

Job Satisfaction and Its Relationship with Psychological Immunity and Mindfulness among Teachers of Challenge and Resilience Schools in Southern Hebron

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Abstract: Objective: This study aimed to investigate the ability of job satisfaction (intrinsic and extrinsic) to predict psychological immunity and mindfulness among teachers of the Challenge and Resilience Schools in southern Hebron. Method: The researchers adopted the descriptive correlational method, using the following scales: Job Satisfaction (Weiss et al., 1967), Psychological Immunity (Hiver, 2017), and Mindfulness (Frank et al., 2016), to gather primary data electronically from a convenient sample of 107 male and female teachers, representing 61.5% of the study population. Results: The findings indicated a high level of job satisfaction, while psychological immunity and mindfulness were at a moderate level. Job satisfaction was positively and significantly associated with psychological immunity, and intrinsic job satisfaction emerged as the strongest predictor of psychological immunity. In contrast, job satisfaction showed a weak relationship with mindfulness, and the overall prediction model for mindfulness was not statistically significant. Conclusions: These results underscore the importance of strengthening intrinsic aspects of teachers' job satisfaction, such as feelings of achievement, professional value, and the meaningfulness of teaching, as these are closely linked to teachers' psychological immunity. In settings characterised by sustained pressures, supporting teachers' internal professional motivations may contribute to improved psychological well-being and stability. Recommendations: Given the limited role of extrinsic satisfaction observed in this study, efforts to support teachers should also prioritise practices that enhance teachers' sense of autonomy, competence, and recognition within the school environment.

Keywords: Job Satisfaction, Psychological Immunity, Mindfulness, Teachers, Challenge and Resilience Schools

الرضا الوظيفي وعلاقته بالمناعة النفسية واليقظة العقلية لدى معلمي مدارس التحدي والصمود في جنوب الخليل

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المخلص: الهدف: هدفت الدراسة إلى استقصاء قدرة الرضا الوظيفي (الداخلي والخارجي) على التنبؤ بالمناعة النفسية واليقظة العقلية لدى معلمي مدارس التحدي والصمود في جنوب الخليل. المنهجية: اعتمد الباحثان المنهج الوصفي الارتباطي، حيث تم استخدام المقاييس الآتية: الرضا الوظيفي (Weiss et al., 1967)، المناعة النفسية (Hiver, 2017)، اليقظة العقلية (Frank et al., 2016)، لجمع البيانات الأولية إلكترونياً من عينة ميسرة بلغت 107 معلماً ومعلمة، والتي تمثل ما نسبته 61.5% من مجتمع الدراسة. النتائج: أشارت النتائج إلى مستوى عالٍ من الرضا الوظيفي، بينما كان مستوى المناعة النفسية واليقظة الذهنية متوسطاً. وارتبط الرضا الوظيفي ارتباطاً إيجابياً ودالاً إحصائياً بالمناعة النفسية، وبرز الرضا الوظيفي الداخلي كأقوى مؤشر للتنبؤ بالمناعة النفسية. في المقابل، أظهر الرضا الوظيفي علاقة ضعيفة باليقظة الذهنية، ولم يكن نموذج التنبؤ العام لليقظة الذهنية دالاً إحصائياً. الاستنتاجات: تؤكد هذه النتائج على أهمية تعزيز الجوانب الجوهرية لرضا المعلمين الوظيفي، كالثقور بالإنجاز، والقيمة المهنية، وأهمية التدريس، لارتباطها الوثيق بصحتهم النفسية. في البيانات التي تتسم بضغوط مستمرة، قد يُسهم دعم الدوافع المهنية الداخلية للمعلمين في تحسين صحتهم النفسية واستقرارهم. ونظراً للدور المحدود للرضا الخارجي الذي لوحظ في هذه الدراسة. التوصيات: ينبغي أن تُعطي الجهود المبذولة لدعم المعلمين الأولوية للممارسات التي تُعزز شعورهم بالاستقلالية والكفاءة والتقدير داخل البيئة المدرسية. الكلمات المفتاحية: الرضا الوظيفي، المناعة النفسية، اليقظة العقلية، المعلمين.

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Introduction

Teachers in school environments typically face multiple challenges that give rise to stressful situations due to the fact that the diverse dimensions of teaching and instruction frequently entail elevated degrees of anxiety and exhaustion. In addition to these challenges, Palestinian teachers are exposed to further pressures with complex economic and social dimensions. These pressures intensify for teachers in the Challenge and Resilience Schools, who confront Israeli occupation policies aimed at disrupting the educational process and shutting down their schools. As a result, these teachers endure various forms of harassment, including searches, mistreatment, arrests, displacement, summons for interrogation, and enforced delays in attending school. Such circumstances may lead to heightened levels of burnout and emotional exhaustion, a loss of professional identity, and a diminished sense of personal accomplishment. These pressures not only threaten teachers' well-being but adversely impact the quality of education and student outcomes as well (Tsang et al., 2022; Pakdee, 2025).

In the field of psychology, research has often focused on learners, while relatively little attention has been devoted to understanding teacher psychology and the factors that enhance their professional well-being (Mercer, Oberdorfer & Saleem, 2016), particularly in marginalized environments and remote villages. Teachers working in areas under occupation control, especially in schools located in the Jordan Valley, around Jerusalem Governorate, and in what is known as "Area C," are subjected on an almost daily basis to a series of violations. These include school raids and closures, teacher detention and interrogation, as well as restrictions on

movement, prevention from reaching their workplaces, and the imposition of house arrest (Abu Henesh, 2025). In addition, teachers in the "Challenge and Resilience Schools" encounter further difficulties, such as the scarcity of transportation services in these areas—particularly during the early morning hours—due to the distance from their places of residence and the difficult terrain. These challenges are compounded by the heavy presence of checkpoints and electronic gates along the roads leading to their schools. Despite the double effort and risks that these teachers endure to reach their schools, they do not receive a "risk allowance." This situation discourages some teachers from working in these schools, while others are compelled to leave due to delayed appointments (Al-Natsha, 2020).

According to Al Zogahayer (2019), these situations aggravate teachers' feelings of psychological and professional stress, creating a persistent sense of job and personal insecurity, which leads to a detrimental effect on their psychological and professional stability and their teaching practices as well. Singh & Gautam (2024) and Sorensen & Ladd (2020), among other previous studies, point out that teachers experiencing elevated degrees of work-related stress are more prone to resign, report diminished job satisfaction, and have difficulties in providing sufficient support for students. Similarly, Muga et al. (2017) found that the presence of a dissatisfied teaching force poses a disastrous risk to the education sector, as it prevents learners from fully benefiting from education. Their study recommended that education stakeholders and policymakers establish effective mechanisms to address the challenges associated with achieving teacher job satisfaction. Accordingly, the focus on teacher psychology is not merely a research need, but rather a pressing human and

educational necessity to understand ways of supporting and enabling teachers to fulfill their vital role amid extremely complex and turbulent circumstances. Nyamubi (2017) further highlighted that teachers' sense of being valued strengthens their ability to devote their efforts to serving the community.

Within this context, job satisfaction emerges as a central factor in fostering different aspects of psychological immunity, including self-efficacy, resilience, psychological hardiness, a positive orientation toward teaching, work engagement, and openness to change, ultimately contributing to the development of mindfulness. However, despite the relevance of these variables, previous studies have not combined job satisfaction, psychological immunity, and mindfulness together within the Palestinian context, particularly among teachers of the Challenge and Resilience Schools.

Moreover, teachers in the "Challenge and Resilience Schools" are in particular need of preserving their professional dignity, strengthening their status, recognizing their pedagogical authority, listening to their voices, and empowering them to express their concerns. Given that the researcher has served as a principal in two of these schools in southern Hebron, and has witnessed firsthand the extent of the suffering and challenges endured by teachers and their impact on psychological and professional stability, she was motivated to conduct a field study. This study aims to investigate the predictive power of job satisfaction in relation to levels of psychological immunity and mindfulness among teachers of the Challenge and Resilience Schools in southern Hebron.

In light of the foregoing, the present study seeks to achieve the following objectives: (1) examining the existence of a correlational relationship between job satisfaction, psychological immunity, and mindfulness among teachers of the Challenge and Resilience Schools in southern Hebron; and (2) identifying the predictive power of job satisfaction in relation to the levels of psychological immunity and mindfulness among teachers of the Challenge and Resilience Schools in southern Hebron. Accordingly, the problem of this study is summarized in the following questions:

QR1. Is there a correlational relationship between job satisfaction, psychological immunity, and mindfulness among teachers of the Challenge and Resilience Schools in southern Hebron?

QR2. What is the predictive power of job satisfaction regarding the levels of psychological immunity and mindfulness among teachers of the Challenge and Resilience Schools in southern Hebron?

Theoretical Framework

Job Satisfaction

The level of teacher satisfaction is a critical factor in determining their competence and achievements. Educational activities—particularly those requiring creativity—are difficult to produce effectively in the absence of sufficient job satisfaction (Singh & Gautam, 2024). A satisfied teacher demonstrates greater professional commitment, higher capacity for innovation, and a willingness to adopt effective pedagogical methods, as well as to invest in self-development and the improvement of teaching practices (Sahito, 2016).

The concept of job satisfaction reflects an individual's attitude toward their profession (Singh & Gautam, 2024). It expresses the feelings, beliefs, and impressions an employee holds about their work, encompassing the nature of the job, its tasks and responsibilities, the quality of relationships with colleagues, supervisors, and subordinates, as well as satisfaction with material and non-material rewards (George & Jones, 2012).

Studies such as Singh & Gautam (2024), Mwila & Kulwa (2022), Nyamubi (2017), and Sahito & Vaisanen (2016) have shown that teacher job satisfaction is influenced by several factors, most notably: job security, incentives, community backing, equitable wages, prospects for professional advancement, transparency in performance evaluation, well-timed rewards and promotions, conducive working conditions, amicable colleague relationships, a cooperative work atmosphere, task diversity, community recognition, teamwork, and a sense of dedication and responsibility.

The impact of job satisfaction is clearly evident in fostering organizational belonging, reducing absenteeism and turnover, and thereby providing stability to the teaching staff. This, in turn, positively influences the reputation of the school and its educational outcomes (Sahito, 2016). Abu Armileh (2023) supports this perspective, showing that teacher satisfaction with the profession, wages, rewards, opportunities for self-actualization, and the nature of work is closely associated with their job engagement and, consequently, with their professional performance—ultimately reflecting on the quality of school outcomes.

Accordingly, forward-looking institutions seeking to sustain success tend to place human resources at the center of their policies,

working to meet both their primary and secondary needs as a prerequisite for maintaining employee loyalty and enhancing institutional effectiveness (Arab Group for Training and Publishing Experts, 2014).

Therefore, the researchers conclude that strengthening job satisfaction constitutes a strategic entry point for improving the quality of the educational process and ensuring the sustainability of school performance. Achieving this requires systematic policies aimed at improving working conditions, supporting continuous professional development, and revising the system of rewards and incentives to align with teachers' efforts as well as their professional and personal needs.

Psychological Immunity

Psychological immunity is largely analogous to the body's biological immunity, as it responds to variables either in a productive, adaptive manner or in a negative, maladaptive way (Hiver, 2017). Teacher immunity is considered productive when it supports resilience and efficiency in carrying out teaching tasks, instills enthusiasm and hope, and provides a wide range of coping strategies for managing difficulties. Teachers with positive immunity create a stimulating environment for growth and development (Namaziandost & Heydarnejad, 2023). In contrast, maladaptive—negative—immunity restricts professional growth and limits the ability to innovate and renew teaching methods, leading teachers toward exhaustion or withdrawal, excessive risk avoidance, resistance to change, general indifference, resignation, and emotional rigidity (Ordem, 2017).

Psychological immunity refers to the individual's psychological defense system. The

term *teacher immunity* offers a conceptualization of self-protective mechanisms and the development of adaptive or maladaptive immunity among teachers (Irgatoglu & Kirmizi, 2023). Teacher immunity revolves around the teachers' ability to endure, cope, adapt, and overcome the disruptions that hinder their daily classroom activities (Hiver, 2015). In other words, teacher immunity protects educators from externally imposed challenges and stressful events that contribute to emotional exhaustion and burnout (Rahmati et al., 2019).

Hiver & Dörnyei (2017) assert that motivation, pedagogical practice, professional survival, and teachers' identification patterns are all strongly correlated with teacher immunity. According to Noughabi et al. (2022), teacher autonomy, involvement, and emotions all have a significant role in predicting teacher immunity. Likewise, Ghaderi et al. (2019) found that the main factors adversely affecting teacher immunity include limited income, lack of self-confidence, inadequate motivation, and constrained resources.

According to studies like Hiver (2015) and Hiver & Dörnyei (2017), it is emphasized that reflective and critical study of teaching techniques can result in constructive teacher immunity, which in turn can lead to hope, dedication, enthusiasm, resilience, and motivation. In contrast, it has been demonstrated by studies like Rahimpour et al. (2020) and Amirian et al. (2023) that the lack of reflection promotes maladaptive immunity, which is intrinsically inhibitive. Therefore, teachers who embrace reflective and critical approaches are more equipped to persevere in the face of chaos and the complexity of educational contexts.

As teaching is by nature a challenging job, it requires tremendous effort and the adoption of

various obligations, accordingly, putting teachers under a high level of pressure and stress. As teachers' sentiments, feelings, and psychological factors have a crucial role in the teaching process, a multitude of internal and external factors impact their performance. As a result, students' motivation, learning, and achievement all hinge on teacher motivation and other psychological states (Derakhshan et al., 2021). Consequently, it is essential for teachers to be psychologically prepared and trained to encounter these difficulties. To be able to establish enriching and effective learning environments, this requires teachers to learn the mechanism to cope with the challenges through developing appropriate strategies (Li, 2022).

As a result, the researchers deduct that teacher immunity is considered as a dynamic psychological construct related to teachers' capability to remain resilient and maintain their teaching efficacy when encountering stress and challenges. Productive immunity acts as a psychological shield, boosting resilience, commitment, and motivation, allowing teachers to innovate and adapt to changes. Maladaptive immunity, meanwhile, reduces professional drive and heightens the risk of burnout and disengagement.

Mindfulness

The concept of mindfulness is becoming more prevalent in schools across the globe in reaction to critical challenges such as intensifying teacher stress and increasing burnout rates. Mindfulness benefits teachers by improving their competences of concentration, attention, self-awareness, and emotion control, lowering levels of stress and boosting motivation and well-being (Neumann & Tillott, 2022). In addition, it can improve teachers' ability to deal with various difficulties, such as increased

pressure and higher emotional demands of teaching (Derakhshan et al., 2022).

Mindfulness is an individual's ability to liberate themselves from prior thoughts and preconceptions, allowing them to gain knowledge and discern experiences without biased judgments (Kabat-Zinn, 2003). According to Nawaz Khan et al. (2020), Mindfulness comprises the aptitude to pay full attention to the present moment without judgment, cultivating an inner curiosity that makes individuals more sensitive to changes in their emotions and beliefs.

According to Huo (2023), Mindfulness should not be thought of as a static construct. Instead, it is considered as a dynamic variable that may be developed or rebuilt through meditation and training.

According to studies (Woods, 2024; Fabbro et al., 2020; Hwang et al., 2019), mindfulness practices and training support teachers with effective tools for managing occupational stress in a way that positively influence their well-being and help mitigate manifestations of burnout, such as job-related stress, emotional exhaustion, and anxiety. Furthermore, mindfulness improves performance, emotional management, and the quality of teacher-student interactions, and assists teachers in fine-tuning their verbal communication in the classroom, increasing teaching effectiveness, and providing emotional backing to students.

Experimental studies (Roeser et al., 2013; Owen et al., 2020; Roeser et al., 2022) indicate that mindfulness enhances teachers' capacity for non-reactive observation of emotional experiences. This acquired awareness allows individuals to approach challenges with composure, respond with greater emotional

intelligence, and adapt more effectively to professional stressors.

Based on the foregoing, the researchers contend that teachers' job satisfaction may contribute to strengthening their psychological immunity and mindfulness. Satisfaction with one's work, tasks, and responsibilities, as well as with relationships with colleagues, administrators, and students—and with material and non-material rewards—reduces stress, psychological strain, emotional fatigue, and burnout. Consequently, this psychological stability enables teachers to be more aware, flexible, and capable of managing student interactions, monitoring their own practices, thoughts, and emotions, and responding more effectively to changing conditions in the school environment. This is what the present study seeks to investigate.

The relationship between job satisfaction, psychological immunity, and mindfulness

To understand the relationship between job satisfaction, psychological immunity, and mindfulness, researchers reviewed a group of previous studies related to these variables, as follows:

Abdu (2024) investigated the relationship between mindfulness, self-acceptance, and job satisfaction among teachers (Giza, Egypt) and found that mindfulness had a statistically significant mediating effect on the relationship between self-acceptance and job satisfaction, in addition to positive correlations among the three variables.

Liu and Du (2024) analyzed the associations among psychological capital, mindfulness, and burnout among EFL teachers (China) and concluded that psychological capital was strongly and negatively associated with

burnout. They also reported that mindfulness significantly mediated this relationship, such that higher psychological capital was associated with greater mindfulness, which in turn reduced burnout.

Namaziandost et al. (2023) explored the relationships between EFL teachers' immunity-related factors (including resilience and emotion control) and their levels of grit and mindfulness (Iran). Their findings indicated significant positive relationships, suggesting that higher levels of immunity-related characteristics were accompanied by higher mindfulness.

Al-Hussein (2023) assessed the influence of psychological immunity and flourishing on mindfulness among primary school teachers (Riyadh, Saudi Arabia) and found that both psychological immunity and flourishing had statistically significant predictive effects on mindfulness.

Li (2022) addressed the relationships among psychological immunity, mindfulness, and work engagement among EFL teachers (China) and found statistically significant relationships among these variables. The study also reported that psychological immunity and mindfulness significantly predicted teachers' work engagement.

Özcan (2022) focused on job satisfaction among secondary school teachers (Turkey) and found that overall and intrinsic job satisfaction was at a "satisfied" level, whereas extrinsic job satisfaction was "uncertain." The study further indicated that several work-related factors were associated with teachers' extrinsic and intrinsic job satisfaction.

Sayed Ahmed (2020) tested the relationships among self-regulation, mindfulness, job performance, and job satisfaction among

primary school teachers (Nasr City, Egypt) and found statistically significant correlations among these variables. The study also reported that mindfulness affected job performance through self-regulation and job satisfaction as mechanisms.

Al-Maamari and Taha (2018) reported on the relationship between psychological immunity and job satisfaction among female special education teachers (Oman) and found a statistically significant positive correlation between the two variables.

Başaran and Güçlü (2018) considered the relationship between teachers' job satisfaction and principals' management styles (Istanbul, Turkey) and found a statistically significant positive correlation between job satisfaction and supportive management styles.

For the present study, it discusses three novel constructs linked to teacher psychology, namely job satisfaction, psychological immunity, and mental awareness, with a specific focus on teachers in the "Challenge and Resilience Schools" located in southern Hebron, Palestine.

These teachers encounter difficult circumstances as a result of repressive teaching techniques designed to limit their independence and discourage them from working in these educational institutions. This in turn has a severe impact on their professional drive and psychological stability.

In this respect, the current study differs from prior research that examined these variables (job satisfaction, psychological immunity, and mental mindfulness) either individually or through dyadic relationships. In earlier studies, although the participants were exposed to certain challenges and difficulties within their school environments, those challenges were

largely confined to internal dynamics and were essentially linked to relationships with colleagues, supervisors, or students. Alternatively, the teachers in the present study are subject to external pressures imposed upon them, stemming primarily from external factors beyond the control or authority of school administration, which cannot regulate or mitigate their effects.

Accordingly, this study aims to investigate the nature of the relationship between job satisfaction, in both its intrinsic and extrinsic dimensions, psychological immunity, and mindfulness among teachers of Challenge and Steadfastness Schools, with a focus on the predictive power of job satisfaction for psychological immunity and mindfulness among teachers. Furthermore, this study aspires to provide practical implications for education officials and policymakers concerning the reinforcement of teachers' psychological immunity, thereby enabling them to confront challenges more effectively. Ultimately, this research contributes to the broader objective of sustaining teaching effectiveness—ensuring that teachers not only endure the challenges of their educational contexts but also thrive within them, to the benefit of themselves, their students, and the educational system as a whole.

Method

Research Design

This research is classified as a descriptive correlational study, aimed at understanding the predictive power of job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction) in relation to teachers' psychological immunity (teaching self-efficacy, burnout, attitudes toward teaching, openness to change,

classroom affectivity, coping) and their mindfulness.

Population and Sample

This study was conducted in the southern Hebron district of Palestine and was limited to male and female teachers working in the Challenge and Steadfastness Schools. Data were collected during the first semester of the academic year 2025/2026. According to the Palestinian Ministry of Education's statistics for the academic year 2024–2025, the study population comprised all teachers employed at the Challenge and Steadfastness Schools in the southern Hebron district of Palestine, totaling 174 teachers. The study sample was selected using the convenience sampling method; as defined by Riazi (2016), convenience sampling is a type of non-probability sampling technique in which participants are selected based on their availability and willingness to participate. Accordingly, the study sample consisted of 107 male and female teachers.

Study Instruments

To achieve the objectives of the study, the researchers employed the following instruments:

1. **Job Satisfaction Scale** (Weiss et al., 1967):
This scale consists of 20 items distributed across two domains: **Intrinsic job satisfaction, Extrinsic job satisfaction.**
2. **Teacher Immunity Questionnaire** (Hiver, 2017):
This instrument comprises 34 items covering six domains: Burnout, attitudes toward teaching, openness to change, classroom affectivity, teaching self-efficacy, and Coping.
3. **The Mindfulness Scale** (Frank et al., 2016):
This scale consists of 16 items.

Validity and Reliability

Validity:

1. Content Validity

Since the study was conducted in a context where Arabic is the mother tongue, the researchers translated all instruments into Arabic to ensure clarity and applicability for the participants. To verify the accuracy of the translation, the researchers employed a back-translation procedure: first, a translator specialized in educational sciences translated the instruments into Arabic; then, a second independent translator translated the Arabic versions back into English. The researchers compared the back-translated English versions with the original instruments and found the versions to be equivalent, indicating that the translated Arabic instruments accurately reflected the original measures.

2. Internal consistency validity

Internal consistency was examined using Pearson's item-total correlations (each item with its corresponding dimension score). Item-total correlations ranged from 0.454 to 0.826 for job satisfaction ($p = 0.012$ to <0.001), from 0.437 to 0.797 for psychological immunity ($p = 0.016$ to <0.001), and from 0.517 to 0.644 for mindfulness ($p = 0.003$ to <0.001), indicating acceptable internal consistency across items.

3. Construct validity

Pearson correlations between each study axis and the overall score were 0.929 (job satisfaction), 0.978 (psychological immunity), and 0.754 (mindfulness), all $p < 0.001$, supporting the instrument's construct validity for field application.

Reliability

1. Cronbach's alpha

Cronbach's alpha coefficients indicated good reliability across the study dimensions, ranging from 0.714 (Resilience) to 0.912 (Self-efficacy education), meeting the recommended threshold of 0.70 (Nunnally & Bernstein, 1994).

2. Split-half reliability

Split-half reliability (Spearman-Brown / Guttman) was 0.837 / 0.829 for job satisfaction (half-correlation = 0.720), 0.953 / 0.952 for psychological immunity (half-correlation = 0.910), and 0.832 / 0.831 for mindfulness (half-correlation = 0.712), indicating high reliability.

Data collection procedures

Data were collected during the first semester of the academic year 2025/2026. Before starting to collect data, the researchers obtained verbal approval from the Scientific Research Department of the Ministry of Education, and they also obtained an official letter stamped by the South Hebron Education Directorate addressed to the Challenge and Resilience Schools in the south of the city.

Participation in the study was voluntary, and teachers were informed of the purpose of the study. The consent of all participants was obtained by including a question in the electronic questionnaire to confirm each participant's desire to participate. The researchers assured the participants that their answers would be used for research purposes only and that the confidentiality of their data would be maintained.

The electronic questionnaire link was distributed to the schools under study, and school principals, in turn, encouraged teachers

to participate during the specified data collection period. The questionnaire was available for thirty days, and then the completed forms were collected to prepare for analysis.

Data Analysis

Data were analyzed using SPSS. Descriptive statistics (weighted means and the Relative Importance Index, RII) were used to assess the levels of the study variables and rank their dimensions. Pearson’s correlation coefficient was used to examine the relationships among job satisfaction, psychological immunity, and mindfulness, including correlations between job satisfaction dimensions (intrinsic/extrinsic) and the dimensions of psychological immunity and mindfulness. Multiple linear regression

analysis was conducted to test the predictive power of intrinsic and extrinsic job satisfaction in predicting psychological immunity and mindfulness. The level of significance was set at $\alpha = 0.05$, and correlations were also interpreted at $\alpha = 0.01$ where applicable.

Results

The results are presented according to the study questions. As preliminary descriptive results, the researchers analyzed the level of availability of the dimensions of the independent variable (job satisfaction) and the dependent variables (psychological immunity and mindfulness) among the study sample. This was done by calculating the weighted means and the Relative Importance Index (RII) for each dimension and then ranking the dimensions according to their degree of availability. Table (1) presents these results.

Table (1): Overall indicators for measuring the axis (job satisfaction)

S/N	Variables	weighted average	Direction	RII	Importance level
job satisfaction		3.873	Agree	0.775	high medium
1	Intrinsic job satisfaction	3.938	Agree	0.788	high medium
2	Extrinsic job satisfaction	3.777	Agree	0.755	high medium
Psychological Immunity		3.318	Neutral	0.664	high medium
1	Teaching Self-efficacy	3.844	Agree	0.769	high medium
2	Burnout	2.718	Neutral	0.544	medium
3	Resilience	3.482	Agree	0.696	high medium
4	Attitudes Toward Teaching	3.228	Neutral	0.646	high medium
5	Openness to Change	2.629	Neutral	0.526	medium
6	Classroom Affectivity	3.512	Agree	0.702	high medium
7	Coping	3.697	Agree	0.739	high medium
Mindfulness		3.271	Neutral	0.654	high medium

Table (1) clarifies that the weighted mean of all the phrases of the job satisfaction from (1 - 20) ranged between (3.065) as a minimum, (4.159) as a maximum, and that the weighted mean of the total of the questionnaire is (3.873). The value was ranged between (3.40, 4.19) which is "agree" set for Likert's five-point scale.

Table (1) clarifies that the weighted mean of all the phrases of the Psychological Immunity from (1 - 39) ranged between (2.047) as a minimum, (4.243) as a maximum, and that the weighted mean of the total of the questionnaire is (3.318). The value was ranged between (2.60, 3.39) which is " Neutral " set for Likert's five-point scale.

Table (1) clarifies that the weighted mean of all the phrases of the Mindfulness from (1-14) ranged between (2.383) as a minimum, (4.084) as a maximum, and that the weighted mean of the total of the questionnaire is (3.271). The value was ranged between (2.60, 3.39) which is " Neutral " set for Likert's five-point scale.

To address Research Question 1, Pearson's correlation coefficients were calculated to examine the relationships between job satisfaction and the two dependent variables (psychological immunity and mindfulness), as shown in Table (2).

Results for Research Question 1

Table (2): Calculation of correlation coefficients between job satisfaction and psychological immunity Mindfulness

Variables	Variables	R	Sig
<i>job satisfaction</i>	<i>Independent variable</i>		
<i>Psychological Immunity</i>	<i>Dependent variable</i>	0.309	0.001
<i>Mindfulness</i>	<i>Dependent variable</i>	-0.001	0.996

(R) at level (0.01), Pearson tabular value = (0.248)

(R) at level (0.05), Pearson tabular value = (0.190)

Table (2) shows the correlation matrix between the job satisfaction axis and the two axes (psychological immunity and Mindfulness), where the value of (R) was (R=0.309, P=0.001) to psychological immunity, which is statistically significant at a significance level of 0.05.

statistically significant at a significance level of 0.05.

Table (3) shows the correlation coefficients between the dimensions of job satisfaction, psychological immunity and mindfulness, demonstrating the interrelationships and the strength of associations among them, and thus contributing to interpreting the nature of the reciprocal influence between these variables.

Table (2) shows the value of (R) was (R=-0.001, P=0.996) to Mindfulness, which is no

Table (3): Correlation coefficients between job satisfaction dimensions and psychological immunity dimensions and Mindfulness

Variables		Intrinsic job satisfaction		Extrinsic job satisfaction	
		R	Sig	R	Sig
Psychological Immunity	Teaching Self-efficacy	0.378**	P<0.001	0.154	0.113
	Burnout	0.309**	0.001	0.275**	0.004
	Resilience	0.383**	P<0.001	0.235*	0.015
	Attitudes Toward Teaching	0.216*	0.025	0.126	0.197
	Openness to Change	-0.129	0.186	-0.156	0.109
	Classroom Affectivity	0.354**	P<0.001	0.221*	0.022
	Coping	0.288**	P<0.001	0.235*	0.015
Mindfulness		0.047	0.632	-0.066	0.499

• (R) at level (0.01), Pearson tabular value = (0.248)

• (R) at level (0.05), Pearson tabular value = (0.190)

The results presented in Table (3) show that Intrinsic Job Satisfaction contributes significantly to enhancing Resilience ($R = 0.383, p < 0.001$) and Teaching Self-Efficacy ($R = 0.378, p < 0.001$) at a strong level, indicating that higher satisfaction with the intrinsic nature of work strengthens teachers' ability to cope with pressures and increases their confidence in their teaching effectiveness. It also contributes moderately to improving Classroom Affectivity ($R = 0.354, p < 0.001$), and more slightly to reducing Burnout ($R = 0.309, p = 0.001$) and improving Attitudes Toward Teaching ($R = 0.216, p = 0.025$). Conversely, it showed no significant influence on Openness to Change ($R = -0.129, p = 0.186$).

As for Extrinsic Job Satisfaction, it demonstrated a modest effect in raising Resilience ($R = 0.235, p = 0.015$) and supporting Coping strategies ($R = 0.235, p = 0.015$), in addition to its association with Burnout ($R = 0.275, p = 0.004$). It also had a weak effect on Classroom Affectivity ($R = 0.221, p = 0.022$). In contrast, it had no significant influence on Teaching Self-Efficacy

($R = 0.154, p = 0.113$), Attitudes Toward Teaching ($R = 0.126, p = 0.197$), or Openness to Change ($R = -0.156, p = 0.109$), reflecting that the impact of extrinsic satisfaction is limited and mainly focused on dealing with stress and professional circumstances.

Furthermore, the results indicate that neither Intrinsic Job Satisfaction nor Extrinsic Job Satisfaction showed statistically significant correlations with Mindfulness, as the correlation coefficients were very weak and non-significant ($R = 0.047, p = 0.632$; $R = -0.066, p = 0.499$, respectively). This suggests that teachers' satisfaction with their work, whether intrinsic or extrinsic, does not directly contribute to enhancing their mental presence or conscious focus.

Results for Research Question 2

To address Research Question 2, the researchers employed the Multiple Correlation Coefficient and Multiple Linear Regression to estimate the predictive power of the dimensions of job satisfaction (intrinsic and extrinsic) on teachers' psychological immunity and mindfulness. These results are presented in Tables (4-5).

Table (4): Results of multiple linear regression analysis adopted to calculate the predictive value of job satisfaction on psychological immunity

Variables	(R)	(R ²)	ANOVA		multiple linear regression (β)			Partial Correlations
			(F)	(sig)	β	T	(sig)	
(Constant)	0.390	0.152	9.335	P<0.001	88.716	8.271	P<0.001	
Intrinsic job satisfaction					1.542	3.580	0.001	0.331
Extrinsic job satisfaction					-1.066	-1.790	0.076	0.173-

- (F crit) value at 0.05 . level = 3.084
- (R) at level (0.05), Pearson tabular value = (0.190)

The results showed a statistically significant effect of dimensions (job satisfaction) on dimension (psychological immunity), with a

multiple correlation coefficient (R) of (0.390), which is statistically significant at a significance level of (0.05).

A multiple linear regression was performed to examine the predictive power of (both intrinsic and extrinsic job satisfaction (on psychological immunity. The whole model was statistically significant with [F= 9.335], p=[p<.001], explaining [R2=0.152] %15 of the variance in psychological immunity (R2=[R2 0.152]).

According to the results, the intrinsic job satisfaction marked a significant positive predictor of psychological immunity predictor ($\beta=1.542$, $t=3.580$, 0.001). This finding suggests that increases, so does their psychological immunity.

However, extrinsic job satisfaction was not a statistically significant predictor of psychological immunity ($\beta=-1.066$, $t=-1.790$, 0.076). This finding suggests that this did not have a significant influence on individuals' psychological immunity in this sample.

The highest value of the partial regression coefficient, which indicates the independent variable with the greatest impact on the dependent variable, was for the variable (intrinsic job satisfaction) (0.331).

Table (5): Results of multiple linear regression analysis to determine the predictive value of job satisfaction on mindfulness

Variables	(R)	(R ²)	ANOVA		multiple linear regression (β)			Partial Correlations
			(F)	(sig)	β	T	(sig)	
(Constant)	0.208	0.043	2.362	0.099	44.422	11.635	P<0.001	0.198
Intrinsic job satisfaction					0.316	2.061	0.042	
Extrinsic job satisfaction					-0.449	-2.118	0.073	

- (F crit) value at 0.05. level = 3.084
- (R) at level (0.05), Pearson tabular value = (0.190)

The results showed a statistically significant effect of dimensions (job satisfaction) on dimension (Mindfulness), with a multiple correlation coefficient (R) of (0.208), which is statistically significant at a significance level of (0.05).

A multiple linear regression was performed to examine the predictive power of (intrinsic job satisfaction and extrinsic job satisfaction (on Mindfulness. The overall model was not statistically significant, [F= 2.362], [p= 0.99], and explained [R2=0.043] %4 of the variance in Mindfulness (R2=[R2 0.043]).

The results indicated that intrinsic job satisfaction was a significant positive predictor

of Mindfulness predictor ($\beta=0.316$, $t=2.061$, 0.042). This suggests that as individuals' satisfaction with the intrinsic aspects of their jobs (e.g., sense of achievement, recognition, nature of the work) increases, so does their Mindfulness.

However, extrinsic job satisfaction was not a statistically significant predictor of Mindfulness ($\beta=-0.449$, $t=-2.118$, 0.073). This finding did not have a significant influence on individuals' Mindfulness in this sample.

The highest value of the partial regression coefficient, which indicates the independent variable with the greatest impact on the dependent variable, was for the variable (intrinsic job satisfaction) (0.198).

Discussion

Despite the nearly daily pressures and violations imposed by the Israeli occupation on teachers in the Challenge and Resilience Schools, as well as the economic hardships they face due to salary interruptions and the absence of risk allowances, the results revealed that their level of job satisfaction was high. This may be attributed to their appreciation of the principal's management style and competence in decision-making and implementation, the high level of cooperation and harmony with colleagues in the school, their sense of success, achievement, and the intrinsic significance of their work, in addition to their feeling of psychological resilience. This balance between external challenges and the intrinsic values of teaching demonstrates the teachers' ability to draw upon their professional and emotional motivations to maintain their commitment and sense of satisfaction despite the harsh circumstances surrounding them. This result is consistent with the findings of Abdu (2024), Özcan (2022), Al-Ma'mariyah and Taha (2018), and Başaran & Güçlü (2018), and it did not diverge from any of the previous studies.

Although teachers in the Challenge and Resilience Schools reported a higher degree of job satisfaction, and although teachers couldn't handle problems and difficulties based on prior experiences, their strong belief in their capacity to make a positive impact on students' lives, the enjoyment and fulfillment they derive from practicing their profession, and their commitment to considering multiple factors to ensure student success, certain dimensions of psychological immunity showed a tendency toward less adaptive patterns. Teachers expressed feelings of emotional exhaustion, weakness, insecurity, and frustration—factors which, according to Ordem (2017), limit their ability to renew and innovate in teaching

methods, pushing some toward withdrawal and resistance to change, ultimately resulting in fatigue and emotional rigidity. This is unsurprising, as the cumulative daily pressures faced by teachers under the policies of the Israeli occupation—with its constant sense of threat and instability—along with salary interruptions, limited incentives and rewards, and increasing professional burdens, may erode their capacity for emotional stability. This result did not align with any of the previous studies; however, it contrasted with Namaziandost et al. (2023), Al-Hussein (2023), Li (2022), and Al-Ma'mariyah and Taha (2018), where the level of psychological immunity among teachers was found to be high.

Similarly, although teachers in the Challenge and Resilience Schools demonstrated tolerance when disagreements arose with colleagues and students, awareness of how their mood influences their approach to dealing with students, and the ability to notice their emotions before taking any action and to express them calmly and clearly, the findings revealed that their level of mindfulness was moderate. This may be attributed to some teachers' tendency to feel that their colleagues are more effective in handling problems, to exaggerate the significance of difficult situations, and to lose focus while carrying out activities. Such outcomes may stem from the accumulation of professional and psychological pressures, coupled with the weight of economic burdens, which restrict their ability to maintain consistent mental presence and balanced concentration during classroom practices. This result did not align with any previous studies; however, it contrasted with Abdu (2024), Liu and Du (2024), and Namaziandost et al. (2023), in all of which teachers were found to have a high level of mindfulness.

The results indicate a statistically significant relationship between job satisfaction and teachers' level of psychological immunity, suggesting that higher job satisfaction contributes to enhancing teachers' psychological resilience and their ability to cope with work-related stress. In contrast, no statistically significant association was found between job satisfaction and mindfulness, implying that teachers' satisfaction with their jobs does not necessarily translate into a higher level of mental awareness or conscious presence while performing their duties. Furthermore, extrinsic job satisfaction was found to play a limited role in improving resilience, supporting coping strategies, and reducing burnout, while its influence on self-efficacy, attitudes toward teaching, and openness to change remained weak or insignificant.

The findings further demonstrate that overall job satisfaction, in its various dimensions, exerts a significant effect on teachers' psychological immunity. Among these dimensions, intrinsic job satisfaction emerged as the most influential factor in enhancing psychological immunity, as it strengthens teachers' ability to withstand psychological pressures and adapt to work demands, whereas extrinsic job satisfaction showed no notable impact in this regard.

Regarding mindfulness, the results revealed that the relationship between both forms of job satisfaction and mindfulness was weak, as the overall statistical model did not show a significant effect. Nevertheless, intrinsic job satisfaction appeared as a limited positive predictor of mindfulness, indicating that teachers' sense of achievement, self-worth, and positive perception of their work may slightly enhance their mental presence and awareness while carrying out their tasks. In contrast,

extrinsic job satisfaction demonstrated no significant influence in this domain.

In conclusion, intrinsic job satisfaction stands out as the key factor contributing to higher psychological immunity and, to a lesser extent, supporting mindfulness levels, whereas extrinsic job satisfaction remains weak or insignificant in both cases.

Summary and Recommendations

This study examined the predictive power of intrinsic and extrinsic job satisfaction in relation to psychological immunity and mindfulness among teachers of the Challenge and Resilience Schools in southern Hebron. Data were collected during the first semester of the 2025/2026 academic year. The findings indicated a high level of job satisfaction, while psychological immunity and mindfulness were at a moderate level. Job satisfaction was positively and significantly associated with psychological immunity, and intrinsic job satisfaction emerged as the strongest predictor of psychological immunity. In contrast, job satisfaction showed a weak relationship with mindfulness, and the overall prediction model for mindfulness was not statistically significant.

These results underscore the importance of strengthening intrinsic aspects of teachers' job satisfaction, such as feelings of achievement, professional value, and the meaningfulness of teaching, as these are closely linked to teachers' psychological immunity. In settings characterised by sustained pressures, supporting teachers' internal professional motivations may contribute to improved psychological well-being and stability. Given the limited role of extrinsic satisfaction observed in this study, efforts to support teachers should also prioritise practices that enhance teachers' sense of autonomy,

competence, and recognition within the school environment.

However, the findings should be interpreted in light of several limitations. First, the study was conducted among teachers in the Challenge and Resilience Schools in southern Hebron, which may limit the generalizability of the results to other educational contexts. Second, the data were collected through participants' responses to study instruments, whose response tendencies may influence. Finally, the study examined predictive relationships within a single data collection period; therefore, the results do not establish causal effects. Consequently, future research may further examine the relationship between job satisfaction and mindfulness by considering possible mediating or moderating factors that were not addressed in the present study. It is also recommended to replicate the study with broader samples and in different Palestinian and non-Palestinian contexts, and to employ designs that allow for examining changes over time.

Declarations

Ethics Approval and Consent to Participate:

This study received ethical approval from the Scientific Research Ethics Committee at Al-Quds Open University. Informed consent was obtained from all participants prior to their participation.

Availability of Data and Materials: The datasets generated and analyzed during the current study are available from the corresponding author on reasonable request, ensuring the strict maintenance of participant confidentiality.

Authors' Contributions: Dr. Fatima Mohammad Hasan Slymia conceived and

designed the study, collected and analyzed the data, and drafted the manuscript. Prof. Hussni Mohamad Abed Alkarim awad provided supervision, critically reviewed the manuscript, and approved the final version.

Conflict of Interest Statement: The authors declare that they have no competing interests regarding the research described in this manuscript. The research was conducted independently, and the findings were not influenced by any financial or personal relationships.

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