

Psychological Burnout among Teachers with Higher Degrees (Masters - PhD)

Dr. Mahmoud Bendebb¹, Dr. Bachir koudri²

¹ University of Ouargla (Algeria), Email: mamodabb@gmail.com

² University of Ghardaia (Algeria), Email: bachir.koudri@univ-ghardaia.dz

Received: 28/05/2024

Accepted: 04/10/2024

Published: 02/11/2024

Summary:

This study aims to find out the level of psychological burnout among teachers with higher degrees (master's -doctorate) in the three stages of education (primary, intermediate, and secondary), where it was applied to a sample of 73 professors chosen in a random way, and the descriptive approach was adopted to achieve the goal of the study, and the study tool was the scale (Maslash and Jackson, 1981), and the study reached the following main

- The level of psychological burnout among education professors with higher degrees (Master's/PhD), the study sample is mediated.
- There are no statistically significant differences in the level of psychological burnout among teachers of education with higher degrees (Master's/PhD). The study sample is attributed to the gender variable.
- There are no statistically significant differences in the level of psychological burnout among education teachers with higher degrees (Master's/PhD). The study sample is attributed to the teaching phase variable.
- There are no statistically significant differences in the level of psychological burnout among teachers of education holding higher degrees (Master's/PhD). The study sample is attributed to the variable of the seniority of the certificate.
- There are no statistically significant differences in the level of psychological burnout among teachers of education with higher degrees (Master's/PhD). The study sample is attributed to the seniority variable at work.

Keywords: Psychological burnout; Teachers of education with higher degrees.

1. Introduction

Attention to the professor and his formation is one of the most important reform measures in any educational system, which in turn contributes to achieving the quality of education sought by all countries and societies, and considering that the professor is an essential part of the educational-learning process on the one hand, and that the school environment is not different from the social environment and is not isolated from it. They exchange influence and influence on the other hand. The professor, like other members of society, has his own social problems in addition to problems within the professional environment, as the teaching profession requires a lot of effort, fatigue and feelings, and this is reflected negatively on his job performance. Perhaps the most prominent of these problems is the so-called psychological burnout, which is the result of many variables, such as the effort exerted, the difficulty of the profession and the uncomfortable atmosphere inside the school. The study of the phenomenon of psychological combustion, its causes, symptoms and negative consequences, benefits workers in the field of education, and deserves more research and attention because of the negative effects that lead to poor psychological, professional and social compatibility among workers in the field of education.

1.1 Study Problem:

The topic of burnout has received wide attention by researchers, especially in the field of education, because of its impact on the teacher and his performance, and thus its impact on the educational process and its quality, and this is due to the conclusion of Herbert Freudenberger, who is the first to introduce this term to the academic field, as he defines it as "a state of exhaustion resulting from the difference and disparity between the burdensations and requirements of work and between its capabilities, potentials and aspirations" (**Freudenberger-1975**). Therefore, the aspirations of teachers, especially those with higher degrees, must be taken into account, which increases their aspirations to teach at higher levels in accordance with these certificates. This is what the two researchers (**Gold & Roth-1992**) said in their definition of psychological combustion as "a condition that causes the individual to feel that his needs have not been met and his expectations have not been met and is characterized by the development of disappointment accompanied by psychological and physical symptoms that lead to low self-concept and psychological combustion gradually develops over time."

There is no doubt that obtaining higher certificates by the teacher is a valuable addition to the field of education. Therefore, this category should be studied in order to make the best possible use of it, as well as put it in its natural environment that stimulates it to produce and perform effectively. This viewpoint implies that this advantage may turn from possessing higher certificates into additional pressure that increases the psychological burnout of the teacher, in addition to other variables that have been addressed in previous studies, such as a study (**Bouhoui, 2012**) that concluded that there is an inverse correlation between the expectations of self-efficacy and psychological burnout, while (**Ben Zahra, 2015**) found a relationship between psychological burnout and mental health attributed to the four dimensions, which are arranged according to the intensity of their impact as follows: 1- The professional dimension 2- The psychological dimension 3- The social dimension 4- The physical dimension.

Previous studies also touched on other variables such as gender and their results were mixed, as the study of (Tuba and Bahri, 2023) resulted in statistically significant differences in the level of psychological combustion, which was in favor of males, while the study of (Qir 'et al., 2022) and the study of (Quday and Bray, 2022) resulted in no differences attributable to the gender variable.

Studies dealt with the educational phase variable, such as a study (Medouri, 2020), whose results resulted in statistical differences in the level of psychological combustion attributed to the educational phase variable, due to differences in tasks, the age group they deal with, the timing of work and the prescribed curricula.

Other studies aimed to find out the relationship between burnout and job satisfaction, such as a study (Boufra and Mansouri, 2014), which resulted in a statistically significant negative relationship between burnout and job satisfaction among secondary education teachers.

Addressing the variable of job satisfaction among teachers, especially in the case of the current study sample, makes them live in a state of frustration because of not achieving their ambition to teach at the university after obtaining the higher certificate that entitles them to do so. Therefore, based on the above, the idea of this study came to shed light on this category, which the two researchers did not find within the limits of their knowledge on previous studies that were dealt with in it. The current study aims to answer the following two questions:

- What is the level of burnout among teachers of education with higher degrees (Master's/PhD) in the study sample?
- Are there statistically significant differences in the level of burnout among teachers of education holding higher degrees (Master's/PhD)? The study sample is attributed to the variable of gender, teaching phase, seniority of the certificate, and seniority at work?.

1- 2- Study Hypotheses:

- 1-The level of psychological burnout among education professors with higher degrees (Master's/PhD), the study sample is high.
- 2- There are no statistically significant differences in the level of psychological burnout among teachers of education holding higher degrees (Master's/PhD). The study sample is attributed to the gender variable.
- 3- There are no statistically significant differences in the level of psychological burnout among teachers of education holding higher degrees (Master's/PhD). The study sample is attributed to the variable of the teaching phase.
- 4- There are no statistically significant differences in the level of psychological burnout among teachers of education holding higher degrees (Master's/PhD). The study sample is due to the variable of the seniority of the certificate.
- 5- There are no statistically significant differences in the level of psychological burnout among teachers of education holding higher degrees (Master's/PhD). The study sample is attributed to the seniority variable at work.

Importance of the Study :

- The importance of the studied variable, which is psychological burnout, especially in the field of education, and its great impact on the quality of the educational process.
- Its importance to the target group because education professors who hold higher degrees are considered elite and a human wealth that can be used in building society, especially since this group has not been discussed previously.

1- 4- Objectives of the Study:

- Knowing the level of burnout among education teachers with higher degrees.
- Knowing the differences among education teachers with higher degrees in psychological burnout attributed to the gender variable.
- Knowing the differences among education professors with higher degrees in psychological combustion that are attributed to the teaching phase variable.

- Knowing the differences among education teachers who hold higher degrees in psychological burnout that are attributed to the seniority variable of the certificate.
- Knowing the differences among education teachers with higher degrees in psychological burnout that are attributed to the seniority variable at work.

1-5- Procedural definitions of the study variables:

1-5-1- Psychological burnout: This study was adhered to the definition of the owners of the scale used, which is the scale (Maslach and Jackson, 1981), where they define it as "an internal psychological condition resulting from work pressure due to the disparity between the individual and his work environment, including pressures, and it is represented in a set of psychological and physical symptoms such as emotional stress, lack of personal achievement, loss of sense of commitment, constant fatigue, in addition to negative reactions towards others, and it appears especially in professions that require emotional commitment and direct dealing with people." (Guddi & Bray, 2022, 323)

Psychological combustion includes three dimensions:

A. Emotional Exhaustion : Since emotional feelings have been depleted, people cannot give as much as before, and these feelings are represented in the intensity of tension and stress and the worker's feeling that he has nothing to give to others on a psychological level.

B. Depersonalization : It clarifies the negative attitudes towards those with whom the burned person deals with psychologically, and these negative attitudes, which are sometimes cynical, do not represent the distinctive characteristics of the person. Maslach and pines define this dimension of psychological burnout as a sense of humanity and ridicule of other customers, which appears in the form of contempt during the transaction.

c. Lack of sense of personal achievement : This dimension occurs when individuals begin to evaluate themselves negatively, when they lose enthusiasm for achievement, and when the worker or person feels that they are no longer competent to work with their customers and that they are unable to fulfill their other responsibilities. (Al-Araydah, 2016)

For statistical control, it is defined as the answers obtained by teachers of higher education, the study sample according to the scale of the scale.

1-5-2- Teachers holding higher degrees: They are teachers of education who have obtained a doctorate or master's degree and who hold positions as professors in educational institutions in their three stages (primary, intermediate, and secondary).

2- Method and Instrument :

2-1-The study approach: The descriptive approach is based on the study of the phenomenon or feature as it exists in reality and is concerned with its description and expression as a quantitative expression and a qualitative expression, as the qualitative expression describes the phenomenon or feature studied and clarifies its characteristics, aWhat quantitative expression gives a numerical description that clarifies the amount or size of this feature, so we relied in this study on the descriptive approach, which is known as research that depends on the study of reality or phenomenon as it exists in reality and is interested in it as an accurate description. (Abbas et al., 2007, 74)

The descriptive approach is **a way to describe** and quantify the studied phenomenon, by collecting information about the problem, classifying it, analyzing it, and subjecting it to careful study.(Sultaniyah and Jilali ,2014 ,142). There are many areas in which the descriptive approach can be used, and three main areas in which this approach can be used can be identified: survey research, interrelationship research, and growth and development research. (Bouhafs, 2016, 236)

Population and Sample :

The research community is all the individuals, things, or people who are the subject of the research problem, and it is all the elements related to the problem of the study that the researcher seeks to generalize the results of his study to, as Grawids says in his definition of it as a finite or unfinished set of predetermined elements on which the observations are based. (Ingres ,2006 ,298)

In this study, the research community is represented by teachers of education in all three stages (primary, intermediate, and secondary) who hold higher degrees (master's, doctorate) in Algeria. After investigation, the two researchers did not find official statistics that express this category, which forced them to investigate it in the field through the coordinates they belong to and through social networking sites. In a simple random selection method, a sample of 73 professors was reached, and Table No. (1) shows the community and sample of the study:

Table 1.

Distribution of the study sample

Variable	bearings	Frequency	Percentage
Gender	Male	39	4
	Female	34	06

Teaching Phase	Primary	24	32%
	Average	15	20.5%
	Secondary	34	06
Certificate Seniority	2010-2014	14	19%
	2015-2019	19	26%
	2020-2024	40	8%
Seniority in the n of work.	Less than 5 years	6	8.2.
	5-10	27	37
	More than 10 years.	40	8%
Total		73	100%

It is noteworthy from Table No. (1) that the ratios of the two sexes are similar, where the percentage of males (53.4%) and the percentage of females (46.6%). As for the teaching phase variable, the percentage of the secondary phase was the largest (46.6%), followed by the primary phase by (32.9%) and in the last place the intermediate phase by (20.5%). As for the seniority variable of the certificate, the percentage of those who obtained the certificate in the period between (2020-2024) was the largest (54.8%), followed by those who obtained it in the period between (2015-2019) by (26%) and in the last place who obtained it in the period between (2010-2014) by (19.2%).

2- 3- Data Collection Instrument:

(Maslach & Jackson, 1981, p101), which was Arabized and codified for the Arab environment, was used by many researchers such as (Nasr Youssef, 1991),(Al-Batal, 2000), (Othman, 2001) and (Abdelali, 2003). **(Medouri, 2020, 59)**

This scale is one of the most widely used measures in determining the level of psychological combustion, as the scale consists of 22 items divided into three dimensions (emotional stress - dullness of feeling - lack of sense of achievement), and the answer to it is 7 alternatives (never – a few times a year – once a month – a few times a month – once a week – a few times a week – every day), and their scores are in order (0-1-2-3-4-5-6), and the classification of the levels of psychological combustion in the sample is as shown in Table No. (02):

Table (02)

Levels of burnout

No.	Level of burnout	Severity
01	Low	0 to 47 degrees
02	Average	48 to 91 degrees
03	High	92° to 132°

Table No. (02) shows the levels of psychological burnout that have been adopted in the current study to find out at what level education professors with higher degrees are classified as the study sample, between low, moderate or high.

4.1 Validity of the Instrument :

- Calculation of Validity by Terminal Comparison (Discriminatory Validity):

In this method, the obtained values are arranged from the highest to the lowest scores, and then we calculate the significance of the differences between (27%) of the values of the upper group and(27%) of the values of the lower group, using a test (T) for two equal samples to indicate the differences between the means, and Table No. (03) shows the obtained results:

Table (03):

Results of the T-test of the difference between the average of the upper group and the average of the lower group

Arithmetic Mean		Standard Deviation	A calculated	P-value	Significance STAT
Upper Group	94,8305	2,62743	16.077	0.000	Statistically significant
Lower Group	45,3386	1,7574			

It is clear from Table No. (03) that the average of the upper group amounted to (94,8305) with a standard deviation of (2,62743), which is higher than the average of the lower group, which amounted to (45,3386) with a standard deviation of (1,7574), and the result of the (C) test came (16.077) with a probability value of (0.000) smaller than the level of significance (0.05), and therefore we decide that there are statistically significant

differences at the level of significance (0.05) between the average of the upper group and the average of the lower group in favor of the upper group, and therefore we decide that the scale is on a high degree of discriminatory validity.

- Formative validity:

In this method, we find the internal consistency index of the scale, which is represented in the correlation coefficients between each dimension and the total score, and Table No. (04) shows this:

Table (04):

Shows the values of the correlation coefficients between the dimensions and the total

No.	Dimensions	Correlation coefficient	Significance level
1	Emotional stress	0.685	D at 0.01
2	Dullness of feeling	0.433	D at 0.01
3	Sense of achievement	0.506	D at 0.01

Table (04) shows that the correlation coefficients of the dimensions of the scale ranged between (0.433) and (0.685), and that this is a function at the level of significance (0.01), which indicates that the scale is statistically significant and therefore honest.

2- 4- 2- Reliability of the Instrument :

Retail method

The stability coefficient using the Pearson equation reached (0.718) before the correction, and after correcting it using the Guttman equation, the stability coefficient reached (0.834), which is a high coefficient, and therefore the scale has a high degree of stability.

Cronbach alpha coefficient

The stability coefficient using the Cronbach alpha method reached (0.757), which indicates that the scale is highly stable and its results can be trusted.

2-5- Statistical methods used in the study:

The following statistical methods were used:

Ratios (%)

- Arithmetic averages.

-Standard deviations.

Pearson correlation coefficient

- Cronbach's Alpha Coefficient "

-Test "C" to indicate the differences between two independent samples.

-Single variance analysis (ANOVA) test.

3-Presentation of the results:

3-1- Presentation and discussion of the results of the first hypothesis:

The text of the hypothesis: "The level of burnout among education teachers with higher degrees (Master's/PhD) is high."

To find out the level of psychological combustion among the professors of the study sample, the percentages of combustion levels were calculated as shown in Table No. (05):

Table 56.

Explains the levels of psychological burnout

No.	Level	Frequency	shares
01	Low	1	4.1%
02	Average	43	9.
03	High	29	7%
Total		73	100%

It is clear from Table No. (05) that the percentages of psychological burnout levels among teachers of education holding higher degrees, the study sample, ranged between (1.4%) as a minimum and(58.9%) as a maximum, which are, respectively:

First place: average level of (58.9%)

Second place: high level (39.7%)

Third place: Low level (1.4%)

Through these results, we conclude that the psychological burnout in the study sample is at an average level, and therefore we reject the hypothesis that we assumed earlier.

This is in line with the study carried out by (Medouri, 2020), which proved that the level of moderate psychological combustion was predominant in the study sample by 47.54%, and the study of (Muhammad, 2020), which resulted in that psychological combustion prevails in its various dimensions at medium levels among faculty members, and the study of (Qudai and Brai, 2022), which found an average level of psychological combustion among teachers of the intermediate education stage in light of the Corona pandemic, and the study of (Wabli, 1995), which found medium levels of psychological combustion, and differs from the study of (Tuban and Bahri, 2023), which resulted in a high level of psychological combustion among

teachers of the primary stage, and the study of (Al-Qurayti and Abdul Fattah, 1998) teachers of special education in the UAE, and the studies of (Bukusa and Madwar, 2019) and (Ashour and Zuwari, 2020), which found that middle school teachers suffer from psychological combustion at a high level, and the study of (Nabal, 2021), which found high degrees of psychological combustion among teachers of the official sector.

The researchers attribute this result to the fact that the sample of the students have graduate degrees from a master's and a doctorate, which is an additional factor to the other variables that cause psychological burnout dealt with in the previous studies mentioned above, as these certificates enable them to teach at the university and open up prospects for them to change their current profession, but they did not have the opportunity to move to the university as professors, which makes them frustrated and in a state of dissatisfaction in their current work, which they consider less than their scientific level, not to mention the other pressures that were dealt with in the previous studies, as the field of education is one of the most professions that cause psychological burnout, and in this context (Nibal, 2021, 200) believes that there is almost complete consensus among many studies that indicated that the majority of workers in the field of education suffer from psychological burnout.

In a parallel context, the society's view of a holder of a higher degree from a master's or a doctorate may put another pressure on its holder so that they face a cynical view of his situation if he works in a position below the level of his degree, not to mention the comments that are made by some co-workers who have a sense of inferiority due to a comparison between their scientific level.

This result can also be attributed to the comparison in which the teacher falls between the job to which he aspires through the achievement of his scientific degree to become a university professor and what distinguishes it in terms of social status, material return and privileges, and his current job.

3-2- Presentation and discussion of the results of the second hypothesis:

The text of the hypothesis: "There are no statistically significant differences in the level of burnout in education professors with higher degrees (Master's/PhD) The study sample is attributed to the gender variable."

To verify the hypothesis, a test (C) was used to find out the significance of the differences attributed to the gender variable (male/female), as the data was processed by the (spss) program version (20), and the results shown in Table (06) were reached:

Table (06):

Shows the results of the (T) test to indicate the differences between the averages in the two sexes

Variable	Gender	Quantity	The arithmetic mean	Standard Deviation	(T) value	Significance sig	Significance Statistician
burnout	Males	39	84	15,08022	874	0.385	Not significant
	Females	34	5000	13,68753			

It is clear from the data of Table No. (06) that the arithmetic mean formales is (84,5385) with a standard deviation of (15,08022), while the arithmetic mean forfemales (87,5000) came with a standard deviation of (13,68753), and the result of the test (C) (0.874-) in significant significance (0.385) is greater than the level of significance (0.05), and therefore we decide that there are no statistically significant differences in psychological combustion in the study sample due to the gender variable (males/females).

These results are consistent with a study (Dababi, 2012) that shows that there are no statistically significant differences in psychological burnout scores among teachers attributed to gender.

It differs with the study of (Nibal, 2021), which found high degrees of psychological burnout among female teachers compared to male teachers.

The researchers attribute the lack of statistically significant differences in the level of burnout among teachers of higher education degrees between the sexes to several factors:

There is no difference in terms of responsibility as well as the role assigned to the teacher regardless of being male or female, which makes the level of psychological burnout close between them, which is the same thing that they experienced in their academic formation, which creates an adaptation strategy with the educational environment that helps them manage the pressures that they may face in it, and this is what the policies of educational institutions may contribute to be supportive in enhancing their chances of success regardless of their gender, and the continuous training that takes place during the service, which aims to

increase awareness about mental health, may lead to reducing the level of the effects of psychological burnout on them.

3- 3- Presentation and discussion of the results of the third hypothesis:

The text of the hypothesis: “ There are no statistically significant differences in the level of burnout in education professors with higher degrees (Master's/PhD) The study sample is attributed to the teaching phase variable .”

To verify the hypothesis, a single variance analysis test (ANOVA) was used to find out the significance of the differences attributed to the teaching phase variable (primary/intermediate/secondary), where the data was processed by the (spss) program version (20), and the results shown in Table (07) were reached:

Table (07):

Demonstrates single variance analysis (ANOVA) test results

Source of variance Source	Sum of squares SS	Degrees of freedom df	Squares Mean MS	Value F	Moral significance Sig	Statistical significance
Between Groups	0.252	2	0.126	465	630.	Not significant
Within Groups	.008	70	.272			
Total	19.260	72				

It is clear from the data of Table No. (07) that the total squares between the groups is (0.252) and within the groups (19.008), while the total is (19.260), while the average squares between the groups came (0.126) and within the groups (0.272), and the result of the value of (F) (0.465) in significant significance (0.630), which is greater than the level of significance (0.05), and therefore we decide that there are no statistically significant differences in psychological combustion in the study sample attributed to the teaching phase variable (primary/intermediate/secondary).

The results of this study differ with the study of (Nibal, 2021), whose results showed that teachers who study at the secondary level are less likely to burn out than other teachers who study at the rest of the school stages, and the study of (Mahdi, 2012), which revealed high degrees of burnout among secondary teachers, compared to the rest of the other school stages. The researchers attribute the lack of statistically significant differences in the level of burnout among teachers of higher education who hold higher degrees to the variable of the teaching phase due to the similarity of professional expectations after obtaining higher degrees, regardless of the similarity of professional conditions of job pressure and the number of working hours. However, their training, which they obtained while seeking to obtain their higher certificates, often provides them with better skills in managing pressures and adapting to challenges, especially as they were achieving adaptation between their profession, study, and scientific research.

3-4- Presentation and discussion of the results of the fourth hypothesis:

The text of the hypothesis: “ There are no statistically significant differences in the level of burnout in education professors with higher degrees (Master's/PhD) The study sample is attributed to the certificate seniority variable .”

To verify the hypothesis, a single variance analysis test (ANOVA) was used to find out the significance of the differences attributed to the certificate seniority variable in the periods (2010-2014/2015-2019/2020-2024), where the data was processed by the (spss) program version (20), and the results shown in Table (08) were reached:

Table (08):

Demonstrates single variance analysis (ANOVA) test results

Source of variance Source	Sum of squares SS	Degrees of freedom df	Squares of Mean MS	Value F	Moral significance Sig	Statistical significance
Between Groups	462.	2	0.231	00.86	.428	Not significant
Between Groups						
Within Groups	798.	70	0.269			

Within Groups						
Total	19.260	72				
Total						

It is clear from the data of Table No. (08) that the total squares between the groups is (0.462) and within the groups (18.798), while the total is (19.260) , while the average squares between the groups came (0.231) and within the groups (0.269), and the result of the value of (F) (0.860) came in a significant sense (0.428), which is greater than the level of significance (0.05), and therefore we decide that there are no statistically significant differences in psychological combustion in the study sample due to the seniority variable of the certificate in the periods (2010-2014/2015-2019/2020-2024).

The researchers attribute the lack of statistically significant differences in the level of psychological burnout among teachers of higher education degrees due to the seniority of the certificate due to their experience in acquiring adaptive skills, especially as they were achieving a balance between adapting to the pressures of work in their educational job, and their training and scientific research in order to obtain this higher certificate. The challenges they face in their educational environment do not differ or fade with the seniority of their certificate. Their involvement in scientific research after obtaining their certificates motivates them to develop professional skills continuously, which helps them to deal with pressures effectively, especially if support is available from educational institutions. The impact of their skills on the balance between personal and professional life that they have acquired in their scientific and practical training course cannot be overlooked.

3-5- Presentation and discussion of the results of the fifth hypothesis:

The text of the hypothesis: “ There are no statistically significant differences in the level of burnout in education professors with higher degrees (Master's/PhD) The study sample is attributed to the seniority variable at work.”

To verify the hypothesis, a single variance analysis test (ANOVA) was used to find out the significance of the differences attributable to the seniority variable at work (less than 5 years/5 to 10 years/more than 10 years), where the data were processed by the (spss) program version (20), and the results shown in Table (09) were reached:

Table (09):

Demonstrates single variance analysis (ANOVA) test results

Source of variance Source	Sum of squares SS	Degrees of freedom df	Squares Mean MS	Value F	Moral significance Sig	Statistical significance
Between Groups	0.786	2	393	1.489	.233	Not significant
Within Groups	474	70	0.264			
Total	19.260	72				

It is clear from the data of Table No. (09) that the total squares between the groups is (0.786) and within the groups (18.474), while the total is (19.260), while the average squares between the groups came (0.393) and within the groups (0.264), and the result of the value of (F) (1.489 in significant terms (0.233), which is greater than the level of significance (0.05), and therefore we decide that there are no statistically significant differences in psychological combustion in the study sample due to the seniority variable at work (less than 5 years/from 5 to 10 years/more than 10 years).

The results of this study are consistent with a study (Dababi, 2012) that shows no statistically significant differences in psychological burnout scores among teachers attributed to professional experience.

It also differs with the study of (Nibal, 2021), which shows that the more years of experience teachers have, the more susceptible they are to psychological burnout.

The researchers attribute the lack of statistically significant differences in the level of psychological burnout among teachers of higher education degrees due to the seniority of the work to the skills gained through experience over time and attitudes in effectively managing stress. Job stability also plays an important role in feeling more belonging to the educational institution, which enhances their psychological and social support. This facilitates their adaptation to emerging challenges in their work environment. In addition, equal opportunities for professional development and support may be available to all professors regardless of their

seniority. However, possessing a higher degree enhances the renewal of the teacher's activity through his ambition to teach at the university after being consumed and depleted in his current work.

Conclusion

This study, which aimed to find out the level of psychological burnout among teachers of education with higher degrees (Master's-PhD), reached the following results:

- The level of burnout among education professors with higher degrees (Master's/PhD), the study sample is moderate.
- There are no statistically significant differences in the level of psychological burnout among teachers of education with higher degrees (Master's/PhD). The study sample is attributed to the gender variable.
- There are no statistically significant differences in the level of psychological burnout among education teachers with higher degrees (Master's/PhD). The study sample is attributed to the teaching phase variable.
- There are no statistically significant differences in the level of psychological burnout among teachers of education holding higher degrees (Master's/PhD). The study sample is attributed to the variable of the seniority of the certificate.
- There are no statistically significant differences in the level of psychological burnout among teachers of education with higher degrees (Master's/PhD). The study sample is attributed to the seniority variable at work.

Accordingly, the results of this study can be generalized to the community that was taken from the sample, and in light of these results, the two researchers make the following recommendations:

- Conducting similar studies on the study sample represented by teachers of education holding doctoral and master's degrees.
- Conducting studies on solutions to reduce psychological burnout among professors in general.
- Educating teachers about the danger of burnout and how to deal with it to reduce its negative impact on their professional performance.

Bibliografi :

1-Al-Batal, Zaid Muhammad (2000), **Psychological Burning and Work Stress for Special Education Teachers, Special Education** Academy Series, Riyadh, Saudi Arabia.

- 2- Ben Zahra, Abed (2015), **Psychological burnout and its relationship to mental health among teachers of physical education for the average**, unpublished master's thesis, University of Algeria³.
- 3- Bouhafis, Abdel Karim (2016), **Foundations and Methods of Scientific Research in Psychology**, 2nd Edition, Algeria: Diwan of University Publications.
- 4-Bouhoui , Nadia (2012), **Psychological burnout and its relationship to expectations of self-efficacy among teachers and professors**, unpublished master thesis, University of Algeria.
- 5-Wafra, Mukhtar and Mansouri, Mustafa (2014), **The Relationship of Psychological Burning with Job Satisfaction**, Journal of Humanities and Social Sciences, Issue 17/ December 2014.
- 6-Boussa, Omar and Medawar, Laila (2019), **The level of psycho-functional burnout among middle school teachers, a study on a sample of middle school teachers in Batna**, Journal of Psycho-educational Studies, University of Ouargla, Algeria, 12 (03), 196-211.
- 7-Dababi, Boubaker (2012), **The level of burnout among primary school teachers in Algeria**, Journal of Humanities and Social Sciences, 9 (01), 85-99.
- 8-Sultaniya , Abdul Karim and Hassan, Al-Jilali (2014), **Introduction to Social Research Curricula**, Algeria: Diwan of University Publications.
- 9-Tuban, Bilal and Bahri, Saber (2023), **Psychological Burning at Primary School Teachers and Its Relationship to Coping Strategies**, Journal of Studies in the Psychology of Deviation, Volume 8 (Number 02), pp. 521-542.
- 10-Ashour, Taher and Zouari, Khalifa Ahmed (2020), **Psychological Burning in Teachers of Intermediate Education between Stiffness and Cognitive Resilience**, Qabas Journal of Humanities and Social Studies, Al-Wad University, Algeria, 04 (01), 105-132.
- 11-Abbas, Mohammed Khalil et al. (2007), **Introduction to Research Methods in Education and Psychology**, Jordan: Dar Al-Masirah.

12-Al-Arida, Imad Najeeb Saleh (2016), **The Level of Psychological Burning for Special Education Teachers**, Journal of Educational and Psychological Sciences, No. 02-197-227.

13- Qadi, Sumiya and Brai, Muhammad (2022), **Psychological burnout and its relationship to the trend towards the teaching profession among teachers of the intermediate education stage in light of the Corona pandemic**, Journal of Cultural Dialogue, Volume 11 (Issue 02), pp. 320-341.

14-Qir ', Fathi Weberer, Saadallah and Bin Salim, Kamal (2022), **Psychological Burning in the Light of Some Individual Variables**, Research Journal, Volume 7 (Issue 01), pp. 489-501.

15-Mohammed, Nawal Hamed (2020), **Levels of psychological burnout and its relationship to the levels of the volume of academic guidance among faculty members**, International Journal of Educational and Psychological Studies, Jordan, 08 (01), 28-40.

16-Madouri Yamina, (2020), **Psychological Combustion among Women Workers in the Teaching Profession**, Journal of Social Sciences Development, Volume 13 (Issue 01), Algeria: Zian Ashour University of Djelfa, pp.44-64.

17-Mahdi, Saray (2012), **Psychological burnout and its relationship to marital compatibility among middle and secondary school teachers**, published master thesis, Faculty of Humanities and Social Sciences, Algeria.

18- Maurice Ingres (2006) Translated by Bouzid Sahraoui et al. (2006), **Scientific Research Methodology**, Algeria: Casbah House.

19-Nabal, Abbas Al-Haj Mohammed (2021), **Psychological Burning among School Teachers**, Arab Journal for Scientific Publishing, Issue: 33, Issue Date: 02 July 2021.

20-Wabli, Suleiman (1995), **Psychological Burning among General Education Teachers in the City of Mecca in the Light of the Maslash Arabized Scale**, Educational Research Center, Umm Al-Qura University.

21.Freudenberguer, H.J. (1975).The staff burnout syndrome in alternative institutions, **Psychotherapy, Theory Research, and Practice**.

22. Gold, Y., Roth, R.A., Wright, C.R., Michael, W.B., & Chen, C.Y. (1992), The factorial validity of 20 a teacher burnout measure (Educators Survey) administered to a sample of beginning teachers in elementary and secondary schools in California, *Educational and Psychological Measurement*.

23- Maslach C, & Jackson S, (1981), **The Measurement of Experienced Burnout**, *Journal of Occupational Behavior*, 2, pp 99-113.