Psychological Resilience among Omani and Non-Omani Students at Sultan Qaboos University and other Private Colleges and Universities in Oman

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Abstract:

The study aimed at identifying the level of psychological resilience of a sample of Omani and non-Omani students in the Sultanate of Oman. A sample of 777 Oman and non-Omani students participated in the study. The researchers used the comparative correlative descriptive method to analyze the data obtained from the sample, which is representative of the original society. The results showed that the respondents had a high degree of psychological resilience in all dimensions except emotional regulation where the score was in the medium range. In addition, there were no statistically significant differences in the degree of psychological resilience due to the gender, nationality, or university variables among the sample.

Key Words: Resilience, Stress, Adjustment, Mental Health

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1. Introduction:

During their life, human beings are subject to a wide range of psychological and social changes that are accompanied with different types of pressures and tensions, which require them to face, deal with or adapt to them. These include the voluntary or compulsory transition from one environment to another that differ in varying degrees from their home environment.

Resilience is one of the important variables in this framework as it significantly enhances the ability to cope with the diverse and new demands of the environment. It reflects the individual's ability to cope with stressful events and adverse environmental and social conditions while recovering from the effects of these conditions and attempting to reach the deeper meanings behind these changes in order to continue living in a reasonable way. The American Psychological Association (APA, 2003) indicates that resilience comprises a range of factors such as self-esteem, trust in personal abilities, communication skills, control of differences and the ability to develop realistic plans and take actions to implement them. Thus, resilience is the outcome of several psychological, mental and social dimensions that give the individual the ability to deal with unusual events that pose a threat to the normal course of life (Jaber, 2014), and it plays a prominent role in the leadership behavior of the individual (Gill, Williamson, 2013).

University students may be forced to move at the beginning of their academic life from one environment to another. They may face a range of academic, cultural and social pressures that require them to deal with and adapt to them. This assumes that the students have been prepared through their families and the educational and social systems to face the demands of the new stage in a suitable manner without having a significant negative impact on them.

However, some may fail to cope with the changes and suffer from different psychological difficulties that hinder their ability to adapt, which may eventually affect their academic achievement and their social relations with others.

The transition from one country to another for economic, social or educational reasons leads to a range of changes and pressures at the emotional, mental and behavioral levels. Depending on the underlying causes of the transition, human beings utilize a variety of adaptation mechanisms to face the new environment and its demands.

2. The study Problem:

The problem of the study is based on a number of observations, witnessed by the researchers through their personal experiences and social interaction with international students studying at Sultan Qaboos University. Students encounter a range of challenges students because of the changes in their life caused by the transition to university and the study in a different country. In fact, international students encounter a great deal of pressure and a variety of problems during the course of their study at the university level. These include:

- Stress resulting from the challenges of the university itself and the efforts it requires to achieve success.
- Stress resulting from being away from family and living independently in a new place.
- Pressure resulting from the new culture, which may differ from the culture of their country.

Together, these challenges may negatively impact the human's ability to use the adaptation and coping strategies which humans have acquired in their original environment as they become less effective in the new environment and may need to be reconstructed. Therefore, this adaptation and reconstruction require a great deal of psychological resilience to promote resilience and the ability

to cope with emergent variables with no prior experience in the individual's cognitive and psychological repertoire .

Several studies have found that resilience plays a great role in helping individuals to adapt to the pressures and problems of a new environment (see, e.g.,Kashdan, 2010).

All students, Omanis and international, share the first and second points, in terms of moving from one stage to another and in terms of the spatial distance from the family. They, however, differ in the third point associated with the pressure, which is caused, by cultural adaptation and integration into the new culture.

Due to a lack of studies on the differences between Omani and international university students in their levels of psychological resilience, it is vital to examine this area to help us understand certain aspects of students' university life that may require preventive and instructional intervention, thus making it easier for students to integrate into the new environment and focus on achieving their goals.

Based on the above, the goal of this study is to measure the level of psychological resilience in a sample of Omani and expatriate students who study at the Sultan Qaboos University and other private colleges and universities.

3. Study Questions:

Based on the study problem, the researchers asked the following questions:

1. What is the level of psychological resilience in the sample population?
2. Are there any statistically significant differences among the participants in their level of psychological resilience due to university differences?
3. Are there any statistically significant differences among the participants in their level of psychological resilience due to gender differences?
4. Are there any statistically significant differences among the participants in their level of psychological resilience due to gender and nationality differences?

4. The significance of the study:

The significance of the present study is represented in the following components:

4.1 Theoretical Significance:

This study is important due to the vitality of the issue that it addresses. The study seeks to

Identify the level of psychological resilience of the sample members, as psychological resilience is an important attribute of an individual's life at this age.

Provide the scientific and cultural library with the results of an in-depth examination of a number of variables of interest to the studied sample.

4.2 Practical Significance:

Use the results to build awareness about the issue being studied and thus develop programs to help university students.

Improve the quality of university study life.

Provide educational institutions with valuable information about their international and Omani students.

5. Study Objectives:

The study aims to identify the level of psychological resilience of the Omani and non-Omani students at Sultan Qaboos University and other private colleges and universities through:

Identifying the level of psychological resilience of the sample population.

Analyzing the significance of the differences in the psychological resilience of the sample according to the university variable.

Analyzing the significance of the differences in the personality trait of the respondents according to the gender variable.

Analyzing the significance of differences in the psychological resilience of the sample according to gender and nationality variables.

6. Limitations of the study:

6.1 Objectives limitations:

This study was designed to study the changes in the level of psychological resilience of international and Omani students at a limited number of universities and private colleges.

6.2 Sampling Limitations:

This study is limited to a small sample of Omani and international students at Sultan Qaboos University and other private colleges and universities.

Time Limitation: This study is limited to one academic year, 2016-2017.

Location limitations: This study was conducted at Sultan Qaboos University and other private colleges and universities in the Sultanate of Oman.

7. The terminology of the Stud:

Psychological resilience: There are many definitions of psychological resilience, but they all share the view of resilience as a personal trait that helps one to achieve appropriate levels of satisfaction, face challenges and shocks, deal with difficult and changing conditions, and succeed in achieving social expectations and developmental demands, maintaining psychological balance, achieving harmony with others, and drawing lessons from the problems and difficulties one encounters. (Miller&Macintosh, 1999; APA, 2014; Kathryn & Connor, 2006; Malcolm, Stafford, Seaman, Ross &Brigid, 2007). Procedural definition of psychological resilience: The total score of the total dimensions, which are scored by all respondents on the elasticity scale used in this study International Student: A student who resides in the Sultanate by virtue of the work of his parents or who traveled from his home country to Oman to learn Arabic or other subjects and is enrolled at the Sultan Qaboos University or other private colleges and universities Omani Student: A student who has an Omani nationality and is enrolled at Sultan Qaboos University or other private colleges and universities

8. Theoretical framework and previous studies:

Psychological resilience is a relatively recent phenomenon. Research into this phenomenon began on a small, non-comprehensive scale about 60 years ago. It examined the development mechanisms the factors contributing to the protection of individuals. Then it moved to study people at risk and focused on those who are characterized by their ability to overcome economic, emotional and other problems. However, at present, there is a need for further research into this area due to the issues caused by technological progress on the one hand and the evident increase in levels of hardships

faced by young people on the other (Al Shweil and Nasr, 2012). In addition, the study of psychological resilience may help in crisis management (Sakik and Abu Daqqa, 2012).

Resilience is a range of adaptive and coping skills that are based entirely on the personal and environmental resources of the individual. These emerge when the individual is exposed to unusual conditions that involve changes in his or her life and pose a threat to his or her psychological development and overall well-being.

The American Heritage Dictionary (2005) defines it as a psychic recovery ability to recover rapidly from a range of personal conditions and circumstances such as depression, illness, change, or misfortune, while at the same time returning to the original state through the self-resources and resources that enable the individual to return and re-emerge after The pressures, shocks or shifts.

The American Psychological Association (APA, 2014, P1) defines it, as

> "Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience. Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress. Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone".

Al-Ashwal, Wahiba and Imam (2016, p. 308) point out that resilience is a dynamic process of multiple dimensions that help to re-adjust, react to, confront and return to normal performance after the emergency conditions, i.e., the ability to return to normal conditions with little damage, Hegney, Buikstra, Baker, Rogers- Clark, Pearce & Ross, 2007). Wicks (2005, P17) defines it as "the ability to penetrate into the inner sources of power and to retain hope, faith, and perception of love and good in the future." It can be concluded from these definitions that psychological resilience is more than a capacity to adapt to and deal with adversity in changing and sudden circumstances, it also involves the ability to convert adversities into positive psychological, social and cultural outcomes. Reivich&Shatte (2002) emphasized that psychological resilience comprises basic skills and factors that help overcome the inevitable barriers by providing new ways to overcome adversity and become a happy and well-prepared person through strategies to deal effectively with living conditions. Linking the individual's reactions to some adversities with instincts indicate that the brain is programmed to respond in certain ways through responses that help the individual solve problems by understanding their causes and by challenging himself to think deeply about any future adversities, which will help the individual to foster his ability to withstand these adversities. In this regard, resilience is something that can be built and learned; it is not merely an innate ability. Psychological resilience is rooted in the simple realization that our feelings and behaviors are not based on the events themselves but on our interpretation of those events (Reivich&Gillham, 2010). There is a strong relationship between personality style, cognitive styles, decision-making methods and psychological resilience. Moreover, students' reliance on logical thinking makes them more flexible than those who make fun of fate and depend on emotions. Ahangar (2010) pointed out that pressures negatively affect resilience though we can find that some people who are under pressure may have a high degree of resilience (Ahren, 2007).Al-

Maliki (2012), Van Galen, De puijet& Smeets (2006) and the American Psychological Association (APA, 2003) note that there are certain characteristics that mark a person with high levels of psychological resilience. These include good relations with others, good interpersonal skills, individual appreciation of their talents, appreciation of others, clarity of purpose of life, attempts to use preventive factors, and consideration of stress as challenges, self-confidence, motivation control, and realistic thinking and planning .Reivich& Shatt (2002) identified four basic pillars of resilience: the ability to change the status quo, the correct perception of reality, positive and realistic thinking, and focus on strengths. The sources of resilience are derived from personal values, self-efficacy, and positive energy. (Patterson & Kelleher, 2005). A large number of studies on resilience such as Ahangar (2010) aimed at identifying the relationship between resilience, personality styles, cognitive styles, and decision-making methods of management students at the Azad Islamic University in Tehran. The study concluded that there is a strong relationship between personality style, cognitive methods, and decision-making methods and resilience and that students' reliance on logical thinking makes them more flexible than those who make fun of fate and depend on emotions and feelings. The study showed that students with high resilience relied on a step-by-step thinking and developed comprehensive plans to address the problem; on the contrary, students who were hesitant in decision-making had low levels of resilience skills.

Reivich& Gillham (2010) found out that resilience can be obtained through normal processes, many of which can be learned.

The study of Shwail and Nasr (2012) showed statistically significant differences between high and low psychological resilience and self-esteem variables. The study of Shqqura, Alayan& Al-Khatib (2012) also found a positive relationship between positive resilience andlife satisfaction for university students. In addition, Gill & Williamson (2013) confirmed that team training leads to the emergence of joint leadership in the senior management of the team, which contributes to building a cohesive and satisfied team. In a study conducted by Fledderus, Bohlmeijer, Smit and Westerhof (2015), it was concluded that intervention to enhance psychological resilience had a positive impact on participants' mental health.

9. The Study Approach:

The researchers used the comparative descriptive approach because it suits the nature of the study and will help to answer the research questions. The descriptive correlation method enables researchers to know the nature of the relationship between the variables and describe the nature of the data derived from the sample of the study in light of some variables (e.g., gender, nationality).

9.1 The study community

The study population consists of Omani students and non-Omani students at Sultan Qaboos University and other private colleges and universities represented by students from Nizwa University, Caledonian College of Engineering and the College of Scientific Design. The study included all faculties and academic years for the academic year 2016/2017, a total of 32481 students, (31066) Omanis (1415) non-Omani, according to the admission and registration statistics at Sultan Qaboos University, Nizwa University, Caledonian Engineering College, and the Scientific College of Design, as shown in Table (1).

Table (1): Distribution of the members of the study population according to the demographic factor.

The University	Nationality		University		percentage	Total
	Omani	expatriate	Omani	expatriate		
Sultan Qaboos university	18000	349	%58	%25	18349	%56
Private colleges and universities	13066	1066	%42	%75	14132	%44
Total	31066	1415	%100	%100	32481	%100

9.2 The study sample
9.2.1 The survey sample
The researchers selected a survey sample of (50) students from the original study community. The tools were applied to this sample in order to ensure the validity of the tools, which will be used with the total sample members by calculating their validity and stability using the appropriate statistical methods.

9.2.2 Basic Sample
The researcher chose the sample from the original study community. It consisted of (801) Omani and expatriate students. After the application of the tools, 24 invalid questionnaires were excluded due to lack of data. The sample of the final study consisted of (777) male and female Oman and non-Omani students, with 476 Omani students and 301 expatriate students as shown in Table (2).

Table (2): Distribution of sample members of the study

University		Nationality		ratio& Sex of nationality		total	the ratio
		Omani	expatriate	Omani	expatriate		
Sultan Qaboos university	Male	80	32	%17	%11	304	%39
	Female	89	103	%19	%34		
Private colleges and universities	Male	25	63	%05	%21	473	%61
	Female	282	103	%59	%34		
Total		%100		%100		777	%100

Table (2) shows that the percentage of the female sample members (74%) was higher than that of males (26%).As for the universities, the percentage of participants from Sultan Qaboos University was higher than the other universities. SQU was 39%, followed by Nizwa University with 26%, the Scientific College of Design with 24%, and Caledonian Engineering College with 10%.

9.3 The search Tool
9.3.1 Psychological resilience scale
The Adolescent Resilience Sale (Oshio, Kaniko, Nagamina, and Motoyuki, 2003), which developed at the Shubo University in Japan was used. The scale consists of three dimensions: aspiration for

novelty, emotional regulation and positive orientation towards the future. The scale includes 21 Items. The psychometric parameters of the scale were tested on a sample of 207 Japanese students, including 104 males and 103 females aged 19 to 23 with an average age of 20 years. The Alpha coefficient for the total score was 0.85, which is an acceptable coefficient. For the subscale were the Alpha coefficients Novelty Seeking .79, Emotional Regulation .77, and Positive Future Orientation .81. The Adolescent Resilience Scale has a positive intercorrelation. It has been negatively correlated with the Negative Life Events Scale and General Health Questionnaire.

9.3.2 Scale Correction

The Scale contains 21 items distributed in a positive way on three dimensions. The test sks the candidate to choose the answer according to the five-step scale: Never apply to you, apply to you a bit, apply to you moderately, apply to you a lot, and apply to you completely. The researchers chose the five-step (Likert) weights (1, 2, 3, 4, 5) respectively, where the low grade represents low psychological resilience and the high degree represents high psychological resilience. The application takes 3-7 minutes. The application included an individual and a collective application, the standard included instructions for maintaining confidentiality and not using information for any purpose other than scientific research.

9.3.3 The psychometric properties of the scale in the current study

The researchers verified the validity and consistency of the study tools by verifying the psychometric characteristics of the measurements by applying it to a sample of 50 students from outside the study sample as follows;

9.3.3.1 Validity

9.3.3.1.1 Face and content Validity:

The Scale was translated and reviewed from English to Arabic. A number of English-Arabic speakers and researchers have been asked to complete the verification of the purpose and meaning of the translation of the items. In the next step, the scale was presented to a number of specialists in psychology and counseling at Sultan Qaboos University and Nizwa University, to verify the content and clarity of the items, and rate it with regard to its translation, formulation, relevance, and applicability.

The arbitrators made some suggestions to make the scale clearer. These observations were incorporated into account in the final form of the scale.

9.3.3.1.2 Internal consistency of dimensions:

The internal consistency of the scale was calculated to show the consistency of the scales with each other by calculating the internal consistency coefficients of the component dimensions of the scale on the testing sample of (50) students. Of these, 35 were female and 15 were male students. The analysis showed that the correlation coefficients of six items of the scale were less than (0.20). Thus, these items were omitted, leaving (18) items correlated between (0.20 and 0.78).

9.3.3.1.3 Reliability

Cronbach's Alpha coefficient showed good values for the scale; both for the total scale as a whole and for the sub-dimensions. The alpha coefficient was 0.84 for the total scale. For the sub-dimensions was respectively(0.84; 0.87; 087).

9.4 Study procedures:

The researchers designed the scale electronically to facilitate access to the largest segment of Omani and expatriate students at Sultan Qaboos University and other private colleges and universities. The link was disseminated through e-mails to students in the targeted universities and colleges.

9.5 Statistics

The following statistics was used:
- Cranach's alpha coefficient for the Reliability.
- The internal consistency for the validity.
- Percentages, standard deviations and, averages and T-test
- One way ANOVA

10. View and discuss results:

10.1 First: Results related to the first question:

The first research question explores the level of psychological resilience of expatriate and Omani students at Sultan Qaboos University and other universities and private colleges.

In order to answer this question, the following was used:

The arithmetical averages, the standard deviations, the "T" test, and the level of the psychological resilience of the dimensions of the scale for all sample groups of Omani and international students:

The level of psychological resilience of the students of the basic sample was calculated according to the criterion shown in Table (3) to explain the results of this question:

Table (3): The scale used in interpreting the level of psychological resilience

Arithmetic mean	The level of psychological resilience
1.66 –0,00	Low
3.32 – 1.67	Average
5.00 – 3.33	High

Table (4) shows the arithmetical averages, the standard deviations, the "T" test, and the level of resilience of the dimensions of the psychological resilience scale for the sample students of international and Omani students.

Table (4): arithmetical averages, standard deviations, and tests of the level of psychological resilience

Scale dimensions	n.	Nationality	M.	SD	Resilience level	T	Degree of Freedom	Significance
Looking for novelty	476	Omani	3.83	0.70	High	4.65	775	0.00
	301	expatriate	4.06	0.65	High			
Emotional regulation	476	Omani	3.34	0.70	High	1.06	775	0.28
	301	expatriate	3.28	0.72	Average			
Positive orientation towards the future	476	Omani	4.13	0.78	High	1.99	775	0.04
	301	expatriate	4.01	0.86	High			
Total dimensions	476	Omani	3.76	0.53	High	0.49	775	0.62
	301	expatriate	3.78	0.51	High			

It is clear from Table (4) that the level of psychological resilience is high among all international and Omani students though the international students achieved only a moderate degree in emotional regulation.

The results show that Omani students achieved higher scores than the international students in the psychometric measure in the dimensions of the positive trend towards the future and the emotional organization with a score ranging between (4.13 and 3.34). On the other hand, the international students achieved higher scores than the Omani students in the psychometric measure in the dimensions of looking for novelty with a score ranging between (4.06 and 3.76). Moreover, the international students achieved a moderate score in emotional regulation with an average score of (3.28).

The results thus show that both Omani students and international students obtained high scores in the overall levels of psychological resilience. This is indicative of students' positive adaptation to the university environment whether in Sultan University or the other private universities. This result is attributed to the environment that helps them by providing them with all their needs. The Omani environment helps Omani and expatriate students to adapt to and integrate into the new academic community. In addition, the Omani environment instills in students the religious beliefs of tolerance and patience., which ultimately help the students tolerate and adapt to the environment. As for the dimensions, Omani and expatriate students achieved high scores in most dimensions of the psychological resilience scale. However, the international students achieved moderate scores in emotional regulation.

The researchers attribute this finding to the fact that international students may have difficulties adapting to new living conditions, which affects them emotionally compared to Omani students who are less affected because they are living in their home environment.

Table (4) shows statistically significant differences among the respondents in their positive attitudes towards the future in favor of Omanis and in the looking for novelty in favor of expatriates. This finding can be explained by the availability of safety factors for Omani students and job opportunities that make them optimistic about their future, which may not be the case for the expatriate students. This is indirectly reflected in looking for novelty; the expatriate student, in an effort to prove himself, seems more apt to look for new venues and novel ventures than the Omani student who lives in his environment and used it.

This is in line with the results of Zuhairi (2012), who found out that the rate of psychological resilience is generally high among students, and the results of Al-Khatib (2007), who showed a high degree of resilience, and the studies of Shaqoura, Alyan&Khatib (2012), Ahangar (2010), Hengye, Buickstra, Rogers-Clark, Parsi and Ross (2007). The results, however, are in contrast with Jaber (2014), who showed the low level of resilience among university students.

10.2 Second: Results related to the second question:
Which provides as follows:

"Are there any statistically significant differences in the degree of psychological resilience between the expatriates students and Omani students at Sultan Qaboos University and students of other private colleges and universities?"

To answer this question, a T-Test was used to calculate differences between Sultan Qaboos University and the private universities. Table (5) shows the results of the analysis.

Table (5): The arithmetical averages, standard deviations and the level of significance of differences in the resilience index of the university variable

Scale dimensions	University	n.	M.	SD	T	Degree of freedom	Significance
Looking for novelty	SultanQaboos University	318	3.85	0.73	1.35-		0.17
	Private Universities	457	3.92	0.69		773	
Emotional regulation	SultanQaboos University	320	3.01	0.48	0.36-	775	0.71
	Private Universities	457	3.02	0.49			
Positive orientation towards the future	SultanQaboos University	320	4.05	0.77	0.78-	775	0.43
	Private Universities	457	4.10	0.85			
Total dimensions	SultanQaboosUniversity	318	3.64	0.45	1,32-		0.18
	Private Universities	457	3.68	0.47		773	

Table (5) shows that there are no statistically significant differences between the students of Sultan University and the private universities in the dimensions of psychological time.

This result is due to the similarity between the university environment in public and private universities. This environment helps increase the speed of psychological and social adjustment and integration into the academic environment in order to achieve academic success.

This finding concurs with the study of Al Qudah (2007), which confirmed that there were no statistically significant differences in the degree of university adjustment for international students, and is in contrast with Al-Inizi and Abdul Razzaq (2014) who indicated that there are differences in the degree of student adaptation according to specializations and academic years. It also differs with Al-Banawi, Nawaflaand Othman (2008) and Al-Saghir(2001) which showed differences in the level of social adaptation among the international students according to their social, cultural, demographic and academic characteristics, including the extent of their knowledge of the Arabic language and their integration into the new society.

10.3 Third: Results related to the third question
Which provides as follows

"Are there any statistically significant differences in the degree of psychological resilience between Omani students and international students due to the gender variable"?

In order to answer this question, a comparison was made between Omani and international students using a T-Test. Table (6) shows the result of the analysis.

Table (6): Mean, standard deviations and the level of significance of differences in the male and female psychological elasticity scale

Scale dimensions	Gender	n.	M.	SD	T	Degree of Freedom	Significance
Looking for novelty	M.	198	3.87	0.73	1.17-	771	0.24
	female.	575	3.94	0.67			
Emotional regulation	Male	198	3,45	0.69	3.11	771	0.00
	female	575	3.27	0.71			
Positive orientation towards the future	Male	198	3.88	0.86	4.00-	771	0.00
	female	575	4.15	0.79			
Total dimensions	Male	198	3.74	0.56	1.17-	771	0.24
	female	575	3.79	0.51			

Table (6) shows that there are no statistically significant differences between males and females in the overall degree of psychological resilience and in looking for novelty, while there were statistically significant differences in the dimensions of emotional regulation and the positive direction towards the future between male and female students in favor of female students.

This finding is attributed to the fact that the university environment provides facilities for all male and female students without discrimination, which increases their adaptability to and integration into the university environment. This result is consistent with Zuhairi (2012) and Al-Enezi and Abdul Razzaq (2014) Which confirmed the absence of statistically significant differences between males and females in psychological resilience and is different from the study of Farghali (2013), which revealed the existence of statistically significant differences between males and females in psychological resilience and the study Zahra (2015), which showed that males have higher levels of

psychological adjustment and a better ability to overcome obstacles than females. As for some of the dimensions where there are differences in favor of females, this can be because females generally find an opportunity in education to prove themselves and their abilities. This is different from males who may not have the same perception of education as they have more opportunities than females to prove themselves. These results are in contrast with Ibrahim (2009), who confirmed that there are statistically significant differences between males and females in the positive resilience in favor of males in the post-psychological structure.

Fourth: Results related to the fourth question, which provides as follows:

"Are there any statistically significant differences in the degree of psychological resilience between Omani students and non- Omani students due to gender and nationality?"

In order to answer this question, the results were submitted to analysis of variance for nationality and gender using a One Way ANOVA test for gender and nationality variables for the basic sample and for the psychological and mental health measures. Table (7) presents the result of thranalysis.

Table (7): Analysis of the variance of the psychological elasticity of the gender and nationality variables of the total sample

Source of Contrast	Total squares	Degree of freedom	Average squares	F	significance
Gender	0.54	1	0.54	1.95	0.16
Nationality	0.18	1	0.18	0.66	0.41
Gender-Nationality	0.82	1	0.82	0.29	0.58
The error	215.2	773	0.27		

Table (7) shows that there are no significant differences in psychological resilience among the main sample respondents due to gender and nationality.

This result is because both sexes enjoy almost the same level of psychological resilience. This is in line with the results of the study of Al-Enezi and Abdul Razzaq (2014) in Saudi Arabia and the study of Zuhairi (2012) in Iraq and Al-Qud's study (2007) in Jordan, which confirmed that there are no differences between males and females in the degree of university adjustment. It differs with the study of Al-Ashqar (2003), which confirmed the existence of differences due to the variables of gender and nationality in favor of female students.

This is because both genders endeavor to achieve higher levels of self-affirmation. This leads female students to work hard to raise their academic performance and exploit all conditions and facilities to accomplish their goals and aspirations. Male students also work on this using a variety of methods.

As for the absence of differences according to the nationality variable, the sample of university students whose families have an adequate level of income and social and economic security live in a society of a safe and healthy nature, which helps them to acquire positive qualities and facilitates their adaptability to different living conditions.

11. Proposal:

Conduct an in-depth study of the sources of resilience-related in the Omani environment. This can help to more understand the biopsychosocial factors for the development of mental health issues in Oman.

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