

Original Research Article

Family Support and its Relationship with the Level of Psychological Immunity among a Sample of High School Students at Erbil Schools

Abstract

The current research aims to identify the level of family support and the level of psychological immunity for a sample of high school students at Erbil schools. It also aims to discern the relationship between family support and psychological immunity. In addition, it studies the significance of the differences among the research sample individuals on the family support scale and the psychological support scale according to the two research variables: (gender and academic specialization). The analytical descriptive approach is adopted, thus two research tools are utilized: (family support scale and psychological immunity scale). The research sample includes (710) male and female high school students studying at Erbil schools. The main results of the research assert a direct relationship between family support and the level of psychological immunity among the sample of the present study. Also, there are no differences of statistical significance among the average scores of the research sample's responses regarding the family support scale and the psychological immunity scale according to the two variables: (gender and academic specialization).

Keywords: Family Support, Psychological Immunity, Secondary School Students.

1-1- Introduction:

In recent years, taking care of the mental health of individuals and building their psychology in a structured and positive way, has become the main focus of attention for those working in the field of psychology and psychological counseling, in addition to those working in the field of education. This matter is accelerated after it had become obvious that there is a close relationship between the mental health of individuals and their physical one. Nowadays individuals suffer a lot out of the severity of life due to the complexity of life. Therefore, an action should be carried out in order to provide appropriate family support for students.

Schools in Iraq play a major role in providing family support to students throughout the educational and psychological counselor, or the school administration, or teachers. They are among the sources of support and assistance in the lives of individuals. If that role is positive represented in presenting the family support needed in confronting attitudes and pressures that they face during their daily life, it will lead to implanting self-confidence in their characters, in addition to the ability to achieve positive interaction with the society in which they live. However, if their role is negative in providing family support, this will negatively affect the student's ability to use the appropriate method in solving daily life problems, which leads to their inability for psychological and social adaptation. In this respect, it is the responsibility of the community institutions to provide family support, and schools come at the forefront.

"Family support has become one of the most important social programs for school, with the aim of conscious planning to bring about the intended change; to find compatibility between students' performance, their social functions, and the environment in which they live. Thus, students can realize that they have enormous capabilities and energies. If family support is provided, social and academic adaptation is achieved, in addition to raising the level of students' social competence and psychological immunity" (Abu Auf, 2008, 5).

Selye asserts that continued exposure to adversity gradually leads to the collapse of individuals' resistance and psychological immunity. Thus, they will lose their capacity to resist and confront, become weak individuals with threatened health and low morale and become incapable of compatibility and communication with those who surround them. In turn, they will become negative, complaining and worrying about the future. It is due to the fact that these pressures affect people's feelings and all their abilities, including the ability to confront, think right, and awareness of themselves and the world surrounding them (Marzieh, 2005, 136).

Accordingly, it is stated that there is a great responsibility on the burden of schools and families towards this group of society (students). It is essential to make all efforts and provide capabilities in order to advance them and raise the level of their psychological immunity in order to achieve the desired goals of preparing them for the future, and providing the required support to lead them to a better life in and outside school.

1-2- Research problem:

The poor level of family support provided to students affects the psychological, social and mental development of adolescent students. It is due to the unpleasant experiences and pressures they are exposed to in daily life. The lack of self-confidence, the withdrawal of social situations and social isolation are among the phenomena of the poor development of students. It leads to a low level of their psychological immunity.

Mental health scientists confirm that there is no fixed strategy for coping with stress. The best strategy is the one that we carry out according to our own design. The process of coping with stress requires a number of resources, including: values and beliefs, flexibility, social resources such as the individual's social relationships and social support, financial resources, and physical resources (the autoimmune system). It includes the individual's physical and psychological health, energy and stamina (Shukry, 1999, 56).

Special psychological studies indicate that adolescence - the high school stage - may be the last opportunity for some people to make changes in their ways of living, their ways of dealing with others and their social interaction with others. This matter can be achieved by gaining an appropriate psychological effect. Adolescence is an important period for shaping the lifestyle of humans for their coming years. The period of adolescence is a period of psychological tension, in addition to being a period of ramified and multifaceted growth. For this reason, it is sometimes described as the stage of psychological whirlwind.

Studies by Diab (2006), Nabulsi (2009), Odeh (2010), Sayed (2012), and Al-Halabi (2021) indicate that the level of family support provided to students affects the level of psychological immunity of adolescent students. In turn, it increases their ability to face the problems and

difficulties of life, as it provides adolescent students with regular positive experiences, diverse skills, and a set of roles that receive reward from society. The absence of family support also has a negative impact on the activity and vitality of individuals and the level of their psychological immunity. It also impacts their physical and psychological health. Lorincz, et al (2012) have found out that the individuals who have poor psychological immunity are less vital and active, as well as more vulnerable to diseases and mental and physical disorders.

By conducting a pilot survey study on (24) male and female students, the researcher attempts to discern the level of family support that students receive in secondary education. He finds out many forms of family support provided to them, including: the assurance of students that their parents hear about their problems, they find their families around them in times of distress, they turn to their friends when they are exposed to frustration and isolation, their friends share their joys and sorrows, and their family encourages them to pursue their studies; Therefore, family support comes in its various and multiple forms that have an impact on alleviating the pressures and difficulties of daily life facing students, in addition to the role of support in solving students' problems, as well as providing them with self-confidence, personal value, and social status in society. Throughout what is stated above, the research problem can be identified in answering the following questions:

- 1- What is the relationship between family support and the level of psychological immunity among a sample of high school students at Erbil schools?
- 2- What is the level of family support among the research sample of high school students at Erbil schools?
- 3- What is the level of psychological immunity among the research sample of high school students at Erbil schools?

1-3- The importance of the research:

The importance of the research is represented in the following:

1-3-1- The importance of the age stage in which high school students pass through. It is the stage of adolescence, as individuals in this stage are highly affected by the individuals, events, and crises that surround them.

1-3-2- It is possible to benefit from the results of the current research in preparing individual and group social and psychological programs to improve the level of psychological immunity for students who suffer from many pressures, challenges and frustrations, in addition to the lack of family support provided to them at all areas of their lives.

1-3-3- The results of this research may be beneficial in providing information to officials in the Ministry of Education and the high school stage, in order to work on providing family support, and securing services that lead to providing a suitable educational environment for students in the high school stage, in order to raise the level of immunity psychological they have.

1-3-4- The results of the current research may help in identifying some of the important aspects affecting the raise of the level of psychological immunity among students. It increases their ability to cope with life stresses, especially in light of the current conditions experienced by teenage students.

1-4- Research Objectives:

The research objectives can be identified by identifying:

- 1-4-1- The level of family support among a sample of high school students at Erbil schools.
- 1-4-2- The level of psychological immunity among a sample of high school students at Erbil schools.
- 1-4-3- The relationship between family support and psychological immunity among a sample of high school students at Erbil schools.
- 1-4-4- The significance of the differences among the research sample members on the family support scale according to the research variables: (gender and academic specialization).
- 1-4-5- The significance of the differences among the research sample individuals on the scale of the ability to solve the problems of daily life according to the research variables: (gender and academic specialization).

1-5- Research hypotheses

The following hypotheses are at the level of significance (0.05):

- 1-5-1- There is no statistically significant correlation between family support and psychological immunity among the research sample of high school students at Erbil schools.
- 1-5-2- There are no statistically significant differences between the mean scores of the research sample's responses to the family support scale according to the two variables: (gender and academic specialization).
- 1-5-3- There are no statistically significant differences between the mean scores of the research sample's answers on the psychological immunity scale according to the two variables: (gender and academic specialization).

1-6- Limitations:

- 1-6-1- Human boundaries: It included all high school students at Erbil schools.
- 1-6-2- Spatial boundaries: The research was conducted at the public high schools of Erbil.
- 1-6-3- Time limits: The research tools were applied in the period for 3 months.
- 1-6-4- Scientific limits: Studying the relationship between family support and the level of psychological immunity in its dimensions: (acceptance of change and positive relationships, personal skills, self-confidence and the ability to control, and optimism) among a sample of general secondary students.

2 Research Terms and Operational Definitions:

Family support: According to (Hasnain, 2004, 13), it is "The individuals' awareness of the existence of important people in their lives, whom they can rely on, trust in, and turn to in crises".

Family support is defined operationally as the student's access to family support in all its forms, such as material and moral support, follow-up in school, and assistance in facing stressful life events.

It is measured by the degree obtained by the subject on the family support scale prepared for this purpose.

Psychological immunity: It is defined by (Selye, 1976, 45) as: psychological resistance and steadfastness in front of the pressures that the individual faces.

(Zaidan, 2013, 817) defines it as the ability of individuals to protect themselves from the potential negative effects of pressures, risks, frustrations and psychological crises, and to get rid of them through psychological fortification using self-resources and potentials inherent in personality. These potentials are exemplified as positive thinking, creativity, problem-solving, self-control and poise, steadfastness and toughness, challenge and perseverance, effectiveness, optimism, flexibility and adaptation to the environment.

Psychological immunity is defined Operationally as: a person's ability to face pressures, bear difficulties and challenges, and resist the resulting negative thoughts and feelings. It is measured procedurally by the degree that the subjects obtain on the psychological immunity scale prepared for this purpose.

3 Theoretical frameworks of the research:

3.1 Theoretical framework:

Family support:

Family support is a very important process in any individual's life. Through it, they can interact with their community since they are unable to achieve their goals in the absence of others and their support. Through it they exchange roles with members of their community. Although they need it more at the times of crises and emergent situations.

Through the researcher's tracking of the psychological literature of the dimensions of family support, it is concluded that there are differences in defining the forms and types of family support according to the various methodological procedures, and the different procedural definitions of the concept of family and social support. (Kohn & Will) believe that there are four types of family support:

Esteem Support: This type of support is in the form of information stating that this person is valued and accepted. It is advisable to convey to people that they are valued for their self-worth and experience and that they are accepted despite any personal difficulties or mistakes. This type of support is referred to using various terms such as: Psycho-Support, Expressive Support, Self-Esteem Support, Ventilation Support, and Close Support, despite that all these names refer to the psychological aspect of social support (Al-Sayed, 2012, 30).

- 1- Support with information:** It is represented in providing pieces of advice, personal feedback and the necessary information. This type of support appears in providing individuals with information that assists them in solving difficult problems that they encounter in their daily lives, or by providing them guidance or guidance. There are other terms of this concept such as: Cognitive guidance support, or support with advice, guidance or information support (Al-Nabulsi, 2009, 59).

- 2- **Social Health (Social Companionship):** It includes spending time with others in leisure activities, promoting the satisfaction of the needs for belonging and communicating with others. It also includes helping individuals get rid of their anxiety and worries. This type of support may sometimes be referred to as support for proliferation and affiliation (Al-Sayed, 2012, 31).
- 3- **Instrumental Support:** It includes providing financial assistance, material capabilities, and the necessary services. Procedural assistance may help relieve stress through direct solution to procedural problems, or by allowing some time for the individual receiving the service, or assistance for activities such as: relaxation or rest (Diab, 2006, 63).

3.2 Psychological Immunity:

The concept of psychological immunity is considered within the positive trend in psychology. The interest in it has increased since it means resistance to psychological pressure.

It is a part of the protective procedures that means the capacity of individuals to overcome irritating situations. Humans have enormous capacities and powers to endure and resist pressures. Psychological immunity protects them from many diseases related to stress, such as: depression, collapse, or even blood pressure, diabetes, and others.

There are three main tributaries from which the concept of psychological immunity is derived: health psychology, neuropsychological immunology, and the interaction between the brain and the immune system (Hasnain, 2013, 22) & (Hasan & Abdulkarim, 2022, 91).

The psychological immune system is a virtual, emotional, and interactive system that participates with the physical immune system in maintaining the stability and equilibrium of the individual by preserving the emotional state from the threats of negative feelings resulting from emergency events. This can be carried out by the cognitive capacities of the unconscious derived from awareness inputs, which help to deal with and resist pressures and support mental health through three sub-systems (containment, adaptive coping, and self-regulation) interacting with each other to describe the driving factors that may develop adaptive capabilities that support harmony between the principles of individuals and the requirements of the context in which they live (Al-Sharif, 2015, 12).

Since the majority of individuals have already experienced severe psychological trauma, such as the loss of a loved one, serious illness, material loss, or failure to achieve a goal in life, all of these things lead to one of two outcomes: either adapting, coping, and dealing with the crisis, which includes immunity and psychological strength, or surrendering and entering into an endless circle of psychological problems. Experiencing painful feelings for the first time is more painful, but later it becomes subject to the control of what is called "psychological immunity".

3.3 Characteristics of psychological immunity:

Among the characteristics of psychological immunity that help to strengthen the emotional and interactive processes between individuals and their environments are: the emergence of positive behaviors and responses when anticipating negative events, the misconception about the capabilities of psychological immunity that limits the strength of its response, dealing with painful events as new experiences, which enhance optimism and a

positive outlook on life. It works in a better manner when it is left to exercise its innate mission, working on achieving the adaptation to painful events (Zaro et al., 2001, 11), and understanding and interpreting behavioral outcomes. It promotes conscious adaptive coping strategies for reaction at the expense of unconscious defense mechanisms. It profits in using knowledge and employ it in realizing positive outcomes to a more positive life, including the choice of coping strategies for the individual and the speed and accuracy of appropriate behavior (Gilbert, et al, 1998, 617).

The most important characteristic of immunity is concentrated in the positive perception of oneself and the acceptance of traumatic events as new cognitive experiences that help adapt to the context and enhance the behavior of the individual consistent with his characteristics, which affirm himself and help him generate emotional responses that are consistent with the perceived event, and provide him with opportunities to bring about positive changes that support making The decision to effectively organize his life.

3.4 Elements of psychological immunity: Psychological immunity has several components, the most important of which are:

Psychological resilience: It means that people are characterized by psychological resilience that makes them able to face obstacles and psychological pressures easily and smoothly without disturbances, and their ability to adapt and interact positively with the changing and stressful conditions of life that are reflected in their life responses and their social relationships (Hassan 2009, p. 28). It is represented in the ability to control and self-control, the ability to solve problems, achieve goals, whatever they may be, and form effective positive relationships with others (Abu Al-Qumsan, 2017, 38) & (Abdulkarim & Hasan, 2023, 1255).

Hope and optimism: Optimistic people work better in stressful situations and enjoy better health. Optimistic people perceive stress as challenging situations that require effort to achieve what they aspire to and provide them with patience and strength to overcome with the least losses. Optimism is represented in the individual's point of view. Positivity towards life helps people accept the experiences of failure that pass through their lives and prepares them for experiences that they can benefit from in the coming times (Qaljah, 2015, 8).

Social support: Social support increases individuals' ability to resist and overcome frustrations and makes them capable to solve their problems in a good way. It can have that remedial value of psychological illnesses. It contributes in the positive accordance and personal development. It protects individuals from the effects of stressful events. Social support is one of the most important sources of mitigation for individuals, as it helps them adapt to the problems they face and mitigate the effects of stressful events (Diab, 2006, 57).

Sport Exercising: Exercise develops strength and the ability to bear the feeling of exhaustion. It increases the amount of blood flow rushing to the brain, and helps to secrete the hormone of happiness. Also, physical and sports activity plays a prominent role in mental health and an important element in the formation of a mature and normal personality. It addresses many psychological and behavioral deviations in order to achieve psychological compatibility (Hamid, 2008, 2).

3.5 The role of family support in improving the level of psychological immunity of the student:

Kafafi (2008) mentions that "working to provide family support for students is one of the fields of social work, in order to help them reach the required academic and social compatibility, develop their social skills, and also raise their level of toughness and psychological immunity."

Turner & Marino (1994) believe that family support directly affects students' happiness, compatibility, and the level of ability to solve daily life problems through the important role it plays when the stress level is high and its psychological immunity is strong.

Researchers believe that many of the problems, difficulties and challenges of daily life that individuals suffer from are a result of weak psychological immunity, which is linked to poor provision of appropriate family support for them (Al-Khatib, 2003, p. 77).

"Bolby" believes that the student, who enjoys appropriate family support, enjoys self-confidence, is able to provide assistance to others, and becomes less vulnerable to personal, psychological and social disorders. It is due to his/her good psychological immunity. Thus, they become more socially compatible, and are more able to solve the problems of daily life that they face them. In addition, family support increases the student's ability to cope with the traumas resulting from the stressful life events that they are exposed to in their daily life (Ali, 2001, 78).

The level of family support increases for the individuals, as mentioned by Cutrona (1996, 10) as a result of satisfying the basic needs of the individual in adolescence, such as love, respect, appreciation, understanding, communication, sympathy, sharing interests, giving advice, and providing information. Those matters come from people of importance in the individual's life at that sensitive stage, such as family or friends, since they love and care for the individual, especially at the time of crises and pressures. These matters enable the adolescent to actively and socially participate in facing stressful events, daily life problems and life pressures, and being able to have compatibility with them. Thus, that will raise their level of immunity in facing the challenges, difficulties and various pressures of life.

From the foregoing, it is found that high family support provided to students can contribute to achieving a high level of psychological immunity, personal and social growth, and protecting the individual from social and psychological disorders. When the individual's ability to resist negative life events is strengthened, he becomes more able to face crises and problems in his/her life.

4. Review of Literature:

A study by Al-Ammar and Najati (2016), Syria: Title of the study: "Psychological Immunity and its Relationship to Parental Acceptance among a Sample of Damascus University Students."

The study aims to find out the relationship between psychological immunity and parental acceptance. The study sample consists of (435) male and female students from the Faculty of Education (Psychological Counseling, and Curricula and Teaching Methods students) at Damascus University. The researchers utilized the psychological immunity scale and the parental acceptance scale as the tools of the study. The most important results of the study: There is a statistically significant correlation between psychological immunity and parental acceptance among the study sample. There are statistically significant differences in the psychological immunity according to the variable of the academic year, while this study has not shown

statistically significant differences in the psychological immunity according to the gender variable, in addition to the fact that the levels of psychological immunity are high. There are statistically significant differences in parental acceptance according to the school year variable, while this study has not shown statistically significant differences in parental acceptance according to the gender variable.

A study by Abbas (2016), Syria: Titled: (Methods of coping with psychological trauma and its relationship to family support among adolescents residing in shelters in the city of Damascus).

The study aims to identify the relationship between the scores of the study sample on the scale of methods of dealing with psychological trauma and their scores on family support. The differences between the mean scores of the students of the research sample on the psychological trauma scale and the family support scale are defined based on the gender variable. A random sample is drawn from the shelters in the city of Damascus, amounting to (342) male and female adolescents, of whom (193) males and (149) females. The methods of facing psychological trauma scale, psychological trauma scale, and the family support scale are applied. Among the most important results of the study are: the existence of a positive correlation with statistical significance between the scores of the study sample on the scale of methods of dealing with psychological trauma and their scores on family support. There is a statistically significant negative correlation between the scores of the study sample on the family support scale and their scores on the psychological trauma. There are statistically significant differences between the mean scores of students, members of the study sample, on the family support scale, due to the gender variable, in favor of males.

Fathi's study (2019), Egypt: Title of the study: "Perceived self-efficacy, the ability to solve problems, and goal orientation as predictors of psychological immunity among academically gifted students (factor components of the psychological immunity scale)."

The study aims to identify the factorial structure of the psychological immunity scale among the academically outstanding students of the university, with the aim of revealing the level of their psychological immunity, and revealing the correlations between the dimensions of psychological immunity, and each of the perceived self-efficacy, the ability to solve problems, orientation towards the goal, and to identify the fact that These three variables work as predictors of psychological immunity among university students who are outstanding, and finally to identify the differences in the components of psychological immunity among the study sample in the light of some demographic variables (gender, specialization). The sample of the study consists of (152) male and female students who have excelled academically from the university students. Four tools are applied: the psychological immunity scale (prepared by the researcher), the perceived self-efficacy scale (prepared by the researcher), the problem-solving scale (prepared by Nazih, 1998), and the goal orientation scale (prepared by Elliot & McGregor).

The most important results of the study are: the presence of a high level of psychological immunity among the academically outstanding university students, and the existence of a positive correlation between psychological immunity and each of the perceived self-efficacy and the ability to solve problems and orientation towards the goal. The results show that there are differences in psychological immunity according to the gender variable in favor of male students, while no statistically significant differences appear according to the academic specialization variable. It is also

found that the three variables are able to predict the psychological immunity of the academically outstanding university students.

Al-Halabi Study (2021), Saudi Arabia: The title of the study: "Psychological immunity and social support as predictors of a positive attitude towards the future among a sample of female students at Qassim University."

The study aims to identify the role of psychological immunity and social support in predicting the positive orientation towards the future among university students, and to identify the level of psychological immunity, social support and positive orientation towards the future among university students, in addition to identifying the differences between high and low psychological immunity, and the differences between high and low social support. On the scale of positive orientation towards the future. The sample of the study consists of (275) male and female students from the College of Education at Qassim University. The measure of psychological immunity for university students, the measure of social support for adolescents and youth, and the measure of positive attitude towards the future are utilized.

The most important results of the study are: the respondents have a higher-than-average level in psychological immunity, and a lower-than-average level in social support and orientation towards the future. Psychological immunity has a predictive capacity of the positive orientation into the future, whereas social support could not predict the positive orientation into the future.

Psychological immunity, and differences between low and high social support on the scale of positive orientation towards the future.

Lapsley and Hill (2011): The title of the study: "Autoimmunity and its relationship to optimism and academic adjustment".

The study aims to identify the relationship of psychological immunity to optimism and adjustment in early adulthood and its association with some behaviors such as drug abuse and academic maladjustment. The study sample consists of (350) male and female students in America. The researchers adopt as tools for the study the AIS scale to measure psychological immunity and the scale of optimism with the list of standard relative risks.

The most important results of the study are: Psychological immunity is strongly associated with optimism and inversely with depression, self-confidence and personal problems.

The study of Albert Lorincz et al (2012):

The title of the study: "Relationship between the characteristics of the psychological immune system and the emotional tone of personality in adolescent".

The study aims to show the relationship between emotional health and the function of the psychological immune system. The study sample consists of (599) male and female students from high schools. The researchers adopt the Psychological Immunity Questionnaire (PISI) and the Emotional Mood Questionnaire as study tools.

The most important results of the study are: There is a direct, statistically significant relationship between the mental health of the personality (adaptation-non-adaptation) and the function of the psychological immune system in favor of adaptation.

The position of the current research in comparison to the previous studies:

The current research agrees with the previous studies in dealing with the issue of social support and its relationship to personal and social adjustment as the study of Aqel (2015). In terms of research methodology: The current research agrees with the majority of previous studies in following the descriptive analytical approach. In terms of the research sample: The sample of the current research, which is students in secondary education, is similar to the samples drawn in the study of Syed (2012).

The current research is also distinguished from previous studies in that it is devoted to identifying the relationship between the level of family support that secondary school students receive and psychological immunity, while the relationship between these two variables have not been studied before - within the limits of the researcher's knowledge, that is studying the social aspect of students who live in difficult social, psychological and economic conditions in light of the current conditions that society in Iraq is going through.

5. Methodology:

5.1 Research Methodology:

The research relies on the analytical descriptive approach, which helps in obtaining the largest possible amount of information about these phenomena based on the facts of reality.

The descriptive types of research are not only to collect data since they also include the description, analysis, measurement, evaluation and interpretation of data. (Abbas, et. Al 2007, 161).

The following research procedures are adopted in the current research:

- Preparing the initial image of the family support scale and the psychological immunity scale, in the light of previous relevant research and studies.
- Presenting the initial image of the family support scale and psychological immunity scale or some Education and Humanities faculty members.
- Verifying the validity and reliability of the family support scale, and the psychological immunity scale
- Preparing the final image of the family support scale, and the psychological immunity scale.
- Identifying the original community and selecting the research sample from students in secondary education.
- Applying the two scales in their final form to the selected sample.
- Correcting the responses and monitoring the data in preparation for their entry into the computer.
- Processing and analyzing the data statistically according to the specified statistical methods.
- Analyzing and interpreting the results that have been reached.
- Achieving the basic points that are useful in developing some proposals for research.

The adopted method in monitoring social reality:

The social observational sample method is adopted.

5.2 Research Population:

The original research population consists of all the students enrolled in the preparatory and secondary education stage in Erbil for the academic year (2022-2023). Their number is (39245) male and female students, divided into (17892) male and (21353) female students. According to statistics issued by the Directorate of Education in Erbil.

5.3 Research Sample:

To achieve the objectives of the research, the method of the stratified random sample is adopted, because the original society is heterogeneous in terms of age characteristics and social and economic levels. It is the sample in which the society is divided into categories or classes that represent the characteristics of society, then random selection takes place within each category or class. This (stratified) sample gives the same proportions as those in the study population. The sample is chosen following consultations with the administration of schools in Erbil from which (stratified) samples are drawn. It selects a number of students at random in the secondary education stage, and a sample of (710) male and female students is drawn. The members of the study sample are distributed according to the study variables through the following tables:

Table 1: The study sample (students) are distributed according to the gender variable

VARIABLE	CATEGORY	SAMPLE NUMBER	RATE
Gender	Males	329	% 46.3
	Females	381	% 53.7
	Grand total	710	% 100

Table 2; The study sample (students) were distributed according to the academic specialization variable

VARIABLE	class	The number of sample members	RATIO
Study specialization	Literary high school	209	%29.4
	Scientific high school	501	%70.6
	Grand total	710	%100

5.4 Two search tools:

5.4.1 Family Support Scale:

The stage of viewing and choosing the dimensions of the scale: Some studies are reviewed that dealt with the issue of family support that students receive, such as: Al-Najjar (2012), Odeh (2010), Al-

Nabulsi (2009), Al-Mabhouh (2015), Abbas (2016), and Kan. The aim of referring to it is to know the items of family support that the researchers dealt with in their studies, then (the researcher has developed) in the light of these standards certain items to consist of the family support measure that the students receive, a scale containing (20) items is formulated as in Appendix No. (1) . The scale items are answered with one of the following five responses according to the Likert scale: (the degree of agreement is very high, high, medium, low, and very low). The items are given their grades in the previous order as follows: (5, 4, 3, 2, 1).

5.4.2 Exploratory study of the measures of family support and psychological immunity:

In order to verify the clarity of the items of the two scales and their instructions, the researcher carries out an exploratory study, as the scale is applied to a small sample of students amounting to (40) male and female students from two schools in Erbil. Results show that It is fully clear and understandable.

5.4.3 The validity of the family support scale:

Virtual honesty: In order to verify the validity of the items of the family support scale, the scale is presented to a number of faculty members at the Faculties of Education and Arts. Their number is (7) arbitrators. They are asked to express their opinions on the validity of each item, in addition to mentioning whatever they see fit in terms of additions or modifications. Based on their opinions and observations, no item is excluded from the scale, but some of them are modified in terms of style and wording. Thus, the final total number of the items of this scale in its final form is (20) items.

The validity of the internal construction: it shows the correlation between the grand total and the sub-items. The correlation of the grand total with the sub-items is carried out. The results are manifested in the following table:

Table 3; The item's correlation coefficient with the total score of the family support scale

Item No	Correlation coefficient	Item No	correlation coefficient	Item No	correlation coefficient
.1	**0.603	.8	**0.502	.15	**0.484
.2	**0.658	.9	**0.508	.16	**0.548
.3	**0.369	.10	**0.534	.17	**0.562
.4	**0.644	.11	**0.605	.18	**0.517
.5	**0.629	.12	**0.659	.19	**0.643
.6	**0.625	.13	**0.719	.20	**0.603
.7	**0.663	.14	**0.585		

The results show that the correlation of the total sum with the sub-items is high and ranged between (0.484 and 0.719), which indicates that the family support measure is homogeneous and characterized by internal validity.

The stability of the family support scale: The results are as indicated in Table (4):

Table 4; Results of repetition stability, median stability, and Cronbach's alpha of the family support scale

Family Support Scale	RECURRING STABILITY	STABILITY BY HALF	CRONBACH'S ALPHA
Total marks	0.859	0.872	0.728

It is noted from Table (4) that all stability coefficient values are high and indicate the stability of the tool, and allow conducting the research. The value of the reliability coefficient by repeating the family support scale is (0.859). The stability coefficient of the retail half is (0.872), and the stability value of Cronbach's alpha is (0.728).

5.4.3 Psychological Immunity Scale:

The stage of viewing and choosing the dimensions of the scale:

In this stage, some studies that have dealt with the subject of psychological immunity among students are reviewed, such as the study of: Zaidan (2013), Sheikh Ali (2014), Al-Ammar and Najati (2016); Then, in the light of these researches and studies, the researcher has developed the items of the psychological immunity scale. The scale consists of (28) items distributed over four dimensions.

Table 5: The distribution of items of the psychological immunology scale

Psychological Immunity Scale		
Scale dimensions	number of items	items
The first dimension: acceptance of change and) (positive relationships The first dimension: (acceptance of change and positive relationships)	7	26 ,25 ,24 ,20 ,19 ,8 ,1
The second dimension: (personal skills) The second dimension: (personal skills)	7	23 ,18 ,16 ,15 ,14 ,5 ,2
The third dimension: (self-confidence and the ability to control The third dimension: (self-confidence and the ability to control)	7	28 ,21 ,13 ,11 ,6 ,4 ,3

The Fourth Dimension: (Optimism)	7	27 ,22 ,17 ,12 ,10 ,9 ,7
The Fourth Dimension: (Optimism)		

Method of correcting the scale: The scale items are answered by one of five answers: (always, often, sometimes, rarely, never). The following grades are provided according to the previous order of the answer options: (5, 4, 3, 2, 1). A high score indicates a high level of psychological immunity, and a low score on the scale indicates its low level.

5.4.4 The validity of the psychological immunity scale:

Apparent honesty: In order to verify the validity of the items of the students' psychological immunity scale, the scale is presented to 7 faculty members in the Faculties of Education and Arts. They are asked to express their opinions on the validity of each item. Based on their opinions and notes, no item is excluded from the scale, but some of them are modified in terms of style, wording, and addressing students in the third person. Thus, the final total number of the items of this scale in its final form is (40) items distributed over four dimensions.

Internal structure validity: The results show that the correlation of the total sum with the sub-items is high. It ranges between (0.277-0.735), which indicates that the measure of psychological immunity is homogeneous and characterized by internal validity, as illustrated in the following table:

Table 6; The item's correlation coefficient with the total score of the psychological immunity scale

Item No	correlation coefficient	Item No	correlation coefficient	Item No	correlation coefficient
.1	**0.403	.11	**0.646	.21	*0.284
.2	**0.384	.12	**0.576	.22	*0.307
.3	*0.342	.13	**0.735	.23	**0.567
.4	**0.419	.14	**0.661	.24	**0.597
.5	*0.339	.15	**0.647	.25	**0.529
.6	*0.298	.16	**0.526	.26	*0.320
.7	*0.277	.17	**0.360	.27	*0.349
.8	*0.282	.18	**0.488	.28	*0.302
.9	**0.407	.19	**0.474		
.10	**0.362	.20	*0.357		

Stability of the psychological immunity scale: The following methods are used in calculating the stability of the scale: repetition stability, halving stability, and Cronbach's alpha. The results are grouped according to the following table:

Table 7; Results of repetition stability, median stability, and Cronbach's alpha for the psycho immunity scale

Scale dimensions	Recurring stability	Stability by half	Alpha Cronbach
The first dimension acceptance of change and positive relationships	0.869	0.806	0.738
The second dimension personal skills	0.855	0.785	0.723
The third dimension self-confidence and the ability to control	0.873	0.811	0.751
The Fourth Dimension Optimism	0.827	0.764	0.707
Total marks	0.884	0.866	0.751

The results show that all stability coefficient values are high and indicate the stability of the tool. They allow conducting the research. As the value of the reliability coefficient by repeating the measure of the ability to solve problems of daily life is (0.884), the reliability coefficient of the half-term is (0.866), and the stability value of Cronbach's alpha is (0.751).

6. Results and Discussion:

6.1 Displaying the results of the research questions:

6.1.1. What is the level of family support among the research sample of high school students in Erbil schools?

To calculate the level of family support and the level of psychological immunity in a sample of high school students at Erbil schools, the arithmetic average is calculated for each item, then it is calculated for the total score of the scale, and the levels are determined in the following table:

table 8; Levels of /family support/ and /psychological immunity/ among students

ORDINAL MEAN	Level estimate
1.8 – 1	Very weak
2.60 – 1.81	Weak
3.40 – 2.61	Average

4.20 – 3.41	High
5 – 4.21	very high

This is done based on the scale responses ($1-5 \div 5 = 0.8$), and the results are as follows:

Table 9; The arithmetic mean, standard deviation, and the order mean in the scores of the respondents of the research sample on the family support measure

Family Support Scale	Arithmetic Mean	Standard Deviation	Ordinary Mean	Level
Total marks	57.58	5,545	2.87	Average

It is noted from table (9) that the total degree of family support received by education students from high school is at an average level, with an average of (2.87).

This may be due to the fact that family support requires the presence of a set of social ties and interactions with other family members and friends, which are long-term and can be relied upon and trusted. This is received when an individual feels the need for them to provide him/her with emotional support to make him/her able to face the pressures of life and become more compatible, harmonic, and has the ability to face those psychological pressures of daily life. This belief is formed by the individual when he becomes a member of a particular group to which he/she belongs.

The family support provided by others in our society helps the student to assume responsibility, performs the task of protecting the person's self-esteem and resisting traumatic events, alleviates the impact of psychological trauma, relieves symptoms of anxiety and depression, and increases students' feelings in this important stage of his life - adolescence - By being satisfied with themselves and their lives, which enable them to appreciate themselves later, and achieve psychological and social compatibility.

6.1.2 What is the level of psychological immunity among the research sample of high school students in Erbil schools?

The arithmetic mean, standard deviation, and ranked mean are calculated for each item and then for each dimension. The results are presented as shown in the following table:

Table 10; The arithmetic mean, the standard deviation, and the order mean in the scores of the respondents' responses to the psychological immunity scale

NO.	Scale dimensions	SMA	standard deviation	Ordinal mean	Rank	Level estimate
1	The first dimension: acceptance of) change and positive (relationships	23.11	3,473	3.30	3	Average

2	The second dimension: (personal skills)	25.29	3,579	3.61	1	High
3	The third dimension: self-) confidence and the ability (to control	23.57	2,833	3.36	2	Average
4	The Fourth Dimension: (Optimism)	22.36	3,790	3.19	4	Average
	Total marks	94.93	13,675	3.39		Average

The results show that the total score for the level of psychological immunity among high school students is at an average level, as the order average of the answers of the research sample is (3.39). It is at an average level in each of the dimensions except for the (personal skills) dimension, which is at a high level in the responses of the research sample.

The reason for this matter may be due to the fact that the students at this stage have not matured in the organized social relations that organize their lives, and provide them with interdependence and integration with others, which emphasizes the social orientation. Thus, there will be a high level of psychological immunity in them and they acquire certain behavioral and social methods. These methods enable them to learn different social roles. This matter will benefit them to acquire mental health, high psychological immunity, and satisfaction with themselves and their societies. It increases their abilities to face life and academic pressures.

This can be explained by the fact that students have the ability to persevere and succeed in order to reach their goals and reduce the conflicts they go through, but they face many difficulties and challenges that hinder their ability to achieve their ambitions and plan for the future. It is due to the difficult conditions that a society suffers from, which lead to a decline in the level of psychological immunity. Psychological conditions weaken the individual's ability to protect himself/herself from pressures and potential negative effects of stressful events, risks, frustrations, and psychological crises. It helps to get rid of them through psychological immunization using self-resources and potentials inherent in personality such as positive thinking, creativity, problem-solving, self-control, balance, and steadfastness, solidity, challenge and perseverance, effectiveness, optimism, flexibility and adaptation to the environment.

Bandura (1982, 155) shows that all periods of growth come as new challenges to increase the psychological fortification of the student, as adolescents approach the demands of adulthood, so they must learn to bear social responsibility and face all challenges in all areas of life. This requires them to acquire many new skills, master the ways of adult society, and learn to deal with the emotional and genderual changes of puberty.

The result of the current research differs with the result of the Al-Halabi study (2021), whose results shows that the sample members enjoy a higher-than-average level of psychological immunity. It also differs with the result of Fathi's study (2019), whose results show a high level of psychological immunity among academically outstanding university students. It also differs from the results of Al-Ammar and Najati (2016) study, whose results show that the levels of psychological immunity are high.

6.2 Displaying the results of the research hypotheses:

The following hypotheses were tested at the significance level (0.05):

The first hypothesis: There is no statistically significant correlation between family support and psychological immunity among the research sample of high school students at Erbil schools.

Table 11; Pearson correlation coefficient between family support and psychological immunity among the research sample of high school students

	link	Acceptance of change and positive relationships	PERSONAL SKILLS	Self-confidence and ability to adjust	optimism	The total degree of psychological immunity THE TOTAL DEGREE OF PSYCHOLOGICAL IMMUNITY
The total degree of family support	Pearson correlation coefficient	**0.351	**0.420	**0.402	**0.339	**0.446

Discussion of the hypothesis: As shown in Table (11), the value of the Pearson correlation coefficient in the total score is ($r = 0.446^{**}$). It means that there is a positive correlation, that is, the null hypothesis is rejected and the alternative hypothesis is accepted for the existence of a statistically significant positive correlation between the family support that is received by students and the level of psychological immunity among students at the level of significance (0.05).

This can be explained by the fact that the higher the level of family support provided to students, the greater their skills and abilities in solving daily life problems that they face in their daily lives. This will also increase their social relations and interaction with those around them in society. This will also increase their integration in society and in school, and this is what develops them. This will also develop their capabilities and skills to face difficulties and challenges, develop their methods of solving problems, and motivate them to take initiative, take decisions, and solve problems that they encounter in their lives.

There is no doubt that the family support has a great role in alleviating the stressful events of daily life. It is of great importance in the psychological and social compatibility of the individual. Support can be by saying good word, advice, providing useful information, or meeting psychological and social needs, and offering money to meet necessary needs.

The second hypothesis: There are no statistically significant differences between the mean scores of the research sample's responses to the family support scale according to the gender variable.

Table 12: The results of the t-student test indicate the differences between the mean scores of males and females on the family support scale

Family Support Scale	gender variable	the number	average	standard deviation	degrees of freedom	t value	significance level	the decision
Total marks	males	329	56.08	6,151	708	0.379	0.674	Not statistically significant
	females	381	57.16	4,713				Not statistically significant

Discussion of the hypothesis: It appears from Table (12) that the value of $t = (0.379)$ at a degree of freedom = (708). The probability value is (0.674), which is greater than the significance level (0.05). This indicates that there are no statistically significant differences between the average scores of male students' responses and the average scores of female students' responses on the family support scale in the total score.

This can be explained by the fact that male and female students in high school receive the same level of support and social support from friends and from the family, as they live the same experiences and acquire the same skills at school. The presence of the social support that the student receives from family, friends and school, and the support that he/she finds whenever he/she needs, that support can be psychological, moral or financial. It helps him to overcome the adversities and various academic and life pressures. These elements are available, as they help him create a strong person who is capable of facing the challenges of life, which help students achieve their goals, adhere to their principles, and remain steadfast in light of the pressures they live in. Thus, this matter raises their level of immunity and psychological toughness.

The third hypothesis: There are no statistically significant differences between the mean scores of the research sample's responses to the family support scale according to the study specialization variable.

Table 13; The results of the (t-test) for the indication of the differences between the scores of the study sample's responses to the family support scale according to the academic specialization variable

The first dimension: acceptance) of change and positive relationships (male s	329	23.68	3,473	708	1,743	0.082	Not significant at (0.05)
	females	381	24.11	3,331				
The second dimension: personal) (skills	male s	329	26.72	3,579	708	1,738	0.083	Not significant at (0.05)
	females	381	25.96	3,390				
The third dimension: self-) confidence and the ability to (control	male s	329	24.74	2,833	708	1,004	0.211	Not significant at (0.05)
	females	381	24.47	2,974				
The Fourth Dimension: (Optimism)	male s	329	3.79	3,790	708	0.993	0.203	Not significant at (0.05)
	females	381	4.92	4,923				
Total marks	male s	329	97.80	10.8	708	0.123	0.879	Not significant at (0.05)
	females	381	97.85	10.80				

The t-test is used for independent samples in order to determine the significance of the differences between the average scores of the two samples' answers on the psychological immunity scale. The results are presented as shown in Appendix No. 2 .The results show that the value of (t) is (0.123). The probability value of the total score is (0.879), which is greater than the level of significance (0.05). This leads to accepting the current hypothesis, that is, there is no statistically significant difference between the mean scores of the study sample of high school students on the psychological immunity scale according to the gender variable. This may be due to the fact that students of both genders, whether they are male or female, live in a similar

environment to a large extent, so it is natural for the differences between male and female students to decrease. The culture and customs of socialization in society emphasize the practice of the same behaviors and give them the same emotional skills. Thus, family members do not feel discriminatory in their treatment, especially with the presence of weak use of the authoritarian leadership style, as well as the presence of trust and cooperation between family members. Thus, both genders of children feel reassured during family and social interaction.

This can also be explained by the fact that parental socialization gives male and female children care and attention at the same level. They have dialogues with them, give them an opportunity to express opinion and counter opinion, and define for each individual his/her role within the family. As this method of upbringing allows male and female students to pass through the experience of facing life events and dealing with them. They encourage children to communicate and make social interaction with others, which leads students to acquire psychological skills and abilities, and their possession of social audacity.

This result is also attributed to the traditions, customs, and methods of parental treatment in society, which reduces the differences between males and females in their dealings with children. The family works from an early age to enhance the self-confidence of their children, whether male or female, and provides them with the opportunity to establish social relations with others, and interact with them in social events, and have the freedom to act and be self-reliant. This gives individuals the opportunity to go through various social experiences. Thus, they become more able to face and deal with stressful life events. In addition to the equality of the stimuli and experiences that both males and females are exposed to in the high school stage, or the stereotypical environment and family upbringing that no longer differentiate between males and females within the family or society, as well as the similarity of the cultural and social conditions of the families of male and female students in the current research community.

The result of the current study differs with the result of the study of Razouki (2013), whose results show that there are statistically significant differences in the degree of psychological immunity between males and females and is in favor of males. It also differs with the result of Fathi's study (2019), whose results show that there are differences in psychological immunity according to the gender variable in favor of male students.

The result of the current study agrees with the result of the study of Al-Ammar and Najati (2016), whose results show that there are no statistically significant differences in psychological immunity according to the gender variable.

The fifth hypothesis: There are no statistically significant differences between the mean scores of the research sample's answers on the psychological immunity scale according to the study specialization variable.

Table 15: The results of the (t-test) to indicate the differences between the scores of the respondents' responses to the psychological immunity scale according to the academic specialization variable

Psychological	academic	the number	mean B	standard	degrees of	The calculated t value	probability value	
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immunoassay	variable			deviation	freedom			the decision
The first dimension: acceptance of change and positive relations (hips)	literary	209	23.96	3,309	708	0.498	0.618	Not significant at)0.05(
	scientific	501	23.84	3,540				
The second dimension: personal) (skills)	literary	209	26.21	3,448	708	0.492	0.623	Not significant at)0.05(
	scientific	501	26.47	3,571				
The third dimension: (self-confidence and the ability to (control	literary	209	24.48	2,742	708	1,016	0.310	Not significant at)0.05(
	scientific	501	24.76	3,139				
The Fourth Dimension: Optimis) (m	literary	209	23.07	4,185	708	1,009	0.313	Not significant at)0.05(
	scientific	501	23.68	4,751				
Total marks	literary	209	97.46	9.63	708	1,123	0.261	Not significant at)0.05(
	scientific	501	98.36	11.57				

The t-test is used for independent samples in order to determine the significance of the differences between the average scores of the two samples' answers on the psychological

immunity scale. The results are as shown in Appendix No. 3. The results show that the value of (t) is (1.123), and the probability value of the total score is (0.261), which is greater than the level of significance (0.05). This leads to accepting the current hypothesis, that is, there is no statistically significant difference between the mean scores of the study sample of high school students on the psychological immunity scale according to the variable of study specialization.

This result may be due to the fact that the methods of teaching the subjects that are offered for each study specialization do not differ. Also, the nature of the lessons and social interaction relations that are made available to students in different study specializations are the same. They also have sufficient opportunities to use the personal skills that are originally in need of training. This leads to achieving advanced opportunities of success. Thus, they have similar level of their psychological immunity. High school students are also more positive in their self-perception, as students view themselves, the world, and the future more positively. This view increases their sense of success, that they are able to accomplish difficult tasks, solve problems, and rely on themselves in achieving goals with perseverance and persistence if they receive appropriate family and social support. In turn, this matter increases their self-confidence, has a sense of self-worth, and develops their psychological immunity resources.

The psychological immunity of the student is considered as one of the most important factors that help individuals to overcome adversity, pressures, and adversity, as well as challenging difficult situations. The psychological immunity of students regardless of their gender is represented in immunity, resistance, endurance, psychological power, psychological capacity to endure crises, enduring difficulties and calamities, and overcoming the resulting psychological disorders. The result of the current study agrees with the result of Fathi's (2019) study. The results of which show that there are no differences in psychological immunity according to the variable of academic specialization.

The result of the current study differs with the result of the study of Razouki (2013), whose results show that there are statistically significant differences in the degree of psychological immunity between the scientific specialization and the human specialization. The result is in favor of the scientific specialization.

7. Conclusion

Family support is one of the most important sources of security that individuals need from the society in which they live, when they believe that something threatens them, and they feel that their energies have been exhausted and that they can no longer stand against this threat. They feel that they are in desperate need for help, assistance, support, and strength, especially when they want this help to come from their closest people. The category of teenage students is an important category that society needs, because it is the category that takes upon itself leading the society and its progress in the future. Therefore, it needs all the care and attention of society in all its institutions, bodies and individuals, and in all its psychological, social, mental and health aspects. In recent years, caring for the mental health of individuals, and building their psyche in a sound manner, has become the focus of attention for those working in the field of psychology, psychological counseling, and in the field of education. This is so especially after it has become clear that there is a close relationship between the mental health of individuals and their physical health, especially after the individual has become suffering from the severity of life these days

due to the complexity of life. Therefore, appropriate family support for students should be carried out.

The poor level of family support provided to students affects their psychological, social and mental development, as a result of unpleasant experiences and pressures they are exposed to in daily life. This matter hinders raising the psychological immunity of teenagers. Thus, there will be a difficulty in achieving appropriate social development for students. Symptoms of weak social development for students include: lack of self-confidence, withdrawal from social situations, and social isolation. In view of the increasing number of adolescents who have lost their parents due to war and other circumstances, and in view of what fulfillment requires us to take care of their families. Science and research should be in favour of them in order to help their families and provide assistance to them; as the loss of the father affected the daily life of family members, their stability and standard of living as a result of the difficult conditions in society. Those conditions may lead to a decrease in the level of psychological immunity for an adolescent. The exposure of individuals to hardships and tribulations on an ongoing basis leads gradually to the depletion of their energy and the weakness of their ability to confront, resist and withstand the problems that they face in their life. Thus, they become exhausted individuals who cannot manage their affairs and are unable to face the simplest life situations. They will become incompatible and their thinking is negative. "Family support plays a major role in the positive psychological change resulting from a traumatic event, which provides individuals with opportunities for personal development and the acquisition of psychological immunity" (Knaevelsrud, et al, 2010, 1031).

There is no doubt that social support plays a great role in alleviating psychological trauma resulting from the pressures and requirements of academic life. It is of great importance in the individual's psychological and social compatibility and in increasing his/her psychological immunity. It is also important in the individual's use of positive and appropriate methods to solve their social problems. Support may be by saying a kind word, advice or providing useful information, or by fulfilling psychological and social needs, and by offering money to meet the necessary needs.

7.1 Suggestions: In the light of the research results, the following proposals can be submitted:

Actively contributing to the social stability of students in high school education, through moral and material family support. This matter leads to providing them with appropriate social skills and experiences; Thus, raising their level of psychological immunity, which reflects positively on their studies and their family members in the future.

A family should work to correct the wrong behavior of their children. They must provide them with emotional, material and psychological support when they face any problem.

Continuing to provide psychological and family support to high school students through lectures and awareness seminars, which include topics that enlighten students and enlighten them on the path of the future, with the aim of raising their level of psychological immunity.

Families and schools have to provide guidance and advice to students at this sensitive stage when they take any fateful decisions regarding their futures.

Increasing awareness programs for parents about the problems of adolescence and its needs and requirements, so that they can deal with these life pressures and daily life problems in a sound and systematic way, they should increase the level of psychological immunity among their teenage children.

Work on designing training programs for students aiming at training them on methods of solving constructive daily life problems.

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UNDER PEER REVIEW