

The Effectiveness of a Counselling Program for Enhancing Psychological Immunity in Reducing Professional Stress among Some Teachers

By

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Abstract: The current study aimed to reveal the effectiveness of a counseling program to improve psychological immunity in reducing professional pressures among some teachers. The researcher relied on the experimental method as a method for the study. The study sample included (19) male and female teachers from the Arab National School in Zagazig, Sharkia Governorate, and the sample members were divided It was divided into two groups: the first: experimental (9), and the second: control (10) of male and female teachers. The researcher used the psychological immunity scale, psychological stress, and the counseling program as tools for the study. The study reached many results, the most important of which are: the absence of statistically significant differences ($\alpha = 0.05$). It is attributed to the group in all dimensions and in the total score for the scale of psychological immunity and occupational stress. This result indicates the equality of the control and experimental groups in the pre-application. There are statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in all dimensions of psychological immunity and occupational stress after Applying the counseling program, there were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in the total score of the psychological immunity and occupational stress scale, where the g value reached (-4.376), with a statistical significance of (0.000), and the differences were in favor of the experimental group.

Keywords: Psychological Immunity - Counseling Program - Professional Pressures - Teachers.

Introduction:

The teacher is considered an essential axis of the educational process, as it is his responsibility to conduct the educational process from the time he enters school until the end of the day.

The nature of his work requires him to prepare daily for the educational process, including daily preparation of lessons, and supporting them with educational means and various teaching methods, while finding various ways of motivation and motivation to learn.

Through the diversification of evaluation methods of various types, initial, interim, and final.

The teacher often faces stressful situations and circumstances while practicing the teaching profession, which makes him

vulnerable to states of anxiety, tension, and frustration, which negatively affects his psychological and physical condition, and in turn is reflected in his level of performance at work, and in his ability to achieve the desired pedagogical and educational goals. (Abdel Basset et al., 2018, p. 323).

Professional pressure is a continuous process, and the goal of confronting it is to reduce its effects on the teacher. Dealing with professional pressure begins with reducing the effects resulting from it, searching for its organizational sources, and trying to remedy any defect in the application of the administrative system that results in high levels of pressure. (Mahyouz, 2021, p. 1237).

In order to overcome professional pressures among teachers, it was necessary to develop a counseling program based on improving the psychological immunity of teachers, because it has a major role in helping the teacher confront negative feelings, enabling him to face crises and endure difficulties, strengthening his positive behavior, and restoring his emotional balance after being exposed to it. To professional pressure, and creating a balance between his negative and positive expectations. (Ahmed, 2019, p. 711) Therefore, it can be said from the above that psychological immunity is one of the most important psychological needs in our current era, and a basic requirement for all faculty members in schools and universities. It is also a basic requirement for sound psychological development, overcoming professional pressures to which faculty members are exposed, and solving problems and issues facing the teacher. In an optimistic and positive way, which creates a positive feeling in the teacher that he lives in an environment that satisfies his needs.

Study Problem:

The teaching profession is one of the professions fraught with constant professional pressures. It involves dealing with multiple stakeholder categories and the need to continually adapt working practices in order to be able to meet the diverse, differentiated and ever-changing needs of students; Therefore, it is no wonder that many teachers suffer from problems that affect their mental health.

For example, Al-Ahsan's (2015) study indicated that working in the teaching profession may increase the risk of developing mental health problems, such as low self-esteem. Perhaps the stress generation characteristic of the teaching profession is

pushing researchers to explore the effectiveness of several training programs to improve teachers' ability to adapt to the psychological pressures associated with practicing the teaching profession.

An example of these studies is the study by Janssen et al. (2023), whose results highlighted that applying an intervention program to enhance mindfulness helps teachers overcome work stress; The results of this study are consistent with the results of the study of Song et al. (2020), whose results indicated the effectiveness of a recent training program in enhancing teachers' ability to adapt to work pressures and enjoy a good emotional state. In fact, the ability to overcome mental health problems is linked to improving the teacher's ability to deal with the pressures and obligations of daily teaching work.

This was highlighted by the results of Imran et al.'s study (Imran et al., 2022), which indicated that addressing teachers' mental health needs helps teachers improve their self-efficacy in classroom management as well as their skills in engaging students in classroom learning experiences.

However, despite the consistency of the results of studies on the possibility of addressing the psychological needs of teachers and the impact of this on their skills in dealing with work stress, there is a scarcity of studies that shed light on improving the psychological immunity skills of teachers.

This represents a research gap that the current study is interested in addressing. The study seeks to contribute to bridging this gap by testing the effectiveness of a counseling program to improve psychological immunity in reducing professional stress among some teachers.

Study questions:

The main question (Are there statistically significant differences at the level ($\alpha = 0.05$) between the post arithmetic averages of the level of psychological immunity for the two study groups due to the implementation of the counseling program)?

- Are there statistically significant differences at the level ($\alpha = 0.05$) in the pre-application of levels of psychological immunity for the two study groups?

- Are there statistically significant differences at the level ($\alpha = 0.05$) in the post-application of the dimensions of psychological immunity for the two study groups after applying the counseling program?

- Are there statistically significant differences at the level ($\alpha = 0.05$) in the post-application of the total score of the psychological immunity scale for the two study groups after applying the counseling program?

Objectives of the study:

- Detecting the presence of statistically significant differences at the level ($\alpha = 0.05$) in the pre-application of levels of psychological immunity for the two study groups.

- Detecting the presence of statistically significant differences at the level ($\alpha = 0.05$) in the post-application of the dimensions of psychological immunity for the two study groups after applying the counseling program.

- Detecting the presence of statistically significant differences at the level ($\alpha = 0.05$) in the post-application of the total score of the psychological immunity scale for the two study groups after applying the counseling program. the importance of studying:

The importance of the current study stems from the importance of the topic it addresses, which is the necessity of improving psychological immunity in reducing professional stress among teachers.

They can be highlighted as follows:

Theoretical importance:

The current study may help reveal a counseling program that contributes to psychological immunity and reduces professional stress among some teachers.

The current study may contribute to reducing and reducing the professional pressures that teachers are exposed to in the general education stages.

- The researcher hopes to enrich Arab libraries with more studies and research on improving psychological immunity in reducing professional stress among teachers through the scarcity of studies in this context - as far as the researcher knows -.

Practical importance:

The results of the current study may contribute to the design of more guidance and training programs to increase the levels of psychological immunity among teachers and reduce their professional pressures.

The results of the current study may help in generalizing the application of the guidance program under study to various teachers of general education levels in Sharkia Governorate.

Terminology of study:

• **Guidance programme:** The guidance program is defined as "an important step in the guidance process that depends on a combination of special objectives and guidance strategies directed towards achieving the goals of the guidance process through designing the program content and organizational, executive, and evaluative procedures." (Shawahneh, 2022, p. 119).

The concept of the counseling program is referred to as "a set of techniques and skills during prepared sessions with the aim of developing psychological toughness and reducing professional pressures among male and female teachers." (Nasr, 2018, p. 153)

The guidance program is also known procedurally as a program that works to strengthen the psychological immunity of teachers through a set of guidance strategies.

• **Psychological immunity:** Psychological immunity is defined as "an integrated system of cognitive, motivational, and behavioral dimensions that will give the individual immunity against stress, support healthy growth, and act as psychological antibodies to resist stress." (Shawahana, 2022, p. 119).

The concept of psychological immunity is referred to as "a complex self-system of internal psychological resources, and cognitive, motivational, and behavioral capabilities, which fortifies the individual and increases his ability to confront stressful situations and events." (Hassan and Salem, 2022, p. 148).

Psychological immunity can be defined procedurally as the ability of individuals to adapt well and positively confront adversity, trauma, and psychological pressure.

• **Professional pressures:** Professional pressures are defined as "factors, stimuli, and influences that teachers are exposed to, which create in them a kind of instability and a state of

dissatisfaction, which in turn affects their professional performance and their dealings with the various conditions to which they are exposed.” (Nasr, 2018, p. 153).

The concept of occupational stress is referred to as “a group of environmental factors that negatively affect an individual’s performance at work.” (Sofi, 2021, p. 320).

Professional stress can be defined procedurally as a state of emotional tension, arising from situations that occur in an individual’s professional life.

The theoretical framework of the study:

The teaching profession is one of the most important stressful social professions in which there are many sources of pressure that make some teachers insecure and dissatisfied with their profession, which affects their psychological compatibility in the work environment.

Teachers are not exposed to pressures in work environments that affect their health and psychological state of disturbance and anxiety.

Not only frustration, but this is also reflected in the level of their performance of their profession. Teachers in the work environment are affected by many professional pressures, which create a feeling of anxiety in them, which makes them easily aroused emotionally.

This may also be reflected in their professional performance in general, and may extend beyond that to their absence from work and thinking about leaving the profession, as teachers vary in their treatment and methods of confronting them.

These pressures are through the methods they follow in confronting pressures, and how they perceive these pressures, as professional pressures lead to low self-esteem, difficulty in solving problems, and the inability to make appropriate decisions. (Siddiq et al., 2022).

Educational institutions sought to introduce guidance programs to reduce professional pressures and improve the psychological resilience of teachers because they play a major role in supporting positive behavior among teachers, explaining negative feelings, restoring the teacher’s emotional balance, creating a balance between negative expectations and positive expectations, and confronting the problems he is exposed to. (Ahmed, 2019).

Therefore, it can be said from the above that professional pressures are one of the phenomena that teachers face in the educational environment. It is also one of the factors that negatively affect teachers’ activity, behavior, social interaction, communication with those around them, acceptance of themselves and others, and self-control.

Factors affecting occupational stress:

There are many factors affecting professional pressures, the most important of which are the subjective factors in which the teacher is distinguished from other teachers in terms of his personality, skills, abilities, and ambitions.

His exposure to the pressures of boredom may increase, as a result of the lack of sufficient stimulation in his life, such as the lack of incentives.

The factors are also considered Materialism is one of the factors affecting the teacher, such as not designing an appropriate educational environment, and not providing the necessary means

for the teacher’s comfort, leading to the emergence of professional pressures for the teacher, and organizational factors are among the pressures that arise from organization, and everything related to the policies of the educational institution, its organizational structures, and the processes that carry out With it. (Trad, 2016).

In addition to the factors influencing professional stress among teachers, there is also the social and external environment of the teacher, including many changes, the personal events of the teacher in his personal life that represent a degree of excitement and psychological pressure, and the influence of the teacher’s personality in the educational environment, such as the incompatibility of the teacher’s personality with the requirements of the official school organization. (Ismail and Abdullah, 2022, p. 16) Adan (2020) believes that one of the most important factors affecting professional pressures among teachers also appears in the lack and lack of capabilities and experience, as the lack of training and placing teachers in positions they are not qualified to work in makes them unable to adapt and deal with their jobs, so they go through cases of loss of self-confidence.

As a result of the high expectations of others for what they will accomplish, despite their inability to achieve those expectations, the psychological and physical state also affects the extent of teachers’ response to the work stressors they face within the work environment.

This response varies from one teacher to another according to the individual differences between them.

Therefore, it can be said that the most important factors causing professional stress among teachers vary according to the nature of the work, and from one educational institution to another, and some of them can be represented in:

Organizational factors: This refers to the factors related to the educational institution and its management, which are a source of pressure for the teacher, such as the burden of the tasks and roles assigned to him, and the imbalance of the quantity and type of work with his abilities and potential, whether increased or decreased.

- **Performance evaluation:** The process of evaluating performance is of great importance to the teacher, as it may result in him continuing to work or being dismissed from it, or resulting in promotions and advancement at work. Therefore, the lack of objective and fair standards for evaluation will be considered a source and influential factor in the professional pressures of the teacher.

- **Making decisions:** Participating in making decisions related to work will make teachers feel respected, appreciated, and satisfied, raise their morale, increase their enthusiasm and self-confidence, and reduce their feeling of work pressures.

Otherwise, if they do not participate in making decisions, it will lead to the opposite, as their morale will decrease, and their feeling of belonging to the institution will decrease.

Sources of professional stress among teachers:

Stress has many sources that are difficult to enumerate.

The causes of stress vary from one individual to another, noting that the event in itself does not represent a source of stress, but how the teacher interacts with it is what makes it so.

What may cause stress for a teacher may not cause it for another teacher, and this depends on cognitive processes.

The teacher's capabilities, abilities, and wealth of previous experience and dealing with similar stimuli.

Feeling frustrated is one of the sources of professional pressure among teachers.

Frustration occurs when the teacher is prevented from what he seeks to achieve.

Conflict occurs when the teacher is unable to decide between two goals, each of which has value. (Abdul Hadi, 2017).

There are also many sources that lead to teachers feeling professional pressure, also in work conditions, which is meant by the group of factors that determine the individual's behavior, including direct factors such as work requirements and difficulties, and role conflict, which means the conflict between the duties, practices, and responsibilities that are issued simultaneously by the individual's direct supervisor, and his relationship with With the director and learners. (Siddiq et al., 2022).

- **Job load:** The teaching profession is characterized by many factors that cause high job fatigue, and the most prominent of these factors is the teacher's need to perform many tasks, such as planning lessons, organizing activities, participating in curriculum development, extracurricular activities, supervising classes, and providing information (Jomoad et al., 2021).

Other factors causing the high level of job fatigue experienced by teachers include changes in curricula, increased administrative requirements in a teacher's work, and high public expectations about the role that the school should play in addressing societal problems (Nunan, 2015).

Job load may also increase when role expectations exceed the teacher's abilities to accomplish them. When a principal gives several major tasks at once while increasing the teacher's normal workload, the teacher will experience overload when he or she takes on too many roles at once, and when the teacher is expected to He does more than the available time, resources, and ability.

The teacher faces many expectations from the director, and the overload of the qualitative or quantitative role is represented by the lack of sufficient capabilities of the teacher to carry out the work, or the tasks assigned to him are huge and the time to perform them is limited. (Al-Ammar, 2021, p. 138).

Al-Omari and Al-Sahli (2022) indicate that workload means an increase or decrease in the volume of workloads that the teacher is assigned the task of carrying out.

Increasing the volume of workloads beyond the acceptable rate causes pressure at work, and this increase is either a quantitative increase through assigning new work that is necessary Accomplishing it in a short time or increasing the quality by assigning work that the teacher does not have the necessary capabilities to do, and the excessive or deficient workload are all two extremes, and the matter needs to reconcile the workload with the teacher's capabilities, so that the workload does not exceed the reasonable limit and does not exceed the capabilities. and teacher capabilities.

The many tasks and activities assigned to the teacher require high abilities and skills to accomplish them. These burdens vary according to the nature of the work, the size of its responsibilities, and the powers granted to the teacher. All of these are things that cause psychological and professional pressure on the teacher.

There is a direct relationship between the amount of responsibility and work pressures.

The more responsibilities, the greater the pressures associated with the work. The job workload is considered a burden on the teacher, especially when this work exceeds his abilities, skills, and capabilities, whether the work is quantitative or qualitative.

On the other hand, a decrease in the job workload is considered a source of stress because the work will no longer attract the individual's enthusiasm and interest. (Gabriel and Al-Suwaii, 2020).

As Abdel Samie et al. (2022) believe, role overload occurs when the teacher performs tasks that he cannot accomplish at the present time. Role overload is also a major cause of work stress because it results in many errors and poor teacher health.

It also requires the teacher to work long hours. Continuous, and is divided into two types:

1. **Specific role burden:** This type of burden relates to the teacher's ability and skill to deal with the tasks required of him, and it occurs when the teacher feels that the skills required to achieve a certain level of performance are greater than his ability, meaning that the individual lacks the ability and skill necessary for the work.

2. **Quantitative role burden:** This type refers to the teacher's awareness that what is required of him is greater than his capacity or that there is not enough time to accomplish these responsibilities.

Therefore, quantitative role burden means the teacher's large number of tasks that he must complete in insufficient time.

Therefore, it can be said that role overload represents one of the factors that negatively affects teachers and the performance of their job roles, because it has adverse consequences on the performance of teachers, as it occurs when the work expected of the teacher requires abilities that exceed his personal ability, or when the work required is many and requires more time. of available time.

- **Role conflict:**

Role conflict is one of the important sources of work stress, and it means the conflict that occurs to the teacher as a result of the presence of different work demands.

Role conflict refers to the lack of harmony between teachers' perceptions or expectations and the work demands related to the role, when there is a discrepancy between work demands and personal or precise standards.

This conflict arises when the specific patterns of behavior, such as work demands, are contrary to, or contrary to, the teacher's ethics or values, and then he falls under the pressure of work. (Saadallah et al., 2023).

Abdel-Qawi (2022, p. 210) believes that role conflict is the teacher's confrontation with a situation that forces him to fulfill

conflicting requirements at the same time, and it takes several forms, including:

- The conflict of multiple roles: The teacher plays multiple roles. He works in the teaching profession, is a father, a husband, and a member of an association at the same time.

- **Conflict between role dispatchers:**

Occurs when the demands of colleagues conflict with the requirements of the manager, or when the teacher is under more than one command and receives orders from more than one manager asking him to perform contradictory tasks.

- **Role overuse conflict:**

This type of conflict is related to time pressures, as sometimes teachers find themselves under pressure as a result of their need to complete work dictated by their daily roles, and at the same time work assigned to them by superiors who expect immediate completion from them.

- Personal role conflict: when the personal values of the teacher in the role conflict with the demands of others, such as colleagues, managers, or learners.

Many indicators of role conflict are reflected among teachers, the most important of which are the conflict of work responsibilities with the teacher's personal life, the work requiring more time than the allotted time, the presence of interference from others which does not allow the work to be performed in a better manner, managers requesting multiple and contradictory work, and work inconsistency in some cases.

Sometimes it is inconsistent with the values and principles of the teaching staff, and the teacher is assigned some work that is not compatible with their experiences and skills. (Abdullah, 2022).

Role conflict also occurs if there is a conflict between role requirements. When a teacher is exposed to a situation that imposes conflicting requirements on him, such as a job requiring long working hours, and this conflicts with his role as a husband or father, then he suffers from role conflict that is generated when there are conflicting requirements in At the same time, the teacher falls under his boss or co-worker, and therefore the teacher's compliance with a set of work-related expectations conflicts with his compliance with another set of expectations. (Aishawi and Oufi, 2020, p. 328).

Other forms of role conflict that a teacher may face include the conflict between the teacher's role as a professional and his role in his family life.

This phenomenon is usually called dual role conflict; The multiple life roles of a teacher impose pressures and restrictions on how to distribute time, energy, and commitment.

The teacher may find it difficult to fulfill his work requirements in light of the presence of another role that reduces his burden, such as his role in caring for his family members, such as caring for children, caring for an elderly or sick parent, or any other family and household responsibilities (Faragai, 2017; Thakur et al., 2018).

Therefore, it can be said that role conflict is the simultaneity between two or more groups of incompatible roles, or the conflict of behaviors, duties, and directions of the teacher's job, or the conflict between role requirements, the conflict between work requirements, and family requirements.

Role conflict also arises as a result of the conflict between teachers' expectations of Organization, and organizational expectations from teachers.

• **Relationships at work:**

Any educational institution is a very complex socio-technical system, based on interaction between its individuals and relevant groups, whether these communications are formal or informal.

It is natural for this interaction to create many causes of pressure due to the presence of hostile and unruly personalities at work, or high levels of pressure.

Social density, lack of privacy at work, widespread conflicts, or lack of social support.

What is meant by relationships within work is the relationships that the teacher enjoys around his environment, which would activate his response to work stressors or reduce them.

The teacher usually cannot be creative except after satisfying his own needs, which are called physiological needs, and some even adopt behavior contrary to their original tendencies.

In order to please his friends and maintain his affiliation with them, abuse or exploitation of these relationships between parties leads to aggression or conflicts. (Al-Saadi et al., 2018).

Relationships at work are also considered one of the most important factors leading to the success of the educational institution in achieving its goals.

The failure and success of relationships between teachers within the educational institution requires the establishment of many personal relationships, but the parties to these relationships may exploit them badly, which leads to these relationships being characterized by aggression or Conflicts. (Baiti, 2021, p. 251).

Unsuccessful relationships with officials at work are one of the important sources of pressure, especially if these managers are among those who deliberately influence others in some way. They may deliberately raise the status of specific teachers or lower the status of others in front of the rest of the teachers, or in front of those who are in charge of determining decisions. Or spending financial incentives on getting to know others based on information from colleagues. This is another case that may cause teachers to feel pressure. (Ebrahimi, 2015).

Al-Omari and Al-Sahli (2022, p. 22) . also indicate that one of the most important factors leading to the success of the educational institution in achieving its goals is the failure or success of work relationships between teachers within the school, as performing the work requires the necessity of establishing many personal relationships, but the parties to this Relationships may be exploited badly, which leads to these relationships being characterized by hostility, conflicts, or the presence of political maneuvers that exhaust one of the parties to the relationship.

Some relationships may also lead to abuse of personal freedom, or failure to maintain the confidentiality of information, and your Hajj may increase personal relationships to a high degree.

To the point that it represents an unbearable high excitement.

As a result of the teacher's loss of social support from his colleagues, the teacher is exposed to many professional pressures in the work environment.

The nature of the relationship that links teachers to each other in the work environment determines the degree of pressure they have, as lack of respect and increased jealousy generates hatred, hostility, and lack of love for colleagues, so the work atmosphere becomes unhealthy, and thus worsens communication between co-workers, which leads to an increase in professional stress. (Boujamal et al., 2022).

• **Role ambiguity:** Role ambiguity is one of the most important sources of work stress that has a direct impact on teachers' suffering at work, but the impact of these variables on the level of work pressure varies from one educational institution to another, so the teacher has a feeling of inferiority and confusion due to a lack of sufficient knowledge of the requirements of the task to which he is assigned, which may generate negative feelings about his work and lead to a decrease in his job satisfaction.

Role ambiguity arises when the teacher does not have information about his role in the educational institution in which he works, when the work goals are ambiguous, and when the teacher's perceptions of job duties and the limits of authority and responsibility associated with them are not clear, as the conflict of organizational goals represents a major source of work stress. (Jibril and Al-Suwaii, 2020, p. 162).

Role ambiguity also arises when the role is not clear in the work conditions. Role ambiguity can arise as a result of unclear instructions given by the supervisor, or unclear signals from co-workers.

The result is most likely to be a subordinate who does not know what to do, and thus can Role ambiguity can be an important source of stress.

Role ambiguity occurs when the teacher finds it difficult to know his role, and to know what to do or how to perform his role.

That is, role ambiguity is the lack of information that the teacher needs in fulfilling his role in the school. (Al-Ammar, 2021).

Perhaps errors on the part of supervisors are among the most prominent factors causing the problem of role ambiguity.

Many supervisors do not provide clear strategies and instructions to teachers; As a result, the teacher has ambiguity about what he should do (Sana & Aslam, 2018).

Role ambiguity is also linked to the absence of clarity about the professional responsibilities of teachers.

This usually occurs in cases of starting a new job, such as appointing a new head, or in cases of promotion.... These variables constitute a threat that can be a source of stress for the teacher, especially if this ambiguity continues.

Role ambiguity is closely linked to decreased job satisfaction, stress, frequent expression of a desire to leave work, and a low degree of self-confidence, and these in themselves are components that are difficult to neglect if the goal is to reduce the factors causing stress. (Buhara, 2021).

Role ambiguity refers to the lack and lack of clarity in the limits of authority and responsibility, if he is unable to perform his work optimally, which creates a state of tension and a feeling of psychological pressure for him.

This ambiguity occurs when technological changes occur, changes in the work of one of the teachers, and lack of information received from managers. . (Al-Saadi et al., 2018).

Role ambiguity also occurs as a result of the teacher not receiving clear and precise instructions regarding his tasks, duties, and job authority, as these pressures arise as a result of the lack of clarity about the role or task required to be performed by the teacher, which leads to him feeling a lack of control over his work, and then increasing tension and lowering the level of His job satisfaction. (Al-Sharif Howaidi, 2022, p. 264).

The connection between role ambiguity and the emergence of stress is due to the fact that insufficient information and unclear directions make the teacher vulnerable to mental exhaustion. Mental exhaustion, in turn, is linked to the emergence of job burnout (Pervez et al., 2022); These effects represent a sequence of how the pressures on the teacher in his work occur and accumulate.

Therefore, it can be said that role ambiguity indicates the lack of information that the teacher has in performing his work, such as information about the limits of his authority and responsibilities, which creates negative tension in the teacher that is directly embodied in the deterioration of his satisfaction with work and his lack of confidence in himself and others.

Theories explaining professional stress among teachers:

Bomjan (2016) believes that there are many theoretical models that explain professional stress, including the professional stress model by Mac Qurat, which is called the decision-making model, which is concerned with the processes that occur while a teacher faces stress, as Mac identified several stages that form a closed loop, and this loop begins with the situations present in the environment.

If the situation is perceived by the individual as leading to uncomfortable results and left without modification by society, it actually becomes stressful, and the teacher resorts to some self-responses that aim to change this situation and make it less stressful. Sherif et al. (2016, p. 209).

Also believe that the theories explaining professional stress among teachers are:

- Behavioral theory:

Behaviorists believe that pressure is represented by relying on the learning process as a starting point through which information about dangerous situations to which the individual is exposed and that provoke pressure is processed, and these stimuli are linked to the previous experience of the teacher.

- **Hans Selye's theory:** Hans's theory is based on the fact that life events and changes in the external environment, whether positive or negative, would put pressure on the teacher.

He asserts that repeated exposure to pressure leads to negative effects in his life.

- Spielberger's theory:

His theory was based on anxiety as a necessity for understanding stress. **He distinguished between two types of anxiety:**

Neurotic anxiety and state anxiety, which is an objective anxiety that depends on stressful circumstances, and thus linked state anxiety to stress.

The theory of compatibility between the teacher and his surrounding environment is also one of the theories that explain professional pressures among teachers, which is based on the relationship between the teacher and his awareness of his ability to complete tasks, given his motivation to complete them.

The assumption on which this theory is based is that pressures are the result of a widening gap. Between the teacher and the environment, this theory believes that pressures are the result of an imbalance between the mental and physical aspects, and facing life changes that would lead to an imbalance in this balance. (Al-Maamaria, 2014).

Added to the theories explaining professional pressures among teachers is the theory of cognitive appreciation.

This theory arose as a result of the great interest in the process of perception, sensory-perceptual therapy, and cognitive appreciation, which is a basic concept that depends on the nature of the teacher, as estimating the extent of the threat is not just a simplified perception of the elements that make up the situation, but it is a link between the environment surrounding the teacher and his personal experiences with pressures, and thus the teacher can interpret the situation.

The teacher's evaluation of the situation depends on several factors, including his personal characteristics, his previous experiences, and his cultural level. (Battah and Shakra, 2023).

Other theories that attempted to explain the phenomenon of work stress include the theory of job demands and resources.

What is meant by requirements is the physical, psychological, social and organizational aspects of the job that require physical or psychological effort and are therefore associated with physiological and psychological costs.

Examples of requirements include high work pressures and emotionally exhausting interactions with clients; As for resources, they are the physical, psychological, social, and organizational aspects of the job that are effective in achieving work goals, reducing work requirements and the associated physiological and psychological costs, and promoting self-growth, learning, and professional development.

Examples of resources include independence at work, diversity of skills required at work, the presence of performance evaluations, and the availability of opportunities for growth; According to theory, increased demands and decreased resources may lead to increased strength of work stress (Bakker & Demerouti, 2017).

Therefore, it can be said that the theories explaining professional pressures have varied depending on the differences in theoretical frameworks adopted by scholars.

These theories also differed among themselves based on axioms. The proponents of behavioral theory believe that pressures are the result of the teacher's learning of previous experiences through which his behavior in the face of stressful circumstances can be identified, while Selye based the body's physiological response on the teacher being under the influence of a stressful situation, while Spielberger based state anxiety on the presence of pressure.

Symptoms and manifestations of psychological immunity among teachers:

One of the most prominent manifestations of psychological immunity is what was indicated by the study of Al-Hamdan et al.

According to the study, these manifestations include the following (Al-Hamdan et al., 2021): -

Self-efficacy: a person's belief that he has the abilities and characteristics that qualify him to complete tasks and the motivation to persevere.

- **Positive thinking:** the tendency towards accepting new information, simplifying complex problems, and benefiting from life's challenges.

- Problem-solving ability:

- Identifying problems and using available skills and information to generate the most appropriate alternatives for dealing with unusual problems.

- Self-control:

controlling negative emotions in situations that may provoke feelings of anger, remaining steadfast in situations that cause feelings of frustration, and being willing to postpone achieving current desires.

- **Self-confidence:** a person's self-awareness of his potential and abilities, his belief in the correctness of his actions and judgments, and his response to criticism based on logic.

- **Optimism:** Expecting good things to happen in the near and distant future. Although there are multiple types of psychological immunity that characterize some teachers, others lose psychological immunity completely and show a set of symptoms that express their surrender to frustrations and shocks.

There are many symptoms that express the loss of psychological immunity in the teacher, identified by Muhammad (2021).

In that: - It is characterized by weak self-control and self-control.

- It is characterized by weak resistance to failure and surrender to it.

- It is characterized by a weak degree of emotional maturity.

- He is characterized by isolation and poor interaction with others.

- Lack of sense of pleasure and tendency toward sadness and pessimism.

- Increased susceptibility to suggestion, as the teacher becomes prepared to be convinced of all ideas, even if they are incorrect, illogical, irrational, or harmful. It is also notable that those who are psychologically resilient have higher levels of life satisfaction and psychological well-being; This manifests itself in a number of manifestations such as having environmental mastery, having a purpose in life, the ability to achieve self-growth, self-acceptance, the ability to build positive relationships, and self-independence (Vargay et al., 2019).

Al-Hadary (2021, p. 483) Points out that one of the most important aspects of increasing the teacher's psychological immunity is also freedom from anger, freedom from the ties that he has always linked to the will of others, and immunity from fear.

A teacher who has high psychological immunity can face difficult and frightening situations and be satisfied.

Regarding life, psychological immunity makes the teacher calm and satisfied with himself, and the teacher's ability to endure and confront problems and find appropriate solutions to them.

The most important symptoms of psychological immunity deficiency are susceptibility to suggestion, lack of control and self-control, surrender to failure and isolation, loss of a sense of happiness, isolation and intellectual stagnation, weak emotional maturity, and the emergence of defensive lying. (Ahmed, 2019).

In addition to the symptoms or manifestations of low psychological immunity, the teacher feels a loss of optimism and joy in life, psychological burnout, surrender to failure, introversion, lack of emotional control and self-control, and disturbance and defect in judgment about things. (Captain and Secretary, 2022).

Hassan and Al-Nabrawi (2023) indicate that teachers with psychological immunity have several aspects that can be represented in the ability to think positively in difficult situations, search for possible means to achieve goals, accept changes and negative events, respond to different situations positively, the ability to solve problems, and realize aspects of Strength and strengthening, identifying and strengthening weaknesses, a feeling of happiness and hope in life, and a high level of responsibility.

Teachers with high psychological immunity are also characterized by the ability to think positively, the ability to solve problems, resistance to failure, optimism, the ability to manage anger, self-initiative and self-confidence, flexibility, focus on the goal, commitment to performing duties, and viewing change as a challenge.

A person with Low psychological immunity due to weak resistance to failure and surrender to it, isolation, weak interaction with others, a feeling of unhappiness and a tendency to sadness, isolation and intellectual stagnation, and the emergence of defensive tricks. (Habib and Ibrahim, 2023, p. 14)

The most important theories explaining psychoimmunity :

Psychoanalytic theory is considered a cornerstone of modern counseling and treatment. Some believe that counseling is fundamental or that psychotherapy is based on concepts and methods stemming from psychoanalysis.

Freud seeks to achieve a state of balance and a low level of counseling, that is, if the teacher is exposed to a stimulus Internal or external, this arousal is what pushes him to get rid of that state that the teacher feels, and prompts him to perform physical or mental activity to return to his initial state before exposure to the stimulus. (Bin Zaid and Bin Hanish, 2023, p. 18)

In the behavioral theory that explains psychological immunity, learning is considered the main focus through forming connections between stimuli and responses.

Therefore, the teacher acquires appropriate and effective habits that help him cooperate with others in facing situations that require decision-making.

The teacher also needs to be compatible with himself and his society.

He is The criterion that indicates that the teacher has psychological health, as Pavlov confirmed that mental health disorders arise due to errors in the teacher's conditional learning history. (Gebrini, 2020).

The First theory is also one of the theories that explain psychological immunity among teachers, which arose based on a set of cognitive, behavioral, emotional, social, motivational, personal, and psychological dimensions.

These dimensions give the teacher positive psychological immunity to stress, and internal and external pressures, and enable him to develop psychologically, achieve psychological health, and integrate experience.

In improving resistance, steadfastness and psychological immunity, integrating these dimensions makes it a comprehensive, integrated, interactive and interconnected psychological system. (Agony, 2022).

Other theories that attempted to explain the phenomenon of psychological immunity include the psychological immunity model developed by Attila Olah.

According to this model, psychological immunity is one of the psychological variables that contribute to a person's ability to confront stress, treat it, and prevent difficulties from occurring in the future (Shawkat et al., 2021); The model also assumes that psychological immunity consists of three subsystems.

The role of the counseling program to improve psychological immunity in reducing psychological stress among teachers:

Saadallah et al (2023) believe that the role of the counseling program in improving psychological immunity and reducing professional pressures among teachers is represented by raising the motivation of teachers and students, developing quick response skills and dealing effectively with internal and external pressures facing teachers, increasing teacher production at work, and reducing the level of taking... Wrong decisions resulting from nervous reactions to critical situations facing him.

Al-Maamaria (2014, p. 18) believes that the counseling program has a major role in improving psychological immunity and reducing psychological stress among teachers, the most important of which are:

- Clarity of the elements that cause work pressures among managers and supervisors concerned with work and development obstacles, and their good knowledge of them, with an understanding of the role expected of them, as it is not reasonable for them to lead others when they themselves do not know where they are headed.
- Setting clear and specific goals for the process of studying work stress in educational institutions, such as: raising the quality of teachers' performance or developing them, and developing their expertise.
- Develop a gradual and detailed plan to reduce work pressures with reasonable paths that can be achieved, provided that the objectives of that plan fit the teachers' conviction of its effectiveness and its role in reform so that they can contribute in cooperation to its success.

Educational institutions seek to develop guidance programs to reduce professional pressures and improve the psychological immunity of teachers by training them on coping strategies, directing them towards developing coping strategies, directing

them towards staying away from practicing negative behaviours, trying to reduce the severity of the dangerous factors to which the teacher is exposed, and controlling his emotions, i.e. Resisting or postponing impulsivity and negative behavior, focusing on problems and solving them, and reducing the effects of stressful situations. (Madas and Dasa, 2021)

He pointed out that the guidance program has a major role in reducing professional pressures and improving psychological immunity, the most important of which is helping the school administration improve its performance by employing the expertise and capabilities of school employees according to work requirements, revealing the potential and hidden capabilities of teachers to benefit from them in performing tasks, and contributing to revealing teachers' skills.

Their actual knowledge, the true value of the programs they receive, and their ability to develop their skills in the work they perform. (Al-Tamami, 2018).

The role of the counseling program is also to improve psychological immunity and reduce the level of professional stress among teachers by developing individual strategies: teachers should not rely on official departments to prevent and manage stress.

Rather, there are many ways to overcome the professional pressures that teachers are exposed to, including training on Relaxation, and achieving the teacher's response to stress through processes, thinking, and organizational strategies:

Despite the great importance of individual strategies in confronting stress, a great responsibility for managing stress remains with the school administration, as schools practice various policies that will treat or prevent psychological stress or Work stress among teachers. (Makhlouf and Aywaj, 2020).

Added to the role of the counseling program in reducing professional pressures and improving the psychological immunity of teachers is its ability to increase the teacher's focus on work, making his work viewed with distinction, focusing on the results of the work, helping him express his emotions and feelings, making him feel accomplished, providing him with vitality when performing his work, and looking at For the future with optimism, his ability to return to a normal psychological state when facing an unpleasant experience, and his sense of accomplishment. (Ismail and Abdullah, 2022, p. 18).

The role of the counseling program is to reduce professional pressures and improve psychological immunity by working to create, develop and build self-responsibility and motivation for change among teachers, and awareness of the factors and variables present in the work environment so that teachers are able to adapt to changes and confront them, and discover appropriate methods and methods that may help management. In helping teachers in conflict situations and using them, and modifying methods of dealing with teachers who feel the pressures and burdens of work in a way that is appropriate for each teacher. (Al-Sharafa and Awadallah, 2022).

From the above, it can be said that guidance programs contribute to strengthening the psychological immunity of teachers due to their role in building, developing and enhancing their various psychological skills. By developing these skills, teachers can respond to the challenges and difficulties they face

in practical and life contexts in a more positive and effective manner.

This would have a positive impact on the ability to cope with professional pressures. Instead of being negatively affected by pressures and challenges, the teacher may be able to generate better responses in addressing problems and adapting to any potential negative psychological effects of them. Previous studies: Janssen et al.'s study (Janssen et al., 2023).

Examined the effects of a mindfulness-based stress-reducing intervention and an organizational health-promoting intervention on Dutch teachers' mental health; The study population consisted of teachers working in five vocational secondary schools in the Netherlands.

The study sample included (120) students, including (44) students in the mindfulness-based intervention group to reduce stress, (43) students in the organizational health promotion intervention group, and (33) students in the waiting list group.

The study relied on the cluster randomized controlled trial approach.

The results of the study included the following:

There were no statistically significant differences in the short and long term between the study group in terms of the level of mental alertness and mental health outcomes; However, when the two intervention groups were combined into one comparison group, statistically significant differences were found between the intervention group and the waiting list group in the short and long term in levels of both mindfulness and mental health outcomes.

Ahmed's study (2023) investigated the methods of confronting professional pressures most commonly used by female teachers. The study population consisted of all female teachers in kindergarten schools affiliated with the Helwan Educational Administration in Cairo Governorate. The study sample included (102) female teachers in kindergarten schools affiliated with the Helwan Administration. Educational system in Cairo Governorate. The study relied on the descriptive, causal-comparative approach as a method for the study, and relied on a measure of methods of coping with professional pressures as a tool for the study. The study reached many results, the most important of which are: that the most frequently used positive coping methods among teachers are (taking responsibility, and effective dealing with With the problem, and social support), the most commonly used coping methods are (accepting reality, denial, and self-blame), and there are statistically significant differences in the methods of coping with pressures according to the level of experience, type of school, and training courses, and there are no statistically significant differences in the coping methods. Stress among kindergarten teachers according to the academic qualification variable.

The study by Al-Shamrani and Ben Kadsa (2022) aimed to identify the correlation between psychological flexibility and self-esteem among kindergarten teachers in the city of Tabuk. The study population consisted of all government kindergarten teachers in the city of Tabuk, and the study sample included (40) female kindergarten teachers. government in the city of Tabuk. The study relied on the descriptive, correlational approach as a method of study. The study relied on the questionnaire as a tool for the study. The study reached many results, the most important

of which are: the presence of a positive correlation between psychological flexibility and self-esteem among kindergarten teachers in the city of Tabuk at the level of Significance (0.001), and the absence of statistically significant differences between members of the study sample in psychological flexibility and self-esteem among kindergarten teachers due to the number of children in the class, and the existence of a direct relationship between social support and psychological flexibility. The higher the level of social support, the higher the level of psychological flexibility, and vice versa .

The study by Imran et al. (2022) highlighted the effectiveness of a program to promote mental health among teachers in urban areas of Pakistan. The study focused on an intervention based on the school mental health guide developed by the WHO Regional Office for the Eastern Mediterranean. The study population consisted of teachers in six private secondary schools located in the urban part of the city of Lahore, the capital of the Punjab province in Pakistan. The study sample included (231) teachers, including (118) teachers in the intervention group and (113) teachers in the control group. The study relied on a randomized controlled trial approach, and data was collected through tests. The results of the study included the following: There were statistically significant differences between the two study groups in terms of the level of mental health culture, self-efficacy in classroom management, and student engagement, in favor of the intervention group; There were no statistically significant differences between the two study groups in the reports on the emergence of emotional and behavioral problems among students.

Song et al.'s study (Song et al., 2020) examined the effect of a four-day mindfulness intervention program on teachers' stress and emotional state. The study population consisted of male and female teachers at various educational levels from kindergarten to university education in Zhejiang Province, China. The study sample included (161) teachers who were divided into a mindfulness intervention group with (77) teachers and a waiting list group with (84) teachers. The study relied on the comparative descriptive approach, and data was collected using the Mindful Attention-Based Awareness Scale (MAAS), the Chinese Perceived Stress Scale (CPSS), and the Chinese Positive and Negative Affective State Schedule. The results of the study included the following: Mindfulness training had a statistically significant positive effect on the level of mindfulness; Mindfulness training also had a negative impact on the level of stress and negative emotional states, meaning that the effects of the program had desirable effects.

The study by Ben Issa (2019) sought to identify the effectiveness of a cognitive-behavioral counseling program in reducing professional stress among primary school teachers. The study population consisted of all primary school teachers for all years in the state of El Oued for the academic year 2016/2017, and the study sample included (22) teachers. The study relied on the experimental method as a method for the study, and the study relied on the occupational pressures scale, the guidance needs scale for primary school teachers, the guidance interview guide, and the guidance program as tools for the study. The study reached many results, the most important of which are: the

presence of statistically significant differences between the average scores of the two pre-measurements. And the posttest for the experimental group with regard to occupational stress in its dimensions, in favor of the post-measurement, and the absence of statistically significant differences between the average scores of the pre- and post-measurements for the control group with regard to occupational stress in its dimensions, and the presence of statistically significant differences between the average scores of occupational stress in its dimensions for the control and experimental groups in the post-measurement. , in favor of the experimental group.

Nasr's study (2018) also aims to investigate the effectiveness of a selective counseling program to improve psychological toughness and reduce professional stress among female Al-Azhar secondary education teachers. The study population consisted of all male and female teachers in Al-Azhar secondary school in Shebin Al-Koum, and the study sample included (40) female Al-Azhar secondary education teachers. The study relied on the experimental method as a method of study, and relied on measures of psychological hardiness and professional stress as tools for the study. The study reached many results, the most important of which are: the effectiveness of the current counseling program in developing psychological hardiness, which had a positive role in reducing professional stress among teachers. There are no statistically significant differences between the average scores of the experimental group in the post- and post-measurement of the study scales, and there are statistically significant differences between the average scores of the experimental and control groups on the psychological hardiness scale and its dimensions in the post-measurement in favor of the experimental group.

The study by Boumjan (2016) aimed to achieve a main goal, which is to prepare a counseling program to reduce psychological stress among married female university professors. The study population consisted of all married female university professors working at the Mohamed Kheidar University in Biskra.

The study sample included (74) married female university professors. The study relied on the experimental method as a method of study, and relied on a measure of sources of psychological stress, sources of response to psychological pressure, and the counseling program as tools for the study.

The study reached many results, the most important of which are:

The married university professor suffers from moderate psychological pressure according to the measure of psychological pressure, and there are significant differences.

Statistics between the scores of the pre-measurement and the post-measurement on the Sources of Psychological Stress scale in the total score and the following sub-dimensions (students, social and economic factors), and there are no statistically significant differences between the scores of the two measurements (pre- and post-measurement) on the sub-dimensions (management and officials, and promotion in the academic degree).

Field study procedures:

To achieve the objectives of the study, the researcher followed the following steps:

- Refer to the literature on the subject and collect information about it by reviewing the most important books, periodicals and previous studies related to the subject of the study.
 - Producing the psychological immunity scale after developing it in its final form after ensuring its validity and stability.
 - Building the guidance program to improve psychological immunity in reducing professional stress among teachers in its final form and ensuring its sincerity.
- Based on the results of the psychological immunity scale, the sample members were identified as 20 male and female teachers who obtained the lowest scores on the psychological immunity scale.
- The sample was randomly divided into two groups, experimental and control, each group containing 10 individuals. One of the participants withdrew from the experimental group, thus the number of participants in the experimental group became 9, while the number in the control group remained 10.
- Ensure the equality of groups.
 - Obtaining the approval of the experimental group to apply the program to them.
 - Applying the counseling program to improve psychological immunity in reducing professional stress among teachers to participants in the experimental group, while the control group was not subjected to any treatment.
 - Applying the post-psychological immunity scale to the experimental and control groups.
 - Organizing the results and analyzing them statistically.
 - Extracting and interpreting results.
 - Coming up with conclusions and recommendations. Study tools:

- 1- A measure of psychological immunity among some teachers.
- 2- Professional pressures among some teachers.
- 3- Guidance programme.

Study Limitations and Procedures:

The study sample:

The study was limited to a sample consisting of (19) male and female teachers, including (11) male and (8) female teachers, at the Arab National School in Zagazig, Sharkia Governorate, starting from October 2023 to March 2024.

Second: Study tools:

The researcher used the following tools:

- 1- Psychological Immunity Scale: Prepared by: Researcher.
- 2- The researcher reviewed the psychological heritage, some previous studies, and some measures that dealt with psychological immunity. Then the efficiency of the measure was calculated according to the following:

First: The validity of the scale:

Honesty of arbitrators:

The scale was presented in its original form to (10) arbitrators from faculty members in some departments of psychology, special education, and mental health, and some teachers and school principals in some Egyptian universities, such as Zagazig University, Mansoura University, Cairo University, and Ain Shams University.

(3) phrases were deleted, which I said. The rate of agreement between the arbitrators was more than 90%, and the dimensions of the scale reached (4) dimensions: the first axis:

Positive thinking, the second axis:

Solving problems, the third axis: self-control, and the fourth axis: self-efficacy. (b) Validity of the test:

The validity of the test was calculated by calculating the correlation coefficient between the scores of the exploratory study sample, which consisted of (30) teachers, on the psychological immunity scale among teachers, prepared by: Barakat (2024), which consisted of (5) dimensions: positive thinking, emotional control, and optimism. , self-efficacy, and self-confidence, and it consists of a scale of (30) items, after confirming its stability through the use of Cronbach's alpha, which reached a correlation coefficient of (.79), which is significant at the level of (.01), and its stability was calculated by re-application Once again, the correlation coefficients reached (82,.).

(c) Validity of the peripheral comparison:

The researcher conducted the veracity of the peripheral comparison on a survey sample consisting of (30) teachers, with the aim of identifying the extent of the scale's ability to compare between those with high and low psychological immunity in the study sample, by distinguishing between the average scores of the upper quartile and the lower quartile of students' scores on the current scale.

The difference was statistically significant at the .01 level. It indicates the validity of the scale.

Second: Stability of the scale:

(A) The stability of the psychological immunity scale was calculated using the retest method: after (15) days of the first application. The correlation coefficient was calculated between the first and second application.

The correlation coefficient for the sample as a whole reached (.83), and it is significant at the level .01, which indicates a relatively high stability coefficient.

(B) Reliability was also calculated using Cronbach's alpha method: the reliability coefficient for the dimensions was as follows: The first axis: positive thinking (0.70), the second axis: problem solving (0.75), the third axis: self-control (0.79), and the fourth axis: self-efficacy (0.68), and for the total score (0.73), which is statistically acceptable.

(C) Reliability was calculated using the Spearman-Brown method and the Guttman method: the reliability coefficient was respectively (69.. and 57.), and these percentages are considered scientifically acceptable.

The number of final items for the current scale reached (29) statements, and four graded responses were developed so that these responses (always - often - sometimes - rarely - never) obtain the numbers (1, 2, 3, 4, 5) respectively, and the limit is

The minimum score on the scale is (29) degrees, and the maximum is (145) degrees.

2. A measure of professional stress among teachers, prepared by:

The researcher reviewed some theoretical frameworks and some measures that dealt with professional pressures among teachers.

The researcher also calculated the psychometric efficiency of the measure according to the following:

Psychometric efficiency of the list:

The psychometric efficiency of the scale was calculated on the survey sample of (30) teachers.

The researcher calculated the validity and reliability of the scale used as follows:

(A) Apparent honesty: The current scale was presented in its initial form, consisting of (5) dimensions and (26) statements related to those dimensions, and an arbitration was conducted on it.

The scale was presented in its initial form to a group of arbitrators who were faculty members in the departments of psychology, special education, and mental health in the colleges of education at the University. Cairo, Ain Shams, Zagazig, the Suez Canal, and some teachers and school principals, in order to determine the suitability of the dimensions and positions of the scale to what they want to measure.

Two dimensions and (4) phrases were excluded, and agreement on two dimensions was less than (90)%, and the dimensions of the scale in its final form reached (3) Dimensions of the illusion:

The first axis: cognitive pressures, the second axis: Psychological pressures, and the third axis:

- Functional pressures.
- The scale contained (22) statements, after the arbitrators agreed on agreement rates of no less than (90)%.

(B) Correlative validity: The correlation was calculated between the current scale and the scale of psychological stress at work among teachers prepared by Suleiman (2015), and the correlation coefficient was positive (.78). It is a function at the level (0.01).

(C) Terminal comparison method:

The researcher used the method of marginal comparison between the highest quartile and the lowest quartile by dividing the sample scores and calculating the significance of the differences between the means, on a sample of teachers consisting of (30) male and female teachers.

The differences showed statistical significance, which makes the scale highly capable of comparison.

The differences were statistically significant at the level of (0.01) between the average grades of the students.

(D) Internal Consistency: The researcher calculated the correlation between the score of each dimension and the total score of the scale, using the reliability sample scores itself - as the individual's total score is considered a criterion for the validity of the scale, and the inter-correlation coefficients for internal consistency between the cognitive stress dimension and the total score of the scale reached between (0.48 - 0.89).), and the correlation coefficients for the second dimension:

psychological pressures ranged between (0.38 -0.84), and for the third dimension, job pressures, ranged between (0.38 -0.81), at the level of .010, and this indicates the distinctiveness of the field. With internal consistency.

Second: Stability of the scale: The researcher used the following to calculate the reliability of the scale:

(A) Retest Method: The researcher applied the scale to a sample of (35) male and female teachers, with a time interval of (15) days between application and retesting.

The correlation coefficient between the first and second applications reached (0.77), which is statistically significant at the level of (0.01), which indicates its validity for measurement.

(B) Cronbach's Alpha Equation:

The scale's stability was calculated using the Cronbach's alpha coefficient on a sample of (35) male and female teachers; Its value for the dimensions was 0.66, respectively: cognitive pressures (0.66), psychological pressures (0.57), and functional pressures (0.69) and for the total score (0.64), which is statistically acceptable.

Scale Correction Method: The researcher determined the correction method in the following progression (1, 2, 3, 4, 5). According to the following responses (agree to a large extent, agree, undecided, disagree to some extent, disagree completely), then the maximum score for the test is (110), and the minimum score is (22), as each dimension has (8) activities For testing. Guidance programme:

Guidance Programme

Session Number	The first	Session Duration
Session title	Getting to know each other and building trust	30 Minutes
Techniques used	Dialogue and discussion - warm-up - brainstorming - interactive activities	
Means	Laptop - felt-tip pens - A4 white paper - dry pens - office paper.	
Overall Goal	Getting acquainted and building trust between the researcher and the participating teachers.	
Own Goals	- Acquaintance with male and female teachers.	
Session Procedures and Activities	- Building an atmosphere of trust between the researcher and the participants.	
Homework	- Providing a proposed vision for the guidance program, its objectives and techniques.	
Feedback	- Welcoming the participants, and emphasizing their commitment to attending on the specified dates to benefit them.	
Session Number	The researcher shed light on the nature of the guidance program, its techniques, means and objectives.	Session Duration
Session title	- Distributing a brochure for the program to participants for study.	30 Minutes
Techniques used	- Each of the polytheists was heard about their opinion of the sessions and their content.	
Means	Two to eleven	
Overall Goal	Indicative stage	
Own Goals	Dialogue and discussion - modeling - warm-up - brainstorming - interactive activities - relaxation - reinforcement - homework.	
Session Procedures and Activities	Laptop - felt-tip pens - A4 white paper - dry pens - office paper.	
Homework	Improving psychological immunity	
Feedback	- Strengthening psychological immunity - cognitive behavioral counseling - self-control (anger management) - positive thinking - steps to solve problems - stress management - self-management - taking responsibility - entertainment and termination.	

Session Number	The following stories were reviewed:	Session Duration
Session title	The story of Luqman - The story of the wife of Al-Aziz and Yusuf Al-Siddiq - The story of the Samaritan and the calf - The story of our master Abraham and Nimrod - The story of Al-Aziz's donkey - The story of Saleh's camel - The story of the believer and the unbeliever - The story of the companions of Paradise - The table of Jesus, peace be upon him - The story of Ezekiel - The story of Sheba - The story of The two kings Harut and Marut - the story of the Companions of the Ras - the story of Qarun - the story of Dhul-Qarnayn - the Companions of the Elephant - the story of Al-Khidr - the Companions of the Groove - the story of Cain and Abel - the story of Talut and Goliath - the story of the Companions of the Sabbath - the story of the Cow of the Children of Israel - the story of the Companions of the Cave.	30 Minutes
Techniques used	Then the contents and purpose of each story were discussed and debated.	
Means	- Distributing a brochure for the program to participants for study.	
Overall Goal	- Each of the polytheists was heard about their opinion of the session and its content.	
Own Goals	From twelve to sixteen	
Session Procedures and Activities	Re-guidance stage	
Feedback	Dialogue and discussion - modeling - warm-up - brainstorming - interactive activities - relaxation - reinforcement - homework.	

Study Design:

- Independent variable:

The counseling program to improve psychological immunity in reducing professional stress among teachers.

- Dependent variable: level of psychological immunity.

The study design is a quasi-experimental design that uses the experimental and control group for a pre- and post-test, and can be expressed with symbols:

Table 1: Study Design

Experimental Group	02	X	01	R
Control Group	02	-	01	R

- 01: Pre-test for the Psychological Immunity Scale.

- 02: Posttest for the Psychological Immunity Scale.

- R: Random assignment to individuals in the experimental and control groups.

Statistical processing: To answer the study question, the Mann-Whitney test and the Wilcoxon test were used to find the significance of the differences in the study sample's scores on the level of psychological immunity in the post-measurement in the experimental and control groups.

To verify the equality of the groups, the Mann-Whitney test was used to find the significance of the differences in the study sample's scores on the level of psychological immunity in the pre-measurement in the experimental and control groups.

These nonparametric tests were chosen due to the small sample, as the experimental group consisted of nine participants and the control group consisted of ten participants.

Results: Equivalence of psychological immunity level scale:

It was necessary to verify the equality of the experimental group and the control group in the random distribution, so the "Mann-Whitney test" was used to find the significance of the differences in the study sample's scores on the level of mental health in the pre-measurement in the experimental and control groups, and Table (2) Shows this.

Table (2) Results of the Mann-Whitney test to find the significance of the differences in the performance of the experimental and control groups on the scale of the level of psychological immunity in the pre-measurement.

Dimensions	The Group	Number	Average Ranks	Sum of Ranks	Aritmetic Mean	Mann-Whitney U	Wilcoxon W	Calculated z value	Significance level
Positive thinking	Experimental	9	11.40	94.50	2.32	41,500	95,500	-370.	.511
	Control	10	9.35	95.50	2.18				
Problem Solving	Experimental	9	10.90	95.00	2.17	42,000	95,000	-409.	.783.
	Control	10	9.20	95.00	1.99				
self-control	Experimental	9	11.28	92.50	2.20	41,500	97,500	-207.	.636
	Control	10	9.32	97.00	2.07				
Self-efficacy	Experimental	9	10.94	89.50	2.03	43,500	89,500	-041.	.867
	Control	10	9.05	100.550	1.99				
The total score of the psychological immunity scale	Experimental	9	10.48	94.00	2.11	42,000	96,000	-327.	.784
	Control	10	9.25	96.00	2.03	--	--	--	--

It is clear from Table (2) that there are no statistically significant differences ($\alpha = 0.05$) attributed to the group in all dimensions and in the total score for the psychological immunity scale.

This result indicates the equality of the control and experimental groups in the pre-application.

The Main Question:

Are there statistically significant differences at the level ($\alpha = 0.05$) between the post arithmetic averages of the level of psychological immunity and occupational stress for the two study groups due to the application of the counseling program?

To answer this question, the Mann-Whitney test was used to find the significance of the differences for the total score of the study sample in the level of psychological resilience and occupational stress in the post-measurement in the experimental and control groups, and Table (3) shows this.

Table (3) Results of the Mann-Whitney test to find the significance of the differences between the experimental and control groups on the scale of the level of psychological immunity and occupational stress for the total score in the post-measurement.

Dimen sions	The Gr oup	Nu mber	Avera ge Rank	Tot al Ranks	Mea n	M an n-W hit ne yu	Wilc oxon w	Calc ulate d z value	Signi fica nce level
The total score of the psycho logical immunity scale	Ex per im ent al	9	14.0 0	134. 00	3.89	.00 0	56,0 00	- 4.37 6	0.00 0
	Co ntr ol	1 0	56.0 0	56.0 0	2.27	--	--	--	--
Dimen sions	The Gr oup			Tot al ranks	Mea n	M an n-W hit ne yu	Wilc oxon w	Calc ulate d z value	Signi fica nce level
The total score of the psycho logical immunity scale	Ex per im ent al	9	16.0 0	42.0 0	1.77	.00 0	42,0 00	- 2.65 4	0.00 0
	Co ntr ol	1 0	42.0 0	96.0 0	2.82	--	--	--	--

It is clear from Table (3) that there are statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in the psychological immunity scale, where the value of g reached (-4.376), with statistical significance reaching (0.000), and the differences were in favor of the experimental group.

It is clear from Table (3) that there are statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in the occupational stress scale, where the value of g reached (-2.654), with statistical significance reaching (0.000), and the differences were in favor of the experimental group.

This result is consistent with what was indicated by the result of Ben Issa's study (2019), which found that there were statistically significant differences between the average scores of the control and experimental groups in the post-measurement, in favor of the experimental group.

The Mann-Whitney test was also used to find the significance of the differences in the scores of the dimensions of the level of psychological immunity in the post-measurement in the experimental and control groups, and Table (4) shows this.

Table (4) Results of the Mann-Whitney test to find the significance of the differences in the performance of the experimental and control groups on the scale of the level of psychological immunity and occupational stress in the post-measurement.

Di men sions	The Gr oup	Num ber	Avera ge Rank	Total Ranks	Mea n	Signif icanc e level	Wilc oxon n	Calc ulate d z value	Signi fica nce level
Posi tive thin king	Ex per im ent al	9	13.0 0	135.0 0	4.0 7	.000	55 .0 00	- 4.23 5	.000
	Co ntr ol	10	5.50	55.00	2.4 2	--	--	--	--
Pro ble m Sol vin g	Ex per im ent al	9	13.0 0	135.0 0	3.7 5	.000	55 .0 00	- 3.91 7	.000
	Co ntr ol	10	5.50	55.00	2.0 8	--	--	--	--
Self - Con trol	Ex per im ent al	9	14.6 0	134.0 0	4.2 4	1.000	56 .0 00	- 4.12 4	.000
	Co ntr ol	10	5.60	56.00	2.1 3	--	--	--	--
Self - effi cac y	Ex per im ent al	9	14.0 0	135.0 0	3.8 3	.000	55 .0 00	- 4.27 1	.000
	Co ntr ol	10	4.70	55.00	2.1 7	--	--	--	--

Table (5): Results of the Mann–Whitney test to find the significance of the differences in the performance of the experimental and control groups on the occupational stress .scale in the post–measurement

Dimensions	The Group	N	Average Rank	Total Ranks	Mean	Significance level	Wilcoxon	Calculated z value	Significance level
Positive thinking	Experimental	9	6.00	45.00	2.04	.000	44.000	-2.765	.000
	Control	10	11.50	102.00	4.35	--	----	--	--
Problem Solving	Experimental	9	6.00	45.00	2.89	.000	44.000	-2.987	.000
	Control	10	11.50	102.00	4.16	--	--	--	--
Self-Control	Experimental	9	6.00	45.00	2.54	1.000	44.000	2.549	.000
	Control	10	11.60	104.00	4.32	--	--	--	--

It is evident from Table (4) that:

- There were statistically significant differences ($\alpha=0.05$) attributed to the experimental group in positive thinking, where the value of g reached (-4.235), with statistical significance reaching (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.
- There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in solving problems, where the value of g reached (-3.917), with statistical significance reaching (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.
- There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in self-control, where the value of g was (-4.124), with a statistical significance of (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.
- There were statistically significant differences ($\alpha=0.05$) attributed to the experimental group in post-test self-efficacy, where the g value reached (-4.271), with statistical significance reaching (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.

It is evident from Table (5) that:

- There were statistically significant differences ($\alpha=0.05$) attributed to the experimental group in cognitive pressures, where the value of g reached (-2.765), with statistical significance reaching (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.
- There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in psychological pressures, where the value of (g) reached -2.987, with a statistical significance of (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.

- There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in job stress, where the value of (g) reached -2.549, with a statistical significance of (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.

This result is consistent with the findings of Nasr's study (2018), which found that there were statistically significant differences between the average scores of the experimental and control groups on the psychological hardiness scale and its dimensions in the post-measurement in favor of the experimental group.

Summary of Results:

- There are no statistically significant differences ($\alpha = 0.05$) attributed to the group in all dimensions and in the total score for the psychological immunity scale. This result indicates the equality of the control and experimental groups in the pre-application.
- There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in the psychological immunity scale, where the g value reached (-4.376), with statistical significance reaching (0.000), and the differences were in favor of the experimental group.
- There were statistically significant differences ($\alpha=0.05$) attributed to the experimental group in positive thinking, where the value of g reached (-4.235), with statistical significance reaching (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.
- There were statistically significant differences ($\alpha=0.05$) attributed to the experimental group in solving problems, where the value of g reached (-3.917), with statistical significance reaching (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.
- There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in self-control, where the g value reached (-4.124), with a statistical significance of (0.000),

and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.

- There were statistically significant differences ($\alpha=0.05$) attributed to the experimental group in post-test self-efficacy, where the g value reached (-4.271), with statistical significance reaching (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.

- There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in cognitive pressures, where the value of g reached (-2.765), with statistical significance reaching (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program.

- There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in psychological pressures, where the value of (g) reached -2.987, with a statistical significance of (0.000), and the differences were in favor of the experimental group; Which indicates the effectiveness of the guidance program. There were statistically significant differences ($\alpha = 0.05$) attributed to the experimental group in job stress, where the value of (g) reached -2.549, with statistical significance reaching (0.000).

Study recommendations:

- Conducting further studies to determine the effect of the variable of the educational level in which teachers teach on the psychological and professional pressure they are exposed to.
- Draw the attention of specialists to design more guidance programs that will increase the levels of psychological immunity among teachers and help them persevere to achieve their goals.
- Preparing more training, social and psychological courses aimed at developing teachers' skills in managing stress and acquiring positive methods to confront them.
- Working to spread the culture of patience, confronting crises, and how to deal with them to teachers in the general education stages.
- The need to guide and guide teachers so that they use positive strategies because they have a role in coping with and overcoming pressures.

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