



The Predictive Ability of Emotional Stability for Mental Fatigue among First-Year University Students

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Abstract

Objective: The current study aimed to investigate the level of Emotional Stability and Mental Fatigue among first-year university students and to determine whether there are differences in the level of Emotional Stability attributable to the variables of gender, academic major, and the interaction between them. The research adopted a descriptive correlative approach. The study sample consisted of (336) first-year students at Al-Hussein Bin Talal University, who were chosen by the convenience sampling method.

Method: The study used the descriptive correlational method in the research, as two scales were used, Emotional Stability scale, and Mental Fatigue scale.

Results: The findings of the study showed that the level of Emotional Stability and the level of Mental Fatigue came at a medium level. And that there are statistically significant gender differences in the level of Emotional Stability where males showed higher Emotional Stability than females. There were also statistically significant differences in the level of Emotional Stability attributable to academic majors (scientific faculties). The results also revealed statistically significant differences in the level of interaction between the variables gender and college in the level of Emotional Stability, where males in scientific colleges outperformed females while females in humanities colleges were dominant. The results also showed that Emotional Stability explained (5.2%) of Mental Fatigue.

Conclusions: Based on the results, it is recommended to include and employ aspects of Emotional Stability and methods for achieving it in academic subjects, and to encourage various extracurricular activities.

Keywords: Emotional Stability, mental fatigue, first-year students, Al-Hussein Bin Talal University.

القدرة التنبؤية للاتزان الانفعالي بالإجهاد الذهني لدى طلبة السنة الأولى في الجامعة

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ملخص

الأهداف: هدفت الدراسة الحالية إلى تعرف مستوى الاتزان الانفعالي، والإجهاد الذهني، ومعرفة فيما إذا كانت هنالك فروق في مستوى الاتزان الانفعالي وفقاً لمتغيري الجنس، والتخصص الأكاديمي والتفاعل بينهما. وكذلك هدفت إلى الكشف عن القدرة التنبؤية للاتزان الانفعالي بالإجهاد الذهني. تكونت عينة الدراسة من (336) طالباً وطالبة من طلبة السنة الأولى في جامعة الحسين بن طلال، جرى اختيارهم بالطريقة المتيسرة.

المنهجية: استخدمت الدراسة المنهج الوصفي الارتباطي في البحث؛ إذ استخدم مقياسين، مقياس للاتزان الانفعالي، ومقياس للإجهاد الذهني.

النتائج: أظهرت نتائج الدراسة أن مستوى الاتزان الانفعالي جاء بمستوى متوسط، وإن مستوى الإجهاد الذهني جاء بمستوى متوسط. ووجود فروق دالة إحصائية في مستوى الاتزان الانفعالي تُعزى لمتغير الجنس، ولصالح الذكور، ووجود فروق دالة إحصائية في مستوى الاتزان الانفعالي تُعزى لمتغير التخصص الأكاديمي ولصالح الكليات العلمية. وكذلك أظهرت النتائج وجود فروق دالة إحصائية في مستوى التفاعل بين متغيري الجنس والكليات في مستوى الاتزان الانفعالي، وكانت الفروق لصالح الكليات العلمية عند الذكور ولصالح الكليات الإنسانية عند الإناث، وكذلك أظهرت النتائج أن الاتزان الانفعالي قد فسر ما نسبته (5.2%) من الإجهاد الذهني.

الاستنتاجات: بناءً على نتائج الدراسة، توصي الدراسة بضرورة تضمين وتوظيف جوانب الاتزان الانفعالي، وطرق تحقيقه في المواد الدراسية، وتشجيع الأنشطة اللامنهجية المختلفة.

الكلمات الدالة: الاتزان الانفعالي، الإجهاد الذهني، طلبة السنة الأولى، جامعة الحسين بن طلال.



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1. Introduction

Emotional Stability is highly valued by psychologists due to its significant impact on the lives of individuals and societies. It is an important determinant of personality traits as well as an indicator of mental health (Nasir, 2014; Weinstock & Whisman, 2006; Kumar, 2013). Some scholars (Maslow, 1962; Chaturvedi & Chander, 2010; Outmans, 2010; Pavlenko et al., 2009) asserted that an emotionally balanced person is better able to accept oneself and others, make decisions, and solve problems. They have the courage and ability to form good social relationships without relying on others. And they are characterized by optimism and happiness, as well as the initiative to undertake various actions. On the other hand, they are less prone to feelings of anxiety, loneliness, and remorse.

Dayton (2007) clarifies that Emotional Stability allows the person to deal with life's stresses and overburdening better. Admittedly, it improves his ability to integrate and control his thoughts and feelings, which grants him a balanced and mature life. Teng, Chang & Hsu (2009) define Emotional Stability as the individual's tendency to be confident, secure, and free from negative feelings. While Ezhilarasi & Nanadhini (2014) defined it as acting calmly regardless of the situation, whether it is good or bad, positive or negative. It is the ability to maintain sound thinking while controlling emotional expressions and making rational and professional decisions. And it is influenced by the individual's personality traits and environment. It is worth mentioning that the majority of disorders listed in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IVTR) have at least one symptom of an emotional disorder (Kring & Sloan, 2009). However, interpretations of Emotional Stability varied, the behavioural school theorists believe that personality traits are the product of learning. The individual's positive and negative habits can be learned through reinforcement, undesirable and unbalanced behaviour and thus Emotional Stability is achieved through the individual's awareness of all the circumstances that lead to the creation of unbalanced behaviour. The individual who enjoys Emotional Stability according to this theory is characterized by acquiring acceptable behaviour that helps him to adapt to himself and with others, and to face situations in which he is exposed to stimuli that lead to hesitation and anxiety about the future (Fornells & Cooper, 2015). The psychoanalytic school emphasizes the power of (the ego), as the engine and regulator of the individual's personality in general. It works to control thoughts and emotions, as well as to satisfy instincts that are compatible with the surrounding environment and the superego (Freud, 1989). While the cognitive theory linked Emotional Stability to cognitive processes and mental treatments, the individual's awareness and thinking about the dangerous situation is what controls his emotions (Qatami, 2009).

Emotional Stability is affected by many psychological factors such as psychological pressures and Mental Fatigue. According to (Bryant et al., 2004), Mental Fatigue is caused by an imbalance between effort and reward. That is, the effort is relatively greater than the reward associated with it, which reduces motivation to complete the task, resulting in the emergence of so-called Mental Fatigue, and thus represents a recurring problem in all individuals' daily lives. Mental Fatigue arises gradually during the performance of any cognitive activity. It is determined by an individual's cognitive ability as well as other factors such as sleep deprivation and overall health. It can cause several problems such as reducing attention, cognitive flexibility, awareness, and temporary concentration, as well as physical symptoms such as drowsiness and lethargy, or general physical exertion (Lal & Craig, 2002). Noakes (2000) defines it as feeling exhausted just when thinking about decisions that should be made or things to be achieved. Jongman et al. (2000) defined it as a decrease in working memory. Millikin et al. (2003) see it as a condition resulting from the prolonged cognitive activity, which leads to fatigue, and reduces the productivity and overall cognitive functions of the individual.

Several models have tried to explain the phenomenon of Mental Fatigue. The Cognitive Mental Appreciation Model for example emphasizes the importance of differences and previous experiences in cases of Mental Fatigue (Lazarus & Folkman, 1984). And the Peripheral model "catastrophe" claims that stress occurs when the psychological system has been overloaded with up to 10% of its energy and cannot work more which leads to the manifestation of physical symptoms, where the blood supply to the arteries and muscles decreases, and thus energy decreases, and performance and productivity stop due to feeling tired (Shephard, 2009). Where the Central model attributes the cause of Mental Fatigue to a defect in brain function (Abbiss & Laursen, 2005). Predicting Task model relies on the individual's prior expectations of the activity (Noakes, 2000). Finally, the Psychological model claims that fatigue occurs as a result of intertwined psychological factors. If the individual is assigned

a tiring task, he may already feel symptoms of stress, and this affects his body's organs (Abbiss & Laursen, 2005).

1.1. Previous studies

The findings of the study of (Albright et al., 2008), which was conducted on a sample of (133) university students in America, demonstrated a negative statistically significant relationship between fatigue and Emotional Stability among students, and that fatigue had negatively impacted the student's personality, which was reflected directly on his Emotional Stability and behaviour.

Janbozorgi et al. (2009) conducted a study on (32) students diagnosed with anxiety disorders, who were subjected to (12) sessions of psychological education. The results revealed a decrease in the level of Emotional Stability among students who have a high level of anxiety, in addition to their introversion, fear and tension. Results indicated a statistically significant impact of relaxation on emotional stability, and that the participants exhibited a low degree of Emotional Stability and fatigue. Maghout-Juratli et al.(2010) confirmed in their study which was conducted on (400) patients in (4) primary health centres in Detroit, America that there is a high level of stress among the participants, and that fatigue works as a mediator between stress and perceived health. Kumar's (2013) study found no statistically significant differences in the level of Emotional Stability among students studying in public and private schools and that there were differences in the general average of the student's social and economic status depending on the emotional balance that they are characterized by. The level of Emotional Stability among the participants was average.

Tanaka et al. (2015) conducted a study on thirteen volunteers in Japan who were subjected to Mental Fatigue through strenuous experiments that lasted thirty minutes. Findings revealed that Mental Fatigue leads to a decrease in cognitive performance, as well as cognition. The results of Al-Rabee's (2018) study, which was conducted on a sample of (234) male and female teachers in Jordan, indicated that the level of Mental Fatigue, in general, was moderate among the participants. A very recent study in Jordan by (Al-Adamat & Bani Khaled, 2020) revealed that the level of Mental Fatigue and cognitive flexibility among the (174) male and female undergraduate students who participated in this study was moderate.

1.2. Definitions

Emotional stability: It indicates the individual's ability to express emotions, thoughts and behaviour in a balanced manner so that conflicts remain within reasonable limits that the individual can control (Dayton, 2007). Operationally, it is the degree to which the respondent obtains the measure of this study.

Mental Fatigue: It is the condition resulting from continuous mental effort toward one task, or several tasks, which leads to an aversion to work (Connon, 2016). Operationally, it is defined as the degree that the respondent obtains on the measure of this study.

1.3. Study Problem

Mental Fatigue constitutes a source of psychological pressure and adaptive difficulties facing university students in general and first-year students in particular, which causes a decrease in the ability to focus and distraction, especially during academic tasks, and this is consistent with what was indicated by (Nouri et al., 2010) that Mental Fatigue limits the individual's ability to practice his normal life. Given the conditions and the pressures that first-year students face at university, they require emotional balance, which is one of the important factors that contribute to raising their level of ambition and controlling their behaviour, thoughts, and emotions, resulting in student adaptation. And compatibility with the surrounding environment, as well as the ability to cope with stresses. Therefore, the current study's problem is to identify the predicting ability of emotional balance to Mental Fatigue in first-year students at Al-Hussein Bin Talal University. The current study explicitly intended to answer the following questions:

1. What is the level of Emotional Stability among first-year students at Al-Hussein Bin Talal University?
2. Are there differences in the level of emotional balance among first-year students at Al-Hussein Bin Talal University due to the variables of gender and college and the interaction between them?
3. What is the level of Mental Fatigue among first-year students at Al-Hussein Bin Talal University?
4. What is the predictive ability of Emotional Stability for Mental Fatigue among first-year students at Al-Hussein Bin Talal University?

1.4. Study Importance

The theoretical significance of this study stems from the information and data it will provide about Emotional Stability and Mental Fatigue, which students and researchers in this field may find useful. From a practical standpoint, the significance of this study lies in the results it presents, which should assist those in charge of the educational process in making appropriate decisions that aid in the development of training programs that may contribute to developing the ability to emotionally stability, as well as in the design of counseling and treatment programs to alleviate Mental Fatigue that first-year university students are subject to. It is hoped that this study will catalyze future research to study other variables related to the current study topic.

1.5. Study Objectives

The current study seeks to investigate the level of Emotional Stability and Mental Fatigue and to reveal the predictive ability of Emotional Stability for Mental Fatigue among first-year students at Al-Hussein Bin Talal University.

1.6. Study Limits

The study subject was limited to first-year students at Al-Hussein Bin Talal University who were registered in the first semester of the academic year 2021/2022. Accordingly, the generalization of the results of the current study is limited to the study population and similar societies, and the generalization of the results of the study is also determined in light of the indications of validity and reliability of the study tools.

2. Methods and Procedures

2.1. Study Approach

The descriptive correlative approach was used in this research, as the study attempted to reveal the predictive ability of Emotional Stability for Mental Fatigue among first-year students at Al-Hussein Bin Talal University.

2.2. Population and Sample

The population of the current study consists of all the (2669) first-year undergraduate students at Al-Hussein Bin Talal University in the first semester of the academic year 2021/2022, according to the statistics of the admission and registration unit at the university. Where the study sample consisted of (336) male and female students who were chosen by the convenience sampling method. It constitutes a percentage of the study population Table (1) shows the distribution of the participants according to its variables.

Table. Frequencies and percentages according to the study variable

Variable	Category	Frequency	%
Gender	Male	128	38.1
	Female	208	61.9
Type of collage	Scientific	182	54.2
	Humanities	154	45.8
	Total	336	100.0

2.3. Instruments

Two measures were utilized in this study: the Emotional Stability Scale, and the Mental Fatigue scale.

2.3.1. Emotional Stability Scale:

The Emotional Stability Scale developed by (Provorova et al., 2021).was adopted in this study. The measure consists of (35) items distributed over four dimensions: Behavioral self-awareness (12) items, communication and conflict management (7) items, emotional and behavioral self-efficacy (9) items, and adaptability, and self-programming of a positive mental attitude (7) items. The scale was translated to Arabic, and all measures were taken to ensure the accuracy of the translation. The content validity of the scale was verified by presenting it to ten specialized arbitrators in educational psychology, and psychological and educational measurement to check its appropriateness. All the committee suggestions were considered. The construct validity of this scale was verified by calculating the Pearson correlation coefficients between

the degree of the item and its dimension. The correlation between the items and their dimensions ranged between (0.79-0.88), while the values of the correlation coefficients between the dimensions of the scale and the total score ranged between (0.82-0.92), all of which are considered statistically significant values.

The test-re-test method was used to verify the reliability of the scale. The obtained reliability coefficient for each dimension was as follows: Behavioral self-awareness (0.75) items, communication and conflict management (0.64) items, emotional and behavioral self-efficacy (0.81) items, adaptability, and self-programming of a positive mental attitude (0.71). The reliability coefficient of the overall scale was (0.84). The Cronbach's alpha coefficient for internal consistency was also used. And the value of Cronbach's alpha coefficient for the dimension of behavioral self-awareness was (0.60), (0.56) for the dimension of communication and conflict management, (0.79) for the dimension of emotional and behavioral self-efficacy, (0.62) for the dimension of adaptability and self-programming for positive mental attitude, and (0.73) for the overall score.

2.3.2. The Mental Fatigue Scale :

The Mental Fatigue scale designed by (Fisk et al., 1994) was used in this study, which was modified to suit the Jordanian environment by Al-Adamat & Bani Khaled (2020). The scale consists of (40) items distributed over three dimensions: the cognitive dimension including (10) items, the physical dimension (10) items, and the social dimension which has (20) items. The measure validity was obtained by Al-Adamat & Bani Khaled (2020) who calculated Pearson's correlation coefficients between the item degree and the total degree of the scale, and the dimensions associated with it. The values of the correlation coefficients between the dimensions of the scale and the overall score ranged between (0.91-0.93). The values of the correlation coefficients for the dimensions ranged between (0.43- and 0.88). While the correlation coefficients between each item and its dimension and the total score of the scale ranged between (0.62-0.81). The reliability of the scale was also verified by Al-Adamat & Bani Khaled (2020) by using a test-re-test method. The reliability coefficient for the cognitive dimension was (0.87), the physical dimension obtained (0.73), and the social dimension reached (0.82). The overall score was (0.86). The scale reliability was also verified using the internal consistency method through Cronbach's alpha equation, where the value of Cronbach's alpha coefficient for the dimensions was as follows: cognitive dimension (0.87), the physical dimension (0.73) and the social dimension (0.82). Where the overall score was (0.92).

2.3.3. Correction criteria of the two measures

A five-point Likert scale was used, where the responses were "strongly agree", "agree", "neutral", "disagree", and "strongly disagree" with the corresponding scores (5, 4, 3, 2, 1) respectively. To determine the level ranges of the Emotional Stability scale and Mental Fatigue scale, the following statistical criterion was implemented based on the averages(the highest score - the lowest score/number of levels, i.e., $1/3-5 = 1.33$, and thus the levels become as follows 1- 2.33 low, 2.34-3.67 medium, 3.68-5 high.

3. Results

3.1. Results of the first question

"What is the level of Emotional Stability among first-year students at Al-Hussein Bin Talal University?" Descriptive analysis was obtained to determine the level of Emotional Stability among first-year students at Al-Hussein Bin Talal University (see Table 2).

Table 2. Descriptive analysis of the level of Emotional Stability among participants

Rank	NO.	Dimensions	Mean	SD	Level
1	4	Adaptability, and self-programming of a positive mental attitude	3.65	.479	Medium
2	1	Behavioral self-awareness	3.44	.426	Medium
3	2	Communication and conflict management	3.32	.544	Medium
4	3	Emotional and behavioral self-efficacy	3.24	.480	Medium
		Total	3.41	.366	Medium

Table (2) shows the means, standard deviation, and levels of the four dimensions of the Emotional Stability scale. The means of the dimensions ranged between (3.24-and 3.65). Adaptability and self-programming of the positive mental attitude ranked first with the highest mean (3.65), while the dimension of emotional and behavioural self-efficacy obtained the last rank with a mean of (3.24). The overall mean of the level of Emotional Stability among first-year students at Al-Hussein Bin Talal University reached (3.41).

3.2. Results of the second question

“Are there differences in the level of emotional balance among first-year students at Al-Hussein Bin Talal University due to the variables of gender and college and the interaction between them?

Descriptive analysis was obtained to determine whether there are statistically significant differences at the significance level ($\alpha = 0.05$) in the level of Emotional Stability among first-year students at Al-Hussein Bin Talal University due to the variables of gender and college and the interaction between them (see Table 3).

Table 3. Descriptive analysis of Emotional Stability due to the study variables

Gender	College	Mean	SD	NO.
Male	Scientific	3.67	.441	74
	Humanities	3.45	.251	54
	Total	3.58	.388	128
Female	Scientific	3.29	.367	108
	Humanities	3.32	.234	100
	Total	3.30	.310	208
Total	Scientific	3.45	.439	182
	Humanities	3.36	.247	154
	Total	3.41	.366	336

Table (3) demonstrates a significant difference in the arithmetic mean and standard deviations of the level of Emotional Stability among first-year students at Al-Hussein Bin Talal University attributable to the different categories of gender and college variables, as well as the interaction between them. To determine the significance of the statistical differences between the means, a two-way analysis of variance (ANOVA) was used as shown in Table (4).

Table 4. Description of the ANOVA results for emotional stability

Source of variance	SS	DF	MS	F value	Sig
Gender	5.024	1	5.024	44.633	.000
College	.769	1	.769	6.834	.009
Gender * college	1.207	1	1.207	10.721	.001
Error	37.370	332	.113		
Total	44.818	335			

Data in Table (4) shows that:

- There are statistically significant differences ($\alpha = 0.05$) attributable to the effect of gender, where the value of f is 44,633, with a statistical significance of 0.000, and the differences are in favor of males.
- There are statistically significant differences ($\alpha = 0.05$) attributed to the effect of the college, where the value of f is 6.834, with a statistical significance of 0.009, and the differences are in favor of the scientific colleges.
- There are statistically significant differences ($\alpha = 0.05$) due to the effect of the interaction between gender and college, where the value of f is 10.721, with a statistical significance of 0.001, and to show the differences between the means, they are represented graphically as in Figures (1).

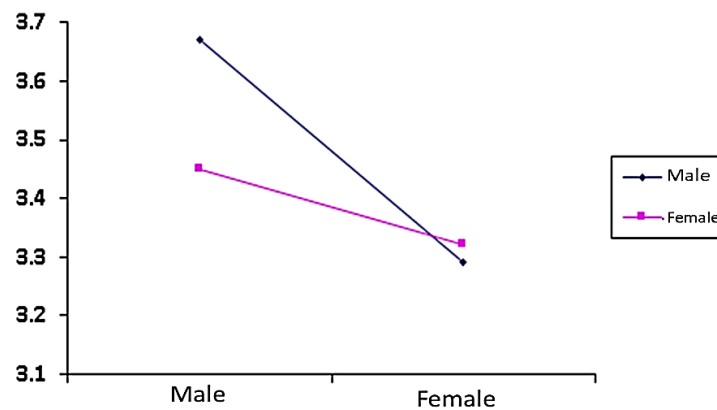


Figure 1. The interaction between gender and college for the level of emotional stability

Figure (1) shows the interaction between the variables of gender and college in the level of emotional stability, and the differences are in favor of Scientific colleges for males in favor of Humanities colleges for females.

3.3. Results of the third question

“What is the level of Mental Fatigue among first-year students at Al-Hussein Bin Talal University?” Descriptive analysis was conducted to find out the level of Mental Fatigue among first-year students at Al-Hussein Bin Talal University.

Table 5. Descriptive analysis of the level of Mental Fatigue among participants

Rank	NO.	Dimensions	Mean	SD	Level
1	2	Physical dimension	2.98	.729	Medium
2	3	Social dimension	2.88	.681	Medium
3	1	Cognitive dimension	2.87	.776	Medium
		Mental Fatigue	2.90	.638	Medium

Table (5) shows the means, standard deviation, and levels of the Mental Fatigue dimensions. The means as shown above ranged between (2.87- 2.98). The physical dimension ranked first place with the highest mean of (2.98), while the cognitive dimension came in the last rank with a mean of (2.87). The overall mean of Mental Fatigue among the respondents was (2.90).

3.4. Results of the fourth question.

“What is the predictive ability of Emotional Stability of Mental Fatigue among first-year students at Al-Hussein Bin Talal University?” Multiple linear regression analysis was used to reveal the predictive ability of the set of predictive variables of the predicted variable among first-year students at Al-Hussein Bin Talal University, as shown in Table (6), by inserting the predictive variables into the regression equation in a stepwise method.

Table 6. Multiple linear regression analysis of predictive variables & the predicted variable

Predictors	(R)	(R ²)	Adjusted (R ²)	β	F value	T value	β_0	SIg
Emotional and behavioral self-efficacy	.148	.022	.022	.197	7.498	2.738	2.264	.007
Behavioral self-awareness	.193	.037	.015	-.215	6.451	-2.304	2.691	.002
Communication and conflict management	.229	.052	.015	.178	6.100	2.288	2.594	.000

*Dependent variable: Mental Fatigue

The variables involved in predicting the Mental Fatigue scale are the emotional and behavioral self-efficacy dimension, the behavioral self-awareness dimension, and the communication and conflict management dimension. They explained (5.2%) of the variance explained by the Mental Fatigue scale. The Emotional and Behavioral Self-Effective Dimension was the most predictable on the Mental Fatigue Scale as it explained (2.2%) of the variance, followed by the behavioral self-awareness dimension variable explained (1.5%) of the variance, then the communication dimension and conflict management variable that explained (1.5%) of the variance. However, these variables are statistically significant at the significance level ($\alpha=0.05$). The variable of adaptability and self-programming of positive mental attitude was not included in predicting the Mental Fatigue scale, given that the explained variance added by it was not statistically significant at the significance level ($\alpha = 0.05$).

Table (6) also shows that the increase in the emotional and behavioral self-efficacy dimension by one standard unit (standard deviation) increases the Mental Fatigue scale by (0.330) from the standard unit. The increase in the dimension of behavioral self-awareness by one standard unit (SD) reduces Mental Fatigue by (0.215) of the standard unit. And that the increase in the dimension of communication and conflict management by one standard unit (standard deviation) increases the unit scale by (0.178) of the standard unit, keeping in mind that these predictive variables were statistically significant at the significance level ($\alpha = 0.05$).

4. Discussion

According to the results of the first question, the level of Emotional Stability among the participants demonstrated a medium level. This result may be attributed to the nature of the level of the students' abilities to control their emotions, although this level of Emotional Stability did not reach the required level, however, when considering the pressures students may experience in their first year, whether social pressures, academic pressures or adapting to the university environment as new students, this level provides a positive indication about the students' ability to achieve an acceptable level of Emotional Stability thereafter. This result differs from the results of (Janbozorgi et al., 2009), which indicated that the level of Emotional Stability among the respondents was a low degree. While it coincides with the result of the study by (Kumar 2013), which suggested that the level of Emotional Stability among the study sample was moderate.

The results of the second question showed that there were statistically significant differences in the level of emotional balance due to the gender variable and in favor of males. This finding may be linked to the fact that male students are exposed to so many varied life situations and stress that they have developed expertise in coping with them with a degree of flexibility as a result of the nature of male upbringing in Arab societies, and these previous experiences play a role in their ability to control their emotions. Moreover, the gap in Emotional Stability between male and female students may be linked to our society, which reflects a very distinct set of values for males and girls. Females are less emotionally stable as a result of socio-cultural and parental deprivation. This actually was confirmed by (Khurshid & Khurshid, 2018) who related the differences in Emotional Stability between male and female students to socio-cultural and parental deprivation, that is females are less emotionally stable because they are taught that it is acceptable to express their feelings more frequently, whilst males are encouraged to keep their emotions inside. This is consistent with what was indicated by (Zapata, 2015) that the ability of males to endurance is higher than that of females, as the nature of the female is more emotional than the male. Aleem (2005) and Gramer & Imaike (2002) claimed that females become anxious very soon. As their feeling of insecurity, lack of ability to adjust makes them less stable, whereas male can bear a decent level of irritation, believe in long-term planning, and are capable of delaying or changing their expectations in terms of the demands of the conditions so that they show more emotional stability. Whereas it contradicts the results of (Wani et al., 2016) and (Shaikh et al., 2016) which reported no differences in Emotional Stability between male and female students.

The result also demonstrated statistically significant differences in the level of Emotional Stability attributed to the college variable in favor of the scientific colleges. This may due to the difference in the subjects they study. Students in scientific faculties study relatively difficult subjects that necessitate careful observation and patience to comprehend. Furthermore, in exchanging ideas and understanding the perspectives of others, competition among students in scientific

faculties is fiercer than among college students. This may boost their enthusiasm and perseverance, as well as motivate them to succeed and not give up in the face of adversity, and to work hard and actively to achieve their goals.

The results of the third question showed that the level of Mental Fatigue among the participants came at a medium level. The researchers believe that this result is a non-positive indicator of the existence of this phenomenon among first-year students, however, they attribute this result to the fact that those students joined university recently, and they experience a new environment that has several requirements, aspirations, and goals to be achieved. The result can be attributed to the fact that the university student is dealing with difficult circumstances. University fees represent economic pressures, and the pressures of relationships with colleagues and faculty members require students to confront and resolve them. This is consistent with Siegrits' (1996) finding that a heavy workload causes fatigue. The result also agrees with the results of the study (Al-Adamat & Bani Khaled, 2020; Al-Rabee, 2015), which revealed that the overall level of Mental Fatigue was medium among the participants. While it differs from the result of the study (Maghout-Juratli et al., 2010), which indicated that the level of fatigue among the participants was high.

The results also showed that there are statistically significant differences in the level of interaction between the variables of gender and college in the level of emotional stability, and the differences are in favour of scientific colleges for males in favour humanities colleges for females. The nature of the students' majors may impact these differences as the courses of humanities colleges deal with issues related to human relations and social skills and encourage social relations and enhance self-confidence. These courses also require interaction with others more than the courses of scientific colleges. Furthermore, the courses of humanities colleges require social communication and addressing humanitarian issues that require human empathy with others, considering the feelings and emotions of surrounding individuals, and awareness of the emotions and feelings of other individuals. While students at scientific colleges deal with numbers, equations, and laws in general. It may also be due to the nature of family upbringing. The nature of family upbringing related to raising females has a direct impact on their awareness of their own emotions and their feelings toward others. This may be due to the psychological and biological composition of the females represented in the tenderness of their emotions so that they always seek emotional communication and detect the hidden feelings of others.

The results of the fourth question indicated that Emotional Stability explained (5.2%) of Mental Fatigue. The researchers attributed this result to the success of the respondents in controlling their emotions and managing the psychological pressures they encounter during their university studies with calmness and poise. In addition, the strategy of dealing with stressful external variables with a great deal of confidence and psychological reassurance boosts their degree of Emotional Stability and reduces the degree of Mental Fatigue.

Furthermore, students' possession of a level of Emotional Stability contributes to enhancing their ability to control their emotions, as well as contributes to focus and attention, increasing diligence in their studies, and bearing the overload pressures of studying at university. Thus, students will have the ability to flexibly cope with and solve problems as they arise and to make the best decision about their academic level, which contributes to the development of positive attitudes toward university and study, which leads to academic compatibility and reduces Mental Fatigue.

5. Recommendations

In light of the findings of the study, the study recommends the following:

1. Including aspects of Emotional Stability, methods of achieving and employing it in academic subjects, and encouraging various extracurricular activities.
2. Working on providing academic counseling programs by community and family institutions that would enhance aspects of Emotional Stability and reduce Mental Fatigue.

Conducting more studies dealing with Emotional Stability among students of humanities colleges, especially females, in light of some variables.

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