

## EPV0803

# Psychological burdens and resilience among Moroccan trainee teachers during the COVID-19 lockdown: A study of challenges and coping strategies

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doi: 10.1192/j.eurpsy.2025.1470

**Introduction:** The onset of the COVID-19 pandemic necessitated the declaration of a global emergency. The pervasive fear of contagion has transformed daily life practices, and lockdown measures globally implemented to mitigate virus transmission have led to a spectrum of adverse psychological effects, including anxiety, sadness, frustration, disorientation, and potential for post-traumatic stress disorder, significantly affecting mental health.

**Objectives:** This study aims to evaluate the psychological effects of the COVID-19 pandemic on the well-being of trainee teachers.

**Methods:** A descriptive analysis was conducted on a cohort of 370 Moroccan trainee teachers, with a mean age of 28.30 ± 5.99 years. Data were collected using a self-administered questionnaire designed to assess the presence and extent of psychological distress, along with sociodemographic and professional characteristics, during the lockdown.

**Results:** The findings revealed that 65.1% of the confined trainees experienced obsessive tendencies, and 40% reported that their daily activities were restricted, affecting their normal life pursuits. Furthermore, 68.3% expressed moderate to high stress levels due to various factors, such as financial and professional concerns, potential loss of family members, or personal hospitalization. Half of the trainees expressed concern for their future prospects and feelings of ennui during these unprecedented times.

**Conclusions:** The findings reveal the enduring psychological impacts of the COVID-19 pandemic on trainee teachers, with significant stress and psychological disorders noted. This emphasizes the critical need for targeted mental health support and proactive resilience-building within educational systems, not only aiding recovery but also preparing educators for future pandemics.

**Disclosure of Interest:** None Declared

## EPV0802

# Beyond exhaustion: A multidimensional assessment of occupational stress and burnout among high school teachers

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doi: 10.1192/j.eurpsy.2025.1471

**Introduction:** In the rapidly evolving landscape of contemporary education, high school teachers are increasingly confronting significant professional stress that critically undermines their mental health and overall well-being. This pervasive issue not only affects teachers but also has broader implications for the effectiveness and sustainability of educational systems.

**Objectives:** This study aims to elucidate the complex dynamics of occupational stress, psychosocial workplace factors, and burnout among high school teachers in Tetouan, Morocco.

**Methods:** A cross-sectional survey was conducted among 258 high school teachers. The study utilized the Maslach Burnout Inventory (MBI) to assess burnout levels, the Job Content Questionnaire (JCQ) to evaluate psychosocial factors, and the Perceived Stress Scale (PSS-10) to measure perceived stress levels.

**Results:** The MBI indicated that 43% of teachers experienced high emotional exhaustion, 46% reported low depersonalization, and 47% indicated low levels of personal accomplishment. On the JCQ, 55% of teachers faced high psychological demands, 57% had limited decision latitude, and 44% received insufficient social support at their workplace. There was a significant correlation between MBI emotional exhaustion and JCQ psychological demand scores ( $r = 0.381$ ,  $p < 0.01$ ), indicating a complex interplay between burnout dimensions and psychosocial factors in the workplace. Furthermore, the PSS-10 results exhibited a median stress score of 27, indicating a significant **variability in** stress perceptions among the participants.

**Conclusions:** This study underscores the critical need to address burnout, psychosocial workplace factors, and perceived stress among high school teachers. The prevalent emotional exhaustion, substantial psychological demands, and varied perceived stress levels revealed by this study necessitate integrated strategies that address these complex interactions to foster a more supportive and healthy professional environment. Further research should focus on operationalizing these insights into concrete, actionable policies that enhance educational professionals' well-being and productivity.

**Disclosure of Interest:** None Declared

## EPV0803

# Effect of attachment styles on general psychological well-being and resilience as a mediating factor

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doi: 10.1192/j.eurpsy.2025.1472

**Introduction:** Attachment styles, developed through early life interactions, influence how individuals perceive relationships and manage stress. Medical students often exhibit insecure attachment styles, which are linked to increased psychological distress.

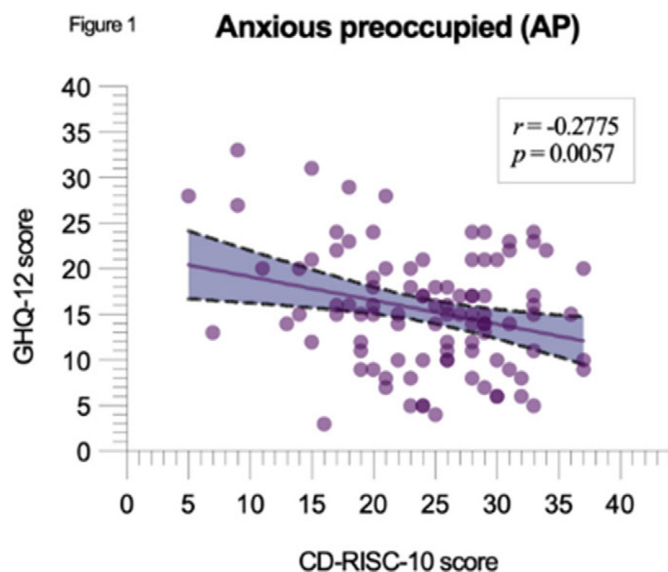
**Objectives:** The primary aim of this study is to explore the extent to which resilience influences the connection between attachment styles and general psychological well-being among medical students.

**Methods:** This cross-sectional study was conducted at New Giza University in Cairo, Egypt, and involved 437 medical students. Participants completed self-report surveys measuring attachment styles, resilience, and psychological distress. The survey instruments included the Relationship Questionnaire (RQ) for attachment styles, the General Health Questionnaire (GHQ-12) for psychological

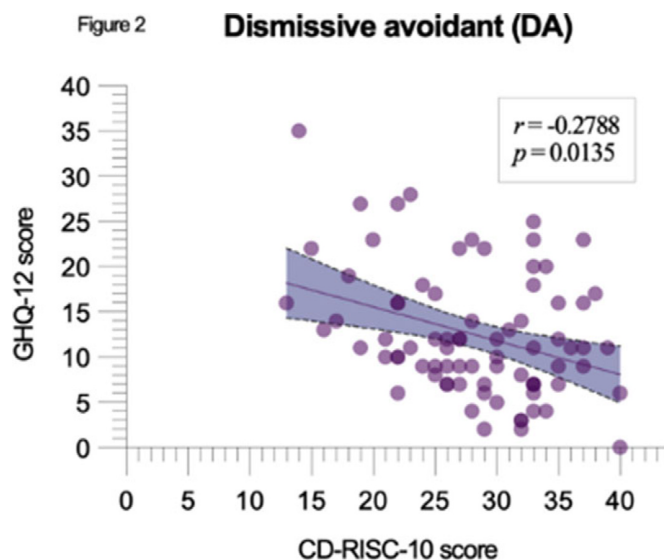
distress (where a lower GHQ-12 score indicates less psychological distress), and the Connor–Davidson Resilience Scale (CD-RISC-10) for resilience. Participants were grouped into four attachment styles: secure (SA), fearful avoidant (FA), anxious preoccupied (AP), and dismissive avoidant (DA).

**Results:** The sample's mean age was 20.32 years ( $SD = 2.09$ ). Females comprised 69.6% of the cohort, and single students made up 80.1% of the whole cohort. The distribution of attachment styles across females and males differed significantly ( $p < 0.0001$ ,  $\chi^2 = 25.7$ ), with DA being more prevalent in males compared to females (28.6% and 13.2%, respectively). GHQ-12 median scores were similar between genders ( $p = 0.23$ ), while CD-RISC-10 scores differed ( $p = 0.002$ ), with males having a higher median (28). Median scores of GHQ-12 and CD-RISC-10 differed significantly across groups of attachment styles ( $p < 0.0001$  and  $p = 0.0002$ , respectively). AP and FA had the highest GHQ-12 medians (15), while AP had the lowest CD-RISC-10 median (25). A negative correlation between CD-RISC-10 and GHQ-12 scores was significant in the whole cohort ( $p < 0.0001$ ,  $r = -0.3227$ ), with FA showing the strongest correlation ( $p < 0.0001$ ,  $r = -0.3292$ , CI:  $-0.4714$  to  $-0.1704$ ) and other groups showing similar results (figures 1, 2 and 3).

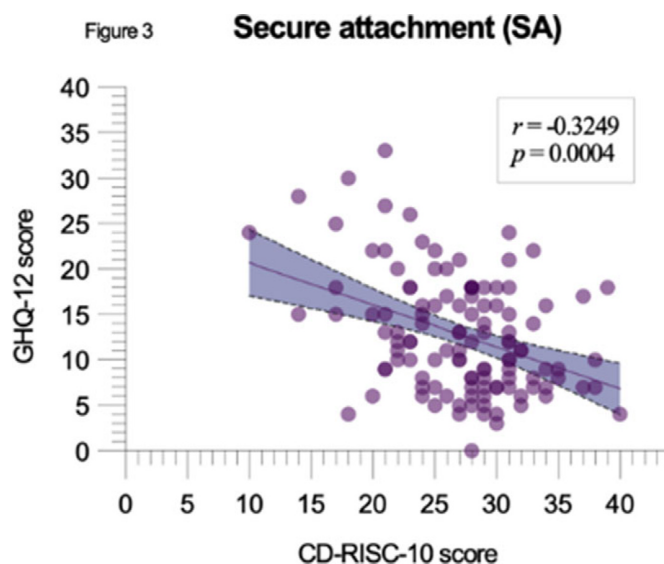
**Image:**



**Image 2:**



**Image 3:**



**Conclusions:** The findings underscore the critical role of resilience in buffering against the psychological impacts of insecure attachment among medical students. Approaches targeting resilience enhancement could serve as a valuable intervention target to mitigate psychological distress and improve well-being in this high-risk attachment styles. Future research is recommended to develop and test resilience-focused interventions tailored to medical students with insecure attachment styles, which may help reduce burnout and promote mental health in medical training environments.

**Disclosure of Interest:** None Declared