

DOI: 10.5281/zenodo.122201611

MANIFESTATIONS AND DIMENSIONS OF FUTURE ANXIETY AMONG YOUTH IN THE DIGITAL AGE

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Received: 01/12/2025

Accepted: 02/01/2026

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ABSTRACT

This study examined the manifestations and dimensions of future anxiety among young people in Egyptian society, the study aimed to identify the main causes of future anxiety among young people, determine the manifestations of future anxiety among young people, in addition to assess the impact of the digital culture on increasing levels of future anxiety among young people, and identify the consequences of future anxiety among young people, the study employed a social survey methodology using a sample, in which the researcher conducted fieldwork on a sample from rural and urban areas in Menoufia Governorate, the sample size was (498) items, and the study utilized a questionnaire to collect the required data, the study's results revealed a variety of causes associated with future anxiety among young people, including the continuous rise in the cost of living and unstable social and economic conditions, followed by rapid changes in values and traditions, and a lack of suitable job opportunities. The results also revealed the diversity of manifestations of future anxiety among youth, including sense of disorientation and uncertainty about what to do, a frequent sense of detachment from reality, as well as feelings of turmoil and emotional distress. Furthermore, the results confirmed the impact of the digital culture on increasing the level of future anxiety among youth.

KEYWORDS: youth, anxiety about the future, digital culture, globalization, liquid fear, risk society

1. INTRODUCTION

The question of the future is one of the most pressing issues of our time, especially for Egyptian youth, given the dominance of digital culture in all aspects of life, this is linked to the phenomenon of future anxiety, which has been highlighted by numerous studies. Alvin Toffler, in his 1990 book "Future Shock," indicated that anxiety about the future is a main characteristic of the contemporary generation, this raises questions about the manifestations and dimensions of this anxiety among Egyptian youth within the context of globalized digital culture.

Statistical data indicates that the number of young people in Egypt within (18-29) age group is approximately 21.9 million, representing %21 of the total population, of these, %50.5 are male and % 49.5% are female (Central Bureau of Statistics, 2023). This percentage reflects the importance of this segment in future planning and presents challenges and risks that necessitate sociological analysis to understand the nature of the anxiety associated with the rapid pace of digital and cultural transformations, and the resulting uncertainty and turmoil in young people's vision of the future.

Young people are characterized by specific social traits, such as the pursuit of independence, rebellion against restrictions, and a desire to reshape reality, this makes them more vulnerable to anxiety in what Ulrich Beck termed a "risk society," where economic and cultural globalization intertwine to create a complex reality distinct from previous generations. UNESCO reports confirm this, indicating that young people are the most exposed to the risks and uncertainties of globalization (Kadhim, 2015, p. 184).

Furthermore, rapid technological advancements have contributed to the complexity of social life and increased psychological pressures, the ambiguity of the future leads to psychological and social disturbances such as anxiety, isolation, and despair. An individual's vision of the future is more influenced by their current experiences than their past ones, especially in societies experiencing multiple crises. This impacts their level of psychological and social adjustment (Rashid, Ali, 2021, p. 686).

In this context, youth culture is shaped by their interaction with both the real and virtual worlds, this interaction reflects patterns of behavior, communication, and interests, especially given the increasing reliance on social media (Luli, 2017, p. 91).

This leads to the emergence of a distinct digital culture that sets them apart from other social groups (Sofia et al., 2022, p. 66), creates a communication gap

with other generations, and increases the likelihood of value conflict. Digital media also contribute to shaping values alongside traditional socialization institutions (Chen et al., 2023).

This overlap between traditional and digital values has led to a state of value instability among young people, particularly with the expansion of virtual networks, thus amplifying feelings of anxiety in the digital age (Both, 2019). Therefore, there is a need to study youth culture, their digital interests, their internet usage patterns, and the role of these practices in shaping their awareness and values. this research can help explain the value conflict within this category (Luli, 2017, p. 91).

First - The Problem of the Study:

Recent reports indicate that the digital transformation is witnessing unprecedented acceleration, with digital technology reaching approximately %50of the population of the developing world in just two decades, bringing about fundamental transformations in the structure of societies (United Nations, 2024). This transformation has contributed to reshaping lifestyles and values, with the decline of traditional cultures and the rise of what is known as digital culture, which has become a distinctive feature of the culture of the new generation,, characterized by multiplicity, complexity, and overlap with virtual worlds governed by modern communication technologies (Mohammadi & Bakhouché, 2021, p. 1).

In this context, the concept of digital culture has emerged as a framework explaining how individuals interact with technology, particularly young people who are increasingly exposed to new cultural patterns from multiple virtual sources. This has led to a decline in the role of traditional socialization institutions and the emergence of challenges that threaten cultural identity, given the overlap between virtual and local cultures. Sociological and media studies have focused on this issue (Fariha, 2021).

The spread of digital media has accelerated the dissemination of knowledge and cultural practices, but it has also created risks related to young people's exposure to foreign cultures that may conflict with local values. This is especially true given the weakening of parental oversight and its diminished role due to socio-economic transformations, in addition to the impact of the information explosion through various communication channels. This necessitates attention to the potential negative effects of these transformations (Boutaleb, 2021, p. 97).

In light of these transformations, anxiety about the future is a defining characteristic of the modern era due to rapid changes (Hammad, 2016). This anxiety

is linked to the uncertainty of the future and increasing psychological and social pressures, especially among young people living in unstable environments characterized by contradictions and limited opportunities. This leads to feelings of tension, fear of failure, and a lack of self-actualization (Hilal, 2008, p. 35).

Furthermore, youth culture is shaped by the intersection of three spheres: traditional, local, and globalized. This creates a state of value fluctuation and conflict between values, affecting the formation of identity among young people. This intersection may lead to feelings of alienation or a negative self-image, given the inability of local culture to keep pace with modern transformations (Abdul-Fattah & Zakaria, 2010, p. 4).

Alvin Toffler asserts that anxiety is a defining characteristic of our time, stemming from the rapid pace of change and increasing pressures (Toffler, 1990). Anxiety about the future transforms into a psychological burden that impacts psychological and social aspects, potentially leading to a loss of self-confidence and identity crisis, particularly among young people facing unemployment and current economic conditions (Hilal, 2008, p. 38; Hammad, 2016, p. 60).

In light of this, Egyptian society suffers from numerous challenges resulting from economic and social transformations, which have directly affected its youth. Successive crises have exacerbated feelings of anxiety and pessimism regarding the future, leading to the emergence of negative behaviors that undermine societal stability and development (Hilal, 2008, p. 37).

In light of this, the problem of the study becomes clear: future anxiety among young people in Egyptian society in light of the prevalence of modern digital culture.

Second: Objectives of the study:

- 1- Revealing the causes of future anxiety among young people.
- 2- Identifying manifestations of future anxiety among Egyptian youth.
- 3- Determining the impact of digital culture on increasing the level of future anxiety among Egyptian youth.
- 4- What are the effects and repercussions of future anxiety among young people?
- 5- Measuring the impact of some demographic variables in shaping future anxiety among young people.

Third: Study questions:

- 1- What are the reasons for future anxiety among young people in light of the dominance of digital culture?
- 2- What are the manifestations of future anxiety among Egyptian youth?
- 3- What is the impact of digital culture on increasing the level of future anxiety among Egyptian youth?
- 4- What are the effects and repercussions of future anxiety among young people?
- 5- What is the effect of some demographic variables in shaping future anxiety among young people?

Fourth: The importance of the study:

Significance of the Study:

1- Theoretical Significance

This study contributes to enriching the sociological literature related to youth anxiety about the future by linking it to the transformations of digital culture in Arab societies.

It provides an analytical framework for understanding the interplay between cultural and technological dimensions in shaping youth awareness and attitudes, especially in light of rapid digital transformations.

The study supports research trends that seek to explain the relationship between modern societal transformations and psychological and social disturbances, thus enhancing the development of comprehensive explanatory models.

2- Practical Significance

The study's findings benefit policymakers in designing youth-oriented policies and programs aimed at reducing future anxiety and promoting psychological and social stability.

It contributes to developing educational and media practices by providing practical indicators for promoting positive values in the digital environment.

It provides a practical basis for supporting community and awareness initiatives that aim to empower youth and enhance their ability to adapt to contemporary changes.

Fifth – Study Concepts:

1- The Concept of Youth:

The concept of youth is a complex and difficult-to-define concept due to the multiplicity of perspectives from which it is defined, and its variations according to different disciplines and social contexts. There are no fixed age boundaries for the beginning or end of this stage, as the boundaries between age groups are

relatively arbitrary and determined by the succession of social roles, not solely by biological criteria (Al-Zaydi, 2006, p. 202).

In this context, youth is viewed as a transitional stage between childhood and adulthood, characterized by decreased dependency and increased independence (Turner, 2006, p. 686).

From a social perspective, youth is not merely a physiological stage, but rather the product of a complex interaction of social, cultural, economic, and political factors, which leads to its definition varying across different societies and contexts (Turner, 2006, p. 686). There is no single, universally accepted definition, even among international organizations. The United Nations defines youth as individuals aged 15–24, though this definition varies depending on legal and social contexts (un.org).

With the advent of digital transformation, the concept of youth has become more complex, significantly impacted by the technological revolution. This has led to the formation of a distinct digital culture and new behavioral patterns based on modern communication technologies, making youth a category with its own unique cultural and social characteristics (Luli, 2017, p. 64).

Furthermore, young people do not constitute a homogeneous group; rather, they are characterized by diversity and variation depending on social, cultural, and economic factors, which is reflected in their characteristics, interests, and challenges (Kadhim, 2015, p. 188; Perovic, p. 2, N.D.).

The concept of youth also carries positive connotations that transcend age, as it is associated with strength, vitality, and ambition. It also represents a fundamental pillar in contemporary societies due to its role in development and progress, particularly given the increasing proportion of the population it constitutes as a result of improved health and social care (Estetieh & Sarhan, 2012, p. 282).

Age definitions of youth also vary; the Freechild Institute considers it to span ages 12 to 18, reflecting the ongoing debate over defining this stage (Freechild, 2022)

Youth in procedural terms: a stage that signifies a form of adulthood and mental, physical, and social maturity, often beginning between the ages of 18 and 29. It is characterized by mental perceptions and an emotional state linked to and significantly influenced by the nature of social events and issues. This stage also reflects a culture heavily influenced by digital technology.

2- The Concept of Future n Anxiety.

The concept of anxiety about the future is a psychological and social concept that reflects a state of turmoil and instability, as the linguistic meaning of the word "anxiety" refers to movement, turmoil, and instability (Ibn Mandour, 1999, p. 199). Terminologically, anxiety is viewed as a common emotional state associated with psychological and social tensions, influencing both individual and collective behavior; it is not limited to emergency situations but extends to broader cultural trends (Rebughini, 2021, p. 554).

The concept of future anxiety emerged in the mid-20th century, addressed by several intellectual schools of thought. Tillich introduced the idea of fear of the unknown linked to fate, while Toffler developed the concept of "future shock," reflecting the state of tension resulting from rapid change. Zalisiki's studies further contributed to the empirical establishment of this concept. Future anxiety is linked to the accumulation of personal experiences, particularly negative ones, and the anticipation of undesirable events, making it a source of stress that pushes the individual into a state of constant caution and tension (Hilal, 2018, p. 47).

Alvin Toffler defines future anxiety as a state of tension and fear that affects an individual's perception and limits their ability to make decisions (Toffler, 1990, p. 65).

He also defines it as an emotional state associated with the fear of being unable to achieve future goals in various areas (Abu Zaid, 2020, p. 136). In the same vein, Zaiad views it as a feeling based on expecting the worst, a loss of hope, and a lack of reassurance (Zaiad, 2021, p. 5), while Hilal defines it as a psychological response to life's pressures and societal changes, manifested in fear of the unknown and pessimism about the future (Hilal, 2008, p. 49).

Therefore, it becomes clear that future anxiety is a multidimensional phenomenon, shaped by the interaction of psychological, social, and cultural factors, and closely linked to the stability of the surrounding environment and the nature of the transformations occurring within society.

Operationally, future anxiety is a state of tension and existential insecurity resulting from cultural perceptions and socio-economic and technological events and upheavals. It affects young people and often leads to a kind of impediment to progress, innovation, creativity, and goal achievement.

3- The Concept of Digital Culture:

The Concept of Digital Culture is a relatively new concept in the social sciences. It is linked to the digital

sphere as a cognitive and behavioral domain that enables individuals to interact with technology. Despite its ambiguity and multiple definitions, due to its novelty and the multifaceted nature of the concept of culture itself (Hayat, 2022, p. 310).

The International Society for Technology in Education (ISTE) defines it as an integrated system of knowledge, skills, values, and standards that enables individuals to use digital technologies safely and effectively, with the ability to access and produce content in a balanced and responsible manner (Mohammadi & Bakhouché, 2021, p. 5).

It is also defined as the ability to confidently use digital technologies and electronic services to accomplish life and professional tasks and participate in society (Rashed, 2020).

Digital culture also refers to the possession of cognitive and behavioral patterns that enable individuals to interact with information technology, and reflects the cultural changes resulting from the spread of these technologies, as they have contributed to reducing distances and expanding knowledge, making them an essential element in societal development (Kamil, 2022, p. 34).

In this context, Hassiba Loli believes that the essence of digital culture lies in the ability of individuals, especially young people, to use digital applications and build virtual relationships, which has led to the emergence of new patterns of behavior and made digital illiteracy one of the most serious contemporary challenges (Loli, 2017, p. 67).

Therefore, digital culture represents a cognitive and behavioral framework that reflects human interaction with technological transformations and influences their lifestyles and social relationships.

Digital culture: Procedurally: A type of emerging culture related to dealing with and responding to digital applications such as social media (Facebook, WhatsApp, Instagram) and expressing many skills related to completing work and social relationships.

Sixth: Theories explaining the subject of the study:

Contemporary sociological theories contribute to explaining the phenomenon of future anxiety among young people in light of digital transformations, as they provide an analytical framework that links social risks, cultural transformations, and feelings of insecurity.

Bauman's theory of fluid fear is based on the premise that the modern era is characterized by a state of uncertainty resulting from social and technological transformations, where fear has become a persistent and inherent feature of daily life. Bauman introduces the concept of "derived fear," a

social and cultural fear that is formed from past experiences and persists even in the absence of immediate danger, leading to a constant feeling of insecurity and helplessness (Bauman, 2019, p. 25). This is linked to the transformation of modernity from "solid" to "liquid", as a result of the separation of power from politics, the impact of globalization, and the dominance of the consumer economy, which led to a decline in the role of the state in providing security, and the spread of a state of constant anxiety and fear (Gharz al-Din, 2017; Ezzat, 2017, p. 14). This framework interprets youth anxiety as a reflection of an unstable social environment, characterized by constant threat and loss of certainty (Bauman, 2017, p. 25).

Ulrich Beck's risk society theory believes that technological progress and globalization have produced new forms of risk that have become part of daily life, and are no longer limited to environmental or health aspects, but have extended to various social dimensions (Caban, Dorité, 2010, p. 135).

Beck defines a risk society as a social pattern that deals with dangers resulting from modernity itself, such as job insecurity, the erosion of traditions, and changing family patterns (Jaloul, 2021, p. 433). He stresses that these risks are global and lead to increased feelings of insecurity, especially in light of the social and economic inequality resulting from globalization. The theory is also based on three main hypotheses: globalization, risk-related conflict, and individualism, which leads to the disintegration of traditional ties and increased self-reliance (Al-Sayed, 2019, p. 20; Beck, 2006, p. 25).

In the same context, Anthony Giddens' theory of risk and existential security provides an explanation based on the relationship between trust and risk, as he believes that life under globalization means living with human-made risks, such as environmental and economic crises, which threaten the existential security of individuals (Giddens, 2003, p. 60). Giddens emphasizes that a sense of security depends on trust in social institutions and practices, and that the absence of this trust leads to anxiety and instability. He also believes that repetitive social practices contribute to building existential security, while the inability of individuals to invest resources or adapt to transformations threatens their social existence (Giddens, 1979, 1983, 1996, 1984, 1997, 2006). In this context, digital culture is a dual factor, as it contributes to reshaping social life, but at the same time it increases the risks associated with uncertainty, especially with the development of artificial intelligence and modern technology.

The theory of evolutionary modernization, as

proposed by Inglehart, focuses on the relationship between socioeconomic development and changing values. He argues that an increase in existential security leads societies to shift from material values to post-material values associated with self-expression (Inglehart, 2017, p. 148).

He emphasizes that this shift occurs gradually across generations, with young people being more receptive to change than older adults, given their ability to adapt to new circumstances. Development also contributes to enhancing independence, expanding opportunities for choice, and increasing access to information, which leads to a diversification of social interactions and a shift in value patterns (Safwat, 2021, p. 32).

Consequently, these theories complement each other in explaining young people's anxiety about the future, linking the fluidity of social reality, escalating risks, threats to existential security, and value shifts resulting from technological changes—reflecting the complex nature of this phenomenon in the digital age.

Seventh: Previous Studies on the Topic:

The study by Al-Majdal et al. (2012) revealed statistically significant differences in future perceptions based on country, review of previous studies shows that the topic of digital culture and future anxiety among youth has received increasing attention in contemporary sociological literature. Research approaches have varied, encompassing cultural, social, and psychological analyses, with a clear focus on the impact of digital transformations and globalization on reshaping youth consciousness, identity, and future perceptions.

Regarding studies related to digital culture, the study by Luli (2017) reveals that youth are the most integrated group in the digital environment, where digital media has become part of their daily lives and has contributed to shaping a distinct digital culture and identity. However, it has also generated challenges such as social isolation and weakened family ties.

These findings align with those of the study by Al-Karati (2018), which confirmed that digital globalization poses a threat to cultural identity, despite the presence of trends among youth towards a balance between openness and preserving cultural distinctiveness. The study by Al-Abed (2019) further supported this argument by highlighting the role of social media in shaping cultural identity and generating new knowledge among young people, reflecting a complex interaction between the local and the global case.

In a more in-depth context, the study by Hosni (2020) points to the phenomenon of "identity confusion" resulting from the contradiction between the real and virtual worlds. Meanwhile, the study by Al-Miladi et al. (2023) demonstrates that digital media has become a central tool in shaping national identity, particularly through the influence of influencers who contribute to reproducing consumption patterns and behaviors among young people. The study by Abdul-Razzaq (2023) also confirms that digital media plays a significant role in shaping the political and economic awareness of young people, reflecting a shift from entertainment use to relatively conscious and interactive use.

Studies addressing the future among young people have highlighted that their perceptions of the future are influenced by several demographic and social variables, as well as gender and specialization, with collective perceptions often outweighing individual ones. While Ateeq's (2011) study clarified the dialectical relationship between future perceptions and social identity, showing how each influences the other, Rashid and Ali's (2021) study demonstrated that university students possess relatively stable future perceptions, with no significant differences based on gender or specialization.

In more fragile contexts, Al-Amin et al.'s (2021) study revealed the prevalence of anxiety and hopelessness among youth in marginalized environments, with migration being a dominant future solution. Meanwhile, the King Khalid Foundation's (2020) report highlighted a gap between youth aspirations and reality, resulting from economic and social obstacles that limit their opportunities, reflecting a structural crisis in the transition to the future. Faraj's (2022) study confirmed a positive relationship between self-esteem and future perceptions, while Al-Mutairi's (2017) study indicated that social media contributes to shaping future transformations by facilitating access to knowledge and enhancing opportunities for participation.

Studies related to future anxiety have unanimously concluded that anxiety is a prominent characteristic among young people in the digital age. A study by Sozic and Lowder (2013) indicated that a significant percentage of young people suffer from future-related fear as a result of technological changes, while a study by Carabelli and Lyon (2016) confirmed that thinking about the future is a central focus in the consciousness of young people, with feelings of anxiety prevalent despite social progress.

In the same context, a study by Hakamiya (2017) revealed a link between future anxiety and despair

and suicidal ideation, reflecting its psychological severity. Meanwhile, a study by Both (2019) highlighted the role of social media in increasing psychological stress and exacerbating anxiety due to social comparisons and unrealistic content. Furthermore, a study by Sayed (2021) confirmed that future anxiety manifests in multiple dimensions (physical, cognitive, and economic), with a clear increase in the physical and economic dimensions.

In an international context, a study by Alotaibi (2021) demonstrated that exposure to conflicts and wars increases anxiety levels, particularly among women. A study by Rebughini (2021) indicated that anxiety has become a structural characteristic of modern societies as a result of declining trust in institutions and escalating risks. The study by Sofia et al. (2022) also revealed the emergence of new "digital anxieties" linked to technology, while the study by Koprowicz and Gumowska (2022) confirmed that anxiety is linked to factors such as work, income, and independence. Meanwhile, the study by Chen et al. (2023) highlighted the relationship between social media and social anxiety, with negative effects on mental health and future outlook.

In light of this comparative overview, it can be observed that there is a general consensus among the studies that digital transformations and globalization have contributed to reshaping the consciousness and identity of young people, while simultaneously generating a state of anxiety and uncertainty about the future. The studies also converge in highlighting the dual role of social media, as a tool for empowerment on the one hand, and a source of psychological stress on the other. However, the studies differ in their degree of focus on the economic, cultural, or psychological dimensions. Furthermore, there is a lack of studies that comprehensively link digital culture and future anxiety within the Arab context. This is what the current study seeks to address by combining quantitative and qualitative analyses to understand this phenomenon within its social and cultural context.

Eighth - Methodological Procedures of the Study:

1- Study Type:

Considering the definition of the research problem, the set of objectives it seeks to achieve, and the questions posed, this study falls within the scope of descriptive studies, as it primarily aims to describe the manifestations and dimensions of future anxiety among young people in Egyptian society.

2- Data Sources:

The researcher relied on two main sources for data:

The first source: Library studies and private research:

This approach was used to identify the theoretical concepts and definitions related to youth and anxiety, and the most important theoretical frameworks that can be relied upon to understand the issues of the study related to future anxiety among young people.

B- The third source: Field study:

By reviewing a number of previous studies and research, it became clear that most of them addressed the topic of the study from an educational and psychological perspective only, without considering the social dimensions, especially Arab studies, with the exception of a very small number of studies. Therefore, the researcher conducted a field study that aimed to achieve a set of social objectives related to issues of future anxiety among young people.

3- STUDY METHODOLOGY:

The researcher primarily relied on the **social survey method using a sample**, which is one of the methodologies commonly employed in descriptive studies.

4- RESEARCH INSTRUMENTS:

The study primarily relied on a questionnaire tool to obtain field data. The researcher designed a questionnaire consisting of the following items:

Six (6) questions for preliminary data, including: gender, place of residence, age, marital status, educational level, and employment status.

Causes of future anxiety among youth in light of the dominance of digital culture (10 statements).

Manifestations of future anxiety among Egyptian youth (10 statements).

The impact of digital culture on increasing the level of future anxiety among Egyptian youth (11 statements).

Identification of the effects and repercussions resulting from future anxiety among youth (10 statements).

Questionnaire Design Procedures:

Preparation of the Initial Questionnaire Form:

The researcher reviewed a very large number of previous studies addressing issues of anxiety in general and youth anxiety in particular. These studies included: Abu Zaid study (2020), Hakamiya study (2017), Zaiad study (2021), Sayed study (2021), El-Sayed study (2019), Faraj study (2022), and Hilal study (2008).

B. In addition, the researcher conducted a number of discussion sessions (four sessions) with a group of university students. The purpose was to determine the most appropriate way to formulate the questionnaire items from their perspective. Each session included between five (5) and seven (7) participants.

C. Validity and reliability tests were conducted to determine the extent to which the instrument is capable of inference and suitable for measuring the intended constructs. These tests were carried out after designing the questionnaire forms and prior to data collection, in preparation for the actual data collection procedures, as follows:

Validity Measurement:

The validity test aims to identify the phenomena, traits, or characteristics that the research seeks to measure; that is, to ensure that the questionnaire measures what it is intended to measure and provides the required information.

The researcher applied two types of validity:

Face Validity

The questionnaire was presented to a number of specialists, with a total of seven (7) reviewers. The researcher incorporated all observations and modifications suggested by the reviewers. The questionnaire was then developed into its near-final form in preparation for application to a pilot sample to verify its adequacy and suitability for collecting the required data. The researcher retained all items that achieved a reviewer agreement rate exceeding 90%.

Internal Consistency Validity

Internal consistency validity of the questionnaire and its dimensions was verified, including the degree of correlation between each item and the dimension to which it belongs, using Pearson’s correlation coefficient (Pearson’s R). The correlation coefficients for the four study dimensions ranged between (0.711–0.843), and all values were statistically significant at a significance level of (0.01), confirming the internal consistency of the questionnaire dimensions and their associated items

Reliability Measurement

To ensure the reliability of the questionnaire, the researcher used Cronbach's Alpha coefficient. The test results revealed that the reliability coefficients for

the four study axes ranged from (0.784) to (0.897), which are high and statistically acceptable, confirming the questionnaire's high degree of reliability.

5- RESEARCH POPULATION:

The research population, within which the researcher conducted her field study, was defined as all young people aged 18-29 years in both rural and urban areas of Sohag city. This was done to ensure the geographical diversity of the research sample, with the aim of monitoring the impact of the variable of the nature of the residential area (rural/urban) on the four study axes.

6- STUDY SAMPLE:

Although some data was available regarding the research population, particularly concerning youth statistics, the lack of guarantee that researchers would be able to reach all members of this population led them to employ purposive sampling, or as it is called in research literature, a purposive sampling method. Accordingly, the researchers conducted the field study on a purposive sample, the selection process of which went through the following stages:

- a. Identifying Sample Collection Locations: The researcher identified the following locations for collecting the research sample:

Sohag City Center.

A group of villages affiliated with Sohag City Center, namely: Balsafoura, Awlad Ma'man, Al-Kumel Bahri, and Awlad Nasir.

B. Sample Collection: The study sample was collected using the convenience method, with the assistance of fourth-year students in the Sociology Department at the Faculty of Arts, Sohag University, as well as colleagues from the faculty, including administrators and teaching staff. The researchers distributed approximately 600 questionnaires.

C. The data collection process lasted approximately two months, from the beginning of October to the end of November 2025.

D-The 520 returned questionnaires were reviewed and examined. Twenty-two questionnaires were excluded due to incomplete responses, leaving 498 valid questionnaires suitable for analysis.

The following are the key characteristics of the research sample:

Table (1): Key Demographic Characteristics of the Research Sample.

Statement	Characteristics	Frequencies	Percentage
Gender	Male	300	66.3
	Female	198	39.7
	Total	498	%100
Place of Residence	Rural	240	48.2

	Urban	258	51.8
	Total	498	%100
Age Group	From 18 to less than 21	215	43.2
	From 21 to less than 25	180	36.1
	From 25 to less than 29	103	20.7
	Total	498	%100
Marital Status	Single	380	76.3
	Married	98	19.7
	Divorced	12	2.4
	Widowed	8	1.6
	Total	498	%100
Educational Level	Secondary or below	188	37.8
	University degree	289	58
	Postgraduate studies	21	4.2
	Total	498	%100
Employment Status	Employed	377	75
	Unemployed	121	24.3
	Total	498	%100

The data in the preceding table shows the most important demographic characteristics of the research sample, and the data indicates the following:

- A. The study sample was distributed by gender as follows: %66.3 males and %39.7 females.
- B. The study sample was distributed by place of residence as follows: %51.8 urban and %48.2 rural.
- C. The study sample was distributed by age group as follows: %43.2 aged 18 to under 21 years, %36.1 aged 21 to under 25 years, and % 20.7 aged 25 to under 29 years.
- D. The study sample was distributed by marital status as follows: % 76.3 single, %19.7 married, %2.4 divorced, and %2.4 widowed.
- E. The study sample was distributed according to educational level as follows: %58.4 with university education, %37.8 with secondary education or less, and %4.2 with postgraduate studies.
- F. The study sample was also distributed according to employment status as follows: % 75.7 were

employed, compared to %24.3 who were unemployed.

6- Statistical Analysis of Data:

The data analysis was conducted using the SPSS statistical software, version 22. The researcher employed the following statistical coefficients and tests:

- Pearson's correlation coefficient
- Cronbach's alpha coefficient
- Arithmetic mean and standard deviation
- T-test

For the statistical analysis of the questionnaire items and the calculation of the weighted mean, the researcher arranged the responses according to a three-point Likert scale, starting with "I agree" (3) and ending with "I disagree" (1). The researcher reversed the values for negative statements. The arithmetic mean (weighted mean) was calculated, and the attitude was determined according to the following table:

Table (2): Cut-off score for each level of response.

No.	Weighted Mean Score Categories	Assessment in the Study Instrument	Availability / Level
1	From 1 to less than 1.67	Achieved to a low degree	Low
2	From 1.67 to less than 2.34	Achieved to a moderate degree	Moderate
3	From 2.34 to 3	Achieved to a high degree	High

The previous table shows that the degree of segmentation was determined by the length of the cells (categories) of the Likart triple scale used in the questionnaire, and according to the weights and scores (1-2-3), the weighted averages shown in the

table and their arithmetic mean were considered the dividing line between the level of responses in the questionnaire, due to the average response to the statement or the dimension group or the total degree of the questionnaire.

Ninth- Results Of The Field Study:

1- Results of the first question: What are the reasons for future anxiety among young people in light of the dominance of digital culture?

Table (3): Arithmetic mean and standard deviation of the study sample estimates of the causes of future anxiety among young people

No.	Statements	Arithmetic Mean	Standard Deviation	Level	Rank
1	Continuous increases in the cost of living	2.86	0.569	High	Second
2	The existence of a significant gap between my aspirations and my current capabilities	2.56	0.644	High	Tenth
3	Fear for the future of children	2.63	0.579	High	Sixth
4	Instability of social and economic conditions	2.75	0.548	High	Third
5	Lack of suitable job opportunities	2.64	0.580	High	Fifth
6	The absence of anything that secures the future at the present time	2.62	0.579	High	Seventh
7	The increasing role of technology in various aspects of life	2.61	0.601	High	Eighth
8	Increasing life pressures with advancing age	2.89	0.540	High	First
9	Rapid changes affecting values and traditions	2.70	0.571	High	Fourth
10	Fear of failure	2.59	0.607	High	Ninth
–	Overall Score	2.68	0.581	High	–

Top of Form

Bottom of Form

The data in Table (3) present the results of the field study regarding the study sample's perceptions of the causes of future anxiety among young people. The data in the table show that there are ten primary causes underlying young people's anxiety about the future. According to the arithmetic mean and the cutoff score, all of these causes were rated at a high level, with all their means exceeding 2.34. The overall score for these causes was also at a "high" level, with an arithmetic mean of 2.68, which confirms the importance of these causes from the study sample's perspective.

According to the arithmetic mean, the related reason to increasing life pressures with age ranked first among the causes of anxiety about the future

with an arithmetic mean of (2.89), followed in second place by the continuous increase in the cost of living with an arithmetic mean of (2.86), then

the instability of social and economic conditions with an arithmetic mean of 2.75, followed in fourth place by the rapid change in values and traditions with an arithmetic mean of 2.70, followed by the lack of suitable job opportunities with an arithmetic mean of 2.64, In sixth place was the fear for son's future, with an arithmetic mean of 2.63, followed by the lack of security for the future at present, with an arithmetic mean of 2.62, then the increasing role of technology in various areas of life, with an arithmetic mean of 2.61, in ninth place was fear of failure, with an arithmetic mean of (2.59), and finally, a significant gap between young people's aspirations and their current capabilities, with an arithmetic mean of (2.56).

2- Results of the second question: What are the manifestations of anxiety about the future among Egyptian youth?

Table (4): The Arithmetic Mean and Standard Deviation of the Study Sample's Estimates of Future Anxiety Manifestations Among Youth.

No.	Statements	Arithmetic Mean	Standard Deviation	Level	Rank
1	I experience pessimistic thoughts about the future and think about death	2.77	0.538	High	First
2	Feeling panic merely when thinking about the future	2.51	0.858	High	Tenth
3	Feeling detached from reality on many occasions	2.65	0.583	High	Fourth
4	Frequent distraction and loss of concentration	2.56	0.825	High	Ninth
5	Feeling lost and not knowing what should be done	2.66	0.578	High	Third
6	Feeling disturbed and experiencing emotional suffering	2.64	0.667	High	Fifth
7	Limited ability to control matters	2.60	0.790	High	Eighth

8	Inability to express my feelings easily	2.63	0.708	High	Sixth
9	Nervousness and tension in ordinary situations	2.61	0.741	High	Seventh
10	Suffering from certain physical (somatic) symptoms	2.68	0.541	High	Second
Total Score		2.63	0.439	High	

The data in Table 4 present the results of the field study regarding the study sample's assessments of manifestations of future anxiety among young people. The data in the table show that there are ten manifestations of young people's anxiety about the future. According to the arithmetic mean and the cutoff score, all of these manifestations were at a high level, as all their means exceeded 2.34. The overall score for these factors was also at a "high" level, with an arithmetic mean of 2.64, which confirms the strength and significance of these manifestations from the study sample's perspective.

Based on the arithmetic mean, the manifestations of future anxiety among youth were ranked from highest to lowest as follows: At the top of these manifestations was young people's tendency to have pessimistic thoughts about the future and thoughts of

death, with an arithmetic mean of 2.77, followed in second place by suffering from certain physical symptoms, with an arithmetic mean of 2.68, and then in third place by a sense of helplessness and not knowing what to do, with an average of 2.66. In fourth place was the frequent feeling of detachment from reality, with a mean of 2.65, followed in fifth place by feelings of emotional turmoil and distress, with a mean of 2.64, and in sixth place was the inability to easily express emotions, with a mean of 2.63, followed by nervousness and tension in ordinary situations with a mean of (2.61), then a reduced ability to control situations with a mean of (2.60), followed by distraction and loss of concentration on many occasions with a mean of (2.56), and finally, a feeling of panic just thinking about the future with a mean of (2.51)

3- Results of the third question: What is the impact of digital culture on increasing future anxiety among Egyptian youth?

Table (5): shows the arithmetic mean and standard deviation of the study sample's ratings regarding the impact of digital culture on future anxiety levels among the youth.

No.	Statements	Mean	Standard Deviation	Level	Rank
1	Digital culture deepens the state of anxiety about the future.	2.70	0.540	High	Fifth
2	Digital culture reduces the space for social interaction among youth.	2.78	0.542	High	Second
3	Digital culture drives youth toward blind imitation.	2.75	0.547	High	Third
4	Lack of trust in transactions within the digital framework.	2.69	0.555	High	Sixth
5	Digital culture generates practices characterized by anxiety among youth.	2.66	0.566	High	Seventh
6	Digital culture contributes to the emergence of behaviors that reinforce fear.	2.73	0.558	High	Fourth
7	Digital culture threatens future aspirations.	2.60	0.595	High	Tenth
8	Digital culture threatens the social belonging of youth.	2.62	0.571	High	Ninth
9	Digital culture threatens the future of work for youth.	2.63	0.538	High	Eighth
10	Digital culture threatens the future social life of youth.	2.82	0.527	High	First
		2.70	0.553	High	

The data in Table (5) show the results of the field study of the study sample's estimates of the impact of digital culture on increasing the level of future anxiety among young people. The data in the table show that there are ten effects of digitization in this field, and according to the arithmetic mean and the degree of the deterministic limit, all of these effects

came at a high level, as all of their averages exceeded (2.34) The overall degree of these effects was at a (high) level with an arithmetic mean of (2.71), which confirms the importance of the strength and significance of these manifestations from the point of view of the study sample.

According to the arithmetic mean score, the order of manifestations of the impact of digitization on increasing the level of future anxiety among young people was as follows: In first place came the impact of digital culture threatening the future social life of young people with an arithmetic mean (2.82), followed in second place by reducing the area of social interaction among young people with an arithmetic mean (2.78), and in third place came pushing young people to blindly imitate with an arithmetic mean (2.75) Followed in fourth place by the contribution of digital culture to the emergence of

behaviors that enhance fear with an arithmetic mean (2.73), then deepening a state of future anxiety with an arithmetic mean (2.70), followed by a lack of trust in transactions within the digital framework with an arithmetic mean (2.69), and in seventh place came the generation of practices characterized by anxiety among young people with an arithmetic mean (2.66), followed by threatening the future of work with an arithmetic mean (2.63), Then threatening social belonging with an arithmetic mean (2.62), and finally threatening future ambitions with an arithmetic mean (2.60).

4- Results of Question Four: What are the effects and repercussions of future anxiety among young people?

Table (6): Arithmetic Mean and Standard Deviation of the Study Sample's Estimates of the Effects and Repercussions of Future Anxiety among Young People

No.	Statements	Arithmetic Mean	Standard Deviation	Level	Rank
5	Some youth tend to withdraw from participation in society	2.85	0.617	High	First
9	Reluctance to participate in political and public affairs	2.68	0.697	High	Second
3	The spread of apathy among youth	2.64	0.763	High	Third
4	Some youth tend toward extremism	2.60	0.683	High	Fourth
7	A state of violence develops among some individuals	2.58	0.688	High	Fifth
8	Reluctance to marry	2.49	0.747	High	Sixth
6	A tendency toward addiction and drug use	2.43	0.751	High	Seventh
1	Youth dissatisfaction and discontent with their lives	2.40	0.789	High	Eighth
2	Youth tendency to engage in practices contrary to societal traditions	2.36	0.815	High	Ninth
10	Low level of trust in state institutions	2.34	0.884	High	Tenth
—	Overall Mean	2.53	0.743	High	—

The data in Table (6) show the results of the field study of the study sample's estimates of the effects and repercussions resulting from future anxiety among young people. The data in the table show that there are ten effects resulting from future anxiety among young people, and according to the arithmetic mean and the degree of the deterministic limit, all of these effects and repercussions came at a high level, as all of their averages exceeded (2.34) The overall score of these effects was at a (high) level with an arithmetic mean of (2.53), which confirms the importance of the strength and significance of these effects according to the point of view of the study sample.

The data in the previous table show the diversity of effects and repercussions resulting from future anxiety among young people. According to the arithmetic mean score, the trend of some young

people towards withdrawing from participation in society came in first place with an arithmetic mean of (2.85), followed in second place by the reluctance of young people to participate politically and publicly with an average of (2.68), followed in third place by the prevalence of apathy among young people with an average of (2.64) Then some young people tended towards extremism with an average of (2.60), then violence was generated among some young people with an average of (2.58), followed by reluctance to marry with an average of (2.49), then the trend towards drug addiction with an average of (2.43), then general discontent and dissatisfaction of young people with their lives with an average of (2.40), followed by the trend of young people towards engaging in antisocial practices with an average of (2.36), Finally, the low level of trust in state institutions, with an arithmetic average of (2.34)

5. Results of Question 5: What is the impact of certain demographic variables on the formation of future anxiety among young people?

A. Gender and Future Anxiety Among Young People:

Table (7) Results of the t-test To measure differences in the study sample's ratings of the dimensions of future anxiety among young people in light of the gender variable (male/female)

Axes	Gender	Number (N)	Mean	t-value	Significance
Axis One: Causes of Future Anxiety	Male	300	2.854	13.930	0.01
	Female	198	2.241		
Axis Two: Manifestations of Future Anxiety	Male	300	2.780	5.384	0.01
	Female	198	2.014		
Axis Three: Impact of Digitization on Future Anxiety	Male	300	2.378	0.860	Not Significant
	Female	198	2.345		
Axis Four: Effects of Future Anxiety	Male	300	2.514	5.384	0.01
	Female	198	1.981		

To measure differences in the study sample's assessments of the dimensions of future anxiety based on the gender variable (male/female), the researcher used the t-test to measure differences between two independent samples. The data in the preceding table shows:

There are statistically significant differences at a significance level of (0.01) between males and females

on the first axis (causes of future anxiety) and the second axis (manifestations of future anxiety), with the differences favoring the male sample. The third axis (effects resulting from future anxiety) also showed differences favoring the male sample.

There are no statistically significant differences between males and females on the third axis (the impact of digitalization on future anxiety).

B. Place of Residence and Future Anxiety Among Youth

Table (8): shows the results of the t-test To measure differences in the study sample's assessments of the dimensions of future anxiety among youth based on the variable of place of residence (rural/urban).

Axes	Type	Number (N)	Mean	T-value	Significance
Axis One Causes of Future Anxiety	Rural	240	1.658	2.127	0.05
	Urban	258	2.410		
Axis Two Manifestations of Future Anxiety	Rural	240	2.056	3.498	0.01
	Urban	258	2.851		
Axis Three Impact of Digitalization on Future Anxiety	Rural	240	1.951	8.241	0.01
	Urban	258	2.684		
Axis Four Effects of Future Anxiety	Rural	240	2.112	6.187	0.01
	Urban	258	2.762		

To measure the differences in the study sample's estimates of the axes of fear of the future according to the residential area variable (rural/urban), the researcher used the statistical coefficient (T) to measure the differences between two independent samples, and the data in the previous table show:

There are statistically significant differences at a significant level of (0.01) between the rural sample and the urban sample on the first axis (causes of future anxiety), and the differences were in favor of the urban sample.

There are statistically significant differences at a significant level of (0.01) between the rural sample

and the urban sample on the second axis (manifestations of future anxiety), and the differences were in favor of the urban sample.

There are statistically significant differences at a significant level of (0.01) between the rural sample and the urban sample on the third axis (the impact of digitization on future anxiety), and the differences were in favor of the urban sample.

There are statistically significant differences at a significant level of (0.01) between the rural sample and the urban sample on the fourth axis (effects of future anxiety), and the differences were in favor of the urban sample.

C. Attitude towards work and future anxiety:

Table (9): T-Test results to measure differences in the study sample's estimates of the dimensions of future anxiety among young people in light of the variable of attitude to work (working/not working)

Axes	Statement	Number- N	Mean	T Value	Significance
First Axis Causes of Future Anxiety	works	377	1.841	11.410	0.05
	Does not work	121	2.571		
Second Axis Manifestations of Future Anxiety	Works	377	2.141	8.356	0.01
	Does not work	121	2.871		
Third Axis Effect of Digitalization on Future Anxiety	works	377	2.001	6.444	Not significant
	Does not work	121	2.101		
Fourth Axis Effects of Future Anxiety	Works	377	2.230	4.528	0.01
	Does not work	121	2.81		

To measure the differences in the study sample's estimates of the axes of anxiety and fear of the future according to the variable of attitude to work (works/does not work), the researcher used the statistical coefficient (T) to measure the differences between two independent samples. The data in the previous table show that there were statistically significant differences at a significant level of (0.01) between the sample of workers and the sample of

non-workers on each of the first axis (causes of future anxiety), the second axis (manifestations of future anxiety), and the fourth axis (effects of future anxiety). The differences were in favor of the sample of non-workers. While the results show that there are no statistically significant differences between the two samples on the third axis (the effect of digitization on future anxiety).

D. Age and future anxiety in young people:

Table (10): Results of a one-way analysis of variance test to measure the variance in the study sample's responses to the axes of the future anxiety questionnaire according to the age group variable.

Axis	Source	Sum of Squares	df	Mean Square	F	Sig.
Axis 1: Causes of Future Anxiety	Between Groups	0.164	3	0.055	0.751	0.01
	Within Groups	29.590	406	0.073		
	Total	29.755	409			
Axis 2: Manifestations of Future Anxiety	Between Groups	5.879	3	1.960	17.860	0.01
	Within Groups	44.551	406	0.110		
	Total	50.430	409			
Axis 3: Effect of Digitalization on Future Anxiety	Between Groups	3.615	3	1.205	5.090	0.01
	Within Groups	96.111	406	0.237		
	Total	99.726	409			
Axis 4: Effects of Future Anxiety	Between Groups	1.069	3	0.356	3.338	0.010
	Within Groups	43.343	406	0.107		
	Total	44.412	409			

Table (10) presents the results of the one-way analysis of variance (ANOVA) test to measure the variance in the study sample's estimates for the four axis of the Future Anxiety Questionnaire among young people. The data in the table indicate that there

is a statistically significant difference at a significance level of 0.01 in the sample's scores for all axis attributable to the age variable. To measure the direction of the variance, the Scheffe's test was used, and the following table presents the test results:

Table (11): Results of the Scheffe's test to measure the direction of the variance

Axis	Age Groups	Number=N	18 to less than 21	21 to less than 25	25 to less than 29	Mean
Axis 1: Causes of Future Anxiety	From 18 to less than 21	215	-			2.951
	21 to less than 25	180	0.02517	-		2.751
	25 to less than 29	103	0.03741	0.02414	-	2.101
Axis 2: Manifestations of Future Anxiety	18 to less than 21	215	-			2.894
	21 to less than 25	180	0.18962	-		2.600

	25 to less than 29	103	0.19325	0.11363	-	2.000
Axis 3: Impact of Digitalization on Future Anxiety	18 to less than 21	215	-			2.884
	21 to to less than 25	180	0.17551	-		2.589
	25 to less than 29	103	0.23343	0.15792	-	1.982
Axis 4: Effects of Future Anxiety	18 to less than 21	215	-			2.741
	21 to less than 25	180	0.17265	-		2.487
	25 to less than 29	103	0.11611	0.14347	-	2.256

Table (11) shows that the trend of variation across all questionnaire axis favored the 18 age group to less 21 year, compared to the other age groups (21) to less 25 and 25 less than 29 year. This may be attributed to the fact that younger age groups are generally more susceptible to stress and anxiety compared to older age groups, who have already achieved many life milestones that contribute to a sense of security and less fear about the future, unlike younger groups who have not yet begun their professional lives.

TENTH DISCUSSION OF RESULTS AND RECOMMENDATIONS:

This study explored the topic of future anxiety among young people, its manifestations and dimensions, within the context of digital culture. The study posed five key questions, and the researcher will now discuss the study's findings in light of the theoretical framework.

First, regarding the reasons for youth anxiety about the future in the context of the prevailing digital culture, the results revealed ten primary causes underlying this anxiety. According to the arithmetic mean and threshold score, all these reasons were rated at a high level, with averages exceeding 2.34. The overall score for these reasons was also high, with an arithmetic mean of 2.68, confirming their importance from the perspective of the study sample.

The results also revealed the diversity of reasons associated with the formation of anxiety among young people in the research community. The most prominent reason was the increasing pressures of life with advancing age, followed by the continuous rise in the cost of living, then the instability of social and economic conditions, followed by the rapid change in values and traditions, and then the scarcity of suitable job opportunities. Fear for the future of their children was also a significant factor contributing to future anxiety among young people, ranking sixth. This was followed by the availability of security in the present, then the increasing role of technology in various aspects of life, then the fear of failure, and finally, the significant gap between the aspirations and current capabilities of young people.

Based on the foregoing, it may be concluded that

youth within the study population hold a largely negative perception of the future. This appears to constitute a general characteristic among young people across Arab societies, as confirmed by the findings of previous studies, including Rashid and Ali (2021) in Iraq, Al-Amin et al. (2021) in Lebanon, and Faraj (2022) in Egypt. The results of these studies have demonstrated a state of tension and anxiety in Arab youths' perceptions of their future..

An important observation regarding the causes of fear is that they are all local in nature, with the exception of one factor that is global. This factor relates to the increasing role of technology in the future, encompassing all aspects of life. This finding aligns with the conclusions of the study by Carabelli and Lyon (2016), which demonstrated the impact of technology on the formation of fear among young people, and also with the findings of the study by Sofia et al. (2022), which highlighted the significance of digital anxieties related to modern technology among youth.

At the level of theoretical sociological interpretation, the results of the current study regarding the causes of future anxiety among young people can be understood in light of several theoretical statements, foremost among them being the statements of the liquid fear theory of the sociologist Bauman, which emphasized that the current era is characterized by the prevalence of uncertainty, and as a result of social and technological transformations and the increase of rapid individualism, the issue of anxiety and fear has become a fundamental characteristic to the extent that we can call fear liquid fear, that is, continuous and simultaneous. Thus, if we look at the nature of the reasons that the young people in the study sample put forward as justifications for future anxiety, we find that they are reasons related to all the parameters of the social life that young people live, which makes us imagine that these reasons constitute a state of liquid justifications for fear, as they flow from every place and direction surrounding the young people in the research society.

What is striking about the reasons for this anxiety about the future is that most of them are directly or indirectly related to state institutions, which are supposed to be responsible for ensuring security and

stability for young people. The continuous increase in the cost of living is a direct result of the failure of state policies and institutions to control prices and maintain the value of the national currency (the Egyptian pound). In recent years, the national currency has suffered a decline due to several factors related to international economic policies, resulting in successive increases in the cost of living for families in Egyptian society. Similarly, the scarcity of job opportunities is directly linked to the state's employment policies, for which the Ministry of Labor is primarily responsible. It is well known that Egyptian society has witnessed successive increases in unemployment rates in recent years, making the lack of future job opportunities one of the most significant concerns facing young people and a major source of their anxiety about the future.

Second, regarding the manifestations of anxiety among young people, the field results revealed ten manifestations of future anxiety. According to the arithmetic mean and threshold score, all of these manifestations were at a high level, with all averages exceeding 2.34. The overall score for these factors was also high, with an arithmetic mean of 2.64, confirming the strength and importance of these manifestations from the perspective of the study sample.

The results showed the diversity of these manifestations of future anxiety among young people. The most prominent of these manifestations was the intrusion of pessimistic thoughts about the future and dwelling on them, followed by experiencing some physical symptoms, then a feeling of being lost and unsure of what to do, followed by a frequent feeling of detachment from reality, in addition to feelings of emotional distress and suffering, and an inability to easily express feelings. Other manifestations included nervousness and tension in ordinary situations, a lack of control over matters, frequent distraction and loss of focus, and finally, a feeling of dread simply thinking about the future.

This last manifestation was also observed in the study as a result of the study sample. These findings align with the conclusions of several previous studies, including the King Khalid Foundation study (2020), which revealed several manifestations of future anxiety among young people linked to dissatisfaction with the present and negative feelings towards family institutions and the social order. They also corroborate the findings of the Hakamiyah study (2017), which connected these future anxiety manifestations to young people's willingness to engage in illegal immigration., this pessimistic outlook on the future led these young people to

disregard the immense risks associated with this type of migration. From a sociological perspective, these manifestations of future anxiety can be understood in light of Ulrich Beck's theory of risk society. Reviewing these manifestations reveals a crucial fact: most of them are directly linked to job insecurity and the diminishing influence of customs and traditions on personal identity. This is precisely what Beck emphasized in his theory, which pointed to several factors that can help explain future anxiety, such as the erosion of traditional family structures, the prevalence of liberalization and democracy in interpersonal relationships, and the element of risk, which is considered one of the most significant outcomes of globalization and technological advancement.

Third, regarding the impact of digital culture on increasing future anxiety among young people, the results revealed that there are ten effects of digitalization in this area. According to the arithmetic mean and the cutoff score, all of these effects were found to be at a high level, with all their means exceeding 2.34. The overall score for these effects was also "high," with an arithmetic mean of 2.71, which confirms the strength and significance of these aspects from the perspective of the study sample.

The results confirmed the diversity of the manifestations of digitalization's impact on increasing future anxiety among youth. Foremost among these effects was the threat that digital culture poses to the future social life of youth, followed in second place by the reduction of opportunities for social interaction among youth, then the tendency to push youth toward blind imitation, and finally the contribution of digital culture to the emergence of behaviors that reinforce fear, followed by the deepening of future anxiety, as well as a lack of trust in transactions within the digital framework, in addition to the generation of anxiety-inducing practices among young people, the threat to future employment and social belonging, and finally the threat to future aspirations.

The current study related to some of the findings of previous studies, including the study by Loay (2017), which emphasized the impact of digital culture on shaping social identity among youth, and the study by Al-Abed (2019), which discussed cultural identity among youth in the digital environment, confirming its role in pushing young people towards a state of negative imitation of everything foreign and Western. Additionally, the study by Al-Miladi et al. (2023) indicated the impact of digital media on the national identity and sense of belonging of young people in Qatari society.

From a sociological perspective, the findings of this study regarding the impact of digitalization on youth anxiety about the future can be understood in light of several theoretical models, most notably Ulrich Beck's risk society theory. Beck emphasized that the technological changes of recent years have brought with them various types of risks that individuals must confront or adapt to. These risks are considered one of the most significant impacts of digitalization on youth anxiety about the future. Beck goes so far as to argue that these risks in modern society will contribute to the formation of a global risk society – a modern society in which technological changes play a crucial role, generating new forms of risk.

From a modernization theory perspective, the ability of young people to feel existentially secure is threatened. Furthermore, their capacity to embrace new ideas is also under threat, as modern digital culture imposes limitations on human capabilities and the accessibility and control of information, thus exacerbating feelings of unease and anxiety among youth.

Fourth, regarding the effects and repercussions of future anxiety among youth, the results revealed ten such effects. According to the arithmetic mean and threshold score, all these effects and repercussions were at a high level, with all averages exceeding 2.34. The overall score for these effects was also high, with an arithmetic mean of 2.53, confirming the strength and importance of these effects from the perspective of the study sample.

The results demonstrated the diversity of the effects and repercussions stemming from future anxiety among youth. The most prominent of these effects was the tendency of some young people to withdraw from community participation, followed by their reluctance to engage in political and public life, then the prevalence of apathy among youth, followed by the tendency of some youth towards extremism, the emergence of violence among some youth, followed by reluctance to marry, then drug addiction, followed by general discontent and dissatisfaction with their lives, in addition to the tendency of some youth to engage in practices contrary to societal norms, and finally, a decrease in trust in state institutions.

The results of the current study on the effects of future anxiety are consistent with the findings of some previous studies, including the study by (Both, 2019), which indicated that increasing the degree of apathy among young people is one of the most important effects associated with anxiety among young people. The study showed the effect of modern communication methods in deepening this

feeling. It is also consistent with what the study by (Sofia et al, 2022) indicated about the effect of future anxiety on young people suffering from many psychosomatic symptoms, including various psychological and physical disorders.

According to the risk society theory, the effects of youth anxiety about the future, given the realities of the current era, are to be expected. What characterizes the present era, as Beck puts it, is that it represents a stage of artificial doubts and systematic irresponsibility. Consequently, political stability within a state will be linked to a continued lack of critical thinking due to the absence of certainties. In this context, distinctions become meaningless; it is impossible to differentiate between political, economic, natural, cultural, material, or knowledge-reproduction matters. Therefore, the only way to understand what is happening in the era of globalization is to recognize that the world has entered a phase of fragmentation, and we must equip ourselves with the ability to confront the unintended consequences of modernization, which Beck calls "reflexive modernity" or "second modernity." This is because the self-destructive dynamics of first modernization, accompanying the post-industrial era, have become reflexive in nature. On the other hand, globalization has effectively eliminated the idea of boundaries between rich and poor societies, or in other words, between the developed North and the developing South. The environmental, economic, social, and political challenges of our time are no longer addressed by national entities or protected doctrines, thus necessitating a global methodology or strategy to confront these challenges. Furthermore, under the system of globalization, the gap between rich and poor countries has widened, with wealth, income, resources, and consumption concentrated in wealthy societies, while poor countries suffer under the weight of poverty, malnutrition, disease, and external debt (Al-Sayed, 2019, p. 20).

Fifth, the study results also showed a significant impact of some demographic variables on shaping future anxiety among young people. The most prominent of these variables was gender, as the results revealed statistically significant differences at a significance level of (0.01) between males and females across the three study axes: (causes of future anxiety), (manifestations of future anxiety), and (effects resulting from future anxiety). These differences favored the male sample, indicating that males are more affected by the idea of future anxiety compared to females. This may be attributed to several socio-cultural factors, as society places a greater responsibility on males to build the future

than on females, despite the progress and success achieved by females in all societal spheres in recent years. The results also revealed an effect of the place of residence variable, showing statistically significant differences at the 0.01 level between the rural and urban samples on the first axis of the study (causes of future anxiety), the second axis (manifestations of future anxiety), the third axis (the impact of digitalization on future anxiety), and the fourth axis (effects of future anxiety). All these differences favored the urban sample. This may be attributed to the characteristics of rural residents, which make them less responsive to problems and threats concerning the future. Rural residents are often governed by traditional beliefs that lead them to view the future as something beyond human comprehension, known only to God. Consequently, they are less concerned about the challenges the future may present and the anxieties it may cause.

The results also showed differences in the dimensions of future anxiety among young people between the working sample and the non-working sample. The differences were in favor of the non-working sample, and this is very logical, as work gives its owner a kind of sense of confidence in what the future may bring, in contrast to the non-working, for whom the future represents an obsession that carries many fears related to the possibility of obtaining a suitable job that provides its owner with a suitable income, enabling him to form a family life and secure for himself and his children after the future..

The results also demonstrated the impact of age on future anxiety among young people. The findings revealed a variation in future anxiety, with the youngest age group (18 to under 21) exhibiting higher levels compared to other age groups. This is logical, as younger individuals, still at the beginning of their lives, often face many uncertainties about the future, unlike older individuals who have already begun

their professional and social lives. Therefore, their future anxiety is not comparable to that of younger age groups.

Finally, the results showed the impact of marital status on future anxiety among young people. The findings indicated a variation based on the marital status of the study participants, with widows and widowers exhibiting higher levels of anxiety. This effect can be understood in light of the socioeconomic and psychological context in which widows and widowers, especially those with children, live. For them, the future represents a constant source of anxiety due to the numerous needs of their children and the uncertainty of meeting those needs amidst the increasing difficulties and rising cost of living in Egyptian society.

RECOMMENDATIONS:

1. Educational institutions, especially secondary and university education, must adopt guidance programs that reduce youth anxiety about the future.
2. Various state bodies concerned with youth, such as the Ministry of Youth and Sports and its affiliated institutions, as well as other governmental and private organizations, must adopt programs that guide young people in ways that reduce their anxiety about the future.
3. Researchers should conduct interdisciplinary studies involving different social and humanistic disciplines to explore the various aspects of youth anxiety about the future and propose different programs and approaches to address this complex problem.
4. Curricula should include topics related to future anxiety and futures studies.
5. All those working in the field of education should give attention to the topic of future anxiety by offering courses, holding seminars, and delivering lectures on the subject.

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