

The Effectiveness of A Program for Developing Psychological Immunity among University Students

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ABSTRACT: The current research seeks to verify the effectiveness of a counseling program based on the meaning of life in developing psychological immunity among university students.

In order to achieve the goal of the current research and its hypotheses, the researcher adopted the quasi-experimental approach through two experimental and control groups. The research community was identified and sampled by students of the Colleges of Science and Education for Women at the University of Baghdad. The appropriate psychometric properties of the research tool and its application to the experimental sample, the following was found:

1. There are statistically significant differences between the experimental and control groups in psychological immunity and in favor of the experimental group
2. There is a clear effectiveness of the counseling program used in the development of psychological immunity among the members of the experimental group.

KEYWORDS: The effectiveness, program, psychological immunity, university students

1. INTRODUCTION TO RESEARCH

Research problem

The global economy, society, and culture are witnessing tremendous development at all levels, and the subsequent economic, social and cultural crises, as well as the phenomenon of globalization that is sweeping the world, and unprecedented environmental crises, such as: global warming and its impact on the ozone layer. He finds a cure after, such as losing acquired immunity that will continue to kill humans, and arm the world, especially in the field of nuclear weapons. All these general crises affected the individual's psychological situation and increased his fear, anxiety and instability, all of which appeared in his physical and mental health.

University students today, during the current period witnessing the spread of the Corona epidemic, are going through many situations that cause them anxiety, fear and tension, and these situations reduce their chance of satisfaction and satisfaction, which negatively affects their psychological immunity towards these problems and daily pressures that they are exposed to, and that the problem of weak immunity Psychology will undoubtedly lead to a great danger to the student's psychological health and internal balance, which in turn will be reflected in her ability to adapt to the current life in light of the many pressures. They are satisfied with their lives and specialization and are not enjoying life, given the many pressures they go through on a daily basis, in addition to the lack of possible solutions to get out of these crises.

The researcher reviewed a sample of previous studies that dealt with this concept and found that most of these studies were descriptive surveys, or comparative or correlational studies, and they did not reach to be experimental studies.

According to the foregoing, the researcher finds that most studies have diagnosed a weak psychological immunity problem in the study sample, but they did not address that problem, but were limited to description only, so the researcher sought to contribute to alleviating the suffering of requests and their unity, and thus the problem of the study was determined the current answer to the following question:

Is the counseling program effective in improving the psychological immunity of university students?

Research Importance

The mental health of the individual is the primary goal that psychological guidance and counseling seeks to achieve through its many programs, as these programs aim for the individual to be in good health, physically, mentally and psychologically, so that he lives his life in balance, calm and peace in an atmosphere far from the sources of psychological oppression, conflicts and oppression Fears, anxiety, depression, tension and neurosis and liberating him from all the problems of immaturity and psychological disorders that he may be exposed to during the various stages of his development, or as a result of his interaction with the surrounding environment. Realizes himself and makes room for creativity, excellence, achievement and productivity (Al-Azza and Abdel-Hadi, 2007: 1 5).

Psychological immunity is a force that enables a person to overcome his crises and problems he faces, as psychological immunity works to refine the thinking of the individual on the one hand and guide him to the method of dealing with life pressures and crises on the other hand, and it must be noted that the term (psychological immunity) from The modern terminology that gained great popularity among the academic circles, and which revealed the shortcomings in thinking and personality (Golman, 2004: 227).

Psychological immunity is nothing but a preventive process that helps the individual to get rid of the causes of stress and frustration that the individual experiences through psychological immunization (Zaidan, 2013: 817).

Guidance and counseling provides assistance to the individual based on his willingness and ability, and seeks to achieve the ability to direct himself and his life, set his life goals and meet his requirements in accordance with social norms (Mahmoud, 1998: 36).

The university is the complementary cell in the formation of human behavior and the pillar in social interaction, and therefore the social and educational functions that it performs are numerous. The university is an educational institution that exists in most human societies and is considered one of the important institutions and the most influential in the lives of individuals and groups (Al-Tawayha, 2006: 6).

The importance of the research can be summarized in the following:

First, Theoretical Importance

- 1.The concept of (psychological immunity) is recent and the empirical studies that dealt with it have been few in terms of being one of the terms of modern positive self-publication.
2. Enriching the National Library with an empirical study dealing with the possibility of developing psychological immunity to face life's pressures.

Second, the Practical Importance

1. It provides a counseling program that can be used by officials in psychological counseling units in universities.
2. The current study provides a measure of psychological immunity with high psychometric properties that can be employed in later studies on university students.

Search Objective

The current research aims to:

The effectiveness of a program for developing psychological immunity among university students is known by testing the following hypothesis:-

There are no statistically significant differences between the average scores of the experimental group and the average scores of the control group on the psychological immunity scale after applying the counseling program.

Search Limits

The current research for female students of the University of Baghdad / Colleges of Science and Education for Girls identified the morning study for the academic year 2020/2021.

Search Terms

First: Counseling Program

It is known by:-

1. Adams 1980: It is an organized procedural steps to deal with behavioral, psychological and occupational problems in all walks of life (Adams, 1980: 74).
2. Zahran 1998: "A set of organized steps that are planned, and aimed at providing assistance to the members of the experimental group collectively to help them solve their problems in a way that achieves psychological balance and harmony for them" (Zahran, 1998: 13).
3. Abdul Khaleq 2002: "a set of organized steps based on scientific foundations, aiming to provide services to help the individual or groups to understand their problems, reach solutions, and develop their skills and abilities to achieve proper growth in various areas of their lives. It takes place in the form of organized sessions within the framework of a mutual understanding relationship between the mentor and the mentor. (Abdul-Khaleq, 2002: 87).
4. Aref 2003: It is a system that works according to psychological counseling theories to help and enlighten individuals in understanding their problems, which lead to mismatch, and also works to enlighten individuals to solve these problems, in order to achieve individual happiness with others, so that the individual reaches the best level of compatibility, satisfaction and mental health, (Arif, 2003: 249).

The researcher defines the counseling program theoretically as: a series of organized and pre-prepared steps in the light of scientific foundations, aiming to provide counseling services to the study sample in order to reach them to achieve a better level of psychological immunity through the use of existential counseling methods and techniques.

Second: Psychological Immunity

It is known by:

1. Selye, (1976) "Resistance and psychological resilience to the pressures that the individual faces" (Selye, 1976: 45).
2. Grotberg (2000) "The individual's ability to overcome problems as this ability is strengthened through adversity and adversity (Grotberg 2000, 4:4).
3. Olah (2005) "It is an integrated system of personal, cognitive, emotional and social dimensions that act as flexible and resistance resources that develop the person's ability and psychological resistance that bear the pressure, threats, tension and psychological and physical pressures that he faces and act as antagonists for the individual in order to achieve harmony and mental health" (31: 2005, Olah).
4. Zaidan, (2013): "The individual's ability to protect himself from the potential negative effects of stress, threats, frustrations and psychological crises and to get rid of them through psychological immunization using self-resources and potentials inherent in the personality such as positive thinking, creativity, problem-solving, self-control, balance, resilience, toughness, challenge, perseverance and effectiveness optimism, flexibility and adaptation to the environment" (Zidane, 2013: 817).

The researcher adopts the definition of (Selly) as a theoretical definition of the current research, thus he defines psychological immunity as a procedural definition: the degree to which the respondent obtains based on his response on the psychological immunity scale used in the current research.

Chapter Two: A Theoretical Framework and Previous Studies

First, a Theoretical Framework

Mental Immunity

Hans Selye Theory 1956, (Selye, H.)

The scientist Hans Selye is considered one of the eminent scientists who described psychological disorders in the body, Selye sees that stress in a person is a response to exciting events from society, and he experiences a response that can be taken as evidence that the person is under stress. And stress caused by a painful environment Hans describes anxiety as the anxiety of the body in which it responds to any request made to it” (Al-Mazrou, 2009: 45).

Selye asserts that anxiety is self-centered, a stress response that reflects and defines a person based on their response to a stressful situation, and that there are other actions or behaviors whose response may assume that the person is under the influence of a compulsion. With symptoms actually representing the occurrence of anxiety, Selye's theory of self-defense has been influenced by theories, including (Lazarus, McGarat, Cox, 2009: 32).

Scientist Seely believes that the individual's response to the psychological pressures he is going through follows a specific broad pattern that he called the general adjustment symptoms, and it consists of three stages:

1. Alarm Reaction

It means the structural, anatomical and chemical changes in the individual's body, and it includes the individual's way of summoning the body to all its motive forces to face stressful situations.

2. Resistance

The continued exposure of the individual to stressful situations, leads the individual, in addition to the inability to face these pressures, to the individual losing the internal balance, which leads to more “hormonal” secretions that cause organic disorders.

3. Overheating

When the individual becomes unable to adapt and continue to resist, here the hormonal impulses collapse and excessive exposure to stress leads to the disintegration of the organism to the point of death (Al-Hilali, 2009: 54).

Previous Studies

1. Study (Al-Sharif, 2015): The effectiveness of the counseling program based on strengthening the psychological immune system in reducing the feeling of psychological alienation among Islamic University students.

The study aimed to verify the effectiveness of a counseling program based on strengthening the psychological immune system in reducing the feeling of psychological alienation. In order to identify the level of psychological immunity, the researcher prepared a scale for the psychological immune system consisting of (40) items, and used a number of statistical methods to build the scale to process the data he obtained.

2. Study (Al-Sharif, 2016): The effectiveness of a counseling program to strengthen the mental immune system and reduce post-traumatic stress disorder among adolescents of families affected by the recent aggression on Gaza.

It aimed to verify the counseling program to strengthen the mental immune system and reduce the symptoms of post-traumatic stress disorder. Their number was a teenager (20) experimental and (20) control, and the results of the study proved the effectiveness of the counseling program in raising the efficiency of psychological immunity in the experimental group compared to before and after the application of the program.

The researcher's comment on previous studies

Based on the review of these studies, the researcher employed these studies in the following aspects:

1. Defining the research problem and its importance
2. Determining some theoretical frameworks
3. Determination of the sample size
4. Choosing the right hypothesis

Chapter Three

Search Procedures

This chapter deals with a description of the procedures used to achieve the main objectives of the research, starting with a description of the research methodology, defining its community and selecting its sample, then describing the steps of building the research tool and the procedures for its validity and reliability, and finally determining the statistical methods used in analyzing its data and justifications for its use.

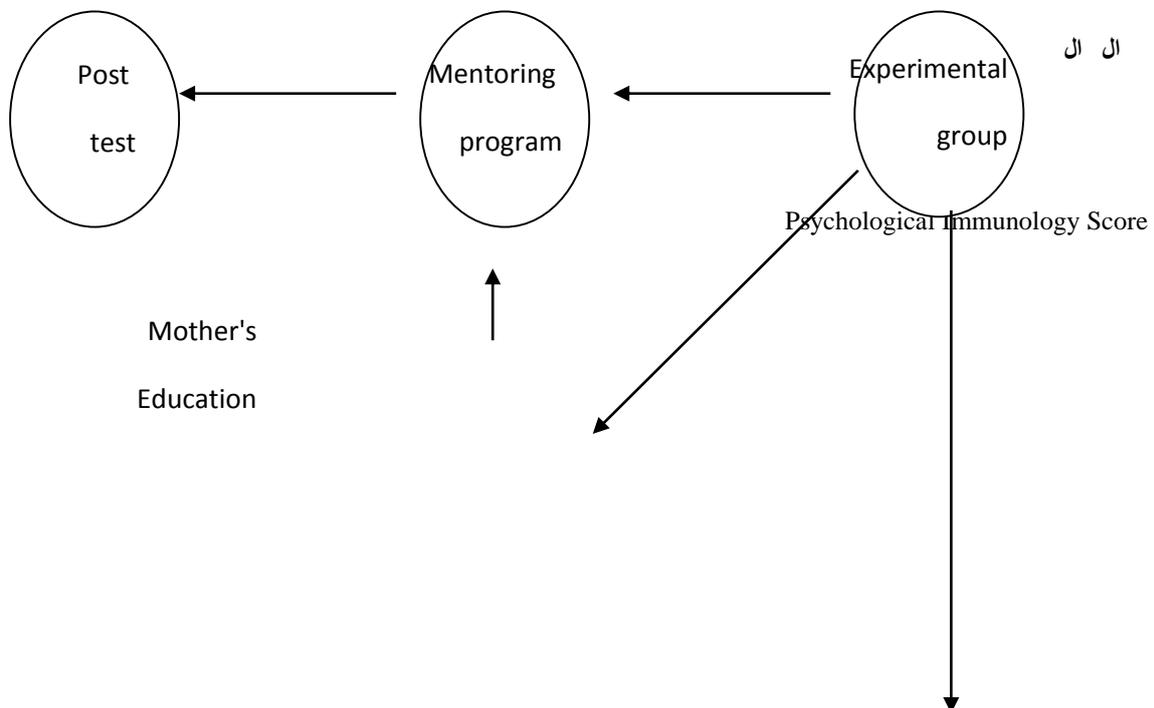
2. RESEARCH METHODOLOGY:

The researcher used the method (experimental research) in her current study, where experimental research is one of the most widely used scientific research, where hypotheses about cause and effect can be used, and this type of method is one of the most reliable ways to solve psychological problems (Adas, 1998, 184).

Experimental Design:

For the purpose of achieving the goal of the research, the researcher adopted the "design of the random control group with pre- and post-test design" and it was designed according to the following steps:

- 1- Selecting (60) individuals from the female students of the Colleges of Science and Education for Girls, University of Baghdad, who obtained the lowest scores in the Psychological Immunity Scale after conducting the pre-test.
- 2- Distribution of the sample members into two groups, one of them is control and the other is experimental.
- 3- Equalizing the two groups in the variables related to (psychological immunity).
- 4- Applying the counseling program to the members of the experimental group, while the control group remains without a counseling program.
- 5- A post-test was conducted to find out the differences and their implications for the control and experimental groups, and Figure (1) shows the research design used in the current study.



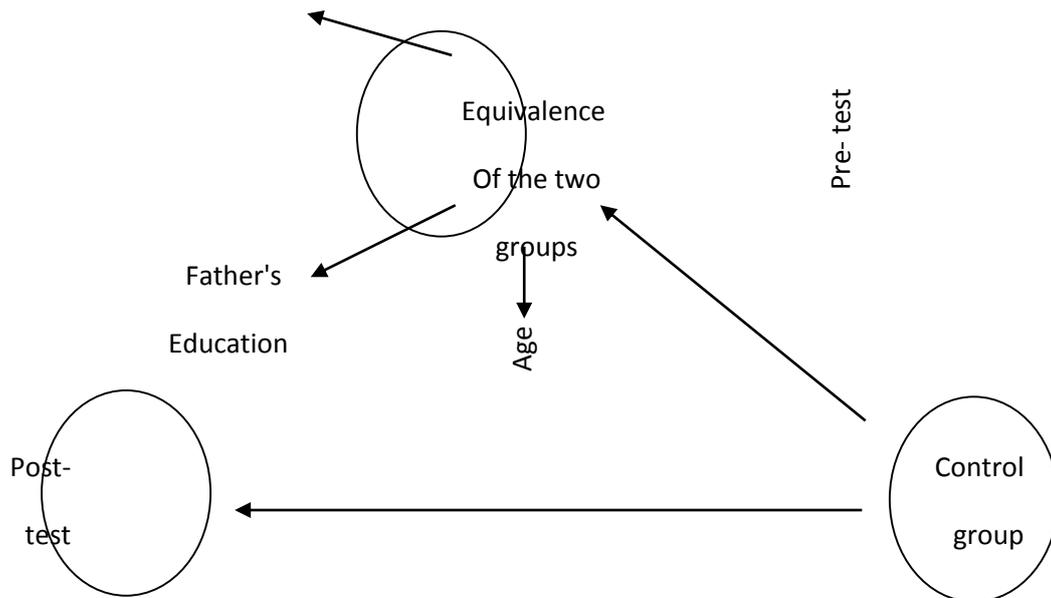


Figure (1) The design is according to the research hypothesis prepared by the researcher

Second, the research community

The current research community consists of students from the Colleges of Science and Education, University of Baghdad, for the morning study and for the academic year 2020-2021.

Third: The Research Sample

Due to urban conditions and health safety procedures followed throughout the country, the researcher relied on technical programs in order to communicate with the research sample for the extraction of psychometric characteristics in addition to the experimental research sample. The researcher limited the first sample to (200) female students, while the experimental sample was (60) female student.

Fourth: Search Tools

First: Psychological Immunology Scale

Scale building steps

In order for the researcher to get acquainted with the phenomenon or characteristic in question, she must choose the best tools that achieve these goals for him, and due to the lack of a suitable tool for measuring psychological immunity among university students, so the researcher took a series of scientific steps to build a psychological immunity scale and was keen to have it available in the scale of the psychometric properties (of validity and reliability) are as follows:

Scale Building Procedures:

First: Theoretical premises for building the scale:

Through the theoretical framework and previous studies presented by the researcher in their theoretical framework, the researcher was able to identify her theoretical premises on which the construction process is based, as these premises give a clear and specific vision to the researcher that enables her to start correctly in verifying the procedures for building her scale, and accordingly she has identified by the researcher presented these theoretical premises as follows:

1. The researcher relied on the theory (Selly, 1976) as a theoretical framework for the current research in defining the concept of psychological immunity and its basic components.
2. The researcher adopted the logical or rational approach, and the experience approach together in building the scale.

3. The researcher adopted the method of self-report - verbal attitudes - in building the scale items.

Second: Defining the concept of psychological immunity and its components.

The researcher relied on the theory (Selly, 1976) to define the concept, which he defined as "the psychological resistance and resilience to the pressures faced by the individual" (Selly, 1976:45).

Based on the contents of this concept, the domains of the scale were determined based on the theory (Selly, 1976) and its concept of psychological immunity and my agency:

1. Religious Orientation Paragraphs (1-10)
2. Psychological flexibility paragraphs (11-20)
3. Optimism paragraphs (21-30).

Third: Formulating the paragraphs of the scale in their initial form

The researcher formulated paragraphs covering the three dimensions of the scale, which were determined according to the adopted theory and theoretical frameworks. The researcher was able to prepare (30) items for each component (10) items, taking into consideration the purposes for which the scale will be used, the characteristics of the society to which it will be applied, and the nature of the circumstances and time limits.

Fourth: The validity of the paragraphs of the psychoimmunity scale

The researcher presented the scale's (30) items with its three components, with the theoretical definition and the theory adopted on (20) experts specializing in educational and psychological sciences from the specialization (measurement, evaluation, psychological counseling, educational guidance and educational psychology) (Appendix 1) and asked them to express their opinion In the validity of the paragraphs of the scale in terms of their suitability to the level of the sample and their approval of the alternatives adopted for each paragraph, the extent of their suitability and whether the number of paragraphs is appropriate and whether their formulation is good or need to be modified, and to verify the extent to which experts agree on the paragraphs or not, the researcher relied on the value of the chi-square, where its value is significant when the calculated value of chi is greater than the tabular value.

So, the paragraph remains, and when the value of calculated chi is smaller, the paragraph falls and does not fall within the statistical analysis. The researcher also relied on (80%) of the experts' opinion as a criterion for accepting the paragraph in addition to the value of the chi-square, and the following table illustrates this:

Table (1) Chi-square values for the psych-immune scale items

Sig. level (0.05)	Chi- of Tabulated value	Chi- of calculated value	ratio	refused	agree	Pargr aphs No.	Para graphs
Sig.	3.84	12.800	9 %0	2	1 8	17	,8 ,7 ,6 ,3 ,1 ,15 ,14 ,11 ,9 ,23 ,19 ,17 ,28 ,26 ,24 ,30 ,29
Sig.	3.84	9.800	8 %5	3	1 7	13	,10 ,5 ,4 ,2 ,16 ,13 ,12 ,21 ,20 ,18 ,27 ,25 ,22

It is clear from the previous table that the experts agreed on all the paragraphs presented to them.

Fifth: Answer alternatives and correction method

The researcher followed the Likert method in constructing and defining the appropriate alternatives for the paragraphs. Accordingly, the researcher developed a quinquennial scale to estimate the responses to the paragraphs of the Psychological Immunity Scale, which are (it always applies to me, applies to me often, applies to me sometimes, applies to it rarely, never applies to me). It is given when correcting scores (5, 4, 3, 2, 1) for the positive paragraphs, while the negative paragraphs formulated in a negative direction are given to it when correcting (1, 2, 3, 4, 5).

Sixth: Preparing the instructions for the scale

The scale instructions paper included not leaving a paragraph without an answer with no need to mention the name, as this leads to overcoming the social desirability factor of the responding individual. The scale instructions included how to use the answer sheet. The researcher prepared an answer sheet that includes paragraph numbers and answer alternatives.

Seventh: Experience clarity of instructions and paragraphs and time calculation

The researcher applied the prepared scale on a sample of (40) female students who were chosen randomly from the research community (the scale building community) and by (20) from the College of Science (20) from the College of Education, to answer the scale between (11-14) minutes, and an average of (112) minutes.

Eighth: Statistical analysis of the scale items

The statistical analysis of the scale items included deriving the validity of the discriminatory power and the internal consistency of the items as follows, in addition to ensuring the stability of the scale.

1- The discriminatory power of paragraphs:

After applying the scale to a sample of 200 female students and correcting the answer sheet, the discriminatory power of the scale items was extracted, and the sample members' scores were arranged in order of the highest total scores to the lowest total, and two extreme groups were identified with an overall score of 27% in each group.

The number of individuals in each group was 54 female students, and the t-test on two independent samples was used to calculate the difference between the two groups' averages in the scores of each item on the scale. Here, the calculated T value (which indicates the discriminative power of an element) is compared with the T value to be a value in the table. If the calculated value is greater than the value in the table, it has the ability to distinguish, and the level of significance t of the table (0.05) and degrees of freedom (106) was (1.98), and the corresponding table (2) shows that.

2. The relationship between the paragraph and the total score on the psycho-immunity scale

To verify the validity of the paragraphs of the current research scale, the researcher relied on the total score of the scale as an internal criterion for extracting the validity coefficient of the scale items, and for this purpose, the Pearson correlation coefficient was used between the score of each item and the overall result of the respondent. This correlation is statistically significant when compared with the tabular values of the degrees of freedom (198), the sample (200), and the correlation coefficient (0.139) with the level of significance (0.05), and table (2) will show that:

Table (2)

Discriminative power and item correlation coefficient with the total score of the psycho-immunity scale

Validity coefficient	Discriminative *power	Paragraph No. in the scale	Validity coefficient **	Discriminative *power	Paragraph No. in the scale
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*T-Tabulated value by freedom degree (106) by the level

(3.291) = (0.001) , (2,576) = (0.01) , (1.96) = (0.05)

T-Tabulated value by freedom degree (106) by the level

Paragraph	For the paragraph		Paragraph	For the paragraph	
0.456	5.456	16	0.345	4.356	1
0.324	6.237	17	0.456	4.459	2
0.435	5.432	18	0.431	3.458	3
0.345	6.345	19	0.436	4.457	4
0.432	6.345	20	0.457	6.547	5
0.347	5.238	21	0.456	5.568	6
0.346	4.527	22	0.347	5.238	7
0.347	4.236	23	0.456	8.438	8
0.347	6.345	24	0.546	8.346	9
0.347	5.236	25	0.546	3.678	10
0.456	6.234	26	0.457	5.678	11
0.457	5.237	27	0.457	7.345	12
0.457	6.345	28	0.358	5.238	13
0.237	5.345	29	0.457	5.346	14
0.457	5.345	30	0.567	5.346	15

It is clear from the previous table that the calculated t-value and the value of the correlation coefficient between the total score and the paragraph score have significant significance.

3-Scale stability

The researcher applied the scale to a sample of 40 students, and the stability was calculated using the following method.

1- How to test and retest

The scale was first applied to the sample, and after (15) days, the scale was applied a second time to the female students in the same stability sample (40). According to the stability of the scale, after the completion of the application, the score of this sample was calculated along with the score of the first application, using the “Pearson” correlation coefficient between the score of the two applications and the correlation coefficient, (0.82), which is a good stabilizing factor under the criteria of good reliability.

2- Alpha Cronbach equation (Alpha Cronbach, 1951):

To extract stability in this way, we applied (Fakronbach's) equation to the scores of the members of the sample for the number of students (40 students), so that the value of the scale's stability coefficient is (0.79). It is a good scale stability factor.

Secondly, the counseling program

Steps to build and implement the mentorship program:

$$(3.291) = (0.001) \cdot (2,576) = (0.01) \cdot (1.96) = (0.05)$$

In building her counseling program, the researcher relied on the following procedures:

First: Examining the literature on building extension programs based on the same theory adopted by the researcher.

Second: Adopting the results of the psychological immunity scale (in the pre-test) which was applied to the selected sample and which screened the female students who had a low level of psychological immunity.

Third: The items of the scale that obtained an arithmetic mean of less than (3) were determined to serve as a problem for which a topic could be formulated that could be translated into applicable behavioral goals.

Fourth: The apparent honesty of the guiding program:

The items included in the program were transformed into topics for counseling sessions, and the items related to the same subject were merged into the counseling session itself, and were presented to a number of specialists in educational and psychological sciences in general and psychological counseling in particular to express their opinions on their validity, (80%) to convert paragraphs into topics for counseling sessions.

Fifth: The program is built according to the method of (group psychological counseling), on the basis that the individual is a social being with psychological and social needs that must be satisfied within the framework of the group, its standards and what is within it, just as the individual controls his behavior by standards, values and systems, this enables him to use the group as a medium Counseling changes his behavior and achieves psychological, social and personal compatibility, and this is the goal for which group psychological counseling works.

Sixth: The objectives of the counseling program were defined as follows:

1- General Objective: These objectives mean describing the end results of the entire counseling process, and the general objective of the current counseling program is (improving psychological immunity among university students).

2- The objective of each session: It is an educational objective that means describing the patterns of behavior or the final performance expected to be issued by the counselor after teaching the required behavior. The problem, the approved theory, and the activities used in it were presented to a number of experts and specialists in the field of psychological counseling.

3- Behavioral objectives: These objectives include a description of the behavior required to be performed after the completion of each counseling session, by precisely defining this behavior so that the counselor can know the extent of its achievement (Nashwati, 1997: 50-56), and these objectives are procedural, measurable and observable in a way Direct, the aim of which is to help the mentor to gradually move from the current level of performance to achieving the general goals (Al-Khatib, 1995: 83).

Seventh: Executing the Guidance Program:

The counseling program consisting of (12) counseling sessions was implemented in the first academic course of the academic year (2020-2021), with two sessions per week, and each session lasted (45) minutes, except for the first and last session, which lasted (60) minutes, and the researcher and the table (3) indicates the titles and dates of the sessions.

Table (3)

Addresses and dates of the orientation sessions

Session time	Date	Time	Topic	Orientation sessions
minutes60	Thursday	2021 /1 /28	opening	The first
minutes 45	Monday	2021 /2 /1	self-confidence	The second
minutes 45	Thursday	2021 /2 /4	self-esteem	The third

			development	
minutes 45	Monday	2021/2/8	Social Interaction	Fourth
minutes 45	Thursday	2021/2/11	Reducing psychological stress	Fifth
minutes 45	Monday	2021/2/15	Problem Solving	Sixth
minutes45	Thursday	2021/2/18	Rational Thinking	Seventh
minutes 45	Monday	2021/2/22	Reality	Eight
minutes 45	Thursday	2021/2/25	Flexibility	Ninth
minutes 45	Monday	2021/3/1	responsibility	Tenth
minutes 45	Thursday	2021/3/4	Optimism	Eleventh
minutes60	Monday	2021/3/8	Final	Twelfth

Eighth: Methods and techniques used:

To achieve the goal of the research, the researcher used two guiding methods belonging to the existential trend, each of which includes a number of techniques, activities and auxiliary activities, as follows:

Socratic dialogue:

It is one of the basic techniques of meaningful counseling, in which the counselor asks the counselor many questions that make him able to discover the personal values that are meaningful to him and the means by which he can achieve these values, and he also asks questions designed to clarify that the choice is always available to live with personal self-values, even if it is this choice is limited by the individual's only attitude toward illness or stress, (Moawad, 1998: 336).

Technical focus:

It means that the client becomes aware of the limitations, and of the barriers that confuse the overall expression of the situation or the problem that the client suffers from (Patterson, 1990: 358), and that the focus on it takes place in a special kind of communication with the inner awareness, and this awareness can be called Felt sense, and the human being He must learn how to evoke this tangible feeling by paying attention to the inner awareness, this feeling is the feeling of a specific problem or situation, and it is not an emotion such as anger, sadness or happiness, but rather something that happens at the beginning without drawing attention, it is unknown even if it has Meaning, and when a person learns how to go through the experience of concentration, he realizes the problems and how to provide solutions to them, from here the focus comes to the required change.

Direction configuration

The seeker cannot perceive his problem, situation, or experience, and it is difficult to know what is bothering him. Therefore, silence must be made to allow him to gain insight into his position, and thus the direction towards his problem is formed.

Opposite meanings:

It means the interest in finding the deep feeling of thinking and through the feelings of the guide and the basic experiences of his life, and trying to reflect the meanings.

Group discussion:

In which the counselor leads the discussion within the group and organizes it so that it includes emphasizing the problems that the members of the group feel or suffer from, and the discussion topics are sequenced so that they start from the easiest to the most difficult attitudes towards themselves and towards others (Al-Fahl, 2009: 69).

Home - Work Training:

The home activity tasks are important in achieving adequacy and effectiveness, as the counselor is encouraged to gain confidence in facing problems away from counseling sessions and reduces the possibility of them continuing to rely on the counselor. From real experiences, it also shows him that the absolute necessity of something or the value he believes in is illogical (Al-Jubouri, 2010: 120), and accordingly most of the technical sessions included home training during which a specific activity is required.

The following is a detailed review of the counseling program sessions:

First Session

Today and date: Thursday Session duration: 1 hour

Opening	Topic
<ul style="list-style-type: none"> - Preparing the members of the counseling group for the counseling program and for the upcoming sessions. - Establishing a positive relationship based on respect, affection and acceptance between the researcher and the members of the guiding group. 	Needs related to the topic
-To get acquainted with the researcher and the members of the guiding group, and to get to know each other.	The general objective
<ul style="list-style-type: none"> - That the counseling group members interact with the counseling program. -To feel fun and happy when they attend the counseling sessions. -To familiarize the members of the guiding group with the concept of psychological immunity and its nature. -To feel accepted, loved and respected. -That the researcher be able to build bridges of trust between him and the members of the guiding group. -Familiarize themselves with the rules and instructions for the counseling sessions. 	Behavioral objectives
Instructions	Strategies
<ul style="list-style-type: none"> -The researcher introduces herself to the members of the counseling group and gives them a clear idea of psychological counseling. -It is the role of each individual to introduce himself to the rest of the members of the guiding group. -The researcher explains the purpose of the indicative program and the theoretical foundations on which it is based. <p>The researcher concludes:</p> <ol style="list-style-type: none"> 1-Maintaining confidentiality of information. 2-Everyone has the right to speak freely. 3-Agreeing on the place and time of holding the orientation sessions. 	Activities

<p>- The researcher tries to know the group members' impression about the counseling session and listen to their opinions.</p> <p>Ask the following two questions:</p> <p>1-Is there anyone who does not want to join the group?</p> <p>2-Has any of the group members been exposed to a counseling program similar to the current one?</p>	<p>Structural evaluation</p>
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The researcher applied the rest of the sessions by following this model

Equivalence of the two groups (control and experimental):

In order to control the internal variables that may affect the results of the research if they are left unchecked, some of those variables were therefore controlled by conducting the equivalence process between the two groups (controller and experimental). (Said, 2001, 57).

In order to provide the internal safety of the research, it was rewarded between the members of the two groups in a number of the following variables:

A- The father's academic achievement,

B- The mother's academic achievement,

C- Age variable (chronological age in months),

E - The pre-test of the (psychological immunity) scale, and the following is a presentation of the results of equivalence between the two groups:

A- The father's educational attainment:

The researcher obtained the academic achievement data for the parents of the two research groups through a form prepared by the researcher, and it was filled out by the research sample, and to treat the data statistically, a (chi-square) was used, as the results showed that there were no statistically significant differences between the two groups in this variable, and amounted to The value of chi-square (0.202), which is less than the tabular chi-value of (9.49) at the significance level (0.05) and the degree of freedom (4). This means that the two groups are equivalent in this variable as shown in Table (4).

Table (4)

The equivalence of the two research groups in the educational achievement variable of the father

Sign. at level =0.05	Value		Deg. of freedom	and above College	High school or institute	Middle	Elementary	Reads and writes	Sample size	Group	
	Tabular	Calculated									
Non-Sig.	9.49	0.202	4	5	8	6	5	6	30	Experimental	1
				6	8	6	4	6	30	Controlled	2

B- Academic achievement of the mother:

The researcher obtained the data of the mother's academic achievement for the two research groups through a form prepared by the researcher, and it was filled out by the research sample, and to treat the data statistically, a (chi-square) was used, as the results showed that there were no statistically significant differences between the two groups in this variable, and amounted to The value of chi square (0.350), which is less than the tabular chi

value of (9.49) at the significance level (0.05) and the degree of freedom (4). This means that the two groups are equivalent in this variable as shown in Table (5),

Table (5)

Equality of the two research groups in the variable of academic achievement of the mother

Sign. at level	T-Value		deg. of freedom	and above College	High school or institute	Middle	Elementary	Reads and writes	Sample size	Group	
	tabular	Calculated									
Non-Sig.	9.49	0.350	4	7	7	6	5	5	30	Experimental	1
				6	7	5	6	6	30	Controlled	2

D- Equal chronological age in months:

To find out the significance of the difference between the two groups in the estimated chronological age in months, the arithmetic mean was calculated for the experimental group (285.03), while it was for the control group (286.69). To treat the data statistically, the t-test was used for two independent samples. This variable, as the calculated t-value amounted to (1.692), which is less than the tabular t-value of (2.000) at the significance level (0.05) and the degree of freedom (58). This means that the two groups are equivalent in this variable as shown in the table below.

Table (6)

Estimated chronological age equivalence in months for the experimental and control groups

0.05 Sig. level	T-Value		Deg. of Freedom	Stand. Deviation	Arithmetic mean	Sample size	Group	Seq.
	Tabulated	Calculated						
Non-Sig.	2.000	1.692	58	4.582	285.03	30	experimental	1
				2.647	286.69	30	controlled	2

E- Pre-test of the scale:

To find out the significance of the difference between the two groups in the pre-test, the arithmetic mean was calculated for the experimental group (86.23), while it was for the control group (86.83), and to treat the data statistically, the t-test was used for two independent samples. The calculated t-value amounted to (1.328),

which is less than the tabular t-value of (2.000) at the significance level (0.05) and the degree of freedom (58). This means that the two groups are equivalent in this variable as shown in the table below.

Table (7)

Equivalence of the pre-test of the two groups of the experimental and controlled research

0.05 Sig. level	T- value		Freedom degree	Standard deviation	Arithmetic mean	Size Of data	Group	Seq.
	tabulated	calculated						
Non-Sig.	2.000	1.328	58	1.813	86.23	30	Experimental	1
				1.683	86.83	30	control	2

Chapter Four:

The results of the study, their discussion and interpretation

In this chapter, the researcher deals with the results of the experimental study and the treatment of hypotheses statistically, as it presents the results of each hypothesis, its discussion and interpretation in the light of the results of previous studies and the theoretical framework with a set of recommendations and proposals.

First: search results

There are no statistically significant differences at the level (0500) between the average scores of the experimental and control groups in the post test on the psychological immunity scale. To verify the hypothesis, the measure of psychological immunity was applied to the control and experimental groups after the completion of the extension program.

Table (8)

The results of a T-test for two independent samples for the experimental and control groups on the psycho-immunity scale in the post test

0.05Sig. level	T- value		Freedom degree	Standard deviation	Arithmetic mean	Size of data	group	Seq.
	tabulated	calculated						
Sig.	2.000	114.156	58	2.237	101.43	30	Experimental	1
				1.280	87.50	30	control	2

To achieve the goal of the research, the researcher used two guiding methods belonging to the existential trend, each of which includes a number of techniques, activities and auxiliary activities, as follows:

Socratic dialogue:

It is one of the basic techniques of meaningful counseling, in which the counselor asks the counselor many questions that make him able to discover the personal values that are meaningful to him and the means by which he can achieve these values, and he also asks questions designed to clarify that the choice is always available to live with personal self-values, even if it is this choice is limited by the individual's only attitude toward illness or stress (Moawad, 1998: 336).

Technical focus:

It means that the client becomes aware of the limitations, and of the barriers that confuse the overall expression of the situation or the problem that the client suffers from (Patterson, 1990: 358), and that the focus on it takes place in a special kind of communication with the inner awareness, and this awareness can be called Felt sense, and the human being He must learn how to evoke this tangible feeling by paying attention to the inner awareness, this feeling is the feeling of a specific problem or situation, and it is not an emotion such as anger, sadness or happiness, but rather something that happens at the beginning without drawing attention, it is unknown even if it has Meaning, and when a person learns how to go through the experience of concentration, he realizes the problems and how to provide solutions to them, from here the focus comes to the required change.

Direction configuration:

The seeker cannot perceive his problem, situation, or experience, and it is difficult to know what is bothering him. Therefore, silence must be made to allow him to gain insight into his position, and thus the direction towards his problem is formed.

opposite meanings:

It means the interest in finding the deep feeling of thinking and through the feelings of the guide and the basic experiences of his life, and trying to reflect the meanings.

Group discussion:

In which the counselor leads the discussion within the group and organizes it so that it includes emphasizing the problems that the members of the group feel or suffer from, and the discussion topics are sequenced so that they start from the easiest to the most difficult attitudes towards themselves and towards others, (Al-Fahl, 2009: 69).

Home - Work Training:

The home activity tasks are important in achieving adequacy and effectiveness, as the counselor is encouraged to gain confidence in facing problems away from counseling sessions and reduces the possibility of them continuing to rely on the counselor. From real experiences, it also shows him that the absolute necessity of somewhat or the value he believes in is illogical (Al-Jubouri, 2010: 120), and accordingly most of the technical sessions included home training during which a specific activity is required.

3. CONCLUSIONS

1. There are statistically significant differences between the experimental and control groups in psychological immunity and in favor of the experimental group
2. There is a clear effectiveness of the counseling program used in the development of psychological immunity among the members of the experimental group

Recommendations

Based on the findings, the researcher can make the following recommendations:

1. The necessity of paying attention to the development of positive variables such as psychological immunity among university students
2. Organizing workshops and seminars that shed more light on the concepts of positive psychology among university students.
3. Paying attention to the positive variables related to psychological immunity, such as optimism, psychological flexibility, and others.
4. Paying attention to issues of concern to women within the university corridors and working to develop the personality of female students under the current circumstances.

Suggestions

1. Psychological immunity and its relationship to a willingness to be optimistic among university students

2. The effectiveness of a program based on behavioral therapy in developing psychological immunity among female students.

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