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Published Date: 3/1/2020

Page:345-356

Vol 8 No 03 2020

DOI: <https://doi.org/10.31686/ijer.vol8.iss3.2236>

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Abstract

The present study aimed at rationing the psychological immunity scale Prepared by the researcher. The study population is represented in visually impaired adolescents Minia Governorate . The study sample consisted of (40) visually impaired adolescents at El – Nour school for visually impaired students in Minia, which amounted to (40) students of (20 M), (20 F), with an average age (16.5 years) and SD (.506).. The research adopted the descriptive analytical method. The researcher utilized the psychological immunity scale that designed by the researcher. The data was processed and analyzed according to the statistical package for social sciences (SPSS). The results of the study asserted that the scale of psychological immunity is applicable for the age (15-18).The psychological immunity scale has got high psychometric characteristics (reliability& validity) and this assured that the scale is suitable for application with visually impaired adolescents.

Keywords: Psychological Immunity, Rationing, Visually Impaired Adolescents.

Introduction:

Visually impaired adolescents Suffer in our society from many of life stressors; that including the family stress, economical stress, social stress, educational stress, emotional stress, healthy stress, and personal stress which affect adolescents psychologically, physically, and hinders their ability to satisfy their needs. As a result they impact on their mental health, and ability to comply with life so they must learn to face these stressors well and to be adapted with psychological immunity.

Psychological immunity is defined as the sum of personality traits that make the individual able to withstand the effects of exhaustion and stress, and to integrate the gained experience from that, which does not affect the effective functions of the individual, as it produces psychological immunity that protects the individual from negative environmental problems. (Rachman, s.2019.p5)

The Psychological Immune System is defined as 'an integrated system of cognitive, motivational and behavioral personality dimensions that should provide immunity against stress, promote healthy development and serve as stress resistance resources or psychological antibodies' (Dubey & Shahi, 2011, p. 37.). The incorporated resources provide the ability for the individual to tolerate stress and deal with threats in a way that does not harm the personality in any way, rather serves as a base for potential improvement and enrichment. This improvement is due to the knowledge, experience and wisdom gained

through the process of active engagement in the specific issue or stressful situation and the utilization of the available resources (Oláh, 2005).

Visual impairment tends to evoke more discomfiture than any other disability. Primarily, the biggest issue may be that blindness is visible. Furthermore, visual impairment develops serious medical, psychological, social and economic problems.

Psychological immunity dimensions:

The Psychological Immune System (PIS) is built up by three parts (subsystems) which incorporate 16 different resources or potentials that fulfill a similar function. The three subsystems, namely the Monitoring-Approaching Subsystem, the Creating-Executing Subsystem and the Self-Regulation Subsystem dynamically interact with each other in order to facilitate the flexible adaptation and self-development of the individual.

The Monitoring-Approaching Subsystem steers the person's attention to the physical and social environment. It helps the individual in exploring, understanding and controlling their surroundings, while directing their attention towards anticipating positive consequences. The subsystem incorporates Positive Thinking, Sense of Coherence, Sense of Control, Sense of Self-Growth, Change and Challenge Orientation, Social Monitoring, and Goal Orientation.

The Creating-Executing Subsystem integrates potentials that can help in changing the circumstances in a stressful situation, or in generating opportunities in the surrounding environment. It represents the person's ability to modify either their internal or external environment in order to pursue their valued goals. Creative Self-Concept, Problem Solving, Self-Efficacy, Social Mobilizing Capacity and Social Creating Capacity belong to this subsystem.

The third subsystem, that of, the Self-Regulating, contains potentials that provide control over cognitions, attention, emotions and impulses that often emanate as a result of failure, disappointment or loss. It fosters the proper functioning of the other two subsystems by keeping the emotional life of the person stable (Gombor, 2009), and includes Synchronicity, Impulse Control, Irritability Control and Emotional Control.

The three subsystems work together in a dynamic interaction, constantly regulating each other's operation in the process of coping, guiding the individual to use flexible and self-developing strategies (Oláh, 2005; Oláh, A., Nagy, H., & Tóth, K., 2010)..

There are four dimensions of psychological immunity: self-confidence, Family compatibility, Emotional maturity, psychological happiness and positive memories (Bhardwaj, 2012)

Elsherif,A (2015 :13) divided the psychological immunity to three subsystems which were divided to another subsystems :

- a) **Introjection Subsystem:** That was divided to counter transference and Containment
- b) **Adaptable Confrontation Subsystem:** That was divided to Mask traits , Self-affirmation ,Positive illusions, Serving Attribution, Motivated reasoning, Dissonance reduction
- c) **Self-regulation subsystem:** That divided to will power, Synchronicity, Impulse control and Emotional Control

Related Previous Studies

Zidan,S (2012): This study aimed at determining the psychological immunity definition ,dimensions and preparing a scale for it . The study sample consisted of (943) students of Mansoura University whose age ranged (20-27). The researcher designed the psychological immunity scale which contained (9) dimensions (positive thinking, self-control, self-effectiveness, problem solving, psychological hardiness, self-confidence, psychological resilience- optimism and creativity).

Albert-Lőrincz. et al. (2012): This study aimed at identifying the relation between emotional health and psychological immunity system function on a sample of 599 adolescent students in Romania. The researcher used psychological system scale (Olah, 2000) and the adapted scale (olah, 2005). The study proved that there was a positive relation between psychological health and psychological immunity. Moreover, results revealed that positive thinking, optimism, self-regulation, emotional control and self-control helped in adaptation.

Elsherif,A.(2015): The study aimed at investigating the effectiveness of counseling program based on Characteristics of self-determined personality to support the psychological immune system for reducing the psychological alienation. The study sample consisted of Palestinian universities students in Gaza Governorates, which amounted to (661) students. The researcher prepared (counseling program and Psychological immune system scale). The results of the study proved that the counseling program had a great effectiveness to strengthen the psychological immunity on the study sample.

Bhardwaj, A. (2016): This study aimed at identifying the effect of Yoga and spiritual exercises to support psychological immunity for male adolescents. The sample consisted of (62) males whose age ranged from (13-18) years. The researcher used psychological immunity scale prepared by the researcher .the study results confirmed that yoga and spiritual exercises supported psychological immunity for male adolescents.

Khudaier,O & Hussein,K. (2016): This study aimed at rationalizing the psychological immunity scale for the advanced athletes for some individual and mass games in some sport clubs which were (859 players) for the years (2015-2016). The results of the study confirmed that the psychological immunology scale has high validity and reliability.

Study Problem

Psychological immunity is a new concept in mental health, so the current study aimed at investigating the definition and dimensions of psychological immunity and rationing the researcher psychological immunity scale that is prepared by the researcher.

The study problem determined in answering the following questions:

Is it possible to rationing the psychological immunity scale on a sample of visually impaired adolescents?

Study Significance

The significance of the current study is derived from the importance of the topic which try to rationing the psychological immunity scale on visually impaired adolescents, in addition to the importance of the sample age stage which the study dealt with, the importance of the study is demonstrated also in the preparation of a new scale for measuring psychological immunity on visually impaired adolescents.

Study Objective

The current study aims at:

- Rationing the psychological immunity scale on a sample of visually impaired adolescents.

Study Hypothesis

There is a possibility to ration the psychological immunity scale on a sample of visually impaired adolescents.

Study Delimitations

The current study was delimited to the following:

a) Place Limits:

Participants of the study were chosen from El-Nour school for visually impaired individuals Minia Governorate, Egypt.

b) Time Limits:

The study was applied at the first semester of the academic year (2019-2020)

c) Study Sample:

The study sample consisted of (40) visually impaired adolescents at El – Nour school for visually impaired students in Minia, which amounted to (40) students of (20 M), (20 F), with an average age (16.5 years) and SD (.506).

d) Study Tools:

The psychological immunity scale (prepared by the researcher).

Study Terms

Visual Impairment: partial or total inability to see, or to see normally, due to partial or complete loss or absence of vision or to visual dysfunction. Visual impairment encompasses the continuum from blindness to low vision. It can result from disease or degenerative disorder (e.g., cataract, glaucoma, diabetic retinopathy, and macular degeneration), injury, or congenital defects (e.g., refractive errors, astigmatism). The degree of visual impairment is assessed in terms of disability in everyday life. (APA, 2015, 1143)

Psychological immunity: The psychological immunity was defined in Cambridge dictionary of psychology (2015) as a study of the interaction between the psychological stimuli and the interactive response of psychological immunity system. (Matsumoto,D .2015, p.501)

Olah (2000, 2002) defined psychological immune system as "an integrated system of cognitive, motivational and behavioral personality dimensions that should provide immunity against stress, promote healthy development and serve as stress resistance resources or psychological antibodies". So psychological immunity is that capacity/ strength or protection layer of the mind which provides the strength to an individual to fight against stress, fear, insecurity.

Psychological immunity is defined as person's ability to protect himself from possible negative effects of stress, Threats, psychological risks and frustrations. Getting rid of them by psychological immunization and using personal abilities. (Essam Zidan, 2013, p.817)

The researcher defined psychological immunity as a preventive method that helps the visual impaired adolescent to get rid of Psychiatric illness, thus the psychological immunity method consists of five major dimensions: self-confidence, emotional control, psychological resilience, challenge and perseverance and optimism.

Psychological immunity scale for visually impaired adolescents (prepared by the researcher)

The researcher divided the psychological immunity to five dimensions:

The first dimension (self-confidence): The researcher defines it procedurally as a conviction of the visually impaired adolescent with his goals, decisions, abilities and potentials. The visually impaired who confident with himself; respects, appreciates himself, and trusts in his ability to make the right decisions and realizes his competencies, reassurance, optimism and ability to achieve goals. Assessing people correctly and relationships based on his or her own self-worth.

The second dimension (Emotional control): The researcher defines it procedurally as the ability of the visually impaired to control his reactions and emotional stability in the most extreme conditions and the most difficult situations, this appears during dealing with stressful situations and crises." It also indicates to the ability of visually impaired to organize his behavior and reactions.

The third dimension (psychological resilience): The researcher defined it procedurally as the ability of the visually impaired to adapt to the difficult social life, which represented by family, emotional problems, health crises, academic, economic problems and severe disability problems. Resilience is the ability of the visually impaired to overcome this suffering conditions and maintain himself from stressful events.

The fourth dimension (The challenge): The researcher defined it procedurally as a conflict with the self or with others to reach a specific goal that the visually handicapped plans for himself to reach it, provided that it is a positive challenge that does not harm others, for example, to success in exams and overcoming obstacles of disability.

Fifth dimension (optimism): The researcher defined it procedurally as a tendency to look at the best side of events and expect the best results. It is also the view of the visually impaired in life that makes him view to the world as positive, so optimism is against pessimism. Optimistic visually disabled adolescents always think that people and events are positive, and the most of their lives are ultimately going for the best.

Reasons for preparing the scale

Visually impaired adolescents have a special nature, so the researcher must use a suitable scale for their mental and emotional level. Although there are many foreign studies that discussed psychological immunity, there aren't any published Arabic scales for visually impaired adolescents. For that reason the researcher prepared and rationing the scale for the visually impaired adolescents in Minia to have a psychometrical scale suitable for the study sample.

Scale Aims

The psychological immunity scale was designed to determine the different dimension of psychological immunity, which faced the visually impaired adolescents in their lives; the scale contained the following dimensions:

1. Self confidence
2. Emotional control
3. Psychological resilience
4. Challenge
5. Optimism

Procedures of Preparing the Scale

The researcher followed the following procedures:

1. After reviewing the related Arabic and English previous literature and related studies, the researcher designed the scale that was suitable for the sample of visually impaired adolescents. The scale consisted of (46) items
2. Identifying on the psychological immunity scales : The researcher reviewed many scales of psychological immunity as :
 - a) **Psychological immunity scale prepared by Olah(2005)** who stated that the Psychological Immune System (PIS) is built up by three parts (subsystems) which incorporate 16 different resources or potentials that fulfill a similar function. The three subsystems, namely the Monitoring-Approaching Subsystem, the Creating-Executing Subsystem and the Self-Regulation Subsystem.
 - b) **psychological immunity scale prepared by Barbanel**
3. Setting the initial format of the scale and determining it's sentences: The researcher designed the scale dimensions and sentences to prepare the psychological immunity scale for the visually impaired adolescents. The scale dimensions were: self-confidence – emotional control – psychological resilience – challenge- optimism. Accordingly, the scale was formed in its initial from (52) sentences distributed over the previous five dimensions.
4. Presenting the scale to the jury members: The researcher presented the initial copy of the scale to jury members (eleven professor of Mental Health in Faculty of Education, Minia and Assuit University. The jury members didn't accept on (6 sentences) as they were very long or didn't

suitable for its dimension (46 sentences were accepted by the jury members by 90%. The researcher applied it on a sample consisted of (40) students in El-Nour school for visually impaired in Minia.

Scale Correction System

The researcher determined the total degree of the scale from (0-92). The highest students' scores on the scale referred to the highest level of psychological immunity, while lowest students' scores on the scale referred to the lowest degree level of psychological immunity.

In positive sentences

The response: (Always= 0, sometimes=1, never=2 scores)

In negative sentences

The response: (Always= 2, sometimes=1, never=0 scores)

Table (1): Psychological Immunity Scale Dimensions, Sentence Numbers and Number of Sentences in Every Dimension

Dimension N.	Dimension Name	Sentences Number	Total Numbers of Sentences
The first dimension	Self confidence	1-6-11-20-25-30-35-40-44-46-48	Eleven sentence
The second dimension	Emotional control	2-7-12-16-21-26-31-36-41	Nine sentences
The third dimension	Psychological resilience	3-8-13-17-22-27-32-37-42-45-47	Eleven sentence
The fourth dimension	challenge	4-9-14-18-23-28-33-34-43	Nine sentences
The fifth dimension	Optimism	5-10-15-19-24-29-34-39	Eight sentences

Psychometric Characteristics of Psychological Immunity Scale for Visually Impaired

Adolescents:

1. Scale Validity

The researcher utilized the following:

a) Validity of Juries or Trustees

The researcher presented the initial copy of the scale to a number of jury members (eleven professor of mental health in faculty of Education, Minia and Assuit University). The jury members didn't accept on (6 sentences) as they were very long or didn't suitable for its dimension (46 sentences were accepted by the arbitrators by 90%). The researcher applied it on a sample consisted of (40) students in El-Nour school for visually impaired students in Minia Governorate, Egypt.

b) Criterion-related Validity

The researcher utilized the criterion related validity that the researcher applied the scale to a sample of (40) participants from the research community and not from the original research sample, then applied the psychological immune scale for (Essam Zeidan, 2013) on the same sample. The correlation coefficient between the degrees of participants was calculated on the two scales, and the correlation coefficient was (0.934) which was statistically significant at (0.01) level and this indicated that the scale was valid.

2. The scale reliability

To verify the scale reliability the researcher utilized the following procedures:

a) Cronbach's alpha:

The researcher used Cronbach's alpha coefficient through applying them to a sample of (40) participants from the research community, and not from the original sample, and the following table shows that.

Table (2) Reliability coefficient by using Cronbach's alpha

Alpha coefficient	The dimension
0.87**	Self confidence
0.86**	Emotional control
0.87**	Psychological resilience
0.89**	Challenge
0.85**	Optimism
0.89**	The total score

The alpha coefficients for the scale dimensions ranged between (0.85: 0.89), and the alpha coefficient for the scale as a whole was (0.89) which are statistically significant coefficients at the level of (0.01) ** which indicates the stability of the scale

b) Test-Retest: The researcher used test and retest method on a sample consisted of (40) students from El- Nour school for visually impaired students. The researcher repeated the scale after 2 weeks on the same sample.

Table (3) the Coefficient Correlation of the First and Second Application

The dimension	Coefficient correlation
Self confidence	.823**
Emotional control	.815**
Psychological resilience	.743**
challenge	.881**
optimism	.876**
Total score	.854**

Table (3) revealed that the coefficient correlation of test and retest for the dimensions were between (0.823 –0.876). The total score of coefficient correlation of the scale was (0.854). All these coefficients correlation is statistically significant on the level (0.01)

c) Internal Consistency:

The researcher used the internal consistency. The sample statistical mean was (16.5) with standard deviation (0.506).The coefficients correlation were calculated between the score of the scale statements and the total scores of the dimensions ,as well as the coefficients correlation between each dimension of the scale and the overall score of the scale.

Table (4): The Correlation Coefficient between Dimensions of the Psychological Immunity Scale

The dimension	correlation coefficient
Self confidence	.592**
Emotional control	.550**
Psychological resilience	.599**
Challenge	.833**
Optimism	.792**

Correlation is significant at the 0.01 level.

Study Results and Conclusion

The current study was conducted in order to identify the psychometric characteristics of the psychological immunity scale presented to visually impaired adolescents prepared by the researcher. The researcher prepared this scale according to the nature of the selected sample. The results showed that the scale was characterized by high validity and reliability.

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Appendix (A)**The scale**

N.	The Statement	Always	Sometimes	Never
1	I think that any difficult situation that I will face in to my life will be a bad end			
2	I feel very angry if I am being ridiculed by someone			
3	Bothered by anyone criticized me			
4	I can challenge any difficulties I face			
5	My future is full of happy surprises			
6	I lack satisfaction because of my disability			
7	I have the ability to control my emotions in different life situations			
8	Usually I hold myself accountable			
9	I am unable to cope with the problems of my disability			
10	I see my future life black			
11	It is difficult to me speak with others			
12	I fail to control my emotions according to the situation			
13	I prefer stereotypes and unchanged in all my life aspects.			
14	I can challenge others to achieve my goal			
15	I expect my future plans to go in the opposite direction			
16	I can't express my feelings			
17	I have difficulty in being able to change			
18	I reject the sudden challenge by others			
19	I strive to achieve my future plans			
20	I trust my opinions			
21	I can grip when I have emotional shocks			
22	I accept the idea of changing a goal or a future plan			
23	I challenge myself to reach my goals despite my disability			
24	My spirits are falling and I see a dark future			
25	I trust in my abilities when making decisions			
26	I feel nervous when I face new situations			
27	I can deal with any situation facing me in my life			
28	I can be patient on my disability			
29	I'm sure tomorrow will be bright			
30	I feel happy when I succeed in my studies			
31	My thinking is unchangeable			
32	I accept works that challenge my circumstances			
33	I face life with optimism			

34	I doubt my ability to judge the personality of those surrounding me			
35	I am concerned about what other people say about my disability			
36	I can restore my balance after suffering severe stress or illness			
37	I have a goal in life and I strive to achieve it strongly			
38	I can change my life for the better			
39	I prefer relaxing when exposed to negative situations and criticism from others			
40	It is difficult to me to handle negative emotions			
41	I will challenge my disability and gain a prominent position in society			
42	I overload myself with tasks beyond my capacity			
43	It is difficult for me to control my life due to my disability			
44	I rely on myself to perform my daily tasks			
45	I am unable to deal with new and unfamiliar situations			
46	I fail to come up with solutions to my problems			