

Stress coping and its relation to psychological and social adjustment in female students at Majmaah University during COVID-19



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ABSTRACT

This research aims to investigate the ability to cope with stress and the psychological and social adjustment level and to estimate the relationship between them and the semester rate. The research sample consisted of 106 female students who were chosen randomly. The research used a scale of coping with psychological stress that contained 20 phrases and the psychological and social adjustment scale that contained 21 phrases. The most important results were: The level of ability to cope with the stress due to the COVID-19 increased among kindergarten students at the Faculty of Education, Majmaah University. The results agreed with some studies in that the level of psychological and social adjustment increased after COVID-19. Also, there is a positive relationship between the ability to face stress and socio-psychological adjustment. There is no relationship between the ability to face stress due to COVID-19 and semester average, as it is not statistically significant.

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1. Introduction

Psychological stress is a phenomenon that everyone is exposed to without exception (Ozer et al., 2003). The stress level varies from one individual to another, as well as the threat (Paredes et al., 2021) in terms of humans' abilities and personal characteristics depending on their previous experience, their perception and evaluation to stress, and tolerance degree. Some individuals may tolerate a high degree of stress, while others may not, through which the possibilities and capabilities that push the individual to work, challenge, and confront are revealed (Baron et al., 2016). Recently, the interest in the processes and capacity among individuals to cope with stress has increased to overcome or reduce it and its effects (Gulcin, 2020). Psychological and social adjustment plays a major and influential role in coping with stress through positivity, optimism, happiness, hope, and satisfaction with humans themselves and others (Waters et al., 2022).

The Corona 2019-20 pandemic has affected education systems worldwide, resulting in

widespread school and university closures (Tadesse and Muluye, 2020). On 16th March 2020, the governments in 73 countries announced school closures, including 56 countries that closed schools across the country and 17 countries that closed schools within a specified range. Nationwide school closures affected more than 421 million learners globally, while small-scale school closures put 577 million learners at risk. According to data released by UNESCO on 10th March, the closure of schools and universities due to the spread of the COVID-19 virus has left one in five students out of school globally, and this has caused many problems, including stress, tension, and anxiety (Ali, 2020).

The current research seeks to clarify the relationship between the ability to cope with the stresses resulting from the COVID-19 pandemic and the psychological and social adjustment among the students of the Kindergarten Department in the Education faculty at Majmaah University.

1.1. The research problem

COVID-19 pandemic has disrupted the entire world and introduced terror into societies leading to enormous psychological stress, so it was necessary to find ways to reduce this stress (Horesh and Brown, 2020). Psychological and social adjustment is one of the balance mechanisms that individuals resort to coping with stressful events, reducing their severity, and removing their effects.

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Hence, the researcher's idea crystallized to conduct this study in these two variables to reach results that kindergarten students can use in the Education faculty at Majmaah University, and the problem was formulated in the following main question: What is the level of coping with stress and psychosocial and social adjustment among female students' kindergarten department, at Faculty of Education, Majmaah University.

The importance of the research is in the following:

1. The importance of the topic for research and investigation.
2. The ability to conduct research and other studies in this field to benefit from their results in education and society. Hence, the importance of this study appears.
3. Shedding the light on the most important human aspects of personality and determining the level of stress control and how to reach psychological and social adjustment.
4. Paying attention to those concerned about the importance of coping with stress in different areas of life through the recommendations and suggestions.
5. The issue of coping with stress among university students is of great importance and needs further research and study due to the importance of the student's mental health.

The research objectives are as follows:

1. Identify the ability level to cope with stress among the female students (the study sample).
2. Identify the level of social adjustment among the female students (the study sample).
3. Estimate the relationship between coping with stress and the psychological and social adjustment among the female students (the study sample).
4. Estimate the relationship between coping with stress and the semester average of the female students (the study sample).

The research hypotheses are as follows:

1. The level of coping with the stress of the Corona pandemic among kindergarten students in the Education Faculty at Majmaah University is high.
2. The psychological and social adjustment level among kindergarten students in the Education Faculty at Majmaah University, following the Corona pandemic, is high.
3. There is a statistically significant correlation between coping with stress and psychological and social adjustment among female students' kindergarten department, at the Faculty of Education, Majmaah University.
4. There is a statistically significant correlation between coping with stress following the Corona pandemic and the quarterly average of female students' kindergarten department, at the Faculty of Education, Majmaah University.

The research limitations can be categorized as spatial limitations: Majmaah University, Education faculty, and female students of the Kindergarten Department. And, time limitations: This study was applied after obtaining the Local Committee for Research Ethics approval at Majmaah University in March 2021 AD and continued for two months.

1.2. The research terms

Coping with stress: Continuous expression in the cognitive, behavioral, and emotional efforts to manage the internal or external demands establishes that the individual exhaust or exceed his capabilities.

Procedurally: Procedurally coping with stress is the grades obtained by the study sample members on the coping with stress scale.

Psychosocial adjustment: A continuous dynamic process deals with the behavior, the environment, and modification until a balance occurs between the individual and his environment, and this balance includes the production of the individual's needs and the achievement of the environmental requirements (Larkin and Thompson, 2011).

Procedurally: Social adjustment is the score obtained by the study sample on the psychological and social adjustment scale.

1.3. Theoretical framework

Psychological stress is defined as the organic response resulting from any excitement and affecting the physical and psychological system of the individual. Folkman (2013) defined it as a physical, mental, or emotional intensity or difficulty that occurs due to environmental, situational, personal demands, or pressures. While Platsidou and Agaliotis (2008) defined it as factors and influences to which the individual is exposed and constitute instability and complacency and negatively affect his professional performance and dealing with various data. The researchers believe that this term has become increasingly used in recent times, and the more this word is used, the more difficult and complex it is to define this term and know that the person has been exposed to difficulties and problems that he feels are more than his energy. It makes the person anxious, and thus this anxiety motivates him to improve his performance, but if this stress exceeds the limit, it may cause crises that people cannot solve. This stress may complicate and lead to mental illness and cause the person to be unable to adapt to debilitating states, and unusual increases in obsessiveness and hysteria (Blachman et al., 1994).

Stress Definition, the linguistic connotation of the word "stress" means distress, oppression, and compulsion, and it also means crowding, distress, and argument between the creditor and the debtor, and the psychological stress term is not new as mentioned. The beginning of its emergence dates back to the beginning of the seventeenth century, but it has emerged clearly in this era and has come to refer to the process of confronting life's hardships,

problems, and the negative feelings that these hardships provoke.

Psychology and psychiatry are commonly used this concept at the beginning of the twentieth century when it was borrowed from engineering and physical studies when it was referring to (strain, pressure, and load). This concept was borrowed by psychology at the beginning of the twentieth century when it was separated from philosophy and proved its independence as a science with its own method. It was also used in mental health and psychiatry when he studied the effect of unpleasant physical and emotional changes resulting from stress, frustration, and pressure (Nielsen et al., 2009). While strain refers to the state of pressure that an individual experiences and groans from, which expresses itself in feeling tired and is expressed by the individual in terms as afraid, anxious, tense, apprehensive, tense, and etc (Lim et al., 2011).

There are various types of stress according to the current psychological stress, which is the result of a specific situation, and if control over it becomes effective, the expected psychological stress is related to taking an exam for example, and this type of stress becomes dangerous when it is given importance. It is called shock, where the individual finds himself in a situation that threatens him, and he cannot prevent it (Markman et al., 2013).

Chronic psychological stress came because of debilitating events that accumulate over time, and there is a type of stress called post-traumatic stress disorder, which is the most dangerous type of stress. This leads to the person remaining irritable in the ordinary moments of his life in general.

Sources of psychological stress for students are known as the internal and external causes that lead to different types of stress. These sources are academic problems among students that appear in the academic burdens such as course, exams, and evaluation difficulties stress. In addition, focusing on academic aspects, neglecting activities, practicing hobbies, competition between learners, and teaching methods where many teachers and professors follow the method of indoctrination of knowledge and neglect to allow the student to participate and make discussions that result in response dullness and mind wandering. Also, the causes of stress among university students are the relationship between colleagues, bullying among them, and the worsening of violent incidents, in addition to the fact that many educators deal in a manner that is not appropriate for the university student (Colmar et al., 2019).

Markman et al. (2013) pointed out many symptoms that occur because of psychological stress. Psychological effects that appear in low self-esteem, lack of self-confidence, control of obsessive and irrational thoughts, in addition to excessive sensitivity. Physiological effects that represented in sleep changes, fatigue, digestion, nausea, vomiting, diarrhoea, loss of sex drive, fainting, sweating, numbness, palpitations. Behavioral effect that appears in loss of concentration, difficulty in making decisions, poor memory.

While psychological and social adjustment is a continuous process that deals with the relationship of behavior with the social and natural environment with change and modification until a balance occurs between the individual and his environment, and this balance ensures the satisfaction of the individual's needs (Braun and Clarke, 2006). The psychological and social adjustment includes four dimensions.

1. Personal (self) Adjustment that includes happiness with oneself, confidence in it, a sense of its value, self-satisfaction, the satisfaction of primary, organic, physiological, secondary innate and acquired internal motives and needs, inner peace, and a sense of freedom in planning goals and striving to achieve them, directing behavior, confronting and solving personal problems, and changing environmental conditions for the better.
2. Social Adjustment includes happiness with others, commitment to the ethics of society, keeping pace with social norms, compliance with the rules of social control, acceptance of social change, acceptance of social change, sound social interaction, and work for the good of the group and marital happiness.
3. The emotional adjustment that appears in the person's awareness of the situation's different aspects and then linking these aspects with his motives, experiences, and previous experiences of success and failure. It helps him to identify and determine the type of response that agrees with the requirements of the current situation and allows him to adapt his response appropriately to his environment, and the positive contribution that leads him to feel a state of contentment and happiness.
4. Health Adjustment is the ability to resist various diseases and the stress associated with these diseases and knowing their nature to deal with them allows the practice of life normally by following appropriate health methods.

Adjustment is a life-long dynamic process in the sense that it is not a one-off, evolving, changing, moving process as long as life continues, but rather it is continuous and definitively (Braun and Clarke, 2006). Adjustment is a necessity imposed by the individual confronting an environment, whether it is a society, work, shelter, clothing, and drink, materials to satisfy human needs such as food and feeling, having children, forming a family, establishing social relationships, or a profession, and so on. Society has its rules regulating the use of these materials and submission to the laws imposed by the environment, which must be complied with according to its principles, norms, and habits, through which it can satisfy its social adjustment (Caplin, 1969).

Among the conditions of psychological adjustment is that the individual knows himself and the extent of his capabilities and abilities, as his desires and ambitions are commensurate with those

abilities and capabilities to be achieved easily (Ahn and Baek, 2012).

2. Literature review

Cheema et al. (2021) identified the most used strategies for dealing with psychological stress among Qatar University students, which are gender, academic level, cumulative average, specialization, nationality, and the impact of these variables on strategies for dealing with psychological stress. This study was based on the stress tolerance scale as a means of collecting data. It was applied to a sample of Qatar University students that included 370 students from different university faculties chosen randomly. The most important result was that the most common methods used by students are positive thinking, resorting to God, and emotional venting. The study tools (coping with psychological stress and adjustment scales) were applied and analyzed statistically. The study concluded that psychological stress among the study sample is high, and psychological adjustment is low. The study also found an inverse correlation between psychological stress, the impact of the Corona pandemic, and the psychological adjustment among the study sample.

Mahmoud et al. (2012) examined the relative importance of coping style, life satisfaction, and selected demographics in predicting undergraduates' depression, anxiety, and stress. A total of 508 full-time undergraduate students aged 18–24 years completed the study. They found that reducing maladaptive coping behaviors may have the most positive impact on reducing depression, anxiety, and stress in this population.

Al-Azizi (2018) identified psychological stress and its relationship to social adjustment among university students returning from abroad. The study followed the survey method and was applied to a random sample of university students returning from abroad consisting of 50 students. This study was based on the study tool (questionnaire) to obtain the necessary data, and after statistical treatment, the results concluded that the religious support method is the most common, and the general result on the psychological adjustment scale is due to the cultural and social differences of the external environment.

Yahya (2014) conducted a study aimed at identifying psychological and social adjustment and its relationship to academic achievement among students of the Psychology Department at Al-Sudan University of Science and Technology. The study also aimed to know the relationship between psychological and social adjustment to undergraduate students' academic achievement and to know the differences in the psychological and social adjustment level according to the gender variable among university students, and This study was based on the descriptive-correlative method. The study sample consisted of 40 male and female students at Al-Sudan University of Science and Technology who were chosen randomly and reached

the following results: There are no differences in psychological and social adjustment and academic achievement according to gender variable.

In conclusion, the literature review represents an intellectual and cognitive accumulation that the researcher benefited from in the relationship between it and the current study in several aspects. The current study was distinguished in its handling of the topic at hand, confronting stress and psychological adjustment with the impact of the Corona pandemic among the students in the Education faculty at Majmaah University, the researcher hopes to provide material and scientific recommendations benefit from what this study can find.

3. Research methodology

The current research relied on the correlative descriptive method, as it is one of the most important scientific research methods, and it is the most widely used in social studies, through which it is possible to know the degree of relationship between the variables.

3.1. The research community

The research community was represented in the kindergarten department, at the Faculty of Education, Majmaah University. There are approximately 343 female students.

3.2. The research sample

The research sample consisted of 106 female students' kindergarten department, at the Faculty of Education, Majmaah University. They were randomly selected and filled out via the Internet.

Table 1 shows the distribution of the sample members according to the semester variable where the percentage of excellence in the sample represented 57.5%, followed by a very good percentage of 32.1% while the percentage of goods reached 10.4%.

Table 1: The frequent distribution of the study sample members according to the semester rate variable

semester rate	No.	Percentage
Good	11	10.4
Very good	34	32.1
Excellent	61	57.5
Total	106	100.0

3.3. The research tools

The research tools included the coping with psychological stress 23 phrases and the social adjustment scale 21 phrases.

3.4. Validity of questionnaire

Validity means the ability of the tool to implement the objectives for which it was designed,

and the researcher relied on knowing the extent of the questionnaire validity on the apparent validity (arbitrators' validity) of who expressed their opinions in the two scales.

3.5. Reliability and validity of scales

To determine the stability of the scale's total score in its final form in the current research

community, the researcher applied the two equations of Alpha Cronbach and the half-segmentation method to the initial sample data. The results of this procedure showed the results presented in Table 2. Table 2 shows that the correlation coefficients of all items have a strong to medium correlation and are statistically significant at the level of 0.05.

Table 2: The correlation coefficients of the items with the total score on the scale through the exploratory study (n=20)

Coping with psychological stress scale				Psychological and social adjustment scale			
Item	Co.	Item	Co.	Item	Co.	Item	Co.
1	.342	14	.756	1	.437	14	.498
2	.481	15	.689	2	.694	15	.725
3	.496	16	.664	3	.291	16	.113
4	.575	17	.194	4	.595	17	.442
5	.408	18	.745	5	.437	18	.202
6	.410	19	.625	6	.392	19	.557
7	.197	20	.622	7	.343	20	.585
8	.199	21	.445	8	.694	21	.197
9	.569			9	.400		
10	.237			10	.577		
11	.470			11	.519		
12	.620			12	.476		
13				13	.401		

Table 3 shows the results of Cronbach's alpha test for the two scales of coping with stress and the scale of Psychological and social adjustment in reliability and validity.

Table 3: Cronbach's alpha test for the two scales

No.	Scale	Reliability	Validity
1	Coping with stress	0.88	0.93
2	Psychological and social adjustment	0.89	0.94

4. Discussions

The first hypothesis is to find out whether the level of ability to cope with stress in female students' kindergarten department, at the Faculty of Education, Majmaah University is high. This research

was based on the t-test for the answers of the sample members.

It is clear from Table 4 that the hypothesis of the ability level to cope with stress concerning the Corona pandemic was tested among female students of kindergarten students in the Education Faculty. The result of this hypothesis showed a high ability level to cope with stress according to the (T-Test) results where the test value was 5.166 below the freedom degree 105 and the statistical significance value=p-value (0.000). Therefore, the alternative hypothesis was accepted that states (the level of ability to cope with stress concerning the Corona pandemic among female students' kindergarten department, at the Faculty of Education, Majmaah University is high.

Table 4: The test (T-Test)

Descriptive statistics			Test results (one-sample test)				Result
Sample no.	Hypothesis average	Mean	Standard deviation	T-test degree	Freedom degree	Significance level	
106	2	2.2	0.4	5.1	105	0.000	Statistical significance

The researcher attributes this result to the fact that the natural response of a normal person is to avoid sources of stress, and we live in reality full of stresses that leads us to confront it with avoidance because the jurisprudential rule says, "Avoiding adversity takes precedence over bringing benefits." Folkman (2013) saw that stress leaves negative, destructive, and threatening effects on human life and happiness that leads to loss of self, psychological burnout, and physical exhaustion that pushes the person to withdraw, avoid, and inability to confront and bear stress. Some people believe that withdrawal, avoidance behavior, and inability to confront are all effects resulting from exposure to

psychological stress and that the avoidance method is the most effective in coping with stress.

The researcher believes that coping with stress act as the driver of positive behavior for the individual in his relationship with himself and the surrounding environment, and they are necessary for his growth in the various fields of life, social, economic, educational, and the student's success in obtaining information from various sources increases her awareness of life. Providing it to the student will lead to her success in life and then her psychological and social adjustment, which is an essential aspect of perceiving, improving, and elevating life.

The researcher also believes that there is temporary stress surrounding the individual for a short period, and then this stress is related to a sudden situation, is removed from other temporary stress whose impact does not last long. Such stress doesn't harm the individual unless the stressor is more difficult than the individual to bear, and it occurs in severely stressful situations.

The researcher believes that the community of Majmaah University is usually a large and open society. The students can move around to get the appropriate service for them wherever they are found and take advantage of the counseling programs and training courses for female students offered by the university. The presence of the pandemic affected the student's movement, as the student knows that this pandemic will pass after a while, making her use methods to confront this stress, leading to a feeling of success and confidence in her abilities and capabilities, and this is the essence of the adjustment.

It was agreed with [Shahmohammadi \(2011\)](#) that the methods of positive confrontation are in the first rank, as well as with [Gourounti et al. \(2012\)](#) that the

most common methods used by students are positive thinking, and emotional venting, but the researcher differed with the study of [Mokdad \(2005\)](#) that teachers of the three educational stages suffer from stress sources.

The second hypothesis is to find out if the psychological and social adjustment level is high among female students' kindergarten department, at the Faculty of Education, Majmaah University during COVID-19. A t-test was used for the answers of the sample members to determine the level of social adjustment.

It is clear from [Table 5](#) that the level of social adjustment for female kindergarten students in the Education faculty was tested. The result of this hypothesis showed a high level of adjustment according to the results of the T-test where the test value reached 18,514 under the degree of freedom 105 which is statistically significant= p -value (0.000). Therefore, the alternative hypothesis was accepted that states (the level of social adjustment among female students' kindergarten department, at the Faculty of Education, Majmaah University is high.

Table 5: T-test to determine the level of social adjustment

Descriptive statistics		Test results (one-sample test)			Result	
Sample no.	Hypothesis average	Mean	Standard deviation	T-test degree	Freedom degree	Significance level
106	2	2.6	0.3	18.5	105	0.000

Statistical significance

[Hammad \(2021\)](#) pointed out that the behavior of individuals depends on their abilities, their frame of reference for behavior, and their skills in bearing stressful life events. Their personality style when dealing with any crisis they face in daily life events, and the way they use the means and methods to confront these events and overcome their psychological and physical negative effects.

The researcher believes that adjustment is the method by which a person becomes more efficient with the environment, that is, the satisfaction of the acquired secondary needs learned from the environment. These are social and psychological needs necessary for the adjustment process between the individual and his environment to fulfill the need.

The result agreed with [Hammad \(2021\)](#) that the academic adjustment of secondary school students in the state is high. It differed from [Blachman et al. \(1994\)](#) that preschool teachers' psychological and social adjustment is characterized by low.

The third hypothesis is to find out if there is a statistically significant correlation between the ability to cope with stress and the psychological and social adjustment among female students' kindergarten department, at the Faculty of Education, Majmaah University.

[Table 6](#) shows that the value of the Pearson correlation coefficient was 0.61** which is considered an average correlation and it is statistically significant at the level of significance (0.01) where it reached a significance value (000.0).

This indicates the existence of a statistically significant correlation between the two variables.

Table 6: Pearson's test to find out the relationship between stress and social adjustment

Variable	Sample	The psychological and social adjustment		
		Correlation	Significance	Result
Stress	106	0.61**	0.000	Significant

** : Significant at the 1% significance level

The researcher attributed the result of this hypothesis to the fact that psychological and social adjustment is part of the general adjustment. It was found that the psychological and social adjustment among the female students' kindergarten department, at the Faculty of Education, Majmaah University is high, which leads us to the hypothesis of a relationship between coping with stress and psychological and social adjustment.

The person of this era lives under stress in all its forms, so our era has been called the stress era. On this topic, we direct a sincere invitation to that the person can see what he has, and what is upon him, to start from now on reforming what can be fixed and stopping the attrition by resorting to the method that suits his psychological and personal condition before he reaches a state of collapse ([Houts et al., 2006](#)).

[Lin and Yusoff \(2013\)](#) found that The prevalence of psychological distress among high school students in Melaka was high. Special care is made during the examination period. The teachers must take a

leading role to assess the students and accordingly coping strategy be devised to address the stress.

The response varies from one person to another, and the continuity of exposure to stressful situations negatively affects the individual's psychological and physical aspects.

Stress is linked to external factors, and psychological and social adjustment calls for its achievement by external and internal factors that generate that direct relationship between facing stress and psychological and social adjustment. It is based on one of the psychological principles which is the principle of fulfilling the needs that, if satisfied, contributed to the achievement of each other.

The Fourth hypothesis is to find out if there is a statistically significant correlation between the ability to cope with stress following the Corona pandemic and the semester average among female students' kindergarten department, at the Faculty of Education, Majmaah University.

Table 7 shows that the value of the Pearson correlation coefficient was 0.04** which is considered a weak correlation value and it is not statistically significant at the level of significance (0.05) where the significance value reached 68.0 which indicates that there is no statistically significant correlation between the two variables.

Table 7: Pearson's test to find out the relationship between the semester rate and stress following the Corona pandemic

Variable	Sample	Semester rate		Result
		Correlation	significance	
Coping with Stress	106	0.04**	0.68	Non-significant

** : Significant at the 5% significance level

The researcher attributes this result to the fact that the youth stage is an important age stage, as it is characterized by anxiety about the future since young people worldwide have their demands and psychological, physical, social, and spiritual needs that must be satisfied. It is familiar and is considered one of the signs of mental health, as the individual, through his relentless effort to adapt to the environment, is exposed to a lot of stress that makes him feel anxious about the future and the fears and threats that affects the psychological status of the individual. This creates the ability to persevere, endure hardships, increase motivation, and raise their level of academic achievement for them. Students realize that the university environment represents security for them and contributes to achieving a sufficient degree of psychological and social satisfaction for their various needs in terms of relationships with professors and colleagues. The presence of elements of attraction and suspense in the college leads to the expansion of their perceptions, their horizons, and thinking of solutions and exits to these pressures, and this creates the ability to persevere, bear hardships, increase motivation, and raise the level of their academic achievement higher.

The study results agreed with Elias et al. (2011) that showed a statistically significant correlation between stress and academic achievement among the sample members and a positive statistically significant correlation between the students' scores in academic achievement and their scores in the adjustment field. It showed no statistically significant differences between the degrees of psychological and social adjustment among female students and the academic level.

5. Conclusion

This research aimed to investigate the ability to cope with stress and the psychological and social adjustment level, estimate the relationship between the ability to cope with stress and the psychological and social adjustment, and between the ability to cope with stress and the semester rate. It relied on the correlative descriptive method. The research sample consisted of 106 female students' kindergarten department, at the Faculty of Education, Majmaah University. They were randomly selected.

The most important results were: The ability to cope with stress following the Corona pandemic among female students' kindergarten department, at the Faculty of Education, Majmaah University is high. Also, the psychological and social adjustment level among female students' kindergarten department, at the Faculty of Education, Majmaah University following the Corona pandemic is high.

There is a positive correlation between the ability to cope with stress and the psychological and social adjustment among female students' kindergarten department, at the Faculty of Education, Majmaah University. In addition, there is a statistically significant correlation between the ability to cope with stress following the Corona pandemic and the semester rate among female students' kindergarten department, at the Faculty of Education, Majmaah University.

The following can be recommended based on this research:

1. Increasing attention to female university students and providing all kinds of possible support to manage the stress they may be exposed to that may affect their psychological and social adjustment.
2. Paying attention to lectures and seminars dealing with psychological and emotional disorders in different age groups.
3. Paying attention to preventive awareness programs for female university students derived from the Islamic religious culture enjoyed by Saudi society instills optimism and hope in them and helps them resist frustrations and problems that may encounter.
4. Providing comfort by providing a variety of services that satisfy the needs of female university students.

Some suggestions can be found based on this research as follows:

1. Conducting similar studies to find out the psychological adjustment extent among the female university student at Majmaah in the light of some psychological and demographic variables that were not addressed in the current study.
2. Carry out a similar study to this current study in one of the other specifications at the university.
3. Psychological adjustment and its relationship to personality factors among Riyadh female students in the Education faculty at Majmaah University.
4. Studying the impact of the religious dimension on psychological adjustment and reducing psychological stress among female university students.

Compliance with ethical standards

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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