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The Relationship Between Psychological Immunity and Coping Strategies for Psychological Stress Among School Guidance and Counseling Advisors: A Field Study on a Sample of School Guidance and Counseling Advisors in the Wilaya of Oran

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Abstract

This study aimed to explore the nature of the relationship between psychological resilience and coping strategies for psychological stress among school guidance and counseling advisors. The descriptive method was employed due to its suitability for the topic. The study sample consisted of 35 male and female advisors working in various educational institutions. Data were collected using two questionnaires: one measuring psychological resilience and the other assessing coping strategies for psychological stress.

The results revealed a statistically significant correlation between psychological resilience and the use of positive coping strategies. Additionally, the findings indicated statistically significant differences in levels of psychological resilience and psychological stress based on gender and professional experience. Specifically, male advisors and those with greater professional experience demonstrated higher levels of psychological resilience and lower levels of psychological stress.

Keywords: Psychological Resilience; Psychological Stress; School Guidance and Counseling Advisors.

Introduction

School counseling together with guidance functions as essential educational fields which establish psychological and educational equilibrium inside academic organizations. School counselors maintain major duties that involve supporting students through psychological and educational and social help which enables them to master their learning environments and succeed academically.

Contemporary education systems face rising challenges and quick school environment changes which create elevated professional pressures for guidance counselors. The increased professional strain leads to decreased performance of counselors and reduced quality of their psychological and educational services.

These counselors need to develop internal psychological resources with psychological resilience standing as the most vital requirement. Psychological resilience allows counselors to handle challenges appropriately while maintaining constructive responses to demanding situations. The psychological concept of resilience in contemporary society demonstrates how individuals modify their behaviors during difficult situations. The process helps establish better coping strategies. A person's reaction to psychological stressors depends on both the nature of the stressful situation and their degree of psychological resilience.

The research conducted by Gregory et al. (2021) studied the psychological stress factors that guidance counselors experience in their work environment. The research demonstrated that lack of workplace support leads to a 60% increase in stress levels thus demonstrating the vital role psychological resilience plays. The way people handle stress together with their internal strength differs because of their unique personal traits and social environment. The research conducted by Jensen (2019) demonstrated how psychological resilience functions to help counselors manage stress in the United States. The research showed that counselors with strong psychological resilience experienced a 50% decrease in stress levels compared to those who had weaker resilience. Martin Seligman from positive psychology explained that psychological resilience means maintaining control over sadness and pain instead of letting them take control of your existence (Seligman, 2002, p. 45).

The essential functions of guidance counselors in educational settings create major professional challenges because they encounter various student problems which lead to psychological strain that reduces their professional effectiveness. The research must analyze how psychological resilience interacts with coping strategies to improve their ability to manage challenging situations and maintain professional performance. The study focuses on school guidance counselors because their work involves regular occupational stressors which require effective coping strategies to understand how psychological resilience connects with stress coping strategies among this vulnerable group who face the highest occupational stress risk. The study seeks to understand how these two variables connect to each other.

The following questions will be addressed in this study:

Study Problem

What is the relationship between psychological resilience among school guidance counselors and their various coping strategies for managing occupational stress?

The following sub-questions fall under this problem:

- What is the level of psychological resilience among school guidance and counseling advisors?
- What are the most common coping strategies used to deal with occupational stress among guidance counselors?
- Does a high level of psychological resilience among school guidance and counseling advisors increase their use of positive strategies in dealing with occupational stress?
- Are there statistically significant differences in the level of psychological resilience among guidance and counseling advisors attributed to gender and professional experience?
- Are there statistically significant differences in the level of occupational stress among guidance and counseling advisors attributed to gender and professional experience?

Study Hypotheses

General Hypothesis:

- There is a statistically significant correlation between psychological resilience in school guidance counselors and their coping strategies for occupational stress.

Specific Hypotheses:

- The higher the level of psychological resilience among school guidance counselors, the greater their use of positive coping strategies for managing occupational stress.
- There are statistically significant differences in the level of psychological resilience among guidance counselors according to gender and professional experience.
- There are statistically significant differences in the level of occupational stress among school guidance counselors according to gender and professional experience.

Study Objectives

This study, which examines psychological resilience among school guidance counselors and its relationship with coping strategies for psychological stress, aims to achieve the following objectives:

- To investigate the relationship between psychological resilience and coping strategies for occupational stress.
- To assess the level of psychological resilience among school guidance counselors.
- To identify the coping strategies employed by counselors in managing psychological stress.
- To determine the statistical significance of differences in psychological resilience levels among counselors based on gender and professional experience.
- To examine the statistical significance of differences in occupational stress levels among school guidance counselors according to gender and professional experience.
- To propose strategies to enhance psychological resilience among school guidance counselors.

Study Significance

The importance of this study lies in the value of the school guidance process, which represents a critical pedagogical mechanism interacting with new elements and variables within the educational process. The study's significance is further manifested in the following points:

- The topic derives its importance from its affiliation with the field of education and pedagogy.
- Enhancing psychological well-being by providing a supportive environment for counselors.
- The study's value lies in identifying factors that assist counselors in coping with psychological challenges, thereby improving the quality of guidance provided to students.
- Highlighting the concept of psychological resilience and its role in the educational work environment—a topic that has not been sufficiently studied within local or regional contexts.

1. Operational Definitions of Study Terms

1.1 Psychological Resilience

According to Cuba et al. (2003), psychological resilience is defined as “a set of internal and external processes that enable an individual to effectively manage psychological stress, thereby enhancing their ability to maintain psychological equilibrium” (Muttaleb, 2013, p. 88). Operationally, psychological resilience refers to a combination of psychological traits and cognitive-behavioral skills possessed by an individual that enable them to confront work-related psychological and occupational stressors and adapt effectively to challenging circumstances.

1.2 Psychological Stress

According to Larsen and Diener (1992), “psychological stress is a state of psychological imbalance experienced by an individual resulting from environmental or internal demands perceived as exceeding their capabilities” (Ahmed, 2011, p. 185). Operationally, psychological stress is the body and mind’s response to a situation perceived as beyond one’s abilities and can be measured through behavioral symptoms such as anxiety and tension.

1.3 School Guidance Counselor

A school guidance counselor is a fundamental component of the educational system, whose role is to provide counseling and guidance services to students with the aim of assisting them in achieving psychological, social, and educational adaptation that contributes to building their academic and professional future.

2. Literature Review

The research community has shown growing attention to psychological resilience together with stress coping methods during the past few years especially in occupational and learning environments. Various Arab and international research studies have investigated these variables to establish a strong theoretical base for the present study. The subsequent section presents an overview of the most influential research studies:

2.1 Arab Studies

- Michael and Donald (2001): The research explored psychological resilience effects on school guidance counselors operating in educational work settings. The research studied how psychological resilience in counselors affected their ability to use psychological guidance techniques against student academic-related psychological stress. The research demonstrated that counselors possessing strong psychological resilience delivered better outcomes for student anxiety reduction which made the school environment healthier and supported academic achievement. Research results from American education settings revealed that 72% of counselors with high psychological resilience achieved successful solutions for student problems. Bard (1998): Bard (1998) conducted research to explore school teaching methods and their effects on psychological resilience in students as well as psychological counselor-student interactions. The findings of the study showed that counselors who used proper stress management methods helped students decrease their psychological stress and build better educational connections. The research further established that students who obtained psychological support from their counselors became better equipped to handle academic challenges. Research from the same context demonstrated that 65% of students who received regular psychological support experienced academic achievement improvements.
- Issawi’s Study (1998): This study investigated the relationship between psychological resilience and the interaction between counselors and students in schools. It focused on how fostering interactions based on trust and continuous psychological support could enhance this relationship. The findings concluded that the presence of counselors with strong psychological skills in schools improves students’ ability to cope with various psychological stressors encountered during their academic journey. Statistic: Approximately 58% of students receiving continuous psychological support demonstrated positive engagement with school-related challenges (Bouzidi, 2016, p. 75).
- Zain’s Study (2012): School guidance counselors who operate in high-stress work environments rely on specific coping and adaptation strategies according to Zain’s research. The research demonstrated that counselors with strong psychological resilience delivered better support to students who faced academic stress through essential psychological help. The study demonstrated that counselors who developed strong adaptive skills reduced student psychological stress while boosting their academic outcomes. Statistic: A study on coping and adaptation in schools revealed that 70% of counselors who received specialized training in psychological resilience managed school crises more effectively
- Saif’s Study (2010): The research by Saif showed that professional training serves as a key factor which strengthens psychological resilience in school guidance counselors. Research demonstrated that professional development programs lead to significant improvements in the counselors’ abilities to handle psychological stress in educational environments. The research showed that professional training enhanced counselors’ ability to develop student management techniques that strengthened their psychological resilience. Statistic: 82% of counselors who received advanced professional training demonstrated enhanced capabilities for daily psychological stress management when compared to their non-trained counterparts.
- Adel’s Study (2016): The research by Adel (2016) studied how psychological resilience in counselors affects their guidance strategies used in school settings. The research showed that counselors who possess high psychological stress management capabilities utilize adaptive and results-oriented techniques to help students deal with anxiety. The research demonstrated that these methods help students achieve better mental health outcomes while supporting their educational performance. Statistics show that 63% of counselors who implemented adaptable guidance approaches achieved improved psychological outcomes in 80% of their student population.
- Tamer’s Study (2014): Tamer (2014) examined the impact of psychological resilience among teachers and counselors in managing occupational stress within schools. The study revealed that teachers and counselors who developed skills to enhance psychological resilience were better equipped to handle daily work-related pressures. Additionally, it found that these counselors effectively support students in managing school-related stress, thereby contributing to improved mental health and academic performance. Statistically, 75% of counselors with high psychological resilience demonstrated exceptional professional performance (Twahriya, 2014, p. 150).

2.2 International Studies

- (Meddi, 2002) This research tracked the evolution of psychological hardiness throughout two decades while examining its significance for occupational stress adaptation. Results revealed that people who possess high psychological hardiness demonstrate superior ability to manage challenging situations without performance or mental health deterioration.
- (Kobasa, 1979) One of the pioneering studies addressing the relationship between stress and psychological resilience, Kobasa demonstrated that individuals exhibiting the characteristics of hardiness—commitment, control, and challenge—experience better health and greater resistance to stress.
- Study by (Lazarus & Folkman, 1984) This study focused on coping strategies employed by university students during examination periods. The findings indicated the existence of both cognitive and emotional coping strategies that can effectively alleviate psychological stress.
- Study by (Connor & Davidson, 2003) The objective of this study was to develop and validate a scientific measure of psychological resilience—the Connor-Davidson Resilience Scale (CD-RISC)—across diverse samples. The results demonstrated that psychological resilience is a dynamic capacity that can be cultivated and strengthened.
- Study by (Carver, Scheier, & Weintraub, 1989) This study concentrated on the development of a measurement tool for coping strategies—referred to as the COPE inventory. It provided a clear scientific classification of the strategies individuals use to cope with stress, distinguishing between effective and ineffective approaches.

3. Study Methodology

3.1 Study Exploratory

The aim of the exploratory study was to assess the validity and reliability of the current research instrument and to determine its applicability to the target sample. The exploratory sample consisted of 20 counselors (male and female) from the Directorate of Education in the Wilaya of Oran.

3.2 Study Instruments

3.2.1 Psychological Resilience Questionnaire

A. Construction of the Questionnaire

The psychological resilience questionnaire was developed based on the theoretical framework of the concept, in addition to prior studies that have addressed this variable. This process facilitated the identification of the main dimensions of the questionnaire and the formulation of its items.

B. Dimensions of the Questionnaire

Table 01: Dimensions of the Psychological Resilience Questionnaire

Number of Paragraphs	Axis	Number
7	Challenge	1
8	Commitment	2
8	Control	3
23		Total

C. Measurement Scale

A five-point Likert scale was employed as follows:

(1 = Does not apply at all, 2 = Applies to a small extent, 3 = Applies to some extent, 4 = Applies to a large extent, 5 = Applies completely).

3.2.2 Stress Coping Strategies Questionnaire

A. Questionnaire Development

The questionnaire was developed based on the psychological literature pertaining to stress coping strategies, in addition to findings from relevant previous field studies.

B. Questionnaire Dimensions

Table 02: presents the dimensions of the Stress Coping Strategies Questionnaire

Number	Axis	Number of Paragraphs
1	Cognitive Strategies	6
2	Social and Emotional Strategies	5
3	Occupational and Work-Related Stress	6
4	Mental and Physical Health	5
Total		22

Rating Scale:

A five-point Likert scale was employed as follows:

(1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always).

3.3 Psychometric Properties of the Study Instruments

3.3.1 Validity

– Content Validity (Expert Validity) was established by showing the psychological resilience and occupational stress questionnaires to six experts from psychology and education fields who evaluated the items for content validity. The evaluation aimed to determine if the questionnaire items matched their specific measurement objectives. The panel members provided feedback which led to modifications in certain items before producing the final questionnaire version that contained 23 psychological resilience and 22 occupational stress items. After the initial testing phase, the revised questionnaire was distributed to test participants. The collected data was evaluated for internal consistency validity while reliability was measured through Cronbach's alpha coefficient.

– Internal Consistency Validity: Psychological Resilience Questionnaire

Internal consistency validity was calculated on a pilot sample of 20 counselors. Validity was determined by calculating the Pearson correlation coefficient between the total test score and individual items, as detailed in the following table:

Table 03: Correlation coefficients between the total score of the psychological resilience questionnaire and its items

PCC = Pearson Correlation Coefficient.

Paragraph	PCC	Paragraph	PCC
1	0.52**	13	0.61**
2	0.87**	14	0.56**
3	0.56**	15	0.71**
4	0.87**	16	0.52**
5	0.87**	17	0.56**
6	0.87**	18	0.87**
7	0.71**	19	0.56**
8	0.52**	20	0.87**
9	0.71**	21	0.71**
10	0.87**	22	0.87**
11	0.52**	23	0.71**
12	0.87**		

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– StatSig at the 0.01 level

– StatSig at the 0.05 level*

Table 3 indicates that the correlation coefficients for the psychological resilience test range between 0.52 and 0.87. These values are statistically significant at the 0.01 significance level, demonstrating that the test and all its items possess strong internal consistency validity, thereby rendering it reliably applicable with confidence.

Table 04: presents the Pearson correlation coefficients for the dimensions related to psychological resilience

Axis	PCC
Challenge	*0.74
Commitment	*0.67
Control	*0.70

StatSig at the 0.05 level

The Pearson correlation coefficients for the psychological resilience test subscales are Challenge (0.744), Commitment (0.673), and Control (0.709) as presented in Table 4. The test demonstrates excellent construct validity through its significant high correlation values. Each subscale maintains positive correlation with the entire score which demonstrates both item consistency and validates the subscales measure the shared fundamental construct.

Construct Validity:

Construct validity was calculated as the square root of the reliability coefficient, yielding a value of 0.97 (with reliability = 0.95). Thus, the construct validity is 0.97.

Questionnaire Reliability:

Table 05: illustrates the questionnaire's reliability (Cronbach's alpha and split-half reliability)

CAC = Cronbach's Alpha Reliability Coefficient.

Number of Paragraphs	CAC	Split-Half Reliability
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23	0.95	0.96
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The table shows a Cronbach's alpha coefficient of 0.95 and a split-half reliability coefficient of 0.96, both of which are high values indicating strong reliability of the questionnaire.

Table 06: presents the reliability coefficients for the psychological resilience subscales.

Axis	CAC
Challenge	0.73
Commitment	0.88
Control	0.84

The table demonstrates that the Cronbach's alpha coefficients for the dimensions of the Psychological Resilience Questionnaire are high, indicating strong internal consistency and confirming the reliability and suitability of the instrument for application.

Psychological Stress Questionnaire:

- Internal Consistency Validity: Validity was assessed through internal consistency by calculating Pearson's correlation coefficient between the total score of the questionnaire and its individual items.

Table 07: presents the correlation coefficients between the total score of the Coping Strategies for Psychological Stress

Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient
1	0.81**	12	0.85**
2	0.81**	13	0.93**
3	0.86**	14	0.81**
4	0.81**	15	0.88**
5	0.92**	16	0.81**
6	0.86**	17	0.86**
7	0.81**	18	0.92**
8	0.89**	19	0.93**
9	0.81**	20	0.91**
10	0.92**	21	0.94**
11	0.81**	22	0.91**

*Significant at the 0.05 level

**Significant at the 0.01 level

As shown in Table 7, Pearson's correlation coefficients for the dimensions related to the coping strategies questionnaire range from 0.81 to 0.94. These values are statistically significant at the 0.01 level, indicating that all items in the questionnaire exhibit strong internal consistency validity, thereby affirming the tool's reliability for confident application.

Table 08 displays the Pearson correlation coefficients for the dimensions associated with the Coping Strategies for Psychological Stress test

Axis	PCC
Cognitive Strategies	**0.74
Social and Emotional Strategies	**0.67
Occupational and Work-Related Stress	**0.70
Mental and Physical Health	**0.69

*StatSig at the 0.05 level

**StatSig at the 0.01 level

The Pearson correlation coefficients for the Stress Coping Strategies Questionnaire dimensions displayed in Table 7 range from 0.81 to 0.94 while maintaining statistical significance at the 0.01 level. The questionnaire exhibits exceptional internal consistency validity through its item set which makes it extremely dependable for practical use. Table 8 displays the Pearson correlation coefficients which measure the dimensions of the Stress Coping Strategies Questionnaire. The cognitive strategies dimension of the questionnaire produced a correlation coefficient of 0.74 while social and emotional strategies obtained 0.67 and occupational stress scored 0.70 and psychological and physical health reached 0.69. The scale shows strong reliability because of its relatively high correlation values.

- Construct Validity: Construct validity was assessed by calculating the square root of the reliability coefficient, yielding a value of 0.98 ($\sqrt{0.97} = 0.98$).
- Reliability: The reliability of the questionnaire was evaluated using various methods, as detailed in Table 11.

Table 09: illustrates the reliability coefficients of the Stress Coping Strategies Questionnaire

Number of Paragraphs	CAC	Split-Half Reliability
22	0.97	0.97

The table shows Cronbach's alpha and split-half reliability coefficients, both estimated at 0.97, which are considered high values indicative of strong questionnaire reliability.

Table 10: displays the reliability coefficients for the dimensions of the Stress Coping Strategies Questionnaire

CARC = Cronbach's Alpha Reliability Coefficient

Axis	CARC
Cognitive Strategies	0.93
Social and Cognitive Strategies	0.91
Occupational and Work-Related Stress	0.93
Mental and Physical Health	0.88

The Cronbach's alpha results revealed high internal consistency across the dimensions: cognitive strategies (0.931), social and emotional strategies (0.915), occupational stress (0.934), and psychological and physical health (0.882). These high values confirm the instrument's good reliability, supporting its suitability for use in the primary study.

3.3 Core Study

- Scope of the Study:
 - Human Scope: The study sample consisted of 35 school guidance counselors working in various educational institutions affiliated with the Directorate of Education in the Wilaya of Oran.
 - Temporal Scope: The study was conducted in April 2025.
 - Geographical Scope: Directorate of Education, Wilaya of Oran.
- Sample: After confirming the validity and reliability of the instrument, it was administered to a sample of 35 school guidance counselors from the Wilaya of Oran.
- Methodology: The descriptive research design was employed, as it is appropriate for this type of study.
- Statistical Methods: Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS), version 20. Pearson's correlation coefficient, Cronbach's alpha, and t-tests were applied to examine relationships and differences within the data. Additionally, descriptive statistics including frequencies, means, standard deviations, and percentages were utilized.

4. Presentation of Study Results:

4.1 Presentation and Discussion of the First Research Question:

This question investigated whether there is a statistically significant correlation between psychological resilience among school guidance counselors and their coping strategies for occupational stress.

- General Hypothesis: There is a statistically significant correlation between psychological resilience in school guidance counselors and their coping strategies for occupational stress.
- Hypothesis Testing: To test this hypothesis, Pearson's correlation coefficient was calculated to examine the relationship between the total psychological resilience scores and the total coping strategies scores for occupational stress among the core sample of 35 counselors.

Table 11: Pearson Correlation between Psychological Resilience and Coping Strategies for Occupational Stress among School Guidance Counselors (n = 35)

Variables	R	Sig	Sig Level
Psychological Resilience × Stress Coping Methods	0.655	0.001	Sig at 0.01 level

4.2 Discussion of the General Hypothesis Results:

Table 11 demonstrates a significant moderate positive correlation exists between psychological resilience and coping strategies for psychological stress with a statistical significance of 0.01 level at 0.655. The data shows that counselors with elevated psychological resilience levels demonstrate enhanced ability to use positive coping methods against psychological stress. The data demonstrates that counselors who demonstrate higher psychological resilience develop better strategies for dealing with workplace psychological and occupational stress. The research outcome supports multiple previous psychological investigations which show psychological resilience functions as an essential protective element that reduces psychological stress impact while improving adaptive abilities of people. People with strong psychological resilience demonstrate better emotional and mental flexibility which helps them handle stressful situations

in a more effective and mature manner. According to Maddi and Khoshaba (2005) psychological resilience enables individuals to view stressful situations positively which improves their emotional regulation and constructive behavioral responses. The educational environment depends on psychological resilience to protect the mental health of school counselors. The combination of work-related stressors including heavy workload and insufficient resources and student discipline problems requires individuals to possess advanced coping abilities. The outcome demonstrates the necessity to develop psychological resilience as a fundamental element in training programs for school guidance counselors because it enhances their professional capabilities and mental state.

4.3 Presentation and Discussion of the First Sub-Question:

The first sub-question examines whether higher levels of psychological resilience among school guidance counselors increase their use of positive coping strategies in managing occupational stress.

The following hypothesis was formulated:

4.4 Hypothesis:

As the level of psychological resilience among school guidance counselors increases, their use of positive coping strategies for managing psychological stress also increases.

Pearson's correlation coefficient was employed to examine the relationship between the overall psychological resilience score and the scores on positive coping strategies—specifically, the cognitive strategies dimension and the social-emotional strategies dimension of the Coping Strategies for Psychological Stress Questionnaire.

Table 12: Pearson Correlation Coefficient between Psychological Resilience and Coping Strategies for Psychological Stress

Sig Level	Sig	R	Sample Size	Variables
Sig at 0.01	0	0.62**	35	Psychological Resilience & Cognitive Strategies
Sig at 0.01	0	0.60**	35	Psychological Resilience & Social and Emotional Strategies

The analysis of Table 12 shows that psychological resilience levels among school guidance counselors positively predict their use of constructive coping methods when dealing with professional stress. The results demonstrate how psychological resilience acts as an adaptive protective force which helps educational and counseling professionals maintain their well-being. Psychological resilience exists as a psychological defense mechanism which enables people to handle stress and challenges through cognitive, emotional and social characteristics. Stressful events become less threatening to people who possess psychological resilience which enables them to develop more effective and constructive coping strategies. According to Maddi (2002) psychological resilience consists of three essential components: commitment, control and challenge which drive people to apply effective coping mechanisms. The guidance and counseling professionals encounter multiple work-related stressors which include substantial workload demands alongside difficult cases and bureaucratic frustrations and insufficient social acknowledgment. The maintenance of professional competence depends on psychological endurance together with emotional resistance to exhaustion. People with strong psychological resilience employ cognitive strategies that include rational analysis and cognitive reframing instead of impulsive or withdrawal-based approaches. The research further demonstrates that these individuals possess superior abilities to implement social and emotional strategies by obtaining peer assistance and maintaining effective communication. The current study supports the research of Bashir and Makawi (2020) who found that psychologists with high psychological resilience tended to use positive coping strategies including problem-solving and positive thinking while their less resilient peers used withdrawal or avoidance. These research outcomes provide practical value to educational sector policymakers who should implement programs that develop psychological resilience as part of the ongoing professional development for guidance counselors. The development of necessary cognitive and emotional skills for stress management among counselors leads to better job performance while simultaneously protecting them from burnout. The statistically significant correlation established through this hypothesis enables educational institutions to develop preventive interventions at the institutional level. Organizations should implement preventive measures which enhance mental health by building protective psychological factors especially since guidance counselors work in demanding work environments.

4.5 Presentation and Discussion of the Second Sub-Hypothesis

This sub-hypothesis posits that there are statistically significant differences in the level of psychological resilience among school guidance counselors according to gender and professional experience.

The second sub-hypothesis was formulated as follows:

There are statistically significant differences in the level of psychological resilience among school guidance counselors based on gender and professional experience.

4.5.1 Differences by Gender

An independent samples t-test was conducted to compare the mean psychological resilience scores between male and female counselors. The results are presented as follows:

Table 13: displays the comparison of mean psychological resilience scores between males and females

Gender	Sample Size (N)	Mean	S.D	t-value	Sig Level
Male	18	82.61	4.3	2.901	*0.006
Female	17	78.29	3.9		

Sig at *0.05 level

The results presented in Table 13 indicate statistically significant differences in the level of psychological resilience among school guidance counselors based on gender. The t-value was calculated as 2.901, with a significance (Sig) value of 0.006, which is less than the 0.05 significance threshold. Consequently, the alternative hypothesis stating that “there are statistically significant differences in psychological resilience attributable to gender” was accepted, while the null hypothesis was rejected.

4.5.2 Differences According to Professional Experience

The sample was divided into two groups based on years of experience (less than 10 years, and 10 years or more).

Table 14: presents statistically significant differences in psychological resilience according to professional experience

Group	N	Mean	S.D	t-value	Sig Level
Less than 10 years	16	78.5	4.85	3.187	*0.003
10 years or more	19	83.21			

Significant at 0.05 level

Table 14 results indicate statistically significant differences in psychological resilience based on professional experience, with the significance value (Sig) recorded at 0.003, which is below the 0.05 threshold. These differences favored counselors with 10 years or more of experience.

4.6 Discussion of the Second Hypothesis Results:

The gender variable shows that psychological resilience tends to be higher in males because of different socio-cultural elements which provide them with enhanced emotional control and psychological strength. The social standards typically place fewer emotional requirements on men than they do on women. Research conducted by Schaufeli and Bakker (2004) demonstrates that male professionals in helping roles use problem-focused coping methods which build their psychological resilience. The analysis needs to account for sample representation issues because the small number of males or females in the sample could restrict observed differences. The findings support the theoretical concept that psychological resilience develops through time because it is not a permanent trait. The accumulation of diverse professional challenges experienced by experienced counselors helped them develop better coping methods which improved their ability to adapt to stressful situations resulting in increased psychological flexibility and stress resistance. The statistical findings showed that counselors with extended experience had better psychological resilience because Kobasa (1982) demonstrated that resilience strengthens through time and repeated professional challenges. Psychological resilience demonstrates significant variation based on gender and professional experience with higher scores found in males and those with ten or more years of experience. The results match both theoretical frameworks and past empirical studies which analyze psychological and professional elements.

These results underscore the importance of ongoing professional training and psychological supervision, particularly for newly appointed guidance counselors. They also highlight the need for tailored support programs aimed at female counselors to help them develop their psychological resilience resources.

4.7 Presentation and Discussion of the Third Sub-Question:

This sub-question addresses:

“Are there statistically significant differences in occupational stress levels among school guidance counselors based on gender and professional experience?”

The formulated sub-hypothesis states:

“There are statistically significant differences in occupational stress levels among school guidance counselors according to gender and professional experience.”

4.7.1 Differences in Occupational Stress Levels According to Gender

To investigate differences in occupational stress scores by gender, an Independent Samples t-test was employed. The results are presented as follows:

Table 15: Differences in Occupational Stress Levels According to Gender

Gender	N	Mean	S.D	t-value	D.F	Sig Level
Male	17	86.94	10.1	-2.127	33	*0.041
Female	18	93.11	8.65			

StatSig at the 0.05 Level

It is observed that the calculated t-value was -2.127-2.127-2.127 with a corresponding significance (sig) value of 0.041, which is less than the 0.05 significance level. This indicates the presence of statistically significant differences between males and females in the level of occupational stress, favoring males.

4.7.2 Differences in Occupational Stress by Years of Experience

The t-test was again employed to compare the mean levels of occupational stress, as shown in:

Table 16: Differences in Occupational Stress by Years of Experience

Years of Experience	N	Mean	S.D	t-value	D.F	Sig
Less than 10 years	16	94.3	7.9	2.659	33	*0.012
10 years or more	19	86.5	9.7			

StatSig at the 0.05 level

Result: The difference is statistically significant in favor of counselors with more experience, who report lower levels of occupational stress.

4.7.3 Discussion of the Results of the Third Sub-Hypothesis:

The results presented in Tables 15 and 16 indicate statistically significant differences in occupational stress levels based on both gender and professional experience among school guidance counselors.

A. Occupational Stress by Gender:

It was found that female counselors experience higher levels of occupational stress compared to their male counterparts. This finding aligns with several studies, such as Obaid (2019), which highlighted that women in educational work environments face additional stressors related to social role expectations, multitasking demands (balancing professional and family responsibilities), and limited institutional recognition compared to males.

These differences are also attributed to certain psychological and social factors, where females tend to express psychological stress and emotional responses more openly, leading to higher perceived stress levels. Moreover, gender socialization theory suggests that women may receive insufficient social support in male-dominated professional settings, exacerbating their stress levels.

B. Occupational Stress by Experience:

The results indicated that less experienced counselors (with fewer than 10 years of service) suffer from higher occupational stress than their more experienced colleagues. This is attributed to the limited adaptive skills among newcomers to the profession and their ongoing development of effective stress management strategies. Additionally, insufficient institutional support or practical training at the early stages of their careers contributes to this disparity.

This outcome is consistent with the findings of Salmi (2021), who demonstrated that occupational stress decreases with accumulated experience due to improvements in time management, relationship regulation with students, and adaptation to job demands.

Conclusion:

The research demonstrates a direct connection between psychological resilience and adaptive coping methods used by school guidance counselors for occupational stress management. Higher psychological resilience leads to better workplace pressure management capabilities according to the study results. The research discovered meaningful differences in psychological resilience and occupational stress levels between male and female participants and between less-experienced and more-experienced professionals which highlights how individual personal characteristics and career background impact counselor variation. The research aimed to obtain additional knowledge about the professional nature and psychological aspects which characterize this crucial educational group. Psychological resilience functions as both an internal personal strength and an essential professional resource which enables individuals to face their everyday work demands and stressors. My direct experience with this field strengthens my belief that counselors must receive both psychological and pedagogical training to develop constructive stress management abilities which protect their mental equilibrium while improving their work effectiveness. The research demonstrated a direct link between psychological resilience levels and the effectiveness of coping strategies. The research showed how gender and professional experience impact this scenario while stressing the need for continuous scientific-based support for this population. The study aims to promote better understanding of mental health requirements for school guidance counselors while encouraging educational bodies to develop authentic ongoing psychological training programs. The researcher suggests specific recommendations based on analysis of the findings and the essential role psychological resilience plays in helping counselors manage psychological stress:

- Integration of specialized training programs focused on psychological resilience.
- Establishment of listening and psychological support units within educational institutions.
- Provision of regular supervision and psychological guidance sessions.
- Attention to individual differences among counselors.
- Encouragement of applied and field research in this domain.

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