



Psychological resilience and its relationship with life satisfaction and academic self-efficacy among university students in light of the Coronavirus (COVID-19)

Dr. Mohammed Hasan Ali Al-Abyadh, Prince Sattam Bin Abdulaziz University, Saudi Arabia, University of Thamar- Republic of Yemen alabyd62@gmail.com

Dr. Hani Abdel Hafeez Abdel Azim, PhD in Mental Health and Psychological Counseling Director of the Quality Assurance Unit at the Higher Institute of Science Administrative at Janaklis al-buhera. h_25111977@yahoo.com

Abstract. The study aimed to identify the relationship between psychological resilience, satisfaction with life and self-efficacy in a sample of (200) students from Sadat City University and students of the Higher Institute of Administrative Sciences in Janaklis - Beheira, during the academic year (2019-2020). The study used the psychological resilience scale, and the scale Satisfaction with life, and a measure of academic self-efficacy, the results of the study resulted in the psychological resilience of university students is high, the presence of a statistically significant correlation at the level (0.01) between psychological resilience and the effectiveness of the academic self, and the presence of a positive statistically significant correlation at (0.01) level. Psychological resilience between the dimension of personal competence and cohesion and both satisfaction with the university and the environment of life, as well as the dimension of confidence in the positive self and both satisfaction with family, friends, and the self, and the overall degree of life satisfaction, and between the total degree of psychological resilience and both satisfaction with family and friends University, self and overall life satisfaction; All correlation coefficients were statistically significant at level (0.01), and level 0 (0.05). There were statistically significant differences in the dimensions of family satisfaction and self-satisfaction in the direction of males, while there were statistically significant differences in the total degree of satisfaction with life. In the direction of females, and the presence of statistical significant differences between males and females in the effectiveness of the academic self towards females. The results of the study also revealed the possibility of predicting life satisfaction and academic self-efficacy through the dimensions of psychological resilience.

Keywords: Psychological Resilience; Life satisfaction; the effectiveness of the academic self.

Received: 02.10.2020

Accepted: 11.11.2020

Published: 19.12.2020

INTRODUCTION

The new Coronavirus pandemic has caused all groups of societies to undergo an unprecedented change in a short period of time, forcibly changing their lifestyle, destroying the economy of many countries, affecting health care systems in all countries of the world, preventing movement and halting flights, and it has become the world is captive to the Corona virus (Viswanath & Monga, 2020) and this also reinforced what was imposed on most of the world's population

With strict home quarantine procedures, travel restrictions, and examination and constant surveillance, in addition to the large amount of misinformation spread in Social media (Banerjee, 2020) and the frightening and terrifying numbers reported by the various local and international media around the clock, including huge numbers of injuries and deaths due to the emerging corona virus, so people live in a state of panic and anxiety and tension on a large scale may not have been witnessed by humanity at least for quite some time (Velavan & Meyer, 2020) not to mention the feeling of alienation and psychological distress embodied in Depressive symptoms, and even a state of boredom in general, may later develop into them times. (Zhai & Du, 2020) (Et., Al., 2020: 1-12 Minihan, E.,) confirms that the Corona pandemic has severely damaged the physical and emotional health, and has represented psychological support for individuals (psychological first aid) as the first and most important first aid to deal with the global epidemic crisis (Covid

19), which is recommended by the World Health Organization.

In this context, the results of the study (Taylor, C. B., et., Al., 2020) confirm the need to continue providing mental health services, psychological counseling and psychological support requirements in digital form, and indicated that full support must be provided to psychotherapists who provide clinical services; In order for them to continue providing psychological care remotely, he stressed that the repercussions of the Corona pandemic constituted an incentive to start digital treatment of psychological services and psychological support for individuals, and that it is time to stimulate change and address the barriers that prevented its spread in a comprehensive manner, providing these effective digital services to millions of people who may be of interest.

Psychological resilience is considered one of the psychological processes that the individual uses to face the various risks and calamities that he is exposed to in his social, economic, psychological and other life to create some kind.

From personal compatibility, which is one of the best psychological mechanisms that help an individual face the consequences of the Corona pandemic; The logical analysis says that the greater the degree of resistance or psychological resilience, the greater the person's ability to face the challenges resulting from the Corona pandemic and act as a barrier between the individual and the mental and physical illness associated with stress, so the individual with a solid personality tends to be optimistic and seriously and effectively deal with pressures so that they adapt to stressful situations. There is a correlation and a positive direct effect from psychological resilience to quality of life. (Nesma Abdullah, 2020)

The results of the study (Abdel Nasser Amer, 2020) revealed the availability of aspects of quality of life with psychological resilience to a large extent while fear of Corona with a moderate degree, as well as the presence of positive and statistically significant effects of extroversion, vigilance of conscience, acceptability, religiosity, and psychological resilience on the quality of life while a negative effect of anxiety Social, Positive and Functional Effects of Social Anxiety, Neuroticism and Religiosity on Coronian Fear, Negative Effects of

Extroversion, acceptability, and conscientiousness of social anxiety while positive effects of neuroticism and extroversion;

And the positive effects of extroversion, awakening conscience, acceptability, and religiosity on psychological resilience.

In light of the existence of the Covid-19 pandemic, the psychological resilience variable has become one of the variables that has acquired great importance in our lives in general, and it has become necessary to activate programs that improve the level of psychological resilience of all segments of society; Especially the university student category; Those who have suffered during the recent period from a change in the teaching systems used, as well as evaluation mechanisms within the various universities.

The life satisfaction variable remains one of the positive variables which means enjoying it. Happiness and psychological well-being of all who have a general sense of life satisfaction; Where the World Health Organization emphasized that life satisfaction represents an individual's beliefs about his position in values, his goals, expectations, standards and interests in light of the cultural context and the value system in the society in which he lives.

Psychological resilience is related to life satisfaction in general and constitutes an important factor in increasing the rates of life satisfaction in light of the Covid-19 pandemic variable.

This is confirmed by the study (Meneghel, I., et, al. 2019, 875: 890), whose results indicated the importance of psychological resilience in enhancing students' life satisfaction.

A university student under the current circumstances; He has many academic and social challenges and the need to adapt to the requirements of the university environment, its regulations and laws, and the pressures it imposes related to the future and its planning, and the attempt to achieve self-efficacy. It would help to cope with the pressures facing university students; As one of the most important mechanisms of personal power.

Bandura (1994) has indicated that self-efficacy beliefs play a major role in the self-regulation of motivation. Individuals motivate themselves, form beliefs about what they can do, create goals for themselves, and plan for a valuable future.

Pike & O'Donnell (2010: 405) emphasized that the effectiveness of the academic self is one of the most important motivational forces that direct the behavior of the individual in the classroom and contribute to achieving his goals, controlling his environment and increasing his achievement, which indicates the student's judgment on his academic performance in educational situations.

On the role of academic self-efficacy in achieving university consensus among university students,

Marwa Sadiq's study (2019) found that the beliefs of academic self-efficacy are a fundamental variable in predicting a student's compatibility with his university life in all dimensions. The study also found that the future career direction predicts academic compatibility. The personal emotional compatibility of a sample of university students, while the family compatibility does not predict compatibility with university life.

Through the previous presentation of the research variables, there is no doubt that the process of psychological resilience of individuals is related to the rates of achieving satisfaction with life under the conditions of the Corona pandemic Covid-19, which was confirmed by the results of a study (Mukhtar Response, 2014), which confirmed the existence of a positive relationship between degrees of psychological resilience And levels of life satisfaction among individuals.

(Tagay, O., Karatas, Z., Bayar, O., & Cakar, F. S, 2016, 11-17) also emphasized that psychological resilience predicts satisfaction with life and self-efficacy.

Therefore, the current study attempts to investigate the relationship of psychological resilience in its various dimensions with satisfaction with life, and the effectiveness of academic self among university students in light of the Corona pandemic (Covid-19)

The study problem

The problem of the current study is to try to answer some central questions, namely:

What is the prevalence of psychological resilience among university students in light of the Corona pandemic?

- Is there a relationship between the dimensions of the psychological resilience scale and the dimensions of the two measures of life satisfaction and academic self-efficacy in light of the Corona pandemic?

- Are there statistically significant differences between the averages of the respondents of the sample on the psychological resilience scale and their scores on the two scales of life satisfaction and the academic self-efficacy scale?

For variable gender?

Is it possible to predict life satisfaction or academic self-efficacy through the degree of psychological resilience of the sample members?

Research objectives

The current research aims to identify the relationship of psychological resilience to academic self-efficacy and life satisfaction among university students in light of the Corona pandemic, and to identify the differences between them in light of the gender variable in addition to identifying the possibility of self-satisfaction and academic self-efficacy through psychological resilience.

The importance of the study

The study derives its importance from the fact that it is exposed to a topic that has become of utmost importance in light of the circumstances of the Covid-19 pandemic, which has a direct impact on the educational process in all higher education institutions, which is the variable of psychological resilience. In terms of its relationship with the two variables of life satisfaction and academic self-efficacy.

Terms of the study

The new Corona virus, Covid-19

That virus, which belongs to the known corona viruses that may cause disease to humans and animals, which the World Health Organization described as a pandemic, and which appeared recently in the Chinese city of Wuhan at the end

2019, its pathological symptoms are manifested in fever, fatigue, dry cough and pain, as this virus is transmitted to humans through small droplets that are scattered from the nose or mouth when an infected person coughs or sneezes, and the virus can also transmit to the person causing him this pathology through the droplets scattered On surfaces around a person. (WHO)

Psychological resilience

Processes that usually refer to the psychological features that describe an individual's behavior, such as flexibility, perseverance, patience, faith, psychological validity, positive future expectations, and the formation of social relationships that change the mutual interaction between the environment, including the crises, tribulations, threats, adversities, dangers, clashes, or behavioral responses of the individual to them with the

aim of restoring balance, adaptation and harmony The management of these crises is supported by the experiences and experiences of the individual and his awareness of social support, which is subject to enrichment and varies from one degree to another. (Muhammad al-Buhairi, 2011)

Life satisfaction

It is defined as the evaluation of the individual and the personal judgment of the life that he lives, and his appreciation of his feeling of satisfaction is through monitoring the sources of satisfaction and identifying the areas in which this feeling is strengthened, whether in the positive or negative direction. (Huebner, 2001: 320)

The effectiveness of the academic self

The ability of the individual to perform behavior that achieves desired results in a specific situation, control events and issue self-expectations in issuing self-expectations in how to perform the tasks and activities that he performs and predict the extent of effort and perseverance required to achieve academic activity. (Bandura, 1998: 486)

previous studies

The results of the study (Wu, Y., Yu, et al., 2020) indicated that females are more likely than male students to adopt positive coping methods, and higher psychological resilience was associated with better positive coping, and the results also indicated that psychological education and mental health promotion programs Which helps to enhance psychological resilience among university students, as well as contribute to promoting positive coping techniques that benefit their mental health and psychological well-being.

While the study (Minihan, E., et.al., 2020)) indicated that the world witnessed the crisis of the global epidemic (Covid-19 (Corona virus), which triggered a set of negative responses from individuals and societies and reflected on the physical and emotional health of individuals and on psychological well-being. They have, and stressed the importance of increasing the support available to this population and their families during the outbreak of the epidemic, on a larger scale, and recommended the need to help many people in times of crisis.

The results of the study (Nada Al-Thamali, 2019) indicated: that the level of academic self effectiveness and the level of trend towards critical thinking - was high, and that there is a positive correlation between academic self-activity and the trend towards critical thinking.

Study hypotheses

The first hypothesis: "The psychological resilience of university students is high in light of the Corona pandemic."

The second hypothesis: "There is a statistically significant correlation between the dimensions of psychological resilience and life satisfaction among university students in light of the Corona pandemic."

The third hypothesis: "There is a statistically significant correlation between the dimensions of psychological resilience and academic self-efficacy among university students in light of the Corona pandemic."

The fourth hypothesis: "There are statistically significant differences between the averages of the responses of the sample members on the psychological resilience scale due to the gender variable."

The fifth hypothesis: "There are statistically significant differences between the mean scores of the sample members on the scale of satisfaction with life due to the variable of sex."

The sixth hypothesis: "There are statistically significant differences between the mean scores of the sample members on the scale of the effectiveness of the academic self-due to the variable of sex."

The seventh hypothesis: "There is a dimension of psychological resilience that is more contributing to predicting life satisfaction among university students in light of the Corona pandemic."

The eighth hypothesis: "There is a dimension of psychological resilience that is more contributing to predicting the effectiveness of the academic self among university students in light of the Corona pandemic."

Study methodology and procedures

The study relied on the descriptive and analytical approach in dealing with the data obtained, and the following is a presentation of the procedures followed in that:

Study population

A sample of 200 students was selected from the university's students at the University of Sadat City and the students of the Higher Institute for Administrative Sciences in Janaklis - Beheira, during the second semester of the academic year 2019/2020 in light of the Corona pandemic and the implementation of the distance education system based on Instructions of the Ministry of Higher Education.

Study tools

Psychometric properties of scales:

First: Psychological Resilience Scale:

The researcher used the Psychological Resilience Scale prepared by Connor Davidson for Psychological Resilience (2003) translated by Syed Al Wakeel & Yousra Ibrahim (2017). The scale included four dimensions: personal competence and cohesion, self-confidence and positivity, and religious spiritual influences and control. The researcher completed the validity and reliability calculations, and the scale proved its validity for application. Where the validity scores of the arbitrators ranged from (70% -90%), and the correlation coefficients ranged between the four dimensions and the overall score of the scale between (0.884 - 0.957), indicating a high coefficient of stability of internal consistency, and the reliability coefficient of the test for Alpha Cronbach reached (0.97), which is Highly rated and acceptable for application to research.

In order to standardize the scale and the appropriateness of applying the scale to the current sample, the results were as follows:

First: Verify the scale:

Internal consistency of the scale: The internal consistency of the scale was calculated by calculating the correlation coefficient between the degree of the statement and the degree of the dimension to which it belongs, after applying the scale to the exploratory sample, and the following table explains that.

Table 1. Correlation coefficients between the degree of the statement and the degree of the dimension to which it belongs to the psychological resilience scale (n = 50)

Personal competence and cohesiveness		Positive self-confidence		Spiritual and religious influences		Adjust	
No. of item	Correlation coefficient	No. of item	Correlation coefficient	No. of item	Correlation coefficient	No. of item	Correlation coefficient
1	.519**	12	.494**	20	.466**	23	.420**
2	.501**	13	.396**	21	.431**	24	.574**
3	.459**	14	.475**	22	.489**	25	.478**
4	.570**	15	.482**				
5	.688**	16	.501**				
6	.471**	17	.637**				
7	.545**	18	.517**				
8	.446**	19	.622**				
9	.392**						
10	.523**						
11	.561**			**sign in level 0.01			

It is evident from the previous table that the correlation coefficients between the degree of the statement and the degree of the dimension to which it belongs to the scale of psychological resilience is statistically significant at the level of 0.01 for all statements; Indicating the internal consistency of the scale.

The correlation coefficient between the degree of dimension and the total degree of the scale was also calculated, and the following table explains that.

Table 2. Correlation coefficients between the degree of distance and the overall score of the Psychological Resilience Scale

S	The dimension	Correlation coefficient
---	---------------	-------------------------

1	Personal competence and cohesiveness	.657**
2	Positive self-confidence	.645**
3	Spiritual and religious influences	.578**
4	Adjust	.619**

It is evident from the previous table that the correlation coefficients between the dimension score and the overall scale score are statistically significant at 0.01 level; Indicating the internal consistency of the scale.

Stability of the scale: The reliability of the scale was calculated using the Alpha Cronbach coefficient, after applying the scale to the pilot sample, and the following table shows the coefficients of Alpha Cronbach for stability in relation to the scale dimensions and the total degree.

Table 3. *stability coefficients for the dimensions of the psychological resilience scale and the overall score*

S	The dimension	Correlation coefficient
1	Personal competence and cohesiveness	.762
2	Positive self-confidence	.725
3	Spiritual and religious influences	.713
4	Adjust	.743
5	Total marks	.832

It is evident from the previous table that the stability coefficients for the dimensions of the psychological resilience scale and the overall score ranged between (0.713 - 0.832), which are high stability coefficients. This indicates the stability of the scale, and the reliability of the results that can be obtained by applying the scale.

The answer was based on the statements of the list axes, according to the five-point hierarchy (Likert) (strongly agree, somewhat agree, neutral, somewhat disagree, strongly disagree), and the weights were given to the paragraphs as follows: Strongly agree: Five degrees, I agree to Limit: four degrees, neutral: three degrees, and disagree: two degrees, strongly disagree: one degree.

Second: Life Satisfaction Scale

Description of the scale: The researcher used the Multidimensional Student's Life Satisfaction Scale, which was developed by Huebner, et al. 1998))) Hubert and others, translation of (the researcher) in order to reveal the dimensions in which the feeling of satisfaction appears separately, and the scale in its final form, after translation, consists of (40) paragraphs covering five sub-domains, namely: family (7) paragraphs and friends (9) paragraphs The university has (8) paragraphs, the environment of life (9) paragraphs, and the subject (7) paragraphs, and the response is on five points from (1-5) to the options: "Strongly opposes, opposes, hesitates, agrees, strongly agrees," and the subject must determine the extent of the applicability of each Paragraph on it.

Psychometric properties of the scale: The researcher re-legalized the scale on the current research sample to ensure the validity of applying the scale to the current study sample.

Internal consistency of the scale: The internal consistency of the scale was calculated by calculating the correlation coefficient between the degree of the statement and the degree of the dimension to which it belongs, after applying the scale to the exploratory sample, and the following table explains that.

Table 4. *Correlation coefficients between the degree of the statement and the degree of the dimension to which it belongs to the scale of satisfaction with life (n = 50)*

family		friends		university		Life environment		Self	
No. of item	Correlation coefficient	No. of item	Correlation coefficient	No. of item	Correlation coefficient	No. of item	Correlation coefficient	No. of item	Correlation coefficient
7	.511**	1	.455**	3	.581**	15	.688**	2	.555**
8	.082	4	.239	6	.692**	27	.655**	5	.216

18	.512**	11	.468**	9	.422**	31	.498**	10	.588**
19	.638**	12	.460**	13	.655**	32	.368**	14	.490**
21	.629**	16	.600**	20	.620**	34	.443**	17	.455**
28	.405**	23	.455**	22	.544**	36	.495**	33	.612**
30	.416**	24	.118	25	.635**	37	.538**	35	.609**
		29	.407**	26	.712**	39	.037		
		38	.496**			40	.588**		

**sign in level 0.01

It is evident from the previous table that the correlation coefficients between the degree of the statement and the degree of the dimension to which it belongs to the scale of satisfaction with life is statistically significant at the level of 0.01 except for statement (8) from the dimension of the family, statements (4-24) from the dimension of friends, and the statement (39) from distance The environment of life, and the phrase (5) from the dimension of the self; Where their correlation coefficients did not reach significance; So it was removed from the scale; Indicating the internal consistency of the scale.

The correlation coefficient between the degree of distance and the total score of the life satisfaction scale was also calculated, and the following table explains that.

Table 5. Correlation coefficients between the degree of distance and the overall degree of the scale of life satisfaction

s	The dimension	Correlation coefficient
1	Family	.563**
2	friends	.622**
3	the University	.671**
4	Life environment	.599**
5	Self	.615**

It is evident from the previous table that the correlation coefficients between the dimension score and the overall scale score are statistically significant at 0.01 level; Indicating the internal consistency of the scale.

Stability: The reliability of the scale was calculated using the Cronbach alpha coefficient, after applying the scale to the pilot sample, and deleting expressions that are not indicative of internal consistency, and the following table shows the Cronbach alpha coefficients for stability in relation to the scale dimensions and the overall degree.

Table 6. stability coefficients for the dimensions of the life satisfaction scale and the overall score

s	The dimension	Correlation coefficient
1	Family	.714
2	friends	.758
3	the University	.704
4	Life environment	.763
5	Self	.722
6	Total marks	.815

It is evident from the previous table that the stability coefficients for the dimensions of the scale of satisfaction with life and the overall score ranged between (0.704 - 0.815), which are high reliability coefficients. This indicates the stability of the scale, and the reliability of the results that can be obtained by applying the scale.

Third: A measure of academic self-efficacy:

The researcher used the scale (Hisham Mukhaimer, 2014) to measure the effectiveness of the academic self among university students, and the scale included (40) statements; The effectiveness of the

academic subject is measured, and the researcher calculated the validity and reliability of the scale. Where it has proven its validity for the application.

The researcher re-applied the scale to a sample of university students to measure the validity of the scale for application to the current sample, and used it to measure the effectiveness of the academic self.

Validate the scale

The internal consistency of the scale

The internal consistency of the scale was calculated by calculating the correlation coefficient between the degree of the statement and the total degree of the scale after applying the scale to the pilot sample, and the following table explains that.

Table 7. Correlation coefficients between the degree of the statement and the degree of the dimension to which it belongs to the scale of satisfaction with life (n = 50)

No. of item	Correlation coefficient	No. of item	Correlation coefficient	No. of item	Correlation coefficient	No. of item	Correlation coefficient	No. of item	Correlation coefficient
1	.645**	9	.595**	17	.508**	25	.681**	33	.633**
2	.578**	10	.508**	18	.592**	26	.475**	34	.015
3	.534**	11	.556**	19	.620**	27	.513**	35	.528**
4	.608**	12	.468**	20	.655**	28	.608**	36	.619**
5	.613**	13	.609**	21	.620**	29	.643**	37	.621**
6	.505**	14	.655**	22	.514**	30	.566**	38	.602**
7	.627**	15	.011	23	.605**	31	.548**	39	.517**
8		16	.607**	24	.692**	32	.103	40	.640**

**sign in level 0.01

It is clear from the previous table that the correlation coefficients between the score of the statement and the overall score of the scale are statistically significant at the level of 0.01 except for the statement (15 - 32 - 34); Where their correlation coefficients did not reach significance; So it was removed from the scale; Indicating the internal consistency of the scale.

Stability: The reliability of the Academic Self Effectiveness Scale was calculated using the Cronbach's Alpha Coefficient, after applying the scale to the pilot sample, and deleting expressions that are not indicative of internal consistency. This indicates the stability of the scale.

Research Results

The first hypothesis: "The psychological resilience of university students is high in light of the Corona pandemic."

To verify the validity of this hypothesis, the arithmetic mean of each dimension of psychological resilience and the overall score was calculated, as well as the maximum value for each dimension and the overall score in addition to calculating the relative importance of each dimension by dividing the average dimension by its maximum value, and the following table illustrates this.

Table 8. The relative importance of the dimensions of psychological resilience and the overall degree

s	The dimension	No. of items	Great value	SMA	standard deviation	Relative importance%	Arrangement
1	Personal competence and cohesiveness	11	55	46.471	5.659	84.49	4
2	Positive self-confidence	8	40	38.690	6.612	96.73	1
3	Spiritual and religious influences	3	15	13.611	10.172	90.73	2
4	Adjust	3	15	13.522	1.613	90.15	3
5	Total marks	25	125	112.294	22.686	89.84	

It is clear from the previous table that:

Psychological resilience is widespread among the study sample in light of the Corona pandemic at a high level; The relative importance of the overall degree of psychological resilience reached 89.84%, which is a high value; This indicates the high level of psychological resilience of the study sample in light of the Corona pandemic.

The table also shows that the dimension of positive self-confidence is the most common dimension of psychological resilience. As it has a relative importance of 96.73%, and it comes in second place in the dimension of (spiritual and religious influences). Where the relative importance was (90.73%), and it comes in third place (control) with relative importance 90.15%, and the personal competency dimension occupies fourth place with relative importance 84.49%, and these results indicate the high level of psychological resilience and its studied dimensions among the study sample in light of the pandemic Corona.

This result is consistent with the results of the study (Wu, u., 2020) and the study (Abdel Nasser Amer, 2020), which indicated the availability of the degree of psychological resilience in different proportions among the sample members.

The second hypothesis: "There is a statistically significant correlation between the dimensions of psychological resilience and life satisfaction among university students in light of the Corona pandemic."

To find out the relationship between psychological resilience and life satisfaction, the Pearson correlation coefficient was calculated between the study sample scores on the measures of psychological resilience and life satisfaction, and the following table illustrates that.

Table 9. Correlation coefficients between students' scores on the measures of psychological resilience and life satisfaction (n = 200)

	family	friends	university	Life environment	self	Total degree of life satisfaction
Personal competence and cohesiveness	.081	.001	.219**	.174*	.073	.110
Positive self-confidence	.720**	.199**	.014	.107	.496**	.679**
Spiritual and religious influences	.965**	.228**	.113-	.084	.573**	.641**
Adjust	.051	.022	.046	.038	.034	.062
Total score withstand	.965**	.192**	.165*	.029	.570**	.754**

It is clear from the previous table that:

The existence of a statistically significant correlation between the dimension of personal competence and cohesion and both satisfaction with the university as well as the environment of life. Where the correlation coefficients were statistically significant at the level of 0.05, 0.01.

The existence of a statistically significant correlation relationship between the positive self-confidence dimension and each of the satisfaction with family, friends, and the self, and the overall degree of life satisfaction; Where the correlation coefficients were statistically significant at the level of 0.01.

The existence of a statistically significant correlational relationship between the dimension of the total degree of psychological resilience and each of the satisfaction with family, friends, university, and the self, and the total degree of satisfaction with life. Where the correlation coefficients were statistically significant at the level of 0.01, level 0.05.

The absence of a statistically significant correlational relationship between personal competence and cohesion, family, friends, and self satisfaction, and the overall degree of job satisfaction, as well as the absence of a correlational relationship between positive self-confidence about the university and the environment of life.

The absence of a statistically significant correlational relationship between spiritual and religious influences and satisfaction with the university, as well as the absence of a correlation between the control dimension and each of the dimensions of life satisfaction and the overall degree. The correlation coefficients did not reach the significance level.

In this way it becomes evident that the hypothesis is partially validated, as there is a relationship between some dimensions of the psychological resilience scale, and some dimensions of the life satisfaction scale, which is partly consistent with the study of Tagay, O. 2016)) and also the current result is consistent with the result of the study (Abdel Nasser Amer, 2020).

The third hypothesis: "There is a statistically significant correlation between the dimensions of psychological resilience and academic self-efficacy among university students in light of the Corona pandemic."

To find out the relationship between psychological resilience and life satisfaction, the Pearson correlation coefficient was calculated between the study sample scores on the measures of psychological resilience and life satisfaction, and the following table illustrates that.

Table 10. Correlation coefficients between students' scores on the measures of psychological resilience and life satisfaction (n = 200)

	Personal competence and cohesiveness	Positive self-confidence	Spiritual and religious influences	Adjust	Total degree of psychological resilience
The effectiveness of the academic self	.352**	.524**	.717**	.348**	.882**

It is clear from the previous table that:

That the correlation coefficients between psychological resilience and its studied dimensions (personal competence and cohesion - positive self-confidence - spiritual and religious influences - control) and the overall degree of academic self-efficacy are statistically significant at the level of 0.01; This indicates the existence of a statistically significant correlational relationship between psychological resilience and its studied dimensions and academic self-efficacy.

This is in agreement with the study (Tagay, O., 2016), where it confirmed the possibility of predicting the effectiveness of the academic self through the availability of psychological resilience of the sample members.

The fourth hypothesis: "There are statistically significant differences between the average responses of the sample members on the psychological resilience scale due to the gender variable."

To find out the differences between the mean scores of males and females in the psychological resilience, (T) test was used for two independent groups, and the following table shows that.

Table 13. The value of (T) to find out the differences between the mean scores of males and females in psychological resilience

The dimension	group	No.	SMA	standard deviation	Value (t)	sign level
Personal competence and cohesiveness	male	97	45.907	6.236	1.368	Not sign
	female	103	47.000	5.029		
Positive self-confidence	male	97	40.278	6.902	3.382	0.01
	female	103	37.194	5.983		
Spiritual and religious influences	male	97	21.525	11.351	3.488	0.01
	female	103	16.640	8.301		
Adjust	male	97	13.556	1.567	.312	Not sign
	female	103	13.485	1.661		
Total score withstand	male	97	75.082	47.035	3.483	0.01
	female	103	95.553	35.601		

It is clear from the previous table that:

That the value of (T) to know the differences between the average scores of males and females in both positive self-confidence, spiritual and religious influences, and the overall psychological resilience score amounted to (3.382 - 3.488 - 3.384), which are statistically significant values at the level of 0.01; This indicates the existence of statistically significant differences between males and females, and these differences are attributed to the benefit of the higher group, the arithmetic mean, which is the group of males

in relation to both positive self-confidence, and spiritual and religious influences, while differences in favor of females are attributed to the overall degree of psychological resilience.

The table also shows that there are no statistically significant differences between males and females in terms of personal aptitude, cohesion, and control. Where the value of (t) is not statistically significant.

This result is consistent with the findings of the study (Wu, u., 2020) that there are differences between males and females in the level of psychological resilience in favor of females with higher degree of resilience than males.

The fifth hypothesis: "There are statistically significant differences between the mean scores of the sample members on the scale of satisfaction with life due to the variable of sex."

Table 14. *The value of (T) to find out the differences between the mean scores of males and females in life satisfaction*

The dimension	group	No.	SMA	standard deviation	Value (t)	sign level
Family	male	97	79.649	65.328	3.539	0.01
	female	103	50.815	49.185		
Friends	male	97	33.247	5.242	.356	Not sign
	female	103	32.970	5.726		
the University	male	97	34.484	5.129	.756	Not sign
	female	103	35.029	5.061		
Life environment	male	97	34.402	5.906	.236	Not sign
	female	103	34.592	5.481		
Self	male	97	30.154	5.064	1.976	0.05
	female	103	28.854	4.225		
Total degree of life satisfaction	male	97	114.0721	66.0126	3.409	0.01
	female	103	142.2912	50.4308		

It is clear from the previous table that:

The value of (T) for finding the differences between the average scores of males and females in family satisfaction, self-satisfaction and the total degree of life satisfaction amounted to (3.539 - 1.976, 3.409), which are statistically significant values at the level of 0.01, 0.05, indicating the presence of significant differences A statistic in the dimensions of family satisfaction, and self-satisfaction and the total degree of life satisfaction, and these differences are attributed to the benefit of the higher group, the arithmetic mean, which is the group of males with respect to both family and self-satisfaction, while females are attributed in favor of the total degree of life satisfaction in favor of the female group .

The table also shows that there are no statistically significant differences between males and females in terms of satisfaction with friends, satisfaction with the university, and satisfaction with the life environment. Where the value of (t) was not statistically significant.

The sixth hypothesis: "There are statistically significant differences between the mean scores of the sample members on the scale of the effectiveness of the academic self due to the variable of sex."

Table 15. *The value of (v) to find out the differences between the average scores of males and females in the effectiveness of the academic self*

The dimension	group	No.	SMA	standard deviation	Value (t)	sign level
The effectiveness of the academic self	male	97	144.536	29.690	3.507	0.01
	female	103	158.534	26.736		

It is clear from the previous table that:

That the value of (T) to know the differences between the average scores of males and females in the effectiveness of the academic self-reached (3.507), which is a statistically significant value at the level of 0.01; Which indicates the existence of statistically significant differences in the effectiveness of the academic self-

due to the gender variable (male - female) and these differences are due in favor of the higher arithmetic mean group, which is the female group. Where her mean was higher than the mean of the male group.

This result can be explained in light of the results of previous studies. Which indicated that females have a high degree of psychological resilience. Which is directly reflected in their degrees in Academic Self-Effectiveness. Cohesion, self-confidence and other dimensions of psychological resilience; That would work to increase their level of self-efficacy.

The seventh hypothesis: "There is a dimension of psychological resilience that is more contributing to predicting life satisfaction among university students in light of the Corona pandemic."

To verify this hypothesis, multiple graded regression analysis was used to find out the possibility of predicting life satisfaction through the dimensions of psychological resilience (personal competence and cohesion - confidence in the positive self - spiritual and religious influences - control), and the following table illustrates that.

Table 10. *The results of a graded multiple regression analysis to find out the possibility of predicting life satisfaction through the dimensions of psychological resilience*

Withstand dimensions	Partial s	s ² part	s ² sample	Value f	Regression coefficient B	Standard error	β	Value t
Positive self-confidence	.524	.275	.243	832.424**	.770	.065	.355	10.412**
Spiritual and religious influences	.437	.191	.144		.290	.033	.118	7.355**

It is clear from the previous table that:

That the value of "f" for knowing the possibility of predicting life satisfaction through the dimensions of psychological resilience reached (832.424), which is a statistically significant value at the level of 0.01; This indicates the possibility of predicting life satisfaction through the dimensions of psychological resilience.

It is also evident from the table that the most important dimension of psychological resilience in predicting life satisfaction is the dimension of positive self-confidence. Where its predictive value was (10.412), which is a statistically significant value at the level of 0.01, and its partial correlation coefficient was (0.524), and the final interpretation coefficient associated with the entry of the variables into the regression equation (Model s²) was 0.243. This means that the dimension of confidence in the positive self contributes 24 % In predicting life satisfaction.

In second place is the spiritual and religious influences. As its predictive value reached (7.355), which is a statistically significant value at the level of 0.01, and the value of the partial correlation coefficient was (0.437) and the value of (Model s²) was (0.144). This means that the dimension of spiritual and religious influences contributes to 14.45 in predicting life satisfaction.

The predictive value was also calculated for the dimensions that did not enter the regression equation, and the following table explains that.

Table 11. *The predictive value of the dimensions of resilience that did not enter the regression equation in the prediction of life satisfaction*

Withstand dimensions	S part	β	Value t
Personal competence and cohesiveness	.012	.355	1.008
Adjust	.023	.118	0.128

It is evident from the previous table that the predictive value of each of the personal competence and cohesion, and the control amounted, respectively, (1.008 - 0.128), which are not statistically significant. This indicates that these variables do not enter the regression equation.

- Which can be explained in light of the results of the study (Abdel Nasser Amer, 2020) as well as the study (Ward Muhammad Mukhtar, 2014), whose results confirmed the possibility of predicting life satisfaction through the availability of psychological resilience.

The eighth hypothesis: "There is a dimension of psychological resilience that is more contributing to predicting the effectiveness of the academic self among university students in light of the Corona pandemic." To verify this hypothesis, a graded multiple regression analysis was used to find the possibility of predicting the effectiveness of the academic self through the dimensions of psychological resilience (personal competence and cohesion - confidence in the positive self - spiritual and religious influences - control), and the following table illustrates that.

Table 12. *The results of a graded multiple regression analysis to find out the possibility of predicting the effectiveness of the academic self through the dimensions of psychological resilience*

Withstand dimensions	Partial s	s 2part	s 2 sample	Value f	Regression coefficient B	Standard error	β	Value t
Spiritual and religious influences	.758	.575	.521	151.849**	1.170	.112	.761	19.387**
Positive self-confidence	.424	0.179	.145		1.112	.023	0.656	11.418**
Personal competence and cohesiveness	.286	.082	.072		.611	.749	.257	6.156**
Adjust	.285	.081	.065		.878	.213	.171	5.112**

It is clear from the previous table that:

That the value of "f" for knowing the possibility of predicting the effectiveness of the academic self through the studied psychological resilience dimensions amounted to 151.849, which is a statistically significant value at the level of 0.01; this indicates the possibility of predicting self-efficacy through the studied psychological resilience dimensions.

It is also evident from the table that the spiritual and religious influences dimension is the most studied dimension that contributes to predicting the academic subject's effectiveness. Where the predictive value was 19.387, which is a statistically significant value at the level of 0.01, and the partial correlation coefficient was 0.758, and the interpretation coefficient (s² model) was 0.521, which means that the dimension of spiritual and religious influences contributes 52.1% to predicting the effectiveness of the academic self.

In second place is the positive self-confidence dimension; where the predictive value was 11.418, which is a statistically significant value at the level of 0.01, and the interpretation coefficient were 0.145, and this means that confidence in the positive self contributes 14.5% in predicting the effectiveness of the academic self.

In third place is the dimension of personal competence and cohesion. Where the predictive value was 6.156, which is a statistically significant value at the level of 0.01, and the interpretation coefficient was 0.072, and this means that the dimension of personal competence and cohesion contributes by 7.2% in predicting the effectiveness of the academic self.

And it comes in fourth place after controlling; where the predictive value was 5.112, which is a statistically significant value at the level of 0.01, and the interpretation factor was 0.065, and this means that the control dimension contributes 6.5% to predicting the effectiveness of the academic self.

This result is consistent with the findings of the study (Tagay, O., 2016); As it indicated the possibility of predicting life satisfaction among the sample members through the availability of psychological resilience in its various dimensions.

Research recommendations

1. Providing programs, activities and workshops through the Deanships of Student Affairs and the Center for Psychological Counseling for the Development of Psychological Resilience, based on the development of positive thinking among university students.
2. The inclusion of extension programs to develop the psychological resilience of various segments of society in light of the continuing Corona pandemic.

- Paying attention to religious counseling programs that support the use of spiritual values in self-strengthening; What is reflected in the strengthening of the psychological resilience of adolescents.

REFERENCES

- Al-Thamali, Nada Awad (2019). *The effectiveness of the academic self and its relation to the trend towards critical thinking among female students of Al-Baha University* Journal of the Faculty of Education, -Assiut University, 35 (3), 535-558.
- Al-Buhairi, Muhammad Rizk (2011). *The Effectiveness of a Counseling Program for Improving the Psychological Rigidity of a Sample of Female Children of unknown Parents*, Annals of Psychological Research and Studies, Faculty of Arts, Cairo University, 7 (14).
- Bennani, Ahmed & Mazzouzi, Jaloul & Banani, Maryam (2020). *E-learning in Algeria, present and future*. *Journal of Studies in the Humanities and Social Sciences*, Research and Development Center for Human Resources - Rumah, 3 (1), 255-274.
- Hegazy, Ward Muhammad Mukhtar Abdul Sami (2014). *The psychological resilience of the university student and its relationship with life satisfaction and academic achievement*. *Journal of Scientific Research in Education*, 15 (2), 27-57.
- El-Desouki, Magdy (1998): *The Scale of Life Satisfaction, Question-and-Answer Brochure*, Al-Nahda Library Egyptian, Cairo, Arab Republic of Egypt.
- Sadiq, Marwa Sadiq Ahmed (2019). *The relative contribution of beliefs of academic self-efficacy and future "family professional" orientation in predicting university compatibility*. *Egyptian Journal of Psychological Studies*, 29 (102), 411-458.
- Amer, Abdel Nasser Al-Sayed (2020). *Causal Modeling of the Relationships between Quality of Life, Fear of COVID-19, Psychological Resilience, Social Fear, Religiosity, and the Five Big Factors of Personality in Arab Society*, *International Journal of Research in Educational Sciences*, Vol (3), P (4) 431-389.
- Abdullah, Nesma Muhammad Bakr (2020). *Psychological resilience and quality of life as predictors of professional motivation among kindergarten teachers*. Unpublished Master's thesis, Department of Psychological Sciences, College of Childhood Education Early, Fayoum University.
- Al-Fiqi, Amal Ibrahim & Abul-Fotouh, Muhammad Kamal (2020). *Psychological problems resulting from the emerging corona virus pandemic, students from a sample of an exploratory and descriptive research study: Covid-19 and university students in Egypt*. *The Educational Journal*, Sohag University - Faculty of Education, 74 (1), June 1047-1089.

FOREIGN REFERENCES

- Ana, A., Minghat, A. D., Purnawarman, P., Saripudin S., Muktiarni, M., Dwiyanti, V., & Mustakim, S. S. (2020). *Students' Perceptions of the Twists and Turns of E-learning in the Midst of the Covid 19 Outbreak*. *Romanian Journal for Multidimensional Education/Revista Romaneasca pentru Educatie Multidimensionala*, 12.
- Bandura (1998) self-efficacy., *The Exercise of Control* WH Freeman and company - New York:
- Bandura, A. (1994). *Social cognitive theory and exercise of control over HIV infection*. In *Preventing AIDS* (pp. 25-59). Springer, Boston, MA.
- Banerjee, D. (2020). *The COVID-19 outbreak: Crucial role the psychiatrists can play*. *Asian journal of psychiatry*, 50, 102014.
- Connor, K. M., & Davidson, J. R. (2003). *Development of a new resilience scale: The Connor-Davidson resilience scale (CD-RISC)*. *Depression and anxiety*, 18(2), 76-82.
- Du, J., Dong, L., Wang, T., Yuan, C., Fu, R., Zhang, L., ... & Bouey, J. (2020). *Psychological symptoms among frontline healthcare workers during COVID-19 outbreak in Wuhan*. *General hospital psychiatry*.
- Huebner, E. S., Laughlin, J. E., Ash, C., & Gilman, R. (1998). *Further validation of the multidimensional students' life satisfaction scale*. *Journal of Psychoeducational Assessment*, 16(2), 118-134.
- Huebner, s. (2001). *multidimensional students' life satisfaction scale*. *University of South Carolina, Department of Psychology*, Columbia, SC, 29208, 319-321.
- Meneghel, I., Martínez, I. M., Salanova, M., & de Witte, H. (2019). *Promoting academic satisfaction and performance: Building academic resilience through coping strategies*. *Psychology in the Schools*, 56(6), 875-890.

- Minihan, E., Gavin, B., Kelly, B. D., & McNicholas, F. (2020). *Covid-19, Mental Health and Psychological First Aid*. Irish Journal of Psychological Medicine, 1-12.
- Navrady, L. B., Zeng, Y., Clarke, T. K., Adams, M. J., Howard, D. M., Deary, I. J., & McIntosh, A. M. (2018). *Genetic and environmental contributions to psychological resilience and coping*. Wellcome open research, 3.
- Pike, T., & O'Donnell, V. (2010). *The impact of clinical simulation on learner self-efficacy in pre-registration nursing education*. Nurse education today, 30(5), 405-410.
- Tagay, O., Karatas, Z., Bayar, O., & Cakar, F. S. (2016). *Resilience and life satisfaction as the predictors of general self-efficacy*. Global Journal of Guidance and Counseling in Schools: Current Perspectives, 6(1), 11-17.
- World Health Organization. (2020). *WHO COVID-19 case definition* (No. WHO/2019-nCoV/Surveillance_Case_Definition/2020.1). World Health Organization.
- Wu, Y., Yu, W., Wu, X., Wan, H., Wang, Y., & Lu, G. (2020). *Psychological resilience and positive coping styles among Chinese undergraduate students: a cross-sectional study*. BMC psychology, 8(1), 1-11.
- Zhai, Y., & Du, X. (2020). *Mental health care for international Chinese students affected by the COVID-19 outbreak*. The Lancet Psychiatry, 7(4), e22.