

Relationship between Ego Resilience, Perceived Stress and Life Satisfaction among University Students

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Abstract:

Background: University students face many stressors that may have a negative impact on their life satisfaction. And the ability to cope effectively with these stressors and emotions can be termed resilience **Aim of study:** Was to examine the relationship between ego resilience, perceived stress and life satisfaction among university students. **Research design:** A descriptive correlational design was utilized to fulfill the aim of the study. **Setting:** The study was carried out at Faculty of Nursing and Faculty of Science at Benha University, Qalyubia governorate. **Sample:** A purposive sample of 300 students in the fourth grade in faculty of nursing and faculty of science at Benha University was selected. **Tools of data collection:** Four tools used, **I:** A structured interviewing questionnaire consisting of two parts to assess socio-demographic and academic characteristics of university students. **II:** Connor-Davidson Resilience Scale, **III:** The Perceived Stress Scale (PSS) and **IV:** Multidimensional students' life satisfaction scale. **Results:** There was a highly statistical significant negative correlation was found between ego resilience and perceived stress, also there was a statistical significant positive correlation between ego resilience and life satisfaction. And there was a highly statistical significant negative correlation was found between life satisfaction and perceived stress. **Conclusion:** Students who have low stress scores have more resilience and life satisfaction. **Recommendations:** More emphasis should be placed on establishing and increasing students' ego resilience in order to generate graduate professional nurses who are not only academically and clinically competent, but also able to adjust to workplace adversity.

Keywords: Life satisfaction, Resilience, Stress, University students.

Introduction

During the last decades assessment of individual's mental health is an important aspect of health promotion. And university students became a target population for research studies due to the increase risk to mental and psychosocial problems. Previous studies showed that university students come to universities overwhelmed with economical demands, and suffer from psychosocial and mental health problems. Also university students seem to come to colleges unprepared

to manage complicated life stressors that they are expected to confront during their university life. This increased the risk to psychosocial and mental disturbances that includes impaired social functioning and depressive feeling (Freire et al., 2019).

University life can be a stressful experience during which students have new experiences within an academic, social, and personal framework, however, university life also considered as a positive developmental

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aspect for students to enrich their coping skills and prepare themselves for adulthood. Stress affects satisfaction, well-being, and performance in university students. Nursing students and science students in particular are under stress during the various stages of their education. It has been reported that the most common sources of stress were associated with academic success and the educational program such as academic workload and interactions with the staff and teachers. Other sources of stress include clinical sources such as fear of unknown situations, mistakes with patients or handling of technical equipment and communications with patients (Guillasper et al., 2021).

Psychological resilience is generally known as an adaptation period of the individual to stress sources, ability to cope with stressful situations and crises, recovery strength of the individual after difficult life experiences or the ability to cope with changes or tragedies successfully. Additionally Resilience is a product of survival, is also a type of strength and an indicator of existing and future internal power. It has been reported that individuals with high psychological resilience struggled with stressful life events more successfully and had effective problem solving and communication skills and benefited from social support more during coping. Psychological resilience facilitates positive adaptation in students to stressful working conditions and to the emotional distress created by the stressors (Duchek, 2020).

Psychological resilience has been approached from three different perspectives, as an outcome of effective coping to stress, as the process of successful adaptation despite adversity, or as a psychological ability to

successful recover from negative emotional experiences, also Resilience is not a permanent feature; it was dynamic, learnable, and improvable by appropriate interventions, such as cognitive restructuring programs, problem-solving techniques, support taken from family, friends and educators, and education programs improving communication increased resilience among the university students (Awoke et al., 2021).

Stress is a psychological and physical response of the body that occurs whenever we must adapt to changing situations, whether those situations be real or perceived, positive or negative. The challenges which we generally face in our day to day life can be a stressor some times. It depends on person's ability and personality typology to deal with the stressful situations (Frazier et al., 2019).

Additionally Perceived stress is the feelings or thought that an individual has; it says how much stress they are under at a given point in time or over given time period. Perceived stress is not about measuring the frequency of stressful events rather it's about how an individual feels about the general stressfulness of their life and their ability to handle such stress. While stress in minimal amounts is believed to promote students' learning and performance (Hou et al., 2019)

Life satisfaction has been considered an important mission of education, in addition to positive and negative affect, life satisfaction is an essential component of subjective well-being, Life satisfaction has been defined as a "global evaluation by the person of his or her life". It is a measure of well-being and may be assessed in terms of mood, satisfying relation with others, achieved goals, self-concepts and self-perceived ability to cope with daily life. It

also involves experiences which have the ability to motivate people to pursue and reach their goals. It is the cognitive assessment of one's life as a whole (**Chow, 2019**).

Nurses play crucial roles in Building resilience through supporting and encouraging students Positive Relationships. And giving a focus on the importance of positive teacher-student relationship which enhances student wellbeing and achievement. Also the nurse should foster Positive Emotions, this can be done by building a sense of pride and belonging within the university. University connectedness is a strong protective factor for improving resilience and academic outcomes for all students (**Freire et al., 2019**).

Furthermore stress management should take the priority of nurse role among university students which is a risk factor for resilience. Students should learn stress management techniques that help to deal with stressors weather internal or external. Such as Deep breathing, Regular exercise, eating a regular, well-balanced diet will help the person feel better in general and reduce the stress, Meditation which decreases the psychological and physiological effect of stress, increase relaxation, improve self-awareness, decrease distressing thoughts and increase resilience which in turn help in improvement of life satisfaction (**Ahern and Norris, 2019**)

Significance of study:

Ego resilience works as a stress resistance mechanism. It reinforces the individual's ability to recover from negative emotional experiences and flexibly adjusts to stressful events which is essential to individual's well-being and life satisfaction. Having high level of ego resilience and successfully dealing with perceived stress are

very important to heighten life satisfaction for every individual and more especially for nursing students as they are encountered with lot of stressors during their clinical experience (**Cazan and Truta 2015**).

Also Increased level of Ego resilience decreases the degree of perceived stress among Faculty Nursing Students, Damanhur University and it is positively associated with their life satisfaction, According to ego resilience, 51.7% of the students had high level and more than one third (34.4%) had undetermined trait. According to perceived stress, more than half of the studied students (56.0%) had very high level and more than one quarter (28.8%) had high level of perceived stress. According to the students' satisfaction with life, the table revealed that 59.9% of the studied students were satisfied with their life and only 26.5% of them were dissatisfied (**Elzohary et al. 2017**).

Enhancing the students' level of ego resilience should receive more attention to produce graduate professional nurses who are not only academically and clinically competent, but also who are able to adapt to workplace adversities. Therefore, this study is very significant as it aims to determine the relationship between levels of ego resilience, perceived stress, and degree of life satisfaction among University Students (**Elzohary et al., 2017**).

Aim of the study:

The study aimed to assess the relationship between levels of ego resilience, perceived stress, and degree of life satisfaction among University Students.

Research questions:

- What are sources of stress among University students?
- What are the factors that affect life satisfaction among University students?

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- Is there a relationship between levels of ego resilience, perceived stress, and life satisfaction among University Students?

Subject and methods

Research Design

A descriptive correlational design was utilized to fulfill the aim of the study.

Research Setting

The study was carried out at Faculty of Nursing at Benha University, Qalyubia governorate. The faculty consisted of three floors containing four educational grades. And the Faculty of Science at Benha University, Qalyubia governorate consisted of five floors containing four educational grades. There is diversity among students, every student has his tendencies, wants, demands that want to be achieved in the future process.

Sampling Technique:

- **Sample Size:**

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where:

n= sample size

n₀= 385

N= 1000

Purposive sample of fourth grade students in faculty of nursing and faculty of science at Benha University. The estimated sample size is 300, at confidence level 95% and precision rate at 0.5 by using Cochran's sample size Formula (Cochran, 1977). Since the total number of them is 1000 students (400 from Faculty of Nursing and 600 from Faculty of Science).

- **Sample type**

A purposive sample of 300 students in the fourth grade in faculty of nursing and faculty

of science at Benha University was selected. This sample should meet the following inclusion criteria:

- Students in the 4th grade
- Both sex
- Single students

Tools of Data Collection:

In order to fulfill the aim of the study, the data was collected by using the following tools

Tool (I): Interview Questionnaire sheet

This questionnaire was developed by the researcher after reviewing the related literature, this questionnaire consist of two parts:

Part 1- Socio-demographic data:

Such as, (age, gender, residence, parent's education, social support and exposure to traumatic events.)

Part 2- Academic data:

Such as, (students' grade in previous academic year, working during study and participation in academic/social activities.)

Tool (II): Connor-Davidson Resilience Scale (CD-RISC):

This scale was developed by (Connor-Davidson, 2003) and translated into Arabic version. To assess the level of resilience, It include 25 self-report statements to measure the level of resilience with five factors, Factor I (**8 statements**) describing personal competence, high standards, and tenacity. Factor II (**7 statements**) measuring trust in one's instincts, tolerance of negative affect, and strengthening effects of stress. Factor III (**5 statements**) related to positive acceptance of change, and security in interpersonal

relationship. Factor IV (**3 statements**) related to controlling the environmental situations and factor V (**2 statements**) covering the spiritual influences.

Responses are rated on a three-point likert scale ranging from (1) "Rarely" to (3) "Often". Total score is obtained by summing up all items. It ranges from 1 to 75.

Scoring system:

- 1-25 grades: Low level resilience.
- 26- 50 grades: Moderate level resilience.
- 51-75 grades: High level resilience.

Tool (III): The Perceived Stress Scale (PSS)

It was developed by (**Cohen et al. 1994**), Perceived Stress Scale is the most widely used psychological instrument for measuring the perception of stress. The PSS is a 10 self-report item question set that has to be labeled between 1-3 score, where 1=rarely, 2=sometimes, 3= often and Total score is obtained by summing up all items. It ranges from 1 to 30.

Scoring system:

- 1-10 grades: Low level of stress.
- 11-20 grades: Moderate level of stress.
- 21-30 grades: High level of stress.

Tool IV: Multidimensional Students' Life Satisfaction Scale:

This scale was developed by (**Huebner, 1994**). It consisted of 28 items to assess life satisfaction in children and adolescents in five life domains: family, friends, university, neighborhood and self. Subjects were asked to respond to the 28 items on a 4 point Likert scale ranging from "1" (Completely disagree) to "3" (completely agree). Total score is obtained by summing up all item scores, with a potential total score ranging from 1 to 84.

- 1-28 grades: Low level of satisfaction.
- 29-56 grades Moderate level of satisfaction.
- 57-84 grades: High level of satisfaction.

Validity and reliability of tools:

The tools were tested by five experts in Psychiatric and Mental Health Nursing field to measure the validity of tools. Some modifications done in Connor-Davidson Resilience Scale, that used in the research study was modified in scoring system to be 3 items that is, Rarely (0), Sometimes (1), and Often (2). instead of 5 responses that were Not true at all (0), Rarely true (1), Sometimes true (2), Often true (3), true nearly all the time (4). In addition to, modification of some words in the Arabic form of the tool to give the right meaning of the phrase and the final form was developed.

Items	Alpha Cronbach
Connor-Davidson Resilience Scale	0.879
The Perceived Stress Scale	0.759
Multidimensional Students' Life Satisfaction Scale	0.609

Ethical consideration:

1. The research approval of the study was obtained from scientific research ethical committee in faculty of nursing in Benha University before starting the study.
2. Informed oral consent was obtained from each student after explaining the purpose and significance of the study to the studied students.
3. All the studied students were informed that the participation in the study is voluntary and no name was to be included in the questionnaire sheet.
4. Studied students were informed that the content of the tools was used for research purpose only.
5. The researcher respects the right of the study sample to be withdrawn from the

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study at any time of data collection without any consequences.

Pilot Study:

The purpose of the pilot study was to test the applicability, feasibility, and clarity of tools. In addition, it served to estimate the approximate time required for interviewing the students as well as to find out any problems that might interfere with data collection. Pilot study was conducted on 30% of study sample, this sample was included from the actual study sample.

Result of Pilot Study:

After conducting the pilot study, it was found that:

1. The tools were clear and applicable; however, few modifications were made in rephrasing of some sentences in Connor-Davidson Resilience Scale to be easier and more understandable.
2. Tools were relevant and valid.
3. No problem that interferes with the process of data collection was detected.
4. Following this pilot study the tools were made ready for use.

Field Work:

The researcher started data collection by introducing himself to the studied students and providing explanation to clarify the aim and the significance of the study to gain cooperation of the studied students. An oral consent was obtained from every one of studied students before data collection. Data was collected through interviewing with fourth grade students from both faculties (Nursing and Science), The researcher collected data from studied students over a period of three months started from (October, 2021 till the end of December 2021), 2days /week, (Sunday, Monday) four hours per day, from 9 am to 3 pm, nearly 25 students per week. The studied students divided into small groups to prevent crowding and spread of

corona virus. The researcher conducted an interview with the studied students individually and sometimes group interviewing (12-13 students per day). Each student needs about 30 minutes to complete the study tools.

Statistical analysis:

All data collected were organized, coded, computerized, tabulated, and analyzed by using statistical package for social science (SPSS) program (version 25). Data were presented using descriptive statistics in the form of frequencies and percentage for categorical data, the arithmetic mean (\bar{X}) and standard deviation (SD) for quantitative data. Qualitative variables were compared using Chi square test (χ^2) was used for relation tests and person correlation coefficient (r) was used for correlation analysis and degree of significance was identified, A highly statistical significant difference was considered if $p\text{-value} \leq 0.01$, statistical significant difference was considered if $p\text{-value} \leq 0.05$. and non-statistical significant difference was considered if $p\text{-value} p > 0.05$.

Results:

Table 1: Shows that; the majority of the studied subjects (**79.3%**) their age ranged between 20 to 22 years; the Mean SD of age was 21.53 ± 1.22 year. Also, more than two thirds (**68.7%**) of the studied subjects were females, and the majority (**70.7%**) of the studied subjects in both faculties residing in rural areas. regarding father education the highest number of the studied subjects were between read and write (**26.0%**) and higher education (**42.7%**) in both faculties. Also the majority of study subjects (**87.3%**) were socially supported from their family.

Figure 1: Shows that: more than half (**54.0%**) of studied subjects reported high

level of resilience, also more than two thirds (68%) of them were moderate regarding perceived stress and less than half (49.3%) of studied subjects reported moderate level of life satisfaction.

Table 2: Shows that: more than half (52.7%) of the studied subjects reported none exposure to traumatic events, also nearly two thirds (64.0%) of them use social media between 1 and 6 hours / day, regarding last year degree, nearly half (49.3%) of the studied subjects were very good, also the majority (80%) of studied subjects neither participated in scientific activities nor students 'activities, regarding work during study, more than half (54.7%) of studied subjects not working during study.

Table 3: Shows that: more than half (54.0%) of the studied subjects reported high level of resilience, also more than two thirds (68%) of them were moderate regarding perceived stress and less than half (49.3%) of the studied subjects reported moderate level of life satisfaction.

Table 4: Shows that: there was a highly statistical significant negative correlation was found between ego resilience and perceived stress, also there was a statistical significant positive correlation between ego resilience and life satisfaction. And there was a highly statistical significant negative correlation was found between life satisfaction and perceived stress.

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Table 1: Socio-demographic Characteristics among the Studied Subjects (N=300)

Socio-demographic characteristics	Faculty of Nursing (n ₁ =150)		Faculty of Science (n ₂ =150)		No. (N=300)		X ²	P- value
	No.	%	No.	%	No	%		
Age								
• 17 - < 20	2	1.3	2	1.3	4	(1.3)	2.254 ^{FE}	0.315
• 20 - < 22	114	76.0	124	82.7	238	(79.3)		
• 22 - 25	34	22.7	24	16.0	58	(19.3)		
Mean age ± SD	21.53±1.22		21.37±0.96		21.45±1.09			
Gender								
• Males	38	25.3	56	37.3	94	(31.3)	5.020	0.025*
• Females	112	74.7	94	62.7	206	(68.7)		
Residence								
• Urban	28	18.7	60	40.0	88	(29.3)	16.467	0.000**
• Rural	122	81.3	90	60.0	212	(70.7)		
Education of the father								
• Illiterate	12	8.0	14	9.3	26	(8.7)	4.373	0.224
• Read and write	46	30.7	36	24.0	82	(27.3)		
• Secondary education	36	24.0	28	18.7	64	(21.3)		
• Higher education	56	37.3	72	48.0	128	(42.7)		
Education of the mother								
• Illiterate	48	32.0	22	14.7	70	(23.3)	19.495	0.000**
• Read and write	44	29.3	34	22.7	78	(26.0)		
• Secondary education	28	18.7	44	29.3	72	(24.0)		
• Higher education	30	20.0	50	33.3	80	(26.7)		
Social support from								
• Family	132	88.0	130	86.7	262	(87.3)	0.121	0.728
• Friends	18	12.0	20	13.3	38	(12.7)		

X² Chi square test

^{FE} Expected cell count less than 5, Fisher's Exact test was used.

* Statistically significant at p≤0.05

** Highly statistically significant at p≤0.01

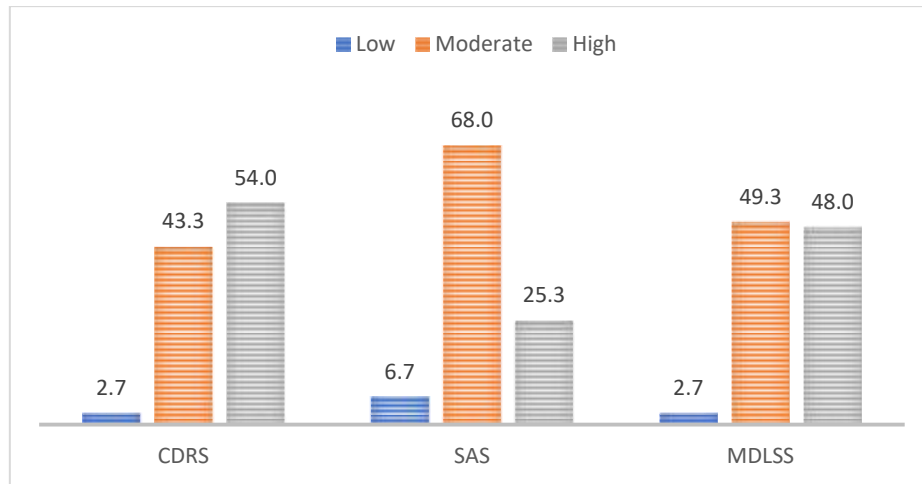


Figure 1. Total Scores of Connor-Davidson Resilience Scale, Stress Assessment Scale and Life Satisfaction Scale among studied subjects.

Table 2: Academic characteristics among the Studied Subjects (N=300)

Academic characteristics	Faculty of Nursing (n ₁ =150)		Faculty of Science (n ₂ =150)		No. (N=300)		X ²	P- value
	No.	%	No.	%	No.	%		
Traumas								
None exposure to trauma	86	57.4	72	48.0	158	(52.7)	22.833	0.000**
Disappointment	10	6.7	33	22.1	43	(14.3)		
Sexual harassment	14	9.3	2	1.3	16	(5.3)		
Loss of a significant person	26	17.3	26	17.3	52	(17.3)		
Study related	14	9.3	17	11.3	31	(10.3)		
Social media use per day								
Less than one hour	12	8.0	12	8.0	24	(8.0)	1.095	0.578
Between 1 and 6 hours	92	61.3	100	66.7	192	(64.0)		
More than 6 hours	46	30.7	38	25.3	84	(28.0)		
Mean ± SD	6.79±5.54		6.17±5.22		6.48±5.38			
Last year degree								
Pass	6	4.0	12	8.0	18	(6.0)	29.628	0.000**
Good	6	4.0	28	18.7	34	(11.3)		
Very good	70	46.7	78	52.0	148	(49.3)		
Excellent	68	45.3	32	21.3	100	(33.3)		
Mean ± SD	84.29±8.39		79.01±8.92		81.65±9.04			
Participation in scientific activities								
Yes	26	17.3	34	22.7	60	(20.0)	1.333	0.248
No	124	82.7	116	77.3	240	(80.0)		
Participation in students' activities								
Yes	32	21.3	30	20.0	62	(20.7)	0.081	0.776
No	118	78.7	120	80.0	238	(79.3)		
Work during study								
No	84	56.0	80	53.3	164	(54.7)	0.251	0.882
Part-time	50	33.3	54	36.0	104	(34.7)		
Full time	16	10.7	16	10.7	32	(10.7)		

X² Chi square test

** Highly statistically significant at p≤0.01

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Table 3. Total Scores of Connor-Davidson Resilience Scale, Stress Assessment Scale and Multidimensional Life Satisfaction Scale among studied subjects.

Scale	Range	Mean ± SD	Low		Moderate		High	
			No.	%	No	%	No.	%
Connor-Davidson Resilience Scale	5-50	33.91±8.21	8	2.7	130	43.3	162	54.0
Stress Assessment Scale	4-28	16.76±4.68	20	6.7	204	68.0	76	25.3
Multidimensional Life Satisfaction Scale	43-84	54.31±11.30	8	2.7	148	49.3	144	48.0

Table 4. Correlation between Total Scores of Connor-Davidson Resilience Scale, Stress Assessment Scale and Multidimensional Life Satisfaction Scale among studied subjects.

	Connor-Davidson Resilience Scale		Stress Assessment Scale	
	R	Sig.	R	Sig.
Stress Assessment Scale	-0.467	0.000**		
Multidimensional Life Satisfaction Scale	0.186	0.001*	-0.257	0.000**

Discussion

Transition to university is a problematic stage that many young adults face. In fact, transitions are a source of stress where individuals leave the familiar network behind, entering into an unfamiliar territory besides, the academic pressure university students are exposed to, can have a negative effect on their mental health. In addition to the demands in the academic field, university students also experience other stressors such as financial burden and housing changes, the formation of new social networks as well as adaptation to new social and family roles. Therefore, it is important to understand what factors may promote an adequate adjustment, since an adequate adaptation into the new university increases the permanence rate in

universities, as well as academic success and life satisfaction increase (**Abd El All & Abou Shousha, 2020**).

The results of the present study revealed that the majority of the studied subjects were in age ranged between (20 - < 22) years old and only less than one quarter of them in age ranged (22-25) with a mean age of 21.45±1.09. This result was congruent with the study done by **Elzohary et al., (2017)**. Who conducted a study entitled “Relationship between ego resilience, perceived stress and life satisfaction among nursing students” and found that more than half of the subjects were (20 - < 22) year and the least was more than (22).

As regard gender, the results of the present study revealed that more than two thirds of the studied subjects were females; this result was congruent with the study done by **Hamdan-Mansour et al., (2019)**. Who conducted a study entitled “Correlates of Resilience among University Students” and found that nearly two thirds of sample in their study on university students were females. The result of this study was incongruent with the study done by **Shdaifat et al., (2018)** who conducted a study entitled “the level of stress and common stressors among nursing students, and mentioned that more than two thirds of studied subjects were males.

Regarding residence, this study revealed that the majority of the studied subjects residing in rural areas. This result was congruent with the study done by **Elzohary et al., (2017)** who conducted a study entitled “Relationship between ego resilience, perceived stress and life satisfaction among nursing students” and mentioned that the majority of subjects were living in rural areas. This result was incongruent with the study done by **Shi et al., (2015)** who conducted a study entitled “The mediating role of resilience in the relationship between stress and life satisfaction among Chinese medical students” and mentioned that more than two thirds of studied subjects were living in urban areas.

As regard exposure to traumatic events, this study revealed that nearly half of the studied subjects reported exposure to traumatic events, from the researcher point of view this may be due to the higher percentage of females than males in the sample, and the sensitive nature of feminism make females perceive most of events as traumatic, also students in this age are more prone to emotional crises. This result was congruent

with the study done by **Elzohary et al., (2017)** who conducted a study entitled “Relationship between ego resilience, perceived stress and life satisfaction among nursing students” and mentioned that more than two thirds of the studied students reported exposure to traumatic events. Regarding last year degree, this study revealed that nearly half of the studied subjects were very good; this result was congruent with the study done by **Elzohary et al., (2017)**. Who mentioned that less than half of the studied students obtained very good grade in the last year.

Concerning the relation between ego resilience, perceived stress, and life satisfaction, this result illustrated that there was a highly statistical significant, negative correlation between students' level of ego resilience and perceived stress also there was a statistical significant, positive correlation between levels of ego resilience and life satisfaction. And there was a highly statistical significant negative correlation was found between life satisfaction and perceived stress.

From the researcher point of view it may be due to people with higher ego resilience level are supposed to meet the challenges of their lives more effectively, adapt in a flexible manner to the surrounding stresses, and are more likely to become more successful, healthier, and happier in the future and in turn become more satisfied with their lives.

Furthermore, resilient individuals most of the times have better feelings and are able to develop resources to get greater control over their lives which enhance satisfaction with life. This result was congruent with the study done by **Shilpa and Srimathi, (2019)** who conducted a study entitled “Role of resilience on perceived

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stress among Pre University and under graduate students” and reported that there is a significant relationship between Resilience and Perceived Stress among students.

Also other researches by **Pourafzal et al., (2019)**, **Cazan and Truta, (2015)** revealed that highly resilient undergraduate students are more likely to perceive stressors as less demanding, able to cope better with them and adapt more efficiently to academic requirements, which in turn lead to higher levels of satisfaction with life. In the same line **Shi et al., (2015)** who conducted a study entitled “The mediating role of resilience in the relationship between stress and life satisfaction among Chinese medical students” and mentioned that medical students with high scores on perceived stress scale had lower level of ego resilience, resulting in lower levels of life satisfaction, while those with low scores on perceived stress scale had higher level of ego resilience, which may lead to higher levels of life satisfaction.

Conclusion

Ego resilience is negatively correlated with perceived stress, and positively correlates with life satisfaction. Also a negative correlation was found between life satisfaction and perceived stress. Additionally, more than half of the studied subjects reported high level of resilience, also more than two thirds of them were moderate regarding perceived stress and less than half of the studied subjects reported moderate level of life satisfaction.

Recommendations:

Recommendation for education:

- Designing intervention programs to improve students' resilience, perceived stress and their life satisfaction.

- Encourage academic/social activities, counseling, and academic advisor help.

Recommendation for university students:

- Equip students with the enough up-to-date knowledge related to the importance of resilience in perceiving stress and improving life satisfaction. In the form of in-campus training courses or in curriculum.
- Students should be encouraged to practice exercises and sports regularly combining with extra-activities.

Recommendation for future research:

- Further research should be focusing on the role of community mental health nurse, university educators and social workers in interaction with university students.

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العلاقة بين مرونة الذات والتوتر والرضا عن الحياة بين طلاب الجامعة

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يواجه طلاب الجامعة العديد من الضغوطات التي قد يكون لها تأثير سلبي على رضاهم عن حياتهم. والقدرة على التعامل بشكل فعال مع هذه الضغوطات يمكن تسميتها المرونة. لذا هدفت هذه الدراسة إلى فحص العلاقة بين مرونة الذات والتوتر والرضا عن الحياة بين طلاب الجامعة. تم استخدام تصميم وصفي لتحقيق هدف الدراسة. وقد أجريت الدراسة بكلية التمريض وكلية العلوم بجامعة بنها بمحافظة القليوبية. على ٣٠٠ طالب وطالبة في الفرقة الرابعة في كلية التمريض وكلية العلوم بجامعة بنها. وأوضحت نتائج الدراسة الحالية وجود علاقة سلبية ذات دلالة إحصائية عالية بين مرونة الذات والتوتر، كما كان هناك ارتباط إيجابي ذو دلالة إحصائية بين مرونة الذات والرضا عن الحياة. ووجدت علاقة ارتباط سلبية ذات دلالة إحصائية عالية بين الرضا عن الحياة والتوتر. كما اوصت الدراسة بأنه يجب التركيز بشكل أكبر على إنشاء وزيادة مرونة الذات لدى الطلاب من أجل توليد ممرضين خريجين متخصصين، لا يتمتعون بالكفاءة الأكاديمية والسريرية فحسب، بل أيضاً قادرين على التكيف مع الشدائد في مكان العمل.