Emotional Stability and its Relationship to Anxiety about Coronavirus among Najran University Students

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Abstract---The study aimed to examine the relationship between emotional stability and anxiety about Coronavirus among Najran University students. To achieve the objectives of this descriptive study, the researchers used the scales of emotional stability and anxiety about the Coronavirus pandemic. The study sample consisted of (521) students at Najran University (319 males, 202 females), who were selected following the simple random method. The results revealed that the students' level of emotional stability came to a medium degree, and the level of anxiety about the Coronavirus pandemic among students also came to a medium degree. In addition, there was a negative statistically significant correlation between emotional stability and the level of anxiety about the Coronavirus. The study revealed statistically significant differences in the level of emotional stability according to the gender variable in favor of females, indicating that males were more emotionally stable than females. Furthermore, there were significant differences based on the type of college in favor of scientific colleges. However, no significant differences in the level of anxiety in favor of gender or college type.

Keywords---anxiety, coronavirus, emotional stability, university students.

Introduction

With the spread of the Coronavirus pandemic (COVID-19) among people, the focus was on the importance of physical health, which includes medical treatments and treatment of pulmonary symptoms. No importance was paid to

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the mental health that resulted from a viral infection, isolation, restricted social activities, sleep disturbance, and the spread of fake news. This led to a peak in stress, anxiety, and bouts of depression not only from the COVID-19 pandemic but also due to serious health problems resulting in an increased risk of mental and psychological diseases. (Zarocostas, 2020).

Studies have started to move towards listing the negative effects in multiple aspects such as social, economic, and psychological aspects. For example, they listed the effects of the spread of fear and anxiety among individuals due to the lack of knowledge of the ways of infection, the destruction of social relations due to closure and quarantine procedures, and the emergence of many psychological disorders such as post-traumatic stress, depression, anxiety, and behavioral disorders. The spread of misinformation through social media, financial insecurity, and stigma has further compounded the negative effects of the Coronavirus pandemic. Hence, it has become important to understand and research the psychological impact and the main determinants of preventing and managing these problems by introducing various support interventions for anxious individuals. This can be addressed using contact groups and virtual assistance, encouraging meditation, researching to explore psychological effects, and developing interventions (Sood, 2020; Xiang, Li, Yang, & Zhang, 2020).

The lack of facts and the spread of rumors floating around are some causes of the extreme panic of the Coronavirus pandemic. People are not only vulnerable to physical crises, but they are also mentally weak; every major incident will have consequences for the mental health of some people. It is estimated that up to 80% of those affected by crises experience short-term mild distress, 20-40% a psychological disorder in the medium term, and up to 5% may experience long-term problems. Fortunately, the majority of those affected will recover without professional intervention (Greaves & Hunt, 2017). Concerning the extent of the spread of anxiety about the Coronavirus pandemic, the general analysis showed that during the COVID-19 pandemic, the spread of anxiety about the Coronavirus pandemic among the population reached (31.9%) (Salari et al, 2020). In the analysis of events, the prevalence of anxiety about the Coronavirus pandemic was 15.15% (C´enat et al., 2021).

Studies showed that there is a relationship between emotions and personality during the COVID-19 pandemic. They indicated that low emotional stability may be most important for predicting symptoms of depression or anxiety or both differently between individuals (Lee et al., 2020; Liu et al., 2021; Mazza et al., 2020).

Emotional stability is affected by many factors that may vary in an individual's emotional stability. Some factors may be related to the individual's personality, and others may be related to the surrounding environment and the situations he is exposed to during daily life. Also, there is an effect of internal physiological disorders, and therefore, these factors play an influential role in the extent of an individual's ability to achieve emotional stability (Ahmed, 2003).

Psychological factors may be the source of a defect or disorder in cognitive processes such as the lack of clarity in the individual's motives or emotions.

These factors may arise as a result of the abnormal interaction between oneself on the one hand and the object or physical or social environment on the other hand. This interaction may affect the individual's ability to achieve emotional stability, and the psychological aspects of the individual may be affected as a result of the pressures that the individual is exposed to, in addition to the accompanying psychological and physiological changes (Al-Farmawi & Hassan, 2009).

Biological factors can also influence emotional stability. They include genetic factors, genes, neurological factors, and hormones of the endocrine system, which may vary from one individual to another. In addition, environmental components play a role in influencing the emotional stability of the individual. Therefore, the factors affecting emotional stability are the results of the interaction of several diverse influences of different types and intensities. Also, the intensity of the resulting emotions in the individual varies according to the nature of the coupling and interaction between these factors: biological, psychological, or environmental (Bani Younes, 2007).

Ahmed (2015) pointed out that emotional stability is an explanation for the state of psychological stability that psychoanalytic theorists call emotional stability. They believe that the individual is equipped with the ability to respond to different stimuli, and this ability is a feature of life. When a person is exposed to a specific stimulus, he turns into a state of tension. He becomes in a state of excitement or emotional stability, which leads him to practice a specific activity to remove tension and return to stability.

Emotional stability is one of the necessities in the lives of individuals and societies because of its positive and negative effects that are reflected on the individual and then on society. Emotional stability is the individual's ability and competence to persevere, self-control, and control the situations that her encounters in his daily life with patience and calmness. Also, he is not emotionally affected by any irrational situations. They are not important in his life in addition to his ability to control his emotions and stay away from anxiety. A trait that an individual acquires through socialization. Several studies have proven that nervous fathers increase the extreme emotions in their children and thus weaken their emotional stability (Al-Zoubi, 2010).

Emotional stability is one of the compatible personality traits. It is characterized by courage in facing challenges and decisiveness in making important decisions, and the ability to establish relationships with others based on love and control of emotions. Also, it is characterized by control in the expression of emotions and the ability to love and optimism that does not eliminate the individual's privacy. Rather, it works on its integration with others and the realization of himself (Ryan, 2006).

Eysenck (1987) developed emotional stability and called it emotional control. Emotional control sees that stability is related to the individual's control of his emotions when facing stressful situations, whether at home or work, or situations threatening his life (Grijalva, 2011). When an individual encounters these situations, two types of emotional attention will work. The first is internal,

devoted to his inner thoughts, i.e. what the individual believes about his abilities and experiences to face the task and whether he can solve it. The second is externally related to associated stimuli to confronting the task (the type of task), and its clarity or ambiguity for the individual. Therefore, Eysenck (2007) believes that someone who has high attention control over his emotions regarding the task or confrontational situations is characterized by a high level of emotional stability (Eysenck et al., 2007).

As for anxiety, it generally refers to a group of mental disorders. They are characterized by feelings of anxiety, uneasiness, and fear that include Generalized Anxiety Disorder (GAD), panic disorder, phobias, social anxiety disorder, Obsessive-Compulsive Disorder (OCD), and Post-Traumatic Stress Disorder (PTSD). These symptoms can range from mild to severe (Wittchen, 2002). Anxiety is defined as a psychophysiological condition that appears through the combination of cognitive, physical, and behavioral elements. These elements create an unpleasant feeling, usually associated with unease, fear, and hesitation. Anxiety is often accompanied by behaviors that reflect a state of tension and discomfort such as movement with steady steps back and forth, and physical symptoms or rumination. (Rosenhan, Seligman, & Walker, 2010).

With the spread of the Coronavirus pandemic (COVID-19), Coronavirus anxiety has emerged and is defined by Lee et al. (2020) as the reaction of people who are particularly affected by the fear and uncertainty of the emerging Coronavirus. It is represented by fear and anxiety about thoughts and information related to that pandemic. Bayanfar (2020) defined Coronavirus anxiety as a psychological state of anxiety and tension when dealing with surrounding individuals for fear of infection with the emerging Coronavirus (COVID-19). COVID-19 is an infectious disease caused by the last detected virus of the Coronavirus family. There was no knowledge of the existence of this new virus and its disease before the outbreak began in the Chinese city of Wuhan in December 2019. COVID-19 has now turned into a pandemic affecting many countries of the world. (WHO, 2020).

A person can experience a range of feelings and symptoms due to fear of the Coronavirus. These symptoms are as follows: difficulty sleeping, difficulty concentrating, anger, anxiety and panic, feelings of despair, fear of coughing or illness, being overly sensitive about his health and body, social withdrawal, prevention methods to control his anxiety about the coronavirus).

In this regard, Al-Aamiri (2007) conducted a study that aimed at revealing psychosomatic symptoms and their relationship to emotional stability among a sample of adolescents. It also examined the differences in the level of emotional instability and the possibility of predicting emotional stability. The study sample consisted of (149) male and female students. The results showed that there was a positive, statistically significant correlation between emotional instability and symptoms of the nervous system. Also, there was a positive, statistically significant correlation between the psychosomatic symptoms of various diseases. In addition, the level of emotional stability among the study sample was low and indicated the possibility of predicting emotional stability through psychosomatic symptoms of various diseases.

Eysenbach, Fagherazzi, and Torous (2020) investigated the effects of the Corona pandemic (COVID-19) on the mental health of university students in the United States. The study sample consisted of (195) students at a university in the United States. The results of the study indicated that (71%) of the study sample suffer from stress and anxiety due to the outbreak of (COVID-19). Multiple stresses have been identified that contributed to increased levels of stress, anxiety, and depressive thoughts among students. These fears included fear and worry about their health and loved ones, difficulty concentrating, disturbed sleep patterns, decreased social interactions due to physical distancing, and increased concerns about academic performance). To overcome stress and anxiety, participants sought support from others and helped themselves by adopting negative or positive coping mechanisms.

Al-Wehibiya, Shehab, and Al-Shabiba (2020) conducted a study that aimed at determining the level of psychological anxiety towards the Coronavirus (COVID-19) among Omani and Bahraini families and residents. Also, it targeted the differences in the level of anxiety towards the Coronavirus due to gender, academic qualification, age, and nature of work. The study sample consisted of 2107 respondents who were selected randomly. A questionnaire for anxiety prepared by the researchers was used. The results showed that the level of anxiety was moderate. Also, the results showed that females were more anxious than males.

Al-Khawaja, Al-Husni and Al-Sawa'i (2020) also studied the level of anxiety of the Coronavirus (COVID-19) among general education diploma students in the Governorate of South Al Sharqiyah in the Sultanate of Oman. The descriptive approach was used for its relevance to the nature of the study on a sample of 848 students (250 males, 598 females) during the quarantine period for the second semester of 2020. The results of the study showed a high level of anxiety among the study sample. The means reached (4.24). It was also shown that there were no statistically significant differences in the level of anxiety according to the gender variable (male-female).

Cao et al. (2020) conducted a study that aimed at investigating the psychological impact on university students in China. The study sample consisted of 7143 students from the College of Medicine. They were selected by the cluster method. The general anxiety disorder scale was applied to them. It was shown that 25% of the study sample suffered from anxiety. A study by Huang et al. (2020) examined the level of mental health of medical staff in China. The anxiety and psychological stress scale was used during the period from February 7-14, 2020. The study sample consisted of 230 medical staff members, who were selected by the cluster method. The study concluded that the percentage of anxiety among the sample members scored (23.04%) and that females were more susceptible to anxiety than males.

Wang et al.'s (2020) study measured the level of anxiety, depression, and tension among a sample of (1210). The results showed that (5.16%) of the study sample suffered from depressive symptoms, and that (8.28%) suffered from moderate or severe anxiety symptoms. (1.8%) suffered from psychological stress, and that females were more affected by anxiety and depression than males.

Wong, Hung, and Alias (2020) examined anxiety levels and preventive measures during the outbreak of the Coronavirus in Taiwan. The study also investigated the behavioral responses that accompanied the residents of Taiwan during the first weeks of the outbreak of Covid 19, the factors that affected the increase in anxiety indicators, and the preventive measures that were taken by the population to protect themselves from waves of anxiety and fear. The researchers used the survey method on a random sample, ranging in age from 20 to 70 during the 14th period of the outbreak of the pandemic 2020. The study indicated the degrees and indicators of anxiety were high with the escalation of the pandemic rates during that period, especially about exposure to social media. Also, the indicators of the use of preventive measures appeared high, and this reflects their societal awareness.

Margeti´c et al.'s (2021) assessed the relationships between the associated psychological distress with the coronavirus and its potential predictive factors. The study sample consisted of online 2860 adults who responded to questionnaires about sociodemographic characteristics, distress (depression, anxiety, stress, adjustment scale, personality scale, social support and functional), and social support questionnaire of the UN Commission during the COVID-19 lockdown. The results indicated that 15.9% of the respondents suffered from severe depression, 10.7% suffered from severe to very severe anxiety, and 26.2% suffered from severe stress. Hierarchical regression analysis indicated that the studied variables showed a large proportion of the variance in depression (51.4%), anxiety (35.2%), and stress (45.5%). The results provide information on a wide range of potential protective or vulnerability factors that can help identify those at risk of developing psychological distress associated with the Coronavirus. The results suggested that promoting active coping techniques and social interactions can be protective and possibly curative among the population in general.

Fischer et al. (2021) explored the relationship between emotional stability as a more stable personality trait and fears related to COVID-19 with basic human values. The study sample consisted of (578) people severely affected by COVID-19 in Brazil. The study attempted to reveal whether emotional stability mitigated the impact of infection and economic concerns on personal values. The results of the study indicated that contagion fears were closely related to security values, especially among individuals with lower emotional stability. Economic concerns were more closely related to strength values, particularly among individuals with lower emotional stability. The results provided insights into the potential long-term psychological effects of the current pandemic and the emotional dynamics associated with pandemic-related fears that could impact values. Those values are important to society's function in the short to medium term.

The presentation of previous studies has revealed this study agrees with the previous research on the importance of the relationship between emotional stability and anxiety about the Coronavirus. The previous studies also constituted rich and informative material related to the variables of the study. They were used in reading the results in terms of agreement or disagreement with the results of the current study.

Statement of the problem

Studies and research have indicated the nature of the great correlation between emotional stability and the ability to control anxiety, given its importance in mitigating the negative effects of thoughts associated with the Coronavirus from a psychological, health, and social points of view (Lee et al., 2020; Liu et al., 2021; Mazza et al., 2020). Hence, the current study was a supportive study to examine the psychological effects of realizing the Covid-19 pandemic as a traumatic event and to focus on some psychological variables such as emotional stability and anxiety about the Coronavirus pandemic. The current study attempted to answer the following research questions:

- What is the level of emotional stability among Najran University students?
- What is the level of anxiety about the prevalent Coronavirus among Najran University students?
- Is there a relationship between emotional stability and anxiety about the Coronavirus among Najran University students?
- Is there a relationship between emotional stability and anxiety about the Coronavirus among Najran University students due to the variables of gender and type of college (scientific, humanity)?

Significance of the study

The current study is one of the few studies in the Arab world that examines emotional stability and its relationship to anxiety about the Coronavirus among university students. It is important in focusing on anxiety as one of the psychological factors that affect the level of students' performance. It is hoped that the study will benefit in focusing on the psychological aspect of students' anxiety to prepare counseling programs to provide students with the necessary skills to deal with anxiety.

Methods

In terms of procedures, this study relied on the descriptive analytical approach through studying the phenomenon and describing it as in reality. This approach collects and expresses information quantitatively and qualitatively to explain the study results. The study aimed to explore the relationship between emotional stability and anxiety from the Coronavirus among Najran University students.

Population and sample of the study

The population of the study is Najran University undergraduate students for the academic year 2020/2021 from various colleges and levels.

Sample of the study

The survey sample of the study consisted of (521) male and female students from Najran University. The sample was chosen randomly by distributing the questionnaire link electronically to students. Table 1 shows the distribution of the sample by college and gender.

Table 1
The distribution of the sample by college and gender

Variable	Category	No.
Gender	Male	319
	Female	202
College	Scientific	244
	Humanity	277

Instruments of the study

The researchers used two questionnaires to collect the data for their suitability for the type of data to answer the study questions and achieve the objectives.

1- Emotional stability scale:

Upon reviewing the theoretical framework and previous studies, the researchers relied in this study on the emotional stability scale prepared by Abu Mustafa (2015). The scale consisted of 27 items that measure the levels of emotional stability. The scale is a self-report in which the respondent answers its items on a five-Likert scale: (always applicable, often applicable, sometimes applicable, rarely applicable, and not applicable).

Validity of the scale

To verify the indications of the scale validity, the researchers requested seven specialized experts from faculty members in the College of Education at Najran University to express their opinion on the suitability and accuracy of the scale. Also, they checked the linguistic formulation and the appropriateness of its items to measure emotional stability. They made some comments on some of the items from the linguistic point of view. Accordingly, the comments were considered.

Reliability of the scale

Abu Mustafa (2015) calculated the reliability of the scale by the method of internal consistency according to the Cronbach's alpha equation, which amounted to (0.899). In the current study, the researchers extracted the reliability coefficient of the scale using Cronbach's alpha method. The scale was applied to an exploratory sample (30 males and females) from outside the study sample. The reliability coefficient amounted to (0.86), a high and acceptable rate for the study.

2- Coronavirus anxiety scale

Upon the revision of the theoretical framework and previous studies, the researchers used in this study the coronavirus anxiety scale by Al-Wehibiya, Shehab, and Al-Shabiba (2020). The scale consisted of 31 items that measure levels of anxiety about the Coronavirus. The scale is a self-report that the respondent answers its items on a five-Likert scale: (very high, high, medium, low, very low).

Validity of the scale

To verify the indications of the scale validity, eight specialized experts from faculty members in the College of Education at Najran University expressed their opinion on the suitability and accuracy of the scale. Also, they checked the linguistic formulation and the appropriateness of its items to measure emotional stability. They made some comments on some of the items from the linguistic point of view. They also recommended modifying the scale to be a five-Likert scale and deleting one of the items from the scale so that it had 30 items in its final version.

Reliability of the scale

Al-Wehibiya, Shehab, and Al-Shabiba (2020) calculated the reliability of the scale by the internal consistency method according to the Cronbach's alpha method, which amounted to (0.94). In the current study, the researchers extracted the reliability coefficient of the scale using Cronbach's alpha method. It was applied to an exploratory sample (30 males and females) from outside the study sample. The reliability coefficient scored (0.86), a high and acceptable rate for the study.

Statistical analysis

The researchers used means, standard deviations, and rank to answer the first question in identifying the level of emotional balance among Najran University students. Also, the descriptive analysis was used to answer the second question in identifying the level of anxiety about the prevalent Coronavirus among Najran University students. The following scale was adopted to classify the means of the level of stability and anxiety: (1.00-1.80) = very low (not applicable), (greater than = 1.80 - 2.60) = low (rarely applicable), (greater than 2.60 - 3.40) = medium (sometimes applicable), (greater than 3.40 - 4.20) = high (often applicable), (greater than 4.20 - 5.00) = very high (always applicable). The researchers used the Pearson correlation coefficient to answer the third research question and the analysis of variance to answer the fourth research question.

Results and Discussion

The first research question: What is the level of emotional stability among Najran University students?
The researchers calculated the means and standard deviations of the study sample's responses about the level of emotional stability among Najran University students as shown in Table 2.

Table 2

Means and standard deviations of the level of emotional stability among Najran University students

No.	Items	Means	Standard deviations	Level
1	I cannot control my emotions in front of others.	2.12	1.008	Low
2	I am angry easily for the slightest reason.	2.86	1.333	Medium
3	I find it difficult to make decisions.	3.07	1.098	Medium
4	I find it hard to express what is inside me.	3.51	1.130	High
5	I cannot easily condone the mistakes of others.	2.60	1.247	Low
6	I am scared when I am exposed to new situations.	3.12	1.371	Medium
7	I am angry when no one understands my problem.	3.20	1.376	Medium
8	I suffer in my life.	2.75	1.441	Medium
9	I feel that my peers make fun of me.	1.74	1.189	Very low
10	Life is better without restrictions.	3.46	1.505	High
11	I do not change my mind easily.	3.68	1.137	High
12	I find difficulty changing my habits.	3.26	1.360	Medium
13	Much discussion and controversy annoy me.	3.54	1.319	High
14	I am annoyed when I get up in the morning.	2.86	1.364	Medium
15	Blame and admonition annoy me even if I deserve them.	3.01	1.374	Medium
16	I am confused when I get excited.	2.95	1.349	Medium
17	My trouble speaking annoys me.	2.96	1.461	Medium
18	I am uncomfortable when talking in a crowd.	3.42	1.365	High
19	I lose faith in anyone.	3.22	1.230	Medium
20	I am not successful in all my actions.	2.34	1.089	Low
21	I find comfort sitting alone.	3.73	1.293	High
22	It is hard for me to have loyal people.	3.78	1.209	High
23	I feel annoyed when I face a sad situation	4.14	1.038	High
24	I do not feel that every new day brings me a happy surprise.	2.50	1.352	Low
25	I am confused if one classmate criticizes me.	2.40	1.187	Low
26	I am angry when relatives turn away from me.	2.83	1.587	Medium
27	I am apathetic some times.	2.76	1.295	Medium
	Total	3.03	.650	Medium

Table 2 shows that the total score of the means of the study sample's responses to the level of emotional stability among Najran University students was (3.03),

with a standard deviation of (0.650), and a medium degree. This result is explained by the cognitive theory. It sees that the basis for the individual's feeling of emotion is his appreciation of the emotional situation and the physical and psychological responses that occur to him (Qatami, 2004). Goldberg (1993) refers to a group of personality dimensions that are related to emotional stability. They are the traits associated with calm, confidence, emotional control, and flexibility as opposed to nervousness, tension, unstable mood, and tendency to anxiety and sadness. Emotional stability is related to the abilities that students possess to control their emotions. It is a machine that is closely linked to the circumstances and situations in which they live. Therefore, it is noted that the students' level of emotional stability did not reach the required level. The result of this study agrees with those results by Fischer et al. (2021), and Margeti˙c, et al. (2021). It differs from that of the study by Al-Aamiri (2007).

The second research question: What is the level of anxiety about the prevalent Coronavirus among Najran University students?
To answer the question, the researchers calculated the means and standard deviations of the study sample's responses about the level of anxiety about the Coronavirus pandemic (COVID-19 stability among Najran University students as displayed in Table 3.

Table 3
Means and standard deviations of the level of anxiety about the Coronavirus pandemic (COVID-19 stability among Najran University students

No.	Items	Means	Standard deviations	Level
1	I had times when I could not sleep at night because of anxiety.	3.08	1.421	Medium
2	My sleep is disturbed due to the large number of Coronavirus news.	2.38	1.441	Low
3	I have less fears than those of my family about this pandemic.	3.10	1.349	Medium
4	I think I am more nervous than most people.	2.85	1.287	Medium
5	I suffer from severe stomach pain when the Coronavirus is mentioned.	2.20	1.385	Low
6	I cannot control or ignore anxiety resulting from this Coronavirus.	2.37	1.434	Low
7	I am less anxious when I get busy doing entertaining activities.	3.20	1.314	Medium
8	My heart beats faster when I hear about a death due to the Coronavirus.	3.11	1.418	Medium
9	It is hard for me to relax from the anxiety around me.	2.74	1.393	Medium
10	I am anxious every time I open the door of the house to get out.	2.45	1.404	Low
11	I am more annoyed by washing hands.	2.45	1.383	Low
12	I am worried about losing a family member.	3.68	1.477	High

13	I feel that everyone who sneezes in front of me is infected by the Coronavirus.	2.82	1.457	Medium
14	I feel the possibility of infecting by the Coronavirus.	2.57	1.378	Low
15	I lose control of my behavior so much that I cannot enjoy my day.	2.60	1.387	Medium
16	My fears increase whenever I feel suffocated from sitting indoors due to the curfew of the Coronavirus.	2.54	1.356	Low
17	I worry that the Coronavirus will never end.	2.77	1.499	Medium
18	I feel that if I am infected by the Coronavirus, I will die.	2.36	1.462	Low
19	My anxiety increases when I feel symptoms similar to those of the Coronavirus.	2.73	1.473	Medium
20	I am afraid of interrupting my relationship with others because of Coronavirus.	2.62	1.449	Medium
21	When I hear advice and guidance about avoiding infection with the Coronavirus, I quickly forget about anxiety.	3.00	1.282	Medium
22	I am concerned that there is no successful treatment for the Coronavirus.	3.07	1.433	Medium
23	I have bad dreams (nightmares) all the time as a result of this pandemic virus.	2.14	1.354	Low
24	My concern is no less when I find attention from government and health agencies with the Coronavirus.	2.67	1.416	Medium
25	I feel relieved every time I feel that there is hope for a cure from this Coronavirus.	3.40	1.226	Medium
26	So many rumors about the Coronavirus cause me mental confusion.	2.74	1.327	Medium
27	I avoid worrying about this Coronavirus by keeping myself busy avoiding everything related to the Coronavirus.	2.98	1.380	Medium
28	My stress prevents me from mastering working at home via the Internet.	2.73	1.348	Medium
29	I was able to control myself before the Coronavirus appeared.	3.04	1.453	Medium
30	When I am nervous or anxious, I work harder to get rid of my thinking disorders due to the Corona disease.	2.73	1.409	Medium
	Total	2.81	.925	Medium

Table 3 shows that the total degree of the means of the study sample's responses about the level of anxiety about the prevalent Coronavirus among Najran University students was (2.81), with a standard deviation of (0.925), and a medium degree. The researchers explain this result due to the anxiety associated with the valid issues and symptoms resulting from them, especially those related

to physical symptoms. People often misinterpret the increased symptoms associated with a disease, which constitute an additional concern about having the disease. Automatic attention to information related to the disease appears through the physical responses associated with it by moving away from the source of the virus, wearing masks, and social distancing. They constitute constant anxiety for the individual for fear of infection with this virus.

The result of this study agrees with those results of Eysenbach et al. (2020), Al-Khawaja et al. (2020), Cao et al. (2020), and Huang et al. (2020). However, the result disagrees with those results of Wong et al. (2020) and Margeti´c, et al. (2021).

The third research question: Is there a relationship between emotional stability and anxiety about the Coronavirus among Najran University students?
The Pearson correlation coefficient was calculated between emotional stability and anxiety about the Coronavirus among Najran University students. Table 4 shows the results.

Table 4
Pearson correlation coefficient between emotional stability and anxiety about the Coronavirus among Najran University students

	Pearson correlation	Coronavirus Anxiety
Emotional stability	Pearson	.379**
	Sig-tailed-2	.000
	No.	521

Table 4 shows that there is a statistically significant negative correlation at (0.01) between emotional stability and the level of anxiety about the Coronavirus among Najran University students; if emotional stability decreases, the level of anxiety increases. The researchers explain this result according to the theory of cognitive reconstruction (Beck, 2000). He sees that there are basic cognitive processes responsible for creating feelings of anxiety in the individual, and they occur on three levels. In the first level, an individual is exposed to a particular stimulus. He, first, responds in the manner of a preliminary assessment of the extent of the potential danger from this stimulus and its level and severity. In the second level, he develops the possibilities of confronting the threat and minimizing its danger. Based on the first and second levels, the level of anxiety that the individual has is determined and occurs automatically subconsciously and subconsciously. In the third level, he reassesses the level of the danger threatening him, and the hostile response is determined based on the severity of the imminent danger. It may be in the form of flight, withdrawal due to danger, hostile response, or confrontation. This depends on the level of the individual's self-confidence, positive thinking, and stamina. Hence, we note the importance of the great role of emotional stability among individuals in re-assessing emotions through knowledge and ideas that are directly and closely related to daily life and the events that take place. They help individuals to control their negative emotions during or after experiencing stressful events or threatening situations represented in anxiety about Coronavirus. The result of this study agrees with those of Margeti´c, et al. (2021) and Fischer et al. (2021).

The fourth research question: Is there a relationship between emotional stability and anxiety about the Coronavirus among Najran University students due to the variables of gender and type of college (scientific, humanity)?

The researchers calculated the means and standard deviations of the study sample's responses about the levels of emotional stability and the anxiety about the Coronavirus among Najran University students as displayed in Table 5.

Table 5
Means and standard deviations of the levels of emotional stability and the anxiety about the Coronavirus Najran University students according to gender and type of college

Variable	Category		Emotional stability	Coronavirus anxiety
Gender	Male	Means	2.96	2.86
		Standard deviations	.677	.981
	female	Means	3.14	2.73
		Standard deviations	.589	.825
College	scientific	Means	3.17	2.89
		Standard deviations	.610	1.002
	humanity	Means	2.91	2.73
		Standard deviations	.660	.846

To show the significance of the differences between the means of the study sample's responses about the levels of emotional stability and anxiety according to the variables of gender and type of college, the analysis of variance was used.

Table 6
Variance analysis of the levels of emotional stability and anxiety according to the variables of gender and type of college

Source	Domain	Sum of squares	df	Means of squares	F	Sig.tailed-2
Gender	Emotional stability	9.842	1	9.842	25.383	.000
	Anxiety	.827	1	.827	.972	.325
College	Emotional stability	14.474	1	14.474	37.331	.000
	Anxiety	2.068	1	2.068	2.431	.120
Error	Emotional stability	200.844	518	.388		
	Anxiety	440.588	518	.851		
Total	Emotional stability	5001.422	521			
	Anxiety	4553.083	521			

Table 6 shows that there were statistically significant differences at (0.05) for the responses of the study sample about the level of emotional stability according to gender in favor of females. Males were more emotionally stable than females. Also, there were statistically significant differences at (0.05) for the responses of the study sample about the level of emotional stability according to the type of college in favor of scientific colleges. Students from humanities colleges were more emotionally stable. The researchers attribute this result to the previous experiences and abilities acquired by males. They play a major role in facing different and new situations. The social environment and controls that govern students' behavior also play an important role in increasing their emotional stability. In addition, physiological factors may play an important role in this aspect. Males have higher endurance than that of females. Any situation, no matter how simple, provokes females' ire, drives them to emotion, and affects their ability to achieve emotional stability. This result is consistent with that of Huang et al. (2020) and Wang et al. (2020).

Also, Table 6 shows that there were no statistically significant differences at (0.05) for the study sample's responses about the level of anxiety about the Coronavirus according to the variables of gender and college type. The researchers explain this result due to the great effects of anxiety about the Coronavirus in males and females equally. The response to the disease is similar in males and females. There were no differences in the level of anxiety about the Coronavirus according to the type of college is because all students live the same conditions concerning anxiety about the Coronavirus. This result is in line with those of Cao et al. (2020) and Al-Khawaja et al. (2020). However, it differs from those of Wang et al. (2020) and Al-Wehibiya, Shehab, and Al-Shabiba (2020).

Recommendations

In light of the results of the study, it is recommended the necessity for the academic advising units at the university to prepare counseling programs for students on the importance of emotional stability. Also, it is of importance to educate students about the importance of training on relaxation and self-control skills to reduce their degree of anxiety. In addition, a similar and comprehensive study of larger communities from various Saudi universities, which addresses other variables such as social intelligence and reflective thinking is suggested to give more diversity.

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