

# The psychological resilience of adolescents and adults in the demonstration squares

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## ABSTRACT

The daily life that a person lives is characterized by the diversity of events and their acceleration, and in light of these events or processes, life appears to be more complex and difficult, as it has increased his physical, social and economic suffering in all areas, and a person may be exposed to various and different events and stimuli that he may control and may be unable to control and resist. Psychological resilience is one of the concepts that have emerged recently, as it indicates the existence of sources of strength in the individual that enables him to highlight and present them when exposed to complex, difficult and stressful situations, and they may sometimes be a threat to the life of the individual, and this is what we observe among adolescents and adults present in the demonstration squares, and their perception of the value The situation, its difficulty, and their insistence on continuing to demonstrate despite the dangers to which they are exposed and their constant search for ways to adapt to the developments of the situation that they live with, as they are in a constant confrontation with danger, death or kidnapping and other troubling and dangerous confrontations at the same time.

The current research aims to identify the psychological resilience of adolescents and adults present in the demonstration squares according to their age. And to find the significance of differences in psychological resilience according to age, gender, and continuation of the study. The current study concluded that the study sample of adolescents and adults enjoys psychological resilience for all ages used in the current research and that there is a difference in the level of psychological resilience between males and females and in favour of males and also the results found no differences in The psychological resilience of those who continue to study and drop out of it. The study came out with a set of recommendations and proposals that enrich the current study.

**KEYWORDS:** Psychological, the resilience of adolescents and demonstration.

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## INTRODUCTION

There is no doubt that our society at present is in dire need of achieving growth and integration to change its reality and resist being broken in the face of the trials and difficulties it faces, and that requires them to have psychological resilience and strength to deal with these circumstances. The daily life in which we live is characterized by the diversity of events and their acceleration, and in light of these events or processes, life appears to be more complex and difficult, as it has increased in its material, social and economic suffering. The individual may be exposed to various and different events and stimuli, which he may control and may be unable to control and resist.

Therefore, while facing some stressful events, individuals will try to respond to them, but in a variety of ways. The personality and the special connotations that these add to the ways they deal with these events (Muhammad, 2018).

The researcher points out, through her presentation of what the teenage and adult demonstrators represent in terms of stressful and difficult confrontations, as they embodied a role model in embracing and enjoying life despite all they suffered and were still in constant confrontations with danger, death, kidnapping and exposure to suffocation from tear gases and many others. They gave lessons in optimism and integration. The positive in life events and integrated with their tasks to continuously try to reach a meaningful and

valuable life for them, their families and their homeland, so every demonstrator realizes that what he is doing and what he gives and endures from different environmental conditions and continuous confrontations with danger is to secure the simplest requirements of life and live in a dignified manner that guarantees them a safe life And a bright future. Psychologists cited three main reasons that push individuals, whether teenagers or young men, to demonstrate, and they are the expected value, that is, what the demonstrators expect to obtain if they go to the streets, and the relative deprivation, meaning that they feel that they are being treated less equitably than others. And social identity, that is, they sympathize with individuals who resemble them or feel the need to defend them, and the feelings resulting from the three reasons quickly mix to ignite the motivation, so the wave of anger begins with the retreat of the feeling of guilt and the rise of the idea that (I have no more to lose). Numerous psychological studies have proven that after the demonstrators break the first psychological barrier, they generate a feeling of happiness due to communication with other demonstrators, joint work for a single cause and a feeling of belonging to a larger group (Shihab, 2019).

The mass of youth under the age of thirty is the mainstay of the demonstrations, as it reaches about 60%. The social mobility of these segments in Iraq, as in most Arab countries, depends on the public sector in terms of job opportunities, and they share with all classes of society in relying on public services provided by the state, but they are distinguished from Other generations are in contact with the modern liberal global culture and the ingenuity of using advanced social media in a distinct density (Internet, Facebook, Twitter, YouTube) and this segment is characterized by a strong tendency to modern art and culture (Abdul-Jabbar, 2018).

From the above, it can be said that the current research problem is:

1. The researcher sees a great necessity in examining the subject of psychological resilience as an indicator of adaptation to shocks and pressures - of the Iraqi teenager and adult in the current stage due to the implications of the changes occurring in Iraqi society after the events

of violence to which the demonstrators are subjected to their simpler rights and the rights of others.

2. The researcher believes that it is necessary to investigate the level of psychological resilience of the segment of Iraqi adolescents and adults present in the demonstration squares and that the demonstration process translates the demands of individuals who are responsible for building the state in the future and actively participating in the process of changing the current reality of Iraqi society.

Hence, the problem of the current research becomes clear, which is the answer to the following questions about the degree of psychological resilience of adolescents and adults, and is there a difference in psychological resilience according to age and gender? Continuing the study?

The concept of psychological resilience has importance attributed to the importance of people exposed to dangers such as exposure to disasters and wars, or those suffering from chronic diseases, as it helps them to effectively confront and coexist positively with these conditions (Silmon, 2015). Therefore, resilience is a psychological formation that exceeds the ability of individuals to confront or positively reconcile with difficulties and traumatic events, as the individual can navigate positively in the path of employing psychological, social, physical and cultural resources to confront and cope with stress and bring about traumatic life while maintaining calm and psychological balance and speed of adaptation to the negative effects of these Pressures and a quick return to the normal, normal condition for the individual (Habib, 2018). Lazarus notes that individuals are not merely victims of stress, but how they value accidents and stress, and how they perform the sources of their ability to deal with those accidents, are what determine the quality of the stressful element and the nature of tension (Al-Hajjar 1998: 17).

Cardner (1989) portrayed psychological resilience as the ability of the individual to perform a psychosocial regression in adversity, and he defined resilience as including the strength of the ego and the effectiveness of all ego functions in improving the adaptation of living beings to the environment. Much research has assumed that a

resilient person tends to exhibit adaptive behaviour, especially in the fields of social work, ethics and physical health as a study, where they describe resilient women as being socially active and score medium to high scores on a scale of satisfaction (Al-Obaidi, 2007).

Rutter (1990) emphasized that psychological resilience is a factor that protects individuals from mental disorders and describes resilient individuals as possessing faith and self-esteem, competence, problem-solving skills, and satisfying interpersonal relationships (Al-Qarah Ghuli, 2019). Yank distinguished a person who has psychological resilience as trying to develop, expand and change for the better. As for the impotent person, it is the person who moves back and remains locked into the past and stops moving and expanding towards the future. What distinguishes the steadfastness of the individual and makes him more able to change situations is to confront them through orientation towards the future, support, participation, cooperation, commitment and responsibility (Habib, 2018).

The results of previous studies on confronting stress have varied according to age. While the study of Shaban (1995), the study of Abdel Moneim (2007) and the study of Orozco (2007) confirm the existence of statistically significant differences between age groups and the components of stress management methods in the direction of older age, we find Dyer's study And others (Abu Jadu, 2003), emphasize that there are no significant differences in different age groups, because the use of confrontation methods depends on personality traits more than their dependence on old age or youth (Baali, 2014). The current research acquires its importance through the expansion of the circle of interest in the demonstrations on the social, political and cultural levels, as well as the fact that these demonstrations represent an immediate event that is not devoid of its repercussions and its continuation. The importance of research also appears through the positive employment of challenges and difficulties, and it is considered an opportunity to rise and endure potential hardships and troubles in the future, and this is what was observed in the demonstration squares of images to recover from trauma, and it is one of the most important factors of psychological resilience for adolescents and adults among the demonstrators. He quickly recovers to return and

continue with his colleagues, and may not stop at the loss, withdrawal, or betrayal of some of what the demonstrators called (infiltrators), but surpassed everything for the sake of steadfastness and continuation.

Perhaps every experience, ordeal and pain they went through was benefited from by harnessing all their capabilities and energies for the sake of continuing their movement and dedication to achieve their demands, as these experiences enabled them to endure any hardship or trouble and made everything possible and possible and can be overcome despite the risks.

### Research objectives

1. Psychological resilience among adolescents and adults in the ages (14-19), (20-25), (26-40), (41-60).
2. The differences in psychological resilience according to:
  - A. Gender (males, females).
  - B. Continuing with studies (continuous, discontinued).

### Research limits

The current research is determined by studying the psychological resilience of adolescents and adults present in the demonstration squares in the ages (14-19), (20-25), (26-40), (41-60) years, for both sexes who continue to study and who cut off from it for the year 2019- 2020.

### The basics of psychological resilience

1. Development of competence: it is the development of the individual's mental, physical and social capabilities so that they reach the level of skill and competence and help to conform to the different requirements of life.
2. The ability to deal with emotions: It is the growth of the individual's ability to control his emotions and emotions so that he deals with them flexibly and is aware of his emotions to control them in situations that require this and allows him to express himself wherever it is required. Psychology headquarters are essential in all scientific and social joints and at various levels and there are Multiple

scientific competencies in the field of Psychology.

3. Development of self-independence: meaning that the individual relies on himself in making decisions related to his future and life, and at the same time he listens to other people's advice and tries to get rid of them in line with himself.
4. Self-crystallization: It is the growth of the individual's ability to understand himself and his potential and work to develop them and place himself within a specific framework that is compatible with reality and a clear feeling of his personality and its influence on it.
5. The maturity of interpersonal relationships: It is the growth of the individual's ability to establish personal and social relationships so that it becomes free from impulses, and the increase in the ability to interact and respond in a way that relates to the response of others and is flexible (Abu Halawa, 2013).

The researcher will present the theories explaining psychological resilience, previous studies that have dealt with the variable, as follows:

#### **First, Rutter's theory, 2006 (Rutter)**

Rutter (2006) defined resilience as: "an interactive concept that is concerned with collecting dangerous experiences and gives relatively positive psychological results despite those experiences" (Bulik, 2016), and explained that resilience is more than social competence or positive mental health. And competence must exist with risk, which is resilience, and he referred to the definition of resilience, which refers to resilience, which is that some individuals have a relatively good result despite being exposed to serious pressures and adversities whose results are better than the results of other individuals who have suffered from the same experiences. This encouraged Rutter to search for competence in children who have suffered from adversity instead of the original focus on pathways of mental illness and one of the main elements of the theory (Bulik, 2016), developed several principles for the theory of compatibility capacity based on his research, and from the principles to which he adheres. Is that resilience is not related to individual psychological traits or superior performance, but rather is normal

compatibility due to appropriate sources and indicated that differences in resilience may be due to genetic influences that make some children more vulnerable to environmental change or responses. A biology of environmental hazards is a catalyst for these differences, and Rutter took a vital approach to resilience, as he said that flexibility is not the chemistry of the moment but something that may be more apparent at different times in an individual's life and stressed that children can be flexible with regard to some risks and not others, and therefore risks. The different environmental changes and changes can lead the child to appear (Bulik, 2016), and he emphasized that children can be resilient with regard to some risks and not others, and therefore the various risks and environmental changes can lead the child to appear. Flexibility or inability to adapt at various points in time. And Rotter stressed that individual differences such as genetics, personality, and temperament create differences in how each person responds to risk and prevention factors, and he states that there is a condition for assessing individual needs about specific conditions rather than assuming that all risk and protective factors have similar effects in all circumstances in all people (Bulik, 2016). In some cases, they mention that resilience and resilience can result from factors that have no impact or be risky in the absence of experience with risk. Rutter's comments indicate that comprehensive lists of risk and protective factors provide general evidence but do not take into account individual context and differences (Jassim, 2019).

#### **Second, Richardson's theory (Richardson, 2002)**

Richardson's theory is one of the first theories that explained psychological resilience, as the concepts of resilience were formulated as the strength that we find within each individual and push him to self-realization and great sacrifice that reaches the point of altruism, as he is in complete harmony with the spiritual source of strength, and the basic premise of the theory lies Richardson on the idea of a biological psychological and spiritual balance, which allows us to adapt to different life conditions, as psychological pressures and traumatic events affect life and are affected by the qualities of resilience and re-integration with previous resilience and the creation of an interaction between psychological pressures and protective factors, and the process of re-integration

with the individual leads to four results: They are Re-integration of steadfastness, as it leads to adaptation to a higher level of balance, and a return to the balance of effort that is exerted to enable it to overcome rupture, heal with loss, which establishes a lower level of balance, and the fourth result indicates that a functionally different state of healing is where the strategies are not good in adaptation in the sense of behaviors Self-destructive, used to cope with psychological pressures and then consider that steadfastness tends towards successful confrontation capabilities (Baali, Psychological steadfastness and its relationship to the five major factors of personality in a sample of girls late for marriage in Riyadh, an unpublished master's thesis), 2014).

### **Third, The theory of Sakvitne and others (Saakvitne & et.al, 1998)**

It is called the theory of constructive self-development, as (two secrets and others) indicated that there are five autonomous regions affected by painful events. The first is the usual area for understanding the self and the world, including spirituality. The second area, which is self-abilities, is defined as the ability to tolerate, effectively integrate, and maintain internal contact with oneself and others. As for the third area, it is affected by the necessary resources to meet psychological needs in successful ways, such as the ability to monitor oneself. The fourth area, which is affected by the concept of central psychological needs, is reflected and evident in the torn cognitive schemes in five areas: "safety, trust, control, respect, and intimacy." The fifth and final area, which is the perceptual and memory system, includes both biological adaptations and sensory experiences. (Yassin, 2014).

### **Research procedures**

#### **Research community**

The current research community included the adult adolescents present in the demonstration squares, and as a result of the difficulty of counting the number of demonstrators and their different numbers from day to day, therefore the researcher found it difficult to enumerate the final numbers of her current research community.

#### **The research sample**

The research sample consisted of (155) adolescents and adults, their number was (155) (90) males, and (65) females, of whom (99) were students in various high school and university levels, and (56) of them had dropped out.

### **Scale construction**

The current research required the preparation of a tool to measure psychological resilience, due to the lack of an appropriate tool for the current research community. Accordingly, the researcher prepared a tool consisting of (30) paragraphs, after reviewing the literature in this field, and several previous measures.

### **Paragraphs validity**

Ebel states that the best means used to verify the validity of the paragraphs is that several specialized experts assess their validity in measuring the characteristic for which they were set (Ashour, 2017). Therefore, the paragraphs were presented to a group of experts in the field of psychology, to identify the validity and suitability of the paragraphs to measure the current research variable, and all the paragraphs got a higher rate of (80%) after making slight modifications in some of the phrases

### **Ensure clarity of scale**

To ensure the clarity of the scale paragraphs, the extent of their understanding by the members of the sample, and the time individuals need to answer, the scale was applied to a sample consisting of (14) male and female demonstrators, and of the ages that were included in the research. The paragraphs were clear, and the response time ranged between (15-20) minutes.

### **Scale application**

The scale was applied to the research sample. Where the researcher distributed the answer forms with the scale to the sample members and clarified to them that their answer is for scientific research. The application took (8) days. The average response time was (17.5) minutes.

### **Statistical analysis of the scale paragraphs**

#### **1. The style of the two extremes**



To extract the discriminatory power of the scale paragraphs, the method of the two extremes was used, as this method is based on dividing the total grades in the scale into two distinct parts, one of which represents the higher group that received the highest scores, while the other section represents the lower group that obtained the lowest scores on the scale. A percentage (27%) was adopted. The

number of members of each group reached (42) individuals, and the total of the questionnaires that were subjected to analysis was (84) form Table (1). And after extracting the discriminatory power of the paragraphs, it became clear that all the paragraphs are distinct after comparing them with the tabular value (1.98) at the level of significance (0.05) and the degree of freedom (80).

**Table 1.**Show the discriminatory power of the psychological resilience scale items

Paragraph number	Upper Group		Lower group		The computed t-value
	Mean	SD	Mean	SD	
1	4.666	0.570	4.190	0.633	3.619
2	4.761	0.484	4.404	0.798	2.479
3	4.808	0.396	4.260	0.733	4.249
4	4.761	0.431	4.404	0.700	2.814
5	4.784	0.414	3.951	0.823	5.846
6	4.690	0.604	4.142	0.783	3.588
7	4.261	0.798	3.761	0.849	2.779
8	4.595	0.543	3.809	0.740	5.543
9	4.358	0.656	3.928	0.676	947.3
10	4.595	0.586	3.809	0.594	6.097
11	4.524	0.552	3.762	0.879	4.762
12	4.761	0.484	4.095	0.790	4.660
13	4.571	0.667	3.690	0.949	4.918
14	4.738	0.496	3.785	1.094	5.137
15	4.617	0.620	3.593	0.883	6.129
16	4.571	0.630	3.88	0.967	3.874
17	4.571	0.590	3.738	0.938	4.871
18	4.500	0.671	3.690	1.023	4.284
19	4.404	0.700	3.309	0.923	6.123
20	4.783	0.413	4.164	0.693	4.951
21	4.166	0.762	3.357	1.031	4.090
22	4.619	0.538	3.595	1.073	5.676
23	4.785	0.470	3.881	0.739	6.692
24	4.524	0.741	3.975	0.840	3.167
25	3.736	0.541	2.545	1.084	5.348
26	4.690	0.467	3.833	0.881	5.568
27	4.714	0.507	3.738	0.885	6.200
28	4.501	0.739	3.715	0.890	4.392
29	4.547	0.632	3.809	0.943	4.212
30	4.618	0.537	3.926	0.711	5.010

## 2. The relationship of the question's score to the total score of the test:

Pearson's correlation coefficient was used to extract the correlation between the score of each paragraph and the total score of the test, and it appeared that all the correlation

coefficients are statistically significant at a level of significance (0.05) and a degree of freedom (148) when compared to the tabular value (1.98), and as shown in Table (2).

**Table 2.** Show the values of the correlation coefficients for the relationship of the score of each paragraph to the total score of the test

Paragraph number	Correlation coefficient value	Paragraph number	Correlation coefficient value
1	0.264**	16	0.374**
2	0.206*	17	0.418**
3	0.321**	18	0.422**
4	0.332**	19	0.478**
5	0.465**	20	0.394**
6	0.306**	21	0.344**
7	0.318**	22	0.473 **
8	0.430**	23	0.507 **
9	0.274**	24	0.336 **
10	0.421**	25	0.526 **
11	0.426**	26	0.451 **
12	0.376**	27	0.481**
13	0.467**	28	0.399**
14	0.447**	29	0.401**
15	0.465**	30	0.456**

\* A function at 0.05 significance level and 148 degree of freedom = 1.98

\*\* A function at the level of significance 0.01 and degree of freedom 148 = 2.58

### Validated the test

The validity of the test was verified by two types of validity, namely:

1. Face Validity: This type of honesty was achieved by presenting the scale to a group of experts in the field of psychology, as previously mentioned.
2. Construct Validity: This type of honesty was achieved by extracting the relationship of the paragraph score to the total degree of the scale, as mentioned above.

### Stability of the test

The scale is considered constant if it gives the same results continuously if it is repeatedly applied to the same subjects and under the same conditions (Deobold. translated by Muhammad Nabil Nofal, 1986).

The stability of the current scale was extracted by the method of analysis of variance using the Alphakronbachequation, where the reliability coefficient was (0.89). The stability is good.

### Statistical means

A group of statistical methods were used to build the measurement tool, and to reach the results of the research. :

1. Pearson correlation coefficient to extract the correlation between the score of each paragraph and the total score of the scale.
2. Alphakronbach equation to extract the scale constancy.
3. The means to extract the average scores of individuals on the scale.
4. The t-test for one sample to extract the significance of the differences between the mean and the hypothetical mean.
5. The T-test to find the significance of the difference between the averages of individuals in terms of gender, age, and continuing to study.

### Results

The first objective: To identify the level of psychological resilience of adolescents and adults according to the age variable:

- The average scores of the sample members on the Psychological Resilience Scale, according to ages, are as follows:
- The average grades of individuals with ages (14-19) years are (164.31) degrees

and a standard deviation of (10.99) degrees.

- The average grades for individuals with ages (20-25) years are (160.02) degrees and with a standard deviation of (12.84) degrees.
- The average grades for individuals with ages (26-40) years are (163.85) degrees

and a standard deviation of (15.36) degrees.

- Average grades of individuals with ages (41-60) (159.96) degrees, and a standard deviation of (10.99) degrees, as shown in Table (3).

**Table 3.** Show the average scores of the sample members according to their age stages

Age	Sample	Mean	SD	Hypothesized mean	The computed t-value	The level of significance
14-19	19	164.31	10.99	90	18.76	0.01
20-25	67	160.02	12.84		27.42	
26-40	42	163.85	15.36		19.76	
41-60	27	159.96	10.99		20.30	

We notice through the above results that the current research sample has a high level of psychological resilience, as the mean is higher than the hypothetical average of the psychological resilience scale, and this can be explained by the fact that adolescents and adults can be steadfast, controlled and challenged as a result of society's conditions and the traumatic experiences it faced. The tribulations of wars and violence and their exposure to injustice made them individuals who can adapt and resist breakage, and who enjoy immunity, immunity and positive interaction with juveniles.

The second objective: the differences in psychological resilience according to:

1. Gender (males, females)
2. Continuing with studies (continuous, discontinued)
  - The average scores of the sample members on the psychological resilience scale, and by gender, are as follows:

The mean of males reached (163.81) degrees, and a standard deviation (13.76), while the average of females reached (158.49) degrees and a standard deviation (11.55). By the tabular value of (1.98), meaning (0.05), and with the degree of freedom (153). The difference turned out to be significant in favour of males.

**Table 4.** Show mean of sample individuals and their deviations according to gender

M.	Mean	SD	Hypothesized mean	The computed t-value	F.	Mean	SD	Hypothesized mean	The computed t-value	difference t-value
90	163.81	13.76	90	50.88	65	158.49	11.55	90	47.80	9.122

It is evident from the above table that males from adolescents and adults have a higher level of psychological resilience than females and in statistical significance, and this result can be explained by the existence of the difference in favour of males because the nature of our society and the prevailing values in it make males the freedom to express their refusal and insistence to fulfil their requirements, their ability, and their psychological formation ready to confront Refraction in the face of adversity and difficulties, and these characteristics we find among females to a lesser degree than males, due to the emotional

nature of the female and her influence on sudden and difficult events and situations at the same time, which makes her psychological immunity weaker than males.

**The average scores of the sample members on the psychological resilience scale, and according to the continuation of the study, as follows:**

The average grades of adolescents and adults continuing to study and graduates reached (161.20) with a standard deviation (13.16), while the average scores for those who dropped out from school reached (162.38) with a standard deviation



(13.08) and by using the T-test for the significance of the difference. Its value was (1.94) and when compared with the tabular value of (1.98) at the level of significance (0.05) and with the degree of freedom (153).

This result can be explained by the fact that the teenagers and adults who are demonstrating are

**Table 5.** Show the mean of the sample members and their deviations according to the continuation of the study

Continuous / discontinuous	Sample	Mean	SD	The computed t-value	difference t-value
Continuing to study	99	161.20	13.16	53.83	-1.94
Out of school	56	162.38	13.08	41.40	

These results indicate that the individuals included in the research sample have no differences in resilience in terms of continuing to study or dropping out of it. This may indicate that adherence to moral judgments and standards may have an effective effect on adolescents and adults regardless of whether they are continuing in the study or dropping out of it, giving preference to valid moral values and rejecting those who harm them because they may consider it among the well-established gains they have because of its arrival through mental trials, and it is not imposed by the term.

### RECOMMENDATIONS

1. Enhancing the role of the media in supporting the protester's movement by transmitting positive images and stances, which in turn lead to the cultivation of confidence and credibility in the transmission of facts between individuals and the media that document the events.
2. Encouraging individuals to learn self, cognitive and social skills that help them in how to face the changing and sudden difficulties and circumstances by teaching them coping techniques and strategies.

### SUGGESTIONS

1. Conducting a study on the relationship between post-traumatic stress disorder and psychological resilience
2. Study of the psychological resilience of patients with cancer

unified, regardless of their academic qualification or without a scientific qualification, as they exist and work for the same purpose, goal and environment and under an equal degree of exposure to the pressures, difficult situations and traumatic events they have gone through.

3. Study of psychological resilience and its relationship to the meaning of life among the elderly.

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