

# Psychological Burnout Among Middle School Teachers

## - A Field Study in the City of Aflou -

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### Abstract

*This research aimed to investigate psychological burnout among a sample of middle school teachers in the city of Aflou and its relationship with the following variables: age, specialization, and professional rank. The study sample consisted of (65) teachers during the academic year (2023-2024). The descriptive method, appropriate for this study, was employed, relying on the Maslach Burnout Inventory (MBI); furthermore, the researcher utilized statistical processing (SPSS V21), which included statistical methods, percentages, arithmetic means, and standard deviations. The obtained results were as follows:*

- 1. The level of psychological burnout among middle school teachers in the city of Aflou was low.*
- 2. There is no statistically significant correlational relationship in the level of psychological burnout among the sample individuals attributable to the age variable.*
- 3. There are no statistically significant differences in the level of psychological burnout among the sample individuals attributable to the specialization variable.*
- 4. There are no statistically significant differences in the level of psychological burnout among the sample individuals attributable to the professional rank variable.*

**Keywords:** *Psychological Burnout – Middle School Teacher.*

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### Introduction

The phenomenon of psychological stress is among the most complex psychological and social phenomena, and we observe that this phenomenon has increased with the accelerating pace of technological progress; indeed, some researchers view it as a byproduct of the gap resulting from both material and non-material advancement. In this regard, many scientific circles indicate that psychological stress contributes to approximately (80%) of modern diseases, such as psychological episodes, high blood pressure, and digestive system disorders.

Among these psychological stresses is psychological burnout, which means that an individual becomes weak, exhausted, and fatigued due to the excessive use of their energies and powers and the succession of their efforts. Psychological burnout is considered one of the phenomena that have garnered researchers' attention, especially in the field of education, given the importance of the role the teacher plays in the school and in society as a whole.

Psychological burnout occurs among teachers as a result of several problems associated with the teaching profession; therefore, studying psychological burnout is among the studies that yield positive results for teachers and the educational process, as it can help avoid negative effects and assist the teacher in satisfying their needs and desires, achieving job satisfaction, as well as attaining a degree of psychological and social adjustment and enjoying mental health. Some previous studies and research indicate that a teacher who falls victim to psychological burnout faces two choices: either to become exhausted in their work, unable to continue giving, or to leave the teaching profession and turn to another occupation while retaining the job

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only; consequently, psychological burnout represents a phenomenon that is costly for both the teacher and the school.

### *The Study Problematic*

Education has always been a great humanitarian profession and a continuous endeavor to spread knowledge, goodness, and combat ignorance and evil; thus, teaching is a sacred profession, and the teacher is a bearer of a message who believes in its importance, senses its greatness, exerts much effort in performing it, and resists all obstacles that stand in the way of achieving that goal while preserving the purity of its image, conduct, and integrity in order to uphold the honor of the teaching profession. Given that the teacher is the core of the educational process and the primary party responsible for achieving leadership and social and economic progress, we cannot separate the teaching profession from the teacher's responsibility in achieving the school's objectives.

The development of social and economic life has made the school an important center for reform and has made the teacher's work a factor of renaissance and development upon which countries heavily rely to achieve their goals, and through it, the efforts and influence of teachers are measured. Due to the teacher's significant role and difficult responsibility, and the obstacles that sometimes prevent them from performing their work completely—which may contribute to their feeling of incapacity to deliver the required work (Azizi, 2017, p. 06)—it is one of the serious psychological crisis outcomes for human resources working in educational institutions in particular, because it negatively affects the social, health, and psychological aspects of individuals suffering from it; therefore, they are expected to perform their work in an effective and attentive manner. It involves psychological, behavioral, and physiological aspects and is a state of functional psychological deterioration resulting from increased sensitivity to professional stressors, and it has two main dimensions:

- **The Psychological Dimension:** Characterized by the emergence of psychological strain, tension, anxiety, frustration, and depression in general.
- **The Professional Dimension:** Related to job problems and public relations with the administration, colleagues, and students for teachers, as well as psychological rejection of the job.

The phenomenon of psychological burnout among middle school teachers is a phenomenon whose impact on the teachers' educational performance—and subsequently the negative impact on the educational output of students—should not be underestimated; indeed, we cannot imagine a generation of students who have received their full right to education and upbringing if this occurs. This results from a number of problems directly linked to the teaching process, where the internal and external pressures to which the teacher is exposed, the loss of social support and coping skills, lead to an increased likelihood of falling prey to psychological burnout. The multiplicity of stress sources, including student behavior, the teacher's relationship with the supervisor, relationships with colleagues, school conflicts, the teacher's relationship with the administration and administrative burdens, time constraints, the lack of understanding between the teacher and the administration, and between the teacher and parents—whether from the perspective of gender, which is an important factor in the teaching process, or from the perspective of the teacher's original specialization (Safari, 2019, p. 13).

Based on this foundation, we seek by study to answer the following questions:

- What is the level of psychological burnout among middle school teachers in the city of Aflou?
- Is there a statistically significant correlational relationship in the level of psychological burnout among middle school teachers attributable to the age variable in the city of Aflou?
- Are there statistically significant differences in the level of psychological burnout among middle school teachers attributable to the professional rank variable in the city of Aflou?

- Are there statistically significant differences in the level of psychological burnout among middle school teachers attributable to the variable of taught specialization in the city of Afloou?

### *Study Significance*

The significance of this study stems from its aim to identify the level of psychological burnout among middle school teachers; furthermore, it seeks to recognize specific variables that may create differences in the degree of psychological burnout among the study sample members in the city of Afloou, while simultaneously highlighting the negative effects arising from the various sources of this phenomenon and their impact on teacher performance levels by illuminating these sources to enable the undertaking of appropriate measures for their alleviation; consequently, it also aims to attract researchers' attention to conduct more studies and research in the field of psychological burnout within the educational sphere across its various stages, specifically to reveal the sources of psychological burnout among middle school teachers in Afloou, thereby allowing for the potential application of the study's results to improve the working conditions for these teachers.

### *Study Hypotheses*

- There is a low level of psychological burnout among middle school teachers in the city of Afloou.
- There is a statistically significant correlational relationship in the level of psychological burnout among middle school teachers in the city of Afloou attributable to the age variable.
- There are statistically significant differences in the level of psychological burnout among middle school teachers in the city of Afloou attributable to the professional rank variable.
- There are statistically significant differences in the level of psychological burnout among middle school teachers in the city of Afloou attributable to the specialization variable.

### **Study Objectives**

To determine the level of psychological burnout among middle school teachers in the city of Afloou.

To reveal a statistically significant correlational relationship in the level of psychological burnout among middle school teachers attributable to the age variable in the city of Afloou.

To identify statistically significant differences in the level of psychological burnout among middle school teachers attributable to the professional rank variable in the city of Afloou.

To identify statistically significant differences in the level of psychological burnout among middle school teachers attributable to the teaching specialization variable in the city of Afloou.

### *Definition of Study Concepts*

- **Psychological Burnout:** Psychological burnout is emotional or affective exhaustion and a loss of interest in others, constituting a form of psychological withdrawal; it corresponds to a state of alienation or a condition of mental, physical, and emotional fatigue and strain characterized by persistent tiredness, despair, helplessness, and the development of a negative self-concept and negative attitudes towards work, people, and life (Al-Khalidi and Al-Barwari, 2013, p. 48). Operationally, it is defined as the score obtained by the respondent on the Maslach Burnout Inventory (MBI).

- **Definition of Teacher (Middle School Teacher in the current study):** The teacher is the primary party responsible for presenting the subject matter and providing the appropriate environment for its utilization to achieve student development and optimal benefit from it, in accordance with the objectives

of the educational system. In the present study, a middle school teacher is operationally defined as every teacher working in schools affiliated with the Directorate of Education for Laghouat Province during the 2024/2025 academic year.

### *Previous Studies*

**Waddah Study (2009):** Titled "Psychological Burnout Among Public Relations Workers," this study examined differences in psychological burnout based on the variables of (gender, years of service, marital status) using the descriptive method on a sample of 50 workers, with a study tool prepared by the researcher; the results indicated that differences exist between psychological burnout and all variables: gender, years of service, and marital status.

**Dababi Study (2012):** Titled "Psychological Burnout Among Primary School Teachers in the City of Ouargla," the researcher relied on the descriptive method in both its exploratory and comparative forms, also undertaking the development of a psychological burnout scale; the sample consisted of 314 male and female teachers, and the results revealed high degrees of burnout among the majority of the sample members, while showing no statistically significant differences in psychological burnout scores among teachers attributable to gender, professional experience, or teacher classification.

**Ma'ruf Study (2013):** Titled "Coping Strategies for Psychological Burnout Among Secondary School Teachers," it relied on the comparative descriptive method on a sample of 157 male and female teachers, studying the relationship between psychological burnout and coping strategies among the sample members and the differences according to the variables (gender, seniority in teaching, seniority in training); the results indicated a relationship between psychological burnout and teachers' coping strategies for all variables, in addition to the level of psychological burnout ranging from medium to high among secondary school teachers.

**Taibi Na'ima Study (2013):** Titled "The Relationship of Psychological Burnout with Some Psychological, Somatic, and Professional Disorders in the City of Maghnia, Tlemcen Province," it applied scales for psychological burnout, perceived stress, coping strategies, psychosomatic symptoms, and depression on a random sample of 227 male and female nurses from health institutions in Algeria, using the descriptive method; the results concluded that varying degrees of psychological burnout exist among nurses, differing according to coping styles, and that a correlational relationship exists between psychological burnout and the emergence of depressive and psychosomatic symptoms among nurses.

**Mahhad Study (2018):** Titled "Psychological Burnout and Its Relationship to Attitude Towards Teaching Among Physical Education Teachers," which also studied psychological burnout and its relationship to the teaching profession; it used the analytical descriptive method on a random sample of 27 teachers, and its results indicated a high level of psychological burnout and a negative relationship between psychological burnout and various attitudes towards the teaching profession, utilizing the Maslach Burnout Inventory.

**Safari Khulud Study (2019):** Titled "Psychological Burnout Among Primary School Teachers," it addressed differences in psychological burnout according to the variables of gender, marital status, original specialization, and years of experience, using the descriptive method on a purposive sample of 130 teachers in Oum El Bouaghi; its results showed no differences in psychological burnout according to all variables and a medium level of psychological burnout among primary school teachers.

### *The Nature of Psychological Burnout*

#### *Linguistically*

The term "burnout" is a compound noun formed from the verb "to burn" and the adverb "out". Its primary meaning denotes the point at which a fire ceases to burn due to a lack of fuel; figuratively, it describes a state of physical or emotional exhaustion, especially as a result of prolonged stress or overwork (Oxford English Dictionary, 2024). The term "psyche" originates from ancient Greek, where it signified the soul,

spirit, or mind, representing the totality of human consciousness and unconscious mental processes (Oxford English Dictionary, 2024).

### *Terminologically*

Psychological burnout is considered a relatively modern concept; Herbert Freudenberger (1974), who is regarded as the first to point to the phenomenon of psychological burnout, sees it as a state of emotional exhaustion or physical depletion due to the stresses an individual is exposed to (Ma'ruf, 2017, p. 47).

As for Maslach (1991), she defines it as a loss of interest in the people within the work environment, where the individual feels exhaustion and emotional depletion that cause them to lose the sense of accomplishment and consequently lose empathy towards co-workers; it is also a negative individual emotional experience stemming from a chronic process experienced as a depletion of energy on the physical, emotional, and cognitive levels (Awad, 2007, p. 14).

Al-Hayik defined it as a state of disturbance, tension, and job dissatisfaction that affects workers in the humanitarian and social fields in general, and the educational-behavioral field in particular, resulting from the severe psychological pressures the individual is exposed to due to work burdens that lead to the depletion of their energies and efforts, causing a decline to an unacceptable level of performance.

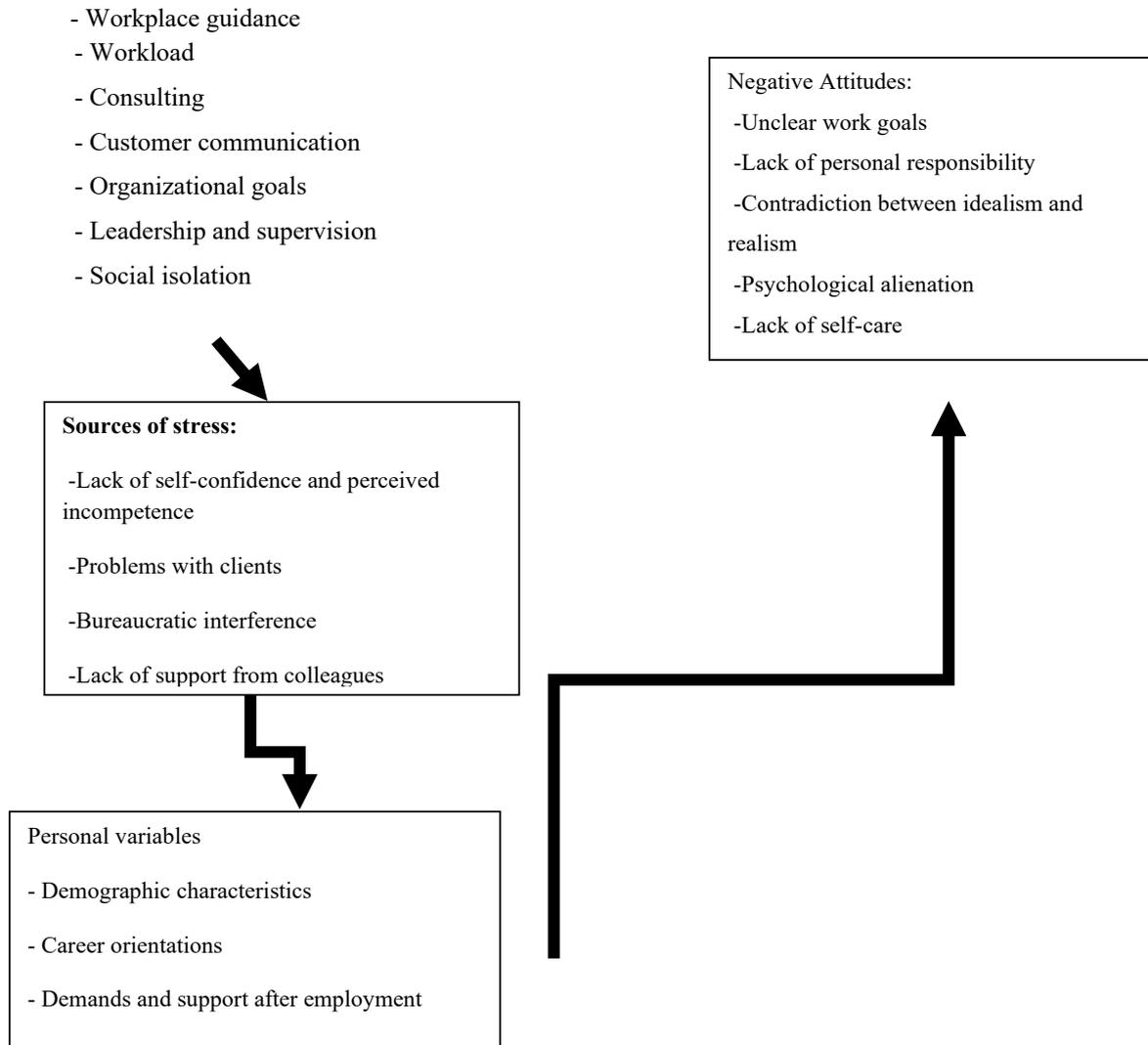
Karter (2001) views psychological burnout as a fatigue that affects the teacher's body, emotions, and attitudes, beginning with a feeling of discomfort and a loss of the joy of learning, which gradually fades from the teacher's life (Taibi, 2013, p. 17).

Through these definitions, it can be said that the concept of psychological burnout refers to a negative psychological experience that afflicts an individual and causes them many problems, as they endure a set of negative effects such as fatigue, strain, a sense of helplessness and impotence, loss of interest in others, and job dissatisfaction; professional exhaustion is a process that initially appears in the form of severe and continuous occupational stress that is not alleviated by normal problem-solving means, where an imbalance is observed between personal capabilities and external demands, placing the person in a state of anger while performing their work and expressing their feelings in a violent and irritable manner.

### *Explanatory Models for the Phenomenon of Psychological Burnout*

#### *Cherniss's Model of Psychological Burnout:*

Cherniss (1985) presented a model for psychological burnout; he and his associates interviewed twenty-eight beginning professionals in four fields: health, law, nursing in public hospitals, and teaching in secondary schools, with each subject interviewed several times over a period ranging from one to two years.



**Figure (1): Cherniss Burnout Model:**

#### **Characteristics of the Work Environment**

##### *A. Characteristics of the Work Environment*

These characteristics interact with individuals who are entering the profession for the first time and who possess specific future orientations while requiring social support; all these factors are considered specific sources of stress to which individuals are exposed to varying degrees. Individuals adapt to these stressful factors in different ways, as some resort to deviant methods and strategies, while others adapt by adopting negative attitudes. Cherniss considered eight characteristics of the work environment as precursors to negative attitude variables, which constitute psychological burnout, and these characteristics are: (Al-Zahrani, 2008, p. 32)

Variables	Social variables	Sources of pressure	Variables of negative attitudes	Additional variables
<ul style="list-style-type: none"> <li>- Guidance at work.</li> <li>- Workload.</li> <li>- Consultation.</li> <li>- Client communication.</li> <li>- Autonomy.</li> <li>-Organizational goals.</li> <li>- Leadership and supervision.</li> <li>-Social isolation.</li> </ul>	These include demographic characteristics, as well as social support within the work environment.	Chersen identified five sources of stress that can lead to burnout: <ul style="list-style-type: none"> <li>- Lack of self-confidence and a sense of inadequacy.</li> <li>- Problems with clients.</li> <li>- Lack of excitement and accomplishment.</li> <li>-Lack of support from colleagues.</li> </ul>	Chersen identified several negative trends resulting from stress, including: <ul style="list-style-type: none"> <li>- Unclear work goals.</li> <li>- Lack of personal responsibility.</li> <li>- The conflict between idealism and realism.</li> <li>- Job alienation.</li> <li>-Lack of self-care.</li> </ul>	Several other variables were added to the work-related variables; these include: <ul style="list-style-type: none"> <li>- Job satisfaction.</li> <li>- Absenteeism.</li> <li>- Career-leaving tendencies.</li> <li>-Psychosomatic symptoms.</li> <li>- Marital satisfaction.</li> <li>- Role conflict.</li> <li>- Physical health.</li> <li>- Substance use.</li> </ul>

Cherniss clarified that the greater the reality shock and the greater the exposure to pressure, the higher the psychological burnout; the model also illustrates that individuals who score high in psychological burnout are those who receive weak social support.

This model also indicates that demographic factors such as age, gender, and years of experience are weakly correlated with psychological burnout. Accordingly, and in line with the model, individuals with high burnout scores are workers who experience psychosomatic symptoms, who increasingly use medication, who suffer from marital dissatisfaction and role conflict, who have low job satisfaction, who have high rates of absenteeism, and who tend to leave the profession. (Al-Zahrani, 2008, p. 33)

*Model of Shamad et al. for Psychological Burnout (1986)*

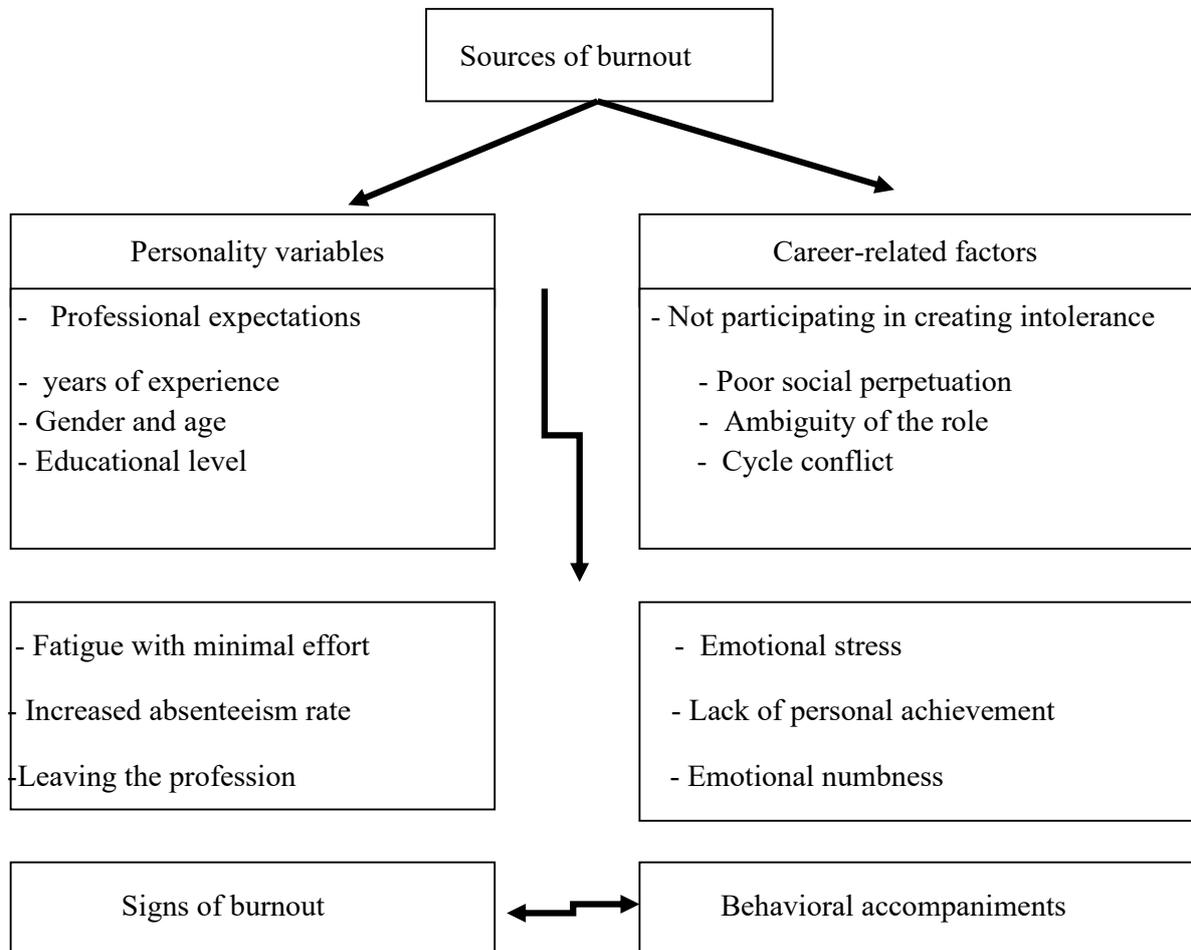


Figure No. (2): Model of Shawad et al. for Psychological Burnout (1986)

#### Sources of burnout

This model delineates the sources, manifestations, and behavioral correlates of psychological burnout, classifying its sources and causes into:

- Causes related to the profession and others related to the professional's personality; the former include lack of participation in decision-making, poor social support, in addition to role conflict and ambiguity.
- As for the sources linked to the professional themselves, they consist of their expectations regarding the professional role, and personal variables such as age, gender, years of experience, and educational level, as the model also indicated the manifestations and dimensions of psychological burnout, which are emotional exhaustion, depersonalization, and reduced personal accomplishment. It subsequently addressed the negative effects resulting from the occurrence of psychological burnout, represented by fatigue with minimal effort and increased absenteeism rates, which may lead the professional to leave the profession altogether. (Nashwa, 2007, pp. 24-25)

## First: Study Methodology

The method used in this study is the descriptive approach, through which we attempt to study the phenomenon of psychological burnout; this is because the descriptive method relies on studying the phenomenon as it exists in reality and describing it accurately, expressing it both quantitatively and qualitatively. The qualitative expression describes the phenomenon and clarifies its characteristics, while the quantitative expression provides us with a numerical description that clarifies the extent, size, and degree of the phenomenon.

**Second: Study Limitations:** The study included the following limitations:

1. **Spatial Boundaries:** The field study on the topic of psychological burnout among primary school teachers was conducted in the municipality of Ain Sidi Ali, as shown in the table below:

Table No. (01) The Institution Name and the Number of Teachers Working There.

The institution's name:	Number of teachers
Bashir Al-Ibrahimi	12
Si Abdelghani	12
Daoudi Al-Nasser	23
Saoudi Ben Fatima	9
Majri Mohamed	9

- **Temporal Boundaries:** The topic was recorded within the month of January during the academic year (2024-2025).

- **Human Boundaries:** The study population consists of all middle school teachers in the municipality of Aflou, totaling (65) teachers.

**Third: Study Sample:** The study sample comprised:

- **Pilot Sample:** The pilot sample for the research consisted of (30) teachers, selected using a simple random method. The age range of the sample was between (23-46) years, with a mean age of (31.97) years and a standard deviation of (4.80) years.

- **Core Sample:** The core study sample consisted of (60) teachers, selected using an exclusive method for these schools after applying random sampling. The age range of the sample was between (23-46) years, with a mean age of (31.08) years and a standard deviation of (5.82) years, where the table No. (02) illustrates the characteristics of the core sample.

Table No. (02) Illustrates the Characteristics of the Core Sample.

variable		Sample	
		Number	Perc%
Age	46 - 23	60	
	Males	21	35.00%
Gender	Females	29	65.00%
	Arabic	48	80.00%
Subject taught	French	10	16.7%
	English	02	3.30%
	Middle School Teacher	42	70.0%
Rank	Senior Teacher	14	23.3%
	Teacher Trainer	04	6.7%

*Fourth: Study Instrument*

Data for the field study was collected using a scale developed by (Hammad, 2019) in its final form:

- *Psychological Burnout*

*Psychological Burnout Scale:*

The psychological burnout scale in its final form consists of 22 items.

**Table No. (03): Positive and Negative Items in the Psychological Burnout Scale in its Final Form.**

Items	Item numbers	Total number
Positive items	1-3-5-8-11-15-17-18-22	10
Negative items	2-6-7-9-10-12-13-14-16-19-20-21	12
Total	All items	22

*Validity*

*Validity was calculated using two methods:*

- **Content Validity:** The internal consistency validity of the psychological burnout scale was calculated by determining the correlation of each item's score with the total score of the scale, the correlation of each item with the dimension it belongs to, and the correlation of each dimension with the total score of the scale. Table No. (04) presents the results of the statistical processing for content validity.

**Table No. (04) Shows the Correlation Coefficient of Each Item's Score with The Total Score of the Psychological Burnout Scale.**

Item No.	Correlation Coefficient	Significance Level
01	*0.380	0.038
02	**0.366	0.000
03	**0.575	0.001
04	0.762	0.112
05	0.571	0.356
06	**0.728	0.000
07	0.329	0.076
08	*0.392	0.032
09	0.333	0.073
10	*0.384	0.362
11	*0.381	0.038
12	0.036	0.075
13	0.207	0.272
14	**0.561	0.001
15	0.244	0.196
16	0.194	0.409
17	0.025	0.013
18	0.094	0.623
19	0.353	0.055
20	0.294	0.114
21	0.994**	0.001
22	0.243	0.196

\*\* Significant at 0.01 / \* Significant at 0.05

As evident from Table No. (04), (04) statements are non-significant, while (08) statements are significant at the (0.01) or (0.05) significance levels, with their coefficients ranging between (0.36\* - 0.66\*\*); this indicates the presence of internal consistency coefficients, and therefore its items are considered valid for measuring what they were designed to measure.

- **Discriminant Validity (Extreme Groups Comparison):** Differences between the means of high scores and the means of low scores were calculated using the (t) test for the significance of differences between means, and Table No. (05) shows the results of the statistical processing for discriminant validity.

**Table No. (05) Shows the Differences Between the Mean Scores of the High and Low Groups on the Psychological Burnout Scale.**

The scale	Low scores from: 15		High scores from: 15		Degrees of Freedom	Value (t)	Significance level
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Burnout	62.00	6.36	72.66	2.84	28	3.92	0.000

\*\* Significant at 0.01 / \* Significant at 0.05

It is evident from Table No. (05) that there are statistically significant differences at the (0.01) level between the high and low scorers on the psychological burnout scale, which means the scale is valid and can therefore be adopted in the current study.

#### *Reliability*

The reliability coefficient of the psychological burnout scale was calculated using Cronbach's alpha method, and the following Table No. (06) shows the results of the statistical processing for reliability.

**Table No. (06) Shows the Calculation of Cronbach's Alpha Coefficient and the Length Correction for the Psychological Burnout Scale.**

Scale	Number of Items	Cronbach's Alpha Coefficient
Psychological Burnout	22	0.56

Significant at 0.01 / Significant at 0.05

It is clear from Table No. (06) that the values of the Cronbach's alpha reliability coefficients for the psychological burnout scale ranged between (0.64-0.81), while the total score was (0.96); after length correction, the correlation coefficient values ranged between (0.60-0.81), and the total score was (0.87), which are high values indicating the scale's reliability.

**Study Procedures:** This study was conducted according to the following steps:  
7.3.1 Shedding light on some theoretical frameworks and previous studies related to the study variables.

- Selecting the appropriate measures for conducting this study, where both the psychological burnout scale were chosen.
- The pilot study instruments (the psychological burnout scale) were administered to a pilot sample of (65) teachers in the city of Aflou to verify the validity and reliability of the scale.
- The core study instruments (the psychological burnout scale) were administered to a core sample of (65) teachers in the municipality of Aflou.

- Correcting the scales and tabulating the data, then extracting, interpreting, and discussing the results.
- Formulating recommendations and suggestions in light of the obtained study results.

**Statistical Methods:** The Statistical Package for the Social Sciences, version 21 (SPSS), was relied upon, in addition to a number of statistical methods, namely:

Pearson correlation coefficient.

(t) test for the significance of differences between means.

Cronbach's alpha coefficient for calculating reliability.

Arithmetic mean, hypothetical mean, and standard deviation.

One-way ANOVA for calculating differences.

*Presentation, Discussion, and Interpretation of the Results for the First Hypothesis:*

The first hypothesis states: " There is a low level of psychological burnout among middle school teachers in the city of Aflou".

To verify the validity of this hypothesis, the researcher calculated the correlation coefficient for the scores obtained by the sample members on the psychological burnout scale, and Table No. (11) presents the results of the statistical processing.

**Table No. (07) Show the Extent of the Psychological Burnout Level Among the Sample Members.**

Measures	Number of Items	Hypothetical Mean	Arithmetic Mean	Standard Deviation	Spread Level
Psychological Burnout	22	110	67.16	8.07	Low

It is evident from Table No. (07) that the level of psychological burnout is low among middle school teachers, thus the hypothesis is confirmed.

Our study differs from the study by (Dababi, 2012), which found a level of psychological burnout ranging from high to moderate among primary school teachers, while the results of Our study indicate a low level of psychological burnout among middle school teachers in the municipality of Aflou, which can be attributed to several reasons, including:

- The improved status of teachers recently, having benefited from a significant salary increase.
- Working under suitable teaching conditions, such as proper ventilation and classroom heating during summer and winter.

*Presentation, Discussion, and Interpretation of the Results for the Second Hypothesis:*

The second hypothesis states: "There is a statistically significant correlational relationship in the level of psychological burnout among middle school teachers in the city of Aflou attributable to the age variable".

To verify the validity of this hypothesis, the researcher calculated the correlation coefficient between age and the degree of psychological burnout among the sample members, and Table No. (09) shows the results of the statistical processing.

**Table No. (09) Shows Pearson's Correlation Coefficient Between Age and Scores on Psychological Burnout Among the Sample Members.**

Variable/ Scales		Psychological Burnout
Age	Correlation Coefficient	0.176
	Significance Level	0.178

\*\* Significant at 0.01 / \* Significant at 0.05

It is evident from Table No. (09) that there is no statistically significant correlational relationship between age and psychological burnout among middle school teachers in the municipality of Aflou, where the correlation coefficient reached (-0.176) at a significance level of (0.05); consequently, the hypothesis was not confirmed.

Our study differs from most studies, as they did not address the variable of age and its relationship to psychological burnout, and agrees with the study by (Carroll, 1999), whose results indicated that there is no statistically significant correlational relationship between psychological burnout according to the age variable; this is due to several reasons, including: the majority of teachers are young and at the peak of their contribution to the teaching profession, and the reliance of students on private tutoring and social media platforms, which alleviates psychological burnout among teachers.

*Presentation, Discussion, and Interpretation of the Results for the Third Hypothesis:*

The third hypothesis states: " There are statistically significant differences in the level of psychological burnout among middle school teachers in the city of Aflou attributable to the professional rank variable".

To verify the validity of this hypothesis, the researcher calculated the correlation coefficient between the degree of psychological burnout and the professional rank variable among the sample members, and Table No. (10) shows the results of the statistical processing.

**Table No. (10) Shows Pearson's Correlation Coefficient Between the Degree of Psychological Burnout and the Professional Rank of Teachers Among the Sample Members.**

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-value	Significance Level
Between Groups	358.454	2	179.227	2.926	0.062
Within Groups	3492.79	57	61.261		
<b>Total</b>	<b>3850.33</b>	<b>59</b>			

It is evident from Table No. (10) that there is no statistically significant correlational relationship between psychological burnout and the professional ranks of middle school teachers in the municipality of Aflou, as the F-value was found to be 2.926 at a significance level of 0.062; consequently, the hypothesis was not confirmed.

Our study differs from most studies, as they did not address the variable of professional rank in their research, and it agrees with the study by (Carroll, 1999), which concluded that there is no statistically significant relationship between psychological burnout and the professional rank variable among the sample members; this can be attributed to the following reasons:

Most teachers find themselves in the same situations and circumstances despite differences in their professional ranks and grades at work.

*Presentation, Discussion, and Interpretation of the Results for the Fourth Hypothesis:*

The fourth hypothesis states: "There are statistically significant differences in the level of psychological burnout among middle school teachers in the city of Aflou attributable to the specialization variable".

To verify the validity of this hypothesis, the researcher calculated the (t) value for the significance of differences in both psychological burnout and the specialization variable, and Table No. (11) presents the results of the statistical processing.

**Table No. (11) Presents the Results of the (T) Test For The Significance Of Differences Between Psychological Burnout and the Specialization Variable Among The Sample Members.**

Source of Variance	Mean Square	Degrees of Freedom	F-value	Significance Level
Between Groups	12.286	2	0.913	0.091
Within Groups	3838.048	57		
<b>Total</b>	<b>3850.33</b>	<b>59</b>		

It is evident from Table No. (11) that there are no statistically significant differences between psychological burnout and the specialization variable among middle school teachers in the municipality of Aflou; consequently, the hypothesis was not confirmed.

Our study differs from most studies, as they did not address the specialization variable; however, it aligns with the study by (Safari, 2019), which found no statistically significant correlational relationship between psychological burnout and the specialization variable; this is due to several reasons, including:

- Similar working conditions across specializations.
- The difference in specialization does not affect the teacher in terms of leave and benefit utilization; moreover, they share in exerting the same effort within the teaching profession.

## General Conclusion

The present study aimed to investigate the level of psychological burnout among middle school teachers in the municipality of Aflou according to the variables of (age, professional rank, and specialization). Based on the preceding presentation and after the analysis and discussion of the study hypotheses, the following results were reached:

- The level of psychological burnout among the sample members in the municipality of Aflou was low.
- There is no correlational relationship between psychological burnout and the age variable among middle school teachers.
- There are no statistically significant differences between psychological burnout and the professional ranks of middle school teachers in the municipality of Aflou.
- There are no statistically significant differences between psychological burnout and the specialization variable among middle school teachers in the municipality of Aflou.

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