

Association of Stress Coping Strategies and Social Resilience with Job Motivation

Abstract

The present research investigated the association of stress-coping strategies and social resilience with primary teachers' job motivation. The research is descriptive and correlational. Its statistical population includes all the male and female primary school teachers of Hirmand (100 people) who were working in 2021-22. The subjects (80 people) were selected at convenience. Herzberg's career motivation questionnaire, Endler and Parker's stress coping styles questionnaire, and Connor and Davidson's resilience questionnaire were appropriate for collecting data. Spss-26 software is the tool for analysis at two descriptive levels (mean, standard deviation, frequency percentage) and inferential level (Pearson correlation coefficient and multiple regression analysis).

The findings of this research show that among the coping strategies, the problem-oriented strategy has a significant relationship with job motivation. That is, the use of problem-oriented coping strategies for teachers has increased their job motivation. There is a significant relationship between social resilience and job motivation, and the social resilience of teachers participating in the present study has increased their job motivation.

Keywords: *resilience - coping with stress - job motivation - primary school teacher*

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Introduction

Teachers are those who play a significant role in the progress, growth, and excellence of society. The implementation of this role in the work environment depends on various factors: resilience, coping with stress, and job motivation. Thus, through these interrelated factors, teachers can play their role in improving the quality of education and society. If these components are not present in teachers, it will cause many problems. In this research, we want to measure these components in primary school teachers (3). Organizational resources fall into two categories, human and material. Since material resources are also for human resources, the proper use of these resources is not possible without experienced and motivated human resources. Motivation is one of the psychological characteristics that is a question of the degree or amount of a person's commitment (4, 5). The quality of employee productivity is the most important factor that has played a key role in the success or failure of any organization (6). Job motivation is an important and vital factor in creating the efforts and activities of individuals and the stability and continuity of those activities in the work environment (7). Motivation is a force that causes a person's action and movement and gives energy to a person. Motivation changes a person's state of stillness to excitement and increases his/her performance (8, 9) (10). Job motivation comprehends some measures such as reward, motivation through participation, and the quality of work life (11). The sources of motivation may be different in the workplace of people, which can fall into two categories of internal and external motivation. Internal

motivation is more powerful than external motivation, but external motivation is not ignorable (12). Failure to pay attention to motivational factors causes a decrease in job satisfaction and motivation, a decrease in the quality of services, and ultimately causes dissatisfaction (4, 13). Employees, who have a strong motivation for work, perform their duties with enthusiasm and their job duties well. Today's world is full of stressful issues and events that have a great impact on people. Stress has become an integral part of human life. This stress has a great impact on human resources, their performance, and the quality of the organization and causes problems (14, 15). Stress is "a set of general human reactions to incompatible and unforeseen internal and external factors so that stress occurs when the balance and adaptation of a person are lost due to external and internal factors" (16). Selye introduces the pressures on the body that cause changes to adapt and continue life, and it includes unpleasant stress and beneficial stress (17). As Lazarus says, stress is not a single factor but a complex and interconnected system of factors. Stress affects many aspects of human life. One of these dimensions of stress appears in individuals' jobs (14). Job stress can be harmful emotional and physical responses that occur when job requirements are not in harmony with individuals' abilities, resources, or needs (18). The International Institute of Occupational Health and Safety (2008) defines job stress as follows: job stress is a physical and psychological response of individuals to job demands that are beyond the individual's ability, strength, and needs (NIOSH (National Institute for Occupational Safety & Health)). Each

person chooses a way to cope with and help people to overcome it. Stress coping skills generally consist of the individual's cognitive and behavioral activities and actions for management (18). Lazarus and Folkman consider stress-coping skills as sets of activities and cognitive processes for preventing, managing, and reducing stress (19). Coping with stress strategies are specific ways that people adapt to stressful situations and include individuals' cognitive and behavioral efforts in interpreting and overcoming problems (20). The most famous style of coping with stress is the problem-oriented style, which comprehends active coping strategies, planning, not doing competitive activities, acting in a hurry, and trying to find instrumental support. Emotionally oriented style has two dimensions, the positive dimension of which includes efforts for regulating emotional responses to stressful situations. We can do things like trying to find emotional support, positive reinterpretation, acceptance and joking. The negative dimension of emotion-based coping with stress includes the strategy of not being mentally preoccupied with the problem, lack of behavioral involvement in solving the problem, focusing on emotion, and using drugs (21, 22). Persistence of stress, which reveals the body's physical-chemical, mental and emotional reactions to stressful events and situations, causes an interference in the general process of individuals. Stress is an effective factor in organizational inefficiency, displacement of human resources, frequent absences, reduction of work quality, and reduction of job satisfaction. Resilience is one of the most important and studied concepts of positive psychology (23). Resilience is coined psychologically about groups that do not change their behavior in the face of difficulties and problems. Psychologists always try to strengthen this human ability to adapt and overcome problems (24). One of the crucial factors is individuals' responses to stressful situations, and it is positive adaptability to bitter and unfortunate experiences. Resilience is the ability to adapt to challenges and threats and overcome them (25, 26). Resilience occurs when a person finds himself in a difficult and unfortunate situation and applies it to escape from it or become less vulnerable (27). According to Kaempfer, resilience is returning to the initial balance or reaching a higher level, and it provides conditions for successful adaptation in life. Resilience includes maintaining calm in the face of pressure, flexibility, optimism, and positive feelings during hardships and refraining from erosive strategies. Resilience in stressful situations reduces stress and disability and increases happiness (28, 29). Positive adaptation is a consequence of resilience and causes more resilience in life (29, 30) (28, 31). There are extensive studies on the role of teachers in the growth and excellence of society and the impact of many factors, such as resilience, coping with stress, and job motivation, in the implementation of this role. Azadi, Hawasi,

and Khairi Sattar (2012) compared in a study the job stress and resilience of male and female teachers in Eyvan. The results of this research indicated that there is a significant relationship between job stress and the resilience of teachers. There is no significant difference between job stress and resilience of male and female teachers (32). Moreover, Delgarm, Bagheri, and Sabet (2018) conducted research intending to investigate the relationship between resilience and stress-coping styles. The results of this research showed that resilience positively and significantly predicts problem-oriented coping styles. Resilience negatively and significantly predicts emotion-oriented coping style (33). Danilidou, Placido, and Ganida (2020) conducted a study to explain the intertwined relationships between resilience, burnout, and stress. It studied 636 primary education teachers in Greece. The results of this study showed that resilience predicts burnout and stress (34). However, the available literature on stress-coping strategies, social resilience, and job motivation is limited. Considering the importance of this issue, we decided to investigate the association of stress-coping strategies and social resilience with the job motivation of primary school teachers in Hirmand.

Methodology

Research design and participants: This research is descriptive-correlational according to the practical purpose and data collection. Its statistical population (100 people) includes all primary school teachers (male and female) of Hirmand (Zabul) in the academic year 2021-22. Sampling in this research was convenient. The sample size was calculated according to Cochran's formula, and 80 people were selected for the study with an error level of 5%. The inclusion criteria for participating in the research were primary school teachers of Hirmand, informed consent of primary school teachers of Hirmand, having a minimum level of two-year education. The exclusion criteria are lack of informed consent, currently undergoing psychological treatment or drug therapy for psychiatric disorders, and having a history of visiting a psychiatrist in the last six months.

Tool

Demographic profile form

It includes personal information (age, gender, marital status, level of education (two-year education, BSc, MSc, and doctorate), and individual consent to participate in the research.

Job motivation questionnaire

Bakhshi Aliabadi, Norouzi, and Hosseini (2013) designed and validated Herzberg's job motivation questionnaire (35). This questionnaire contains 40 items based on a five-point Likert scale. The questionnaire contains two categories of internal (mental) factors with items of recognition and appreciation, job

progress and development, the nature of work, independence and responsibility, job success and promotion, and external (health) factors that include salaries and wages, policies governing the work environment, communication with others, job security, the conditions of the work environment and supervision). Darchini (2014) has validated the questionnaire (36). Darchini's study (2014) used the opinions of the supervisor and several other professors and experts to obtain the validity of the questionnaire (36). It has consulted them about the relevance of the questions, the clarity and comprehensibility of questions, and whether these questions are appropriate for and measure the research questions. Ziyar, Mumtaz Manesh, Ahmadi, Abdi, and Ahmadi (2015), research reported Cronbach's alpha coefficient of 86% (37). Qarakhani et al. (2007) obtained the reliability of this questionnaire by 96% through Cronbach's alpha (38). Khorasani and Zamani Menesh (2016), in their research, obtained Cronbach's alpha coefficient of Herzberg's job motivation questionnaire by 0.845; its reliability was acceptable (39). In general, the reliability and validity of this questionnaire were conducted in the studies of Bakshi (Rafsanjan University of Medical Sciences) and Ranjbar (Mazandaran University of Medical Sciences).

Stress coping styles questionnaire

Andler and Parker (1990) created the stress coping styles questionnaire to measure the stress coping styles of teenagers and adults in stressful and critical situations (1). This questionnaire includes three subscales of problem-oriented coping, emotion-oriented coping, and avoidance-oriented coping, and each subscale has 16 items. This tool expresses three types of styles and strategies to cope with stress. The scoring of this tool is based on a 5-point Likert spectrum (never = 1, sometimes = 2, usually = 3, most of the time = 4, always = 5). Yousefi Moghadam (2012) used problem-oriented coping style items (16 items) to investigate divergent validity. He reported that the divergent validity coefficients of the two subscales of avoidance-oriented coping styles and emotion-oriented coping styles with the problem-oriented coping style subscale by 0.21 and 0.13 ($P < 0.140$ and < 0.368 P) are not significant (40). Rapunson, Asmari, Windel, Mears, and Endler (2006) confirmed the construct validity of this scale in Iceland through factor analysis and its relationship in comparison with similar scales (41). Furukawa, Suzuki-Moore, Saito, and Hamanaka (2010) confirmed its validity and reliability in the Japanese and US student populations (42). In the original sample of Endler and Parker's stress coping styles questionnaire, the reliability of this tool was 0.92 for the entire questionnaire by calculating the internal consistency coefficient or Cronbach's alpha. The coefficient of internal consistency by Cronbach's alpha method for its three subscales

in problem-oriented style for boys and girls was 0.90 and 0.92. It was 0.85 and 0.82 in emotion-oriented style. In the avoidance style, it was 0.82 and 0.85, and it was 0.77 and 0.80 for the two subscales of confusion and turning to society (1). Rapunson, Asmari, Windel, Mears, and Andler (2006) reported Cronbach's alpha coefficients of each of the subscales of this tool to be from 0.82 to 0.92 (41). Yousefi Moghadam (2012) used Cronbach's alpha coefficient with problem-oriented coping style items (16 items) to investigate the reliability of this questionnaire. He reported that Cronbach's alpha reliability coefficients of the two subscales of avoidance coping styles and emotion-oriented coping styles were 0.74 and 0.83, respectively (40).

Resilience questionnaire

Connor and Davidson (2003), by reviewing the research sources of 1979-1991 on resilience, prepared this tool (2). They believe that this tool is capable of distinguishing resilient people from non-resilient ones (43). This scale has 25 items, and its scoring is based on a 5-point Likert scale (false = 0, somewhat false = 2, I have no opinion = 2, somewhat true = 3, and true = 4). The minimum score on this scale is zero, and the maximum score is 100. The Connor and Davidson resilience scale was a 25-question form with five components (sub-scale).

Connor and Davidson (2003) reported in their research the reliability of the internal consistency coefficient of this scale through Cronbach's alpha method by 0.89 (2). Mohammadi (2005) implemented the resilience scale on 718 men aged 18-25 in healthy groups, drug users, and drug abusers and obtained a reliability coefficient of 0.89 through Cronbach's alpha method (43). The aforementioned research first calculated the correlation of each item with the total score and then used the factor analysis method to determine the validity. The calculation of the correlation coefficient of each option with the total score showed that, except for item 3, the coefficients were between 0.41 and 0.64. Also, in a research on 577 high school students, Jokar (2006) reported through Cronbach's alpha coefficient an internal consistency coefficient of 0.93 for this scale and confirmed the existence of a factor in this scale with the method of main components factor analysis (44). Khaleghi (2015) also obtained the reliability of the resilience scale by Cronbach's alpha by 0.86 (45). The research of Basharat, Salehi Shahmohammadi, Nad Ali, and Zobar Dast (2007) has confirmed the validity and reliability of this questionnaire (46, 47). The research of Haq Ranjbar et al. (2013) also tested the reliability of the questionnaire by Cronbach's alpha coefficient test and obtained an alpha of 0.84 for this questionnaire (47). Therefore, this tool has good reliability. Examining the reliability coefficient of Connor and Davidson's 25-question resilience scale in Noormah's research (2015) showed that Cronbach's alpha coefficient of all

questions is 0.88, and the questions have a good similarity. The reliability coefficient of the subscales of purposefulness, self-control, and the ability to solve problems, each with eight questions, was 0.81 and 0.76, respectively, and the Cronbach's alpha reliability coefficient for the subscales of stubbornness, belief, and optimism was 0.60, 0.55 and 0.36 respectively (48).

Procedure

Library method: this method has been used for collecting information on theoretical foundations, research literature, and the subject from Persian, and Latin library sources, required articles, and the global network of information about the current research variables. Field (questionnaire): This method has been appropriate for collecting data and information through a questionnaire

For this research, we determined the title of the research with the help of the supervisor, and we submitted it to the Islamic Azad University, Zahedan branch. We wrote the proposal and the university council approved it, then we presented it to the ethical committee. This research has a moral code from the Research Deputy of Zahedan Azad University (IR.IAU.ZAH.REC.2022.034).

After the approval of the moral code, we submitted a letter from the university to the Department of Education of Hirmand to conduct research. Explanations about the research, objectives, advantages of the research, and completing the questionnaires were first presented in order to gain the consent

Table 1: Frequency of respondents by demographic variables

		Frequency	Percentage	Frequency Percent	Cumulative Frequency Percent
Demographic variable gender	Female	50	62.2	62.2	62.2
	Male	30	37.8	37.8	100.0
	Total	80	100.0	100.0	
Marital status	Single	27	34.1	34.1	34.1
	Married	53	65.9	65.9	100.0
	Total	80	100.0	100.0	
Education	Two-year diploma	10	12.2	12.2	12.2
	BSc	40	51.2	51.2	63.4
	MSc & over	30	36.6	36.6	100.0
	Total	80	100.0	100.0	
Age	Number	Mean	Standard deviation	Minimum	Maximum
	80	35.69	8.88	24	64

According to the results of Table 2, the overall average of teachers' job motivation is equal to 166.35 with a standard deviation of 18.42, which is moderate based on the standard average score of the questionnaire. From among the job motivation subscales, supervision scales, with an average of 20.84 and standard deviation of 3.34; recognition and

of the teachers to participate in this research. They were assured about the confidentiality of their information. After completing the questionnaires, the teachers the questionnaires were collected were coded and entered into the Spss26 analytical program. The analysis will occur on a descriptive level (mean, standard deviation, frequency percentage) and inferential level (Pearson correlation coefficient and multiple regression analysis).

Findings

Based on the results of Table 1, a total of 80 people participated in the present study, of which 50 of the participating population were women with 62.2 percent, and 30 people of them were men with 37.8 percent. In fact, the number of female participants was more. As for marital status, there were more married teachers participating in the present study than unmarried teachers. The number of married teachers in the research is 53, with a percentage of 59.9, and that of unmarried teachers is 27, with 34.1.

The number of teachers with BSc degrees was equal to 40 people with 52.2, which had more frequency and percentage. The two-year education level (10 people) with 12.2 formed the smallest group of teachers. Thirty teachers had an MSc degree with 36.6. In terms of age, the average age of teachers is 35.69 years, with a standard deviation of 8.88. The minimum age of the participants was 24, and the maximum was 64.

appreciation, with an average of 20.76 and standard deviation of 3.37 and communication, with an average of 20.04 and standard deviation of 3.43, have the highest average respectively.

Table 2: Mean and standard deviation of job motivation variable and its subscales by primary school teachers of Hirmand

Variable	Number	Mean	Standard deviation	Minimum	Maximum
Salary	80	13.54	1.77	7	15
Environmental policy	80	12.73	1.93	7	15
Relationship	80	20.04	3.43	5	25
Job security	80	17.14	2.31	11	20
Workplace conditions	80	12.79	2.59	3	15
Supervision	80	20.84	3.34	9	25
Recognition and appreciation	80	20.76	3.37	9	25
Progress and development	80	16.28	2.42	4	20
Nature of work	80	11.95	1.83	7	15
Job Responsibility	80	12.60	1.63	7	15
Job position	80	7.63	1.64	2	10
Total job motivation	80	166.35	18.42	98	192

According to the results of Table 3, the teachers participating in the research used the problem-oriented strategy with an average of 52.40 and a standard deviation of 10.30 as the coping strategy. In the next place, they used an emotion-

oriented coping strategy with an average of 46.04 and a standard deviation of 10.29. Avoidance strategy, with an average of 42.07 and a standard deviation of 11.71, is the least strategy used by teachers in dealing with problems and issues.

Table 3: Mean and standard deviation of coping strategies and their subscales by primary school teachers of Hirmand

Variable	Number	Mean	Standard deviation	Minimum	Maximum
Problem-oriented strategy	80	52.40	10.30	33	78
Exciting oriented strategy	80	46.04	10.29	25	75
Avoidance strategy	80	42.07	11.71	21	73
All strategies	80	140.52	17.14	91	219

According to the results of Table 4, the overall average of social resilience is equal to 69.96, with a standard deviation of 14.33. It is a moderate to high score based on the average and standardized standard deviation of the questionnaire. This shows that the teachers had good social resilience. Among the

subscales of social resilience, purposefulness has the highest average score, with a mean of 24.08 and a standard deviation of 5.81. The lowest average score is for the optimism variable, with a mean of 7.12 and a standard deviation of 2.34.

Table 4: Mean and standard deviation of social resilience and its subscales by primary school teachers of Hirmand

Variable	Number	Mean	Standard deviation	Minimum	Maximum
Purposefulness	80	24.08	5.81	8	32
Self-control and problem-solving ability	80	21.70	4.68	8	31
Stubbornness	80	8.52	2.29	1	12
Belief	80	8.52	2.03	1	12
Optimism	80	7.12	2.34	3	12
Total social resilience	80	69.96	14.33	29	96

The results of Table 5 show that the problem-oriented strategy has a significant relationship with job motivation ($p < 0.037$, $r = 0.231$) at the 0.05 level. That is, the use of problem-oriented

coping strategies by teachers has increased their job motivation.

Table 5: Correlation matrix of the association of stress coping strategies with job motivation of primary school teachers in Hirmand

Variable		Problem-oriented strategy	Emotion-oriented strategy	Avoidance strategy
Job motivation	R	0.231*	-0.127	0.082
	Sig	0.037	0.255	0.461
	N	80	80	80

** Significant correlation at the 0.01 level

*Significant correlation at the 0.05 level

Since there is a significant relationship between problem-oriented strategy and teachers' job motivation, we intend to examine the explanatory power of the problem-oriented strategy in predicting job motivation. We used stepwise regression analysis to analyze this issue.

Based on the results of Table 6, only the problem-oriented strategy variable was able to enter the equation. The problem-

oriented coping strategy was able to predict 0.053 of the changes in job motivation. In the summary of the job motivation regression model, the correlation coefficient was ($R = 0.231$), and the determination coefficient was ($R = 0.053$). According to the results of variance ($F = 4.515$), the regression coefficients showed that the problem-oriented coping strategy is able to predict the dispersion of the job motivation variable at a significance level of 0.05.

Table 6: Regression analysis of job motivation in relation to coping strategies in primary school teachers of Hirmand

Criterion variable	Step	Predictor variable	R	R ²	Adjusted R ²	F	P	B	Beta	T	P
Job motivation	1	Problem-oriented strategy	0.231	0.053	0.042	4.515	0.037	0.413	0.231	2.125	0.037

a = predictor: (constant), problem-oriented coping strategy

The results of Table 7 show that there is a significant relationship between social resilience and job motivation ($p < 0.022$, $r = 0.252$) at the 0.05 level. The social resilience of the teachers in our research has increased their job motivation.

From among the subscales of social resilience, belief has a significant relationship with job motivation ($p < 0.017$, $r = 0.264$) at the level of 0.05; it has the highest relationship.

Table 7: Correlation matrix of the association of social resilience and its subscales with the job motivation of primary school teachers in Hirmand

Variable		Purposefulness	Self-control	Stubbornness	Belief	Optimism	Total social resilience
Job motivation	R	0.225*	0.217	0.167	0.264*	0.158	0.252*
	Sig	0.042	0.050	0.134	0.017	0.157	0.022
	N	80	80	80	80	80	80

** Significant correlation at the 0.01 level

*Significant correlation at the 0.05 level

Since there is a significant relationship between social resilience and teachers' job motivation, we intend to examine the explanatory power of social resilience in predicting job motivation. We used regression analysis to analyze this issue. Based on the results of Table 8, social resilience could predict 0.063 changes in job motivation. In the summary of the job

motivation regression model, the correlation coefficient was ($R = 0.252$), and the determination coefficient was ($R = 0.063$). According to the results of variance ($F = 5.422$), the regression coefficients showed that social resilience could predict the dispersion of the job motivation variable at a significance level of 0.05.

Table 8: Regression analysis of job motivation in relation to social resilience in primary school teachers of Hirmand

Criterion variable	Predictor variable	R	R ²	Adjusted R ²	F	P	B	Beta	T	P
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Job motivation	Resilience	0.252	0.063	0.052	5.422	0.022	0.324	0.252	0.328	0.022
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a= predictor: (constant), social resilience

Discussion

According to the results obtained from the statistical analysis of the research, there is a significant relationship between stress-coping strategies and social resilience on the one hand and the job motivation of primary school teachers in Hirmand. Our results are in line with the research of Ghorbani et al. (2008), Azadi et al. (1392), and Khabaz, Behjati, and Naseri (2011) (32, 49) (50). Thus, there is a significant relationship between stress-coping strategies and job motivation. That is, the use of strategies to cope with stress by teachers has improved their job motivation. Problem-solving methods use the techniques of cognitive evaluations, analysis and logical interpretations, and efforts to clarify the cause of the problem and obtain more information about solving the desired problem (32). Evidently, the use of such methods to solve problems creates internal motivation in the person so that she/he will deal with problems in the same way in the future. Teachers use effective coping styles, look at their problems as an opportunity for advancement and show high tolerance and self-esteem in facing problems. It is obvious that if teachers evaluate and use the existing facilities in the work environment to solve their problems, it will create motivation to solve future problems for the job and academic progress in educational environments.

The results of the statistical analysis of the research also show that there is a significant relationship between (emotional) stress coping strategy and job motivation in Hirmand. The findings of this hypothesis are in line with the research results of Tabatabai, Daneshmand, Azimi, and Jahangord (2014) (51). Among the daily stresses the teachers face during the day, job stress is of great importance. For this reason, teachers should use strategies to cope with their stresses. Choosing the type of coping strategy depends on many variables. One of the variables is a person's ability to control and influence the environment, which creates motivation to face one's work problems. Choosing the right way to deal with stress can have a significant impact on the mental health of teachers and can reduce the impact of stress on a person's mental health; it leads to greater adaptation to the environment and greater work motivation (51). In emotion-oriented methods, some teachers try to control the negative consequences of stressful factors in their work environment instead of focusing on the problem and solving it. This makes these people not solve the problems correctly and makes them have a new motivation to do such work to face the problems.

Moreover, there is a significant relationship between the (problem-oriented) stress-coping strategy and job motivation in Hirmand. The findings of this hypothesis are consistent with

the research results of Ghorbani et al. (2008) and Azad Marzi et al. (2015) (49, 52). According to these results, a problem-oriented coping style has a positive relationship with intrinsic motivation. The findings of this hypothesis were in line with the results of Javidi and Wosooghi's research (2016) (53). Teachers use the problem-oriented confrontational style to face the existing problem directly, try to solve the problem, and remove or change the source of stress. In this coping style, the existing ways are examined directly. This leads to the creation of intellectual order and coherence among teachers (49). This creates motivation to solve bigger problems at the work level in teachers. The use of a problem-oriented style is true for teachers who have more experience in their work. As a matter of fact, these individuals have relied on their abilities. Coping with stress requires keeping calm when facing work challenges and taking appropriate actions instead of seeking help from others (52).

Likewise, the results of the statistical analysis of the research show that there is a significant relationship between social resilience and job motivation of primary school teachers in Hirmand. The social resilience of the teachers participating in the current research has increased their job motivation. Among the subscales of social resilience, belief has the highest relationship with job motivation. The findings of this hypothesis are consistent with the research results of Arjamand Qajur and Iqbali (2014) and Nemati et al. (2014) (54, 55). Teachers who experience more job motivation have a close relationship with their work environment. The better the working environment, the more resilient the teachers will be in facing problems. Some of the factors in the adaptability of teachers are the cognitive and coping functions that make them better resilient. The more the work environment provides more support to teachers, the more their resilience increases in the face of work problems (54). This makes teachers valuably self-conscious in their work environment and shows better performance. Teachers who are satisfied with their self-assessment show a high level of motivation and resilience in the work environment for progress and activity because they believe that their purposeful activities for progress and success in the environment are noteworthy. The presence of work motivation factors in teachers makes them more resilient, and their absence will have a significant impact on teachers' work (55).

Conclusion

The results of the sub-scales of job motivation, supervision, recognition, appreciation, and communication have the highest mean score and standard deviation, respectively. Among the stress coping strategies, problem-oriented coping strategy,

emotion-oriented coping strategy, and avoidance strategy, respectively, have the most applications for teachers with problems and difficulties. The teachers of our research had good social resilience. From among the subscales of social resilience, the purposefulness variable has the highest average score, and the optimism variable has the lowest one.

Research limitations

The present research was only about the primary school teachers of Hirmand, so one should be careful in generalizing its results to the teachers of the entire province. Since our sampling method was convenient, therefore one should act with caution in generalizing its results.

Information and data were collected through questionnaires. This method is always under the influence of many factors, such as the tendency of respondents to provide popular answers.

Research suggestions

It is recommendable that this research is carried out on samples with a higher size and in a wider geographical range.

According to the results of the research, holding workshops to teach strategies for coping with stress and resilience during the academic year and especially during the summer holidays can ultimately lead to improving job motivation in teachers.

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