

Degree of psychological immunity in a sample of a middle school teacher in view of some personality variables after Corona pandemic

درجة امتلاك المناعة النفسية لدى عينة من أساتذة التعليم المتوسط في ضوء بعض المتغيرات الشخصية بعد جائحة كورونا

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Abstract:

The current study aims at revealing the degree of psychological immunity possessed by a professor of intermediate education in Chlef City (Algeria) in the view of some personal variables during the 2022/2023 academic season, using the descriptive approach and the "psychological immunity" questionnaire completed in the study after verifying its psychometric properties. The study concluded that the degree of psychological immunity among middle school teachers was medium in the total degree of the questionnaire and the dimensions formed for it (self-control and emotional balance, ability to solve problems, body protection, religious commitment), and it equally concluded that there are no statistically significant differences in psychological immunity among middle school teachers according to the variable of gender, but the presence of statistically significant differences according to the variable of professional experience.

Keywords: psychological immunity; middle school teachers; personality variables; Corona pandemic

ملخص:

هدفت الدراسة الحالية إلى الكشف عن درجة امتلاك المناعة النفسية لدى أستاذ التعليم المتوسط بولاية الشلف (الجزائر) في ضوء بعض المتغيرات الشخصية خلال الموسم الدراسي 2023/2022، باستخدام المنهج الوصفي واستبيان "المناعة النفسية" المنجز في الدراسة بعد التأكد من خصائصه السيكمومترية؛ توصلت الدراسة إلى أن درجة امتلاك المناعة النفسية لدى أساتذة التعليم المتوسط جاءت متوسطة في الدرجة الكلية للاستبيان والأبعاد المشكلة له (ضبط النفس والاتزان الانفعالي، القدرة على حل المشكلات، حماية الجسد، الالتزام الديني)، كما توصلت الدراسة إلى عدم وجود فروق ذات دلالة إحصائية في المناعة النفسية لدى أساتذة التعليم المتوسط تبعاً لمتغير الجنس وملتغير الإصابة بفيروس كورونا، ووجود فروق ذات دلالة إحصائية تبعاً لمتغير الخبرة المهنية. الكلمات مفتاحية: مناعة نفسية؛ أساتذة التعليم المتوسط؛ متغيرات شخصية؛ جائحة كورونا.

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1.Introduction:

through education, nations seek to reach intellectual, cultural, and scientific development. Therefore, it receives great attention from the bodies in charge of it, notably when it comes to the early stages of education, such as the primary and intermediate education stages, under the supervision of a team of professors and administrators who contribute to the success of this process and improving it to improve it. Obtaining a positive role model for the student will contribute shortly to these nations' development and prosperity.

The human element represents the main focus of the educational process, as it contributes greatly to achieving the objectives of this process depending on the type of work completed, which must be done to perfection. This matter requires sufficient efforts, especially in light of the serious efforts of those in charge of education to achieve a degree of teaching competence and the success. The educational system, but this commitment among teachers, in light of different life problems, may provoke pressures of different sources and varying degrees (Boabdallah, 2021); Especially recently, due to the rapid spread of the Corona pandemic in various countries of the world, as this outbreak affected global mental health, as it caused high rates of psychological stress, anxiety, depression..., as specialists indicated that the Covid-19 pandemic has become the main source of fear. Stress and anxiety all over the world, as rates of anxiety and depression ranged between (16-28 %) among different samples of society (Al-Laithi, 2020)

Furthermore, the pandemic spread has been reflected in adopting precautionary measures by most countries for prevention, protecting human lives, and reducing the extent of damage. Among the most widely adopted preventive methods is the encouragement of social distancing, especially in areas that require great contact between individuals, such as the education field in its various stages.

The change that occurred in the education system in its various phases during the past and current season, whether related to assignment or modification that affected the amount of work undertaken by the professor, as well as how the curricula were dealt with, affected professors and students alike in all educational, social and psychological aspects as well.

Among this pandemic repercussions, which has claimed many lives and changed the system of life as a whole, is the emergence of psychological problems represented by anxiety fear, and post-traumatic stress, which necessitates taking a set of measures that positively enhance the psychological immunity and psychological resilience of the individual to reduce the severity of the feeling of these problems and to improve health life psychological among individuals positive psychology. The immunity meaning includes immunization and prevention in the face of pressures and painful situations that a person is subjected to in his daily life. This ability to fortify and protect oneself from the negative effects of stressful situations differs from one individual to another. Therefore, individuals may be subjected to relatively low levels of challenges and difficulties, but they are unable to deal with them effectively, so they fall prey to anxiety, depression, and many psychological problems, while

others succeed in confronting these problems positively as a form of challenge and enhancing self-confidence. Responses are determined by the individual's level of psychological immunity (Al-Hadary, 2021)

Psychological immunity is an important factor against behavioral problems such as anxiety and helplessness, and individuals who have high psychological immunity can adopt adaptive strategies to deal with problems, such as spending more time and effort to solve problems. Moreover, it plays a vital role in helping individuals adapt functionally. Amid challenges and difficulties, this system involves a cognitive and proactive approach to enhance psychological well-being (9 Choochom and all, 2001).

Given this concept importance, which falls within the framework of positive psychology on the one hand, and its connection to the current circumstance of the pandemic on the other hand, the current study sought to address psychological immunity among middle school teachers in light of some personal variables by responding to the following questions:

- What is the degree of psychological immunity among middle school teachers?
- Are there statistically significant differences in the degree of psychological immunity among middle school teachers due to the gender variable (male, female)?
- Are there statistically significant differences in the degree of psychological immunity among middle school teachers due to the variable of experience (less than 5 years, from 5 years to 10 years, more than 10 years)?

1.1 Study hypotheses:

- There are no differences; there is a statistical significance in the degree of psychological immunity among middle school teachers due to the gender variable (male, female).
- There are statistically significant differences in the degree of psychological immunity among middle school teachers due to the variable of experience (less than 5 years, from 5 years to 10 years, more than 10 years).

1.2 Objectives and importance of the study:

The current study aims at identifying the psychological immunity degree among people in a sample of middle school teachers, in addition to revealing the significance of the differences in the degree of psychological immunity among middle school teachers depending on both the gender variables (male, female) and the experience variable (less than 5 years, from years to 10 years, more than 10 years). The study importance is evident in its treatment of an essential segment of society and its effective role in it, namely middle school teachers. This study can equally help shed light on these professors who need special attention due to the importance of that in enhancing educational outcomes. This study provides a questionnaire in order to determine the degree of psychological immunity among middle education teachers in light of the Covid-19 pandemic, which was completed in this study.

1.3 Procedural definition of the study concepts:

- **Psychological immunity:** It is a protective system that enhances the psychological immune system competencies to strengthen and improve the interaction processes between the individual and his environment (Mahmoud, 2020).

It is measured by the score obtained by middle school teachers on the Psychological Immunity Questionnaire in light of the Corona pandemic, which was completed in this study.

- **Corona virus:** It is considered one of the widespread viruses, and it is a contagious disease, whose symptoms involve high temperature, cough, difficulty breathing, and extreme fatigue (Tahrawi, 2020).

2. Definition of psychological immunity:

He knows it (Omar, 2021, p 61) “The individual can use methods, mechanisms, and strategies to confront social difficulties and psychological pressures” (Omar, 2021).

It equally comprises the individual’s ability to confront crises bear the difficulties he experiences in various life situations, and combat the resulting thoughts and feelings of anger, helplessness, and pessimism, notably at present due to the corona pandemic (Halim, 2021).

As defined by “ Keegan ” (Suleiman and Mujahid, 2018, p7): “ It is a variable, interactive emotional system that makes the individual use his feelings and his ability to distinguish between useful, harmful, and neutral things, through memory and the ability to imagine and plan, assess danger, protect or defend, and perceive “Life enhancers and formulating action plans to protect and protect life, physical being, identity, and creativity. ”

Horger (Al-Shanawani, 2019, p170) interpreted the term psychological immunity to biological immunity as a symbol of reducing the number of cognitive mechanisms that protect the individual from suffering from negative emotions through the use of defensive methods to make the current situation more bearable and more likely to have alternatives that helps to overcome the situation, as it works outside the individual’s awareness.

2.1 Types of psychological immunity: It has been classified, as it was stated (Mashal, 2018, p. 11) into three types according to:

- **Natural psychological immunity:** It is immunity against crises and anxiety. It is present in humans like their psychological makeup, which grows from the interaction between genetics and the environment. A person with a healthy psychological makeup enjoys natural psychological immunity against crises and confronting crises.

- **Naturally acquired psychological immunity:** It is immunity against crises and anxiety that a person acquires from the learning, experiences, and skills he learns in the face of crises and difficulties.

- **Artificially acquired psychological immunity:** It is similar to the physical immunity that an individual acquires by deliberately injecting the body with the germ that causes the disease

to reduce its danger. Its immunity remains for a long time and is called active acquired immunity.

2.2 Components of psychological immunity: Defined by Alice (2016) into 16 components of psychological immunity, which are:

- Optimism: the belief that events are rightly happening; Ability to control: the ability to control one's own emotions; sense of coherence: alignment between life objects, thinking, emotions, and behaviour; self-esteem: self-esteem must be positive, self-rewarding, healthy, body and soul, monitor personal resources, achieve goals, choose appropriate activities; The ability to create a personal resource: creativity that can help a person develop life plans, restructure pieces of knowledge and realize them; Social thorax monitoring ability: sensitive and selective monitoring and use of pieces of social environmental information; The ability to mobilize social resources: such as enjoying, activating, and controlling support; The social resource that creates the ability: the ability to follow changes in the environment while paying attention to the activity being performed; Perseverance: The ability to complete duties even if they are difficult; Impulse control: the ability to control one's concepts and rationality, and choose their correct forms in the context of expected consequences; Emotion control: the ability to change failures and negative emotions into constructive behavior; Arousal control: the ability to rationally control anger.

Depending on the owner's management and determination to correct a way of thinking, and his efforts to develop thoughts and feelings of happiness, and expel thoughts and feelings of misery and despair. We find the most important factors that help to activate psychological immunity are: optimism; Forgiveness and tolerance; laughter; Fasting; and Relaxation (Ganoon and Ben Smail, 2021).

2.3 Characteristics of the psychological immune system: The characteristics of the components of psychological immunity that help strengthen the emotional and interactive processes between the individual and his environment mentioned by (Bin Salem and Y. Hayaoui, 2021) are united in the following: The emergence of Positive behaviors and responses when anticipating negative events; dealing with painful events as new experiences; Promotes optimism and a positive outlook on life; works to adapt and adjust to painful events; understand and interpret the outcomes of behaviors; enhance conscious adaptive coping strategies, while being proficient in using knowledge and employing it to realize the positive outcomes; Monitors the individual's adaptive sources and the speed and accuracy of appropriate behavior; Promote conscious adaptive coping strategies, with proficiency in using knowledge and employing it to realize positive outcomes. It monitors the individual's sources of adaptation and the speed and accuracy of appropriate behavior.

2.4- Symptoms of psychological immunity loss: weak self-control and self-control; isolation and poor interaction with others; loss of a sense of pleasure in life and the tendency to pessimism: a defect in the criteria for judging things and situations; Poor degree of emotional maturity. (Laibi, 2020) .

3. Methodological procedures for the study:

3.1 Study methodology: The descriptive approach was chosen as it is suitable to the nature of the study, to reveal the degree of possession of psychological immunity among a sample of middle school teachers in light of some personal variables, and also because it considerably assists in collecting the largest possible amount of information related to the subject.

3.2 Study sample: The study sample consisted of 60 middle school teachers in the state of Chlef (Algeria), selected randomly, including 6 males and 54 females.

3.3 Study tool:

The psychological immunity questionnaire was used among middle school teachers in light of the corona pandemic, which was completed in this study. It consists of 40 items distributed over four dimensions (self-control and emotional balance, the ability to solve problems, protecting the body, and Religious commitment), so each dimension contains 10 items.

3.3.1 Questionnaire correction key:

The scale consists of 40 items distributed into four basic dimensions: self-control and emotional balance, the ability to solve problems, protection of the body, and religious commitment. Each dimension contains ten items. The response pattern on the scale is of the Likert type, with five responses, and requires responding to it. Choose from five alternatives : (strongly agree), (applies to agree), (sometimes agree), (disagree), and (strongly disagree). The test scores are estimated as follows : (5) marks are given when responding with (strongly agree). (4) marks are given when responding with (agree), (3) marks are given when responding with (sometimes agree), two (2) marks are given when responding with (disagree), and one (1) mark is given when responding with (disagree). Strongly. Based on the alternatives to the questionnaire and the number of paragraphs, the following correction key was developed:

Table 1: Psychoimmunity questionnaire correction key:

Variable	Theoretical Mean	Level	Range
Psychological Immunity	120	Low	40--94
		Moderate	95-146
		High	147--200
Emotional Regulation and Balance	30	Low	10--23
		Moderate	24--37
		High	38--50
Problem-Solving Ability	30	Low	10--23
		Moderate	24--37
		High	38--50
Physical Protection	30	Low	10--23
		Moderate	24--37
		High	38--50
Religious Commitment	30	Low	10--23
		Moderate	24--37
		High	38--50

Source: Prepared by the researchers based on SPSS results

The variables include: Psychological Immunity, Emotional Regulation and Balance, Problem-Solving Ability, Physical Protection, and Religious Commitment. The range of theoretical

means for each variable ranges from 10 to 200, and they are divided into levels: Low, Moderate, and High, according to the specified range.

3.3.2 Psychometric properties of the measurement tool:

The scale was applied to a survey sample of 40 middle school teachers, and the results were as follows:

-Validity of the questionnaire:

We used the extreme comparison method to measure validity by measuring the significance of the differences between the two extremes of the characteristic (psychological immunity) for the two extreme groups, the high and low, estimated at (11) individuals. The results are shown in Table No (0 2).

Table 2:: statistical analysis of bilateral Comparison for the Psychological Immunity questionnaire.

Statistical Methods	Sample Size	Mean	Standard Deviation	T-value	df	Probability Value	Statistical Significance
Upper Class	11	137.54	3.17	45.88	10	0.00	Significant
Lower Class	11	102.54	3.17				

Source: Prepared by the researchers based on SPSS results

It is clear from Table N° (0 2) that the “t” value estimated at 45.88 was statistically significant at the significance level of 0.01 and the degree of freedom of 10. Accordingly, the “Psychological Immunity” questionnaire can distinguish between the two extreme groups and is therefore valid using the comparison method. Terminal.

- Reliability:

To calculate reliability, they used Cronbach’s alpha coefficient and an equation Guttman, where Cronbach's alpha value was estimated at (0.72) and the Guttman value was (0.70), which indicates that the questionnaire has good psychometric properties that qualify it for use in collecting basic study data.

4. Statistical methods used: The following statistical methods were used in this study:

4.1 : Descriptive Statistics: frequencies(Effectifs). Average ratio calculation. (Moyenne) standard deviation(Ecart type).

4.2: Inferential statistics: Cronbach's alpha coefficient. Guttman coefficient. _ T - test for differences between the two independent groups. One-way analysis of variance (ANOVA) test, Scheffé equation, and statistical processing of the data was done using the Statistical Package for the Social Sciences SPSS21.

5. Presentation, analysis, and discussion of the study results:

5.1: Presentation, analysis, and discussion of the first question results:

This question states: “What is the degree of psychological immunity among middle school teachers?”

To reveal this question, descriptive statistics were used, represented by arithmetic means, theoretical means, standard deviations for the dimensions, and the total score of the “Psychological Immunity” questionnaire, as shown in the following table:

Table 3: Descriptive statistics for the dimensions of the Psychological Immunity Questionnaire:

Variables	Mean	Theoretical Mean	Standard Deviation	Degree of psychological immunity
Emotional Regulation and Self-control	30.78	30	4.18	Average
Problem-Solving Ability	28.53	30	4.11	Average
Physical Protection	28.23	30	4.67	Average
Religious Commitment	34.68	30	6.39	Average
Total Score	122.23	120	15.93	Average

Source: Prepared by the researchers based on SPSS results

Through Table N° (03), we came up with the total score of the “Psychological Immunity” questionnaire and the dimensions that constitute it: (Emotional Regulation and Self-control, the ability to solve problems, protection of the body, and religious commitment) were all of the average scores, as all the arithmetic averages for the dimensions were between (score 28.23-34.68).

The researchers attribute this result to the professional conditions surrounding middle education teachers, especially during the Corona pandemic pandemic, as the teaching system was changed during this period by adopting coloration and reducing the volume of teaching. These precautionary measures, which achieved acceptable levels of social distancing in addition to compulsory teaching, contributed to taking measures preventive measures, such as wearing a protective mask, using sterilization solutions, and gaining collective body immunity as a result of the number of infections known in the third wave through the spread of the Delta virus, as Algeria witnessed during this wave large statistics, whether for the number of people infected with the virus or the number of deaths, to reduce infection rates and achieve a kind of coexistence with the pandemic in particular. The fourth wave in which the «Omicron virus» appeared spread quickly and widely, but was less severe compared to the Delta virus in the previous wave. All of this contributed to the relative strengthening of the levels of psychological immunity among professors; hence it appeared in moderate proportions. Regarding self-control and emotional balance, some professors confirmed to us during the application of the study questionnaire that they were satisfied with themselves and could adapt and be self-reliant during this pandemic. As for the dimension of ability to solve problems, we find that most middle school teachers overcome the problems they confront with the ability to deal with the difficulties and situations that occurred to them during the pandemic, while after protecting the body, we find that those in charge of educational institutions They have taken all necessary measures to protect students and teachers from infection with the Covid -19 virus, including sterilizing and isolating the infected teachers and students by granting them compulsory sick leave, not to mention changing the official holiday

calendar in proportion to the epidemiological situation to protect teachers, students and their families and prevent the widespread spread of the virus. We have requested that application of the field study: The extent to which professors are disciplined with preventive measures. The dimension of religious commitment, which is closely linked to the belief in predestination and destiny, which is specific to Muslims, made the professor feel satisfied, reassured, and able to be patient under any pressure the individual faces, especially during the pandemic, through the various acts of worship that he performs such as prayer, fasting, and supplication, which contributed to raising the level of psychological immunity among teachers

In this vein, Suleiman (2012) emphasized that Islamic legislation provides privacy for patients that goes in compliance with their conditions and at the same time achieves psychological and social compatibility for them. This psychosocial compatibility represents psychological support that evolves all positive emotions in the patient and reduces psychological pressures. These aspects have an impact on increasing the efficiency of the psychological immunity of the Muslim patient, through patience and supplication, he will be positive in his emotions, leaving no place for sadness or depression, and thus getting rid of negative emotions.

This was likewise confirmed by a study made by (Sulaiman and Mujahid, 2018) that psychological immunity is the force that allows a person to overwhelm challenges and pitfalls, thus it works to refine the individual's thinking and orient him to the manner of dealing with various pressures and tensions in an environment full of problems, as indicated by (Al-Laithi, 2020). To the contribution of other psychological immunity variables (resilience, recovery, coping strategies, mindfulness, social support) in mitigating the negative effects of the Corona pandemic.

5.2 Presentation and analysis of the results of the first hypothesis:

This hypothesis states: "There are no statistically significant differences in the degree of psychological immunity among middle school teachers due to the gender variable (male, female). To test this hypothesis, a t-test was used for two independent samples, and the results appeared as shown in Table N°(0 4):

Table 4: The significance of the differences in the degree of psychological immunity among middle school teachers due to the gender variable (male, female)

Statistical Methods	gender	Sample Size	Mean	Standard Deviation	T-value	df	Probability Value	Statistical Significance
Emotional Regulation and Self-control	male	6	29.83	3.43	0.54	59	0.58	Non Significant
	female	54	30.88	4.27				
Problem-Solving Ability	male	6	28.33	4.54	1.17	59	0.24	Non Significant
	female	54	28.55	4.10				
Physical Protection	male	6	27.66	4.58	0.33	59	0.73	Non Significant
	female	54	28.29	4.71				
Religious Commitment	male	6	32.50	5.08	1.43	59	0.16	Non Significant
	female	54	34.92	6.51				
Total Score	male	6	118.33	3.43	1.08	59	0.28	Non Significant
	female	54	122.66	4.27				

Source: Prepared by the researchers based on SPSS results

It is obvious from the table that there are no statistically significant differences in the degree of psychological immunity among middle school teachers according to the gender variable (male, female), in both the total score of the questionnaire “Psychological Immunity” and its problematic dimensions (self-control, emotional balance, ability to solve problems, Protecting the body, religious commitment), where the t value estimated at (0.28) was not statistically significant at the level of significance (0.28) and the degree of freedom (33).

We infer from these results that the first hypothesis has been fulfilled, stating that: “There are no statistically significant differences in the degree of psychological immunity among middle school teachers due to the gender variable (male, female).

The researchers attribute this result to all middle school teachers, regardless of their gender (male or female), because they do their work under the same social and educational environmental conditions. This change has included all educational systems in Algeria during this pandemic, even if the duties of teachers differ, especially with work at home and work. However, professors also have special duties towards their families. In addition, they teach middle school students who are close in age, meaning from the same category. Therefore, we find most professors adopt the same methods to confront their professional pressures and the difficult situations they go through within the institution.

3.4 Presentation, analysis, and discussion of the results of the second hypothesis:

Which states: “There are no statistically significant differences in the degree of psychological immunity among middle school teachers due to the variable of professional experience (less than 5 years, from 5 years to 10 years, more than 10 years).” To test this hypothesis, a variance test was used. Unilateral, the results appeared as shown in Table No. (0 5):

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Table 5: The significance of the differences in the degree of psychological immunity among middle school teachers due to the variable of professional experience.

	Source of Variation	Sum of Squares	Mean Square	D f	F value	Probability Value	Statistical Significance
Emotional Regulation and Self-control	Between Groups	152.30	50.76	3	3.23	0.02	Significant
	Within Groups	879.78	15.71	56			
	Total	1032.18	-	59			
Problem-Solving Ability	Between Groups	141.48	47.16	3	3.08	0.03	Significant
	Within Groups	855.45	15.27	56			
	Total	996.93	-	59			
Physical Protection	Between Groups	364.03	121.34	3	7.36	0.00	Significant
	Within Groups	922.69	16.47	56			
	Total	1286.73	-	59			
Religious Commitment	Between Groups	254.23	84.74	3		0.09	Non Significant
	Within Groups	2158.74	38.54	56			
	Total	2412.98	-	59			
Total Score	Between Groups	3068.65	1022.88	3	2.19	0.00	Significant
	Within Groups	11904.07	212.57	56			
	Total	14972.73	-	59			

Source: Prepared by the researchers based on SPSS results

It is obvious from Table No. (05) that there are statistically significant differences in the total score of the “Psychological Immunity” questionnaire and its dimensions (self-control and emotional balance, the ability to solve problems, protecting the body), based on the variable of professional experience for professors less than 5 years, out of 5 Years to 10 years, more than 10 years), except after religious commitment, where the “ F ” value estimated at 4.81 was statistically significant at the significance level (0.01). To determine the direction of the differences, we used the Chefee equation, and the results were as shown in the following table:

Table 6: Post-hoc comparisons of psychological immunity according to the variable of professional experience.

The value of the differences between the means			
Categories	Less than 5 years	5 to 10 years	More than 10 years
Less than 5 years	---		
5 to 10 years	13.80000	---	
More than 10 years	*18.92500	5.12500	-----

Source: Prepared by the researchers based on SPSS results

It is clear from Table No. (06) that there are statistically significant differences in the total score of the “Psychological Immunity” questionnaire according to the variable of professional experience of professors (less than 5 years, from 5 years to 10 years, more than 10 years), and after applying the equation “ Schiffe “It was found that the differences were statistically significant between the two categories (less than 5 years and more than 10 years), in favor of the category of more than 10 years of experience, where the value of the differences was estimated at (18.92500*).

We infer from these results that the hypothesis has been verified, which states: “There are statistically significant differences in the psychological immunity of middle school teachers due to the variable of experience.”

The researchers attribute this result to professors with more than 10 years of professional experience who enjoy good psychological immunity compared to professors in the category of professors with less than 5 years, which is the category that recently joined the teaching profession, and most of them are graduates of high schools, as their ages hardly exceed 30 years at the maximum if we count the years of university training in schools. Although they work under the same educational conditions, we find that the old professors, by their experience of more than ten years and their age, have become more adaptable to these conditions, whether related to the work environment or the pandemic and the changes it imposed, so they have become more flexible in their dealings with pressures. As for... Teachers who are less experienced than them, especially new professors, do not have a comprehensive view of the surroundings of the school environment in which they work. They are in the stage of exploring the professional environment - any circumstance, for example, such as the COVID-19 pandemic - teachers are at this stage unable to perceive such situations because they have not first adapted to the circumstances. Related to the work environment and its requirements, the individual's psychological immunity is affected by the individual's adaptation to his environment through feeling satisfied, assuming responsibility, and finding it easy to deal with difficulties and overcome all the problems they have experienced.

6. Conclusion:

Addressing the issue of psychological immunity among middle school teachers is considered one of the crucial topics that should be studied and highlighted because it requires understanding and clarification of the variables associated with it. This study came to research this topic during the period of the spread of the COVID-19 pandemic, which was considered a very critical period that confused the world. Overall, it resulted in many economic, social, and psychological repercussions. The current study addressed the degree of possession of psychological immunity among a sample of middle education teachers in light of some personal variables, by applying the Psychological Immunity questionnaire to a sample of middle school teachers in the state of Chlef (Algeria).

It was found that the degree of psychological immunity among middle school teachers was average in the total score of the questionnaire and its problematic dimensions (self-control and emotional balance, the ability to solve problems, protecting the body, and religious commitment). The study equally concluded that there are no statistically significant differences in psychological immunity among middle school teachers according to the gender variable (male, female), and there are statistically significant differences in psychological immunity among middle school teachers according to the professional experience variable favors the category of professors with more than 10 years of experience.

In light of these results, the researchers recommend the following:

- Providing training rotations for middle school teachers to improve their level of psychological immunity.
- Organizing rotations and training for professors to confront the pressures they face, whether in personal or professional life.

- Holding guidance seminars periodically through psychologists in the objective of preventing a psychological and physical problem that occurs with professors.
- Activating the psychological accompaniment service in school institutions by those in charge of school health at the Ministry of Health through listening cells, periodic visits to educational institutions, and identifying special cases.

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