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**- Teachers' Work Stresses & their Relationship with Occupational Burnout -  
- On-field Study at Tizi-Ouzou's High Schools -**

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**Abstract :**

This study is an attempt to demonstrate the relationship between psychological pressures and occupational burnout, and determine the differences in work stress according to the gender variable (male/female). The study has been conducted on a sample of 250 teachers, working in four high schools located in Tizi-Ouzou. We relied on a descriptive correlation method and we adopted the Work Stress Assessment Tool (**Laskar et al.**) as well as the Occupational Burnout Inventory Method **MBI** (**Maslach & Jackson**). We reached the following:

- There is a correlation between professional stress and psychological burnout among high school teachers.

- There were no significant statistical differences in professional stress, according to the gender variable

Secondary Teaching; Teacher.

**Keywords:** Work Stress; Psychological Burnout; Teaching (Profession);

## Introduction

Teaching is considered as a humanitarian profession throughout periods of time, and it has a sacred element obliging those in charge of it to devote themselves to the work. The teacher is a message proprietor and he has to assess the sense of this message and realize its significance, just as he is appreciated, respected and trusted by society. That is why the teacher has to be keen of being worthy of that trust and respect.

In order for any nation to occupy prominent places amongst other nations, the educational process has to be held in account and given much well-deserved attention, in order to produce aware and alert generations. Nations in past and present have always attributed a great deal of care to the profession of education; as it is a sacred message in opposition to a any other normal occupation, because it contributes to creating the first social institution which is the family, and directly affects generational character personality. This is to emphasize the important and crucial role of the teacher in both individual and nation lives. The teacher bears a heavy burden and a holy message much in need of being delivered to each and everyone around in society. The authenticity of the teaching profession implies the trustworthiness in delivering the sacred word, and the teacher is then considered as the backbone in the educational operation in order to guarantee the success of the education process and achieving its goals in social and economic prosperity. The teacher is then also considered as an educator, and it becomes impossible to separate the teacher's responsibilities, job performance and motives on one hand, and the changes taking places in society, on the other hand. However, the advancement and development in both social and economic life has created a set of obstacles that prevent the teacher from fully accomplishing his role, this can generate a feeling of helplessness and confusion, as well as a state of stress and exhaustion that can put the teacher under the heavy weight of a potential psychological burnout as a direct result of professional pressure and stress. Nowadays pressure and stress are common denominators of the contemporary life, and if we picture both school society and human society as two analogical concepts, we can easily notice that the teacher; in addition to the social and psychological problems that normal individuals suffer from in general; has special problems of his own related to his line of work, and it is a well-known fact the teaching is one of the most stressful profession. In the event of continuous stress and pressure conditions and with the incidence of other aggravating factors, professional burnout is a common occurrence, as a negative result to work stress which some teachers suffer from, while others do not.

Occupational burnout is one of several psychological phenomena that attracts and captivates the researcher's attention especially in educational studies. This is essentially due to the importance of the role of the teacher in school and society. Occupational burnout when affecting the teacher can result in: Frequent absence, feeling of boredom, frustration, fatigue, lack of motivation towards work in addition to a negative attitude toward others which can create a hostile work environment.

### **Problematic:**

Work stress is one of many types of stresses that an individual may be confronted with, and its effects are not only limited to the psychological and physical side, but they rather extend to include the individual job performance, which can be apparent in the form of an evident lack of motivation in works achievements and tasks, as well as job dissatisfaction.

Stress phenomenon affects many lines of works, including profession of education and teaching. Many studies show that the teaching profession is the most affected when it comes to high work stress loads. This becomes evident resulting from the feeling of under-qualification and underachievement on the teacher side, due to a recurrent excessive work load. (Taha et al., 2006, p.216)

According to the *International Labor Organization (ILO) classification*, the profession of teaching is one of the most stressful areas of work, as the educational environment is loaded with stressful factors and stimuli, some of which can be linked to the teacher personality and character, determining his ability to adapt with the fast-changing pace of work community. Other stress factors are associated with the external environment in which the teacher is evolving within, and the extent of appreciation shown to the role of the teacher and the importance of his educational duty. (Hazem et al., 2015, p.13).

Many studies in the professional stress field have also proven that the pressures may vary, and the feeling of pressure may differ in the same profession. In the teaching profession we discern that every educational phase is characterized by its own set of conditions and circumstances, the differences can be noticeable in work hours length and number, educational programs, salaries, in addition to personal differences between male and female teachers. These factors contribute to a differentiation between work stress levels.

The study of Al-Shahrani and Rifa' (1995), which aimed to determine the sources of psychological stress and the methods and means of adaptation amongst teacher, indicates the main sources of work pressures: lack of interest shown by students, lack of educational necessary means in school, overcrowded classes, poor standardization in criteria evaluation. The same study shows an

evident phenomenon of psychological stress and pressure level differences, tied to the school location.

Another **study** done by **Steve Dinham**, "**Causes and Reasons of Teachers Resignation**", shows that the resignation is a clear response to an excessive work stress load, coming from different sources from which: inability to adapt to new directions in the educational process, negative perceptions of society towards the teacher social status, low salaries, poor student behavior and teacher-student bond deterioration. (**Chabraoui, Study published on the Internet, 2005**).

A study made by **Loiselle Jean and Royer Nicole (2001)**, concerning the feeling of stress and pressure in the work environment in Canadian teachers, and the means of support provided by their schools, shows that the levels of stress at work ranges between medium and high levels. This study also claims that female teachers are prone to higher work stress levels as opposed to male teachers. As for professional experience variable, the study reveals that teachers with longer experience (over 16 years) are the most vulnerable group affected by work pressure and stress, compared to teachers with less experience (06 years) as well as teachers with work experience ranging from 06 to 14 years. (**Gangloff, 2000, p.70**).

On the other hand, a study accomplished by **Asakara (1993)** clearly demonstrated that psychological stress sources amongst Japanese female workers are: professional pressures tied to the work environment, professional pressures related to family care, role conflicts, feelings of dissatisfaction, professional pressures associated with heavy responsibilities and decisions making, as well as self-fulfillment. (**Abdelmati, 2009, p.414**).

We can also cite **Nasser Yusuf** study (1995), which concluded on the existence of a positive indicative correlation between external locus control and occupational burnout, and **AssemHachem's** study (2001), dealing with the relationship between occupational burnout and personality variables. This study wraps up on the existence of significant differences between individuals with burnout syndromes and other not affected by the burnout, linked to some of their personality traits.

**A Butler and Constantin study (2005)** revealed the existence of a negative correlation between psychological burnout and self-esteem, and the work done by **AbdallahJad Mahmud (2005)** resulted in the existence of positive indicative correlation between personality disorder traits and professional burnout. (**Zaki&Othmane, 2003**).

Through the above-mentioned studies, we note that the profession of teaching suffers from extremely hard work conditions and pressures, and in the event of extended exposure, a psychological condition known as psychological burnout can be created. This phenomenon has aroused the interest of several researchers in human and social sciences in general, and psychology in particular. This prompts us to engage in our study, and in light of the above, we raise the following partial questions:

1. Is there a correlation between work pressures and psychological burnout among high school teachers?
2. Are there statistical indicative differences in professional stress in high school teachers, according to the gender variable?

### **Study Hypotheses:**

In light of the aforementioned, the following hypotheses have been formulated:

### **Partial Hypotheses:**

1. There is a correlation between work pressures and psychological burnout among high school teachers.
2. There are statistical indicative differences in professional stress in high school teachers, according to the gender variable.

### **- Study Importance:**

There is no doubt that the teacher plays a primordial role in the teaching process, therefore any negative factors influencing the teacher and his ability to achieve his task are negatively reflected on the educational operation. Professional stress and pressure are one of many phenomena having a negative effect on the teacher, this can be evident in the psychological burnout that the teacher suffers from. The importance of our study is revealed in the following points:

- The importance of our current study lays within the uncovering of work conditions leading to work stress, which high school teachers are suffering from.
- The study of the psychological burnout phenomenon is a necessity, in terms of teachers' mental care in particular, due to the importance of the teacher's role in society. The phenomenon of psychological burnout has revealed itself to be a dangerous issue in terms of its negative effects and consequences on the school community.
- Potential benefits stemming from the results of the current study, especially in decision making and professional problems solving, these problems are often faced by teachers and by resolving these issues; we can ensure a real advancement in the educational process in high school, and guarantee much higher levels of teaching techniques, by restraining the psychological burnout syndrome effects.

- This study opens the door for further and deeper research in this field, in order to benefit from its results.

### - Objectives of the Study:

1) Determining the correlation between professional stress and psychological burnout among the sampled members.

2) Verifying the existence of different professional stress levels in the studied sample members according to the gender variable.

### - Study Concepts Defining:

#### 1) Professional Stress, or Occupational Stress:

• **Constitutive definition:** *Stress*, according to **Jean-Benjamin Stora**, is Latin word meaning sadness and despair, this word has acquired multiple meanings in the field of medicine (**Askar, 2003, p.23**).

**Alfahraoui** points out that teacher's pressures are a state of psychological imbalance, resulting essentially from a mismatch between teaching as a profession and the ability to achieve this task. As a result, the teacher feels that he is unable to satisfy his psychological and social needs (**Nayef et al., 2005, p.101**).

**Sayed Abdelali** defines work stress as a set of physiological, physical and psychological changes that the worker or the employee goes under, in response to a group of stimuli affecting the active individual in the work environment, which he can no longer bear or fulfill its requirements. (**Ibid, p.30**).

**Mustafa Mansouri** defines the professional stress on the teacher as the teacher's realization that he is unable to face the requirements and burdens of his line of work, because of several scholar pressures sources, interacting with personal factors, and resulting in a set of physiological, psychological and behavioral consequences. (**Mansouri, 2017, p.30**).

• **Operational Definition** (procedural): Professional Stress is a set of organizational factors, including work conditions, as well as social, psychological and financial factors influencing the individual performance. It is the mark scored by the high school teacher, after passing the "Occupational Stress Scale" test (**Laskar et al.**), The mark can be at a higher value or at a lower level, and it reflects on the teachers' behavior when confronted with anxiety, despair, as well as their job performance through occasional boredom state and lack of focus and motivation.

#### 2. Psychological Burnout:

**Constitutive definition:** Psychological Burnout is a state of exhaustion, emptiness and energy drainage, feelings of fatigue, in addition to the inability to face daily work tasks. (**Le ROBERT Quotidien, 1994, p.200**).

According to **Perlman** and **Hartman**, psychological burnout is "A response to an emotional and/or physical exhaustion, lowered work productivity, over-depersonalization and dry interaction with beneficiaries". (**Adel ABDALLAH, 1994, p.01**).

**Oussama Rateb Kamel** cites that the burnout is: "A response to pressures characterized by mental and reactive exhaustion, rendering the affected individual unable to bear the pressures of competition". (**Rateb, 1997, p.13**).

**Operational Definition**(procedural): Psychological Burnout is a mental and emotional exhaustion, occurring as a consequence to the accumulation of a set of pressures and stresses that prove to be excessive, and rendering the teacher unable to confront them. Its severity is defined by the *Maslach & Jackson Burnout Inventory Scales* test, to assess professional stress levels; that can appear in the form of a group of negative reflexive actions, as a natural response to several psychological situations faced by teachers in the teaching process, that can affect their performance levels.

- **Professional Stress:** The concept of professional stress emerged in institutions and organizations, where the workers are supposed to carry out their duties and professional tasks, in a serious and effective manner, in order to provide required services to the fullest extent. Whereas the employees do or not get along with their employer, there can be obstacles hindering the working individual performance and keeping him from doing his work the best. This leads to the materialization of the concept of professional pressure or job stress.

- **Levels of professional stress:** levels of stress affect the individual according to their severity. In the case of high-level stress, it can hinder the individual's performance and negatively influence him. High level pressure can also cause confusion and hesitation in making the appropriate decision when needed, and decrease social interaction making the individual prone to psychological and social disorders as well as a potential subject for cognitive dysfunction. The individual is then feeling all sorts of anxiety, despair and lack of motivation necessary to improve performance. In the case of low levels of stress, performance decreases, boredom occurs and in a similar fashion motivation decreases. Whereas in the situations where the pressure is at a medium / moderate level, it can be positive for the individual's performance, having an active effect on the individual motivation and increase efficiency. (**Ali Abdelouahed Ouefi et al., previously referenced, p.25**).

- **Professional stress sources:** Many classifications and models imagined by researchers to try and categorize pressure sources, depending on their causing agents, and they vary according to the researchers' point of view regarding stress sources and the research development. This classification can be

accomplished by measuring levels of stress in applied and practical studies, which have been fashioned to suit certain lines of work. Defining the sources of work pressures and stress is the first step to understand these stress factors. **Kahan and Cooper (1993)** have classified the main sources of professional pressures into:

1. Sources linked to work or organizational sources; which can be work hours, work conditions, role conflicts, responsibility burden, job status / titles, work promotion, individual inconsistency in the work environment, participation in decision making, performance reviews, salaries.

2. Sources linked to the individual; including the individual character and personality traits, social support from coworkers and employees, stability (bold character and high levels of stress tolerance), gender, age, work experience, seniority years, qualification, the ability to adapt to stress (**Ibid, p.25**).

• **Psychological Burnout:** It is the highest level that an individual can be exposed to, in consequence of changing, chronic and imbalanced pressures, in the line of work. It can hinder the normal performance and function of the individual from happening, causing the individual to mentally collapse, suffer from chronic fatigue, severe exhaustion and disappointment. Other psychological and physical symptoms can appear, contributing in the decline in self-perception. This can gradually put emphasis on the burnout symptoms over time.

• **Psychological pressures and psychological burnout:** Niehaus dealt with the psychological burnout phenomenon, and has made a clear distinction between psychological burnout and psychological stress, observing that the psychological burnout is a reflection of psychological stress, but not only limited to it. Among the most prominent characteristics defined by Niehaus (according to Elamry):

**First;** that the psychological burnout occurs as a result to psychological work pressures, represented mainly in conflicts of roles and bias, confusion, work excessive load and work conditions.

**Second;** that the psychological burnout happens most of the time in teachers entering the field of work with an idealistic point of view on things, mainly on the teaching profession, students and said "sacred" profession. (**Elamry, 2007, p.58**).

**Third;** there is a deep and mutual correlation between the psychological burnout, and the non-achieved goals. Many researchers see that this relationship is relevant between the two mentioned concepts despite their evident mismatch.

**Farber** cites that the psychological burnout in many cases is not a response to psychological pressures, but rather a result occurring in the case of non-monitored psychological stress, in the lack of the necessary support, which can

double its effects. Farber also mentions that the psychological stress can be either positive or negative, whereas the psychological burnout is always of a negative nature. (Alrasheedy, 1999, p.133).

• **Psychological Burnout Causes:** These causes are summarized in the following:

1. Work overload;
2. Increasing bureaucratic tasks;
3. Lack of rewards and support

The researcher adds other causes contributing in the occurrences of the psychological burnout, including:

4. Long periods of work without rest or pauses;
5. Sense of control loss over work outcomes;
6. Weak professional relationships;
7. Feelings of boredom in the workplace;
8. Lack of preparation when dealing with work stress and pressures;
9. Personal character and traits.

• **Psychological Burnout Symptoms:**

**Organic symptoms (physiological):** these consist of: fatigue, insomnia, high blood pressure, chronic headaches, persistent feeling of fatigue throughout the day, fatigue after work hours, resorting to smoking.

**Psychological and emotional symptoms:** including boredom, lack of self-confidence, tension, lack of enthusiasm and motivation, anger, reluctance to go to the workplace.

**Social symptoms:** these symptoms are linked to others, such as the negative attitude towards the colleagues and workmates, isolative behavior pattern, tending to loneliness and avoiding groups. (Elbattel, 2000, pp. 65-68).

• **Psychological burnout sources:** The investigative work on psychological burnout sources does not differ from the research on the sources of professional pressures and stress factors, based on the scientific similarity of the studied conditions, as the individual when confronted with feelings of professional pressure or psychological stress in the work environment, does not necessarily mean that he is subject to the phenomenon of psychological burnout. On the other hand, suffering from psychological burnout is a direct consequence of being exposed to psychological pressures linked to the work place conditions. That is why we can categorize psychological burnout sources into two main types:

- Organizational factors and personal characteristics; which played an important role and attracted a great deal of interest and research in the topic of

psychological burnout, considering it a problem linked with work. Organizational factors include:

- Conflicts of roles; which can occur when the individual is required to achieve certain tasks that do not necessarily suit his work nature and status, this can increase the work load and pressure on him to an excessive extent, according to the Roles Theory. For instance, roles conflicts can happen when the teacher is asked to accomplish duties that are not the core of his job status such as administrative work (Al-Marzouki, 2004, p.120).

• **Psychological burnout in the profession of teaching:**

The negative behavior of interest loss in the learner leads the teacher to adapt a distant attitude, and makes him prone to pessimism and indifferent, lack of motivation, excessively anxious, irritable and generally the teacher loses any initiative for work innovation. In this case we can safely say the teacher is "psychologically burned-out".

The main reason for the psychological burnout phenomenon are the pressures facing the teacher, linked in most cases to what is occurring in the work environment.

• **Teachers' attitudes towards psychological burnout phenomenon:**

The phenomenon of psychological burnout in teachers interferes with other intertwined phenomena, such as the teacher's educational attitudes towards work, which can be considered as a decisive factor to the ability of the teacher to bear work responsibilities and the psychological and physical stress, and thus the psychological burnout that he is confronted to. There is also a silent agreement that states that the key to the teacher's success in his work is his positive attitude towards it, because this attitude is considered as a base on which will be built most of the educational activities.

One study also observed that in changes of psychological and educational attitudes of teachers, there is a set of differences between teachers' groups in their attitude towards work, according to their years of experience, as well as educational and psychological studies. It also appears that the greater the number of years' experience of teachers, their attitudes are not of any interest towards profession development and training, but rather aimed at administrative tasks, reducing their teaching performance. A Jordanian study conducted on the attitudes of the Jordanian Teacher indicates the attitudes of Education Faculty female students are on a higher value than male students towards the line of work. Attitudes of literary departments students is more positive than of scientific departments students. The study also shows that the bond linking the teachers to their job becomes stronger over the experience years. The study did not reach any certain conclusive point in terms of differences between the

teaching experience among teachers and their attitude towards their job. This is probably due to the fact that the teacher has lost his freedom and enthusiasm for his job over his years of experience. This state is a direct result of social, financial unfulfillment, in addition to repetitive and frustrating letdowns that the teacher often faces frequently, with his students, colleagues and employers. **(Elkilani, 1989, p.76).**

One of the most sensitive findings of the study is that academic preparation alone for the teacher is nearly not enough to create and maintain a positive attitude towards the teaching profession. A scientific experience is also needed, in addition to a continuous work in increasing levels of preparation especially in Arab education faculties. A high level of preparation is not only a determinant factor in creating a positive educational attitude for the teacher towards his job, but also helps him in withstanding work pressures and stress, as well as the psychological burnout in his work.

#### • **Teacher's Psychological Burnout:**

The internal and external stress factors that the teacher is exposed to can lead to a physical and emotional exhaustion, reflected through interest loss in students, feelings of dullness, lack of motivation, a steep work routine and a lack of innovative attitude. In the absence of social support and adaptation skills makes the teacher an easier prey to psychological burnout, especially in an environment of work where plenty of stress sources are to be found, such as student behavior, the teacher relationship with students, colleagues and the administration, long hours of work, lack of free time, absence of a work group dynamic or any coordination between the teacher and students' parents. **A study done by Schwab and Iwanicki** indicates that roles conflict leads to psychological exhaustion and numbness, the same study notes that teacher in the age group of 20-39 were subject to more severe psychological exhaustion cases, compared to teachers in their 50's and above. Male teachers also showed negative attitude / aversion towards students in a more accentuated manner than the female teachers. **(Rouani&Elkilani, 1989, p.81).** The teacher then feels isolated and abandoned, and among the factors that lead to the teacher's frustration and psychological burnout, the invasive behavior that students' parents show in the teacher's work formalities. Many parents engage in long arguments with teachers about their work, doubting their abilities and qualifications, which undermines the teacher's self-confidence and esteem.

#### **Field side of the study:**

**1. Study Methodology:** Our study deals with an educational and psychological phenomenon, which needs to be described, analyzed and interpreted within the framework of descriptive surveys approach, in order to study the phenomenon,

topics and components in rapport, as well as the relationships that may exist between these elements. This has led us to adapt the descriptive methodology as it fully fits the study topic. If the correlations researches are one of the descriptive methodology approaches which allows to study the correlation and its extent in a quantitative manner between certain variables (**Robert. M., 1981, pp.39-49**); this descriptive study is correlative because it is essentially based on the analysis of certain psychological factors, followed by the study of correlation that may exist between these factors.

**2. Study Sample and Selection criteria:** The study sample has been chosen based on a random sampling approach, from four (04) high schools located in Tizi-Ouzou (Algeria). The number of sampled individuals reached 250 teachers from various disciplines; from a researched community consisting of 255 teachers, 100 male and 150 females. We faced no particular obstacles in our field applied study, and we initiated the test distribution after verifying the validity and reliability of the test tools.

**3. Study Limits:** Our study is defined by three (03) boundaries: Human, temporal and geographical.

**1. Human limits;** the study was conducted on a sample consisting of high school teachers from different disciplines in the Wilaya of Tizi-Ouzou.

**2. Time limits;** the study was conducted by the end of the first semester of the academic year 2019 - 2020.

**3. Geographical limits;** the current study covers four high schools all located in the area of Tizi-Ouzou.

#### **Study Tools:**

In our study, we adopted two tests; the first being the Professional Stress Test designed (**Laskar et al.**), the second is the Psychological Burnout Inventory (**Maslach& Jackson**).

**1. Professional Stress Test:** This test pertains to seven (07) dimensions linked to stress, which are: student behavior, teacher and administration relationship, teacher and educational supervisor relationship, assessment of the teaching profession, personal conflicts, psychological and physical stress symptoms. Every element consists of four (04) items making it 28 items for the professional stress test.

**Test application:** This test is very much practical and can be applied in different situations, whether groups or individuals.

**Test correction:** We adopted the gradient method to evaluate and calculate test scores, five scores were established (1, 2, 3, 4, 5) depending on the individuals' responses, respectively: I strongly disagree, I disagree, I don't know (neither agree nor disagree), I agree, I strongly agree. The respondents are required to

choose one of the previous alternatives to determine the contribution of each element and item in the scale test, by putting a [x] mark in front the chosen item after fully reading every test statement. The response categories in the scale test were organized as follows:

- *I strongly agree*; gets five (05) points;
- *I agree*; gets four (04) points;
- *I don't know*; (neither agree nor disagree) gets three (03) points;
- *I don't agree*; gets two (02) points;
- *I strongly disagree*; gets one (01) point.

These alternatives express the respondent's extent of professional stress feeling, the test is scaled according to the scores provided by the respondent.

We also conducted an assessment study on the psychometric characteristics consisting of the validity and reliability of the scale test, summarized in the following table:

Table (01) representing the stability and the reliability of the Professional Stress Test.

<i>Performance</i>	<i>Coefficients</i>	<i>Stability Coefficient</i>	<i>Reliability Coefficient</i>
<b>Professional Stress Test</b>		0,62	0,78

**Professional Stress Test Validity Study:** Some items that were not drafted well enough have been modified, following the recommendations of ten (10) teachers from Social Sciences Faculty, University of MouloudMaamri, Tamda, Tizi-Ouzou. We also conducted a study on the *face validity* of the scale test.

**Reliability Study:** The results were as follows: Coefficient of stability of the Professional Stress Scale test equals 0,62 and bears a statistical significance at the significance level of  $\alpha = 0,01$ .

## 2. Psychological Burnout Inventory by Maslach:

In our study we used the Maslach Psychological Burnout Inventory, designed by **Maslach and Jackson (1971)**, in order to measure psychological burnout in individuals working in human and social services. Several Arab researchers tried to arabize the scale test to suit the studied environment (**Douani & others, 1979, Slama 1990, Elouabeli 1995**), in order to determine Psychological Burnout levels. The test consists of twenty-two (22) items linked to the individual's feeling towards his job, as the respondent is required to answer to every section, graded as follows: (daily, few times a week, once a week, few times a month, once a month or less, few times a year, never). The section is graded from 0 to 6 and it consists of three main psychological burnout dimensions, naming:

**1. Emotional exhaustion dimension:** to measure levels of exhaustion and emotional tension felt by the individual, in consequence of working with a specific group or in a certain line of work (09 sections).

**2. Dullness / Numbness dimension:** assessing levels of interest or indifference resulting from working with a specific group or a certain line of work (05 sections).

**3. Underachievement dimension:** Measuring how the individual can evaluate himself, and the level of his satisfaction in his work (08 sections).

The following table summarizes the distribution of the scale test sections in rapport with these three (03) dimensions:

Table (02): Distribution of the scale test sections in psychology burnout dimensions.

Dimension	Section Distribution	Total
<b>Emotional Exhaustion</b>	1-2-3-6-8-13-14-16-20	09 Sections
<b>Feeling Numbness</b>	5-10-11-15-22	05 Sections
<b>Underachievement Feeling</b>	4-7-9-12-17-18-22	08 Sections
<b>Total</b>		22 Sections

#### Scale test application:

This scale test inventory can be applied individually or collectively, as the respondent is asked to determine the appropriate phrase from a group of expressions in the table, that could fit.

#### Scale test correction:

Results were corrected and evaluated using a graded method, as the respondents were required to answer test items on a grade set from (0 to 6). We then calculated the total grades for the scale test according to the answers of every respondent.

We also studied the psychometric properties, as it is represented in the table (03):

Table (03): Stability and validity coefficients in the psychological burnout scale test dimensions.

<i>Performance</i>	<i>Coefficients</i>	<b>Stability Coefficient</b>	<b>Reliability Coefficient</b>
<b>Psychological Burnout Test</b>		<b>0,50</b>	<b>0,70</b>

#### Face validity (apparent) test study:

The scale test was presented to ten (10) teachers from the Social Sciences Faculty in the University of Mouloud Maamri (Tamda, Tizi-Ouzou), in order to verify the suitability of the scale test for the study objectives, in addition to the linguistic proofing and integrity in rapport with the studied dimensions. In light

of recommendations and suggestions provided by an arbitrary part, we operated the necessary changes on the scale test, and it should be noted that the actual scale test does not differ in its essence from the original one. We conducted a study on the scale test face reliability (surface validity).

### **Stability study:**

Stability coefficient has a value of 0,5 and has statistical significance at a significance level of  $\alpha = 0,01$ . We note that the obtained coefficient values are somewhat on the higher range, this can guarantee the possibility of scale test adoption in our study.

### **5. Used Statistical Methods:**

In order to analyze gathered data in our current study, we relied on an important statistical tool; the Statistical Package for the Social Sciences *SPSS*, to further examine the study data after entering it into the SPSS and preparing it for exploitation. We used the following statistical techniques:

- Percentages / frequency;
- Arithmetic mean and standard deviation;
- Pearson correlation coefficient;
- Tau-equivalent Reliability / Cronbach's Alpha.

### **Study results presentation:**

#### **1. Results of the first hypothesis:**

The first hypothesis stated that: "**There is a statistically significant correlation between professional stress and psychological burnout in high school teachers**".

Table (04): Pearson correlation coefficient between professional stress and psychological burnout:

Study Variables	Arithmetic Mean	Standard Deviation	Pearson Correlation Coefficient	Significance Level	
Professional Stress	132,64	26,71	0,71	0,01	<i>Significant</i>
Psychological Burnout	72,32	21,18			

Table (04) shows that the calculated value of Pearson Correlation Coefficient reached 0,71 at a significance level of 0,01. It is strong correlation effect, which means that the greater the occupational pressures, the greater the psychological burnout is. This indicates that the first hypothesis is confirmed, which states that There is a statistically significant correlation between professional stress and psychological burnout in high school teachers.

## 2. Results of the second hypothesis:

The second hypothesis stated that: **"There are statistical indicative differences in professional stress in high school teachers".**

Table (05): Results of test "C" value: High School Teachers differences:

Study Variable	Gender	Number	Arithmetic Mean	Standard Deviation	C Value	Significance Level	
Professional Stress	Female	150	134,73	28,67	-0,74	0,05	<i>Non-significant</i>
	Male	100	129,50	24,60			

From the table (05) we note that the number of female teachers is 150, where the arithmetic mean has a value of 134,73, with a standard deviation value of 28,67. Concerning the male teachers, with a number of 100, the arithmetic mean reached a value of 129,50, with a standard deviation value of 24,60.

We also note that the C value estimated at (-0,74) has a significance level of 0,05. This leads us to state that there are no significant statistical differences in the professional stress variable among high school teachers, according to their gender, as the arithmetic mean did not show any relevant differences in stress levels.

### Interpretation and discussion of obtained study results:

After presenting and analyzing obtained results, we will interpret and discuss the study results, in light of anterior opinion and studies.

#### 1. Discussion and interpretation of the first hypothesis:

Which states that: **"There is a statistically significant correlation between professional stress and psychological burnout in high school teachers".**

Obtained results in table (04) show that there is a strong correlation between professional stress and psychological burnout among high school teachers, as the value of Pearson Correlation Coefficient (0,71) is a relatively good value, meaning that there is a statistically significant correlation linking the two variables. The greater the professional stress, the higher the teacher's psychological burnout is, as the obtained result is consistent with the results of **Aouda's** study (1998), in revealing the relationship between occupational stress and psychological burnout. The researcher applied Maslach's scale test (inventory) consisting of 22 sections, aiming to uncover the correlation bonding the burnout phenomenon and work pressures. The study resulted in the prevalence of the burnout phenomenon among middle school teachers, as the level of work stress was of the above average level, leading to a positive relationship between professional pressures (stress) and psychological burnout.

Our study is also consistent with Al-Roshdan's work (2007), about the Educational Board Psychological Burnout, where a study has been conducted in rapport with the psychological burnout among the Educational Board members in the Jordanian universities, to determine the effects of several variables on psychological burnout levels. The study sample consisted of 463 Educational Board members, from three (03) Jordanian universities. The Maslach scale test (Inventory) has been adopted to gather data. The study revealed that members of the Educational Board in the university of Mutah were the most affected by the phenomenon of burnout, followed by members from university of Jordan, the less affected being members of the Educational Board in the university of Yarmouk (al-Roshdan et al, 2007)

The study also discovered that higher levels of psychological burnout were observed among members of the Educational Board, ranking as assistant professors, this is probably due to the work burdens and pressures in work they are exposed to on a regular basis. We can also explain the occurrence of the psychological burnout; in this particular case; by the fact that it is an inevitable consequence for the professional stress factors affecting the teaching activities of the high school teacher, in addition to the incompatibility of several influential environment aspects, such as the difficulty to deal with adolescents, dealing with students on the verge of passing the baccalaureate exam, which puts an excessive burden on the teacher's shoulders as he is an educator, mentor and a man of responsibility all at once, as previously mentioned, especially given the fact that the actual study sample consists essentially of high school teachers, dealing with individuals in their most critique phases of development (adolescence), and it is a known fact that this phase is characterized with many psychological imbalances, accompanied by significant physical transformations. We observed that the Educational Board members suffer from work psychological pressures and stress, as the anxiety and psychological stress is a common denominator for teachers from all cycles but at different levels, depending on the experience length. Internal and external pressures that the teacher is constantly exposed to lead overtime to a physical and emotional exhaustion, and the teacher falling prey to the psychological burnout. Sources of stress and pressures causing the teachers' psychological burnout vary a lot, most importantly citing the adolescent student erratic behavior. The psychological burnout is then displayed through all the emotional and physical symptoms caused by excessive work stress loads, such as feelings of fatigue nourishing an increasing desire to leave the work institution, severe hostility, difficulty in dealing with students, colleagues and administration members. Some psychological burnout victims even chose to recluse themselves and socially

isolate themselves, whereas the teaching as a line of work requires constant contact and daily dealings with students in various situations, disregarding individual differences.

## **2. Interpretation and discussion of the second hypothesis:**

Which states that: "**There are statistical indicative differences in professional stress in high school teachers, according to the gender variable**".

According to table (05), it is clear that the arithmetic mean does not show any significant fluctuation in pressure level value, therefore the test C was adopted for studying differences in professional pressures and stress factors in high school teachers, according to the gender variable. We estimated the value of C at (-0,74) with a significance level of 0,05, compared to the associated value represented in the dimension  $\text{sig}=0,64$ . According to the previous results, we can say that there are no statistically significant differences in professional stress among high school teachers, according to the gender variable. This is in consistence with Phalen's study results, conducted on 130 teachers from various cycles (primary, middle and high school), about locus control and stress, according to two variables: Gender and Age. The study concluded that the teachers were in fact exposed to professional stress and pressures, independently from their gender or age.

Our study results are also consistent with results reached by **Arda (1998)**, which aimed to reveal and define strategies employed by high school teachers in order to better adapt with stress at work, in addition to determine the differences in those tactics depending on the gender variable. The study reached the following result: that there is no significant difference from a statistical standing point, in the strategies and methods used by teachers, to adapt with work stress and pressures, according to the gender variable.

However, our current study results somehow differ from those obtained in **Laskar (and others') study (2003)**, about uncovering of the exposure extent of the Kuwaiti high school teachers to the psychological burnout phenomenon. The study was conducted on sample of 1183 teachers, males and females, depending on the gender, nationality and experience length variables. A questionnaire method was used and it pertained to primary sources of work pressures and stress in the teaching environment (Student's behavior and attitude, teachers' intra-relationships, teachers' relationships with the administrative supervisor, personal conflicts in addition to psychological stress symptoms).

Results of the study showed that the level of psychological burnout was on the high side amongst Kuwaiti teachers, especially those with work experience of five (05) to nine (09) years, and the male teachers were more exposed to the psychological burnout effects, compared to female teachers. The study also

demonstrated that Kuwaiti teachers, either females or males, were more exposed to the phenomenon of the psychological burnout, compared to non-Kuwaiti teachers (**Laskar et al, 2003**)

There is also **Muqabla&Selama's study (1990)** concerning the burnout and psychological exhaustion among Jordanian teachers, aiming to discern the phenomenon of psychological exhaustion in Jordanian teachers, in light of the following variables: gender, work experience length (seniority), academic qualification, educational cycle and the academic subject (discipline). The studied sample consisted of 424 teachers, males and females. The study showed that levels of psychological exhaustion in female teachers are on a higher value than the male teachers, according to a supposed inferiority feeling dimension, in other words there are statistically significant differences, according to the gender variable. On the other hand, there are no significant differences between the variables of discipline and the academic qualification, implied in the phenomenon of psychological exhaustion. However, statistically significant differences have been found, concerning educational level cycles depending on the dimension of emotional exhaustion frequency and its severity. The study has proven that high school teachers suffer from emotional exhaustion on a higher level than the rest. Results also showed significant differences between psychological burnout degrees in male teachers depending on the number of years of experience variable (Seniority years) (**Muqabla&Selama's, 1990**)

### **General Conclusion:**

Internal and external pressures that the teacher is exposed to can lead to a psychological burnout, in the presence of obstacles that keeps him from achieving his tasks and carrying out his missions the best way, which can frustrate the teacher and decrease his motivation. Teachers of our era suffer from occupational and professional pressures, emerging from various sources, which can negatively affect them in their personal and professional life, and deteriorate their physical and mental health. Stress and pressures at work are serious issues that the teachers face on a regular basis; in the high school educational environment, with different degrees of severity depending on the stress's sources and types.

Based on the obtained results, we can conclude that there is a strong correlation linking occupational and professional stress in the line of work of teaching, and the emergence of psychological burnout among teachers, which can prevent them from dealing with work the appropriate way, in addition to an inability to fully perform job tasks. This can lead to psychological and behavioral issues such as insomnia, indifference, short temper, anger and aversion.

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