Table1. Demographic information of participants

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| Variables | Category | No. (%) |
| Gender | Male | 14 (82.35) |
| Female | 3 (17.65) |
| Age (Years) | < 30 | 5 (29.41) |
| 30-40 | 8 (47.06) |
| > 40 | 4 (23.53) |
| Work experience (Years) | 1-5 | 2 (11.76) |
| 6-10 | 3 (17.65) |
| 11-15 | 2 (29.41) |
| 16-20 | 4 (23.53) |
| 21-25 | 4 (23.53) |
| 26-30 | 2 (11.76) |
| Marital status | Single | 4 (23.53) |
| Married | 13 (76.47) |
| Educational level | Associate | 4 (23.53) |
| Bachelor | 9 (52.94) |
| Master | 1. (23.53) |

Table 2: Components identified from the codes extracted from the selected studies

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| --- | --- | --- |
| Selected coding | Subcategories | Categories |
| Adequate physical fitness, enhancing physical condition for readiness in challenging circumstances, and the impact of physical impairments on emergency responders' performance in operations | Physical | **Self-care** |
| Stress and anxiety resulting from exposure to traumatic events, occupational burnout due to repeated exposure to stressful incidents, and the psychological characteristics of emergency responders in the face of stress and psychological strain | Psychological |
| Controlling emotions in the face of critical and stressful situations, the emergence of emotional reactions during rescue operations | Emotional |
| Adherence to religious beliefs and values, attention to religious doctrines and principles, and the integration of spiritual beliefs into practical life | Spiritual |
| Decision-making based on time in critical situations, the ability to prioritize activities quickly, and planning the rescue operation process based on time. | Time management | **Self-management** |
| Collect basic information to find problems, be able to analyze data, use creative methods to generate new ideas and solutions, plan to solve future problems, explore options for solving problems | Problem-solving |
| Emotional regulation, suppression of emotional responses, and the ability to make rapid and rational judgments in high-pressure environments | Emotional self-regulation |
| The ability to regulate, manage thoughts, and solve problems using various methods. Motivation of voluntary service to others, desire to help save human lives, willingness to participate and serve in the Red Crescent | Cognitive self-regulation |
| Engaging in behaviors regardless of emotions, focusing on professional goals without considering work-related challenges | Behavioural self-regulation |
| Believing in your ability to do things, believing in your ability to solve problems ahead, believing in your ability, and ensuring you do your duties and responsibilities correctly | Personal beliefs | **Self-efficacy** |
| Using successful experiences in the past, increasing self-confidence due to previous successful experiences | Successful experiences |
| The effect of stress on activities, fear and anxiety, lack of concentration due to stress in critical situations | Psychological answers |
| Ability to adapt to new and unpredictable situations of accidents adapt to sudden changes at the scene of an accident the ineffectiveness of new stressful situations on job performance | **Problem-focused coping** | **Coping** |
| Controlling emotions in critical situations, a positive attitude towards solving problems, the ability to moderate stress in Jane performing the mission, the ability to adapt to the psychological stress of an accident | **Emotion-focused coping** |
| Professional communication with different people and groups, understanding other people's feelings in crises, emotional communication with others in stressful situations, adapting to different behaviour’s and habits in different environments, interacting with others during rescue activities | **Avoidance coping** |
| Spousal support, emotional and psychological support of family members for the paramedic | Family support | **Social support** |
| Community support and respect for the activities of aid workers, social support, support from the media and virtual networks and to portray their activities | Support from the community |
| Support for rescuers in stressful and stressful situations, cooperation and support for rescuers in meeting each other's practical needs such as equipment, transportation and logistical support, support for rescuers after carrying out difficult missions | Support of colleagues |
| Considering adequate wages and bonuses, encouraging and valuing the activities of a paramedic | Organizational support |
| Defining roles and responsibilities clearly, the lack of ambiguity in the organization's rules, the uncertainty of performing certain tasks for rescuers, the attention to the working conditions of rescuers in setting rules, the obligation to obtain standard permits for rescuers | Rules and regulations | **Organizational factors** |
| The possibility of communication or disconnection, the strengthening of communication infrastructure, the possibility of effective and permanent communication with the EOC and other colleagues and groups | Effective communication |
| Lack of equipment and ambulances, sufficient number of resources needed | Equipment and resources |
| Appropriate training and skills requirements for the use of rescuers, holding training courses while serving with the aim of improving operational capacity, paying attention to increasing knowledge and skills and updating them, paying attention to training and operational needs and requiring rescuers to learn and obtain permits | Education and empowerment |
| High intensity and complexity events, complexity and challenges of the scene of an incident | Type of scene | **The nature of the incident** |
| Scenes of death and heart breaking injuries, confronting unpredictable and shocking events, child-related incidents | Shock from the scene. |
| Too much scene traffic, restricted access for rescuers to the injured due to overcrowding, increased fatigue and burnout due to excessive chaos | Stage congestion |
| Accidents in adverse weather conditions such as storms or storms in difficult environments | Environmental factors |
| Feeling tired and unmotivated due to job pressures feeling less energetic due to constant stresses weakness and inability to perform tasks decreased enthusiasm and vitality to continue working in the organization | Emotional exhaustion | **Burnout** |
| Feeling inadequate in some rescue activities sometimes feeling worthless and unable to perform some tasks incompetent and inefficient in doing some things | **Reduced Personal Accomplishment** |
| A strong reaction to stressful situations, anxiety due to frequent exposure to job stresses, a decrease in tolerance levels in critical and complex situations | **Increased Stress and Anxiety** |