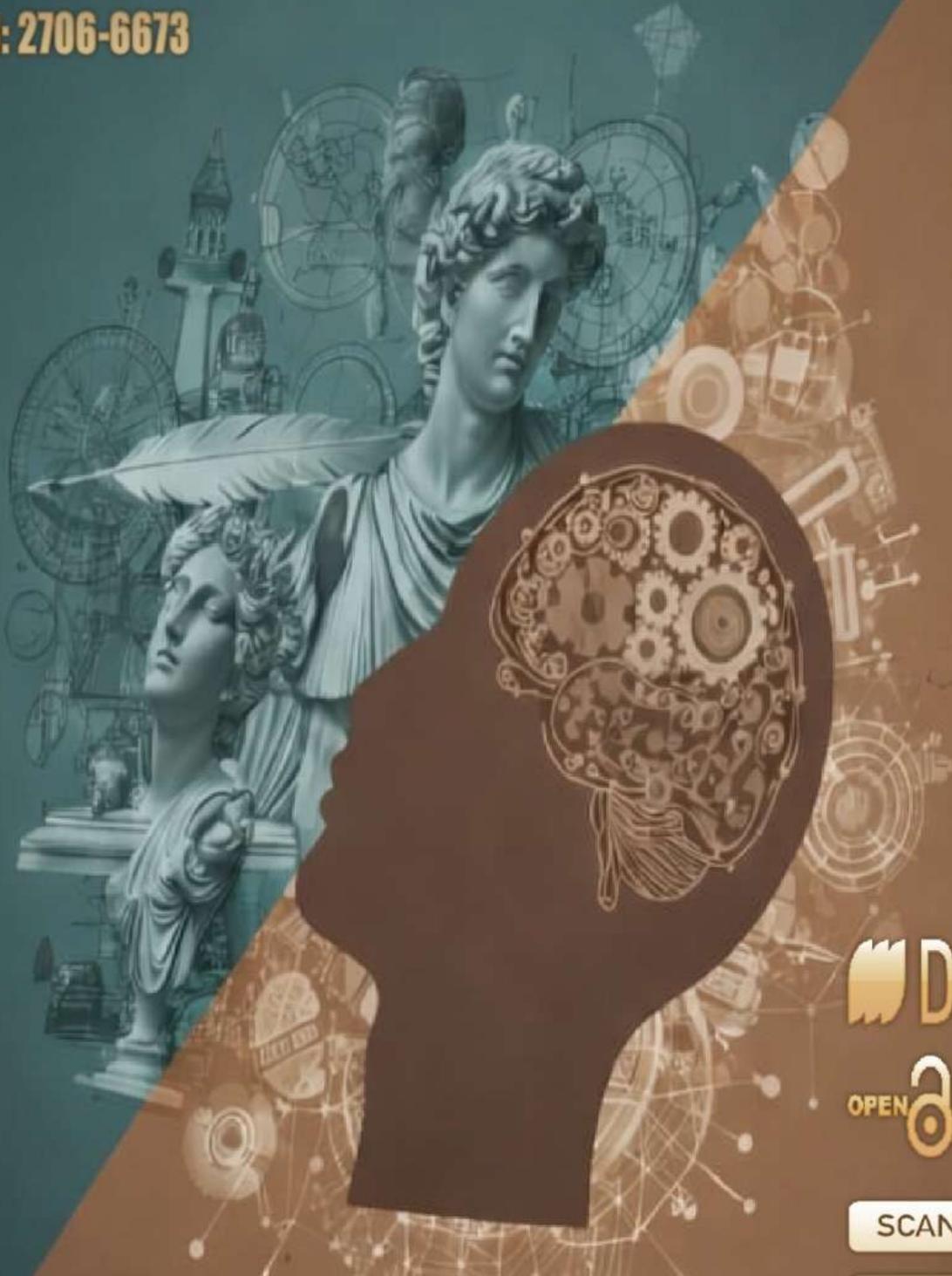




# مجلة جامعة الانبار للعلوم الانسانية

P. ISSN: 1995-8463

E. ISSN: 2706-6673



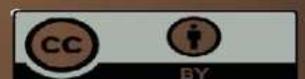
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المجلد الثالث والعشرون - العدد الاول  
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# مجلة جامعة الأنبار للعلوم الإنسانية

مجلة علمية دورية محكمة فصلية

المجلد الثالث والعشرون - العدد الاول - اذار ٢٠٢٦م / ١٤٤٧هـ  
جامعة الأنبار - كلية التربية للعلوم الإنسانية

جميع البحوث متاحة مجاناً على موقع المجلة / الوصول المفتوح

<https://juah.uoanbar.edu.iq/>



رقم الايداع في دارالكتب والوثائق ببغداد ٧٥٣ لسنة ٢٠٠٢

ISSN 1995 - 8463

E-ISSN:2706-6673



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بسم الله الرحمن الرحيم

### افتتاحية العدد

الحمد لله رب العالمين، والصلاة والسلام على خاتم النبيين سيدنا محمد، وعلى آله  
وصحبه أجمعين  
وبعد...

احبتنا الباحثين حول العالم... نضع بين أيديكم العدد الرابع من مجلتنا (مجلة  
جامعة الأنبار للعلوم الإنسانية) تلك المجلة الفضلية العلمية المحكمة والتي عن جامعة  
الأنبار والتي تحمل بين ثناياها ١٣ بحثاً علمياً يضم تخصصات المجلة ولمختلف الباحثين من  
داخل العراق وخارجه ومن مختلف الجامعات.

في هذه البحوث العلمية، نرى جهداً علمياً مميزاً كان مدعاة لنا في هيئة التحرير ان  
نفخر به وان تلقى هذه البحوث طريقها الى النشر بعد ان تم تحكيمها من أساتذة أكفاء كل  
في مجال اختصاصه ليتم إخراجها في نهاية المطاف بهذا الشكل العلمي الباهر، والصورة  
الطبيبة الجميلة، والجوهر العلمي الرصين، فجزى الله الجميع خيراً الجزاء لما أنتجته قرائحهم  
العلمية والثقافية وسطرته أقلامهم لينتفع ببحوث هذه المجلة والذخيرة العلمية المعروضة  
فيها كل القارئ من باحثين وطلبة ومهتمين.

إن العطاء الثر من الباحثين والجهد المعطاء من رئيس وأعضاء هيئة التحرير والدعم  
الكبير من رئاسة جامعة الأنبار، وعمادة كلية التربية للعلوم الإنسانية يحث الخطو بنا  
للوصول إلى الغاية المرجوة المنشودة في دخول مجلتنا ضمن المستوعبات العالمية للنشر  
العلمي. لذا وجب التنويه بأننا بصدد التحديث المستمر والمتواصل لشروط النشر وآليته  
للارتقاء بأعداد مجلتنا والوصول بها إلى مكانة علمية أرقى وأسمى تضاهي المجالات العلمية  
ذات المستويات المتقدمة، ولتساهم بفاعلية في حركة النشر والبحث العلمي العربي سعياً  
لتعزيز مكانة البحث العلمي وتوسيع آفاقه في البلدان العربية لأن البحث العلمي كان وما  
يزال واحداً من عوامل رقي الأمم ومؤشراً على تقدمها... ومن الله التوفيق

أ.د. فؤاد محمد فريخ

رئيس هيئة التحرير

## تعليمات النشر في مجلة جامعة الأنبار للعلوم الإنسانية

- الاجراءات والمواصفات العامة للبحث:
- مجلة جامعة الأنبار للعلوم الانسانية، مجلة علمية دورية محكمة، لنشر الأبحاث العلمية في مجال العلوم الانسانية الاتية: التاريخ، والجغرافيا، والعلوم التربوية والنفسية وتصدر بواقع ٤ اعداد سنوياً.
- يقدم الباحث على الموقع الالكتروني للمجلة <https://juah.uoanbar.edu.iq> وفق المواصفات الاتية: حجم الورق 4 A، وبمسافتين بما في ذلك الحواشي الهوامش والمراجع والجداول والملاحق، وبحواشي واسعة ٢.٥ سم او اكثر اعلى واسفل وعلى جانبي الصفحة .
- يقدم الباحث خطابا مرافقا يفيد ان البحث او ما يشابهه لم يسبق نشره، ولم يقدم لأي جهة اخرى داخل العراق او خارجه، ولحين انتهاء اجراءات البحث.
- يكون الحد الاقصى لعدد صفحات البحث ٢٥ صفحة.
- يكون البحث مكتوبا بلغة سليمة باللغة العربية او اللغة الانكليزية ومطبوع على الالتر الحاسبة بخط Simplified Arabic حجم ١٤، على ان يتم تمييز العناوين الرئيسة والفرعية.
- تكتب الهوامش والمراجع وفق نظام APA للوثيق، بخط حجم ١٤، على ان يتم ترتيبها بالتتابع كما وردت في المتن، ويكون تنظيم المراجع هجائياً حسب المنهجية العلمية المعتمدة وباللغتين العربية والانكليزية.
- تؤول كافة حقوق النشر الى المجلة.
- تعبر البحوث عن اراء مؤلفيها، ولا تعبر بالضرورة عن رأي المجلة.
- بيانات الباحث والملخص:
- يلزم الباحث بتقديم البيانات الخاصة به وبيحته، وباللغتين العربية والانكليزية، وتشمل الاتي: عنوان البحث، أسماء وعناوين الباحثين، ورقم الهاتف النقال، والبريد الالكتروني، وملخصين - عربي وانكليزي - بحد ادنى ٢٥٠ كلمة يحتويان الكلمات المفتاحية للبحث، والهدف من البحث، والمنهج المتبع بالبحث، وفحوى النتائج التي توصل اليها.
- ادوات البحث والجداول:
- اذا استخدم الباحث استبانة او غيرها من ادوات جمع المعلومات، فعلى الباحث ان يقدم نسخة كاملة من تلك الاداة، ان لم يكن قد تم ورودها في صلب البحث او ملاحقه.
- اذا تضمن البحث جداول او اشكال يفضل ان لا يزيد عرضها عن حجم الصفحة 4 A، على ان تطبع ضمن المتن.
- يوضع الشكل بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اسفله.
- يوضع الجدول بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اعلاه.
- تقويم البحوث:
- تخضع جميع البحوث المرسلت الى المجلة الى فحص اولي من قبل هيئة التحرير لتقرير اهليتها للتحكيم، ويحق لها ان تعتذر عن قبول البحث دون بيان الاسباب.
- جميع عمليات تقويم البحوث الى نظام التعمية المزودجة لضمان رصانة البحوث والابتعاد عن تضارب المصالح.



- تخضع جميع البحوث للتقويم العلمي بما يضمن رصانتها العلمية، وقد يطلب من الباحث اذا اقتضى الامر مراجعة بحثه لإجراء تعديلات عليه.
- الوصول المفتوح؛
- متاحة جميع البحوث على موقع المجلة الالكترونية وموقع المجالات الاكاديمية العراقية ضمن سياسة الوصول المفتوح.
- اجور النشر؛
- يقوم الباحث بتسديد اجور النشر، والبالغة ١٥٠,٠٠٠ مائة وخمسة وعشرون الف دينار عراقي للبحوث باللغة العربية، و ٧٥.٠٠٠ خمسة وسبعون الف دينار للبحوث باللغة الانكليزية، واذا زادت صفحات البحث عن ٢٥ صفحة تضاف ٥,٠٠٠ خمسة الاف دينار عراقي عن كل صفحة.
- الباحثون من خارج العراق تنشر نتائجهم العلمية مجانا.
- المراسلات :
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## Work Stress and Life Satisfaction Among Educational Counselors in the Kurdistan Region of Iraq the Mediating Role of Resilience and Life Orientation

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 <https://doi.org/10.37653/juah.2025.165497.1382>

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### A B S T R A C T

**Aims:** Occupational stress represents a significant challenge for educational counselors, with potential implications for both their personal well-being and professional efficacy. This investigation seeks to examine the mediating roles of psychological resilience and life orientation in the relationship between work-related stress and life satisfaction among educational counselors in the Kurdistan Region of Iraq. **Methods:** The study sample comprised 300 educational counselors (105 male, 195 female) recruited from three governorates: Erbil, Sulaymaniyah, and Duhok. Data were collected using validated instruments with established psychometric properties (reliability and validity) for assessing the constructs of interest. Analytical procedures included correlation analysis, regression modeling, and path analysis to test the hypothesized mediation model. **Results:** Findings revealed a significant negative association between work-related stress and life satisfaction ( $\beta = -0.14$ ). Conversely, psychological resilience and life orientation demonstrated positive relationships with life satisfaction ( $\beta = +0.21$  and  $\beta = +0.23$ , respectively), while also showing inverse associations with perceived occupational stress. Notably, a modest positive correlation emerged between perceived workload intensity and life satisfaction, suggesting that optimally challenging work demands may contribute positively to overall well-being. The final structural equation model demonstrated satisfactory fit indices, confirming that resilience and life orientation partially



mediate the relationship between occupational stressors and life satisfaction. **Conclusions:** These findings extend the existing literature on occupational well-being and provide empirical support for targeted interventions aimed at promoting psychological resilience and adaptive cognitive frameworks within educational settings. Practical implications include recommendations for fostering supportive professional environments that enhance counselor well-being and, by extension, the quality of mentoring and educational support in the Kurdistan Region of Iraq.

**Keywords:** Work-related stress, life satisfaction, psychological resilience, life orientation, educational counselors, mediation analysis, well-being, Kurdistan Region of Iraq.

### ضغوط العمل والرضا عن الحياة لدى المرشدين التربويين في إقليم كردستان العراق، الدور الوسيط للمرونة والتوجه نحو الحياة

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مديرية الارشاد التربوي، وزارة التربية أربيل، إقليم كردستان العراق، العراق، ١، ٢  
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#### الملخص:

**الأهداف:** يعد ضغوط العمل تحديا كبيرا يواجه المرشدين التربويين، الامر الذي قد يؤثر سلبا على رفاهيتهم وأدائهم الوظيفي. تسعى هذه الدراسة الى التعرف على دور المرونة النفسية والتوجه نحو الحياة في توسط العلاقة بين كل من ضغوط العمل والرضا عن الحياة لدى المرشدين التربويين في إقليم كردستان العراق. **المنهجية:** تم تطبيق هذه الدراسة على ٣٠٠ مرشد تربوي منهم ١٠٥ من الذكور و١٩٥ من الاناث حيث تم اختيارهم من ثلاث محافظات وهي أربيل والسليمانية ودهوك. ولقياس متغيرات البحث تم الاعتماد على مقاييس جاهزة، حيث تم استخراج الخصائص السيكومترية لها من حيث الصدق والثبات. من الوسائل الاحصائية تم إجراء تحليلات الارتباط والانحدار والمسار. **النتائج:** أظهرت النتائج وجود علاقة سالبة بين ضغوط العمل والرضا عن الحياة ( $\beta = -0.14$ )، بينما أظهرت المرونة والتوجه الحياتي ارتباطات إيجابية مع الرضا عن الحياة ( $\beta = +0.21$  و  $\beta = +0.23$ ). كما ارتبطت المرونة والتوجه الحياتي عكسيا بضغط العمل المتصورة. ومن المثير للاهتمام، ظهور



ارتباط إيجابي صغير بين عبء العمل الزائد والرضا عن الحياة ، مما يشير إلى أن ضغوطات العمل التي يمكن التحكم فيها قد تعزز الرضا عن الحياة. أظهر النموذج الهيكلي النهائي مؤشرات ملاءمة، مشيراً إلى أن المرونة والتوجه نحو الحياة يتوسطان بصورة جزئية في تأثير ضغوط العمل على الرضا عن الحياة. **الاستنتاجات:** تساهم هذه الدراسة في مجموعة البحوث المتنامية حول الرفاهية في مكان العمل وتقدم توصيات عملية لتعزيز بيئة إرشادية تعليمية أكثر صحة في إقليم كردستان العراق.

**الكلمات المفتاحية:** الإجهاد المرتبط بالعمل، الرضا عن الحياة، المرونة النفسية، التوجه الحياتي، المرشدون التربويون، تحليل الوساطة، الرفاه، إقليم كردستان العراق.

## Introduction

Studies have shown that work stress influences well-being of personnel in various professions in educational institutions (Topino et al., 2022; Johnson et al., 2005; Shah, Alam, 2021). In Iraq, research on this topic is limited. Identifying the effect of job stress on personnel wellbeing is crucial, because it has a direct relationship with the individual's performance in the work environment . This study focused on educational counselling in the Kurdistan Region of Iraq (KRI). There are two main contributions to this paper. First, it considered work stress as a factor that impacts life satisfaction via resilience as an antecedent mechanism and life orientation as a consequent mechanism. By simultaneously examining both sides of the mediation effect, this research advances the existing literature on positive psychology and enriches the scholarly understanding of counseling practices. In addition, studies in different sectors of KRI personnel have shown the concept for its effectiveness in improving personnel well-being (Aziz & Mahmood, 2023; Aziz, 2022). However, there are limited studies applied in the educational sector, especially the educational counselling sub-sector, as a research context. Second, this research not only focused on how work stress impacts the mental well-being of this sub-sector's personnel but also took the responsibility to raise attention to this crucial issue so that this subsector's stakeholders would take prompt actions to prevent its prevalence.

Managing stress effectively constitutes a central aspect of maintaining work–life balance among educational counsellors and has historically been viewed as essential to ensuring job satisfaction and occupational stability. This paper explores the associations between work stress and life satisfaction among educational counsellors in the Kurdistan

region of Iraq and the mediating role of resilience and life orientation. Several counselling professionals who are providing counselling services in schools, colleges, and independent practice settings around the world feel that over the first decade of this new millennium that their work has become increasingly challenging. Individuals in settings such as student services at schools and colleges that provide educational and mental health services are experiencing greater demands than ever before, coupled with diminished resources to meet those demands, all characteristics of high time pressures or work stress circumstances. There is increasing evidence that stresses are associated with negative consequences on the personal and professional lives such as burnout, reduced job satisfaction, compromised mental health, poor work productivity, and fruitful and higher rates of attrition from the profession. Resilience, or the capacity to bounce back, is portrayed as a potentially important buffer against the incapacitating role of work stress on job satisfaction (Frances, 2009, Sarigül et al., 2023). This study aims to examine the relationships among work stress, satisfaction in life , resilience, and life orientation in educational counselling. In practice, the findings have implications for guidance in educating educational counselling professionals and supervisors about the possibility that work stress among educational counselling professionals might be lessened by nurturing personal resilience and maintaining a future life orientation.

### Concept of Work Stress

Work stress refers to the significant psychological experience of stressful events among educators and employees in the workplace due to the increasing demands of their jobs and other competitive factors (Skaalvik & Skaalvik, 2010). It is a subject of concern in the field of educational psychology. Work stress can be referred to as stress factors that can influence thought processes or behaviors that has impact on the individual's performance and emotional irritation (Johnson et al., 2005; Bakker & Demerouti, 2007). In general, employees experience varying levels of work stress in their daily work or job due to several factors, some of which are intrinsic or personal, some are workplace or organization related (Kyriacou, 2001). Liberalization of education has increased the complexity of guidance and counselling services of educational institutions; thereby the counsellor is placed under an increasing demand at the residential, personal,



social, school or academic, and vocational levels, which become stressors. Professional work stressors are contextual factors of work stress that are inherent. Work stress is regarded as an organizational phenomenon and a global issue. It broadly refers to the harm experienced by an employee or worker due to various job-related pressures that exceed their perceived or anticipated ability (Cooper et al., 2001; Lazarus & Folkman, 1984; Sauter et al., 1990). In addition, work stress could be considered a major factor that negatively affects life satisfaction or positive thoughts, and appreciation of life. Stress is one of the important psychosocial factors relating to an employee's health and job performance. If stress becomes excessive, it can result in negative impacts on employee health and organizational performance. Ahmad et al. (2015) pointed out that locus of control is the propensity of an individual to perceive their experiences as the result of either internal or external factors. It is usually regarded as a personality trait. Life Satisfaction refers to a cognitive-motivational construct of subjective classroom efficacy concerning a teacher's evaluation of their work-life context. In associations with life orientation and sense of purpose, satisfaction with life has received attention in the screening for the well-being of individuals (Ahmad et al., 2015).

### **Life Satisfaction in Educational Settings**

Life satisfaction is considered a cognitive and assessing judgment of the individual's satisfaction with their life, which is sensitive to the activity of an individual's cognitive process over an extended time range (Diener et al., 1999; Topino et al., 2022; Pavot & Diener, 2008). Outside the guilt toward the past and the worry for the future, satisfaction with life is something that could reasonably become the object of an opinion and evaluation. Life satisfaction affects the psychological well-being of individuals, likely to create a ripple effect that influences various aspects of daily life (Lyubomirsky et al., 2005; Diener, 2003). Specifically, it is a central aspect of person's wellbeing as it relates to the mental assessment of one's life, which contributes positively to happiness in the work domain. The indirect impact of life satisfaction on happiness in the work domain, with mediation effects of life orientation constructs is also supported. Life satisfaction is also an essential aspect of happiness in the work domain (Diener & Seligman, 2004; Pavot & Diener, 2008). Yet, the high level of life satisfaction implies that someone is likely to consider themselves as happy and it would be too exceptional to occur concurrently that one is dissatisfied with one's life,



but regards themselves as happy in the work domain (Lyubomirsky et al., 2005; Luthans et al., 2007). Life satisfaction is an evaluative measure, while happiness in the work domain features a broader nature and is more related to emotions. Various factors contribute to life satisfaction today, to which attention should be given, especially in the educational environment. It appears necessary to look into the variables to increase individuals' life satisfaction level.

In the educational setting, satisfaction with life in both students and academic staff is of particular importance for their wellbeing, and hence their flourishing in life. The educational environment is comprised of complex social relationships and power structures that distinguish it from other societal aspects. Meeting the needs of educational personnel is of central importance for life satisfaction, as several variables connected with the workplace are believed to influence life satisfaction (Skaalvik & Skaalvik, 2011). As educational counselling has become increasingly popular in guaranteeing the educational rights of students, attention should be paid to life satisfaction in educational counselling globally, as well as to variables that may contribute to it.

### Resilience in Educational Counselling

In a world presenting continuous challenges, difficulties, and stressors, resilience is portrayed as a dynamic process of adaptation unfolding as a person responds to changing context and life circumstances (Luthar et al., 2000; Topino et al., 2022). Resilience is also defined as an individual's ability to face and overcome challenges by adapting to stressors and traumas. Resilience may result in performing well in the presence of perceptible danger or threat, recovering quickly from setbacks, or otherwise overcoming a threat. Dozens of resilience measures have been developed that differ greatly in the number of factors, length, and psychometric properties. Some investigated resilience as a set of latent or underlying factors; others examined resilience as a single dimension. Resilience is a complex construct, and yet it is one, or more likely several things. It does appear that individuals vary in their resilience capacity and capacity for resilience. Career resilience is one's capability to cope with challenging circumstances regarding one's job. Theoretically rooted in literature on resilience and education, it encompasses career decision-making self-efficacy, resilience ,



coping with unemployment and redundancy, and adaptability to cope with changes in labor market expectations. As well, resilience is developing an area of research in educational counseling arising from a need to develop knowing what makes people feel better in their life and what helps them overcome challenges they face in their career. Resilience in educational counseling research has focused on underlying factors. Further, future measures may benefit from capturing resilience beyond a bottom-up set of criteria. Additionally, resilience is the degree that could be used as an indicator for job stress and job dissatisfaction. Stress is viewed as a dynamic interaction between demands and resources, requiring a change in organizational arrangements or patterns of activity. Factors emerging from different professions that protect employees from the damaging effects of stress are not generalized to all professions (Johnson et al., 2005; Schaufeli & Taris, 2014).

### **Life Orientation Theory**

Different mental health and adjustment outcomes—such as life satisfaction, coping, and overall well-being—can be predicted by life orientation. Research indicates that individuals with a positive life orientation are more likely to adopt adaptive coping strategies, which mediate the relationship between stress and psychological well-being (Ji, Yaseen, & Sohail, 2022). In this sense, Life Orientation has been positively associated with positive outcome variables and negatively related to adjustment problems. Furthermore, Life Orientation was found to improve the efficacy of interventions for mood and adjustment problems in college students (Day & Gu, 2009; Dinham & Scott, 2000; Skaalvik & Skaalvik, 2011).

Different coping styles can be differentiated based on previous research findings. These are emotion-focused coping, avoidance, problem-focused, and positive re-appraisal. All these fate control styles may be relevant in university student populations and coping was hypothesized as a mediator in the association between Life Orientation and mental health/adjustment outcomes (Compas et al., 2001; Rogowska et al., 2021). Pessimistic students may be more likely to use avoidance coping and emotion-focused coping, both of which were related with worse mood and anxiety symptoms in previous research. However,



optimistic students probably emphasize problem-focused and positive re-appraisal coping styles, both of which might be effective in mood and stress-regulation. (Cheng et al., 2024)

Resilience is the individual's ability to withstand or recover from changes that could be damaging, threatening, or disruptive. Resilience is a topic studied widely and like Life Orientation. (Windle, 2011) Masten (2018), suggested that resilience has a significant relation with positive mental health and adjustment achievements in different populations. Resilience has a buffering effect on the impact of stress, helping individuals to adapt to effectively extraordinary experiences or circumstances. Several models exist to explain the protective and risk factors of resilience, which seek to answer the question as to why some individuals, despite exposure to traumatic events, appear to thrive despite adversity. (Rutter, 2006; Luthar et al., 2000)

### Previous Studies on Work Stress and Satisfaction with Life

Although research has been conducted to examine work stress for employees in various occupations, there has been a limited focus on educational counsellors. The research conducted by (Topino et al., 2022) examined high job stress in academic staff working in schools and obtained significant and interesting results. Therefore, modified research was conducted for educational advisers and counsellors, using both positive and negative factors of workplace stress to understand academic advisers and educational counsellors better.

Occupational stress among teachers and counsellors has been consistently linked to decreased life satisfaction and overall well-being. Ouellette et al. (2017) highlighted that teacher stress is associated with negative outcomes such as depression, burnout, physical illness, and poor quality of life. Similarly, Beutel et al. (2023) found that burnout among teachers correlates with lower self-rated general health and life satisfaction. Luque-Reca et al. (2022) demonstrated through structural equation modeling that both direct and indirect factors, including affect and intrinsic job satisfaction, influence teachers' life satisfaction. Protective mechanisms such as resilience and Life Orientation play a crucial role in mitigating the adverse effects of work-related stress. Bagdžiūnienė et al. (2023) identified emotional resilience as a direct positive predictor of teacher well-being and a mediator between job resources, self-efficacy, and well-being. Furthermore, Yang et al. (2022) found



that hope and Life Orientation significantly contribute to teacher well-being and reduce burnout, emphasising their importance in enhancing teachers' capacity to cope with stress. These findings pointed out the significance of addressing occupational stress and fostering resilience and Life Orientation to improve life satisfaction and well-being among educators.

Stress is a universal human experience that influences individuals across diverse personal and professional contexts. Nevertheless, some individuals consistently demonstrate high levels of performance and life satisfaction despite exposure to stress. Exploring the mechanisms through which performance and well-being are maintained under stressful conditions constitutes the central focus of this study. Moreover, understanding the organizational practices and behavioral strategies that foster resilience across institutions of varying sizes and structures warrants greater scholarly attention to reveal how resilient individuals and organizations are developed and sustained. To answer this research question, resilience is investigated as a foreground variable. Various organizations perceive life satisfaction and job performance differently, so this study also investigates how life satisfaction is transformed into workplace job performance.

The findings of this study may offer valuable contributions to fostering a more effective culture of educational counselling by equipping counsellors with the skills to address emerging challenges, enhance life satisfaction during periods of change, and support higher education administrators in formulating comprehensive guidelines and policies that align with local educational cultures and counselling practices. Additionally, as a holistic scaffold, the model combining resilience, life satisfaction, and life orientation acts as a solid theoretical baseline for future work-stress-related research in varied educational workforces or other workforces across diverse fields and economies. This research also provides practical implications for future educational counsellor education and training, stress management, performance cultivation, and lifelong learning.

## Method

This research methodology contains the significance of the research variables that are work stress, life satisfaction, and educational counsellors' roles in the Kurdistan Region of



Iraq as required by mediation with resilience and life orientation between work stress and life satisfaction.

### Participants

The population of the current study were educational counsellors across the Kurdistan Region of Iraq. The study involved 300 participants (male = 105; female = 195). Furthermore, the Erbil Governorate was represented (51%). Most participants had work experience between 11-20 years, 73.3%. The inclusion criteria specified that counsellors working as educational counsellors in the past year in schools were included. See Table 1, which provides an overview of the research sample, detailing their characteristics.

**Table 1. Demographic Features of research sample.**

Variable		n	Percent
Governorate	Erbil	153	51.0
	Suli	112	37.3
	Dahuk	35	11.7
Gender	Male	105	35.0
	Female	195	65.0
Work Experience	less than 10 Years	46	15.3
	11 years to 20	220	73.3
	21 years and more	34	11.3

The sample comprised educational counselors working in schools under the jurisdiction of the education directorates across the three governorates. Coordination was undertaken with the General Directorate of Educational Guidance at the regional Ministry of Education to facilitate the distribution of the questionnaires. Meetings were conducted with counselors in each governorate, during which the questionnaires were administered for completion. Prior to participation, counselors were informed of the purpose of the study, assured of the confidentiality of their responses, and provided written consent in accordance with ethical research standards.



## Measures

To implement the study, four scales were used as follows: -

### **Brief Resilience Scale (BRS)**

To measure the ability to recover from stress, the Resilience Scale (BRS) was used. The scale contains 6 items (e.g. I tend to bounce back quickly after hard times) with Likert scale that contain 5-point from (1; strongly disagree" to "5; strongly agree). Scale was initially developed by Smith et al. (2008). Moreover, the BRS illustrates high internal consistency reliability ( $\alpha = 0.87$ ).

### **Workplace Stress Scale (WSS)**

Measuring Work Stress in a professional setting, the Workplace Stress Scale (WSS) used that contains 8 items (e.g. I feel overwhelmed by my workload) with a 5-point Likert scale ranging from (1; Never" to "5; Very Often). The scale developed by the American Institute of Stress (AIS) in collaboration with the Marlin Company. (Quick & Henderson, 2016) Likewise, the WSS had good internal consistency reliability ( $\alpha = 0.79$ ).

### **Life Orientation Test-Revised (LOT-R)**

Life Orientation Test-Revised (LOT-R) contains 6 items (e.g. I hardly ever expect things to go my way) with a 5-point Likert scale ranging from ("1; strongly disagree" to "5; strongly agree") scale originally created by Scheier et al. (1994). Demonstrating satisfactory psychometric properties. The scale has high internal consistency reliability ( $\alpha = 0.84$ ).

### **Satisfaction With Life Scale (SWLS)**

The scale contains 5 items with a 7-point Likert scale ranging from ("1; strongly disagree" to "7; strongly agree") (e.g. The conditions of my life are excellent) scale developed by Diener et al. (1985). In addition, the scale shows Very good internal consistency reliability ( $\alpha = 0.81$ ).

The English scales were translated into Kurdish using a forward–backward translation procedure. A language specialist first translated the scales into Kurdish, followed

by a back-translation into English by a second specialist. An expert in education and psychology reviewed both versions to ensure equivalence, yielding a 93% agreement rate, which indicates high translation reliability. (Polit & [Beck](#), 2006)

### Procedure

The population of the current study included public-school educational counselling personnel in the Kurdistan Region of Iraq. Both male and female educational counselling personnel were included in the sample. Online survey was used (Kobo Toolbox) that distributed coordinating with the Ministry of Education team. Participating permission was granted to each participant (online). Participants were asked to participate in this study after providing information about the purpose and methodology of the present study. In addition, we firmly managed the confidentiality of the participants details. The sample of the study included all (N=300) educational counsellors in the Kurdistan region, Iraq.

### Statistical Analysis

The researcher drafted a draft questionnaire to evaluate the variables in this study based on an extensive review of relevant literature, including self-efficacy in counseling (Boon Ooi, 2016). The data collection process spanned 20 days. Descriptive statistics and correlation analysis were analyzed with SPSS 26 and AMOS 24 package programs.  $P < 0.05$  was regarded as statistically significant. Descriptive statistics (e.g., Mean, S.D) for continuous variables and as frequencies with percentages for categorical variables, respectively. Also, the skewness and kurtosis of the variables were examined to verify their distributions. Pearson's correlation was used to check the relationships among observed variables and by path analysis of between-variables, with path analysis between the variables.

### The results

#### Descriptive Statistics

Descriptive statistics were conducted on four key psychological constructs: Resilience, Work Stress, Life Satisfaction, and Life Orientation. The sample consisted of 300 educational counselors from the Kurdistan Region of Iraq. The findings help to understand



the averages, variabilities, and distribution forms of the study variables. Descriptive statistics for the main variables of interest in our analysis are shown below, from which some statistical measures (such as mean, standard deviation and tests of normality) are already emphasized. Skewness values were from 0.36 to 0.08, and kurtosis values of 0.65 to 0.22 according to Field (2018). Kurtosis values ranging between -1 and +1 indicate a normal distribution, the variables meet the requirement (parametric analysis). Additionally, bivariate correlation coefficients between the variables were computed. The results showed that Resilience was found to be negatively correlated with Work Stress ( $r = -.33$ ) but positively correlated with Life Satisfaction ( $r = .22$ ), and Life Orientation ( $r = .26$ ). Also, Life Orientation was negatively correlated with Work Stress ( $r = -.17$ ). Yet, the results show significant positive correlation between Life Orientation and Life Satisfaction ( $r = .26$ ) was indicated. See Table 2

**Table 2. Descriptive Statistics and correlation (N = 300)**

Variable	Descriptive statistics				Reliability	Correlation		
	Mean	SD	Skewness	Kurtosis	$\alpha$	Work Stress	Life Satisfac tion	Life Orient ation
Resilience	20.29	3.69	-0.09	-0.44	0.87	-.33**	.22**	.26**
Work Stress	22.70	5.94	0.69	0.27	0.79	-	.03	-.17**
Life Satisfac tion	16.40	3.94	-0.17	-0.41	0.81		-	.26**
Life Orientatio n	20.70	2.89	0.14	-0.13	0.84			-

### Regression Analysis Results

Identifying the direct impact of work-related stress on life satisfaction, a simple regression model was applied. The regression analysis curve indicates that counselling work stress negatively associated with life satisfaction among educational counsellors. The higher

the work-related stress, the lower the life satisfaction among educational counsellors. The regression analysis examines predictors of life satisfaction among educational counsellors in the Kurdistan Region of Iraq. The analysis was conducted using hierarchical regression with two blocks of predictors.

A linear regression was used to examine the predictors of life satisfaction among educational counselors in the Kurdistan Region. In Model 1, demographic variables (governorate, gender, years of work) were entered, and results shows this model is not statistically significant,  $F(3, 296) = 0.795$ ,  $p = .498$ , and explained only 0.8% of the variance in life satisfaction ( $R^2 = .008$ ). In Model 2, psychological variables (Life Orientation, Work Stress, and life orientation) were added. This step significantly improved the model,  $F(6, 293) = 6.158$ ,  $p < .001$ , explaining 11.2% of the variance (Adjusted  $R^2 = .094$ ). While Model 1 (with control variables) was not statistically significant, Model 2 (with psychological predictors) was significant and explained a modest proportion of variance. Life Orientation ( $\beta = .202$ ), life orientation ( $\beta = .231$ ), and Work Stress ( $\beta = .138$ ) were all significant predictors of life satisfaction. The control variables were not significant in either model. See Table 3.

**Table 3 linear regression model**

	Model	B	SE	Beta	t	Sig.
Model-1	Governorate	.465	.337	.081	1.381	.168
	Gender	.181	.488	.022	.371	.711
	Work Experience	.196	.450	.026	.436	.663
Model-2	Governorate	.246	.323	.043	.763	.446
	Gender	.115	.464	.014	.249	.804
	Work Experience	-.204	.436	-.027	-.467	.641
	Resilience	.216	.064	.202	3.349	.001
	Work Stress	.092	.039	.138	2.355	.019
	Life Orientation	.315	.079	.231	3.999	.000

### Mediating Impact of Resilience and Life Orientation

In the current study, Path analysis observed the associations between resilience, life

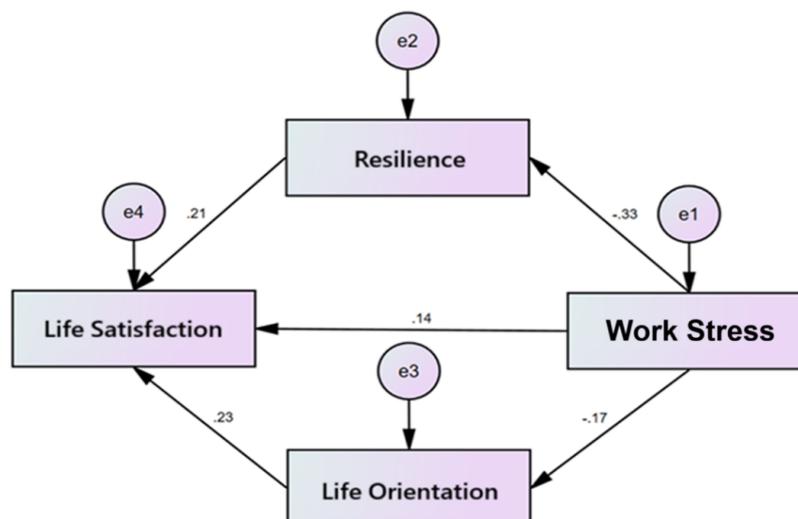


Fig. 1. The suggested structural model showing the mediating impact of resilience, life orientation in the relations between Work Stress and life satisfaction. The values on the figure represent standardized coefficients ( $\beta$ ).

orientation, Work Stress, and life satisfaction. The model revealed several statistically significant paths. . See figure .1 .

Firstly, resilience showed a positive direct effect on life satisfaction, with a standardized coefficient of +0.21. This shows that higher levels of resilience are related to higher levels of life satisfaction. Additionally, resilience had a negative direct effect on Work Stress ( $\beta = -0.33$ ), signifying that individuals with greater resilience reported less work-related stress. These results are consistent with earlier research emphasizing resilience as a resource that enhances coping and well-being (Connor et al, 2003; Yıldırım et al, 2023). Secondly, life orientation is positively related to life satisfaction ( $\beta = +0.23$ ), suggesting that individuals with a strong outlook experience greater life satisfaction. Life orientation also negatively predicted Work Stress ( $\beta = -0.17$ ), reflecting lower perceived stress among those with clearer life direction and goals.

Interestingly, Work Stress was found to have a small positive effect on life satisfaction ( $\beta = +0.14$ ). While this result may appear counterintuitive, it can be explained through the concept of “challenge stressors.” According to the challenge–hindrance stressor framework,

not all forms of stress are detrimental; certain stressors—such as increased workload, time pressure, or responsibility—can be perceived as challenges that promote personal growth, motivation, and a sense of achievement (Crawford, LePine, & Rich, 2010). When individuals interpret work demands as opportunities to develop their skills or demonstrate competence, these stressors can enhance job engagement and overall satisfaction with life (LePine, Podsakoff, & LePine, 2005).

Furthermore, moderate levels of stress may stimulate eustress (positive stress), which energizes individuals and improves their performance, leading to greater feelings of accomplishment and well-being (Nelson & Simmons, 2003; Cavanaugh et al., 2000). Thus, the observed positive relationship may indicate that participants experienced manageable, motivating levels of stress that contributed to their sense of purpose and life satisfaction, rather than overwhelming or hindering stress. See Table 4

**Table 4. Standardized Path Coefficients and Interpretation**

Path	Standardized Coefficient ( $\beta$ )	Interpretation
Resilience → Life Satisfaction	+0.21	Higher Resilience predicts higher life satisfaction.
Resilience → Work Stress	-0.33	Higher Resilience predicts lower perceived Work Stress.
Life Orientation → Life Satisfaction	+0.23	Higher life orientation predicts higher life satisfaction.
Life Orientation → Work Stress	-0.17	Higher life orientation predicts lower perceived Work Stress.
Work Stress → Life Satisfaction	+0.14	Higher Work Stress slightly predicts higher life satisfaction (possibly due to challenge stress).

The overall structural model demonstrated an excellent fit to the data,  $\chi^2 (2) = 1.472$ ,  $p = .479$ , Comparative Fit Index (CFI) = 1.000, and Root Mean Square Error of Approximation (RMSEA) = 0.000. These indices indicate that the hypothesized model fits the observed data exceptionally well (Byrne, 2016; Kline, 2015). Furthermore, additional fit indices, including the Standardized Root Mean Square Residual (SRMR) and the Tucker Lewis Index (TLI), were examined to provide a more comprehensive evaluation of model adequacy. The SRMR value was below the recommended cutoff of .08, and the TLI approached 1.00, both suggesting an excellent level of model fit.

However, it is important to note that the combination of CFI = 1.000 and RMSEA = 0.000 with only two degrees of freedom ( $df = 2$ ) may indicate a nearly saturated model. In such cases, model identification—that is, the balance between estimated parameters and available degrees of freedom should be explicitly addressed, as nearly saturated models can produce artificially perfect fit statistics that may not accurately reflect substantive model adequacy (Kline, 2015).

Overall, the findings revealed that Resilience and Life Orientation both directly and indirectly contributed to Life Satisfaction, partly by reducing perceived Work Stress. Resilience and Life Orientation were positively associated with Life Satisfaction and negatively correlated with Work Stress. Interestingly, Work Stress demonstrated a small positive association with Life Satisfaction, which may be interpreted through the challenge–stressor framework. Taken together, the model demonstrated excellent fit according to all major indices and provided strong empirical support for the hypothesized relationships among the study variables.

## Discussion

In the context of this discussion, our study makes a contribution to the research framework of life satisfaction by finding antecedents at work and personal levels and indirect paths toward life satisfaction. The findings of this research offer important knowledge about the interrelationship between work stress, resilience and life orientation in determining life satisfaction among educational counsellors in Kurdistan Region, Iraq. As agreed with the literature (Johnson et al., 2005; Skulvik and Skalvik, 2010), our results show that work stress

is a significant factor that negatively linked life satisfaction. Educational counseling in this context is often characterized by intensive workloads, limited resources, and emotional requirements to support at-risk students. These stresses impair well-being when left unprotected. This supports previous evidence that persistent over workload can reduce job satisfaction and increase the risk of burnout (Bakker and Demrouti, 2007; Shah and Alam, 2021).

However, this study also emphasizes the vital protective role of resilience and life orientation. The data revealed that resilience is negatively correlated with work stress and positively correlated with life satisfaction. Flexible consultants seem to be better able to manage business requirements without giving in to dissatisfaction. This is consistent with the study of Connor and Davidson (2003), which describes resilience as a psychological barrier that enables individuals to adapt positively in the face of adversity. This ability to "bounce back" may explain why flexible counselors report greater life satisfaction despite their challenging environments. Similarly, the orientation towards life, essentially an optimistic outlook and sense of purpose, has emerged as a meaningful indicator of well-being. Counselors who reported a better approach to life were more satisfied with their lives and less affected by work stress. This result is in line with the findings of other studies which support that optimistic and positive attitude towards life can improve adaptive stress coping mechanisms as well as have a protective effect against stress (Shire et al., 1994; Jiang et al., 2014). These individuals are more likely to interpret stressful events as challenges to be dealt with rather than threats to their stability (Fredrickson, 2001, Yildırım et al, 2025).

Interesting aspects of the results are a small, albeit statistically significant, positive trajectory between over workload and life satisfaction. This may seem counterintuitive, but it mimics Kavanaugh et al. (2000) concept of challenging stressors, cumbersome requirements that, when managed, can be considered motivating and rewarding. For some mentors, feeling busy and needing them may reinforce a sense of professional purpose, which can offset pressure if sufficient resources and personal abilities are available. It is also important that the pathway model shows that resilience and life orientation simultaneously affect the association between work stress and life satisfaction. This suggests that mentors' own



resources not only reduce perceived stress, but also directly promote satisfaction. This dual role reinforces calls for the integration of resilience-building and positive psychology interventions into the professional development of educational counselors (Srivastava, 2011; Tobino et al., 2022).

These results are of theoretical and practical importance. In theory, these studies enrich the understanding of how personal resources affect professional well-being in educational contexts, confirming the assumptions of the model of work and resource requirements (Bakker and Demrouti, 2007). The findings confirm that while structural factors contribute to stress, individual psychological resources are able to change its impact. In practice, the evidence calls for training programs that effectively promote resilience and life orientation. Workshops on stress assessment, adaptation, and Life Orientation development can be integrated into continuing professional development. As Rogowska et al. (2021) have pointed out, resilience is not just an inherent trait; it can be developed through targeted interventions. This study suggests that although educational counseling is inherently stressful, promoting resilience and a positive attitude towards life can meaningfully protect mentors' satisfaction and well-being.

### Conclusion

Several studies highlight the relevance between life orientation, resilience, work stress and life satisfaction. Significantly, examining the mediating role of life orientation and resilience in contributing to the existing literature. The present study could be considered as first academic work that explores the joint mediating role of life orientation and resilience in the association between work stress and life satisfaction. In this admiration, it is a unique original contribution to literature. Life orientation and resilience were found to individually or jointly mediate the connection between work stress and life satisfaction. Educational counselling is a stressful job. Counsellors often face high work stress affecting their life satisfaction. Incorporating educational counseling programs that stress the skills to manage work stress and coping activities on life orientation and resilience will enhance life satisfaction. Future research should examine these relationships more comprehensively with additional predictors and outcome variables to improve the overall model fit for the study.



## Acknowledgements

The researchers recognize all participants who willingly took a part of this study.

## Declarations

## Ethics approval and consent to participate

All procedures performed in findings involving human contributors were in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards. The study procedure received approval from the Ethics Committee of Salahaddin University-Erbil (reference number: SUEdateHREC/2).

## Informed consent

The researchers provided a consent form to all participants who were involved in the study.

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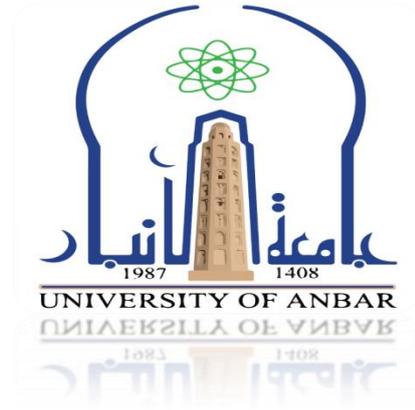


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# JOURNAL OF UNIVERSITY OF ANBAR FOR HUMANITIES

**ACADEMIC REFEREED JOURNAL**

**ISSUE 1, Volume 23, March 2026 AD/ 1447 AH**  
**University of Anbar – College of Education for Humanities**

All research is freely available on the journal's website / open access

<https://juah.uoanbar.edu.iq/>



Deposit number in the House of Books and Documents in Baghdad, No. 753 of 2002

ISSN 1995 - 8463

E-ISSN:2706-6673



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**In the name of God, the Most Gracious, The Most Merciful**  
**Editorial of the issue**

Praise be to God, Lord of the Worlds, and may blessings and peace be upon the Seal of the Prophets, our Master Muhammad, and upon all his family and companions.

Dear researchers around the globe, it is our pleasure to announce the first issue for the year 2026 of our scientific journal (Journal of University of Anbar for Humanities) (JUAH), the peer-reviewed quarterly scientific journal. This issue contains 13 scientific paper that include the journal's specialties for researchers from the University of Anbar and other Iraqi universities. It also contains international scientific papers. In these scientific research, you would find scientific effort that we in the editorial board should be proud of. These researches found its way to publication after being peer-reviewed by qualified professors, each in his field of specialization.

The generous contribution of researchers, the generous effort of the Editor in Chief and members of the Editorial Board, and the great support from the presidency of University Of Anbar and the deanship of College of Education for Humanities encourage us to take steps to reach the looked-for aim of indexing our journal in the largest abstract and citation database (Scopus). Therefore, it must be noted that we are in the process of continuously updating the publishing procedures in order to improve the journal and bring it to a higher scientific status. Furthermore, our future aim to contribute effectively to the Arab publishing and scientific research movement in order to enhance the status of the scientific research and expand its horizons in Arab countries because we believe that the scientific research is one of the factors in the progress of the nations and is an indicator of its progress.

**Prof. Dr. Fuaad Mohammed Freh**  
**Editor in Chief**



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## Publication Guidelines of the *Journal of University of Anbar for Humanities* (JUAH)

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- *Journal of University of Anbar for Humanities (JUAH)* is a peer-reviewed scientific periodical that publishes scholarly research in the following fields of humanities: History, Geography, Educational Sciences, and Psychology. The journal is issued quarterly (four issues per year).
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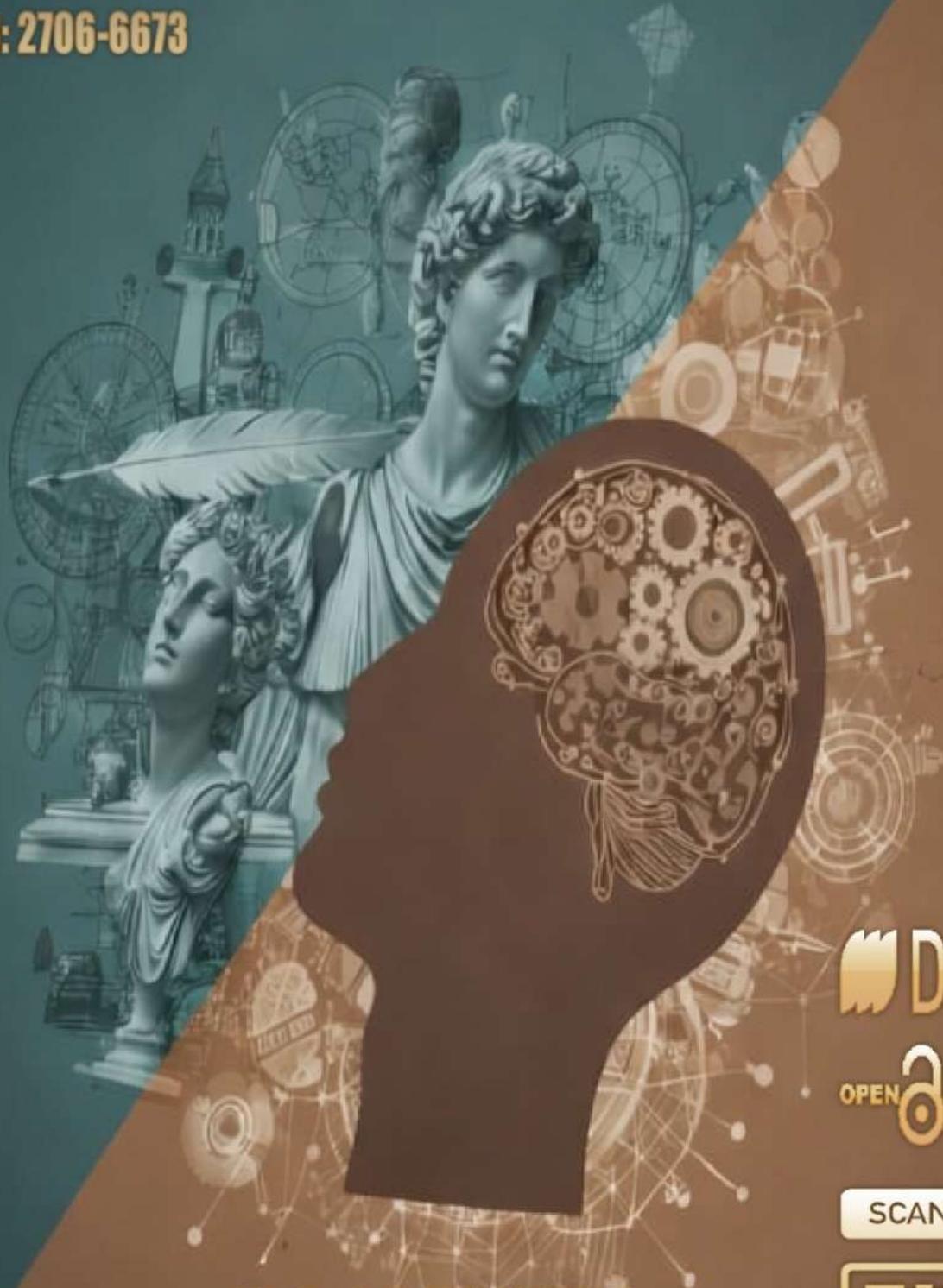
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# Journal of University of Anbar for Humanities

**P. ISSN: 1995-8463**

**E. ISSN: 2706-6673**



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**Vol. 23 ISSUE 1**  
**March 2026**

