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**RESEARCH ARTICLE**

## The Impact of Mindfulness-based Cognitive Therapy in enhancing Psychological Resilience among basic education teachers in Oman: Longitudinal Study

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**ABSTRACT**

The current study aimed to investigate the impact of Mindfulness-based cognitive therapy counseling program in enhancing the psychological resilience of basic education teachers in the Dhofar Region, south of the Sultanate of Oman. The experimental study sample consisted of (60) male teachers in cycle two of basic education in Dhofar Governorate with low psychological resilience scores. This sample was randomly divided into two equivalence groups: one experimental group and the other control group. Each group consisted of (30) male teachers. The counseling program was applied for the male teachers in the experimental group rather than the control group to develop psychological resilience with them. The researchers have used the psychological resilience scale (prepared by the researchers) and a counseling program based on mindfulness-based cognitive therapy (prepared by the researchers). The results of the study indicated that there were statistically significant differences at level (0.01) between the mean scores of the experimental and the control group in the post-test on the psychological resilience scale in favor of the experimental group. There are also statistically significant differences at the level of (0.01) between the mean scores of the experimental group in both the pre-test and post-test on the psychological resilience scale in favor of the post-test. This revealed the effectiveness of mindfulness-based cognitive therapy in increasing the level of psychological resilience among male teachers as the scores of teachers rose significantly on the pre-test. In addition, the study has also concluded with finding non-statistically significant differences at the level of (0.05) between the mean scores of the experimental group in both pre-test and follow-up tests on the psychological resilience scale. The results emphasise continuing mindfulness-based cognitive therapy's effectiveness in increasing psychological resilience among male teachers. In the light of the results, it can be recommended by: Organizing workshops and open discussion forums between teachers, as this approach will significantly motivate social relations, reinforce confidence among teachers, and enhance occupational performance.

**KEYWORDS**

Impact, Mindfulness-based cognitive therapy, Psychological Resilience, teacher's psychological well-being, basic Education, primary teachers, Dhofar region, basic schools in Oman, Sultanate of Oman

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**1. Introduction**

The teacher is one of the most critical elements of the educational process in the school, and his personality significantly influences the behaviour of his students; he is the one who can impact the students' behaviour by being with them for a long time. Naturally, their personalities, values, and behaviour are affected by their characteristics and styles when dealing with them inside and outside

the classroom. A teacher with the personality traits desired by his pupils can change their behaviour, raise their interest, and guide them in the desired direction.

Al-Naser and Sandman (2000) pointed out that one of the personal qualities the teacher must have on the psychological side is patience, tenderness, dreaming, justice and equality among students, sincerity in work, honesty, emotional balance, and control of emotions. Masten (2001) pointed out that the teacher who has a high degree of emotional equilibrium deals with the situations and problems faced flexibly and does not exaggerate and respond to the response to different emotional situations, so emotional equilibrium is a state of emotional flexibility towards the different emotional situations experienced by people and make them tend to be happiest, calm, optimistic, steadfast, and confident.

Psychological resilience plays a significant role in the ability of the individual to adapt to the difficult circumstances and situations facing him in his life and the psychological pressures he is undergoing. A psychologically intelligent person with an emotional balance can control his emotions flexibly and deal positively with the pressures he undergoes (Kambog & Garg, 2021).

The retention and resilience of teachers are subject to many influences. Children's behaviour is often cited as a significant 'source of stress for teachers and a challenge to their resilience.' We suggest that understanding teachers' attributions and efficacy beliefs may provide the foundations for work to support teachers (Gibbs & Miller, 2013).

Psychological Resilience is one of the components of positive psychology, which is concerned with building human resources and human virtues in the face of attitudes and mental disorders; it goes beyond focusing on the human limitations and weaknesses that have prevailed for a long time (Stoiber & Gettinger, 2011; Abedrasheed & Khalaf, 2022).

The American Psychiatric Association (2000) defines psychological resilience as a process of good alignment and positive coping with adversity, trauma, depression, or everyday psychological stress that people face, such as family problems, problems with relationships, serious health problems, Work pressures, and financial problems.

Abubaker (2013) noted seven dimensions and components of psychological flexibility: regulation of emotions, control of impulse control, causal analysis, realistic optimism, self-efficacy, social empathy, and social communication with others.

Maslach and Jackson (1981) have stated that many teachers see that their feelings and attitudes towards themselves, their pupils, and their profession have become more negative and more harmful than they were because of working conditions. The teacher's effort in Education in one hour is twice the effort. Sa'adat (2005) has noted that the teacher's effort in Education in one hour is twice that of any other employee. Teaching is one of the most stressful professions in the world, and it affects the psychological resilience of the teacher.

Teachers' exposure to different working conditions and suffering from work pressures lead to negative emotions such as anger and lack of motivation to work. These emotions affect the psychological resilience of teachers and, therefore, the teacher's relationship with his colleagues and students. This requires developing psychological resilience in teachers, allowing them to adapt to demands and work pressures.

Since psychological counseling taught his vocabulary and theories to the community's practical and effective applications and needs, the idea of designing a counseling program based on mindfulness is to train the teachers to improve and develop their psychological resilience.

It is also observed that mindfulness-based interventions regulate emotional and psychological well-being and overcome mental stress and dissatisfaction among teachers (Wilson et al., 2022). A counselling program that the researchers prepared and designed to help teachers manage themselves and acquire the necessary skills in coping with work pressures adapting to the changing circumstances and events of life, and achieving the goals we aspire to. Here, to achieve psychological compatibility and mental health and their dissemination in the community, the counseling program design may benefit extension workers concerned with developing psychological resilience.

### **Problem of the Study:**

Work is a source of psychological stress, especially for those working in education. Several studies have indicated that teachers are under pressure to work, such as Ahmed's study (2000), which found that about two-thirds of the teachers in the study community suffer from psychological pressure levels (light, Average, sharp).

Therefore, teachers need to have a great deal of psychological resilience to cope with these pressures and to adapt to healthy life variables without affecting the mental health of the teachers and their interaction with their students, which may affect the entire educational process.

Several previous studies have shown the importance of psychological resilience, such as (Norman, 2002; Tack-Ho Kim et al., 2005; Campbell, Tack-Ho Kim et al., 2005; and Campbell et al., 2006). Robert et al. (2010) pointed to the importance of positive psychological resilience as a protective factor that helps protect individuals from psychological trauma and depressive symptoms. Through the researchers' experience, they found that many teachers lack psychological resilience, affecting their work, performance, and ability to adapt to the school environment. When the teacher has psychological resilience, he can adapt to the pressures and function well. The teacher does not have the appropriate psychological resilience; he becomes unable to adapt to the pressure and will do his job poorly, affecting the educational process in general and students in particular.

Psychological flexibility plays a vital role in the individual's internal and external adaptation and positively correlates with optimism, hope, social support, coping techniques, and humour, and is negatively associated with depression, despair, accumulated stress, and pain (Crouse et al., 2020; Smith et al., 2008; Stange et al., 2017).

One of the studies that provided counseling programs to develop psychological resilience was the Stoiber & Gettinger (2011) study that conducted a pilot analysis of teachers' use of practical assessment and positive behavioural support to deal with challenging behaviour in young children. Klaijnsen & Martens (2018) showed greater flexibility, as demonstrated in their higher self-efficacy and better use of effective evaluation practices and positive behavioural support than the control group.

The researchers did not find through the computer survey the studies in the Sultanate on the psychological resilience of teachers, which prompted them to study this subject, where psychological resilience is a driving force towards life, makes the person confident and able to overcome the difficulties and achieve its goals, and the characterization and transformation into a strong personality, indicating the importance of preparing a counseling program for the development of psychological resilience among teachers.

Thus, the problem of the study was determined by answering the following questions:

- 1 – What is the level of psychological resilience of the teachers at the basic education schools in Dhofar Governorate?
- 2 - Is the counseling program based on mindfulness-based cognitive therapy effective in improving the psychological resilience of the teachers at basic education schools in Dhofar Governorate?
- 3 - Is the counselling program's based on mindfulness-based cognitive therapy effectiveness continuous in improving the psychological resilience of the teachers of the basic education in Dhofar governorate after the follow-up period?

#### **Aims of the Study:**

The present study aimed at:

- 1 - Preparation of a Questionnaire to identify teachers' psychological resilience level in basic education schools.
- 2 - Design a Counseling program based on mindfulness-based cognitive therapy to increase the psychological resilience of the teachers at basic education schools
- 3 - To investigate the effectiveness of the counseling program based on mindfulness-based cognitive therapy in increasing the psychological resilience of the teachers of basic education schools.
- 4 - exploring the continuity of the counselling program's effectiveness based on mindfulness-based cognitive therapy to increase the psychological resilience of the teachers of cycle two of basic education.

#### **The Significance of the study:**

- 1 - The importance of the current study in dealing with the subject of mindfulness-based cognitive therapy and applications in the development of psychological resilience, as the researchers did not find studies in this regard, where the current study is the first one in Oman.
- 2 - To highlight the role of psychological counseling based on mindfulness-based cognitive therapy and its efficacy in developing psychological resilience.
- 3 - The current research results will benefit the psychological resilience of the basic education teachers in Dhofar Governorate.
- 4 - Designing a counseling program based on mindfulness-based cognitive therapy to develop psychological resilience will begin other counseling programs that benefit psychologists and educational process administrators and improve the mental health of male and female teachers.
- 5 - Parents benefit from the study's results in developing their students' psychological resilience.

#### **2. Literature Review**

""The ability of the individual to adapt successfully to the adversity that he encounters and to rise from his difficulties, and to deal with them with strength and intelligence, is an innate skill in the individual that goes beyond adversity to the use of positive strategies to deal with it" (Al-Behiri, 2010, p. 1).

In this study, psychological resilience is a dynamic process that includes the ability of the first trainee to recover from the adverse effects of stress, adversity and risk, the ability to pass it positively and continue to live, the teacher's self-efficacy, the social support

she receives, and her ability to take responsibility And self-confidence, and measured by the total scores obtained by the parameters in the psychological flexibility measure applied in the current study.

The study of psychological flexibility began fifty years ago. The number of researchers and fields of study at the time was limited and could have been increased. The field did not reflect the search for the actual phenomenon but rather the developmental and situational mechanisms involved in the protective processes. The attention was not directed to the factors themselves. These factors were limited to studying the psychological resilience of those at risk, especially those who could overcome the emotional, developmental, economic, and environmental challenges and difficulties encountered in life's journey. Face the urgent need to study, and there are several reasons for this: technological progress has led to an increasing number of problems and the number of young people who face, and thus the number of young people at risk, which has led to a growing interest in the study of psychological resilience (Goldstein & Brooks, 2005).

Emmy Werner was one of the first scientists to use the term "psychological resilience" in the 1970s; she studied groups of children from families, low-income families who were addicted to alcohol or had some of their parents suffering from mental illness, noting that two-thirds of these children showed aggressive and vulgar behaviour and failed in their subsequent years of life. In contrast, Amy Werner says that a quarter of these children did not exhibit such aggressive and destructive behaviour and later succeeded in their careers. They believe children with high psychological resilience and their families are called characteristics that make them different from reading. It is those who have no such flexibility (Abu Halawa, 2012).

As research on psychological resilience increased, researchers sought to discover prevention factors that enable people to adapt to conditions and attitudes, such as abuse (Cicchetti & Rogosch, 1997), traumatic or traumatic events (Fredrickson et al., 2003), poverty Extreme (Luthar, 1999).

Brendtro & Larson (2004) explained his vision of psychological resilience that, after a period of exploration into the dark side of human behaviour, a new science, "Psychology of Human Strengths," was created. Researchers have now turned to concepts that represent aspects of human forces and psychological resilience because of their significant impact on man; the point of agreement among these pioneers is that the task of prevention in this century is how young people learn about these human forces.

Some researchers have added the Ego aspect to the term and have been called Ego Resilience (Al et al., 2000), Khatib (2007) (a) (b), while others have added the psychological side of flexibility. The term "psychological resilience" states that it has mechanisms of steadfastness and rapid recovery and adaptation to emergency conditions; Charney, 2006; Rutter, 1985 (Bahas, 2011).

The Webster's Dictionary defines resilience as a particular trait, and the name refers to the body's ability to restore its shape and position after being pressured (International Webster-Student Dictionary, 1997).

The Dictionary of Cambridge International (1995) describes the Resilient term as a quick return to a good (previous) state.

The word "Resilience" in the British Encyclopedia (Encyclopedia Britannica, 2004) is derived from two parts: the Latin word "salire" in the sense of "return", meaning the word "resilire" meaning the return to the starting point, without refraction.

The American Psychiatric Association (APA, 2000, p1) defines Psychological Resilience in its publication The Road to Resilience as a "good exemplary process of alignment in the face of distress, trauma, tragedy, threats or even family stressors, Problems in relationships with others, serious health problems, work pressures, and economic pressures. Psychological resilience also means the ability to recover from the unfavourable adverse effects of these hardships, calamities, or stressful events, as well as the ability to overcome them or to overcome them positively and to continue life effectively.

Haynes (2001) defines psychological resilience as coping with emotions, controlling external circumstances, and coping with difficulties and stressful events. This definition is integrated because it emphasises effective management of both internal and external experiences.

Krismmer (2005) argues that psychological flexibility is a constructive process under the positive meaning of life. Filson (2006) has argued that psychological flexibility is a dynamic process that may appear to some in the context of growth. It can be characterised by many rather than a method described by specific individuals, and individuals can develop it to develop protective factors supporting them.

On the other hand, Rutter (2007) sheds light on three critical considerations concerning the subject of psychological resilience: It has been proved that overcoming any crisis or stressful situation depends mainly on post-crisis experiences in previous situations, psychological flexibility is not equal to other psychological characteristics, intermediate mechanisms that increase the degree of psychological flexibility can lie in personal strength or ways to cope with crises.

**Explained models of psychological resilience:**

Psychological flexibility appears in mechanisms and beliefs, including individual perceptions about himself and his abilities and relationships with others. This form of psychological flexibility refers to a system of beliefs influenced by several variables: personality, environment, and stages of growth, as cases of overcoming the risks that use both ways of feeling and fear, which are referred to as defensive ego mechanisms (Wicks, 2005).

The following will be a set of models explaining psychological flexibility, for example, but not limited to:

**(A) The Triarchic Model of Resilience:**

Wohler & Smith (1982) is the first model for describing and interpreting psychological flexibility that includes the effects of environmental factors on human composition. Psychological flexibility, according to this model, is due to the interaction of the impact of three factors:

- (1) Factors relating to individuals themselves.
- (2) Factors related to family characteristics and family environment.
- (3) Factors related to the characteristics of the broader social environments.

**(B) Genetical Model:**

Goldstein and Brooks (2005) point out that this model assumes that genes affect the individual and that they always guide them towards building a state of internal equilibrium. Werner argues that in the light of this model, the individual's experience of the first shock does not necessarily lead to chronic negative consequences. Still, the negative results may come because of the accumulation and frequency of pressures and risks, as this model assumes a set of hypotheses through which to improve psychological flexibility, including:

- Increase the appropriate effect of the age stage so that this effect provides protection for the child and reduces the risk at the following age stages.
- Develop factors that protect against danger within the individual, such as solidity, optimism, and perseverance to achieve events, especially in environments that represent a source of danger.
- Attention to intermediate factors is essential in linking external risk factors and internal protective factors such as the length of exposure, onset, and severity.

**(C) Developmental Model Development Model:**

This model assumes that psychological flexibility is a normal development process that balances risk symptoms and mitigation factors. Not all individuals who have experienced difficulties in childhood become sick when they reach adolescence or adulthood because risk factors are not linked to specific outcomes but are related to general development phenomena.

The developmental model is designed to examine the determinants of psychosocial development that protect individuals when faced with various problems, whether health problems, family risks or school problems (Kamboj & Garg, 2021). The means of protection through this model are the democratic method of parental treatment and social support that achieve children's emotional and educational maturity and Behavioral and interpersonal behaviour, both in normal circumstances and at risk (Masten, 2001; Carle & Chassin, 2004).

**(D) - Intermediary Factors Model Mediators Factors Model:**

Although qualitative machines are still undefined and subject to many interpretations of reflections, Kobasa hypothesised that two basic paths exercise psychological rigidity and optimism under which their contributions are:

- The first track: After the psychological rigidity and optimism change, the person's cognitive assessment process is changed so that the person can reshape and reinterpret the traumatic experiences or nerves.
- Track 2: People with a high level of mental rigidity can adapt or confront psychological pressure or difficult circumstances using more adaptive and functional methods.

**E) Model Richardson Model:**

Richardson (2002) states that this model is an important model that tries to explain psychological flexibility, as it regards psychological flexibility as the power within each individual, which drives it to self-realisation, altruism, and wisdom and to be in perfect harmony with the spiritual source. The idea of biological psycho-spiritual balance is the fundamental premise of this theory, which allows us to adjust (body, mind, and spirit) to the present conditions of life.

Life, stress, and life events affect the ability of the individual to adapt. Life events affect life's spiritual and psychological balance with some protective factors that may lead to rupture. Then, the reintegration process begins, which results in four outcomes:

- 1 - Re-integration of psychological flexibility: where adjustment leads to a higher level of balance.
- 2 - Re-integration of balance means a return to equilibrium through an effort to overcome the rupture.
- 3—Reintegration with loss: Recovery of the individual means losing all or part of his balance, which establishes a lower equilibrium level.
- 4—Dysfunctional reintegration is when the individual is functionally unstable and strategies are poorly adapted.

**(F) Model Fonaghy Model:**

In this model, Fonaghy (in Grant et al., 2007) noted that psychological flexibility constitutes the mental, social, psychological, and emotional dimensions of the human personality and can be identified by:

- 1 - Factors related to the individual are the search for meaning, the sense of precisely, and the preservation of identity.
- 2 - Factors related to the home are the preservation of borders.
- 3 - Environmental factors are the opportunities and threats that are evident.

**4 - Components of psychological resilience:**

Brooks and Goldstein (2004) identify three main components of psychological resilience:

(A) Empathy:

Sympathy is one of the most essential components of psychological flexibility. It can be defined as an individual's ability to interact with others' feelings, thoughts, and attitudes. Sympathy has a powerful influence on the lives of both individuals and professionals.

(B) - Communication:

Communication is crucial to enjoying a flexible lifestyle. Good communication skills allow people to express their thoughts and feelings clearly and diplomatically, listen to others, make explicit assumptions, set goals and values, and solve problems effectively.

(C) Acceptance:

To create flexible intellectual orientations, we must learn to accept ourselves and accept others.

It was designed by Saljman et al. (Seligman et al., 2005). Ben Mental Flexibility Penn Resilience Program (PRP) is an intrusive cognitive behavioural Adult Program. This program works to develop problem-solving skills in individuals, improve their ability to cope with life pressures and restore their strength after exposure to experiences. This program identifies seven dimensions and components of psychological resilience as follows:

(A) Emotion regulation: the ability of the individual to determine his emotions and express them promptly.

(B) Impulse control: the ability of the individual to determine his impulse and resistance.

(C) Analysis Causal: An individual's ability to identify causes of problems.

(D) Realistic Optimism: Think as optimistically as possible within the limits of reality.

(E) Self-efficacy: self-confidence and capacity.

Empathy is the ability to identify others' feelings and communicate with them.

(G) Communication Reaching out is the willingness to communicate and deal with others.

**5-Strategies for developing psychological resilience:**

The American Psychiatric Association (APA, 2000, p4) reported ten strategies for the development of psychological resilience:

(A) Establishing relationships: Positive social relationships with family members, friends, and others are essential for developing psychological resilience.

(B) Do not see problems as insurmountable: Stressful events cannot be eliminated from human life, but you can change how you deal with them.

(C) Accept change as part of life. Many goals cannot be achieved because of obstacles, but accepting these conditions enables you to focus on your goals.

(D)—Turn toward your goals: Set realistic goals that you can achieve considering your abilities and potential rather than focusing on complex tasks. Then ask yourself, "What do I know I can accomplish today that helps me move in the direction I want to go?"

(E) Making decisive decisions: Deal with difficult situations with all force and make decisive decisions instead of crying over the ruins and keeping the problems unresolved.

(F) Look for opportunities to discover yourself: People always learn a lot about themselves and may find positive aspects that have grown because of their ability to cope with loss and hardship.

(G) Adopting a positive view of yourself: Being confident in your ability to solve problems and trusting in yourself automatically puts you on the path to psychological flexibility.

(H) - Be Optimistic about the Future: Optimism You can expect that good things will happen in your life. Imagine what you want from the inside rather than being cautious, which you fear.

(I) Take care of yourself: Take care of your needs and feelings, and contribute to activities that make you happy, relaxed, and exercised. Knowing your interest in yourself helps you deal with situations requiring psychological flexibility.

**Mindfulness-based Cognitive Therapy**

Mindfulness is the basic human ability to be fully present, aware of where we are and what we are doing, and not overly reactive or overwhelmed by what is happening around us. It suggests that the mind fully attends to what is happening, what you are doing, and the space you are moving through. Our mind takes flight, we lose touch with our body, and soon, we are engrossed in obsessive thoughts about something that just happened or fretting about the future. Moreover, that makes us anxious.

Mindfulness-based cognitive therapy (MBCT) has been described as part of a third generation of cognitive therapies (Harrington & Pickles, 2009). Along with dialectical behavioural therapy and others like it, MBCT has integrated the construct of mindfulness with standard cognitive-behavioural paradigms. MBCT found its origins in the work of Kabat-Zinn's (1990) mindfulness-based stress reduction program. This 8-week group-based program consisted of Buddhist mindfulness meditation practices to help chronic pain sufferers reduce the stress associated with illness. MBCT has incorporated mindfulness-based stress reduction and cognitive behavioural therapy to help individuals become more aware of thoughts and feelings, improve psychological well-being and depression (Matiz et al., 2020) and contextualise them as mental events rather than self-defining constructs (Teasdale et al., 2000).

Mindfulness training works well in counselling because it is a simple idea: staying focused on momentary experiences (Grabovac et al., 2011). The core strategy to teach clients is mindfulness meditation. Meditation has many forms, but ultimately, it is quieting the mind (Wright, 2007). Counsellors trained in meditation can teach clients to sit quietly and observe thoughts and feelings without reaction or judgment (Brown et al., 2013). A version of this meditation is the 3-minute breathing space (Segal et al., 2002). This meditation approach is a core skill learned in MBCT. It utilises the breathing techniques of meditation while attempting to bring awareness to the present experience, focusing on the breath as a mediator and expanding to other bodily sensations. MCBT enhances academic resilience by focusing on mindfulness and cognitive strategy, which greatly emphasizes experiential methods in a group setting (Rusaidi et al., 2023).

### 3. Methodology

The researchers used a Quasi-Experimental design with two groups (experimental and control groups) and pre-test, post-test and follow-up test to investigate the study's hypotheses and explore the effectiveness of the relationship between two variables, one of which is the independent variable, the counseling program based on mindfulness-based cognitive therapy and its impact on the dependent variable, the psychological resilience.

#### Sample of the Study

A - Sample of validity and reliability

The reliability and validity sample consisted of (35) teachers from basic education schools, (16) teachers from Al-Daharez school, and (19) teachers from Al-Badaei school, who were randomly selected to verify the psychological resilience questionnaire's psychometric characteristics.

Basic Study Sample:

The psychological resilience measure was conducted on a sample of (180) teachers from the basic education schools in Dhofar governorate, representing (13.51%) of the study population, from the schools of Alshoala basic education (76), East Salalah for basic education (62) and Khalid ibn Alwaleed basic education School (42). Teachers who received low scores on the psychological resilience questionnaire were randomly divided into two equal groups (experimental and control groups). The number of each group was (30) teachers.

#### Tools of the study

##### A – Psychological Resilience Questionnaire (Prepared by researchers)

The current questionnaire was prepared after reviewing the theoretical frameworks and previous studies on psychological resilience and its dimensions. It consists of 45 items that measure four sub-dimensions: self-efficacy, social communication, social support, self-confidence, and ability to take responsibility. The scale was presented in its initial form to the specialists in Arabic to be set in terms of language.

Then, the questionnaire was presented to (10) reviewers from specialists in psychology and psychological counseling to verify the appropriateness of its terms to measure teachers' dimensions of psychological resilience. The researchers adopted the items agreed upon by 80% or more of the reviewers, and therefore, all the terms of the scale were adopted in their initial form. The questionnaire was conducted on an exploratory sample (35) of teachers from basic education schools to verify its psychometric properties.

##### Description of the Questionnaire:

The psychological resilience questionnaire consisted of (54) items, divided into four main dimensions, as shown in the following table:

Table (1)

Distribution of psychological resilience items on sub-dimensions

Sub-Dimension	Items	No. of items
Self-Efficacy	1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49	13
Social Communication	2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50	13
Social Support	3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51	13

Self-confidence and Ability to take responsibility	4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 53, 54	15
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The scores for the questionnaire items were divided into five options: always (5), often (4), sometimes (3), rarely (2), never (1).

**Questionnaire Validity**

The validity of the questionnaire was calculated in two ways: The first one is the reviewer validity. The scale was presented to (10) psychology and psychological counselling specialists. Then, the questionnaire was modified based on their opinions. This second method is internal consistency of the dimensions of the scale, and the total score was calculated. The correlation coefficients between the dimensions of the scale and the total score ranged from 0.56 to 0.89. The correlation coefficients between the score of each item and the sub-dimension total scores were also varied from 0.56 to 0.88. Which are high correlation coefficients and statistically significant, indicating the scale's validity.

**Questionnaire Reliability**

The reliability of the psychological resilience questionnaire was calculated using two methods: Split Half, where the correlation coefficient between the two halves of the questionnaire was (0.71), which was then corrected using the Guttman coefficient (0.81), which indicates a reasonable level of reliability. Another method is Cronbach's alpha, where the alpha for the total degree was (0.81), a good indicator of the fit reliability coefficient.

Table (2)

A reliability coefficient for psychological resilience questionnaire using split and Cronbach's alpha.

Sub-Dimension	Cronbach's alpha Coefficient	Guttman Coefficient
self-efficacy	0.79	0.82
social communication	0.53	0.67
social support	0.75	0.60
self-confidence and ability to take responsibility	0.61	0.70
Total Scores	0.81	0.81

**B- Counseling Program based on Mindfulness cognitive therapy.**

The researchers designed a counselling program based on Mindfulness-based cognitive therapy to increase the psychological resilience of teachers in basic education schools.

(1) - Objective of the program:

The counselling program's objective is to develop and improve the psychological resilience of teachers in basic education schools in Dhofar Governorate.

**(2) - Detailed objectives of the program:**

(A) acquaintance with teachers and establishing a professional relationship based on love and affection.

(B) Developing teachers' self-awareness.

(C) Developing teacher empathy.

(D) Development of self-confidence and ability to take responsibility among teachers.

(E) Development of self-motivation among teachers.

(F) - Development of teachers' self-efficacy.

(J) - Development of social communication among teachers.

(K) - Development of social support for teachers.

(L) - Develop a sense of merit among teachers.

(M) Development of positive acceptance and safe relationships among female teachers.

**Target group of the program:**

The counseling program was applied to an experimental group of teachers in basic education schools who received low scores on the questionnaire on the psychological resilience of the teachers and their number (30) teachers.

**Program Timeframe:**

The program was implemented in the first semester of the current year, 2018/2019, and the application of the program took two months (5) weeks at the rate of (2) sessions per week in addition to a follow-up session after one month from the end of the application of the program.

**Statistical Methods Used:**

Statistical data were analysed using the Statistical Package in Social Sciences (SPSS), which includes the following methods:



- 1 - Means and standard deviations to answer the first question.
- 2 - T-test for differences between independent samples to answer the second question.
- 3 - T-test for the differences between the paired samples to answer the second and third questions.

#### 4. Results and Discussion

##### Results of the first question:

The first question was, "What is the level of psychological resilience among teachers at the basic education schools in Dhofar Governorate?"

To answer this question, the researchers used the arithmetic means, the standard deviations, and the weighted mean to determine the level of approval for each dimension of the sub-dimensions of the scale as well as the total score. The following table shows the results of this question:

Table (3)

Mean, standard deviation and approval level of the psychological resilience of teachers

Sub-Dimension	Mean	Standard Deviation	Approval level
self-efficacy	2.62	1.24	Medium
social communication	2.37	0.92	Low
social support	2.59	1.56	Low
self-confidence and ability to take responsibility	2.42	1.07	Low
Total Scores	2.5	1.72	Low

Table (3) shows that there is a low degree of psychological resilience among the teachers of basic education schools in Dhofar Governorate, where the mean of the weighted mean was (2,50) and a standard deviation (1,72).

##### Results of the second Question:

The second question was: "What is the effectiveness of a counseling program based on mindfulness-based cognitive therapy in improving the psychological resilience of basic education schoolteachers in Dhofar governorate."

To answer this question, the researchers used the independent samples T-test to identify the significance of the differences between the mean scores of the experimental group and the control groups on the psychological resilience questionnaire in the post-test, as well as the use of paired samples T-test to identify the statistical significance of differences between mean scores of the experimental group in the pre-test and post-test. Tables 4 and table 5 illustrate the results of this question:

Table (4)

The significant differences between the mean scores of the experimental group and the control groups on the psychological resilience questionnaire in the post-test

Sub-Dimension	Pre-test		Post-test		T-value	Sig.
	Mean	S. D.	Mean	S. D.		
self-efficacy	34.20	5.31	19.52	2.55	15.37	0.01
social communication	29.63	5.48	20.22	2.74	10.03	0.01
social support	32.13	3.74	18.67	2.21	14.82	0.01
self-confidence and ability to take responsibility	39.17	5.08	22.55	3.33	17.14	0.01
Total Scores	100.93	8.43	80.97	6.81	29.68	0.01

Table (5)

The significant differences between the mean scores of the experimental group on the psychological resilience questionnaire in pre-test and post-test

Sub-Dimension	Pre-test		Post-test		T-value	Sig.
	Mean	S. D.	Mean	S. D.		
self-efficacy	20.83	2.76	34.20	5.31	11.76	0.01
social communication	19.80	2.47	29.63	5.48	8.98	0.01
social support	19.07	2.83	32.13	3.74	15.63	0.01
self-confidence and ability to take responsibility	22.33	2.87	39.17	5.08	15.92	0.01
Total Scores	61.20	4.48	100.93	8.43	25.21	0.01

Table (4) shows that there are statistically significant differences between the mean scores of the experimental group and control group in the psychological resilience questionnaire in the post-test as well as its sub-dimensions (self-efficacy, social communication, social support, self-confidence, and the ability to assume responsibility) at a significant level (0.01). It is also noted that the mean scores of the experimental group are higher than the mean scores of the control group in the post-test. This indicates the high psychological resilience of the experimental group teachers after applying to the counseling program compared to the control group teachers. It determines the direction of the differences in favor of the experimental group teachers.

**Results of the third Question:**

The third question was: "Is the effectiveness of a counseling program based on mindfulness-based cognitive therapy in improving the psychological resilience of basic education schoolteachers in Dhofar governorate continuous after the follow-up period."

To answer this question, the researchers used the paired samples T-test to identify the statistical significance of differences between the mean scores of the experimental group in the post-test and follow-up. Tables 6 illustrate the results of this question:

Table (6)

The experimental group's mean scores on the psychological resilience questionnaire in the post-test and follow-up tests differed significantly.

Sub-Dimension	Post-test		Follow up-test		T-value	Sig.
	Mean	S. D.	Mean	S. D.		
self-efficacy	34.20	5.31	34.5	3.99	0.27	0.81
social communication	29.63	5.48	30.23	3.93	0.49	0.062
social support	32.13	3.74	31.07	4.73	0.97	0.34
self-confidence and ability to take responsibility	39.17	5.08	37.17	4.72	0.79	0.43
Total Scores	100.93	8.43	99.47	7.94	0.91	0.49

From the previous table (6), there was no statistically significant difference between the mean scores of the teachers of the experimental group in the post-test and follow-up test on the psychological resilience questionnaire as well as its sub-dimensions (self-efficacy, social communication, social support, self-confidence, and ability to assume responsibility) Thus, the fourth hypothesis of the study hypotheses can be achieved.

**5. Discussion**

It is clear from the results of the first question that the level of psychological resilience of the basic education teachers in oman is low. That may result from the work stress and burnout that teachers can experience in dealing with students (Abdelrasheed, 2011; Fathi et al., 2021; Kovess-Masfety et al., 2007; Ouellette et al., 2018).

Barnova et al., (20023) found that there are a relationship between teacher resilience and years of teaching experience. Moreover, many studies confirmed the relationship between the teacher resilience and the effectiveness of teachers’ educational work, their job satisfaction, and self-efficacy (Drew & Sosnowski, 2019).

Through the discussions with the teachers during the counseling program, the reasons for the low level of psychological resilience among the teachers of the Dhofar governorate can be attributed to several reasons, including the inability to identify emotions, express them and control them promptly, and see crises in work and outside work as problems that cannot be changed, Lack of self-esteem, lack of self-confidence, unwillingness to contact others to deepen their relationships with others and gain support in others. Time of distress and a sense of satisfaction from this communication, and not to be patient and tolerant. This can also be attributed to the increased pressures and workloads on teachers, the lack of support from colleagues and the school administration, and the lack of cooperation between parents of students, which imposes extra burdens that are difficult to bear.

The results indicated that the teachers average scores on the psychological resilience questionnaire in the experimental group in the post-test was higher than the average scores in the pre-test. This can be explained by the positive effect of the counseling program based on mindfulness-based cognitive therapy on the experimental group teachers, as it contributed to the development of the psychological resilience of the experimental group's teachers to a large extent. The control group, which was not subjected to any therapeutic intervention, maintained the same level of psychological resilience, which demonstrates the importance of the counseling program because it contains sessions aimed at training teachers on empathy, social skills, self-awareness, and social support, as well as containing the program for emotional sessions and how to express them increased value and effectiveness.

It is also noticed that the average scores of the experimental group after the application of the counselling program are higher than the average scores of the control group group in the post-test. This is due to the information, experiences, and activities the

researchers provided to the teachers and the application of a comprehensive set of methods and guiding techniques selected from the mindfulness-based cognitive therapy theory.

This was done by an organised and graduate plan. The researchers defined the experimental sample teachers with the content of the counselling program, prepared them for the program, and improved their optimism using technical meditation with them in more than one session, which would focus on external matters to eliminate the mind. Group discussions will occur in more than one session to present topics smoothly and then exchange views and discussions with teachers. The researchers also used the self-talk technique, where they trained the teachers to express themselves mentally and verbally positively to preserve the overall picture of the self and develop self-awareness.

The researchers then applied the emotional emptying technique to train the teachers to express their thoughts and feelings freely to overcome the pressures and confrontations, and the method of relaxation, where the researchers discussed the teachers in a state of complete relaxation in the negative ideas behind their problems. The researchers worked to modify these ideas to eliminate these problems and used the technique of reducing thinking, where the researchers trained teachers to facilitate thinking about the issues and pressures of life.

The researchers also applied role-playing techniques to alert teachers to the need to change roles and show them that each person in life performs multiple roles, as well as the integration technique. The researchers trained teachers to accept reality and live in the present time to develop social communication and adjust trends to effect a positive change belonging to the community and the need for social harmony.

These results are consistent with Keng et al., (2011) which indicated that mindfulness brings about various positive psychological effects, including increased subjective well-being, reduced psychological symptoms and emotional reactivity, and improved behavioral regulation. Davis et al., (2012) pointed out the benefits of using mindfulness: reduced rumination, stress reduction, boosts to working memory, less emotional reactivity and more cognitive flexibility.

The results indicated that no differences between the teachers average scores on the psychological resilience questionnaire in the experimental group in the post-test and follow up test. This may be attributed to the continued effectiveness and profound impact of the counseling program on teachers, even after a period of implementation of the counseling program, which in turn emphasises the importance of counseling based on mindfulness-based cognitive therapy in the continued development of psychological resilience and the state of improvement beyond the follow-up period and the absence of relapse, Where the researchers took care of the differences between the teachers in terms of their characteristics and individual differences among them, and tried to address the problem of each teacher from all sides to achieve the best possible result, was directed to the teachers to continue to practice the techniques applied in the sessions Indicative of the different.

In addition, the researchers created an atmosphere of trust and confidence between the teachers and the researchers, contributing to their motivation to participate effectively in the program sessions. Homework that led to achieving the goals more effectively and continued improvement, in addition to the continued teacher's practice of educated skills, through the researchers' continuous guidance of teachers through social media even after the end of the guidance program.

These results are consistent with the results of many studies which indicated the continuity of the psychological counseling in improving the personality traits and postve characteristics like (Alkahali et al., 2020; Alhashemi et al., 2021; Abelasheed & Khalaf, 2022, Al Saidiah et al., 2023; Abdelrasheed et al., 2023).

## 6. Conclusion

We can conclude that using the mindfulness based cognitive therapy has positive impact on promoting psychological resilience by the basic education teachers. Moreover, The impact of the counseling program based on mindfulness has a long tern effect on the psychological resilience. These results was consistent with the results of many previous studies which use mindfulness to promote positive personality traits.

This may be attributed to the continued effectiveness and profound impact of the counseling program on teachers, even after a period of implementation of the counseling program, which in turn emphasises the importance of counseling based on mindfulness-based cognitive therapy in the continued development of psychological resilience and the state of improvement beyond the follow-up period and the absence of relapse, Where the researchers took care of the differences between the teachers in terms of their characteristics and individual differences among them, and tried to address the problem of each teacher from all sides to achieve the best possible result, was directed to the teachers to continue to practice the techniques applied in the sessions Indicative of the different.

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and continued improvement, in addition to the continued teacher's practice of educated skills, through the researchers' continuous guidance of teachers through social media even after the end of the guidance program.

These results are consistent with the results of many studies, which indicated the continuity of psychological counseling in improving personality traits and positive characteristics like (Alkahali et al., 2020; Alhashemi et al., 2021; Abdelrasheed & Khalaf, 2022; Al Saidiah et al., 2023; Abdelrasheed et al., 2023).

## **7. Limitations**

There are many limitations of our study. The first of all our study was conducted on the male teachers only. For ethical things and related to the traditions, it was not easy for the researchers to enter the female schools and apply the counseling program. Secondly, The size of the sample in experimental group and control group. Thirdly, the number and the period of the counseling program was limited.

We recommend to apply the counseling program on the female teachers in many schools and compare the results with the results of the current study.

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