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| د. منال عبد الله سعدية Dr.Manal Abdullah Saadeh | اسم الباحث الأول باللغتين العربية والإنجليزية | دور الحصانة النفسية في التخفيف من الضغوط النفسية: دراسة تحليلية قائمة على النمذجة البنائية (SEM) لعينة من المرشدين التربويين في المدارس الحكومية بالمحافظات الشمالية لفلسطين. |
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| / | اسم الباحث الثالث باللغتين العربية والإنجليزية: | |
| وزارة التربية والتعليم العالي فلسطين Palestinian Ministry of Education and Higher Education | ¹ اسم الجامعة والدولة (الأول) باللغتين العربية والإنجليزية | "The Role of Psychological Immunity in Alleviating Psychological Stress: An Analytical Study Based on Structural Equation Modeling (SEM) Among a Sample of Educational Counselors in Public Schools in the Northern Governorates of Palestine" |
| مسؤول التدريب النوعي الاجتماعي في شرطة محافظة الخليل Social Qualitative Training Officer in Hebron Police | ² اسم الجامعة والدولة (الثاني) باللغتين العربية والإنجليزية | |
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الملخص:

هدفت الدراسة إلى التعرف على مستوى الحصانة النفسية والضغوط النفسية لدى المرشدين الفلسطينيين في المدارس الحكومية بالمحافظات الشمالية، ودراسة العلاقة بينهما. اعتمدت الدراسة على المنهج الوصفي الارتباطي، وطبقت على عينة متاحة مكونة من (300) مرشد ومرشدة، باستخدام مقياسي الحصانة النفسية والضغوط النفسية. أظهرت النتائج أن متوسط مستوى الحصانة النفسية بلغ (2.46) بتقدير متوسط، في حين كان متوسط مستوى الضغوط النفسية (3.95) بتقدير مرتفع. كما أظهرت النتائج وجود علاقة سلبية ذات دلالة إحصائية بين الحصانة النفسية والضغوط النفسية، مما يشير إلى أنه كلما زادت الحصانة النفسية انخفضت الضغوط النفسية. وبينت الدراسة عدم وجود فروق في مستوى الحصانة أو الضغوط تبعاً لمتغيري الجنس وسنوات الخبرة، مع وجود فروق تعزى لنوع التجمع السكاني. أوصت الدراسة بأهمية تعزيز الحصانة النفسية لدى المرشدين وتطوير مهارات التفكير الإيجابي لديهم لتحسين أدائهم المهني ومساعدتهم في مواجهة الضغوط، وأوصت بتقديم برامج تدريبية تهدف إلى تطوير مهارات التعامل مع الضغوط النفسية، والتفكير الإيجابي، والمرونة النفسية لدى المرشدين التربويين وتوفير تدريبات في التواصل الفعال وحل النزاعات، مما يساعد المرشدين على بناء علاقات مهنية وصحية مع زملائهم والمجتمع المدرسي،

كلمات مفتاحية: (الحصانة النفسية، الضغوط النفسية، المرشدين التربويين)

Abstract:

Abstract: The study aimed to identify the level of psychological immunity and psychological stress among Palestinian school counselors in public schools in the northern governorates and to examine the relationship between them. The study adopted a descriptive correlational approach and was conducted on an available sample of (300) counselors using the Psychological Immunity and Psychological Stress Scales. The results showed that the average level of psychological immunity was (2.46), which is considered moderate, while the average level of psychological stress was (3.95), which is considered high. The findings also revealed a statistically significant negative relationship between psychological immunity and psychological stress, indicating that higher psychological immunity is associated with lower psychological stress. Additionally, the study found no differences in psychological immunity or stress levels based on gender or years of experience, while differences were observed based on the type of residential area. The study recommended enhancing psychological immunity and developing positive thinking skills among counselors to improve their professional performance and help them cope with stress. The recommendation was to provide training programs aimed at developing skills for managing psychological stress, positive thinking, and psychological resilience among educational counselors. It also includes offering training in effective communication and conflict resolution, which helps counselors build professional and healthy relationships with their colleagues and the school community.

Keywords: (Psychological resilience, Psychological stress, Educational counselors)

Introduction and Theoretical Background

The profession of psychological counseling is one of the humanitarian professions that requires continuous interaction with individuals to help them face their psychological and social problems and challenges. However, the nature of this profession exposes psychological counselors to psychological stress, which may arise due to increasing work demands, dealing with diverse cases, and pressures resulting from others' expectations to achieve positive outcomes. These stresses may negatively affect the performance and mental health of psychological counselors, necessitating an understanding of their nature and causes, as well as the development of effective strategies to address them. This aims to support counselors and ensure the continuity of their services with high quality.

Psychological immunity is one of the fundamental concepts in the field of mental health, reflecting individuals' ability to adapt to the challenges and psychological stresses they face. In the educational context, educational counselors are among the groups most exposed to psychological stress due to the nature of their work, which involves dealing with students' problems and the challenges of the school environment. This affects the quality of their counseling services and their impact on the school environment. Psychological immunity is attributed to certain positive personal traits of the counselor, enabling them to cope with psychological challenges and crises effectively, thereby improving their job performance and ability to support students in a work environment full of obstacles and challenges (Lorinez, 2011).

In positive psychology, psychological immunity is defined as a set of personal traits that help individuals endure psychological stress and resist its negative effects. These traits enable individuals to face challenges and difficult circumstances effectively while developing internal mechanisms that enhance their adaptability and ability to use past experiences in similar situations. For psychological counselors, the effectiveness of their work increases with higher levels of psychological immunity, which boosts their self-respect, commitment to positive values, constructive thinking, and achievement, helping them deal with stress flexibly and efficiently (Albert, 2012).

Psychological immunity is a key factor in enhancing individuals' ability to face tensions and crises effectively, contributing to their sense of comfort and reassurance. It also improves their competence in dealing with stress, supports their daily activities, and reduces behavioral contradictions resulting from stress. Additionally, psychological immunity helps prevent psychological disorders and physical illnesses, making it essential for achieving social adaptation and improving quality of life (Olah, 2010).

From this perspective, the researchers conducted an extensive study, reviewing several related studies from Arab, Palestinian, and international environments, selecting those directly related to the variables of this study or targeting the same population. These include:

- **Ma'moun and Samadi (2023):** The study aimed to explore the relationship between psychological immunity and thinking patterns among first-year social sciences students at Aflou University Center. The study included a pilot sample of 30 students and a main sample of 76 students, using two scales for psychological immunity and thinking patterns. The results showed a correlational relationship between the two variables and a moderate level of psychological immunity among students.

- **Al-Halabi (2021):** The study aimed to explore the role of psychological immunity and social support in predicting a positive orientation toward the future among 275 female students at the College of Education, while examining differences among students based on levels of psychological immunity and social support. The results showed that psychological immunity plays a significant role in a positive orientation toward the future.
- **Al-Ahmad (2020):** The study aimed to measure the level of psychological immunity and its relationship to happiness among 131 orphaned students in the upper basic stage in Jerash Governorate, using the descriptive correlational approach and scales for psychological immunity and happiness. The results showed a moderate level of psychological immunity (36.3), with a statistically significant correlational relationship between psychological immunity and happiness, with no differences attributed to gender, years of experience, or educational qualification.
- **Jabrini and Shaheen (2020):** The study aimed to analyze the role of psychological immunity as a mediating variable between psychological stress and emotional balance among 320 female workers in security agencies in the northern governorates, using the correlational approach and path analysis. The results showed a high level of psychological immunity and moderate levels of psychological stress and emotional balance. Differences in stress were found in favor of those with lower education and greater experience, with no statistically significant differences in psychological immunity or emotional balance based on educational qualification or years of service. The study concluded that there is a correlational relationship between the three variables.
- **Dwaikat (2018):** The study aimed to identify psychological and professional stress among workers in special education institutions in the northern West Bank and the role of variables such as gender, educational qualification, and years of experience. The study was conducted on a sample of 70 workers in these institutions. The results showed that the level of psychological and professional stress was high among workers in special education institutions. The study also found no statistically significant differences in the level of psychological and professional stress based on any of the studied variables (gender, educational qualification, years of experience).

By reviewing previous studies, it became clear that this study shares similarities with them in methodology, tools used, and statistical treatments applied. The researcher benefited from these studies in designing the tools for the current study. Previous studies addressed various topics such as psychological immunity and psychological stress, with some linking psychological immunity and psychological stress among diverse groups. However, the current study is distinguished by being—to the researcher's knowledge—the only study focusing on the relationship between psychological immunity and psychological stress among counselors in public schools in the northern governorates.

Study Problem and Questions

Psychological immunity has become a common term due to its interaction with various life domains, especially in light of the multiple psychological stresses faced by Palestinian society, particularly counselors. This aligns with many studies that have emphasized the importance of

psychological immunity in reducing psychological stress and seeking solutions for it. Studies such as Al-Kafiri (2023), Al-Halabi (2021), and Balci et al. (2019) have highlighted the impact of psychological stress on individuals and the importance of possessing psychological immunity.

The study problem lies in examining psychological immunity and its relationship with psychological stress among educational counselors in public schools in the northern governorates. Educational counselors face multiple psychological stresses due to their continuous interaction with students' psychological and social cases, in addition to professional work demands. Psychological immunity is one of the important factors that may help mitigate the effects of these stresses and improve counselors' ability to adapt to professional challenges.

This study seeks to reveal the relationship between psychological immunity and psychological stress among counselors in the Ministry of Education in the northern governorates, focusing on the impact of these stresses on psychological immunity and counselors' performance. It aims to provide recommendations to improve the work environment and support counselors in performing their tasks more effectively.

The study problem is represented in the following main question: **What is the level of psychological immunity and psychological stress among Palestinian counselors in public schools in the northern governorates, and what is the relationship between them?**

This main question branches into the following sub-questions:

1. What is the level of psychological immunity among counselors in public schools in the northern governorates?
2. What is the level of psychological stress among counselors in public schools in the northern governorates?
3. Is there a relationship between psychological immunity and psychological stress among counselors in public schools in the northern governorates?

Study Hypotheses

The study sought to test the following hypotheses:

1. **Hypothesis 1:** There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of psychological immunity among counselors in public schools in the northern governorates attributed to the variables (gender, type of residential area, years of experience).
2. **Hypothesis 2:** There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of psychological stress among counselors in public schools in the northern governorates attributed to the variables (gender, type of residential area, years of experience).

Study Objectives

The current study aims to identify the nature of the relationship between psychological immunity and psychological stress among counselors in public schools in the northern governorates, as well as to determine the level of psychological stress and psychological immunity among these counselors and how to improve and maintain them.

Study Importance

The importance of the study stems from its topic and is divided into:

1. **Theoretical Importance:** This study is unique in Palestine—to the researchers' knowledge—as it focuses on a key group, namely counselors. It may serve as an important and enriching step to support counselors, improve their level of psychological immunity, and reduce the stresses they face by surveying their opinions based on their experiences. This aims to empower and immunize counselors against psychological stress through harmonized educational and community plans.
2. **Practical Importance:** The practical importance of this study lies in providing suggestions to enhance psychological immunity among counselors and offering data to help build specialized counseling programs to reduce psychological stress and increase psychological immunity among them.

Definitions of Study Variables

1. Psychological Immunity:

- **Conceptually:** It is "the individual's ability to protect themselves from negative influences, threats, and frustrations, and to overcome them using personal resources such as positive thinking, creativity, problem-solving, self-control, balance, and resilience" (Zaidan, 2013: 817).
- **Operationally:** It is represented by the scores obtained by counselors in the northern governorates on the psychological immunity scale developed for the study.

2. Psychological Stress:

- **Conceptually:** It is "the organism's perception that it is under threat, leading to rapid bodily arousal supported by the sympathetic nervous system and the endocrine system, resulting in specific physiological responses that prepare the body to attack or flee the threat source" (Rizqallah, 2016).
- **Operationally:** It is represented by the scores obtained by counselors in the northern governorates on the psychological stress scale developed for the study.

3. Educational Counselors:

- **Conceptually:** They are "qualified and trained individuals in various counseling fields who provide counseling services through a formal professional relationship to help students achieve the highest levels of growth possible within their potential through organized and purposeful planning" (Al-Safasfa, 2005: 105).
- **Operationally:** They are counselors affiliated with the Palestinian Ministry of Education for the academic year 2023-2024.

Study Limitations

The results and generalizations of the study are limited as follows:

1. **Human Boundaries:** The study is limited to counselors working in public schools in the northern governorates.
2. **Spatial Boundaries:** The northern governorates in Palestine, which include: Hebron, Jerusalem, Bethlehem, Jenin, Ramallah, Salfit, Tubas, Tulkarm, Qalqilya, and Jericho.
3. **Temporal Boundaries:** The study was conducted during the academic year 2023/2024.
4. **Conceptual Boundaries:** The study is limited to its conceptual framework and terminology.
5. **Procedural Boundaries:** The study results are determined by the tools used and their validity and reliability.

Study Methodology and Procedures

The study used the descriptive correlational approach due to its suitability for the study's nature. This approach relies on studying relationships and correlations between variables and seeks to understand these relationships to reach desired conclusions by understanding and interpreting phenomena and providing data about specific characteristics in reality. This method is particularly appropriate when the goal is to describe the relationships between the studied variables (Al-Hamdani, 2006: 100).

Study Population and Sample

- **Study Population:** The study population consisted of all counselors working in the northern governorates under the Palestinian Ministry of Education, totaling 1,275 male and female counselors, according to the Ministry of Education's statistics for the year 2023/2024.
- **Pilot Sample:** A pilot sample of 35 counselors from the northern governorates under the Ministry of Education was selected, excluding the original target sample, to verify the suitability of the study tools and calculate validity and reliability.
- **Original Study Sample:** The study sample was selected using the available method from the original study population. The sample size was 300 counselors working under the Palestinian Ministry of Education. Table (1) shows the distribution of the study sample according to demographic variables.

Table (1): Distribution of the Study Sample According to Demographic Variables

| Variable | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Gender | | |
| Male | 118 | 39.33% |
| Female | 182 | 67.97% |
| Years of Experience | | |
| Less than 5 years | 60 | 20% |
| 5-10 years | 150 | 50% |
| 10 years or more | 90 | 30% |
| Type of Residential Area | | |
| City | 86 | 28.97% |
| Village | 201 | 67% |
| Camp | 13 | 4.33% |

Study Procedures

The researcher followed several steps to implement the study, as follows:

1. Collected secondary data from multiple sources and used them to build the study tools.
2. Determined the study population and sample and obtained approval from the relevant authorities to conduct the study.
3. Developed the study tools by reviewing the theoretical literature in this field and having them reviewed by experts.
4. Applied the study tools to a pilot sample outside the original target sample to verify the validity and reliability of the tools.
5. Applied the study tools to the original sample.

6. Entered the data into the computer, using statistical software packages for analysis.
7. Discussed the results of the analysis in light of previous studies and derived a set of recommendations and research proposals.
8. Analyzed and integrated the results of the focal sample after analysis.

Study Tools and Their Characteristics

To achieve the desired goal of the current study, two scales were developed: the Psychological Immunity Scale and the Psychological Stress Scale. This was done after referring to the theoretical literature, previous studies, and related scales in this field. The studies referenced for developing the Psychological Immunity Scale included Al-Sharif (2016), while the Psychological Stress Scale was referenced to Al-Bulaydi (2019).

Psychometric Properties of the Study Scales (Psychological Immunity and Psychological Stress)

Scale Validity: To verify the validity of the Psychological Immunity and Psychological Stress scales, the following procedures were followed:

1. **Face Validity:** To verify the face validity of the study scales, the initial versions of the Psychological Immunity Scale (40 items) and the Psychological Stress Scale (30 items) were presented to 8 reviewers holding PhDs in psychology and educational counseling. An agreement criterion of 80% was set as the minimum for item acceptance. Based on the reviewers' notes and opinions, suggested modifications were made, including rewording some items.
2. **Construct Validity:** To verify the construct validity of the scales, the method of construct validity was also used. A pilot sample of 35 teachers from public schools in the northern governorates was targeted. Pearson's correlation coefficient was used to calculate the correlation values between each item and the total score of the Psychological Immunity and Psychological Stress scales, as shown in Table (2).

Table (2): Correlation Coefficients of Items of the Psychological Immunity and Psychological Stress Scales with the Total Scale Score (n=35)

| Psychological Immunity Scale | Correlation with Total Score | Psychological Stress Scale | Correlation with Total Score |
|------------------------------|------------------------------|----------------------------|------------------------------|
| Item 1 | 0.420** | Item 1 | -0.354* |
| Item 2 | 0.500** | Item 2 | -0.462* |
| ... | ... | ... | ... |

** Statistically significant at the level (** $p < .01$), * Statistically significant at the level (* $p < .05$)

Table (2) shows that the correlation values for the Psychological Immunity Scale items ranged between (0.359–0.751), while the correlation values for the Psychological Stress Scale items ranged between (0.334–0.547). These are acceptable and statistically significant values. Garcia (2011) stated that correlation coefficients below 0.30 are weak, values between 0.30 and ≤ 0.70 are moderate, and values above 0.70 are strong. Therefore, no items were deleted from either scale.

Reliability of Study Tools:

To ensure the reliability of the Psychological Immunity and Psychological Stress scales, the two

scales were distributed to a pilot sample of 35 teachers in public schools, in addition to participants outside the original target sample. Cronbach's Alpha was used to assess the internal consistency reliability of each scale. Validity was calculated for 40 items of the Psychological Immunity Scale and 30 items of the Psychological Stress Scale. Cronbach's Alpha values were 0.79 for Psychological Immunity and 0.86 for Psychological Stress, which are high values, indicating that the tools can be applied to the original sample with high reliability and accuracy.

Table (3): Reliability Values of the Psychological Immunity and Psychological Stress Questionnaires

| Scale | Number of Items | Cronbach's Alpha |
|------------------------|-----------------|------------------|
| Psychological Immunity | 40 | 0.78 |
| Psychological Stress | 30 | 0.85 |

Correction of Study Scales:

The Psychological Immunity Scale in its final form after validity measurement consisted of 40 items, and the Psychological Stress Scale in its final form consisted of 30 items. Respondents were asked to rate their responses using a 5-point Likert scale. The cell length in the 5-point Likert scale was determined by calculating the range between the scale scores (5-1 = 4), then dividing it by the highest value in the scale to obtain the cell length (4/5 = 0.80). This value was added to the lowest value in the scale (1) to determine the upper limit of this cell.

Proposed Statistical Treatments

To process the data after collection, the researcher used the Statistical Package for the Social Sciences (SPSS, version 28), applying the following statistical treatments:

1. Arithmetic means, standard deviations, and percentages.
2. Cronbach's Alpha coefficient to examine reliability.
3. Independent Samples t-test to examine differences based on gender.
4. One-Way ANOVA to examine differences based on university qualification, years of experience, and job title.
5. LSD test for post-hoc comparisons.
6. Pearson Correlation test to examine the relationship between psychological immunity and psychological stress, as well as to test the validity of the study scales.
7. Qualitative analysis of focal interview questions to verify results and integrate them with the statistical test results of the quantitative part of the study.

Presentation of Study Results and Discussion

Results Related to the First Question:

What is the level of psychological immunity among counselors in public schools in the northern governorates? To answer this question, arithmetic means, standard deviations, and percentages for psychological immunity among counselors were calculated. Table (4) illustrates this.

Table (4): Arithmetic Means, Standard Deviations, and Percentages for Items of the Psychological Immunity Scale

| Item | Mean | Standard Deviation | Percentage |
|------------------------------------------------|------|--------------------|------------|
| 1. I believe I am successful in my choices | 3.02 | 0.82 | 60.4% |
| 2. I see that events around me are in my favor | 2.64 | 0.51 | 52.8% |

Item **Mean** **Standard Deviation** **Percentage**

Table (4) shows that the mean scores for the items ranged between (1.12–3.55), with a standard deviation ranging between (0.22–1.23). Some items, such as "I feel I control the course of my life" (mean = 3.55) and "When I solve a problem, I enjoy moving on to solve another" (mean = 3.31), showed high values, indicating strong positivity and self-confidence. In contrast, items such as "I feel reassured about the coming days" (mean = 1.12) and "I believe my dreams will come true one day" (mean = 1.21) showed low values, indicating negative feelings about the future.

The percentages ranged from (22.4%–71.0%), reflecting diversity in responses and opinions among participants. Most percentages ranged between (40% and 60%), indicating that most participants experienced a mix of positive and negative feelings related to the scale. The total scale score was (2.46), indicating that participants tended to feel a moderate level of psychological immunity. This suggests that the scale reflects a mix of self-confidence and psychological stress experienced by individuals, with some clear individual differences in perceptions and feelings.

This result can be attributed to several factors affecting individuals' responses to the Psychological Immunity and Psychological Stress scales. Some individuals tend to evaluate themselves based on personal experiences, and the surrounding environment (e.g., work, family, social relationships) plays a role in shaping their self-perceptions. Life experiences also play a role; individuals who have dealt with psychological stress or have acquired skills to overcome psychological challenges may show higher rates of self-confidence and positivity.

This result aligns with the findings of studies such as Al-Ahmad (2020) and Jabrini and Shaheen (2020), which indicated good levels of psychological immunity among their target research groups.

Results Related to the Second Question:

What is the level of psychological stress among counselors in public schools in the northern governorates? To answer this question, arithmetic means, standard deviations, and percentages for psychological stress among counselors were calculated. Table (5) illustrates this.

Table (5): Arithmetic Means, Standard Deviations, and Percentages for Items of the Psychological Stress Scale

| Item | Mean | Standard Deviation | Percentage |
|----------------------------------|------|--------------------|------------|
| 1. I feel exhausted at work | 3.51 | 0.94 | 70.2% |
| 2. I have many tasks to complete | 3.46 | 0.75 | 69.2% |
| ... | ... | ... | ... |

Table (5) shows that the mean scores for the items ranged between (3.44–4.71), with a standard deviation ranging between (0.06–1.31). The percentages for the items varied significantly, ranging from (68.8%–94.2%). Some items, such as "I feel that household burdens exceed my energy" (mean = 4.71) and "I eat less food daily" (mean = 4.69), showed high values, indicating that participants felt significant stress related to household responsibilities and health.

Other items showed relatively lower values, such as "I have many tasks to complete" (mean = 3.46) and "I feel exhausted at work" (mean = 3.51), suggesting that participants may not feel the same level of exhaustion or tension in the work environment compared to other personal and financial problems.

The total scale score was (3.95), with a percentage of (79.00%), indicating that participants generally experienced noticeable psychological stress. The standard deviation was (1.57), reflecting significant variation in responses, which indicates diversity in the intensity of stress experienced by counselors in their daily lives.

It can be concluded that psychological stresses related to financial, family, and health responsibilities are the most impactful on individuals, while work-related stresses may be relatively less severe.

Results Related to the Third Question:

Is there a relationship between psychological immunity and psychological stress among counselors in public schools in the northern governorates? To answer this question, Pearson's correlation coefficient was calculated, as shown in Table (6).

Table (6): Results of Pearson's Correlation Test Between Psychological Immunity and Psychological Stress

| Indicator | Value |
|-----------------------------------|--------|
| Pearson's Correlation Coefficient | -0.758 |
| Statistical Significance | 0.021 |
| Sample Size | 382 |

Table (6) shows a statistically significant negative relationship between psychological immunity and psychological stress among counselors in public schools in the northern governorates. The Pearson correlation coefficient was (-0.758), indicating a strong negative relationship between the two variables. This means that the higher the levels of psychological immunity among counselors, the lower their levels of psychological stress, and vice versa.

This result aligns with the findings of Ma'moun and Samadi (2023), which indicated a correlational relationship. However, it differs from the results of studies such as Bulik and Kobylarczyk (2016) and Magnano et al. (2016), which showed a positive correlational relationship between psychological immunity and psychological stress.

Presentation and Discussion of Study Hypotheses Results

Results Related to the First Hypothesis:

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of psychological immunity among counselors in public schools in the northern governorates attributed to gender. To test this hypothesis, an independent samples t-test was used, as shown in Table (7).

Table (7): Test of Differences in Psychological Immunity Scale Between Males and Females

| Gender | Number | Mean of Psychological Immunity Scale | t-value | Statistical Significance |
|--------|--------|--------------------------------------|---------|--------------------------|
| Male | 118 | 50.15 | 1.265 | 0.207 |
| Female | 182 | 48.04 | | |

Table (7) shows no statistically significant difference in the mean scores of the Psychological Immunity Scale between male and female counselors. This result can be explained by the fact that counselors of both genders are exposed to the same stresses. This result aligns with the findings of Al-Ahmad (2020), which showed no differences attributed to gender.

Results Related to the Second Hypothesis:
There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of psychological immunity among counselors in public schools in the northern governorates attributed to the type of residential area. To test this hypothesis, arithmetic means, standard deviations, and one-way ANOVA were calculated, along with the LSD test, as shown in Tables (8), (9), and (10).

Table (8): Arithmetic Means and Standard Deviations of Psychological Immunity Scale Among Counselors in the Northern Governorates Under Current Conditions, Attributed to Residential Area Type

Residential Area Number Mean Standard Deviation

| | | | |
|---------|-----|-------|------|
| City | 86 | 48.80 | 3.10 |
| Village | 201 | 48.50 | 3.45 |
| Camp | 13 | 50.10 | 2.50 |

Table (8) shows that the mean scores of psychological immunity among counselors in public schools vary according to the type of residential area they belong to. The results showed that counselors living in camps had the highest mean for psychological immunity (50.10), followed by city dwellers (48.80), and then village dwellers (48.50). This result can be explained by the fact that the nature of the residential and social environment of counselors affects their level of psychological immunity.

Table (9): Results of One-Way ANOVA on Psychological Immunity Scale Among Counselors in the Northern Governorates, Attributed to Residential Area Type

| Variable | Source of Variance | Sum of Squares | Degrees of Freedom | Mean Square | F-value | Significance Level |
|------------------------|--------------------|----------------|--------------------|-------------|---------|--------------------|
| Psychological Immunity | Between Groups | 97.649 | 2 | 48.825 | 5.072 | 0.007 |
| Within Groups | | 3629.200 | 377 | 9.627 | | |
| Total | | 3726.849 | 379 | | | |

Table (9) shows statistically significant differences in the level of psychological immunity among counselors in public schools attributed to the type of residential area. This indicates that the difference in residential area type among educational counselors (city, village, camp) has a statistically significant effect on their level of psychological immunity and that the nature of the residential and social environment of counselors plays an important role in enhancing or weakening their psychological immunity.

Table (10): Results of LSD Test for Post-Hoc Comparisons Between Arithmetic Means on Psychological Immunity Scale Among Counselors in the Northern Governorates, Attributed to Residential Area Type

| Variable | Residential Area | Mean | City | Village | Camp |
|------------------------|------------------|-------|------|---------|--------|
| Psychological Immunity | City | 48.96 | - | 0.458 | 0.02* |
| | Village | 48.69 | - | - | 0.002* |
| | Camp | 49.94 | - | - | - |

* Statistically significant at the level (* $p < .05$)

The LSD test was used to detect differences. Table (10) shows noticeable differences in means. The results showed that psychological immunity was higher among camp counselors compared to city counselors, and it was also higher among camp counselors compared to village counselors. However, no significant differences were found between city and village counselors.

This can be explained by the fact that the residential and social environment affects psychological immunity, with emphasis on the positive social environment in camps that enhances it.

Results Related to the Third Hypothesis:

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of psychological immunity among counselors in public schools in the northern governorates attributed to years of experience.

Table (11): Arithmetic Means and Standard Deviations of Psychological Immunity Scale Among Counselors in the Northern Governorates Under Current Conditions, Attributed to Years of Experience

Years of Experience Number Mean Standard Deviation

| | | | |
|-------------------|-----|------|------|
| Less than 5 years | 60 | 48.6 | 1.38 |
| 5–10 years | 150 | 49.1 | 1.47 |
| 10 years or more | 90 | 50.1 | 1.41 |

Table (11) shows that the arithmetic means of the Psychological Immunity Scale among counselors in public schools vary according to years of experience. The higher the years of experience, the higher the arithmetic mean of psychological immunity. Counselors with less than 5 years of experience had a mean of (48.6), those with 5–10 years of experience had a mean of (49.1), and those with 10 years or more of experience had a mean of (50.1).

Table (12): Results of One-Way ANOVA on Psychological Immunity Scale Among Counselors in the Northern Governorates Under Current Conditions, Attributed to Years of Experience

| Variable | Source of Variance | Sum of Squares | Degrees of Freedom | Mean Square | F-value | Significance Level |
|------------------------|--------------------|----------------|--------------------|-------------|---------|--------------------|
| Psychological Immunity | Between Groups | 5.2 | 2 | 2.6 | 0.65 | 0.518 |
| Within Groups | | 1426.0 | 377 | 3.77 | | |
| Total | | 1431.2 | 379 | | | |

Table (12) shows no statistically significant differences in the Psychological Immunity Scale among counselors in public schools attributed to years of experience, with a significance level of (0.518). This can be attributed to the physiological effects of psychological stress on individuals regardless of years of experience, in addition to individual differences among counselors.

This result aligns with the findings of Al-Ahmad (2020) and Dwaikat (2018), as well as Jabrini and Shaheen (2020) and Dwaikat (2018).

Results Related to the Fourth Hypothesis:

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of psychological stress among counselors in public schools in the northern governorates attributed to gender.

Table (13): Test of Differences in Psychological Stress Scale Between Males and Females

Gender Number Mean of Psychological Stress Scale t-value Statistical Significance

| | | | | |
|--------|-----|------|-------|-------|
| Male | 118 | 79.5 | 0.981 | 0.328 |
| Female | 182 | 79.0 | | |

Table (13) shows no statistically significant differences in the mean scores of psychological stress between male and female counselors in Palestinian public schools based on gender. This result can be explained by the fact that both genders are exposed to the same daily stresses. These results align with the findings of Dwaikat (2018), which showed no differences attributed to gender.

Results Related to the Fifth Hypothesis:

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of psychological stress among counselors in public schools in the northern governorates attributed to the type of residential area. To test this hypothesis, arithmetic means and standard deviations were calculated, as shown in Tables (14), (15), and (16).

Table (14): Arithmetic Means and Standard Deviations of Psychological Stress Scale Among Counselors in the Northern Governorates Under Current Conditions, Attributed to Residential Area Type

Residential Area Number Mean Standard Deviation

| | | | |
|---------|-----|-------|------|
| City | 86 | 79.15 | 1.59 |
| Village | 201 | 80.00 | 1.47 |
| Camp | 13 | 78.40 | 1.30 |

Table (14) shows that counselors in villages are the most exposed to psychological stress compared to their counterparts in cities and camps. This is due to differences in living and environmental conditions among these residential areas and their impact on the mental health of counselors.

Table (15): Results of One-Way ANOVA on Psychological Stress Scale Among Counselors in the Northern Governorates Under Current Conditions, Attributed to Residential Area Type

| Variable | Source of Variance | Sum of Squares | Degrees of Freedom | Mean Square | F-value | Significance Level |
|----------------------|--------------------|----------------|--------------------|-------------|---------|--------------------|
| Psychological Stress | Between Groups | 155.200 | 3 | 77.600 | 35.650 | 0.000 |
| | Within Groups | 820.100 | 378 | 2.175 | | |
| | Total | 975.300 | 381 | | | |

Table (15) shows statistically significant differences attributed to residential area type, indicating that the nature of the residential environment of counselors (city, village, camp) has a significant impact on their level of psychological stress.

Table (16): Results of LSD Test for Post-Hoc Comparisons Between Arithmetic Means on Psychological Stress Scale Among Counselors in the Northern Governorates, Attributed to Residential Area Type

| Variable | Residential Area | Mean | City | Village | Camp |
|----------------------|------------------|-------|-------|---------|--------|
| Psychological Stress | City | 79.15 | - | 0.001 | 0.000* |
| | Village | 79.90 | 0.001 | - | - |
| | Camp | 78.40 | - | - | - |

*** Statistically significant at the level (* p < .05)**

Table (16) shows statistically significant differences in the Psychological Stress Scale among counselors in cities, villages, and camps. The results showed that stress was higher among village counselors due to daily challenges and frequent settler attacks. Stress was also higher among city counselors compared to camp counselors.

This can be explained by community support and the difficult conditions faced by counselors in camps, which have given them higher psychological immunity and greater resistance to stress. In cities, higher psychological stress can be attributed to population density, high living costs, social and professional demands, and fluctuating security conditions.

Results Related to the Sixth Hypothesis:

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mean scores of psychological stress among counselors in public schools in the northern governorates attributed to years of experience.

Table (17): Arithmetic Means and Standard Deviations of Psychological Stress Scale Among Counselors in the Northern Governorates Under Current Conditions, Attributed to Years of Experience

Years of Experience Number Mean Standard Deviation

| | | | |
|-------------------|-----|------|------|
| Less than 5 years | 60 | 80.6 | 3.10 |
| 5–10 years | 150 | 80.1 | 2.65 |
| 10 years or more | 90 | 79.2 | 2.30 |

Table (17) shows variation in the levels of psychological stress among counselors in public schools based on years of experience. Counselors with less than 5 years of experience had the highest level of psychological stress (mean = 80.6), while stress decreased with increased years of experience. Counselors with 5–10 years of experience had a mean of (80.1), and those with 10 years or more of experience had a mean of (79.2).

Table (18): Results of One-Way ANOVA Analysis on the Psychological Stress Scale Among School Counselors in Public Schools in the Northern Governorates in the Current Circumstances Attributed to the Variable (Years of Experience)

| Variable | Source of Variance | Sum of Squares | of Degrees Freedom | of Mean Squares | Calculated F | Significance Level |
|----------------------------|--------------------|----------------|--------------------|-----------------|--------------|--------------------|
| Psychological Stress Scale | Between Groups | 8.2 | 3 | 4.1 | 1.07 | 0.3480 |
| | Within Groups | 1419.0 | 378 | 3.77 | | |
| | Total | 1427.2 | 381 | | | |

As shown in Table (18), there are no statistically significant differences in the levels of psychological stress among counselors attributed to the variable of years of experience. This indicates that years of experience do not significantly impact the levels of psychological stress. This result aligns with the findings of studies by Al-Ahmad (2020) and Dweikat (2018), which also found no differences related to years of experience, and contrasts with the findings of Jibrini and Shaheen (2020), who showed differences favoring years of experience.

Conclusion and Summary of Findings:

1. The results indicated that most counselors possess a moderate level of psychological resilience, which is attributed to their surrounding environment and personal experiences that have increased their self-confidence and improved their psychological resilience.
2. The results showed that psychological stress related to personal and financial life is the most influential factor on the counselors.
3. There is a strong negative relationship between psychological resilience and psychological stress: as psychological resilience increases, psychological stress decreases, and vice versa.
4. No statistically significant differences were found at the significance level ($0.05 \geq \alpha$) in the mean levels of psychological resilience among counselors due to the variables of gender and years of experience. However, differences were found due to the type of residential area, favoring counselors living in Palestinian refugee camps, which is attributed to the experiences gained from repeated incursions into the camps, as well as the community support provided to camp residents by UNRWA.
5. No statistically significant differences were found at the significance level ($0.05 \geq \alpha$) in the mean levels of psychological stress among counselors due to the variables of gender and years of experience. However, differences were found due to the type of residential area, favoring counselors living in villages, who experience more stress due to the siege, the separation wall, and military checkpoints.

Recommendations and Suggestions:

First: Recommendations: In light of the study's findings, the following recommendations can be made:

1. Provide training programs aimed at developing counselors' skills in managing psychological stress, promoting positive thinking, and enhancing psychological flexibility.
2. Offer training in effective communication and conflict resolution, helping counselors build professional and healthy relationships with colleagues and the school community.
3. Provide individual or group supervision sessions for counselors to help them cope with life and professional stressors and to provide personal guidance during crisis situations.
4. Organize workshops and programs to promote mental health, focusing on how to deal with anxiety and stress resulting from family and financial responsibilities.
5. Strengthen community and social support in rural or remote areas to enhance counselors' levels of psychological resilience and assist them in balancing professional and family life.

Second: Suggestions: Based on the study's procedures and results, the following suggestions are made:

1. Conduct field studies on different categories of workers in other sectors, such as teachers or school administrators, to examine other factors affecting psychological resilience and stress in these groups.
2. Study the impact of cultural and religious factors in enhancing psychological resilience among counselors to understand how these factors interact with psychological stress in different environments.

3. Conduct in-depth studies on how environmental and social factors, such as family support, social relationships, and education levels, influence psychological resilience and stress among counselors, with a focus on gender differences.

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