

Standardizing Dr. Ghaleb the Future Anxiety Scale with Secondary School students

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Abstract

The current study aims to standardize the Future Anxiety with secondary school students, in an effort to identify the psychometric properties of the scale and the extent of its compatibility with the properties of a good scale. To achieve the objectives of the current study, we used the descriptive approach. The scale was applied to a sample representing the research community, consisting of (42) male and female secondary school students in Mostaganem Province –Algeria-

The validity of the scale was verified through: internal consistency, one-way comparison validity (discriminant validity), and its stability was measured by: split-half method, and Cronbach's alpha coefficient. The aforementioned statistical methods showed that the future anxiety scale is characterized by good levels of validity and stability, and the ability to be applied in the Algerian environment.

Keywords: Standardization of scale , future anxiety scale, high school students

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I. Introduction:

There is no doubt that thinking about and fearing the future is not only a concern of young people, but also a concern of societies and peoples. Today's youth—meaning students—are the future, the men and women of tomorrow who will bear the responsibility for the progress and prosperity of their countries. They think deeply about the future and fear it and what it holds for them.

One source of anxiety is the anticipation of a threat, whether specific or vague. It is self-evident that anticipation is linked to future events. Anxiety does not arise from an individual's past, but rather is a fear of the future and the events it holds that threaten human existence and humanity. Anxiety stems from fear about things an individual expects to happen in the future; in other words, the future is the factor that provokes anxiety (Salah: 2007: 37). Anxiety reflects the importance of our ability to adapt and plan for the future. Preoccupation and worry about future events are only problematic when accompanied by uncontrollable anxiety, in which case anxiety becomes a chronic condition that is difficult to manage.

High school represents a major turning point in a student's life, as this stage is considered a stage of self-determination for the future, and what accompanies this stage of thinking, fear, and anxiety about the future. These feelings and emotions differ from one student to another according to the experiences of these students, their preparations, and the social and economic circumstances of their families. Due to the narrow scope of jobs and employment recently, their anxiety about the future has noticeably increased, which has a negative impact on their academic achievement and reduces their motivation to achieve. This may lead to a decline in their level of ambition, which may be accompanied by feelings of frustration and anxiety. (Ibrahim Saad Ali: 2014 : 3).

II. Research Problem:

To measure future anxiety among individuals, psychologists have designed several scales to measure it in different settings. Therefore, through our current study, we seek to standardize Dr. Ghaleb Al-Mashikhi's Future Anxiety Scale (2009) on a sample of secondary school students in Mostaganem Province, by calculating its psychometric properties (validity and reliability).

Considering that the future anxiety scale has achieved the specifications of a good test after applying it to a sample of Arab societies, such as the study of Reem Salem (2015) on future anxiety and its relationship to life satisfaction among female students at Al-Mira Noura bint Abdul Rahman University, and the study of Ibrahim Saad Ali (2014) on the effectiveness of a realistic guidance program in reducing future anxiety among high school students in the Kingdom of Saudi Arabia. And the national study, such as Alouti Sohaila's study at Jijel University, on future anxiety among university students in light of the variables of gender and academic specialization (2021), and the

study of Qarbas Aya and Ayad Asmaa (2022/2023) on future anxiety among mothers of children with autism at the Psycho-Pedagogical Center for Mentally Handicapped Children in M'sila, and in light of that, the researcher seeks to standardize the scale of future anxiety on the Algerian environment and its effectiveness.

III. The research problem can be formulated in the following question:

Are the psychometric properties of the Future Anxiety Scale achieved when applied to secondary school students in Algeria?

The following two questions emerge from this question :

- Is the Future Anxiety Scale reliable when applied to secondary school students?
- Is the Future Anxiety Scale valid when applied to secondary school students?

IV. Study objectives:

This study generally aims to standardize Ghaleb Al-Mishkhi's (2009) Future Anxiety Scale for secondary school students by:

- Determining the consistency of the psychometric properties of the Future Anxiety Scale, including reliability and validity.
- Developing a standardized scale for the Algerian context to diagnose future anxiety.
- Adding a new set of measurement tools that takes into account the characteristics of a good test.

V. Significance of the Study:

The importance of the current study lies in the following:

- The importance of the standardization process and the effort to understand its stages to achieve good results.
- Enriching scientific research, which contributes to drawing the attention of psychology specialists to conduct numerous studies in the field of test adaptation, construction, and standardization.
- Attention was paid to selecting the research sample (high school students), as most previous studies focused their attention on the university category and older individuals, especially since the adolescent category (high school students) is one of the samples most vulnerable to future anxiety.

VI. Study concepts:

- The concept of standardization:
 - Technically, Abdel Rahman Al-Aissawi defined it as: "Developing a comprehensive, clear, and specific plan for all test steps, procedures, methods of application, correction, interpretation of scores, and determination of scores" (Boukhalifa Hamza et al: 2020 : 232).

- Procedurally: Procedures for applying the Future Anxiety Scale to secondary school students, correcting it, and analyzing it using accurate statistical methods, and developing items that are valid and reliable if they are reapplied to measure what they were designed to measure.

VII. The meaning of future anxiety:

- Technically, Al-Mashykh (2009) defines it as: "a feeling of unease, negative thinking about the future, a negative outlook on life, an inability to cope with life's pressures and events, low self-esteem, a loss of a sense of security, and a lack of self-confidence."

- Procedurally: It refers to the total scores of the future anxiety scale obtained by the sample members after they answer the scale's items, which are considered an indicator of future anxiety according to the five dimensions of the scale.

• Secondary school students: This refers to a group of students between the ages of 15 and 20, who are pursuing their secondary school studies in one of the scientific or literary specializations, and who are in the second and third secondary level.

VIII. PROCEDURE :

The research methodology is linked to the research problem and its hypotheses. Therefore, any researcher must determine the appropriate methodology for their research, one that will help them answer all their questions or test their hypotheses as effectively as possible. This is achieved by selecting the most appropriate methodology. In this research, the researcher followed a descriptive methodology, which focuses on accurately describing the phenomenon through qualitative expression.

IX. Study sample:

The current study community consists of some secondary school students in Mostaganem province, who are studying in the second and third levels during the 2024/2025 academic year, and from both scientific and literary specializations, whose number reached approximately (42) male and female students.

They were randomly selected from second and third year secondary school students from both scientific and literary specializations at Shahida Ould Kablia Saliha Secondary School in Mostaganem Province. Their number reached approximately (42) male and female students, in order to verify the psychometric properties of the study tools that were adopted in the current study.

X. Measures:

The following is a brief description of the scale of the Future Anxiety Scale, prepared by Dr. Ghaleb bin Muhammad Ali Al-Mashykh (2009):

The scale consists of five dimensions, as follows:

- The first dimension: Negative thinking about the future, which refers to a set of false and negative thoughts and beliefs that an individual perceives and that lead to feelings of unease, tension, and fear about the future.
- The second dimension: Negative outlook on life: This refers to negative expectations of future life events and the inability to adapt and deal with them.
- The third dimension: Anxiety about stressful life events: This refers to the pressures that an individual suffers from, whether familial, social, or economic, and which are reflected in his view of the future.
- The fourth dimension: Psychological manifestations of future anxiety: This refers to a group of emotional reactions that reflect the individual's way of perceiving events and situations that require confrontation and affect the future.
- The fifth dimension: physical manifestations: This refers to the physical problems or physiological reactions that occur in the individual in response to situations that pose a threat to him and that he realizes affect his future.

XI. Scale correction:

The scale consists of (43) statements that fall under five different dimensions of future anxiety, as shown in Table No. (01) as follows:

Number	Dimensions	Item numbers	N.P
01	Negative thinking about the future	36/31/26/21/16/11/06/01	08
02	Negative outlook on life	41/37/32/27/22/17/12/07/02	09
03	Anxiety about stressful life events	42/38/33/28/23/18/13/08/03	09
04	Psychological manifestations of future anxiety	39/34/29/24/19/14/09/04	08
05	Physical manifestations of future anxiety	43/40/35/30/25/20/15/10/05	09
	Total number of Items		
	43		

As for estimating the scores, the examinee is given one score if his response is not applicable, two scores if his response is sometimes applicable, and three scores if he answers applicable, where the total score that the examinee gets on his future anxiety scale ranges from (43-129) points.

XII. Validity of the scale:

➤ Presentation and discussion of the first question: Is the Future Anxiety Scale valid when applied to secondary school students?

❖ Internal consistency validity:

• The correlation coefficient of each Item , with the dimension to which it belongs in the future anxiety scale:

Negative thinking about the future									
	36	31	26	21	16	11	06	01	Items
	**0.849	**0.678	**0.621	**0.835	**0.641	**0.581	**0.824	**0.754	C. coefficient
Negative outlook on life									
4	37	32	27	22	17	12	07	02	Items
1									
0	**0.659	**0.768	**0.527	**0.742	**0.682	**0.763	**0.671	**0.660	C. coefficient
**0.745									
Anxiety about stressful life events									
4	38	33	28	23	18	13	08	03	Items
2									
0	**0.513	**0.522	**0.698	**0.598	**0.594	**0.488	**0.715	**0.634	C. coefficient
**0.662									
Psychological manifestations of future anxiety									
	39	34	29	24	19	14	09	04	Items
	**0.743	**0.732	**0.618	**0.753	**0.682	**0.759	**0.718	**0.760	C. coefficient
Physical manifestations of future anxiety									
4	4	3	3	25	20	15	10	05	Items
3	0	5	0						
0	0	0	0	**0.521	**0.707	**0.698	**0.506	**0.681	C. coefficient
**0.620	**0.471	**0.700	**0.654						

Table No. (02) Correlation coefficient of each paragraph with the dimension in the future anxiety scale

We note from Table No. (02) that all Items have a statistically significant correlation coefficient at the significance level (0.01), as their coefficients ranged between (0.47) and (0.84),

and this confirms the extent of homogeneity and internal consistency of the scale as an indicator of construct validity in measuring future anxiety.

- Correlation coefficient of each dimension with the total score of the future anxiety scale:

S. value	R	Dimensions	N.P
0.01	**0.896	Negative thinking about the future	01
	**0.908	Negative outlook on life	02
	**0.810	Anxiety about stressful life events	03
	**0.943	Psychological manifestations of future anxiety	04
	**0.728	Physical manifestations of future anxiety	05

Table No. (03) Correlation coefficient of each dimension with the total score of the future anxiety scale

We note from the above table No. (03) that all dimensions of the future anxiety scale have a statistically significant correlation coefficient at the significance level (0.01), as their coefficients ranged between (0.720) and (0.943), and this indicates the degree of homogeneity and strength of the internal consistency of the scale as an indicator of construct validity in measuring future anxiety.

1.2 / Validity of the terminal comparison (discriminant validity):

1.3

Statistiques de groupe					
Standard error	Standard deviation	Mear	Total		
1.610	6.022	56.50	14	Lower grades	Grades
2.803	10.489	96.79	14	Higher degrees	

Test d'échantillons indépendants				
Value	Ddl	T value (T)	F value	
0.000	26	12.462-	3.360	Grades
0.000	20.731	12.462-		

We note from the results obtained above No. (04) (Independent Test) that the significance level is less than (0.05), and from this it becomes clear to us that there are statistically significant differences between the average scores of weak individuals and the average scores of strong

individuals, and from this it can be said that this scale is valid for what it was prepared for and has the ability to distinguish between the lowest scores and the highest scores of the respondents.

2. Scale stability:

➤ Is the stability property of the future anxiety scale achieved when applied to secondary school students?

2.1 / Cronbach's alpha coefficient:

The researcher used Cronbach's alpha coefficient to calculate the reliability coefficient of the scale and reached the following result:

Cronbach's alpha coefficient	Total Items
0.951	43

From this, it becomes clear to us that the Cronbach's alpha coefficient was estimated at approximately (0.951), which is a very excellent coefficient, which demonstrates the stability of the scale and its readiness for measurement.

2.2 .Calculating the reliability coefficient using the split-half method:

N	Correcting the coefficient with the Spearman-Brown equation	Correlation coefficient before correction
42	0.964	0.931

From the table above, it is clear to us that the reliability coefficient was estimated at approximately (0.964), which is an excellent and very strong coefficient, which means that the scale is completely reliable for studies and research.

❖ General conclusion:

From the above, the research reached the following results:

- The Future Anxiety Scale is characterised by a high degree of validity, as indicated by the results of internal consistency validity and inter-comparative validity (discriminant validity).
- The Future Anxiety Scale is characterised by a high degree of stability, as indicated by the results of the reliability calculations (Cronbach's alpha and split-half).

Finally, through the results obtained on the psychometric properties of the Future Anxiety Scale by Dr. Ghaleb Al-Mishkhi (2009), and on the specifications that the scale enjoys, which are embodied in important facts related to the test itself, in terms of its reliance on a solid theoretical framework and its containing 43 Items and five major dimensions, and this number in itself, according to the view of some researchers, is acceptable and puts the tool in a position of justice.

With this number of phrases, the scale is neither too long, which would bore and alienate the research sample, which would make their responses go in the right direction, nor too few, which would make the items unrepresentative of the sample of behavior to be measured. We also notice that the phrases of the scale are clear and easy, and this is what we noticed in the answers of the sample members to all the Items, without leaving out any of them, and their not asking for clarification of the Items of the scale.

❖ Recommendations:

Based on what has been reached through the current study, we decided to conclude it with the following recommendations:

- Conducting other studies to standardize psychological tests and measures in the Algerian environment.
- Conduct in-depth studies on future anxiety.
- Expand interest in future anxiety among high school students.
- Re-standardize this scale on a larger sample size and other age groups.

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