

**Academic self-regulation and its
relationship to psychological resilience
among students of Damascus and Kuwait
University**

Prepared by



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Abstract

The aim of the current research was to explore the relationship between academic self-regulation and psychological resilience in a sample of students from Damascus and Kuwait University. In addition, the differences in both academic self-regulation and psychological resilience were determined by sex (males and females). Finally, Academic. The study sample consisted of (115) students of the university, 62 students from Damascus University and 53 students from Kuwait University. The number of females was 59 students and 56 students. The researchers used the academic self-regulation scale prepared by the second researcher for this purpose and the psychological resilience scale, which was translated by the second researcher, after verifying their sincerity and persistence in the current research of the students of the Damascus and Kuwait University.

The results of the study showed that there is a positive relationship between academic self-regulation and psychological resilience, with statistically significant differences between the students of Damascus and Kuwait University in both academic self-organization and gender differences in these two variables. The results showed that the effect of each sex had a significant effect on academic self-organization, while the geographical environment variable (Kuwait, Damascus) had no effect on emotional regulation in the sample.

In light of the results obtained from this research, the researchers presented a set of proposals to improve the academic self-regulation and psychological resilience of students who have problems in these two variables in the academic life of students, in order to effectively raise their scientific and educational goals.

Key words : Academic self-regulation - Psychological resilience.

research importance:

The importance of the current research lies in the following points:

- 1- The importance of study variables, academic self-regulation and psychological flexibility, that these variables contribute to the mental concentration and mental alertness of students and that helps them to achieve their goals effectively.
- 2- The importance of the sample used in the current study.
- 3- Absence of local and Arab studies that addressed this subject despite its scientific and personal importance.
- 4- The expected results of this study can help in the development of several training and extension programs.

Research goals:

- 1- Exploring the relationship between academic self-regulation and psychological flexibility.

- 2- - Learn the differences between Damascus and Kuwait University students in these two variables.
- 3- Measuring the differences between males and females in both the academic self-regulation and the psychological flexibility of the members of the research sample.
- 4- The determination of any factor in self-regulation shows the greatest statistical significance in the correlation of the elastic variable.

Hypotheses

- 1- There is a statistically significant correlation between the averages of the degree of academic self-regulation and psychological flexibility among the members of the total sample of students from the University of Damascus and Kuwait.
- 2- There are statistically significant differences between the averages of the degree of self - regulation academic students of Damascus University and Kuwait.
- 3- 3 - There are statistically significant differences between the averages of psychological resilience among students of Damascus University and Kuwait.
- 4- There are statistically significant differences between the averages of male and female grades in academic self-organization.
- 5- There were statistically significant differences between the mean scores of males and females on the psychological elasticity scale.
- 6- There were statistically significant differences between the high and low grades on the scale of academic self-regulation and their scores on the psychological elasticity scale.
- 7- There is a statistically significant interaction between the variables: sex, college (specialization) and elasticity, and their impact on the academic self-organization of the total sample members.

Research procedures and methodology:

1. Research Methodology:

This research uses descriptive analytical method.

2. The study sample:

The research sample consisted of (115) male and female students, with 62 students from the University of Damascus, and (53) students from Kuwait University, the number of females (59) students, and (56) students. The

students were aged between 19-21 years of students of the first and second year of students of the Faculty of Education, Law and Sciences at the University of Damascus, Faculty of Arts Department of Psychology, and Sharia in Kuwait University. This research was applied in the first semester of the academic year 2017/2018.

Results of the study:

The results of the first hypothesis:

The correlation between the averages of the degree of academic self-regulation and the psychological flexibility of the members of the total sample of students from the University of Damascus and Kuwait is statistically significant.

The results of the second hypothesis:

There were statistically significant differences between the averages of the degree of academic self-regulation among the students of Damascus University and Kuwait.

The results of the third hypothesis:

There were statistically significant differences between the average scores of the students of Damascus University and Kuwait in psychological flexibility.

The results of the fourth hypothesis:

There are statistically significant differences between male and female average scores in academic self-regulation.

The results of the fifth hypothesis:

There were statistically significant differences between the mean scores of males and females on the psychological elasticity scale.

The results of the sixth hypothesis:

There were statistically significant differences between high and low scores on the scale of academic self-regulation and their scores on the psychological scale.

The results of the seventh hypothesis:

There is a statistically significant interaction between the variables: gender, faculty (specialization), elasticity, and their effect on self-regulation among the total sample members.

Therefore, the researchers suggest:

1. Attention to students' self-regulation in general
2. Conducting research on academic self-regulation among different levels of study (first year, fourth, postgraduate) among some Arab universities.
3. Conducting studies on self-regulation and psychological flexibility among university students according to demographic variables.

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