

Psychometric Validation of the Arabic Version of the Workplace PERMA-Profiler among Moroccan Teachers

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Abstract

Objectives: Despite substantial evidence demonstrating the positive effects of teachers' workplace psychological well-being and flourishing on students' academic achievement and school climate, no validated instrument currently exists to assess the well-being and flourishing among Moroccan teachers. This study aimed to adapt and validate the Workplace PERMA-Profiler for use in the Moroccan teaching context.

Methods: The Arabic version of the Workplace PERMA-Profiler (WPP-Ar) was tested for reliability (Cronbach's α , test-retest stability) and validity (CFA, convergent and discriminant validity). The study utilized an electronic questionnaire, which was first administered to 294 professors and subsequently partially re-administered to 80 participants from the same sample after a one-month interval.

Results: The scale showed high internal consistency ($\alpha = .95$) and stability ($r = .93$). CFA confirmed the original five-factor structure (positive emotions, engagement, relationships, meaning, achievement) with good model fit [CMIN/DF = 2.814, CFI = .96, TLI = .95, RMSEA = .079, SRMR = .038]. Convergent and discriminant validity were satisfactory.

Conclusions: The WPP-Ar appears to be a reliable and valid tool for assessing the flourishing and overall well-being at work among Moroccan teachers. However, further studies will be needed to confirm these findings, particularly among more diverse teaching populations and in different educational settings.

Keywords: psychometric validation, PERMA-Profiler, workplace well-being, Moroccan teachers

Introduction

Over the past few decades, well-being at work has been the subject of growing interest among researchers, professionals, and organizations due to its beneficial effects on employees and the functioning of organizations. Numerous empirical studies consistently show that well-being at work is associated with improved physical and mental health, increased motivation, better job performance by workers, and increased productivity and competitiveness of work organizations (Diener & Chan, 2011; Gagné & Deci, 2005; Dagenais-Desmarais, 2010; Huppert, 2009; Jovenin, 2021).

Although it initially emerged in the private sector, this interest has gradually spread to public professions, particularly teaching, in a context of rising turnover and attrition rates (Karsenti et al., 2013 ; Kostelecká & Vincejova, 2023). In this context, research has shown that teachers' well-being in the workplace has a positive influence on their motivation and commitment, as well as on the quality of their professional practices, which in turn has a positive impact on student performance and academic outcomes (Collie et al., 2011, 2012; Skaalvik & Skaalvik, 2011; Goyette, 2014; Viac & Fraser, 2020).

Despite evidence demonstrating the significant impact of psychological well-being at work on teachers' motivation, engagement, and effectiveness, as well as on their students' academic success, studies on this issue in Morocco remain fairly limited. More specifically, to our knowledge, there is currently no validated tool for measuring teachers' well-being and flourishing in this cultural and professional context. This methodological gap hinders the development of empirical research on this issue and limits the implementation of interventions aimed at promoting a favorable professional environment for these key players in education. In this context, the present study aims to develop a scale for assessing the well-being and flourishing of Moroccan teachers in their professional environment.

Theoretical Framework

The conceptualization of psychological well-being varies depending on theoretical approaches and researchers' perspectives. Thus, there is no single model for this concept. Nevertheless, different conceptualizations can be useful in understanding this concept and identifying its main dimensions, which will enable us to develop scales for assessing it (Huppert & So, 2013). In the scientific literature, there are two main approaches to well-being: the hedonic approach and the eudaimonistic approach. The first approach defines well-being (subjective well-being) in terms of positive emotions and life satisfaction (Diener, 1984; Diener et al., 1999; Diener, 2009), while the second considers well-being (psychological well-being) in terms of meaning in life and the development of an individual's potential (Ryff, 1989; Ryff & Keyes, 1995; Ryff & Singer, 2008). Recently, a new approach to well-being has been developed by integrating the two approaches, hedonic and eudaimonic, into a single one, leading to the emergence of a new conceptualization of well-being, known as general well-being or flourishing (Keyes, 2002; Diener et al., 2010; Huppert & So, 2013). Within this framework, flourishing refers to an optimal state of well-being, reflected not only in the experience of positive emotions but also in optimal psychological functioning (Seligman & Csikszentmihalyi, 2000; Huppert & So, 2013).

As part of this integrative approach, Seligman's PERMA model is considered one of the most well-known and widely used models internationally for understanding human flourishing and overall well-being across different spheres of life. In this model, flourishing is based on five key dimensions, grouped under the acronym PERMA. These dimensions are: positive emotions, engagement, relationships, meaning and accomplishment (Seligman, 2011). Together, these elements paint a coherent picture of flourishing. It was on this basis that Butler and Kern proposed the PERMA Profiler in 2013, a concise multidimensional tool

for assessing flourishing and overall well-being (Butler & Kern, 2013). This instrument was psychometrically validated by the same authors in the United States a few years later, confirming its reliability and validity in this context (Butler & Kern, 2016). In recent years, the scale has been adapted and validated in numerous cultural contexts beyond the United States. Specifically, the instrument has been adapted in Russia, Portugal, Mexico, Palestine, and China by Isaeva et al. (2022), Alves et al. (2023), Chaves et al. (2023), Mahamid et al. (2023), and Nie et al. (2024), respectively. Building on her work, Kern adapted the original scale to the world of work in 2014, creating the Workplace PERMA Profiler, a tool designed to capture how workers perceive their fulfilment and overall well-being in their professional environment. Again, this instrument has been applied and validated in various professional contexts, including Japan (Watanabe et al., 2018), Korea (Choi et al., 2019), and China (Yang et al., 2024), reinforcing the idea that it is both a flexible and relevant framework.

In light of what has been presented so far, we have chosen, in this study, to create a tool to assess Moroccan teachers' perceptions of their flourishing and overall well-being in their professional lives, by adapting and validating the Workplace PERMA Profiler in this specific professional and cultural context.

Methods

Translation Process

The measuring tool was adapted based on internationally recognised academic standards (Gana et al., 2021) to ensure a robust methodological framework throughout the process. Once authorisation had been obtained from the creator of the PERMA-Profilier Workplace, Peggy Kern, via her official website, the translation work could begin. Two freelance translators, bilingual in Arabic and English and familiar with the field of educational sciences, each proposed an initial Arabic version of the instrument. Rather than choosing just one, they then worked together as a committee to compare their choices, discuss nuances and ultimately arrive at a more coherent and appropriate joint version. After this initial version had been developed, a third bilingual Arabic-English translator retranslated this into the original language. The back-translated version of the Workplace PERMA-Profilier was then sent back to the first two specialists to compare it with the original instrument, identify any discrepancies, and make the necessary corrections. Once the translation process for the Workplace PERMA-Profilier was complete, we adapted the translated version to the professional context of teachers by specifying the field of education in each item, where necessary (for example, the item: "To what extent is your work useful and meaningful?" became "To what extent do you find your work as a teacher useful and meaningful?"). We next piloted the adapted version with 42 Moroccan teachers to check how clear and understandable the items were. Feedback and results from all these steps were used to finalize the measure. The complete Arabic version of the Workplace PERMA Profiler for teachers (WPP-Ar) is provided in the Appendix.

Participants

Participants were invited to take part using a range of everyday communication methods, such as brief presentations during workplace meetings and messages shared in professional groups, especially on WhatsApp. Using these familiar channels helped spread the word about the purpose of the study and how to get involved. In accordance with ethical standards, special emphasis was placed on data confidentiality and the voluntary nature of participation, and those interested in the study were invited to complete an online questionnaire through a link provided in the communications. It was made clear that completion of the questionnaire implied informed consent to participate in the study, and after

reading and accepting the terms and conditions set forth in the advertisements, the participants concerned completed the questionnaire, thus making a voluntary and informed contribution to the collection of data for this study.

Measures

Participants completed an online questionnaire, consisting of the Arabic version of the Workplace PERMA-Profilier (WPP-Ar), the Flourishing Scale (Diener et al., 2010), the Satisfaction With Work Life Scale (Fouquereau & Rioux, 2002), the Utrecht Work Engagement Scale (Schaufeli & Bakker, 2004) and the Emotional Stress at Work Scale (Skaalvik & Skaalvik, 2016).

The Arabic version of the Workplace PERMA-Profilier (WPP-Ar)

The WPP-Ar was used to measure the flourishing and overall well-being at work of Moroccan teachers. This scale comprises 23 items: 15 items (3 items per dimension) to assess the 5 PERMA domains of positive emotions, engagement, relationships, meaning and accomplishment at work. Of the remaining eight items, three measure health, three measure negative emotions, one measures loneliness, and one measures happiness. They are used as filler questions to provide additional information. Each item on the scale is rated on an 11-point Likert-type scale ranging from zero (0) to ten (10), with 0 representing very low levels and 10 indicating very high levels. Each WPP-Ar factor score was computed as the mean of its corresponding items, while the overall well-being at work score was derived by averaging all 15 items, plus happiness (1 item) (Kern, 2014). The WPP demonstrate a high degree of internal consistency in assessing the general well-being of Moroccan teachers ($\alpha = .95$).

Flourishing Scale (FS)

The FS (Diener et al., 2010) is an instrument designed to assess the main dimensions of individuals' psychosociological functioning. These dimensions are: meaning and purpose in life, positive relationships, engagement, self-acceptance, competence, self-esteem, optimism and contribution to the well-being of others. The scale consists of eight items (one per dimension) and provides a single score, with participants responding on a Likert scale ranging from 1 ("strongly disagree") to 7 ("strongly agree"). Example item: "I lead a purposeful and meaningful life". In the present study, the FS demonstrated satisfactory internal consistency ($\alpha = .74$).

Satisfaction With Working Life Scale (SWWLS)

Based on the Diener et al. (1985) Satisfaction With Life Scale, Èvelyne Fouquereau and Laure Rioux developed the Satisfaction With Working Life Scale in 2002 (Fouquereau & Rioux, 2002). The SWWLS is used to measure various aspects of job satisfaction, such as satisfaction with working conditions. The scale consists of five items, to which individuals respond using a 7-point Likert scale, ranging from 1 ("strongly disagree") to 7 ("strongly agree"). Sample item: "The conditions of my professional life are acceptable". This instrument demonstrated acceptable internal consistency in assessing job satisfaction among Moroccan teachers ($\alpha = .77$).

The Utrecht Work Engagement Scale (UWES-9)

For assessing work engagement, the shortened version of the UWES was used (UWES-9) (Schaufeli & Bakker, 2004). This is a psychometric instrument designed to assess employees' work engagement along three main dimensions, each comprising three items: vigor, dedication and absorption. Responses to the items are rated on a 7-point scale, ranging from 1 ("never") to 7 ("always"). Example item: "When I am working, I forget everything else

around me". In the current research, Cronbach's alpha value for the overall score of this scale is .77.

The Emotional Stress at Work Scale (ESWS)

Emotional stress refers to a teacher's perception of unpleasant or negative emotions resulting from certain aspects of his or her work. A five-item scale was used to measure it (Skaalvik & Skaalvik, 2016). Responses were recorded on a 7-point scale, with 1 indicating "Strongly disagree" and 7 indicating "Strongly agree". Sample item: "Working as a teacher is extremely stressful". The scale showed good internal consistency, with a Cronbach's alpha of .83.

Research procedures

The present research was carried out as a two-phase online survey (the first in April 2024, followed by the second in May 2024) and targeted primary, middle, and high school teachers working in public schools and affiliated with the Regional Academy of Education and Training of the Fès-Meknès region. The sample for the main study (first phase) was recruited using online communication channels. These tools made it possible to widely disseminate information about the study's objectives and how to participate, so that teachers could make an informed decision about taking part. The reliability (internal consistency), structural validity (assessed via CFA), and convergent and discriminant validity of the WPP-Ar were examined using cross-sectional data, whereas its temporal reliability (test-retest) was evaluated with longitudinal data collected one month after the initial administration. It should be noted that the test-retest sample ($N = 80$) was drawn from the same group as the main sample. Participants were randomly drawn from the first respondents, and the administration was conducted under conditions strictly identical to those of the initial administration to ensure the comparability of the measures. All protocols involving human participants followed the ethical standards set forth by the American Psychological Association (Ford, 2020).

Data analysis

Internal consistency was evaluated by means of Cronbach's α for each PERMA dimension as well as for the overall WPP-Ar score. Test-retest reliability was evaluated using Spearman's correlation coefficients. To assess validity, confirmatory factor analysis (CFA) and correlational analyses were carried out. An exploratory factor analysis was not performed, given that earlier research has consistently confirmed the instrument's five-factor structure (Butler & Kern, 2016; Mahamid et al., 2023; Watanabe et al., 2018 ; Choi et al., 2019).

Structural validity was investigated through CFA by comparing the original five-factor model with a competing one-factor model. Model fit was evaluated using the CMIN/df ratio, CFI, TLI, RMSEA, and SRMR indices. Maximum likelihood estimation was employed after Mardia's test (1974) indicated acceptable multivariate normality (critical ratio for kurtosis = 1.70, below the threshold of 1.96). With regard to the criteria for evaluating the fit of our models, we relied on those proposed by Hu and Bentler (1999): CMIN/df below 3, CFI and TLI above 0.90, RMSEA below 0.08, and SRMR below 0.10. On the other hand, it can be said that the condition relating to the sample size required to perform CFA is met in our study, given that our sample (294 respondents) exceeds the minimum threshold of five participants per item (in this case 15 items) (Terwee et al., 2012).

To assess the convergent and discriminant validity of the instrument in question, we used Spearman's correlation coefficients to examine the relationships between the WPP-Ar and the FS, SWWLS, UWES-9, and ESWS. Statistical analyses were carried out with SPSS software 23 and AMOS software 25.

Results

Participant Characteristics

The demographic characteristics of the participants are given in Table 1. A total of 294 people responded to the online questionnaire. The sample consisted of 294 Moroccan teachers, including 170 women (57.8%) and 124 men (42.2%). Participants' average age was 38.09. They represented different levels of the education system, with 40.8% working in primary education, 23.8% in middle education, and 35.4% in secondary education. In terms of professional experience, 15% of teachers said they had between 0 and 5 years of experience, 53% between 6 and 15 years, and 32% more than 15 years. Overall, our sample is largely composed of experienced teachers, with 85% having more than six years of work experience, suggesting a good understanding of the realities, demands, and challenges of teaching in the Moroccan context.

Table 1

Participant demographics (N = 294)

	Characteristics	N (%)
Gender	Men	124 (42.2)
	Women	170 (57.8)
Age	20-29	40 (13.61)
	30-39	154 (52.38)
	40-49	65 (22.11)
	50-59	35 (11.90)
	60-65	35 (11.90)
Teaching cycle	Primary school	120 (40.8)
	Middle school	70 (23.8)
	Secondary school	104 (35.4)
Length of service in the profession	Beginner	44 (15)
	Moderately experienced	156 (53)
	Experienced	94 (32)
Work environment	Rural area	66 (22.4)
	Urban area	228 (77.6)

Reliability of PERMA-Profilier

As illustrated in Table 2, Cronbach's alpha coefficients (α) were assessed for each PERMA subscale as well as for the total PERMA-Profilier score. The Cronbach's α coefficients for the individual factors ranged from .84 to .97, and the coefficient for the total PERMA score was .95, indicating good internal consistency of the scale. To assess test-retest reliability, the WPP-Ar was retested with 80 participants one month after the first administration. The value of Spearman's correlation coefficient (r) between the PERMA-Profilier total scores obtained in the first and second administration was .93 ($p < .01$), indicating satisfactory temporal stability for this instrument.

Table 2

Average scores, internal consistency and test-retest (N = 294)

Factor/Questions	Mean (SD)	Min-Max	Cronbach's alpha	Test-retest (N = 80)
Positive emotions	6.26 (2.26)	0 – 10		.85**
P1 (Question 3)	6.29 (2.26)	0 – 10	.97	.80**
P2 (Question 13)	6.24 (2.32)	0 – 10		.86**
P3 (Question 22)	6.25 (2.36)	0 – 10		.84**
Engagement	6.31 (1.36)	0 – 10		.74**
E1 (Question 2)	6.91 (1.78)	0 – 10	.87	.79**
E2 (Question 10)	6.00 (1.41)	0 – 10		.77**

E3 (Question 17)	6.03 (1.34)	0 – 10		.75**
Relationships	6.62 (1.51)	0 – 10		.93**
R1 (Question 8)	5.75 (1.29)	0 – 10	.89	.86**
R2 (Question 19)	6.88 (1.92)	0 – 10		.89**
R3 (Question 21)	7.24 (1.70)	0 – 10		.93**
Meaning	5.82 (1.06)	0 – 10		.72**
M1 (Question 7)	5.88 (1.32)	0 – 10	.84	.83**
M2 (Question 9)	6.02 (1.35)	0 – 10		.81**
M3 (Question 20)	5.57 (0.96)	0 – 10		.75**
Accomplishment	5.75 (1.39)	0 – 10		.93**
A1 (Question 1)	6.27 (1.85)	0 – 10	.86	.81**
A2 (Question 5)	5.37 (1.58)	0 – 10		.86**
A3 (Question 15)	5.60 (1.20)	0 – 10		.89**
Total score of PERMA Profiler (15 PERMA items)	6.15 (1.31)	0 – 10	.95	.93**

The questions are numbered according to their order in the Workplace PERMA-Profil (grouped version)

** $p < .01$.

Structural Validity

Confirmatory factor analyses performed on the two models tested (a 1-factor model and a 5-factor model) indicate that the factor loadings associated with the 15 items are significantly better in the second model than in the first (see Table 3). What's more, the CFA results show that all 15 items are conceptually congruent and positively correlated with the five WPP factors. The correlation coefficients between these five factors ranged from .60 to .89, indicating a moderate to strong degree of relationship between them (see Figure 1). Furthermore, the hypothetical 5-factor model was found to fit the data acceptably (CMIN/DF = 2.814, CFI = .96, TLI = .95, RMSEA = .079, SRMR = .038). Compared with the one-factor model, the five-factor PERMA model showed a significantly better fit to the data (see Table 3). These findings confirm that the WPP-Ar's factor structure mirrors that of the original scale, encompassing the five key PERMA domains.

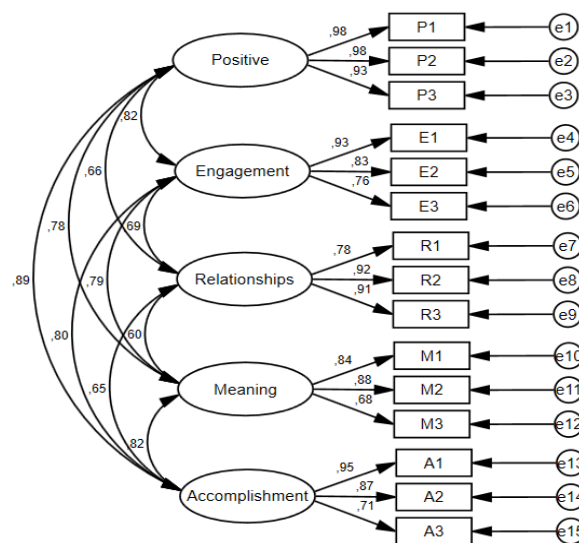
Table 3

Factor loadings of the 15 PERMA items, correlations among factors, and model fit from confirmatory factor analysis

Items	Factor loadings		Inter-factor Correlation Coefficients in the five-factor model				
	One Factor model	Five Factor model					
P 1	.93***	.94***	F1 (P)	F2 (E)	F3 (R)	F4 (M)	F5 (A)
P 2	.92***	.93***	Facteur 1 (P)	1			
P 3	.91***	.92***	Facteur 2 (E)	.89***	1		
E 1	.79***	.90***	Facteur 3 (R)	.66***	.70***	1	
E 2	.73***	.83***	Facteur 4 (M)	.78***	.80***	.60***	1
E 3	.61***	.76***	Facteur 5 (A)	.89***	.80***	.65***	.82***
R 1	.49***	.78***					1
R 2	.65***	.91***	Model fit	1-factor	5-factor		
R 3	.65***	.89***	CMIN/DF	1071,43 / 90 = 11,90225,11 / 80 = 2,814			
M 1	.68***	.84***	CFI	.781		.96	
M 2	.74***	.88***	TLI	.744		.95	
M 3	.51***	.68***	RMSEA	.193		.079	
A 1	.86***	.95***	SRMR	.098		.038	
A 2	.79***	.87***					
A 3	.70***	.71***					

Figure 1

Confirmatory Factor Analysis of the Arabic Workplace PERMA-Profilr in the Moroccan Context



Convergent and Discriminant Validity

To determine whether the WPP-Ar is suitable for measuring flourishing in the professional context of Moroccan teachers, Spearman's correlation coefficient (r) was calculated between this scale and, the FS, the SWWLS, the UWES-9, and the ESWS. As shown in Table 4, the results show that WPP-Ar exhibits strong positive correlations with FS ($r = .77$, $p < .01$), SWWLS ($r = .75$, $p < .01$) and UWES ($r = .84$, $p < .01$). Conversely, this instrument showed a moderate negative correlation with the ESWS ($r = -.54$, $p < .01$). Taken together, these findings lend support to the satisfactory convergent and discriminant validity of the WPP-Ar.

Table 4

Spearman correlations between WPP-Ar, FS, SWWLS, UWES and ESWS (N = 294)

Scale	Mean (SD)	1	2	3	4	5
1 WPP-Ar	6,15 (1,31)	1,00				
2 FS	4,50 (0,79)	.77**	1,00			
3 SWWLS	4,61 (0,89)	.75**	.63**	1,00		
4 UWES	4,94 (0,70)	.84**	.76**	.72**	1,00	
5 ESWS	2,37 (0,90)	-.54**	-.53**	-.43**	-.48**	1,00

**Correlation is significant at the .01 level (2-tailed)

Discussion

The present study aimed to examine the factor structure and psychometric properties of the Arabic version of the Workplace PERMA-Profile (WPP-Ar) in the professional context of Moroccan teachers. The results of our study demonstrate that the WPP-Ar is both reliable and valid for assessing teachers' flourishing and/or overall well-being in the Moroccan context. Indeed, the results show that this version displays high internal consistency ($\alpha = .95$), with Cronbach's alpha values for the PERMA factors ranging from .77 to .93. These findings are comparable to those reported for the original version of the PERMA-Profilr, which showed values ranging from .69 to .95) (Butler & Kern, 2016). In addition, the results

indicated good test–retest reliability (0.84), suggesting that the instrument produces stable scores over time.

In addition, the CFA confirmed that the five-factor structure of the WPP-Ar is stable, as the model showed an acceptable fit to the data ($CFI = .96$, $TLI = .95$, $RMSEA = .079$, $SRMR = .038$). These fit indices are comparable to those reported in other studies, including the original PERMA-Profilier ($CFI = .96$, $TLI = .95$, $RMSEA = .064$, $SRMR = .031$), the Arabic version of the PERMA-Profilier ($CFI = .95$, $NFI = .90$, $RMSEA = .05$) (Mahamid et al., 2023), the Japanese version of the Workplace PERMA-Profilier ($CFI = .892$, $TLI = .858$, $RMSEA = .105$) (Watanabe et al., 2018), and the Korean version ($CFI = .909$, $TLI = .881$, $RMSEA = .11$, $SRMR = .054$) (Choi et al., 2019). Thus, we can generally conclude that the WPP-Ar, adapted to the professional context of Moroccan teachers, reproduces the same five-dimensional structure as the original version (Kern, 2014): positive emotions, engagement, relationships, meaning, and accomplishment.

On the other hand, a positive correlation was found between the WPP-Ar and other scales designed to assess psychological constructs related to general or professional well-being, such as the Flourishing Scale (Diener et al., 2010), the Satisfaction With Working Life Scale (Fouquereau & Rioux, 2002), and the Utrecht Work Engagement Scale (UWES-9 ; Schaufeli & Bakker, 2004). In addition, a negative correlation was found between this version and the Emotional Stress at Work Scale (Skaalvik & Skaalvik, 2016). Taken together, these results provide support the convergent and discriminant validity of the instrument in question.

Previous research has shown that Moroccan teachers are exposed to numerous workplace stressors, which can negatively affect their health and well-being, and consequently their motivation, engagement, and effectiveness in the school environment (National Authority for Evaluation within the Higher Council for Education, Training and Scientific Research, 2014, 2021; Azouaghe, 2019). In this context, validating the Workplace PERMA-Profilier as an instrument for assessing the flourishing and overall well-being of these teachers is of considerable importance for researchers and stakeholders in the education and health sectors. This tool would provide a solid foundation for further research into the well-being of Moroccan teachers from a positive psychology perspective. The ultimate goal is to help guide interventions or strategies aimed at improving teachers' well-being and quality of life at work. In doing so, we would not only be promoting the psychological health of key players in education, but also, and above all, fostering greater motivation, lasting commitment, and more effective teaching practices among these professionals in their workplace, which could have positive repercussions on student learning and, more broadly, on the functioning of our national education system.

Limitation of the study

Despite its contributions, this study has limitations that warrant further investigation. First, the sample consisted of Moroccan teachers recruited online using convenience sampling, which resulted in a relatively small and homogeneous sample. Validation on a larger and more representative sample is therefore necessary. Second, although various tools were used to assess convergent and discriminant validity, their psychometric properties have not been established in the professional context of Moroccan teachers, highlighting the need to use instruments that have been validated in this context. Finally, the adapted scale lacks calibration, which limits score comparisons between samples as well as its clinical application. Further research is therefore needed to improve its usefulness.

Conclusion

The WPP-Ar demonstrated satisfactory validity and reliability in assessing work-related well-being and flourishing among Moroccan teachers. This tool therefore supports

research in the field of workplace well-being, as it can contribute to the development of intervention programs aimed at improving teachers' well-being, which in turn may enhance the quality of their teaching practices and, consequently, the quality of student learning.

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Appendix

Version 1 presented as a single question per page

الصفحة	الأسئلة	سلم الإجابة
1	كم مرة تشعر(ين) بأنك تحرز(ين) تقدماً في تحقيق أهدافك المتعلقة بعملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
	كم مرة تكون(ين) مُنغمساً (مُنغمسةً) فيما تقوم(ين) به من أنشطة تربوية مع تلامذتك؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
	كم مرة تشعر(ين) بالبهجة والسرور في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
	كم مرة تشعر(ين) بالقلق في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
	كم مرة تحقق(ين) أهداف العمل المهمة التي تحدد(ين)ها لنفسك عادة؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
2	كيف هي حالتك الصحية بشكل عام؟	سيئة 0 1 2 3 4 5 6 7 8 جيدة 9 10
	إلى أي حد يعتبر عملك في التدريس مفيداً وذا معنى (هادفاً)؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
	إلى أي حد تتلقى(ين) المساعدة والدعم من زملائك في العمل عندما تكون(ين) في حاجة إلى ذلك؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
3	بشكل عام، ما هي درجة اقتناعك بأن ما تقوم(ين) به في العمل كمدرس(ة) له قيمة ويستحق العناء؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
	ما هي درجة شعورك بالحماس والاهتمام في عملك كمدرس(ة)؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
	ما هي درجة شعورك بالوحدة والعزلة في عملك كمدرس(ة)؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
4	ما هي درجة رضاك عن صحتك البدنية الحالية؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
	كم مرة تشعر(ين) بالإيجابية (التفاؤل) في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10

كم مرة تشعر (ين) بالغضب في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
كم مرة تستطيع (ين) الاضطرار (أو القيام) بمسؤولياتك المهنية كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
كم مرة تشعر (ين) بالحزن في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
كم مرة تفقد (ين) الإحساس بمرور الوقت أثناء قيامك بأنشطة ممتعة مع تلامذتك؟	أبداً 0 1 2 3 4 5 6 7 8 دائماً 9 10
مقارنةً بالأشخاص الآخرين من نفس عمرك وجنسك، كيف هي حالتك الصحية؟	سيئة 0 1 2 3 4 5 6 7 8 جيدة 9 10
ما هي درجة شعورك بالتقدير والاحترام من قبل زملائك في العمل؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
ما هي درجة شعورك، على العموم، بأن لديك هدفاً أو غاية تسعى (تسعين) إلى تحقيقها من خلال عملك كمدرس(ة)؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
ما هي درجة رضاك عن علاقاتك المهنية؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
ما هي درجة شعورك بالرضا في عملك كمدرس(ة)؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
بشكل عام، إلى أي حد تعتبر (ين) نفسك سعيداً (سعيدة) في عملك كمدرس(ة)؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً

Version 2 presented as a group of questions per page

الرقم	الأسئلة	سلم الإجابة
1	إلى أي حد يعتبر عملك في التدريس مفيداً وذا معنى (هادفاً)؟	0 لا، على الإطلاق 1 2 3 4 5 6 7 8 9 10 تماماً
2	كم مرة تشعر (ين) بأنك تحرز (ين) تقدماً في تحقيق أهدافك المتعلقة بعملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 9 10 دائماً
3	كم مرة تكون (ين) مُنغمساً (مُنغمسة) فيما تقوم (ين) به من أنشطة تربوية مع تلامذتك؟	أبداً 0 1 2 3 4 5 6 7 8 9 10 دائماً
4	كيف هي حالتك الصحية بشكل عام؟	0 سيئة 1 2 3

		4 5 6 7 8 9
		جيدة 10
5	كم مرة تشعر (ين) بالبهجة والسرور في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 9 10 دائماً
6	إلى أي حد تتلقى (ين) المساعدة والدعم من زملائك في العمل عندما تكون (ين) في حاجة إلى ذلك؟	0 1 لا، على الإطلاق 2 3 4 5 6 7 8 9 10 تماماً
7	كم مرة تشعر (ين) بالقلق في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 9 10 دائماً
8	كم مرة تحقق (ين) أهداف العمل المهمة التي تحدد (ين)ها لنفسك عادة؟	أبداً 0 1 2 3 4 5 6 7 8 9 10 دائماً
9	بشكل عام، ما هي درجة اقتناعك بأن ما تقوم (ين) به في العمل كمدرس(ة) له قيمة ويستحق العناء؟	0 1 لا، على الإطلاق 2 3 4 5 6 7 8 9 10 تماماً
10	كم مرة تشعر (ين) بالإيجابية (التفاؤل) في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 9 10 دائماً
11	ما هي درجة شعورك بالحماس والاهتمام في عملك كمدرس(ة)؟	0 1 لا، على الإطلاق 2 3 4 5 6 7 8 9 10 تماماً
12	ما هي درجة شعورك بالوحدة والعزلة في عملك كمدرس(ة)؟	0 1 لا، على الإطلاق 2 3 4 5 6 7 8 9 10 تماماً
13	ما هي درجة رضاك عن صحتك البدنية الحالية؟	0 1 لا، على الإطلاق 2 3 4 5 6 7 8 9 10 تماماً
14	كم مرة تشعر (ين) بالغضب في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 9 10 دائماً
15	ما هي درجة شعورك بالتقدير والاحترام من قبل زملائك في العمل؟	0 1 لا، على الإطلاق 2 3 4 5 6 7 8 9 10 تماماً
16	كم مرة تستطيع (ين) الاضطرار (أو القيام) بمسؤولياتك المهنية كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 9 10 دائماً
17	ما هي درجة شعورك، على العموم، بأن لديك هدفاً أو غاية تسعى (تسعين) إلى تحقيقها من خلال عملك كمدرس(ة)؟	0 1 لا، على الإطلاق 2 3 4 5 6 7 8 9 10 تماماً
18	مقارنةً بالأشخاص الآخرين من نفس عمرك وجنسك، كيف هي حالتك الصحية؟	سيئة 0 1 2 3 4 5 6 7 8 9 جيدة 10
19	ما هي درجة رضاك عن علاقاتك المهنية؟	0 1 لا، على الإطلاق 2 3 4 5 6 7 8 9 10 تماماً
20	كم مرة تشعر (ين) بالحزن في عملك كمدرس(ة)؟	أبداً 0 1 2 3 4 5 6 7 8 9 10

دائمًا			
أبداً	① ② ③ ④	كم مرة تفقد (ين) الإحساس بمرور الوقت أثناء قيامك بأنشطة ممتعة مع تلامذتك؟	21
دائمًا	⑤ ⑥ ⑦ ⑧ ⑨ ⑩		
دائمًا			
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	لا، على الإطلاق	ما هي درجة شعورك بالرضا في عملك كمدرس(ة)؟	22
تماماً	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩		
دائمًا			
أبداً	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	بشكل عام، إلى أي حد تعتبر (ين) نفسك سعيداً (سعيدة) في عملك كمدرس(ة)؟	23
دائمًا	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩		