



The relational role of health safety management and teacher burnout in relation to the mediating variable of resilience

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Abstract

Health and safety management improves the mental and emotional balance of teachers. Professional burnout is a major problem that many physical education teachers face. This feeling often leads to negative pedagogical results, which in turn leads to teacher fatigue. The aim of this study is to investigate the relationship between health and safety management and physical education teacher burnout, relying on the mediating role of resilience. This study is a descriptive survey. The research community consisted of physical education teachers of West Azarbaijan province in the academic year 2022-03, and 200 of them were selected according to the available sampling method. Data collection was done using a questionnaire and data analysis was performed using structural equation modeling method. SPSS 23 and SMART PLS 3 were used to investigate the research purpose and analyze the data. The results obtained show that the measurement and structural models are appropriate. The research results show that safety management has a negative and significant influence on physical education teachers' burnout, as well as resilience on burnout, but the research results show a positive influence of safety management on physical education teachers' resilience. The more the school administration focuses on health and safety aspects

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Introduction

Accidents, occupational illnesses and environmental damage directly and indirectly cause enormous and usually irreparable damage to companies (Feng et al., 2015). In school programs, it is the responsibility of teachers to identify, assess, manage, communicate and balance risk and safety with other educational concerns. If not well organized and managed, this can have detrimental physical and lifelong consequences for students and psychological consequences for managers and teachers, such as burnout. Teachers' knowledge is essential to creating beneficial programs, and their expertise in health and safety management is critical to creating safe learning environments and educational opportunities for students. However, there appears to be very little research on teachers' knowledge of health and safety management. (Porsanger, 2023).

Considering that many students are exposed to various risks, the presence of behavioral tension in various situations can be dangerous and lead to injury and harm to students. Consider the fact that adolescents and children with physical disorders are at higher risk when safe conditions are not present in schools (Moslemi Aghili et al., 2019). To counter the undesirable side effects of such events, the use of health, safety and environmental management systems has been introduced as an appropriate approach. Health, safety and environmental management is an integrated system that aims to create a healthy, pleasant and vibrant environment through the synergistic arrangement of workers, facilities and equipment and to prevent accidents, damage and injuries. (Mohammadi & Timouri, 2018). From a conceptual perspective, it can be seen that health and safety management is related to resilience. Resilience is defined as a person's ability to bounce back from adversity, trauma, tragedy or threat (Smith et al., 2008). Resilience characteristics include recovery, determination and self-efficacy (Garcia et al., 2013). This also includes the ability to deal with stressful situations. Attention is caused by the staff's relationship with the workplace, serious health problems and professional or financial stress factors (Whitfield & Wilby, 2021). Flexible people are open to

new experiences, can adapt better to change and are more emotionally stable when confronted with stress. (Schommer et al., 2020). As stress levels rise, resilience takes center stage. By increasing employee resilience, health and safety teams are striving to increase job satisfaction, work motivation and job engagement while reducing workload and burnout. Workplace burnout has become one of the most significant psychosocial risks in the workplace in today's society, with significant costs for both individuals and organizations (Weber & Reinhard, 2000).

The literature review shows that working in stressful environments, such as the work of teachers in schools, is associated with mental disorders and burnout in the workplace. Due to the nature of their work with students, primary school teachers are responsible for teaching children and young people in a safe and healthy environment in order to maintain and improve the physical, mental and psychological health of students and thus ensure the health of society. Due to the psychological, emotional, physical, administrative and interpersonal pressures, they are more likely to burn out in the workplace. Teacher burnout is conceptually and empirically linked to health safety management, but there is no research that addresses health safety management, burnout and resilience. The present study aims to answer the question of whether there is a relationship between primary school teachers' health safety management and job burnout, considering the role of resilience as a mediator.

Theoretical basis and background:

The definition of the safety management system states that the organization, in accordance with its activities and the defined processes, considers all facilities related to the safety of employees, i.e. the organization that designs, documents and implements the safety management system actually has the system that has implemented safety and health management (Vecchio-Sadus, 2007). The concept of health and safety management aims to eliminate (or at least reduce) potential harm to the environment and to protect the health, safety and welfare of workers and others who may be affected by these activities. In addition, the effective use of ergonomics in the planning and design of business systems can lead to a better balance between the characteristics of employees and the

demands of their tasks. This leads to greater job satisfaction, increased safety (physical and mental) and higher worker productivity. (Yasak & Vural, 2019). It is not enough to evaluate and analyze the safety performance of an organization without considering the relationship between the workforce and the system. Recognizing and understanding the factors that influence employee behavior, decision making and performance in a system operating in an unsafe environment can prevent accidents and human error (zarrin, 2022). An interesting area for managers and researchers is to assess the relationships between factors that influence health and safety performance. However, these factors are very broad and range from health and safety policy to job satisfaction and management commitment (Abu-Khader, 2004).

Most work on projects has generally focused on cost and schedule, although these features have recently received attention in combination with increasing factors relating to health and safety management issues, including health and safety concerns, project safety, sustainability and environmental concerns. (Ashkanani & Franzoi, 2023). Prediction of errors and identification of preventive measures, Ayhan and Tokdemir (2019) propose a new safety assessment that provides realistic predictive models and shows how to deal with a huge amount of safety data. The resulting data can help professionals in the construction industry to assess potential safety issues. Maiti and Choi (2019) propose a conceptual model of environmental health and safety to support learning with action-oriented research in health and safety management in large-scale projects, which enables the collection of data and information from accidents and failures as well as successful practices to guide management. Provides health and safety in major projects.

Burnout

burnout syndrome is characterized by feelings of emotional exhaustion, depersonalization or disengagement from work priorities, and a decline in personal success while at work. (Bridgeman et al., 2018). Galbán (2018) describes the development process of burnout syndrome as follows: It begins with an imbalance between organizational demands and personal resources caused by emotional exhaustion of the employee. This is followed by depersonalization or coping, which leads the employee to frustration and burnout. It ends with low personal success at work due

to ineffectiveness in dealing with various stressors. The three dimensions of job burnout include burnout, pessimism and lower productivity due to the nature of the work. The reduction of stress, job burnout and anxiety in people with higher levels of resilience is associated with this, and people with high resilience were overall more satisfied with their lives (Austin & Gregory, 2021).

Among the resources that prevent the development of burnout is resilience, which can make people more resistant to stressful events (García & Gambarte, 2019). Several studies confirm that resilience reduces susceptibility to burnout (Efiliti, 2019), and the ability to cope with stressors is one of the keys to resilience. Therefore, using constructive coping strategies by focusing on the problem prevents burnout syndrome (Medrano, 2017). While the use of emotion-oriented passive coping strategies (appeasement, denial and search for emotional social support) facilitates its occurrence (Félix, García, & Mercado, 2018). Burnout occurs when coping strategies are more emotion-focused and avoidance-oriented, so that resilient people maintain control over their work and remain stable even in the presence of disruptive factors.

Resilience

Resilience is defined as a person's ability to recover or regenerate. Resilience is a positive response to stress in which a person experiences growth and development despite challenges. It is defined as an inherent characteristic and ability of a person to respond to negative events or to have an adaptive personality (Maltby et al., 2015). Resilience is the ability to cope with adversity, trauma, disaster, threat or high stress. It is not a trait that a person has or does not have, but a behavioral pattern of thoughts and actions that can be learned and developed (Wei et al., 2019) and manifests itself in forms such as optimism, humor and self-efficacy. Kurdish (Thomas and Revell, 2016). Resilience is described as a dynamic process that can be influenced by the environment, external factors or the individual and the outcome (Garcia-Dia et al, 2013, p. 267).). Resilience is defined as the ability to withstand life's problems based on dynamic mechanisms that create positive adaptations to life's challenges. Resilience is described as an eight-

dimensional construct consisting of coping mechanisms, autonomy, self-esteem, awareness, responsibility, hope, sociability, tolerance and frustration. Each of these dimensions is the basis for supporting human resilience in adverse situations (González, 2013). Resilience helps teachers to cope with and survive stressful situations at work. Resilience can increase job satisfaction, work motivation and professional engagement while reducing job burnout and ultimately turnover. More flexible teachers suffer less burnout and are more satisfied with their lives. Teachers have a close relationship with students, and for them resilience is a very important trait that can reduce the negative impact of stressors in the work environment and reduce the possibility of burnout syndrome.

The results of the study conducted by Akbari and Sarbandi (2022) entitled "Investigating the Relationship Between Health Safety Management and Job Satisfaction and Improving Employee Performance in Manufacturing Centers (Study: Hakopian Garment Industrial Unit Company)" show the positive impact of improving safety on the job satisfaction of employees in manufacturing companies and the negative impact of the lack of attention to occupational health on the quality of employee performance. Asghari et al (2011) in an article titled "Investigating the Relationship Between Job Satisfaction and General Health and Job Burnout Among Workers in One of the Automobile Industries" concluded that there was an inverse and significant relationship between job satisfaction and all general health problems. In addition, there was a direct and significant relationship between the variables of general health and the variable of job burnout and an inverse and significant relationship between job satisfaction and job burnout. Mohammadi and Dastgardi (2021) in an article on "Examining the moderating role of resilience on the effects of perfectionism on workplace burnout" (case study) found that while positive and negative perfectionism variables have direct effects on workplace burnout, the resilience variable significantly moderates the effects of these variables: General Directorate of Prisons, Security and Education in South Khorasan) found that while positive and negative perfectionism had direct effects on workplace burnout, the resilience variable

significantly moderated the effects of each of these variables in predicting workplace burnout. In the studies mentioned above, burnout is defined as a variable that is influenced by variables such as job satisfaction and perfectionism. What has been neglected in the previous studies is the relationship between health and safety management and burnout, particularly in the teaching workforce.

Famakin et al (2023) in a research titled "Review of challenges in implementing safety and health management in a developing economy" stated that the challenges in implementing health and safety management include human resource management within and outside the organization, internal management, human errors, leadership system, working conditions, human and environmental factors. To improve and reduce the impact of these challenges, existing health and safety legislation needs to be reviewed and updated to reflect current circumstances and safety records need to be regularly reviewed for future planning. Challenges in implementing health and safety management may include workplace and individual performance, training and existing company facilities, in addition to the factors mentioned by Famakin et al. (2023).

Castillo & Prados (2023), in an article entitled "Resilience and burnout in education students: Analysis of growth as a function of career development" found that there is a negative and significant relationship between burnout and resilience. Burnout levels increase significantly over the course of studies from the first to the third year of study and decrease towards the end of the fourth and final year. In addition, the participants' higher resilience scores were associated with lower burnout scores. Terra et al. (2019) found in an article on "Job burnout and network centrality as a proxy to assess human performance resilience" that there is a weak correlation between emotional exhaustion and resilience scores. In an article entitled "Relationship between pharmacist resilience, burnout, and job performance", Weiss et al. (2023) found that as resilience increases, burnout levels decrease and job performance increases. Resilience explained 29% of the variance in burnout and 11% of the variance in job performance. The results of this study show that resilience significantly predicts both burnout and work performance in pharmacists. The more flexible a pharmacist is, the less likely they are to experience burnout and the more likely they are to perform better

at work. Organizations should take opportunities to educate healthcare workers on ways to increase resilience and address the importance of this issue. Mohammadi and Timouri (2017), in an article titled "Evaluation of Health, Safety and Environmental Management System from the Perspective of Resilience Engineering in the Specialized City of Roy Zanjan in 2017", stated that the simultaneous consideration of the health, safety and environmental management system using structural, functional, operational and resilience engineering approaches enables a comprehensive assessment and identifies the strengths and weaknesses of the health, safety and environmental management system compared to the usual methods of evaluating the health, safety and environmental management system, functional, operational and resilience engineering approaches enables a comprehensive assessment and better identifies the strengths and weaknesses of the health, safety and environmental management system compared to the usual methods for assessing the health, safety and environmental management system. Using the tools, methods and results of this research saves time and money, improves health, safety and environmental indicators, increases productivity and enables sustainable development. Hasani et al (2022) in an article titled "Job burnout and mental health among support staff of general, specialized and specialized hospitals in the oil industry" found that there is a relationship between job burnout and mental health with emotional exhaustion and depersonalization and personal self-care among employees. Support in general, specialized and specialized hospitals in the oil industry in the country has an inverse and significant

Research Method

This research is a descriptive survey as a questionnaire is used to try to investigate the relationship between health and safety management and burnout in the workplace considering the mediating role of resilience. The research community consisted of the primary school teachers of West Azerbaijan province in the 1401-02 school year, 200 of whom were selected according to the available sampling method. The questions of the questionnaire were rated on a 5-point Likert scale ranging from "strongly agree" = 5 to "strongly disagree" (1). To collect data from the Conner-Davidson standard resilience questionnaire

relationship. Job burnout affects mental health. Job burnout affects both male and female gender groups. The results of this study can be used for prevention planning and identification of at-risk groups in the workplace.

As the above studies show, the relationship between health and safety management and many factors has been studied from different angles, but each of these studies has only examined and identified specific sectors and societies except for primary school teachers. This study attempts to fill this research gap. To this end, the relationship between health and safety management and workplace burnout is discussed with a comprehensive review of the theoretical underpinnings, taking into account the mediating role of resilience in primary school teachers.

Given the impact and prevalence of burnout, this syndrome is a valuable area for research, e.g. to identify variables that may influence the occurrence of burnout in teachers. Health security and resilience management can protect teachers from stress, burnout and other negative consequences of their work. As the above studies show, there is an inverse correlation between resilience and job burnout in most studies. The relationship of health and safety management to many factors and from different angles has been studied, but each of these studies has only examined and identified specific areas and societies, not PE teachers. This study attempts to fill this research gap. To this end, the relationship between health safety management and occupational burnout is discussed through a comprehensive review of theoretical frameworks, taking into account the mediating role of resilience in physical education teachers.

with 10 questions, Maslach's job burnout questionnaire (1981) with 10 questions and the researcher-made health safety management questionnaire with 42 questions that includes 7 components; The purpose of performance was safety training, performance quality, facilities, evaluation, individual and job performance, which has the necessary validity to a large extent. To ensure the full validity of the questionnaire, the opinions of experts in the field were also taken into account and the necessary corrections were incorporated. To investigate the main objective of the research, SPSS 23 software was used to determine the normality of the data, and structural equation modeling with SMART PLS 3 software was used to evaluate the

conceptual model of the research. According to the background and theoretical basis of the research, the relationship between the research variables can be seen in Figure (1).

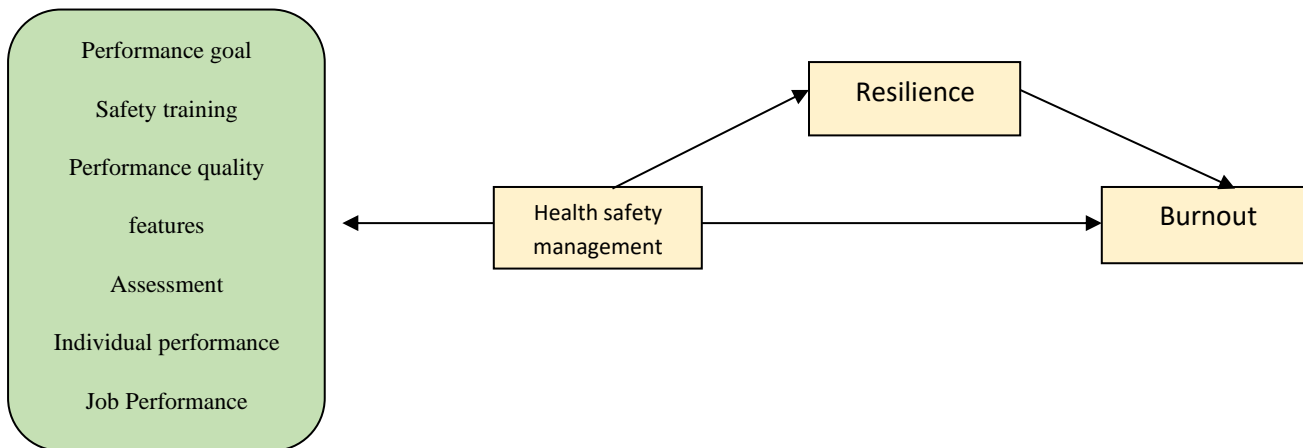


Figure 1. Research conceptual model based on the authors' studies

In this study, the Cronbach's alpha method was used to determine the reliability of the test. Therefore, it can be said that the questions of the research questionnaire have an adequate and desirable reliability. In this section, the questionnaire has adequate reliability as the value of Cronbach's alpha is above 0.7 for all variables.

One of the most important prerequisites for the application of parametric tests is the assumption of

normal distribution of the variables under investigation. Therefore, before performing the desired tests and testing the research hypotheses, the normal distribution of the variables should be tested. The test results are shown in Table (1). As can be seen, all research variables are significant at the 5% error level. In other words, none of the research variables follow a normal distribution as they have significance levels below 5%.

Table 1. The results of the normality test of research variables

Variables	Significance level (sig.)	The value of the statistic
Health safety management	0.001	0.097
Resilience	0.001	0.074
Burnout	0.001	0.111

Results and Findings

To measure the model and test the research hypotheses, the partial least squares method was used with the SMART PLS 3 software due to the non-normal distribution of all variables. The coefficients of the path, the explained variance of the dependent

variables by the independent variables and the factor loadings of the observed variables are shown in Figure (1). The factor loadings of the variables for safety management show that “safety training” has the greatest influence on safety management. Safety training increases ability and reduces burnout in the workplace and also affects teacher performance.

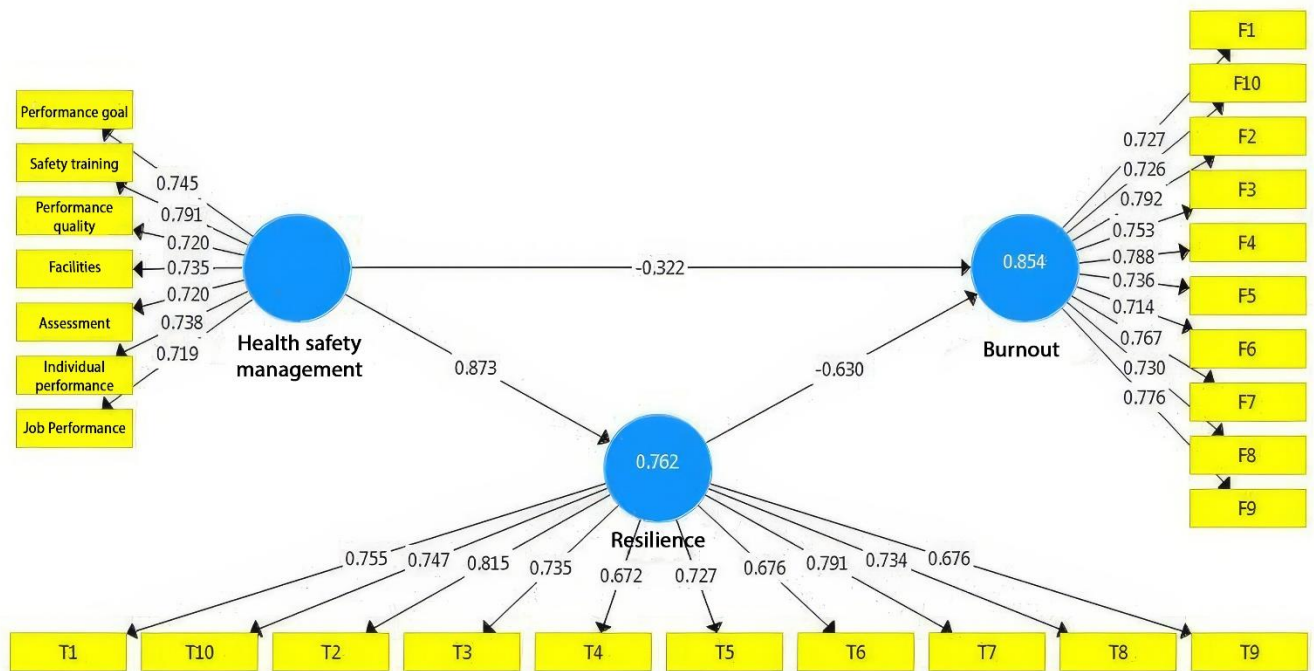


Figure 1. Path coefficients and factor loading of variables

The significance of the path coefficients and factor loadings in relation to each of the hidden variables was examined using the self-tailed method and presented in Figure (2). In this graph, the numbers on the path as well as the lines related to the

factor loadings are the corresponding t-statistic values and are interpreted as the t-test, i.e. for the above number of samples, values greater than ± 1.96 are significant at the 5% level.

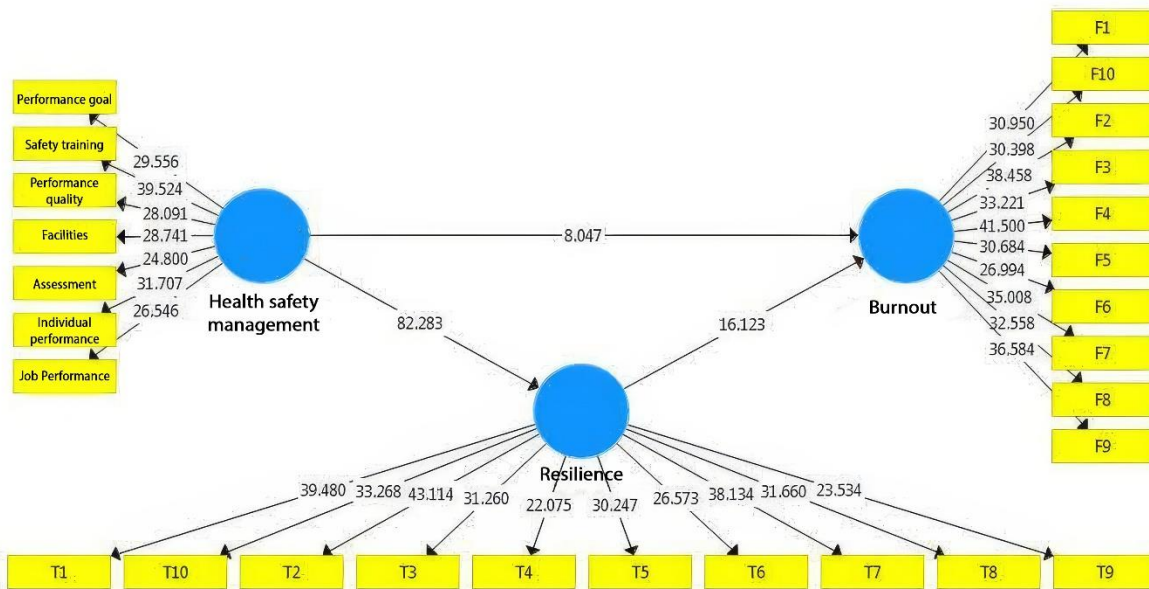


Figure 2. The value of t statistic to check the significance of path coefficients and factor loadings

Reliability (internal consistency) of the items

To check the reliability of the individual items, Table (2) shows the factor loadings of each of the observed variables on the corresponding latent

variables. Normally, factor loadings of more than 0.4 are acceptable and significant at the 0.05 level. As can be seen, the factor loading of all items is above the desired level.

Table 2. Item factor load

	Health safety management	Resilience	Burnout
performance goal	0.71982		
Safety training	0.79115		
Performance quality	0.71988		
Facilities	0.73492		
assessment	0.72017		
Individual performance	0.73807		
Job Performance	0.71919		
T1		0.75481	
T2		0.81471	
T3		0.73459	
T4		0.67237	
T5		0.72703	
T6		0.68648	
T7		0.79081	
T8		0.73371	
T9		0.67584	
T10		0.74679	
F1			0.72652
F2			0.79207
F3			0.75343
F4			0.78833
F5			0.73633
F6			0.71424
F7			0.76676
F8			0.73026
F9			0.77620
F10			0.72590

Fornell and Larcker's criterion is used to test the divergent validity of the structural equation model using the partial least squares method. Divergent or diagnostic validity is understood to mean proof of the uniqueness of a measurement instrument. If there is a low correlation between the instrument in question and instruments that measure other constructs, the test has divergent or diagnostic validity. According to

Fornell and Larcker's criterion, the square root of the extracted variance (AVE) of each construct must be greater than its correlation values. In other words, the values on the main diameter of the matrix must be greater than all the values in the corresponding column. These values are listed in Table (3) and confirm that the test has divergent validity.

Table 3. Fornell-Larcker index values

Fornell-Larcker Criterion	Resilience	Burnout	Health safety management
Resilience	0.734		
Burnout	-0.511	0.751	
Health safety management	0.673	-0.572	0.739

The results show that the value of the multiple coefficients of determination for the research model is 0.762 and 0.854. This means that the independent variables of the study could explain 76.2% of the changes in the mediator variables and 85.4% of the changes in the dependent variables, which is a very good percentage. To check the general suitability of the model, the goodness of fit (GOF) criterion can be used as follows

$$GOF = \sqrt{(Commundality) * (R^2)}$$

which is equal to the square of the multiplication of two average values of common values (which are equal to the AVE values) and average coefficients of determination. Three values of 0.01, 0.25 and 0.36 are considered weak, medium and strong values for this criterion, respectively. For the current research model, the value of this criterion is equal to

$$GOF = \sqrt{0.55} * 0.808 = 0.666$$

The values of the combined reliability coefficient, the extracted variance, the coefficient of determination of the model and the criterion of goodness of fit thus allow the conclusion that the model presented in the area of path analysis has appropriate experimental-theoretical assumptions and a very good fit.

The significant results of the path coefficients are also shown in Table (3). In this table, the value of the path coefficient, the standard deviation, the value of

the t-statistic and the significance level for each of the paths are given.

As can be seen in Figure 2, the value of the t-statistic for all paths is higher than 1.96 and shows that all path coefficients determined are significant, thus confirming the fourth hypothesis of the study.

To determine the indirect effect of the mediator variable, a statistic called VAF is used, which has a value between 0 and 1, and the closer this value is to 1, the stronger the influence of the mediator variable. This value measures the ratio between the indirect effect and the total effect. The method for calculating the VAF is the following formula.

Formula 1:

$$vaf = \frac{a * b}{(a * b) + c}$$

a: the value of the path coefficient between the independent variable and the mediator

b: Path coefficient value between mediating and dependent variables

c: Path coefficient value between independent and dependent variable

Therefore, according to diagram 1, we have:

$$vaf = \frac{0.873(-0.630)}{(0.873 * (-0.630)) + (-0.322)} = -0.630$$

This makes it possible to determine the extent to which the variance of the dependent variable is directly explained by the independent variable and how much of the target variance is explained by

indirect relationships. This means that 63% of the overall effect of health and safety management on burnout in the workplace is due to the mediating variable of resilience.

Table 4. Value of path coefficients and t statistic

The significance level	The value of the t statistic	The standard deviation	The path coefficient	path
0.001	8.047	0.040	-0.322	From health safety management to job burnout
0.001	82.283	0.011	0.873	From health safety management to resilience
0.001	16.123	0.039	-0.630	From resilience to burnout

Composite reliability

The results of the combined reliability of the individual structures are listed in Table (4). For this index, values greater than 0.7 are acceptable for the combined reliability. As can be seen, all numbers are greater than 0.7 and therefore the combined reliability of the structures is acceptable.

Extracted variance

The values of average variance extracted (AVE) with respect to the constructs are also shown in Table

(5). This index was proposed by Fornell and Larcker (1981). The acceptable value for this criterion, which indicates the adequate validity of the measurement instruments, is 0.5, which means that the desired hidden variable explains at least 50% of the variance of the observable variables. As can be seen, the extracted variance values for all research variables are higher than 0.5 and confirm the validity of the measurement instruments.

Table 5. Composite reliability and extracted variance of research variables

Variables	Cronbach's Alpha	Composite reliability	extracted variance
Health safety management	0.861	0.894	0.546
Resilience	0.904	0.921	0.539
Burnout	0.914	0.928	0.564

Discussion and Conclusion

The present study was conducted with the aim of investigating the relationship between health and safety

management and job burnout with resilience playing a mediating role in preventing deviant behavior, job burnout and decreasing productivity of primary school

teachers in West Azerbaijan province. According to the results of table (3), the coefficient of the path between health and safety management and job burnout is -0.322, but it is significant at the error level of 0.001. It can be concluded that health and safety management has a negative and significant impact on workplace burnout. The results of this study are consistent with the findings of Famakin (2023) and Mohammadi and Timouri (2017), Akbari and Sarbandi (2014). Developing and improving the health safety of teachers leads to the reduction of burnout in the workplace and the improvement of their mental health, which in turn leads to the creation of a safe learning environment and better educational opportunities for students. In addition, the path coefficient between resilience and workplace burnout was found to be -0.630 and significant at 0.001 level of error.

This suggests that resilience has a significant negative impact on burnout in the workplace. The results of this study are consistent with the findings of Castillo & Prados (2023), Weiss et al. (2023) and Hosni et al. Due to the nature of teachers' work, which can sometimes jeopardize their mental health, it is recommended to strengthen the adaptation and health levels of elementary school teachers so that they can effectively adapt to stressors under psychological stress. Therefore, resilience is recognized as a factor for successful adaptation to adversity. The more flexible teachers are, the less likely they are to burn out and the more likely they are to perform better. Education administrators should pursue opportunities to train teachers in resilience building and recognize the importance of this issue. The path coefficient between health and safety management and resilience is 0.873 and is significant at 0.001 level of error. It can therefore be concluded that the influence of health and safety management on resilience is positive and significant. The results of this study are consistent with the findings of Famakin (2023), Weiss et al. (2023) and Akbari and Sarbandi (2022).

According to Chart 2, the value of t-statistic for all paths is higher than 1.96 and shows that all path coefficients obtained are significant. The results show

that patient safety management has an acceptable effect on job burnout, in line with Roy and Shim (2021), who consider that the lower the patient safety management activity, the higher the job burnout of shift nurses, and Castillo & Prados (2023), who find that there is a negative and significant relationship between job burnout and resilience. Also with the study of Carpi et al. (2021) entitled "Investigating the relationship between health protection management and workplace burnout", it was found that paying attention to the health of the work environment leads to preventing workplace burnout and increasing employee motivation, and this is in line with the opinion of Asghari et al. (2011) suggesting that there is a direct and significant relationship between the variable of general health and the variable of job burnout, and Tara et al. Burnout is an important problem faced by many elementary school teachers. This feeling often leads to negative personal and academic outcomes, which in turn leads to more exhaustion among teachers, so there is no doubt that burnout is a growing problem for teachers. People who suffer from burnout report that they sometimes feel tired at times other than during their workday. If they think about work in the morning before they wake up, they even get tired.

Burnout is not an inevitable syndrome. It can be prevented before it occurs and treated when it develops. However, interventions often focus on individuals rather than organizations, even if the main causes of this syndrome are organizational factors such as workload or role ambiguity. How a teacher responds to each of these factors depends largely on the teacher's individual personality, how the teacher deals with Burnout is not an inevitable syndrome. It can be prevented before it occurs and treated when it develops. However, interventions often focus on individuals rather than organizations, even though the main causes of this syndrome are organizational factors such as workload or role ambiguity. How a teacher responds to each of these factors depends largely on the teacher's individual personality, how the teacher deals with daily stressors, and the teacher's relationships with colleagues

and parents of students, as well as direction from regional office managers.

the daily stressors, and the teacher's relationships with colleagues and parents of students, as well as instructions from regional office managers. It is therefore very difficult to offer a comprehensive solution to overcome general wear and tear. Burnout usually causes significant symptoms, to reduce which the implementation of specific strategies and training programs to increase resilience (taking into account the inverse relationship between resilience and burnout in the workplace) is recommended. According to the results of the present study, it is recommended to improve the skills and personal abilities of primary school teachers through the implementation of safety training workshops and thereby reduce their burnout at work, which may have a positive impact on the performance of primary school teachers as well as on the relationship with resilience. To prevent burnout, it is recommended to engage professional counselors who can provide the necessary resilience and self-confidence training for primary school teachers to deal with critical and special situations in order to prevent burnout. Like other studies, this study has its limitations. One of these limitations was that many teachers did not respond to questions about burnout. Some teachers were not interested in providing information about their personal and professional problems.

The resilience program for teachers can enable a person to recognize and effectively manage the emotional and social dynamics of their daily life. It is also recommended to teach teachers behavioral, physiological and cognitive strategies in a workshop. They should be enabled to recognize their feelings, regulate their emotions using coping strategies, recognize unhelpful thoughts and replace them with more helpful thoughts, and learn how to deal with and overcome their problems and challenges. The results of this type of workshop can strengthen teachers' skills, such as dealing with students' anxiety, behavioral strategies, and cognitive techniques; therefore, this program improves the quality of work and home life.

The present study, like other studies, had its limitations. One of these limitations was the non-response to questions about burnout by a number of teachers. This is because some teachers were not interested in providing information about their personal and professional problems.

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