncertain about their future, which adversely impacts their mental health. Numerous students face the pressure to achieve while not having a clear understanding of what success means, resulting in significant emotional distress. According to him, in addition to its impact on individual students, uncertainty regarding careers has broader implications for society. When young individuals are uncertain about their futures, they tend to disengage from their education and face a higher risk of dropping out. This disengagement can result in poorer academic outcomes, diminishing their opportunities for success later on.

Conclusion

This chapter establishes a theoretical foundation for the current research. The first section begins by discussing the concept of motivation in general and then focuses on academic motivation and its effects on students. It also addresses demotivating factors that can hinder students' academic motivation. The second section provides a general overview of anxiety and its causes before delving into academic anxiety and its various types. It concludes with a discussion of future employment anxiety and its impact on students. Throughout, the information is presented through the perspectives of various researchers.

CHAPTER TWO

Chapter Two : Research Design and Methodology

Chapter Two: Research Design and Methodology

2-1-Introduction	31
2-2-Research Design	32
2-3-Data Collection Instruments	32
2-4-Research Participants.....	32
2-5-Research Setting	32
2-6-Data Analysis.....	33
2-6-1-Analysis of Students' Questionnaire	33
2-6-2-Analysis of Teachers' Interview	57
2-7-Discussion of the Results	61
2-7-1-Questionnaire Results Discussion	61
2-7-2-Interview Results Discussion	63
2-8-Summary of the Results.....	64
2-9-Conclusion	65

2-1-Introduction

This chapter focuses on the practical aspects of the research. It provides a description of the research design and methodology used in this study, along with the setting and the research participants involved. Additionally, the chapter outlines the research instruments utilized for data collection. Furthermore, it presents the data gathered from students' questionnaires and teachers' interviews in the form of tables, figures, and graphs. Finally, this chapter interprets some of the major findings and provides conclusions drawn from the study.

Chapter Two : Research Design and Methodology

2-2-Research Design

This research study aims to explore the relationship between future employment anxiety and academic motivation among students at Relizane University. To achieve this objective, we employed a mixed-methods approach, utilizing both quantitative and qualitative methods to collect reliable data. This included distributing a questionnaire to students and conducting interviews with teachers.

2-3-Research Instruments

Quantitative and qualitative instruments were utilized for data collection. The first method involved a questionnaire that contained 20 questions submitted to 39 first-year master's students in the English department - Relizane University. The purpose of this questionnaire was to collect quantitative data from a larger sample of students.

The second method consisted of interviews with 6 teachers from the English department. These interviews aimed to gather deeper qualitative insights into the teachers' perceptions and experiences regarding students' behavior and performance.

2-4-Research Participants

This research targeted master one students from the English department at Relizane University. Master 1 students are at a transitional stage where they begin to think about their future paths seriously. So, dealing with academic pressure alongside with uncertainty about their future can decrease their motivation while increasing their anxiety. This makes them a suitable sample for the research to explore.

2-5-Research Setting

This research took place in the English department of Relizane University during the academic year 2024/2025.

2-6-Data Analysis

2-6-1-Students' Questionnaire Analysis

The students' questionnaire consists of three parts: background information, future employment anxiety, and academic motivation.

Section One: Background Information

Gender	Participants	percentage
Male	17	18%
Female	32	82%
Total	39	100%

Table 2-1 Students' Gender

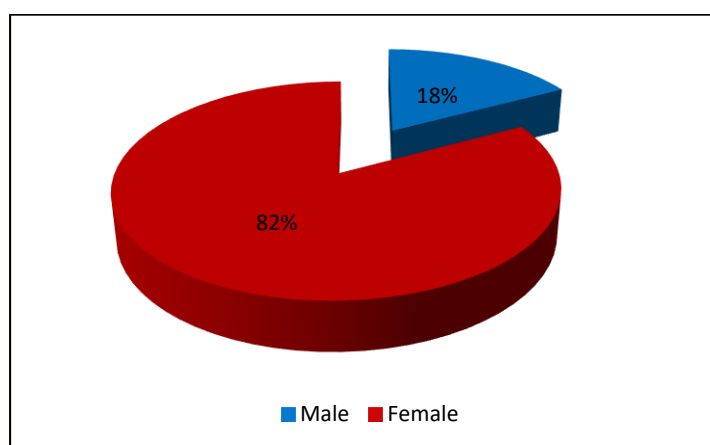


Figure 2-1 Students' Gender

As shown in Table 2.1, 83% of the participants are female, while only 17% are male.

Q 1. Are you currently employed?

Answer	Participants	Percentage
Yes	8	21%
No	31	79%
Total	39	100%

Chapter Two : Research Design and Methodology

Table 2-2 Employment Status of Participants

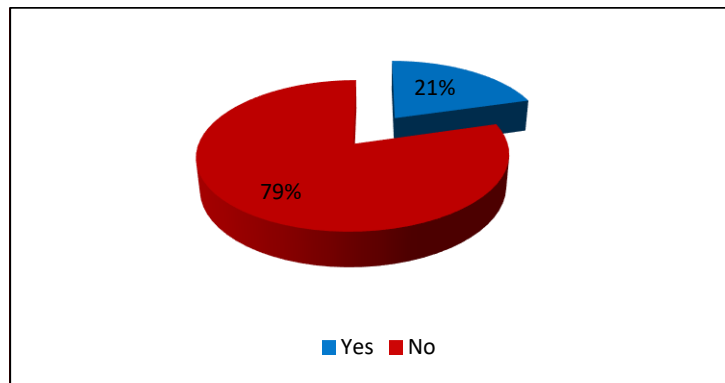


Figure 2-2 Employment Status of Participants

As illustrated in table 2.2, the majority of respondents, 79%, are not currently employed, while 21% are employed.

Section two:Future Employment anxiety

Q 1. Do you think that working while studying has any benefits?

Answers	Participants	Percentage
Yes	27	69%
No	5	12%
I don't know	7	17%
Total	39	100%

Table 2.3 Students' Perceptions of the Benefits of Working While Studing

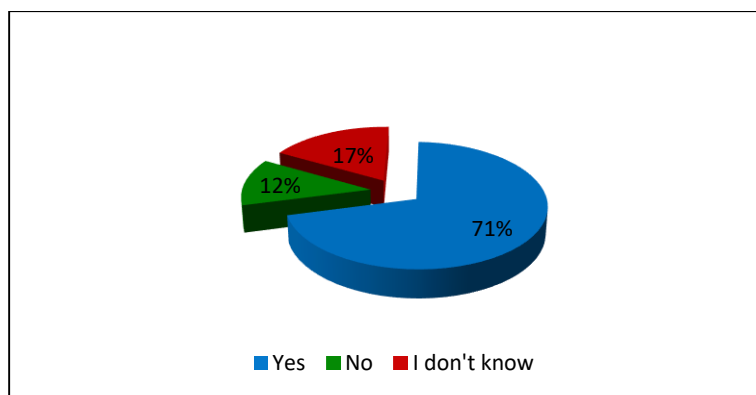


Figure 2-3 Students' Perceptions of the Benefits of Working While Studying

Table 2.3 indicates that 69% of respondents believe working while studying has benefits, 12% think it does not, and 17% are unsure

Q 2. How confident are you about finding a suitable job after graduation?

Answers	Participants	Percentage
Very confident	3	7%
Somewhat confident	29	74%
Not confident	7	17%
Total	39	100%

Table 2.4 Students' Confidence in Securing Employment After Graduation

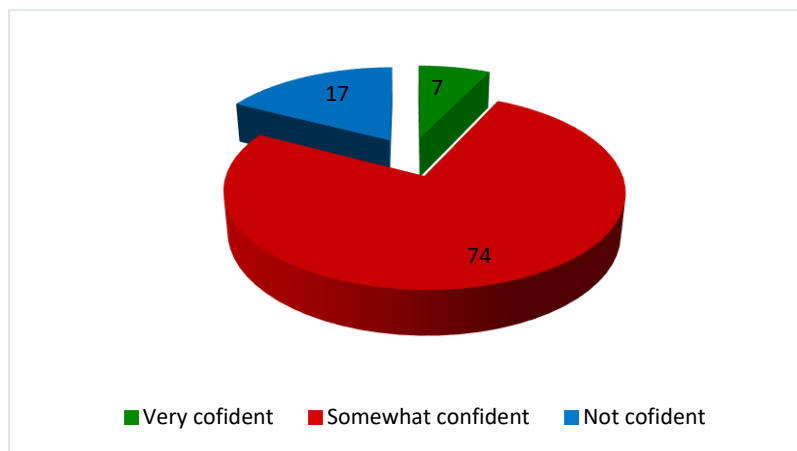


Figure 2-4 Students' Confidence in Securing Employment After Graduation

The results in Table 2.4 showed that among the respondents, only 7% are confident about finding a suitable job after graduation, while a majority, 74%, feel somewhat confident. Additionally, 17% of them are not confident about finding a job.

Q 3. Do you think your field of study has enough job opportunities in Algeria?

Answers	Participants	Percentage
Yes	20	51%
No	6	15%

Chapter Two : Research Design and Methodology

I don't know	13	33%
Total	39	100%

Table 2.5 Students' Perceptions of Job Opportunities in Their Field in Algeria

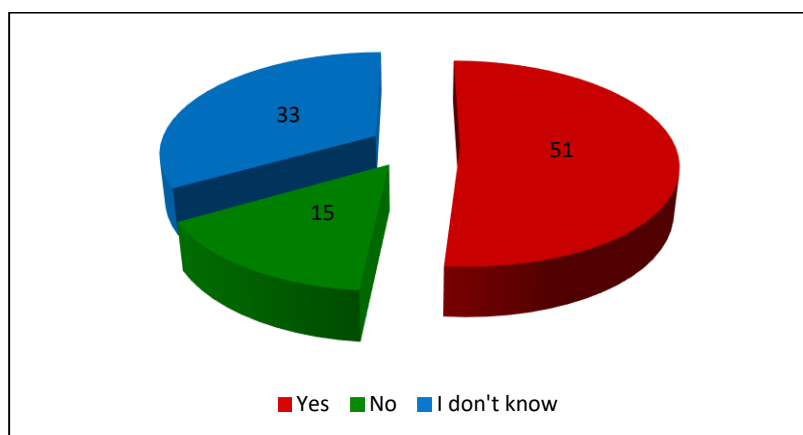


Figure 2-5 Students' Perceptions of Job Opportunities in Their Field in Algeria

Table 2.5 shows that 51% of the participants believe their field of study provides sufficient job opportunities in Algeria, while 15% disagreed, and 33% were uncertain.

Q 4 . Are you currently feeling pressured to secure a job?

Answers	Participants	Percentage
Yes	28	71%
No	11	28%
Total	39	100%

Table 2.6 Students' Current Feelings of Pressure to Secure Employment

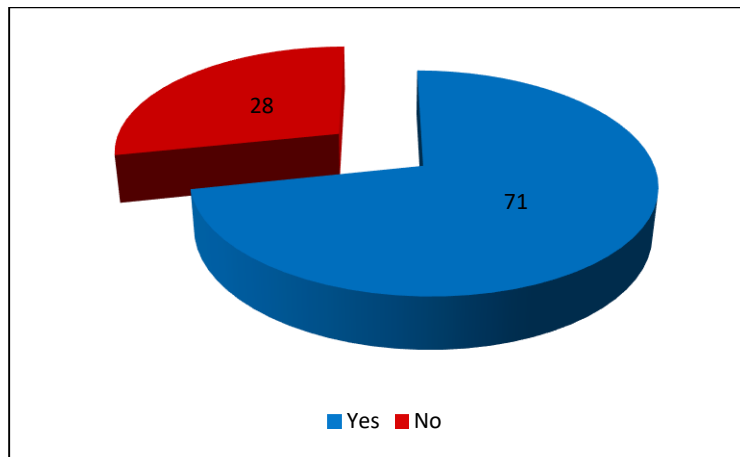


Figure 2-6 Students' Current Feelings of Pressure to Secure Employment

Table 2.6 indicates that 71% of respondents feel pressure to secure a job, while 28% do not share this sentiment.

Q 5. If yes, what factors contribute to your anxiety about finding a job?

Answers	Participants	Percentage
Financial instability	11	28%
Family expectations	3	7%
Peer pressure	6	15%
Limited job opportunities	23	58%
Insufficient qualifications or experience	11	28%
Other	1	2%
	39	100%

Table2.7 Students' Reported Factors Contributing to Job-Related Anxiety

Chapter Two : Research Design and Methodology

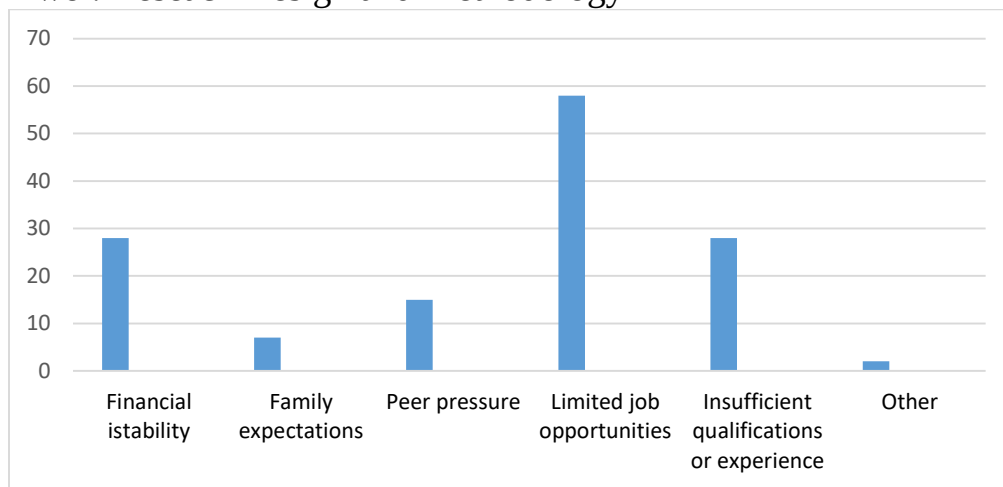


Figure 2-7 Students' Reported Factors Contributing to Job-Related Anxiety

The results in Table 2.7 show that among respondents, 28% believe that financial instability is one of the factors contributing to their anxiety about finding a job, 7% attribute it to family expectations, 15% point to peer pressure, 58% identify limited job opportunities, and 28% feel it is due to insufficient qualifications or experience.

Q 6. How often do you feel anxious about your future career?

Answers	Participants	Percentage
Rarely	4	10%
Sometimes	13	33%
Often	8	20%
Always	14	35%
Total	39	100%

Table 2.8: Level of Students' Career-Related Anxiety

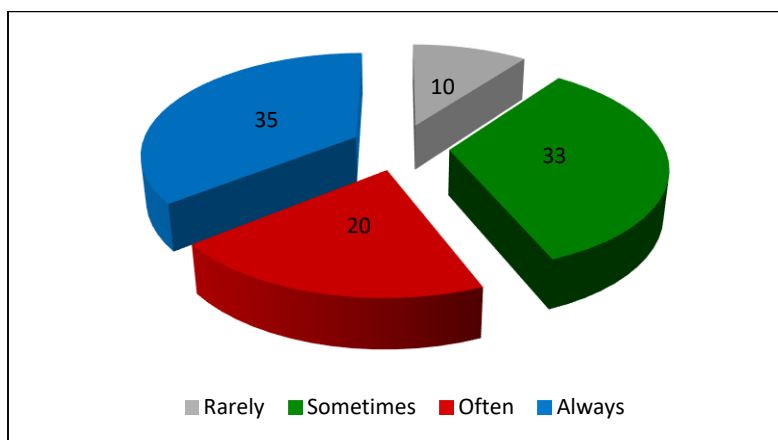


Figure 2-8 Level of Students' Career-Related Anxiety

Table 2.8 indicates that 10% of participants rarely feel anxious about their future careers, 33% sometimes feel anxious, 20% often feel anxious, and 35% always feel anxious.

Q7. Do you think that anticipatory anxiety is a roadblock to your future professional plans?

Answers	Participants	Percentage
Yes	15	38%
No	6	15%
I don't know	17	43%
Total	39	100%

Table 2.9 Students' Perceptions of Anticipatory Anxiety as a Barrier to Career Plans

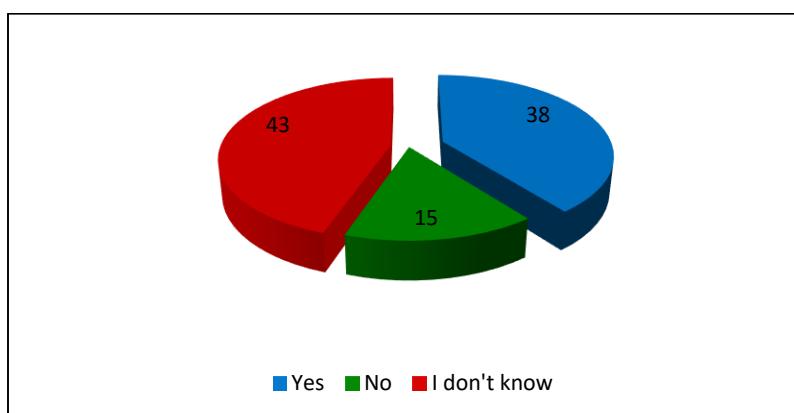


Figure 2-9 Students' Perceptions of Anticipatory Anxiety as a Barrier to Career Plans

Chapter Two : Research Design and Methodology

Table 2.9 shows that 38% of respondents believe that anticipatory anxiety is a roadblock to their future professional plans, 15% disagree, while 43% are unsure.

Q 8. In your opinion, what makes the process of job seeking/ job hunting/ job searching difficult?

Answers	Participants	Percentage
Lack of experience	19	48%
Poor academic performance	5	12%
Limited job opportunities	26	66%
Total	39	100%

Table 2.10 Students' Views on Challenges in the Job Seeking Process

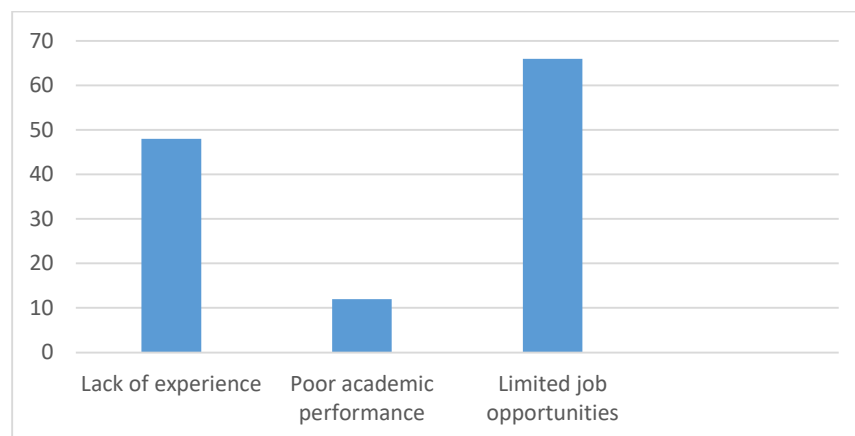


Figure 2-10 Students' Views on Challenges in the Job-Seeking Process

Graph 2.10 indicates that 48% of the respondents believe that a lack experience makes the job-seeking process difficult; 12% attribute it to poor academic performance, and 66% feel it results from limited job opportunities.

Q 9. How often do you discuss job market challenges with classmates?

Answers	Participants	Percentage
Frequently	2	5%
Occasionally	13	33%
Rarely	22	56%
Never	2	5%
Total	39	100%

Table 2.11 Students' Engagement in Discussing Job Market Challenges

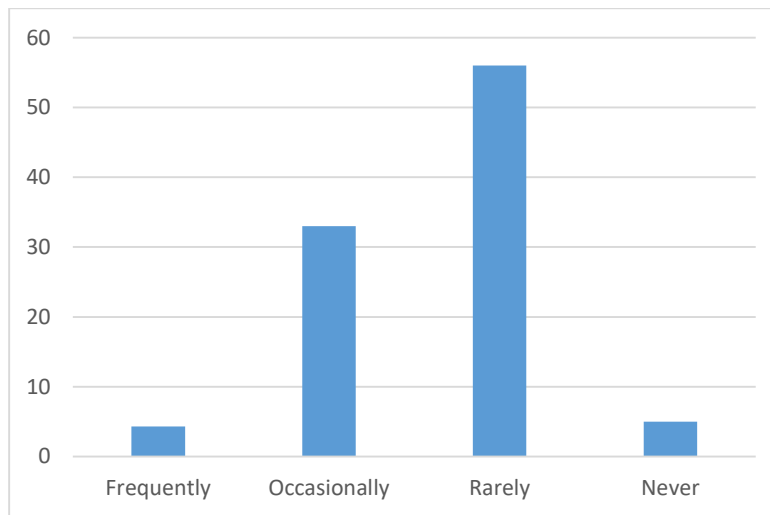


Figure2-11 Students' Engagement in Discussing Job Market Challenges

As mentioned in Table 2.11, 5% of students frequently discuss job market challenges with classmates, 33% occasionally discuss this topic, 56% rarely mention it, while only 2% never bring it up.

Q 10. Do you plan to work in your field of study after graduation?

Answers	Participants	Percentage
Yes	23	58%
No	2	5%
Not sure	14	35%

Chapter Two : Research Design and Methodology

Total	39	100%
-------	----	------

Table 2.12 Students' Intentions to Work in Their Field of Study After Graduation

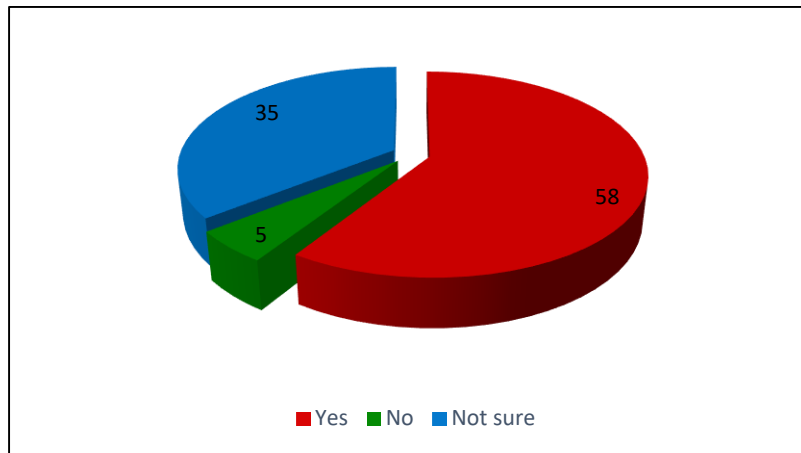


Figure 2-12 Students' Intentions to Work in Their Field of Study After Graduation

The results in table 2.12 indicate that 58% of students plan to work in their field of study after graduation, 35% are unsure, and the minority, which is 5%, do not plan to do so.

If no, have considered alternative plans such as learning traditional crafts, joining the military, or becoming a content creator?

This open-ended question is intended for students who answer no and do not plan to work in their field of study. The aim of this question is to determine whether students have alternative plans. Unfortunately, a large majority of the students did not provide any answers to this question. Some students indicate that they plan to work in e-commerce, online jobs, traditional crafts, and as content creators. Other students want to start their own projects, while some wish to leave the country, and others feel confused and are still reflecting on their options. According to a student, “some how yes but I still thinking about it, it depends on life coditions.”

Q 11. Have you ever questioned whether your academic efforts are worth it due to uncertainties about your future career?

Answers	Participants	Percentage
---------	--------------	------------

Yes, often	10	25%
Yes, sometimes	26	66%
No, never	2	5%
Total	39	100%

Table 2.13 Students’ Doubts About the Value of Academic Efforts Due to Career Uncertainty

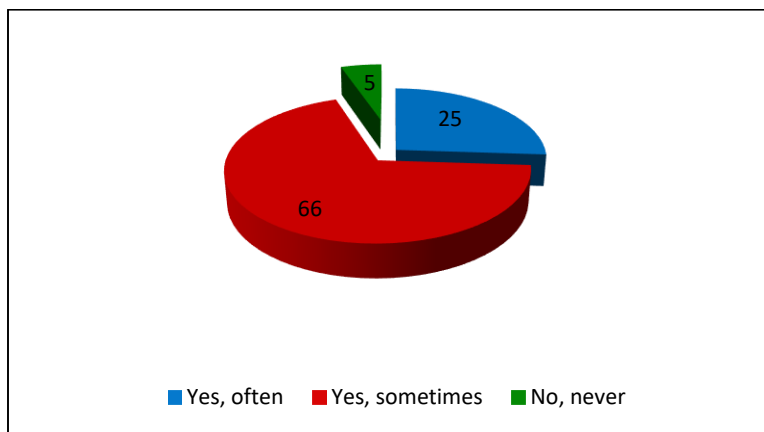


Figure 2-13 Students’ Doubts about the Value of Academic Efforts Due to Career Uncertainty

As illustrated in Table 2.13, 25% of students often questioned whether their academic efforts were worth it due to uncertainties about their future careers; 66% sometimes questioned themselves, while only 5% never did.

Q12. What do you think about university undergraduates who have converted to completely different professional careers such as Chef Ghano, who is an engineer in Mechanics?

The purpose of this question is to understand their feelings and opinions about university undergraduates who have transitioned to completely different professional careers. There are various points of view; some students indicate that pursuing this option is right. According to one student, “they choose the right thing to do.” Other students feel sad and frustrated about studying for all these years and then working in a different professional career. As one student expressed, “I think it is such a shame to waste several years to fulfill a dream, and then find yourself in another job.” Meanwhile, some believe that working in a different field can lead to greater success and satisfaction, even if it seems difficult. According to another student, “changing path can lead to greater job satisfaction and over all happiness.” Other students think that working in

Chapter Two : Research Design and Methodology

another field is better than doing nothing, while some believe it is necessary to find another job, especially due to unemployment.

Section three: Academic Motivation

Q 13. Have ever received negative feedback about job prospects from graduates in your field?

Answers	Participants	Percentage
Yes	26	66%
No	11	28%
Total	39	100%

Table 2.14 Students' Experiences with Negative Feedback from Graduates

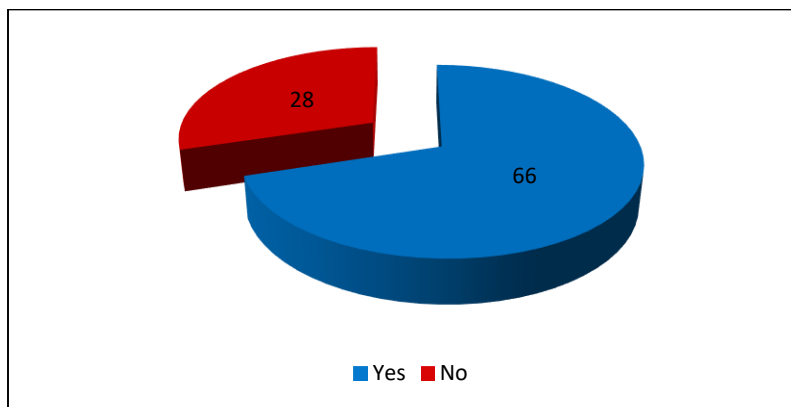


Figure 2-14 Students' Experiences with Negative Feedback from Graduates

Table 2.14 shows that 66% of the respondents answered positively, while 28% of them responded negatively.

Q 14. How often do you hear graduates sharing discouraging experiences about finding employment?

Answers	Participants	Percentage
---------	--------------	------------

Frequently	13	33%
Occasionally	18	46%
Rarely	6	15%
Never	1	2%
Total	39	100%

Table 2.15 Students' Exposure to Discouraging Employment Stories from Graduates

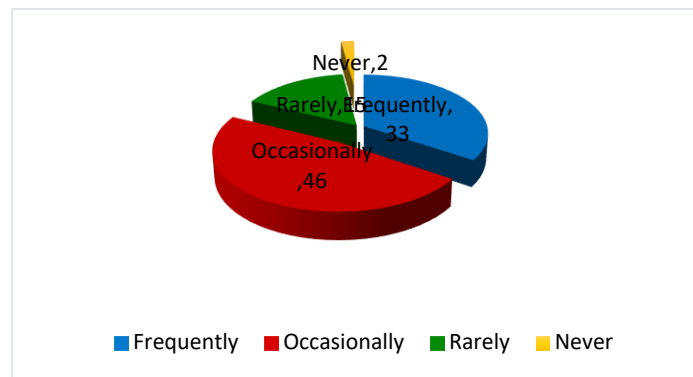


Figure 2-15 Students' Exposure to Discouraging Employment Stories from Graduates

The results in Table 2.15 indicate that 33% of students reported frequently hearing graduates share discouraging experiences about finding employment, 46% hear them occasionally, 15% hear them rarely, and only 2% never hear them.

Q 15. Do these negative perceptions from graduates affect your motivation to study?

Answers	Participants	Percentage
Yes	11	28%
No	28	71%
Total	39	100%

Table 2.16 Impact of Negative Graduate Feedback on Students' Academic Motivation

Chapter Two : Research Design and Methodology

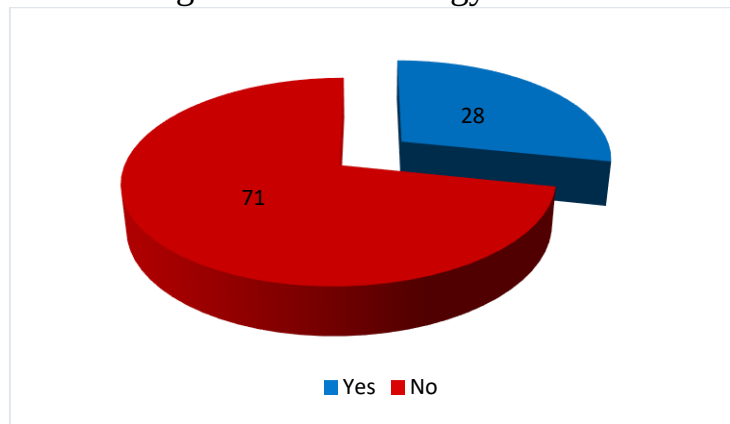


Figure 2-16 Impact of Negative Graduate Feedback on Students' Academic Motivation

The finding revealed that the majority of respondents, 71%, answered negatively, while only 28% responded positively.

If yes, how?

This question relates to students who answer yes; it aims to understand how negative perceptions from graduates affect their motivation to study. The students revealed that it makes them feel like they are just wasting their time studying, according to one student: “feeling hesitate, like I’m just wasting my time.” Others indicate that this negative perception demotivates them from continuing their learning, and it also makes them worry about their future career, according to another student: “it make me afraid and worry.”

Q16. Do you think your average or grades significantly improve your chances of finding a job?

Answers	Prticipants	Percentage
Yes	12	30%
No	10	25%
Not sure	17	43%
Total	39	100%

Table 2.17 Students' Beliefs About the Role of Academic Performance in Employability

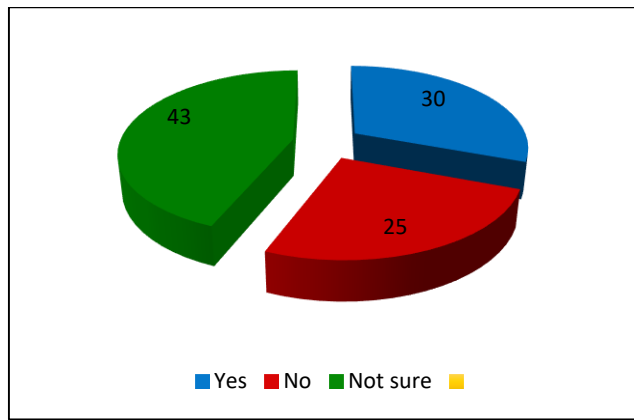


Figure 2-17 Students' Beliefs about the Role of Academic Performance in Employability

The results indicate that 30% of participants believe their average grades significantly improve their chances of finding a job, while 25% disagree, and 43% are uncertain.

Q 17. How motivated are you to:

- Attend classes:

Answers	Participants	Percentage
Unmotivated	5	12%
Neutral	18	46%
Motivated	16	41%

Table 2.18 Students' Motivation to Attend Classes

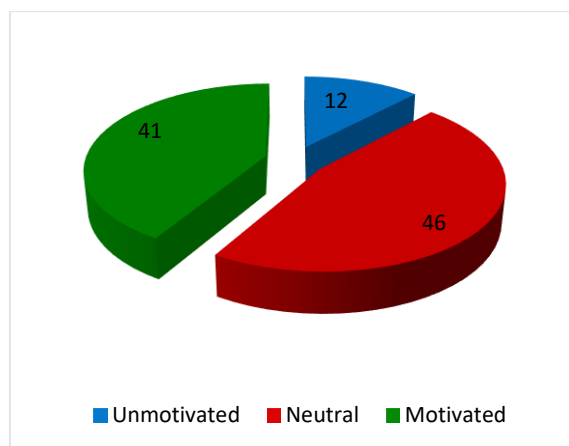


Figure 2-18 Students' Motivation to Attend Classes

Chapter Two : Research Design and Methodology

The figure illustrates that 12% of students are unmotivated to attend classes, 46% are neutral, and 41% are motivated.

-Do assignment and projects:

Answers	Participants	Percentage
Unmotivated	6	15%
Neutral	10	25%
Motivated	23	58%

Table 2.19 Students' Motivation to Complete Assignments and Projects

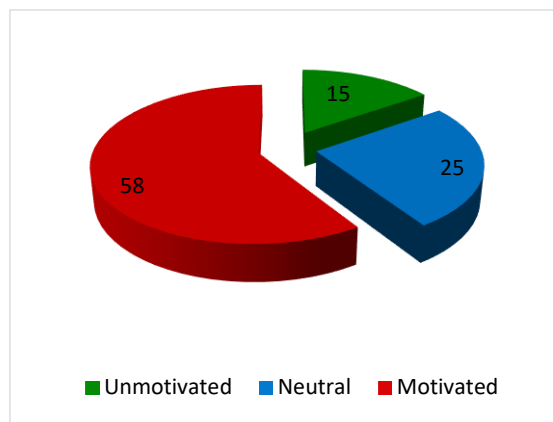


Figure 2-19 Students' Motivation to Complete Assignments and Projects

According to Table 2.19, 15% of students are unmotivated to complete assignments and projects, 25% are neutral, and 58% are motivated.

Answers	Participants	Percentage
Unmotivated	9	23%
Neutral	14	35%
Motivated	15	38%

Table 2.20 Students' Motivation to Prepare for Exams

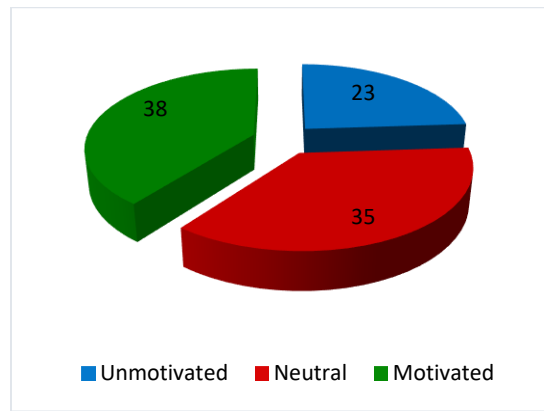


Figure 2-20 Students' Motivation to Prepare for Exams

Table 2.20 indicates that 23% of respondents are unmotivated to prepare for the exam, 35% remain neutral, and 38% feel motivated.

Q18. What challenges affect your ability to stay academically motivated?

Answers	Participants	Percentage
Lack of interest in subjects	20	51%
Fear of failure	17	43%
Distractions (social media, personal issues...)	9	23%
Lack of motivation from teachers or family	14	35%
Negative expectation about future career	16	41%

Table 2.21 Students' Perceived Challenges to Maintaining Academic Motivation

Chapter Two : Research Design and Methodology

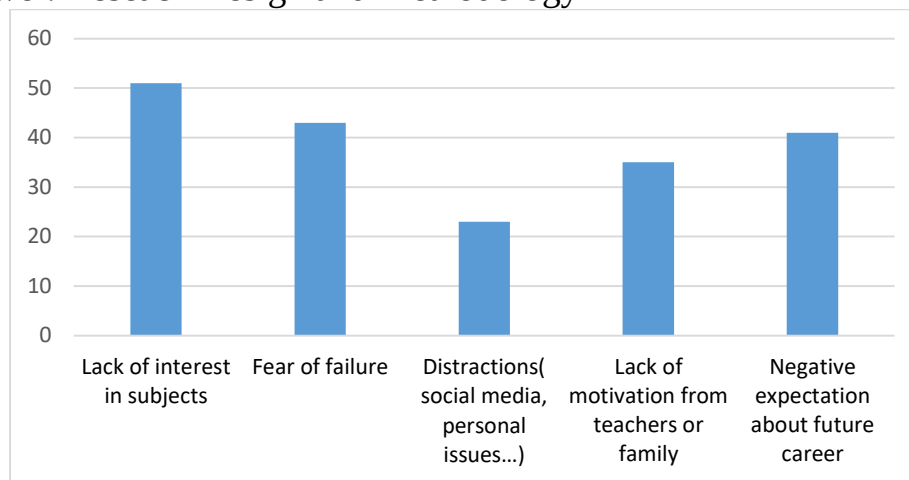


Figure 2-21 Students' Perceived Challenges to Maintaining Academic Motivation

As shown in Table 2.21, 51% of students revealed that the challenge affecting their ability to remain academically motivated is a lack of interest in subjects, 43% mentioned that the challenge is fear of failure, 23% indicated that the challenge is distractions (social media, etc.), 35% asserted that the challenge is a lack of motivation from teachers or family, and 41% agreed it is negative expectations about future careers.

Q 19. What do you think would increase your motivation to study?

Answers	Participants	Percentage
Clear career guidance	22	56%
More practical lessons and internships	21	53%
Recognition for academic achievements (rewards, privileges)	9	23%
Other	0	0%

Table 2.22 Students' Suggestions to Improve Academic Motivation

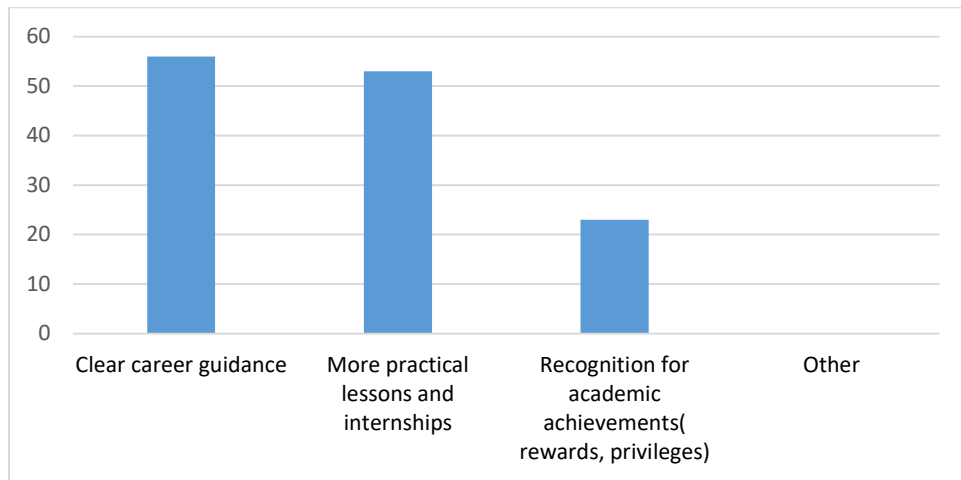


Figure 2-22 Students’ Suggestions to Improve Academic Motivation

Table 2.22 indicates that 56% of participants believe clear career guidance would increase their motivation to study, 53% think that more practical lessons and internships would boost their motivation, and only 23% mention that recognition for academic achievements would do so. However, the “others” option received no responses.

Q 20. Do you think that guaranteed potential employability contributes to the maintenance of higher levels of academic motivation?

Answers	Prticipants	Percentage
Yes	30	76%
No	7	17%
Total	39	100%

Table 2.23: Student’ Beliefs About the Link Between Employability and Academic Motivation

Chapter Two : Research Design and Methodology

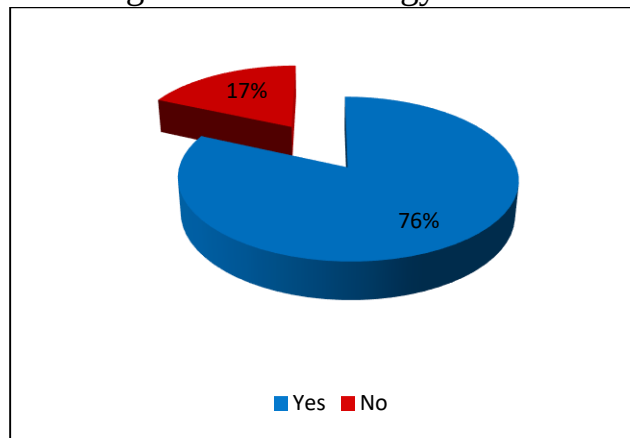


Figure 2-23 Students’ Beliefs about the Link between Employability and Academic Motivation

Table 2.23 shows that the majority of students, 76%, answered positively, while only 17% responded negatively.

Justify your answer

The purpose of this question is to understand the causes behind the students' answers of either yes or no. The students who answered yes indicate that guaranteed potential employability contributes to maintaining higher levels of academic motivation. They believe that the purpose of their studies is to get a job; according to one student, “yes of course this makes me feel comfortable and motivated to gain the work.” Additionally, they assert that guaranteed future employment reduces their anxiety, allowing them to focus on their studies and perform better in their learning. One student stated, “because it encourages me to push harder to work and have desires about my future career and job, also to be able to perform better.” In contrast, the students who answered no revealed that there is no relationship between guaranteed future employment and motivation, asserting that motivation depends on the individual. One student said, “I don’t think so because I think there is no specific relation between potential employability and academic motivation.”

2-6-2-Teachers’ Interview Analysis

Q1: How do you assess the general motivation levels of your students?

Most teachers agreed that students are not motivated at all. One teacher stated, “it below the average”; another teacher pointed out, “it is non-existent to very low.”

Q2: In your opinion, do students put in enough effort to achieve high marks?

According to the teachers, most students don’t put in enough effort to achieve high marks; instead, they do the minimum to pass on to the second level, with only a few students putting in sufficient effort. One teacher indicates that “the minority of students do that.” Another teacher said, “They do the minimum to reach the required average of 10.”

Q3: What do you believe are the main factors contributing to students’lack of motivation?

Teachers have identified several factors contributing to students' lack of motivation. According to most, the main factors include a lack of job opportunities and competence. Some teachers point out that family and the environment in which students grow up influence their motivation. Additionally, one teacher asserted that other factors include weaknesses in language, such as insufficient vocabulary, unawareness of the value of foreign languages, and a poor background in English. Another teacher emphasized less effective motivational training programs, the negative impact of inappropriate teaching methodologies, unsuitable syllabuses, a lack of materials, and inconvenient timetables. Furthermore, one teacher mentioned a lack of clear objectives and a preoccupation with other global issues like social media.

Q4: Have you observed any student motivation shifts over the years?

Concerning this question, the teachers stated that students' motivation shifts over the years. The majority agreed that their motivation decreases over time. One teacher pointed out, “yes, but to the wrong direction.”

Q5: Have students shared any worries regarding their future job opportunities in your classroom?

All teachers agreed that their students shared concerns about future job opportunities in the classroom. One of them said that students expressed these worries indirectly. Additionally, some teachers indicated that whenever they have the chance to discuss this topic, they reveal their anxieties.

Chapter Two : Research Design and Methodology

Q6: How significantly do you believe employment anxiety affects students' engagement in class?

Most teachers believe that employment anxiety significantly impacts students' engagement in class, particularly among male students, as they fear that the future will bring stress and frustration, which subsequently reduces their motivation.

Q7: Have you noticed that students are becoming disinterested in their studies due to their fears about future employment?

The teachers indicate that they have observed their students becoming disengaged in their studies. They also assert that some students leave their studies to start their careers earlier.

Q8: What techniques do you employ to keep students motivated despite their concerns about job prospects?

The teachers suggest that they do not relate studies to employment, and they aim to convince students of the importance of learning. Learning is not only a path to a job, but it also encourages students to love the language and enjoy mastering English. However, some teachers indicate that they have limited influence, and despite their attempts to motivate students by narrating successful stories of former students who are now teachers or workers, the students seem gloomy. They still believe that securing a future job will alleviate their fear and anxiety about the future.

Q9: What further support should universities provide to reduce students' anxiety about employment?

For this question, teachers proposed several strategies. Some teachers suggest entrepreneurial support, noting that universities have already started to encourage students to create their own projects. Signing contracts with companies and institutions was also suggested to foster competition among students. Another recommendation was to organize meetings and conferences to sensitize students about the promising future of English studies, while sharing success stories of recent graduates was considered an effective way to motivate students. Additionally, some teachers emphasized the importance of support from educators by advising students on the most readily available job opportunities, providing training scholarship programs, and working to create more opportunities.

2-7-Discussion of the Results

2-7-1-Students' Questionnaire Results Discussion

In the first section, which is about future employment anxiety, students show mixed views concerning their beliefs about job opportunities in relation to their field, with 51% responding positively, 15% negatively, and 33% indicating uncertainty. While half of them are somewhat optimistic, nearly the other half express uncertainty. This uncertainty explains why only 7% of students were very confident about securing a job after graduation, and 74% described themselves as somewhat confident, while the remaining 17% exhibited a lack of confidence. This creates a sense of insecurity among students regarding their future career prospects. The majority of students, 58%, showed an intention to work in their field of study, while 35% were considering alternative careers such as e-commerce, online jobs, content creation, and traditional crafts. This suggests that due to limited opportunities, they are either adapting by exploring other possibilities that their field does not offer, or they are forced to it as a solution for securing their future.

Students' doubt reflects why most students (71%) are experiencing high employment-related pressure, even those who were confident earlier. Most of them reported that they feel anxious about their future jobs, which reveals the intensity and the emotional burden they are suffering from. According to them, limited job opportunities (58%) are the major factors behind their anxiety, in addition to financial instability (28%) and insufficient qualifications or experience (28%). This data answers one of the main research questions, which is identifying the factors that contribute to students' employment anxiety. Therefore, both external factors, such as economic conditions, and internal factors, such as readiness, cause their anxiety. Their concerns align with the fact that 79% of students are unemployed while 21% are employed, indicating that the majority of them are not exposed to real-world work settings.

The effects of this pressure are demonstrated in students' answers about whether career uncertainty caused them to doubt the value of their academic efforts, with 91% (25% often, 66% sometimes) experiencing these kinds of questions. This strongly indicates a deep psychological impact that employment anxiety has on students' academic engagement and persistence.

Section two focused on students' academic motivation. The findings revealed that students' motivation varies according to different tasks. 58% reported being motivated to

Chapter Two : Research Design and Methodology

complete assignments, while only 41% are motivated to attend classes, with the lowest level of motivation being for exam preparation at 38%. Neutrality regarding attending classes took the high percentage (46%), which can be interpreted as students being neither excited nor demotivated. This may indicate that they attend to avoid missing information or to prevent punishment for absence. On the other hand, their motivation for tasks suggests a preference for vital and practical activities, unlike longer or higher-pressure ones like exam preparation.

When students were asked about the factors reducing their motivation, most of them stated a lack of interest in subjects as the main one (51%), which shows a gap between students' interest and the content they are exposed to. Other psychological factors include fear of failure (43%) and negative expectations about future careers (41%). The heavy negative emotions caused by these factors severely damage their mental health. In addition, lack of support from teachers and family (35%) and distractions (23%) act as environmental factors that decline their motivation. It is notable that both external and internal factors control students' behavior. Although negative experiences regarding job finding challenges were conveyed by graduates to students, as reported by them (66%), it didn't seem to have a direct effect on the majority of students, except for a few (28%). This indicates that students do not allow these negative stories to reflect their personal paths, demonstrating hope and resilience despite their uncertainty, which may seem like a contradiction or emotional conflict.

Out of the totality of our informants, 76% believe that guaranteed employability would boost their motivation to study, assuring their efforts will be paid off. This indicates the strongest correlation between future employment and academic motivation. Contradictorily, only 30% believe that good academic performance (high grades) increases their chances of getting a job. This demonstrates a disconnection, as students don't see high grades and performance as a privilege for employment. Students built this idea due to the recruitment process in Algeria, which is not based on the obtained grades or excellence, but rather on the seniority of the degree. This method makes them do the minimum effort and be satisfied with the required average.

Students' awareness of their situation, challenges, and problems makes them more capable of extracting possible solutions and methods that fit their needs to improve their motivation. The most chosen solutions include supporting clear career guidance (56%) and providing more practical lessons or internships (53%). These responses indicate that subjects should be learned practically rather than theoretically, which may prepare them for future jobs and make the

learning process enjoyable. This makes them feel that their studies are useful and related to real work settings.

2-7-2- Interview Results Discussion

The majority of the interviewed teachers agree on students' demotivation, with phrases like "very low" and "below the average" frequently cited. According to teachers, all that students want is to pass; they barely strive to achieve high marks or have a deep understanding of the subject. This could be interpreted as students not caring or having no interest in the content, which has already been indicated in the questionnaire. They care about the marks gained from the subject, which allows them to avoid failure and repeating the year. This suggests two possible explanations for students' carelessness: they don't see any advantage in being excellent or that the method of teaching doesn't fit them. It could also be that students are not aware of or do not understand the purpose and usage of the knowledge they are learning.

Teachers enumerated multiple factors that decrease students' motivation, such as lack of job opportunities, unsupportive environments, poor language skills, uninspiring teaching methods, and curriculum issues. This proves that both internal and external factors influence students' motivation. Some teachers mentioned issues like inconvenient timetables and insufficient programs, which means that the causes could extend beyond teachers and students to the university system itself.

The majority of teachers observed that students' motivation is decreasing as they progress. One teacher said, "It is going in the wrong direction." This can be attributed to the fact that students' awareness is progressing toward job prospects and the challenges they may face after graduation, which leads to a gradual losing hope as they advance in their studies. Therefore, motivation can change over time according to students' views and expectations about the future. Some teachers said that students sometimes share their concerns about finding a job. Most of them believe that this anxiety affects students' engagement and motivation to study. At a certain point, some of them withdraw from their studies early to look for another option that guarantees their future. Students at this age feel responsible for their lives and start to prepare for adulthood, becoming more independent from their families, especially men. Therefore, financial stability means a lot to them.

Chapter Two : Research Design and Methodology

It is really hard to boost students' motivation or change their attitudes; that is how teachers describe their feelings. Although some of them tried to open students' minds to the value of the knowledge they are learning and its importance, their efforts often fail because of students' employment concerns. Others shared success stories of former students who are now employed to inspire them, but even this method is not enough and has short-term effects.

Educators concluded that their influence is limited, suggesting intervention from the university. To reduce students' anxiety about employment, they suggested that universities should promote entrepreneurship and support students in starting their own projects, which boosts their sense of responsibility and control over their future. They also recommended building a link between companies and universities so that students become aware of job possibilities and develop a sense of competition. Organizing more events like meetings and conferences shows students the usefulness and relevance of their studies in work settings, thereby increasing their engagement. In addition, they emphasize the role of guidance, training programs, scholarships, and the creation of more opportunities for students. These suggestions demonstrate the role of institutional support in enhancing student motivation and success.

2-7-3-Summary of the Main Findings

This research aimed to explore the relationship between future employment anxiety and students' level of motivation, to identify the interfering factors that lead to future employment anxiety among university students, and to explore strategies that can effectively increase the students' level of motivation. First, the data gathered reveal that students do experience anxiety regarding future employment. Students expressed that career uncertainty decreases their motivation to study, a fact all interviewed teachers agree on. This confirms the positive relationship between future employment anxiety and students' academic motivation, which is consistent with the findings of Balci.B et al (2024), who also reported a similar correlation in their study. Second, the sources identified several interfering factors contributing to future employment anxiety, such as limited job opportunities, financial instability, and insufficient qualifications and experiences. Finally, both teachers and students recommended possible strategies to boost academic motivation, including providing clear career guidance, offering more practical lessons, and sharing success stories from former students. Furthermore, teachers emphasized the crucial role of institutions in supporting students by giving them opportunities to

lead their own projects, fostering a spirit of competition through building connections between universities, organizing meetings and conferences, and providing training programs and scholarships.

Chapter Two : Reseach Design and Methodology

2-8-Conclusion

This chapter delves into the practical side of the research, providing a precise description of the research design, methodology used, chosen sample, and the setting. It also contains a discussion and analysis of the main findings concluded from the data gathered through both questionnaires and interviews. This side concludes with a brief summary of the findings this research has attained, which answers the main research questions while confirming the validity of the hypotheses.

Recommendations

Based on the findings of this study, which revealed a significant positive relationship between future employment anxiety and students' academic motivation, there are several pedagogical recommendations we suggest to increase student motivation and reduce future employment anxiety. Students are more likely to stay motivated when learning is connected to real-life situations. It is recommended to make lessons more practical and connected to real-life scenarios instead of relying on abstract theories. Educators should incorporate practical activities such as simulations, case studies, role-playing, or project-based assignments, which make the learning process more meaningful and engaging, as student questionnaires indicate that students prefer practical lessons more.

Curiosity is a powerful and sustainable source of motivation. Educators should design lessons that ignite students' interest by integrating real-world problems and resources that align with students' personal experiences and social identities (Hidi and Renninger, 2006).

Connecting course content to students' future goals significantly boosts motivation (Hulleman et al., 2010). Educators should clearly explain the long-term benefits of what students are learning and make explicit links between course objectives and potential career or life opportunities.

Some teachers advocate for fostering a love of learning by enhancing the enjoyment of the process. They also advise against viewing learning solely as a pathway to employment, as it can offer additional opportunities and enrich both lives and personal development. It is recommended to provide training and scholarship programs as strategies to increase students' motivation. Training programs such as internships, workshops, or career-focused skill development can bridge the gap between academic learning and professional expectations. Scholarship opportunities can also relieve financial stress and reward academic achievement, further encouraging students to stay focused on their studies.

It is recommended that universities provide regular career counseling programs and encourage students to initiate their own projects, offering support throughout the process. Additionally, they should consider partnering with companies and institutions to connect students directly to job opportunities. It is recommended that providing privileges or rewards to brilliant students, such as recognition, certificates, special responsibilities, access to exclusive academic opportunities, or recommendation letters, can enhance students' motivation and foster a sense of

motivation among peers. When students see that outstanding performance is acknowledged and rewarded, they are more likely to challenge themselves and compete for similar recognition. This competitive spirit encourages students to seek higher grades, remain focused on their academic goals, and invest more effort into their studies.

Finally further research is recommended to explore long term solutions to reduce future employment anxiety in students.

Limitation of the Study

There are several limitations to the present study that should be noted to avoid any generalizations or misinterpretations of the results. First, the study involved only thirty nine participants out of a total of fifty six, as some selected individuals were absent and could not be contacted during the data collection process. Therefore, the results reflect only the opinions of those who were present and may not represent the views of all students. Second, some students did not answer all the questions in the questionnaire, especially the open-ended ones. This may have affected the quality and completeness of the data collected.

General conclusion

This research aimed to investigate the relationship between students' motivation and their anxiety regarding future employment, identified the factors contributing to this anxiety, and explored strategies that could effectively enhance students' motivation levels. The study consisted of two chapters. The first chapter reviewed existing literature on academic motivation and future employment anxiety. It began with a general overview of motivation that included its historical background, definitions, types, and then narrowed its focus to academic motivation. It addressed the significance of academic motivation for students, discussed various demotivating factors, and concluded by highlighting anxiety as a key demotivating factor. Section two started by defining anxiety and examining its causes and types. Finally, it investigated the impact of future employment anxiety on students' academic motivation, emphasizing the relationship between these two variables. The second chapter described the research design and methodology employed in this study, including the setting, research participants, and research instruments used for data collection, followed by the data analysis of both students' questionnaires and teachers' interviews. In conclusion, this chapter interpreted some of the major findings and provided insights drawn from the study.

The results obtained from both students' questionnaires and teachers' interviews affirmed that there was a significant positive relationship between future employment anxiety and students' academic motivation. Moreover, the findings showed that various interfering factors contributed to future employment anxiety, such as limited job opportunities, financial instability, and insufficient qualifications and experience. These results suggested some recommendations to address these problems and enhance student motivation, such as incorporating practical activities, providing training and scholarship programs, and offering privileges or rewards to outstanding students.

References

- AL-Ghamdi, A.M. (2014). The role of motivation as a single factor in second language learning. Vol. 11, 1-14 .
- Amabile, T. M. (1983). *The Social Psychology of Creativity*. New York: Springer-Verlag.
- American Psychiatric Association, (2022). Anxiety disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed., text rev., pp. 215–231). American Psychiatric Association.
- Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review*, 64(6p1), 359.
- Balci, B., Yildiz, K., & Yildiz, S. M. (2024). The relationship between job-finding anxiety and academic engagement: A study on undergraduate students in Faculty of Sports Sciences. *Gymnasium: Scientific Journal of Education, Sports, and Health*, 25(1), 29–37.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H.Freeman.
- Barlow, D. H. (2002). *Anxiety and Its Disorders: The Nature and Treatment of Anxiety and Panic*. Guilford Press.
- Bhanani, S. P. M. (2024). Understanding anxiety in students: Causes, effects, and remedies. *International Journal of Social Impact*, 9(1).
- Boğazlıyan, E., E., & Avşaroğlu, S. (2024). Development of employment anxiety scale for university students; validity and reliability study. *Pedagogical Perspective*.
- Brook, C. A., & Schmidt, L. A. (2008). Social anxiety disorder: a review of environmental risk factors. *Neuropsychiatric disease and treatment*,
- Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety & academic performance. *Contemporary Educational Psychology*, 27(2), 270-295.
- Chambers, G. N. (1995). Taking the 'de' out of demotivation. *Language Learning Journal*, 7(1), 13-16.
- Chanesman, N. (2024). Teenage career uncertainty: A growing concern and what we can do to help. *My Career Match Recruit*.
- Cummings, J. A., Barlow, D. H., Ellard, K. K., Deleurme, K., & Campoli, J. (2002). Anxiety and related disorders. In *Abnormal psychology* (Chapter 4). Pressbooks.
- Damian, S. (2024, November 7). College seniors don't have to be pessimistic about the future: Universities can provide reassuring job-market data and training without infantilizing their charges. *The James G. Martin Center for Academic Renewal*.

Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18(1), 105-115.

Deci, E. L. , & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in Human Behavior*. New York: plenum Press.

Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research*, 71(1), 1-27.

Domschke, K., & Others. (2013). Genetic factors in anxiety disorders. *Modern Trends in Pharmacopsychiatry*,

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.

England, B. J., Brigati, J. R., Schussler, E. E., & Chen, M. M. (2019). Student anxiety and perception of difficulty impact performance and persistence in introductory biology courses. *CBE—Life Sciences Education*, 18(2), ar29.

Fredricks, J.A., Blumenfeld, P. C, & Paris, A.H.(2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-19.

Freud, S. (1915). The Unconscious. In *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIV (1914–1916): On the History of the Psycho-Analytic Movement, Papers on Metapsychology and Other Works*, 159-215.

Gorham, J., & Millette, D.M. (1997). A comparative analysis of teacher & student perceptions of sources of motivation and demotivation in college classes. *Communication Education*, 46(4), 245-261.

Hammad, M. A. (2016). Future anxiety and its relationship to students' attitude toward academic specialization. *Journal of Education and Practice*.

Hidi, S., & Renninger, K. A. (2006). The Four-Phase Model of Interest Development. *Educational Psychologist*, 41(2), 111–127.

Hooda, M., & Saini, A. (2017). Academic anxiety: An overview. *Educational Quest: An International Journal of Education and Applied Social Science*, 8(3), 807–810.

Hulleman, C. S., Schrager, S. M., Bodmann, S. M., & Harackiewicz, J. M. (2010). A meta-analytic review of achievement goal measures: Different labels for the same constructs or different constructs with similar labels? *Psychological Bulletin*, 136(3), 422–449.

James, W. (1890). *The Principles of Psychology*. New York: Henry Holt and Company.

Jannata, A. H., & Nur'aeni. (2021). Academic anxiety in students: A systematic review. In *Future Psychology: Interaction of human behavior, culture, and technology to create Society 5.0*. Universitas Muhammadiyah Purwokerto, Indonesia.

Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic rewards: A test of the 'overjustification' hypothesis. *Journal of Personality and Social Psychology*, 28(1), 129-137.

Lin, E., & Tsai, S.-J. (2020). Gene-Environment Interactions and Role of Epigenetics in Anxiety Disorders. In *Anxiety Disorders* (pp. 93–102). Springer.

Lock, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717.

Margolis, H., & McCabe, p.p. (2006). Improving self-efficacy and motivation: what to do , what to say. *Intervention in school and clinic*, 41(4), 218-227.

Maron, E., & Nutt, D. (2017). Biological markers of generalized anxiety disorder. *Dialogues in clinical neuroscience*.

Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, 50(4), 370–396.

Meek, W. (2024, April 11). Generalized anxiety disorder: Causes and risk factors. *Verywell Mind*.

Onwuegbuzie, A. J., & Jiao, Q. G. (2000). I'll go to the library later: The relationship between academic procrastination and library anxiety. *College & Research Libraries*

Pakdel, B. (2013). The historical context of motivation and analysis theories of individual motivation. *International Journal of Humanities and Social Science*, 3(18), 240–247.

Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (2017). Achievement emotions and academic performance: Longitudinal models of reciprocal effects. *Child Development*. PubMed

Pintrich, P.R., & De Groot, E.V. (1990). Motivational and self-Regulated Learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40.

Putwain, D. W., & Symes, W. (2018). Does increased effort compensate for performance debilitating test anxiety? *School Psychology Quarterly*. PubMed

Qasserras, L., Qasserras, M., Anass, K (2023). The effects of grades on the motivation and academic performance of Moroccan high school students. *International Journal for Multidisciplinary Research*, 5(2).

Rincon, K. R. (2021). Types of academic anxiety. *Academic Anxiety Resource Center*.

Ryan, R. M., & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.

Ryan, R. M., Bradshaw, E. L., & Deci, E. L. (2019). Motivation. In R. J. Sternberg & W. E. Pickren (Eds.), *The Cambridge handbook of the intellectual history of psychology* (pp. 391–411). Cambridge University Press.

Ryan, R.M.,& Deci, E.L.(2020). Intrinsic and extrinsic motivations from a self-determination theory perspective: Definition, theory, practices, and directions. *Contemporary Educational Psychology*, 61, 101860.

Sakai, H., Kikuchi, K. (2009). An analysis of demotivatores in the EFL classroom. *System*, 37(1), 57-69.

Salanova, M., Schaufeli, W. B., Xanthopoulou, D., & Bakker, A. B. (2010). The gain spiral of resources and work engagement: Sustaining a positive worklife. *Journal of Vocational Behavior*. ReseachGate

Salmela-Aro, K., Kiuru, N., Leskinen, E., & Numi, J. E. (2009). School Burnout Inventory (SBI). *European Journal of Psychological Assessment*, 25(1), 48-57.

Schaufeli, W. B., & Enzmann, D. (1998). *The burnout companion to study and practice: A critical analysis*. CRC press.

Schiele, M. A., & Domschke, K. (2017). Epigenetics at the crossroads between genes, environment and resilience in anxiety disorders. *Genes, Brain and Behavior*.

Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology*. ReseachGate

Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26(3-4), 207-231.

Schunk, D.H., & Pajares, F. (2005). Competence perceptions & academic functioning. In A. J. Elliot & C . S. Dweck(Eds), *Handbook of competence and motivation* (pp. 85-104). New York, NY. Guilford press.

Schunk, D.H.,& Zimmerman, B.J. (2008). *Motivation and self-Regulated Learning: Theory, Research, and Applications*. Routledge.

Skinner, B. F. (1953). *Science and Human Behavior*. New York: Macmillan.

Spielberger, C. D. (2010). State-trait anxiety inventory. In I. B. Weiner & W. E. Craighead (Eds.), *The Corsini encyclopedia of psychology* (4th ed.). John Wiley & Sons.reseachgate

Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. *Advances in Experimental Social Psychology*, 29, 271-360.

Wieners (1985). An attributional theory of motivation and emotion. Psychological review, 92 (4), 548-573.

Zaugg, M. C. (2023, May 10). Graduation brings excitement, anxiety about job searching. The Daily Universe.

Zeidner, M., & Matthews, G. (2003). Test anxiety. In G. Matthews, M. Zeidner, & R. D. Roberts (Eds), Emotional intelligence: Science & myth (pp. 165-195). Cambridge, MA: MIT press.

Appendices

Appendix A

Students' Questionnaire

Dear students,

This questionnaire aims to gather data about the impact of future employment anxiety on students' academic motivation. Answering this questionnaire would be of great help in developing our research. The data gathered will be used for academic purposes, and the answers will be analyzed anonymously.

Thank you in advance.

Please, tick the corresponding box or provide your answer when necessary.

Section 1: Background Information.

Gender: Male ☐ Female ☐

Age:

Are you currently employed: Yes ☐ No ☐

Section 2: Future Employment Anxiety

1. Do you think that working while studying has any benefits?

Yes ☐ No ☐ I don't know ☐

2. How confident are you about finding a suitable job after graduation?

Very confident ☐ Somewhat confident ☐ Not confident ☐

3. Do you think your field of study has enough job opportunities in Algeria?

Yes ☐ No ☐ I don't know ☐

4. Are you currently feeling pressured to secure a job?

Yes ☐ No ☐

5. If yes, what factors contribute to your anxiety about finding a job? (Select all that apply):

- Financial instability
- Family expectations
- Peer pressure

- Limited job opportunities
- Insufficient qualifications or experience
- Other (please specify):

6. How often do you feel anxious about your future career?

Rarely ☐ Sometimes ☐ Often ☐ Always ☐

7. Do you think that anticipatory anxiety is a roadblock to your future professional plans?

Yes ☐ No ☐ I don't know ☐

8. In your opinion, what makes the process of job seeking/ job hunting/ job searching difficult?

- Lack of experience ☐

- Poor academic performance ☐

- Limited job opportunities ☐

9. How often do you discuss job market challenges with classmates?

Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐

10. Do you plan to work in your field of study after graduation?

Yes ☐ No ☐ Not sure ☐

If no, have you considered alternative plans such as learning traditional crafts, joining the military, or becoming a content creator?

.....

11. Have you ever questioned whether your academic efforts are worth it due to uncertainties about your future career?

Yes, often ☐ Yes, sometimes ☐ No, never ☐

12. What do you think about university undergraduates who have converted to completely different professional careers such as Chef Ghano, who is an engineer in Mechanics?

.....
.....
.....

Section3: Academic Motivation

13. Have ever received negative feedback about job prospects from graduates in your field?

Yes ☐ No ☐

14. How often do you hear graduates sharing discouraging experiences about finding employment?

Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐

15. Do these negative perceptions from graduates affect your motivation to study?

Yes ☐ No ☐

If yes, how?

.....
.....
.....

16. Do you think your average or grades significantly improve your chances of finding a job?

Yes ☐ No ☐ Not sure ☐

17. How motivated are you to:

- Attend classes: Unmotivated ☐ Neutral ☐ Motivated ☐

-Do assignment and projects: unmotivated ☐ Neutral ☐ Motivated ☐

-Prepare for exams: unmotivated ☐ Neutral ☐ Motivated ☐

18. What challenges affect your ability to stay academically motivated?

-Lack of interest in subjects ☐

-Fear of failure ☐

-Distractions (social media, personal issues ...) ☐

-Lack of motivation from teachers or family ☐

-Negative expectation about future career ☐

19. What do you think would increase your motivation to study?

-Clear career guidance ☐

-More practical lessons and internships ☐

-Recognition for academic achievements (rewards, privileges) ☐

-Other

20. Do you think that guaranteed potential employability contributes to the maintenance of higher levels of academic motivation?

Yes ☐

No ☐

Justify your answer

.....
.....
.....

Thank you very much!

Appendix B

Teachers' Interview

Dear teachers,

This interview seeks to explore teachers' views about the impact of future employment anxiety on students' academic motivation. Your contribution would be of great help in developing our research. The data gathered will be used for academic purposes, and the answers will be analyzed anonymously.

1. How do you assess the general motivation levels of your students?

.....
.....

2. In your opinion, do students put in enough effort to achieve high marks?

.....
.....

3. What do you believe are the main factors contributing to students' lack of motivation?

.....
.....

4. Have you observed any student motivation shifts over the years?

.....
.....

5. Have students shared any worries regarding their future job opportunities in your classroom?

.....
.....

6. How significantly do you believe employment anxiety affects students' engagement in class?

.....
.....

7. Have you noticed that students are becoming disinterested in their studies due to their fears about future employment?

.....
.....

8. What techniques do you employ to keep students motivated despite their concerns about job prospects?

.....

.....

.....

9. What further support should universities provide to reduce students' anxiety about employment?

.....

.....

.....

.....

Thank you for your time.