

Psychological Resilience among Middle School Teachers in Adrar Province

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Abstract

Psychological resilience is a fundamental element in achieving social well-being for individuals in general and teachers in particular. Numerous studies have emphasized the significance of psychological resilience and its role in mitigating psychological stress. This study aimed to investigate the differences in psychological resilience among middle school teachers in Adrar Province based on their educational qualifications and years of experience. Specifically, the study examined:

- Differences in resilience based on academic qualifications.
- Differences in resilience based on professional experience.

The researcher employed a psychological resilience scale on a sample of 343 teachers, including 112 males and 231 females. Key findings indicated:

- ✓ No statistically significant differences in resilience were found based on academic qualifications.
- ✓ Statistically significant differences in resilience were found based on professional experience.

Keywords: Psychological resilience, commitment, control, challenge.

Introduction

Psychological resilience is a critical factor in maintaining both mental and physical health. Resilience plays a significant role in mitigating the negative effects of stress arising from challenging life events and lack of support. It serves as a buffer against the detrimental impacts of stress on psychological and physical well-being.

Individuals with higher levels of resilience are generally less susceptible to stress, demonstrating greater fortitude, achievement, leadership, and internal control. They are also characterized by flexibility, proactivity, realism, and initiative. Consequently, psychological resilience is a crucial variable to consider when examining mental and physical health, as well as healthy social relationships. Kobasa

posits that resilience is a constellation of traits characterized by a general belief in one's effectiveness and ability to utilize all available psychological and environmental resources to actively and realistically appraise and cope with stressful life events. Resilience encompasses three dimensions: commitment, control, and challenge.

This study aims to investigate the following research questions:

1. Are there statistically significant differences in psychological resilience based on academic qualifications among middle school teachers in Adrar Province?
2. Are there statistically significant differences in psychological resilience based on years of professional experience among middle school teachers in Adrar Province?

Hypotheses:

1. There are statistically significant differences in psychological resilience based on academic qualifications among middle school teachers in Adrar Province.
2. There are statistically significant differences in psychological resilience based on years of professional experience among middle school teachers in Adrar Province.

Objectives:

1. To determine whether there are statistically significant differences in psychological resilience based on academic qualifications among middle school teachers in Adrar Province.
2. To determine whether there are statistically significant differences in psychological resilience based on years of professional experience among middle school teachers in Adrar Province.

Definition of Psychological Resilience

Mohammed Imad Moukheimer (1994) defined psychological resilience as "a pattern of psychological contracting that an individual commits to themselves, their goals, values, and those around them. It is the belief that an individual can control the events that befall them by taking responsibility for them and that changes in various aspects of their life are stimulating and necessary for growth rather than a threat or hindrance" (Mohammed Maarouf, 2013: 274).

Kobasa (1979) defines it as "a set of personality traits that serve as a source or buffer against life's stressors. It represents a general belief in an individual's ability to utilize all available resources, psychological and environmental, to perceive stressful life events in an undistorted manner, interpret them logically and objectively, and cope with them positively. It encompasses three dimensions: commitment, control, and challenge.

Majdi (2007) defines psychological resilience as "the high ability to positively confront and resolve stress, and prevent future difficulties, reflecting the extent to which an individual believes in their effectiveness and ability to optimally utilize all available personal, environmental, and social resources to perceive, interpret, and effectively face stressful life events and achieve success and excellence" (Khalid Al-Abdeli, 2012: 20).

Characteristics of Psychological Resilience

Taylor (1995: 261) summarized the characteristics of psychological resilience as follows:

- ❖ A sense of commitment to oneself and to engaging in any new challenges faced.
- ❖ Belief in control, meaning the individual feels that they are the cause of the events in their life and can influence their environment.
- ❖ Challenge, which is the desire to create change and face new activities as opportunities for growth and development.

Moukheimer (1997) confirmed these characteristics, conducting numerous psychological studies in the field of resilience and relying on these characteristics in his studies as dimensions for measuring resilience based on the definition and scale of resilience developed by Kobasa (Moukheimer, 1997: 38).

The characteristics of individuals with high resilience can be divided into two categories:

Characteristics of Individuals with High Psychological Resilience

From previous studies conducted by Kobasa in the years (1985, 1983, 1982, 1979), she concluded that individuals with psychological resilience are characterized by several qualities, including:

- ❖ Greater ability to achieve and a tendency towards leadership and control.
- ❖ Internal locus of control.
- ❖ Exceptional ability to achieve.
- ❖ Greater motivation and initiative.

Deblad (1990) indicated that individuals with high psychological resilience have fewer psychological and physical symptoms, focus on social tolerance, and have a high motivation towards work. They are also more interactive, more accepting and oriented towards life, and more confrontational of stressful events (Abu al-Nada, 2007: 31-32). Lolwa Hamada and Abdul Latif classified individuals with psychological resilience as:

- Committed to the work they must perform rather than feeling alienated.
- Able to control events rather than feeling threatened.
- Finding in their perception and evaluation of stressful life events an opportunity for practice and decision-making (Lolwa Hamada and Abdul Latif, 2008, 235-237). From these previous characteristics, we can conclude that individuals with psychological resilience are characterized by internal control, the ability to withstand and resist, the ability to achieve at work, the ability to make sound decisions, solve problems, and cope with and adapt to stressful life events. They tend to have leadership, control, and initiative. They are more capable, and active, and have better motivation, wisdom, patience, and self-control. Thus, individuals with high psychological resilience are committed to their values, principles, and beliefs, adhering to them and not abandoning them, thereby giving their lives meaning, value, and positive

Characteristics of Individuals with Low Psychological Resilience

Those with low psychological resilience are characterized by a lack of purpose and meaning in life. They do not interact with their environment positively and expect constant threats and weakness in the face of stressful and changing events. They prefer the stability of life events and do not believe in the necessity of renewal and improvement. They are also negative in their interactions with their environment and unable to bear the negative impact of stressful events (Mohammed, 21, 22, 2022).

It is clear from the above that individuals with low resilience are characterized by:

- ✚ Rapid anger and intense sadness, a tendency towards depression and anxiety.
- ✚ Avoidance and seeking social support.

- ✚ Loss of balance.
- ✚ Escaping from facing stressful events.
- ✚ Inability to be patient and intolerant of hardship.
- ✚ Lack of specific values or principles.
- ✚ Lack of flexibility in decision-making.
- ✚ Inability to take responsibility.
- ✚ Inability to exercise self-control. (Najah Al-Sumeiri: 153, 2010)

Dimensions of Psychological Resilience

The dimensions of psychological resilience are evident in the study conducted by Kobasa, who indicated that individuals with psychological resilience try to influence the course of some of the events they go through. These dimensions are (commitment, control, and challenge) (1979, Kobasa). Kobasa believes that these three components are linked to an increased ability of the individual to challenge environmental pressures and life events and to transform stressful life events into opportunities for personal growth. The lack of these three dimensions is described as burnout. One component of the three components of resilience is not enough to provide us with the courage and motivation to turn stress and anxiety into more positive things. Psychological resilience is a composite consisting of three independent measurable dimensions (1979, Kobasa).

Firstly: Commitment

The commitment component is the most strongly related to the protective role of resilience as a source of resistance to stressors. Johnson and Sarson (1987) pointed to this result, as they found that the absence of this component is associated with the detection of some psychological disorders such as anxiety and depression. Henk also pointed to the importance of this component among those who perform demanding tasks such as lawyers, nurses, and dentists (1986, HYBON). Moukheimer (1997: 14) sees commitment as "a kind of psychological contract that an individual commits to themselves, their goals, values, and those around them. "

Djihhan Hamza (2000) defines commitment as "an individual's orientation towards self-knowledge, defining their goals and values in life, and taking responsibility. It also refers to an individual's belief in the value and benefit of the work they perform for themselves or others." Kobasa pointed out that commitment represents the individual's ability to perceive their values and goals and to appreciate their capabilities to have a goal to achieve, as well as to make decisions that support

balance and internal structures. Commitment represents the individual's commitment to dealing positively with stressful events and seeing them as meaningful and purposeful situations. An individual with a strong tendency towards commitment merges with people, things, and events around them, and isolation and alienation represent a waste of time (Abbas, 2010: 176).

Harris explained that commitment represents "an individual's perception that the activities of life have meaning, value, and importance for their own sake" (Abbas 2010: 176). Thus, commitment represents an orientation towards involving oneself in what an individual does or faces. In addition to this, it involves active engagement in the various aspects of life. Individuals strong in commitment find ways to engage in something enjoyable and important to them, regardless of the challenges, and immerse themselves in it instead of feeling alienated. Commitment represents a kind of cognitive evaluation that provides a general sense of purpose, allowing the individual to understand and find meaning in events (Abbas, 2010).

Therefore, a committed individual wants to engage with people and events around them rather than being passive, and this seems to them a way to gain meaning and exciting experiences. What bothers them is drowning in loneliness and alienation. It seems that those with high commitment perform their work with joy and little effort (Majdi 98: 2007)

Secondly: Control

This refers to an individual's belief in their ability to control the events that befall them and to take personal responsibility for what happens to them. Some researchers refer to control using the terms "dominance" or "power," considering dominance to be an individual's feeling of their ability to influence their environment or to deal with the demands of stressful circumstances successfully.

Thirdly: Challenge

This refers to an individual's belief that changes in their lives are exciting and necessary for growth and progress rather than a threat to them, which helps them to take initiative and explore different aspects of their environment.

Therefore, psychological resilience, as a concept, consists of dimensions that interact with each other to give the individual the ability to perceive and evaluate the stimuli and events surrounding them. Those who possess these characteristics can effectively

and confidently face the demands of the environment and its stressful influences. Based on the above, we question the mechanism through which psychological resilience reduces stress (Yousfi: 2013).

Research Instrument: Psychological Resilience Scale

This scale, developed by Mohammed Moukheimer (2006), is a tool that provides a quantitative assessment of an individual's psychological resilience. It consists of 48 items that focus on various aspects of an individual's psychological resilience. Responses to the scale are on a four-point Likert scale (never, rarely, sometimes, always), with each item ranging from one to four points. Thus, the total score for the scale ranges from 48 to 144, with higher scores indicating a higher level of perceived psychological resilience.

Levels of Total Score for Psychological Resilience

- ✓ If the total score is between 0 and 48, this means that the examiner has a low level of resilience.
- ✓ If the total score is between 48 and 96, this indicates that the examiner has a moderate level of resilience.
- ✓ If the total score is between 96 and 144, this indicates that the examiner has a high level of resilience.

Psychometric Properties of the Measurement Tool

Table 1: Internal Consistency Reliability of the Psychological Resilience Scale

Number	Item	Pearson Correlation Coefficient	Significance Level
1	Commitment	0.62	Significant
2	Control	0.51	Significant
3	Challenge	0.70	Significant

The following table demonstrates that the correlation coefficients for the dimensions of psychological resilience were statistically significant at the 0.05 level. These coefficients are considered high and acceptable, indicating that they can be relied upon.

Reliability of the Psychological Resilience Scale

Table 2 Reliability Coefficient Calculations for the Psychological Resilience Scale

Psychological Resilience Scale	Method	Reliability Coefficient
	Cronbach's Alpha	0.74
	Guttman	0.70

The table demonstrates that the correlation coefficients obtained using both Cronbach's Alpha and Guttman methods are high. This indicates that the psychological resilience scale employed in our study is reliable and exhibits a high degree of stability in its results.

Main Study

After verifying the validity and reliability of the measurement tools in the pilot study—the social support scale and the psychological resilience scale—both instruments were deemed suitable for application in the main study.

Study Sample Characteristics

The study sample comprised 343 professors, including 112 males and 231 females. They were selected randomly from various regions. The sample's characteristics were categorized based on several variables to be studied, including gender, age, educational level, specialization or subject taught, professional experience, marital status, economic status, and institution of employment.

Table 3 Distribution of Sample Participants by Gender

Gender	Frequency	Percentage
Male	112	%32.65
Female	231	%63.34
Total	343	%100

As indicated by the table, there is a notable gender imbalance in the sample, with females constituting 63% of the participants and males making up the remaining 32%.

Table 4 Distribution of Sample by Educational Level

Educational Level	Frequency	Percentage
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Technical Institute Graduate	44	%12.82
University Graduate	299	%94.23
Total	343	%100

As the table indicates, 12% of professors are graduates of technological institutes, while 94% are university graduates.

Table 5 Distribution of the sample across six employment sectors

Employment Sector	Frequency	Percentage
Tassabit	29	%12.39
Adrar	71	%31.19
Fenougil	55	%23.50
Zawiya Khente	46	%19.65
Requan	36	%15.38
Oulf	106	%45.29
Total	343	%100

A table showing the percentage of participating professors and the total sample size by sector of employment.

Table 6 Distribution of Sample by Years of Experience

Number	Years of Experience	Frequency	Percentage
1	24-34 years	112	%38.41
2	35-44 years	98	%28.41
3	45-54 years	79	%23.03
4	55-64 years	54	%15.74
Total		343	%100

Based on the following table, it can be concluded that younger age groups dominate the education sector, particularly in secondary education.

Statistical Methods

The researcher employed the following statistical methods in this study:

- Descriptive statistics: including frequencies, percentages, means, and standard deviations.
- Inferential statistics: including Pearson's correlation coefficient, the Wherry-Doolittle formula, t-tests for comparing groups, analysis of variance, and split-half reliability. The statistical software SPSS was used for data analysis.

Presentation of Results for the First Hypothesis

The first hypothesis states that there is a statistically significant difference in psychological resilience based on the educational qualification of the sample. To test this hypothesis, t-tests were conducted.

Table 7 Significance of Individual Differences Based on Educational Qualification

Sample	Bachelor's 299		Technological Institute44		t-value	Degrees of Freedom	Statistical Significance	Level of Significance
	Mean	Standard Deviation	Mean	Standard Deviation				
Psychological Resilience	107.94	0.00-2	107.77	21.62	0.05	341	1.70	Not Significant

Based on this table, there is no statistically significant difference in psychological resilience scores across different educational levels. The calculated t-value of 0.05 is not significant.

Presentation of Results for the Second Hypothesis

The second hypothesis posits that there is a statistically significant difference in psychological resilience among middle school teachers in Adrar province based on their professional experience.

To test this hypothesis, a one-way analysis of variance (ANOVA) was conducted, as presented in the table below.

Table 8 Significance of Differences in Psychological Resilience Based on Professional Experience

Variable	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F-value	Statistical Significance	Level of Significance
Psychological Resilience	Between Groups	3780.08	3	1260.02	3.15	0.02	significant
	within the groups	135552.78	339	339.86			
	Total	139332.87	342	X			

Based on the Table, there is a statistically significant difference in psychological resilience based on professional experience. The F-value of 3.15 is significant at the 0.02 level, supporting the hypothesis that there are significant differences in psychological resilience among middle school teachers in Adrar province based on their years of experience.

Discussion of the First Hypothesis

This hypothesis posits that there are no statistically significant differences in psychological resilience based on the educational qualifications of middle school teachers in Adrar province. However, the results presented in Table 7 contradict this hypothesis. The calculated t-value of 0.05 and degrees of freedom of 341 are not statistically significant at the 0.05 level, indicating no significant differences in psychological resilience based on the teachers' educational background.

These findings align with the researchers' expectations. It is understood that the experience gained through daily practice over the years is as important, if not more so, than the higher degrees obtained by newly qualified teachers.

Discussion of the Second Hypothesis

The hypothesis states that there are statistically significant differences in psychological resilience based on years of experience among middle school teachers in Adrar province.

An examination of Table 8 reveals an F-value of 3.15, which is significant at the 0.02 level. This indicates that there is a statistically significant difference in psychological resilience based on years of experience.

The observed differences in psychological resilience can be attributed to the cumulative effects of years of teaching. Teachers accumulate resilience through their experiences with various challenges, such as changing curricula, rapid societal changes, a perceived lack of support from administration, and inadequate training to keep up with advancements in the field.

Conclusion

This study concluded that there were no statistically significant differences in psychological resilience among middle school teachers in Adrar province based on their educational qualifications. This finding aligns with the researchers' expectations, as experience gained through daily practice over the years is considered equally important, if not more so, than higher academic degrees for newly qualified teachers.

However, the study did reveal statistically significant differences in psychological resilience based on years of experience. These differences were attributed to the cumulative effects of various experiences, challenges, and stressors faced by teachers over their careers.

Based on the findings of this study, the following recommendations are proposed:

- ❖ Conduct further research on the role of social support in promoting teachers' psychological well-being.
- ❖ Implement modern strategies to support teachers in adapting to new educational programs and technologies.
- ❖ Provide targeted support to teachers, such as conditional grants, to improve the quality of education.
- ❖ Emphasize the importance of social support from family and friends in reducing teacher stress.
- ❖ Develop preventive and therapeutic programs to enhance teachers' psychological resilience.
- ❖ Conduct additional research on the psychological and social needs of teachers.

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