

Neurotic Perfectionism and Its Correlation with Psychological Resilience among a Sample of University Students

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Abstract

The purpose of this study was to examine college students by gender and major to determine if there is a correlation between neurotic perfectionism and psychological resilience. Both the comparative and correlational styles made use of the descriptive technique. Of the 270 students surveyed, 147 were male (54.4% of the total) and 123 were female (45.6% of the total), all hailing from the College of Social Sciences' Psychology Department. There was a standard deviation of 2.6 for the guys' average age and 19.8 for the females, while the average age was 19.9 for both sexes. Their results were analysed using the Neurotic Perfectionism Scale (Yamani, 2018) and the Connor Davidson Psychological Resilience Scale (Sing and Nan Yu, 2010). According to the research, total neurotic perfectionism is directly related to factors like low self-esteem, wanting approval, doubting talents, and hardiness. The results showed no statistically significant correlation between toughness, overly worrying about making mistakes, and performance dissatisfaction. A direct correlation between optimism and low self-esteem, seeking approval, and doubt in abilities was found to be statistically significant. On the other hand, no correlation was found between optimism and total neurotic perfectionism, dissatisfaction with performance, or excessive concern with mistakes. When it comes to seeking approval, doubting one's abilities, and low self-esteem, there is a direct and statistically significant relationship between multiple sources. On the other hand, when it comes to excessive concern with errors, dissatisfaction with performance, and total neurotic perfectionism, there is no such relationship. An individual's level of neurotic perfectionism is not significantly correlated with their level of purpose or goal, excessive worry about making mistakes, dissatisfaction with their performance, or low self-esteem, but these variables are directly and statistically related to low self-esteem. While the total degree of neurotic perfectionism is significantly correlated with low self-esteem, seeking approval, and doubting one's abilities, there is no statistically significant correlation between lack of purpose or goal, excessive concern with errors, and dissatisfaction with performance and total psychological flexibility. The study also discovered that when looking at university students by gender and speciality, there were no statistically significant variations in the levels of neurotic perfectionionism and psychological flexibility. A number of recommendations were also reached by the study. One of them was to put more emphasis on university activities that foster psychological flexibility among students. Another was to increase university guidance services' ability to identify and help students with neurotic perfectionism.

Keywords: *Neurotic Perfectionism, Psychological Resilience.*

Introduction

Having a strong sense of responsibility is essential for students to achieve their goals and dreams while they are at university because it is a significant life stage that prepares them to enter the labour market. This person reaches a state of (adaptive perfectionism) when they consistently work to their full potential in a manner that is consistent with their talents and cognitive capacities, resulting in joy and contentment. The flip side of this is that people can develop (maladaptive perfectionism) when they set goals that are too high and impossible to achieve; this can cause them emotional distress, low self-confidence, and low self-esteem, and ultimately lead to a relentless pursuit of improvement. And then, after that, you'll always be unhappy with what you've achieved, which will make you anxious and neurotic. Researchers in the field of psychology have thus far come to a consensus: perfectionism is a complex personality trait with both positive and negative sides. A person with neurotic perfectionism, a dysfunctional kind of perfectionism, strives relentlessly to meet impossible standards that are both idealistic and absolute. This tends to happen when people don't know what they're capable of, so they aim very high and try very hard to achieve their unattainable ambitions. An someone with normal or adaptive perfectionism works tirelessly to accomplish attainable personal goals; once they do, they embrace the outcome with a sense of contentment, joy, ecstasy, and fulfilment since they were so sure they had achieved their goal. According to Hongfei and Joachim (2012), they are also capable of setting objectives and achieving them. Researchers in the domains of mental

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health and educational psychology, among others, have paid close attention to the term perfectionism because of the profound influence it has on every facet of an individual's character. Among the earliest writers on the subject, Burns (1980) posits that neurotic perfectionists are characterised by an inflated sense of self-worth, an obsession with reaching impossible goals, and an unhealthy fixation on the results of one's efforts (Abdul-Jawad, 2019). Environmental factors, social upbringing, and society all have a part in the formation of personality traits like neurotic perfectionism. It starts in childhood and gets worse as a person gets older, thanks to academic, social, and familial pressures. This makes them feel bad about failing to meet their own or other people's expectations, and it makes them anxious and afraid of being judged negatively because they think their worth as a unique person depends on being perfect in every way (Khashaba and Al-Badawi, 2022, 540). Sometimes, illogical thoughts accompany neurotic perfectionism. The findings of the studies conducted by Davis & Wosinski (2012) and Flett et al. (2011) corroborate the idea that neurotic perfectionists experience a decline in self-esteem due to their obsession with achieving perfection in all their endeavours. Neurotic perfectionism has been defined and explored extensively in the psychological literature. According to (Al-Imam, 2013, 6), neurotic perfectionists have an inflated sense of self-importance, are overly critical of themselves, and strive for unattainable, unrealistically high standards of performance. This leads them to believe that their work is not good enough, regardless of how good it is.

Plus, college students are notoriously lousy at being around perfectionists. These illnesses cause lost time, despair, and major disruptions to daily life. A perfectionist's fear of failure may lead to suicide or quitting school. It affects a person's family and friends.

Al-Qahtani (2021) also called it a personality condition marked by an obsession with one's flaws and an extreme response to others' opinions. Research has shown that college students' perfectionism is a key personality attribute. This population seems to do this a lot. The high academic standards and severe competition that university students encounter may be to blame for this, as they expect more time and effort from their peers compared to those at lower-level schools. If you accept Mahmoud's (2010) statements... A 2022 study by Kaser, Keddy, and Hill indicated that 44% of Canadian university students had acute maladaptive perfectionism, 14% had adaptive perfectionism, and 42% didn't seek perfection. Studies on gender differences in perfectionism are mixed. Men are more prone to negative perfectionism, according to Chan (2010) and Lamarre & Marcotte (2021), whereas Sand, Boe, Shafran, Stormark & Hysing (2021) found the contrary. Schweitzer and Hamilton (2002), Schutler (1999), Zi (2003), Yuan and Juju (2015), and Doktorova and Somodiova (2022) all found no gender differences in perfectionism. Arab research show that women are more likely than males to be perfectionists, which can lead to low self-esteem and an unwillingness to take responsibility for one's actions (Dardkeh, 2019; Al-Hussein, 2017; Suleiman & Ahmed, 2018; Bakr & Ghanem, 2016). There are several hypotheses about neurotic perfectionism. Freud's psychoanalytic theory states that neurotic perfectionism is caused by the discordance among an individual's id, ego, and superego. Neurotic perfectionism might arise from disharmony between the id and superego, or from difficulty balancing personal and societal requirements (Andijani, 2017). Horney says every person has two sides. Our "ideal self" is one side, while our "real self" is the other; the latter is where we can grow and learn. Neurotic perfectionists are always on alert, have rigid beliefs about how to react to situations, and are hyperaware of their surroundings, even though most people's ideal and real selves function together. Also, Al-Sharnoubi (2010) says that neurotic persons feel worse about themselves when they fail to reach their goals. They think achievement is vital to self-worth. Cognitive Theory explains neurotic perfectionism through cognitive distortions. This idea says that people who often take the responsibility for problems are likely using maladaptive attribution methods. The person's inflexible thinking worsens their anxiety, embarrassment, and depression. This could make the person feel pressured to do the work, even when they know they would never succeed. This kind of thinking encourages people to put things off till later and never get anything done (Abu Saleema et al., 2015, 530). The Behavioural Theory is the first to explain neurotic perfectionism by studying how a child's environment impacts their upbringing and traits. The article claims that self-worth is linked to consistently delivering great results. Also, a lack of confidence and severe self-criticism when you don't fulfil expectations may lead to a simplified judgement of your performance (Al-Shamrani, 2023, 38).

This shows that college students are prone to both adaptive and maladaptive perfectionism. To help students apply their words and reduce harmful habits, it was vital to examine the roots of adaptive and maladaptive perfectionism. Psychological flexibility may alter the outcome (Ibrahim, 2019). Psychological flexibility helps people cope with neurotic perfectionism by allowing them to adapt, avoid negativity, and maintain balance (Al-Qalli, 2016). Psychological flexibility and positive psychology, which tries to promote self-awareness by analysing and enhancing one's beneficial traits, originated together. Optimism is the ability to adapt to threats, maintain health and performance, and endure hardship. Psychological resilience has many definitions. The American Psychological Association (2010) defines resilience as the ability to face and overcome psychological or physical adversities. It also includes the ability to adapt, solve issues, and move forward. When challenged, a person's ability to adapt and persevere depends on their sense of responsibility, control, and self-efficacy. Al-Kashki (2020) says. Part of being mentally healthy is being able to deal with changes, deal with stress, settle conflicts, and get over bad experiences. Flexibility is the ability to adapt one's behaviour to changing circumstances while remaining loyal to one's principles (Abdul-Jawad, 2019; Kharnoub, 2021). Also, flexible people are more likely to be cheerful, open to new experiences, and appreciate the good feelings of laughing and relaxing. Staying upbeat, even in bad times, is also key.

The malleability of the mind is a key topic in many psychological schools of thinking. Psychoanalytical theory centres on controlling one's urges and impulses (id) without letting them dominate one's self-control (superego). Psychologically resilient people can adapt, make informed decisions, and overcome problems. Rogers says that psychological flexibility requires a healthy balance between one's real, perceived, and ideal selves. Life experiences shape these identities. When conditions are right, one can act to help themselves grow and succeed. His mental flexibility and decision-making skills regarding his future and social status show this. Albert Bandura believes that believing in oneself and one's talents enhances the possibility of taking responsibility of one's life, making required behavioural changes, and reaching one's mental health goals (Abdul Jawad, 2019).

In sum, many college students show adaptive perfectionism. In contrast, college life's compulsive perfectionism pushes people to exceed their limits. With graduation, job hunting, and life ahead, it can be hard to make good choices that lead to happiness, acceptance, and success. Psychological flexibility and other positive frameworks can aid with perception and awareness, social acceptance and interaction, and resilience. It may also help combat adaptive perfectionism, which differs from maladaptive perfectionism.

This study aims to learn more about university students' neurotic perfectionism and psychological resilience, as they are a growing demographic in Saudi Arabia and abroad. Many think college is the first step to a better job and financial security. Both notions above greatly affect students' daily life. The current research aims to tackle this issue by answering the following questions:

What is the nature of the relationship between neurotic perfectionism and psychological resilience among university students?

What are the differences in neurotic perfectionism among university students according to the variables of gender (males/females) and the variable of specialization (theoretical/applied)?

What are the differences in psychological flexibility among university students according to the variable of gender (males/females) and the variable of specialization (theoretical/applied)?

Study Objectives

To identify the nature of the relationship between neurotic perfectionism and psychological flexibility among university students?

Revealing the differences in neurotic perfectionism among university students according to the variables of gender (males/females) and the variable of specialization (theoretical/applied).

Identifying the differences in psychological flexibility among university students according to the variable of gender (males/females) and the variable of specialization (theoretical/applied).

Methodological Procedures of the Study

Study method: The descriptive method (comparative correlation) was used in this study, which relies on studying the phenomenon as it is in reality and is concerned with describing it accurately through qualitative expression Which describes the phenomenon and clarifies its characteristics by collecting data and information about the phenomenon, classifying it, analyzing it and subjecting it to study.

Study community: Obaidat et al. (2014) indicate that the study community is "all individuals, persons, or things who are the subject of the research problem. The current study community consists of all male and female students

regularly enrolled in the Department of Psychology at the College of Social Sciences, Imam Muhammad bin Saud Islamic University in the academic year (2024).

Study sample: The study sample was selected randomly, and the researcher sent the electronic questionnaire to the study community members until he obtained (270) electronic responses. The following are the characteristics of the study sample according to the gender and specialization variables.

Table 1. Distribution Of Study Community Members According to Variables (Gender, Academic Specialization)

Gender	N	%	Major	N	%
Male	147	%54.4	Scientific	98	%36.3
Female	123	%45.6	Theoretical	172	%63.7
Total	270	%100	Total	270	%100

The previous table reveals that the largest group in the study sample is (147) of the study individuals, who represent (54.4%) of the students, while the smallest group is (123) of the study individuals, who represent (45.6%) of the female students. The table shows that 172 (63.7%) of the study participants are in the literary department, the largest group, while 98 (36.3%) are in the scientific department, the smallest.

Study tools: The researcher used the following technologies to collect data based on the study's questions, methodology, and the data's nature.

Neurotic Perfectionism Scale: The Neurotic Perfectionism Scale (Yamani, 2018) comprises 43 phrases in five areas: wanting approval, excessive preoccupation with mistakes, discontent with performance, uncertainty in talents, and low self-esteem. The instrument is changed based on four alternatives for the respondent, which are: Always (4 points), Often (3 points), Rarely (2 points), and Never (1 points) for all positive remarks and the values of the options are inverted if the comments are negative.

The original study's Neurotic Perfectionism Scale psychometric features: To check the scale's internal consistency, the scale owner assessed the correlation coefficients of each scale facet with the total degree. The scale's internal consistency is real, as the facets' correlation coefficients with the total degree of all of them exceed (0.2). He also calculated the Cronbach's alpha and split-half reliability coefficients to check the scale's stability. The scale's total stability value was 0.90 and 0.85.

Psychological Resilience Scale: We utilised the Connor-Davidson psychological resilience scale by Singh and Nan Yu, 2010, which contains 25 paragraphs grouped into four aspects: rigidity (7), optimism (7), various sources (t), and purpose (5).

Psychometric aspects of the original study's psychological resilience scale: Singh and Nan Yu (2010) found the Connor-Davidson scale's validity and reliability. The study indicated that the scale's four domains had internal consistency (0.95–0.06) and were statistically significantly related. The test-retest method was used to assess the test's stability, with a Pearson's correlation coefficient of (0.89).

The current study's tools' validity and reliability: The study instruments' validity was shown by:

Apparent Validity of the Instrument (arbitrators' validity): The scales were originally built and then sent to a group of arbitrators in Saudi Arabian colleges for feedback. Ten Saudi university scholars were chosen to appraise the scales' validity and usefulness in Saudi society.

Validity of Internal Consistency: The researcher calculated the internal consistency of the paragraphs of the study tool by calculating Pearson correlation coefficients between each paragraph and the axis to which the paragraph belongs, as well as the correlation coefficient between each paragraph and the scale as a whole, which is shown in the following tables:

First: Neurotic Perfectionism Scale

Table 2. Correlation Coefficients of the Items of the Neurotic Perfectionism Scale with the Aspect to Which They Belong and With the Scale as A Whole

S/N	Correlation coefficient by aspect	Correlation coefficient with the axis	S/N	Correlation coefficient by aspect	Correlation coefficient with the axis	S/N	Correlation coefficient by aspect	Correlation coefficient with the axis
First aspect: seeking approval			Second aspect: excessive concern with mistakes			Third aspect: Dissatisfaction with performance		
7	**0.803	**0.669	2	**0.583	**0.474	1	**0.823	**0.689
8	**0.777	**0.635	3	**0.738	**0.467	12	**0.714	**0.585
11	**0.813	**0.645	4	**0.685	**0.573	20	**0.765	**0.489
13	**0.641	**0.474	15	**0.725	**0.656	25	**0.635	**0.574
14	**0.737	**0.504	18	**0.819	**0.593	35	**0.795	**0.612
16	**0.696	**0.769	22	**0.784	**0.573	36	**0.725	**0.771
27	**0.812	**0.609	30	**0.804	**0.658	37	**0.608	**0.625
29	**0.729	**0.571	31	**0.718	**0.638	39	**0.737	**0.475
41	**0.734	**0.601	42	**0.781	**0.685	43	**0.692	**0.602
Fourth aspect: Doubting abilities			Fifth aspect: Low self-esteem					
9	**0.884	**0.641	5	**0.768	**0.637			
17	**0.573	**0.445	6	**0.670	**0.676			
19	**0.695	**0.698	10	**0.786	**0.714			
26	**0.715	**0.778	21	**0.757	**0.470			
28	**0.759	**0.656	23	**0.616	**0.655			
32	**0.725	**0.550	24	**0.789	**0.741			

33	**0.843	**0.529	34	**0.872	**0.640
38	**0.813	**0.554	40	**0.690	**0.471

** Significant expressions at level 0.01 or less.

From the previous table, it is clear that all expressions are significant at level (0.01), which shows that all the paragraphs included in the Neurotic Perfectionism Scale have a high degree of validity, making them suitable for field application.

The researcher also calculated the correlation coefficient between each aspect of the Neurotic Perfectionism Scale and the total score of the scale, and the results came as shown in the following table:

Table 3. Correlation Coefficients of the Aspects of the Neurotic Perfectionism Scale and its Total Score

Correlation Coefficients	First aspect	Second aspect	Third aspect	Fourth aspect	Fifth aspect	Scale as whole
Aspect 1: Approval Seeking	1	*0.840 *	*0.612 *	*0.820 *	*0.881 *	*0.833 *
Aspect 2: Excessive Concern Over Mistakes		1	*0.529 *	*0.805 *	*0.907 *	*0.802 *
Aspect 3: Dissatisfaction with Performance			1	*0.698 *	*0.961 *	*0.649 *
Aspect 4: Doubt in Abilities				1	*0.851 *	*0.835 *
Aspect 5: Low Self-Esteem					1	*0.844 *

** Correlation coefficients are significant at the 0.01 level or less.

It is clear from the previous table that all values of the correlation coefficients are positive and significant at a significant level of (0.01), which confirms that the scale enjoys a high degree of validity.

Reliability coefficients of the neurotic perfectionism scale: To verify the stability of the scale items, the Alpha Cronbach coefficient was used, and the results came as shown in the following table:

Table 4. Alpha Cronbach Stability Coefficients of the Neurotic Perfectionism Scale

Aspects of scale	Items	Cronbach's alpha reliability coefficient
Approval seeking	9	0.770
Excessive concern about mistakes	9	0.792
Dissatisfaction with performance	9	0.763

Doubt about abilities	8	0.753
Low self-esteem	8	0.763
Overall reliability coefficient	43	0.963

From the results shown above, it is clear that the value of the stability coefficient for the aspects of the scale ranged between (0.753 to 0.792), and the value of the total stability coefficient for the neuroticism scale reached (0.963), which is a high stability value that demonstrates the validity of the scale for field application.

Second: Psychological flexibility scale:

Table 5. Correlation Coefficients of the Items of the Psychological Flexibility Scale With the Aspect to Which They Belong and With the Scale As A Whole

S/N	Correlation coefficient by aspect	Correlation coefficient by scale	S/N	Correlation coefficient by aspect	Correlation coefficient by scale
First aspect			Third aspect		
1	**0.731	**0.594	15	**0.493	**0.382
2	**0.724	**0.574	16	**0.574	**0.436
3	**0.770	**0.768	17	**0.768	**0.653
4	**0.725	**0.668	18	**0.668	**0.590
5	**0.741	**0.802	19	**0.802	**0.737
6	**0.779	**0.668	20	**0.668	**0.632

7	**0.682	**0.623	Fourth aspect		
Second aspect			21	**0.848	**0.701
8	**0.731	**0.600	22	**0.833	**0.713
9	**0.724	**0.694	23	**0.730	**0.719
10	**0.770	**0.379	24	**0.789	**0.613

11	**0.725	**0.656	25	**0.666	**0.513
12	**0.741	**0.588			
13	**0.779	**0.709			
14	**0.682	**0.635			

** Expressions are significant at the 0.01 level or less.

From the previous table, it is clear that all the statements are significant at the level of (0.01), and some of them are significant at the level of (0.05), which shows that all the paragraphs that make up the psychological resilience scale have a high degree of validity, making them suitable for field application.

Stability of the psychological resilience scale: To verify the stability of the study axes items, Cronbach Alpha coefficient was used, and the results came as shown in the following table:

Table 6. Shows the Stability Coefficients of Alpha Cronbach for the Psychological Resilience Scale

Aspects of scale	Items	Cronbach's alpha reliability coefficient
Aspect 1: Aspect of Solidity	7	0.858
Aspect 2: Aspect of Optimism	7	0.704
Aspect 3: Aspect of Multiple Sources	6	0.751
Aspect 4: Aspect of Purpose or Goal	5	0.833
Total Stability Coefficient	25	0.934

From the previous table, it is clear that the stability of the study axis is high, as the value of the Alpha Cronbach stability coefficient for all study axes ranged between 0.751 to 0.858, and the value of the total stability coefficient reached (0.934), which is a high stability value that demonstrates the validity of the study tool for field application.

Answering the study questions:

Answering the first question: What is the nature of the relationship between neurotic perfectionism and psychological flexibility among university students?

To find out whether there is a statistically significant relationship between neurotic perfectionism and psychological flexibility among university students, the researcher calculated the Pearson correlation coefficient between the study variables, and the results came as shown in the following table:

Table 7. Pearson Correlation Coefficient to Calculate the Relationship Between the Study Variables (Neurotic Perfectionism and Psychological Flexibility) Among University Students.

		Approval seeking	Excessive concern about mistakes	Dissatisfaction with performance	Doubt about abilities	Low self-esteem	Total score for neurotic perfectionism
Aspect of resilience	Correlation coefficient	*0.185	0.154	0.063	**0.385	**0.446	*0.195
	Significance level	*0.047	0.099	0.502	**0.000	**0.000	*0.036
Aspect of optimism	Correlation coefficient	**0.306	0.120	0.065	**0.382	**0.408	0.136
	Significance level	**0.001	0.198	0.487	**0.000	**0.000	0.145
Aspect of multiple sources	Correlation coefficient	**0.328	0.063-	0.173	**0.3t2	**0.445	0.086-
	Significance level	**0.000	0.500	0.064	**0.000	**0.000	0.357
Aspect of purpose or goal	Correlation coefficient	**0.297	0.034-	0.164	**0.410	**0.520	0.124-
	Significance level	**0.001	0.719	0.078	**0.000	**0.000	0.184
Total degree of psychological resilience	Correlation coefficient	**0.313	0.112-	0.124	**0.438	**0.513	0.159-
	Significance level	*0.001	0.229	0.186	**0.000	**0.000	0.089

The previous table shows the following:

First: Rigidity, seeking acceptance, doubting one's talents, and low self-esteem are all statistically significant and directly related to neurotic perfectionism. But rigidity, excessive worry about mistakes, and dissatisfaction with performance are not statistically related.

Second: There is a statistically significant direct relationship between the aspect of optimism, seeking approval, doubting one's abilities, and low self-esteem, while there is no statistically significant relationship between the aspect of optimism, seeking approval, doubting one's abilities, and low self-esteem, as well as the total degree of neurotic perfectionism.

Third: The element of numerous sources, seeking approval, doubting one's ability, and low self-esteem are statistically connected, while the aspect of multiple sources, excessive concern with mistakes, and dissatisfaction with performance are not, nor is the total degree of neurotic perfectionism.

Fourth: There is a statistically significant direct relationship between the aspect of purpose or goal, seeking approval, doubt in abilities, and low self-esteem, but there is no statistically significant relationship between the aspect of purpose or goal, excessive concern with errors, and dissatisfaction with performance, as well as the total degree of neurotic perfectionism.

Fifth: The total degree of psychological flexibility, desiring approval, mistrust in talents, and low self-esteem are all statistically significant. But there is no statistically significant link between purpose or objective, excessive worry about mistakes, and performance dissatisfaction, and the total degree of neurotic perfectionism.

The researcher observes from the first question's results that if a college student's desires surpass their talents and they want nothing but perfection, they gravitate towards maladaptive perfectionism, which causes them great suffering, stress, and a sense of defeat. They must learn to deal with crises and stress in varied settings, solve difficulties, accept change, and adjust to life's obstacles through positive psychological flexibility (Couto, 2014). The university student who enjoys psychological flexibility can respond appropriately to any change in the surrounding environment and thus behave in a positive way that enables them to perform their roles in life successfully (Revich & Gillhomg, 2010), and this result agrees in some of its details with the study of Ibrahim (2019).

Second question: What are the differences in the level of neurotic perfectionism among university students according to the gender variable (male/female), and the specialization variable (theoretical/subjective)?

First: Differences by gender. To find out whether there are statistically significant differences in neurotic perfectionism among university students according to the gender variable, the researcher used the Independent Sample T-Test and the results came as follows:

Table 8. Independent Sample T-Test for Differences in the Level of Neurotic Perfectionism Among University Students According to the Gender Variable (Males/Females)

Aspects of scale	Gender	N	Standard Deviation	Arithmetic Mean	(T) Value	Degree of freedom	Significance level
Approval seeking	Male	147	2.8084	0.62084	0.325	114	0.746 Not significant
	Female	123	2.8448	0.58571			
Excessive concern with mistakes	Male	147	2.4521	0.55335	0.441	114	0.660 Not significant
	Female	123	2.4962	0.52125			
Dissatisfaction with performance	Male	147	2.7356	0.59992	0.037	114	0.971 Not significant
	Female	123	2.7318	0.51195			
Doubt about abilities	Male	147	2.2091	0.63366	0.588	114	0.558 Not significant
	Female	123	2.1444	0.54852			
Low self-esteem	Male	147	1.9009	0.59868	1.177	114	0.241 Not significant
	Female	123	1.7716	0.58402			
Neurotic perfectionism total score	Male	147	2.4383	0.43562			0.788

	Female	123	2.4182	0.36414	0.269	114	Not significant
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The previous table shows that there are no statistically significant differences in the level of neurotic perfectionism among university students according to the gender variable, as all values of the significance levels are greater than (0.05), and are not statistically significant, which indicates that there is no statistically significant effect of the gender variable on the level of neurotic perfectionism among university students. This finding is consistent with Jijun and Yuan (2015), which revealed no gender differences in neurotic perfectionism. This differed from Bakr and Ghanem's (2016) study, which indicated that women scored higher than men on the Neurotic Perfectionism Scale and related aspects. It also contrasted from (Daradkeh, 2019), which found that women exhibited statistically significant differences in perfectionism.

Specialisation differences: To see if there are statistically significant differences in neurotic perfectionism among university students based on specialism, the researcher employed the independent samples T-Test. The table below shows the findings.

Table 9. Independent Sample T-Test for Differences in the Level of Neurotic Perfectionism Among University Students According to The Specialization Variable (Scientific, Theoretical)

Aspects of scale	Specialization	N	Standard Deviation	Arithmetic Mean	(T) Value	Degree of freedom	Significance level
Approval seeking	Scientific	98	2.9593	0.65440	1.774	114	0.079
	Theoretical	172	2.7541	0.56132			Not significant
Excessive concern with mistakes	Scientific	98	2.5799	0.59707	1.583	114	0.116
	Theoretical	172	2.4163	0.49357			Not significant
Dissatisfaction with performance	Scientific	98	2.8645	0.55417	1.897	114	0.060
	Theoretical	172	2.6622	0.54630			Not significant
Doubt about abilities	Scientific	98	2.2195	0.48152	0.575	114	0.566
	Theoretical	172	2.1533	0.64481			Not significant
Low self-esteem	Scientific	98	1.8262	0.59875	0.134	114	0.894
	Theoretical	172	1.8417	0.59287			Not significant
Neurotic perfectionism total score	Scientific	98	2.5116	0.38932	1.674	114	0.097
	Theoretical	172	2.3826	0.40072			Not significant

It is clear from the previous table that there are no statistically significant differences in the level of neurotic perfectionism among university students according to the variable of specialization, as all values of the significance levels are greater than (0.05), and are not statistically significant, which shows that there is no statistically significant effect of the variable of specialization on the level of neurotic perfectionism among university students. Here we note that there is no significant effect of the variables of gender and specialization on neurotic perfectionism among university students, and this may be due to the cultural environment in which both genders are appointed, as well as to the fact that both of them are exposed to the same social upbringing conditions, and each of them suffers from the same emotional, social and economic problems, especially in the current era in which females are required to perform the same social and functional roles that males are assigned to perform, and there is no longer a criterion for preference or distinction based on gender (Dradkeh, 2019).

This result can also be interpreted as perfectionism being socially acquired and acquired by the individual from his perception of social situations, as he believes that others expect him to perform ideally or perfectly, and he also realizes that those around him impose standards on him that are beyond his capacity, regardless of his gender or specialty. Therefore, we find that both genders strive for perfectionism and enjoy an ideal personality in all their actions, in order to accept the approval of others.

Third question: What are the differences in the level of psychological resilience among university students due to the variable of gender (male/female), and the variable of specialization (theoretical/ subjective)?

First: Differences by gender: To identify whether there are statistically significant differences in psychological resilience among university students according to the variable of gender, the researchers used the independent samples T-Test, and the results came as shown in the following table:

Table 10. Independent Samples T-Test for Differences in the Level of Psychological Resilience Among University Students According to The Variable of Gender (Male/Female)

Aspects of scale	Gender	N	Standard Deviation	Arithmetic Mean	(T) Value	Degree of freedom	Significance level
Aspect of resilience	Male	147	3.9557	0.67496	0.599	114	0.550 Not significant
	Female	123	3.8719	0.82335			
Aspect of optimism	Male	147	3.6872	0.76882	0.201	114	0.841 Not significant
	Female	123	3.7167	0.81540			
Aspect of multiple sources	Male	147	4.1695	0.68576	0.094	114	0.926 Not significant
	Female	123	4.1810	0.63697			
Aspect of purpose or goal	Male	147	3.9828	0.87642	0.362	114	0.718 Not significant
	Female	123	4.0379	0.76177			
Total degree of psychological resilience	Male	147	3.9372	0.63308			0.991

	Female	123	3.9359	0.69496	0.011	114	Not significant
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It is clear from the previous table that there are no statistically significant differences in the level of psychological flexibility among university students according to the gender variable, as all values of the significance levels are greater than (0.05), and are not statistically significant, which indicates that there is no statistically significant effect of the gender variable on the level of psychological flexibility among university students.

Second: Differences by specialization: To find out whether there are statistically significant differences in psychological flexibility among university students according to the specialization variable, the researchers used the T-Test for independent samples and the results came as shown in the following table:

Table No. (11) Independent Samples T-Test for Differences in The Level of Psychological Flexibility Among University Students According to the Specialization Variable (Scientific, Theoretical)

Aspects of scale	Specialization	N	Standard Deviation	Arithmetic Mean	(T) Value	Degree of freedom	Significance level
Aspect of resilience	Scientific	98	4.0767	0.76937	1.743	114	0.084
	Theoretical	172	3.8248	0.73016			Not significant
Aspect of optimism	Scientific	98	3.8699	0.82564	2.237	114	0.067
	Theoretical	172	3.6329	0.74740			Not significant
Aspect of multiple sources	Scientific	98	4.1463	0.77746	0.348	114	0.728
	Theoretical	172	4.1911	0.58938			Not significant
Aspect of purpose or goal	Scientific	98	4.0634	0.86653	0.515	114	0.608
	Theoretical	172	3.9813	0.79469			Not significant
Total degree of psychological resilience	Scientific	98	4.0468	0.73332	1.331	114	0.186
	Theoretical	172	3.8763	0.61615			Not significant

The previous table reveals that the specialism variable has no statistically significant effect on university students' psychological resilience levels, as all significance values are greater than (0.05). This result can be interpreted in light of the university's role in providing factors for good compatibility and positive confrontation of the psychological and academic pressures that university students are exposed to, regardless of their type and specialization, such as the availability of social support, enhancing positive communication skills, problem-solving skills, good time management, and the ability to develop realistic plans and take the necessary steps and procedures to implement them, which enables students to acquire many experiences and skills that enable them to deal with situations flexibly and efficiently (Kharnoub, 2021).

Since students live in this society, whether male or female, they go through the same experiences, difficulties and challenges in life and the society in which they live, and are exposed to pressures during their studies, which refines their personality and gives them qualities, skills and experiences that help them face these challenges and overcome them successfully, in order to achieve their goals (Al-Basharat & Muqabla, 2020). This result is consistent with the study of both (Kharnoub, 2021) and the study of (Al-Wafi & Hamad, 2022), which concluded that there were no statistically significant differences in psychological flexibility according to the variables (gender and specialization).

Study Recommendations

Expanding counseling services at universities to diagnose cases of students with neurotic perfectionism and work to find appropriate solutions for them.

Focusing on university activities that develop psychological flexibility among students.

Emphasizing coordination between the university and social media to publish counseling programs for individuals and educate them about the importance of psychological flexibility in getting rid of the negative effects of stressful life events on them.

Conducting more research on neurotic perfectionism and psychological resilience among students at different educational levels.

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