

Self-Efficacy and its Relationship with Psychological Resilience Among University Students: (A Field Study on a Sample of Students at Djilali Liabes University in Sidi Bel Abbès)

علاقة الفاعلية الذاتية بالصمود النفسي لدى طلاب الجامعة:
(دراسة ميدانية على عينة من طلاب جامعة جيلالي ليايس بسيدي بلعباس)

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Abstract:

Through this study, we shed light on an issue of utmost importance, namely self-efficacy and its relationship to psychological resilience among university students. The descriptive method was employed, and a sample of 50 male and female students from Djillali Liabes University in Sidi Bel Abbes was utilized. The research relied on measurement tools, including the Self-Efficacy Scale developed by Ahmed Mohamed Abdel Khalek and Haifa Al-Ansari (2012), and the Psychological Resilience Scale by Connor-Davidson translated by Mohamed Essam El Tala (2021). The study results revealed a statistically significant correlation between self-efficacy and psychological resilience among the sample individuals. Additionally, no statistically significant differences were found between genders in both self-efficacy and psychological resilience.

Keywords : Self-efficacy, Psychological Resilience, Students.

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ملخص:

تم تسليط الضوء في هذه الدراسة، على مسألة ذات أهمية بالغة، وهي الفاعلية الذاتية وعلاقتها بالصمود النفسي لدى طلاب الجامعة. حيث تم استخدام المنهج الوصفي، وتكونت عينة الدراسة من 50 طالبًا وطالبة من جامعة جيلالي لباس في سيدي بلعباس. اعتمدت الدراسة على أدوات قياس، تتمثل في مقياس الفاعلية الذاتية لأحمد محمد عبد الخالق وهيفاء الأنصاري (2012)، ومقياس الصمود النفسي لكونور-ديفيدسون الذي تم ترجمته من قبل محمد عصام الطلاء (2021). حيث أظهرت النتائج وجود علاقة ذات دلالة إحصائية بين الفاعلية الذاتية والصمود النفسي بين أفراد العينة. بالإضافة إلى ذلك، لم تظهر فروق دلالة إحصائية بين الجنسين في كل من الفاعلية الذاتية والصمود النفسي. الكلمات المفتاحية: الفاعلية الذاتية ؛ الصمود النفسي ؛ الطلبة .

1. Introduction:

Psychological resilience is defined as an individual's ability to adapt to challenging psychological and social situations, as well as the capacity for recovery and prevention from illness (Bruce.W&al.2008) . Psychological resilience is considered a crucial aspect in the study of mental health, indicating an individual's capability to thrive and confront risks and difficulties. (Feng kong& al,2015)

This may involve dealing with academic challenges, daily life pressures, personal problems, and social challenges. One of the variables that may impact the level of psychological resilience is self-efficacy, which is considered a fundamental element in enhancing mental health and achieving success in various fields. Self-efficacy is an important trait in developing competence and effectiveness when facing adversity. It is viewed as an influential factor in the ability to adapt and deal with challenging situations with flexibility, affecting individuals' aspirations, analytical thinking, and perseverance in the face of failure. (Bandura& al.2001)

University students often encounter various academic and personal challenges such as time management pressure, self-regulation, and high expectations. Therefore, understanding the relationship between self-efficacy and psychological resilience among university students is of great importance. Previous research in this field has shed light on the significance of this topic, as researchers aim to identify factors that enhance psychological well-being and academic success among students. Furthermore, understanding the roles of self-efficacy and psychological resilience can contribute to the development of support

programs and interventions aimed at promoting the overall mental and psychological health of students.

Based on what was previously mentioned, we can pose the following problem: **Is there a statistically significant correlational relationship between self-efficacy and psychological resilience among university students?** This branches into the following specific questions:

1. Are there statistically significant differences between the average scores of females and males in self-efficacy?
2. Are there statistically significant differences between the average scores of females and males in psychological resilience?

To address the study problem and the various derived questions, we formulated the following hypotheses:

1. There is no statistically significant correlational relationship between self-efficacy and psychological resilience among university students.
2. There are no statistically significant differences between the average scores of females and males in self-efficacy.
3. There are no statistically significant differences between the average scores of females and males in psychological resilience.

2. Study Importance:

There is significant importance in studying the subject of self-efficacy and its relationship with psychological resilience among university students, as follows:

-Theoretical Perspective:

From a theoretical standpoint, conducting this study allows us to elucidate the connections and influences between these variables. It sheds light on the roles of both self-efficacy and psychological resilience in enhancing academic performance. Students' ability to face challenges and difficulties, and their capacity to cope with them, aids in maintaining attention, focus, and reducing the likelihood of failure. This study contributes to understanding individuals' psychological processes and how they can confront challenges and pressures. Additionally, it contributes to the development of psychological theories explaining human behavior and interaction with the environment. Research in this area can

guide psychological and educational research towards a better understanding of how to promote resilience and increase self-efficacy among students. It can help identify key factors influencing these aspects and guide efforts to develop effective educational and pedagogical strategies.

-Practical Perspective:

Understanding the relationship between self-efficacy and psychological resilience can assist in developing educational strategies that enhance the development of resilience skills and increase self-efficacy among students. It can improve students' performance and motivate them to achieve academic success. Moreover, it can have a positive impact on enhancing resilience and self-efficacy, thus improving academic performance. From a practical standpoint, this study can guide efforts to provide psychological and social support for students experiencing academic or psychological pressures. Overall, the current study contributes to enhancing our understanding of the psychological adaptation process and academic performance, thereby improving education and supporting the mental health of students.

Study Objectives:

The objectives of the study can be summarized as follows:

1. This study aims to investigate how self-efficacy beliefs impact students' ability to cope with academic challenges, difficulties, and psychological pressures, and how this relates to their psychological resilience.
2. To identify the levels of both self-efficacy and psychological resilience among university students.
3. To determine whether there are differences in the levels of self-efficacy and psychological resilience among university students attributed to gender.

1 Definition of Study Concepts:

1.1 Self-Efficacy:

Self-efficacy is an individual's ability to achieve success and positively influence their life. It encompasses a range of traits and skills such as self-confidence, facing difficulties, coping with challenges and pressures, self-motivation, diligence, and independence.

self-efficacy refers to personal confidence in one's abilities for a successful accomplishment of a certain task. Self-efficacy beliefs are significant influential factors of whether individuals will be able to expend effort on a task and continue to cope with a difficulty. Individuals with

a high level of self-efficacy attempt tasks and keep up trying even though tasks might be difficult, while individuals with a low level of self-efficacy most of the times end up giving up easily. (Shkullaku, p.469).

Operationally, it is defined as the degree to which individuals in the sample score on the Self-Efficacy Scale by Ahmed Abdel Khalek and Al-Ansari (2012).

1.2 Psychological Resilience:

Psychological resilience is the ability to endure and remain steadfast in the face of life's challenges and difficulties. It represents the capability to positively and effectively cope with tough situations and pressures.

Psychological resilience is defined as one's ability to adapt vis-à-vis the sources of stress, successfully overcome tragic life events, and preserve their mental health against the impact of stress and trauma. Psychological resilience is the key factor in one's ability to gather its mental strength back in the face of stressful life situations. Individuals equipped with such resilience can recover quickly and get back to their normal lives. They can even turn a stressful life event into a life lesson.(Masten, A& al.1990).

Operationally, it is defined as the degree to which individuals in the sample score on the Psychological Resilience Scale by Connor and Davidson (2003), translated by Ahmed Abdel Khalek and others (2021).

2 Previous Studies:

2.1. Faten and Sherry's Study (2014): The study aimed to identify the relationship between psychological resilience and both wisdom and self-efficacy. The study sample consisted of 540 male and female students from the Faculty of Education at Zagazig University in Egypt. The psychological resilience scale and the self-efficacy scale were administered, and the t-test, correlation coefficient, and path analysis were used. The results showed a statistically significant positive relationship between all dimensions of the psychological resilience scale and the dimensions of the self-efficacy scale among university students. Additionally, there were no statistically significant differences between the mean scores of males and females in the dimensions of psychological resilience and in the overall score of the scale.

2.2. Tahrawi's Study (2018): The study aimed to reveal the level of self-competence and its relationship with psychological resilience among parents of mentally disabled individuals.

The sample included 307 parents of mentally disabled individuals, and a descriptive-analytical approach was used. Self-competence and psychological resilience questionnaires, designed by the researcher, were applied. The results showed a positive relationship between each dimension of self-competence and psychological resilience. There were no significant differences in the mean scores of self-competence among caregivers of individuals with special needs in Gaza based on gender, family economic level, or residence. Similarly, there were no significant differences in the mean scores of psychological resilience among caregivers of individuals with special needs in Gaza based on gender, family economic level, or residence.

2.3 Karol Konaszewski and al.'s Study (2019): The aim of this study was to identify predictive factors for individuals who adopt a stress coping pattern. The study, conducted on a sample of 632 students, revealed a positive relationship between both self-efficacy and psychological resilience with a task-oriented coping pattern. The emotion-oriented pattern was negatively associated not only with the sense of coherence variable but also with self-efficacy and resilience.

2.4. Karademas E.C. and al.'s Study (2023): The study examined the role of self-efficacy in coping with breast cancer as a mediator and/or moderator in the relationship between resilience components, quality of life, and psychological symptoms. The sample included 484 women diagnosed with breast cancer from four countries. Self-efficacy for coping mediated the effect of resilience components. Higher levels of resilience with higher levels of self-efficacy were associated with better outcomes.

4.5. Büşra Ergin and al.'s Study (2023): The main objective of this study was to investigate the relationship between levels of psychological resilience and parental self-efficacy perceptions among mothers with children aged 0 to 8 years attending a breast examination clinic. The study included a sample of 282 willing mothers, and data were collected using the Personal Information Model, the Psychological Resilience Scale, and the Berkley Parental Self-Efficacy Redesign Scale. The results showed a clear positive correlation between maternal psychological resilience and their perceptions of parental self-efficacy, indicating that psychological resilience positively predicts parental self-efficacy.

2.6. Asmaa Anwar Abdel Settar's Study (2023): The current research aimed to explore the relationship between self-advocacy and psychological resilience among visually impaired individuals in Minya. The study also aimed to identify gender differences in the research

sample's levels of self-advocacy and psychological resilience. The research tools included a self-advocacy scale (prepared by the researcher) and a psychological resilience scale (prepared by Dr. Iman Mustafa Sarweeni). The sample consisted of 21 male and female students from the School for the Blind in Minya. The results indicated a statistically significant positive relationship between the dimensions of self-advocacy and psychological resilience in visually impaired adolescents. Additionally, no statistically significant differences were found between the mean scores of male and female research participants in psychological resilience.

These studies have varied in their approach to examining self-efficacy and psychological resilience, and in our view, they encompass both positive aspects and areas that could be enhanced. The studies by Faten & Sherry (2014) and Tahrawi (2018) have notable strengths in their reliance on large sample sizes, allowing for a more in-depth exploration of the relationship between these variables. Additionally, they shed light on the caregiving aspects for individuals with special needs. However, expanding the scope of these studies to include diverse communities and universities could enhance the statistical robustness and generalizability of the findings. While the descriptive approach offers valuable insights, researchers could have strengthened their studies by incorporating experimental or clinical designs to obtain more robust evidence of the discovered relationships. Karol Konaszewski & al.'s study (2019) provided valuable insights into predicting stress coping patterns, yet more detailed exploration of the social and cultural context of the students could enhance the study's comprehensiveness. Similarly, the study by Karademas & al. (2023) highlighted the role of self-efficacy in improving the quality of life for cancer patients. However, broadening the study to include samples from diverse cultures would increase its inclusivity. Additionally, incorporating a clinical approach could offer a better understanding of how self-efficacy acts as a mediator in coping with cancer. Büşra Ergin & al.'s study (2023) emphasized the positive correlation between maternal psychological resilience and parental self-efficacy. While the study's findings are valuable, analyzing the relationship with other variables that may impact the results would have been beneficial. In the case of Asmaa Anwar Abdel Settar's study (2023), the importance given to the relationship between self-advocacy and psychological resilience in visually impaired individuals is commendable.

However, expanding the sample size to include more participants and diverse contexts could strengthen the study's conclusions.

In contrast, the current study aims to provide a deep analysis of the university context, exploring how self-efficacy influences psychological resilience among students in their academic environment. This will particularly focus on academic pressures and personal challenges.

3 Methodological Procedures:

1.3 Sample for exploration: An exploratory sample consisting of 30 male and female students was utilized to assess the suitability of the study tools for the selected sample and confirm the psychometric properties of the two scales. This information can be found in Table N° (01).

Table (01): Illustrates sample characteristics by gender variable.

Gender	Count	Percentage
Male	10	33.33%
Female	20	66.66%
Total	30	100%

1.2 Methodology: The adopted approach in this study is the descriptive methodology. This choice was made because it is the most serviceable for our research, being the most suitable for collecting, analyzing, and statistically processing the relevant data.

1.3 Study Sample: A random sample was selected from Djillali Liabes University in Sidi Bel Abbès, with a total of 50 students. The number of males was 22 students, constituting 44%, while the number of females was 28 students, constituting 56%. This information can be included in Table N° (02).

Table (02): Illustrates the characteristics of the sample according to the gender variable.

Gender	Count	Percentage
Male	22	44%
Female	28	56%
Total	50	100%

1.4 Study Tools: This study relied on the Self-Efficacy Questionnaire by Ahmed Mohamed Abdel Khalek and Haifa Al-Ansari (2012), in addition to the Psychological Resilience Questionnaire by Connor Davidson, translated by Mohamed Essam El-Talaat and Amjad Ezzat Gomaa (2021).

1.4.1 Self-Efficacy Scale: Prepared by Ahmed Mohamed Abdel Khalek and Haifa Al-Ansari (2012) and standardized by Fatma Al-Ahmar (2021). It consists of 20 items distributed across 4 dimensions as follows: perseverance, including 6 items (1, 5, 6, 8, 13, 14); confidence, including 5 items (12, 15, 17, 18, 19); competence, including 5 items (3, 4, 9, 11, 20); flexibility, including 4 items (2, 7, 10, 16). Respondents answer these items using a Likert scale (Never 0 – Rarely 1 – Sometimes 2 – Often 3 – Always 4), and scores range from 0 to 80. For reversed items (2, 7, 10, 16), scoring is reversed as follows: a score of 4 for Never and a score of 0 for Always.

- Psychometric Properties of the Scale: The reliability associated with the criterion (0.97), and the scale's consistency, ensured through Cronbach's Alpha method, yielded a coefficient of (0.79). Additionally, the test-retest method, at a significance level of (0.01), resulted in a value of 0.76**. For standardization, the researcher relied on several types of reliability: Consensual criterion reliability, where the researcher calculated the correlation coefficient between individuals' responses to the Self-Efficacy Scale and their responses to Cooper Smith's Self-Esteem Scale, obtaining a correlation coefficient value of (0.60**), significant at the (0.01) level. Internal consistency reliability, where the correlation coefficients ranged from below average to average to acceptable (0.27** and 0.61**), all significant at the (0.01) level, indicating acceptable internal consistency reliability. Hypothetical construct reliability, where the researcher calculated the difference between the high and low groups of the scale using an independent samples t-test, resulting in a value of (25.26), significant at the (0.01)

level, indicating reliability of hypothetical construct. Reliability was also confirmed through the exploratory factor analysis, which revealed four factors distributed among the items. As for the scale's stability, it was ensured through the test-retest method, with a value of (0.87**) at a significance level of (0.01). Furthermore, the split-half method yielded a value of (0.64), and the alpha Cronbach method provided a coefficient of (0.83), all indicating a high degree of stability.

In our current study, the psychometric properties of the scale were confirmed by relying on internal consistency reliability, as evidenced by the Pearson correlation coefficient for items with the corresponding dimension and the overall degree of the questionnaire. The correlation coefficient between dimensions was also calculated for a survey sample of 30 individuals, as illustrated in Tables N°. (03) and (04).

Table No. (03): Illustrates the relationship of items with dimensions and the total score of the scale:

Dimensions	Items	Correlation with demention	Correlation with Total Score
Perseverance	1	0.78**	0.63**
	5	0.47**	0.64**
	6	0.64**	0.56**
	8	0.82**	0.69**
	13	0.70**	0.53**
	14	0.88**	0.76**
Confidence	12	0.55**	0.47**
	15	0.64**	0.61**
	17	0.70**	0.54**
	18	0.80**	0.69**
	19	0.75**	0.67**
Competence	3	0.79**	0.76**
	4	0.65**	0.57**
	9	0.83**	0.79**
	11	0.62**	0.61**

	20	0.79**	0.62**
Flexibility	2	0.34	0.07
	7	0.70**	0.22
	10	0.62**	0.49**
	16	0.55**	0.61**

We notice from Table (03) that all questionnaire items were consistent with the dimension they belong to, where most of them were significant at the (0.01) level, except for item No. 02 in the fourth dimension, which was not significant. The correlation coefficients ranged for the first dimension between (0.64** / 0.88**). For the second dimension, the correlation coefficients ranged between (0.55** / 0.80**). In the third dimension, the correlation coefficients ranged between (0.62** / 0.83**). As for the fourth and final dimension, the correlation coefficients ranged between (0.34 / 0.70**).

Regarding the correlation degrees for the items with the total score, most of them were significant at the (0.01) level, except for items 2 and 7, which were not significant. The degrees ranged between (0.07 / 0.79**).

Table. (04): Illustrates the correlation degree of dimensions with the total score of the scale.

Dimensions	Correlation with Total Score
Perseverance	0.83**
Confidence	0.86**
Competence	0.90**
Flexibility	0.62**

We observe from Table. (04) that all the correlation coefficients of the dimensions with the total score of the Self-Efficacy Scale are statistically significant at the (0.01) level. Their respective values were (0.83**/ 0.86**/ 0.90** /0.62**), confirming the consistency and strength of the scale's coherence.

As for stability, it was ensured using the split-half method, followed by Spearman-Brown correction, and also by calculating the alpha Cronbach coefficient. This is illustrated in Table (05).

Table. (05): Illustrates stability coefficients through the split-half method and alpha Cronbach:

Dimensions	Alpha Cronbach	Correlation between subscales	Spearman-Brown equation
Perseverance	0.65	0.83	0.91
Confidence	0.61	0.82	0.90
Competence	0.64	0.89	0.94
Flexibility	0.44	0.72	0.83
Total	0.81	0.91	0.95

We observe from Table (05) that all Cronbach's Alpha coefficients were good, with scores ranging from 0.65 as the maximum to 0.44 as the minimum. The total sum was 0.81, indicating the reliability of the scale. Additionally, for the split-half reliability coefficients, the total sum was 0.91, indicating very good consistency between the halves of the scale. After compensating for it in the Spearman-Brown correction equation, the overall stability of the scale reached 0.95, confirming that the scale is stable and suitable for application in the primary study.

2.4.3 Psychological Resilience Scale: Designed by "Connor-Davidson" and translated by Mohamed Essam El-Talaat and Amjad Ezzat Gomaa (2021). It consists of 25 items distributed across 5 factors as follows:

- Personal competence and cohesion with 8 items (10, 11, 12, 16, 17, 23, 24, 25).

- Self-confidence and tolerance with 7 items (6, 7, 14, 15, 18, 19, 20).
- Accepting the positive aspects of change and secure relationships with 5 items (1, 2, 4, 5, 8).
- Adjustment with 3 items (13, 21, 22).
- spiritual and religious influences with 2 items (3, 9). Respondents answer using a Likert scale (Not true at all 0 / Rarely true 1 / Sometimes true 2 / Mostly true 3 / Always true 4).

Psychometric Properties of the Scale: The researchers relied on the reliability of experts and internal consistency to ensure the scale's validity. After translation, it was presented to a group of experts in the field. The internal consistency reliability was verified, showing strong statistically significant correlation coefficients for the scale's dimensions, ranging between (0.46 / 0.91), indicating a high degree of reliability. For stability, the researchers relied on Cronbach's Alpha coefficient, which reached a value of (0.89), indicating high stability. Additionally, split-half reliability was calculated, with a Pearson correlation coefficient for the entire scale reaching (0.69), and after applying the Spearman-Brown correction equation, it reached (0.81), indicating that the scale is valid for measuring the mentioned dimensions. In our current study, the validity of the scale was confirmed through internal consistency reliability by verifying the correlation between items and dimensions and the overall degree of the scale, as illustrated in Table (06).

Table (06): Illustrates the correlation of items with dimensions and the overall degree of the scale.

Dimensions	Items	Correlation with Dimension	Correlation with Total Score
Personal Competence and Resilience	10	0.40*	0.45**
	11	0.77**	0.72**
	12	0.68**	0.65**
	16	0.66**	0.76**
	17	0.81**	0.64**
	23	0.83**	0.61**
	24	0.72**	0.55**
	25	0.55**	0.31
	6	0.66**	0.54**

	7	0.56**	0.62**
Self-Confidence and	14	0.58**	0.31
Tolerance	15	0.43*	0.33
	18	0.29	0.12-
	19	0.36*	0.08
	20	0.40*	0.25
Positive Acceptance	1	0.45*	0.20
of Change and	2	0.55**	0.27
Secure	4	0.73**	0.79**
Relationships	5	0.38*	0.43*
	8	0.58**	0.41*
	13	0.62**	0.19
Control	21	0.53**	0.31
	22	0.84**	0.57**
Spiritual and	3	0.52**	0.47**
Religious Influences	9	0.89**	0.75**

Through Table (06), we observe that each questionnaire item was consistent with the dimension to which it belongs. Most of them were statistically significant at the (0.01) level, except for item 10 in Factor 1, items 15, 19, and 20 in Factor 2, and items 1 and 5 in Factor 3, which were statistically significant at the (0.05) level. Item 18 was not significant. The correlation coefficients ranged between (0.40* / 0.83**) for Factor 1, (0.29 / 0.66**) for Factor 2, (0.38* / 0.73**) for Factor 3, (0.53** / 0.84**) for Factor 4, and (0.52** / 0.89**) for Factor 5. Regarding the correlation with the total score, items (11-12-16-17-23-24-6-7-4—3-9-22) were significant at the (0.01) level, items (10-8) were significant at the (0.05) level, and items (25-14-15-18-19-20-1-13-21) were not significant.

Table No. (07): Illustrates the correlation of dimensions with the total score of the scale.

Dimensions	Correlation with Total Score
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Personal Competence and Resilience	0.86**
Self-Confidence and Tolerance	0.60**
Positive Acceptance of Change and Secure Relationships Control	0.77** 0.59**
Spiritual and Religious Influences	0.55**

From Table No. (07), it is evident that the dimensions of the scale exhibit strong and statistically significant correlation coefficients at the significance level of (0.01). The respective values were (0.86** - 0.60** - 0.77** - 0.59** - 0.55**). This indicates a high degree of reliability for the dimensions of the Psychological Resilience Scale.

Regarding reliability, we relied on calculating it through the Cronbach's alpha method and the split-half method, followed by correcting the length using the Spearman-Brown equation, as illustrated in Table No. (08):

Table (08): Illustrates the reliability coefficients using Cronbach's alpha and the split-half method for the Psychological Resilience Scale.

Dimensions	Alpha Cronbach	Correlation between subscales	Spearman-Brown equation
Personal Competence and Resilience	0.73	0.86	0.92
Self-Confidence and Tolerance	0.52	0.45	0.58
Positive Acceptance of Change and Secure Relationships	0.53	0.85	0.93
Control	0.70	0.89	0.92
Spiritual and Religious Influences	0.49	0.55	0.50
Total	0.79	0.81	0.88

We observe from Table (08) that all Cronbach's alpha coefficients were good, ranging between 0.73 as the maximum and 0.49 as the minimum. The total sum was 0.79, indicating the scale's reliability. Also, for the split-half reliability coefficients, the total sum was 0.81, suggesting very good agreement between the halves of the scale. After applying the Spearman-Brown correction equation, the overall reliability of the scale reached 0.88. This confirms that the scale is stable and suitable for application in the primary study.

4. Interpretation of results:

1.4 The General Hypothesis:

stated that there is no statistically significant correlation between self-efficacy and psychological resilience among the sample individuals. To address this, the Self-Efficacy Scale and Psychological Resilience Scale were administered to 50 students, and then the Pearson correlation coefficient was calculated between the scores obtained from both scales, as illustrated in the following table:

Table (09):

Pearson Correlation Coefficient between Self-Efficacy Scores and Psychological Resilience Scale Scores:

Variables	Pearson correlation coefficient
Self-Efficacy/Psychological Resilience	0.67**

Through Table (09), we observe that the Pearson correlation coefficient value was determined to be 0.67**, indicating a relationship between the two variables at the 0.01 significance level. This leads us to reject the null hypothesis and accept the alternative hypothesis. This aligns with findings from previous studies we mentioned earlier: Faten and Sherry's study (2014), Tahrwi's study (2018), Karol Konaszewski & al.'s study (2019), Asmaa Abdel Sattar's study (2023), Büşra Ergin & al.'s study (2023), and Karademas.E.C & al.'s study (2023). Based on these studies, a positive relationship between self-efficacy and psychological resilience is evident. This suggests that an increase in self-efficacy among students enables them to face challenges, achieve goals, and cope with difficulties, leading to higher levels of psychological resilience. When individuals have high self-efficacy, they gain greater confidence in their ability to handle challenges and effectively confront pressures. This self-confidence enhances psychological resilience and the ability to adapt to challenging situations.

Variables	Mean	Standard deviation	T-Test	ddl	Sig
Males	53.2727	12.89585	-1.95	31.981	0.060

Researchers have developed lists illustrating the nature of resilient personalities, including self-efficacy, based on Rutter's theory (2006). This theory is one of the explanatory theories of psychological resilience according to Bozbiri (2022). Individuals with high self-efficacy tend to lean towards positive thinking, focusing on solutions and opportunities rather than problems and obstacles. They also have a greater ability to motivate themselves, enhance their desire for progress, and view challenges as opportunities for growth and development rather than obstacles. Therefore, self-efficacy plays a crucial role in building self-confidence, contributing to the promotion of psychological resilience, endurance, and adaptability.

2.3 First hypothesis:

stated that there are no statistically significant differences in self-efficacy among students attributed to the gender variable. To address this, we conducted an independent samples (T-test) and the results were as follows:

Table (10):

Differences in self-efficacy based on gender variable

Females	59.4643	7.45596
Total	112.737	20.35181

We observe from Table (10) that the t-value is negative, estimated at (1.95-), at a significance level of (0.060), which is a value greater than 0.05 (not significant). Therefore, there are no differences in self-efficacy among students attributed to the gender variable. Thus, we can conclude that the hypothesis has been fulfilled.

This aligns with the findings of several previous studies, including those of Adouda Saliha (2015), Doudou Sonia (2017), Tahrawi (2018), Hasan Zaid (2021), and Khemkham Dalila (2022). This can be explained within the framework of Bandura's theory, which focuses on the role of psychological and social factors in shaping and influencing a person's ability to achieve success in specific areas. The lack of gender differences in self-efficacy may be related to various factors, including the educational and social environment, where students may be exposed to the same environment and social influences such as culture and facing the same life challenges. Additionally, the available social support for students of both genders may be similar, playing a role in enhancing their self-efficacy.

Furthermore, personal factors should be considered, as there may be similarities in individual skills and personal interests among students of both genders. This similarity may extend to the level of skills, personal interests, and the way they perceive themselves and their abilities. Moreover, personal factors such as optimism, willpower, commitment to goals, and self-confidence could be common motivators playing a role in unifying self-efficacy between genders.

3.4 Second hypothesis:

It stated that there are no statistically significant differences in psychological resilience among students attributed to the gender variable. To address this, we calculated an independent samples (T-test) for two samples, and the results were as follows:

Table (11): Differences in Psychological Resilience by Gender Variable

We observe from Table (11) that the t-value is negative, calculated at (1.26-) with a significance level of (0.21), which is greater than 0.05 (non-significant). Consequently, there are no differences in self-efficacy among students attributed to the gender variable. Therefore, we can conclude that the hypothesis has been verified. This might be attributed to the convergence in personal skills and responses to challenges between male and female students, or common university conditions, such as the quality of social support and educational resources. Cultural factors may also play a role in shaping psychological resilience, and if these factors accelerate similarly between genders, it may lead to no significant

Variables	Mean	Standard deviation	T-Test	ddl	Sig	differences.
Males	67.50000	11.87935	1.26	48	0.21	The results align with studies by Faten and Sherry (2014), Asmaa Anwar Abdul Sattar (2023), and Heidi Losoi & al. (2013), which
Females	71.3571	9.65023				
Total	138.8571	21.52958				

showed that the relationship between psychological resilience and demographic variables existed but did not find statistically significant relationships with gender. This indicates that differences in the level of psychological resilience were not significant between males and females in this study.

We can also interpret the result by referring to one of the explanatory models for psychological resilience, such as the Masten & Coatsouth (1991) model, which identified a set of characteristics specific to youth and adolescents, assuming that students of both genders possess similar levels of these characteristics. These include positive thinking, enhancing self-confidence, the ability to deal with negative feelings and emotions, decision-making skills, overcoming difficulties, high self-esteem, and enjoying good family and social relationships.

5 conclusion

In conclusion, we deduce that this field represents a crucial axis for understanding psychological interactions and their effects on students' experiences in the learning environment. It can be said that a deeper understanding of how self-efficacy integrates with the power of resilience is key to improving academic performance and psychological well-being. The results of this research have shown a positive correlation between self-efficacy and the level of psychological resilience, emphasizing the importance of developing self-efficacy skills as a means to enhance resilience and face life challenges. This highlights the need to direct educational efforts towards building supportive programs that promote self-efficacy and enhance students' resilience in facing daily pressures. When students have high self-efficacy, they believe they can influence the course of their lives and achieve success. This belief can positively impact their psychological resilience and their ability to cope with challenges, thus contributing to the enhancement of students' psychological resilience by fostering self-confidence and the ability to adapt to difficulties.

By exploring this relationship, we provide practical recommendations for educational institutions to integrate the components of self-efficacy and enhance resilience in students. Such guidelines can be incorporated into educational programs and student workshops to promote sustainable personal development. In the end, this research serves as a significant contribution to psychology, providing starting points for future research to delve deeper into this field. Researchers and policymakers look forward to further exploration to improve students' experiences and enhance their skills to be more robust and resilient in facing the challenges of their academic and personal lives.

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