

Design and construction of a scale for future anxiety among final-year students at the Faculty of Physical Education , Minia University

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Research introduction::

The future is a source of disturbance to us most of the time, a danger because we are unable to know what is destined for it, and an internal anxiety in the individual controls our thoughts and minds completely or partially, which is reflected in our current performance and the degree of our acceptance of reality and the level of our academic ambition in particular, and interest in our roles and jobs in the best possible way, and the emergence of a degree of lack of social responsibility towards ourselves and others and interest in things that have priority, believing that we cannot read what is happening in the future, and a kind of anxiety and inability to deal emotionally with others may occur, which may affect our level of ambition, and all this happens because of our fear of this mysterious future, especially with the final stages of education, where the student feels fear of the new stage in his life in which he begins to rely on himself and face life with all its changes, and accordingly the student's life is full of worries and future tensions.

Ibrahim Mahmoud (٢٠٠٣:٢) and Ibrahim Abdel Hamid (٢٠٠٨:١) indicated that there is a significant positive relationship between the low level of orientation towards the future and depression, alienation and psychological stress for both males and females in the Egyptian and Saudi

environments, and that problems related to the future as perceived by young people reflect their attitudes towards the future and their expectations for it. Their expectations for the personal future are positively related to self-esteem.

Zainab Shakir (٢٠٠٥: ٦٨) states that future anxiety is an unpleasant emotional experience that causes the individual to feel vague fear and negative predictions of events that will occur, making him feel tense, distressed and depressed when thinking about them at length, which leads to a weakness in the individual's ability to achieve his goals and ambitions and a feeling that life is not worthwhile, and also a feeling of discomfort and inability to focus and feel secure about the future. And that (future anxiety) represents the framework that includes all cognitive processes and emotional situations, as some people have more experience than others in determining the danger of future situations because they have information about those dangerous situations, and the ability to deal with the danger in a positive and effective way, so when that information related to future danger is activated, it automatically stimulates negative thoughts in the person about that danger and thus he is prepared for it. The wrong perceptions and negative thoughts (such as pessimism, frustration, negative self-esteem, and feelings of failure) that an individual holds and believes in are the reason for his bad mood. Here, the person sees that life is nothing but a calamity, high cost, delusion, sadness, and suffering (a negative view), so his situation turns into a state of tension and insecurity that may turn into a state of depression over time. While others see that anxiety about the future is anxiety resulting from irrational and unrealistic thinking about the future and fear of bad events that are expected to happen in the future.

Abu Bakr Morsi (١٩٩٧: ١٠٦,٢١) states that thinking and fearing the future are matters that no longer occupy the minds or thoughts of young people only, but thinking about the future and predicting it have become matters that concern civilized societies and peoples who are trying to find a place for themselves on the global and international map. Anxiety either pushes its owner to produce, grow and innovate, if it is the mild type of anxiety that stimulates a person's will and activates his enthusiasm, or it pushes a person to pessimism and illness according to the theory of motivation. Anxiety is not harmful in all cases. It may help its owner to

achieve complex operations and hinder him from performing simple operations, but in many cases anxiety is very useful when the degree of anxiety is average.

Mahmoud Mohi El-Din (٢٠٠٤: ١٤٨) explains that future anxiety is one of the anxiety systems that have begun to surface, as he launched the term future shock on the current era because it creates serious tension due to the multiple demands of this era. He concluded that many people suffer from future shock, so it can be said that future anxiety is a type of anxiety related to the individual's expectation of future events over a longer period of time. When a person assumes his future, he assumes his present and makes his past meaningful, as the past and present intervene in predicting future events and actions.

Aaron Beck (٢٠٠٠: ٢٥) believes that anxiety about the future is a type of anxiety that poses a threat to the health and productivity of individuals, as it appears as a result of complex life circumstances and the increasing pressures of life and the demands of living. This anxiety may be of a high degree, leading to an imbalance in the individual, which has the greatest impact on him, whether mentally, physically or behaviorally.

Nahed Saud (٢٠٠٥: ٦٣) believes that anxiety about the future is an important source of anxiety, as it is a space for achieving desires, ambitions, self-realization, and latent potential. The phenomenon of anxiety about the future has become clear in a society full of changes and charged with factors of unknown fate. This phenomenon is linked to a group of variables, such as seeing reality in a negative way based on present problems.

Research problem:

From the above, anxiety about the future and what it causes of psychological tensions, internal conflicts, negative feelings towards our present and future, disturbances among our students and university youth, and a decline in the level of orientation towards the future, as Ibrahim Mahmoud (٢٠٠٣: ٢) and Ibrahim Abdel Hamid (٢٠٠٨: ١) indicated, and thinking about the future has become a concern for everyone, as it is one of the matters that concern civilized societies and peoples who are trying to find a place for themselves on the global and international map, as Abu Bakr Morsi (١٩٩٧: ١٠٦, ٢١) and Mahmoud Mohi El-Din (٢٠٠٤: ١٤٨) indicated, and it is a source of anxiety towards achieving desires and ambitions and self-realization in a society full of changes, as Nahed Saud (٢٠٠٥: ٦٣) indicated.

Just as anxiety in general and anxiety about the future in particular play a role in losing our motivation towards future hope if our expectations for it are negative expectations, fear and disturbance, so man is at every moment and at every time driven by various internal or external factors that may affect his perception of the world around him, and the things he perceives in it and the actions he indulges in, according to what was indicated by Al-Jamil Shala (٢٠٠٤: ١٨٥), Suhair Al-Shafi'i (٢٠١٢: ٣٢٦), Ashraf Abdel Qader (١٩٩٨: ٥٨).

In light of the rapid transformations witnessed by modern societies, anxiety about the future has become a common psychological phenomenon among individuals, especially among young people who are on the threshold of working life. "Future anxiety" is considered one of the important psychological variables that directly affects individuals' ability to plan and make decisions related to their professional and personal future. Despite the importance of this topic, there is a noticeable lack of tools and measures that accurately measure this type of anxiety, especially among university students who face increasing psychological pressures as they approach graduation and enter the labor market.

Final-year students at the Faculty of Physical Education, Minia University suffer from multiple pressures related to their professional and personal future. These pressures increase their level of anxiety about the future, which negatively affects their academic performance and psychological well-being. However, there is no approved and reliable measuring tool to measure the level of "future anxiety" among this group of students. This lack of tools makes it difficult for researchers and specialists to determine the prevalence of this phenomenon and understand its causes and consequences. Developing a scientific scale for future anxiety among final-year students at the Faculty of Physical Education is an urgent necessity, not only to understand the nature of this anxiety, but also to provide a tool that can be used in future studies that aim to design intervention programs aimed at reducing anxiety and enhancing students' ability to deal with future challenges. Without an accurate and reliable scale, this anxiety remains incompletely understood, which may lead to neglecting its impact on students' lives and academic performance. This prompted researchers to build and design a scale for future anxiety among final-year students at the Faculty of Physical Education, Minia University.

-The importance of the research: The importance of this research is due to the design of a scale of future anxiety for university students, which is considered an important step for several reasons

١. The scale helps measure the level of anxiety experienced by students regarding their academic and professional future, allowing for a deeper understanding of their fears and aspirations.

٢. The scale can help develop training programs that help students deal with anxiety and develop coping skills.

٣. It helps students identify their feelings and needs, which enhances their self-awareness and helps them make better future decisions.

٤. The scale design provides valuable data for researchers to study the relationship between anxiety and academic achievement levels, which contributes to the development of effective educational strategies.:

Research objectives: The aim of designing a scale for future anxiety for final year students at the Faculty of Physical Education, Minia University can be summarized in the following points:

١- Providing a psychometric tool to measure future anxiety among final year students at the Faculty of Physical Education, Minia University.

٢- What are the most important dimensions of the scale for future anxiety among final year students at the Faculty of Physical Education, Minia University

Search terms:

- **Future anxiety:** ١- Future anxiety: Iman Sabry (٢٠٠٣:٢٤) defines it as: Future anxiety means a state of tension, insecurity, and fear of desired changes in the future. In its extreme case, it may be a threat that something unreal will happen to the person.

Researchers define it procedurally as a set of negative thoughts that haunt the student as a result of his fear of the unknown future, his low level of challenge and competition, and his confidence in his abilities, which affects his academic and professional level.

Previous studies: The researchers conducted a reference survey to identify the most important previous studies related to the research topic and reached a number of (١١) Arab studies, which will be presented from the most recent to the oldest as follows:

١- Ashraf Alian Othman (٢٠٢٢) conducted a study entitled Building a Future Anxiety Scale for Swimming Academies Coaches. The study aimed to identify future anxiety among swimming academy coaches by identifying future anxiety among swimming academy coaches. The researcher used the descriptive approach using the survey method. The current research community is determined by swimming academy coaches. The researcher selected the research sample intentionally, consisting of (٢٥٠) swimming academy coaches. The primary study was conducted on a sample of (٢١٠) coaches. The exploratory study was also conducted on a

sample of (٤٠) coaches from the same research community and outside the primary sample. The researcher reached a future anxiety scale that contains five (psychological domain, health domain, economic domain, social domain, family domain).

٢- Ahmed El-Sayed Abdel Salam (٢٠٢٠) conducted a study entitled "A Study of Future Sports Anxiety among Karate Players." The study aimed to study the future sports anxiety of karate players by identifying the differences between Premier League and first division players in karate in the axes of the Future Sports Anxiety Scale and the differences between Premier League and first division players in karate in the components of the Future Sports Anxiety Scale (excitability - pessimism - self-confidence). The researcher recommended the necessity of using such qualitative measures to identify the most important sources and causes of future sports anxiety and work to reduce their fears about their future by helping them plan for the future, considering that man is the maker of the future.

٣- Mahmoud Yahya Muhammad, Mahmoud Hisham, Atef Nemr Khalifa (٢٠٢٠) conducted a study entitled "Building a Future Anxiety Scale for Faculty Members in Faculties of Physical Education". The study aimed to identify future anxiety among faculty members in faculties of physical education. The researcher used the descriptive approach. The basic study was conducted on a sample of (٢١٠) faculty members. The results showed that a future anxiety scale was reached, which contains (٣) factors of the future anxiety scale: the situation within society, health and psychological anxiety, and standard of living. "There are statistically significant differences between the three measurements of faculty members with their degrees (professor - assistant professor - teacher) in the future anxiety scale. There are statistically significant differences between the average scores of faculty members in future anxiety according to gender (males - females)."

٤- Asmaa Al-Sayed Qubaisi (٢٠٢٠): conducted a study entitled Future Anxiety. The study aimed to examine the importance of future anxiety, its definition, and the origin of the word future anxiety in the language, among Muslim scholars, and among psychologists. It also addressed the types of future anxiety and the theories that explained future anxiety, including the behavioral school. It also addressed the characteristics of those with future anxiety, its treatment, and how to measure it. Based on the above, and after reviewing this amount of scales, the researcher prepared a scale for future anxiety with its dimensions (academic - professional - economic - social) specific to the current study and its variables in order to identify those with future anxiety and its

relationship to some psychological variables: (self-concept - level of ambition - motivation to achieve) with their dimensions and social variables: (social compatibility - social support) among final-year university students.

٥- Nepal Ahmed Hassan (٢٠١٩) conducted a study entitled Future Sports Anxiety among Track and Field Competitors: A Comparative Study. The study aimed to identify the differences in the level of future sports

anxiety among track and field competitors. The research was based on the descriptive approach. The research tool was represented by the Future Sports Anticipation Anxiety Scale and its most important axes: susceptibility to excitability and pessimism, media and sports equipment, and athlete personality characteristics. It was applied to a stratified intentional sample of track and field competitors in the Republic Championship for the sports season (٢٠١٨) for the under (١٨ years) and under (٢٠ years) for adults, with (٨١) individuals. The research results indicated that there were statistically significant differences between male and female players in the axis of excitability and pessimism and in the total sum of the athlete personality characteristics component in favor of females, and there were statistically significant differences between males and females in the axis of media and sports equipment.

٦- Ahmed Kamal Tasari, Aliyu Obaidi Ahmed, Sakina Mohamed Nasr (٢٠١٩) conducted a study entitled Future Anxiety and Its Relationship to the Level of Ambition among Physical Education Teachers. The study aimed to identify the level of future anxiety among physical education teachers, the level of ambition among physical education teachers. The researchers used the descriptive approach, and the research community represented physical education teachers in the Nagada Educational Administration at various educational stages (primary, preparatory, general education, experimental) with a total of ١٢٠ teachers. One of the most important results was that the higher the level of future anxiety in its dimensions of anxiety related to life problems, health anxiety and death anxiety, mental anxiety, despair in the future, fear and anxiety of failure, the lower the level of self-efficacy. One of the most important recommendations was to direct the attention of decision-makers within the Professional Academy for Teachers to prepare guidance and awareness programs in order to reduce future anxiety among physical education teachers and work to direct their anxiety towards the future to motivate them to do more work and planning within schools.

٧- Sossan Eid Attia, Ashraf Mohamed Abdel Halim, and Heeba Hossam Ismail (٢٠١٩) conducted a study entitled Psychometric Properties of the Future Anxiety Scale. The study aimed to reveal the psychometric properties of the Future Anxiety Scale. Using the descriptive approach, it was applied to (٢٠٠) individuals. The research also dealt with the steps of preparing the scale through the operational definition of future anxiety, and identifying the aspects of future anxiety, which are physical, cognitive, emotional, social, and economic, in addition to correcting the scale. It also presented the psychometric properties of the scale, and to calculate its validity, discriminant validity and internal consistency validity were used. The reliability of the scale was calculated in two ways, which are the Cronbach's alpha method and the split-half method. Both the validity and reliability of the scale were high. The research concluded by presenting the final image of the Future Anxiety Scale.

٨- Hani Suleiman Ahmed (٢٠١٨) conducted a study entitled The Factorial Structure of the Future Anxiety Scale among University Students: An Exploratory Confirmatory Comparative Study. The study aimed to build a future anxiety scale and investigate the factorial structure of the scale on a sample of students at Naif Arab University for Security Sciences in Saudi Arabia, amounting to (٣١٢) male and female students. The researcher built a future anxiety scale consisting of (٤٨) paragraphs, with five sub-dimensions. The psychometric properties of the scale were verified using a number of procedures. The results of the exploratory factor analysis showed another model for future anxiety, consisting of six dimensions and (٤٢) paragraphs. The theoretical and statistical models were compared using confirmatory factor analysis to clarify which model is better. The study revealed that the statistical model derived from the exploratory factor analysis is the best based on a number of indicators of goodness of fit.

٩- Salaf Mashri, Wasila Jawadi, Khawla Falah (٢٠١٨) conducted a study entitled the Career Future Anxiety Scale for Students About to Graduate. The study aims to build a scale of career future anxiety among students about to graduate and extract its psychometric properties. To achieve this goal, the scale was built in its final form of (٣٥) items within three indicators: negative and pessimistic thinking about the career future, psychological manifestations of career future anxiety, and physical manifestations of career future anxiety. The scale was applied to a sample of (١٢٧) male and female students of social sciences about to graduate. To verify the validity of the scale, the following two validity methods were used: internal consistency validity and end-to-end comparison validity. As for its stability, it was measured by the split-half and internal consistency

methods by extracting Cronbach's alpha coefficient. Using the previous statistical methods, the results showed that the career future anxiety scale enjoyed acceptable levels of validity and stability, meaning that its psychometric properties are consistent with the properties of a good test.

١٠- Amr Hassan Ahmed, Jilan Hisham Ahmed, and Mohamed El-Shahat Ibrahim (٢٠١٦) conducted a study entitled "Building a Scale for Future Career Anxiety for University Students." The study aimed to build a scale for future career anxiety for university students. The descriptive approach was used, and the research sample was selected randomly, consisting of ٢٦٦ male and female students from among the students of the university colleges under study. The validity of the factor analysis was used to verify the validity of the scale and the reliability of the half-split. The most important results of building a scale for future career anxiety for university students were (٥) factors, which are optimism, meeting the requirements of the labor market, the social status of the profession, personal characteristics, and academic commitment.

١١- Ahmed Hamdi Hassan (٢٠١٦) conducted a study entitled "Constructing a Career Future Anxiety Scale and Analyzing its Psychometric Properties for the Visually Impaired." The study aimed to construct a scale for career future anxiety for the visually impaired, verify its psychometric properties, and know its factor structure. The study was conducted on a sample of ١٠٠ individuals with an average age of ١٨.٩٧ and a standard deviation of ١.٩٥. The study used the Career Future Anxiety Scale (prepared by the researchers). The results of the statistical analysis of the data using factor analysis showed the presence of four factors for the Career Future Anxiety Scale for the Visually Impaired, which are: (fear of lack of adaptation to the nature of the profession), and its latent root reached ١٠.٧٣٣, and its variance ratio was ٢٧.٣٩%, (despair over the scarcity of available jobs), and its latent root reached ١٠.٦٤٩, and its variance ratio was ٢٧.١٨%, (negative feelings towards the future profession), and its latent root reached (٧.٧٩٦٩), and its variance ratio (٢٠.٣٤), and (expectations of failure to obtain a suitable job opportunity), and its latent root reached (٧.٥١٠), and its variance ratio (١٩.١٦%), and that the scale has a high degree of stability and validity, which confirms that the scale is suitable for use with the visually impaired, and it can be used in Arab research and studies related to the blind in the Egyptian and Arab environment and confidence in the results that can be reached through its use.

- **Benefiting from previous studies:** By reviewing previous studies related to the research topic, the researcher was able to determine the research objective, its importance, formulate it, identify all its variables, choose the appropriate method, set limits for the research, choose and identify its sample, and conduct appropriate statistical analyses.

-Search procedures:

Research Methodology: The researchers used the descriptive method with its steps and procedures because it is appropriate for achieving the research objectives.

- **Research community and sample:** The research community included male and female students in the final year of the Faculty of Physical Education, Minya University, numbering (١٥٣٢) male and female students for the academic year ٢٠٢٣/٢٠٢٤ AD. The researcher selected the research sample randomly, consisting of (٣٠٠) male and female students.

Data collection tools: To collect data for the research, the researchers prepared a scale for future anxiety. To design this scale, we explain a set of steps as follows:

١. **Defining the goal:** Future anxiety is a state of anxiety or psychological stress that an individual feels as a result of negative expectations or uncertainty about the future, especially in light of the challenges they face as they approach graduation. This requires designing a scale for future anxiety among fourth-year students at the Faculty of Physical Education, Minia University. ٢. **Literature review:** The researchers reviewed and analyzed the scientific literature and previous studies on future anxiety scales previously used in similar studies. As a study by Ghaleb Al-Mishkhi (٢٠٠٩), Ibtisam Abdul Qader (٢٠١٥), and Hasniya Muhammad Adam (٢٠١٧) so that all dimensions of future anxiety for university students are covered, along with their cultural and social context.

٣. **Determining the dimensions:** Based on the literature and based on the review, the basic dimensions that the scale should initially include were selected for all aspects related to future anxiety among students, which are health risks, social failure, job failure, and fear of the unknown.

٤. **Expert review:** After identifying and selecting the dimensions, they were presented to a group of experts in the field of sports psychology, numbering (٦) experts for (٤) dimensions of the scale, all of whom were finally approved, so the dimensions of the scale became:

١- **Health risks:** Includes concerns related to mental and physical health, especially in light of the increasing pressures related to the transition from university life to professional life.

٢- **Social failure:** Focuses on how the student deals with social expectations and responsibilities in the post-university stage.

٣- **Career failure:** The extent to which academic performance affects the student's future path and the career opportunities available to enter the labor market and face professional challenges.

٤- **Fear of the unknown:** A psychological state characterized by anxiety or tension resulting from uncertainty about what the future or the unknown situation may hold.

٥. **Formulating phrases:** The researchers formulated a number of phrases that reflect each of the dimensions that were identified, which numbered (٤٠) phrases distributed equally among the dimensions, i.e. for each dimension (١٠) phrases, taking into account that they are clear and direct, and that they express the students' feelings and expectations in a measurable way.

٦. **Modifying the phrases:** After identifying the phrases that make up each dimension of the Future Anxiety Scale, the same experts referred to presented (٤٠) phrases, (١٠) phrases for each dimension of the scale, and based on their comments, some of them were modified and others were deleted permanently according to their clarity, suitability and validity for measuring future anxiety, so their number became (٣٢) phrases, each dimension representing (٨) phrases.

٧. **Determining the evaluation scale:** Responses to the scale statements are estimated through a four-point Likert scale, where the answers are classified as strongly agree (٤) degrees, agree (٣) degrees, disagree (٢) two degrees, strongly disagree (١) one degree. All statements are in the direction of the scale, and clear instructions are prepared for students on how to fill out the scale, emphasizing that the answers reflect their true feelings without pressure. ٨. **Initial experimental application:** A small initial experimental sample of university students was selected to apply the scale to them experimentally to clarify its purpose, how to apply it, and the soundness of the statements and linguistic formulation in a manner that suits their characteristics. ٩- **Data collection and analysis:** Data was collected and analyzed using basic statistical methods (such as mean and standard deviation analysis) to understand how students responded to the statements and to ensure that there were no problems in

١٠. **Validity and reliability testing:** Validity analysis through internal consistency validity of the scale statements to ensure that the statements are correctly related to the dimensions they are supposed to measure and reliability testing through Cronbach's Alpha coefficient to test

the internal consistency of the scale, and to ensure that the statements give consistent results, as follows:

A- Validity: To verify the validity of the scale, the researchers used internal consistency validity by applying it to a sample of (٣٠٠) male and female students from the fourth year at the Faculty of Physical Education, Minia University, by calculating the correlation coefficients between the score of each statement and the total score of the dimension to which it belongs, as well as calculating the correlation coefficients between the score of each statement and the total score of the scale, and calculating the correlation coefficients between the total score of the dimension and the total score of the scale. Tables (١)(٢)(٣) illustrate this.

Table (١) Correlation coefficients between the score of each statement of the Future Anxiety Scale and the total score of the dimension to which it belongs (n=٣٠٠)

phrase	Correlation	phrase	Correlation	phrase	Correlation	Phrase	Correlation
Health risks							
١	٠.٤٥	٣	٠.٣٩	٥	٠.٦٠	٧	٠.٦١
٢	٠.٥٥	٤	٠.٤٠	٦	٠.٥٧	٨	٠.٦١
social failure							
١	٠.٤٥	٣	٠.٣٩	٥	٠.٦٠	٧	٠.٦١
٢	٠.٥٥	٤	٠.٤٠	٦	٠.٥٧	٨	٠.٦١
Functional failure							
١	٠.٤٥	٣	٠.٣٩	٥	٠.٦٠	٧	٠.٦١
٢	٠.٥٥	٤	٠.٤٠	٦	٠.٥٧	٨	٠.٦١
fear of the unknown							
٠.٦١	٧	٠.٦٠	٥	٠.٣٩	٣	٠.٤٥	١
٠.٦١	٨	٠.٥٧	٦	٠.٤٠	٤	٠.٥٥	٢

The tabular value of (r) at a degree of freedom of (٢٩٨)

and a significance level of (٠.٠٥) = ٠.١٣٨

Table (١) shows the following:

The correlation coefficients between the score of each statement of the health risks dimension and its total score ranged between (٠.٣٩, ٠.٦١), while for the social failure dimension they ranged between (٠.٣٩, ٠.٦١), while for the functional failure dimension they ranged between (٠.٣٩, ٠.٦١), while for the fear of the unknown dimension they ranged between (٠.٣٩, ٠.٦١). These are statistically significant correlation coefficients, indicating the association of the statement with the dimension under which it falls.

Table (٢) Correlation coefficients between the score of each statement of the Future Anxiety Scale and its total score (n=٣٠٠)

phrase	Correlation	phrase	Correlation	phrase	Correlation	phrase	Correlation
١	٠.٣٩	٩	٠.٤٦	١٧	٠.٣٧	٢٥	٠.٣٨
٢	٠.٥٠	١٠	٠.٤١	١٨	٠.٣٤	٢٦	٠.٣٥
٣	٠.٣٧	١١	٠.٥٥	١٩	٠.٣٦	٢٧	٠.٣٦
٤	٠.٣٨	١٢	٠.٤٦	٢٠	٠.٤٦	٢٨	٠.٤٧
٥	٠.٥٥	١٣	٠.٥٦	٢١	٠.٤٠	٢٩	٠.٥٠
٦	٠.٥١	١٤	٠.٣٢	٢٢	٠.٣٨	٣٠	٠.٥٥
٧	٠.٤٩	١٥	٠.٣٦	٢٣	٠.٤١	٣١	٠.٥٥
٨	٠.٣٨	١٦	٠.٤٧	٢٤	٠.٤٥	٣٢	٠.٥٥

The tabular value of (r) at a degree of freedom of (٢٩٨)

and a significance level of $(٠.٠٥) = ٠.١٣٨$

Table (٢) shows the following:

The correlation coefficients between the score of each statement of the scale and its total score ranged between (٠.٣٢, ٠.٥٥), which are statistically significant correlation coefficients, indicating that the scale has an appropriate degree of validity.

Table (٣) Correlation coefficients between the total score of the dimensions of the Future Anxiety Scale and its total score (n = ٣٠٠)

Dimensions	Correlation
-١ Health risks	٠.٥٥
-٢ social failure	٠.٦٦
-٣ Functional failure	٠.٧٠
-٤ fear of the unknown	٠.٦٨

The tabular value of (r) at a degree of freedom of (٢٩٨)

and a significance level of $(٠.٠٥) = ٠.١٣٨$

Table (٣) shows the following:

Its total coefficients ranged between (٠.٥٥, ٠.٧٢), which are statistically significant correlation coefficients, indicating a correlation between the total score of the dimensions of the Future Anxiety Scale and its total score.

B- Stability: To calculate the stability of the emotional intelligence scale, the researchers used the half-split using the Cronbach's alpha coefficient by applying the scale to a sample of (٣٠٠) male and female students from the fourth year at the Faculty of Physical Education, Minia University, and those practicing sports from the research community and other than the basic sample, and Table (٤) shows this:

Table (٤) Reliability coefficient using split-half by Cronbach's alpha coefficient for the Future Anxiety Scale (n = ٣٠٠)

Dimensions		Coefficient - Alpha Cronbach
-٣	Health risks	٠.٧٦
-٤	social failure	٠.٧٧
-٥	Functional failure	٠.٨١
-٦	fear of the unknown	٠.٧٣
Total score		٠.٧٨

Table (٤) shows the following:

١٠-The Cronbach's alpha coefficients for the dimensions of the Future Anxiety Scale ranged between (٠.٧١, ٠.٨١), and the Cronbach's alpha coefficient for the total score of the scale reached (٠.٧٨), and all of these coefficients indicate that the scale has an acceptable degree of stability.

١١-Statement Analysis: Removing ineffective statements based on the results of the validity and reliability analysis, by removing or modifying items that do not effectively contribute to measuring the targeted dimensions and whose validity and reliability have not been proven for the scale statements.

١٢- Preparing the final version: After analyzing and revising the phrases well, the final version of the scale was prepared, which includes the most accurate items in measuring future anxiety, which consists of (٣٢) phrases distributed over four dimensions: (health risks (٨) numerical phrases (١, ٥, ٩, ١٣, ١٧, ٢١, ٢٥, ٢٩), social failure (٨) numerical phrases (٢, ٦, ١٠, ١٤, ١٨, ٢٢, ٢٦, ٣٠), career failure (٨) numerical phrases (٣, ٧, ١١, ١٥, ١٩, ٢٣, ٢٧, ٣١), fear of the unknown (٨) numerical phrases (٤, ٨, ١٢, ١٦, ٢٠, ٢٤, ٢٨, ٣٢), all of which are in the direction of measuring future anxiety for university students, and its total score ranges between (٣٢, ١٢٨) degrees, and low scores express The scale is highly concerned about the future and low scores on it express a high degree of future anxiety.

١٣ **Application of the scale:** The scale was applied to the basic research sample, which numbered (٣٠٠) male and female students in the final year at the Faculty of Physical Education, Minya University, and the advanced data was analyzed using advanced statistical techniques to obtain the most important research results.

-Steps to implement the research:

A- Exploratory study: The researchers conducted an exploratory study during the period from ٩/٢٠/٢٠٢٣ to ١٠/١/٢٠٢٣ in order to clarify the purpose of the research, the clarity of the scales used in the application in terms of linguistic formulation and meaning, answering inquiries for some questions, and training some individuals to help researchers apply data collection tools to the exploratory sample from the research community and other than the basic sample to verify the scientific transactions of the scale.

B - Application of data collection tools: After identifying the sample and choosing data collection tools and ensuring their validity and reliability, the application was carried out during the period from ١٠/٥/٢٠٢٣ to ١١/٢٥/٢٠٢٣ on all individuals of the basic sample.

C - Correction of data collection tools: After completing the application, the researcher corrected the scales and emptied their scores according to their own evaluation scale, and after completing the correction process, the scores were recorded in preparation for their statistical processing.

D- Statistical methods used: The researchers used the skewness coefficients - Cronbach's alpha - split-half - correlation - in processing the results. The "SPSS,٢٦" program was used to calculate the previous statistical coefficients, and they adopted an error rate of (٠.٠٥) for the significance of the research hypotheses.

-Research results: The results of the statistical analyses of the research showed that the most important manifestations of future anxiety among final-year students at the Faculty of Physical Education, Minia University, are as follows:

١-Health risks: Refers to conditions or factors that may lead to negative effects on physical or psychological health. These risks can be caused by environmental, behavioral, social, or genetic factors. Health risks include a wide range of issues, from infectious diseases, chronic diseases, to psychological problems such as anxiety and depression, the most important manifestations of which are:

- Worrying about the future can cause psychological stress, leading to problems with concentration, sleep, and mood.

- Anxiety can manifest itself through physical symptoms such as headaches, muscle aches, and digestive disorders.

- In severe cases, persistent anxiety can lead to chronic mental health problems, such as depression or anxiety disorders.

٢- **Social failure:** It is a term that refers to the inability to interact effectively with others or integrate into society. This failure can manifest itself in a set of behaviors and feelings that hinder social relationships and affect mental health. Individuals who suffer from social failure often feel anxious or afraid of being judged or rejected by others. The most important manifestations of this are:

- Anxiety about how others will evaluate their performance or behavior, which leads to avoiding social situations.
- Preferring isolation from social activities or events for fear of failure or embarrassment.
- Feeling that the individual is not qualified to interact with others, which increases anxiety about the social future.
- Inability to form healthy friendships or relationships due to anxiety and fear of failure.

٣- **Career failure:** It is the inability to achieve professional goals or succeed in the work environment. This failure can manifest itself in a range of negative outcomes such as job loss, lack of promotion, or inability to perform tasks efficiently. Career failure is often associated with feelings of anxiety, depression, and low self-esteem, the most important manifestations of which are:

- Feeling constant anxiety about job stability, leading to a feeling of insecurity.
- Inability to achieve work goals or meet managers' expectations, which reinforces feelings of failure.
- Feeling inadequate in the skills necessary to perform the job well, leading to anxiety about the professional future.
- Indulging in negative thoughts about personal abilities, which increases feelings of anxiety and frustration.
- Fear of failure may prompt individuals to avoid applying for new jobs or professional challenges.

٤- **Fear of the unknown:** It is a feeling of anxiety or tension resulting from uncertainty about the future or events that have not yet occurred. This fear can manifest itself in many contexts, such as changes in life, new challenges, or unknown circumstances. This fear is associated with potentially negative experiences, leading to feelings of anxiety and frustration, the most important manifestations of which are:

- Feeling tense and anxious about what might happen in the future, which affects the psychological state.
- Fear of negative outcomes may lead to hesitation or inability to make important decisions.
- Feeling that future events are out of control, which increases feelings of anxiety.
- Indulging in negative or catastrophic scenarios about what might happen, which enhances the feeling of fear.

-Discussion of the research results: It is clear from the results of the statistical analyses that health risks were an essential part of the future anxiety scale, as anxiety about the future can lead to high levels of stress, which causes psychological problems such as depression and general anxiety. This condition negatively affects the quality of daily life, and students who feel anxious often suffer from sleep problems, such as insomnia or intermittent sleep, which increases fatigue and affects academic performance. Anxiety can lead to a physical response that includes increased heart rate, high blood pressure, and muscle pain. These physical symptoms can be stressful and increase anxiety levels. Individuals may experience problems such as nausea, diarrhea, or irritable bowel syndrome as a result of anxiety, which affects their physical health. Anxious students may adopt unhealthy behaviors such as eating fast food or over-consuming stimulant drinks, which leads to long-term health problems. Some students may resort to smoking or drug use as a way to cope with anxiety, which increases health risks. Students may feel anxious about the possibility of developing chronic diseases or health problems in the future, which increases stress levels and affects their mental health. Anxiety can affect health prevention behaviors, as individuals may avoid health checkups or medical consultations due to fear of negative outcomes. Accordingly, health risks are an important part of future anxiety, as they affect students' mental and physical health. It is essential to provide support and psychological care for students to help them deal with these concerns and improve their overall health

The results of statistical analyses also indicate that social failure is one of the most important manifestations of future anxiety. Students may feel anxious about not being accepted in society or being rejected by their peers, which leads to avoiding social situations. The pressures resulting from societal or family expectations may reinforce feelings of failure. Students may feel that they have to meet certain standards in social relationships, and failure to build strong social relationships can lead to low self-esteem, which increases anxiety about the future. Students who face social difficulties may feel isolated, which increases their anxiety about their

inability to integrate into society. Fear of failure in social interactions, such as speaking in front of people or participating in events, can lead to constant anxiety and immersion in negative thoughts about how others will evaluate them. This can make students avoid social situations. Social failure may lead to fears of not being able to build successful professional relationships in the future, which increases anxiety about employment and professional success. Anxiety about failure in social relationships may affect potential job opportunities, as social skills are an essential part of professional success..

As the results of statistical analyses also indicate, career failure as one of the dimensions of future anxiety reflects the anxiety that individuals feel about their ability to succeed in their career path after graduation or at advanced stages of their careers. This dimension includes several concerns, including the fear of not being able to find a suitable job or to remain in a certain job for a long period. This anxiety may increase in light of unstable economic conditions, which may make it difficult for individuals to achieve career stability. Individuals feel anxious about not being able to achieve the career goals and ambitions they have set for themselves. This anxiety may result from their feeling of incompetence or inability to compete in the labor market and anxiety about not being able to advance in their career path, whether through promotion or acquiring new skills and experiences that enhance their job status. Individuals may feel anxious about not meeting social expectations associated with career success, such as family or community expectations, which increases the pressure to achieve career success and anxiety about the ongoing transformations in the labor market and technology and their impact on available job opportunities, which raises concerns that current qualifications are not sufficient to adapt to these changes.

The results of statistical analyses also indicate that one of the manifestations of future anxiety is the fear of the unknown, which reflects the deep anxiety that individuals feel towards unknown future events and circumstances. This dimension is characterized by several aspects, including individuals feeling anxious because they are unable to predict what will happen in the future. The inability to control or know what might happen raises feelings of anxiety, instability, and fear that there will be sudden or unexpected changes in life or the surrounding environment that make it difficult to adapt to them. This can include changes in work, personal life, or even health conditions. Some individuals tend to imagine the worst possible scenarios for what might happen in the future, which increases feelings of anxiety and fear. Constantly thinking about negative possibilities can amplify the fear of the unknown. When fear of the

unknown dominates, individuals may find it difficult to make important decisions for fear of the possible outcomes. This can lead to hesitation and delay in making decisions, which increases psychological stress and the feeling that the future is out of control, which enhances fear of the unknown. When individuals feel that they are unable to control the course of their lives or influence the outcomes of things, this increases feelings of anxiety.

Research conclusions: In light of the research results, the researchers conclude the following:

- ١- The scale was able to accurately measure levels of anxiety related to the future, which helps in identifying the groups most exposed to risks.
- ٢- The research showed that there are multiple factors that affect future anxiety, such as social pressures, social expectations, and fears of failure.
- ٣- The urgent need to provide psychological support and guidance programs directed at students who suffer from high levels of anxiety was identified.
- ٤- The scale contributed to increasing students' awareness of their feelings and needs, which enhances their ability to make appropriate future decisions.
- ٥- The design of the scale allowed for the collection of valuable data that can be used in future research to study the impact of anxiety on various aspects of student life.

-Research recommendations: We will review the research recommendations as follows:

- ١- Include the scale as a periodic assessment tool in the curricula to determine students' anxiety levels on a regular basis.
- ٢- Conduct a periodic evaluation of the effectiveness of the programs and support provided based on the scale results, which enables the improvement of the strategies used.
- ٣- Create educational resources, such as brochures or digital materials, that help students learn about anxiety management techniques.
- ٤- Invite researchers to conduct future studies on the impact of anxiety on different aspects of students' lives, including academic performance and social relationships.
- ٥- Develop a plan to analyze the results periodically and update the scale based on observations and social and psychological changes.
- ٦- Test the scale pilot on a small and large group of students before general application to collect feedback and make the necessary adjustments.
- ٧- Take into account the cultural and social diversity of students in formulating questions for all designed scales to ensure their comprehensiveness and suitability for all groups.

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Summary of the research

Design and construction of a future anxiety scale for final year students at the Faculty of Physical Education,

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The research aims to design and construct a scale for future anxiety among final-year students at the Faculty of Physical Education, Minia University. The researchers used the descriptive approach, and the research community included male and female students in the final year at the Faculty of Physical Education, Minia University, numbering (١٥٣٢) male and female students. The research sample was selected randomly, consisting of (٣٠٠) male and female students, (١٥٠) male students and (١٥٠) female students. To collect the data for the research, the researchers designed a scale for future anxiety. The results of the statistical analyses indicated four basic aspects of the scale, which are health risks, social failure, job failure, and fear of the unknown among fourth-year students at the Faculty of Physical Education, Minia University. The scale was also standardized and its validity and reliability were tested.

Keywords: anxiety - future anxiety

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