

## Psychological immunity in university students: a field study on a sample of psychology students at the University of Saida

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### Abstract

The present study aims to detect psychological immunity among university students by conducting a field study on a sample of 115 university students of both Genders, male and female. The psychological immunity scale, designed by the researchers, was applied in order to ascertain the results of the study, which yielded the following findings: The level of psychological immunity among university students in the field of psychology is high. There are statistically significant differences in the level of psychological immunity among students due to the gender variable, with females exhibiting higher levels of psychological immunity than males. Additionally, there are differences between the four groups (second bachelor's, third bachelor's, first master's, second master's). With regard to the variables of degree level (first master's, second master's, first bachelor's), there are no statistically significant differences in the level of psychological immunity among students. Furthermore, no statistically significant differences were identified with regard to the variables of age, academic achievement, choice of scientific specialisation (desire or guidance), and civil status.

**Keywords:** psychological immunology, university student, psychology specialisation.

### Introduction

The university education stage represents a pivotal period in the student's life, encompassing both fundamental objectives for the individual and the institution's aspiration to equip the student with the requisite skills for future professional endeavours.

As indicated by preceding studies, university students constitute the demographic most impacted by stress and the most susceptible to a range of psychological and physical ailments, owing to the transitions they encounter and the obligations concomitant with the period of study at the university. In order to combat these pressures, it is necessary to implement a range of devices, mechanisms and strategies that function in a manner that is both interconnected and integrated. Among these, psychological immunity is recognised as a pivotal protective mechanism, serving as a safeguard for the soul that is analogous to the biological immune system. This immune system, akin to the biological immune system that protects the body from foreign substances, enables an individual to cope with pressures and shocks. The development of this psychological immune system is influenced by the components of the personality (Alice Mária BREDÁCS, 2016, p.120). The present study aims to investigate the presence of this protective system in psychology students at Saida University.

#### 1. Objectives of the study

The objectives of the study are as follows:

- Knowing the level of psychological immunity among university students.
- Knowing the differences in psychological immunity among university students according to the following variables: gender, age, academic level, academic achievement, scientific specialisation and civil status.

#### 2. The importance of the study

The present study is of considerable significance insofar as it explores a topic of pivotal importance and originality: namely, psychological immunity in university students. It contributes to the scientific corpus on psychological immunity and elucidates a concept of paramount importance to practitioners in the field of psychology. The study's findings can inform the development of treatment programmes aimed at enhancing psychological immunity in individuals, thereby aiding them in navigating and overcoming the pressures and crises that they may encounter.

#### 3. The problem of the study

Psychological immunity is a contemporary concept that has emerged within the domain of psychology, particularly within the field of positive psychology. Although it was referenced in the earliest schools of psychology, it was not expressed in the same terminology. The concept of psychological immunity enables the individual to

attain happiness and psychological security, as well as to accept themselves and others, through self-control in the various challenging circumstances they encounter. This, in turn, facilitates the achievement of personal goals.

The concept of psychological immunity is analogous to the notion of physical immunity. It serves as the protective barrier that Freud discussed and that Mona Hammoud and other scholars have referred to as the "protective shield," safeguarding individuals from the impact of external shocks, pressures, and crises. Furthermore, it encompasses a degree of anxiety and a strong sense of optimism and self-focus, which contribute to its comprehensive resilience (Al-Hamdan & Al, 2021, p. 35).

A number of related studies have previously explored the concept of psychological immunity across diverse groups and age demographics. Two studies in particular have closely aligned with the present study's objectives and have thus been selected as the initial point of reference. Firstly, the study of Eman Khaled Essa, entitled "Modeling the relationships among psychological immunity, mindfulness and flourishing of university students", aimed to examine the relationship between psychological immunity, alertness and prosperity among university students.

The second study was conducted by a team led by Attila Oláh, a prominent figure in the field of psychological immunity. The team included Rita Takács and other researchers. The study, entitled "Exploring Coping Strategies of Different Generations of Students Starting University," aimed to examine the coping strategies of students from diverse generational backgrounds as they transition to university studies. This study was conducted in the context of significant changes in higher education following the advent of the pandemic caused by the SARS-CoV-2 virus. A transition was made from face-to-face education to distance education. The present study differs from the previous two in that it examines a different set of variables.

Based on the above, we raise the following questions:

1. What is the level of psychological immunity among psychology students?
2. Does the gender variable exert a statistically significant influence on psychological immunity among psychology students?
3. Does the age variable exhibit statistically significant differences in psychological immunity among psychology students?
4. Does the educational level of the students (second and third year of Bachelor's, first and second year Master's) have a statistically significant impact on their psychological immunity?
5. Does academic achievement correlate with psychological immunity among psychology students?
6. Does the choice of scientific specialisation (psychology specialisation desired or guided) result in statistically significant differences in psychological immunity among psychology students?
7. Does the civil status of psychology students exhibit statistically significant differences in psychological immunity?

Based on the questions raised, we propose the following hypotheses:

1. The level of psychological immunity among university students is high.
2. The level of psychological immunity exhibited by university students varies according to gender.
3. The level of psychological immunity among university students varies according to age.
4. The level of psychological immunity among university students varies according to their level of education, with second- and third-year Bachelor's students and first- and second-year Master's students displaying differing levels of psychological immunity.
5. The level of psychological immunity among university students varies according to their academic achievement.
6. The level of psychological immunity among university students varies according to their scientific specialisation, whether they have a desire or guidance towards a psychology specialisation.
7. The level of psychological immunity exhibited by university students varies according to their civil status.

#### **4. Define the concepts of the study**

##### **4. 1. Psychological immunity**

The term 'psychological immunity' is one of several modern terms that overlap with others, including 'coping strategy' and 'psychological resilience'. A plethora of researchers have provided definitions of psychological immunity, with Oláh being a seminal figure in this field. He conceptualised the psychological immune system as an integrated system of cognitive, motivational and behavioural personality dimensions that provide immunity to stress and promote healthy growth, serving as resources resistant to stress or foreign bodies (AnubhutiDubey & DarshanaShahi, 2011, p. 37). Furthermore, he contends that psychological immunity exhibits a robust correlation with life satisfaction and various dimensions of well-being, including environmental

empowerment, life project (goals), personal development, self-acceptance, positive relationships, and independence (InAdrienn VARGAY, 2019, p. 141).

Oláh adds: "Personality protective immunological traits such as a sense of cohesion, a sense of self-development, synchronization, impulsivity, emotional control (emotional control), and irritability control all have a strong relationship with mental and physical health, and if they go in a negative direction, they are associated with burnout" (InADRIENN & Al, 2019, p. 141).

In a study, Mona Hammoud and colleagues defined it as "an integrated system consisting of the following dimensions: cognitive, behavioural, emotional and environmental, which qualifies the individual to adapt and withstand various pressures to maintain positive mental health"(Al-Hamdan& Al, 2021, p. 36).

Psychological immunity is also defined as the sum of the personality traits that enable an individual to withstand the effects of fatigue and pressure and integrate the experiences gained from it. It is therefore not affected by the individual's effective functions, and this leads to the production of psychological immunity that protects the individual from negative peripheral problems(Shapan& Ahmed, 2020, p. 345).

Oláh posits that the psychological immune system is one of the complex systems that encompasses numerous characteristics pertaining to psychological immunity. This structure is capable of functioning in conjunction with a number of fixed phenomena, including well-being, emotional processing, and flexibility.

Oláh's model of the psychological immune system is constituted by an integrated structure comprising 16 recreational and preventive personal competencies that assist in the management of stress. These competencies are distributed into three subgroups that are in continuous interaction. This structure was employed in the construction of the psychological immunity scale used in the present study. The aforementioned subgroups are as follows:

- Belief methodology.
- Approach – Creation – Implementation.
- Self-regulation. (Tanveer&Rajashree, 2020, p. 141)

#### **Procedural definition of psychological immunity**

The term "psychological immunity" is defined procedurally as the degree obtained by the sample members (university students majoring in psychology) through their responses to the psychological immunity scale, which was constructed by the researchers.

#### **4. 2. University student**

In this study, the term 'university student' is defined procedurally as a student who is studying psychology at Saida University.

#### **5. Previous studies**

There is a group of previous studies that have dealt with the variable of psychological immunity, which we will present below, after which we will comment on them by showing the place of our current study within these studies:

##### **Study by Rania Khamis et al. (2018)**

It was entitled "Psychological Immunity among University Students and its Relationship to Moral Intelligence" and aimed to reveal the relationship of psychological immunity with moral intelligence as well as academic performance among university students, the basic study was conducted on 195 students of both Genders, and the psychological immunity scale and the moral intelligence scale were applied to them, as well as the personal interview form and the adult comprehension test, and the study reached the following results The existence of a statistically significant correlation between psychological immunity and moral intelligence, the existence of a positive correlation between self-control as one of the dimensions of psychological immunity and students' academic performance(Al-Jazzar& others, 2018, p. 494).

##### **STUDY OF ADRIENN VARGAY ET AL. (2019)**

It was entitled:

The characteristics and changes of psychological immune competence of breast cancer patients receiving hypnosis, music or special attention

Which aimed to detect the psychological characteristics and changes of the efficiency of psychological immunology for breast cancer patients receiving hypnosis or music or those receiving special attention, the study was conducted on 61 patients receiving hypnosis, music and special attention as adjunct therapies for chemotherapy, using the measure of the psychological immune system and it was found that differences were detected during treatment, as patients showed higher immune capacity compared to patients in the other two groups(ADRIENN & Al, 2019, p. 141).

##### **FatenKazemLuabi's study (2020)**

It was entitled: "Psychological immunity and its relationship to academic adaptation among university students", which aimed to reveal the level of psychological immunity as well as the level of academic adaptation among university students, and the relationship between psychological immunity and academic adaptation and the differences between them according to the gender variable, the study was conducted on 400 university students of both Genders, and the study resulted in the following results: Students suffer from a real decrease in the level of psychological immunity, and a low level of academic adaptation among students at the university, and it also found a direct correlation between Psychological immunity and academic adaptation, and that psychological immunity is associated with the maturity of goals in females more than males, and is associated with skills more in males than in females(Luaibi, 2020, p. 267).

**Study by Eman Khaled Essa (2020)**

Modeling the relationships among psychological immunity, mindfulness and flourishing of university students

The objective of this study is to examine the relationship between psychological immunity, alertness and prosperity among university students. To this end, a set of tools was applied to 140 students from the Faculty of Education, Damanhour University. The study tests a model for analysing the effects of psychological immunity and mindfulness on psychological prosperity. The results demonstrate that the level of psychological immunity is high in students. Furthermore, the findings highlight the significance of psychological immunity and alertness as predictors of prosperity. Ultimately, the results underscore the importance of psychological immunity and mindfulness in achieving prosperity(Essa, 2020, p. 37).

**Study of Mona Hamoud Al-Hamdan et al. (2021)**

It was entitled:

Contribution of psychological immunity dimensions in predicting psychological flow during coronavirus crisis among health workers in Kuwait

The objective of this study was to evaluate the contribution of the dimensions of psychological immunity in predicting psychological flow among a random sample of 90 doctors and nurses selected from three quarries for the Coronavirus in Kuwait. The study employed measures of psychological immunity and psychological flow that have been developed, validated, and used in previous research. The findings indicated that health workers exhibited high levels of psychological immunity and psychological flow. The results also demonstrated that the dimensions of psychological immunity, particularly optimism and self-confidence, predicted psychological flow(Al-Hamdan & Al, 2021, p. 34).

**Study of Rita Takács et al. (2021)**

Titled:

Exploring Coping Strategies of Different Generations of Students Starting University

The objective of the study was to identify the characteristics and alterations in the coping abilities of university students across three distinct phases: pre-2004, pre-Covid, and post-Covid. The study was conducted on 4,731 university students of both Genders. Psychological coping skills were measured using the Psychiatric Immune System (PIS) scale, and the results revealed significant differences between generations. The students from 2004 demonstrated significantly elevated levels of psychological immunity in comparison to the other stages, leading the researchers to conclude that the efficacy of students' psychological immunity declined over time(Rita & Al, 2021, p. 1).

**Study of Sherry Massad Halim (2021)**

The study, entitled "Psychological immunity and its relationship to life satisfaction among a sample of university students in light of the spread of the emerging Corona virus pandemic (Covid-19)", aimed to elucidate the relationship between psychological immunity and life satisfaction among university students in light of the spread of the Corona virus. The study aimed to investigate the impact of the pandemic on psychological immunity and life satisfaction among university students, as well as to ascertain the influence of Gender (males/females) on both immunity psychology and life satisfaction in the context of the emerging Corona virus pandemic. The study was conducted on 646 students of both Genders at the Faculty of Education, Zagazig University. The findings indicated a high level of psychological immunity in the context of the Corona virus pandemic and its associated dimensions, as well as life satisfaction and its associated dimensions among Zagazig University students. Additionally, no statistically significant differences were observed between the average scores of males and females in the dimensions of emotional maturity and the total degree of psychological immunity in the context of the Corona virus pandemic(Halim, 2021, p. 261).

**Study by Abdullah Jaber Abdul Hamid Ahmed (2021)**

The study, entitled "Factors contributing to psychosocial immunity among Helwan students in the light of gender and band variables", aimed to identify the factors contributing to psychosocial immunity among Helwan University students in the light of gender and band variables. The study was conducted on 840 students of both Genders, and the psychosocial immunity scale, prepared by the researcher, was applied. The results yielded the following: The structure of psychosocial immunity among students is organised into several factors. A series of statistical tests revealed that the average scores for male and female students on the psychosocial immunity scale and its sub-dimensions differed significantly. In favour of males, the average scores for the total scale and some of its sub-dimensions were higher for the male students. A similar pattern emerged when comparing the average scores for students in their first and fourth years (Abdul Hamid Ahmed, 2021, p. 336).

The present study, entitled "Psychological Immunity among University Students Majoring in Psychology," has the objective of detecting the level of psychological immunity among university students and identifying any differences in psychological immunity among university students according to the following variables: gender, age, academic level, academic achievement, scientific specialisation and civil status. The present study aligns with previous research in terms of its target and sample, yet differs in terms of the additional variables it examines. For instance, the study by Rania Khamis et al. (2018) investigated the relationship between psychological immunity and moral intelligence among students, while the study by Faten Kazem Luaibi (2020) examined the relationship between psychological immunity and academic adaptation among students. Similarly, the study by Eman Khaled Essa (2020) explored the relationship between psychological immunity, alertness, and prosperity among university students, and the study by Rita Takács et al. (2021), which aimed to identify the characteristics and changes in the coping skills of university students across the three different stages, the study of Sherry Massad Halim (2021), which aimed to elucidate the relationship between psychological immunity and life satisfaction among university students in the context of the global spread of the Corona virus pandemic, and the study of Abdullah Jaber Abdul Hamid Ahmed (2021), the objective was to identify the factors that contribute to psychosocial immunity among students at Helwan University.

Some have expressed disagreement with our current study regarding the sample. For example, the study by Adrienn Vargay et al. (2019) aimed to reveal the psychological characteristics and changes in the efficiency of psychological immunity for breast cancer patients receiving hypnosis, music therapy, or special attention. Another example is the study by Mona Hamoud Al-Hamdan et al. (2021), which was conducted on health workers. With regard to the tools employed, the majority of studies relied on the psychological immunity scale, which was constructed by each researcher in accordance with their particular study. Some studies utilised alternative metrics in line with the variables under investigation. The extent to which there is consensus or disagreement in the results will be addressed in the discussion of the findings.

## **6. Tools and method**

### **6. 1. Study Methodology**

The methodology employed in this study is that of descriptive research, which is deemed the most appropriate for the collection of data pertaining to the subject matter under investigation.

### **6. 2. Study Tools**

This study was based on the psychological immunity scale, which was constructed by the researchers after a review of a group of previous studies. The work of Oláh, who is credited with defining the concept of psychological immunity and developing a tool for its measurement, was a significant influence on the construction of this scale.

The scale is comprised of three dimensions, distributed across 16 axes, and includes 54 items, as outlined below:

**Dimension 01: Observation – Belief**, which includes 7 axes that include 21 paragraphs or items, and the seven axes are: positive thinking, a sense of connection, a sense of control, a sense of self-development, change and direction of a challenge, social observation, and goal-orientedness.

**Dimension 02: Creativity - Implementation**, which includes 6 axes, which includes 17 items, and the six axes are: creative self-concept, the ability to solve the problem, self-efficacy, the ability to social interaction, and the ability to social creativity.

**Dimension 03: Self-regulation** It contains 4 axes and includes 16 items, and the four axes are: synchronization, impulse control, and impulse and emotion control, irritation control.

### **6. 3. Psychometric properties of the scale**

The results were as follows:

**First: Validity:** calculated with:

**Discriminant validity (end comparison)**

The sample scores were arranged in ascending order, and a third of the lowest and highest scores were selected. This resulted in a total of 10 individuals from each distribution, as illustrated in the following table.

**Table 01: Results of discriminatory honesty of the scale**

Variable Size	Groups	Sample	Arithmetic mean	Standard deviation	T value	Degree of freedom	Significance level
Psychological immunity	Minimum	10	2.208	0.130	8.84	18	0,001 Significant
	Maximum	10	2.659	0.094			

As can be observed from the aforementioned table, the value of (T) reached 8.48 at degree of freedom 18 with a level of statistical significance of 0.001. This indicates that there are statistically significant differences in the scale between the two groups, with the higher group exhibiting a greater mean score. The mean score for the upper group was 2.659, while the mean score for the lower group was 2.208, thereby confirming the validity of the scale.

**Internal consistency validity**

In this analysis, the correlation between the dimensions and the total score of the scale was calculated, and the following table illustrates this relationship.

**Table 02: Results of the validity of the internal consistency of the dimensions and the overall degree of the scale**

Measured variable	Dimensions	Arithmetic mean	Standard deviation	Correlation coefficient	Level of significance
Psychological immunity	First dimension	2.56	0.24	0,71**	0.01
	Second dimension	2.48	0.21	0,66**	0.01
	Third dimension	2.22	0.44	0,72**	0.01
	Total score	0.43	0.20	1	////

The table shows that there is a correlation between the paragraph and the dimension to which it belongs, as well as between the dimensions and the overall level of the scale, all of which are functions at the 0.01 level of significance. However, there are some items or paragraphs that have been deleted, as follows:

**First dimension:**The following paragraphs have been omitted from the text: 1, 4, 10, 23, 26, 31, 34, 45, and 51 (nine paragraphs have been deleted out of a total of 21).

**Second dimension:**A total of 11 paragraphs were deleted, leaving 17 paragraphs in the document. The paragraphs deleted were numbered 2, 3, 5, 6, 7, 8, 20, 28, 32, 40 and 42.

**Third dimension:**The relevant paragraph is 11/24/25/37/54, which constitutes five out of the total 16 paragraphs.

Consequently, 25 of the 54 paragraphs were removed, resulting in a scale comprising 29 items or paragraphs.

**Secondly:** the stability of the scale was evaluated. Following the removal of paragraphs that were deemed superfluous, the stability of the scale was calculated as follows:

**Alpha-Crombach scale stability**

The following table illustrates the results of the data processing in question.

**Table 3: Alpha-Crombach stability coefficient results for the scale**

Measured variable	Number of paragraphs	Sample	Arithmetic mean	Standard deviation	Alpha-Crombach stability coefficient
Psychological immunity	29 paragraphs	30	71.43	8.39	0.76

The results of the table indicate that the stability coefficient reached a value of 0.76 for the scale, which is higher than 0.70 and approaches 1. This is a notable value that suggests a high degree of stability for the scale.

**Scale stability by split- half method**

The researcher employed the method of split- half and verification by the Gutmann method to calculate stability. The following table presents a summary of the results of data processing by the split- halfmethod.

**Table 04: The results of the scale stability coefficient by split- half are presented herewith**

Measured variable	Items (paragraphs)	Arithmeticmean	Standard deviation	Coefficient of stability		
				Before correction	After correction	Correction method
Psychologicalimmunity	Odd(15)	38.26	5.06	0.69	0.72	Guttmanmethod
	Even(14)	33.16	4.40	0.54		
	Total(29)	71.43	8.39			

The results of the table indicate that the scale stability coefficient for the half-segmentation method was 0.69 for odd items and 0.54 for even items prior to correction. Following correction using the Gutman method, the value reached 0.72, which is a high value and thus ensures the stability of the scale.

#### Study sample

The study sample comprised 115 psychology students at Saida University, who completed the scale electronically. The following table presents the specifications of the study sample:

**Table 05: Specifications of the study sample**

Gender	Males	13,3%	Civil Status	Single	85,8%
	إناث	86,7%		Married	14,2%
Age	21-18	51,3%	Specialty	Desire	93,8%
	25-22	34,5%		Orientation	6,2%
	28-26	2,7%		Low	0,9%
	29 وأكثر	11,5%		Belowaverage	2,7%
Level	Second Bachelor	48,7%	Collections	Aboveaverage	51,3%
	Third Bachelor	17,7%		Good	43,4%
	First Master	16,8%		Excellent	1,8%
	Second Master	16,8%			

#### Statistical methods used

The following statistical methods were used: arithmetic mean, standard deviation, T test for two independent groups, analysis of single variance. The statistical processing of the data was carried out through the statistical program SPSS v.22.

#### Results

##### Presentation of study results

##### Presentation of the results of the first hypothesis

Which states that "the level of psychological immunity of the university student is high" and to test this hypothesis the arithmetic mean, theoretical mean, standard deviation were calculated, and the results were as follows:

**Table 06: The level of psychological immunity of the university student.**

Variable	Arithmeticmean	Theoreticalaverage	Standard deviation
Psychologicalimmunity	73,48	72,5	8,67

As demonstrated in the above table, the mean psychological immunity score among the student population was found to be 73.48, with a standard deviation of 8.67, indicating a high level of variability. Following the calculation of the theoretical average, which was estimated at 72.5, it was determined that the arithmetic average was greater than the theoretical average. This finding supports the initial hypothesis that the level of psychological immunity among students is high.

##### Presentation of the results of the second hypothesis

Which recognizes that "there are differences in the level of psychological immunity among university students due to the gender variable" and to test this hypothesis, the T test was calculated for two independent groups, and the results were as follows:

**Table 07: Differences in the level of psychological immunity among students according to the gender variable.**

Variables		Arithmetic mean	Standard deviation	Degree of freedom	T Value	Level of significance
Gender	Males	65,40	8,10	113	4,14	0,01 Significant
	Females	74,72	8,10			

Through the above table, it is clear that there are statistically significant differences in the level of psychological immunity among students at the level of significance 0.01 attributed to the gender variable in favor of females, and therefore the second hypothesis was proved.

**Presentation of the results of the third hypothesis**

Which recognizes that "there are differences in the level of psychological immunity among university students due to the age variable", and to test this hypothesis, the One-Way ANOVA test was calculated, and the results were as follows:

**Table 08: Differences in the level of psychological immunity of students according to the age variable**

Variable	Source of variance	Sum of squares	Degrees of freedom	Mean squares	F Value	Sig
Age	Between Groups	436,56	3	145,52	1,985	0,12 Non-significantt
	Within Groups	7989,66	109	73,30		
	Total	8426,23	112			

Through the above table, it is clear that there are no statistically significant differences in the level of psychological immunity among students due to the age variable and therefore the third hypothesis is denied.

**Presentation of the results of the fourth hypothesis**

Which recognizes that "there are differences in the level of psychological immunity among university students due to the variable of educational level (second and third year of bachelor, first and second year Master)", and to test this hypothesis, the One-Way ANOVA test was calculated, and the results were as follows:

**Table 09: Differences in the level of psychological immunity among university students according to the variable of educational level.**

Variable	Source of variance	Sum of squares	Degrees of freedom	Mean squares	F Value	Sig
Educationlevel	Between Groups	1503,12	3	501,04	7,88	0,01
	Within Groups	6923,11	109	63,51		
	Total	8426,23	112			

As can be seen from the above table, the value of "P" was found to be 7.88, which represents a function value at the significance level of 0.01. Following processing by the LSD test, it was determined that there were differences between the four groups (second bachelor's). The results demonstrated that the second year of the Bachelor's degree exhibited the highest level of psychological immunity, with an arithmetic average of 76.85. Consequently, the second year of the Bachelor's degree was identified as the group with the highest level of psychological immunity. This supports the fourth hypothesis.

**Presentation of the results of the fifth hypothesis**

Which recognizes that "there are differences in the level of psychological immunity among university students due to the variable of academic achievement", and to test this hypothesis, the One-Way ANOVA test was calculated, and the results were as follows:

**Table 10: Differences in the level of psychological immunity among university students according to the variable of academic achievement**



Variable	Source of variance	Sum of squares	Degrees of freedom	Mean squares	F Value	Sig
Academic Achievement	Between Groups	320,42	4	80,10	1.06	0,37 Non-significant
	Within Groups	8105,80	108	75,05		
	Total	8426,23	112			

The preceding table demonstrates that there are no statistically significant differences in psychological immunity among university students as a function of academic achievement. Consequently, the fifth hypothesis is rejected.

**Presentation of the results of the sixth hypothesis**

Which recognizes that "there are differences in the level of psychological immunity among university students due to the variable of choosing a scientific specialization (psychology specialization desire or guidance)", and to test this hypothesis, the One-Way ANOVA test was calculated, and the results were as follows:

**Table 11: Differences in the level of psychological immunity among university students according to the variable of choosing a scientific specialization**

Variables		Arithmetic mean	Standard deviation	Degree of freedom	T Value	Level of significance
Choosing specialty	Desire	73,62	8,71	111	0,64	0,51 Non-significantt
	Orientation	71,42	8,40			

The above table demonstrates that there are no statistically significant differences in the level of psychological immunity among university students as a result of their choice of scientific specialisation (either driven by desire or guided by guidance). Consequently, the sixth hypothesis is rejected.

**Presentation of the results of the seventh hypothesis**

Which recognizes that "there are differences in the level of psychological immunity among university students due to the civil status variable", and to test this hypothesis, the One-Way ANOVA test was calculated, and the results were as follows:

**Table 12: Differences in the level of psychological immunity among university students according to the civil status variable**

Variable	Source of variance	Sum of squares	Degrees of freedom	Mean squares	F Value	Sig
Civil status	Between Groups	121,12	1	121.12	1,61	0,2 Non-significantt
	Within Groups	8305,10	111	74,82		
	Total	8426,23	112			

The data presented in the above table demonstrates that there are no statistically significant differences in psychological immunity levels among university students based on their civil status. Consequently, the seventh hypothesis is rejected.

**Discuss results**

The results of the current study indicate that the level of psychological immunity among university students specialising in psychology is high. Additionally, there are statistically significant differences in the level of psychological immunity among students attributed to the gender variable, with females exhibiting a higher level of psychological immunity than males. Furthermore, differences were observed between the four groups (second bachelor, third bachelor, First Master's, Second Master's) in favour of the second year of the Bachelor's degree. Consequently, second-year Bachelor's students exhibit a high level of psychological immunity. Additionally, no statistically significant differences in the level of psychological immunity were observed among students attributed to each of the variables of age, academic achievement, choice of scientific specialisation (desire or guidance), and civil status.

The high level of psychological immunity is a positive indicator, suggesting that the university student in psychology is capable of withstanding pressure and dealing with various threats in a way that does not harm the personality. As defined by Oláh (2009), the efficiency of psychological immunity represents a comprehensive concept of psychological characteristics based on the special defence system of the personality. In essence, the psychological immune system protects the personality from the harmful effects of stress and stress on physical and mental health(Rita & Al, 2021, p. 3).

In a manner analogous to the biological (somatic) immune system's role in safeguarding the body from harmful substances and organisms such as bacteria and toxins, a psychological immune system exists that serves a similar function, protecting against negative experiences and the toxic effects of chronic anxiety and stress(Anubhuti & Darshana, 2011, p. 36).

The elevated psychological immunity exhibited by university students majoring in psychology can be attributed to the benefits derived from their specialized education. The study of psychology has been shown to enhance an individual's capacity to withstand detrimental influences, pressures, and various forms of risk and crises. This is achieved through the acquisition of knowledge about these influences, as well as the development of skills

for their analysis and management. The result is a state of equilibrium, adaptation, and flexibility. The specialisation in psychology fosters students' capacity for self-analysis, drawing upon a range of theoretical frameworks. This, in turn, enables them to navigate pressures and crises with greater wisdom and positivity.

In examining the extant literature on the subject of psychological immunity, we find that the initial study that prompted our investigation was conducted by Eman Khaled Essa (2020). Entitled "Modeling the relationships among psychological immunity, mindfulness and flourishing of university students," this study sought to elucidate the interrelationships between psychological immunity, alertness, and prosperity among university students.

Secondly, the study conducted by the Rita Takács team and their colleagues (2021), led by Attila Oláh, was entitled "Exploring Coping Strategies of Different Generations of Students Starting University." The objective of the study was to examine the adaptation strategies employed by students from diverse generational backgrounds as they transitioned to university life. As previously mentioned, the study was prompted by the significant shifts that occurred in higher education following the advent of the Coronavirus Disease 2019 (Covid-19) pandemic, which precipitated a transition from traditional face-to-face learning to distance education.

The current study differs from the previous two in terms of the variables under investigation, as indicated in the presentation of the former. The initial study conducted by Eman Khaled Essa (2020) revealed that the level of psychological immunity is high among students. This finding aligns with the results of our present study, which demonstrated that university students majoring in psychology exhibit a high level of psychological immunity. The second study by Rita Takács and her colleagues (2021) yielded findings indicating generational differences. The students who were surveyed in 2004 exhibited considerably higher levels of psychological immunity compared to the other age groups. The researchers posited that the efficacy of psychological immunity among students may decline over time, a conclusion that contrasts with the results of our study on the level of psychological immunity, which was observed to be high in our study sample, which was surveyed after the onset of the Corona pandemic. In contrast, the level of psychological immunity observed in the sample of Rita Takács and her colleagues demonstrated a decline. In the period following the Corona pandemic.

Additionally, other prior studies yielded comparable outcomes, including the investigation conducted by Sherry Massad Halim (2021). This study revealed that the overall level of psychological resilience in the context of the Corona virus pandemic and its multifaceted dimensions, as well as satisfaction with life and its various dimensions among Zagazig University students, was markedly high. The findings indicate that emotional maturity and the total degree of psychological immunity in light of the spread of the Corona virus pandemic are not affected by gender. This is in contradiction to the results of our study, which identified statistically significant differences in the level of psychological immunity among students based on gender, with females exhibiting higher levels of immunity. This final result is in contradiction with the findings of the study conducted by Abdullah Jaber Abdul Hamid Ahmed (2021), which demonstrated statistically significant differences between the mean scores of male and female participants on the psychosocial immunity scale and its sub-dimensions, with males exhibiting higher scores. In contrast, our study revealed that females demonstrated higher mean scores. It is possible that this can be explained by an increase in the responsibility placed on male university students, who often find themselves having to balance the demands of their studies with the requirements of daily life. Some of these students may also be engaged in professional activities that contribute to their financial sustenance. Our study findings align with this aspect of the Abdullah Jaber Abdul Hamid Ahmed (2021) study, particularly with regard to the level of study. The study conducted by Abdullah Jaber Abdul Hamid Ahmed revealed statistically significant differences between the mean grades of first- and fourth-year students on the total psychosocial immunity scale and several of its sub-dimensions, with fourth-year students exhibiting higher levels of immunity. Furthermore, the data revealed that there were notable differences between the four groups (second bachelor, third bachelor, first master, second master) in favour of the second year of the bachelor's degree. This can be attributed to the initiation of studies in the field of psychology, which in turn facilitates the student's comprehension and personal growth. For a more optimal outcome, conversely, the third year is distinguished by its relative simplicity, as students are not required to engage in field research, in contrast to the fourth year, which marks the culmination of a bachelor's or master's degree, often characterised by a deepening specialisation.

In contrast to the findings of Rania Khamis et al. (2018), our study revealed a negative correlation between self-control, one of the dimensions of psychological immunity, and students' academic performance. This is because there were no statistically significant differences in the level of psychological immunity among students due to the variable of academic achievement.

As for the study of Faten Kazem Luaibi (2020), it was concluded that the level of psychological immunity is very low among students, a result that contradicts the findings of our study about the level of psychological immunity, which was high.

The study conducted by AdriennVargaay et al. In 2019, the authors concurred with the findings of our study regarding the elevated level of psychological resilience, particularly within one of the study groups. However, their analysis was conducted using a distinct sample of breast cancer patients.

The study conducted by Mona Hamoud Al-Hamdan et al. (2021) yielded similar findings to those of our own study, namely that psychological immunity is high among health workers.

With regard to the remaining findings of our study, namely that there are no statistically significant differences in psychological immunity levels among students as a function of age, we found no evidence in the existing literature on age-related variables, academic achievement, or the choice of scientific specialization (desire or guidance) and civil status to support the hypothesis that these variables exert a significant influence on psychological immunity.

The findings of this study indicate that university students majoring in psychology exhibit a high level of psychological immunity. This is encouraging as it suggests that those pursuing a degree in psychology are capable of withstanding and responding to the pressures they encounter. Psychological immunity is a sophisticated mechanism that operates alongside biological immunity. Its primary functions are to identify, anticipate, and manage stressful situations in order to preserve an individual's personality when interacting with the external environment. Psychological immunity plays a crucial role in fostering appropriate behaviour and enhancing an individual's ability to adapt to circumstances (Tanveer&Rajashree, 2020, p. 140).

### Conclusion

This study addressed a significant topic affecting both the educational and health realms: psychological immunity among university students majoring in psychology. The study used Saida University as a case study and employed a descriptive approach to assess the level of psychological immunity among students. The findings indicated a high level of psychological immunity and statistically significant differences in the level of psychological immunity among students based on gender, with females exhibiting a higher level of psychological immunity. Furthermore, differences were observed between the four groups (second Bachelor's, third Bachelor's, first Master's, second Master's) in favour of the second year of the Bachelor's degree. No statistically significant differences were found in the level of psychological immunity among students due to the variables of age, academic achievement, choice of scientific specialisation (desire or guidance), or civil status. In light of the findings of the present study, the following recommendations are put forth:

- Educating students about the importance of psychological immunity.
- To prevent a low level of psychological immunity in the student, which could result in the student's withdrawal from their studies or even have an impact on their psychological and physical well-being.
- To develop programmes designed to enhance psychological resilience among students and various segments of society.

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