

The role of cognitive behavioral counseling in developing the level of psychological steadfastness among orphan students.

LACHEHEB Asma^{1*}

¹ University of El-Oued (Algeria), lacheheb-asma@univ-eloued.dz

Received: 11/09/2025

Accepted: 06/12/2025

Published: 31/12/2025

Abstract: The study aimed to develop a guidance program to improve the level of psychological resilience among orphan secondary school students and to ensure its effectiveness, through a field study based on the experimental method on a sample of students from one of the secondary schools in the state of El Oued, and using Khalil's psychological resilience scale (2017). The size of this sample was (20) male and female students who lost one of their parents, divided equally between the experimental and control groups. By using the "t" test to study the differences between two related means and two unrelated means for two equal samples, we reached the following results:

- * There were no statistically significant differences between the members of the control and experimental groups in the pre-test scores of psychological resilience.
- * There were statistically significant differences between the members of the experimental and control groups in the post-test scores of psychological resilience, in favor of the members of the experimental group.
- * There were statistically significant differences between the average pre-test and post-test scores of the members of the experimental group, in favor of the post-test. These differences did not appear for the control group.
- * There were no statistically significant differences between the average post-test and follow-up scores of the members of the experimental group.

Finally, it concluded with a set of recommendations, the most important of which are:

- * Greater emphasis should be placed on developing appropriate plans and strategies capable of helping students who have lost one or both parents achieve psychological and academic adjustment.
- * Activating psychological resilience development programs to help adolescents in general, and those who have lost one (or both) parents in particular, cope with the various pressures they face, both in school and in their social environment.

Keywords: The cognitive behavioral counseling; Psychological steadfastness; The orphan student; Secondary education stage.

* Corresponding author.

1- Introduction

In recent decades, psychological trends have shifted from focusing on the negative aspects of personality to studying the positive traits, behaviors, and emotions of individuals. This has become known as positive psychology, a new approach to psychology focused on improving the quality of life for individuals and organizations. Mental health is a key and pressing issue that has always been and continues to be a significant factor in the lives of individuals and societies alike. Therefore, we find many researchers and psychologists focusing on psychological and environmental variables that can enhance an individual's mental health and protect them from developing disorders, such as resilience, psychological resilience, and psychological toughness. Many studies indicate that psychological resilience is closely linked to "self-confidence, self-control, toughness, flexibility, endurance, problem-solving, curiosity, adaptability, mental balance when exposed to stress, anticipation and acceptance of life's difficulties, self-esteem, optimism when facing adversity and hardship, hope, and above-average cognitive ability" (Mohamed, Abdel Hamid, & Abdel Hamid, 2020, 181).

Conversely, the family is the smallest and primary model of the society within which a child lives, transforming from a biological being into a social being, imbued with its behavioral patterns, whether normal or abnormal. Therefore, the psychosocial interaction that occurs among family members has a profound impact on the psychological and social development of children. Furthermore, the events that families experience and the resulting stressors play a significant role in determining the way family members respond to and adapt to them. The death of a parent is a powerful shock to the cohesion of this family and, consequently, the extent to which it performs its psychological and social functions toward its children. From this perspective, the current study aims to develop a guidance program to develop the level of psychological resilience among students who have lost one parent, through a field study that relies on the experimental method on a sample estimated at twenty students who have lost one parent in one of the secondary schools in the state of El Oued.

1-1- Research Problem:

The rapid technological development, knowledge explosion, and major economic changes we are witnessing today have placed individuals and societies before increasing challenges and pressures. Individuals' responses to these pressures and challenges vary. Some are overwhelmed by anxiety and stress, making them vulnerable to depression and withdrawal. Others prefer to adapt and cope until circumstances change for the better, without making any effort to change them themselves. A third group chooses to confront these problems and pressures, empowered by their abilities to succeed. Members of this latter group derive their strength from their belief that current hardships will not last forever, and that the responsibility for changing or at least mitigating them falls on them. Therefore, we find them working hard to utilize all their previous experiences, skills, abilities, and knowledge in their relentless attempts to change the difficult situations they face and to not give in to failure. This allows them to regain their psychological effectiveness and return to a state of calm and emotional balance, which is called psychological resilience.

This resilience represents one of the most important mechanisms for psychological adjustment and positive coping. It enables the individual to maintain balance and calm while facing various stressful situations and challenges that life imposes (Ben Othman and Ammar, 2024, 117). "Psychological resilience plays an important role in determining an individual's ability to adapt to the difficulties and stressful situations they encounter in life. Furthermore, it is a source of mental health, which is essential for the human personality, as it determines the individual's level of adaptability to various environmental changes" (Aboud and Muhammad, 2017, 113). This has led psychologists to consider psychological resilience as a protective psychological variable, as it helps the individual confront adversity, overcome difficulties, and resist defeat. This helps them regain balance and achieve psychological harmony. It even plays a pivotal role within the framework of the psychological well-being model (Al-Tahami,

2021, 12). "The importance of resilience stems from the fact that no one is immune to the pressures of our stressful environment, an environment we have created to prepare our children to become effective adults. Even children who are fortunate enough not to have experienced hardship or trauma feel the pressures surrounding them and the expectations that follow them. It is believed, then, that every child capable of developing resilience will be better able to deal effectively with pressures and tensions, confront daily challenges, set clear and realistic goals, solve their problems, and communicate effectively with others" (Shalaby, 2017, 4). Research and studies have proven that every individual who is able to develop psychological resilience will be more capable of dealing effectively with stress and tension, facing daily challenges, and recovering when faced with adversity. "A person's resilience, despite the hardships they face, is a testament to the creative positivity that yields to the conditions of the external environment. Whenever the environment imposes a harsh challenge on them, they respond with a sense of hope and aspiration for a better future than their current situation" (Darwish, 2014, p. 1344).

The family, composed of the mother and father, is the oldest institution of socialization known to humanity. It continues to strive to fulfill its assigned role in educating and shaping its children and helping them acquire various knowledge, experiences, and life skills that help them achieve psychological and social harmony. Therefore, the death of one or both parents leads to behavioral problems and psychological disorders due to emotional deprivation, which results in numerous problems (Ben Lamberek and Khanoufa, 2017, 161), and the repercussions resulting from the rift and disintegration of the family structure resulting from the absence of one of its two pillars. Although most people possess a certain level of psychological resilience, adolescents are the group most in need of training to acquire this skill, which helps them develop their personalities so they can cope with the pressures and traumas they face, especially when they go through a traumatic and painful experience such as the loss of one or both parents. The resulting anxiety, stress, and psychological pressure. "The results of previous studies, such as Campbell's (1987) and Shatat's (2000) study, indicated that children deprived of one or both parents exhibited cognitive deficits and delayed motor, linguistic, and social development during adolescence, due to inadequate parenting requirements" (Al-Abbas, 2011, 3). This places them in dire need of psychological resilience skills, which will help them maintain their mental health.

Educational institutions, with their diversity, are the second most important socialization institutions, seeking to impart knowledge and science to their children and prepare them to become good individuals who feel satisfied with their lives and enjoy mental health, thereby contributing to the development of their communities to achieve their goals. Therefore, they are responsible for developing appropriate strategies to achieve this goal, utilizing psychological and educational counseling services.

In light of the above data, the study's questions were presented as follows:

- Can a cognitive-behavioral counseling program improve psychological resilience among a sample of secondary school students who have lost a parent?
- Does the effect of a cognitive-behavioral counseling program -if it exists- continue to improve psychological resilience among a sample of secondary school students who have lost a parent even after the program sessions have concluded?

1-2- Study Hypotheses:

A hypothesis is considered a temporary solution that can be verified by following the steps of the scientific method. Therefore, the study hypotheses were formulated as follows:

- There are no statistically significant differences in the pre-test scores of psychological resilience between the members of the experimental group and the control group.

2. There are statistically significant differences between the pre-test and post-test scores of psychological resilience among the members of the experimental group, in favor of the post-test.

- There are no statistically significant differences between the pre-test and post-test scores of psychological resilience among the members of the control group.

- There are statistically significant differences between the members of the experimental and control groups in the post-test scores of psychological resilience, in favor of the members of the experimental group.

- There are no statistically significant differences between the post-test and follow-up scores of psychological resilience among the members of the experimental group.

1-3- Significance of the Study: The study derives its importance from:

- The importance of the study's target group, namely school-aged adolescents who have lost a parent, and the scope of their care. This is a group that receives insufficient attention from researchers. This group requires a deeper understanding of their personality traits due to the life-changing reactions that impact their psychological and social adjustment.

- The importance of psychological resilience, which has been proven to play a pivotal role in empowering individuals to cope with pressures, difficulties, and adversity. It also enables individuals to acquire a range of positive traits such as hope, optimism, empathy, and self-efficacy, which in turn are linked to achieving mental health.

1-4- Objectives of the Study: This study aims to achieve the following objectives:

- To strengthen theoretical understandings of the variable of psychological resilience, especially in light of the lack of Arab studies that address this variable, particularly in the Algerian school environment.

- To draw the attention of officials to the importance of developing psychological resilience in students to help them achieve psychological and academic adjustment, and thus their mental health.

- Contributing to the provision of guidance programs that help adolescents recover from the shock of losing one or both parents.

- Improving the psychological resilience of members of the experimental group.

1-5- Operational Definitions of Study Terms:

1-5-1- Psychological Resilience: The current study defines it as "a dynamic process that focuses on the internal or external protective factors of secondary school students who have lost a parent, enabling them to adapt positively to the environment in which they live despite the difficulties and pressures they face. This is aided by their personal competence and the social support they receive, which makes them more persistent, resilient, and capable of solving their problems." This resilience is indicated by the score the student in the study sample obtains on the Psychological Resilience Scale developed by Afra Ibrahim Khalil (2017), which is used in the current study.

1-5-2- Orphan Student: A secondary school student who has lost a parent for more than one year but less than five years.

1-5-3- Cognitive-Behavioral Counseling: Counseling that addresses the cognitive-emotional aspects of the individual within their social context, using cognitive-behavioral, emotional, and social-environmental strategies to bring about targeted changes. By integrating the techniques used in behavioral counseling that have proven successful in dealing with behavior with the cognitive aspects of the person seeking help, with the aim of bringing about the desired changes in his behavior.

2- Method and Tools:

2-1- Study Methodology: For the purpose of the study, the experimental method was adopted, as it is the only method that links cause and effect, and is therefore the most appropriate for revealing the effectiveness of the cognitive-behavioral guidance program used. The latter represented the independent variable whose impact on psychological resilience, the dependent variable in this study, was revealed.

2-2- Study Population and Sample: The researcher identified students who had lost one of their parents by examining the files of students whose names appeared on the list of orphans submitted to the secondary school administration, which was reviewed by the Parents' Association and approved by the local administration. The total number of orphaned students was 50 male and female students (the study population). Twenty individuals were selected from these individuals (divided equally between males and females, taking into account the

family's economic and cultural status, the mother's occupation, the number of children, housing, educational level, and the student's academic performance). They were then assigned to the experimental and control groups using the peer-matching method (each individual in the experimental group was matched with a counterpart in the control group).

2-3- Data Collection Tools: For the purpose of the study, a guidance program was developed to develop psychological resilience among the students in the study sample, adopting Afra Khalil's Psychological Resilience Scale (2017):

2-3-1- Cognitive-Behavioral Guidance Program: By reviewing the theoretical literature and guidance programs available in the Arab environment, a guidance program was developed based on group cognitive-behavioral guidance techniques. To ensure its suitability, it was presented to nine judges, including psychology professors and experienced school guidance and counseling consultants. The program consisted of 15 sessions, each lasting one hour, except for the final session, which lasted 90 minutes.

2-3-3- Psychological Resilience Scale: By Afra Ibrahim Khalil (2017), consisting of (30) items, the total score of the scale ranged between (30-150), with a hypothetical average of (90). The grading scale is based on: always (5 points), often (4 points), sometimes (3 points), rarely (2 points), never (1 point). The validity of the scale was confirmed by adopting the opinions of the arbitrators, and the two methods of comparison and internal consistency, where the correlation coefficients of the items with the scale as a whole ranged between (0.28-0.48), all of which were significant at the significance level of (0.05). Reliability was confirmed by adopting the retest method, where the correlation coefficient of the scores of the two applications, which were separated by a period of two weeks, reached (0.91), a value that indicates a high degree of test stability (Khalil, 2017, pp. 28-31).

2-4- Statistical Methods: The study adopted a t-test for two related means, and a t-test for two equal samples and two unrelated means to examine the significance of differences between the scores of sample members, as these are the most appropriate for processing the quantitative study data and verifying its hypotheses.

3- Results and Discussion

Using data collection tools and statistical processing, the study reached the following results:

3-1- Presentation and discussion of the results of the first hypothesis: "There are no statistically significant differences in the pre-test scores of psychological resilience between members of the experimental group and the control group." To verify the validity of this hypothesis, a t-test was used, and Table (1) illustrates the results obtained:

Table (1): illustrates the significance of the differences between the average scores of the pre-test scores of psychological resilience between members of the experimental and control groups.

	experimental group	control group	N	T.test	Decision	Team direction
Number of students	10	10				
arithmetic mean	94.80	95.60	20	0.25	Not significant	/
Standard deviation	6.74	7.51				

The table above shows that the value of "t" (0.25) isn't Statistically significant at the significance level (0.05), which leads to the acceptance of the null hypothesis, which states that there are no statistically significant differences in the pre-measurement of psychological resilience scores between the members of the experimental and control groups. The low value of the average psychological resilience scores for the members of the experimental and control groups also indicates that the students in the study sample do not enjoy a satisfactory level of psychological resilience that would enable them to effectively confront the various pressures they are exposed to, making them vulnerable to psychological disorders.

These results are similar to the findings of a study by Ismail, Abdel-Lah, and Hilal (2021), which they conducted on a sample of (20) children with parental deprivation, aged

between (9-12) years, in the Arab Republic of Egypt. One of the most important findings of the study was "the absence of statistically significant differences between the average scores of the control group and the average scores of the guidance group in the pre-test on the dimensions of the psychological resilience scale and the total score" (Ismail, Abdel-Lah, and Hilal, 2021, 151). This can be explained by the fact that psychological resilience, in addition to internal factors related to the individual's self, is influenced by external factors that may hinder or contribute to its development. These external factors include "the capabilities and potentials present in the individual's surrounding environment, as well as the social and familial support available to the individual, and the specialized assistance provided by professionals through educational and training programs and courses that help the individual overcome their ordeal" (Ashour, 2017, 19).

3-2- Presentation and discussion of the results of the second hypothesis: which states that "there are statistically significant differences between the pre- and post-measurements of psychological resilience scores among members of the experimental group in favor of the post-measurement." To verify the validity of this hypothesis, a t-test was used, and Table (2) illustrates the results obtained:

Table (2): illustrates the significance of the differences between the average psychological resilience scores of members of the experimental group in the pre- and post-measurements.

	Pre-measurement	Dimensional measurement	N	T.test	Decision	Team direction
Number of students	10	10				
arithmetic mean	94.80	121,30	10	11,51	significant	Differences in favor of dimensional measurement
Standard deviation	6.74	11,52				

The results in Table No. (02) show that The value of "t" (11.51) is Statistically significant at the significance level at the significance level (0.01); therefore, the difference recorded between the average scores of the pre-measurement (94.80) and the post-measurement (121.30) for the students who are members of the experimental group is statistically significant, which indicates the fulfillment of the hypothesis that states that there are statistically significant differences between the pre- and post-measurements of the degrees of psychological resilience among the members of the experimental group, in favor of the post-measurement.

This result is similar to the findings of a study (Christine & Kathleen, 2012), which aimed to identify the effectiveness of focused group counseling and cognitive behavioral therapy and their impact on psychological resilience among emotionally abused female high school students. This study was conducted in the United States of America and used relaxation techniques and positive self-talk. The results revealed "a statistically significant effect of the cognitive behavioral techniques used in improving the level of psychological resilience among female students" (Al-Damman & Samour, 2017, pp. 174-175). This may be due to the comprehensiveness of the program and its focus on the problems facing the students in the study sample. It also introduced some strategies, such as rational thinking, which contributes to replacing negative, self-defeating thinking with positive self-talk. It also introduces problem-solving steps and how to use them, which contributes to the acquisition of certain skills that equip the student during the ongoing adaptation process to use in the problems they face, thus achieving a satisfactory level of psychological resilience. Abdul Raqib Al-Buhairi (2010) defines psychological resilience as: It is defined as "the individual's ability to successfully adapt to the adversities they encounter, to recover from their difficulties when faced with problems, and to deal with them with strength and intelligence" (Shalaby, 2017, 34).

Many previous studies, including, for example, the study by Kitam (2010), the study by William and colleagues (2011), and the study by Will and colleagues (2012), have highlighted the role of social support in increasing the level of psychological resilience among widowed

women. These studies found a positive correlation between psychological resilience and the perception of social support among widowed women through the extent of positive social relationships with others (Darwish, 2014, 1345).

3-3 Presentation and discussion of the results of the third hypothesis: "There are no statistically significant differences between the pre- and post-tests of psychological resilience scores among members of the control group." To verify the validity of this hypothesis, a t-test was used, and Table (3) illustrates the results obtained:

Table (3): illustrates the significance Differences between the average scores of psychological resilience of the control group members in the pre- and post-tests.

	Pre-measurement	Dimensional measurement	N	T.test	Decision	Team direction
Number of students	10	10				
arithmetic mean	95,60	95,80	10	0,14	No significant	/
Standard deviation	7,51	6,10				

We read from Table No. (03) The value of "t" (0.14) isn't Statistically significant at the significance level (0.05), and therefore it is not statistically significant. The difference recorded between the averages of the pre-measurement and post-measurement of the degrees of psychological resilience among the members of the control group is a result similar to what was reached by the study of "Nemat Shaaban Alwan" and "Abdul Raouf Al-Tala'a" (2014) on the effectiveness of a guidance program to develop self-confidence and its impact on increasing positive resilience, which aimed to verify the effectiveness of a guidance program to develop self-confidence and its impact on increasing positive resilience. The study sample consisted of (36) policemen working in the Palestinian Police Service in Khan Yunis Governorate, who were chosen intentionally. The sample was distributed equally into two groups, the first experimental and the other control. The results of the study showed that there were no statistically significant differences between the pre- and post-measurements of the members of the control group on the scales of self-confidence and positive resilience (Alwan (Al-Tala'a, 2014, 175).

These results can be explained by referring to the definition of psychological resilience. Yassin and Mukhtar (2012) state that psychological resilience is "a set of positive personality traits that help an individual resist stress, on the one hand, and use the most effective methods when facing stress, on the other. Those with a resilient personality are those individuals who are exposed to a high degree of stress and show no signs of being affected by it, because they are more capable of adapting to it and use coping strategies that focus on the problem" (Abu Mashayikh, 2018, 21).

The primary goal of problem-solving skills is to increase awareness of mental responses so that the individual can adapt to new life situations independently (Al-Dhamen and Samour, 2017, 189). This strategy contributed to making the students in the experimental group more energetic and interactive by stimulating and motivating their potential, and placing them in diverse social situations similar to those in the natural environment. It helped them understand the roles of those around them in the social environment and regulate their own emotions. It also allowed them to build positive relationships with others and create an atmosphere of interaction with peers. It also promoted role-taking and role-sharing among themselves through the topics presented in the program, something the members of the control group were deprived of. This explains the stability of the level of psychological resilience, which remained low, with the average score not exceeding (95.80).

3-4 - Presentation and discussion of the results of the fourth hypothesis: which states that "there are statistically significant differences between the members of the experimental group and the control group in the post-test scores of psychological resilience in favor of the members of the experimental group." To verify the validity of this hypothesis, a t-test was used, and Table (4) illustrates the results obtained:

Table (4): Shows the significance of the differences between the average scores of the post-test scores of psychological resilience between the members of the experimental and control groups.

	experimental group	control group	N	T.test	Decision	Team direction
Number of students	10	10	20	6,18	significant	Differences in favor of the experimental group
arithmetic mean	121,30	95,80				
Standard deviation	11,52	6,10				

Table No. (04) shows that the value of “t” (6.18) is Statistically significant at the significance level at the significance level (0.01); therefore, the study hypothesis was accepted, which states that there are statistically significant differences between the members of the experimental group and the control group in the post-measurement scores of psychological resilience. The two arithmetic mean values indicate that these differences are in favor of the members of the experimental group (121.30), which is a result consistent with what was reached by the study of Dorota, Emma, and Subhan (2005), which aimed to identify the effectiveness of group counseling using cognitive behavioral therapy techniques among secondary school female students in improving psychological resilience and quality of life for those who are emotionally abused. This study was conducted in the state of Indiana in the United States of America, and its sample consisted of (20) female students who were divided equally between the experimental and control groups. The results showed statistically significant differences between the two groups, attributed to the counseling program, in favor of the experimental group. This indicates the positive impact of the cognitive-behavioral counseling program in improving psychological resilience and quality of life among female students (Al-Dhamen and Samour, 2017, 174).

This can be explained by the fact that counseling programs work to "help clients identify automatic thoughts and dysfunctional beliefs that arise in the context of situations they encounter, which are related to a particular problem. This is done through the use of a dysfunctional thought record. This stage focuses on identifying and examining the validity and accuracy of thought patterns, false beliefs, and the client's mood. This stage also includes resisting negative thoughts and replacing them with more rational ones, teaching clients methods of adaptive alternatives, new thinking patterns, and problem-solving skills (Hussein, 2007, 239). These skills help individuals cope with stress and regain balance. In a similar context, Brooks and Goldstein (2008) define psychological resilience as "the individual's ability to regain balance and overcome difficulties, manage difficult situations efficiently, and endure physical and psychological pressures without experiencing functional impairment or performance loss" (Mustafa, 2017, 108).

3-5- Presentation and discussion of the results of the fifth hypothesis: "There are no statistically significant differences between the post- and follow-up measurements of psychological resilience scores among members of the experimental group." To verify the validity of this hypothesis, a t-test was used, and Table (05) illustrates the results obtained:

Table (05): Shows the significance of the differences between the average psychological resilience scores between the post- and follow-up measurements for members of the experimental group.

	Pre-measurement	Tracking measurement	N	T.test	Decision	Team direction
Number of students	10	10	10	0,58	No significant	/
arithmetic mean	212,30	121,70				
Standard deviation	11,52	10,56				

We read from the table above that The value of “t” (0.58) isn’t Statistically significant at the significance level (0.05), and therefore the null hypothesis was accepted, which states that there are no statistically significant differences between the post- and follow-up measurements of the psychological resilience scores of the members of the experimental

group; which indicates the continuity of the training effect that the students of the experimental group benefited from in developing their level of psychological resilience even two months after the end of the counseling program sessions. This result was confirmed by a group of similar studies such as the study of Hassan (2009) entitled "The Effectiveness of a Proposed Counseling Program to Increase Ego Resilience among Female Students at the Islamic University of Gaza", where the researcher selected (12) female students who obtained the lowest scores of ego resilience and subjected them to counseling program sessions to increase ego resilience. After statistical analysis, the study concluded that there were statistically significant differences between the scores of the sample members on the ego flexibility questionnaire in the pre- and post-test, and that there were no statistically significant differences between the scores of the sample members on the ego flexibility questionnaire in the post-test and the follow-up test (Hassan, 2009).

These results can be explained by the positive impact of the cognitive-behavioral counseling program, including its activities, on the personalities of the students in the experimental group. The program focused on developing aspects of personality "to be strong and capable of self-exploration, enhance emotional regulation, foster positive thinking, instill a spirit of optimism, hope, persistence, and challenge, and acquire the skills of goal-building, problem-solving, dealing with others, and managing stress" (Abu Ghaly, 2017, 435). Furthermore, the techniques used in the program were tailored to the students' psychological needs, providing them with opportunities to vent their emotions and express their innermost thoughts in an atmosphere that made them feel comfortable and safe. The relaxation exercises also helped students feel a sense of belonging to the school environment. Furthermore, the participation of the students in the experimental group provided them with a sense of psychological and social support, which enhanced their sense of reassurance and encouraged them to attend the sessions. Many studies have reached a strong correlation between social support and psychological resilience, such as the study of Bin Talib (2021), which was conducted on a sample of (200) students who were selected in a way from the secondary education stage in the city of Aden, and its results concluded that it is possible to predict psychological resilience through the degree of social support (Al-Qassas, 2023, 5).

This is what Bonnie's (1997) study indicated, which aimed to reveal the ability of young people who are exposed to many risks in their lives to develop confidence in adults and make them able to challenge difficulties. The results showed that "the community, family and school environments can change or even reverse the expected negative outcomes, and give children the ability to demonstrate resilience despite the danger they face. The study also showed that the sources of protection can be classified into three main categories: supportive and helpful relationships, positive and high expectations, and opportunities for meaningful participation. The results showed that providing young people with the practical purpose of purposeful participation and responsibility in schools makes them possess the qualities of resilience" (Hassan, 2009, 86). This explains the stability of the level of psychological resilience among the students who are members of the experimental group even after the end of the counselling programme sessions.

4- Conclusion

In recent years, the concepts of positive psychology, such as positive thinking, psychological resilience, and psychological toughness, have received significant attention from sociologists, economists, physicians, and many others. Everyone has realized that life is not measured by numbers and statistics, but rather, in reality, by how we view things and events, and by individuals' responses and feelings toward them. From this perspective, psychologists have focused on the positive aspects of an individual's personality to improve their quality of life. This is defined as the individual's effective use of their mental and creative potential and abilities, utilizing them purposefully to ultimately achieve their aspirations: a quality of life for themselves and for society as a whole.

At the forefront of their focus is developing the level of psychological resilience among individuals, with the aim of advancing a society in dire need of growth and integration to change its reality and resist collapse in the face of adversity and hardship. Psychology can truly make a significant impact in improving the quality of life for individuals and societies. Psychological resilience is the emotional and mental response that helps a person adapt positively to various life situations. The American Psychiatric Association defines it as "the process of adapting well and positively coping with adversity, trauma, disasters, or normal psychological pressures that people face, such as family problems, problems in relationships with others, serious health problems, work pressures, and financial problems" (Habib, 2018, 304).

In light of the results of the current study and the theoretical legacy on the subject, some suggestions and recommendations have been identified that may draw the attention of officials and researchers to greater attention in this field. The most important of these are:

- Greater attention should be given to developing appropriate plans and strategies capable of helping students who have lost one or both parents achieve psychological and academic adjustment.
- Conducting similar studies to understand the psychological reality of orphaned adolescents in the school environment and the nature of their psychological needs.
- Activating psychological resilience development programs to help adolescents in general, and those who have lost one (or both) parents in particular, cope with the various pressures they face, whether in the school environment or within their own communities. Social.
- Promote the idea of implementing guidance programs that focus on developing positive aspects of students' personalities, including psychological resilience, within the framework of developmental and preventive approaches.

References and Referrals

- Aboud, Suad Sabti and Mohammed, Raghdad Fouad (2017). Psychological resilience and its relationship to the motivation for athletic achievement among deaf and mute long and short runners. *Journal of Physical Education Sciences*. 10(6). 111-125.
- Abu Ghaly, Ataf Mahmoud (2017). The effectiveness of a counseling program in developing psychological resilience to cope with stress among adolescent girls experiencing family breakdowns. *Journal of Educational and Psychological Sciences*. 18(1). 407-444.
- Abu Mashaikh, Arafat Hussein (2018). Self-efficacy and its relationship to psychological resilience among caregivers of the mentally disabled in the Gaza Strip. Unpublished master's thesis. Islamic University of Gaza. Palestine.
- Al-Abbas, Sadiq bin Nasser (2011). Loss of the father and its relationship to psychological and social adjustment among middle school students. Unpublished master's thesis. Imam Muhammad ibn Saud Islamic University, Riyadh, Kingdom of Saudi Arabia.
- Al-Damman, Salah Al-Din and Samour, Qasim (2017). The effectiveness of a cognitive-behavioral guidance program to reduce learned helplessness and improve psychological resilience among abused children in public schools in Bani Kinanah District. *Jordanian Journal of Educational Sciences*. 13(2). 171-191.
- Al-Qassas, Bassam Omar (2023). Psychological resilience and its relationship to positive thinking among high school students. *Journal of the Palestinian Educators Association for Literature, Educational and Psychological Studies*. 3(9). 1-24.
- Alwan, Nimat Shaaban and Al-Talaa, Abdul-Raouf (2014). The Effectiveness of a Guidance Program for Developing Self-Confidence and Its Impact on Increasing Positive Resilience. *Al-Aqsa University Journal (Humanities Series)*. Volume 18, Issue 2, pp. 175-211.
- Ashour, Basil Mohammed Abdullah (2017). Psychological resilience and its relationship to emotional stability among intensive care nurses in government hospitals in the Gaza Strip. Unpublished master's thesis. Islamic University of Gaza. Palestine.

Ben Lambarek, Samia and Boukhnoufa, Noha (2017). Some psychological and behavioral problems of a fatherless child (case study). *Journal of Social Sciences Development. Laboratory of Drug Prevention and Control Strategies. University of Djelfa. Algeria.* 10(01). 161-169.

Ben Othman, Iman and Ammar, Miloud (2024). The level of psychological resilience among secondary school teachers. *Rawafed Journal.* 8(1). 116-134.

Darwish, Zainab Abdul Mohsen (2014). Extroversion and social support as predictors of psychological resilience among widowed women in light of some demographic variables. *Journal of the Faculty of Arts. Issue 29, Part 3.* 1341-1392.

El-Tihami, Ahmed Ali Mohammed (2021). Psychological resilience among students of Ibb University and its relationship to some variables. *Journal of Arts for Psychological and Educational Studies. Issue 11.* 7-39.

Habib, Alaa Abdul Mohsen (2018). Psychological resilience among displaced persons in Iraq (a psychological reading). *Route Educational and Social Science Journal.* 5(3). 302-318.

Hassan, Walaa Ishaq (2009). The effectiveness of a proposed guidance program to increase ego resilience among female students at the Islamic University of Gaza. Unpublished master's thesis. The Islamic University of Gaza. Palestine.

Hussein, Taha Abdel-Azim (2007). *Cognitive Psychotherapy, Concepts and Applications.* 1st ed. Alexandria, Egypt: Dar Al-Wafa for Printing and Publishing.

Ismail, Basma Ahmed El-Sayed and Abdel-Latif, Youssef Abdel-Sabour and Hilal, Wafaa Mohamed Mahmoud Bakr (2021). The effectiveness of a psychodrama-based program to develop psychological resilience among a sample of children with parental deprivation aged (9-12) years. *Educational Journal of the Faculty of Education, Sohag University, Egypt.* 8(1). 126-164.

Khalil, Afra Ibrahim (2017). Psychological resilience among university students in light of some variables. *Al-Ustadh Magazine. Issue 30, pp.* 19-36.

Mohamed, Sayed Farag Allah and Abdel Hamid, Siham Ali and Abdel Hamid, Ezzat Khadri (2020). Differences in the psychological resilience of secondary school students according to some demographic variables. *Journal of Educational and Social Studies.* 26(3). 176-218.

Mustafa, Iman Muhammad Muhammad (2017). Developing psychological resilience among a sample of mothers of mentally retarded children. *Journal of Scientific Research in Education. Issue 18, pp.* 103-122.

Shalaby, Israa Reda Ibrahim Sayed (2017). Emotional Intelligence and its Relationship to Psychological Resilience among Preparatory School Students with and without Learning Disabilities. Unpublished Master's Thesis. Faculty of Education. Helwan University. Egypt.