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THE EFFECTIVENESS OF A PROGRAM TO ENHANCE
PSYCHOLOGICAL IMMUNITY TOWARDS STRESSES RELATED TO
EPIDEMIC DISEASES (CORONA VIRUS AS A MODEL)

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ABSTRACT

The aim of the research is to identify the effectiveness of a program to enhance psychological immunity towards the stresses associated with epidemic diseases (Corona virus as a model), and the experimental method was used. The equivalence of the two research groups in the variables (chronological age, acceptance rate for studies, intelligence, infection with the Corona virus, marital status), a psychological immunity scale was prepared and (70) paragraphs were formulated distributed on 3 domains (belief domain, self-regulation, executive, creative and supervisory axis The validity and reliability were verified. A training program was prepared for (15) sessions, in which lectures were given by experts and specialists in educational and psychological sciences. The results showed, before applying the psychological program, a decrease in psychological immunity in both the experimental and control group, and this is a logical thing that any individual touches. From us, no epidemic has affected us like the Corona virus. The results also showed that the experimental group was superior to the control group on the psychological immunity scale with statistical significance, and this superiority could be attributed to the effect of the psychological training program.

INTRODUCTION

The individual is exposed to a lot of painful and traumatic experiences that may result in many psychological disorders, which vary in their degree and strength according to their psychological structure and composition. As the world is going through today with the emergence of cases of infection with the Corona

virus in Arab countries, including Iraq, as the reactions on social media pages varied between “sarcasm” sometimes and “indifference” at other times, and this may affect the individual’s psychological immunity in the future, As mental health is an integral part of an individual’s health in general, and psychological and physical health are affected by each other in a continuous relationship, if mental health improves, the physical improves, and vice versa, just as there is an immune system in the human body to protect against viruses and diseases, so there is the immune system Psychology protects us from psychological disorders and stress (Bahgat, 2018: p. 190).

The spread of the Corona virus has revealed the fragility of psychological immunity in individuals and societies, and the rapid exacerbation of the Corona pandemic in most countries of the world, especially the advanced ones, did not cause panic and frustration among individuals only, but also among leaders and governments, so the individual becomes more fragile psychologically and with the tyranny of tendency Individualism in these societies weakens the psychological immunity of the individual and society. At the individual level, most individuals feel tension, fear, lethargy, laziness and frustration, and this has been helped by the fact that the majority of people are in their homes either for quarantine or prevented from roaming, and that the language of rumors and the amount of intimidation they carry has led to Some European societies increase the rate of suicide, psychological destruction and asceticism in life. The people most at risk of mental disorders are those who accept rumors, they are prey to exaggerated fear, and may lead them to fall into mistakes following unhealthy and inappropriate prescriptions for their cases (Al-Sabiri, 2020: p. 68).

Since the body’s immunity is strengthened by vaccination against various microbes in the childhood stage and then activated from time to time in the adult stage, so is the intellectual and psychological immunity of the individual and society, it must be vaccinated in the childhood stage against various societal microbes that infect the soul and spirit, and then activate it from time to time in The stage of old age in order to remain strong and prevent social diseases, or from the danger of epidemics. Psychological immunity: a concept that refers to the individual’s ability to face crises and distress, bear difficulties and calamities, and resist the resulting thoughts and feelings, anger, resentment, hostility and revenge, or thoughts and feelings of despair, helplessness and defeatism. And pessimism, as psychological immunity provides the body with additional immunity that activates the immune systems (Al-Janabi, 2019: p. 51).

RESEARCH PROBLEM

The research problem is determined by the weak psychological immunity of graduate students as a result of rumors about the Corona virus, and this was determined through interviews conducted with a group of master’s graduate students and the application of the scale to them.

The research problem was formulated with the following question: What is the effectiveness of a program to enhance psychological immunity towards the stresses associated with epidemic diseases among graduate students (Corona virus as a model)?

RESEARCH IMPORTANCE

The importance of the research is determined by the following:-

- 1- The importance of psychological immunity in physical immunity, as it comes synonymous with many other terms such as motivation, activation, excitement, adaptation, immunity, for both mind and body.
- 2- The importance of the university stage and the importance of psychological immunity in light of the psychological stresses associated with epidemic diseases.
- 3- It is the first research that links psychological immunity in light of psychological stresses associated with epidemic diseases.

RESEARCH OBJECTIVES

The research aims to identify the effectiveness of a program to enhance psychological immunity towards the stresses associated with epidemic diseases (Corona virus as a model), and this requires achieving the following goals: -

- 1- Designing a psychological counseling program to improve psychological immunity among middle school students in Anbar Governorate.
- 2- Identifying the differences between the mean scores of the experimental and control group in the application of the dimensional scale prepared in the research.
- 3- Recognizing the significance of the differences between the mean scores of the experimental group in the two measurements, before and after using the measure of psychological immunity in the research sample.

RESEARCH ASSUMES

To achieve the aim of the research, the following hypotheses were formulated:

- 1- There are no statistically significant differences at the level (0.05) in the average scores of the experimental and control group among middle school students in the tribal application on the psychological immunity scale.
- 2- There are no statistically significant differences at the level (0.05) in the average scores of the experimental and control group among middle school students in the post application on the psychological immunity scale.
- 3- There are no statistically significant differences at the level (0.05) in the average scores of the experimental group in the pre and post application on the psychological immunity scale.

RESEARCH LIMITS

The current research is determined: Postgraduate students at the University of Anbar for the academic year 2019-2020.

Define Terms

First: The psychological program: It is an important step of the awareness process that depends on a combination of specific goals and psychological strategies directed to achieving these goals, appropriate research design, program content, organizational procedures, program implementation and evaluation (Saafan, 2011: 201).

Secondly, psychological immunity: the individual's ability to face crises and distress, bear difficulties and calamities, and resist the resulting thoughts and feelings, anger, enmity, revenge or thoughts, feelings of despair, helplessness, defeatism and pessimism (Al-Janabi, 2019: 51).

Third: Psychological stress: A category of anxiety categories represented in events or emotional stress that arise from pathological events in life and are outside the limits of the ordinary experience of the individual, which would constitute annoying and painful pressure accompanied by feelings of fear or helplessness that cannot be coexisted in a normal way (peacefully). , 2019: p. 31).

Fourth: Epidemiological diseases: The World Health Organization defined an epidemic as: the rapid spread of a disease in a specific place, while the global epidemic or the so-called (pandemic) is "the rapid spread of the epidemic around the world.

Theoretical Framework

The first axis: psychological immunity:

Psychological immunity is that integrated system of personality dimensions, aimed at creating a state of balance between the requirements of the personality and the context of life in order to increase the process of psychological, natural and social adaptation (Dubey & Shani, 2011; 40).

Psychological immunity is the sum of personality traits that make the individual have the ability to withstand the impact of stress, and to integrate the experience gained from that into a pattern that does not affect his effective functions (Albert, 2012; 104).

When this immune system fails to perform its functions, individuals appear symptoms of psychological immunodeficiency, which express the loss of self-control and self-control, surrender to failure and defects in the criteria for judging things, and a high degree of emotional immaturity, which allows tropical thoughts to control the thinking of the individual, They are often destructive ideas adopted by the individual, called the intellectual virus, and in light of this total model of brain functions, the individual responds to different gestures, and as a result of this excitation that occurs to the nervous area in the cerebral cortex (Abu Rayah, 23, 2006).

Types Of Mental Immunity:

Psychologists see that psychological immunity is similar to physical immunity, just as immunity in the body activates and strengthens it and makes it more able to resist diseases and bear their pain, so also psychological immunity immunizes the soul and protects it with abilities that make it able to reject evil and accept good, and it is of several types and as follows: -

1- Natural psychological immunity: It is the immunity that is originally present in a person's psychological formation as a result of the interaction of genetic and environmental factors. Quickly, and that this classification of immunity is what gives a person immunity that protects him against all thoughts and feelings that weaken the soul and frustrate its forces (Al-Zain, 21, 1991).

2- Acquired psychological immunity: It is the immunity that a person acquires from experiences, experiences, learning and skills that a person learns in the face of previous crises, adversities and difficulties. And the difficulties that develop his endurance and gain new experiences and experiences that will strengthen his psychological immunity (Hamada and Pearl, 229, 2000).

3- Artificially acquired psychological immunity: It is somewhat similar to the physical immunity that a person acquires by deliberately injecting the body with the germ that causes the disease for the purpose of reducing its danger. For compelling and difficult situations and events that provoke anger, anxiety and tension, with training him to control his emotions, thoughts and feelings, and training him to remove and expel anxiety, anger and all negative thoughts and replace them with happy and useful thoughts, emotions and feelings (Al-Zain, 212, 1991).

Therefore, psychological immunity of its three types depends on what we have of thoughts, feelings, motives and emotions, which are often outside our control, and that we can develop and activate them through will and determination, persistence, and improve our voluntary behaviors, and make the utmost effort to develop thoughts of happiness and resist thoughts of misery (Morsi, 97,2000).

The theory (Olah) indicated that psychological immunity consists of three main components and (16) sub-components, which are:

- The first domain: Belief domain: This domain refers to the person's level of confidence in his environment and his ability to influence it. This domain consists of several sub-components:

1- Positive thinking: It means the tendency of the individual to accept new ideas and knowledge that simplify everything that is complex, so that the individual expects positive results that lead to success in what he wants or what he thinks of in the future.

2- Sense of control: It means the ability of the individual to control his behavior and emotions and influence the environment around him.

3- A sense of cohesion: which means the individual's feeling that he is a coherent, strong, influential, important and valuable personality in the society in which he lives.

4- A sense of self-development: It is the individual's feeling and feeling that his self is growing and developing day after day (Olah, 2005; 32).

• The second field: the executive, creative and supervisory field, where this field refers to the individual's ability and ability to work effectively in the environment in which he lives. This field consists of several sub-components:

1- Orientation towards challenge and change. This component refers to a person's desire to change in his current circumstances for the better, investing that personal growth, facing accidents and situations, ability to withstand pressures and openness to change.

2- Social control: It means the individual's ability to monitor or discover the roles of people in the society or the place in which they are (Dubey & Shahi, 2011; 37).

3- Goal-orientation: This component will refer to the individual's ability to accurately define and achieve his goals.

4- Creative self-concept: It is the individual's feeling that he has the self-ability to give, be creative, and provide more (Hullam & et.al, 2006; 616).

5- Problem-solving ability is a process in which an individual uses his prior knowledge and acquired skills to overcome an unusual situation he faces.

6- The power of self-impact (self-efficacy): It is a person's belief and confidence in his abilities that serve as a strong motive to accomplish his tasks effectively, which achieves his satisfaction and psychological compatibility.

7- Social mobilization ability: a person's ability to seek help or assistance from other people without hesitation.

8- The ability of social creation: It means the behavior that an individual does voluntarily for the purpose of helping another person out of love and kindness and to provide assistance to others (Olah, 2005: 33).

• The third domain: the domain of self-regulation: This domain refers to a person's ability to adapt and change with what is required in a matter
This field consists of several sub-components:

1- Synchronicity or alignment, which means the individual's ability to keep pace with changes in the environment with current events in a flexible and open manner.

2- Impulse control, which means the individual's ability to control his impulses

and feelings in the way he sees fit.

3- Emotional control, which means the ability to control oneself, manage emotional life, bear frustration in cases of adversity, stress, anxiety, postpone the fulfillment of desires, and control emotions and feelings.

4- Anger control, which means the ability to control difficult and tense emotional situations (Olah, 2005; 34).

This theory also confirms that the psychological immunity variable is one of the psychological variables that contribute to the individual's ability to confront the most positive pressures, solve them and prevent future difficulties. The most resilient and strong individuals are easy to commit themselves to what they do and believe in their ability to control events and pressures.

They view change as a challenge that allows them all to grow, and when they are aware of events and pressures, they can make decisions, setting priorities in their lives, new goals, and more complex activities, which they evaluate as complex human capabilities (Olah, 2002; 617).

Psychological immunity, as indicated by the first, consists of a set of cognitive, behavioral, motivational and personal dimensions that provide the person with immunity against stress and promote sound and balanced psychological and physical development, as well as perform the function of resistance to stress and difficult and stressful situations. The interaction between these dimensions gives the individual the ability to increase strength, endurance, and ability To cooperate with threats in a way that does not weaken the personality in any way. Therefore, psychological immunity creates a balance between the person and his environment in order to reach higher levels of strength, adaptation and a sense of psychological well-being, ie happiness (Szilagi, et.al, 2010; 152).

Previous Studies

1- Study (Omar 2021): The study aimed to identify the level of psychological immunity and the level of social intelligence among female students of the College of Education, and to identify the relationship between the level of psychological immunity and the level of social intelligence among female students of the College of Education. The sample consisted of 324 male and female students. The measure of psychological immunity and social intelligence was used: the results showed that the level of psychological immunity among the students is high, and the level of social intelligence is weak. There is also a weak correlation between the level of psychological immunity and the level of social intelligence among female students. There are no statistically significant differences in the level of psychological immunity and the level of social intelligence among female students, according to the age variable.

2- study (Al-Sherbiny and Abdel Salam, 2021) The study aimed to reveal the association between psychological immunity and methods of dealing with stress, and the sample consisted of 30 families of children with autism spectrum

disorder, and the psychological immunity scale was used, the stress management method. The results showed the existence of a statistically significant correlation between the scores of fathers of children with autism spectrum disorder and mothers of children with autism spectrum disorder on the scale of psychological immunity and methods of coping with stress

3- A study (Essa, 2020) examined the relationship between psychological immunity, vigilance, and the prosperity of university students. The sample was 150 male and female students from the College of Education, and the measure of psychological immunity, vigilance and prosperity was applied. The results showed the impact and importance of psychological immunity and vigilance as factors in predicting prosperity.

4- Study (Kantathanawat, 2020) The study aimed to develop a psychological immunity scale for undergraduate students. The sample consisted of 80 university students, and the psychoimmunity scale was used. The results showed that the components of the psychological immunity test were divided into 4 factors: 1) adaptability, 2) understanding others, 3) self-understanding, 4) self-esteem.

Search procedures

The experimental method was used as it is the appropriate method for his research procedures and nature, and the research community consisted of all master's students in the colleges of Anbar University, who numbered (1074) male and female students, of whom (575) male and (499) female students. On the College of Education for Pure Sciences, the two departments of Biology (18 male and female) and the Department of Physics (18 male and female) were chosen at random to apply the program.

The program was used with the experimental group, while the control group was not subjected to the program, the two research groups were equalized in the variables (chronological age, acceptance rate for studies, intelligence, infection with the Corona virus, marital status).

Research Tools

The Psychological Immunity Scale was prepared and (70) paragraphs were formulated distributed on 3 domains (belief domain, self-regulation, executive, creative and supervisory axis) and the apparent validity and construct validity or (concept) were verified. (0.89), and (Alpha Cronbach's) equation was also used, and the stability coefficient extracted by this method was (0.84). The program was prepared according to the steps of the Boards and Darari model, through:

First: Estimating and identifying the needs of the clients

Second: formulating goals for psychological programs based on the needs of students

A- The general objective of the program

b- The goals of the program

Third: setting priorities.

Fourth: The elements on which the program is based

Fifth: The activities on which the program is based: summarized:

1. Presentation of the topic:
2. Discussion:
3. Logical Persuasion:

Count the lecture sessions as follows:

1- The first and second sessions were an introduction and welcome session between the program organizers and the experimental group. The purpose and content of the program were clarified.

2- The third and fourth session: Positive thinking and goal orientation.

3- The fifth and sixth session: Self-control and self-development.

4- The seventh and eighth sessions, psychological cohesion and challenge.

5- The ninth and tenth session: problem solving and social interaction.

6- The eleventh and twelfth sessions: Self-efficacy and impulse control

7- The thirteenth and fourteenth session: Emotional balance and anger management.

8- The fifteenth session (the closing session and the application of the post-immunoassay scale).

RESEARCH RESULTS

Presentation of the results of the first hypothesis

4- There are no statistically significant differences at the level (0.05) in the average scores of the experimental and control group among middle school students in the tribal application on the psychological immunity scale.

After distributing the scale before applying the program and calculating the scores, the arithmetic averages and the standard deviation, the Mann Whitney test for two independent samples (each sample size greater than 9 and less than 20) was used at the level of significance (0.05) and the following table (1) shows this.

group	number	Arithmetic mean	total ranks	U value at 0.05		indication the differences
				calculated	tabular	
experimental	18	168.5	313.5	144.5	81	not significant at 0.05
control	18	170.5	350.5			

It is evident from Table (1) that the calculated values (144.5) are greater than the tabular (81), and this means that there are no statistically significant differences at the level (0.05) between the two groups in the variable of tribal psychological immunity. Presentation of the results of the second hypothesis.

There are no statistically significant differences at the level (0.05) in the average

scores of the experimental and control group among middle school students in the post application on the psychological immunity scale.

When applying the measure of psychological immunity to the two groups after the end of the program and calculating the arithmetic averages Table (2).

group	number	Arithmetic mean	total ranks	U value at 0.05		indication the differences
				calculated	tabular	
experimental	18	208.44	467	28	81	significant at 0.05
control	18	174.44	189			

Effect size: using Cohen's equation: In order to determine the effect size (d) of the independent variable (psychological program) in the dependent variable (psychological immunity), this was calculated based on the following equation:-

$$(d) = \frac{X_1 - X_2}{s} = \frac{208.44 - 174.44}{14.06} = 2.42$$

The effect size of the psychological program amounted to (2.42), which is a very large indicator according to (Cohen) criterion for the size of the effect, Table (3) (Al-Qasrawi, 2014: p. 165).

Value d	Amount of effect size
less than 0.5	low
0.5-0.8	middle
Bigger 0.8	large

Presentation of the results of the third hypothesis

There are no statistically significant differences at the level (0.05) in the average scores of the experimental group in the pre and post application on the psychological immunity scale. The answers of the average scores of the experimental group were sorted in the pre and post application on the psychological immunity scale, and Table (4) shows that.

group experimental	number	Arithmetic mean	total ranks	U value at 0.05		indication the differences
				calculated	tabular	
Tribal	18	168.5	313.5	28	81	significant at 0.05
after	18	208.44	467			

It is clear from Table (4) that the calculated values (28) are smaller than the tabular (81), and this means that there are statistically significant differences at the level (0.05) between the pre and post application in psychological immunity and in favor of the post application of the experimental group.

Interpretation Of Results

The preliminary results before the application of the psychological program showed a decrease in psychological immunity in both the experimental and control group, and this is a logical thing that any of us touches, as no epidemic that passed us affected us like the Corona virus, and took this amount of our thinking and attention. Over the course of days and hours, almost all newspapers in the world publish news and detailed reports on the Corona virus epidemic on their front pages. And satellite television stations dedicate almost all of their coverage around the clock to the latest developments in the spread of the epidemic and the numbers of injured and victims.

The results also showed that the experimental group was superior to the control group on the psychological immunity scale. This superiority can be attributed to the effect of the psychological program as:

The lecturers of the psychological program explained through the sessions of the psychological program directed to the experimental group, at the time, and due to the lack of an approved treatment for the emerging corona virus, many medical scientific bodies indicated that recovery and recovery from infection with the corona virus depends primarily on the physical immunity of the individual, as well as the condition The moral and the psychological aspect, which is represented by psychological immunity, which is the individual's ability to resist stress and psychological crises through psychological immunization through the way of thinking, controlling and controlling emotions, and knowing the correct way to solve problems and adapt to changing environment conditions (Al-Laithi, 2020: 184).

The psychological program of the research sample showed that we wanted to succeed in managing stress and confronting it, discovering its sources and possessing psychological immunity, which includes a number of psychological and physical characteristics and features, which are important sources for facing difficulties and adversities, and contributing to alleviating their symptoms and compatibility with them, and that the individual's lack of psychological immunity will increase The impact of stress and its continuation and exacerbation of its negative effects on his mental and physical health.

Through the sessions of the program, the lecturers emphasized methods and strategies for confronting stress with adaptive methods that increase their ability to withstand adversity and difficulties, rather than directing them in a manner of surrender and submission to adversity and difficulties, because individuals differ in the way they perceive these pressures and in facing them according to their different characteristics, personal characteristics, previous experiences and expectations regarding position they are in.

The sessions of the program included what the theorist (Oilah, 2010) emphasized on a number of personality traits related to psychological immunity, such as positive thinking, a sense of control, cohesion, creativity, self-concept, a sense of self-development, which and other personality traits related to

psychological immunity, and that these traits It acts as a protective system that strengthens psychological immunity and increases the ability of individuals to adapt.

The program used a variety of methods to raise the psychological immunity of the members of the experimental group, such as discussing the concept of psychological stress and its negative effects on the university student and in the same graduate students, and how to get rid of them.

The program showed relief for the feelings of the students in the experimental group, through their discussion with the lecturers, especially that they are from purely scientific branches and rarely know issues related to psychology. Preliminary studies and fear of infection or infection with the Corona virus.

It also shows the importance and impact of the program through the willingness of the experimental group members and their complete conviction in the program and the need for it through what they expressed their feelings at the end of each lecture and the end of the program, where they asked the lecturers to discuss, questions and inquiries outside the time of the sessions and some of them asked to communicate with the lecturers (especially females) To solve problems that occur with their children and spouses, for example).

CONCLUSIONS

In light of the results, the following was concluded:

1. Mental immunodeficiency is a problem and an undesirable phenomenon that is widespread among graduate students with the spread of the Corona virus, and it can be developed through psychological programs.
2. There is a weakness in the psychological immunity of graduate students as a result of the conditions that the country is going through in light of the spread of the Corona virus.
3. The positive effect of the psychological program on developing the psychological immunity of the experimental group compared to the control group that was not subjected to the program.

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