

# The Relationship of Practical Commitment to Religious Beliefs and Psychological Hardiness with Job Burnout Experienced by Teachers in Special Needs Schools of Children in Kerman in 2015

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## Abstract

**Background and Objective:** Exceptional education teachers are in a very stressful working environment, which is the cause of burnout. The present study examined the factors affecting job burnout. The purpose of this study was to determine the relationship of practical commitment to religious beliefs and psychological hardiness with burnout among teachers of exceptional children's schools in Kerman, Iran in 2015.

**Methods:** This is a descriptive correlational study. 182 teachers working in exceptional children's schools in Kerman were selected to participate in the study. Data were gathered using a practical commitment to religious beliefs questionnaire, Ahwaz psychological hardiness questionnaire and Maslach burnout inventory questionnaire. The collected data were analyzed using Pearson correlation coefficient. In this study, all the ethical considerations have been observed and no conflict of interest was reported by the authors.

**Results:** The results showed that there was a significantly negative relationship between practical commitment to religious beliefs and psychological hardiness and the burnout of teachers in three dimensions of emotional exhaustion, occupational involvement and depersonalization, but a significantly positive correlation between practical commitment to religious beliefs and psychological hardiness and Teachers' job burnout in the personal performance dimension ( $P < 0.05$ ). Also, the results of multiple linear regression showed that practical commitment to religious beliefs and psychological hardiness of exceptional children teachers could significantly predict job burnout.

**Conclusion:** The results of this study can be used to guide the development and perfection of religious beliefs as well as the inclusion of psychological hardiness components in formal and informal education of teachers of exceptional school children to reduce their vulnerability to stress and control job burnout.

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## Summary

### Background and Objective

Job burnout has been defined as a psychological response and significant chronic emotional state, a product of long-term stress that causes severe, general and chronic fatigue (1), and is generally used to

describe the negative changes in attitudes, creations and behaviors of individuals exposed to relevant pressures (2). Since this phenomenon is not limited to individuals' personal lives and may also affect their bodies, feelings and social life (3, 4), in recent years, more attention has been paid to its contributing factors. Research suggests that personality traits such as self-esteem and low self-efficacy, control source, self-

esteem, motivation for progress and hardiness are related to the degree of burnout (5, 6).

One of the personal characteristics stressed as a moderator is psychological hardiness (7), which refers to the sense of endurance, ability, and tolerance in difficult situations (8). In fact, hardness refers to individual performance based on cognitive assessment (9), and helps the person to cope with life-threatening events. There is a negative relationship between psychological hardiness and burnout (9-11).

Another mediator of the physical and psychological damages is religion. Studies show that religious activities are related to the reduction of psychological stresses (12). Researchers in the field report that high levels of spiritual intelligence are less associated with job burnout (13) and job stress (14). Considering the fact that the growth-oriented exercises in extracurricular classes cause heavy and double stresses in teachers of special schools compared to ordinary teachers (15) and studies show that the job burnout of teachers in exceptional schools in all dimensions (emotional analysis, alteration, and lack of individual success) is higher in ordinary school teachers (16), therefore, in the present study, the relationship of practical commitment to religious beliefs and psychological hardiness with job burnout in exceptional education teachers was investigated.

## Methods

**Compliance with ethical guidelines:** When distributing the questionnaires among the research participants, they were informed about the confidentiality of their answers and the non-disclosure of their personal and private information. Before distributing the questionnaires to the teachers, it was explained to them that their information would be analyzed confidentially and in groups by the researcher.

This is a descriptive correlational study conducted on 182 teachers working in exceptional children's schools in Kerman in 2015. Data were gathered using a practical commitment to religious beliefs questionnaire, Ahwaz psychological hardiness questionnaire and Maslach burnout inventory (MBI) questionnaire. The collected data were analyzed using Pearson correlation coefficient and multiple regression.

## Results

The results showed that there was a significant and negative relationship between practical commitment to religious beliefs and psychological hardiness and job burnout in the teachers in three dimensions of emotional exhaustion, occupational involvement and depersonalization. However, practical commitment to religious beliefs and psychological hardiness had a significantly positive correlation with Teachers' job burnout in personal performance dimension ( $P < 0.05$ ). Also, the results of multiple linear regression showed that practical commitment to religious beliefs and psychological hardiness of exceptional children teachers could significantly predict job burnout.

## Conclusion

The findings showed that there was a significant and linear relationship between religious commitment and burnout; with an increase in practical commitment to religious beliefs, job burnout reduced in exceptional education teachers. This finding is consistent with the results of Zarei, Seder Pappan (13) and Rafahi *et al.* (17), who reported a high correlation between spiritual intelligence and job burnout, and the findings of Noroozi *et al.* (14) and Asgharpour *et al.* (18), who also found spirituality in the workplace reduce job burnout. This finding is also in line with the results of Talaei *et al.* (1392), who showed that there was a significant and negative relationship between fundamental religious beliefs and attachment style to God and job burnout (19), and other studies such as Wale *et al.* (12), Kzadi and Colleagues (20), Ba'azet and Sharif-Zadeh (21).

In explaining these findings, it can be stated that religion and spirituality, by providing a framework for understanding the meaning and cause of negative events, as well as providing a promising vision of life, can affect the adaptation of individuals to high-pressure conditions. Therefore, practical commitment to religious beliefs in teachers improves the level of job burnout.

Another finding of the study was that psychological hardiness predicts job burnout of exceptional school children teachers in reverse, which means that the higher the degree of psychological hardiness of individuals is, the lower the level of job burnout will be. These findings were in line with the results of Shakirinia *et al.* (10), who showed a negative relationship between psychological hardiness and job burnout, and the findings of Narimani and Abbasi (22), who reported that psychological hardiness and vibration have a significant share in the prediction of burnout in prison staff.

Novak and Henson showed that psychological hardiness acts as a shield against burnout (23). So, in explaining this finding, it can be stated that the teachers who have a higher tenacity, can withstand in a stressful situation thanks to their hardiness, psychological well-being and adaptability. This increases the sense of efficiency and satisfaction in the workplace and, consequently, leads them to experience less job burnout.

## Acknowledgements

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## Ethical considerations

Ethics committee of psychology department of Shahid Bahonar University of Kerman has confirmed this research. Ethics Code: E.A.97.9.6.01.

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## Conflict of interest

The authors declared no conflict of interest.

**Authors' contributions**

Discussion Writing and Methodology and Statistical Analysis: The First Author; Help in Writing Discussion and Method Sections: The Second Author and Assistant Researcher: The Third Author.

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## العلاقة بين الالتزام العملي بالمعتقدات الدينية والعناد النفسي مع الإرهاق المهني عند المدرسين في المدارس الاستثنائية للأطفال بمدينة كرمان عام ٢٠١٥

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### معلومات المادة

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### الكلمات الرئيسية:

الالتزام العملي بالمعتقدات الدينية

الإرهاق المهني

العناد النفسي

المدرسون

### الملخص

**خلفية البحث وأهدافه:** إن المدرسين في التربية والتعليم الاستثنائي يعملون في ظروف ضاغطة جدا وهذا الأمر يؤدي الى الإرهاق المهني. وقد تم التطرق في هذه الدراسة الى بحث العوامل المؤثرة عليها. وكان الهدف من هذه الدراسة هو تحديد العلاقة ما بين الالتزام العملي بالمعتقدات الدينية والعناد النفسي مع الإرهاق المهني عند مدرسي الاطفال بالمدارس الاستثنائية بمدينة كرمان عام ٢٠١٥.

**منهجية البحث:** هذا البحث هو دراسة وصفية من النوع التضامني حيث تم إختيار ١٨٢ استاذ عامل في مدارس الاطفال الاستثنائية بمدينة كرمان عام ٢٠١٥ بطريقة التعداد. وتم تجميع المعلومات عبر الاستفادة من استمارات الالتزام العملي بالمعتقدات الدينية، العناد النفسي في مدينة الاهواز، والإرهاق المهني في مدينة ماسلاج. تم تحليل البيانات وتجزئتها عبر استخدام ضرب بيرسون للتضامن والإنحدار الخطي المتعدد. تمت مراعاة جميع الموارد الأخلاقية في هذا البحث واطافة الى هذا، فإن مؤلفي البحث لم يشيروا الى اي تضارب في المصالح.

**الكشوفات:** أظهرت النتائج أن هناك علاقة سلبية ذات دلالة احصائية بين المعتقدات الدينية والعناد النفسي مع الإرهاق المهني للمدرسين في ثلاثة جوانب وهي التعب العاطفي، الانهماك المهني وذوبان شخصية، كما أن هناك علاقة ايجابية ذات دلالة احصائية بين الالتزام العملي بالمعتقدات الدينية والعناد النفسي مع الإرهاق المهني عند المدرسين في جانب الاداء الوظيفي للشخص ( $P < 0.05$ ). وكذلك أظهرت النتائج الحاصلة من الإنحدار الخطي المتعدد، بأن الالتزام العملي بالمعتقدات الدينية والعناد النفسي عند المدرسين للاطفال بالمدارس الاستثنائية من الممكن له ان يتوقع حدوث إرهاق مهني بشكل ذات معنى.

**الاستنتاج:** إن نتائج هذه الدراسة يمكنها أن تكون مرشدة في سبيل النمو والتطور العملي للمعتقدات وللإيمان الديني وكذلك إدخال عناصر العناد النفسي في التعليم الرسمي وغير الرسمي عند المدرسين للأطفال بالمدارس الاستثنائية لكي يتم التقليل من تعرضهم للأضرار في مقابل الإجهاد وفرض رقابة على معدل الإرهاق المهني.

يتم استناد المقالة على الترتيب التالي:

Babaei MR, Sajjadi MS, Askarizadeh Gh. The Relationship of Practical Commitment to Religious Beliefs and Psychological Hardiness with Job Burnout Experienced by Teachers in Special Needs Schools of Children in Kerman in 2015. Journal of Pizhūhish dar dīn va salāmat. 2020;6(1):47-59. <https://doi.org/10.22037/jrrh.v6i1.17908>

## رابطه التزام عملی به اعتقادات مذهبی و سرسختی روان‌شناختی با فرسودگی شغلی در معلمان مدارس استثنایی کودکان شهر کرمان در سال ۱۳۹۴

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### چکیده

**سابقه و هدف:** معلمان آموزش و پرورش استثنایی در شرایط کاری بسیار پراسترسی مشغول به کار هستند که زمینه‌ساز ایجاد فرسودگی شغلی است؛ در این پژوهش به بررسی عوامل مؤثر بر آن پرداخته شده است. هدف از این پژوهش تعیین رابطه بین التزام عملی به اعتقادات مذهبی و سرسختی روان‌شناختی با فرسودگی شغلی در معلمان مدارس کودکان استثنایی شهر کرمان در سال ۱۳۹۴ بود.

**روش کار:** این پژوهش مطالعه‌ای توصیفی از نوع همبستگی است که برای اجرای آن ۱۸۲ معلم شاغل در مدارس کودکان استثنایی شهرستان کرمان در سال ۱۳۹۴ به صورت سرشماری انتخاب شدند. اطلاعات با استفاده از پرسش‌نامه‌های التزام عملی به اعتقادات مذهبی، سرسختی روان‌شناختی اهواز؛ و فرسودگی شغلی ماسلاچ جمع‌آوری و داده‌ها با استفاده از ضریب همبستگی پیرسون و رگرسیون چندگانه تجزیه و تحلیل شد. در این پژوهش همه موارد اخلاقی رعایت شده است و مؤلفان مقاله هیچ گونه تضاد منافی گزارش نکرده‌اند.

**یافته‌ها:** نتایج نشان داد بین التزام عملی به اعتقادات مذهبی و سرسختی روان‌شناختی با فرسودگی شغلی معلمان در سه بُعد خستگی عاطفی، درگیری شغلی و مسخ شخصیت رابطه منفی معنی‌دار؛ و بین التزام عملی به اعتقادات مذهبی و سرسختی روان‌شناختی با فرسودگی شغلی معلمان در بُعد عملکرد شخصی رابطه مثبت معنی‌دار وجود داشت ( $P < 0/05$ ). همچنین، نتایج به دست آمده از رگرسیون خطی چندگانه نشان داد که التزام عملی به اعتقادات مذهبی و سرسختی روان‌شناختی معلمان کودکان استثنایی توانست فرسودگی شغلی را به صورت معنی‌داری پیش‌بینی کند.

**نتیجه‌گیری:** نتایج این پژوهش می‌تواند راهنمایی در جهت رشد و تعالی عملی اعتقادات و باورهای مذهبی و همچنین گنجاندن مؤلفه‌های سرسختی روان‌شناختی در آموزش‌های رسمی و غیررسمی معلمان مدارس کودکان استثنایی باشد تا آسیب‌پذیری آنان را در برابر استرس کاهش دهد و میزان فرسودگی شغلی را کنترل کند.

استناد مقاله به این صورت است:

Babaei MR, Sajjadi MS, Askarizadeh Gh. The Relationship of Practical Commitment to Religious Beliefs and Psychological Hardiness with Job Burnout Experienced by Teachers in Special Needs Schools of Children in Kerman in 2015. Journal of Pizhūhish dar dīn va salāmat. 2020;6(1):47-59. <https://doi.org/10.22037/jrrh.v6i1.17908>