

The Role of Psychological Immunity in Predicting the Psychological Empowerment Level of Female Kindergarten Teachers in Jordan

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This research aims to explore the extent of psychological empowerment among female kindergarten teachers in Jordan. It explored the ability of psychological immunity to predict the psychological empowerment level of those teachers. By knowing the levels of psychological immunity and psychological empowerment among kindergarten teachers in Jordan, and to what extent psychological immunity predicts their psychological empowerment. To meet the goals of the study, the researcher developed a psychological empowerment scale and a psychological immunity scale. The validity and reliability of those scales were checked. The sample consists of 446 female kindergarten teachers in Jordan. The researcher found that the psychological immunity level of those teachers is low. The results showed that the psychological empowerment level of those teachers is moderate, the psychological immunity can predict the psychological empowerment level of the female kindergarten teachers in Jordan. The researcher recommended conducting strategic studies for cooperation in the field of enhancing interactive policies in the psychological patterns and empowerment of kindergarten teachers in Jordan and the need to work on motivational coordination within kindergartens for children to enhance development, psychological immunity, and empowerment of the educator, in addition to reviewing the current development programs for kindergarten teachers at Disneyland in a comprehensive manner. General, and that these activists support their active psychological development and well.

Keywords: *Psychological empowerment, psychological immunity, female kindergarten teachers.*

Introduction

The early childhood stage is a significant period influencing an individual's long-term development (Erkan et al., 2021; Jansen van Vuuren, 2023). Recent research underscores the critical role educators play in this stage, particularly female kindergarten teachers, who are responsible for fostering the academic, social, and emotional development of young children. This study explores the concept of psychological empowerment in these teachers, focusing on how psychological immunity—a construct closely related to resilience—affects their sense of empowerment.

Psychological empowerment encompasses an individual's perceived competence, autonomy, and impact within their professional role. Teachers with high psychological empowerment are more

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likely to take initiative, feel confident in decision-making, and maintain resilience in stressful environments. However, psychological immunity, the ability to withstand stress and recover from adversity, is equally critical. This study aims to bridge the gap by investigating the relationship between these two constructs among female kindergarten teachers in Jordan.

The initial phase of childhood is a pivotal period that significantly influences an individual's future development. As such, early childhood education has garnered considerable attention from both educators and scholars (Matjokana & Bipath, 2024; Olalowo & Babalola, 2024). Theoretical frameworks have been established, underscoring the importance of early educational engagement. Notably, the efficacy of early childhood educational institutions is largely contingent upon the employment of proficient female educators. These educators are instrumental in fostering a conducive learning environment, thereby facilitating children's acclimatization and acceptance of the educational setting. Their role is crucial in enhancing the overall quality of early childhood education.

In light of contemporary pedagogical approaches, it is imperative that all educators, including those in early childhood, undergo comprehensive professional development. Kindergarten teachers, specifically, do not merely fulfill an instructional role; they are pivotal in nurturing children's developmental and creative capacities, promoting discovery, innovation, and learning (Badawi & Ramadan, 2006).

The kindergarten stage is profoundly critical in a child's life, aiming to create an environment conducive to the holistic development of the child's personality and to inculcate positive socio-educational values. Kindergarten teachers play a central role in this stage, bearing the primary responsibility for the education and development of children (Al-Nashef, 2005).

Reflecting on personal observations and experiences within the kindergarten context, it has been noted that certain female educators possess varying degrees of psychological empowerment and resilience. Consequently, this observation necessitates the present study, which aims to explore the concepts of psychological empowerment and immunity within the context of kindergarten educators.

Psychological empowerment is recognized as a significant construct within organizational behavior, influencing employees' decision-making processes. It plays a crucial role in fostering the ability to make informed and appropriate decisions and in mitigating the adverse effects of psychological distress.

In psychological sciences, we address the term psychological resilience in the context of life's difficulties in general, where the person's level of resilience is judged in light of the outcomes resulting from the stressful experience, whether positive or negative (Seery, 2011). The structure of psychological resilience emerges in circumstances that challenge the individual. To mobilize his personal resources to deal with these stressful situations that hinder the achievement of his goals, especially when these situations include competition that requires continuous efforts to achieve the goal (McKay et al, 2008). The psychological literature indicates many definitions of psychological resilience. (Luthar et al., 2000) Luthar et al. (2000) define it as a dynamic process that includes positive adaptation to situations that challenge the achievement of goals, while we find that another team of researchers highlights the concept of trauma as part of the definition of resilience. Windle et. al., (2011) indicate that resilience is a dynamic process during which the individual uses positive coping skills despite the traumatic events he experiences, in addition to being a process that expresses the individual's ability to cope with pressure by using his personal and environmental resources for the purpose of returning to a state of balance. While facing adversity. As he leans (Connor & Davidson, 2003) to define psychological resilience by measuring it. Thus, the elements that appear to be essential as components of psychological resilience include optimism and perseverance, internal locus of control, self-efficacy and adaptability, and finally perceived social support. A third team goes to place psychological resilience in a preventive framework, focusing on the protective factors in the personality that protect the individual against stress (Wagnild & Young, 1993). Thus, it becomes clear that psychological resilience includes elements related to confronting pressures, the ability to adapt, and preventing challenges, and that the personal characteristics and skills that an individual possesses are cumulative elements that constitute his psychological structure, which interact in their entirety with the various experiences that he faces.

The focal issue of the current study is encapsulated in the primary research question: How does the level of psychological immunity predict the level of psychological empowerment among female kindergarten teachers in Jordan? This inquiry is critical in understanding the interplay between psychological resilience and empowerment in an educational setting.

Accordingly, the study seeks to address the following sub-questions:

What is the level of psychological immunity among female kindergarten teachers in Jordan?

What is the level of psychological empowerment among female kindergarten teachers in Jordan?

To what extent does psychological immunity predict psychological empowerment among these educators?

These questions aim to delineate the relationship between psychological resilience and empowerment, providing insights into the professional wellbeing of female kindergarten teachers in Jordan.

Research Objectives

The study is meticulously designed to elucidate the interrelations between psychological immunity and empowerment among female kindergarten teachers in Jordan, addressing a notable gap in the existing research landscape. The primary objective is to delineate the levels of psychological immunity among these educators, establishing a foundational understanding of their resilience within the educational milieu. Concurrently, the study aims to assess the degree of psychological empowerment these teachers experience, focusing on their perceived autonomy, competence, meaningfulness, and impact within their roles. A pivotal goal is to explore the predictive relationship between psychological immunity and empowerment, offering novel insights into how these constructs interact and influence one another in the context of early childhood education.

The rationale behind this research is deeply anchored in the pivotal role that psychological well-being and a sense of empowerment play in shaping educators' effectiveness and job satisfaction, particularly in the critical realm of early childhood education. By concentrating on female kindergarten teachers in Jordan, the study not only fills a significant void in the academic discourse but also provides a gendered perspective on these psychological constructs within the educational sector. The findings are anticipated to extend beyond theoretical contributions, potentially informing educational policies and practices. By enhancing our understanding of the factors that foster resilience and empowerment among educators, the study aims to guide the development of interventions and professional development initiatives aimed at bolstering these qualities. Such outcomes are not only beneficial for the educators themselves but also hold the promise of improving the educational experiences and developmental outcomes of the children they teach, thereby underscoring the broader implications of this research within the educational field.

The study's significance

The current research holds substantial importance as it contributes valuable insights into the psychological immunity and empowerment levels of female kindergarten teachers in Jordan. Its significance is manifold; firstly, it elucidates the extent to which psychological immunity can

forecast the level of psychological empowerment among these educators. Secondly, it furnishes crucial theoretical contributions that enrich the extant literature on psychological immunity and empowerment. By exploring these dimensions, the study enhances our understanding of the interrelationships between psychological resilience, empowerment, and professional efficacy in the context of early childhood education. This, in turn, informs strategies for fostering supportive and resilient educational environments.

Background and related work

The study is underpinned by a comprehensive theoretical framework that intertwines principles from organizational psychology, educational psychology, and resilience theory, thereby offering a nuanced understanding of psychological immunity and empowerment within the realm of education. The concept of psychological immunity is informed by resilience theory, which suggests that individuals possess the ability to develop mechanisms to navigate and rebound from adversities (Luthar et al., 2000). This is particularly salient for educators in early childhood environments, where the unique challenges necessitate robust psychological resilience.

In parallel, the notion of psychological empowerment is rooted in organizational psychology, encapsulating an individual's perception of influence, competence, meaningfulness, and autonomy within their work context (Spreitzer, 1995). For kindergarten teachers, empowerment extends beyond mere autonomy, encompassing a sense of competence, impact, and meaningful engagement with their work. This study aims to elucidate the interplay between these constructs—exploring how teachers' psychological resilience (immunity) influences their sense of empowerment within their professional milieu.

Psychological resilience theory posits that relationships are a protective factor that protects against the harmful effects of trauma, loss, or other adversity that affects psychological functioning, and relationship resources may promote the development of positive psychological outcomes despite the event. It is demonstrated that there is strong evidence that the dimensions of psychological resilience are primarily related to the ability to adapt, control and manage stress. Moreover, a general dimension of the ability to adapt, to a large extent, reflects the resources for adaptation and perceived control, and predicts it positively (Ganguly & Perera, 2018). It is noted from the above definitions of psychological resilience that it forms a link between the capabilities of emotional intelligence and coping mechanisms in situations Emergencies that enable the individual to effectively confront and confront psychological and physical crises, which enable him to confront

anxiety and neurotic disorders. It is also possible that an individual who possesses psychological resilience is an individual who feels his self-worth and personal and social connectedness, which reduces the possibility of suffering from anxiety.

The linkage between the theoretical constructs and the research questions is meticulously crafted, with the investigation focusing on the predictive relationship between psychological immunity and empowerment among female kindergarten teachers in Jordan. This exploration is intended to shed light on how resilience factors contribute to educators' perceptions of empowerment, thereby offering insights into the dynamics of educational environments.

Moreover, the study aspires to contribute to the theoretical discourse by applying these constructs to a specific demographic—female kindergarten teachers in Jordan—thereby providing a contextual understanding that may refine or expand existing theories. The insights derived from this study are poised to have practical implications, informing the development of targeted interventions and professional development programs aimed at bolstering psychological resilience and empowerment among educators. Such initiatives are vital for enhancing teacher well-being and efficacy, which, in turn, are crucial for the quality of early childhood education. Through this theoretical exploration, the study seeks to offer a meaningful contribution to the academic dialogue on psychological constructs within educational settings, while also providing actionable insights for educational practitioners and policymakers.

Kindergarten Teachers: Definition: Kindergarten teachers are female educators responsible for the pedagogical and developmental needs of children aged 4-6 years in kindergarten settings. This study focuses on female kindergarten teachers employed in both public and private institutions in Jordan during the academic year 2019/2020, as defined by The Ministry of Education (2014).

Kindergarten: Definition: Kindergarten is a socio-educational institution that provides early childhood education to children aged 4-6 years. It typically consists of two levels: KG 1 (the first year) and KG 2 (the second year). It serves as an introductory educational platform for young children in Arab societies.

Psychological Empowerment: Theoretical Definition: Psychological empowerment, as conceptualized in organizational psychology, involves an individual's perception of their influence, competence, meaningfulness, and autonomy within their work context (Spreitzer, 1995). It reflects the extent to which individuals feel empowered in their roles, contributing to their overall job satisfaction and effectiveness.

Operational Definition: For this study, psychological empowerment is operationalized through a scale that measures teachers' perceived levels of influence, competence, meaningfulness, and autonomy in their professional roles. This operational measure quantifies how empowered teachers feel in their work environment, which can impact their job performance and satisfaction.

Psychological Immunity: Theoretical Definition: Psychological immunity, grounded in resilience theory, refers to an individual's cognitive and emotional strategies used to protect against and recover from negative emotional states and adversities (Gilbert et al., 1993). It encompasses the ability to maintain psychological equilibrium through adaptive coping mechanisms, resilience, mindfulness, and self-reliance.

Operational Definition: In this study, psychological immunity is measured through a scale assessing key dimensions: resilience (adaptability in the face of adversity), mindfulness (awareness and acceptance of current experiences), coping (strategies for managing stress), hope (motivation towards achieving goals), and self-reliance (capacity for independent problem-solving). These dimensions collectively reflect how well teachers manage and rebound from challenges in their professional environment.

Expanding on this concept, Abuzaid (2010) portrays psychological immunity as an intrinsic positive disposition and motivation related to one's professional role. It is characterized by an individual's recognition of the inherent value and autonomy in their work, the capacity to exert influence, and the acknowledgment of personal accomplishments. This multifaceted understanding underscores psychological immunity as a fundamental component of job satisfaction and efficacy.

Menon (2001) illuminates the attributes of educational professionals who exhibit high levels of psychological empowerment, underscoring its importance in the educational sector. Tengland (2008) discusses psychological empowerment as the capacity of an individual to exert control over their life, detailing indicators that predict one's level of empowerment. These include well-being, which is linked to the ability to impact one's mental and physical health; work, which encompasses gaining skills, securing employment, and earning a sufficient income; housing, related to the choice of living space; strong relationships, which refer to the ability to maintain meaningful connections with family and friends; free time, focusing on the quantity and quality of leisure and its effective use; and values, which deal with the alignment and integration of personal values in one's life. These dimensions collectively provide a framework for understanding and measuring

psychological empowerment, highlighting its multifaceted nature and its significance in personal autonomy and quality of life.

Tengland (2008) posits that an individual's level of psychological empowerment is directly proportional to the extent of control they exercise over their life activities. He asserts that as control increases, so does psychological empowerment, and conversely, a decrease in control correlates with diminished empowerment. He further contends that indicators of psychological empowerment are pervasive across all facets of human activity, with one's career serving as a prime example.

The concept of psychological empowerment has gained prominence in the latter part of the 20th century, especially within the field of contemporary management. It is recognized for its significant impact on organizational human resources. Elevated levels of psychological empowerment among educational institution staff are linked to enhanced performance and the attainment of excellence (Abu Zaid, 2010).

Psychological empowerment

Psychological empowerment refers to an individual's intrinsic motivation and sense of control over their work environment, encompassing feelings of competence, autonomy, and meaningfulness (Spreitzer, 1995). In the context of education, empowered teachers are more likely to exhibit higher job satisfaction, greater commitment to their institutions, and improved teaching efficacy (Thomas & Velthouse, 1990). Spreitzer (1995) identifies four dimensions of psychological empowerment: meaning, competence, self-determination, and impact. These dimensions collectively enhance a teacher's ability to influence their educational environment positively.

Previous studies have demonstrated a strong correlation between psychological empowerment and various positive outcomes in educational settings. For instance, Menon (2001) found that empowered teachers are better equipped to implement innovative teaching strategies and adapt to changing educational standards. Similarly, Al-Jadi and Bani Melhem (2017) reported that psychological empowerment significantly predicts job satisfaction and performance among service employees, highlighting its relevance across different professional contexts.

Psychological immunity

Psychological immunity, a concept closely related to resilience, pertains to an individual's capacity to withstand and recover from stressors and adversities (Gilbert et al., 1993). In educational

environments, psychological immunity enables teachers to manage workplace stress, prevent burnout, and maintain their well-being amidst the demands of their roles (Connor & Davidson, 2003). Resilience theory posits that individuals develop adaptive coping mechanisms that allow them to navigate and overcome challenges effectively (Luthar et al., 2000).

Research by Wagnild and Young (1993) underscores the importance of resilience as a protective factor against professional burnout, particularly in high-stress occupations like teaching. Choochom (2013) expanded on this by developing a self-immunity scale that measures resilience, mindfulness, coping strategies, hope, and self-reliance. Her findings indicate that higher levels of psychological immunity are associated with better mental health outcomes and greater job satisfaction among educators.

Interrelationship Between Psychological Immunity and Empowerment

The interplay between psychological immunity and psychological empowerment is a critical area of investigation, as both constructs significantly influence teacher effectiveness and well-being. Luthar et al. (2000) argue that resilience (a component of psychological immunity) is fundamental to fostering a sense of control and competence, which are key aspects of empowerment. This relationship suggests that enhancing psychological immunity can lead to increased psychological empowerment, thereby improving overall job performance and satisfaction.

Studies have supported this interrelationship. For example, Asfoor (2013) found that interventions aimed at boosting psychological immunity through resilience training resulted in enhanced psychological empowerment among female teacher-students. Similarly, Abu Ghali (2016) reported that psychological immunity predicts psychological empowerment among nurses, indicating that this relationship may extend across different caregiving professions.

The concept of sufficiency economy emphasizes that self-immunity acts as a crucial shield against behavioral issues and negative states like helplessness and anxiety. It is posited that individuals with strong self-immunity employ adaptive mechanisms to tackle problems, dedicating time and effort to find solutions. Self-immunity plays a vital role in enabling people to navigate through and adapt to trials and tribulations effectively. This concept aligns with the psychological immunity theory, which, much like its biological counterpart, offers defense and adaptability, focusing on cognitive and proactive measures to boost mental well-being (Rachman, 2016).

Psychological immunity is a construct that encapsulates the capacity to withstand adversity, encompassing five key dimensions: resilience, mindfulness, coping, hope, and self-reliance (Choochom, 2013). For older adults, resilience pertains to maintaining or regaining mental health amid challenges like sickness or loss (Felten & Hall, 2001). Mindfulness is about being conscious of one's thoughts, feelings, and surroundings in the present moment without judgment (Kabat-Zinn, 2003). Coping involves utilizing cognitive, behavioral, and emotional strategies to address the demands of stressful situations (Larzarus & Folkman, 1984). Hope is seen as the drive to motivate oneself towards achieving goals (Snyder et al., 1991), while self-reliance emphasizes the cognitive and emotional ability to address and surmount obstacles (Choochom, 2014).

Research indicates that these five positive traits of psychological immunity interrelate and contribute to positive mental functioning (Choochom, 2013; Choochom, 2014; Keng, Smoski, Robins, 2011). For instance, mindfulness correlates positively with various mental health markers like positive emotions, life contentment, psychological wellness, adjustment, and adaptive emotion regulation (Keng et al., 2011). Moreover, studies show that mindfulness is linked positively to psychological health, satisfaction with life, conscientiousness, self-respect, empathy, autonomy, competence, optimism, and pleasant feelings, while it negatively correlates with depression, emotional regulation issues, and general psychological distress (Brown et al., 2007).

Abu Ghali (2016) conducted a study to investigate the relationship between psychological empowerment and two variables: self-awareness and social security. Additionally, the study examined the predictive capacity of self-awareness and social security on psychological empowerment among a sample of 315 nurses, both male and female. The findings revealed no statistically significant gender-based or experience-related differences in psychological empowerment, self-awareness, or social security levels among the respondents.

Asfoor (2013) examined the influence of psychological immunity on the positive thinking skills and anxiety levels of female teacher-students specializing in sociology and philosophy. The research, involving 22 participants, concluded that enhancing psychological immunity levels is associated with improved positive thinking skills and reduced anxiety levels among the female teacher-students.

Carsten & Bertolt (2011) explored the correlation between psychological empowerment and job satisfaction among a sample of 130 primary school principals in Germany. The study utilized scales for psychological empowerment, emotional fatigue, and job satisfaction to collect data. It

was found that significant differences exist among respondents concerning their levels of emotional fatigue, psychological empowerment, and job satisfaction. However, no substantial relationship was identified between psychological empowerment and emotional fatigue.

Arloto (2002) conducted a study to investigate the interrelationship between psychological burnout and psychological empowerment among school principals. Utilizing a random sampling method, the study encompassed 379 principals across the United States. The research employed Maslach's Psychological Burnout Scale, Rotter's Locus of Control Scale, and Boulzon's Psychological Empowerment Scale, complemented by a demographic questionnaire. Findings indicated a negative correlation between psychological burnout and both psychological empowerment and locus of control. Furthermore, it was determined that the level of locus of control is a more potent predictor of psychological burnout levels than its predictive capacity for psychological empowerment. This study contributes to understanding the dynamics between psychological resilience factors and occupational stress among educational leaders.

Al-Jadi and Bani Melhem (2017) explored the impact of psychological empowerment on job satisfaction and performance among service employees in Jordan, revealing its positive effects, while Carsten and Bertolt (2011) identified significant positive relationships between psychological empowerment and job satisfaction among primary school principals in Germany. Similarly, Choochom (2013) introduced a self-immunity scale encompassing resilience, mindfulness, coping, hope, and self-reliance, demonstrating that higher psychological immunity enhances mental health outcomes among educators. Wagnild and Young (1993) contributed to this field by developing the Resilience Scale, highlighting resilience as a critical protective factor against burnout in high-stress professions.

Theoretical Framework

This study is grounded in resilience theory and empowerment theory. Resilience theory, as articulated by Luthar et al. (2000), focuses on the capacity of individuals to recover from adversity and maintain psychological well-being. Empowerment theory, defined by Spreitzer (1995), emphasizes the importance of autonomy, competence, and meaningfulness in fostering a sense of control and efficacy within professional roles. By integrating these theories, the study aims to

elucidate how psychological immunity (resilience) predicts psychological empowerment among female kindergarten teachers in Jordan.

Gap in Literature

While extensive research has been conducted on psychological empowerment and resilience individually, there is a paucity of studies examining their interrelationship, particularly within the context of female educators in Middle Eastern countries. This study addresses this gap by exploring how psychological immunity influences psychological empowerment among female kindergarten teachers in Jordan, providing insights that are culturally and contextually relevant.

Contribution to the Field

By focusing on the Jordanian context, this research contributes to a more nuanced understanding of how cultural and societal factors impact psychological constructs in education. It extends the existing literature by highlighting the importance of psychological immunity in fostering empowerment, thereby offering practical implications for policymakers and educational institutions aiming to enhance teacher well-being and effectiveness.

Methodology

The methods section is divided into design, sample, instrument, validation of the instrument, data collection, and data analysis.

Design

This research employs a descriptive predictive design, chosen specifically to examine the correlation between psychological immunity and empowerment among female kindergarten teachers in Jordan. This design facilitates an in-depth exploration of the status of these variables and their interrelationship. The research approach is aimed at analyzing the predictive relationships between these constructs through rigorous data analysis methods, including hypothesis testing (Odeh, 2014).

The study involved 446 female kindergarten teachers across Jordan, selected through purposive sampling to ensure their relevance to the research objectives. The sample was chosen due to its focus on a demographic highly pertinent to the field of study, ensuring a meaningful contribution to the understanding of psychological constructs within educational leadership contexts.

Ethical clearance was obtained from the Ministry of Education, ensuring adherence to ethical standards and participant consent. Data collection was conducted using two main instruments: the Psychological Immunity Scale and the Psychological Empowerment Scale. Both instruments

underwent rigorous testing for validity and reliability, with robust processes for content and construct validity. The instruments were administered in the latter half of the 2020-2021 academic year.

Sample:

The study's sample consisted of 446 female kindergarten teachers in Jordan (Thompson, 2012), selected through purposive sampling techniques. This sample was specifically chosen to represent the demographic characteristics of educators in Jordan. The sample selection reflects the need to focus on female kindergarten teachers due to their unique role in early childhood education and their potential for empowerment through psychological resilience. By examining this specific population, the research addresses a crucial gap in understanding how psychological factors contribute to educational leadership.

Table 1

The basic demographic information of the sample

Demographic characteristics	Frequency (n)	Percentage (%)
Age		
20-29 years	125	28%
30-39 years	188	42%
40-49 years	98	22%
50+ years	35	8%
Years of experience		
Less than 5 years	102	23%
5-10 years	175	39%
11-20 years	120	27%
More than 20 years	49	11%
Educational qualification		
Diploma	78	17%
Bachelor's degree	288	65%
Master's degree	70	16%
Ph.d.	10	2%
Geographical region		
North Jordan	115	26%
Central Jordan	200	45%
South Jordan	131	29%

The study's instruments

Psychological Immunity Scale

The Psychological Immunity Scale was developed by the researcher through an extensive review of the theoretical literature pertinent to psychological immunity, referencing seminal works (e.g., Zidane, 2013; Al-Hajjar, 2004; Asfour, 2013; Al-Sharif, 2015). The scale comprises 30 items, utilizing a five-point Likert scale for responses. The researchers extracted the validity and reliability and found that the discriminate evidence ranged between 0.46 and 0.76. Cronbach's alpha for the scale and its dimensions was 0.79, and then 0.73 at the retest, two weeks later.

The scale utilizes a five-point Likert response format, with the following score assignments: Very Little Extent: 1 score, Little Extent: 2 scores, Some Extent: 3 scores, Great Extent: 4 scores, Very Great Extent: 5 scores. The maximum score on the scale indicates a high level of psychological immunity. For the purpose of interpreting the mean scores, the following classification ranges were employed: Low: 1 to 2.33, Moderate: 2.34 to 3.67, High: 3.68 to 5

These classifications assist in interpreting the distribution of psychological immunity levels within the sampled population.

The psychological empowerment scale

The Psychological Empowerment Scale was systematically constructed by the researcher following an extensive examination of theoretical literature pertinent to the concept of psychological empowerment. This literature review included seminal works by Abu Zaid (2010), Al-Jadi and Bani Melhem (2017), and Al-Jardi (2012), among others. The resulting scale comprises 30 items, employing a five-point Likert response mechanism. This structure facilitates the comprehensive assessment of psychological empowerment levels among individuals. The researchers extracted the validity and reliability and found that the discriminate evidence ranged between 0.49 and 0.88. Cronbach's alpha for the scale and its dimensions was 0.89, and then 0.83 at the retest, two weeks later.

The scale utilizes a five-point Likert response format, with the following score assignments: Very Little Extent: 1 score, Little Extent: 2 scores, Some Extent: 3 scores, Great Extent: 4 scores, Very Great Extent: 5 scores. The maximum score on the scale indicates a high level of psychological empowerment. Mean scores are classified into the following ranges for interpretive clarity: Low: 1 to 2.33, Moderate: 2.34 to 3.67, High: 3.68 to 5.

Subsequent to the development and validation of the study's instruments, necessary official permissions were secured. An electronic questionnaire was then formulated and disseminated. The questionnaire underscores the study's significance and assures respondents that the data will be exclusively used for scientific research purposes.

Data Collection

Data collection was systematically conducted, with all participants voluntarily consenting to be part of the study. The process involved close collaboration with the Ministry of Education and followed strict ethical guidelines to maintain the confidentiality and integrity of the participants' data. The instruments were conducted by paper instruments among the participants. The data were reviewed and entered on IBM SPSS program version 26 for Windows (IBM Corp., Armonk, N.Y., USA). The data were checked to be good for analysis. All missing data was planned to be reported as missing.

Data Analysis

Descriptive statistics were employed to map out the landscape of psychological immunity and empowerment among the participants. Additionally, regression analysis was utilized to explore the predictive relationships between these constructs. Statistical tests, including correlation coefficients and Cronbach's alpha, underscored the study's methodological rigor. The data analysis provided a replicable framework for understanding the dynamics of psychological constructs in educational settings (Odeh, 2014).

The researchers obtained approval for this study from the Jordan Ministry of Education. Data were collected by paper-based questionnaires covering the scales. The questionnaire answers were entered into SPSS program checked to make sure they were analyzable. Collecting Data took 3 weeks. The answers were scored as follow: Very Little Extent: 1 score , Little Extent: 2 scores , Some Extent: 3 scores , Great Extent: 4 scores , Very Great Extent: 5 scores.

SPSS was used to discover the results. Then, Levene's tests were made and Skewness and kurtosis were calculated to check the normality and homogeneity. VIF and tolerance were calculated to check multicollinearity. descriptive statistics using means and standard deviations, whereas the regression test was extracted.

1. Results of Psychological Immunity: The study found that the psychological immunity level among female kindergarten teachers in Jordan was low, with a mean score of 2.19 (SD=0.85),

indicating a below-average resilience capacity. This implies that the participants face challenges in managing stress and maintaining emotional stability. To contextualize, research by Asfoor (2013) suggests similar patterns of low psychological immunity among educators under high job pressures. Comparisons to studies outside of Jordan could also highlight unique regional factors that may affect resilience levels.

2. Results of Psychological Empowerment: Psychological empowerment was observed at a moderate level with a mean score of 3.14 (SD=0.78), suggesting that teachers experience a sense of autonomy and competence to a certain extent, but there are barriers to full empowerment. Carsten and Bertolt's (2011) research on teachers facing structural limitations supports this finding.

3. Predictive Relationship: The results indicated that psychological immunity significantly predicted psychological empowerment, with 25.1% of the variance in empowerment explained by immunity levels. This finding aligns with Luthar et al. (2000), who argued that resilience, as a component of psychological immunity, is essential for empowerment.

Results of the Normality Test and Homogeneity Test

The normality and homogeneity tests using Levene's tests were made for the Psychological Immunity and psychological empowerment, as a requirement for using parametric tests. The results show a normality distribution (Ghozali, 2018), and there was homogeneity, according to Hair et al. (2018). The skewness for the Psychological Immunity was 0.743 while the kurtosis was 0.629, and the homogeneity test was not significant at the level of (0.05). The skewness for psychological empowerment was 0.756, while the kurtosis was 0.821, and the homogeneity test was not significant at the level of (0.05).

No findings you indicated. Please describe the context how your numeric data is read. Do for each of your numeric data

Linearity Test

The linearity test is a requirement for using correlation test to ensure the existence of the independent variables based on the VIF and tolerance values. The data are free from multicollinearity if tolerance is greater than 0.10 and the VIF value is less than 10 (Ghozali, 2018). This means that data are about the same and statistical analysis to see variance inflation factor (VIF) to identify the independent variables and the strength of that correlation is approved.

Descriptive statistic

Table 2*The psychological immunity level of the female kindergarten teachers in Jordan*

Scale	Mean	Std.	Level
The psychological immunity level	2.19	0.85	Low

Referencing Table 2, the data indicates that the psychological immunity level of female kindergarten teachers in Jordan is categorized as low. Specifically, the scale yielded a mean of 2.19 with a standard deviation of 0.85, delineating a below-average psychological immunity among the cohort.

Concerning the inquiry, "What is the psychological empowerment level of the female kindergarten teachers in Jordan?" the study utilizes means and standard deviations derived from the psychological empowerment scale to quantify and elucidate the empowerment levels within this demographic. This statistical analysis will provide a detailed perspective on their empowerment status.

Table 3*The psychological empowerment level of the female kindergarten teachers in Jordan*

Scale	Mean	Std.	Level
The psychological empowerment level	3.14	0.78	Moderate

Referencing Table 3, the psychological empowerment level of female kindergarten teachers in Jordan is determined to be moderate, with a mean score of 3.14 and a standard deviation of 0.78. These statistics suggest that while these educators exhibit a positive orientation, they also experience considerable stress in the classroom setting.

The study theorizes that this moderate level of psychological empowerment is attributable to female kindergarten teachers' comparatively greater adeptness and specific knowledge in addressing the needs and managing the dynamics of kindergarten-aged children. This interpretation aligns with findings from Arlotto (2002), suggesting a nuanced understanding of empowerment in early childhood educational settings.

4. Hypothesis testing

Explain what are your findings. Do not mention only the statistical test results. Do for each of your hypothesis testing

the psychological immunity level predicts the psychological empowerment level of female kindergarten teachers in Jordan

to test this hypothesis regression coefficients was calculates to quantitatively assess the predictive power of psychological immunity on empowerment levels. These calculated values are documented in Table 5, providing empirical insight into the interrelation between the two psychological constructs.

Table 4

The regression coefficient values for exploring the degree to which the psychological immunity level can predict the psychological empowerment level of female kindergarten teachers in Jordan

The predicting variable	R	R2	B	T value	Sig.
Psychological immunity	0.501	0.251	0.251	3.260	0.000

This sign means that the value is statistically significant at the statistical significance level of 0.05 Based on the table above, the researcher found that psychological immunity can predict the psychological empowerment level. That is because 25.1% of the changes that occur to psychological empowerment level can be attributed to psychological immunity among the female kindergarten teachers in Jordan.

In the discussion, highlight how these findings integrate with existing literature and implications for practice:

1. The Psychological State of Educators: Low psychological immunity points to a need for stronger mental health support in early childhood education. Linking this with findings from Abu Ghali (2016), emphasize how high-stress environments may reduce resilience among educators, suggesting targeted interventions are essential.
2. Moderate Empowerment and Structural Barriers: The moderate empowerment level suggests systemic barriers may limit teachers' sense of agency. Abu Zaid (2010) noted similar trends in

Jordan, emphasizing the need for policies that promote greater teacher autonomy. This finding is critical as it shows that empowerment extends beyond individual factors and is influenced by broader institutional dynamics.

3. Interconnectedness of Psychological Construct: Emphasize the predictive relationship between immunity and empowerment, which underlines the role of resilience as a foundation for empowerment. This supports resilience-focused interventions that could improve both constructs, leading to better educational outcomes.

The findings of this study reveal critical insights into the psychological immunity and empowerment of female kindergarten teachers in Jordan. The results indicate that while the psychological immunity level of the teachers is low, their psychological empowerment level is moderate. These results not only highlight the psychological state of these educators but also point toward systemic issues in the teaching environment that need addressing.

The low psychological immunity observed is concerning, especially when considering the demanding nature of early childhood education. Psychological immunity, which refers to resilience and coping mechanisms, is a key factor in handling work-related stress and maintaining mental well-being. The findings are in line with previous research by Asfoor (2013), who demonstrated that teachers, particularly in challenging environments, exhibit lower levels of psychological immunity due to stress, anxiety, and job pressures. Similarly, Abu Ghali (2016) found that individuals in high-stress professions, such as nursing, also reported low psychological immunity, reinforcing the idea that the nature of the profession plays a significant role in resilience levels.

Moreover, these findings resonate with Wagnild & Young (1993), who highlighted the importance of resilience as a protective factor against professional burnout. The fact that Jordanian kindergarten teachers report low psychological immunity suggests that their work environment lacks sufficient resources, support systems, and professional development opportunities that could enhance their coping mechanisms. This issue is particularly acute in Middle Eastern contexts, where societal expectations and institutional support for educators may differ significantly from those in Western countries.

Despite the low psychological immunity, the teachers reported moderate levels of psychological empowerment. Psychological empowerment, as defined by Spreitzer (1995), involves a sense of autonomy, competence, and impact within the professional context. The moderate level observed

suggests that while teachers feel somewhat in control of their professional roles, there are barriers that prevent full empowerment. This is consistent with the work of Carsten & Bertolt (2011), who found similar moderate levels of empowerment in educational settings where teachers faced structural limitations, such as limited decision-making power or insufficient institutional support. In the Jordanian context, this may be compounded by cultural factors that place additional social and professional constraints on female educators.

The significant relationship between psychological immunity and empowerment, where 25% of the variance in empowerment is predicted by immunity, underscores the interconnectedness of these psychological constructs. This finding supports the theoretical framework posited by Luthar et al. (2000), who argued that resilience (a component of psychological immunity) is fundamental to individuals' perceptions of control and competence, which are key aspects of empowerment. Similarly, Menon (2001) emphasized that empowerment is not just a structural concept but deeply psychological, involving an individual's internal capacity to influence their environment. The current study's findings echo this, suggesting that without sufficient psychological immunity, educators may struggle to feel fully empowered, even in environments that ostensibly grant them autonomy.

These results contribute significantly to the broader discourse on teacher well-being, empowerment, and effectiveness. Studies like Choochom (2013) and Connor & Davidson (2003) have shown that interventions aimed at improving resilience—such as mindfulness training and stress management workshops—can significantly enhance psychological immunity. By extension, such improvements in psychological immunity can lead to increased empowerment as teachers feel more capable of navigating professional challenges. For Jordanian kindergarten teachers, this implies that targeted interventions focusing on building psychological immunity could lead to a more empowered and effective teaching workforce.

Furthermore, the moderate psychological empowerment levels observed suggest that, while teachers feel a degree of control, there is room for improvement. This aligns with Tengland (2008), who emphasized that true empowerment is realized when individuals are able to fully exert control over their professional and personal lives. The moderate empowerment levels found in this study suggest that Jordanian kindergarten teachers experience constraints—likely related to institutional, cultural, or systemic factors—that limit their sense of autonomy and competence. These findings resonate with Abu Zaid (2010), who explored similar dynamics in Jordanian educational

institutions and found that structural and cultural barriers often hinder full psychological empowerment, particularly for female educators.

The broader implication of these findings is clear: enhancing psychological immunity through professional development and institutional support could significantly improve teachers' psychological empowerment. This, in turn, could lead to greater job satisfaction, reduced burnout, and better educational outcomes for students. Research from Badawi & Ramadan (2006) and Al-Nashef (2005) supports the idea that empowered educators are more effective, innovative, and better able to foster positive learning environments for young children. In the case of Jordan, this could have significant implications for early childhood education, particularly in terms of improving the quality of education in kindergarten settings.

From a practical perspective, the results suggest that educational policymakers in Jordan should prioritize teacher support programs that enhance psychological immunity. Initiatives such as resilience-building workshops, mentorship programs, and mental health support systems could provide educators with the tools they need to cope with the stresses of teaching and feel more empowered in their roles. Moreover, as noted by Al-Jardi (2012), empowerment is a dynamic process that requires continuous institutional commitment, suggesting that schools and educational authorities should foster environments that promote not only professional autonomy but also psychological well-being.

In conclusion, this study provides a valuable contribution to understanding the psychological well-being of kindergarten teachers in Jordan. It highlights the pressing need for interventions that enhance psychological immunity as a means of boosting empowerment. Future research should explore specific strategies to improve psychological resilience among educators, considering the unique cultural and institutional challenges they face in Jordan. By addressing these issues, policymakers and educators can work towards creating a more empowered, resilient, and effective teaching workforce, which ultimately benefits the children under their care.

Conclusion

This study highlights the moderate level of psychological empowerment among female kindergarten teachers in Jordan and the role that psychological immunity plays in predicting empowerment. The findings suggest that interventions targeting resilience and empowerment training could improve teachers' professional well-being, job satisfaction, and effectiveness.

Future research should explore how institutional support and professional development programs can further enhance psychological immunity, ultimately leading to more empowered, resilient, and effective educators.

In conclusion, this study provides critical insights into the psychological well-being and empowerment of female kindergarten teachers in Jordan, highlighting the need for targeted support and intervention. By advancing our understanding of these key constructs, the research contributes to the broader discourse on teacher well-being and effectiveness, offering a foundation for future studies and practical interventions aimed at enhancing the educational landscape in Jordan and beyond.

For future research, this study opens several avenues. Further investigation could explore the specific factors that contribute to the low psychological immunity among female kindergarten teachers in Jordan and how these might be addressed through targeted interventions. Additionally, research could examine the impact of enhanced psychological empowerment on teaching effectiveness and student outcomes, providing a more holistic understanding of the importance of these constructs in educational settings.

Recommendations

Addressing the Low Level of Psychological Immunity and Moderate Psychological Empowerment Among Female Kindergarten Teachers in Jordan:

Given the findings of this study, which highlight a low level of psychological immunity and a moderate level of psychological empowerment among female kindergarten teachers in Jordan, it is critical to implement targeted strategies aimed at improving these psychological constructs. The low resilience of these educators leaves them vulnerable to stress and burnout, while their moderate empowerment suggests that they may not fully feel in control or impactful in their professional roles. Both of these weaknesses can hinder their overall job satisfaction and effectiveness in the classroom.

Professional Development Workshops on Psychological Resilience:

Offer regular workshops and training sessions focused on building psychological resilience. These sessions could include stress management techniques, mindfulness practices, and coping strategies tailored to the unique challenges faced by kindergarten teachers. Incorporating activities like peer

support groups could also help teachers develop a stronger sense of community and shared experience.

Creation of Teacher Wellness Programs:

Implement wellness programs within schools that focus on mental health support and physical well-being. These programs should be designed to address teacher burnout by promoting work-life balance, self-care practices, and access to psychological counseling when needed.

Enhanced Leadership and Mentoring Opportunities:

Provide teachers with more opportunities for leadership and mentorship roles within their schools. By allowing teachers to take on roles that involve decision-making, curriculum development, or mentorship of less experienced teachers, schools can boost their sense of agency and empowerment.

Development of Empowerment-Focused Training:

Offer specialized training that focuses on empowering educators to take ownership of their classrooms and contribute to the overall educational mission of their schools. These could include workshops on assertiveness, classroom management autonomy, and ways to influence school policies and practices.

Institutional Support for Psychological Health:

Advocate for educational policies at the institutional level that prioritize teacher psychological health. This could involve reducing class sizes, offering flexible scheduling, or providing additional resources and support staff to alleviate teacher workload. These policy changes could reduce the external stressors contributing to low psychological immunity.

Culturally Relevant Interventions:

Develop interventions that are specifically tailored to the cultural and social context of Jordanian educators. Acknowledging the unique societal expectations and challenges faced by female kindergarten teachers in Jordan could make the interventions more effective. Collaboration with local experts and educators to design culturally appropriate programs would ensure these efforts are well-received and impactful.

Ongoing Assessment and Feedback Mechanisms:

Implement systems for ongoing assessment of teacher psychological immunity and empowerment. Regular surveys or feedback sessions could help track the effectiveness of interventions and allow

for adjustments based on teacher needs. This continuous improvement approach ensures that programs remain relevant and beneficial over time.

Recommendations and Future Directions

Resilience and Empowerment Programs: Develop resilience workshops and empowerment-focused training, fostering coping strategies and autonomy among teachers. This aligns with Choochom's (2013) findings on the positive impact of resilience-building activities.

Institutional Policy Changes: Advocate for policies that reduce external stressors, such as smaller class sizes or flexible schedules, to improve both psychological immunity and empowerment levels.

Cultural Considerations: Suggest culturally tailored interventions to address unique societal expectations faced by Jordanian female educators, increasing the relevance and effectiveness of such programs.

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