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Number of Stressors, Self-construal, Personality Dimensions, and Education Level as
Predictors of Resilience Among the Lebanese Adults

Nour W. Khoury

A thesis submitted to the Faculty of Social and Behavioral Sciences in partial fulfillment of
the requirements for the Master of Arts in Clinical Psychology at Haigazian University

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Number of Stressors, Self-construal, Personality Dimensions, and Education Level as Predictors
of Resilience Among Lebanese Adults

By Nour Khoury

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Date: 18/7/2022

Signature of Thesis Committee Chairperson

Hamine Hout

Date: 18/7/2022

Signature of Thesis Committee Member

Vartan Agopian

Date: 18/7/2022

Signature of Thesis Committee Member

Ahlan Klailat

Haigazian University

July 2022

DEDICATION

The thesis is dedicated to all the Lebanese who never ceased to find sparks of hope amidst their misery. May our dreams for a brighter Lebanon, someday, come true.

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Abstract

The purpose of the study was to investigate the role of education level, self-construal, and personality dimensions, namely, the relational SC and neuroticism, as predictors of resilience among the Lebanese. It also addressed the role of the number of stressors that the Lebanese have experienced between 2019 and 2021, including the economic crisis, the COVID-19 pandemic, and the Beirut blast, in suppressing the relationship between resilience and the three predictors. A convenience and purposeful sampling was done, and 126 Lebanese adults, aged 18 years and above, who have been residing in Lebanon for the past two years, participated in the study. The cross-sectional survey consisted of the International Personality Item Pool (IPIP-50), the Sixfold Self-Construal Scale (SSCS), the Connor-Davidson Resilience Scale (CD-RISC-25), and a socio-demographic sheet that included questions about the education level and the different stressors. The results showed that our hypothesis was only partially met, as emotional stability, the inverse of neuroticism, was a positive predictor of resilience, whereas education and relational SC were not. Also, in contrary to the hypothesis, the number of stressors did not act as a suppressor, but strengthened the predictive relationship between education level and resilience. We concluded that having a personality characterized by emotional stability helped the Lebanese cope better with adversities, and when exposed to a high number of stressors, a higher education level contributed positively to resilience. The findings have implications on a clinical, individual, and governmental levels. Future studies are needed to further explore the Lebanese's cultural orientation and self-construal, in order to understand its connection with resilience.

Keywords: resilience, self-construal, personality dimensions, education, stressors, Beirut blast, COVID-19 pandemic.

Number of Stressors, Self-construal, Personality Dimensions, and Education Level as Predictors of Resilience Among the Lebanese

Since 2019, Lebanon has been struggling with a political instability, a series of protests, an economic crisis, and the COVID-19 pandemic. On August 4, 2020, a tremendous explosion occurred at the port of Beirut adding a final blow to the Lebanese population. The blast resulted in the deaths of over 150 people, injured more than 6,000 people, and destroyed the houses of an estimate of 300,000 people (“Public Health Round-Up,” 2020). The event was traumatizing for children, adults, and elderly, and as psychiatrist Ahmad Hankir said, “the psychological effects of the explosion in Beirut will not end once the dust settles” (Farran, 2020). But more than a year after the blast, the dust did not settle, on the contrary, the situation aggravated. By August 2021, the Lebanese Pound had lost around 90% of its value, doubling the number of people living under the poverty line. Power outages all over the country are exceeding 22 hours per day, and the fuel and medicine shortages show serious consequences on hospitals and the entire health care system (Mourani & Ghreichi, 2021).

When individuals suffer emotionally and/or physically due to stressful and traumatic events, such as the Lebanese people in the recent years, they try to search for ways to help them cope. With time, many of these people adapt to different situations that are considered stressful and life-changing, which can be partly explained under the concept of resilience (Southwick et al., 2014).

Resilience is an individual’s ability to cope or bounce back from adversity (Vella & Pai, 2019). However, the chronicity and severity of adversity is important to take into consideration as higher exposure is associated with worse adaptive function (Masten & Wright, 2010). In other terms, resilience decreases as people face more stressors. In a recent study by Ye et al. (2020) on a sample of 7,800 college students in China, participants with higher levels of COVID-19 stressful experiences reported lower levels of resilience and were

more likely to have higher levels of maladaptive coping strategies and acute stress disorder (ASD) symptoms. Fernandez et al. (2020) found that among 1,160 Chilean survivors of the 2010 earthquake/tsunami, who are primary care attendees over the age of 15, enduring multiple stressors or threatening experiences pre-disaster increases vulnerability to psychiatric disorders post-disaster, as opposed to developing more resilience as they had hypothesized.

The construct of resilience is still being thoroughly studied as it is attributed to various variables. Individual differences, situational, contextual, and sociodemographic factors can serve as predictors for resilience (Bonanno et al., 2007; Grossman, 2014). For instance, research has found that there is a positive relationship between resilience and each of the personality dimensions of the five-factor model: neuroticism, agreeableness, conscientiousness, openness, and extraversion (Grossman, 2014). Sociodemographic variables can also play a role in predicting resilience, as education. Bonanno et. al (2007) used data gathered from New York City after the terrorist attack of September 11, 2001 and found that, when mixed with other demographic variables, education was inversely related to resilience. In contrast, when analyzed on its own, it showed a positive association with resilience. Hence it is important to explore this unclear relationship further, especially that in Lebanon, only 54.9% of the population aged 25 and older has reached, yet not necessarily achieved, a secondary level of education (UNESCO Institute for Statistics, 2019). In addition, as Ungar (2013) argues, the concept of culture should be incorporated in the definition of resilience and crucial protective factors relating to culture should be identified. Lebanon is a multi-cultural country, and his classification on the individualism-collectivism scale is uncertain, as some authors argue that it tugs more towards collectivism, while others report that it pulls more towards individualism (Ayyash-Abdo, 2001; Sasso, 2020). Collectivism in a society refers to the priority given to the group in which people are integrated, like in some

Eastern countries, and in contrast, individualism refers to the importance given to the person as the ties between people are loose, like in some Western countries (Hofstede, 2011). For instance, individualists are expected to look after themselves and their immediate families only, and tend to prioritize their own needs and goals above others, whereas collectivists are born into strong cohesive groups such as extended families, in which loyalty and harmony is always maintained. These people are ready to sacrifice their personal interests for the need of others, such as canceling their own plans to take care of an ill grandparent.

Markus and Kitayama (1991) connected individualism and collectivism with the concept of self. They proposed that Western individuals hold an independent self-construal or view of the self, that emphasizes separateness and each person's unique attributes, whereas Eastern individuals have an interdependent self-construal that stresses on connectedness and social relationships. According to Harb and Smith (2008), who expanded on the self-construal conceptualization to have a horizontal and vertical dimensions, reflecting egalitarian and hierarchical values respectively, the Lebanese seem to fall in the middle between the Western (the British) and Eastern (the Syrians and Jordanians) in terms of their self-construal profile. In a study conducted on trauma survivors from three different cultures, America (Western), Mainland China (Eastern), and Hong Kong (Eastern-Western), researchers found that American participants had a higher resilience capacity than the Mainland and Hong Kong participants. Also, independent self-construal was found to significantly mediate the relationship between culture and resilience capacity, but interdependent self-construal did not show any mediating effect. In other words, people from Western cultures have an individual-centered concept of self which plays a more important role in promoting their capacity to cope with traumatic events than having a relationship-centered concept of self like the Eastern cultures (Zheng et al., 2020).

Rationale

The word “resilience” has been frequently linked with the Lebanese population over the years, yet, to the best of my knowledge, no study has been conducted to understand what contributes to this resiliency. And, based on the literature review, most of the research done in other Western and Eastern countries examine patterns of association between resilience and culture in terms of individualism and collectivism, rather than self-construal as proposed in this study. Thus, this study provides insight on a relationship that has not been sufficiently explored previously, particularly in Lebanon. Moreover, lack of education has been consistently studied as a risk factor for individuals following a trauma, but investigating the inverse, higher education level as a predictor for resilience, has been limited (Bonanno et al., 2007). Furthermore, although several studies revealed a relationship between the Big Five personality dimensions and resilience, none were conducted on the Lebanese (Oshio et al., 2018). Therefore, the present study adds to the body of knowledge in the literature on this topic.

Since Lebanon is in the midst of a crisis that is affecting all Lebanese citizens, the current research helps determine the predictors of resilience of the Lebanese, taking into account different variables, personal, situational, and contextual, such as their own personality traits, cultural orientation, and education. Thus, the study is needed not only to fill a gap in the literature, but also to recognize the factors that have been helping the Lebanese cope with the various heavy adversities that they have faced and are still facing to this date.

Purpose and Research Question

The purpose of this study was to understand the relationship between resilience and the stressful life events that the Lebanese have experienced for the past two years, including the economic crisis, the pandemic, and the blast. More specifically, the study investigated the role of self-construal, education level, and personality dimensions, in particular the Big Five

traits, as predictors of resilience among the Lebanese adults, aged 18 years old and above. The study focused on the relationship between resilience and each of these variables respectively. Also, it addressed if the relationship between the three predictors and resilience is weaker at different levels of the suppressor variable, i.e. number of stressors. Hence, the following two research questions:

- 1- How do personality dimensions, as per the Big Five model, education level, and self-construal predict resilience among the Lebanese?
- 2- How does the number of stressors affect the relationship between a) personality dimensions and resilience, b) education level and resilience, and c) self-construal and resilience?

Significance of the Study

In a country where mental health is considered a stigma, addressing it is needed to alleviate the sufferings of the population in this crisis. The NGO Embrace who offers a Suicide Prevention Hotline reported that the calls tripled in 2020 compared to 2019 due to the multiple stressful factors. Thus, it is crucial to provide mental health services to the Lebanese (Mourani & Ghreichi, 2021). However, when mental health professionals work with people who have been exposed to stressful and traumatic events, it is important that intervention strategies are aligned with the individuals' own traits, self-view, and demographics, in order to avoid further distress and result in better outcomes. Understanding the contribution of those variables to the degree of resilience of Lebanese population, will help tailor more effective therapeutic interventions. Moreover, the study can have implications on a governmental level as it can serve as an incentive for the Ministry of Education, NGOs, and other actors to invest more in the education system, especially public institutions, and make it more accessible to a higher number of people. On an individual level, the findings of the study can motivate the Lebanese to reinforce or alter their view of the self in relation to the

Lebanese society, and consequently focus on creating the type of social connections that will help them cope better with the difficulties they are facing. Finally, the study gives additional information for other researchers who want to further investigate the long-term consequences of the crisis on the Lebanese, and even compare it with the resilience of other populations residing in Lebanon, such as refugees and migrants.

Chapter 2

Literature Review

Lebanon

Demographics and History

Lebanon is a 10,452km² country situated in the Arab region in Asia, on the eastern Mediterranean shore. It is a small country, bordered by Syria from the north and east, and by Occupied Palestine from the south. As of 2020, Lebanon's population is about 4.5 million, including Palestinians and Armenians, but there has been no official population consensus since 1932. In addition, there are over 1.5 million Syrian refugees residing in Lebanon. The dominant religions in the country are Muslims (57.7%), including mainly Sunni and Shi'a, Christians (36.2%), and Druze (5.2%), and there are over 18 sects (Minority Rights Group, 2020). The official language is Arabic, but students in Lebanon usually learn a second or a third language, thus French and English are the other frequently used languages (Ayyash-Abdo, 2001). Over the years, many civilizations have passed through Lebanon and have occupied it, including the Romans, Crusaders, Ottomans, and French, which affected and shaped the country's political and societal culture (Lahoud, 2008). Essentially, Lebanon inherited the Mediterranean cultures of the Phoenicians, Greeks, and Arabs. On September 1, 1920, the formation of Greater Lebanon was proclaimed. During the French mandate which formally began in 1923, education, communications, and public utilities were improved, and Beirut, the capital, became a trade center with surrounding countries. Lebanon declared its independence in 1943 after it has been colonized by France for more than two decades, yet many well-established institutions, whether educational, political, or economic, were left behind by the French. The mixture of various languages, religions, and socioeconomic groups that accumulated over the years, resulted in Lebanon's diverse culture. From 1975 till 1990, the civil war broke in Lebanon and the internal and external conflicts were characterized by

kidnapping, killing, torturing and barricades on the streets, random shelling, and displacements, which was exacerbated by Syria's involvement and the 1982 Israeli invasion. In 2005, former prime minister Rafic Hariri was assassinated in an explosion in Beirut. In July 2006, Lebanon was again under air and land attack from Israel during the warfare with Hezbollah (Lebanese Shi'ite militant group and political party) resulting in the deaths of over thousands of people. Year after year, turbulent political events were constantly occurring and the situation in the country was persistently going downhill, from increased corruption, socioeconomic pressures, government mismanagement, and security tensions (Barnet et al., 2020).

Protests and Economic Crisis

In October 2019, wildfire broke and ravaged villages, and days later, the Lebanese took to the streets in anti-government protests and demonstrations over the political and economic dysfunction, which led to the cabinet's resignation. However, the protests continued since most of the figures who ruled Lebanon for decades stayed in power. A new cabinet was formed in January 2020 but there was little change in response to the demands of the population (Barnet et al., 2020). Since then, the economy has been in recession, and unfortunately, the economic hardships coincided with the COVID-19 pandemic. The Lebanese Pound that was stable at 1,507LBP to 1USD ever since 1997, lost 90% of its value, reaching 23,000LBP for the dollar on the black market. In addition, the Lebanese found themselves unable to access their USD savings in the banks, and the hyperinflation of prices with the lifting of subsidies left many people struggling to provide their basic needs. There is a shortage in food, fuel, medication, and even oxygen supply in hospitals, which made some Lebanese report that the situation is worse than the experiences of the 15-year civil war (Abouzeid et al., 2021).

Beirut Blast

On the afternoon of 4th of August 2020, a fire erupted in the port of Beirut, Lebanon, in Warehouse 12, in which ammonium nitrate was stored. At 5:55 pm, a team of firefighters were set off to put out the fire that could be seen through many videos posted on social media. At around 6:07 pm, an explosion was heard, and a big cloud of smoke as well as firework crackers emerged. A few seconds later, a second explosion occurred, sending a huge orange-red mushroom cloud over the city, which was even heard from Cyprus, 240 kilometers away. Seismologists at the United States Geological Survey declared that the blast was equivalent to an earthquake with a 3.3 magnitude. Other than the damaged buildings, houses, and hospitals, the hundreds of people who died, the thousands that were injured, and the hundred thousand that were displaced, the blast left many more individuals with psychological wounds and trauma (BBC News, 2020). Psychiatrist Hussein Najem said that “there are some people who think what has not happened in 15 years of civil war happened in three seconds”. For around three weeks after the blast, thousands of volunteers from all over Lebanon, hit the streets and houses of the affected areas, equipped with shovels and brooms to clear wreckage, clean the shattered glasses, and fix broken doors.

Coronavirus Disease (COVID-19)

On February 21, 2021, Lebanon documented its first case of COVID-19, and a month later, the government declared the country under total lockdown in hopes of containing the outbreak. The strategy was successful at first, but all efforts to contain the spread went in vain after the blast as social distancing and other measures were abandoned, causing a surge in the number of daily cases. The situation worsened by early 2021 after easing the restrictions to boost the economy during the holidays through the return of the expatriates. The number of daily cases was the highest in the Eastern Mediterranean region and there was a record daily death toll, but due to the relatively high cost and accessibility of the PCR tests,

the statistics might not reflect the true virus distribution. In February 2021, the COVID-19 vaccination campaign began (Abouzeid et al., 2021), and as of October 2021, around 19.5% of the Lebanese population has been fully vaccinated (Ritchie et al., 2020).

It is common to hear the Lebanese being described as resilient, a reputation that they earned by enduring the long list of challenges for years and years. Even Dorothy C. Shea, the ambassador of the United States of America in Beirut, declared in her Independence Day speech that "like the Lebanese, we are a resilient people, we face challenges head-on, and we continue to grow, adapt, and learn." However, in a study using the 1996 Detroit Area Survey of Trauma, exposure to two, three, or previous traumatic events was associated with higher risk of PTSD (Breslau et al., 1999). In addition, Vanderbilt-Adriance and Shaw (2008) conducted a thorough literature review and showed that prevalence of resilience is low in the context of high levels of risk. Also, in a longitudinal study on a U.S. national sample, people with more lifetime adversity reported higher distress, posttraumatic stress, functional impairment, and lower life satisfaction, thus lower resilience. More specifically, a U-shaped quadratic relationship was found, which indicated that people with a history of low lifetime adversity reported better outcomes than those with who experienced either zero or high adversity (Seery et al., 2010). Therefore, after this overview of Lebanon's demographics and history, taking into account the cultural diversity and the hardships that the Lebanese have survived as well as the current political and economic situations, it seemed important to investigate how these recent multiple events have affected the resilience levels of the Lebanese and which predictors of Lebanese resilience, from a personality, educational, and cultural context, could be identified.

Resilience

During recent years, interest and research on resilience has increased not only in different areas of psychology, but also in other related disciplines, including psychiatry, child

development, anthropology, and neuroscience (Southwick et al., 2014). Resilience is considered a polysemous construct. Nevertheless, there are some commonalities between the definitions of resilience, including the “ability to bounce back” and the “capacity to overcome adversity” (Salisu & Hashim, 2017). Studies show an association between resilience and life stressors encountered. For instance, Bonanno et al. (2007) found in their 9/11 study that individuals who have been exposed to a recent life stressor were more likely to be resilient than those who haven’t, yet those exposed to two or more life stressors were less resilient. Grossman (2014) identified two approaches to resilience in his meta-analytic study: the situational approach which emphasizes contextual factors that help individuals cope after hardships, and the individual differences approach which considers resilience as a personality trait, innate and stable over time. Debate over which conceptualization is best to describe resilience still stands (Vella & Pai, 2019), but Grossman (2014) proposed that both approaches influence resilience, and in the International Society for Traumatic Stress Studies presentation, Southwick et al. (2014) stressed that determinants of resilience differ from one person to another based on multiple variables such as the environmental context as well as personality. Hence, in this paper, we will identify predictors of resilience from both situational and dispositional stances. The first proposed theoretical framework is that the recent stressful events in Lebanon, mainly the economic collapse, the COVID-19 pandemic, and the Beirut blast, affected the Lebanese’s resilience (see Figure 1). The second proposed theoretical framework is that situational factors, i.e. education, and self-construal, and individual factors, i.e. personality dimensions, predicted resilience among the Lebanese (see Figure 2). The third one is that the number of stressors suppresses or enhances the relationship between the three other predictors and resilience respectively (see Figure 3).

Figure 1

Proposed Theoretical Framework of Stressful Events in Lebanon and Resilience

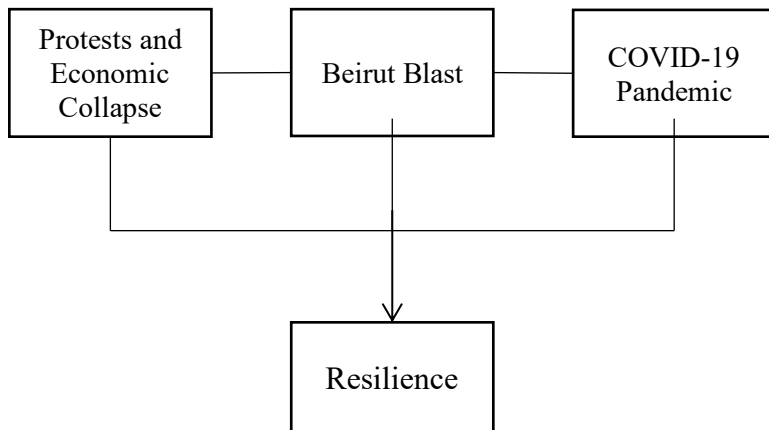


Figure 2

Proposed Theoretical Framework of Predictors of Resilience

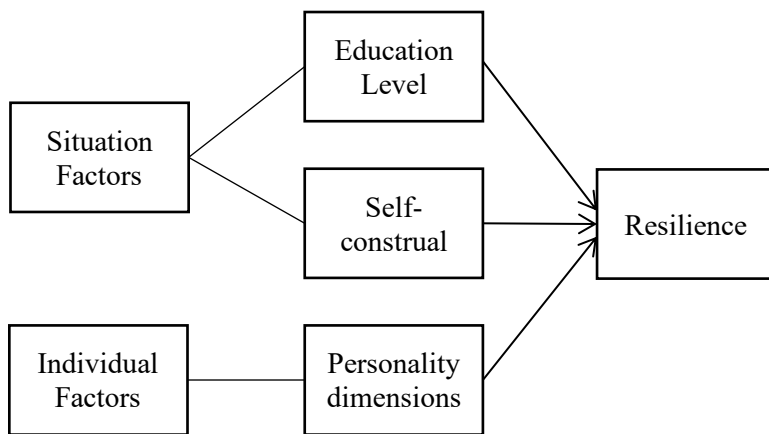
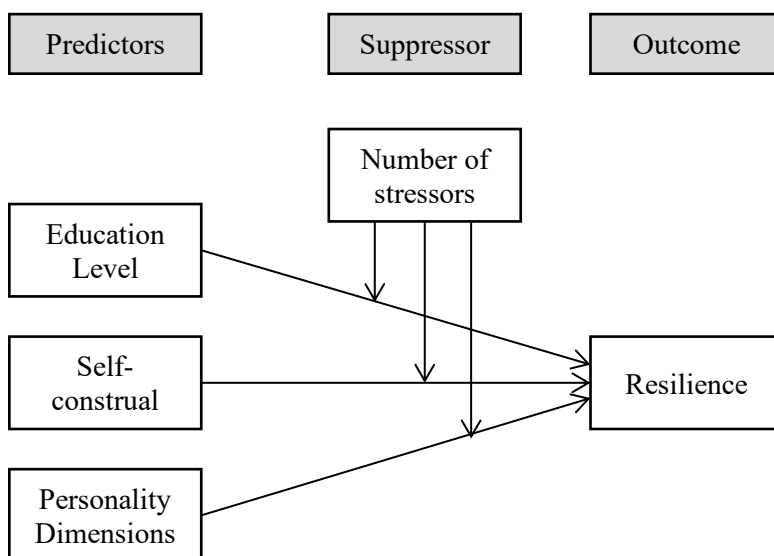


Figure 3

Proposed Theoretical Framework of Predictive Relationship with Suppressor Variable



Education

Both situational and contextual factors in an individual's life can promote positive outcomes to adversity. Those protective factors that promote resilience have been identified in relation to the individuals' sociodemographic attributes, their school, their family, and their environment (Tayara, 2013). There is evidence that education and resilience are positively correlated, with education measured by the highest grade or level attained (Bonanno et al., 2007; Frankenberg et al., 2013; Li et al., 2012). In Brewin et al.'s (2000) meta-analytic study of risk factors for posttraumatic stress disorder (PTSD) in adults who were exposed to trauma, lack of education among other demographic factors was one of the predictors. In a study conducted on the resilience of adults after the Wenchuan earthquake in 2008, researchers found that the higher the education level, the higher the resilience level (Li et al., 2012). After the 2004 Indian Ocean tsunami, education's protective effect was limited in terms of the immediate impact of the tsunami on adults, but following those adults for five years, the better educated showed more rapid decline in Post-traumatic Stress Reactivity (PTSR) and were more likely to receive mental health counseling, hence they were in better psychosocial health. They also did better in terms of housing and financial adjustment. In sum, evidence suggested that people with higher education, compared with the less educated, were more successful at adapting to the changes in their lives after the disaster, as they were capable of having more access to resources whether before the tsunami or after it, and thus were more resilient. For instance, they were able to move to private homes instead of camps and to better manage their spending in comparison with the less educated (Frankenberg et al., 2013). A recent study in Switzerland on the predictors of resilience towards the COVID-19 pandemic showed a strong positive association between higher education attainment and resilience (Ferreira et al., 2020). Surprisingly, when Bonanno et al. (2007) were studying the predictors of resilience after the September 11 terrorist attack, they found that when other

socio-demographics, exposure, life stress, and resources were statistically controlled for, participants who had a college education were less resilient than participants who had not completed a high school education. In fact, the finding was the first in the literature to show that education might hamper a person's adjustment to trauma, and they were opposite to the findings of the same researchers in a 2006 study with the same sample (Bonanno et al., 2006). Bonanno et al. (2007) concluded that they could not decide on an explanation based on their data. In the context of Lebanon, it is important to note that the economic collapse, COVID-19, and Beirut explosion impacted the less educated and the better educated. Yet still, taking into account most of the studies in the literature, people who are more educated tend to be more resilient in the aftermath of traumatic events, as it brings knowledge to adults, better resources, and even mental development (Li et al., 2012). Therefore, it was hypothesized in the current study that higher education level predicts higher resilience levels among the Lebanese after the multiple stressors that they faced during the past two years.

Culture and Self-construal

Ungar (2013) argues that much of the research on resilience stems from Western samples where a focus on individual qualities is more prevalent, and thus, may fail to detect the potential for culture to act as a protective factor, which has been shown to have important impact on resilience. Social scientists define culture in many controversial ways, but there is a wide consensus between most researchers that culture consists of shared cognitions, beliefs, evaluations, communications, and actions, among a group people who share a geographic location, a history, and a language (Triandis, 1996). Hofstede (2011) described cultural variations in a model comprised of six dimensions, and proposed that a country differs from another through a score on each of the following dimensions: power distance, uncertainty avoidance, individualism versus collectivism, masculinity versus femininity, long-term versus short-term orientation, and indulgence versus restraint. In general, the individualism

versus collectivism dimension seemed to be the most significant cultural difference, and it represented the extent of the integration of people into groups in their society. On one side, individualism refers to the cultures in which people put themselves or their immediate families first, while their ties to others are loose. On the other side, collectivism refers to the cultures in which cohesiveness between larger groups is strong (Hofstede, 2011). Triandis (2001) noted that people in the same culture might vary in the extent to which they adopt the values that describe their country, hence individualism and collectivism could not only be studied on a national level, but also on an individual level by linking it to the self, which then was referred to as independent self-construal and the interdependent self-construal (Markus & Kitayama, 1991). Markus and Kitayama (1991) distinguished between these opposing views of the self that can influence an individual's emotion, cognition, and motivation. The independent construal was based on the Western cultures' focus on one's independency and uniqueness, for whom the main reference of behaviors is one's own inner attributes, including cognitions, actions, and feelings, rather than those of others. Hence, the primary aspect of the independent self-construal is conceptualizing oneself as autonomous or independent. In comparison, the interdependent self-construal was based on the non-Western cultures' emphasis on one's connection with others, for whom the primary reference of behaviors is the perception of the attributes or cognitions, feelings, and actions of others. Harb and Smith (2008) relied on more recent conceptual developments of the self, such as self-categorization theories, and linked them with Markus and Kitayama's (1991) theory to propose four levels of inclusiveness for self-representations. First, the personal self, situated at the individual level, is similar to the independent self-construal of the Westerns. Second, the relational self is understood through dyadic interpersonal relationships, such as the family interactions. Third, the collective self is construed by integrating the norms and attributes of larger in-groups. The relational and collective selves are differentiated by the size of the

group and the level of intimacy between its members, as well as by their emphasis on hierarchy (vertical) and equality (horizontal). For example, a friends' group is relational-horizontal whereas a political group is collective-vertical because the latter is larger, less intimate, and has hierarchical values. Fourth, in the humanity level, the self is interpreted as belonging to the human species which is different from any other living organisms. This level surpasses the relational and collective self and rather relies on universal values.

In the current research, self-construal in the context of resilience is assessed because the way people conceptualize trauma and the proper resilience response is determined by the individualistic or collectivistic attitudes that they identify with (Buse et al., 2013). For example, after a traumatic event, the interdependent self may engage less in avoidant behaviors because engaging with other people in the environment and carrying out social obligations are prominent features of who they are (Jayawickreme et al., 2012). However, the relationship between self-construal and resilience is still controversial. Resilience capacity in trauma survivors from Hong Kong, Mainland China, and America, was associated with independent self-construal, thus it was proposed that after a trauma, most people deal and cope with its aftermath alone in their daily lives, although they might receive support from their social relationships (Zheng et al., 2020). In contrast, West (2016) found a link between interdependent self-construal and psychological resilience through self-compassion. In a study conducted on a multinational sample of trauma-exposed participants from 19 countries, assessed using the Stressful Life Events Screening Questionnaire-Revised (SLESQ-R), with the majority being from the United States (48.5%) and Asian countries (33.5%), higher levels of resilience were endorsed despite the high levels of trauma. The ones who identified as Asians in terms of race and ethnicity, scored significantly higher on resilience scales in comparison to other participants who identified as Black, White, Multiracial, or Hispanics, hence mainly Americans, even when ethnic identity and spiritual coping were accounted for

(Raghavan & Sandanapitchai, 2019). Thus, knowing that Americans and Asians are opposite in terms of independent and interdependent self-construal, this finding might be interpreted in reference to collectivistic attitudes held by Asians. According to the results of the study conducted by Harb and Smith (2008) using the Sixfold Self-Construal scale, the Lebanese endorse mostly personal and relational-horizontal self-construal. They scored higher than the Syrians and the Jordanians, but not as much as the United Kingdom sample (Harb & Smith, 2008). However, the Lebanese sample was composed of students from the American University of Beirut (AUB), thus not representative of the whole population. There is no other information on the self-construal of the Lebanese, but some exist regarding their cultural orientation. For instance, a study conducted on Lebanese university students found that 27.9% of the participants were individualistic, whereas 67.3% were collectivistic. However, this finding cannot be generalized to the population because religious differences were present: Christians were found to have more individualistic tendencies compared to the Muslims and Druze, and only 37.5% of the participants were Christians (Ayyash-Abdo, 2001). In a comparative study of the managerial values in the greater Middle East (GME), managers in Lebanon showed higher individualism scores and lower collectivism scores than most of the other GME countries (Ralston et al., 2012). Those opposing findings highlight the gap or the ambiguity in the literature regarding the relationship between self-construal and resilience. During the countrywide protests of October 17, 2019, a million people were collectively motivated to take the streets with no reference to a political party, and directly after the Beirut blast, the Lebanese supported each other regardless of their individual backgrounds, which emphasized the strength of their collective relationships. Yet, collective self-construal are not proposed to predict resilience on the long run after the multiple disasters, perhaps only directly after each event, because of the various sociopolitical issues that might avert them from adapting to their changed situation; whereas the ones who viewed

themselves as part of a smaller groups like family and friends, might have been better able to overcome this hardship. In fact, despite the demands of the population, there is still no justice for the Beirut blast victims, and not only prices skyrocketed, but people spend their days waiting in line for hours at gas stations, enduring electricity blackouts in the midst of the summer heat, searching one pharmacy after another for their medicines that are missing from every shelf, all of which make some people lose faith in the political parties and religious figures, and rely on their close circle for support. Therefore, it was hypothesized that having a relational self-construal is a predictor of resilience among the Lebanese.

Personality Dimensions

The five-factor model (FFM) of personality, often referred to as the Big Five, is the most popular model in personality research and it has been cross-culturally replicable. The five personality domains are extraversion, agreeableness, openness, conscientiousness, and neuroticism. Extraverted people are more social, enthusiastic, and assertive than reserved and quiet. Agreeable people are more empathetic and cooperative than critical and antagonistic. Open individuals are curious, novel, and experimental, rather than conventional or have a narrow range of interest. Conscientious people are more organized and task orderly than negligent and unreliable. Finally, neurotic individuals are more anxious, irritable, and unstable, than calm and composed (Soto & Jackson, 2013). Grossman (2014) found that resilience was positively correlated to each trait of the five-factor model, but it was highly associated with openness to experience and neuroticism, the latter being on the opposite end of emotional stability. People who score high on neuroticism have lower self-esteem, more negative affect as well as symptoms of anxiety and depression (Friborg et al., 2005). However, the highest correlation was with conscientiousness, i.e. being disciplined, organized, and unimpulsive. In addition, Milojev et al. (2014) conducted a study on the New Zealand residents before and after the Christchurch earthquakes of 2010-2011 to examine the

changes in personality resilience. They found no changes except for a decrease in Emotional Stability among the people who were affected by the disaster. Furthermore, in a recent meta-analytic research of resilience and the Big Five personality traits using 30 studies, resilience revealed negative correlations with neuroticism and positive correlations with the rest of the four personality traits, yet the highest associations were with conscientiousness, neuroticism, and extraversion (Oshio et al., 2018). Consistent with these findings, a study on Slovene adults during the COVID-19 pandemic found that neuroticism was, by far, the strongest predictor of diminished resilience between all the Big Five (Zager Kocjan et al., 2021). Those personality dimensions can be studied in the context of the Lebanese population because Zeinoun et al. (2017) developed an Arab Levant Personality model that revealed that five of their seven personality factors overlapped with agreeableness, emotional stability, conscientiousness, extraversion, and intellect. The Arab Levant Personality Model was not used in this study because it still needed to be further tested and replicated. Hence, in this study, it was hypothesized that emotional stability (opposite of neuroticism) is the highest personality predictor of resilience among the Lebanese.

Current Research

The current study was conducted on the Lebanese adult men and women who have been affected by the multiple stressful and traumatic events that occurred in the past two years, including the economic crisis, the coronavirus pandemic, and Beirut explosion, to better understand the factors that predicted their ability to cope with and overcome the adversity that they faced. It was first hypothesized that the Lebanese adults exposed to compound stressors, i.e. more than one, have lower resilience scores than the ones exposed to only one stressful event. For example, a man was infected by COVID-19 and whose house was destroyed in the Beirut blast was hypothesized to be less resilient than a man who was only infected by the virus. Second, based on the review of the literature on the relationship

between education, self-construal, and personality dimensions and resilience, it was hypothesized that the better educated Lebanese adults who hold a relational self-construal and are low on neuroticism will show more resilience than others. More specifically, and after having accounted for the age and sex, the investigated hypotheses were the following:

Hypothesis 1: Each of the relational self-construal and education level positively predicts resilience, whereas neuroticism negatively predicts resilience.

Hypothesis 2: Number of stressors suppresses the positive relationship between relational self-construal and resilience.

Hypothesis 3: Number of stressors suppresses the positive relationship between education level and resilience.

Hypothesis 4: Number of stressors enhances the negative relationship between neuroticism and resilience.

Chapter 3

Methods

Participants

The target population that the study was conducted on are adult Lebanese men and women aged 18 years old and above who have been residing in Lebanon for the past two years (2019-2021). Convenience and purposeful sampling was used including snowballing. The survey was distributed in person and on a social platform, i.e. WhatsApp, to be filled by the Lebanese people who fit the profile and were interested in completing the survey; they were also asked to share it with other people they know. A hierarchical multiple regression analysis was used to test the four predictors of resilience while controlling for the two variables age and gender. To obtain a small effect size ($R^2=.02$), the ideal sample size was expected to be 667 participants ($\alpha=.5$ and $\text{power}=.80$). However, due to the current situation of the country, with the COVID-19 pandemic, the electricity cuts, the security concerns, as well as the limited resources possessed, it was predicted that the desired sample size was difficult to reach. With a medium effect size ($R^2=.13$), the sample size required would have been 98 participants. Therefore, we aimed for a sample size that ranged between 98 and 667, and we were able to achieve a total sample of 126 participants in total.

Ethical Considerations

The survey included a written consent form on the first page that explained the purpose of the study, its benefits, and confidentiality. Surveys in which a question was not answered or skipped was considered incomplete and discarded from the sample. To preserve anonymity, the participants were not requested to enter their name, but a number ID was be automatically given to each survey filled. Also, to ensure privacy, participants were able to complete the survey alone as it was online and the only people who had access to the raw data were the researchers. To prevent and reduce harm to participants, a debriefing form was

available at the end of the survey that included the helpline number of Embrace Lifeline, which participants can call to seek psychological and emotional support in case they experienced any negative feelings, flashbacks, or any other form of distress as they completed the survey. The study was reviewed and approved by the Social and Behavioral Sciences (SBS) ethics committee at Haigazian University.

Study Design

The research was a nonexperimental quantitative cross-sectional survey design. The survey was online and on paper, self-administered, and available in Arabic and English. It took the participants approximately 20 to 30 minutes to complete. The convenience and purposeful sampling method as well as snowballing was applied because random sampling was not feasible given the lack of access to the Lebanese population as a sampling frame. Therefore, it was more efficient to send the link of the survey over WhatsApp and request people's participation or hand over the hard copy in person. However, it was important to acknowledge that since convenience sampling is a nonrandom method, the sample's representativeness was not guaranteed and error could arise because only the interested people participated.

Instruments

The questionnaire battery included the purpose of the study with the inclusion criteria (see Appendix A) and the consent form (see Appendix B). Then, the participants proceeded to the measures of personality dimensions, self-construal, and resilience (see Appendix C) and lastly to the sociodemographic sheet that included questions about the exposure to a number of stressors and education level (see Appendix D).

Socio-demographics and Education

The sociodemographic questionnaire (SDQ) that the participants completed at the end of the survey contained a question about age and nominal scales about the following

variables: gender, nationality, address, marital status, and highest achieved education level. As education was explored in terms of the highest attainment, the education levels were divided as depicted by the Ministry of Education and Higher Education of Lebanon (MEHE): no school, primary school (grade 1 to 6), intermediate school (grade 7 to 9), secondary school (grade 10 to 12) or technical/vocational, undergraduate level, graduate level, and postgraduate level (Loo & Magaziner, 2017). In a second part, there were questions related to current employment status and occupation. As for the unemployed people, they had to be precise if they lost their job after 2019 or not (knowing that the economic crisis started in 2019). Also, there was a question about COVID-19 exposure and its effect (e.g. being infected, did the symptoms require hospitalization, relative/friend died from COVID-19, etc.). Finally, a question about whether the participants were affected by the Beirut blast with different levels of exposure (e.g. physical injury, friend/relative killed, loss of possessions, etc.)

Personality Dimensions

The International Personality Item Pool (IPIP) is originally in English and made of a pool of items that measure the Big-Five factors of Neuroticism, Agreeableness, Conscientiousness, Openness, and Extraversion (Goldberg, 1992). The IPIP 100 has been widely used in research and was validated in the Arabic language (Abdullatif, 2005). Zeinoun et al. (2017) wanted to use the 50-item inventory in their study on a sample of adults in Lebanon, Syria, Jordan, and the West Bank, so they selected the items initially developed by Goldberg (1992) and used the back-translation method to create an Arabic version. Based on Zeinoun et al. (2017)'s sample, the internal consistency of the IPIP scale was comparable to the English version, except for Extraversion and Openness. Alpha coefficient were .80 for Agreeableness, .86 for Emotional Stability, .79 for Conscientiousness, .68 for Extraversion, and .67 for Intellect (vs. .87 and .84 for the last two in the English version). Therefore, the

IPIP 50-item inventory in English and Arabic (Goldberg, 1992; Zeinoun et al., 2017) was the most suitable scale for this research and thus used to assess personality dimensions. The participants had to respond to self-descriptive statements using a 5-point Likert scale with anchors from “very inaccurate” to “very accurate”.

Self-construal

The Sixfold Self-Construal Scale (Harb & Smith, 2008) that was already developed in English and Arabic was used to measure self-construal. The scale is a 30-item questionnaire developed by Harb and Smith (2008) and inspired by Markus and Kitayama’s (1991) proposition on the construction of the self. It was designed to measure subcategories of self-construal on four levels of inclusiveness: the personal self, the relational and collective self that depend on the size and intimacy of the group with which the self is connected, and vary on vertical and horizontal dimensions, i.e. whether they highlight hierarchy or equality. Lastly, the scale measures the humanity-bound self-construal that determines the level of connectedness to each of the six mentioned groups. The scale’s reliability and validity were tested in different samples from Lebanon, Syria, Jordan, and the United Kingdom. In the Lebanese sample, the coefficients varied between .73 and .87 and there was good criterion concurrent validity as the scale correlated highly with equivalent measures of the subscales. The participants had to respond to the items on a 5-point Likert scale with anchors from “to a very small extent” to “to a very large extent” (Harb & Smith, 2008) and all six subscales were to be assessed.

Resilience

The Connor-Davidson Resilience Scale (CD-RISC) was used to measure the participants’ level of psychological resilience after requesting the authors’ permission. The CD-RISC is an English self-report composed of 25 items and measures five factors. The first factor is personal competence, high standards, and tenacity. The second factor is trust in

one's instincts. The third factor is tolerance of negative affect, and strengthening effects of stress. The fourth factor is related to control and the fifth corresponds to spiritual influences. Nevertheless, the study assesses the association between resilience as a whole and the other variables, instead of looking at each factor alone. Although there are many resilience scales like the Ego Resiliency Scale (ERS), Brief Resiliency Scale (BRS), or the Resilience Scale for Adults (RSA), the CD-RISC scale was used because it has clear reference values, takes into consideration both personal and situation factors, and has the most adequate internal consistency (Cronbach's $\alpha = .89$), test-retest reliability, convergent and discriminant validity (Connor & Davidson, 2003). The Arabic version of the CD-RISC translated by Toma et al. (2017) was also available. The translation method used was independent forward-translation and reconciliation, then independent back-translation and reconciliation, and finally cognitive testing. The participants had to respond to the CD-RISC items on a 5-point Likert scale with anchors from "not true at all" to "true nearly all of the time" and the total score ranged from zero to 100, with greater scores mirroring greater resilience (Connor & Davidson, 2003).

Procedure

Pilot Study

After obtaining approval from the SBS Committee at Haigazian University, the questionnaires were pilot tested with a convenience sample of 20 participants contacted via WhatsApp, all of whom were Lebanese adults above 18 years old. 17 completed the English version, whereas only 3 completed the Arabic version. The purpose was to determine the feasibility of the study, to confirm the construct validity and reliability of the scales (Cronbach's alpha coefficient) using the Statistical Package for the Social Sciences version 23 (SPSS) software, and to detect any potential issues by testing and asking the participants whether the questionnaire's instructions are clear and appropriate, if the length of the survey was adequate, if there were any gaps in the Arabic translation. This pilot study was to shed

light on any subtle factors influencing the study in order to address them prior to the actual data collection. After obtaining feedback from the participants, three statements in the IPIP-50 scale in the English version were found to have been repeatedly misunderstood. Thus, the phrasing was changed in the main study from “I seldom feel blue” to “I rarely feel sad”, “I shrink my duties” to “I avoid my duties”, and “I often feel blue” to “I often feel sad”. No other changes were found necessary. The results of the pilot study showed acceptable and good internal consistency and reliability for the English and Arabic versions combined. The IPIP-50 had a Cronbach alpha of 0.622, the SSCS had a Cronbach alpha of 0.885, and the CD-RISC-25 had a Cronbach alpha of 0.881.

Main Study

The main study was cross-sectional, thus the recruitment process took place during a short period of time, i.e. around two months. The participants were invited to complete the survey through the social platform WhatsApp and the online tool used, PsyToolkit, saved the participants' answers in the database directly after completion. For the in-person survey, the researcher shared copies of the survey with people she already knew, whether at their house or work place, and they distributed it to other people whom they knew fit the profile, then handed it back to the researcher. Then the answers were entered manually on the database. All participants were capable of completing the questionnaire at any place and any time. The scales were not counterbalanced as it was proposed in the methodology for technical reasons related to the online tool. Hence, the lack of control for order effects was accepted as a limitation to the study. Finally, the analyses of the results were conducted using the Statistical Package for the Social Sciences version 23 (SPSS) software.

Chapter 4

Results

Statistical Analysis

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS 23). First, preliminary analyses were conducted which included checking for mis-entered data, missing value analysis, and reliability analysis. Second, descriptive statistics were carried out on the sample and the scales used. Third, normality was tested and a bivariate correlation analysis was conducted to establish the relationship between all independent and dependent variables. Finally, the hypotheses were tested using a hierarchical multiple regression analysis.

Missing value analysis

Missing value analysis was conducted on 126 participants. The analysis indicated no missing values except for the “Occupation” question, where a missing value indicated that the question was skipped because it was not applicable.

Reliability Analysis

The reliability coefficients were tested for each scale and subscale used. Cronbach’s alpha was generated on SPSS to confirm the internal consistency. For the International Personality Item Pool (IPIP-50) scale, the analysis yielded a Cronbach’s alpha of 0.763, which meant acceptable to good internal consistency. The subscales Extraversion and Openness/Intellect had comparable Cronbach’s alpha of 0.797 and 0.760 respectively. Agreeableness and Conscientiousness had acceptable internal consistency as their respective Cronbach’s alpha were 0.665 and 0.690. As for Emotional Stability, it had a good internal consistency as determined by a Cronbach’s alpha of 0.849. Moreover, the Sixfold Self-Construct Scale (SSCS) had high internal consistency (Cronbach’s alpha was 0.821), similar to its four subscales: Personal SC had a Cronbach’s alpha of 0.848, Relational SC had a

Cronbach's alpha of 0.826, Collective SC had a Cronbach's alpha of 0.843, and Humanity SC had a Cronbach's alpha of 0.825. Finally, the Connor-Davidson Resilience Scale (CD-RISC) had excellent internal consistency as it yielded a Cronbach's alpha of 0.901. Table 1 compares the Cronbach's Alphas of the scales and subscales in the literature with the ones of the current study.

Table 1

Previous and Current Cronbach's Alphas of the Various Scales and Subscales

Scales and Subscales	Previous Cronbach's Alpha	Current Cronbach's Alpha
IPIP-50		0.763
Extraversion	0.87	0.797
Agreeableness	0.80	0.665
Conscientiousness	0.79	0.690
Emotional Stability	0.86	0.849
Openness/Intellect	0.84	0.760
SSCS		0.821
Personal SC	0.73	0.848
Relational SC	0.81	0.826
Collective SC	0.87	0.843
Humanity SC	0.87	0.825
CD-RISC	0.89	0.901

Sample Characteristics and Demographics

Based on the sociodemographic questionnaire, out of 126 participants, 87 were female (69%), 37 were male (29%), and 2 described themselves as “other” (1.6%). 80.2% of the participants resided in Mount Lebanon area ($n = 101$), 15.1% in Beirut ($n = 19$), whereas the remaining 4.8% resided in the other areas of Lebanon (see Table 2). The differences are due to the convenience sampling and snowballing technique. 86% of participants were single whereas 35% were married or in a domestic partnership. Half of the participants had attained an undergraduate level of education (50%), followed by graduate level (40.5%), and the remaining 9.5% of the participants had completed other levels of education. The variable “number of stressors” was computed by adding up the dummy variables of COVID-19 and

Beirut blast, as well as the questions “unemployed-looking for work”, and “unemployed-lost job after 2019”.

Table 2

Sociodemographic characteristics of the participants

<i>Sample Characteristics</i>	<i>N</i>	<i>%</i>
Gender		
Male	37	29
Female	87	69
Other	2	1.6
Address		
Mount Lebanon	101	80.2
Beirut	19	15.1
Beqaa	3	2.4
Akkar	0	0
South Lebanon	1	0.8
North Lebanon	1	0.8
Baalbek-Hermel	0	0
Nabatiyeh	1	0.8
Marital status		
Married/domestic partnership	35	27.8
Divorced	3	2.4
Separated	0	0
Widowed	2	1.6
Single (never married)	86	68.3
Education level		
No school	1	0.8
Primary school (grade 1 to 6)	1	0.8
Intermediate school (grade 7 to 9)	0	0
Secondary school (grade 10 to 12) or technical/vocational	8	6.3
Undergraduate level (BA, BSc,..)	63	50.0
Graduate level (MA, MSc,..)	51	40.5
Postgraduate level (PhD,..)	2	1.6
Employment status		
Employed full-time	58	46.0
Employed part-time	13	10.3
Self-employed/freelance	21	16.7
Student	35	27.8
Unemployed-looking for work	17	13.5
Unemployed-not looking for work	5	4.0
Homemaker	13	10.3
Retired	0	0
Unemployed – lost job after 2019		
Yes	8	6.3
No	48	38.1
Occupation	50	39.7

Sociodemographic characteristics of the participants

<i>Sample Characteristics</i>	<i>N</i>	<i>%</i>
COVID-19		
I was never infected with COVID-19	41	32.5
I tested positive for COVID-19 but asymptomatic	13	10.3
I tested positive for COVID-19 with mild symptoms	59	46.8
I tested positive for COVID-19 with severe symptoms	14	11.1
A close relative/friend tested positive for COVID-19 and their symptoms required hospitalization	0	0
A close relative/friend tested positive for COVID-19 and passed away	20	15.9
Beirut blast		
I was not affected by the Beirut blast	21	16.7
I was emotionally affected - mildly	37	29.4
I was emotionally affected - moderately	60	47.6
I was emotionally affected - severely (which disrupted my daily functioning)	14	11.1
I was physically injured due to the Beirut blast	3	2.4
My possessions were lost/destroyed	8	6.3
A close relative/friend was physically injured	32	25.4
A close relative/friend died	10	7.9
I was involved in the rescue of victims	21	16.7

As for the ratio variable “age”, the inclusion criteria for completing the survey included to be above 18, thus the age range of participants was a minimum of 18 and a maximum of 87, with the majority aged more or less 30 years old ($M = 30.44$) (see Table 3).

Table 3*Descriptive of age*

	<i>N</i>	<i>M</i>	<i>SD</i>
Age	126	30.44	12.054
Min	18		
Max	87		

Scale descriptive

The means and standard deviations of the scales are provided in Table 4. Concerning outcome variable resilience (CD-RISC-25), the mean was 68.94, which shows that in general,

participants had high levels of resilience ($M = 68.94$, $SD = 13.58$). As for the personality dimensions (IPIP-50), participants had above average levels on all five traits, but extraversion ($M = 31.71$, $SD = 3.75$), agreeableness ($M = 33.18$, $SD = 3.20$), and conscientiousness ($M = 31.26$, $SD = 3.93$), were slightly more agreed on than emotional stability ($M = 30.83$, $SD = 5.73$), and openness/intellect ($M = 28.05$, $SD = 5.73$). As for the self-construal scales, the items “family” and “friends” were combined to form the relational self-construal variable, the items “social grouping” and “students” formed the collective self-construal variable, the item “humanity in general” constituted the humanity self-construal variable, and the item “myself” constituted the personal self-construal variable (Harb & Smith, 2008). The participants were more likely to agree with the personal self-construal statements first, followed by the humanity self-construal, then the relational, and lastly the collective self-construal statements.

Table 4

Scale descriptive

	n	Min	Max	<i>M</i>	<i>SD</i>
Extraversion	126	24.00	43.00	31.71	3.75
Agreeableness	126	26.00	42.00	33.18	3.20
Conscientiousness	126	24.00	43.00	31.26	3.93
Emotional Stability	126	18.00	46.00	30.83	5.73
Openness/Intellect	126	19.00	35.00	28.05	3.48
Personal SC	126	10.00	25.00	20.37 (0.8)	3.54
Relational SC	126	17.00	47.00	30.81 (0.6)	5.63
Collective SC	126	10.00	43.00	29.64 (0.58)	6.78
Humanity SC	126	5.00	25.00	19.02 (0.76)	4.46
CD-RISC-25	126	7.00	98.00	68.94	13.58

Normality

The assumption of normality was tested by examining the z-scores of skewness for each variable (see Table 5). Variables with z-skewness above the absolute value of 1.96 were considered non-normal at $p < .05$ (Field, 2013). The variables Personal SC, Humanity SC, and CD-RISC-25 were skewed, as their z-scores were |3.23|, |4.26|, and |3.98| respectively, whereas all other variables were normally distributed. These results were confirmed with the

results of the Shapiro-Wilk test of normality (see Table 5). Therefore, the assumption of normality was not satisfied.

Table 5

Normality

Variable	Z-skewness	Shapiro-Wilk <i>p</i> -value
Extraversion	-1.34	.327
Agreeableness	-1.43	.054
Conscientiousness	.68	.094
Emotional Stability	.10	.400
Openness/Intellect	-.94	.116
Personal SC	-3.23	.000
Relational SC	-1.13	.069
Collective SC	-1.09	.175
Humanity SC	4.26	.000
CD-RISC-25	-3.98	.001

Correlation

Bivariate correlation analysis was run to test the hypotheses and assess for any correlations between the dependent variable “resilience” and the independent variables. Since the data are non-normal, Spearman’s Rho was used. Significant positive correlations at the 0.01 level (two-tailed) were found between resilience and emotional stability $r = .000013$, whereas a significant positive correlation was found at 0.05 level (two-tailed) relational self-construal $r = .024$. However, there was no correlation between resilience and the number of stressors $r = .512$, and education level $r = .659$ (see Table 6).

Table 6

Correlation Matrix between the Independent Variables and the Dependent Variable

		Emotional Stability	Relational SC	Education level	Number of stressors	Resilience (CD-RISC)
Emotional Stability	Correlation Coefficient	1.000				
	Sig. (2-tailed)	.				
Relational SC	Correlation Coefficient	.134	1.000			
	Sig. (2-tailed)	.134	.			
Education level	Correlation Coefficient	.098	-.064	1.000		
	Sig. (2-tailed)	.276	.476	.		

Correlation Matrix between the Independent Variables and the Dependent Variable

		Emotional Stability	Relational SC	Education level	Number of stressors	Resilience (CD-RISC)
Number of stressors	Correlation	-.090	.141	-.091	1.000	
	Coefficient Sig. (2-tailed)	.318	.115	.308	.	
Resilience (CD-RISC)	Correlation	.378**	.201*	.040	-.059	1.000
	Coefficient Sig. (2-tailed)	.000013	.024	.659	.512	.

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Hypotheses Testing

To test all four hypotheses, a hierarchical multiple regression analysis was conducted after centering the mean for the independent variables and computing the interaction variables. In the first bloc, the variables that needed to be controlled for were added: sex, age, marital status, and address. In the second bloc, the predictor or independent variables were included: education level, relational self-construal, emotional stability, and the number of stressors. In the third bloc, the interaction or moderating variables were included: the effect between number of stressors and all three other independent variables respectively.

Model summary

In the three models generated, the value of R^2 showed how much of the variability of the outcome is accounted for by the predictors (Field, 2013). Model 1 showed that 14.3% of the variance in resilience was explained by the scores of the controlled variables of sex, age, marital status, and address ($F(4,121) = 5.029, p = .001, R^2 = .143, R^2_{\text{Adjusted}} = .114$). Model 2 showed that when the predictor variables were added to the controlled variables, the scores accounted for 23.4% of the variance in resilience ($F(4,117) = 3.512, p = .010, R^2 = .234, \text{Adjusted } R^2 = .182$). In Model 3, when the moderators were added, the value of R^2 increased even more, showing that the interaction between the number of stressors and the other predictor variables explained 31.1% of the variance in resilience ($F(3,114) = 4.225, p = .007, R^2 = .311, \text{Adjusted } R^2 = .245$) (see Table 7).

Table 7*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.378 ^a	.143	.114	12.78060	.143	5.029	4	121	.001	
2	.484 ^b	.234	.182	12.28084	.092	3.512	4	117	.010	
3	.558 ^c	.311	.245	11.80260	.077	4.225	3	114	.007	1.968

a. Predictors: (Constant), Marital Status, Address, Sex, Age

b. Predictors: (Constant), Marital Status, Address, Sex, Age, Number of stressors, Emotional stability, Relational SC, Education level

c. Predictors: (Constant), Marital Status, Address, Sex, Age, Number of Stressors, Emotional stability, Relational SC, Education level, Emotional_X_Stressors, Relational_X_Stressors, Education_X_Stressors

d. Dependent Variable: CD-RISC

Outliers and Influential Cases

In ordinary samples, it is expected that 95% of cases have standardized residual within the range of -2 and 2. For our sample of 126 participants, it was reasonable to find no more than about 6 cases (5%) having standardized residuals outside the limit. Casewise diagnostics was used to identify the cases that lied above the limits. Table 8 shows that there are only 2 cases above the ± 2 limit, thus the results are acceptable. Since case 69 had a standardized residual of -4.705, which is greater than 3, there was concern that it might be influential, hence a case summaries with Cook's distance was done to investigate it further. All Cook's distance values were below 1, even case 69, therefore no case appeared to have an overall influence on the model.

Table 8*Casewise Diagnostics*

Case Number	Std. Residual	CD-RISC	Predicted Value	Residual
42	2.528	98.00	68.1582	29.84183
69	-4.705	7.00	62.5328	-55.53282

Note. Dependent Variable: CD-RISC

Assumptions

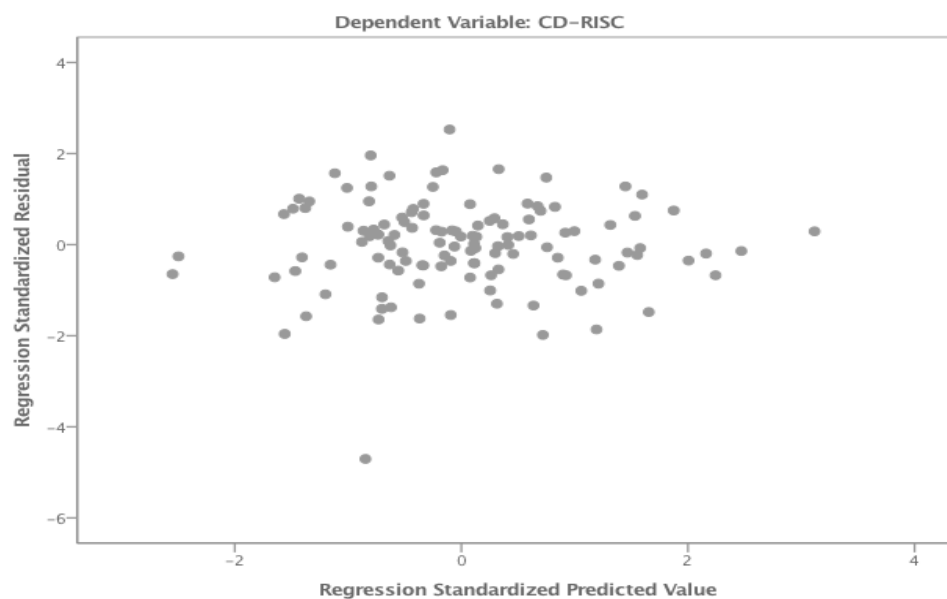
Independence of Errors. In order to test the assumptions of independent errors, the Durbin-Watson test was used. The result was 1.968 (see Table 7), which ranged between the limits of 1 and 3, thus the data were not autocorrelated.

Multicollinearity. Correlation between the predictors was checked and there were no significant values. $r > .7$. The Variance Inflation Factor (VIF) for all variables ranged between a minimum of 1.033 and a maximum of 2.043, whereas the tolerance is less than 1. These values indicated that there is no need for concern and the assumption of no multicollinearity is accepted.

Linearity and Homoscedasticity. Normal P-P plot of regression standardized residual showed that the points were close to the line. In addition, the scatterplot of the standardized residuals (ZRESID) against the standardized predicted values (ZPRED) of resilience (DV) showed that the points were scattered randomly (see Figure 4). Therefore, the assumption of linearity and homoscedasticity is met. Only one score was below -4 on the Y-axis which seems to represent case 69 identified previously.

Figure 4

Scatterplot of the Standardized Residuals Against the Standardized Predicted Values of Resilience



Hypothesis 1

Hypothesis one stated that each of the relational self-construal and education level will positively predict resilience, whereas neuroticism will negatively predict resilience. The beta values and significance in Table 9 indicated the individual contribution of each predictor to the model. Education level had a p -value of .678 ($\beta = .036$), and relational self-construal had a p -value of .205 ($\beta = .205$), thus both were not significant ($p > .05$). However, emotional stability, the opposite of neuroticism, was the only significant variable with a $p = .002$ at $p < .05$ ($\beta = .515$). Thus, as emotional stability increased by one unit, resilience increased by 0.515. In other terms, as neuroticism increased, resilience decreased. Therefore, hypothesis 1 was partially confirmed: neuroticism negatively predicts resilience (see Table 9).

Hypothesis 2

Hypothesis two stated that the number of stressors will suppress the positive relationship between relational self-construal and resilience. In model 3, the interaction effect between these two variables (Relational_X_Stressors) was not significant with a p -value of .196. However, the results showed a negative β -value ($\beta = -.112$), which meant that the relational SC presented a lower value as the number of stressors increased. But, since there was no significance, we concluded that the hypothesis two was not supported (see Table 9).

Hypothesis 3

Hypothesis three stated that the number of stressors will suppress the positive relationship between education level and resilience. In model 3, the interaction effect between these two variables (Education_X_Stressors) was significant with a p -value of .003 and a positive β -value of .270. The results indicated that the relationship between education and resilience was actually enhanced by the increase in the number of stressors, which was the opposite of the hypothesis (see Table 9).

Hypothesis 4

Hypothesis four stated that the number of stressors will enhance the negative relationship between neuroticism and resilience. In model 3, the interaction effect between the number of stressors and emotional stability (opposite of neuroticism) (Emotional_X_Stressors) was not significant with $p = .160$ and β -value of .119. Therefore, the hypothesis was not supported (see Table 9).

Table 9

Regression Coefficients of Resilience as the Dependent Variable

Model	Unstandardized Coefficients	Standard Error	Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
						Zero-order	Partial	Partial	Tolerance	VIF
1 (Constant)	94.333	8.000		11.791	.000					
Sex	-10.148	2.400	-.362	-4.228	.000	-.331	-.359	-.356	.968	1.033
Age	-.039	.125	-.035	-.314	.754	.015	-.029	-.026	.577	1.734
Address	-2.085	1.241	-.142	-1.680	.096	-.098	-.151	-.141	.985	1.015
Marital status	-1.040	.835	-.138	-1.245	.216	-.068	-.112	-.105	.574	1.743
2 (Constant)	91.117	7.982		11.415	.000					
Sex	-8.136	2.387	-.290	-3.408	.001	-.331	-.301	-.276	.904	1.106
Age	-.073	.129	-.065	-.567	.571	.015	-.052	-.046	.501	1.997
Address	-2.123	1.209	-.145	-1.756	.082	-.098	-.160	-.142	.958	1.043
Marital status	-.821	.844	-.109	-.974	.332	-.068	-.090	-.079	.519	1.926
Education level	.618	1.486	.036	.416	.678	.075	.038	.034	.861	1.162
Relational SC	.261	.205	.108	1.274	.205	.164	.117	.103	.907	1.103
Emotional stability	.515	.158	.278	3.248	.002	.349	.288	.263	.895	1.117
Number of Stressors	-.140	.871	-.014	-.161	.872	-.022	-.015	-.013	.904	1.106
3 (Constant)	86.108	7.901		10.899	.000					
Sex	-7.607	2.301	-.271	-3.306	.001	-.331	-.296	-.257	.899	1.113
Age	.022	.129	.019	.169	.866	.015	.016	.013	.463	2.162
Address	-2.139	1.177	-.146	-1.818	.072	-.098	-.168	-.141	.934	1.070
Marital status	-.269	.835	-.036	-.322	.748	-.068	-.030	-.025	.490	2.043
Education level	-.500	1.491	-.029	-.335	.738	.075	-.031	-.026	.791	1.265
Relational SC	.111	.207	.046	.535	.594	.164	.050	.042	.822	1.216
Emotional stability	.475	.153	.256	3.104	.002	.349	.279	.241	.887	1.127

Regression Coefficients of Resilience as the Dependent Variable

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta	T		Zero-order	Partial	Partial	Tolerance	VIF
Number of Stressors	.387	.878	.038	.441	.660	-.022	.041	.034	.821	1.218
Education_X_Stressors	4.122	1.368	.270	3.012	.003	.306	.272	.234	.751	1.332
Emotional_X_Stressors	.178	.126	.119	1.416	.160	.147	.131	.110	.858	1.166
Relational_X_Stressors	-.224	.172	-.112	-1.301	.196	-.089	-.121	-.101	.810	1.235

Note. Dependent Variable: CD-RISC

In conclusion, the results of the analysis indicated that hypothesis 1 and 3 were partially met whereas the others were rejected. Emotional stability was the only predictor of resilience and the number of stressors strengthened the relationship between education level and resilience instead of suppressing it as was hypothesized. Relational self-construal and education level were not significant predictors of resilience, and the number of stressors did not serve as a suppressor for the relationship between resilience and emotional stability and relational self-construal respectively. As for the controlled variables, sex was a significant negative predictor of resilience with a p -value of .001 and β -value of -.290. Therefore, being female is a negative predictor towards resilience.

Additional Findings

Although it is considered post-hoc analysis, it is interesting to mention that a hierarchical multiple regression analysis was conducted with the rest of the subscales of the IPIP-50 and the SSCS, and the findings showed that Openness/Intellect ($p = .002$), Conscientiousness ($p = .016$), Personal self-construal ($p = .027$), and Humanity self-construal ($p = .001$) were all positive predictors of resilience. Moreover, significant positive correlations at the 0.01 level (two-tailed) were found between resilience and conscientiousness $r = .001$, openness/intellect $r = .005$, and humanity $r = .00019$; whereas a

significant positive correlation was found at 0.05 level (two-tailed) with personal self-construal $r = .042$ (see Table 10). Furthermore, there was a significant difference ($p < 0.001$) in resilience between the means of the male ($n = 37, M = 75.68$) and female ($n = 87, M = 66.34$) participants.

Table 10

Correlation Matrix Between the Remaining Subscales and the Dependent Variable

		1	2	3	4	5	6	7	8
1	Correlation	1.000							
Extraversio	Coefficient								
n	Sig. (2-tailed)	.							
2	Correlation	.273**	1.000						
Agreeablen	Coefficient								
ess	Sig. (2-tailed)	.002	.						
3	Correlation	-.175*	.058	1.000					
Conscientio	Coefficient								
usness1	Sig. (2-tailed)	.050	.517	.					
4	Correlation	.120	.144	-.002	1.000				
Openness/ Intellect	Coefficient								
	Sig. (2-tailed)	.182	.108	.980	.				
5	Correlation	.080	.233**	.153	-.220*	1.000			
Personal	Coefficient								
SC	Sig. (2-tailed)	.375	.009	.087	.013	.			
6	Correlation	.229**	.281**	-.032	.197*	.067	1.000		
Collective	Coefficient								
SC	Sig. (2-tailed)	.010	.001	.720	.027	.459	.		
7	Correlation	.005	.114	.085	.322**	-.081	.067	1.000	
Humanity	Coefficient								
	Sig. (2-tailed)	.957	.205	.345	.00024	.368	.454	.	
8	Correlation	.005	.047	.305**	.250**	.181*	.092	.327**	1.000
Resilience	Coefficient								
CD-RISC	Sig. (2-tailed)	.957	.603	.001	.005	.042	.306	.00019	.

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Chapter 5

Discussion

The purpose of the study was to investigate the role of self-construal, education level, and personality dimensions, as predictors of resilience among the Lebanese. Another purpose was to address if the relationship between the three predictors and resilience would be weaker at different levels of the suppressor variable, i.e. number of stressors. In this chapter, the results previously reported are discussed and compared to other findings in the literature.

In this study, we hypothesized that relational self-construal and education level will positively predict resilience, whereas neuroticism will negatively predict resilience (hypothesis 1). In the IPIP-50 scale that was used, the factor emotional stability was computed instead of neuroticism (its opposite). Thus, instead of hypothesizing a negative prediction, a positive one was hypothesized with emotional stability.

The predictors of resilience were analyzed using a hierarchical multiple regression and the results showed that among the three predictors, only emotional stability was significant. The result was consistent with other findings in the literature. Gramzow et al. (2004) examined the relations between self-regulatory properties of personality including resilience, and the Big Five traits, and found that neuroticism was related to lower levels of resilience ($\beta = .50$ $p < .0001$). In a study conducted on a sample of Lebanese adolescents, emotional stability was correlated with resilience ($r = .26$, $p < .001$) (Abdo, 2013). In addition, a recent study on Spanish university students found that neuroticism was a negative predictor of resilience ($p < .01$) (de la Fuente et al., 2021). However, contrary to our fourth hypothesis, the number of stressors did not weaken the relationship between emotional stability and resilience; it had no effect at all. Other than the limitations of the study that are discussed below, it is difficult to explain these findings with the variables and results provided in this research, because a possible explanation could be related to the type of

coping that the emotionally stable individuals have been using. For example, they could be using avoidant coping strategies. In a recent study on the factors associated with the general well-being of the Lebanese, Sfeir et al. (2022) found that higher avoidant coping was correlated with higher general well-being levels, and Grossman (2014) established a positive link between resilience and well-being. Therefore, further investigations are needed to understand the results of this study.

As for education level, the results of hypothesis 1, which expected that education will positively predict resilience, were not supported. In other words, this indicated that education was not a significant predictor of resilience and this was, in fact, consistent with few studies in literature. In a study conducted on a sample of adults from an outpatient clinic in Norway, researchers were surprised to find that higher education level was not associated with higher resilience scores (Friborg et al., 2003). One explanation for the nonsignificant relationship between education and resilience could be that the hypothesis was tested using a hierarchical multiple regression analysis, assuming that the relationship between them is linear, when perhaps testing for a curvilinear relationship could have yielded more accurate results. In other terms, maybe more is not always better. People who have achieved a higher education level could be more resilient, but only to a certain point, before it becomes an obstacle for adapting to stressful life events. Another explanation could be that in the context of the events that happened in Lebanon for the past two years, the highly educated and the uneducated were, to some extent, affected the same. For instance, in the literature, higher education is explained to predict resilience because of the underlying resources that people have. For example, the better educated more likely possess better financial resources (Frankenberg et al., 2013). But unfortunately, due to the shortage of USD in the country and due to the depreciation of the Lebanese Lira, all of the Lebanese's USD savings, including the wealthy, became trapped in the banks, and their LBP savings became basically invaluable

(Abouzeid et al., 2021). Moreover, the better educated tend to have better social resources (Frankenberg et al., 2013). But for the past two years, Lebanon has witnessed a huge number of expatriates (163,661 between 2019 and 2021), especially among the highly educated who have more work opportunities (Keuchkerian, 2022), thus the availability of social assistance and support decreased and has probably deemed comparable to the less educated. However, surprisingly, when the number of stressors were added to investigate the effect of their interaction with education level (hypothesis 3), the predictive relationship between education and resilience became significant. This was contrary to what we hypothesized. It can be reasoned that the type of stressors measured in this study like the Beirut blast somehow obliged the highly educated people to turn to different kind of financial and social resources other than their usual ones in order to cope and adapt, which actually strengthened the relationship between education and resilience. For example, Lebanese students have been seeking mental health support through their universities (Kadi, 2021), an opportunity that the uneducated people might not have.

Moreover, the results of the study indicated that even though there is a significant correlation between the relational self-construal and resilience, there was not a significant predictive relationship (hypothesis 1), as we expected. Moreover, the interaction between the number of stressors and the relational SC on resilience was negative yet not significant as hypothesized (hypothesis 2). First, the findings showed that the sample endorsed primarily a personal self-construal, i.e. participants were more prone to construe themselves in terms of being a unique person separate from others than in terms of dyadic relationships with their family and friends. Markus and Kitayama (1991) explained that individuals with an interdependent self are in need of maintaining a connection with others and tend to focus more on people's desires and needs. In other words, people who hold a relational-self construal are concerned with maintaining their significant relationships with their family and

friends. However, perhaps we can assume that in order to survive the years of stressful events that the Lebanese have been enduring, they became more independent, focusing on their own needs and goals. In addition, for the ones who do hold a relational-self-construal, they are aware that the crisis in the country falls on their families and friends as well, thus they might prefer to keep to themselves and distance themselves in order to avoid burdening each other with problems and consequently compromise their relationships. Hence, they turned to other factors to keep or strengthen their resilience and cope with the adversities. Furthermore, since there was no predictive relationship between the relational SC and resilience to begin with, it is logical to find that the number of stressors did not have any moderating effect.

Additionally, the current sample had a mean score of 68.94 ($SD = 13.58$) on the CD-RISC-25, consistent with the scores of a recent study on Lebanese women ($M = 69.63$, $SD = 12.26$) (Bizri et al., 2022). In comparison to other populations, the score was lower than a US community sample ($M = 80.4$, $SD = 12.8$) and closer to a Chinese community sample ($M = 65.4$, $SD = 13.9$), which highlighted the cultural determinants of resilience (Jrt et al., 2022). Taking this notion into account, the resilience of the Lebanese could then be compared to the Americans instead of the Chinese because the findings showed that the sample scored higher on the personal SC (independent view of self), which, as mentioned in the literature review, tends to be adopted by the Americans rather than the Chinese. Consequently, it could be inferred that the participants have relatively low levels of resilience.

In conclusion, the findings of the study revealed that the Lebanese whose personality is characterized by remaining calm, contained, and less reactive to stressful stimuli, i.e. emotionally stable, tend to be more resilient, withstand adversities, and bounce back after a crisis better than the individuals who experience negative emotions and mood swings in response to the same stimuli. Surprisingly, the results showed that the education of the Lebanese, regardless of the level attained, did not play a role in predicting resilience and

helping people cope better with the stressful events, unless they were exposed to a higher number of stressors than others, whether related to the socioeconomic situation, the COVID-19, or the Beirut blast. In these cases, and only for the ones who had completed a higher level of education, a strong link was formed between education and resilience. However, for the Lebanese who held an emotionally stable personality, the number of stressors that they experienced had no effect on the already established strong link with resilience; it did not strengthen nor weaken it. Finally, in contrary to expectations, the cultural factors studied did not enhance the resilience of the Lebanese. People who identified themselves by their close circle of family and friends, and sought to nurture these relationships, did not actually have a greater capacity to endure hardships. Nevertheless, some connection was identified between the relational SC and resilience, which indicates that further research is warranted.

Clinical Implications

Farran (2021) explored mental health in Lebanon following the tragedies that the country witnessed from the economic collapse and the COVID-19 pandemic, to the Beirut blast. In the article, the importance of identifying factors that promote individual and community resilience is addressed as part of lessons learned from responses to previous adversities in Lebanon. Therefore, as the current study shed light on the predictors of resilience, from a personal and a cultural perspective, it could be used as a resource for public health action and relief efforts. Since emotional stability was found to predict resilience, interventions to promote it can be done. For example, on a community level, the Ministry of Public Health (MoPH) as well as other organizations could launch awareness campaigns on the risk factors of neuroticism as well as recommendations on low cost techniques to increase emotional stability, such as participating in physical exercise or stress management (Lahey, 2009). On an individual level, mental health professionals can screen for neuroticism among their patients and tailor their therapeutic interventions in a way to enhance emotional

stability, and consequently, resilience. The idea could be reinforced by the National Mental Health Program (NMHP) to incorporate it in their efforts to improve the mental health sector and services in Lebanon (Farran, 2021).

Moreover, the country's education system is deteriorating with the closure of the schools and universities due to the protests and strikes, followed by the pandemic, and with the challenges of remote learning, then the rise in tuition fees and the deflation in teachers' salaries (Bahous et al., 2022). Hence, the findings of the study emphasize, even more, the need for an action plan. As higher education was found to predict resilience when a higher number of stressors come in play, it is time for the Ministry of Education and other actors to stop neglecting the education sector and invest in it more.

Future Research

For future recommendations, researchers could try to replicate the study while adjusting for the limitations mentioned below. Also, it would be interesting to conduct a longitudinal study on the resilience of the Lebanese and follow a number of individuals for several years to see if their resilience would increase or decrease over time, especially that the situation in Lebanon is still uncertain and unpredictable. Furthermore, the results of the current study in regards to self-construal indicated that the Lebanese population is inclining more towards adopting personal self-construal rather than relational, and therefore further research is needed to identify the factors underlying their cultural attitudes and view of the self, and how they can contribute to resilience.

Another recommendation could be to explore the contribution of the independent variables to the different subscales of the CD-RISC, as well as to conduct further investigations on the additional findings mentioned earlier, particularly on the variables that appeared to significantly predict resilience.

Limitations

It is important to mention that the study had several limitations. First, the results could not be generalized to the population because the sampling method used was convenience and purposeful with snowballing, which affected the sample's demographics. Most of the participants were females residing in Mount Lebanon, who had attained at least an undergraduate level of education. In addition, the sample size was smaller than expected ($n = 126$) with a medium effect size, not a small one, due to low response rate. The recruitment of the sample was challenging because some reported that the questionnaire was too long and there were several uncompleted surveys which were directly eliminated from the data analysis. The time and length of the questionnaire may be a source of bias. Second, the English and Arabic questionnaires were combined due to the low number of participants who completed the Arabic version. Nonetheless, the scales were validated in Lebanon in both languages so it might not be a major limitation. Third, it was challenging to add a question related to the income in the demographics because of the economic crisis and the instability of the currency, as some Lebanese earn in LBP, some in fresh dollars, others in "lollars", etc., on top of the unpredictability of the black-market rate. Therefore, the variable "number of stressors" did not accurately reflect the economic difficulties of the sample. Lastly, the study included self-reports which may have resulted in participants answering in a socially desirable manner, or they may lack insight on their situation.

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Appendix A

Participant information letter

Dear Ms./Mr.

I am Nour Khoury, a student at Haigazian University from the Faculty of Social and Behavioral Sciences. I am currently carrying out a research study titled “Number of Stressors, Self-Construct, Personality Dimensions, and Education Level as Predictors of Resilience Among the Lebanese”, advised by Hanine Hout, Ed.D.

You are being asked to take part in this study since you are an adult Lebanese who have been in residing in Lebanon for the past two years (2019-2021).

Kindly read the below information to decide whether you would like to participate in this research study.

Purpose of the Research Project

The purpose of this study is to understand the relationship between resilience and the stressful life events that the Lebanese have experienced for the past two years, including the economic crisis, the pandemic, and the blast. More specifically, the study will investigate the role of self-construct, education level, and personality dimensions, in particular the Big Five traits, as predictors of resilience among the Lebanese adults, aged 18 years old and above. The study will focus on the relationship between resilience and each of these variables respectively. Also, it will address if the relationship between the other three predictors and resilience will be weaker at different levels of the suppressor variable, i.e. number of stressors. Finally, the study will contribute towards the partial fulfillment of my academic study requirements at Haigazian University.

What will I be asked to do?

- If you choose to participate in this research study, you will be asked to fill in a questionnaire. Your participation will involve completing a survey that entails statements that you will have to rate based on agreement and a demographic form for approximately 30 minutes. Participation in this project is voluntary. You are free to withdraw anytime without having to give any reason for your withdrawal.

What are my rights?

- Participation in this study is completely voluntary, anonymous and confidential. Your name or any other identifying information will not be asked.
- Data you provide along with data from all participants in the present research will be stored in aggregate in a password protected folder on the personal computer of the principle investigator, Nour Khoury. The data will be analyzed and reported in aggregate. Only the principle investigators of this study will have access to the compiled data which will be stored for a period of 10 years post data. During this time, you have the right to inspect the data.
- You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to refuse participation or withdraw will not involve any penalty or loss

of benefits to which you are entitled. Discontinuing participation in no way affects your relationship with Haigazian University.

- This research study has been reviewed and has received clearance from the Haigazian University ethics committee. If you have any further concerns about your rights as a research participant, please, do not hesitate to contact the SBS Ethics Committee, email: sbs.ethics@haigazian.edu.lb

What are the risks and benefits of participation?

- Participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. It can be time-consuming and you can experience boredom and emotional distress due to the questions related to the stressful events that you have been exposed to.
- You will receive no direct benefits from participating in this research; however, your participation does help researchers better understand the resilience of the Lebanese.

Contact information

If you have any questions or concerns about the research you may contact:

Nour Khoury, MA Student in Clinical Psychology
Haigazian University
nkhoury@students.haigazian.edu.lb

Hanine Hout, Ed. D.
Chair/SBS
Faculty of Social & Behavioral Sciences
Haigazian University
hanine.hout@haigazian.edu.lb



Appendix B

Participant consent

Research Study: Number of Stressors, Self-Construal, Personality Dimensions, and Education Level as Predictors of Resilience Among the Lebanese

Please read the following statements and place a check mark in the boxes adjacent to them.

- I have volunteered to participate in this research project conducted for purposes of study. My participation is voluntary and does not involve payment of any kind.
- I agree to participate in this research project conducted for purposes of study. My decision is voluntary and does not involve payment of any kind.
- I know that I can choose to withdraw from participation any time without any penalties or consequences whatsoever. I also hold the right to decline to respond to any question(s) that I may feel uncomfortable with.
- My participation involves an answering a questionnaire for approximately 30 minutes.
- I have been assured that the researcher will maintain my identity confidential.
- I have been assured that the information from this survey will be used for the purpose of academic study.
- I have received the assurance that this research study has been duly reviewed and approved by the Haigazian University ethics committee.
- I agree that the data gathered be kept in a secure location under the care of the study investigators for a period of 10 years.
- I have been assured that I can access my data (if identified) at any time.
- I have read, listened and fully understand the explanation given to me. All my questions have been satisfactorily answered.
- I, therefore, choose to voluntarily participate in this research study.
- I have received a copy of this consent form co-signed by the researcher.

Participant consent

Date: _____

Name: _____

Signature: _____

Investigator

Date: _____

Name: _____

Signature: _____

Appendix C

International Personality Item Pool (IPIP-50)

How Accurately Can You Describe Yourself?

Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. So that you can describe yourself in an honest manner, your responses will be kept in absolute confidence.

Indicate for each statement whether it is (1) Very Inaccurate, (2) Moderately Inaccurate, (3) Neither Accurate nor Inaccurate, (4) Moderately Accurate, or (5) Very Accurate as a description of you.

		(1) Very Inaccurate	(2) Moderately Inaccurate	(3) Neither Accurate Nor Inaccurate	(4) Moderately Accurate	(5) Very Accurate
1	I am the life of the party.					
2	Feel little concern for others.					
3	I am always prepared.					
4.	I get stressed out easily.					
5.	I have a rich vocabulary.					
6.	I don't talk a lot.					
7.	I am interested in people.					
8.	I leave my belongings around.					
9.	I am relaxed most of the time.					
10.	I have difficulty understanding abstract ideas.					
11.	I feel comfortable around people.					

12.	I insult people.					
13.	I pay attention to details.					
14.	I worry about things.					
15.	I have a vivid imagination.					
16.	I keep in the background.					
17.	I sympathize with others' feelings.					
18.	I make a mess of things.					
19.	I rarely feel sad.					
20.	I am not interested in abstract ideas.					
21.	I start conversations.					
22.	I am not interested in other people's problems.					
23.	I get chores done right away.					
24.	I am easily disturbed.					
25.	I have excellent ideas.					
26.	I have little to say.					
27.	I have a soft heart.					
28.	I often forget to put things back in their proper place.					
29.	I get upset easily.					

30.	I do not have a good imagination.					
31.	I talk to a lot of different people at parties.					
32.	I am not really interested in others.					
33.	I like order.					
34.	I change my mood a lot.					
35.	I am quick to understand things.					
36.	I don't like to draw attention to myself.					
37.	I take time out for others.					
38.	I avoid my duties.					
39.	I have frequent mood swings.					
40.	I use difficult words.					
41.	I don't mind being the center of attention.					
42.	I feel others' emotions.					
43.	I follow a schedule.					
44.	I get irritated easily.					
45.	I spend time reflecting on things.					
46.	I am quiet around strangers.					
47.	I make people feel at ease.					

48.	I am exacting in my work.					
49.	I often feel sad.					
50.	I am full of ideas.					

Note. These five scales were developed to measure the Big-Five factor markers reported in the following article: Goldberg, L. R. (1992). The development of markers for the Big-Five factor structure. *Psychological Assessment, 4*, 26-42.

Sixfold Self-Construal Scale (SSCS)

Instructions: Below, you will find a series of questions that revolve around your perception of yourself. Each question is followed by a set of 6 possible categories: family, friends, social groupings, school/department peers, humanity in general, and personal self.

Social groupings could be any of the following: political group/party, Governmental institution, or religious affiliation.

Make sure to read each question carefully. Thank you.

Scale use

You are asked to mark, from a low of 1 to a high of 5 the frequency/magnitude that most reflects your response to each question. Please respond to each question AND to each item within that question.

1	2	3	4	5
To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent

1) I think of myself as connected (linked) to:

My family	1	2	3	4	5
My friends	1	2	3	4	5
Students in my department/faculty	1	2	3	4	5
My social grouping	1	2	3	4	5
Humanity in general	1	2	3	4	5
Myself (I am a unique person separate from others)	1	2	3	4	5

2) I control my behaviour to accommodate the wishes (interests) of:

My family	1	2	3	4	5
My friends	1	2	3	4	5
Students in my department/faculty	1	2	3	4	5
My social grouping	1	2	3	4	5
Humanity in general	1	2	3	4	5
Myself (I am a unique person separate from others)	1	2	3	4	5

3) I am affected by events that concern(relate) to:

My family	1	2	3	4	5
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My friends	1	2	3	4	5
Students in my department/faculty	1	2	3	4	5
My social grouping	1	2	3	4	5
Humanity in general	1	2	3	4	5
Myself (I am a unique person separate from others)	1	2	3	4	5

4) I am aware of the needs, desires and goals of:

My family	1	2	3	4	5
My friends	1	2	3	4	5
Students in my department/faculty	1	2	3	4	5
My social grouping	1	2	3	4	5
Humanity in general	1	2	3	4	5
Myself (I am a unique person separate from others)	1	2	3	4	5

5) I feel I have a strong relationship with:

My family	1	2	3	4	5
My friends	1	2	3	4	5
Students in my department/faculty	1	2	3	4	5
My social grouping	1	2	3	4	5
Humanity in general	1	2	3	4	5
Myself (I am a unique person separate from others)	1	2	3	4	5

Appendix D

Sociodemographic Questionnaire (SDQ)

1) What is your sex?

- Male
- Female
- Other

2) How old are you? (*minimum 18, maximum 100*)

3) What is your nationality?

- Lebanese
- Other

4) What is your address (per governorate)?

- Mount Lebanon
- Beirut
- Beqaa
- Akkar
- South Lebanon
- North Lebanon
- Baalbek-Hermel
- Nabatiyeh

5) What is your marital status?

- Married/domestic partnership
- Divorced
- Separated
- Widowed
- Single (never married)

6) What is the highest education level you have attained?

- No school
- Primary school (grade 1 to 6)
- Intermediate school (grade 7 to 9)
- Secondary school (grade 10 to 12) or technical/vocational
- Undergraduate level (BA, BSc,..)
- Graduate level (MA, MSc,..)
- Postgraduate level (PhD,..)

7) What is your current employment status?

- Employed full-time
- Employed part-time
- Self-employed/freelance
- Student
- Unemployed – looking for work
- Unemployed – not looking for work
- Homemaker
- Retired

8) **If unemployed**, did you lose your job after 2019?

- Yes
- No

9) **If employed**, please indicate your occupation:

10) How exposed were you to COVID-19? You can check several statements.

- I was never infected with COVID-19
- I tested positive for COVID-19 but asymptomatic
- I tested positive for COVID-19 with mild symptoms
- I tested positive for COVID-19 with severe symptoms
- A close relative/friend tested positive for COVID-19 and their symptoms required hospitalization
- A close relative/friend tested positive for COVID-19 and passed away

11) How exposed were you to the Beirut blast (August 4, 2020 explosion)? You can check several statements.

- I was not affected by the Beirut blast
- I was emotionally affected - mildly
- I was emotionally affected - moderately
- I was emotionally affected - severely (which disrupted my daily functioning)
- I was physically injured due to the Beirut blast
- My possessions were lost/destroyed
- A close relative/friend was physically injured
- A close relative/friend died
- I was involved in the rescue of victims

Thank you for participating!

If you experience any negative feelings, flashbacks, or any other form of distress upon completing the survey, please reach out for help. Do not hesitate to call Embrace Lifeline "1564" to seek psychological and emotional support.



Appendix E

رسالة توضيحية خاصة بالمشاركين

عزيزتي/عزيزي السيدة / السيد.

أنا نور خوري، طالبة في جامعة هيغازيان في قسم العلوم الاجتماعية والسلوكية. أنا أجري حالياً دراسة بحثية بعنوان: عدد الضغوطات، التفسير الذاتي، أبعاد الشخصية، والمستوى التعليمي كمتنبئات المرونة لدى اللبنانيين، وذلك بالتعاون مع الدكتورة حنين حوت للإستشارة الأكاديمية.

يطلب منك المشاركة في هذه الدراسة لأنك مواطن أنت لبناني بالغ مقيم في لبنان خلال العامين الماضيين (٢٠١٩-٢٠٢١). يرجى قراءة المعلومات التالية لإقرار ما إذا كنت ترغب في المشاركة في هذه الدراسة البحثية.

الغرض من مشروع البحث:

يهدف هذا البحث لفهم العلاقة بين الصمود وأحداث الحياة المجهدة التي عاشها اللبنانيون خلال العامين الماضيين، بما في ذلك الأزمة الاقتصادية والوباء والانفجار. وبشكل أكثر تحديداً، ستبحث الدراسة في دور التفسير الذاتي، ومستوى التعليم، وأبعاد الشخصية، ولا سيما السمات الخمس الكبرى، كمؤشرات على المرونة بين البالغين اللبنانيين، الذين تتراوح أعمارهم بين 18 عامًا وما فوق. ستركز الدراسة على العلاقة بين المرونة وكل من هذه المتغيرات على التوالي. أيضاً، سيتناول ما إذا كانت العلاقة بين المتنبئين الثلاثة الآخرين والمرونة ستكون أضعف عند مستويات مختلفة من المتغير الكابت، أي عدد الضغوطات. ستساهم هذه الدراسة في تحقيق متطلبات الماجستير الخاصة بالطالبة نور خوري في جامعة هيغازيان - بيروت.

ماذا سيطلب مني أن أفعل؟

• إذا اخترت المشاركة في هذه الدراسة البحثية ستشمل مشاركتك إكمال استطلاع يتضمن بيانات يجب عليك تقييمها بناءً على اتفاق ونموذج ديموغرافي لمدة 30 دقيقة تقريباً. المشاركة في هذا المشروع طوعية. أنت حر في الانسحاب في أي وقت دون الحاجة إلى إعطاء أي سبب لانسحابك.

ما هي حقوقي؟

- المشاركة في هذه الدراسة هي طوعية تماماً، وهويتك تبقى مجهولة وسرية. لن يتم طرح اسمك أو أي معلومات تعريفية أخرى عنك.
- سيتم تخزين البيانات التي تقدمها جنباً إلى جنب مع البيانات من جميع المشاركين في هذا البحث في المنزل الخاص بالطالبة نور خوري وسيتم تخزين نسخة إلكترونية من النتائج على جهاز الكمبيوتر الخاص بها. وسيتم تحليل النتائج والإبلاغ عنها بشكل إجمالي وليس بشكل فردي. المحققين الرئيسيين لهذه الدراسة فقط سوف يكون لهم حق الوصول إلى البيانات التي تم تجميعها.
- لك الحق في سحب موافقتك أو التوقف عن المشاركة في أي وقت ولأي سبب كان. قرارك برفض المشاركة أو الانسحاب لن يسبب لك أي عقوبة أو خسارة. التوقف عن المشاركة لا يؤثر أبداً على علاقتك مع جامعة هيغازيان - بيروت.
- تمت مراجعة هذه الدراسة البحثية وحصلت على موافقة لجنة الأخلاقيات في كلية العلوم الاجتماعية والسلوكية في جامعة هيغازيان. إذا كان لديك أي مخاوف أخرى بشأن حقوقك كمشارك في البحث، من فضلك، لا تتردد في الاتصال بلجنة الأخلاقيات sbs.ethics@haigazian.edu.lb

ما هي مخاطر وفوائد المشاركة؟

- المشاركة في هذه الدراسة لن تجلب لك أي مخاطر جسدية أو عاطفية تختلف عن مخاطر الحياة اليومية. يمكن أن يكون مضيقاً للوقت ويمكن أن تعاني من الملل والضيق العاطفي بسبب الأسئلة المتعلقة بالأحداث المجهدة التي تعرضت لها.
- لن تحصل على فوائد مباشرة جراء المشاركة في هذا البحث. إلا أن مشاركتكم تساعد الباحثين على فهم العوامل التي تساعد السوريين على التكيف مع الحياة في الشتات وهذا يجلب المنفعة العامة على المدى البعيد.

معلومات الاتصال:

إذا كان لديك أية أسئلة أو استفسارات حول البحث، يمكنك الاتصال ب:

نور خوري، طالبة ماجستير في علم النفس العيادي
جامعة هيغازيان

nkhoury@students.haigazian.edu.lb

المستشارة الأكاديمية:

د. حنين حوت

كلية العلوم الاجتماعية والسلوكية

جامعة هيغازيان

hanine.hout@haigazian.edu.lb



Appendix F

موافقة المشارك

عدد الضغوطات، التفسير الذاتي، أبعاد الشخصية، والمستوى التعليمي كمتنبتات المرونة لدى اللبنانيين

يرجى قراءة العبارات التالية ووضع علامة "صح" في المربعات المجاورة لها.

أوافق على المشاركة في هذا المشروع البحثي الذي يجري لأغراض أكاديمية. إن قراري طوعي ولا ينطوي على مكافأة من أي نوع.

وأنا أعلم أنه يمكنني الانسحاب من المشاركة في أي وقت دون أي عقوبات أو عواقب أيا كان نوعها. ولدي أيضا الحق في رفض الرد على أي سؤال (أسئلة) قد يشعرني بعدم الارتياح.

وتشمل مشاركتي الإجابة على استبيان وثلاثة اختبارات تستغرق تعبأتها حوالي ٣٠ دقيقة.

لقد تم التأكد من أن الباحث سيحافظ على سرية هويتي.

لقد تم التأكد من أن المعلومات التي تنتج عن هذا البحث سوف تستخدم لأغراض الدراسة الأكاديمية وتكميل متطلبات الماجستير الخاصة بالباحثة.

وقد تلقيت التأكيد بأن هذه الدراسة البحثية قد تم مراجعتها والموافقة عليها من قبل لجنة الأخلاقيات في كلية العلوم الاجتماعية والسلوكية في جامعة هيغازيان.

لقد قرأت واستمعت وفهمت تماما التفسير الذي قدم لي. وقد تم الإجابة على جميع أسئلتي بشكل كافي.

ولذلك، أختار المشاركة الطوعية في هذه الدراسة البحثية.

الباحث

موافقة المشارك

التاريخ:

التاريخ:

الاسم:

الاسم:

التوقيع:

التوقيع:

Appendix G

الأدوات

مقياس أبعاد الشخصية IPIP-50

فيما يلي أمثلة عما يستعمله الناس لوصف أنفسهم. اقرأ الوصف في كل من العبارات التالية. اختر الجواب الأكثر انطباقاً عليك مقارنة مع أشخاص من عمرك و جنسك. لا توجد أجوبة صحيحة أو خاطئة. أجب بصراحة و عفوية.

	(٥) تنطبق تماماً	(٤) تنطبق نوعاً ما	(٣) محايد	(٢) لا تنطبق	(١) لا تنطبق بتاتاً
١					
أنا ممتع في الحفلات والمناسبات					
٢					
أشعر بالقليل من الإهتمام تجاه الآخرين					
٣					
أؤجل القرارات					
٤					
أشعر بالضغط النفسي بسهولة					
٥					
لدي الكثير من الكلمات و المفردات					
٦					
لا أتكلم كثيراً					
٧					
أنا مهتم بالناس					
٨					
أضع ممتلكاتي/ أشيائي بدون نظام					
٩					
أشعر بالراحة النفسية معظم الوقت					
١٠					
أجد صعوبة في فهم الأفكار العميقة/المجردة					
١١					
أشعر بالارتياح مع الآخرين					
١٢					
أنا أهين الآخرين					
١٣					
أهتم بالتفاصيل					
١٤					
أقلق تجاه بعض الأمور					
١٥					
عندي خيال واسع					
١٦					
لا أحب أن أكون موضع الإنتباه					
١٧					
أتعاطف مع مشاعر الآخرين					

				أسبب الفوضى من حولي	١٨
				نادرا ما أشعر بالحزن	١٩
				ليس لدي اهتمام بالأفكار العميقة/ المجردة	٢٠
				أبادر/أبدأ الحديث مع الآخرين	٢١
				ليس لدي اهتمام بمشاكل الآخرين	٢٢
				أنجز الأشغال فوراً	٢٣
				أنزعج بسهولة	٢٤
				عندي أفكار ممتازة	٢٥
				أكتب مشاعري	٢٦
				أنا طيب القلب	٢٧
				غالبا ما أنسى أن أرجع الأشياء إلى مكانها الصحيح	٢٨
				أشعر بالانزعاج بسرعة	٢٩
				ليس لدي خيال واسع	٣٠
				أتحدث مع الكثير من الناس في الحفلات و المناسبات	٣١
				ليس لدي اهتمام حقيقي بالآخرين	٣٢
				أحب النظام	٣٣
				كثيرا ما أغير مزاجي	٣٤
				أفهم الأشياء بسرعة	٣٥
				لا أحب لفت الأنظار إلى نفسي	٣٦
				أخصص/ أفرغ بعضا من وقتي لأكون مع الآخرين	٣٧
				أتفادى واجباتي	٣٨
				كثيرا ما يتغير مزاجي بسرعة	٣٩
				أستخدم كلمات (مفردات) صعبة	٤٠

					لا أمانع أن أكون مركز الاهتمام	٤١
					أشعر بأحاسيس الآخرين	٤٢
					ألتزم بجدول أعمال	٤٣
					أشعر بالغضب بسهولة	٤٤
					أتجنب المناقشات الفلسفية	٤٥
					أكون صامتا حول الغرباء	٤٦
					أشعر الآخرين من حولي بالراحة	٤٧
					أنا دقيق و صارم في عملي	٤٨
					كثيرا ما أشعر بالحزن	٤٩
					أنا مفعم بالأفكار	٥٠

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مقياس الستة أضعاف للتفسير الذاتي

التوجيهات: ستجد أدناه سلسلة من أسئلة التي تدور حول إدراكك لنفسك. يتبع كل سؤال مجموعة من ٦ فئات محتملة: أسرة وأصدقاء والمجموعات الاجتماعية وأصدقاء المدرسة / الصف وإنسانية بشكل عام والذات الشخصية.

المجموعات الاجتماعية هي: مجموعة / حزب سياسي أو مؤسسة حكومية أو انتماء ديني.

تأكد من قراءة كل سؤال بعناية. شكراً لك.

استخدام المقياس: يُطلب منك تحديد التردد/المقدار الذي يعكس إجابتك على كل سؤال من مستوى منخفض من ١ إلى مرتفع ٥

١	٢	٣	٤	٥
إلى حد صغير جداً	إلى حد صغير	إلى حد معتدل	إلى حد كبير	إلى حد كبير جداً

(١) أرى نفسي مرتبط ب:

١	٢	٣	٤	٥	
					عائلي
					أصدقائي
					الطلاب في جامعتي / صفي
					مجموعتي الاجتماعية
					الإنسانية بشكل عام
					نفسي (أنا شخص وحيد منفصل عن الآخرين)

(٢) أتحكم في سلوكي لاستيعاب رغبات (اهتمامات):

١	٢	٣	٤	٥	
					عائلي
					أصدقائي
					الطلاب في جامعتي / صفي
					مجموعتي الاجتماعية
					الإنسانية بشكل عام
					نفسي (أنا شخص وحيد منفصل عن الآخرين)

٣) أتاثر بالأحداث التي تتعلق ب:

١	٢	٣	٤	٥	عائلي
١	٢	٣	٤	٥	أصدقائي
١	٢	٣	٤	٥	الطلاب في جامعتي / صفي
١	٢	٣	٤	٥	مجموعتي الاجتماعية
١	٢	٣	٤	٥	الإنسانية بشكل عام
١	٢	٣	٤	٥	نفسي (انا شخص وحيد منفصل عن الاخرين)

٤) أنا على علم باحتياجات ورغبات وأهداف:

١	٢	٣	٤	٥	عائلي
١	٢	٣	٤	٥	أصدقائي
١	٢	٣	٤	٥	الطلاب في جامعتي / صفي
١	٢	٣	٤	٥	مجموعتي الاجتماعية
١	٢	٣	٤	٥	الإنسانية بشكل عام
١	٢	٣	٤	٥	نفسي (انا شخص وحيد منفصل عن الاخرين)

٥) اشعر أن لدي علاقة قوية مع:

١	٢	٣	٤	٥	عائلي
١	٢	٣	٤	٥	أصدقائي
١	٢	٣	٤	٥	الطلاب في جامعتي / صفي
١	٢	٣	٤	٥	مجموعتي الاجتماعية
١	٢	٣	٤	٥	الإنسانية بشكل عام
١	٢	٣	٤	٥	نفسي (انا شخص وحيد منفصل عن الاخرين)

مقياس كونور-ديفيسون لقياس المرونة

لكل عبارة أدناه، الرجاء وضع علامة "x" في المربع الذي يشير بصورة أفضل الى أي مدى تنطبق العبارات التالية عليك خلال الثلاثين يوماً الماضية. إذا لم يحدث موقف معين مؤخراً، أجب وفقاً لاعتقادك كيف كنت ستشعر تجاه ذلك الموقف فيما لو حدث.

	ليس صحيحاً على الإطلاق (0)	نادراً ما صحيح (1)	أحياناً صحيح (2)	غالباً صحيح (3)	صحيح كل الوقت تقريباً (4)
١	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٣	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٤	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٥	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٦	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٩	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٠	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١١	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٢	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٣	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٤	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٥	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٦	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٩	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢٠	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢١	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢٢	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢٣	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢٤	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢٥	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

جميع الحقوق محفوظة. لا يجوز نسخ أي جزء من هذا المستند أو إرساله بأي شكل أو بأي وسيلة إلكترونية أو ميكانيكية، بما في ذلك الاستنساخ الفوتوغرافي، أو عن طريق تخزين المعلومات أو نظام استرجاع، دون الحصول على إذن كتابي من الدكتور ديفيسون على mail@cd-risc.com. يمكن الاطلاع على مزيد من المعلومات حول نطاق وشروط الاستخدام في www.cd-risc.com حقوق الطبع والنشر © 2001، 2003، 2007، 2009، 2011، 2013 بواسطة الدكتورة كاثرين كونور والدكتور جونانان ديفيسون. تمت ترجمة هذا المقياس الى العربية بواسطة الدكتور غزوان توما، الدكتور مايكل فترز، الدكتور عدنان حمد، الدكتور نزار طلعت وطارق يعقوب

Appendix H

الأسئلة الاجتماعية والديموغرافية

الرجاء الإجابة على الأسئلة الاجتماعية والديموغرافية التالية:

(١) ما هو جنسك؟

ذكر

أنثى

آخر

(٢) كم عمرك؟ (الحد الأدنى ١٨، الحد الأقصى ١٠٠)

(٣) هي جنسيتك؟

لبناني

آخر

(٤) ما هو عنوانك (محافظة)؟

جبل لبنان

بيروت

البقاع

عكار

جنوب لبنان

شمال لبنان

بعلبك - الهرمل

النبطية

(٥) ما هو وضعك العائلي؟

متزوج / شراكة منزلية

مطلق

منفصل

أرمل

أعزب (لم اتزوج قط)

٦) ما هو أعلى مستوى تعليمي وصلت إليه؟

- لا مدرسة
- المدرسة الابتدائية (الصف الأول إلى السادس)
- المدرسة المتوسطة (الصف السابع إلى التاسع)
- المدرسة الثانوية (الصف الشاعر الى الثاني عشر) أو التقنية / المهنية
- درجة البكالوريوس (BA, BSc,..)
- ماجستير (MA, MSc,..)
- دكتوراه (PhD,..)

٧) ما هو وضعك الوظيفي الحالي؟

- موظف بدوام كامل
- موظف بدوام جزئي
- صاحب عمل / عامل مستقل (مهن حرّة)
- طالب
- عاطل عن العمل - أبحث عن عمل
- عاطل عن العمل - لا أبحث عن عمل
- ربّ (ة) منزل
- متقاعد

٨) إذا عاطل عن العمل، هل فقدت وظيفتك بعد عام ٢٠١٩؟

- نعم
- كلا

٩) إذا كنت تعمل، يرجى تحديد مهنتك:

١٠) ما مدى تعرّضك لفيروس كورونا؟ يمكنك اختيار عدة أجوبة.

- لم أصب قط بفيروس كورونا
- لقد أثبتت إصابتي بفيروس كورونا ولكن بدون أعراض
- لقد أثبتت إصابتي بفيروس كورونا مع أعراض خفيفة
- لقد أثبتت إصابتي بفيروس كورونا مع أعراض شديدة
- ثبتت إصابة صديق / قريب مقرب بفيروس كورونا وأعراضهم تطلبت دخول المستشفى
- ثبتت إصابة صديق / قريب مقرب بفيروس كورونا وتوفي

١١) ما مدى تعرّضك لانفجار بيروت (انفجار ٤ آب ٢٠٢٠)؟ يمكنك اختيار عدة أجوبة.

- لم أتأثر بانفجار بيروت
- لقد تأثرت عاطفياً - بشكل خفيف
- لقد تأثرت عاطفياً - بشكل معتدل
- (لقد تأثرت عاطفياً - بشدة) مما عطل عملي اليومي
- لقد أصبت جسدياً
- فقدتُ / تدمرتُ ممتلكاتي
- أصيب أحد الأقارب / الأصدقاء المقربين بجروح جسدية
- مات أحد الأقارب / الأصدقاء المقربين
- لقد شاركت في إنقاذ الضحايا

شكرا لمشاركتك!

إذا واجهت أي مشاعر سلبية أو ذكريات الماضي أو أي شكل آخر من أشكال الضيق عند إكمال الاستبيان، فيرجى الاتصال بنا للحصول على المساعدة. لا تتردد في الاتصال بـ "1564" Embrace Lifeline لطلب الدعم النفسي والعاطفي.