



The Relation between Anxiety and the Academic Quality of Life among University Students.

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Abstract

Background: Adolescence or early adult is considered a triggering developmental stage due to its threats affecting university students badly and leading them to a serious level of anxiety or a significant deterioration in their academic quality of life. **Aim:** This study aimed to investigate the relationship between anxiety and academic quality of life among university students. **Design:** A descriptive correlational design was obtained. **Setting:** The setting was selected from two different faculties (nursing & law) at British university in Egypt. **Subjects:** A purposive sample was selected with (234) university student that divided into (136 student from faculty of nursing, and 98 from faculty of law). **The study tools were:** (1st) A structured socio-demographic questionnaire, (2nd) Taylor manifest anxiety, and (3rd) Academic quality of life scale. **Results:** This study showed that there was a highly statistically significant negative correlation between anxiety and academic quality of life. **Conclusions:** Nursing students showed a higher level of anxiety more than law students, and in contrast, law students showed higher standard of academic quality of life. **Recommendations:** create a counseling hub in each faculty to help students who need academic support, design motivational programs to enhance positive reinforcement and encourage higher standards of academic quality of life, and arrange educational workshops involve students from various universities to develop students' ability acquiring more skills.

Key words: Academic quality of life, Anxiety, University students

Introduction:

Nowadays, feeling anxious is a part of own daily conditions and anxiety signs can be verbalized freely. Anxiety is a mysterious emotional feeling experienced as a response after actual threats or dangers affecting their functions (*Gorman et al., 2023*). Anxiety, largely rooted in fear, as a sense of psychological distress (*Boyd & Luebbert, 2023*). Further, Anxiety is experienced periodically or continuously through various levels and its signs and symptoms vary from one client to another that detects various aspects of treatment (*Womble & Kincheloe, 2020*).

University Student is a someone who newly enrolled in a specific degree granting program at an individual institution for a higher education. University students registered in full-time modules or courses depending on specific consequences, rules, and regulations of each academic institution without employment. Worldwide, university students receive close observation and attention throughout their registered modules or courses that continuously verified via institutions' authorities (*International Association for Energy Economics, 2023*).



Academic quality of life is defined as a highly subjective measurement tool for all the academic educational programs that mainly used under a modern educational technology to improve the students' academic level of literacy, facilitate students' connections with their curriculums, increase connection between academic modules and the societies or environments, help them to inquire basic skills or concepts, and evaluate effectively students' performance after passing their academic process (*Rezaee et al., 2019*).

As a result, mental health nurse effectively plans and provides support for those students who suffer from anxiety. Mental health nurse notes whether anxiety is transient, normative response to stress or a long-term response to a perceived threat (*Gandhi & Sailaxmi, 2022*). Moreover, mental health nurse plays a significant role during educational process to enhance students' academic achievements to finally attain a qualified academic life after (*Abrams, 2022*).

Significance of the study:

World health organization stated that "In 2019, about 301 million people were already living with an actual anxiety disorder that was characterized through excessive fear or worry related events, expectations or behaviors and also about 58 million adolescents and child that effects badly on their coming academic or schooling process" (*World Health Organization, 2022*). In addition, National institute of mental health reported that "Based on diagnostic national interviewing data; an estimated 19.1% of Adults over 18 years old had a past anxiety disorder and an estimated 31.1% of adults had an exact present anxiety disorder" (*National Institute of Mental Health, 2017*).

Moreover, Egyptian Ministry of Health reported through a national survey that "An estimated 25% of the Egyptian population suffered from mental health-related problems and the prevalence of anxiety takes the quarter of the respondents, with approximately (43.7%) suffering from serious anxiety disorders" (*Egyptian Ministry of Health, 2018*). Likely, National Library of Medicine reported through a cross-sectional study included 700 students that "The

majority of the nationwide university students suffer from poor psychological health with an estimated (73%) suffer from anxiety that affects their academic functioning" (*Fawzy et al, 2017*).

Thus, Study's researcher provides a complete framework for study variables and obtains a close observation for study sample to assess how anxiety effects negatively on the academic quality of life especially among university students. In addition, a careful attention is sustained for those students who showed a level of anxiety that affects their academic functioning. Finally, the researcher plays an effective role in teaching students effective coping mechanisms to deal effectively with their anxiety and gain a qualified academic life.

Aim of the study: This study aims to assess the relation between anxiety and academic quality of life among university students of Nursing and Law faculties at the British university in Egypt.

Design: A descriptive Correlational design has been used to conduct the current study.

Subjects: A purposive random sample was conducted with (600) students at the British university in Egypt.

Setting: The study was conducted at the British university in Egypt which was found in the Elshorouk city in different two faculties at the British university in Egypt representing about (9%) from total number of students (faculty of Nursing and faculty of Law).

Tools: Three tools were selected for data collection

- A. (1) Socio-demographic sheet; is a questionnaire developed by the researcher that concerned socio-demographic variables of study subjects as name, age, gender, address, type of the faculty or specialty, university year, order in the family, number of the family members, and history of any medical or psychiatric disorders.



- B. (2) Taylor manifest anxiety scale (*Tyler, 1997, developed by APA, 2021*), a questionnaire including (38) statements to assess levels of anxiety according to three main anxiety factors called physiological anxiety, worry, and social anxiety. Scoring system of Taylor manifest anxiety scale:

Degree	Score
Normal	1:7
Mild	8:10
Moderate	11:14
Sever	12:21
Extremely Sever	<21

- C. (3) Academic Quality of Life Scale (*Al-Otaibi, 2015*), a questionnaire including (36) Statements to measure academic quality of life among university students according to four aspects called knowledge, skills, personality, and wisdom. Scoring system of academic quality of life scale:

Degree	Score
Low Quality of life	$1 < \text{Score} < 36$
Average Quality of life	$36 < \text{Score} < 72$
High Quality of life	$72 < \text{Score} < 108$

Sample:

A purposive sample was selected from the first and fourth academic year of both nursing and law Faculties. A sample size of (134) participant was calculated after using the following equation

$$n = \frac{N \times p(1-p)}{\left[N - 1 \times \left(d^2 \div z^2 \right) \right] + p(1-p)}$$

Pilot Study:

A pilot study was conducted on 10% for (24) University students at both nursing and law faculties at British university in Egypt to ensure the

clarity of the questionnaire questions, applicability of the study tools, the time needed to full them and finally to change the required modifications depending on the available resources. Subjects who participated in this pilot study were excluded from the study sample.

Fieldwork:

Study's researcher started to identify study participants, students from faculty of nursing and law at the British university in Egypt to gain trust and cooperation. Then, researcher explains study's aim and notify participants of the right of withdrawal from this study without any reasons or justifications. Further, researcher notify participants about data that will be saved confidentially and only used for scientific research. Finally, researcher ensure participants to sign a handwritten contract to guarantee a legal participation.

Then, Data collection of this study was carried out for (6) months in the academic year 2023/2024 through interviews with (234) students who were divided into groups. First, faculty of Nursing; students were divided into (3) groups in the first year (26 students for each group), and (3) groups in the fourth year (19 students for each group). Second, faculty of Law; students were divided into (2) groups in the first year (24 students for each group), and (2) groups in the fourth year (25 students for each group). The researcher conducted interviews twice per each week on (Sundays and Mondays) from (2:00 pm to 4:00 pm) for continuous (6). Answering tools lasted for (30) minutes for each participating student.



Results:

Part I: Socio-demographic characteristics among university students.

Table (1): Percentage distribution of demographic characteristics for the studied students. (n=234).

Item	Studied Students (n = 234)							
	(Faculty of Nursing) (n=136)				(Faculty of Law) (n=98)			
	1 st year (n=79)		4 th year (n=57)		1 st year (n=48)		4 th year (n=50)	
	N	%	N	%	N	%	N	%
Gender								
• Male	41	51.9	33	57.9	31	64.6	28	56
• Female	38	48.1	24	42.1	17	35.4	22	44
Age group								
• ≤18	55	69.6	17	29.8	25	52.1	20	40
• 18:22	24	30.4	40	70.2	23	47.9	30	60
Address								
• Urban	55	69.6	40	70.2	25	52.1	30	60
• Rural	24	30.4	17	29.8	23	47.9	20	40
Order in family members								
• First	35	44.3	26	45.6	19	39.6	19	38
• Second	18	22.8	13	22.8	12	25	15	30
• Third	14	17.7	12	21.1	8	16.7	10	20
• >Third	12	15.2	6	10.5	9	18.8	6	12
Number of family members								
• 3	6	7.6	4	7	4	8.3	4	8
• 3:5	42	53.2	34	59.6	27	56.2	31	62
• >5	31	39.2	19	33.3	17	35.4	15	30

∗: Significant at $P \leq 0.05$

Table (1) shows that, there is no statistically significant difference between first year and fourth year nursing students (practical) regarding socio-demographic characteristics as gender, age, address, order in family members, and number of family members (P -value = 0.488, 0.944, 0.944, 0.862, and 0.749 respectively). Also, there is no statistically significant difference between first year and fourth year law students (theoretical) regarding socio-demographic characteristics as gender, age, address, order in family members, and number of family members (P -value = 0.386, 0.430, 0.430, 0.773, and 0.835 respectively).



Part II: Taylor Manifest Anxiety Scale among university students.

Table (2): Frequency and percentage distribution of students regarding Taylor Manifest Anxiety Scale (TMAS) (n=234) .

Items	Studied Students (n = 234)								X2	P- Value
	Practical (Nursing) (n=136)				Theoretical (Law) (n=98)					
	True		False		True		False			
	N	%	N	%	N	%	N	%		
I do not tire Quickly.	81	59.6	55	40.4	53	54.1	45	45.9	0.698	0.403
I believe I am no more nervous than others.	88	64.7	48	35.3	66	67.3	32	32.7	0.177	0.674
I have very few headaches.	83	61	53	39	68	69.4	30	30.6	1.738	0.187
I work under a great deal of tension.	104	76.5	32	23.5	61	62.2	37	37.8	5.544	0.019*
I frequently notice my hand shakes when I try do something.	52	38.2	84	61.8	44	44.9	54	55.1	1.045	0.307
I blush no more often than others.	78	57.4	58	42.6	58	59.2	40	40.8	0.078	0.779
I have diarrhea one a month or more.	32	23.5	104	76.5	23	23.5	75	76.5	0.000	1.000
I worry quite a bit over possible misfortunes.	108	79.4	28	20.6	76	77.6	22	22.4	0.117	0.732
I practically never blush.	62	45.6	74	54.4	44	44.9	54	55.1	0.011	0.917
I am often afraid that I am going to blush.	64	47.1	72	52.9	46	46.9	52	53.1	0.000	1.000
My hands and feet are usually warm enough.	91	66.9	45	33.1	60	61.2	38	38.8	0.805	0.370
I sweat very easily even on cool days.	47	34.6	89	65.4	39	39.8	59	60.2	0.672	0.412
Sometimes when embarrassed, I break out in a sweat.	67	49.3	69	50.7	56	57.1	42	42.9	1.418	0.234
I hardly ever notice my heart pounding, and I am seldom short of breath.	30	58.8	56	41.2	53	54.1	45	45.9	0.522	0.470
I feel hungry almost all of the time.	68	50	68	50	47	48	51	52	0.095	0.758
I am very seldom troubled by constipation.	101	74.3	35	25.7	60	61.2	38	38.8	4.512	0.034*
I have a great deal of stomach trouble.	33	24.3	103	75.7	34	34.7	64	65.3	3.032	0.082
I have had periods in which I lost sleep over worry.	103	75.7	33	24.3	75	76.5	23	23.5	0.020	0.888
I am easily embarrassed.	60	44.1	76	55.9	46	46.9	52	53.1	0.183	0.669
I am more sensitive than most other people.	33	24.3	103	75.7	29	29.6	69	70.4	0.830	0.362
I frequently find myself worrying about something.	96	70.6	40	29.4	63	64.3	35	35.7	1.039	0.308
I wish I could be as happy as others	98	72.1	38	27.9	63	64.3	35	35.7	1.603	0.205



seem to be.										
I usually calm and not easily upset.	87	64	49	36	66	67.3	32	32.7	.287	0.592
I feel anxiety about something or someone almost all of the time.	95	69.9	41	30.1	55	56.1	43	43.9	4.666	0.031*
I am happy most of the time.	89	65.4	47	34.6	71	72.4	27	27.6	1.294	0.255
It makes me nervous to have to wait.	104	76.5	32	23.5	76	77.6	22	22.4	0.037	0.847
Sometimes I become so excited I find it hard to get to sleep.	100	73.5	36	26.5	73	74.5	25	25.5	0.027	0.869
I have sometimes felt that difficulties piling up so high I couldn't get over them.	76	55.9	60	44.1	52	53.1	46	46.9	0.183	0.669
I admit I have felt worried beyond reason over small things.	54	39.7	82	60.3	46	46.9	52	53.1	1.218	0.270
I have very few fears compared to my friends.	70	51.5	66	48.5	42	42.9	56	57.1	1.693	0.193
I certainly feel useless at times.	92	67.6	44	32.4	59	60.2	39	39.8	1.379	0.240
I find it hard to keep my mind on a task or job.	85	62.5	51	37.5	57	58.2	41	41.8	0.449	0.503
I am usually self-conscious.	111	81.6	25	18.4	82	83.7	16	16.3	0.167	0.668
I am inclined to take things hard.	82	60.3	54	39.7	51	52	47	48	1.581	0.209
At times I think I am no good at all.	90	66.2	46	33.8	59	60.2	39	39.8	.878	0.349
I am certainly lacking in self-confidence.	60	44.1	76	55.9	39	39.8	59	60.2	0.436	0.509
I sometimes feel that I am about to go to pieces.	75	55.1	61	44.9	55	56.1	43	43.9	0.022	0.882
I am entirely self-confident.	93	68.4	43	31.6	76	77.6	22	22.4	2.387	0.122

Significant at $P \leq 0.05$

Table (3): Indicates that, there was a statistically significant difference between the nursing and law students regarding work under a great deal of tension (P -value = (P -value = 0.019*) in which, nursing students have abilities to work under a great deal of tension more than law students, as well as there was a statistically significant difference between the nursing and law students regarding troubling by constipation (P -value = 0.34*). Also there was a statistically significant difference between the nursing and law students regarding feeling anxiety about something or someone almost all of the time (P -value = 0.31*). While there was no statistically significant difference between the nursing and law students regarding other variables of Taylor manifest Anxiety scale.



Part III: Academic Quality of Life Scale among university students.

Table (3): Frequency and percentage distribution of students regarding academic quality of life. (n=234)

Items	Studied Students (n = 234)				X2	P- Value
	Practical (Nursing) (n=136)		Theoretical (Law) (n=98)			
	N	%	N	%		
I can gain enough knowledge from the academic modules or courses. Seldom Sometimes Always	 3 69 64	 2.2 50.7 47.1	 5 62 31	 5.1 63.3 31.6	 6.33	 0.042*
I can gain the necessary skills needed to achieve the modules’ outcomes. Seldom Sometimes Always	 6 61 69	 4.4 44.9 50.7	 8 54 36	 8.2 55.1 36.7	 5.04	 0.080
I can gain the advantages of various sources of information to increase my knowledge. Seldom Sometimes Always	 12 63 61	 8.8 46.6 44.9	 19 42 37	 19.4 42.9 37.8	 5.63	 0.060
I can classify the information scientifically. Seldom Sometimes Always	 7 48 81	 5.1 35.3 59.6	 11 36 51	 11.2 36.7 52	 3.33	 0.188
I can enrich my knowledge structure through different teaching experiences. Seldom Sometimes Always	 8 51 77	 5.9 37.5 56.6	 10 43 45	 10.2 43.9 45.9	 3.21	 0.201
I can create new knowledge based on what I have already learned. Seldom Sometimes Always	 5 61 70	 3.7 44.9 51.5	 9 50 39	 9.2 51 39.8	 5.01	 0.082
I can choose my sources of information. Seldom Sometimes Always	 5 67 64	 3.7 49.3 47.1	 11 48 39	 11.2 49 39.8	 5.42	 0.66
I can extract new information from my academic experiences. Seldom Sometimes Always	 5 58 73	 3.7 42.6 53.7	 7 36 55	 7.1 36.7 56.1	 1.89	 0.388



The information and knowledge I gained makes me able to master my assigned work.						
Seldom	3	2.2	8	8.2	4.51	0.105
Sometimes	53	39	36	36.7		
Always	80	58.8	54	55.1		
I can use the knowledge I gained in solving my new problems.						
Seldom	7	5.1	9	9.2	1.69	0.429
Sometimes	71	52.2	46	46.9		
Always	58	42.6	43	43.9		
I can distinguish between different concepts of the modules.						
Seldom	15	11	14	14.3	0.68	0.711
Sometimes	52	38.2	34	34.7		
Always	69	50.7	50	51		
I can distinguish between the theories and laws that the courses based on.						
Seldom	13	9.6	14	14.3	1.56	0.456
Sometimes	58	42.6	43	43.9		
Always	65	47.8	41	41.8		
I can infer new concepts from facts that learned from the courses.						
Seldom	8	5.9	6	6.1	1.20	0.548
Sometimes	67	49.3	55	56.1		
Always	61	44.9	37	37.8		
I can discover new solutions to the problems I face in different life situations.						
Seldom	2	1.5	4	4.1	1.60	0.448
Sometimes	55	40.4	40	40.8		
Always	79	58.1	54	55.1		
I can realize the relation between different academic concepts.						
Seldom	16	11.8	12	12.2	3.38	0.184
Sometimes	57	41.9	52	53.1		
Always	63	46.3	34	34.7		
I can develop other alternatives while solving the academic problems that I exposed to.						
Seldom	5	3.7	7	7.1	3.02	0.220
Sometime	62	45.6	51	52		
Always	69	50.7	40	40.8		
I can learn the full details of the course.						
Seldom	7	5.1	8	8.2	1.97	0.372
Sometimes	58	42.6	47	48		
Always	71	52.2	43	43.9		
The knowledge I gained through studying the courses increases my self-confidence.						
Seldom	8	5.9	8	8.2	1.53	0.465
Sometimes	62	45.6	50	51		
Always	66	48.5	40	40.8		
The knowledge I gained helps me to be distinguished among my peers.						
Seldom	3	2.2	6	6.1	3.79	0.150



Sometimes	60	44.1	49	50		
Always	73	53.7	43	43.9		
The knowledge I gained helps me to be distinguished in my society.						
Seldom	7	5.1	7	7.1	0.808	0.668
Sometimes	61	44.9	47	48		
Always	68	50	44	44.9		
The knowledge I gained helps me to increase my self-satisfaction.						
Seldom	23	16.9	20	20.4	1.85	0.395
Sometimes	51	37.5	42	42.9		
Always	62	45.6	36	36.7		
The knowledge and information I gained helps me to take effective decisions.						
Seldom	12	8.8	8	8.2	4.04	0.132
Sometimes	36	26.5	38	38.8		
Always	88	64.7	52	53.1		
I have the behaviors that qualify me to feel more independent.						
Seldom	7	5.1	6	6.1	4.66	0.97
Sometimes	50	36.8	49	50		
Always	79	58.1	43	43.9		
I feel that I'm developing my personal qualities.						
Seldom	7	5.1	5	5.1	3.64	0.875
Sometimes	42	30.9	40	40.8		
Always	87	64	53	54.1		
I can control my emotions after facing some academic problems.						
Seldom	8	5.9	5	5.1	1.12	0.571
Sometimes	49	36	42	42.9		
Always	79	58.1	51	52		
My engagement with others is determined in the light of the knowledge I gained.						
Seldom	18	13.2	13	13.3	0.688	0.709
Sometimes	71	52.2	56	57.1		
Always	47	34.6	29	29.6		
I provide advices and guidance to my colleagues during various educational situations.						
Seldom	6	4.4	4	4.1	0.357	0.836
Sometimes	53	39	42	42.9		
Always	77	56.6	52	53.1		
I can plan my academic future depends on my knowledge and skills.						
Seldom	13	9.6	6	6.1	4.08	0.130
Sometimes	44	32.4	44	44.9		
Always	79	58.1	48	49		
I can plan my future career depends on my knowledge and skills.						
Seldom	8	5.9	3	3.1	4.16	0.125
Sometimes	43	31.6	43	43.9		
Always	85	62.5	52	53.1		



I can help my colleagues in their academic and professional life.						
Seldom	12	8.8	8	8.2	1.60	0.448
Sometimes	54	39.7	47	48		
Always	70	51.5	43	43.9		
I can help my colleagues when making their decisions in different educational situations.						
Seldom	4	2.9	10	10.2	6.43	0.04*
Sometimes	55	40.4	43	43.9		
Always	77	56.6	45	45.9		
I feel happy and motivated during the teamwork.						
Seldom	15	11	9	9.2	1.40	0.495
Sometimes	44	32.4	39	39.8		
Always	77	56.6	50	51		
I can help my colleagues during their teamwork.						
Seldom	2	1.5	5	5.1	4.63	0.099
Sometimes	33	24.3	31	31.6		
Always	101	74.3	62	63.3		
I feel happy and satisfied when advising my colleagues.						
Seldom	4	2.9	6	6.1	1.77	0.411
Sometimes	23	16.9	19	19.4		
Always	109	80.1	73	74.5		
I believe in the importance of modern sources in obtaining my academic knowledge.						
Seldom	1	0.7	3	3.1	4.28	0.117
Sometimes	34	25	33	33.7		
Always	101	74.3	62	63.3		
I feel the importance of planning for my academic future.						
Seldom	2	1.5	4	4.1	4.95	0.084
Sometime	27	19.9	29	29.6		
Always	107	78.7	65	66.3		

Significant at $P \leq 0.05$

Table (3): Indicates that, there was a statistically significant difference between the nursing and law students regarding gain enough knowledge from the academic modules or courses (P -value = 0.042) in which, nursing students have abilities to gain enough knowledge from the academic modules or courses more than law students, as well as there was a statistically significant difference between the nursing and law students regarding helping colleagues when making their decisions in different educational situations (P -value = 0.04), in which, nursing students have abilities to help their colleagues when making their decisions in different educational situations more than law students. While there was no statistically significant difference between the nursing and law students regarding other variables of academic quality of life.



Part III: Correlation between anxiety and Academic Quality of Life Scale among university students.

Table (4) : Correlation between the studied students' total Taylor Manifest Anxiety Scale and total Academic Quality of Life.

Items	Mean ± SD	Total Academic Quality of Life	
		Correlation Coefficient (r)	P-value
Taylor Manifest Anxiety Scale	21.85 ± 4.97	-0.098	0.000 *

*: Significant at $P \leq 0.05$

Table (4) clarifies that, there was a highly statistically significant negative correlation between the studied students' total Taylor Manifest Anxiety Scale and total Academic Quality of Life with (p- value 0.000*).

Discussion:

Psychological disorders, especially anxiety among university students have been increased obviously especially in these recent decades. Anxiety prevalence varies widely among university students across all the published studies; however it increased from 47.1% to 88.4% based on the differentiation of study designs, and targets and also their diagnostic criteria (Asif *et al.*, 2020).

This discussion covers the following items.

I. Socio-Demographic Characteristics:

Regarding faculty of nursing, this study argued that slightly more than half of university students are male in the first year and more than half in the fourth year. From the researcher's opinion, high number of male students in the faculty of nursing due to some causes, as critical working environments and circumstances found in nursing profession, high availability of working chances and enough salaries.

These results were similar to Yip *et al.*, (2021) who proved that "gender- related perception of male nurses and male nursing students across all facilities and clinical placements was increased with 10% all over the world".

Regarding faculty of law, this present study argued or revealed that slightly more than two third of university students are male in the first year, however; slightly more than half in the fourth year. From the researcher's opinion, high number of male students appeared due to high number of leadership positions presented law profession for males, and difficult working circumstances with crimes and criminals.

This finding supported strongly through Shadel *et al.*, (2022) who argued that "across the majority of European universities, female students have demonstrated less than male students in the majority of law schools or classrooms due to personal, social and academic circumstances related to each student, and each culture or society".

II. Anxiety among university students:

Regarding faculty of nursing; this current study indicated that half of first-year students, and more than half of fourth-year students showed extremely severe level of anxiety. However, regarding faculty of law; this study indicated that one fifths of first-year students, and more than two fifths of fourth-year students showed extremely severe level of anxiety. From the researchers' opinion, nursing students showed higher levels of anxiety more than law students due to critical nature of nursing profession, stressful life-threatening clinical practices and continuous academic tasks, assessments, and challenges.

Accordingly, this study exhibited that "there was a highly statistically significant difference between nursing and law students especially regarding Taylor Manifested anxiety scale. This finding was significantly carried out by Barman *et al.*, (2022) who maintained a study to investigate manifested anxiety and its level among university students that finally revealed "there was a statistically significant difference of



manifested anxiety and its levels among university students even practical or theoretical in term of academic performance, educational qualifications”.

Further, this study indicated that “there was a highly statistically significant negative correlation between studied students’ manifested anxiety and their academic quality of life with (P-value = 0.000), as students who show higher levels of anxiety, demonstrate lower standard of academic quality of life.

From the researcher’s opinion, there was a negative correlation between students’ manifested anxiety and their academic quality of life, as mental disorders like anxiety can effects negatively on physical and mental health statues leading to less-functioning and lower performance towards academic tasks and assessments that deducts standard of academic quality of life for various university students.

As an evidence, this finding was discussed through *Shokrgozar et al., (2019)* who applied a study to identify impact of anxiety, and depression on students’ academic achievements that finally revealed “there was a significant negative correlation between anxiety and the students’ academic performance leading to lower standards of academic quality of life, as mood disorders especially anxiety and depression were negatively correlated to academic performance and academic quality of life”.

III. Academic quality of life among university students:

Regarding faculty of nursing; this current study argued that less than half of first-year students, and more than one thirds of fourth-year students in the study sample showed high standard of academic quality of life. However, regarding faculty of law; this study indicated that more than two thirds of first-year students and half of fourth-year students in the study sample showed high standard of academic quality of life. Hence, this study exhibited that “there was a highly statistically significant difference between nursing and law students regarding total academic quality of life.

From the researcher’s opinion, this study indicated that there was a highly statistically significant difference between nursing and law students regarding total academic quality of life, as nursing students showed lower standards of academic quality of life due to their higher levels of anxiety effects badly on their academic performance coming from stressful and critical nature of nursing profession, and continuous academic tasks or assessments during academic years.

This result was discussed by *Akhund., (2021)* who applied a comparative study on 748 students to examine academic performance differences in different examination systems to finally revealed that “there was a significant difference between medical students and other students in their examination scores, as less than half of medical students showed lower examinations’ and assessments’ scores more than theoretical students that effects negatively on their academic performance and academic achievements leading to more stress, or anxiety”.

Finally, this study indicated that “there was a highly statistically significant negative correlation between the studied students’ academic quality of life and manifested anxiety with (P-value = 0.000), as students who demonstrate higher standards of academic quality of life, show lower levels of anxiety. From the researchers’ opinion, this study indicated negative correlation between academic quality of life and manifested anxiety, as students manage higher academic quality of life and outcomes after maintaining healthy mental health statues and controlling their academic events away from any level of anxiety.

As an evidence, this finding was proved by *McCurdy et al., (2022)* who applied a study on university students to assess impacts of anxiety on academic achievements that reported “there was a significant negative correlation between students’ academic quality of life and students’ manifested anxiety, as students who show poorer academic achievement or scores, and levels of attention problems were found beyond students at risk for serious anxiety or depression disorders



that manifesting excessive worries concerning incompetency in their academic achievements and dissatisfaction with their performance and their academic life”.

Conclusion:

On the light of the current study results, it could be concluded that, there was a statistically significant difference between students of both facilities; nursing and law especially regarding their levels of anxiety, as nursing students showed highest levels of anxiety than other law students. Further, there was no statistically significant difference between 1st academic year students and 4th academic year students regarding the anxiety and academic quality of life. Further, there was a highly statistically significant negative correlation between both study variables “anxiety” and “academic quality of life.

Recommendations:

Based on the significant results of this current study, these recommendations were suggested:

Create a counseling Hub in each faculty and announce it widely to help all students who seek an academic support.

Design motivational programs to enhance modeling and positive reinforcement to encourage higher standards of academic quality of life.

Arrange educational workshops involve students from various universities to develop students’ teamwork ability and readiness to acquire more skills.

Further researchers are recommended to investigate the relationship between anxiety and academic quality of life among university students.

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