

Generalized Anxiety Disorder and Its Relationship with Psychological Quality of Life among Students at University of Setif 2.

**“A Field Study Conducted at the Faculty of Humanities and Social Sciences,
Department of Psychology and Educational Sciences”**

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Abstract:

The present study aimed to examine the nature of the relationship between generalized anxiety disorder and psychological quality of life among university students. A descriptive–correlational design was adopted, and the study was conducted on a purposive sample of 80 students (male and female) majoring in Psychology and Educational Sciences at the University of Sétif 2. Two measurement instruments were employed: the Generalized Anxiety Disorder Scale developed by Fouzia Ben Abdallah, and the Psychological Quality of Life Scale developed by El-Galati and Muflih bin Mohammed Muflih, encompassing six dimensions. The findings revealed a statistically significant negative correlation between generalized anxiety disorder and all dimensions of psychological quality of life among students at the University of Sétif 2. These results indicate that higher levels of anxiety are associated with lower levels of psychological adjustment and well-being, underscoring the importance of preventive psychological interventions within the university environment

Keywords: Generalized Anxiety Disorder, Psychological Quality of Life, University Students

Introduction:

Knowledge is a means through which individuals understand themselves and the world around them. Through knowledge, people form their perceptions and interpretations of different events. When disturbances occur in these thoughts and perceptions, especially in the form of negative and exaggerated ideas, psychological disorders may appear, including Generalized Anxiety Disorder (GAD). This disorder is characterized by continuous anxiety and constant tension without a clear or realistic reason, which negatively affects different aspects of an individual's life. Many researchers believe that Generalized Anxiety Disorder is closely related to the way individuals perceive and interpret events. People with this disorder often exaggerate negative situations and expect the worst outcomes, which increases and maintains feelings of anxiety and stress. The effects of this disorder are

not limited to emotions only, but also extend to cognitive and behavioral aspects, directly influencing the individual's psychological quality of life. Psychological quality of life is considered one of the main indicators that reflects an individual's satisfaction with life, sense of psychological well-being, and ability to adapt to different pressures and challenges. Therefore, Generalized Anxiety Disorder may lead to a lower level of psychological quality of life because of the continuous negative feelings and emotional imbalance it creates. From this perspective, the importance of this study lies in examining the relationship between Generalized Anxiety Disorder and psychological quality of life, especially among students. This stage of life is characterized by various psychological and academic pressures. The study aims to understand the nature of this relationship and highlight the impact of generalized anxiety on psychological quality of life, in order to contribute to proposing suitable intervention methods that may improve mental health and enhance psychological adjustment among individuals.

1. Research Problem

The university is considered one of the fundamental pillars of social progress and development, as it represents an educational institution that includes an important segment of society: students. Through students, societies can achieve intellectual, moral, and professional advancement in all areas of life. During the university stage, students experience a sensitive transitional period that requires adaptation to new roles, higher academic standards, and increasing independence in decision-making. As a result, students become exposed to different levels of psychological pressure.

University students often face several academic demands, such as evaluation methods and exam pressure, which may increase psychological stress and cognitive exhaustion. These pressures are also connected with other psychological factors, including university adjustment strategies and fear of failure.

Under these circumstances, students become more vulnerable to psychological disorders, especially those who already suffer from psychological fragility or ineffective coping strategies. One of the most common disorders is Generalized Anxiety Disorder (GAD), which is considered a major factor affecting psychological adjustment and causing chronic psychological tension within the university environment.

Theoretical literature and previous studies indicate that the university stage is a critical period in students' lives, during which psychological, academic, and social pressures increase, making students more vulnerable to mental health disorders, particularly Generalized Anxiety Disorder.

According to Al-Mutairi (2023), Generalized Anxiety Disorder leads to internal psychological stress due to persistent anxiety, difficulty controlling worries, and impairment in social, academic, or other important areas of functioning. Similarly, Wells described GAD as a disorder characterized by excessive worry and an inability to control this worry, accompanied by several anxiety symptoms related to health, work, family, and financial matters. In addition, Charles Spielberger (1976) explained that the disorder causes poor concentration and fatigue, which negatively affect family, social, and professional life. The disorder commonly appears during early adulthood, especially among university students.

Research also shows that Generalized Anxiety Disorder affects approximately 3% to 8% of the population at any given time. The disorder is more common among females than males, with a ratio of 2:1, and it usually begins during early adulthood. Studies further indicate that about 25% of first-degree relatives of affected individuals may also develop the disorder. Research on twins has demonstrated that anxiety rates may reach 50% among identical twins, while the rate is significantly lower among non-identical twins, supporting the role of genetic factors in the development of anxiety disorders.

Statistics also reveal that around 5% of adults suffer from Generalized Anxiety Disorder. According to the World Health Organization, GAD is among the most widespread psychological disorders worldwide, with global prevalence rates ranging between 5.7% and 6.7%. Consequently, Generalized Anxiety Disorder has a significant impact on young people, especially university students, as it creates psychological burdens that affect their psychological quality of life, which is considered an important indicator of positive mental health.

Psychological literature confirms that the impact of GAD is not limited to emotional aspects alone; rather, it extends to social, academic, and psychological functioning, thereby influencing individuals' psychological quality of life. Many studies have shown that psychological quality of life is a key indicator of positive mental health, and its deterioration is strongly associated with increased rates of psychological disorders, particularly among young people and university students. According to Ahmed Okasha and colleagues, psychological quality of life is one of the essential requirements for achieving mental health. It reflects the extent to which individuals perceive themselves as living a good life, free from irrational thoughts, negative emotions, and behavioral disturbances. It also involves feelings of satisfaction, happiness, and the ability to use personal capacities and potentials effectively.

Similarly, Maher et al. (2017) stated that psychological quality of life is related to individuals' sense that they are living their lives in a meaningful and effective way. Living effectively does not mean feeling good all the time; rather, difficult experiences such as disappointment and failure should be viewed as normal parts of life. Individuals with positive psychological quality of life are capable of coping with such negative experiences and emotions. Furthermore, Wells (2016) explained that psychological quality of life includes six dimensions: autonomy, positive relations with others, self-acceptance, personal growth, purpose in life, and environmental mastery. These dimensions represent basic psychological needs that must be satisfied in order to achieve psychological well-being. In addition, Raghda (2021) indicated that students' psychological quality of life is influenced by various factors such as depression, lack of positive social interaction, low self-confidence, and generalized anxiety. These psychological problems have important effects on students' lives. Therefore, enhancing psychological quality of life requires awareness of personal values, behavioral adjustment, psychological balance, and psychological adjustment.

Within the Arab world, statistics reveal a significant spread of psychological disorders and their direct impact on psychological quality of life. A large academic study based on the Arabic version of the WHO quality of life index was conducted in six Arab countries: Tunisia, Egypt, Morocco, Lebanon, Jordan, and Kuwait. The study found that higher levels of psychological quality of life are

associated with lower levels of psychological disorders. These findings highlight the urgent need to strengthen prevention and psychological support programs, particularly for young people.

According to the World Health Organization (2022), more than one billion people worldwide suffer from mental disorders and poor psychological quality of life, while approximately 727,000 people died by suicide in 2020. Suicide is strongly associated with mental health problems and represents one of the leading causes of death among young people. Although many studies have separately examined Generalized Anxiety Disorder and psychological quality of life, the relationship between these two variables in the university environment still requires further research, especially in light of the rapid social changes and increasing psychological pressures experienced by students. Understanding this relationship is highly important for developing preventive and therapeutic programs and promoting mental health within universities. Based on these theoretical and practical considerations, the present study aims to examine the relationship between Generalized Anxiety Disorder and psychological quality of life among university students. It also seeks to contribute to scientific knowledge in this field and provide useful data for clinical and preventive psychological practice.

Accordingly, the general research problem of this study can be summarized in the following main question:

1.1 Main Research Question

- Is there a correlational relationship between Generalized Anxiety Disorder and psychological quality of life among students at University of Setif 2?

1.1.1 Sub-Questions

- Is there a relationship between Generalized Anxiety Disorder and the dimension of self-acceptance and happiness among students at University of Setif 2
- Is there a relationship between Generalized Anxiety Disorder and the dimension of positive social relationships among students at University of Setif 2?
- Is there a relationship between Generalized Anxiety Disorder and the dimension of psychological autonomy among students at University of Setif 2?
- Is there a relationship between Generalized Anxiety Disorder and the dimension of environmental adaptation and health among students at University of Setif 2?
- Is there a relationship between Generalized Anxiety Disorder and the dimension of purpose in life among students at University of Setif 2?
- Is there a relationship between Generalized Anxiety Disorder and the dimension of personal growth and development among students at University of Setif 2

2. Research Hypotheses

2.1 Main Hypothesis

- There is a correlational relationship between Generalized Anxiety Disorder and psychological quality of life among students at University of Setif 2.

2.2 Sub-Hypotheses

- There is a relationship between Generalized Anxiety Disorder and the dimension of self-acceptance and happiness among students at University of Setif 2.

- There is a relationship between Generalized Anxiety Disorder and the dimension of positive social relationships among students at University of Setif2 .
- There is a relationship between Generalized Anxiety Disorder and the dimension of psychological autonomy among students at University of Setif 2.
- There is a relationship between Generalized Anxiety Disorder and the dimension of environmental adaptation and health among students at University of Setif 2.
- There is a relationship between Generalized Anxiety Disorder and the dimension of purpose in life among students at University of Setif 2.
- There is a relationship between Generalized Anxiety Disorder and the dimension of personal growth and development among students at University of Setif 2.

3. Significance of the Study

- This study contributes to providing scientific data that can be used in designing counseling and preventive programs directed toward university students.
- The study helps identify the clinical indicators of Generalized Anxiety Disorder and its impact on students' psychological quality of life.
- The findings may support early diagnosis and detection of symptoms of Generalized Anxiety Disorder among students, enabling psychologists and mental health specialists to identify groups that are more vulnerable to deterioration in psychological quality of life.

4. Objectives of the Study

The current study aims to:

- Examine the relationship between Generalized Anxiety Disorder and psychological quality of life among students at University of Setif 2.
- Examine the relationship between Generalized Anxiety Disorder and the dimension of self-acceptance among students at University of Setif 2.
- Examine the relationship between Generalized Anxiety Disorder and the dimension of positive social relationships among students at University of Setif2 .
- Examine the relationship between Generalized Anxiety Disorder and the dimension of psychological autonomy among students at University of Setif 2.
- Examine the relationship between Generalized Anxiety Disorder and the dimension of environmental adaptation and health among students at University of Setif 2.
- Examine the relationship between Generalized Anxiety Disorder and the dimension of purpose in life among students at University of Setif 2.
- Examine the relationship between Generalized Anxiety Disorder and the dimension of personal growth and development among students at University of Setif 2.

5. Study Terminology

5.1 Generalized Anxiety Disorder

5.1.1 Conceptual Definition

Generalized Anxiety Disorder (GAD) is a type of anxiety characterized by chronic and excessive worry about ordinary daily matters. These worries may become so intense that they

negatively affect individuals' lives and prevent them from living peacefully.

5.1.2 Operational Definition

In this study, Generalized Anxiety Disorder refers to the score obtained by university students from the Department of Psychology and Educational Sciences at University of Setif 2 on the Generalized Anxiety Disorder Scale developed by Fawzia Ben Abdellah.

5.2 Psychological Quality of Life

5.2.1 Conceptual Definition

Psychological quality of life refers to a sense of balance in emotions, thoughts, social relationships, and daily activities that require active self-regulation processes, such as emotional regulation, which influences individuals' feelings.

5.2.2 Operational Definition

In this study, psychological quality of life refers to the score obtained by university students from the Department of Psychology and Educational Sciences at University of Setif 2 on the Psychological Quality of Life Scale developed by Mofleh Ben Mohammed Mofleh Ghalti.

6. Previous Studies

A. Study of Al-Jubouri (2019) "Generalized Anxiety Disorder among University Students"

This study aimed to identify the level of Generalized Anxiety Disorder among university students. To achieve its objectives, the researcher presented a theoretical framework discussing Generalized Anxiety Disorder, including its diagnostic criteria, causes, treatment methods, and explanatory theories. Several scales and previous studies related to the disorder were reviewed, and the study relied on the diagnostic criteria of the American Psychiatric Association according to the DSM-5 in order to establish validity and reliability. The study reached the following findings: University students suffer from Generalized Anxiety Disorder and There were statistically significant differences between males and females in favor of females, indicating higher anxiety levels among female students. **(Al-Jubouri. 2019, p. 21)**

B. Study of Sabira (2020) "The Level of Generalized Anxiety among Students at Tishreen University"

This study aimed to identify the level of symptoms of Generalized Anxiety Disorder among a sample of students at Tishreen University. The sample consisted of 500 male and female students from the governorate of Latakia. The researcher used the Generalized Anxiety Disorder Scale to collect data according to the descriptive method. Statistical techniques such as Cronbach's Alpha and the T-test were also applied to measure differences between students' mean scores. The results showed that:

1. More than half of the participants (60.4%) displayed moderate symptoms of Generalized Anxiety Disorder.
2. There were significant differences in anxiety levels according to gender and college type, in favor of males and students from theoretical colleges.
3. Significant differences were also found according to age, with higher anxiety levels among the older age group (26–28 years). **(Sabira. 2022, p. 30)**

C. Study of Inas Ahmed Azim (2020) “Generalized Anxiety Disorder among Students of the College of Basic Education at the University of Sulaymaniyah”

This study aimed to measure the level of Generalized Anxiety Disorder among students at the College of Basic Education at University of Sulaymaniyah and to examine differences according to gender, academic specialization, and age. The sample included 102 male and female students selected randomly. The study used diagnostic criteria from the DSM related to Generalized Anxiety Disorder, and the scale items were developed according to these criteria. The study found that:

1. Generalized Anxiety Disorder was statistically significant among students in both scientific and humanities branches.

2. There were statistically significant differences between scientific and humanities departments regarding the level of Generalized Anxiety Disorder.

3. No statistically significant differences were found between age groups. (Azim. 2022, p. 30-34)

D. Study of Awaidha (2016)

This study aimed to examine self-esteem as a predictor of psychological quality of life among students of the Faculty of Education. The study adopted the descriptive method and included a sample of students from the Faculty of Education at Suez University. The study tools included; a self-forgiveness scale, a psychological quality of life scale and state self-esteem scale. The findings revealed that:

1. There was a statistically significant relationship between psychological quality of life, self-forgiveness, and self-esteem.

2. Psychological quality of life could be predicted through self-esteem.

3. Self-esteem was a stronger predictor of psychological quality of life than self-forgiveness. (Awaidha. 2016, p. 287)

7. Research Methodology

The nature of the current study, which focuses on Generalized Anxiety Disorder and its relationship with psychological quality of life among university students, requires the use of a scientific method capable of identifying the nature of the relationship between the two variables and explaining how they interact. Based on the objectives and research questions of the study, the descriptive correlational method was adopted, as it is considered the most appropriate approach for analyzing the relationship between Generalized Anxiety Disorder as an internal psychological variable and psychological quality of life as an external indicator of students' adaptation to life pressures.

8. Study Limitations

A. Human Limitations: The study was conducted on a sample of 80 male and female students.

B. Spatial Limitations: The field study was carried out at the Faculty of Humanities and Social Sciences at University of Setif 2, specifically within the Department of Psychology, Educational Sciences, and Speech Therapy.

C. Temporal Limitations: The study was conducted during the period extending from February 24, 2026, to March 2, 2026. Despite the importance of the findings obtained in this study, several limitations should be considered when interpreting and generalizing the results. The study was limited

to a purposive sample of students from University of Setif 2, which may reduce the possibility of generalizing the findings to other university populations or institutions. In addition, the study relied on self-report measurement tools, which may make the findings vulnerable to social desirability bias or subjective self-evaluation. Furthermore, the descriptive correlational method used in this study does not allow for establishing causal relationships between the variables; rather, it only identifies the nature of the relationship between them. Finally, the study did not take into consideration certain possible mediating or moderating variables, such as social and economic conditions or psychological support, which may influence both Generalized Anxiety Disorder and psychological quality of life.

9. Study Population

The study population consisted of students from the Department of Psychology, Educational Sciences, and Speech Therapy at Mohamed Lamine Debaghine Setif 2 University, with a total population of approximately 1,500 male and female students.

10. Study Sample

To achieve the objectives of the study, participants' consent was obtained for the in-person administration of the study instruments. The study sample consisted of 80 male and female students who were selected using a purposive sampling method.

11. Study Instruments

The study relied on a questionnaire that included; "The Generalized Anxiety Disorder Scale developed by Fawzia Ben Abdellah." and "The Psychological Quality of Life Scale developed by Mofleh Ben Mohammed Mofleh Al-Ghalti."

11.1 Generalized Anxiety Disorder Scale

A. Description of the Generalized Anxiety Disorder Scale

To measure the level of Generalized Anxiety Disorder among the study sample, the researcher used the Generalized Anxiety Disorder Scale developed by Fawzia Ben Abdellah. This scale is a quantitative instrument designed to estimate the degree of generalized anxiety experienced by individuals. The scale consists of 58 items distributed across four dimensions of anxiety according to the type of symptoms: Emotional dimension, Cognitive dimension, Behavioral and relational dimension, Physical dimension. The scale uses five response alternatives: "Not at all" = 1 point, "A few days" = 2 points, "Several days" = 3 points, "Most days" = 4 points, "Daily" = 5 points.

B. Psychometric Properties of the Generalized Anxiety Disorder Scale

The psychometric properties of the scale, including reliability and validity, were calculated on a sample of 105 second-year Educational Sciences students during the 2013/2014 academic year. Reliability was measured using the split-half method, producing strong reliability coefficients: Pearson-Brown coefficient: 0.85, Guttman coefficient: 0.92, Cronbach's Alpha coefficient: 0.92. These results indicate that the scale has a high level of reliability. The validity of the scale was also verified through three types of validity: Construct validity, Concurrent validity, Discriminant validity. Based on these psychometric results, the Generalized Anxiety Disorder Scale was confirmed to possess acceptable validity and reliability, making it suitable for use in the present study.

11.2 Psychological Quality of Life Scale**A. Description of the Psychological Quality of Life Scale**

To assess the level of psychological quality of life among the study sample, the researcher used the Psychological Quality of Life Scale developed by Mofleh Ben Mohammed Mofleh Al-Ghalti. After its final revision, the scale consisted of 21 items. The researcher concluded that psychological quality of life includes six dimensions: Self-acceptance and happiness, Social relationships, Autonomy, Environmental adaptation and health, Purpose in life, Personal growth and development. All items are positively worded and answered using a Likert scale with five response alternatives: “Strongly agree” = 5 points, “Agree” = 4 points, “Sometimes” = 3 points, “Disagree” = 2 points, “Strongly disagree” = 1 point.

The scale provides both:

1. A total raw score for overall psychological quality of life.
2. Separate raw scores for each individual dimension by summing the relevant items.

B. Psychometric Properties of the Psychological Quality of Life Scale

To verify the validity of the scale, the researcher relied on four methods: Expert validity, Exploratory factor analysis validity, Confirmatory factor analysis validity, Discriminant validity. To estimate reliability, the researcher used Cronbach’s Alpha coefficient for the structure resulting from both exploratory and confirmatory factor analyses of the Psychological Quality of Life Scale. The analyses were conducted using the statistical programs: **(JASP 0.9.2.0)**, **(AMOS 26)**. The reliability coefficients showed that all Cronbach’s Alpha values exceeded the acceptable cutoff value of (0.70), indicating that the Psychological Quality of Life Scale possesses a good level of reliability and validity.

12. Normality Distribution of the Generalized Anxiety Disorder Scale and the Psychological Quality of Life Scale

The researchers used the Kolmogorov–Smirnov test and the Shapiro–Wilk test to examine the normal distribution of the data related to the Generalized Anxiety Disorder Scale and the Psychological Quality of Life Scale. The following results were obtained:

Tests de normalité						
	Kolmogorov–Smirnov^a			Shapiro-Wilk		
	Statistic	ddl	Sig.	Statistic	Ddl	Sig.
Generalized Anxiety Disorder	,092	80	,091	,962	80	,060
Psychological Quality of Life	,082	80	,200	,982	80	,302

Table (1): Results of the Normal Distribution Tests for the Two Scales

The results presented in Table (1) show that the Shapiro–Wilk value for the Generalized Anxiety Disorder Scale was 0.962 with a significance level (Sig.) of 0.060. Since this value is not statistically significant at the 0.05 significance level, the data of the Generalized Anxiety Disorder Scale can be considered normally distributed. Similarly, the Kolmogorov–Smirnov test for the same scale yielded a value of 0.092 with a significance level of 0.091, which is also not statistically significant at the 0.05 level. Therefore, the distribution of the Generalized Anxiety Disorder data follows a normal distribution. Regarding the Psychological Quality of Life Scale, the Shapiro–Wilk value reached 0.982

with a significance level of 0.302, which is likewise not statistically significant at the 0.05 level. This indicates that the data of the Psychological Quality of Life Scale are normally distributed. In addition, the Kolmogorov–Smirnov value for the Psychological Quality of Life Scale was 0.082 with a significance level of 0.200, which is also non-significant at the 0.05 level. Therefore, the data distribution of the Psychological Quality of Life Scale is considered normal. Based on these findings, the researchers concluded that the data of both scales follow a normal distribution, which justifies the use of parametric statistical methods in testing the study hypotheses.

13. Statistical Methods Used

In order to achieve the objectives of the study and analyze the collected data, appropriate statistical methods were employed according to the nature of the research topic and the characteristics of the data. The study specifically used:

Pearson's Correlation Coefficient to examine the relationship between Generalized Anxiety Disorder and psychological quality of life. Although the study relied on a purposive sample, Pearson's coefficient was used because the data showed a normal distribution. However, caution should be exercised when generalizing the findings due to the nature and size of the sample.

14. Presentation, Analysis, and Discussion of Results

14.1 First Sub-Hypothesis

H1: There is a statistically significant correlational relationship between Generalized Anxiety Disorder and self-acceptance and happiness among students at University of Setif 2.

H0: There is no statistically significant correlational relationship between Generalized Anxiety Disorder and self-acceptance and happiness among students at University of Setif 2.

Variables	Pearson Correlation	Sample Size (N)	Significance Level (Sig.)
Generalized Anxiety Disorder&Self-Acceptance and Happiness	-0.407	80	0.000

Table (2): Pearson Correlation Coefficient between Generalized Anxiety Disorder and Self-Acceptance and Happiness among Students

The results presented in Table (2) illustrate the values and significance levels of Pearson's correlation coefficient between Generalized Anxiety Disorder and the dimension of self-acceptance and happiness from the Psychological Quality of Life Scale. The findings revealed a statistically significant negative correlation between Generalized Anxiety Disorder and self-acceptance and happiness among students at University of Setif 2. The Pearson correlation coefficient reached ($R = -0.407$), which is statistically significant at ($P = 0.000$) compared with the significance level of 0.05. This means that the higher the level of Generalized Anxiety Disorder among students, the lower their level of self-acceptance and happiness, and vice versa. These findings support the alternative hypothesis (H1), which states that there is a statistically significant correlation between Generalized Anxiety Disorder and self-acceptance and happiness among students at Mohamed Lamine Debaghine Setif 2 University, while rejecting the null hypothesis (H0).

This result can be interpreted in light of theoretical literature emphasizing that generalized anxiety is not merely a temporary emotional state, but rather a persistent pattern of excessive worry and negative expectations that places individuals under continuous psychological tension.

The influence of this pattern appears clearly in self-acceptance, as anxious students tend to focus excessively on their weaknesses and mistakes, which reduces self-satisfaction and weakens their ability to accept themselves in a healthy manner. In addition, persistent anxiety limits individuals' ability to enjoy life and experience psychological comfort, which negatively affects their sense of happiness. Consequently, the relationship between Generalized Anxiety Disorder and the dimensions of psychological quality of life becomes clearly evident, as anxiety affects both emotional experiences and individuals' self-image.

This finding may also be understood in relation to the nature of the study sample, namely university students. The university stage is considered one of the most sensitive periods in an individual's life because it involves academic, professional, and social challenges. Students often experience continuous pressure related to success and self-achievement, making them more vulnerable to generalized anxiety. Under such pressures, students' perceptions of themselves may become negative, particularly when they fail to balance academic demands with their psychological needs. This may explain the decline in self-acceptance and happiness among anxious students. The findings of this first sub-hypothesis are consistent with several previous studies that examined similar topics. For example, the study conducted by Ahmed Abdel Khalek (2005) on anxiety and psychological happiness found a statistically significant negative relationship between anxiety levels and feelings of happiness, indicating that increased anxiety is associated with lower psychological well-being. Similarly, Sanaa Suleiman (2012), in her study on psychological quality of life among university students, found that students with high anxiety levels reported lower scores on dimensions of quality of life, particularly those related to self-satisfaction and happiness. The results also agree with the findings of Mahmoud Okasha (2016), who reported that anxiety disorders, especially Generalized Anxiety Disorder, are associated with a weakened sense of psychological security, which negatively affects self-esteem. In addition, Samira Aziz (2021) concluded that anxious students experience difficulties in psychological and social adjustment, which negatively impacts their feelings of happiness and self-acceptance, especially under university-related pressures.¹

This relationship can also be further explained through several psychological perspectives. The cognitive approach suggests that anxiety is associated with negative and irrational thought patterns that influence individuals' self-evaluation. On the other hand, the humanistic perspective, particularly according to Carl Rogers, considers self-acceptance a fundamental component of mental health and argues that chronic emotional disturbances such as Generalized Anxiety Disorder may hinder the achievement of healthy self-acceptance. Likewise, the psychoanalytic perspective explains anxiety as the result of unresolved internal conflicts that manifest in continuous tension and dissatisfaction with the self. Therefore, the decrease in self-acceptance and happiness among anxious students is not an isolated phenomenon, but rather a logical outcome of the interaction between psychological, cognitive, and emotional factors.

From a clinical psychology perspective, these findings reflect the reality experienced by university students, especially under academic stress and concerns about future careers. Anxiety becomes part of their daily lives, and its impact extends beyond academic performance to affect their self-perception and overall quality of life. Accordingly, paying greater attention to students' mental health, particularly through reducing anxiety levels, may significantly contribute to improving self-acceptance and increasing feelings of happiness and psychological well-being.

14.2 Second Sub-Hypothesis

H1: There is a statistically significant correlational relationship between Generalized Anxiety Disorder and positive social relationships among students at University of Setif 2.

H0: There is no statistically significant correlational relationship between Generalized Anxiety Disorder and positive social relationships among students at University of Setif 2.

Variables	Pearson Correlation	Sample Size (N)	Significance Level (Sig.)
Generalized Anxiety Disorder&Positive Social Relationships	-0.254	80	0.023

Table (3): Pearson Correlation Coefficient between Generalized Anxiety Disorder and Positive Social Relationships among Students

The results presented in Table (3) illustrate the values and significance levels of Pearson's correlation coefficient between Generalized Anxiety Disorder and the dimension of positive social relationships from the Psychological Quality of Life Scale. The findings revealed a statistically significant negative correlation between Generalized Anxiety Disorder and positive social relationships among students at University of Setif 2. The Pearson correlation coefficient reached ($R = -0.254$), which is statistically significant at ($P = 0.023$) compared with the significance level of 0.05. This means that the higher the level of Generalized Anxiety Disorder among students, the lower their level of positive social relationships, and vice versa. These findings support the alternative hypothesis (H1), which states that there is a statistically significant correlational relationship between Generalized Anxiety Disorder and positive social relationships among students at Mohamed Lamine Debaghine Setif 2 University, while rejecting the null hypothesis (H0).

The obtained result should be understood from a deeper perspective related to the nature of social relationships themselves. Positive social relationships are not merely associated with the presence of others, but rather with the quality of interaction established with them. Generalized anxiety does not necessarily affect the number of relationships an individual forms; instead, it appears to influence more clearly the quality and continuity of these relationships. An anxious student often becomes more cautious and less spontaneous in social interactions. This may appear through excessive self-monitoring during communication and constant concern about how others perceive them. Such preoccupation weakens the natural and positive character of social interaction. In this context, the decline in the dimension of positive social relationships does not seem to be caused by the absence of social opportunities within the university environment, but rather by the way students make use of

these opportunities. University life generally provides wide opportunities for communication and interaction; however, anxiety may lead students to approach these opportunities with hesitation and reservation, limiting themselves to fewer or less meaningful relationships. This suggests that the issue does not primarily lie in the social environment itself, but rather in how students perceive and interact with that environment.

This interpretation is consistent with several previous studies. For example, Mohamed Hassan Ghanem (2010) found that anxious students tend to be more reserved in their social relationships. Likewise, Bouchra Ismail (2013) confirmed that anxiety is associated with lower levels of social adjustment among students. Similarly, Fadia Sharaf Eddine (2014), in her study on social interaction among university students, concluded that high anxiety levels are associated with a reduced ability to engage in positive relationships with others, particularly in group situations. The results also agree with the findings of Noha Abdel Aziz (2019), whose study on the psychological effects of anxiety on social networks demonstrated that individuals with high levels of social anxiety reported greater difficulties in forming relationships based on mutual support compared to their less anxious peers.

From a theoretical perspective, this result may be explained by the fact that relationships with others require a balance between trust and openness, which may become disturbed under conditions of generalized anxiety. Negative expectations and fear of social evaluation tend to dominate anxious individuals' thinking. In addition, excessive concern with the details of social interaction may transform relationships from spontaneous experiences into situations of constant monitoring and self-consciousness, thereby reducing their positive nature. Therefore, the decline in this dimension among anxious students does not merely reflect a direct effect of anxiety, but also reveals a particular style of social interaction characterized more by caution and withdrawal than by active engagement. This gives the result a deeper psychological significance. From the perspective of psychology in general, and clinical psychology in particular, these social difficulties may in turn contribute to increasing anxiety levels. Students may experience feelings of isolation or an inability to establish supportive social networks, creating a vicious cycle between anxiety and weak social relationships.

This demonstrates that the social dimension of psychological quality of life among students is not simply a statistical indicator, but rather a practical indicator of psychological adjustment and mental health. Consequently, the study findings hold important practical implications that may be used in university counseling and psychological support programs.

14.3 Third Sub-Hypothesis

H1: There is a statistically significant correlational relationship between Generalized Anxiety Disorder and psychological autonomy among students at University of Setif 2.

H0: There is no statistically significant correlational relationship between Generalized Anxiety Disorder and psychological autonomy among students at University of Setif 2.

Variables	Pearson Correlation	Sample Size (N)	Significance Level (Sig.)
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Generalized Anxiety Disorder&Psychological Autonomy	-0.238	80	0.034
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Table (4): Pearson Correlation Coefficient between Generalized Anxiety Disorder and Psychological Autonomy among Students

The results presented in Table (4) illustrate the values and significance levels of Pearson's correlation coefficient between Generalized Anxiety Disorder and the dimension of psychological autonomy from the Psychological Quality of Life Scale. The findings revealed a statistically significant negative correlation between Generalized Anxiety Disorder and psychological autonomy among students at University of Setif 2. The Pearson correlation coefficient reached ($R = -0.238$), which is statistically significant at ($P = 0.034$) compared with the significance level of 0.05. This means that the higher the level of Generalized Anxiety Disorder among students, the lower their level of psychological autonomy, and vice versa. These findings support the alternative hypothesis (H_1), which states that there is a statistically significant correlational relationship between Generalized Anxiety Disorder and psychological autonomy among students at Mohamed Lamine Debaghine Setif 2 University, while rejecting the null hypothesis (H_0).

The obtained results indicate that Generalized Anxiety Disorder has a clear impact on the dimension of psychological autonomy among students. Higher levels of anxiety are associated with a reduced ability to make independent decisions and assume personal responsibility without excessive reliance on others. Psychological autonomy reflects an individual's ability to organize their life, face new situations, and solve problems independently. It is a skill that requires inner clarity and self-confidence. However, Generalized Anxiety Disorder causes students to become preoccupied with negative thoughts, hesitant in decision-making, and continuously worried about the consequences of their actions. This limits the exercise of autonomy and weakens their sense of self-efficacy.

Within the university environment, this phenomenon becomes practically visible. Counselors or professors may observe that anxious students tend to seek repeated assistance, procrastinate, or rely excessively on others to complete tasks, even in situations they are capable of handling independently. This decline in autonomy does not necessarily reduce students' chances of academic achievement or success, but rather reflects an internal psychological challenge linked to anxiety. The findings of this third sub-hypothesis are consistent with several previous studies that addressed similar issues. For example, Salma Abdullah (2021) found that students with high anxiety levels frequently depend on others when making decisions.

Likewise, Abeer Mansour (2019) reported that students suffering from Generalized Anxiety Disorder experience difficulties in time management and independent decision-making compared with less anxious students, which negatively affects their psychological autonomy. Similarly, Mona Abdel Rahman (2013) demonstrated that anxiety negatively influences decision-making abilities among young people, as anxious individuals tend to doubt the correctness of their decisions and hesitate in implementing them. In addition, Ahmed Hassan (2017) concluded that generalized anxiety among

students is associated with a weaker ability to cope with stress without external support, thereby reducing their sense of self-control in life situations.

When focusing specifically on psychological autonomy, generalized anxiety appears to reduce individuals' sense of control over their lives and weakens their ability to handle situations requiring self-regulation and initiative. This may be reflected in students' difficulties organizing their time, managing daily responsibilities, and making personal decisions confidently. The analysis of these findings suggests that the relationship between anxiety and autonomy is not merely theoretical, but is reflected practically in students' everyday behavior. It can be observed through dependence on others, hesitation in taking initiative, and the constant need for external reassurance when making decisions.

Therefore, Generalized Anxiety Disorder may be considered a significant factor limiting the healthy and natural development of psychological autonomy among university students. Accordingly, cognitive and behavioral psychological theories support this interpretation, as they explain that persistent worries and negative expectations interfere with individuals' self-control abilities and weaken their independence. This makes psychological autonomy one of the most important indicators for understanding the impact of anxiety on students' psychological quality of life.

14.4 Fourth Sub-Hypothesis

H1: There is a statistically significant correlational relationship between Generalized Anxiety Disorder and environmental adaptation and health among students at University of Setif 2.

H0: There is no statistically significant correlational relationship between Generalized Anxiety Disorder and environmental adaptation and health among students at University of Setif 2.

Variables	Pearson Correlation	Sample Size (N)	Significance Level (Sig.)
Generalized Anxiety Disorder&Environmental Adaptation and Health	-0.427	80	0.000

Table (5): Pearson Correlation Coefficient between Generalized Anxiety Disorder and Environmental Adaptation and Health among Students

The results presented in Table (5) illustrate the values and significance levels of Pearson's correlation coefficient between Generalized Anxiety Disorder and the dimension of environmental adaptation and health from the Psychological Quality of Life Scale. The findings revealed a statistically significant negative correlation between Generalized Anxiety Disorder and environmental adaptation and health among students at University of Setif 2. The Pearson correlation coefficient reached ($R = -0.427$), which is statistically significant at ($P = 0.000$) compared with the significance level of 0.05. This means that the higher the level of Generalized Anxiety Disorder among students, the lower their level of environmental adaptation and health, and vice versa. These findings support the alternative hypothesis (H1), which states that there is a statistically significant correlational relationship between Generalized Anxiety Disorder and environmental adaptation and health among students at Mohamed Lamine Debaghine Setif 2 University, while rejecting the null hypothesis (H0).

The interpretation of this result may begin with theoretical perspectives that emphasize that generalized anxiety extends beyond being merely an internal emotional state and directly affects the individual's interaction with their environment and their ability to adapt. An anxious individual lives in a constant state of worry and internal tension, which reduces their ability to respond flexibly to everyday environmental demands. This effect appears clearly in the dimension of environmental adaptation and health, as anxious individuals become more vulnerable to psychological stress and less capable of maintaining a balanced lifestyle, whether in terms of emotional comfort or physical stability. In addition, persistent negative expectations may weaken the individual's sense of safety within their environment, thereby reducing their ability to adapt naturally and effectively.

This result may also be understood by considering the nature of the study sample, which consists of university students. University life requires continuous adaptation to changing academic and social conditions. Students are constantly confronted with academic pressure, time-management responsibilities, and concerns about their future, all of which require a degree of psychological stability in order to be managed effectively. However, the presence of anxiety may make adaptation more difficult, leading to feelings of exhaustion or discomfort within the university environment. Anxiety may also indirectly affect health-related behaviors, such as sleep disturbances and poor concentration, which in turn negatively influence both general health and environmental adjustment.

The findings of this fourth sub-hypothesis are consistent with several previous studies. For example, Abdullah Askar (2000), in his study on anxiety and mental health, found that high anxiety levels are associated with an increase in psychosomatic symptoms such as fatigue and sleep disorders, which negatively affect individuals' health balance.

Similarly, Hamed Abdel Salam Zahran (2005) concluded that persistent anxiety weakens individuals' ability to adapt to environmental pressures and reduces both psychological and general health levels. The findings also agree with those of Abdel Rahman Adas (2012), who found that anxiety affects the efficiency of adaptation to the university environment and increases feelings of discomfort within the academic setting. Likewise, Fawzia El-Deeb (2014) demonstrated that anxiety is associated with lower quality of life, particularly in dimensions related to health and adaptation to daily stressors.

From a more specialized perspective, this relationship may be explained through several psychological approaches. The cognitive perspective suggests that constant preoccupation with negative thoughts consumes the individual's psychological resources, thereby weakening their ability to adapt to environmental demands. Furthermore, psychological quality of life models indicate that environmental adaptation and health are essential foundations for achieving psychological stability, and any disturbance in this balance directly affects the general sense of well-being and comfort. Based on this understanding, Generalized Anxiety Disorder appears not only to affect the individual's psychological state, but also to influence their daily lifestyle and interaction with their surroundings. This gives the present findings a deeper significance, reflecting the relationship between psychological disorders, adaptation quality, and health among university students.

Psychology, particularly clinical psychology, also considers environmental adaptation and health as essential indicators of psychological balance, as they reflect the individual's ability to harmonize with daily life demands and maintain internal stability. From this perspective, generalized anxiety acts as an obstacle to this balance by creating continuous psychological exhaustion and a constant state of anticipation and stress, which negatively affects both health and adaptive functioning.

14.5 Fifth Sub-Hypothesis

H1: There is a statistically significant correlational relationship between Generalized Anxiety Disorder and purpose in life among students at University of Setif 2.

H0: There is no statistically significant correlational relationship between Generalized Anxiety Disorder and purpose in life among students at University of Setif 2.

Variables	Pearson Correlation	Sample Size (N)	Significance Level (Sig.)
Generalized Anxiety Disorder&Purpose in Life	-0.339	80	0.002

Table (6): Pearson Correlation Coefficient between Generalized Anxiety Disorder and Purpose in Life among Students.

The results presented in Table (6) illustrate the values and significance levels of Pearson's correlation coefficient between Generalized Anxiety Disorder and the dimension of purpose in life from the Psychological Quality of Life Scale. The findings revealed a statistically significant negative correlation between Generalized Anxiety Disorder and purpose in life among students at University of Setif 2. The Pearson correlation coefficient reached ($R = -0.339$), which is statistically significant at ($P = 0.002$) compared with the significance level of 0.05. This result indicates that higher levels of generalized anxiety among students are associated with lower levels of perceived purpose in life, and vice versa. These findings support the alternative hypothesis (H1), which states that there is a statistically significant correlational relationship between Generalized Anxiety Disorder and purpose in life among students at Mohamed Lamine Debaghine Setif 2 University, while rejecting the null hypothesis (H0).

This result may be theoretically framed through psychological literature suggesting that Generalized Anxiety Disorder affects not only the emotional condition of the individual, but also their perception of life and the meaning of their existence. Purpose in life is closely associated with an individual's sense of direction and personal goals, both of which require a degree of psychological stability and inner clarity. However, generalized anxiety, characterized by persistent negative thoughts and constant preoccupation with fears, may place individuals in a state of distraction and reduced focus on their objectives, weakening their sense of meaning and making them feel less directed in life. This finding may also be understood within the context of university students, as this stage of life represents a critical period for building goals and planning for the future. Students seek to define their professional and personal paths, yet anxiety may interfere with this process by causing them to focus more on fears and uncertainties related to the future rather than actively working toward achieving their aspirations. This may appear in the form of hesitation in setting goals, lack of clarity regarding future

plans, or even loss of motivation, all of which contribute to a reduced sense of purpose in life despite the availability of opportunities and possibilities for achievement.

The findings are consistent with several previous studies. For example, Mustafa Hijazi (2006) argued that psychological stress and anxiety contribute to weakening individuals' sense of meaning and direction in life, especially among young people. Similarly, Amira Al-Zahrani (2022) identified a relationship between anxiety and a reduced sense of meaning in life. The findings also agree with those of Tarek Abdel Raouf (2011), who concluded that high psychological anxiety is associated with a lack of clarity regarding students' future vision, negatively affecting their ability to establish clear life goals.

From another perspective, generalized anxiety may be understood as influencing not only the emotional state of individuals, but also their overall outlook on life and the meaning they attribute to their existence. Individuals living in a constant state of anxiety tend to focus more on fears and negative expectations than on pursuing meaningful goals, making them less capable of identifying a clear direction for their lives. Furthermore, purpose in life requires a certain degree of inner clarity and psychological stability, both of which may become disrupted under conditions of chronic anxiety. Consequently, anxiety does not remain merely an internal psychological experience, but extends to influence how individuals think about their future and how they perceive meaning and purpose in their lives. This gives the present findings a deeper significance that goes beyond the mere existence of a statistical relationship between two variables, highlighting the profound psychological influence of generalized anxiety on students' sense of meaning, direction, and future orientation.

14.6- Sixth Partial Hypothesis:

H1: There is a statistically significant correlational relationship between Generalized Anxiety Disorder and personal growth and development among students at University of Setif 2.

H0: There is no statistically significant correlational relationship between Generalized Anxiety Disorder and personal growth and development among students at Mohamed Lamine Debaghine Setif 2 University.

Variables	Pearson Correlation	Sample Size (N)	Significance Level (Sig.)
Generalized Anxiety Disorder&Purpose in Life	-0.323	80	0.004

Table (7): Shows the significance of Pearson's correlation coefficient between Generalized Anxiety Disorder and personal growth and development among students.

The results presented in Table (7) illustrate the values and significance levels of Pearson's correlation coefficient between Generalized Anxiety Disorder and the dimension of personal growth and development from the Psychological Quality of Life Scale. The findings revealed a statistically significant negative correlation between Generalized Anxiety Disorder and personal growth and development among students at University of Setif 2. The Pearson correlation coefficient reached ($R = -0.323$), which is statistically significant at ($P = 0.004$) compared with the significance level of 0.05. This result indicates that as the level of generalized anxiety disorder increases among students, the level of personal growth and development decreases, and vice versa. These findings support the alternative

hypothesis (H1), which states that there is a statistically significant correlational relationship between Generalized Anxiety Disorder and personal growth and development among students at Mohamed Lamine Debaghine Setif 2 University, while rejecting the null hypothesis (H0).

The results of this sixth partial hypothesis suggest that students' personal growth and development are closely related to their ability to manage emotions and effectively deal with various life situations. Generalized anxiety appears to represent an indirect obstacle to achieving such development because it places students in a continuous state of tension, future-oriented worry, and preoccupation with fears. This limits their ability to focus on exploring their skills, discovering their abilities, and engaging in new experiences. In addition, generalized anxiety weakens students' sense of control over their lives and negatively affects their ability to take advantage of available opportunities. Consequently, personal growth may appear less evident and slower compared with students who do not experience high levels of anxiety. This persistent internal preoccupation consumes psychological energy that could otherwise be directed toward self-development and the acquisition of experiences that enhance personal growth. When considering the study sample, university students represent an important transitional stage characterized by identity formation, self-discovery, and adaptation to academic, social, and psychological demands. Therefore, any psychological disorder such as generalized anxiety may have a significant impact on how students perceive themselves and interact with the world around them. Anxiety may lead some students to withdraw socially or avoid engaging in new experiences, which in turn negatively affects their personal growth and development and prevents them from fully utilizing their academic and social potential during this critical stage of life.

The findings are also consistent with several previous studies. For example, Yousef Al-Harbi (2021) indicated that generalized anxiety negatively affects the construction of long-term goals, as anxious individuals tend to focus on immediate fears rather than future planning. Similarly, Marwa Attia (2022) found that chronic anxiety limits individuals' ability to develop their social and psychological skills, thereby negatively affecting personal growth. The present findings also agree with those of Naglaa Fathy (2018), who reported that students with high anxiety levels experience confusion regarding their goals and difficulties in planning for the future.

From the perspective of developmental psychology and clinical psychology, generalized anxiety disorder may be understood not merely as a temporary emotional condition, but as a persistent pattern of tension and psychological disturbance that weakens the individual's ability to make decisions, engage in new experiences, and invest in personal skills and abilities. It also affects the way individuals interact with their environment and daily life events, which helps explain the lower levels of personal growth observed among anxious students. Furthermore, theoretical approaches related to psychological quality of life suggest that personal development is closely linked to an individual's ability to manage themselves effectively, achieve goals, and utilize available opportunities. Consequently, elevated levels of generalized anxiety disorder represent a genuine challenge to achieving personal growth and emphasize the importance of preventive programs and psychological support services for university students in order to strengthen their capacity for personal development and maximize their academic and social potential.

15- General Conclusion

The present study successfully achieved its primary objective, which was to examine the nature of the relationship between Generalized Anxiety Disorder and the dimensions of psychological quality of life among students at Mohamed Lamine Debaghine Setif 2 University. The study also aimed to determine the direction and strength of this relationship through a set of partial hypotheses related to the dimensions of self-acceptance and happiness, positive social relationships, psychological autonomy, environmental adaptation and health, purpose in life, and personal growth and development. The findings of the study revealed the following results:

1. There is a statistically significant negative correlation between Generalized Anxiety Disorder and the dimension of self-acceptance and happiness among students at University of Setif 2.
2. There is a statistically significant negative correlation between Generalized Anxiety Disorder and the dimension of positive social relationships among students at University of Setif 2.
3. There is a statistically significant negative correlation between Generalized Anxiety Disorder and the dimension of psychological autonomy among students at University of Setif 2.
4. There is a statistically significant negative correlation between Generalized Anxiety Disorder and the dimension of environmental adaptation and health among students at University of Setif 2.
5. There is a statistically significant negative correlation between Generalized Anxiety Disorder and the dimension of purpose in life among students at University of Setif 2.
6. There is a statistically significant negative correlation between Generalized Anxiety Disorder and the dimension of personal growth and development among students at University of Setif 2.

Accordingly, the findings confirm the validity of the six partial hypotheses, demonstrating that all dimensions of psychological quality of life are negatively affected by higher levels of generalized anxiety among university students at University of Setif 2. Therefore, it can be concluded that the overall findings of the study support the main hypothesis, which assumes the existence of a statistically significant correlational relationship between Generalized Anxiety Disorder and psychological quality of life among university students at University of Setif 2. The relationship was found to be inverse in nature, meaning that as the level of generalized anxiety increases, the level of psychological quality of life decreases across its various dimensions among the study participants.

16. Conclusion

In light of the findings obtained, it becomes evident that Generalized Anxiety Disorder is not merely a temporary emotional state experienced by university students, but rather a central psychological variable that intersects with the student's overall psychological and developmental structure. The field data revealed that levels of psychological quality of life are strongly and inversely associated with Generalized Anxiety Disorder, as higher levels of anxiety necessarily lead to lower levels of psychological quality of life across its six dimensions: self-acceptance and happiness, positive social relationships, psychological autonomy, environmental adaptation and health, purpose in life, and personal growth and development.

This negative correlational relationship is not limited to the emotional aspect alone, but also extends to the student's ability to interact flexibly with the demands of the university environment,

make independent decisions, and take advantage of opportunities for personal growth and development. Persistent tension and continuous preoccupation with future-related fears consume the student's psychological energy, which in turn hinders their perception of meaning and purpose in life, weakens the quality of their social relationships, and reduces their overall psychological adjustment.

The findings therefore highlight the importance of paying greater attention to students' mental health within the university context through preventive and counseling programs aimed at reducing anxiety levels and strengthening psychological well-being. Such interventions may contribute significantly to improving students' quality of life, supporting their academic and personal development, and enhancing their ability to cope effectively with the various pressures associated with university life.

Ultimately, the study emphasizes that psychological quality of life constitutes a fundamental indicator of positive mental health, and that addressing generalized anxiety among university students should be considered an essential step toward promoting healthier, more balanced, and psychologically resilient academic communities.

17. Study Recommendations

1. Greater attention should be given to the mental health of university students, particularly through counseling services and psychological support programs.
2. Cognitive processes that contribute to anxiety should be addressed through interventions such as cognitive restructuring, problem-solving skills training, and assertiveness training in order to strengthen students' resilience against academic stress.
3. Psychological quality of life should be viewed as a strategic psychological resource that needs to be enhanced through preventive and counseling programs integrating mental health care with self-empowerment strategies.
4. University psychological support and counseling centers should be actively strengthened to provide assistance and follow-up for students suffering from Generalized Anxiety Disorder.
5. Training courses and workshops on stress and anxiety management should be organized, especially during examination periods.
6. University students should be encouraged to seek professional psychological help whenever they experience anxiety instead of ignoring or suppressing it.
7. Future studies should be conducted using random sampling methods in order to increase the generalizability of the findings.

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