

Psychological Resilience and Its Relationship with Life Orientation among Final-Year Students

Nawal Saudi^{1*} , Abdelkarim Melliani² 

Abstract. *The present study aimed to investigate the relationship between psychological resilience and life orientation among final-year students in the Department of Psychology, specialising in Clinical Psychology (Bachelor's – Master's), and to identify differences in psychological resilience and life orientation among these students. To achieve the study's objectives, the Psychological Resilience Scale (prepared by researcher Basil Mohamed Abdullah Ashour, 2017) and the Life Orientation Scale (prepared by researcher Nours Shakir Hadi, 2008) were administered to a sample of (50) male and female students. The results of the study indicated the following:*

- 1. There is no statistically significant correlation between the mean scores of problem-solving and the mean scores of life orientation among final-year students in the Department of Psychology, specialising in Clinical Psychology (Bachelor's/Master's) at the university.*
- 2. There is no statistically significant correlation between the mean scores of personal efficacy and the mean scores of life orientation among final-year students in the Department of Psychology, specialising in Psychology (Bachelor's/Master's) at the university.*

Keywords: *psychological resilience, life orientation, final-year students, positive psychology, personal efficacy*

¹University of Ali Lounici, Blida -02-, Doctor of Clinical Psychology, El Affroun, Algeria

²University of Mohamed Boudiaf, Doctor of Social Psychology, M'sila, Algeria

*Corresponding author. E-mail: nawel.saoudi@univ-msila.dz

Received: 30 September 2025; Accepted 5 May 2026; Published online; 28 June 2026

© The Author(s) 2026. This is an open access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).

Sonuncu kurs tələbələri arasında psixoloji dayanıqlıq və onun həyat istiqaməti ilə əlaqəsi

Naval Saudi^{1*} , Əbdülkərim Melliani² 

Xülasə. *Bu tədqiqat, klinik psixologiya ixtisası üzrə bakalavr və magistratura pilləsində oxuyan son kurs psixologiya şöbəsi tələbələrində psixoloji davamlılıq və həyat istiqaməti arasındakı əlaqəni araşdırmaq və bu tələbələr arasında psixoloji davamlılıq və həyat istiqamətindəki fərqləri müəyyən etmək məqsədini daşıyırdı. Tədqiqatın məqsədlərinə çatmaq üçün (50) nəfər (qadın və kişi) tələbədən ibarət nümunə üzərində psixoloji davamlılıq şkalası (tədqiqatçı Basil Mohamed Abdullah Ashour, 2017 tərəfindən hazırlanmışdır) və həyat istiqaməti şkalası (tədqiqatçı Nours Shakir Hadi, 2008 tərəfindən hazırlanmışdır) tətbiq edilmişdir. Tədqiqatın nəticələri aşağıdakıları göstərmişdir:*

- 1. Universitetin klinik psixologiya ixtisası (bakalavr/magistratura) üzrə son kurs psixologiya şöbəsi tələbələrində problem həllinə aid orta ballar ilə həyat istiqamətinə aid orta ballar arasında statistik cəhətdən əhəmiyyətli korrelyasiya yoxdur.*

2. *Universitetin psixologiya ixtisası (bakalavr/magistratura) üzrə son kurs psixologiya şöbəsi tələbələrində şəxsi səmərəliliyə aid orta ballar ilə həyat istiqamətinə aid orta ballar arasında statistik cəhətdən əhəmiyyətli korrelyasiya yoxdur.*

Açar sözlər: *psixoloji davamlılıq, həyat istiqaməti, son kurs tələbələri, pozitiv psixologiya, şəxsi səmərəlilik*

¹Əli Luniçi Universiteti, Blida -02-, klinik psixologiya doktoru, Əl-Əffrun, Əlcəzair

²Məhəmməd Budiaf Universiteti, sosial psixologiya doktoru, M'sila, Əlcəzair

*Məsul müəllif. E-poçt: nawel.saoudi@univ-msila.dz

Daxil oldu: 30 Sentyabr 2025; Qəbul edildi 5 May 2026; Onlayn dərc edildi; 28 İyun 2026

© Müəllif(lər) 2026. Bu, Creative Commons Attribution-NonCommercial 4.0 Beynəlxalq Lisenziyası (CC BYNC 4.0) şərtləri altında paylanan açıq girişli məqalədir.

Introduction

The graduation phase is one of the most important stages a student goes through, as it represents a critical turning point between academic life and entry into the professional and social reality. During this period, students face numerous psychological pressures and future challenges that may affect their outlook on life and their orientation towards the future. Hence, the concept of psychological resilience emerges as one of the fundamental factors that help an individual adapt to pressure, overcome difficulties, and maintain emotional balance. Psychological resilience is not limited to withstanding crises; it extends to include the ability to recover, maintain optimism, and build a positive view of life. The university is considered one of the institutions within the social system. It seeks to shape the individual and develop their abilities and aptitudes so that they may assume important positions in the future; it prepares the individual for their future and consequently for building an educated and civilised society. The university phase represents a significant turning point in students' lives, contributing to the construction of their personality in various aspects. Several modern concepts have recently emerged in the field of positive psychology, which studies multiple topics. Jaradi (2016, p. 16) confirms that positive psychology studies several topics, including psychological hardiness, quality of life, ambition, and social support. Al-Asar (2005, p. 5) believes that the topics of positive psychology focus on enriching human strengths Mahmoud (2013, p. 8) states that among human strengths are psychological resilience and life orientation, both considered positive concepts.

Research Problem and Questions:

The general research question is: Is there a statistically significant correlational relationship between psychological resilience and life orientation among final-year students in the Department of Psychology?

The following sub-questions branch from it:

1. Is there a statistically significant relationship between the mean scores of personal efficacy and the mean scores of life orientation among final-year students in the Department of Psychology?
2. Is there a statistically significant relationship between the mean scores of problem-solving and the mean scores of life orientation among final-year students in the Department of Psychology?

Hypotheses:

- General Hypothesis: There is a statistically significant correlational relationship between psychological resilience and life orientation among final-year students in the Department of Psychology.

- Sub-hypothesis 1: There is a statistically significant relationship between the mean scores of personal efficacy and the mean scores of life orientation.
- Sub-hypothesis 2: There is a statistically significant relationship between the mean scores of problem-solving and the mean scores of life orientation.

Methods

Study Design: As the study pattern is descriptive, exploratory, and correlational, aiming to explore and discover psychological resilience and its relationship with life orientation among final-year psychology students, the descriptive correlational approach was chosen as it is suitable for this study.

Study Sample:

The final sample consisted of 50 male and female final-year students for the academic year (2020/2021) at the University of M'sila from the original population. The study sample was selected randomly.

Study Tools. First: Psychological Resilience Scale:

Developed by Ashour (2017), consisting of 34 items. The researcher modified it by selecting items (01) to (25) and deleting items (26-34) according to the research requirements. The five-point Likert scale was used (Always applies, Often applies, Sometimes applies, Rarely applies, Does not apply). Scores for positive statements follow the order (4, 3, 2, 1, 0), while for negative statements, they follow the order (0, 1, 2, 3, 4).

Second: Life Orientation Scale:

Developed by Hadi (2008), consisting of 10 items formulated in both positive and negative directions. Positive items indicate optimism (1, 2, 3, 4, 5, 6, 9), while negative items indicate pessimism (7, 8, 10). Each item on the scale has five response alternatives following the Likert method: Strongly disagree, Disagree, Neutral, Agree, Strongly agree. Each item is given a weight ranging from (1-5). Positive items are scored (1, 2, 3, 4, 5) respectively; negative items are scored with reversed weights (5, 4, 3, 2, 1) respectively. Scores range from a minimum of 10 to a maximum of 50, with a hypothetical mean of 30.

The Statistical Package for the Social Sciences (SPSS) software was used, including:

- Frequencies, percentages, and graphical representations to determine sample characteristics
- Pearson correlation coefficient to calculate the correlational relationship between items and dimensions of the scale
- Cronbach's Alpha coefficient to calculate the reliability of the study scale
- Arithmetic mean and standard deviation to determine the significance of differences between the two study variables (psychological resilience and life orientation)

Results

Results of Sub-Hypothesis 1 (Personal Efficacy and Life Orientation)

To verify the validity of the first sub-hypothesis ("There is a statistically significant relationship between the mean scores of personal efficacy and the mean scores of life orientation"), the Pearson correlation coefficient was used.

Table 1
Correlation coefficient values between personal efficacy and life orientation

Study Variables	Sample Size (N)	Pearson Correlation Coefficient (r)	Significance Level	Decision
Personal Efficacy	50	0.146	0.313	Not statistically significant

The Pearson correlation coefficient value between the total score for personal efficacy and the total score for life orientation was (0.146). This is a positive, weak, and statistically non-significant value. Accordingly, there is "no statistically significant correlational relationship" between personal efficacy and life orientation. The research hypothesis is rejected, and the null hypothesis is accepted. Results of Sub-Hypothesis 2 (Problem-Solving and Life Orientation)

To verify the validity of the second sub-hypothesis ("There is a statistically significant relationship between the mean scores of problem-solving and the mean scores of life orientation"), the Pearson correlation coefficient was used.

Table 2
Correlation coefficient values between problem-solving and life orientation

Study Variables	Sample Size (N)	Pearson Correlation Coefficient (r)	Significance Level	Decision
Problem-Solving	50	0.274	0.054	Not statistically significant

The Pearson correlation coefficient value between the total score for problem-solving and the total score for life orientation was (0.274). This is a positive, weak, and statistically non-significant value. Accordingly, there is "no statistically significant correlational relationship" between problem-solving and life orientation. The research hypothesis is rejected, and the null hypothesis is accepted. Results of General Hypothesis (Psychological Resilience and Life Orientation)

To verify the validity of the general hypothesis ("There is a statistically significant correlational relationship between psychological resilience and life orientation"), the Pearson correlation coefficient was used.

Table 3
Correlation coefficient matrix between psychological resilience and life orientation

Study Variables	Sample Size (N)	Pearson Correlation Coefficient (r)	Significance Level	Decision
Psychological Resilience	50	0.383	0.006	Statistically significant

The Pearson correlation coefficient value between the total score for psychological resilience and the total score for life orientation was (0.383). This is a moderate, positive, and statistically significant value (confidence level 99%, with a 1% probability of error). Accordingly, there is a "positive correlational relationship" between psychological resilience and life orientation. The null hypothesis is rejected, and the research hypothesis is accepted.

Discussion

Discussion of First Sub-Hypothesis (Personal Efficacy)

The results demonstrated that there is no statistically significant relationship between the mean scores of personal efficacy and the mean scores of life orientation. This may be due to the student's structure determining their life orientations. Individuals with high self-efficacy focus their thinking on task requirements and challenges, and respond to challenges or activities with enthusiastic and optimistic performance. Conversely, individuals who suffer from feelings of self-inefficacy experience anxiety, frustration, expectation of failure, feelings of inadequacy and pessimism, and failure to perform tasks or activities. Bandura (1994; Hawraa Abbas, 2016, p. 531) mentions that personal efficacy beliefs play a role in the self-regulation of motivation. People motivate themselves and shape beliefs about what they can do, set goals for themselves, and plan courses of action designed to achieve a valuable future. According to Fatima Al-Jahouri (2018, p. 170), personal efficacy determines the student's beliefs about their ability to achieve academic excellence.

Discussion of Second Sub-Hypothesis (Problem-Solving)

The results demonstrated that there is no statistically significant correlational relationship between problem-solving and life orientation. This may be attributed to several factors observed by the researcher in students' behaviours, including: not reading and understanding the scale's statements properly, not acting wisely in unexpected situations, feeling psychologically defeated when failing to solve a problem, and avoiding facing problems. This caused the imbalance, as problem-solving is a robust bridge to life orientation. Haneen Mahmoud (2017, pp. 19-21) confirms that the problem-solving style requires specific skills that help the individual face life pressures, find solutions, and make appropriate decisions. Problem-solving is a cognitive behaviour in which the individual tries to find general ways to deal with problems. The orientation towards the problem can be positive or negative: positive orientation is related to adjustment, while negative orientation is related to anxiety and depression.

Discussion of General Hypothesis (Psychological Resilience)

The results demonstrated that there is a positive, statistically significant correlational relationship between psychological resilience and life orientation. Thus, psychological resilience, with its capacity for adaptation, facing life pressures and adversities, restoring balance, and flexible adjustment to the changing demands of psychologically stressful experiences, supports the individual or student to orient towards life effectively, with a full sense of life's meaning and value, and to view it with hope, optimism, and a vision of its bright side.

The results agree with existential theory (Al-Maari, 2016, p. 274), which confirmed that individuals are capable of facing difficult circumstances and turning life events into possibilities and opportunities for their benefit. According to existential theory, psychological resilience can be viewed as bearing responsibility for action, free will through the use of reason, enduring stressful events, and facing them through having a purpose in life.

Similarly, the theory of Brant & Hyde, Supper (1990, 2013, pp. 1272-1273) confirms that when a person succeeds in combining more than one role in different areas of life, this works to increase their

sources of social support, increase life experiences, increase success in other less important roles, and subsequently increase the feeling of life orientation.

Conclusion

Psychological resilience represents a fundamental pillar in the lives of final-year students, as it helps them face pressures and challenges with steadiness and confidence. A positive orientation towards life is a direct result of possessing a good level of psychological resilience, which enhances students' ability to build a promising future. Therefore, developing psychological resilience among students is an urgent necessity to support them psychologically and help them achieve balance and success in their professional and personal lives.

The study concluded that there is a significant relationship between psychological resilience and life orientation among final-year students. This explains that students possess psychological resilience towards the problems they face in life, which enables them to achieve their future goals. Hence, attention must be paid to the university phase, as it is a distinctive phase in which ideas mature, interests become clear, and students identify a path they support with successes—that is their life orientation.

Higher education institutions are considered among the most important institutions because they encompass the stages of academic life. The university aims to build qualified individuals to occupy various sectors and fields of work to develop society and ensure its forward momentum. Therefore, developing psychological resilience can contribute to a positive orientation towards life for students, imbued with hope, optimism, happiness, and love for a better and brighter future.

Appendices:

Life Orientation Scale

Item No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I usually expect the best, even in difficult circumstances					√
2	It is easy for me to relax			√		
3	I usually look on the bright side of things					√
4	I am always optimistic about my future				√	
5	I greatly enjoy the company of my friends				√	
6	I never expect things to go in my favour		√			
7	Things will never work out the way I want them to			√		
8	It is not easy for me to become anxious				√	
9	I believe in the saying: "After hardship comes ease"					√
10	I do not pay attention to the good things that happen to me	√				

Psychological Resilience Scale

Item No	Statements	Always Applies	Often Applies	Sometimes Applies	Rarely Applies	Does Not Apply
1	I work towards achieving my goals regardless of the obstacles	√				
2	I can formulate my ideas in an appropriate manner		√			
3	I handle my life affairs by myself	√				
4	My kindness makes me liked by my colleagues at work		√			
5	I offer advice to my colleagues when they need it	√				
6	Past successes drive me to face future difficulties	√				
7	I work on developing my academic abilities in various ways		√			
8	I respect time and invest it appropriately		√			
9	I gather sufficient information about the problem to reach a solution			√		
10	I act wisely in unexpected situations			√		
11	I select the best options from multiple alternatives		√			
12	I feel happy when I obtain a satisfactory result	√				
13	I feel psychologically defeated if I fail to solve a problem					
14	I find someone who stands by me when I face a problem					
15	I can solve my problems with the help of my colleagues at work			√		
16	I identify the problems I face in a clear and precise manner		√			
17	I benefit from my past experiences in overcoming crises		√			
18	I face problems rather than wait for them to happen			√		
19	The outcomes of my decisions are consistent with my expectations for solving the problem			√		
20	I see that the occurrence of a problem gives me new learning experience		√			
21	I feel satisfied when I deal with different situations in a flexible manner	√				
22	I try to coexist with the events I face in order to be able to resolve them		√	√		

23	Dialogue and discussion with colleagues makes me more capable of being productive at work	√
24	I accept changing my point of view as long as it leads to positive results	√
25	I participate in recreational trips with my colleagues from time to time	

References

1. Abdel Khalek, A. M. (2008). *The Arabic version of the World Health Organization Quality of Life Scale*. *Psychological Studies Journal*, 18(2). 98–106.
2. Abu Asaad, A. A. (2010). Differences in feelings of loneliness and life orientation between married, single, and widowed individuals of different economic levels. *Damascus University Journal*, 26(3). 411–448.
3. Al-Asar, S. (2005). *Authentic happiness: Using the new positive psychology to realise your potential for lasting fulfilment* (1st ed.). Dar Al-Ain Publishing.
4. Al-Ghoul, H. M. M. (2017). *The effectiveness of a proposed counselling programme based on problem-solving style in modifying awareness towards recovery from addiction among a sample of addicts* (Master's thesis). Islamic University of Gaza, Faculty of Education.
5. Al-Jahouri, F. B. S., & Al-Dhafri, S. B. S. (2018). The relationship between academic self-efficacy and psychological adjustment among students in grades 7–12 in the Sultanate of Oman. *Journal of Educational and Psychological Studies*, 12(1). 163–178. <https://doi.org/10.24200/jeps.vol12iss1pp163-178>
6. Al-Nawahjah, Z. A. (2016). Psychological empowerment and life orientation among a sample of primary school teachers. *Al-Quds Open University Journal for Educational and Psychological Research and Studies*, 4(15). 13–29.
7. Ashour, B. M. A. (2017). *Psychological resilience and its relationship to emotional balance among intensive care nurses in government hospitals in the Gaza Strip* (Master's thesis). Islamic University of Gaza, Faculty of Education.
8. Atta Allah, M. K. M., & Abdel Samad, F. I. (2013). *Positive psychology and its impact on psychological practices and services: A future perspective for its role in therapeutic interventions* (Master's thesis). Amman University, Faculty of Education.
9. Bashir, H. J., Fitam, J., & Bouras, H. (2016). Topics studied by positive psychology. *Journal of Social Science Development, University of Laghouat*, 1(15). 147–165.
10. Bushra, S. (2014). Quality of life from the perspective of positive psychology: An analytical study. *Journal of Social Studies and Research, University of El Oued*, 8. 91–114.
11. Hadi, N. S. (2008). *Definition of the Life Orientation Scale and deriving its norms* (Master's thesis). University of Babylon, Faculty of Education.
12. Hegazi, M. (2012). *Releasing life energies: Readings in positive psychology*. Al-Tanweer for Printing, Publishing and Distribution.
13. Karmash, H. A. (2016). Perceived academic self-efficacy among primary education students at the University of Babylon. *Journal of the Faculty of Basic Education for Educational and Human Sciences*, 29. 527–544.
14. Maamaria, B. (2012). *Positive psychology: A new direction for the study of human strengths and virtues—The psychology of the good and the good life*. Dar Al-Khaldounia for Publishing and Distribution.
15. Mohamed Abdel Aal, T., & Ali Mazloum, M. (2013). Enjoyment of life and its relationship to certain personality variables. *Journal of the Faculty of Education*, 93(2), 347–392.