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Influencing Factors in Psychological Resilience: A Study on the Role of Emotional Reassurance and Optimism as Predictive Dimensions

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I FATTORI INFLUENTI NELLA RESILIENZA PSICOLOGICA:
UNO STUDIO SUL RUOLO DELLA RASSICURAZIONE
EMOTIVA E DELL'OTTIMISMO QUALI DIMENSIONI
PREDITTIVE

ABSTRACT

The present study aims to investigate the relative contribution of emotional reassurance and optimism in predicting psychological resilience in secondary school students. A total of 265 senior secondary student's male participated in this study. Participants' ages ranged from 16 to 18. Instruments measuring emotional reassurance, optimism, and psychological resilience, were administered to senior secondary students in Quranic Memorization Schools (QMSs). The researcher used the Pearson correlation coefficient and multiple regression analysis technique. The findings indicated that there was a positive correlation between psychological resilience and emotional reassurance among the students on the level of 0.01. Furthermore, the findings indicated that there was a positive correlation between psychological resilience and optimism among the sample on the level of 0.01. Finally, the findings also showed that the emotional reassurance and optimism contributed statistically significant in the prediction of psychological resilience among secondary school students. Therefore, academic counsellors, teachers, school principals, and parents should develop optimism, emotional reassurance and psychological resilience, self-esteem in their students and children in the early years.

Keywords: Emotional reassurance; Optimism; Psychological resilience; Quranic Secondary School; Students.

1. INTRODUCTION

Recently, psychology research has focused on studying positive psychology that focuses on developing the individual's positive aspects and strengths, rather than focusing on the negative aspects and weaknesses. Positive psychology is therefore concerned with real, good life, the positive aspects that make life worth living, and how the individual can create a positive life (Seligman & Csikszentmihalyi, 2000; Fredrickson, 2001; Sheldon & King, 2001). Positive psychology, therefore, focuses on the important role that some positive variables can play, such as quality of life, self-satisfaction, happiness, understanding of positive feelings and other variables that can play an important role in activating the individual's strength points rather than studying the negatives.

Emotional reassurance is also known as psychological security or psychological freedom, and the researcher will adopt the term emotional reassurance in the current study. Emotional reassurance is an important psychological variable that has drawn the attention of many researchers in the fields of psychology and mental health. There are various definitions of emotional reassurance (see e.g. Cummings & Davies, 1996; Odeh, 2002; Al-Dulaim, 2005; Shuqair, 2005; McCoy, Cummings, & Davies, 2009; Mulyadi, 2010; Rubin, Weiss, & Coll, 2013). Emotional reassurance is one of the essential human personality needs that each individual needs in his or her life, but also one of the most prominent needs behind the continuation of the cycle of human behavior (Shuqair, 2005). Emotional reassurance is a very important term because it expresses the reassurance of the soul when experiencing difficulties and crises in the various situations of life (Cummings & Davies, 1996).

Others defined emotional reassurance as a relative feeling of comfort and serenity that differs from one person to another (Odeh, 2002), the individual's ability of the individual to face life's difficulties and false goals, as well as the individual's ability to control life situations (McCoy, Cummings, & Davies, 2009). Additionally, emotional reassurance refers to student's sense of positivity towards him/herself, daily life, goal, achievement, acceptance of its results, and hi/hers competence in environmental management (Rubin, Weiss, & Coll, 2013; Khalili, Hashemi, & Ghasemi, 2014).

The loss of emotional reassurance contributes to various psychological and behavioural disorders that affect the lives and behaviours of individuals in various fields (Mulyadi, 2010).

Emotional reassurance is a necessity in the life of a student in order for the student to be successful and attain the aim of the educational process. Al-Dulaim (2005) stated that the feeling of emotional reassurance as one of the positive aspects of mental health, such as the individual's feeling of psychological security and success in developing relationships with others, maintaining psychological and academic compatibility, and being open to others.

Optimism is an important psychological concept that influences the life of an individual. There are various definitions of optimism (see e.g. Scheier & Carver, 1985; Scheier, Carver, & Bridges, 1994; Abdul Khaleq, 2000; Shorey *et al.*, 2003; Mathur & Sharma, 2015; Sabouripour & Roslan, 2015; Saricam, 2015; Kes & Rizi, 2017). Abdul Khaleq (2000, p. 27) describes optimism as a potential perspective that makes one expect the best, waits good, and aspires to success. This is also a good predictor of the wellbeing of a student and their ability to cope with future life. Scheier, Carver, and Bridges (1994) described optimism as the tendency of the individual toward expectations or favourable expectations of the future. Optimism is a variable of differences between individuals and reflects the ability of an individual to have continuous expectations of the future (Kes & Rizi, 2017), the general belief that positive outcomes will be experienced in the future (Scheier & Carver, 1985). Others defined optimism as a belief in a bright future that is reflected in low levels of stress reduction, and high rates of psychological well-being in the form of complacency and generally positive emotions (Shorey *et al.*, 2003). Sabouripour and Roslan (2015) described optimism as a hereditary tendency to anticipate desired and preferred future outcomes, and it is related to optimistic evaluations of circumstances. Mathur and Sharma (2015) see optimism as a personal trait that reduces adversity and stress. Optimism is the process of thinking about the goals of an individual in line with the motivation to move towards the goal-oriented purpose, and the ways to achieve those goals, which are the planning paths for achieving those goals (Saricam, 2015).

Psychological resilience is a relatively recent concept in the field of positive psychology. Kapikiran and Acun-Kapikiran (2016) stated that some people are more resilient when they experience certain problems, others may more readily give up when they face problems. Various researchers have focused on psychological resilience because it is an interesting topic. There are various definitions of psychological resilience (see e.g. Howard & Johnson, 2000; Harris, 2007; Green, 2010; Luthans, Luthans,

& Jensen, 2012; Oyedun & Oluwle, 2014; Kirmani *et al.*, 2015; Shin & Kim, 2017). For instance, psychological resilience has been defined as an individual's methods of survival during a crisis and of trusting in his ability to overcome adversity (Harris, 2007), the method of coping effectively in the face of challenging or dangerous situations (Howard & Johnson, 2000), factor in preventive health, a positive adjustment despite adversity (Kirmani *et al.*, 2015). Others defined the psychological resilience as the ability of an individual to stand up in the face of frustrating results and failures (Luthans, Luthans, & Jensen, 2012), the ability to recover from a traumatic experience and the capacity to develop positive tolerance (Green, 2010), the individual's ability to face up to pressure and adversity (Oluwle & Oyedun, 2014). Shin and Kim (2017) defined psychological resilience as a dynamic process that includes successful, a positive adaptation of the situation, the difficult circumstances, and adversity, and it is a complex process of interaction between the environment and personal characteristics.

Researchers have paid considerable attention to reveal the relationship between psychological resilience and both emotional reassurance (e.g. Chong *et al.*, 2006; Gómez-Molinero *et al.*, 2018). The results of the research conducted by Chong *et al.* (2006) on the respective contributions of the perceived support from parents, peers, and school to the psychological adjustment of 519 school adolescents in Singapore and the role of optimism in these relationships showed that the positive relationships were significant contextual factor affect the psychological adjustment. Optimism somewhat mediates support from each of these three sources and psychological adjustment. Gómez-Molinero *et al.* (2018) study revealed that optimism demonstrated 25% of university student resilience. No variations in gender and age were noted. Determining the factors affecting the adjustment of students to university life also enhances the targeting of interventions to improve academic performance at universities. The findings of the study conducted by Hamida and Al-Khatib (2019) indicated that there was a statistically positive effect of optimism on the motivation of perseverance. Tusaie, Puskar, and Sereika (2007) applied a cross-sectional survey on 624 of adolescents aged 14 to 18. The findings showed that majority of students showed medium levels of resilience. The adolescents' psychological resilience level could be predicted through optimism, family support, and gender. Younger, male adolescents were more resilient than females. The study also indicated that the high optimism sample was more psychologically resilient than those with low optimism were.

Steinebach, Langer, and Thuy (2019) investigated resilience in youth; propose a resilience-based framework will give rise to a pivotal concept through several novel interventions such as mindfulness and compassion;

focusing on meaningful insights into the sustainability of psychosocial interventions in a number of contexts, taking into account a systemic approach. Andreu and García-Rubio (2019) designed an integrative model of mindfulness in the school settings. This model explains the functioning of Mindfulness-Based Interventions in the classrooms, which involves the academic performance, mental health, well-being, peer relationships, and classroom behavior. In addition, different skills and processes such as mindfulness, multiple cognitive and emotional processes and prosocial behavior were developed during Mindfulness-Based Interventions in the classroom.

The current study attempts to uncover the relative contribution of some of the positive psychological variables in predicting and influencing the psychological resilience of secondary school students in Quranic Memorization Schools (QMSs), since there is a dearth in such studies in the Arab world. The student in general and senior secondary students in QMSs face many difficulties and issues that lead to feeling pressured and hampering his academic life, sometimes leading to psychological and social misalignment, and sometimes he or she may experience anxiety and extreme tension.

With all these pressures, there are students who have taken psychological resilience and its strategies as a tool to face the constant academic pressure and to protect them from their negative impact. Others have taken emotional reassurance and optimism as tools to face these pressures. Previous studies have agreed on the importance of psychological resilience as an important aspect that leads to psychological equilibrium, and the exclusion of adolescents from psychological tensions and crises. Psychological resilience has been positively associated with a number of behavioural outcomes that included optimism and psychological contentment (Sour & Hasnrad, 2011), emotional reassurance and self-esteem (Chong *et al.*, 2006). Others have focused on optimism and social support (Sabouripour & Roslan, 2015), optimism, self-esteem, and self-efficacy (Kes & Rizi, 2017).

This study tries to fill the gap in previous researches conducted in emotional reassurance and optimism. Hence, the researcher is trying to identify the relative contribution of emotional reassurance and optimism in predicting psychological resilience in secondary school students in QMSs in Riyadh, the capital of Saudi Arabia. It attempted to answer the following specific research questions. First, is there a statistically positive correlation between the sample of the study scores on the emotional reassurance scale and their scores on the psychological resilience scale? Second, is there a statistically positive correlation between the sample of the study scores on the optimism scale and their scores on the psychological resilience scale? Third, are there statistically significant differences between the QMSs students

of high emotional reassurance and students of low emotional reassurance in psychological resilience? Fourth, are there statistically significant differences between the QMSs students of high optimism and students of low optimism in psychological resilience? Fifth, do emotional reassurance and optimism contribute in predicting the psychological resilience of senior secondary school students?

2. METHODOLOGY

This section provides a systematic description of the methodology used in this study. Specifically, it describes details of the population of the study, the participants, the measures, and the procedures.

2.1. *Participants*

The population of the study consisted of all senior secondary students in QMSs in five government schools in the north, south, west, east and central of Riyadh, out of a total number of 1057 students for the academic year 2020. The sample of the study consisted of two groups. First, exploratory sample, which verify the psychometric efficiency of the scales of the current study. It consisted of 60 students from QMSs who have the same characteristics as the actual sample, and to identify some of the difficulties that may appear when administrating the final scales. Second, actual sample was taken randomly, from the original group of the study. The total sample consisted of 265 students from QMSs. It was taken into account when choosing this sample, avoiding the selection of students who were chosen in the exploratory sample.

2.2. *Measures*

2.2.1. Emotional reassurance scale

this scale developed by Shuqair (2014). This scale aims to diagnose emotional reassurance in many different groups, whether in the field of health or psychological and social research and in all stages from late childhood to old age. The scale consists of 54 items that fall under four dimensions, as follows. The first dimension is emotional reassurance associated with the

formation of the individual and his vision for the future and it includes 14 items. The second dimension is the emotional reassurance associated with the public and practical life of the individual and it includes 18 items. The third dimension is emotional reassurance that linked to the mood of the individual and it includes 10 items. The fourth dimension is emotional reassurance that associated with social relations and social interaction and it includes 12 items. The scale is a Likert-type scale with a 4-point scale that can be answered ranging from 0, 1, 2, to 3. Additionally, this scale ranges from strongly agree to strongly disagree. The validity of the scale was calculated as 0.80, and reliability was calculated as 0.744.

2.2.2. Optimism scale

This scale developed by Abdel Khaleq (2005). The researcher has relied on one section of the Arab scale of optimism and pessimism (Abdel Khaleq, 2005), which is a measure of optimism. This scale consists of 15 items that reflect the optimism of the individual. The scale is a 5-point Likert scale type instrument answers ranging from 5 strongly agree to 1 strongly disagree. The scores in this scale range from 15 to 75 with higher scores indicating higher levels of optimism. The validity of the scale was calculated as 0.73, and the Cronbach alpha reliability of the scale was calculated as 0.93.

In the current study, the researcher applied the scale on 60 students of the sample of the study to verify its reliability and validity. First, the scale was given to five arbitrators expertise in the field of education, psychology and mental health, where they were asked to express their opinion on the suitability of the items of the scale to measure the trait of optimism among senior secondary students in QMSs. The arbitrators' agreement was adopted on the validity of the items, and some items were modified based on their recommendations. The researcher checked the reliability of the scale by using Cronbach's alpha method and the Guttman Split Half Reliability. The calculated values were 0.88, 0.85 respectively, which consider high values and achieve the reliability of the scale and therefore this scale is suitable for the purposes of the study.

2.2.3. Psychological resilience scale

This scale prepared by Hjmedal *et al.* (2007) to measure the psychological resilience of adolescents and adults. This scale measures five dimensions as follows: personal competence, social competence, structured style, family cohesion and social resources. It consisted of 28 items that measure the

important preventive factors as an important indicator of good health. It is considered as one of the scales of self-report, and then its authors (total Cronbach alpha 0.94) developed it.

The Cronbach alpha was calculated as personal competence (0.85), social competence (0.83), structured style (0.69), family cohesion (0.85), and social resources (0.78). The scale achieved the highest scores in terms of content and structure. The psychological resilience has been tested on different age levels. The authors of the scale indicated that it can contribute to a better understanding of psychological resilience in the areas of research, prevention and intervention (Romero, Guajardo, & Guinea, 2014). The scale demonstrated its structural validity in a study of Friborg *et al.* (2006) and its predictive validity in Hjmedal *et al.* (2007). Hence, the resilience was able to predict many of psychological variables.

The findings in Romero *et al.* (2014) and Friborg *et al.* (2005) also indicated that the scale has a high degree of validity and reliability. The first dimension of the scale is family cohesion that measure measures the level at which values and social support are shared, as well as the family's ability to maintain a positive perspective. It includes 6 items. The second dimension refers to sociability, social skills, sense of humor, the ability to start conversations and flexibility in social environments. It includes dimensions 5 items. The third dimension is personal competence that measures the individual levels of self-esteem, self-efficacy, self-acceptance, hope, determination, realistic orientation of life, and the ability to follow the daily routine as planned 4 items. The fourth dimension is social resources that measures the assessment of perception about access to and availability of external support, such as the presence of friends and relatives, and includes dimensions 4 items. The fifth dimension is structured style that measures the level of preference in which the individual plans his daily needs. It includes dimensions 3 items (Romero *et al.*, 2014, p. 25).

In the current study, the researcher has translated and legalized the scale to fit the Saudi Arabian cultural environment. Three of English language teachers reviewed and examined the final Arabic copy of the scale and they expressed their opinion regard the correctness and accuracy of the translation. The final items of the scale were 22. Additionally, this scale was chosen to contribute to enriching the Psychological Library with new measures of psychological resilience, and this scale was specifically chosen for several considerations; because it fits the sample of the study from secondary school students. Additionally, it has been piloted in several studies to verify its validity and reliability.

2.3. Procedures

Participants in the present study are secondary school students. Participants were chosen from the five schools representing the entire city. Participation was voluntary and no extra grades or points were given to the students. The data collection tools were administered to students through three scales to measure emotional reassurance, optimism, and psychological resilience. It was difficult to administrate the scales on the same day because the student may lose part of his focus in answering the items of the three scales. Therefore, it took approximately one week to collect the data from the participants. 265 students completed the items of the three scales. SPSS was used to analysed the data.

3. RESULTS AND DISCUSSION

In an effort to address the five research questions set out in the introduction, this section presents the results of the current study and discussion of these results.

3.1. Findings and discussion of the first question

Is there a statistically positive correlation between the sample of the study scores on the emotional reassurance scale and their scores on the psychological resilience scale? To answer this question, Pearson correlation coefficients were calculated between the total sample scores on the emotional reassurance scale and psychological resilience scale, and the result came as shown in the *Table 1*.

Table 1. – Pearson correlation among the sample's scores in psychological resilience and emotional reassurance.

VARIABLES	PSYCHOLOGICAL RESILIENCE	
Emotional reassurance	0.971**	Significant at the level of 0.01

Note: N = 265.

It is clear from the above table that there is a positive statistical correlation relationship between the average scores of senior secondary students in QMSs on the psychological resilience scale and the average scores on the

emotional reassurance scale. It was found that the emotional reassurance had a positive relationship with psychological resilience. The value of the correlation coefficient is 0.971, which is statistically significant value at the level of significance 0.01.

Moreover, the increase in the level of psychological resilience is accompanied by an increase in the level of emotional reassurance among the sample of the study. This result comes in the expected context, and this result indicates that individuals with a high level of emotional reassurance report high levels on the psychological resilience scale. This finding is consistent with the findings of studies that dealt with the relationship between emotional reassurance and psychological resilience (Odeh, 2002; Chong *et al.*, 2006; Al-Shafei, 2010; Gómez-Molinero *et al.*, 2018), which indicated a positive correlation between emotional reassurance and psychological resilience. The possible explanation for this rational finding is that the nature of memorizing the Holy Quran serves to improve the mood and modify the psychological and social state so that memorizing the Quran has a close relationship to improving mental health and the emergence of positive feelings. Khalili *et al.* (2014) confirms that emotional reassurance improve student's sense of positivity towards him/herself, daily life, goal, achievement, and acceptance of its results, emotional reassurance increases the feeling of comfort (Odeh, 2002), enhance the individual's ability of the individual to face life's difficulties and false goals (McCoy, Cummings, & Davies, 2009). Individual's feeling of psychological security is emotional reassurance, which helps to generalize the feeling to those around him/her (Jabr, 2015).

3.2. Findings and discussion of the second question

Is there a statistically positive correlation between the sample of the study scores on the optimism scale and their scores on the psychological resilience scale? To answer the second question, Pearson correlation coefficients were calculated between the total sample scores on the optimism scale and psychological resilience scale, and the result came as shown in the table below.

Table 2. – Pearson correlation among the sample's scores in psychological resilience and optimism.

VARIABLES	PSYCHOLOGICAL RESILIENCE	
Optimism	0.997**	Significant at the level of 0.01

Note: N = 265.

Table 2 shows that there is a positive statistical correlation relationship between the average scores of senior secondary students in QMSs on the psychological resilience scale and the average scores on the optimism scale. The value of the correlation coefficient is 0.997, which is statistically significant value at the level of significance 0.01. It was found that the optimism had a positive relationship with psychological resilience.

This finding of the second question comes in accord with the findings of Taylor (1991), Goldstein and Brooks (2005), Tusaie, Puskar, and Sereika (2007), Siemens (2008), which indicated that optimism as one of the essential components of psychological resilience. Moreover, these studies showed that the increase in the level of psychological resilience is accompanied by an increase in the level of optimism among the sample of the study. Land Man (2007) confirmed that optimism and psychological resilience influence one another, because resilient individuals are identified as having self-esteem, self-confidence, self-control, optimism in the face of adversity and hardship. Optimism has a profound influence and an important role in the way in which individuals respond to challenging daily circumstances (Jafar, 2006). To demonstrate the relationship of optimism with resilience, Siemens (2008) noted that optimism is associated with long-term resilience. Taylor (1991) asserts that optimism reduces emotional stress when experiencing adversity; optimism must be a target for intervention in an effort to improve the emotional, behavioural, and educational compatibility of students (Goldstein & Brooks, 2005). Optimism accompanies resilience in stressful situations (Souri & Hasanirad, 2011), and helps the individual cope with adversity, pressure, and adversity (Mathur & Sharma, 2015). The possible explanation for this rational finding is that the majority of students in QMSs, particularly in secondary schools, suffer from severe psychological pressures because of their dream of completing and memorizing the Holy Quran and because of the impact of pressure, they feel threatened in their psychological and social security. Tusaie, Puskar, and Sereika (2007) confirmed this finding by stating that optimism was the most influential factor in resilience.

3.3. Findings and discussion of the third question

Are there statistically significant differences between the QMSs students of high emotional reassurance and students of low emotional reassurance in psychological resilience? To answer the third question, t-test was used to indicate the differences between the mean scores of the higher quartiles (higher in emotional reassurance) and the lower quartiles (lower in emo-

tional reassurance) in the feeling of psychological resilience, and the result came as shown in the table below.

Table 3. – T-test of differences between the mean scores of the higher and lower emotional reassurance in psychological resilience.

LEVELS OF EMOTIONAL REASSURANCE	High reassurance N = 65		Low reassurance N = 68		T	Sig.
	Mean	Std. Error	Mean	Std. Error		
PSYCHOLOGICAL RESILIENCE	102.13	14.42	87.56	14.68	5.58	0.001

Table 3 shows that there are statistically significant differences between the students of high emotional reassurance and students of low emotional reassurance in psychological resilience in favour of students of high emotional reassurance, where the value of t is 5.58 and it significant at the level of 0.001. It means that students of high emotional reassurance are more psychological resilient compared to those who have low emotional reassurance.

This finding is consistent with the findings of studies that dealt with the relationship between emotional reassurance and psychological resilience among the students (Odeh, 2002; Chong *et al.*, 2006; Gómez-Molinero *et al.*, 2018). These studies indicated that there were statistically significant differences between the students of high emotional reassurance and students of low emotional reassurance in psychological resilience in favour of students of high emotional reassurance. The researcher believes that this result was in accord with the results of previous studies, which indicated that the students of high emotional reassurance are more psychological balanced. In addition, he/she is able to overcome the academic pressures, adversity and difficulties, which he/she may encounter. This may leads to an increase his/her level of perseverance and resilience compared to the student of low emotional reassurance.

3.4. Findings and discussion of the fourth question

Are there statistically significant differences between the QMSs students of high optimism and students of low optimism in psychological resilience? To answer the fourth question, t-test was used to indicate the differences between the mean scores of the higher quartiles (higher in optimism) and the lower quartiles (lower in optimism) in the feeling of psychological resilience, and the result came as shown in the table below.

Table 4. – T-test of differences between the mean scores of the higher and lower optimism in psychological resilience.

LEVELS OF OPTIMISM	High optimism N = 72		Low optimism N = 68		T	Sig.
	Mean	Std. Error	Mean	Std. Error		
PSYCHOLOGICAL RESILIENCE	101.36	16.26	85.01	13.95	6.60	0.001

Table 4 illustrates that there are statistically significant differences between the students of high optimism and students of low optimism in psychological resilience in favour of students of high optimism, where the value of t is 6.60 and it significant at the level of 0.001. It means that students of high optimism are more psychological resilient compared to low optimism. This finding is consistent with the findings of previous studies that dealt with the relationship between optimism and psychological resilience (Taylor, 1991; Tusaie *et al.*, 2007; Siemens, 2008). The researcher believes that this result was in accord with the results of previous studies, which indicated that the students of high optimism are more psychological balanced. Taylor (1991) asserts that optimism reduces emotional stress when experiencing adversity and this in turn affects the degree of psychological resilience; optimism must be a target for intervention in an effort to improve the emotional, behavioural, and educational compatibility of students (Goldstein & Brooks, 2005).

3.5. Findings and discussion of the fifth question

Do emotional reassurance and optimism contribute in predicting the psychological resilience of senior secondary school students? To answer the fifth question, stepwise multiple regression analysis was used. It inserts the independent variables (emotional reassurance and optimism) in the equation of stepwise multiple regression. The results of the stepwise multiple regression analysis to identify the variables that predict the degree of psychological resilience shown in the table below.

Table 5 shows that the F-value is significant at the level of 0.01, and that the value of R squared is 0.445. It means that the independent variables (emotional reassurance and optimism) contributed 44.5% of the variance of the value of dependent variables (psychological resilience). It indicates that there are a statistically significant effect of both emotional reassurance and optimism in predicting the total score of psychological resilience.

Table 5. – Stepwise multiple regression analysis to identify the variables that predict the degree of psychological resilience.

Source of variance	Sum of squares	Std. Error	Mean of squares	F value	Sig.	Coefficient of determination (R ²)
Regression	2848.753	1	2848.753			
SSE	7541.309	264	68.557	41.553	0.01	0.445
TOTAL	10390.063	265				

To determine the relative effects of independent variables and their ability to predict the psychological resilience, Beta value was calculated to test the statistical significance of regression coefficients, and to obtain the regression equation to get high degree of prediction shown in the table below.

Table 6. – Multiple regression analysis of the correlation coefficient indicating the relationship between the independent variables and psychological resilience.

Model	Unstandardized coefficients	Std. Error	Beta	T	Sig.
Constant	71.503	2.757	0.654	9.939**	0.000
Emotional reassurance	0.788	0.095	0.574	8.758**	0.000
Optimism	0.835	0.105	0.456	8.052**	0.000

Note: ** = P < 0.01.

Table 6 indicates that emotional reassurance and optimism have a statistically positive effect at the level of significance 0.01. It means when the degree of emotional reassurance and optimism increases; the degree of psychological resilience increases in the individual and vice versa. This indicates that the scores of emotional reassurance and optimism can predict the level of psychological resilience. The study indicates that the emotional reassurance and optimism are considered important factors of psychological resilience. This finding of the fifth question comes in accord with the findings of the following previous studies (Chong *et al.*, 2006; Sabouripour & Roslan, 2015; Gómez-Molinero *et al.*, 2018). The previous studies concluded that both emotional reassurance and optimism are strong predictors of academic resilience, and that the level of resilience can be predicted through optimism, and emotional reassurance and optimism can change the level of psychological resilience.

4. LIMITATIONS AND CONCLUSIONS

Though this study found some important results, still this study has certain limitations. The first limitation is that this study conducted in the first semester of the academic year 2020. The second limitation is that this study is limited to only senior secondary students in both branches scientific and Islamic studies who are enrolled in circles of memorizing the Holly Quran. The third limitation is that this study is conducted only in five government secondary QMSs in the north, south, west, east and central of Riyadh, in Saudi Arabia. The fourth limitation is that bivariate correlations are very high due to the nature of the sample, as senior secondary students in Quranic Memorization Schools memorize the Holy Quran by heart, especially in the Kingdom of Saudi Arabia. Therefore, they have a very high level of emotional reassurance and optimism. Moreover, the high level of validity and reliability of all the scales play significant role in achieving the accuracy of the findings. The final limitation is that this study has only two variables, emotional reassurance and optimism as predictors of psychological resilience among the students of QMSs.

Despite these limitations, this study makes certain valuable contributions. According to the findings of this study, the emotional reassurance had a positive relationship with psychological resilience as well as the effectiveness of emotional reassurance in predicting psychological resilience and that the students of high emotional reassurance are more psychological balanced. Most importantly, it was found that that optimism is one of the essential components of psychological resilience and it is the most influential factor in resilience.

This study showed that the students of high optimism are more psychological resilient compared to low optimism. Therefore, academic counsellors, teachers, school principals, and parents should develop optimism, emotional reassurance and psychological resilience, self-esteem in their students and children in the early years. The findings of this study should be interpreted carefully because it is based on a limited number of participants. This may motivate conducting other studies on other samples in the primary schools and at the university level to refute or verify these findings. More research on psychological resilience may be conducted as a measure of the interaction between gender, self-esteem, emotional intelligence, and motivation for achievement among other samples. Further empirical research is needed on how Quranic memorization would have a positive effect on mood and mental well-being, favouring emotional reassurance.

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RIASSUNTO

Il presente studio si propone di indagare il contributo della rassicurazione emotiva e dell'ottimismo nell'influenzare lo sviluppo della resilienza psicologica negli studenti delle scuole secondarie. 265 studenti della scuola secondaria superiore di Memorizzazione Coranica (QMS), di genere maschile, in età dai 16 a 18 anni, hanno partecipato a questo studio. Sono stati loro somministrati gli strumenti per misurare i livelli di rassicurazione emotiva, ottimismo e resilienza psicologica. Il ricercatore ha utilizzato il coefficiente di correlazione r di Pearson e la tecnica di analisi della regressione multipla. I risultati hanno indicato che esiste una correlazione positiva significativa tra la resilienza psicologica e la rassicurazione emotiva degli studenti (a livello di 0,01). Inoltre, i risultati hanno indicato che vi è una correlazione positiva tra la resilienza psicologica e l'ottimismo nel campione (a livello di 0,01). Infine, i risultati hanno anche mostrato che la rassicurazione emotiva e l'ottimismo hanno contribuito in modo statisticamente significativo alla previsione della resilienza psicologica tra gli studenti delle scuole secondarie. Pertanto, consulenti accademici, insegnanti, presidi scolastici e genitori dovrebbero cercare di sviluppare ottimismo, rassicurazione emotiva, resilienza psicologica e autostima nei loro studenti fin dalla più tenera età.

Parole chiave: Ottimismo; Rassicurazione emotiva; Resilienza psicologica; Scuola secondaria superiore coranica; Studenti.

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