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وتوجد علاقة وثيقة بين المرونة والصلابة النفسية بين المجموعتين من المعلمين لكن هذه العلاقة هي الأقوى هذه المرة في مجموعة معلمي المدارس العاديين. تكشف نتائج هذه الدراسة عن عدم وجود دلالة احصائية لتأثير المدرسة في التحليل متعدد المتغيرات. ونتيجة لذلك ، لا يوجد فرق بين الإرهاق الوظيفي والمرونة والصعوبة النفسية لدى معلمي المدارس العاديين والاستثنائيين أيضا ، لم يكن هناك فرق كبير بين مكونات الإرهاق الوظيفي بين المجموعتين فالعلاقة بين الصلابة النفسية والمرونة مع الإرهاق الوظيفي أقوى في مدرسي المدارس الاستثنائيين ، لكن تساوي كمية الإرهاق الوظيفي في المجموعتين .

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abovementioned feelings, they conclude that they can no longer be useful in their jobs (they suffer from lack of personal achievement). Thus, there is no significant difference between the two groups in terms of any of the variables (Shir Kool, 2006).

### Conclusion:-

According to the findings of the present study, it can be concluded that there is a significant relationship between resilience and psychological hardiness with occupational burnout. However, both groups experience a high level of occupational burnout. The high degree of psychological hardiness and resilience can affect the reduction of occupational burnout in both groups.

### العلاقة بين الصلابة النفسية والمرونة مع الإرهاق الوظيفي (معلمو المدارس العاديين والاستثنائيين في مدينة رفسنجان نموذجاً)

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### الخلاصة:

كان الغرض الرئيسي من هذه الدراسة هو مقارنة العلاقة بين الصلابة النفسية والمرونة مع الإرهاق بين معلمي المدارس العاديين والاستثنائيين في رفسنجان. وقد تم اختيار ١٦٠ معلماً بواقع (٨٠ معلماً عادياً و ٨٠ معلماً استثنائياً) بطريقة عشوائية لأخذ العينات واستجاب المعلمون استبانة الصلابة النفسية لأهواز (١٣٧٦هـ) ومرونة كونور ودافيدسون (٢٠٠٣) والإرهاق الوظيفي المازالك (١٩٩٣) تم تحليل البيانات عن طريق تحليل الارتباط ثنائي الاتجاه وتحليل التباين. أظهرت النتائج أن العلاقة بين المرونة والإرهاق الوظيفي تختلف بين المعلمين العاديين والاستثنائيين، وهي أقوى في مجموعة معلمي المدارس الاستثنائيين. وهناك العلاقة بين الصلابة النفسية والإرهاق الوظيفي تختلف بين المجموعتين من المعلمين العاديين والاستثنائيين، وهي أقوى في مجموعة معلمي المدارس الاستثنائيين

two groups in terms of their occupational burnout. With respect to the inconsistency between the findings of the present study and those of the previous studies, it can be noted that the degree of stress as well as the kind of stress should be taken into account in investigating the occupational burnout (Gorden, 2001).

**Table 6. The results of the test effects on dependent variables**

Sources of change	Test	Sum of squares	Degree of freedom	Mean of squares	F	P	eta-squared	Levene's test	Significance level
School	Emotional exhaustion	4.75	1	4.75	3.82	0.052	0.02	0.84	0.35
	Depersonalization	1.14	1	1.14	1.21	0.27	0.008	0.001	0.96
	Lack of personal achievement	0.36	1	0.36	0.83	0.36	0.005	0.35	0.55
Error	Emotional exhaustion	196.69	158	1.24					
	Depersonalization	149.54	158	0.94					
	Lack of personal achievement	68.46	158	0.43					

The findings related to the covariance matrix equality indicated that Box's M index is not statistically significant (Box's M=2.03,  $F(1, 6.8) = 0.33$ ,  $P=0.92$ ). The assumption of equality of covariance is thus confirmed. The findings related to the homogeneity of covariance between the two groups indicated that the variances are homogenous in terms of emotional exhaustion ( $F_{(1, 158)} = 0.84$ ,  $P=0.35$ ), depersonalization ( $F_{(1, 158)} = 0.001$ ,  $P=0.96$ ), and lack of personal achievement ( $F_{(1, 158)} = 0.35$ ,  $P=0.55$ ). The findings also indicated that the effect of school is not significant in the multivariate analysis ( $F_{(3, 156)} = 1.29$ ,  $P=0.28$ , Wilks' Lambda=0.97). Thus, there is no significant difference between the two groups in terms of any of the variables. The findings of the present study are consistent with those of the study conducted by Suter (1996). However, they are not consistent with the findings of the study conducted by Zare (2004). This inconsistency can be justified by the fact that teachers of regular schools experience stresses that are different from the stresses experienced by exceptional schools' teachers. The stresses experienced by exceptional schools' teachers are too much to tolerate. These stresses are equally important in both groups, and they suffer from occupational burnout to the same degree (Gorden, 2001). At first, both groups of regular and exceptional teachers have negative attitudes toward their occupation. Moreover, they feel tiredness, physical weakness, and soreness (they suffer from emotional exhaustion). At the end, when individuals fail to apply effective coping strategies to avoid the

effectiveness; it is mainly the outcome of the individual's previous experiences and learning. Finally, social skills enables the individuals to establish proper relationship and communication with the others and request help, if required. The effect of these factors on the teachers working in regular schools has resulted in a stronger relationship between psychological hardiness and resilience in regular schools' teachers (Newman, 2005).

**Table 5. The results of the tests' effects on dependent variables**

Sources of change	Test	Sum of squares	Degree of freedom	Mean of squares	F	P	eta-squared	Levene's test	Significance level
School	Hardiness	0.00	1	0.00	0.003	0.95	0.000	0.002	0.96
	Resilience	0.006	1	0.006	0.023	0.87	0.000	3.35	0.06
	Occupational burnout	1.8	1	1.8	2.94	0.08	0.01	1.02	0.31
Error	Hardiness	15.41	158	0.098					
	Resilience	40.13	158	0.25					
	Occupational burnout	97.08	158	0.61					

The findings related to the covariance matrix equation indicated that Box's M index is not statistically significant (Box's M=6.008,  $F(1, 6.8)=0.98$ ,  $P=0.43$ ). The assumption of equality of covariance is thus confirmed. The findings related to the homogeneity of covariance between the two groups indicated that the variances are homogenous in terms of psychological hardiness ( $F(1, 158)=3.35$ ,  $P=0.06$ ), resilience ( $F(1, 158)=3.35$ ,  $P=0.31$ ), and occupational burnout ( $F(1, 158)=1.02$ ,  $P=0.31$ ). The findings also indicated that the effect of school is not significant in the multivariate analysis ( $F(3, 156)=1.27$ ,  $P=0.28$ , Wilks' Lambda=0.97). Thus, there is no significant difference between the two groups in terms of any of the variables. It can be concluded that although teachers of exceptional schools experience various kinds of stresses, the occupational pressure and burnout is reduced in teachers of exceptional schools through providing special conditions and facilities by the department of education (such as providing special training for teachers of exceptional schools, increasing pay and benefits in comparison to regular teachers, reducing retirement age, reducing the number of students in each class, and providing special facilities for both learning and teaching). Thus, in comparison to regular schools' teachers, teachers of exceptional schools suffer more occupational burnout; there is no significant difference between the

against the job-related stresses. Psychological hardiness refers to the individual's performance based on a cognitive evaluation. In comparison to regular schools' teachers, teachers of exceptional schools enjoy a high level of commitment (the opposite of alienation). They have fully recognized the significance and meaning of who they are and what activities they are to conduct. In terms of control (the opposite of disability), teachers of exceptional schools are stronger than those of regular school. They assume that life events are predictable and controllable, and they believe that they can affect their life events through their own attempts. The psychological hardiness of both groups is more or less the same; the changes of the components in both groups have resulted in a stronger relationship between the psychological hardiness and occupational burnout in the teachers of exceptional schools. (Dadmehr, 2009).

**Table 4. The prediction of resilience based on hardiness in two groups of teachers**

Criterion	prediction	Group	F	Significance level	B	t value	Significance level	Invariance value	Significance level
Resilience	Regular schools' teachers	89.1	0.000	1.11	0.72	9.44	0.000	12.82	0.000
	Exceptional schools' teachers	72.36	0.000	1.16	0.69	8.5	0.000		

Table 4 indicates the relationship between psychological hardiness and resilience in two groups of teachers (regular and exceptional schools). According to the findings of table 4, the relationship between psychological hardiness and resilience was positive and significant for both regular teachers ( $r=0.72$ ,  $P<0.01$ ) and exceptional teachers ( $r=0.69$ ,  $P<0.01$ ). The findings of the relationship between hardiness and resilience in the investigated groups indicated that the relationship between these two variables is significantly different in the investigated groups ( $t=12.82$ ,  $P<0.01$ ); the relationship between hardiness and resilience is stronger in the group of regular schools' teachers. These findings are not consistent with those of the study conducted by Weisi et al (2001). This difference results from the difference of the students in both groups that can be explained through factors playing a mediating role. These factors include the students' intelligence consisting of problem-solving ability and cognitive capabilities. The other factor is the internal nature of the control source that believes in its own



investigated groups ( $t=-5.46$ ,  $P<0.01$ ); the relationship between resilience and occupational burnout is stronger in the group of exceptional schools' teachers. These findings are consistent with those of the study conducted by Zabel (2001). However, they are not consistent with those of the study conducted by Day (2006). Since resilience is one of the most important skills in dealing with life problems, it results in reduced occupational burnout. Resilience is likely to be innate and differs from person to person. According to the studies that have been conducted, it has been observed that individuals have managed to protect themselves in dangerous conditions. Since the exceptional schools' teachers are dealing with numerous problems in communicating with exceptional students as well as the behavioral, physical, and intellectual problems of such students, they are more likely at risk of dangerous and harmful conditions than teachers of regular students are. The resilience of both groups is more or less the same; these harmful conditions have resulted in a stronger relationship between the resilience and occupational burnout in teachers of exceptional schools (Dadmehr, 2009).

**Table 3. The prediction of occupational burnout based on hardiness in two groups of teachers**

Criterion	prediction	Group	F	Significance level	B	$\square$	t value	Significance level	Invariance value	Significance level
Occupational burnout	hardiness	Regular schools' teachers	2.45	0.000	-1.17	-0.46	-4.63	0.000	-6/71	0.000
		Exceptional schools' teachers	22.35	0.000	-1.17	-0.48	-4.72	0.000		

According to the findings of table 3, the relationship between hardiness and occupational burnout was negative and significant for both regular teachers ( $r=-0.46$ ,  $P<0.01$ ) and exceptional teachers ( $r=-0.48$ ,  $P<0.01$ ). The findings of the relationship between hardiness and occupational burnout in the investigated groups indicated that the relationship between these two variables is significantly different in the investigated groups ( $t=-6.71$ ,  $P<0.01$ ); the relationship between hardiness and occupational burnout is stronger in the group of exceptional schools' teachers. These findings are consistent with those of the study conducted by Sharifi (2007). As a strengthening personality feature, psychological hardiness strengthens the individual

maximum/minimum scores. The findings indicate that skewness and kurtosis of the variables were  $\pm 2$ ; this indicates that the status of the variables was proper and desired for conducting parametric analyses.

**Table 1. The summary of descriptive indices of the participants' scores in terms of different variables (N=160)**

Variable	Group	Mean	Standard deviation	Skewness	Kurtosis	Minimum score	Maximum score
Resilience	Regular schools' teachers	3.73	0.46	-0.62	1.35	2	4.64
	Exceptional schools' teachers	3.71	0.54	-0.26	-0.51	2.16	4.76
Psychological hardiness	Regular schools' teachers	1.93	0.3	0.06	-0.48	1.26	2.62
	Exceptional schools' teachers	1.93	0.32	0.09	1.09	0.85	2.85
Occupational burnout	Regular schools' teachers	1.84	0.77	0.93	0.62	0.64	4.09
	Exceptional schools' teachers	2.06	0.79	0.55	0.12	0.5	4.57

**Table 2. The prediction of occupational burnout based on resilience in two groups of teachers**

Criterion	prediction	Group	F	Significance level	B	t value	Significance level	Invariance value	Significance level	
Occupational burnout	resilience	Regular schools' teachers	8.82	0.004	-0.526	-0.317	-2.97	0.004	-5.46	0.000
		Exceptional schools' teachers	23.09	0.000	-0.707	-0.48	-4.8	0.000		

Table 2 was used to investigate the relationship between resilience and occupational burnout in two groups of teachers (regular schools and exceptional schools) by using two-group analysis. The findings indicated that the relationship between resilience and occupational burnout was negative and significant for both regular teachers ( $r=-0.317$ ,  $P<0.01$ ) and exceptional teachers ( $r=0.48$ ,  $P<0.01$ ). The findings of the relationship between resilience and occupational burnout in the investigated groups indicated that the relationship between these two variables is significantly different in the



degree accuracy and correctness of the sentences on a four-point scale ranging from 0 to 3. This questionnaire was designed and validated by Kiamarsi and Mehrabizadeh in 1998. In a study titled "The role of personality structure, hardiness, and sense of identity in mental health", the reliability of this questionnaire was determined to be 0.84 by using Cronbach's alpha.

### **Connor-Davidson Resilience scale**

In the present study, Connor-Davidson Resilience scale (2003) was used for measuring resilience. This questionnaire consists of 25 items, and the scoring method of this questionnaire was conducted on a five-point Likert scale. The answers ranging from completely correct to completely incorrect and received scores of 0 to 4 respectively.

### **Data collection**

After acquiring the required permit from the Rafsanjan's Department of Education, the researchers referred to the selected regular and exceptional schools. The questionnaires were then distributed among the teachers. Before completing the question, some explanations were provided to make them familiar with the conditions of the experiment as well as the confidentiality of the information. The participants were then asked to answer the questions accurately. At the end, the questionnaires were collected for data analysis.

### **Data analysis methods**

In the present study, descriptive and inferential statistics methods were used for analyzing the collected data. Descriptive statistics methods, mean, standard deviation, frequency, percentage, and diagram were used for organizing and summarizing the data. Moreover, Pearson's correlation coefficient, two-group analysis (the homogeneity assumption of the slope of the regression line), and multivariate variance analysis were used for testing the hypotheses.

### **Findings and discussion**

The information provided in table 4 indicates the participants' distribution of the scores in terms of resilience, psychological hardiness, and occupational burnout in two groups of teachers (regular schools and exceptional schools) based on different descriptive indices including mean, standard deviation, and

### **Statistical population**

The statistical population of the present study includes all teachers of exceptional schools at elementary, pre-professional, and professional levels as well as teachers of regular schools at elementary and high school level in Rafsanjan in the academic year of 2016-2017. The entire population of exceptional schools' teachers is 100 in Rafsanjan, and the entire population of regular teachers is 2500. For having equal statistical population of regular and exceptional teachers, a number of regular teachers was selected using a stratified random sampling method from the all parts of the city. Thus, the regular schools were selected from areas that had exceptional schools as well.

### **Sample size and sampling method**

The sample size was defined to be 160 teachers; 80 teachers of exceptional schools and 80 teachers of regular schools were randomly selected based on Morgan's table for sample size. The sampling method of the present study was stratified with equal proportion. Thus, the questionnaires were provided for the teachers of all exceptional schools. Moreover, the questionnaires were provided for an equal number of regular schools situated in the same area as that of the exceptional schools.

### **Research tools**

#### **Maslach Burnout Inventory**

In the present study, Maslach Burnout Inventory (1993) was applied for measuring the occupational burnout. This questionnaire consists of 22 items to measure emotional exhaustion (9 items), depersonalization (5 items), and lack of personal achievement (8 items). This questionnaire has been graded based on a five-point Likert scale (completely agree, agree, have no idea, disagree, and completely disagree. Maslach and Jackson have measured the reliability of this questionnaire for each of the subscales by using Cronbach's alpha, and the following coefficients have been provided:

#### **Ahvaz Hardiness Inventorya**

In the present study Ahvaz Hardiness Inventory (1998) was used for measuring the psychological hardiness. This questionnaire consists of 27 items, and the participants need to determine the

strategy in expressing support or criticism, professional promotion conditions, the students' destructive behaviors, and parents' expectations (Leithwood & McAdie, 2007). In addition to the abovementioned problems, teachers of exceptional schools (schools for students with special needs) are also dealing with other problems including students' hyperactivity, multiple disabilities, blindness or deafness, behavioral problems, aggression, and their parents' lack of attention that intensify their occupational burnout.

Since the consequences of occupational burnout are costly for both the organization and the individuals themselves, it is of great significance to investigate the factors that reduce the occupational burnout (Ghodsi and Afshar Kohan, 2012).

Numerous studies have been conducted on occupational burnout in both inside and outside Iran. In the studies conducted by Mashhadi (2001), Zare (2004), Sharifi (2007), Samani et al (2008), Mohammadi (2008), Weisi et al (2001), Kobasa (1994), Zabel (2001), Singer (2004), Billingsley (2005), Bensky (2007), the findings indicate that psychological hardiness and resilience affect the reduction of occupational burnout.

In the present study, it is basically attempted to investigate the effect of psychological hardiness and resilience on teachers' occupational burnout. The practical aims of the present study include identifying the degree of occupational burnout as well as other variables such as psychological hardiness and resilience. Moreover, it is attempted to investigate the relationship between psychological hardiness and resilience with occupational burnout and provide appropriate strategies for improving the current status of teachers in both regular schools and exceptional ones. Thus, the present study was conducted to investigate the relationship between psychological hardiness and resilience with occupational burnout among the teachers of regular schools and exceptional schools.

## Method

The present study is a correlational one conducted to investigate the relationship between psychological hardiness and resilience with occupational burnout among the teachers of regular schools and exceptional schools of Rafsanjan.

means the individual's stamina and tolerance in difficult and challenging situations (Woodard, 2004). Psychological hardiness refers to the individual's performance based on a cognitive evaluation, and it includes three components; commitment, control, and challenge. A person who enjoys a high level of commitment (the opposite of alienation) has fully recognized the significance and meaning of who he is and what activities he/she is to conduct. Individuals with a high degree of control (the opposite of disability) assume that life events are predictable and controllable, and they believe that they can bring their life events under control by their attempts. Challenging (the opposite of the feeling of danger or fear) refers to the issue that change, rather than stability and security, is a normal aspect of an individual's life (Kobasa, 1979).

The other personality factor closely related to occupational burnout is resilience that has been conceptualized for understanding motivation, emotion, and behavior (Block, 2002). Resilience is the individual's successful adaptability with threatening conditions. The resilience capacity is regarded as a predictor for preventing and reducing the occupational burnout arising from professional stresses. This means that in stressful conditions, individuals with high resilience enjoy more mental health than those having lower resilience. Resilient individuals are emotionally calm and they are capable of adapting themselves with stressful conditions. Resilience is the individual's capability in creating biological-mental balance in dangerous conditions (Conner and Davidson, 2003).

Teaching job is one of the most stressful jobs, and teachers are always dealing with different kinds of stresses in their teaching environment. One of the main consequences of these stresses is the teachers' occupational burnout. The studies conducted on teachers' occupational burnout have indicated that in similar working conditions, the individuals will not equally suffer from occupational burnout. In other words, occupational burnout is resulted from the interrelationship of numerous factors including personal factors, interpersonal factors, occupational factors, and personality features (Schaufeli et al, 1994). Numerous factors affect teachers' occupational burnout. These factors include the high workload of teachers and its complexity in the classroom and school environments, school culture, school structure, the principal's leading

terms of occupational burnout, resilience, and psychological hardiness. Moreover, the two groups were not significantly different in terms of the occupational burnout components. Therefore, the relationship between psychological hardiness and resilience with occupational burnout is stronger among the teachers of exceptional schools. However, the occupational burnout is the same in both groups.

**Key words:** psychological hardiness, resilience, occupational burnout, regular and exceptional teacher

### Introduction

Nowadays, one of the main aspects of everybody's life is his/her job. The lack of appropriate compatibility and correspondence between one's capabilities and the kind of job he/she is doing or the responsibility given to him/her brings about numerous problems. These problems include physical and mental problems as well as occupational burnout. This reduces the efficiency of the workforce (Chubineh and Mowedi, 2000).

Occupational burnout is an internal mental feeling creating negative feelings and attitudes toward his job including dissatisfaction, burnout, and loss of commitment. Moreover, occupational burnout results in disorders in the individual's professional performance that resulted in undesirable consequences including absence, leaving one's job, and reduced efficiency for both the individual and the organization (Bezerra and Beresin, 2009). In other words, occupational burnout is a term for describing the negative changes of attitude, morale, and behaviors of an individual in dealing with mental pressures related to his/her job. This burnout is more frequently seen in jobs where the individuals spend most of their working hours in close communication with other people (Schaufeli, Maslach, and Marek, 1994).

Occupational burnout is resulted from a variety of factors the most important of which is personality features. In their studies, Maslach (1998) and Bakker (2006) have indicated that there are a number of personality factors that are closely related to the occupational burnout. Two main elements of these personality factors include psychological hardiness and resilience. Psychological hardiness is known as stress coordinator. Psychological hardiness

# **The relationship between psychological hardiness and resilience with occupational burnout**

## **(Case study: teachers of regular schools and exceptional schools-Rafsanjan)**

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### **Abstract:-**

The present study aims at investigating the relationship between psychological hardiness and resilience with occupational burnout among the teachers of both regular school and exceptional schools of Rafsanjan. For this purpose, as many as 160 teachers (80 regular teachers and 80 exceptional teachers) were randomly selected with equal number. The participants answered the questionnaires of Ahvaz Hardiness Inventory (1998), Connor-Davidson Resilience scale, and Maslach Burnout Inventory (MBI) (1993). The data were analyzed by using two-group correlation analysis and variance analysis. The findings indicated that regular teachers and exceptional teachers are different in terms of the relationship between their resilience and occupational burnout; this relationship is stronger for the teachers of exceptional schools. Moreover, regular teachers and exceptional teachers are different in terms of the relationship between their psychological hardiness and occupational burnout; this relationship is stronger for the teachers of exceptional schools. Regular teachers and exceptional teachers are also different in terms of the relationship between resilience and psychological hardiness; this relationship is stronger among the regular teachers. Other findings of the present study indicated that the effect of school is not significant on multivariate analysis. Thus, there no difference between regular school teachers and exceptional schools teachers in

