

Forgiveness and its Relationship to Social Competence and Psychological Flexibility among a sample of students of Faculty of Education, University of Dongola



Majzoob Ahmed Mohmmed Ahmed Gammer*

Department of Psychology

Faculty of Education

in Dongola University Sudan

ORCID: 0000-0002-2291-9451

majzoob111@hotmail.com

Date of submission: 12/09/2022 Date of acceptance: 04/10/2022 Date of publication: 13/10/2022



Abstract

This study aimed to find out the relationship between , Forgiveness, social competence and psychological resilience among students of the College of Education The descriptive analytical method was used in this study, The sample total was (100) male and female students, and they represent 10% of the total study population (1000) male and female students, who were chosen through the stratified random sample, The study found a statistically significant correlation between Forgiveness, social competence and psychological resilience, A correlation was also found between social competence and psychological resilience. It was found that the Forgiveness variable contributes in a statistically significant way to predicting social efficiency and psychological resilience. It was also found that the social competence variable contributes in a statistically significant way to predicting psychological resilience, in light of the study results and discussion the researcher suggested some recommendations.

Key words: Forgiveness social competence, psychological resilience, University of Dongola

Introduction:

Our current society is going through an unprecedented technological, scientific and cultural development throughout previous ages. This development is considered an imminent danger to the construction of society and its interdependence, due to modern mass

* Corresponding Author:

media and telecommunication, this danger goes beyond the individual, as the ways of transmission of cultures and customs between different societies are rapidly taking place, life is basically full of many social, psychological, behavioral and other problems, which affect humans deeply, there is no doubt that the success of society depends on the extent to which the individual accepts the idea of developing himself, and works on his abilities, energies and capabilities so that he becomes a constructive dependent for this society, not a demolition one, effectively different situations, knowing how to respond to them rationally, and also that the individual can establish good relations with others, based on friendliness, mutual respect and acceptance of others (Al-Shammar, 2021: 32).

Al-Azmi and Al-Sahw (2020: 63) believe that an increased interest in studying tolerance with the increase in psychology towards researching positivity in the lives of individuals and institutions, and studying the positive traits that lead individuals towards happiness, contentment and well-being, and interest in studying the variables of tolerance and forgiveness came with an increase in the rate of traumatic events, and life pressures in the lives of individuals and societies, and the areas of interest multiplied in his study. It is an important step to restore the fractured relations and mutual trust between the parties, Tolerance leads to non-repetition of abuse in the future. As it supports the paths of reconciliation of the tolerant towards those who offended him, and makes him keen on continuing normal relations, and the continuation of the exchange of social relations between them, and the heart being free from the ties of hatred and malice, and keeping away from chagrin and the desire for tolerance and reunification (Wallace, H., et al, 2008 : 454).

Tolerance expresses the innate nature of the human being, as it is an acquired feeling generated through the desire to move away from the feeling of hatred and revenge, and it is an important step away from negative relationships and increasing mutual trust between individuals, initiating positive relationships, and developing moral values, as it contributes to solving many problems. existing in individuals, and prevents its occurrence in the future, which leads to an increase in cooperation and affiliation between the different segments of society (Kardus, and Sarricam, 2018: 4).

Al-Nawaisah (2020: 153-154) stated that tolerance is one of the important issues in the field of personality, and it is one of the desirable positive personality traits because it involves feelings of love and

affection, in addition to supporting social relations and the various forms of social interaction in the society it represents the ability to overcome negative emotions in judging the erring party by taking that erring with compassion, and love, when an individual practices tolerance, he gives up his right to resentment, negative judgment, and the similar behavior of the erring, or reduce his feelings and negative reactions towards the offending person, with no willing to take revenge on him, and these general psychological symptoms, increase the psychological, mental, physical, and spiritual health of the individual, which is the highest level of protection from among the alternatives or social possibilities available to the person in the social situation. The prevalence of tolerance behavior is an important step for restoring damaged relationships after mutual abuse by both parties and restoring mutual trust between the two parties to the relationship, which leads to greater harmony between them, and contributes to solving existing problems, as well as preventing future problems, as it helps the individual to get rid of the pressures that produce about abuse, it also allows the re-formation and continuation of the damaged relationship, which is important to reduce negative thoughts and emotions resulting from the abuse, as it contributes to solving existing problems and preventing future problems, trust, cooperation, and belonging, all of which are of great importance to the establishment of satisfying and meaningful social relationships (Rainey, 2008: 2).

There are many explanatory models of tolerance, and the physiological model focuses on the neurological and biological components, where the nervous system works to deal effectively with injustice or harsh abuse through activating the parasympathetic nervous system, which leads to a psychological and physiological improvement that includes reduce heart rates, facilitating the breathing process, and reduce levels Anxiety, depression, stress, hostility and anger (Clark, 2005: 649). while the structural psychological model focuses on seeing tolerance from the perspective of the psychological process, where it assumed that tolerance is an internal process in which both the tolerant and the erring are transferred, it depends on the individual's ability to receive tolerance, and this process includes cognitive and behavioral aspects, while Baumeristr's Model focuses on the role of motivation in the occurrence of tolerance, and in this model there are two main dimensions: the psychological dimension, which includes the emotions of the offended and the accompanying cognitive and behavioral disorders, the second dimension includes the interrelationships between the abuser

and the offended that allow for tolerance or lack thereof (Worthington, 1998: 142), while (McCullough, 2000: 601) stated that tolerance is a social change in the motivation to avoid or seek revenge against the offender or may Conciliation occurs in which destructive responses are suppressed and constructive responses are built.

Hassan believes social competence as an umbrella for all the social skills an individual needs to succeed in his life and social relationships. A person with social competence succeeds in choosing the appropriate skills for each situation, and uses them in ways that lead to positive outcomes, while Wendy (Wendy 1999) believes that social competence means mastering social skills that facilitate social interaction, understanding and awareness of one's emotions and the emotions of others, and knowing the precise concepts of a situation so that we can Correct interpretation of social behaviors and appropriate responses to them, , understanding and predicting personal events. Faber and others indicate that social competence is the individual's ability to interact with those around him, it includes the ability to interact effectively in social situations, identifying personal traits and emotional situationof others successfully, and selecting appropriate means to treat them and achieve these means during interaction. And social competence develops at the time when the individual learns how to relate to and participate in joint activity with others (Faber, et al., 1999: 3426).

(Kazdin: 2000: 334) mentioned that social competence consists of a set of skills represented in self-assertion, confrontation skills, communication skills, knowledge regulation skills, and feelings. The theory of self-determination confirms that humans have innate needs and that one of these needs is competence and there are means or methods Various factors are used to meet these needs based on context and culture (Stump, et, al, 2009), Andrews (2006) indicated that there are several factors influencing the development of social competence, including: family, school and early life experiences; school is one of the important and influential factors in building student's social and psychological personality.

Theoretical and realistic evidence indicates that there is a minimum level of social interaction that each person should have, the decline of this social competence skills leads to the failure of social life, the repetition of pressures and hardships, and the failure of interpersonal relationships (Golman, 2000: 165).

Life is characterized by many changes and transformations that put pressure on the person who resorts to adapt it, for example, the circumstances within the family change, the working conditions change, social relations are tense, the economic conditions become complicated, and human health becomes weak or sick, these changes cause pressure on individuals' life, so they need to amend their behavior to respond, the ability of individuals to face life's difficulties and pressures varies according to their ability to adapt and be in harmony with these changes, Carthers(1998) notes that "the characteristic of flexibility in humans is consistent with the ability to change in nature and change in human and social action, therefore this situation requires skill, creativity, renewal in thought and behavior in appreciating the results of others, and this skill includes social adaptation; adaptation associated with the spirit of social intercourse, This thought embodied in the renewed social work" (Kharnoub, 2010 . 960).

Werner (1982) is considered the first to use the term in the twentieth century; studied a group of children from poor families who suffer from mental illnesses, most of them were unemployed and addicted to alcohol, quarter of children have not shown such behaviors and have succeeded in their careers, so they are called children with psychological resilience. These children have characteristics that make them different from their peers.

Psychological resilience is the dynamic process by which individuals show a positive behavioral adaptation when they face severe adversity, life disruption, threat, or emotional stress (Malekey: 5, 2012). It is a psychological phenomenon that brings new and positive results to the individual, despite the various threatening factors of adaptation or growth that the individual can go through during his life, it also reflects the individual differences between individuals in responding to threat and stress factors, these conditions are reflected negatively on the individual.

According to (Azlin&shahrir, 2010: 3) psychological resilience is the individual's ability to recover from diseases and carry out his functions despite the challenges and difficult circumstances he is going through.

There are many studies dealt with the issue of tolerance in its relationship to some variables, and the researcher attributes this increasing interest by researchers due to what the era is witnessing in terms of high levels of stress and problems among individuals. One study linked the variables referred to by the researcher to the best of his

knowledge. Therefore, the researcher will review the studies that are directly or indirectly related, according to their proximity to the current study, and among those studies: Al-Shammari (2021) with a study aimed at identifying the relationship between psychological resilience, And social competence among secondary school students in schools affiliated to the department of Education in Hail, the sample consisted of (200) students, and it concluded that there is a statistically significant correlation between psychological resilience in its various dimensions, and social efficiency, and there are differences in the average scores of students on the scale of psychological resilience among individuals of the sample according to the grade difference in favor of the first and second grade students, and to the presence of differences in the average grades of the students in the social competence scale among the sample members due to the grade difference in favor of the first and second grade students.

Kharnoub (2021) conducted a study dealt with the relationship between tolerance and psychological resilience among a sample of students from the University of Nizwa, the sample was (125) post graduate students at university of Nizwa. The results were there are no statistically significant differences between students in the studied variables due to the variables of gender and age, and that tolerance is a statistically significant predictor of psychological resilience; where tolerance explained 8% of the variance in psychological resilience.

The study of Al-Azmi and Al-Sahw (2020) aimed to examine the correlation between tolerance, social efficiency and self-affirmation. Self-affirmation and social efficiency, the study applied on (503) male and female student faculty of Basic Education in general corporation of applied education in Kuwiat, the study found that there are no statistically significant differences between males and females in both social competence and tolerance, and the presence of significant differences between them in self-affirmation in favor of males, and it was found that the social competence variable contributes in a statistically significant way in predicting positively the degree of tolerance among students.

Abdulatif, et al. (2020) researched the level of self-efficacy among primary school students, and the basic sample consisted of (100) male and female students in the third grade of primary school, and the results showed that there was a direct statistically significant relationship between persistence and the mental aspect of psychological flexibility among primary school students, and there is no statistically significant relationship between self-efficacy and its sub-dimensions: Initiative,

effort, psychological flexibility and its sub-dimensions: social emotion among primary school students. And there were no statistically significant differences between the average grades of primary school students in self-efficacy and its sub-dimensions: initiative - effort due to gender (male-female) except for persistence in favor of males. And there were no statistically significant differences between the average grades of primary school students in psychological resilience and its sub-dimensions: emotional - social - mental due to gender (males - females).

The study carried out by Abdul-Aziz (2019), which was entitled the contribution of both gratitude and tolerance to predicting life satisfaction among university students, the sample consisted of (280) female students from the second and third year students at the Faculty of Girls, Ain Shams University, that gratitude makes a significant contribution. Statistically in predicting life satisfaction at a rate of (27%) at the level of (0.001), and tolerance makes a statistically significant contribution to predicting life satisfaction by (18%) at the level of (0.001). There were also no differences between female students in life satisfaction and tolerance according to the specialization in the scientific departments, while there were differences in gratitude in favor of the literary specialization, and there were no differences between female students in gratitude, tolerance and life satisfaction according to the different academic teams, and there were also differences between female students in gratitude in favor of Married women and life satisfaction in favor of unmarried women, while there were no differences in tolerance according to social status.

Malkoc&Yalsen (2015) examined the relationship between resilience, social support, coexistence, and mental health among college students. Data were collected on (309) students from the University of Turkey. A significant relationship was found between the study variables. The results of the regression analysis indicated that mental health can be predicted statistically through flexibility, coexistence, and social support from family, friends and others. The results of the mediator analysis revealed that social support and coping skills partially mediate the relationship between resilience and mental health. The results indicate that when individuals are more resilient and more effective in coping skills, they need more social support from their family, friends and others.

The researcher note that all the previous studies have a variety in their sample as well in the results, but they all agreed on the

significance of variables they studied about individuals, especially students. Hence this study agree with all previous studies in the importance of the topic that they dealt, and it differ in the environment that this studied applied, which completely new according to the researcher Knowledge.

Statement of the Problem:

The researcher believes that the relationship between man and society is a reciprocal relationship, not a negative or contradictory relationship, and one of its most prominent features is that it is dynamic filled with continuous interaction and exchange, the social integration of society as a whole, he individual achieves himself through the group, and the group achieves its existence through the totality of its members. Tolerance, social efficiency and psychological flexibility enter into every aspect of an individual's life so that they all affect his adaptation, happiness, success and effectiveness in the various stages of his life, especially during his learning stages. The researcher sees that university students' tolerance, social competence and psychological flexibility are the basis of their success in facing diverse situations, as it allows them to control their emotions and respond in a manner commensurate with facing obstacles and problems, and a student who does not have tolerance, social competence and psychological flexibility faces difficulty in his psychological compatibility and thus affect his scientific and professional future and special life, and despite the importance of tolerance as one of the basic aspects of positive behavior, studies that dealt with tolerance relationship with social competence and psychological flexibility are limited and this is what prompted the researcher to try to study it in relation to social competence and psychological flexibility and in light of the problem of the study is focused on the following main question: "Is it possible to predict tolerance through social competence and psychological flexibility among a sample of students of the Faculty of Education, University of Dongola, Sudan? The following sub-questions are derived from the main question:

1. Is there a statistically significant correlation between tolerance and social competence among students of the College of Education?
2. Is there a statistically significant correlation between tolerance and psychological resilience among students of the College of Education?

3. Is there a statistically significant correlation between social competence and psychological resilience among students of the College of Education?
4. Can tolerance be predicted on the social competence scale?
5. Can tolerance be predicted on the psychological resilience scale?
6. Can social competence be predicted on the psychological resilience scale?

Importance of the Study:

This study has a theoretical and practical significance as follows:

1.Theoretical importance:

The theoretical importance of the current study comes from the importance of its objective and its variables in that it has not been tested before according to the researcher's knowledge.

2. Applied importance:

In light of the testing of models of relationships between tolerance, social efficiency and psychological resilience, the importance of each of them will become clear in influencing the other, which will have an applied answer in the future in research related to these variables.

Objectives of the study:

The study aims to:

1. Reveal the correlation between tolerance, social efficiency and psychological resilience among students of the College of Education.
2. Recognize the possibility of predicting tolerance on degrees of social efficiency on side, and between tolerance and flexibility on the one hand, and social efficiency on degrees of psychological flexibility on the other hand.

Terminologies of the Study:

1. Forgiveness:

Crandell (2008, 11) defined forgiveness as modifying and reformulating an individual's negative perceptions of the act of offense so that negative perceptions turn into positive, as these negative perceptions include the abuser's response to the offender, as well as towards the act of offense itself, and the consequences thereof; Where the offender may view the act of abuse as a fateful event, a natural disaster or a plague, , as defined by (Ogurlu&Saricam, 2018: 2833) as the process in which negative feelings are replaced by more positive feelings such as compassion, respect, equality, morality and flexibility, and the researcher defines it procedurally as the degree that the student obtains on the

tolerance scale, where the degree ranges between (15-75).) with an average of (45) degrees.

2. Social Competence:

Graham (1986) defined it as the ability to interact effectively and successfully with others, in a manner that facilitates achieving compatibility with the environment, and helps in achieving personal and professional goals, through the formation of positive, enduring relationships that enable an individual to influence in others, the researcher defines it procedurally as the degree obtained by the student on the social competence scale, where the degree ranges between (10-50) with an average of (30) degrees.

3. Psychological Flexibility:

Newman (2002: 62) defined it as the ability to adapt with traumatic events, such as adversity and persistent stressful situations, and it is a continuous process through which the individual manifests his positive adaptation, and an adapted behavior in encountering the problems. The researcher defines it procedurally as the degree obtained by the student on the psychological resilience scale, where the degree ranges between (27-135) with an average of (81) degrees.

Limits of the Study:

This study was limited to the students of the College of Education - University of Dongola - Sudan in the academic year (2021-2022).

Methodology and Procedures of the Study:

In this part of the study, the researcher will present the study methodology, population, sample, tools, and the verification of psychometric properties (veracity and reliability) as follows:

First: Study Methodology

The researcher used the descriptive method, with its two parts, associative and comparative, as it suits the nature of the topic of the current study and the way its questions are tested and validated.

Second: Population the Study

The current study population is determined by the students of the College of Education (literary college), University of Dongola for the academic year (2021-2022), (1000) male and female students.

Third: Study Sample

The study sample consisted of (100) male and female students, (50 male and 50 female), and they constitute (10%) of the total community (1000). They were selected by stratified random sampling.

Study Tools:

In this study, the researcher relied on three scales: the tolerance scale, the social competence scale, and the psychological resilience scale:

1. Tolerance Scale: The researcher reviewed a number of scales, and then chose the scale (Rye et al., 2001) and translated it into Arabic, Al-Mahasina (2017), the scale consists of (15) items and has discriminated a high degree of validity and reliability. The response to these statements was according to Likert method with a five-step gradation, so that the number (5) represents a strongly degree , while the number (1) strongly disagrees.

Validity and Reliability of the scale:

The validity of the scale was confirmed in the study of Al-Mahasna (2017) by presenting it to a committee of (9) arbitrators in the field of psychology. The construction validity was also used by applying it to the number (35) students, from outside the study sample. The correlation coefficients ranged between (0.44-0.61). In the current study, the validity of the scale was verified by two indicators: Apparent validity: where the researcher presented the scale to (5) arbitrators and they expressed their opinions on the scale and modified some of the phrases, and no phrase was deleted from the scale, The second indicator was calculated by the validity of the formative construction, by calculating the internal consistency between the degree and the total degree of the scale as a whole on an exploratory sample (42) the correlation coefficients ranged between (0.42-0.71) and all of them are statistically significant at the level of significance (0.01). The reliability of the scale was calculated in the study of Al-Mahasna (2017) through testing and re-testing, the reliability scale was (0.85). while in the current study(0.75) calculated by Cronbach's alpha equation. Accordingly, through the previous procedures, the study tool has discriminated by high degrees of validity and reliability, which allows it to be applied to the study sample.

2. Social Efficiency Scale: After reviewing many previous studies, the researcher found a scale was used by Al-Azmi and Al-Sahw (2020), which consists of (10) statements describing the competent individual through some social skills and behavioral patterns that appear in social behavior, for the individual. The response to these statements was according to Likert method with a five-step gradation, so that the number (5) represents a strongly degree , while the number (1) strongly disagrees.

Validity and Reliability of the Scale:

Al-Azmi and Al-Sahw (2020) calculated the internal consistency coefficient of the vocabulary with the total score, which

ranged (0.51-0.79). it reviewed by (5) arbitrators (5) same who reviewed the previous scale, they expressed their opinions on the scale and amended some of the phrases and did not delete any phrase from the scale. As for the second indicator, it was calculated by the validity of the formative construction, by calculating the internal consistency between the degree and the total degree of the scale, the correlation coefficients was (0.54-0.76). As for the reliability of the scale, coefficient in the study of Al-Azmi and Al-Sahw (2020) was (0.79), which was calculated using the Cranbach's alpha equation. In the current study, it was calculated using Cronbach's alpha equation, where it reached (0.73). This indicates that the scale has a high degree of validity and reliability in the study environment.

3. Psychological Resilience Scale:

It is prepared by (Conner & Davidson, 2003) translated into Arabic and developed by Hashemia (2017). The scale consists of (27) items. All items of the scale have been formulated in a positive way. (It applies to you a little, it applies to you to a moderate degree, it applies to you a lot, it applies to you completely) and gave the weights (5, 4, 3, 2, 1) respectively, as the high degree indicates high flexibility and the low degree indicates its low.

Validity and Reliability of the Scale:

The Hashemia (2017) calculated the validity of the scale by means of apparent validity and internal consistency, where the validity coefficients ranged (0.93-0.92). The researcher presented the scale to (5) arbitrators, same who reviewed the previous two scales. They expressed their opinions on the scale, and no statement was deleted from the scale, as for the second indicator, it was calculated by the validity of the formative construction, by calculating the coefficient of internal consistency between the degree and the total degree of the scale as a whole. The correlation coefficients ranged (0.44-0.92), and all of them are indicative at the significance level (0.01). the reliability of the scale checked in the study of Hashemia (2017) through testing and re-testing, the reliability coefficient reached (0.54), the researcher verified the reliability of the scale through Cronbach's alpha equation, where the reliability coefficient reached (0.76). Among the previous procedures, the scale was distinguished by a high degree of validity and reliability that allows it to be applied to the Sudanese environment in general and the University of Dongola in particular.

Statistical Methods:

1. Pearson's correlation coefficient to find out the relationship between tolerance, social competence and psychological resilience.
2. Multiple regression and multiple correlation to find out the extent of the contribution of tolerance in predicting social efficiency and psychological resilience on the one hand, and the contribution of social efficiency in predicting psychological resilience.

Study Results Discussion:

In this part of the study, the researcher will present and discuss the results of the study as follows:

Presentation and discussion of the result of the firstquestion:

The first question: "Is there a statistically significant correlation between tolerance and social efficiency among students of the College of Education?" The researcher calculated the correlation coefficient between tolerance and social efficiency, the correlation coefficient was (**0.293), at the significance level (0.01). This indicates that there is a positive statistically significant correlation between tolerance and social competence among the students of the College of Education in Merowe , And due to its connection with social competence and the resulting human and moral values, and it found that sound social upbringing, which is dominated by an atmosphere of dialogue and friendly interaction with others, where the University of Dongola is located in an area that still preserves its customs and traditions, and the extended family is still present in it, and the community of the Northern State It is considered one of the most tolerant Sudanese societies and have high social competence in facing problems. Therefore, the student of the Faculty of Education has these traits in his personality. Tolerance among students in the college also works to build and maintain normal relations, and it also contributes to increase social efficiency that is linked to students' social compatibility.The study agreed with the study of Al-Azmi and Al-Sahw (2020), which found a positive, statistically significant correlation between the degrees of tolerance, self-affirmation and social efficiency.

Presentation and Discussion of the Result of the Second Question:

The second question was "Is there a statistically significant correlation between tolerance and psychological resilience among students of the College of Education?" The researcher calculated the correlation coefficient between tolerance and psychological flexibility, and the correlation coefficient was (**0.291), which is statistically significant at the significance level (0.01). This result indicates that there

is a statistically significant correlation between tolerance and psychological resilience, The researcher explains this result that the more the student has as a high level of tolerance, the more high degree of psychological flexibility he will have, students experiences in the College of Education increases their self-awareness, then he becomes more flexible and able to control, organize and treat his emotions, and work under Stress is expected to achieve positive results on the personal level. The study agreed with the study of Kharnoub (2021), which found significant correlations between tolerance (and its sub-dimensions) and psychological flexibility.

Presentation and Discussion of the Result of the Third Question:

The third question was “Is there a statistically significant correlation between social competence and psychological flexibility among students of the College of Education?” The research calculated the correlation coefficient between social efficiency and psychological resilience, the correlation coefficient was (**0.297), at the level of significance (0.01). This result indicates that there is a positive, statistically significant correlation between social competence and psychological flexibility, The researcher explains this result that the means of communication between students of the College of Education is one of the factors that contribute significantly to achieve adaptation and effective dealing with the problems facing the student in the college in his relationship with others, and that social competence and psychological flexibility can lead the student to a proper adaptation with the environment. The study agreed with the study of Al-Shammary (2021), which showed a statistically significant correlation between psychological resilience with its various dimensions, and social efficiency.

Presentation and Discussion of the Outcome of the Fourth Question:

The fourth question is “Can tolerance be predicted on the social competence scale?” The researcher performed an analysis of variance for the multiple linear regression of the predictive ability of tolerance on social efficiency, as shown in Table (1).

Table (1) analysis of variance of multiple linear regression of the predictive power of tolerance on social efficiency

Dep. variable	Ind. variable	Variety Source	Total of Squares	Fd	Squares Mediate	Limit Coeffici ent	F Value	Sig
Social efficiency	Tolerance	Declivity	61976.06	1	1976.55	0.09	9.24	0.00*
		False	20972.00	98	214.000			
		Total	22948.06	99				

Significance at level (0.05).

From Table (1) it is clear that there is a statistically significant effect of tolerance on social efficiency, which indicates the presence of a predictive ability of tolerance on social efficiency, as it contributes by (86%), so the researcher extracted the non-standard deviation coefficients, the standard deviation coefficients, the value of (t) and its significance The statistics are as shown in Table (2).

Table (2) Non-standard deviation coefficients, standard deviation coefficients, (t) value and their statistical significance of tolerance on social efficiency

The source	Declivity coefficient (B)	False of the standard	Beta coefficient	(T) value	Sig
Stability of declivity	34.037	6.671	0.293	5.102	0.00*
Social efficiency	.501	.165		.501	0.00*

Significance at level (0.05)

Table (2) displayed that there is a predictive ability for tolerance on social efficiency. This can be explained by the fact that both tolerance and social competence are a criterion for a student's psychological health, and they are also important factors leading to social and academic success and psychological adjustment, that tolerance and social competence reflect the interaction between Students within the college, and perhaps the contribution of tolerance to social efficiency proves its importance in lives. The study agreed with the study of Al-Azmi and Al-Sahw (2020), which showed that the social efficiency variable contributes in a statistically significant way to positively predicting the degrees of tolerance among students.

Presentation and Discussion of the Outcome of the Fifth Question:

The fifth question is “Is it possible to predict tolerance on the scores of the psychological flexibility scale?” The researcher performed the analysis of variance for the multiple linear declivity of the predictive ability of tolerance on psychological flexibility, as shown in table (3).

Table (3) analysis of variance of multiple linear declivity for the predictive ability of tolerance on psychological flexibility

Depend	Independent	Varyty Source	Total of Squares	Fd	Squares Mediate	Limit Coe.	F Value	Siga
psychological	Tolerance	Declivity	1948.396	1	1948.396	0.085	9.092	0.00*

flexibility		False	21000.364	98	214.289			
		Total	22948.760	99				

Significance at level (0.05)

From Table (3) it is clear that there is a statistically significant effect of tolerance on psychological flexibility, due to the high value of (F) and it also explains (85%) of the variance in the dependent variable, which indicates the existence of a predictive ability, so the researcher extracted the non-standard regression coefficients, the standard declivity coefficients, the value of (t) and its statistical significance as in Table(4)

Table (4) Non-standard deviation coefficients, standard deviation coefficients, (t) value and their statistical significance, tolerance on psychological flexibility

The source	Declivity coefficient (B)	False of the standard	Beta	(T) value	Sign
Stability of declivity	39.628	4.929	0.291	8.040	0.00*
psychological flexibility	.156	.52		3.015	0.00*

Significance at level (0.05)

Table (4) displayed that there is a predictive ability of tolerance for psychological flexibility. This can be explained by the fact that tolerance is associated with higher degrees of mental health and psychological flexibility that helps the student to adapt to new situations. Tolerance helps students realize their emotions and establish satisfactory relationships with the other party and compatibility with them, and overcoming unpleasant emotions in a flexible manner. The study agreed with the study of Kharnoub (2021), which indicated that tolerance is a statistically significant predictor of psychological resilience; where tolerance explained 8% of the variance in psychological flexibility.

Presentation and Discussion of the Outcome of the Sixth Question:

The sixth question stipulates “Can social efficiency be predicted on the scale of psychological flexibility?” The researcher performed an analysis of variance of multiple linear deviation for the predictive ability of social competence on psychological flexibility, as shown in Table (5).

Table (5) analysis of variance of multiple linear deviation for the predictive ability of social competence on psychological flexibility

Dependent	Independent	Variety Source	Total of Squares	Fd	Squares Mediate	Limit	F Value	Sig
-----------	-------------	----------------	------------------	----	-----------------	-------	---------	-----

psychological flexibility	Tolerance	Declivity	695.315	1	695.315	0.088	9.483	0.00*
		False	7185.685	98	73.323			
		Total	7881.000	99				

*significance at level (0.05).

From Table (5), it's clear that there is a statistically significant effect of social efficiency on psychological flexibility, as it explains (88%) of the variance in the dependent variable, which indicates the existence of a predictive ability for social efficiency on psychological flexibility. The researcher extracted the non-standard deviation coefficients, the standard deviation coefficients, the value of (t) and its statistical significance as in Table (6).

Table (6) Non-standard deviation coefficients, standard deviation coefficients, (T) value and their statistical significance, social efficiency on psychological flexibility

The source	Declivity coefficient (B)	False of the standard	Beta coefficient	(T) value	Sign
Stability of declivity	31.022	2.883	0.297	10.760	0.00*
psychological flexibility	.093	.030		3.079	0.00*

Significance at level (0.05)

The researcher explains this result that social competence reflects a person's ability to take the perspective of others and take into account his personal views and opinions in social interaction situations, and to learn from previous social interaction experiences and apply lessons learned from them in the following social interaction situations, accordingly, people with high level of competence Social workers possess a wealth of psychological flexibility that enables them to have social awareness, broad horizons and mental openness to the visions, perceptions and ideas of others, the more flexible the student was the more positive in dealing with the assets that revolve around him. The positive outlook on life also determines student social status and value in life. The researcher could not obtain a previous study that dealt with the degree of contribution of social competence to psychological flexibility.

Results:

Based on the statistical analysis, the study reached the following results.

- There is a statistically significant correlation between tolerance and social efficiency, and between tolerance and psychological flexibility, and on the other hand, between social efficiency and psychological flexibility.

2. Tolerance contributes (86%) to social efficiency, and (85%) to psychological flexibility.
3. Social efficiency contributes by (88%) to the psychological flexibility of students of the College of Education.

Recommendations:

Based on the results of the study, the researcher recommends the following:

1. The University of Dongola must interest in the significance of rooting the concept of tolerance and social efficiency in the various curriculums of the university's faculties.
2. Training students to acquire the skill of tolerance and social competence, that helps them in accomplishing academic tasks, which reflected positively decreasing students level of stress and psychological pressure.
3. Conduct other studies dealing with study variables on all faculties of Dongola University.

Bibliography:

1. Ibrahim, Rasha Adel Abdel Aziz, (2019). The relative contribution of gratitude and tolerance in predicting life satisfaction among university students, Journal of Scientific Research in Education, p. (20) c. (3) (367-398).
2. AnielGoleman, (2000). Emotional Intelligence, translated by Laila Al-Jabali, The World of Knowledge, No. (262), Kuwait: The National Council for Culture, Arts and Letters, p. 165.
3. Kharnoub, Faton Mohammed (2010). Cultural intelligence and its relationship to the five major factors in personality, a field study for students of the Higher Institute of Languages at the University of Damascus, the Second Regional Conference on Psychology 29/11-1/12/2010, Egyptian Psychologists Association, 959, 973.
4. Kharnoub, Faton Mohammed (2021). Tolerance and its relationship to psychological flexibility among a sample of students at the University of Nizwa, Educational Journal, Kuwait University, Scientific Publication Council, Vol. (35), p. (138), (173-201)
5. Al-Shammari, MunawwarAmmash (2021). Psychological flexibility and its relationship to social competence among secondary school students in Hail, The Arab Journal of Educational and Psychological Sciences, vol. (5), p. (4), (31-54).
6. Al-Azmi, Ahmed Saeedan Mahdi, and As-Sahu, Nasser Nazzal (2020). Predicting tolerance through social competence and self-affirmation among students of the College of Education in the State of Kuwait, Journal of Educational Sciences. Mg. 28, p. 1,(159-189).
7. Abdel Latif, SabreenDahi Al-Sayed and Abu Donia, Nadia AbdoAwad and Sharif, Siham Ali (2020). Self-efficacy and its relationship to psychological flexibility among a sample of primary school students, educational and social studies - Helwan University, Vol. (26), p. (4), (221-252).
8. Lanawaiseh, Fatima Abdel Rahim (2020). Tolerance and its Relationship to Major Personality Factors for Regular Court Auditors in Karak Governorate, Journal of the College of Education, Al-Azhar University, Issue (186) C (2), (151-177).
9. Al-Maliki, Hanan. (2012). The effectiveness of a group counseling program based on psychological resilience strategies to increase flexibility among female students at Umm Al-Qura University. Arab Studies in Education and Psychology - 135-167, 3c, 31p, Al-Saud.
10. Mahasneh, Ahmed (2017). The prevalence of the trait of tolerance among university students and its relationship to patterns of education. Journal of Educational and Psychological Studies, Sultan Qaboos University, 11 (1), (26-52).
11. Mostafa Hassan (2003): Psychological disorders in childhood and adolescence, causes - diagnosis - treatment. Cairo House, Cairo, p. 212.
12. Hashemite, SuabdintEid binKhalfan (2017). Psychological resilience and its relationship to communication skills and mental health among a sample of Nizwa University

- students in the Sultanate of Oman in the light of some variables, unpublished master's thesis, University of Nizwa, Oman.
13. Andrews, Jac(2006).Conceptualizing and Developing Social Competence: A Guide for School Counselors of Adolescents, Education Database, Alberta Counselor.
 14. Azlina A.M and Shahrir j. (2010).Assessing reliability of resiliency belief scale (RBS) in the Malaysian context.International Journal for CrossDisciplinary Subjects in Education (IJCDSE)
 15. Connor, K.M & Davidson, J.R.T (2003). Development of a new resilience scale; The Connor Davidson Resilience Scale (CDRS). Depress Anxiety. 18(2); 76-82.
 16. Crandell, A., (2008). Lifetime Victimization among University Undergraduate Students: Associations between Forgiveness, Physical Well Being and depression. Unpublished Master's Thesis,University of Massachusetts Lowell.
 17. Faber, et.al.,(1999). Regulation, emotionality and preschooler's social competent peer interactions. Child development 70.(2), p.p432-442.
 18. Graham.(1986). Social skills, in Gallatly (ed.) the Skilful Mind, introduction to cognitivepsychology.(- pp-130-142) Milton Keynes: Open University Press.
 19. Kardus, F and Sarricam, H. (2018). The Relationships between Positivity, Forgiveness, Happiness, and Revenge. Romanian Journal for Multidimensional Education / RevistaRomaneascapentruEducatie Multidimensional. 10 (4), p1-22. 22p.
 20. Kazdin,A. (2000). Encyclopedia og Psychology. Oxford Universitypress. Wendy, S.(1999): developing Social competence in children. TeachersCollege. Columbia University. <http://iume.tic.Columbia.edu/choice/briefs/choices03>.
 21. Malkoc ,Asude,İlhan, Yalcin (2015). Relationships among Resilience, Social Support, Coping, and Psychological Well-Being among University Students, Turkish Psychological Counseling and Guidance Journa, Vol, 1, No.5.
 22. McCullough,M.(2000). Forgiveness as human strength:Theory measurement and links to well –being ,Journal of Social and Clinical Psychology,19,43-55.
 23. Newman.R. (2002).The road to resilience.Monitor on Psychology. Vol.33 (9) :62.
 24. Ogurlu, U and Sarıçam,H. (2018). Bullying, Forgiveness and Submissive Behaviors in Gifted Students. Journal of Child and Family Studies 27(9),2833- 2843
 25. Rainey,C.,(2008).Are individual forgiveness interventions for adult more effective than group interventions? : Ameta analysis .Unpublished doctoral dissertation, Florida State University,College of Human Science .
 26. Rye, M. S; Loiacono, D. M; Folk, C. D; Olszewski, B. T;Heim, T.A and Madia, B. P, (2001). Evaluation of the psychometric properties of two forgiveness scales .Current Psychology: Development, Learning, Personality, (20), 260- 277.
 27. Stump Kathryn N., Ratliff Jacklyn M., Wu Yelena P., Hawley Patricia H. (2009).Theories of Social Competence from the TopDown to the Bottom-Up: A Case for Considering Foundational Human Needs, Department of Psychology, University of Kansas.
 28. Wallace, H., Exline, J &Baumerister, R.(2008).Interpersonal consequences of forgiveness deter or encourage repeat Offences. Journal of Experimental Social Psychology, 144(5), 539-540.
 29. Wendy, S.(1999): Developing Social competence in children .Teachers collage .Columbia university. [Http://iume.tic.Columbia.edu/choice/briefs/ choices03](http://iume.tic.Columbia.edu/choice/briefs/choices03).
 30. Werner, E. E. (1982). Vulnerable but invincible: A longitudinal study of resilient children and youth. New York: McGraw-Hill.
 31. Worthington,E .(1998). Dimensions of forgiveness : Psychological research & theological perspectives ,Philadelphia ;Templeton Foundation Press.