

## Differences in Academic Achievement Between High and Low Emotionally Stable Individuals in Light of Some Demographic Variables

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### ABSTRACT

The current study aimed to reveal the nature of the relationship between emotional stability and academic achievement among university students, according to the variables of gender and university specialization among students of Imam Mohammad Ibn Saud Islamic University. The study sample consisted of (350) students from the Department of Psychology at the Faculty of Social Sciences, including (200 males, 150 females). The average age of females was (19.8) years with a standard deviation of (2.3), while the average age of males was (19.9) years with a standard deviation of (2.6). The current study used the Emotional Stability Scale prepared by Ashour (2017). The study found that the level of emotional stability among undergraduate students was generally moderate. The study results also indicated statistically significant differences at a significance level of (0.05) or less in academic achievement between high and low emotionally stable individuals, in favor of the study participants with high emotional stability. This indicates that individuals with high emotional stability have a higher rate of academic achievement than individuals with low emotional stability. Finally, the study found no statistically significant differences in the level of emotional stability attributable to the variables of gender and specialization, as the significance level for the interaction between the variables of gender and specialization was (0.791), which is a value greater than (0.05) and not statistically significant.

**Keywords:** Academic Achievement, Emotional Stability.

### INTRODUCTION

The university stage is considered one of the significant educational phases, during which young people are academically prepared and acquire the skills that qualify them to enter the labor market and fulfill their expected roles in society. Universities are influential institutions in preparing university youth and in the advancement of societies, as they affect their behavior and guide them in the proper direction to achieve positive and successful interaction with the society in which they live. Therefore, universities should work to create suitable environments, opportunities, activities, and programs that help students achieve balanced growth in all aspects (physical, intellectual, emotional, and social) and equip them with the skills and experiences that make them good citizens in society (Al-Najjar, 2022).

Among the things that universities continuously emphasize and promote among university students is emotional stability, which is an important topic in the field of positive psychology that has garnered the attention of researchers and specialists. It is a fundamental requirement for an individual to maintain their stability and emotional balance in order to enjoy an adequate level of psychological adjustment with themselves and others. Consequently, the individual remains distant from negative influences that lead to psychological stress, which affects their personal and psychological system (Al-Mishaan, 2021).

Therefore, given the aforementioned, emotional stability is considered one of the fundamental pillars that university students must possess because it indicates their ability to make decisions related to their professional and academic lives, and it represents evidence of their psychological well-being and provides an insight into the soundness of their thinking. Through emotional stability, they can perceive all situations and deal with them positively, utilizing their experiences and expertise to avoid failure and frustration, adapt more appropriately, and achieve harmony, happiness, and freedom from anxiety and tension. Emotional stability also helps and distinguishes them with the ability for self-control and leadership of others. Emotional stability indicates that an individual characterized by emotional stability, maturity, calmness, and flexibility is less prone to stress and sudden emotional outbursts and is more realistic and self-disciplined (Saud & Al-Hayani, 2020, p. 211).

In general, we find that each of the theories we have mentioned provides a different angle for understanding emotional stability. Combining these theories provides a holistic understanding of emotional stability. Given the importance of this variable in an individual's behavior, numerous studies have been conducted on it in relation to other variables across different age groups and educational levels, such as the study by Al-Mishaan (2021), which examined emotional stability and its relationship to psychological stress among university students in Jordan; the study by Al-Jahraf, Ahmed, and Badawi (2021), whose results indicated that the level of emotional stability among university students was moderate; and the study by Wettstein, Ramseier & Scherzinger (2021), which revealed differences in the level of emotional stability among students in light of the gender variable, in favor of males, and no differences attributable to academic level. Another study by Shahana (2022) indicated that the level of emotional stability among students was moderate and also revealed differences in the level of emotional stability in light of the gender variable, in favor of males. Additionally, there is the study by Hilal and Abdullah (2021), which examined the family climate and its relationship to emotional stability and academic achievement among university students, a study that aligns with the nature of the variables in the current study and emphasized that the concept of emotional stability for university students is a significant key to their academic achievement. Academic achievement is a commonly used concept in the field of education and educational psychology, and scholars and specialists have provided several definitions that clarify the essence of this concept. It means that an individual achieves for themselves, in all sequential stages of their life from childhood to advanced age, the highest level of knowledge and understanding, through which they can move from the present stage to the next and continue to acquire knowledge and learning (Suleiman & Hassanein, 2021). It is also defined as the outcome of what a student acquires from the educational process, in terms of knowledge, information, skills, and experiences, as a result of the effort exerted during their learning at school, their studying at home, or what they have gained from their private readings of books and references (Al-Fakhri, 2018). We conclude from the aforementioned definitions of academic achievement that they somewhat agree on the importance of achievement as a basic criterion through which a student's academic level is determined and understood.

the impact and outcomes of education, both quantitatively and qualitatively. The significance of academic achievement lies in its ability to predict the most important issues that specialists in the fields of education and psychology pay great attention to. Parents also value it highly, considering that we live in a society that places a significant emphasis on academic achievement (Ahmed, 2010).

Furthermore, academic achievement is of paramount importance to educational institutions, as it serves as a measure of their success, allowing us to judge the attainment of their goals.

It is also of great significance to students, as it represents their desired objective and ultimate aim, through which they can be classified. Moreover, it is considered one of the personal needs whose success and excellence contribute to increasing an individual's self-acceptance and thus fostering their psychological adjustment (Sheikhi, 2014).

From the above, we find that students' academic performance has received considerable attention from specialists in the fields of education and psychology due to its significant importance in a student's academic life and in determining their future career. It plays a major role in shaping the daily life of the individual, society, and family. It also presents a challenge in many aspects, in addition to being influenced by a range of psychological, social, economic, personal, and school-related factors. Perhaps among the most important of these factors are those related to psychological well-being, which is a consistent organization between the factors of mental and emotional constitution of the individual. This organization contributes to determining the students' responses indicative of their emotional stability and self-realization (Hilal & Abdullah, 2021).

Therefore, emotional stability is a necessary requirement for predicting a learner's academic progress and a significant key to their academic achievement, especially in light of the rapid changes and developments that have encompassed all aspects of life, leading to increased pressure on university students and resulting in a range of negative effects that appear due to their weak emotional stability and the spread of feelings of fear, anxiety, and tension, which may negatively affect the student's personality and abilities, and consequently extend its impact to their academic achievement and the increase in their behavioral problems (Bassiouni, 2023).

Based on the aforementioned, we find that studying concepts such as emotional stability and academic achievement has become of great importance for university students, as they represent a significant segment in any society. Consequently, improving academic achievement is the ultimate goal that universities strive for, and this reflects on the learner's personality and enhances their self-confidence and their belief in their abilities and potential. Hence, the importance of understanding the relationship between academic achievement and other factors that can influence it, such as psychological factors, including emotional stability. Herein lies the problem of the current study, which seeks to understand the nature of the relationship between emotional stability and academic achievement by answering the following questions:

### Study Questions

- 1/ What is the level of emotional stability among university students?
- 2/ What are the differences in academic achievement between individuals with high and low emotional stability?
- 3/ Are there statistically significant differences among university students in emotional stability according to gender, academic specialization, and the interaction between them?

### Study Objectives

- 1/ To identify the level of emotional stability among university students.
- 2/ To identify the differences in academic achievement between individuals with high and low emotional stability.
- 3/ To reveal the statistically significant differences among university students in emotional stability according to gender, academic specialization, and the interaction between them.

### Methodological Procedures of the Study

**Study Methodology:** In line with the nature of this study, which investigates the relationship between emotional stability and academic achievement, the descriptive-correlational-comparative approach was used as the most suitable methodology for such studies. This approach aims to reveal the relationship between two or more variables to determine the extent of the correlation between these variables and express it numerically (Melhem, 2025, p. 348).

**Study Population:** Obeidat et al. (2014, p. 99) indicate that the study population is all individuals, persons, or things that are the subject of the research problem. Melhem (2002, p. 247) defined it as "all the elements of the phenomenon that the researcher is studying." The study population of the current research consists of all regular male and female students in the Department of Psychology at the Faculty of Social Sciences, Imam Muhammad Ibn Saud Islamic University, for the academic year 2025.

**Study Sample:** The researchers selected a random sample by sending the electronic questionnaire to the study population until they received (350) electronic responses. The characteristics of the study participants according to the variables of gender, specialization, and GPA are as follows:

**Table 1.** Shows the study sample according to the gender variable.

Gender	Frequency	Percentage
Male	200	57.1
Female	150	42.9
Total	350	100%

It is evident from the previous table that 200) individuals in the study sample are males, representing 57.1%) of the participants and constituting the largest group. In contrast, 150) individuals in the study sample are females, representing 42.9% and forming the smaller group within the study sample.

**Table 2.** Shows the study sample according to the specialization variable.

Specialization	Repetition	Percentage
Scientific	160	45.7%
Theoretical	190	54.3%
Total	350	%100

The previous table shows that (190) of the study sample represented (54.3%) of the theoretical department's specialization, representing the largest group in the study sample, while (160) of the study sample represented (45.7%) of the scientific department's specialization, representing the smallest group in the study sample.

**Table 3.** Shows the study sample according to the cumulative GPA variable.

Cumulative GPA	Repetition	Percentage
Acceptable	15	4.3
Good	26	7.4
Very Good	203	58.0
Excellent	106	30.3
Total	350	%100

The previous table shows that (203) of the study's members, representing a percentage of (58%), had a very good cumulative GPA, representing the largest group of study members. Meanwhile, (15) of the study's members, representing (4.3%), had an acceptable cumulative GPA, representing the smallest group in the study sample.

Study Tools and Procedures Based on the nature of the data to be collected, the study's methodology, and the study's questions, the researchers used the following tools to collect data.

1. Primary Data Form: The current study addressed several variables within the study's members, including gender, academic specialization, and cumulative GPA

2. Emotional Balance Scale: To achieve the study's objectives, the researchers used the Emotional Balance Scale prepared by Ashour (2017), which he developed after reviewing educational literature related to the topic of emotional balance. The scale, in its final form, consisted of (23) statements distributed across three dimensions:

Emotional Control Dimension: This refers to an individual's ability to control their emotions to a high degree.

Post-emotional coping: This refers to the individual's ability to withstand external threats and confront psychological pressures.

Emotional resilience: This refers to an individual's ability to adapt and respond emotionally in a manner appropriate to external situations.

Responses to these statements were measured using a five-point Likert scale: "always applies", "often applies", "sometimes applies", "rarely applies", "does not apply", and the scores for positive statements are ranked as follows: 0/1/2/3/4, and for negative statements as follows: 4/3/2/1/0. Accordingly, the maximum score obtained by the respondent was (92), and the minimum score was (0).

Psychometric properties of the Emotional Balance Scale in the original study: The scale developer extracted the scale's psychometric properties, verifying the availability of validity and reliability conditions to ensure its efficiency and suitability for use. Face validity (judges' validity), internal consistency validity, and construct validity were used. The scale's reliability was confirmed using Cronbach's alpha coefficient, which reached a value of (0.674), indicating that the scale possesses a degree of validity and reliability. Validity and reliability of the study tools In the current study, the validity of the study tools was confirmed through the apparent validity of the tool (the validity of the arbitrators). After preparing the scale in its initial form, the researchers presented it to a group of arbitrators within the universities of the Kingdom of Saudi Arabia, to express their opinions on the phrases. The number of arbitrators reached (10) professors from Saudi universities, with the aim of judging the validity and suitability of the scales in Saudi society. The researchers also calculated the internal consistency of the study tool paragraphs by calculating Pearson correlation coefficients between each paragraph and the dimension to which the paragraph belongs, as well as the correlation coefficient between each paragraph and the scale as a whole. The correlation coefficients ranged between (0.562 to 0.868), which shows that all paragraphs composing the scale have a high degree of validity, making them suitable for field application. To verify the stability of the scale items, Cronbach's Alpha coefficient was used, and it became clear to the researchers that the stability of the study axis is high, as the value of Cronbach's Alpha reliability coefficient for all study axes ranged between the overall reliability coefficient ranged from (0.800) to (0.831), and the overall reliability coefficient reached (0.902), a high reliability value that demonstrates the validity of the study tool for field application.

### Scale Scoring

To facilitate the interpretation of the results, the researchers used the following method to determine the level of response to the instrument's items. Weights were assigned to the alternatives shown in the following table, which were then processed statistically as follows:

**Table 4.** Shows the correction of the study instrument.

<b>Approval degree</b>	<b>Not applicable</b>	<b>Rarely applicable</b>	<b>Sometimes applicable</b>	<b>Often applicable</b>	<b>Always applicable</b>
degree	0	1	2	3	4

These responses were then classified into five levels of equal range using the following equation:  
 Category length = (highest value - lowest value) ÷ number of instrument alternatives = (4 - 0) ÷ 5 = 0.80  
 To obtain the following classification:

**Table 5.** Shows the distribution of categories according to the gradation used in the search tool.

Description	Average range
Always applicable	From 3.21-4.00
Often applicable	From 2.41 to less than 3.21
Sometimes applicable	From 1.61 to less than 2.41
Rarely applicable	From 0.81 to less than 1.61
Not applicable	From 0.00 to less than 0.81

**Study Results**

**Question 1:** What is the level of emotional balance among undergraduate students?

To determine the level of emotional balance among undergraduate students, the means and standard deviations were calculated for the items on the Emotional Balance Scale for Undergraduate Students. The results are as shown in the following tables:

First: Emotional Control

**Table 6.** Shows the responses of the study participants to the items on the emotional control dimension, arranged in descending order according to the arithmetic mean.

Sub	Phrase	Arithmetic average	standard deviation	Degree of approval	Rank
5	I control my actions no matter the circumstances.	2.80	0.948	Often applicable	1
4	I maintain self-control in stressful situations.	2.68	0.948	Often applicable	2
1	I get angry for the slightest reason.	2.09	1.197	Sometimes applicable	3
3	I find it difficult to get aroused, regardless of the outcome.	1.95	1.086	Sometimes applicable	4
2	I regret my actions after I get angry.	1.47	1.179	Rarely applicable	5
General Average		2.20	0.630	Sometimes applicable	

The previous table shows that the level of emotional control, as a dimension of emotional balance, among university students was generally moderate, with an Arithmetic average of 2.20 out of 4.00. This mean falls into the third category of the five-point scale, indicating that the degree of agreement indicates "sometimes applies" in the study tool.

Statement (5), which states, "I control my actions regardless of the circumstances," came in first place, with an Arithmetic average of 2.80 out of 4.00, and an agreement degree indicating "often applies."

Statement (4), which states, "I have self-control in critical situations," came in second place, with an Arithmetic average of 2.68 out of 4.00, and an agreement degree indicating "often applies."

While statement No. (1), which states that he gets upset for the most trivial reasons, came in third place, with an Arithmetic average of (2.09) out of 4.00, and an approval degree indicating (sometimes applies).

Second: Emotional Confrontation

**Table 7.** Shows the responses of the study participants to the statements after the emotional confrontation, arranged in descending order according to the arithmetic average.

Sub	Phrase	Arithmetic average	standard deviation	Degree of approval	Rank
15	I feel like fighting with my friends when I'm upset.	2.84	1.396	Often applicable	1
13	I feel agitated for no apparent reason.	2.61	1.412	Often applicable	2
12	I think my stress is the reason for my failures.	2.47	1.317	Often applicable	3
11	I feel anxious for no reason.	2.33	1.318	Sometimes applicable	4
10	I find it difficult to find peace of mind.	2.16	1.345	Sometimes applicable	5

14	I go through periods when I can't sleep.	2.09	1.349	Sometimes applicable	6
9	I get angry when I fail.	1.93	1.189	Sometimes applicable	7
6	I get angry when decisions are made against me.	1.89	1.121	Sometimes applicable	8
8	I feel tense when I do anything that requires confrontation.	1.82	1.207	Sometimes applicable	9
7	I act irritably when I make a mistake.	1.43	1.140	Rarely applicable	10
General Average		2.16	0.748	Sometimes applicable	

The previous table shows that the level of emotional coping, as a dimension of emotional balance, among university students was generally moderate, with an Arithmetic average of (2.16) out of (4.00). This mean falls into the third category of the five-point scale, indicating that the degree of agreement indicates that it sometimes applies to the study tool.

Statement No. (15), which states, "I feel like fighting with my friends when I'm upset," came in first place, with an Arithmetic average of (2.84) out of (4.00), and an agreement degree indicating that it often applies.

Statement No. (13), which states, "I feel upset for no apparent reason," came in second place, with an Arithmetic average of (2.61) out of (4.00), and an agreement degree indicating that it often applies.

While statement No. (12), which states that I believe my stress is the reason for my failure, came in third place, with an Arithmetic average of (2.47) out of (4.00), and an approval degree indicating (often applies).

Third: Emotional Resilience

**Table 8.** Shows the responses of the study individuals to the emotional resilience dimension statements, arranged in descending order according to the arithmetic average.

Sub	Phrase	Arithmetic average	standard deviation	Degree of approval	Rank
18	I feel safe most of the time.	2.97	1.074	Often applicable	1
16	My calm is due to my self-confidence.	2.75	0.974	Often applicable	2
23	I stand firm when obstacles confront me.	2.71	0.979	Often applicable	3
17	I consider myself a balanced personality.	2.69	1.074	Often applicable	4
20	I accept criticism from my colleagues.	2.58	1.162	Often applicable	5
22	I adapt quickly to new colleagues.	2.42	1.232	Often applicable	6
21	I get angry when someone disagrees with my ideas.	2.35	1.300	Sometimes applicable	7
19	I treat people kindly, even when they annoy me.	2.28	1.369	Sometimes applicable	8
General Average		2.60	0.658	Often applicable	

The previous table shows that the level of emotional resilience, as a dimension of emotional balance, among university students was generally high, with an Arithmetic average of (2.60) out of 4.00. This mean falls into the fourth category of the five-point scale, indicating that the degree of agreement indicates that it often applies to the study tool.

Statement No. (18), which states, "I feel safe most of the time," came in first place, with an Arithmetic average of (2.97) out of 4.00, and a degree of agreement indicating that it often applies.

Statement No. (16), which states, "My calmness is due to my self-confidence," came in second place, with an Arithmetic average of (2.75) out of 4.00, and a degree of agreement indicating that it often applies. While statement No. (23), which states, "I stand firm when obstacles confront me," came in third place, with an Arithmetic average of (2.71) out of 4.00), and a degree of agreement indicating (often applies).

All dimensions of the Emotional Balance Scale were ranked, and the results were as shown in the following table:

**Table 9.** Shows the responses of study individuals to all dimensions of the Emotional Balance Scale.

Dimension	Arithmetic average	standard deviation	Degree of approval	Rank
Emotional regulation	2.20	0.630	Sometimes applicable	2
Emotional coping	2.16	0.748	Sometimes applicable	3
Emotional resilience	2.60	0.658	Often applicable	1
Total score for emotional stability	2.32	0.504	Sometimes applicable	

The previous table shows that the level of emotional stability among university students was generally average, with an Arithmetic average of 2.32 out of 4.00. This average falls into the third category of the five-point scale, indicating that the degree of agreement indicates "often applies" in the study tool.

Emotional resilience ranked first, with an Arithmetic average of 2.60 out of 4.00, and an agreement degree indicating "often applies".

Emotional control ranked second, with an Arithmetic average of 2.20 out of 4.00, and an agreement degree indicating "sometimes applies".

Emotional coping ranked third, with an Arithmetic average of 2.16 out of 4.00, and an agreement degree indicating "sometimes applies".

Question 2: What are the differences in academic achievement between those with high and low emotional stability?

To identify differences in academic achievement between those with high and low emotional stability, the researchers divided the study sample according to the emotional stability variable into three categories, as follows:

The first category, which obtained an average score on the emotional scale between (0) and (1.60), represents the lowest category or the low emotional stability category. The number of participants reached (101).

The second category, which is the excluded category, obtained an average score on the emotional scale between (1.61) and (2.40). The number of participants reached (167).

The third category, which obtained an average score on the emotional scale between (2.41) and (4.00), represents the highest category or the high emotional stability category. The number of participants reached (82). The researchers used an independent sample t-test, and the results were as shown in the following table:

**Table 10.** Shows the Independent Sample T-Test for the differences in academic achievement between those with high and low emotional balance:

Academic achievement	High and low balance	Number	Arithmetic average	standard deviation	Value	Degree of freedom	Significance level
Academic achievement	High balance	101	3.2178	0.75636	2.976	181	*0.003 Significant
	low balance	82	2.8902	0.72019			

**Note:** \* Significant differences at the level of  $(0.05 \geq \alpha)$ .

The previous table shows statistically significant differences at the level of (0.05) or less in academic achievement between those with high and low emotional stability, in favor of the study individuals with high emotional stability. This indicates that individuals with high emotional stability have higher academic achievement rates than those with low emotional stability.

Question 3: Are there statistically significant differences among university students in emotional stability according to gender, academic specialization, and the interaction between them?

First: Differences according to the gender variable:

To determine the extent of statistically significant differences among university students in their levels of emotional balance attributable to the gender variable, the researchers used an independent sample t-test. The results were as shown in the following table:

**Table 11.** Independent Sample T-Test for Differences in the Level of Emotional Balance According to the Gender Variable.

Dimensions of the Emotional Balance Scale	Gender	Number	Arithmetic average	standard deviation	Value	Degree of freedom	Significance level
Emotional Control	Male	200	2.2260	0.57740	0.930	348	0.353 Not significant
	Female	150	2.1627	0.69529			
Emotional Interface	Male	200	2.1085	0.76328	1.374	348	0.170 Not significant
	Female	150	2.2193	0.72378			
Emotional Resilience	Male	200	2.5838	0.63393	0.369	348	0.713 Not significant
	Female	150	2.6100	0.69150			
Total Emotional Balance Score	Male	200	2.2993	0.46377	0.799	348	0.425 Not significant
	Female	150	2.3249	0.55452			

The previous table shows no statistically significant differences in the level of emotional balance attributable to the gender variable, as all significance levels are greater than 0.05, and therefore not statistically significant.

Second: Differences by Specialization Variable:

To determine the extent of statistically significant differences among university students in the level of emotional balance attributable to the specialization variable, the researchers used an independent samples t-test (independent sample test). The results are as shown in the following table

**Table 12.** Shows the Independent Samples T-Test for the differences in the level of emotional balance according to the specialization variable.

Dimensions of the Emotional Balance Scale	Specialization	N	Arithmetic Average	SD	t-statistic	DF	Significance Level
Emotional Regulation	Scientific	160	2.2775	0.58660	0.992	348	0.403 not statistically significant
	Theoretical	190	2.2074	0.65275			
Emotional Display	Scientific	160	2.1844	0.81051	0.651	348	0.515 not statistically significant
	Theoretical	190	2.1321	0.69142			
Emotional Flexibility	Scientific	160	2.6461	0.61593	1.334	348	0.183 not statistically significant
	Theoretical	190	2.5520	0.69079			
Overall Emotional Balance Score	Scientific	160	2.3717	0.53811	1.835	348	0.067 not statistically significant
	Theoretical	190	2.2728	0.47079			

It is evident from the preceding table that there are no statistically significant differences in the level of emotional balance attributable to the specialization variable, as all p-values are greater than (0.05), and therefore not statistically significant.

Third: Differences based on the interaction between gender and specialization:

To further investigate the existence of statistically significant differences among university students in the level of emotional balance due to the interaction effect between gender and specialization, the researchers employed a Two-Way Between Groups ANOVA tests.

The results are as follows:

**Table 13.** Illustrates the Two-Way ANOVA analysis Two-way analysis of variance to determine the interaction effect between gender and specialization on the level of emotional balance among the study sample.

Source of Variance	Sum of Squares	DF	Mean Square	F-statistic	Significance Level
Gender	0.167	1	0.167	0.658	0.418 not statistically significant
Specialization	0.865	1	0.865	3.410	0.066 not statistically significant
Interaction between gender and Specialization	0.018	1	0.018	0.071	0.071 not statistically significant
Standard Error	87.754	346	0.254		
Total	1969.395	350			
Total Variance	88.782	349			

Considering the preceding table, it is evident that there are no statistically significant differences in the level of emotional balance attributable to the interaction variable between gender and specialization. The significance level (p-value) for the interaction between gender and specialization was 0.791, which is greater than 0.05 and thus not statistically significant.

### Discuss and Interpret the Results

The study's question regarding the level of emotional balance among undergraduate students, which indicated a moderate level, can be interpreted based on the nature and extent of students' abilities to control their emotions. Although this level of emotional balance ability did not reach the desired point, considering the pressures and problems students may face in social or academic spheres, or through the university environment, this level provides a positive indication of students' capacity to achieve an acceptable degree of emotional balance. This finding aligns with the study by Al-Khamayseh (2020), which indicated a moderate level of emotional balance among students of the Department of Applied Psychology, as well as with the study by Al-Hajraf, Ahmed, and Badawi (2021), which showed a moderate level of emotional balance among Kuwait University students. It also agrees with the result of Kumar's study (2013), which demonstrated a moderate level of emotional balance among the study sample. In contrast, this result differs from the study by Janbozorgi et al. (2009), which indicated a low level of emotional balance among the study sample and contradicts the study by Al-Meshaan (2021), whose results showed a high overall level of emotional balance among students.

Regarding the study's question about the differences in academic achievement between students with high and low emotional balance, this result can be interpreted as indicating the importance of emotional balance, especially for university students. Emotional balance helps students perform their cognitive functions systematically and in

a coordinated manner, and it paves the way for the mind to overcome impulses. This helps students to be inclined towards work and active thinking, more accepted by the group, and more successful in influencing them. It also increases their ability to establish successful relationships. Conversely, a lack of emotional balance causes students to exceed their limits and paralyzes their thinking, leading to a decrease in their intelligence level, weakened will, and lower academic performance. This is consistent with the findings of the current study, which showed that individuals with a high emotional balance have a higher academic achievement rate than those with low emotional balance. This was also confirmed by the study of Hilal and Abdullah (2021), which found a positive correlation between the average academic achievement of the study sample and their total score on the emotional balance scale, meaning that the higher the scores on the emotional balance scale, the higher the average academic achievement.

Finally, regarding the study's findings on the statistically significant differences among university students in emotional balance according to gender, academic specialization, and the interaction between them, this result can be explained by the fact that emotional balance is closely related to several personality variables, especially self-regulation ability. The more an individual possesses self-regulation, the more capable they are of controlling their emotions and enjoying emotional balance, which enables them to control their behaviors and thus be able to take responsibility for different situations (Al-Rabee and Attieh, 2016). Accordingly, the situations and individual experiences contribute to their acquisition of expertise in dealing with these situations and events, in addition to the role of the social environment in achieving emotional balance regardless of gender or specialization. The researcher also believes that the absence of differences in the level of emotional balance based on the gender or specialization variable may be attributed to the personality of the university student, and how they deal with obstacles they encounter during their studies in the university environment. It also relates to patience and endurance, academic stability, and dealing with events during the university period realistically and objectively. This result can also be interpreted based on the reality and nature of the university environment, in which students live – a unified environment in its various components – affecting students at potentially equal levels across all specializations. Furthermore, the nature of the curricula and study materials focuses on educational aspects within the framework of each specialization, and there are no activities or curricula directly related to building the psychological and emotional personality of the student that are offered to one specialization without the other. This finding is consistent with the study by Al-Darwi and Al-Ahmad (2024), whose results confirmed the absence of statistically significant differences on the emotional balance test attributable to the gender variable. It also agrees with the study by Al-Hajraf, Ahmed, and Badawi (2021), whose results indicated no statistically significant differences in the level of emotional balance attributable to the specialization variable. Additionally, it aligns with the study by Al-Yahyaiya and Al-Khawaja (2021) regarding specialization, which resulted in no differences in the level of emotional balance based on the variable of academic disciplines (scientific-humanistic) across all dimensions of the scale, but differed regarding gender, as it found differences in the level of emotional balance based on the gender variable in favor of the male student sample

## RECOMMENDATIONS

Considering the findings and their interpretation in the current study, the researchers recommend the following:

1. Enhancing the culture of emotional balance among university students by providing extracurricular activities, volunteer work, and targeted awareness programs, especially since the levels of emotional balance among the study sample were found to be moderate.
2. Conducting more studies and research on the factors influencing emotional balance among students in different educational stages.
3. Conducting experimental studies to determine the effectiveness of preventive and therapeutic guidance programs in raising the level of emotional balance among university students to help them improve their academic achievement.

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