

Correlational Study Between Internet Addiction and Psychological Resilience Among University Students (field study on a sample of second-year psychology students in Sidi Bel Abbes, Algeria)

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Abstract:

This study seeks to examine the phenomenon of internet addiction and its relationship with psychological resilience among second-year psychology students. It also aims to explore the differences in internet addiction and psychological resilience based on gender within the study sample. Utilizing a descriptive analytical approach, the study employed two measurement tools: the Internet Addiction Scale and the Psychological Resilience Scale. These tools were administered to a sample of (98) second-year psychology students, both male and female. The findings revealed a strong inverse correlation between internet addiction and psychological resilience among the students. Additionally, there were no statistically significant differences in internet addiction and psychological resilience attributed to gender.

Keywords: Internet addiction, psychological resilience, university student.

Introduction:

Our modern society lives in the age of information technology, where the internet has become an integral part of our daily lives. It provides us with rapid access to many services and information that enrich our lives and help us meet our daily obligations. However, we cannot deny that there is a phenomenon that is spreading increasingly among university students, which is the phenomenon of internet addiction. This phenomenon affects individuals when they become unable to control their use of the internet in a systematic and organized manner. The internet addict finds himself spending long hours engaging in online activities such as watching videos, browsing social media, playing video games, and browsing the internet in general, and he ignores his academic, social, and professional commitments. Internet-addicted students find it difficult to focus on their lessons and tasks, which has a negative impact on their future. In addition, they isolate themselves from real social relations and interact continuously with the virtual world, which reduces real communication, which has a negative impact on their mental health. Therefore, it is necessary to adopt strategies that would help students to combat this phenomenon, such as psychological resilience strategies. Psychological resilience plays a crucial role in effectively and positively dealing with the challenges and difficulties that an individual faces in his daily life, and helps him to restore balance and optimism. This can be used with the phenomenon of internet addiction by developing psychological resilience among university students and strengthening it by working to develop the skills of controlling digital immersion, self-control, effective communication, interest in mental and physical health, achieving psychological balance and social compatibility, and focusing on other activities in life with value and meaning.

The term psychological resilience has been addressed by many researchers in the field of specialization as a modern term that does not reflect the absence of psychological stress or negative emotions, but rather relates to how to deal with and adapt to it in a correct and constructive manner.

Among the studies that have addressed these two terms, we find the study by Ibrahim (2014), titled Psychological resilience and its relationship to both psychological stress and psychological resilience among a sample of university students, where the results showed that there are statistically significant negative

relationships between psychological resilience and total, academic, economic, psychological stress as well as leisure time, and the existence of differences between high and low resilience in favor of high in psychological resilience. We also find the study by Abd Alfattah, chéri (2014) entitled Psychological resilience among university students and its relationship to both wisdom and self-efficacy, and the results concluded that there is a positive correlation between psychological resilience, self-efficacy and wisdom. As for the variable of internet addiction, we find the study by Young (1999), which explained that internet addiction has several symptoms such as thoughts and decreased self-control and several psychological problems. With regard to direct studies with the current study, according to the limits of our awareness, no similar studies were available to us.

Therefore, the idea of the current study came, especially since the phenomenon of internet addiction has become a growing problem among university students with many negative effects that should be addressed and the need to think of effective solutions to overcome this phenomenon, especially since the youth group forms the pillar of development and production for society, and its real wealth. Based on the above, the problem of the study can be crystallized in the following questions:

- Is there a statistically significant relationship between internet addiction and psychological resilience among second-year psychology students?
- Are there statistically significant differences in internet addiction among second-year psychology students due to the variable of gender?
- Are there statistically significant differences in psychological resilience among second-year psychology students due to the variable of gender?

Hypotheses:

- There is a statistically significant relationship between internet addiction and psychological resilience among second-year psychology students.
- There are statistically significant differences in internet addiction among second-year psychology students due to the variable of gender.
- There are statistically significant differences in psychological resilience among second-year psychology students due to the variable of gender.

Objectives:

- To attempt to reveal the nature of the relationship between internet addiction and psychological resilience in a sample of second-year psychology students.
- To highlight the differences in internet addiction among second-year psychology students according to the variables of gender.
- To highlight the differences in psychological resilience among second-year psychology students according to the variable of gender.

Importance of the study:

- The importance of the developmental stage of university students (the youth stage) for coinciding with the period of adolescence and the tendency to everything new.
- The importance of the segment of university students in society as they represent the backbone and real wealth of all societies.
- The radical changes and negative impacts of the technological revolution, especially internet addiction.
- The urgent need to reduce the phenomenon of internet addiction by promoting positive strategies such as working to raise the level of psychological resilience and digital control, especially with young people in general and university students in particular.
- Developing programs to develop and promote psychological resilience among university students and reduce the phenomenon of internet addiction.
- Doubling efforts to encourage students to have a positive attitude towards life.

The conceptual framework of the study:

The concept of Internet addiction and its forms:

The concept of Internet addiction:

Internet addiction is a condition that describes a continuous and uncontrolled behavior towards internet use, where the individual is unable to abstain from using it or reduce their allocated time for it effectively.

Kimberly Young (1996) defines internet addiction as "an impulse control disorder of internet use that is not associated with alcohol or loss of consciousness."(p238).

Shapira et al. (1998) define internet addiction as "the inability of an individual to control their use of the internet, which can lead to functional impairment or signs of mental disorders."(p68).

The two researchers define internet addiction as a condition that describes a continuous and uncontrolled behavior towards internet use, where the individual is unable to abstain from using it or reduce their allocated time for it effectively.

In the current study, internet addiction is operationally defined as the total score that the study sample members obtain on the Kimberly Young Internet Addiction Scale.

Forms of Internet addiction:

There are several forms of Internet addiction, including:

Chat addiction: In this form, the internet user gives up on real-world relationships.

Financial addiction: This is characterized by the individual's obsession with spending money on the internet, even though they know that they do not need to do so.

Cognitive addiction: This is characterized by the individual's fascination with the amount of information available on the internet and conducting excessive search operations, or what is known as compulsive browsing, and neglecting to perform their basic needs.

Sexual addiction: This is also known as virtual sex, where the individual is obsessed with pornographic websites, and this is often associated with emotional deprivation or the individual suffering from a certain psychological condition.

Video game addiction: This is the immersion in playing video games electronically, which affects their inability to perform their daily tasks.

The concept of psychological resilience and the factors that contribute to its formation:

The concept of psychological resilience:

Abu Halawah (2013/ 09) defines it as: "...the ability to maintain a positive state, effective influence, cohesion, and emotional stability in difficult or challenging conditions with a sense of anticipation, optimism, and confidence in the future."

The American Psychological Association (APA, 2000) defines it as: "The process of good adjustment in the face of stress, trauma, tragedy, threat, or even sources of family stress or problems in relationships with others, health problems, work pressure or economic pressures, as well as recovery or recovery from difficult pressures."(Al Rifai,Ahmed,2019,p849).

The researchers define psychological resilience as the individual's ability to adapt and endure in the face of challenges, psychological stress, and life difficulties, which enables him to maintain his psychological balance and adapt in the face of different life challenges and pressures.

In the present study, psychological resilience is defined operationally as the total score that the study sample members obtained on the Connor Davidson Resilience Scale.

Factors that contribute to the formation of psychological resilience:

Factors related to the individual himself:

- High intelligence.
- Social skills.
- Personal awareness.
- Internal locus of control.
- Enjoying attractiveness and fun.

Factors related to the family:

- Moral support provided by parents to children.
- Strong and cohesive relationships with parents or mothers.
- Family cohesion between parents.

Environmental factors:

- Successful social, academic, and experiential experiences.
- Possessing social values.
- The availability of religious motivation.

The most important personal characteristics of individuals with high psychological resilience:

Insight:

This is a trait that represents the individual's ability to interact with the directions, inclinations, feelings, and thoughts of others, which facilitates communication between individuals, as well as how the individual's behavior adapts and is modified to suit other situations.

Determination and determination:

The individual is characterized by challenge and perseverance even to perform tasks and achieve goals, with self-confidence in the ability to solve problems and difficult situations that he faces, in addition to the ability to form positive relationships and his compatibility with himself and with others.

Moral values:

These are traits that include the moral and spiritual formation of an individual with high psychological resilience, and include the ability to build spiritual concepts and apply them with members of society and his interaction with others.

The Field Framework of the Study

This chapter contains two requirements, where the first requirement includes the definition of the methodological procedures of the study, and the second requirement includes the presentation of the results of the study and their analysis in the light of previous studies.

First: The study method:

The researchers used the descriptive-correlational method to achieve the objectives of the study, as it is suitable for the subject of the study, its variables and hypotheses, and to understand the nature of the relationship between internet addiction and psychological resilience in a sample of second-year psychology students, and to describe the two phenomena and interpret them in light of the results.

Spatial boundaries:

This study was conducted at the Faculty of Humanities and Social Sciences in Sidi Bel Abbès, Department of Psychology, on a sample of second-year psychology students.

Temporal boundaries:

This study was conducted in the field during the month of March (2023).

Human boundaries:

The current study included a sample of second-year psychology students, with a total of 98 students, of which 34 were male and 64 were female.

Study sample:

The study population includes university students, while the study sample included second-year psychology students at the Faculty of Humanities and Social Sciences in Sidi Bel Abbes. The researchers selected them in a regular random manner, and their number was 98 students, of which 34 were male and 64 were female. Their ages ranged from 19 to 26 years. The following table shows the characteristics of the sample members.

Table (01): Distribution of sample members by gender.

Number	Gender	Repetition	Percentage
1	Males	34	35 %
2	Females	64	65 %
The total		98	100 %

Prepared by the researchers (2023).

We can see from Table 1 that the percentage of male sample members represents a minimum of 35%, while the percentage of female sample members represents a maximum of 65%.

Study tools:

The researchers adopted two tools for data collection, which are:

The Internet Addiction Scale by Kimberly Young (1996) IAT:

This scale includes 20 items and 6 alternatives. Widayanto and Mcmouran (2004) calculated the psychometric properties and tested them on a sample of 86 individuals. The factor analysis of the scale showed that it is a multi-factor scale, represented by the emergence of the phenomenon of excessive use, refusal to work, expectation, lack of control, and refusal to social life.

The internal consistency validity and concomitant validity were also calculated, and they reached high scores for the factors. As for the stability, after calculating the internal consistency stability, the results of moderate to medium scores appeared, and Cronbach's alpha coefficients ranged between (0.54-0.82).

The scale consists of 20 items and 6 alternatives, which are as follows: (completely applicable to me, applies to me a lot, applies to me to some extent, does not apply to me to some extent, does not apply to me a lot, does not apply to me completely) and gives the scores (1, 2, 3, 4, 5, 6) in order to correct it.

It has also been translated from English to Arabic by many researchers, in addition to calculating its psychometric properties by Maigel and Brissem in 2016. After applying it to a sample of Baghdad students, including (200) students, it was reached that the scale has high reliability and stability. As for the validity, the apparent validity and internal consistency validity were calculated and obtained significant correlation coefficients at the level of (0.01). As for stability, they used split-half stability at a rate of (0.91) and internal consistency stability at a rate of (0.95).

The Connor-Davidson Resilience Scale “CD-RISC”(2003):

The researchers reviewed some of the literature and previous studies that dealt with psychological resilience. They adopted the Connor-Davidson Resilience Scale (CD-RISC) (Connor & Davidson, 2003). The scale was translated into Arabic by Jaraallah (2013). The scale consists of 25 items with a five-point Likert scale ranging from 0 (strongly disagree) to 4 (strongly agree).

The scale has good internal consistency, with item-total correlation coefficients ranging from 0.18 to 0.62. The scale also has high stability, with Cronbach's alpha coefficient of 0.64.

Therefore, the CD-RISC can be adopted to conduct the current study.

Psychometric properties of the scales of the current study:

The researchers calculated the psychometric properties of the two scales, validity and reliability, in order to ensure their suitability for this study.

A. Internet addiction scale:

1- Validity of the scale:

The discriminative validity was calculated by taking a sample of 30 students from the second year of psychology and applying the scale, ranking the scores, and taking 27% of the lowest scores of the scale for the sample, and 27% of the highest scores of the scale for the sample. Two groups were formed, each containing 8 individuals ($30 \times 0.27 = 8$) and the differences between the two groups were calculated using t-tests. The results obtained were as follows:

Table (02) shows the t-value for the difference between the lower and upper groups of the Internet addiction scale.

The Scale	Groups	N	Arithmetic average	Standard deviation	T-test	Significance level
Internet addiction	Lower group	8	71.98	11.08	12.84	0.01
	Supreme group	8	108.5	6.11		

Prepared by the researchers (2023).

We note from the table above that the t-value is statistically significant at the significance level (0.01). This confirms that the scale distinguishes between the lower and upper groups. Therefore, the scale measures what it was designed to measure, so it is valid.

2-Reliability of the scale:

The researchers in the current study relied on the use of the Cronbach's alpha reliability coefficient, where the reliability coefficient was (0.796), which is a statistically significant coefficient at the significance level (0.01). Therefore, the scale has a high level of stability.

B. Psychological Resilience Scale:

1-Validity of the scale:

The researchers calculated the discriminant validity and performed the same previous steps with the internet addiction scale, and the results obtained were as follows:

Table(03) shows the t-value for the difference between the lower and upper groups on the psychological resilience scale.

The Scale	Groups	N	Arithmetic average	Standard deviation	T-test	Significance level
Psychological resilience	Lower group	8	47.23	2.18	11.18	0.01
	Supreme group	8	57.63	5.73		

Prepared by the researchers (2023).

It is clear from Table (03) that the value of t is statistically significant at the significance level (0.01). This confirms that the scale distinguishes between the lower group and the upper group. Therefore, the scale measures what it was designed to measure and is valid.

2-Reliability of the scale:

The Cronbach's alpha reliability coefficient was calculated and the reliability coefficient was (0.741), which is a statistically significant coefficient at the level of significance (0.01). Therefore, the scale has a high level of stability.

After calculating the psychometric properties of the two scales (internet addiction and psychological resilience) from validity and stability, it was found that they are suitable for the general study and can therefore be adopted.

Presentation and Discussion of the Results:

Presentation and Discussion of the Results of the First Question: Is there a statistically significant correlation between internet addiction and psychological resilience?

Table (04) shows the correlation coefficient between internet addiction and psychological resilience.

Variants	Correlation coefficient	Statistical significance	Moral significant
Internet addiction	-0.875	0.000	Statistically significant
Psychological resilience			

Prepared by the researchers (2023).

The results of Table 4 show that there is a strong negative relationship between internet addiction and psychological resilience among second-year psychology students. The correlation coefficient was (-0.875), which is statistically significant at the significance level of (0.01). Therefore, the first hypothesis is accepted and we can say that there is a negative relationship between internet addiction and psychological resilience. This means that the higher the psychological resilience, the lower the internet addiction among second-year psychology students.

After processing the first hypothesis, the results showed that the higher the psychological resilience, the lower the internet addiction. These results are in line with the study by Al Assimi (2010), which aimed to reveal the relationship between internet addiction and psychological adjustment among students of Riyadh University. The study was conducted on a sample of 350 students and the results showed that there is a negative correlation between internet addiction and psychological adjustment. The study by Al Hamsi (2010) also found a negative relationship between internet addiction and social communication skills among a sample of 150 students of Damascus University.

It is worth noting that there are no studies that are directly related to the current study. Therefore, the researchers relied on studies that have similar variables, such as psychological adjustment and social skills. The researchers also found that there are no studies that contradict the current study.

The existence of a strong negative correlation between internet addiction and psychological resilience among second-year psychology students means that the higher the psychological resilience, the lower the internet addiction. This can be explained by the fact that students with a high or above-average level of psychological resilience are individuals who have the ability to control and manage the difficult situations they are exposed to in a healthy and constructive way. They are more resilient and have the ability to face and solve problems.

This negative relationship can also be attributed to the ability of these students to establish real social relationships. They are aware of the negative effects of internet addiction and they know that virtual relationships and the digital world as a whole are not the only world. There are other activities that deserve their time and attention. They also want to belong and communicate with real people in a sufficient way. This negative relationship can also be attributed to the availability of self-control skills and the ability to organize their behavior. The high level of psychological resilience enables them to organize their behavior and direct their attention to the real priorities and important activities in their lives, instead of wasting time using the internet in unproductive ways.

As for the strong negative relationship, the score of (-0.875) can be explained by the nature of the specialization of the university students who are the sample of the study, which is psychology. Psychology helps them to understand themselves and others better, and thus to deal with stress and challenges more effectively. In addition, the specialization of psychology works on developing psychological skills and using them and enhancing them, such as stress management and various tensions, and promoting positive thinking, self-motivation and self-confidence. The strong relationship can also be attributed to the fact that the specialization of psychology helps them to identify the different basic psychological needs. Therefore, they work on developing strategies and plans to meet their needs and care for themselves better. In addition, psychology plays a role in the personal improvement of students and the identification of their strengths and weaknesses, and the development of themselves in a comprehensive way. This helps them to adapt to the surrounding conditions and to have a deep understanding of the negative effects of the internet on mental health and on human behavior. The good use of the internet leads to the ability to make more rational decisions and to learn time management strategies.

Presentation and discussion of the results of the second question: Are there statistically significant differences in internet addiction among second-year psychology students due to the gender variable?

Table (05): Shows the results of tests for differences in internet addiction among second-year psychology students due to the gender variable.

Variable	The number	Arithmetic average	Standard deviation	Degrees of freedom	Value (T)	Significance level
Males	34	38.23	19.87	96	1.272	0.192
Females	64	70.49	16.58			

Prepared by the researchers (2023).

Table (5) shows the results of the tests for differences in internet addiction among second-year psychology students due to the gender variable. The results of the test of differences are (1.272) at the significance level (0.192), which is a value greater than (0.05). This confirms that there are no statistically significant differences in internet addiction between second-year psychology students in the study sample due to the gender variable.

The results of the current study agree with the study of Mazghrani and Hamri (2020), which reported that there were no differences in internet addiction between males and females. The results of the study of

Pawlak and Craig (2022) also showed that there were no statistically significant differences in internet addiction between males and females. However, the results of the current study contradict some studies, such as the study of Hamdi (2015), which found that there were statistically significant differences in internet addiction in favor of males. The study of Tabaas Mellal (2021) also found that there were statistically significant differences in internet addiction in favor of males.

The results of the current study, which showed that there were no differences between males and females in internet addiction, can be explained by the social, cultural, and psychological factors that are common between the sexes. These factors include the technological developments that are taking place at the present time, as well as the exposure of both sexes to different pressures. We are now living in an era that is dominated by anxiety and tension, and we find that people turn to the internet as a way to express their psychological needs and relax. University students, whether male or female, are obliged to use the internet either to obtain information related to their studies at the university, or to establish relationships and tend to entertain. On the one hand, both males and females agree on the same characteristics and mentality. They find everything that interests them and their inclinations in the virtual world. In addition, there is equality of opportunity and the achievement of gender equality due to the foreign invasion and the influence of other cultures. It is also important to note that the university stage coincides with the adolescent period, which is considered a critical period in which both males and females try to prove their identity and themselves through the digital world and express their thoughts and opinions freely.

Presentation and discussion of the results of the third question: Are there statistically significant differences in psychological resilience among second-year psychology students due to the gender variable?

Table (06): Shows the results of the test of differences in psychological resilience among second-year psychology students due to the gender variable.

Variable	The number	Arithmetic average	Standard deviation	Degrees of freedom	Value (T)	Significance level
Males	34	51.27	9.63	96	0.116	0.851
Females	64	53.71	8.02			

Prepared by the researchers (2023).

Table (6) shows the results of the test of differences in psychological resilience among second-year psychology students due to the gender variable. The value of the t-test for the differences in psychological resilience among second-year psychology students was (0.116) at the significance level (0.851), which is a value greater than 0.05. This means that there are no statistically significant differences in psychological resilience between second-year psychology students in the study sample due to the gender variable. Therefore, the third hypothesis is not fulfilled.

The results of the current study agree with the study of Dokhan, al-Talaa, and Jumaa (2021), which aimed to reveal the differences in psychological resilience among students of the Islamic University of Gaza due to the gender variable. The results showed that there were no statistically significant differences in the study sample due to the gender variable. The results of the study also agree with the study of Al Wakeel (2015), which showed that there were no differences in psychological resilience among university students due to the gender variable, as well as the study of Al Zahiri (2012). However, the results of the current study contradict some studies, such as the study of Shaqura (2012), which concluded that there were statistically significant differences in psychological resilience in favor of males, and the study of Shenouda and Basha (2014), which showed that there were statistically significant differences in favor of females.

The result obtained, which is the absence of statistically significant differences in psychological resilience among second-year psychology students in the study sample due to the gender variable, can be explained by the social development in society, which has led to changes in the roles of the sexes and the distribution of responsibilities and opportunities available to males and females. Therefore, the pressures and psychological challenges faced by the university student can be equalized. In addition, there have been changes in social

awareness related to gender equality, which translates into an increase in social support for women to excel in educational fields, and therefore there is a balance between the sexes. Cultural trends can also be added and encourage the sexes to excel and excel equally. We can also take into account the university stage, as the university's affiliation makes students acquire the ability to face difficult situations and daily pressures without restrictions.

Conclusion:

In conclusion, our current study can say that this is a complex topic that requires deep thinking and comprehensive analysis of the cumulative effects that can be caused by excessive immersion in the world of the internet. Therefore, it is very important to understand and effectively address this growing problem, especially with university students who are considered a fragile group in light of the many transformations and pressures they face in this critical stage of their lives. Especially when immersion in the internet becomes a destructive behavior and negatively affects the personal, social and academic life of university students, it threatens their psychological resilience, which leads to their social isolation, analysis of real communication, decreased academic productivity, and increased anxiety and depression. Therefore, individuals, educational institutions, the community and the family should join forces to promote the idea of being able to control the proper use of the internet and encourage their activities and real social interaction, because the psychological resilience of university students will result in a balance between technology and reality, which ultimately leads to a balanced and full of success and happiness life.

Our study has come up with a set of suggestions and recommendations, as follows:

- Raising awareness among students about the negative effects of internet addiction and that it is not the only world and that there are other activities that deserve their time and attention.
- The need to pay attention to the application of guidance programs to promote psychological resilience among young people in general through setting realistic goals and learning time management and rational use of time.
- Encouraging the establishment of real social contacts and building strong individual social relationships in real life through participation in group activities and joining clubs and student associations.
- Setting aside time for relaxation and rest, and exercising physical activity to improve mood and general health, and reduce stress and boredom.
- Developing new skills to use free time in activities that interest this segment of society.
- Raising awareness among families of the need to satisfy the moral needs of their children and provide love, support and containment.
- Conducting more applied and field studies on the phenomenon of internet addiction and linking it to other variables.

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