

An-Najah National University
Faculty of Graduate Studies
Department Of Teaching Methods

***Levels of Burnout Among the Teachers of
English as a Foreign Language in the Northern
Governorates of Palestine and Their Relationship
with Some Demographic Variables***

By

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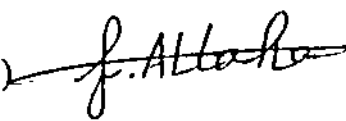

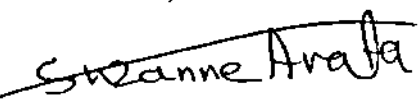
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Dedication

*This is for my parents
Ibrahim and Nazik*

*whose constant, and never-ending love, support and
encouragement I will forever cherish.*

This is also for

Dony

13-6-2000

*There will always be a very special place in
my heart for her.*

Acknowledgement

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Abstract

Levels of Burnout Among the Teachers of English as a Foreign Language in the Northern Governorates of Palestine and Their Relationship with Some Demographic Variables

By

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The purpose of this study was to investigate the levels of burnout among the teachers of English in the Northern Governorates of Palestine (NGP), and to recognize their relationship with a number of demographic variables including age, gender, education level, years of teaching experience, marital status, and place of residence.

To determine the degree to which burnout is spread among the teachers in the NGP the researcher put the following question:
To what extent is burnout spread among the teachers of English as a foreign language in the NGP?

Also, the researcher put six null hypotheses to determine the effect of the independent variables on burnout.

The population of the study consisted of all male and female teachers in the state schools of the NGP for the first semester of the scholastic year 1999-2000, excluding teachers in the directorates of South Hebron and Suburbs of Jerusalem. The population was (1,498). The random sample of the study was (400) teachers. It represents 26.7% of the population.

The researcher used Maslach Burnout Inventory (MBI) after approving its validity and calculating its reliability. The MBI measures the three

dimensions of burnout: emotional exhaustion, (EE), depersonalization (DE), and lack of personal accomplishment (LPA).

After the statistical treatment, the researcher came up with the following results:

- The teachers of English have reported a high level of burnout as regards EE, whereas they have reported a moderate level of burnout as regards DE and LPA.
- There are significant differences attributed to the age variable as regards the three dimensions of burnout in favor of the older teachers who have demonstrated lesser degrees of burnout.
- There are significant differences attributed to the gender variable as regards DE and LPA in favor of the females who have reported lesser degrees of burnout. While no significant difference was found between males and females as regards EE.
- There were significant differences attributed to the education level. The differences were in favor of the Secondary and Diploma, and BA groups. As the education level decreases, burnout decreases too.
- There were significant differences attributed to the years of experience in teaching variable. Less experienced teachers have revealed greater degrees of burnout.
- There were significant differences attributed to the marital status variable in favor of the married group. They have reported lesser degrees of burnout than the teachers under different categories.
- There were significant differences attributed to the place residence variable in favor of the teachers who live in villages. They have reported lesser degrees of burnout than residents of camps and cities.

In the light of the results of this study, the researcher suggested recommendations for teachers and the educational authorities.

Chapter One

Chapter One

Introduction

Curiosity and concern have developed within the field of teaching regarding a phenomenon referred to as burnout (Rice, 1994; Naji, 1999). Researchers have found that burnout is very deleterious because it leads to a state of degeneration in the quality of service or help offered by service workers, and seems to be a basic factor in profession turnover and deteriorating morale (Maslach and Jackson, 1981; Odeh, 1998). Burnout is not a single event. On the contrary, it is "conceptualized as a process" (Quigley, 1985). Dale and Weinberg (1985) reinforce this idea. They believe that burnout comes into being as a result of chronic stress that develops over time in stressful environments (Rice, 1994). Burnout can be viewed as a response to job-related stress in the helping or service professions, when the requirements of the job surpasses an individual's ability to cope with them (Capel et al. 1987).

Burnout has a relationship with different signs, indicators and symptoms of personal stress, including physical tiredness, sleeplessness, increased use of drugs and alcohol, marital and family problems (Maslach and Jackson, 1981; Odeh, 1998). According to Golembiewski and Munzenrider (1991), the quality of working-life degenerated as burnout developed.

Burnout definitions are not constant; they have varied over years. Deale and Weinberg (1989) believe that this variety is due to the complex nature and inaccurate description of the burnout syndrome. However, there is a general agreement that the development of burnout stands for a

sophisticated interaction among a great number of components, generating symptoms which are psychological, emotional and behavioral in nature (Golembiewski and Munzenrider, 1991).

The greater number of burnout research concentrates on the worker and work environment (Quigley, 1985). Social, political and economic factors, which increasingly contribute to burnout, influence both the worker and the work environment (Formanuk, 1995). The role of workers has changed radically over the past century. As change strikes, whether it is in society or the work environment, there may be periods of intense stress and burnout (Rice, 1994; Odeh, 1998).

In the early stages of the twentieth century, life was not complex and an individual's identity and role in life were well established by the position held in the community (Rice, 1994). In simpler communities, status and identity would be established and defined by the work one did. As community life progressed and became more urbanized, the values, attitudes and the increasing interaction between the person and the profession also changed. As leisure time increased, people put a line of demarcation between their work-life and home-life. This increasing change in attitude and behavior helped increase the role of job stress and burnout (Rice, 1994; Odeh, 1998; Naji , 1999).

Contrary to less than a century ago, today “ our lives and our work are usually distinct and separate” (Quigley, 1985). This distinction is a vast change that has transpired over the past half-century. It is obvious that “with every change a period of adjustment follows” (Rice, 1994). A generation is not along time span for learning to cope with change in the structure of society. Consequently, there is an increasingly enormous

ambiguity and conflict arising between work and home roles that result in burnout symptoms (Capel et al. 1987; Al-Tahaine, 1991; Odeh , 1998). According to Freudenberger and Richelson (in Rice, 1994) there are a number of factors contributing to burnout. They include the acceleration of change, and the depersonalization of neighbors, school and work situations.

Job performance is correlated with pressures and stress (Borg, 1991). This can ultimately result in burnout (Rice, 1994). The close interaction between worker and client often results in burnout (Dale and Weinberg, 1989). Researchers have concentrated on the human service and helping professions and the interaction between worker and client in an attempt to learn more about the burnout syndrome (Hallsten, 1993). A number of studies have been conducted using a variety of human service professions including police officers (Stearns, 1993); nurses (Papadatou et al. 1994), social workers (Naji 1993); administrators (Torelli and Gmelch, 1993); psychotherapists (Farber, 1990); psychologists (Niebryge, 1996); musicians (Hodge et al. 1994) and teachers (Formanuik, 1995; Wisniewski and Gargiulo, 1997; Odeh , 1998; Naji , 1999).

Results of these studies emphasize that human service occupation workers burnout faster than those individuals in non-human service occupations (Evans, 1993; Rice, 1994). Although teaching is a helping profession because of the contact with pupils, only recently has it been investigated with reference to burnout (Dale and Weinberg, 1989; Rice, 1994).

Human relations are central to the teaching profession. A teacher is often required to be a disciplinarian, psychologist, parent figure and a public relations expert (Caccese and Mayeberg, 1984). Encompassed within the pressures of teaching is the need to continuously interact personally with pupils. As the teacher shows his or her vulnerability over time, it becomes more difficult to maintain the care and commitment in the personal encounters which appear to be the essence of teaching (Rice, 1994; Powell, 1994).

Teaching is a stressful occupation. Teachers work in stressful settings and consequently can experience different degrees of stress and burnout (Odeh , 1998; Naji , 1999). Research results have been found to be less pronounced in some teaching studies compared to the norms set by Maslach's (1981) study of populations in the helping and service professions (Dale and Weinberg, 1989).

Of the factors contributing to teacher burnout are demographic characteristics. Not only external factors contribute to burnout, "internal factors play an important role as well" (Maslach, 1982a). Personal characteristics are relevant and great for people-work occupations. These occupations, unlike other jobs that only require technical skills, require interpersonal skills. The provider in people-work professions must be sympathetic and understanding, stable, calm and objective while dealing with clients, and able and ready to be helpful (Rice, 1994). Maslach (1982a) maintains that the "provider's ability in these areas is largely a function of his or her personality."

Statement of the Problem

Regarding the Palestinian environment, the teaching profession in general experienced serious problems in the aftermath of the Israeli occupation of West Bank and the Gaza Strip in 1967. The Israeli military authorities, under the umbrella of the so-called Civil Administration, saved no effort to devastate the infrastructure of the teaching process in the occupied territories. Central to their aggressive intentions were teachers who did their best to protect the educational sector. Those teachers challenged the Israeli policy of damaging the educational process in Palestine. So, Palestinian teachers ran the risk of many successive unjust resolutions and measures by the Israeli forces (Odeh , 1998).

Due to the researcher's deep concern about burnout, he reviewed relevant studies (Assaf, 1989; Odeh ; 1998; Naji , 1999) which were conducted in the Palestinian environment to investigate this hazardous phenomenon. He found that the number of these studies is very few. Furthermore, the researcher could cover a number of burnout symptoms and indicators among teachers in general and teachers of English as a foreign language in particular, noting that the researcher himself is a teacher of English and is aware of the stressful conditions that teachers encounter;

In the light of the research results related to teacher dissatisfaction with their jobs and the stressful hazards they encounter (Jaber and Assaf, 1989; Toqan, 1991; Masa'eed, 1993; Abdullah, 1994; Assaf, 1996; Odeh, 1998), it is obviously necessary to conduct this study to investigate the

levels of burnout among teachers of English as a foreign language in the northern governorates of Palestine and, at the same time, investigate the effect of some demographic variables including age, gender, education level, years of teaching experience, marital status, and place of residence on burnout.

Based on the researcher's observations of burnout symptoms and the dissatisfaction with the teaching profession which teachers of English reveal, the statement problem of this study can be best summarized by the following question:

- What are the levels of burnout among teachers of English as a foreign language in the northern governorates of Palestine?

Significance of the Study

The significance of this study stems from its concentration on a number of variables relevant to a large number of workers in the teaching profession in the context of the Palestinian National Authority (PNA). It is also coincident with the efforts of the Palestinian Ministry of Education to develop the educational process and get rid of the deleterious effects which the Israeli authorities imposed on the educational sector, including schools, pupils and teachers.

Although many researchers conducted several studies that investigated many variables related to the educational process and its inputs and outputs in Palestine (Jaber and Assaf, 1989; Toqan, 1991; Masa'eed, 1993; Abdullah, 1994; Assaf, 1996), few researchers (Odeh, 1998; Naji, 1999) studied burnout among teachers and the effect of some demographic variables on the levels of burnout among teachers and consequently on their performance.

Furthermore, the significance of this study can be attributed to the fact that it is the only study that examined the levels of burnout among teachers of English as a foreign language, not only in Palestine but also in the Arab world. What is to the point is that almost all studies in the Arab world dealt with teacher burnout in general regardless of the subject of teaching.

Not only the results of this study may contribute to the burnout literature, but they may provide the Palestinian Ministry of Education with substantial data, that may be the basis for developing the teaching of English as a foreign language in Palestine by finding appropriate solutions to this phenomenon among teachers of English.

The researcher believes that burnout can affect and consequently help deteriorate the performance of teachers and their teaching methods. Therefore, the results of this study may enhance and trigger further research regarding teacher burnout and teaching methods.

Purpose of the Study

This study aims at:

1. Recognizing the extent to which burnout is spread among teachers of English as a foreign language in the northern governorates of Palestine.
2. Investigating the effect of some demographic variables including age, gender, education level, years of experience in teaching, marital status, and place of residence on burnout.

The Question and Hypotheses of the Study

Question:

- To what extent is burnout spread among teachers of English as a foreign language in the northern governorates of Palestine?

The study was designed to test the following hypotheses:

1. There are no significant differences at the level ($\alpha=0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization and personal accomplishment) attributed to age.
2. There are no significant differences at the level ($\alpha=0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization and personal accomplishment) attributed to gender.
3. There are no significant differences at the level ($\alpha=0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization and personal accomplishment) attributed to the education level.
4. There are no significant differences at the level ($\alpha=0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization and personal accomplishment) attributed to years of teaching experience.

5. There are no significant differences at the level ($\alpha=0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization and personal accomplishment) attributed to marital status.
6. There are no significant differences at the level ($\alpha=0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization and personal accomplishment) attributed to place of residence.

Limitations of the Study

This study is limited to the teachers of English as a foreign language in the northern governorates of Palestine including Bethlehem, Hebron, Jenin, Jericho, Jerusalem, Nablus, Qalqilia, Ramallah, Salfit, and Tulkarm. It is worth noting that there are (13) directorates of education in the northern governorates of Palestine. The researcher excluded both directorates of South Hebron and suburbs of Jerusalem due to the difficulties of application, and excluded from the study are teachers of English in private schools.

Definitions of Terms

Depersonalization:

It involves the generation of negative, cynical and impersonal feelings about one's clients (Rice, 1994).

Dimensions of burnout:

They include emotional exhaustion, depersonalization and personal accomplishment (Maslach, 1981a.).

Emotional exhaustion:

It can be described by feelings of tedium, fatigue, stress and frustration leading in extreme cases to mental illness or thoughts of suicide (Rice, 1994).

Maslach Burnout Inventory:

It is a questionnaire including 25 Likert-scale type items that measure the three dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment (Rice, 1994).

Modified Burnout Inventory:

It is a questionnaire containing 22 Likert-scale type items, which measures the three dimensions of burnout: emotional exhaustion, depersonalization and personal accomplishment (Rice, 1994).

Personal Accomplishment:

It refers to the degree of feeling associated with one's competence and successful achievement in working with people (Odeh, 1998).

Reduced Feeling of Personal Accomplishment:

It refers to the degree of feeling linked to one's unsuccessful achievements in working with people (Naji, 1999).

Summary:

Chapter one has presented the statement problem and significance of the study. It also includes the limitations of the study, the question and hypotheses of the study, in addition to the definitions of terms

Chapter Two

Chapter Two

Review of Related Literature

Introduction:

Chapter two falls into two parts. In part one the researcher has reviewed the theoretical literature related to burnout. In this regard, the researcher included thorough definitions of the term to trace its development. Also he has discussed the burnout syndrome and symptoms. Causes of burnout occurrence and theories explaining this phenomenon are also included in part one. The researcher has also discussed the relationship between burnout and some of the variables in this study. In part two the researcher discussed the foreign and Arabic studies that dealt with burnout in the light of a variety of demographic variables.

Part One:

What is burnout?

Currently, there is no generally accepted definition of burnout (Dale & Weinberg, 1989; Wilson, et al, 1986). Burnout definitions have ranged from the simple such as a loss of concern for people with whom one is working or with whom one comes in contact (Maslach, 1976; Lashman, 1983; Odch, 1998), to the complex such as

a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do people work of some kind. It is a response

to the chronic emotional strain of dealing extensively with other human beings, particularly when they are troubled or having problems. Although it has some of the same deleterious effects as other stress responses, what is unique about burnout is that the stress arises from the social interaction between helper and recipient (Maslach, 1982, p.3).

Generally speaking, burnout happens when the requirements and demands of the profession surpass one's ability to cope with them (Capel and et al. 1987). Regardless of the various definitions of burnout, most researchers and psychologists agree that it needs a period of time for burnout to develop (Rice, 1994), and the effects of burnout do not diminish if they are ignored (Freudenberger and Richelson, 1980).

Burnout is a deleterious, social, professional and psychological phenomenon. Its danger lies in that it directly affects a large number of workers in different professions. Burnout attacks the human personality traits and affects them negatively. Thus, burnout does not only affect the psychological aspect of professionals, but it also affects the mental, physical and social aspects of professionals who experience it in the institutions where they work, and as a result of the duties attached to them (Odeh, 1998).

Although several theoretical and field studies investigated burnout and many related variables in different environments, the Arab library is still having no adequate literature as far as the researcher knows. Nevertheless, recently a few studies have dealt with burnout and its

relationship with some demographic variables in the Palestinian environment, taking into account different samples and populations.

Beverly (1994) maintains that burnout is a multi-dimensional problem and should be viewed as a process and not a product, to avoid over simplifying the concept and providing ineffective "quick fixes".

The researcher attributes this inadequacy in the number of studies dealing with burnout phenomenon in the Palestinian environment to the Israeli occupation. Undoubtedly, the Israeli occupation forces, under the umbrella of the civil administration, saved no effort in order to hinder such studies. This behavior by the Israeli occupation forces stemmed from the fact that such studies affect the Israeli authorities and show how their policy in the occupied territories helped deteriorate the teaching process (Odeh, 1998).

The researcher noticed that the concern about burnout took place in the advent of the seventh decade of the twentieth century. The psychologist H. Freudenberger was the first who used the term burnout to indicate the physical and reactive responses to work stress. Freudenberger issued many essays about burnout in which he discussed its harmful effects on workers in all professions (in Al-Rashdan, 1995).

Freudenberger also came up with a procedural definition of burnout. He maintains that burnout is a state of exhaustion of the psychological energy, resulting from the individual's inability to achieve the goals attached to him in his work (in Nauratit, 1989)

Furthermore, Freudenberger observed that the workers in the human services and professions were more vulnerable to the attacks of burnout. He attributes this fact to the increasing interaction of these workers with a vast number of people, and the workers' inability to achieve what is expected from them in their professions.

Reviewing the literature related to burnout the researcher could observe a great number of burnout definitions which explained burnout and identified it. Therefore, the researcher thinks that it is important to include some of these definitions in a logical sequence.

According to Maslach (1977), burnout is a set of symptoms including tiredness and dissatisfaction with work, which appear among individuals who work in a specific collective frame. Lashman (1984) defines burnout as a state of exhaustion resulting from the extreme tiredness and superfluously sustained requirements among professionals. He adds that such requirements overload the workers' professional energies and burn them out. According to Askar et al. (1986), burnout is a negative change in the attitudes and behavior of the individuals as a reaction to work stress. Losing interest and routine performance of work, comparing change, and losing inventiveness are some of the symptoms of burnout. According to Rotella (1991), burnout is a condition of withdrawal from the participation in job-related activities and interactions. Kelley and Gill (1993) agree with Askar et al. (1986) that burnout is response to the continuous work stress, resulting from the way of dealing with others in work. Patrica (1994) best defines burnout by indicating that it is a concept reflecting a failure in both the individual's defense mechanism and in the work environment. Beverly (1994) states that burnout is generally a three-stage process that starts with self-doubt and emotional exhaustion. Similarly, Shammer (1996) defines burnout as a syndrome involving a person's inability to cope effectively with the continual bombardment of perceived stressors. In the light of the foregoing definitions of burnout the researcher defines burnout as a deleterious multi-dimensional process that affects providers who deal

with clients. It is due to a number of factors related to individual and professional stressors.

Research on the concept of burnout includes different definitions of the term, causes, prevention, treatment, and similarities with stress. No one definition of burnout is accepted as standard, and the concept has expanded over time to encompass more and more phenomena. Three ideas that most of the definitions have in common are the belief that burnout occurs at the individual level, is an intrapsychic, and is negative. The most common approach to the origin of burnout is a transactional one. Burnout is attributed to such causes as personality, lack of positive feedback, and social relations with superiors, colleagues and clients. While stress and burnout are similar in many respects, stress does not necessarily have a negative effect on the individual, while burnout always does (Jupp, 1991).

Burnout syndrome

Burnout is a multidimensional process. It is a syndrome of emotional exhaustion, depersonalization and personal accomplishment, (Maslach, 1982a; Kathryn, 1994). It is the result of the individual's response to the chronic emotional strain of dealing extensively with people (Maslach, 1982a). Therefore, it can be considered one type of job stress (Kubo and Tab, 1994; Wisniewski and, Gargiulo, 1997). According to Maslach(1982a), although burnout has some of the hazardous effects as other stress responses, what is surprisingly unique about burnout is that the stress arises from the social interaction between helper and recipient. Therefore, it is important to provide a thoroughly detailed description of

emotional exhaustion, depersonalization and reduced personal accomplishment.

A pattern of emotional overload and subsequent emotional exhaustion is at the heart of the burnout syndrome. An individual becomes entirely involved emotionally, overextends himself, and begins to feel overwhelmed by the emotional requirements and demands imposed by people. The response to this situation, and thus one aspect of burnout, is emotional exhaustion. Individuals feel drained and consumed. Individuals can't face another day because they lack adequate energy. Thus, their emotional resources are depleted and there is no source of replenishment (Maslach, 1982a).

Once emotional exhaustion sets in, people feel that they can no longer cooperate with others. People attempt to get out from under their emotional load by avoiding involvement with other people (Rice, 1994).

They want to reduce their contact with people to the bare minimum required to get the job done. Consequently they transform themselves into petty bureaucrats whose dealings with people go strictly by the book. They "pigeonhole" people into various categories and then respond to the category rather than to the individual. By applying a formula, rather than a unique response, they avoid having to get to know the other person and becoming emotionally involved (Maslach, 1982a, p.3)

This is one of the many ways individuals detach themselves psychologically from any meaningful involvement with others. As a

result, this type of detachment sets a type of emotional gap or distance between oneself and the people whose needs and demands are overwhelming (Golembiewski and Munzenrider, 1991). When this “emotional buffer” is combined with a real caring for others, it evolves into an effective way of handling the emotional strain of such people work (Chan and Hui, 1995). But “much like oil and water, detachment and concern do not mix easily” (Maslach, 1982a). Rather than striking and sustaining a balance between them, many people feel pulled towards one or the other of these “antithetical poles”

All too often, the professional's commitment to helping is so overwhelming that the retreat into a detached stance toward others is actually an attempt at emotional self-protection (Maslach, 1982a; p.4).

The constant development of this detachment response indicates a second aspect of the burnout syndrome with is depersonalization. At this point, the individual develops poor opinions of people and expects the worst from them and dislikes them (Golembiewski and Munzenrider, 1991). There are different ways in which this increasing negative reaction to people portrays itself. For example, the individual involved at this point may derogate other people and put them down, refuse to be courteous to them, ignore their pleas and demands or fail to provide the appropriate help, care or service (Maslach, 1982a).

Feeling negatively about others can progress until it encompasses being down on oneself. Caregivers feel distress or guilt about the way they have thought about or mistreated others. “They sense they are turning into the very type of person-cold and uncaring-that nobody,

especially them, likes very much" (Maslach, 1982a). At this point, a third aspect of burnout appears that is a feeling of reduced personal accomplishment.

Providers have a gnawing sense of inadequacy about their ability to relate to recipients, and this may result in self-imposed verdict of "failure."... With the crumbling of self-esteem, depression may set in, and some will seek counseling or therapy for what they believe are their personal problems. Others will change their jobs, often to abandon any kind of work that brings them into stressful contact with people (Maslach, 1982a, p5).

It is obvious from the foregoing literature about the burnout syndrome that there is no line of demarcation between the three aspects of this phenomenon. Thus, it is clear enough that burnout is a process consisting of three interrelated stages. Also, there are characteristic features of each stage that differ in their intensity and impact.

Symptoms of Burnout

To observe the signs and symptoms of burnout is not always easy because they build up gradually over a long period of time (Freudenbeger and Richelson, 1980). A person who experiences burnout is not a highly sympathetic individual on the surface, and may be cranky, critical, angry, rigid, resistant to suggestions and often show behavior patterns that turn people off (Rice, 1994). Tiredness is easy to recognize and it is

considered the best indicator for catching burnout very early (Freudenerger and Richelson, 1980).

Generally, people who experience burnout do not view themselves as angry, cynical, rigid or depressed. On the contrary, victims of this deleterious phenomenon view themselves as being bored, fatigued, and overloaded (Rice, 1994). They always tend to find fault with others, and react negatively to what others suggest and keep complaining about the firm or organization of which they are a part (Wilson et al., 1986). While experiencing burnout, the individuals' self perception and view of the environment is altered. Therefore the teacher, or any individual for that matter, who is experiencing burnout, is not the best person to evaluate his or her own behavior (Wilson et al., 1986).

As burnout goes on, the individual may feel abused and blame his/her tiredness on an increasing workload. He/ she will start to dislike his/her job and surroundings, and everyone connected to it. According to Freudenerger and Richelson (in Rice, 1994), the burnout victim often "bursts forth in displays that are completely out of character," but that demonstrate classic burnout reactions such as cynicism, heightened irritability, mistrust of others, paranoia and grandiosity.

Before the burnout syndrome works its effect on the individual, he or she is usually " a charismatic person," able to make friends easily, a leader, able to make quick progress in any hierarchy and who is rewarded for his/her efforts (Rice, 1994). However, once an individual begins to burnout, all that changes. They used to participate at every meeting, coming up with plans and solid suggestions, but now they sit silent, wishing they could get away (Freudenerger and Richelson, 1980)

According to Rice (1994), not every personality is susceptible to burnout. Subsequently, “it would be next to impossible for the underachiever or the happy-go-lucky” individual with fairly modest aspirations to achieve a state of burnout. Burnout appears to be limited to dynamic, charismatic, goal-oriented men and women and to “determined idealists who want their “marriages” to be the best, their work records to be outstanding, their children to shine and their community to be better.

Table (1)
Signs and Symptoms of Burnout

Physical	<ul style="list-style-type: none"> • Headaches, insomnia, and chronic fatigue; • Decrease in fitness level; • Shortness of breath, hypertension and ulcers; • Upset digestive system; • Weight changes; • An increasing in the number of colds or flu.
Psychological	<ul style="list-style-type: none"> • Impulse to aggression (when not appropriate); • Feelings of depression; • Quicker loss of temper; • Increased anxiety, fear or guilt.
Behavioral	<ul style="list-style-type: none"> • Increased use of drugs, alcohol; • Increased complaining; • Increased stubbornness and rigidity; • Spending more and more time getting less and less done.
Job Reactions	<ul style="list-style-type: none"> • Increased tardiness and absenteeism; • Reduced work goals; • Less idealism and acceptance of responsibility; • Lower productivity and quality of work.
Family Life	<ul style="list-style-type: none"> • Increased isolation from family members and affairs; • Increased angry reactions with family members; • Reduced social life and fewer holidays.

This table is adapted from “Burnout in coaching” by V.E. Wilson et al., September 1986, Sports Science Periodical on Research and Technology in Sport, 3.

Calammidas (in Al-Rashdan, 1995) found that the symptoms of burnout can be diagnosed as the following:

1. When the employees begin to care so much about vacations and weekends and the special holidays.
2. When the employees begin to express their desire to retire, and when they begin to mention the advantages of leaving their work.
3. When the work time comes to an end, the employees try to leave the place of work very quickly.

He thinks that these remarks represent the first level of burnout. He also maintains that there are advanced symptoms of burnout, which appear when:

1. The physical symptoms of burnout and the daily worriment start to affect negatively the physical aspect of the individuals.
2. The symptoms of mental exhaustion and consequently lack of concentration and attention in the work become an integral part of the individual's professional behavior. Thus the worker begins to lose his enthusiasm and motivation towards his work.
3. When symptoms such as the constant change of behavior, nervousness, lack of desire to deal and interact with others, the desire to put an end for his relations with others, and lack of the desire to appear in front of people begin to take place.
4. Then comes the stage of psychological and reactive burnout. In this context, the individual keeps complaining about and showing dissatisfaction with performance and achievement. Also, the individual refuses to deal with the work input. In the end, the individual quits all aspects of the life.

Furthermore, many field studies could diagnose the symptoms of burnout. Of these studies is the study conducted by Matingi (in Al-Tahaineh, 1995). The foregoing study shows that the burnt out individual begins drawing himself from others whom he deals with. Such a person does not attend the general meetings and his depression increases. Also, he develops negative behaviors towards his work.

Also, Abu-Mughalli (1987) mentions that there are a number of social, psychological and physical symptoms that can be diagnosed in the burned out individual. Such symptoms include acute and constant headache, exhaustion, worryment, acute nervousness, quickness of anger, and the individual inability to rest.

According to Cedoline (1982), the most common symptoms spread among the burned out individuals especially teachers are nervousness, depression, insomnia, severe headache and shortness of breath.

Furthermore, Al-Hartawi (in Odeh, 1998) emphasized that many studies specified a number of symptoms that can be clearly observed among the burned out:

1. Keeping away from dealing with clients, pupils, or others.
2. Showing low morale.
3. Absolute dissatisfaction with work.
4. Unjustifiable absence from work.
5. Physical tiredness.
6. Family disagreements.

This study has also shown that some researchers succeeded in classifying the symptoms of burnout. This classification includes:

1. Physical symptoms: increase in blood pressure, back pain, acute exhaustion, general weakness and acute headache.
2. Cognitive symptoms: lack of concentration and a cuted temperament.
3. Psychological symptoms: negativeness, hopelessness, depression, worriment, and tendency to loneliness.
4. Behavioral symptoms: complaining, dissatisfaction with work, poor performance, constant absence from work.

Causes of Burnout Occurrence

Burnout occurs as the cumulative end-result of a complex process.

It is not a simple phenomenon that occurs after (X) period of time in (Y) situation and resulting in (Z) responses. Rather it is indicative of a mismatch between a person and his or her environment (Rice, 1994; p.9).

It is obvious that burnout is a process rather than a product. The outstandingly unique personality traits of a person are “brought into play against various environmental factors” including roles, rewards and responsibilities linked to his or her job (Wilson et al, 1986). In plain terms, burnout may occur when a person is unable to effectively and efficiently adapt to his or her environment due to a change in workload, or some other factors (Rice, 1994).

In the light of the literature related to the burnout phenomenon, many researchers and psychologists find that many demographic variables such as age, gender, years of experience, martial status, place of

work, salary, qualification and others play an important role in the occurrence of burnout among workers. Consequently, it is of great importance that this study examines the literature that shows the relationship between burnout and such variables.

It is worth mentioning that a lot of studies that investigated burnout show that there are many factors that play significant roles in the materialization of burnout. Cherniss (in Odeh, 1998) has classified these factors into three categories:

1. Factors Related to the Individual Dimension:

Almost all studies show that the more loyal and dedicated the worker to his work, the more vulnerable he is to burnout. Psychologists and researchers explain this phenomenon by indicating that such a professional suffers under the work stress where he works. For example, the principal who saves no effort in order to control the school and lead it effectively finds himself under great work stress stemming from the constraints imposed upon him by the educational authority. Another example is the teacher who burns himself for the sake of his pupils in order to convey information to them and, at the same time, to achieve the specific and general goals of the subject he teaches. Such a teacher with great zeal will suffer from burnout more than less dedicated teachers just because he cares (Odeh, 1998).

2. Factors Related to the Social Dimension:

The work environment and structure contribute to a large extent in the increase or decrease in work stress on workers. Consequently, the worker's feeling of failure in achieving the goals of work, and inability to meet his basic needs and requirements through the environment where he

works will probably make him lose his motivation and be dissatisfied with work. This situation, in the end, helps him burn out (Odeh, 1998).

3. Factors Related to the Professional Dimension:

Members of societies often overload institutions with their problems. Such institutions find themselves obliged to endure the cares of their societies. This situation results in more workload upon the shoulders of those people working in these institutions. Therefore, the workers try to make a balance between the interests of the institutions in which they work, the goals and message of these situations and the demands of the society. This situation leads to imbalance and thus the workers find themselves unable to manage all these requirements. This causes a state of imbalance within workers themselves and consequently become vulnerable to burnout (Askar et al., 1986).

The researcher concludes that the foregoing factors (predictors) of burnout are interrelated, but there is no line of demarcation between them. When these factors interact, the burnout phenomenon becomes intense.

Theories Explaining Burnout

First: The Behavioral Theory

Proponents of the behavioral theory believe that behavior is an inevitable outcome of the environmental conditions. In fact, this theory does not neglect the human's feelings and sensations. Furthermore, this theory has deep concern about the human's internal cognitive processes such as will, freedom and brain (Odeh, 1998). According to the behavioral psychologists (in Al-Rashdan, 1995), burnout is an internal

process like worriment and anger. Consequently, the behavioral theory claims that burnout is the result of external environmental factors. If these factors can be controlled, therefore it is easily possible to control burnout. What is to the point is that many recent studies and theories emphasize the necessity to modify behavior to guarantee a high level of performance and productivity in all fields.

Second: Cognitive Theory

Unlike the behavioral psychologists, the cognitive proponents think that the factor that determines the human behavior is entirely internal. This means that when the human being is in a certain situation, he will be mentally involved in it and seek to response to it to achieve the goals he specifies. If the human being can recognize the situation positively, this in turn will lead him to a state of satisfaction, and high morale. After that, he will adapt himself positively to that situation in (Al-Rashdan, 1995). But if the human being fails to recognize that situation or recognizes it in a negative way, the inevitable outcome of such cognition is the appearance of burnout symptoms.

Third: Freudian Theory

Proponents of this theory believe that the behavior driving-forces are internal. They maintain that these forces cause an internal struggle between the ego, id, on the one hand and the super ego which sets worriment, depression and burnout on the other hand in (Al-Rashdan, 1995). Furthermore, the Freudian proponents see that the psychological processes such as reaction, worriment, depression, tension are the sources of the external behaviors of the human being such as depersonalization exhaustion and tendency towards isolation.

The Relationship Between Burnout and some Demographic Variables

Demographic variables play an importantly undeniable role in burnout. According to Maslach (1982a), "the search for who is more vulnerable begins with a look at basic demographic variables". He consequently wonders if there are differences in burnout as a function of gender, age, marital status, and education. Because this study aims at investigating the relationship between burnout and some demographic variables, it is necessary to have a look at some basic demographic variables.

Gender:

Maslach (1982a), maintains that males and females "are fairly similar in their experience of burnout." Therefore, this similarity between the two sexes should not be neglected when considering the differences, which are rather small. Basically, such differences lie in that men demonstrate slightly more of one aspect of burnout, and women dispose slightly more of another. According to Peggy (1994), women experience emotional exhaustion more than men. But men are more likely have to depersonalized feelings with the people they work with. According to Maslach(1982a), " this variation may reflect differences in masculine and feminine sex roles." In the light of the foregoing explanation of sex differences, it is obvious that women are more sensitive to what is going around them. Maslach says:

Women are expected to be more oriented toward people than are men-they are supposed to be nurturant, sociable, and sensitive to people's feelings. They are also supposed to be very

emotional people themselves, while men are supposed to be hard, tough, and unemotional (the "big boys don't cry" stereotype) (Maslach, 1982a, p21).

It is obvious that the dissimilarities between men and women, as regards the way of their bringing up, have an undeniable role in burnout. Thus, these dissimilarities help create various weaknesses and strengths regarding burnout. What is to the point is that women have greater risk of emotional exhaustion to the extent that they are more likely to get involved with people emotionally. On the other hand, men are more exposed to show depersonalization to the degree that they are less oriented toward intimate interaction with people.

Moreover, gender differences may echo the different jobs that both sexes have, rather than differences in male and female characteristics. Maslach insists that "Many people-work jobs are segregated-they are either done mostly by men or mostly by women (rather than by both sexes equally)." This means that the different shapes or patterns of burnout shown by men and women may echo or reflect differences in their close contact and interaction with clients.

Age:

Age is one of the most important demographic variables in association with burnout. The relationship between age and burnout is clear. Younger people workers are more prone to burnout than older workers. Maslach maintains that

Younger people usually have less work experience than older ones, but it turns out that the effect of age reflects more than just the length of time on the job. "Older but wiser" seems to be the case here.... with increased age, people are more stable and mature, have a more balanced perspective on life, and are less prone to the excesses of burnout (Maslach, 1982a, p.17).

This is why Maslach believes that older workers are less vulnerable to burnout. Wisdom that comes through experience makes older people adapt themselves to work contributing factors of burnout. Stability and maturity that arise from old age are the components of the coping with burnout strategy.

Furhtermore, Shirley (1996) believes that the first attacks of the burnout phenomenon are more likely to occur in the earlier years of one's involvement in work. Her belief echoes what Maslach believes that

In many of my research interviews people said that the first bout with burnout was likely to happen in the first few years of one's career (Maslach, 1982a, p.17).

At this stage, if workers can not cope with burnout, they tend to leave their jobs.

mature. Second, their interaction and involvement with their families give them greater experience in coping with personal problems and emotional conflicts. Third, families are expected to be resources of emotions. Thus, families give love and support that help the individual to cope with the emotional requirements of work. Finally, people with families have deep concern about job security. They see things from a different perspective. To support a family makes one feel more realistic.

Education:

Discussing the relationship between education and burnout, Maslach(1982a) maintains that providers who have completed college but have not attended postgraduate training are vulnerable to the highest amount of burnout. Providers with training show the least personal accomplishment and the most depersonalization. Moreover, they are inclined to demonstrate more emotional exhaustion.

However, she adds that providers with postgraduate training revealed a high degree of emotional exhaustion although this group scored the lowest burnout on all other dimensions of burnout. In general, she says that providers with less education show less burnout, and in particular "for those who have some college experience but not a full four years."

She explains these results by maintaining that people who have various amounts of education enjoy different kinds of professions. She says that "differences between these groups reflect.... the emotional demands of the work these people perform and not simply that educational background." The interrelatedness between education and accusations is striking. This, in fact, explains why the most highly trained workers experience emotional exhaustion but not the other aspects of

burnout. This is due to the fact that the nature of their jobs may cause greater emotional troubles, but the training that they received has armed them with the tools to cope more successfully with it.

In addition, workers who got advanced levels of schooling tend to have greater expectation as regards their wants to do in life. Maybe they are very idealistic and expect great things. However if such people are not prepared in a good way for the striking reality of their role, the conflict of this reality with the ideals they have may result in disillusionment and burnout.

On the other hand, workers with lower levels of education many not possess such aspirations. Therefore, the gap between their goals and their real achievements is narrow. Simply speaking, if a person's schooling gives noble goals and the inspiration to achieve them, but "neglects to provide practical training, then that person is set up for a bad case of burnout" (Hodge and Jupp, 1994).

Years of Experience

According to Rice (1994), "years ofexperience appear to lessen burnout symptoms." He emphasizes that the more experienced "teacher" generally experiences less painful symptoms of burnout.

It has been argued that the experience acquired by the older provider results in a more balanced perspective of the role (Quigley, 1985), and older more experienced providers are better able to cope with the stresses involved with being a "teacher" (Quigley, et al. 1987). According to Caccese (in Rice, 1994), teachers with more (15) years of experience reported stronger and more numerous occurrences of feelings of personal accomplishment than less experienced teachers, and therefore a lower degree of burnout.

How to Avoid Teacher Burnout

The following are preventive burnout strategies collected from the literature. To reduce or combat burnout teachers should:

1. Attend seminars and workshops to keep abreast of modern ideas and research (Wishnietsky and Felder, 1989).
2. Become knowledgeable and aware of the symptoms of burnout, and defeat them (Wilson et al. 1986).
3. Delegate greater responsibilities to other members of the teaching staff (Figone, 1986).
4. Try to get involved in hobby outside of teaching (Malone and Rotella, 1981).
5. Learn and develop a system of management to improve effectiveness in teaching related tasks (Wilson and Bird, 1988).
6. Learn from mistakes and failures by recognizing them, admitting them, correcting them and moving forward (Malone and Rotella, 1981).
7. Learn to take things less seriously (Humphrey, 1987).
8. Save no effort to improve communication which would enhance the mutual appreciation and understanding of every one's (teachers, pupils, administrators) responsibilities, priorities and needs, thus reducing the role ambiguity (Wilson and Bird, 1988).
9. Partake in a systematic vigorous program (Wilson and Bird, 1988, Wilson et al. 1986).
10. Recognize their own accomplishments and reward themselves (Humphrey, 1987).
11. Remain flexible. They should not become rigid in their teaching style.

12. Schedule some time off away from teaching (i.e., summer, season, vacation) (Cherniss, 1980; Freudenberger, 1974; Malone and Rotella, 1981).
13. Sometimes a change of scenery, change of method, or any change at all may be just as effective as a vacation or time off (Bartolome, 1984).
14. Prioritize life roles (Malone and Rotella, 1981).
15. Share their concerns and problems with other teachers (Cherniss, 1980; Wilson et al, 1986; Wishnietsky and Felder, 1989).
16. Try to lead a balanced, well-rounded lifestyle (Wilson and Bird, 1988).
17. Turn obstacles and problems into creative solutions (Malone and Rotella, 1981).
18. Utilize goal setting and other motivation techniques on a consistent basis (Figone, 1986).
19. Utilize relaxation techniques, regeneration methods, and other psychological skills on a consistent basis (Wishnietsky and Felder, 1989).

Part Two: Arab and Foreign Studies Related to Burnout

This part includes a review of a number of Arab as well as foreign studies that dealt with the burnout phenomenon, and its relationship with some demographic variables.

A: Arab Studies

Al-Hartawi (1991) conducted a study the purpose of which was to investigate the burnout level among Jordanian educational supervisors

and to recognize the effect of some demographic variables including gender, education level , experience , and the number of pupils on burnout .

The researcher used the Maslach Burnout Inventory to collect the necessary data. The subjects (84) were randomly selected from the state schools in the northern governorates of Jordan.

The results of the study were as follows:

1. The educational supervisors in the Hashimite Kingdom of Jordan reported a moderate degree of burnout.
2. There were significant differences between the means of the supervisors responses due to the age variable in favor of males who reported more frequent degrees of burnout than females, whereas the latter reported more intense degrees of burnout.
3. No significant differences were found due to the education level and experience variables .

Also, Abdul-Rahman (1992) conducted a study about burnout. The purpose of the study was to investigate the burnout level among educational supervisors in the directorates of Irbid , Al-Mafraq and Az-Zarqa. Central to the purposes of the study was the investigation of the relationship of burnout with a variety of demographic variables including experience, education level, and the number of the supervised teachers.

To answer the questions of the study, the researcher selected (148) supervisors, representing 79% of the original population (187). The researcher used Maslach Burnout Inventory to collect the data. He also used percents, frequencies, and means in addition to statistical tests that fit the questions of the study.

The findings of the study were:

1. The educational supervisors reported a moderate degree of burnout.

2. There were no significant differences at the level ($\alpha=0.05$) attributed to the number of teachers under supervision.
3. No Significant differences were found at the level ($\alpha=0.05$) attributed to the interaction between the variables of experience, education level and the number of teachers under supervision.
4. A significant difference at the level ($\alpha=0.05$) was found between the intensity of the burnout indicative behavior and its frequency.

Similarly, Maqablih and Salamih (1993) examined the burnout phenomenon. They conducted a study to investigate burnout in the Jordanian environment. The purpose of this study was to investigate the burnout phenomenon among teachers in Jordan and its relationship with many demographic variables including high specialization, subject of teaching, experience, and grade.

The sample of the study consisted of (424) male and female teachers who taught in the three grades (basic, preparatory, secondary) in the state schools in Jordan. The researchers used Maslach Burnout Inventory after modifying it. Also, they calculated its validity and reliability.

The researchers found that:

- 1- Male teachers revealed a greater degree of burnout than female teachers on the lack of personal accomplishment domain.
- 2- Significant differences were found at the level ($\alpha=0.05$) attributed to the grade variable on the emotional exhaustion dimension. Teachers in the secondary grade reported more degrees of emotional exhaustion than their colleagues who teach in different grades.

- 3- There were significant differences at the level ($\alpha=0.05$) in the teachers burnout (emotional exhaustion) attributed to the experience variable .
- 4- No significant differences were found among teachers with high degrees of burnout attributed to high specialization of the subject they taught.

Al-Tahaineh (1993) conducted a field study to identify the levels of burnout and their relationship with some demographic variables among physical education teachers in Jordan. Central to the variables were: age, gender, education level , experience , school type , number of classes , number of participants in the physical education lesson, place of work , monthly income , playgrounds and other available facilities , and the leadership behavior of principals .

Subjects (440) were selected at random from the population (1706) of the study. The sample represented 26% of the population.

The researcher used Maslach burnout Inventory after modifying it, and calculating its reliability and validity. He also used the Leadership Behavior Description Questionnaire (LBDQ) that deals with the two dimensions of the administrative procedure peculiar to work and workers.

After analyzing the data and testing the hypotheses of the study by means, percents, standard deviations, one – way analysis of variance (ANOVA), and Pearson, the researcher found that:

- I. Teachers of physical education in Jordan reported a moderate degree of burnout.

2. Significant differences were found at the level ($\alpha=0.05$) in the teachers burnout due to the education level variable in favor of teachers with diploma degrees. They suffer from burnout more than teachers with BA degrees.
3. A significant difference was found at the level ($\alpha=0.05$) in the physical education teachers burnout due to the school type variable. Teachers in private schools suffered from burnout less than teachers in the state schools.
4. A significant difference was found at the level ($\alpha=0.05$) in the physical education teachers burnout due to the number of pupils participating in the physical education lesson variable. The degree of burnout was more among teachers with more than (30) pupils in the lesson than teachers with less than (30) pupils.
5. A significant difference was found at the level ($\alpha=0.05$) in the physical education teachers burnout due to the number of classes variable. Teachers with more than (18) classes per week reported a greater degree of burnout than teachers with less than (17) classes per week.
6. A significant difference was found at the level ($\alpha=0.05$) in the physical education teachers burnout due to the monthly income variable. As the salary increased burnout decreased.
7. A significant difference was found at the initiating structure and consideration dimensions. Teachers, whose principals revealed low degrees of initiating structure and consideration, demonstrated less burnout degrees than teachers who work under a different type of principals.
8. No significant difference was found at the level ($\alpha=0.05$) in the physical education teachers burnout due to the gender, age and experience variables.

Abdullah (1994) conducted a study entitled “ Emotional Exhaustion among a Sample of Palestinian Teachers in Jerusalem “. The study aimed at identifying the nature of the relationship between emotional exhaustion and some of its symptoms in the teaching profession.

To collect the data, the researcher used the Emotional Exhaustion Resources Test, which consisted of (51) items covering four sub dimensions. Also, he used the Emotional Exhaustion Symptoms List, which is an instrument consisting of (17) symptoms of exhaustion.

The researcher found that:

1. There were significant differences between males and females at the headache, fatigue, and weeping dimensions.
2. There were no significant differences between males and females as regards the other symptoms of exhaustion.
3. There were significant differences between residents of the village and residents of the city.

Also, Al-Aqrabawi (1994) conducted a study to recognize the burnout levels among state secondary school principals in the directorate of Amman in Jordan. The researcher studied the relationship between burnout and a number of demographic variables including gender, education level, and years of service.

The researcher used Maslach Burnout Inventory after changing and therefore modifying its items. Also, the researcher developed the Burnout Resources Questionnaire. It included (72) items.

The researcher selected a random sample that consisted of (100) principals; (49) male principals and (51) female principals.

The study materialized the following results:

- 1- The principals in the directorate of Amman in Jordan revealed a moderate degree of burnout.
- 2- The principals perceived that the most influential resources of burnout are the relationship with the colleagues, the pupils, the relationship with professional superiors, the professional promotion, and the satisfaction with job respectively. While the least influential resources are the nature of work and personal problems.
- 3- No significant differences were found in the principals' perception of burnout due to the gender variable.
- 4- There are significant differences due to the years of service in the principals' perception of the burnout dimensions according to the various classifications of the years of service.
- 5- No significant differences were found in the principals' perception of the burnout dimensions due to the education level variable.
- 6- No significant differences were found in the principals of the different domains of burnout due to the gender variable.

Al-Rashdan (1995) conducted a study to investigate the burnout phenomenon among the teaching staff in the Jordanian state universities, and to recognize whether or not there are significant differences between the means of the responses of the teaching staff attributed to the university, faculty, or academic rank variables.

The researcher selected (463) subjects from the teaching staff in the universities of Mua'ta, Al-Yarmouk, and the Jordanian University. These subjects teach in Faculties of Art, Science Education, Physical Education, Sharia (Islamic Law), and Economics and Administrative Sciences.

The researcher used Maslach Burnout Inventory after calculating its validity and reliability.

The results of the study were as follows:

1. The teaching staffs in the three universities reported a moderate degree of burnout.
2. Significant differences were found at the level ($\alpha=0.05$) between the means of the responses of the subjects attributed to the university variable. Subjects in the university of Mua'ta reported the highest degree of burnout, followed by the Jordanian University and the University of Al-Yarmouk respectively.
3. Significant differences were found at the level ($\alpha=0.05$) between the means of the responses of the subjects attributed to the academic rank variable. Assistant professors reported the highest degree of burnout, followed by associate professors and professors respectively.
4. Significant differences were found at the level ($\alpha=0.05$) between the means of the responses of the subjects attributed of the faculty variable. The highest degrees of burnout were among subjects in the faculties of physical education, followed by the Faculties of Art. The least degrees of burnout were among subjects in the Faculties of Education.

Al-Adaileh (1990) conducted a study to investigate emotional exhaustion among the principals of the state secondary schools in Jordan. Also, the study aimed at revealing the effect of some variables including gender, education level on burnout.

The sample of the study consisted of (104) subjects. The researcher used Maslach Burnout Inventory to collect the data of the study.

The results of the study were:

1. The principals of the state secondary schools in Jordan reported a moderate degree of emotional exhaustion.
2. No significant differences were found in the degree of emotional exhaustion (frequency) due to the gender variable.
3. No significant differences were found in the degree of emotional exhaustion (intensity) attributed to the experience variable.
4. No significant differences were found in emotional exhaustion due to the education level variable.

Ad-Dababseli (1993) conducted a study to recognize the emotional exhaustion phenomenon among special educators in Jordan. He also aimed at knowing the effect of the gender, education level, experience, and monthly income on emotional exhaustion. Also, the study aimed at investigating the methods that special educators employ to get rid of emotional exhaustion.

The sample of the study included (308) male and female teachers who work in the schools and centers of special education in Jordan. The researcher used Maslach Burnout Inventory which was modified by Dawani et al (1989) to collect the data.

The researcher found that:

1. The special educators (teachers) in Jordan reported a moderate degree of emotional exhaustion.
2. A significant difference was found in the degree of emotional exhaustion due to the education level variable on both intensity and frequency in favor of the BA group.
3. A significant difference was found due to the gender variable on both emotional exhaustion (frequency) and lack of personal accomplishment (intensity) domains in favor of males.

4. There was a significant difference due to the experience variable, as regards the frequency of emotional exhaustion in favor of teachers with short experience.

Finally, Odeh (1998) conducted a study to investigate the extent to which burnout is spread among teachers at the state secondary schools in the West Bank. His study also aimed at measuring work stress and identifying its resources. This study also aimed at revealing the relationship between burnout and work stress, in addition to a number of demographic variables including gender, age, experience, marital status and education level.

To achieve the goals of the study, the researcher put the following questions:

1. To what extent is the burnout phenomenon spread among teachers in the state secondary schools in the West Bank?
2. What is the level of work stress among state secondary school teachers in the West Bank?

The researcher also formed the following Null Hypotheses:

1. There are no significant differences at the level ($\alpha=0.05$) between the means of the responses of the teachers to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to gender marital status, age, education level, and experience variables?
2. There are no Significant differences at the level ($\alpha=0.05$) in work stress among teachers in the state secondary schools attributed to marital status, gender, age, education level and experience variables.

The researcher selected a sample (N. 558) from the original population (5585). The researcher used Maslach Burnout Inventory. He also developed a questionnaire from the available literature to measure work stress.

The results of the study showed that:

1. The level of burnout among the state secondary school teachers was moderate.
2. The level of work stress among state secondary teachers was also moderate.
3. No significant differences were found at the level ($\alpha=.05$) in the teachers burnout due to the age , gender , experience , and marital status variables .

B: Foreign Studies

Youree (1985) conducted a study to investigate the levels of burnout perceived by faculty members in the state universities and community colleges in Tennessee.

After selecting the sample and distributing the study instrument among its members, the researcher requested the respondents to choose the most three high sources of occupational stress that they encounter during work.

After analyzing the data, the study came up with the following conclusions:

1. Respondents have reported a moderate degree of burnout due to the enthusiasm variable.
2. Respondents showed a level more than medium at the depression and isolation variables.
3. There were no significant differences at the level ($\alpha=0.05$) between the means of the teaching staff responses attributed to the gender, age,

years of work experience enthusiasm and educational establishment type variables.

4. The following variables proved to be serious sources of occupational stress.
 - a. Administration.
 - b. Teaching process.
 - c. Personal conditions.
 - d. Relationship among colleagues.

Dalmau (1989) conducted a field study to investigate the effect of the leadership behavior of principals on teacher burnout and their satisfaction with the job.

The researcher selected a random sample of teachers from Huston City. She used Maslach Burnout Inventory for examining the levels of burnout.

The study materialized the following results:

1. The teachers who reported a high degree of job satisfaction showed high level of burnout stemming from the proficient principal leadership style.
2. The leadership style that represents the non-empowering principal does not affect the performance of the teacher.
3. The high levels of burnout among the teachers who revealed low degrees of satisfaction with their job correlated with the proficient principal leadership style.

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Assaf (1989) conducted this field study to investigate the relationship between burnout and some demographic variables such as gender, age, marital status, academic rank, years of work experience and

faculty variables among the teaching staffs at Berzeit and An-Najah universities in the West Bank.

The researcher used Maslach Burnout Inventory as an instrument for collecting the necessary data after calculating its validity and reliability and appropriateness in the Palestinian environment. Also, he used the Stress Detector. This measures award, appreciation, time constraints, department authority, occupational identity, and students interaction.

The researcher selected a random sample consisted of (132) members of the teaching staff population, Only (74) respondents returned the questionnaires.

After analyzing the data by Pearson, the results of the statistical analysis showed that:

1. There is a statistically significant relationship between emotional exhaustion and the faculty variable. It was revealed that members of the teaching staff in the faculties of arts, economics, political sciences, and administration faculties revealed a high degree of stress than the members of the teaching staff in the faculties of engineering and science.
2. There are no significant differences regarding the other variables of gender, age, marital status, academic rank, and years of work experience.
3. There is no statistically significant correlation between the personal achievement dimension and any of the sub-scales, which were contained in the stress detector, peculiar to the teaching staff, whereas there is a significant correlation between the marital status and occupational identity.

The study that was conducted by Johnosn (1991) also aimed at studying the relationship between the leadership styles of suburban secondary principals and the stress level of their teachers.

The sample of the study consisted of a group of teachers in the middle and secondary schools in the western region of the United States of American. The researcher used the Leadership Behavior Description Questionnaire (LBDQ) and the Teacher Burnout Scale that included the dimensions of career satisfaction, perceived administrative support, coping with job related stress and a demographic sheet.

The researcher concluded:

1. Teachers whose principals leadership styles were high at the dimensions of initiating structure and consideration showed less burnout than teachers whose principals leadership styles were high at initiating structure / low at consideration and low at initiating structure and consideration.
2. Teacher burnout regarding career satisfaction was low.
3. Females revealed less burnout levels than males as regards career stratification and perceived administrative support.

Schiavo (1991) conducted a study to recognize the relationship between work stress and burnout among deans of the faculties of education in the United Sates of America. This study also aimed at recognizing the effect of work commitment on the relationship between stress and burnout. Also, the study aimed at investigating the degree of correlation between psychological and demographic variables.

The researcher used Maslach Burnout Inventory, Personal Views Questionnaire, and Occupational Stress Scale. The researcher selected

randomly a sample that consisted of (575) deans. Only (348) individuals responded.

The researcher came up with the following results.

1. To the extent that the number of the years of experience of deans increased, they run lower risk of emotional exhaustion.
2. There is a significant relationship between the ages of the deans and their long years of experience on the one hand and the decrease in their degrees of vulnerability to burnout on the other.
3. To the extent that the sizes of the faculty run by the deans and the number of students increase they run less degrees of stress.
4. More committed deans showed lower degrees of burnout compared to their less committed colleagues.
5. There is a formerly significant relationship between work commitment and burnout.
6. There is a previously significant relationship between stress and burnout.

Danylchuck (1993) conducted her study to recognize the levels of burnout among members of the teaching staff in the physical education faculties in the universities of Ontario in Canada. This study also aimed at identifying the impact of some demographic variables including gender, age, marital status, and experience on burnout.

The sample consisted of (253) subjects (178 males and 75 females) who were randomly selected from (17) university form Ontario. Maslach Burnout Inventory (MBI) was used to collect the data necessary for the study.

Results of the study showed that individuals whose ages were 39 and less, females, and singles suffered from emotional exhaustion more than their colleagues.

Results also revealed that work stressors such as extreme workload and time constraints are highly correlated with emotional stress. Also the results showed that the establishment organizational frame and the human resources development are highly associated with depersonalization. Results showed no significant relationship between reduced feeling of accomplishment and any of the work stressors.

Summary and Commentary Notes:

The following is a summary of the most important findings about burnout according to the theoretical and empirical literature:

1. Research on the concept of burnout encompasses various definitions of the term; no one definition of burnout is accepted as standard. However, most of the definitions of burnout have three ideas in common. First of all, burnout occurs at the individual level. Second, it is intrapsychic. And finally it is extremely negative.
2. Burnout is a multidimensional phenomenon that consists of three components: emotional exhaustion, depersonalization and lack of personal accomplishment. However, this dimensionality of burnout is difficult to determine accurately because there are no lines of demarcation between the symptoms peculiar to each dimension.
3. It is clear enough that burnout is a process rather than a product.
4. Providers can utilize coping strategies to defeat or at least lessen the hazardous impact of burnout.
5. Demographic variables play an undeniable role in burnout. The search for who is more prone to burnout begins with deep look at basic demographic variables.
6. Generally, the available literature about burnout especially in the field of empirical studies in Palestine is still in need to be enriched.
7. The studies conducted about burnout show how harmful this phenomenon is, because it affects all aspects of the providers' life.

Chapter Three

Methodology

This chapter includes the methodological procedures involved in this study. These procedures include a description of the population and sample of the study, the instrument of the study, the validity and reliability of the Modified Maslach Burnout Inventory, the variables of the study, and a summary of the official procedures.

The population of the study:

The population of the study consists of all male and female teachers of English as a foreign language in the state schools of the northern governorates of Palestine for the first semester of the scholastic year (1999/2000), excluding teachers of English in the directorates of South Hebron and Suburbs of Jerusalem.

The whole population is (1498) teachers as shown in table (2).

Table (2)

Distribution of the teachers of English as a foreign language according to directorate

No	Directorate	Number of teachers in the state schools
1	Bethlehem	119
2	Hebron	264
3	Jenin	264
4	Jericho	19
5	Jerusalem	50
6	Nablus	259
7	Qalqilia	95
8	Ramallah	225
9	Salfit	74
10	Tulkarm	129
	Total	1498

Source: General Administration for Planning and Educational Development, 1999.

The Sample of the Study:

The sample of the study consists of (400) male and female teachers from different schools. This number of the sample was selected randomly using slips of paper, on which the number of each school along with the number of teachers to be selected was written.

The sample of the study consists of (400) male and female teachers from different directorates in the northern governorates of Palestine. The researcher distributed a package containing (40) questionnaires to each directorate. Following the instructions of the researcher, each directorate in its turn distributed the questionnaires to different schools from which teachers of English as a foreign language were selected. The name of the school was selected randomly using slips of paper, on which the name of each school was written. Those slips were shuffled in small boxes, after which the sample was taken out. After collecting the questionnaires, which were (375), only (356) were valid for statistical analysis.

The Variables of the Study:

This descriptive study includes (6) independent variables: age, gender, marital status, years of experience in teaching, education level, and place of residence. The dependent variables consist of the three dimensions of the burnout syndrome: emotional exhaustion, depersonalization, and lack of personal accomplishment.

Following is a description of the six independent variables:

Age:

It has four levels:

1-1: 20-30 years.

2-1: 31-40 years.

3-1: 41-50 years.

4-1: More than 50 years.

Gender:

It has two levels:

2-1: male.

2-2: female.

Education Level:

It has four levels:

3-1: secondary and diploma (community college).

3-2: BA.

3-3: High Diploma.

3-4: MA and more.

Years of Experience:

It has four levels:

4-1: Less than (5) years.

4-2: 5-10 years.

4-3: 11-15 years.

4-4: More than (15) years.

Marital Status:

It has three levels:

5-1: single.

5-2: Marries.

5-3: Others.

Place of Residence:

It has three levels

6-1: City.

6-2: Village.

6-3: Camp.

Table (3)

Sample distribution according to age

Age	Frequency	Percent
20 –30	109	30.6
31 – 40	139	39
41 –50	71	19.9
More than 50 years	37	10.4
Total	356	100

Table (4)

Sample distribution according to gender

Gender	Frequency	Percent
Male	201	56.6
Female	155	43.5
Total	356	100

Table (5)

Sample distribution according to education level

Education level	Frequency	Percent
Secondary (Diploma)	88	24.7
BA	180	50.6
Higher Diploma	67	18.8
MA and more	21	5.9
Total	356	100

Table (6)

Sample distribution according
to years of experience in teaching

Years of experience	Frequency	Percent
Less than 5 years	92	25.8
5 – 10 years	100	28.1
11 – 15 years	64	18
More than 15 years	100	28.1
Total	356	100

Table (7)

Sample distribution according to marital status

Marital status	Frequency	Percent
Single	77	21.6
Married	253	71.1
Others	26	7.3
Total	356	100

Table (8)

Sample distribution according to place of residence

Place of residence	Frequency	Percent
City	162	45.5
Village	164	47.5
Camp	25	7
Total	356	100

The Instrument of the Study:

The most widely utilized measure of the burnout syndrome has been the Maslach Burnout Inventory (MBI) (Lee and Ashfroth, 1990). It is a questionnaire containing 25 Likert- scales which measure the three dimensions of burnout (emotional exhaustion, depersonalization, lack of personal accomplishment). Emotional exhaustion refers to feelings of being emotionally extended and exhausted by one's work. Personal accomplishment refers to feelings of competence and successful achievement in one's work with people (Quigley et al. 1987). Depersonalization refers to an unfeeling and impersonal response toward the recipient of one's care or service (Maslach and Jackson, 1981). However, the researcher modified the scales by changing and omitting some of the items to fit the purpose of the study.

Also, the researcher administered the Inventory in Arabic as it appears in appendix (D). This is because the inventory includes a number of difficult and unfamiliar terms, which the respondents may misunderstand. This situation may affect the adequacy and appropriateness of the instrument and therefore results in confusion.

Consequently, the instrument of the study falls into two parts:

Part one: it contains the demographic variables.

Part two: it contains the Modified Maslach Burnout Inventory.

In part two, the scales are distributed on the basis of the three dimensions of burnout as shown in table (9)

Table (9)

Distribution of the scales (items) according to each dimension of burnout

Dimensions of burnout	Scales measuring these dimensions	Total of scales for each dimension
Emotional exhaustion	(1), (2), (3), (6), (8), (13), (14), (16), (20)	9
Depersonalization	(5), (10), (11), (15), (22).	5
Lack of personal accomplishment	(4), (7), (9), (12), (17), (18), (19), (21).	8
Total of scales		22

The Validity and Reliability of the Modified Maslach Burnout Inventory

A. Validity:

The Maslach Burnout Inventory is internationally valid. However, the researcher administered the Inventory to five qualified referees who approved its validity. Following the comments of the referees, the researcher modified the Inventory as it appears in Appendix (E). The researcher thinks that the comments of the referees are adequate enough for the appropriateness of the instrument.

B. Reliability

To determine the reliability of the Modified Maslach Burnout inventory, the researcher used Alpha Formula for Reliability. The total value is (0.95) as shown in table (10).

Table (10)

The Reliability of the Modified Maslach Burnout Inventory as measured
by Alpha Formula for Reliability

Dimensions of Burnout	R
Emotional exhaustion	0.91
Depersonalisation	0.82
Lack of personal accomplishment	0.91
Total	0.95

A Summary of the Procedures:

- The researcher took a letter from the Dean of the Faculty of Graduate Studies at An-Najah National University to the Ministry of Education in Ramallah. Accordingly, the researcher got a written permission to carry out his study at the Ministry schools in the Northern Governorates of Palestine. (see Appendices, A and B)
- The researcher got the statistics related to teachers and schools from the office of the General Administration for Planning and Educational Development in Ramallah.
- The researcher distributed packages, each containing (40) questionnaires to the Directorates of Education in Bethlem, Hebrom, Jenin, Jercho, Jerusalem, Nablus, Qalqilia, Ramallah, Salfit, and Tulkarm.
- Each directorate distributed the questionnaires to a number of schools that were selected at random.

Statistical Instruments

After collecting the questionnaires, the researcher used the (SPSS) and the following statistical means:

- One- way Analysis of Variance (ANOVA).

- Scheffe's Post –Hoc test.
- Standrd deviations.
- T- test.
- Alpha Formula.

Summary:

In chapter three, the researcher has presented the methodology of the study. He has also explained how the Maslach Burnout Inventory has been modified to fit the purpose and sample of the study. In this chapter, the researcher has indicated the official procedures of the study and the statistical design.

Chapter Four

Chapter Four

Results of the study

This study was designed to determine the levels of burnout among the teachers of English as a Foreign Language in the northern governorates of Palestine. Therefore, it examines the effect of some demographic variables including age, gender, education level, years of experience in teaching, marital status, and place of residence on burnout.

The subjects participating in this study were (356) male and female teachers from the directorates of Bethlehem, Hebron, Jenin, Jerusalem, Nablus, Qalqilia, Ramallah, Salfit, and Tulkarm.

In this chapter, the researcher surveys the results of the study beginning with the question and then the hypotheses of the study.

First: Results pertinent to the question of the study:

To what extent is burnout spread among the teachers of English as a foreign language in the northern governorates of Palestine?

To answer this question, the researcher used means for each domain of burnout as shown in table (11).

Table (11)
Means of burnout level for different domains

Domains	N. of items	Maximum point	Mean	Level of burnout
Emotional Exhaustion	9	54	32.87	High
Depersonalization	5	30	10.93	Moderate
Lack of personal accomplishment	8	48	27.11	Moderate

The results of the burnout level for emotional exhaustion show that it is high (32.87), whereas the results of burnout for depersonalization and lack of personal accomplishment show that they are moderate. Means for depersonalization and lack of personal accomplishment are respectively (10.93) and (27.11).

Table (12)

Maslach Burnout Inventory Standard Scales

Domains	Low	Moderate	High
Emotional Exhaustion	0-17	18-29	30 and more
Depersonalization	0-5	6-11	12 and more
Lack of personal accomplishment	40 and more	34-39	0-32

Second: Results Pertinent to the Hypotheses of the Study:

Results pertinent to hypothesis one:

Hypothesis number one says: there is no significant difference at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three domains (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to the age.

Table (13) shows the means of burnout domains according to age variable

Table (13)

Means of burnout domains according to the age variable

Domains	20-30 years (109)	31-40 years (139)	41-50 years (71)	More than 50 years (37)
Emotional Exhaustion	37.52	30.99	29.73	32.32
Depersonalization	14.02	8.66	9.78	12.51
Lack of personal accomplishment	24.16	29.89	28.66	22.35

For testing hypothesis one, the researcher conducted one-way analysis of variance (ANOVA). The results of this analysis appear in table (14).

Table (14)

Results of ANOVA for English teachers burnout according to the age variable

Domains	Sources of variance	Sum of squares	Df	Mean squares	F value	Sig *
Emotional exhaustion	Between groups	3559.59	3	1186.53	4.85	0.003*
	Within groups	85996.20	352	244.30		
	Total	89555.80	355			
Depersonalization	Between groups	1941.61	3	647.20	8.80	0.0001*
	Within groups	25884.76	352	73.53		
	Total	27826.38	355			
Lack of personal accomplishment	Between groups	3035.56	3	1011.85	5.32	0.001*
	Within groups	66931.93	352	190.14		
	Total	69967.5	355			

* Significant at ($\alpha = 0.05$)

The results of table (14) show that computed (F) values on all domains of burnout are respectively (4.85; 8.80; 5.32). All of these values are more than the critical (F) value (2.62).

This means that there are significant differences at ($\alpha = 0.05$) in the English teachers burnout due to the age variable.

To determine the groups among which these differences occur, the researcher conducted Scheffe's Post-Hoc test to make comparisons in means as shown in tables (15), (16), and (17).

A: Emotional exhaustion.

Table (15)

Scheffe's Post-Hoc test for the emotional exhaustion
domain according to the age variable

Age (years)	20 – 30	31 – 40	41 – 50	More than 50
20 – 30		6.53*	7.79*	5.19
31 – 40			1.26	-1.33
41 – 50				-2.59
More than 50				

* Significant at ($\alpha = 0.05$).

Table (15) shows the following:

- there are significant differences at ($\alpha = 0.05$) for emotional exhaustion domain between:
 - (20-30) and (31-40) years in favor (31-40) years.
 - (20-30) and (41-50) years in favor of (41-50) years.
- there are no significant differences at ($\alpha = 0.05$) for emotional exhaustion domain between:

- (20-30) and (more than 50) years.
- (31-40) and (41-50) years.
- (31-40) and (more than 50) years.
- (41-50) and (more than 50) years.

B: Depersonalization domain:

Table (16)

Scheffe's Post-Hoc test for the depersonalization
domain according to the age variable

Age (years)	20 – 30	31 – 40	41 – 50	More than 50
20 – 30		5.35*	4.23*	1.51
31 – 40			-1.11	-3.84
41 – 50				-2.72
More than 50				

* Significant at ($\alpha = 0.05$).

Table (16) shows the following:

- there are significant differences at ($\alpha = 0.05$) for the depersonalization domain between:
 - (20-30) years and (31-40) years in favor of (31-40) years.
 - (20-30) years and (41-50) years in favor of (41-50) years.
- there are no significant differences at ($\alpha = 0.05$) for the depersonalization domain between:
 - (20-30) years and (more than 50) years.
 - (31-40) years and (41-50) years.
 - (31-40) years and (more than 50) years.
 - (41-50) years and (more than 50) years.

C: Lack of personal accomplishment domain:

Table (17)

Sheffe's Post-Hoc test for the lack of personal accomplishment domain according to the age variable

Age (years)	20 – 30	31 – 40	41 – 50	More than 50
20 – 30		-5.73*	-4.49	1.81
31 – 40			1.23	7.54*
41 – 50				6.31
More than 50				

* Significant at ($\alpha = 0.05$).

Table (17) shows the following:

- there are significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between:
 - (20-30) years and (31-40) years in favor of (31-40) years.
 - (31-40) years and (more than 50) years in favor of (31-40) years.
- there are no significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between:
 - (20-30) years and (41-50).
 - (20-30) years and (more than 50)years.
 - (31-40) years and (41-50) yeas.
 - (41-50) years and (more than 50) years.

Results related to hypothesis two:

Hypothesis number two says: there are no significant differences at ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three domains (emotional exhaustion ,

depersonalization, lack of personal accomplishment) attributed to the gender variable.

For testing this hypothesis, the researcher conducted independent T-test and the results of this analysis are shown in table (18).

Table (18)
Results of T-test for English teachers burnout
according to the gender variable

Domains of burnout	Male (n= 201)		Female (n=155)		T- test	Sig *
	Means	S .deviation	Means	S .deviation		
Emotional exhaustion	33.45	16.26	32.12	15.39	0.78	0.43
Depersonalization	11.74	8.76	9.87	8.88	1.97	0.04*
Lack of personal accomplishment	25.79	13.67	28.82	14.35	2.01	0.04*

* Significant at ($\alpha = 0.05$).

The results of table (18) indicate the following:

- There is no significant difference at ($\alpha = 0.05$) in the English teachers burnout for the emotional exhaustion domain due to gender variable.
- There are significant differences at ($\alpha = 0.05$) in the English teachers burnout for both of the depersonalization and lack of personal accomplishment domains between males and females in favor of females. This means that the degree of burnout on these two domains is higher for male teachers compared to female teachers.

Results pertinent to hypothesis three:

Hypothesis number three:

There are no significant differences at ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three domains (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to education level.

Table (19) shows the means of burnout domains according to the education level.

Table (19)

Means of burnout domains according to the education level variable

Domains	Secondary and diploma	BA	H. diploma	MA and more
Emotional exhaustion	27.07	33.13	38.94	35.66
Depersonalization	7.79	10.66	15.35	12.23
Lack of personal accomplishment	3.56	28.49	19.67	24.52

For testing this hypothesis, one-way analysis of variance (ANOVA) has been conducted, and the results are indicated in table (20).

Table (20)

Results of ANOVA for English teachers burnout according to the education level variable

Domains	Sources of variance	Sum of squares	Df	Mean squares	F value	Sig *
Emotional exhaustion	Between groups	5596.13	3	1865.37	7.82	0.0001*
	Within groups	83959.67	352	238.52		
	Total	89555.80	355			
Depersonalization	Between groups	2226.85	3	742.28	10.20	0.0001*
	Within groups	25599.53	352	72.72		
	Total	27826.38	355			
Lack of personal accomplishment	Between groups	5244.90	3	1748.30	9.50	0.0001*
	Within groups	64722.60	352	183.87		
	Total	69967.50	355			

* Significant at ($\alpha = 0.05$)

The results of table (20) show that computed (F) values on all domains of burnout are respectively (7.82; 10.20; 9.50). All these values are more than critical (F) value (2.62). This means that there are significant differences at ($\alpha = 0.05$) in the English teachers burnout due to the education level.

To determine the groups among which these differences occur, the researcher conducted Sheffe's Post- Hoc test to make comparisons in the means as shown in tables (21), (22), and (23).

B: Depersonalization domain:

Table (22)

Scheffe's Post-Hoc test for depersonalization domain according to the education level variable

Education level	Secondary and Diploma	BA	H. Diploma	MA and more
Secondary and Diploma		-2.87	-7.56*	-4.44*
BA			-4.69*	-1.57*
H. Diploma				3.12
MA and more				

* Significant at ($\alpha = 0.05$).

Table (22) shows the following :

- there are significant differences at ($\alpha = 0.05$) for depersonalization domain between:
 - (H. Diploma) and (Secondary and Diploma) in favor of (Secondary and Diploma).
 - (BA) and (H. Diploma) in favor of (BA).
- there are no significant differences at ($\alpha = 0.05$) for the depersonalization domain between:
 - (Secondary and Diploma) and (BA).
 - (Secondary and Diploma) and (MA and more).
 - (BA) and (MA and more).
 - (H. Diploma) and (MA and more).

C: Lack of personal accomplishment domain:

Table (23)

Scheffe's Post-Hoc test for lack of personal accomplishment domain
according to the education level variable

Education level	Secondary and Diploma	BA	H. Diploma	MA and more
Secondary and Diploma		2.07	10.89*	6.04
BA			8.82*	3.79
H. Diploma				-4.85
MA and more				

* Significant at ($\alpha = 0.05$).

Table (23) shows the following :

- there are significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between:
 - (Secondary and Diploma) and (H. Diploma) in favor of (Secondary and Diploma).
 - (BA) and (H. Diploma) in favor of (BA).
- there are no significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment between:
 - (Secondary and Diploma) and (BA).
 - (Secondary and Diploma) and (MA and more).
 - (BA) and (MA and more).
 - (H. Diploma) and (MA and more).

Results relevant to hypothesis four:**Hypothesis number four:**

There are no significant differences at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign

language in the northern governorates of Palestine to the burnout phenomenon in its three domains (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to the years of experience in teaching.

Table (24) shows the means of burnout domains according to the years of experience in teaching.

Table (24)

Means of burnout domains according to the years
of experience in teaching

Domains	Less than (5) years	(5-15) years	(11-15) years	More than (15) years
Emotional exhaustion	32.33	33.91	38.78	28.57
Depersonalization	11.5	10.98	13.43	9.17
Lack of personal accomplishment	29.68	26.16	23.07	28.28

For testing this hypothesis, the researcher has conducted one- way analysis of variance (ANOVA) and the results are indicated in table (25).

Table (25)

Results of ANOVA for English teachers burnout according to the years
of experience in teaching variable

Domains	Sources of variance	Sum of squares	Df	Mean squares	F value	Sig *
Emotional exhaustion	Between groups	4219.61	3	1406.53	5.80	0.001*
	Within groups	85336.19	352	242.43		
	Total	89555.80	355			
Depersonalization	Between groups	713.83	3	237.94	3.08	0.002*
	Within groups	27112.54	352	77.02		
	Total	27826	355			
Lack of personal accomplishment	Between groups	1877.43	3	625.81	3.23	0.002*
	Within groups	68090.06	352	193.43		
	Total	69967.50	355			

* Significant at ($\alpha = 0.05$)

The results of table (25) show that computed (F) values on all domains of burnout are respectively) 5.80; 3.08, 3.23). All these values are more than critical (F) value (2.62). This means that there are significant differences at ($\alpha = 0.05$) in the English teachers burnout due to the years of experience in teaching. To determine the groups among which these differences occur, the researcher has conducted Scheffe's Post-Hoc test for making comparisons between the means as shown in tables (26), (27), and (28).

A: Emotional exhaustion domain:

Table (26)

Scheffe's Post –Hoc test for the emotional exhaustion domain according to the years of experience in teaching

Years of experience in teaching	Less than (5) years	(5-10) years	(11-15) years	More than (15) years
Less than (5) years		-1.57	-6.44	3.76
(5-10) years			-4.87	5.34
(11-15) years				10.21*
More than (15) years				

* Significant at ($\alpha = 0.05$).

Table (26) shows the following:

- there are significant differences at ($\alpha = 0.05$) for the emotional exhaustion domain between:

- (11-15) years and (more than 15) years in favor of (more than 15) years.
- There are no significant differences at ($\alpha = 0.05$) for the emotional exhaustion domain between different experience groups.

B. Depersonalization domain

Table (27)

Scheffe's Post- Hoc test for the depersonalization domain according to the years of experience in teaching variable.

Years of experience in teaching	Less than (5) years	(5-10) years	(11-15) years	More than (15) years
Less than (5) years		0.07	-2.38	1.88
(5-10) years			-2.45	1.81
(11-15) years				4.26*
More than (15) years				

* Significant at ($\alpha = 0.05$).

Table (27) shows that:

- There are significant differences at ($\alpha = 0.05$) for the emotional exhaustion domain between:
- (11-15) years and (more than 15) years in favor of (more than 15) years.
- There are no significant differences at ($\alpha = 0.05$) for the emotional exhaustion domain between groups having different experiences.

C. Lack of personal accomplishment domain

Table (28)

Scheffe's Post –Hoc test for the lack of personal accomplishment domain according to the years of experience in teaching variable

Years of experience in teaching	Less than (5) years	(5-10) years	(11-15) years	More than (15) years
Less than (5) years		3.52	6.60*	1.40
(5-10) years			3.08	-2.12
(11-15) years				-5.20
More than (15) years				

* Significant at ($\alpha = 0.05$).

Table (28) shows that:

- There are significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between less than (5) years and (11-15) years in favor of (11-15) years.
- There are no significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between the different experiences groups.

Results relevant to hypothesis five:

Hypothesis number five:

There are no significant differences at ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its

three domains (emotional exhaustion, depersonalization and lack of personal accomplishment) attributed to marital status.

Table (29) shows the means of burnout domains according to the marital status variable

Table (29)

Means of burnout domains according to the marital status variable

Domains	Single	Married	Others
Emotional exhaustion	39.94	29.71	42.69
Depersonalization	15.22	8.97	17.30
Lack of personal accomplishment	21.01	29.86	18.38

For testing this hypothesis, the researcher has conducted one-way analysis of variance (ANOVA) and the results are indicated in table (30).

Table (30)

Results of ANOVA for the English teachers
burnout according to the marital status variable

Domains	Sources of variance	Sum of squares	Df	Mean squares	F value	Sig *
Emotional exhaustion	Between groups	8877.40	2	4438.70	19.42	0.0001*
	Within groups	8067.40	353	228.55		
	Total	89555.80	355			
Depersonalization	Between groups	3444.79	2	1722.39	24.39	0.0001*
	Within groups	24381.59	353	69.07		
	Total	27826.38	355			
Lack of personal accomplishment	Between groups	6762.93	2	3381.46	18.88	0.0001*
	Within groups	63204.57	353	179.05		
	Total	69967.50	355			

* Significant at ($\alpha = 0.05$)

The results of table (30) show that computed (F) values for all domains are respectively (19.42; 24.93; 18.88). All of these values are more than critical (F) value (3.02). This means that there are significant differences at the level ($\alpha = 0.05$) in the English teachers burnout due to the marital status variable.

To determine the groups among which these differences occur, the researcher conducted scheffe's Post-Hoc test and the results are indicated in tables (31), (32), and (33).

A: Emotional exhaustion domain:

Table (31)

Scheffe's Post-Hoc test for the emotional exhaustion domain according to marital status variable

Marital status	Single	Married	Others
Single		10.22*	-2.74
Married			-12.97*
Others			

* Significant at ($\alpha = 0.05$).

The results of table (31) show that:

- there are significant differences at ($\alpha = 0.05$) for the emotional exhaustion domain between:
 - (Married) and (Single) teachers in favor of the Married.
 - (Married) and (others) in favor of the (Married) teachers.
- There are no significant differences at the level ($\alpha = 0.05$) for the emotional exhaustion domain between the single and different marital status groups.

B. Depersonalization domain

Table (32)

Scheffe's Post –Hoc test for the depersonalization domain according to the marital status variable

Marital status	Single	Married	Others
Single		6.24*	-2.24
Married			-8.33*
Others			

* Significant at ($\alpha = 0.05$).

Table (32) shows the following:

- there are significant differences at ($\alpha = 0.05$) between:
 - (Single) and (Married) teachers in favor of the Married.
 - (Married) and (others) in favor of the (Married) teachers.
- There are no significant differences at ($\alpha = 0.05$) for the emotional exhaustion domain between the single and different marital status groups.

C. Lack of personal accomplishment domain

Table (33)

Scheffes Post –Hoc test for the lack of personal accomplishment domain according to the marital status variable

Marital status	Single	Married	Others
Single		-8.85	2.26
Married			11.48*
Others			

* Significant at ($\alpha = 0.05$).

Table (33) shows the following:

- There are significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between married and others in favor of the married teachers.
- There are no significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between:
 - Single and married teachers.
 - Single and different marital status groups.

Results relevant to hypothesis six:

Hypothesis number six:

There are no significant differences at ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to the place of residence.

Table (34) shows the means of burnout domains according to the place of residence variable

Table (34)

Means of burnout domains according to the place of residence variable

Domains	City	Village	Camp
Emotional exhaustion	35.50	29.57	38.20
Depersonalization	12.35	9.33	12.48
Lack of personal accomplishment	25.23	29.27	24.68

For testing this hypothesis, the researcher conducted one – way analysis of variance (ANOVA) and the results are shown in table (35).

Table (35)
Results of ANOVA for the English teachers
burnout according to the place of residence variable

Domains	Sources of variance	Sum of squares	Df	Mean squares	F value	Sig *
Emotional exhaustion	Between groups	3671.98	2	1835.99	7.54	0.001*
	Within groups	85883.81	353	243.29		
	Total	89555.80	355			
Depersonalization	Between groups	819.13	2	409.56	5.35	0.005*
	Within groups	27007.25	353	76.50		
	Total	27826.38	355			
Lack of personal accomplishment	Between groups	1507.500	2	753.75	3.88	0.02*
	Within groups	6846.006	353	193.93		
	Total	69967.50	355			

* Significant at ($\alpha = 0.05$)

The results of table (35) show that computed (F) values for all domains are respectively (7.54; 5.35; 3.88). All of these values are more than critical (F) value (3.02). This means that there are significant differences at ($\alpha = 0.05$) in the English teachers burnout due to the place of residence variable.

To determine the groups among which these differences occur, the researcher conducted Scheffe's Post –Hoc test to make comparisons between the means as shown in tables (36), (37), and (38).

A: Emotional exhaustion domain:**Table (36)**

Scheffe's Post –Hoc test for the emotional exhaustion domain according to the place of residence variable

Place of residence	City	Village	Camp
City		5.93*	-2.69
Village			-8.62*
Camp			

* Significant at ($\alpha = 0.05$).

The results of table (36) show that:

- there are significant differences at ($\alpha = 0.05$) for the emotional exhaustion domain between:
 - (City) and (village) in favor of the Village.
 - (Village) and (Camp) in favor of the (Village).
- There are no significant differences at ($\alpha = 0.05$) for the emotional exhaustion domain between the city and camp.

B. Depersonalization:**Table (37)**

Scheffe's Post –Hoc test for the depersonalization domain according to the place of residence variable

Place of residence	City	Village	Camp
City		3.02*	-0.12
Village			-3.14
Camp			

* Significant at ($\alpha = 0.05$).

The results of table (37) show that:

- There are significant differences at ($\alpha = 0.05$) for the depersonalization domain between City and Village in favor of Village.
- There are no significant differences at ($\alpha = 0.05$) for the depersonalization domain between:
 - (City) and (camp).
 - (Village) and (camp).

C. Lack of personal accomplishment domain

Table (38)

Scheffe's Post-Hoc test for the lack of personal accomplishment domain according to the place of residence variable

Place of residence	City	Village	Camp
City		-4.03*	0.55
Village			4.59
Camp			

* Significant at ($\alpha = 0.05$).

The results of table (38) show that:

- There are significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between (city) and (village) in favor of (village).
- there are no significant differences at ($\alpha = 0.05$) for the lack of personal accomplishment domain between:
 - (City) and (camp).
 - (Village) and (camp).

Summary:

To summarize, the results show that there are significant differences at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a Foreign Language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization and lack of personal accomplishment) attributed to all variables. The results related to the question and hypotheses of the study are indicated in the included tables.

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Chapter five

Chapter five

Discussion, Conclusions, and Recommendations

This study was an attempt to investigate the levels of burnout among the teachers of English as a Foreign Language in the northern governorates of Palestine in the light of some demographic variables including age, gender, education level, years of experience, marital status and place of residence. In this chapter, the researcher discusses the results of the study in the light of the theoretical and empirical studies related to burnout.

Discussion of the results related to the question of the study:

To what extent is burnout spread among the teachers of English as a foreign language in the northern governorates of Palestine?

According to the standard criteria put by Maslach as shown in table (12), teachers as well as other providers usually report a high degree of emotional exhaustion if the mean for this domain is (30) and more. Considering the results relevant to this domain in table (11), it is clear enough that the teachers of English as a foreign language in the northern governorates of Palestine have reported a high degree of emotional exhaustion.

The mean for this domain is (32.87). This result has contradicted the results of many studies conducted by Ad-Dabadseh (1995), Al-Aqrabawi (1993), Al-Adaileh (1990). The results of these studies as regards emotional exhaustion show that providers have reported moderate degrees of burnout. Moreover, the findings of the study conducted by Dawani et al. (1989) show that emotional exhaustion was low among the state secondary school teachers. Concerning depersonalization, the teachers of English have demonstrated a moderate

degree of burnout. The mean for depersonalization as shown in table (11) is (10.93), and this result is moderate according to the three categorizations of degrees as shown in table (12). This result is similar to the results of a number of studies conducted by Ad- Dababseh (1995), Al- Aqrabawi (1994), and Al-Adailch (1990). These studies found that depersonalization was low among subjects. Also, the results regarding depersonalization in the study conducted by Al- Hartawi (1991) have contradicted the results of this study. In that study, the educational supervisors have shown a high degree of depersonalization. Teachers of English have also revealed a moderate degree of burnout as shown in table (11) on the lack of personal accomplishment domain. This result agrees with the results relevant to the lack of personal accomplishment in the studies of Al-Adaileh (1990), Ad-Dababseh (1993), Al-Aqrabawi (1994), and Al-Tahaineh (1995). In these studies, principals have reported moderate degrees of lack of personal accomplishment. Also in Al-Hartawi (1991), the educational supervisors have shown high degrees of lack of personal accomplishment.

In general, teachers of English have reported high degrees of emotional exhaustion whereas they have demonstrated moderate degrees of burnout as for depersonalization and lack of personal accomplishment domains.

The researcher attributes the similarities and dissimilarities to a number of factors related to work environments. Nevertheless, there are a number of studies showing that teachers share a moderate level of burnout.

Discussion of the results pertinent to hypothesis number one:

Hypothesis no. 1:

There are no significant differences at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to age.

The results of ANOVA in table (14) show that there are significant differences at the level ($\alpha = 0.05$) in the English teachers burnout due to the age variable.

In general, the results of Scheffe's Post-Hoc tests in tables (15), (16) and (17) show that burnout appears to occur more frequently in younger teachers. This means that those younger teachers experience greater symptoms of burnout. The results of this study agree with what Maslach (1982a) says that younger people workers are more prone to burnout than older workers. The researcher agrees with Maslach that it is wisdom that comes through experience that makes older people adapt themselves to work contributing factors of burnout. Maslach (1982a) maintains that stability and maturity, which arise from old age, are the constituents of the coping with burnout strategy. Furthermore, the findings of this study are similar to what Shirley (1996) believes that the first attacks of burnout are more likely to occur in the earlier years of one's involvement in work. It is clear enough from the findings of this study that to the extent workers are younger are newer in the job, they run a greater risk of burnout whereas to the extent workers are older in the job, they run a lesser risk of burnout.

Moreover, the results of this study correspond with studies conducted on general populations. In the study conducted by Montgomery (1989), the results show that burnout decreases among older teachers in the higher education institutions. Another study by Hurst (1993) found that burnout decreases among older members of the teaching staff in the Teachers Community Colleges. Danylchuk (1993) found that younger coaches suffered from burnout more than their older colleagues. Furthermore, Naji (1999) found that younger teachers are more burned out at the emotional exhaustion and depersonalization dimensions.

However, the results of other studies do not correspond with the findings of this study. Anderson (1984) and Al- Adaileh (1990) found that older teachers are more vulnerable to burnout than younger teachers whether at the total level of burnout or at the sub- levels.

Odeh (1998) found no significant differences between age groups. This means that all teachers, regardless of their age, suffer from burnout. It is obvious that these findings are contradictory with the findings of this study and the views of Maslach (1982) and Shirley (1996). Other studies that don't agree in their results with this study are those conducted by Assaf (1989), Singer (1986), Al- Tahaineh (1995) and Odeh (1998).

The researcher thinks that the absence of any significant differences attributed to age to the fact that almost all teachers, apart from their ages, live in the same boat. They experience the same problems and have the same complaints about the conditions of their lives.

Discussion of the results pertinent to hypothesis number two:

Hypothesis no. 2:

There are no significant differences at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to gender.

The results of T-test for English teachers burnout according to the gender variable in table (18) show that there are significant differences at the level ($\alpha = 0.05$) in the English teachers burnout for both of the lack of personal accomplishment and depersonalization dimensions between males and females in favor of females. This means that males have reported greater degrees of burnout as regards these dimensions than females. Also, no significant difference was found between males and females regarding emotional exhaustion. In general, male teachers have reported greater symptoms of burnout.

The results of this study contradict what Maslach (1982) believes that male and females "are fairly similar in their experience of burnout". In this study males have reported more frequent feelings of emotional exhaustion and depersonalization than females.

However, the results of this study as regards depersonalization echo what Rice (1994) maintains that men are more likely to have depersonalized feelings with the people they work with. Also, the results here are inconsistent with those of Assaf (1989), Al- Tahaineh (1993) and Al- Aqrabawi (1994).

The researcher believes that males show greater symptoms of burnout than females because they practice several roles in their lives and, at the same time, they are expected to shoulder greater responsibilities than females.

What is worth mentioning is that the findings of this study are highly inconsistent with Maslach's (1982) opinion on males. She thinks that females are supposed to be very emotional people themselves, while men are supposed to be hard, tough and unemotional.

The results of this study agree with other studies on different populations such as that of Al- Hartawi (1991) and Maqableh and Salameh (1993). The results of the study of Al- Hartawi show that males have reported greater degrees of burnout than females in terms of frequency, whereas females have reported greater degrees of burnout than males in terms of intensity. Regarding the study by Maqableh and Salameh (1993), male teachers have reported greater degrees of burnout than females on the lack of personal accomplishment dimension.

Discussion of the results pertinent to hypothesis number three:

Hypothesis no. 3:

There are no significant differences at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to education level.

The results of (ANOVA) in table (20) show that there are significant differences at the level ($\alpha = 0.05$) in the English teachers burnout due to the education level variable. In general, the results of Scheffe's Post-Hoc tests for emotional exhaustion, depersonalization, and a lack of personal accomplishment in tables (21), (22), and (23) respectively show that burnout tends to increase as education level increases. Results show that teachers who are categorized under (Secondary and Diploma) and (BA) show less burnout than their colleagues who are classified under different higher education levels.

The researcher thinks that teachers who got higher levels of education tend to have greater expectations as regards their wants to do in life. This reflects what Maslach believes (1982) that such people are very idealistic and expect great things. She also insists that if such people are not prepared in a good way for the reality of their role, the conflict of the reality with the ideals they possess may result in disillusionment and burnout. On the other hand, the researcher believes that teachers with lower levels of education may not have such aspirations. Therefore, the gap between their goals and their real achievements is narrow.

The findings of this study are almost consistent with what Maslach (in Rice, 1994) says that more education is associated with higher scores on the emotional exhaustion subscale. Also, the results here have contradicted the results of the studies conducted by Al- Hartwi (1991), Abdul- Rahman (1992), Al- Aqrabawi (1994), Odeh (1998) and Naji (1999). However the findings of this study agree with those of Maqableh and Salameh (1993), Al- Tahaineh (1993), Assaf and Jaber (1996).

Discussion of the results pertinent to hypothesis number four:

Hypothesis no. 4:

There are no significant differences at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to years of teaching experience.

The results of (ANOVA) in table (25) show that there are significant differences at the level ($\alpha = 0.05$) in the English teachers burnout due to the years of teaching experience variable.

According to Scheffe's Post – Hoc tests for emotional exhaustion, depersonalization and lack of personal accomplishment as shown in tables (26, (27), and (28), there is significant difference between two experience groups: (11-15) years and more than (15) years, and less than (5) years and (11-15) years. The results show that teachers with more than (15) years of experience show less emotional exhaustion and depersonalization than teachers with (11-15) years of experience have reported more frequent feelings of personal accomplishment than teachers with less than five years of experience, decreasing the opportunity to burnout. In general, more experienced teachers experience less burnout than the less experienced.

The findings of this study agree with what Rice (1994) says that years of experience appear to lessen burnout symptoms. He emphasizes that the more experienced teachers generally experience less painful

symptoms of burnout. It has been argued that the experience acquired by the older provider results in a more balanced perspective of the role (Quigley, 1985).

The researcher thinks that more experienced teachers are better able to cope with the stresses involved in the teaching profession. The results of this study are similar to what Caccese (in Rice, 1994) states, that teachers with more (15) years of experience have reported stronger and more numerous occurrences of feelings of personal accomplishment than less experienced teachers, and therefore a lower degree of burnout.

The results of this study are also consistent with the findings of many studies conducted by Dawani et al. (1989), Al- Adaileh (1990), Ad-Dababseh (1993), Maqableh and Salameh (1993), and Naji (1999). However, the findings here have contradicted the results of the studies conducted by Al- Hartawi (1991), Abdul- Rahman (1992), Al- Aqrabwi (1994), and Odeh (1998).

Discussion of the results pertinent to hypothesis number five:

Hypothesis no. 5:

There are no significant differences at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to marital status.

The results of (ANOVA) in table (30) show that there are significant differences at the level ($\alpha = 0.05$) in the English teachers burnout due to the marital status variable.

The results of Scheffe's Post-Hoc test for emotional exhaustion in table (31) show that married teachers have reported less frequent feelings of emotional exhaustion, decreasing the opportunity for burnout. As regards depersonalization, table (32) shows that single teachers and the "others" group have reported more frequent feeling of depersonalization, increasing the opportunity for burnout.

Similarly as regards lack of personal accomplishment, the results of the Post-Hoc test in table (33) show that married teachers have reported less frequent feelings of lack of personal accomplishment, decreasing the opportunity to burnout. In general, single and other teachers who are classified under different marital status groups appear to experience a greater frequency of emotional exhaustion, depersonalization and lack of personal accomplishment. The results of this study agree with what Maslach (1982a) says that single workers experience burnout more than the married. The researcher thinks that teachers who have families are less vulnerable to burnout. Maslach (1982a) states several reasons for this. Teachers with families are more stable and mature. Second, their interaction and involvement with their families grant them greater experience in coping with problems and emotional troubles. Third, families are expected to be resources of emotions. Third, families give love and support that help the individual to cope with the emotional demands of work. A final contributing reason is that teachers with families have deep concern about job security. They look at the world from a different perspective.

Discussion of the results pertinent to hypothesis number six:

Hypothesis no. 6:

There are no significant differences at the level ($\alpha = 0.05$) between the means of the responses of the teachers of English as a foreign language in the northern governorates of Palestine to the burnout phenomenon in its three dimensions (emotional exhaustion, depersonalization, lack of personal accomplishment) attributed to place of residence.

The results of (ANOVA) in table (35) show that there are significant differences at the level ($\alpha = 0.05$) in the English teachers burnout due to the place of residence variable.

The results of the Post-Hoc test for emotional exhaustion in table (36) show that teachers residing in the villages feel less depersonalized than teachers living in the cities and camps. Also, table (37) shows that teachers living in the village show more frequent feelings of personal accomplishment than their colleagues who live in the cities.

Generally speaking, the results show that teachers who live in the village suffer from burnout in its three dimensions less than their colleagues who live in camps and cities.

The researcher thinks that life in the city is more complicated and demanding than life in village. Also, the miserable conditions in the Palestinian camps play an important contributing factor to teacher burnout.

Conclusions:

Discussing the result of this study, the researcher came up with the following conclusions:

1. The levels of burnout among teachers of English as a Foreign Language in the northern governorates of Palestine are high as regards emotional exhaustion whereas they are moderate as regards depersonalization and lack of personal accomplishment.
2. Teachers with advanced levels of experience have reported lesser degrees of burnout than teachers with lower levels of experience.
3. The married teachers have demonstrated lesser degrees of burnout than teachers under various classifications.
4. The teachers with advanced levels of education have reported greater degrees of burnout and their morale was very low.
5. The place of residence variable has revealed that teachers who live in villages are less prone to the burnout phenomenon than teachers who live in camps and cities.
6. Burnout decreases as age increases.
7. Males have reported greater degrees of burnout than females.

Recommendations and Future Research Directions.

A. Recommendations for Teachers:

To lessen or combat burnout teachers should:

1. Familiarize themselves with relaxation techniques.
2. Keep abreast of modern educational technology.
3. Shape their concerns and problems into creative solutions.
4. Develop burnout coping strategies.

B. Recommendations for the Educational Authorities:

1. They should have a deeper look at the professional and living conditions of teachers.
2. Investigating the low morale of teachers with advanced levels of education.
3. Share experiences with regional as well as international educational institutions.
4. Consider the cultural backgrounds of teachers.
5. Coordinate with the Ministry of Education to employ the findings of modern research in the educational institutions.
6. Conduct further research as regards the stressors of teaching.

C. Future Research Directions:

1. Every study on teaching, known to this researcher, has surveyed teachers only once, and the samples have consisted of teachers still actively teaching. Therefore, follow-up studies which survey teachers who have left teaching is warranted.
2. Monitoring teachers at different times during the class time may shed some light on the potential impact behavior of pupils has on burnout.
3. The effect of the intervention of coping strategies on burned out teachers is also a potential area for future study.
4. Another area of study is to investigate burnout among native teachers of English as a foreign language who teach in Palestine.
5. The effect of burnout on the teaching methods of English as a foreign language may be a virgin area for research.

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Appendix (A)

A Letter From An-Najah National University

Dean Of Graduate Studies In Nablus

To The Ministry Of Education Office In Ramallah



الرقم: وت. / ٢١ / ٨٨٤

التاريخ: 16 / 2 / 2000م

الموافق: 17 / 7 / 1420هـ

حضرة د. محمد السلة المحترم
عميد كلية الدراسات العليا / جامعة النجاح

تحية طيبة وبعد ...

الموضوع: إستبانة "مستويات الإحتراف النفسي لدى معلمي اللغة الانجليزية كاتبة
أجنبية في محافظات شمال فلسطين وعلاقتها ببعض المتغيرات الديمغرافية."

أوافق على توزيع الإستبانة المذكورة على معلمي ومعلمات اللغة الانجليزية في المدارس
الحكومية في محافظات الشمال راجياً التنسيق المسبق مع السادة مديري التربية والتعليم المعنيين.

مع الاحترام

/ وزير التربية والتعليم

مدير عام التعليم العام

أ. وليد الزاغة



لسخة / السادة مديري التربية والتعليم في محافظات الشمال المحترمين،

لسخة / الملف.

و.ز.م.ز

عبدالله

Appendix (B)

A Written Approval From The Ministry Of Education By The
Director Of General Education In Ramallah



التاريخ : ٢٠٠٠/١/٢٩

معالي وزير التربية والتعليم ،،،

وزارة التربية والتعليم

تحية طيبة وبعد،،،

الموضوع : تسهيل مهمة الطالب "فراس ابراهيم محمود المحمود" رقم التسجيل (٩٦٤٦٢٩٢)

الطالب "فراس ابراهيم محمود المحمود" هو احد طلبة الماجستير تخصص أساليب تدريس لغة انجليزية في جامعة النجاح الوطنية ، وهو الآن يحدد اجراء دراسة له بعنوان :
(مستويات الاحتراق النفسي لدى معلمي اللغة الانجليزية كلفة اجنبية في محافظات
شمال فلسطين وعلاقتها ببعض المتغيرات الديمغرافية)

لذا يرجى من حضرتكم تسهيل مهمته بتوزيع الاسئلة المرفقة على معلمي ومعلمات اللغة
الانجليزية في المدارس الحكومية في محافظات الشمال.

شاكرين لكم حسن تعاونكم .

تفضلوا بقبول الاحترام
جامعة النجاح الوطنية
شعبة الدراسات العليا
بالتاريخ / فلسطين
د. محمد العيلة
عميد كلية الدراسات العليا

نسخة : الملف

Appendix (C)

Official Correspondence By The Directorates Of Education To
The Principals And Teachers Of English In The Northern
Governorates of Palestine

الرقم : م ت ط ١٦ | ج ٢
التاريخ : ١٦ | ٢ | ٢٠٠٠ م
الدوافع : ١٦ ذي القعدة ، ١٤٢٠ هـ



الرقم : م ت ط / ١٦ / ٢٠٠٠
التاريخ : ١٦ / ٢ / ٢٠٠٠ م
الموافق : ١١ ذي القعدة ١٤٢٠ هـ

حضرة المعلم/المعلمة
ع. الشيخ المحترمة
بواسطة حضرة مدير/ة مدرسة
العبود المحترمة

تحية طيبة وبعد،

الموضوع : استبانة " مستويات الاندثار النفسي لدى معلمي اللغة الإنجليزية كلفة
اجنبية في محافظات شمال فلسطين وعلاقتها ببعض المتغيرات الديمغرافية
الاشارة : كتاب معالي وزير التربية والتعليم رقم وت/٣٠/٣١/٨٨٤
بتاريخ ١٦/٢/٢٠٠٠

ارجو تعبئة الاستبانة المذكورة اعلاه واعادتها الى مديرية التربية والتعليم / قسم التعليم العام في موعد

اقصاه نهائية دوام يوم الثلاثاء بتاريخ ٢٢/٢/٢٠٠٠ م.

مع الاحترام ،،،،،

مدير التربية والتعليم

حسني الحناون بدران



المراسلة
م. م. م. م. م.
م. م. م. م. م.



الرقم : م ت ط ١٦ / ٢٠٠٠
التاريخ : ١٦ / ٢ / ٢٠٠٠ م
الموافق : ١٦ ذي القعدة ١٤٢٠ هـ

حضرة المعلم/المعلمة
تاريخ الزعل المحترمة
بواسطة حضرة مدير/ة مدرسة
المحترمة

تحية طيبة وبعد،

الموضوع : استبانة " مستويات الاحتراف الذاتي لدى معلمى اللغة الانجليزية كلفة
اجنبية في محافظات شمال فلسطين وعلاقتها ببعض المتغيرات الديمغرافية
الاشارة : كتاب معالى وزير التربية والتعليم رقم وت/٣٠/٢١/٨٨٤
بتاريخ ٢٠٠٠/٢/٦

ارجو تعبئة الاستبانة المذكورة اعلاه واعادتها الى مديرية التربية والتعليم / قسم التعليم العام في موعد
انقضاء نهاية دوام يوم الثلاثاء بتاريخ ٢٠٠٠/٢/٢٢ م.

مع الاحترام ،،،،،

مدير التربية والتعليم

حسنى حناون بدران


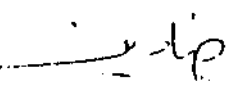


الرجاء اتمام
العملية
ع.ح.ع. | م.د.



١٤/٥

الرقم : م ت ط / ١٦ / ٢٠٠٠
التاريخ : ١٦ / ٢ / ٢٠٠٠ م
الموافق : ١٦ ذي القعدة، ١٤٢٠ هـ

حضرة المعلم/ المعلمة  المحترمة
بواسطة حضرة مدير/ة مدرسة /  المحترمة

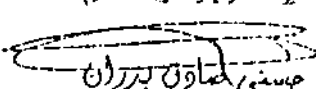
تحية طيبة وبعد،

الموضوع : استبانة "مستويات الاحتراق الذاتي لدى معلمي اللغة الانجليزية كلفة
اجنبية في محافظات شمال فلسطين وعلاقتها ببعض المتغيرات الديمغرافية
الإشارة : كتاب معالي وزير التربية والتعليم رقم وت/٢٠/٣١/٨٨٤
بتاريخ ١٦/٢/٢٠٠٠

أرجو تعبئة الاستبانة المذكورة اعلاه واعادتها الى مديرية التربية والتعليم / قسم التعليم العام في موعد
انقضاء نهاية دوام يوم الثلاثاء بتاريخ ١٦/٢/٢٠٠٠ م.

مع الاحترام ،،،،،

مدير التربية والتعليم


حسني حمارون بيرران





الرقم : م ط ١٦ / ٢٠٠٠
التاريخ : ١٦ / ٢ / ٢٠٠٠ م
الموافق : ١٦ ذي الحجة، ١٤٢٠ هـ

حضرة المعلم/المعلمة ص. م. الكهر المحترمة

بواسطة حضرة مدير/ة مدرسة الساكن المحترمة

تحية طيبة وبعد،

الموضوع : استبانة "مستويات الاحتراق النفسي لدى معلمي اللغة الانجليزية كلفة

اجنبية في محافظات شمال فلسطين وعلاقتها ببعض المتغيرات الديمغرافية

الاشارة : كتاب معالي وزير التربية والتعليم رقم وت/٣٠/٣١/٨٨٤

بتاريخ ١٦/٢/٢٠٠٠

ارجو تبعة الاستبانة المذكورة اعلاه واعادتها الى مديرية التربية والتعليم / قسم التعليم العام في موعد

اقصاه نهائية دوام يوم الثلاثاء بتاريخ ٢٢/٢/٢٠٠٠ م.

مع الاحترام ،،،،،

مدير التربية والتعليم

حسني حناون بدران



الد. اسماء
عائده راجح
م.ع. ام.د.



الرقم: ١٥٨٩/٦/٢٠١٥

التاريخ: ١٧/٢/١٩٩٠م

الموافق: ١٥/١١/١٤١٢هـ

محضرة مدير التربية والتعليم لمحافظة طولكرم المحترمة

الموضوع: استئذان مستورات الإغتراف النسائية

لدى معلمي اللغة الإنجليزية

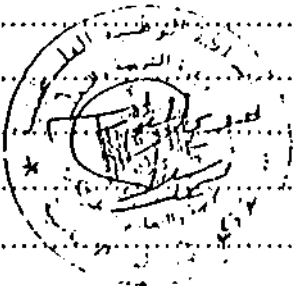
الاسماء: الخليل ختم م.ت.١/٦/٢٠١٥

تحية طيبة وبعد،

أرفعه طيبة الاستئذان موضوع البحث، أعدت لها

المعلمين، يرجى منكم الموافقة على هذا الموضوع.

مع الاحترام



Palestinian National Authority

Ministry of Education

Directorate of Education - Ramallah & Birah

Bani Zeid Boys Secondary School



السلطة الوطنية الفلسطينية

وزارة التربية والتعليم

مديرية التربية والتعليم - رام الله والبيرة

مدرسة ذكور بني زيد الثانوية

الرقم الوطني (١٨١١١٠٧١٠١)

الموافق: / /

الرقم: ٨٨٤/٣١/٢٠

التاريخ: ٢٠٠٠/٩/٢٦

حضرة مدير التربية والتعليم بالامانة برام الله والبيرة المحترم

تحية طيبة وبعد

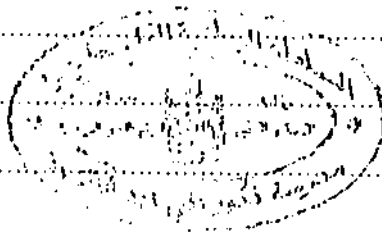
الموضوع: استبانة مسؤوليات الامتحان لطلاب لغتي الانجليزية

بشارة الى كتابكم رقم ٨٨٤/٣١/٢٠ تاريخ ٢٠٠٠/٩/٢٦ ارفع اليكم

مفرداتكم لتناقضهم انما هي من جهة الاستبانة

مع خالص الاحترام

مدير التربية والتعليم
محمد علي الزماري
مستشار



حضرة مدير التربية والتعليم
رام الله والبيرة



الرقم : م ط ١٠١ / ٢٠٠٠
التاريخ : ١٦ / ١٠ / ٢٠٠٠ م
الموافق : ١٦ ذي القعدة، ١٤٢٠ هـ

حضرة المعلم/المعلمة
عبد الحكيم بكش
المحترمة
بواسطة حضرة مدير/ة مدرسة ز. شمس
المحترمة

تحية طيبة وبعد،

الموضوع : استبانة "مستويات الاحتراق النفسي لدى معلمي اللغة الانجليزية كلفة
اجنبية في محافظات شمال فلسطين وعلاقتها ببعض المتغيرات الديمغرافية
الاشارة : كتاب معالي وزير التربية والتعليم رقم وت/٣٠/٣١/٨٨٤
بتاريخ ٢٠٠٠/٢/٦

ارجو تبني الاستبانة المذكورة اعلاه واعادتها الى مديرية التربية والتعليم / قسم التعليم العام في موعد
انقضاء نهاية دوام يوم الثلاثاء بتاريخ ٢٠٠٠/٢/٢٢ م.

مع الاحترام ،،،،،

مدير التربية والتعليم

حسني شحاته بيرران



الرجاء ايسام
عالمشور
ع.ع. | م.د.

Palestinian National Authority
Ministry of Education
Directorate of Education / Tulkarm
BAQA AL SHARQIY BOYS' BASIC SCHOOL
Tel: 677311 - N.No -14112082



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم
مديرية التربية والتعليم / طولكرم
مدرسة ذكور بافة الشرقية الأساسية - ت : ٦٧٧٣١١
الرقم الوطني : ١١١٢٠٨٢

Ref. No / /

Date:

الرقم: ١٧١٦ / ٥ / ١ / ٦

التاريخ: ٢٠٠٠ / ٩ / ١٧

الموافق: ١٠ / ١٠ / ١٤٢٠ هـ

حضرة مدير التربية والتعليم لمحافظة طولكرم، طيباً

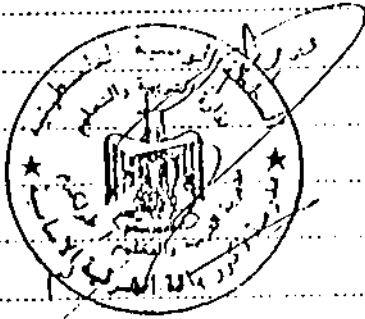
بخصوص: طلبه / راجد

المعتز بـ استبانه مسويات، لاجتماع نفسي له في

الرفقة الاجتماعية

ارفضت طلبه رد العلم عن المرسوم المذكور اعطاه

عن اجتماع الاستاذات



السيد / راجد العام

٢٠٠٠ / ٩ / ١٩

Appendix (D)

A Translation Of The Modified Maslach Burnout Inventory
Along With The Demographic Variables Sheet

In the name of Allah, Most Merciful, Most Compassionate
January, 2000.

Dear Colleague:

I am writing to request your cooperation in completing a study that I am undertaking as part of the requirements for my Master of Education at An- Najah National University. The study requires the completion of a questionnaire and your efforts in providing the information requested, would be greatly appreciated.

Having taught at various English as foreign language levels for a number of years, I am very aware that teaching can be as rewarding and challenging, as it can be stressful and demanding. There has been a great deal of research that has investigated the effects of burnout in teaching relating to the levels of burnout among teachers as a foreign language in Palestine and its relationship with some demographic variables.

Your participation is essential if an accurate assessment of the burnout phenomenon among teachers is to be made. Please do not consult other colleagues when responding to the questions. The information and the results will be strictly confidential and only the accumulated results of all teachers will be used as part of this master's thesis.

Thank you for your cooperation

Firas Ibrahim Al-Mahmoud
Master of Education Candidate
An-Najah University

Part One

Demographic Variables Sheet

Dear colleague,,,

Please put (X) in the appropriate brackets

Demographic Variables Relevant to Respondents

1. Age	1-1 Between 22-30 years	()
	1-2 Between 31-40 years	()
	1-3 Between 41-50 years	()
	1-4 More than 50 years	()
2. Gender	2-1 Male	()
	2-2 Female	()
3. Education level	3-1 Secondary and Diploma	()
	3-2 BA	()
4. Experience	4-1 Less than 5 years	()
	4-2 5-10 years	()
	4-3 11-15 years	()
	4-4 More than 15 years	()
5. Marital status	5-1 Single	()
	5-2 Married	()
	5-3 Others (Widow, Divorced)	()
6. Place of Residence	6-1 City	()
	6-2 Village	()
	6-3 Camp	()

Part Two

Maslach Burnout Inventory

Please put (X) opposite of each item according to the degree of (0-6) your feelings toward your teaching job.

The degrees (0-6) mean that your feeling occurs:

0: Never.

1: Few counts during the year.

2: Once or less per month.

3: Few counts during the moth.

4: Once per week.

5: Few counts per week.

6: Always.

Please read each statement carefully and decide how you feel about your teaching job. Assign a number from (0 to 6) by circling the appropriate number on each scale.

No	Items	6	5	4	3	2	1	0
1	I feel emotionally drained from teaching.							
2	I feel I used up at the end of day.							
3	I feel fatigued when I get up in the morning.							
4	I can easily understand how my pupils feel about things.							
5	I feel I treat some pupils as if they were impersonal.							
6	Working with pupils all day is really a strain for me.							
7	I deal very effectively with the problems of my pupils.							
8	I feel burned out from teaching.							
9	I feel I am positively influencing other people's lives through my teaching.							
10	I have become very calloused toward people since I took this job.							

11	I worry that this teaching job is hardening me emotionally.								
12	I feel energetic.								
13	I feel frustrated by my teaching job.								
14	I feel I am working too hard on my teaching job.								
15	I do not really care what happens to some pupils.								
16	Working directly with pupils puts too much stress on me.								
17	I can easily create a relaxed atmosphere with my pupils.								
18	I feel exhilarated after working closely with my pupils.								
19	I have accomplished many worthwhile things in my teaching job.								
20	I feel like I am at the end of my rope because of my teaching job.								
21	In my teaching, I deal with emotional problems very calmly.								
22	I feel pupils blame me for some of their problems.								

القسم الأول

بيانات شخصية ومعلومات عامة

أرجو وضع إشارة (x) أمام الإجابة المناسبة.

المتغيرات الديمغرافية المتعلقة بخلفية المستجيبين

- | | | |
|----------------------|-------------------------------------|-----|
| 1. العمر: | 1-1 من 20-30 سنة | () |
| | 2-1 كم 31-40 سنة | () |
| | 3-1 من 41-50 سنة | () |
| | 4-1 أكثر من 50 سنة | () |
| 2. الجنس : | 1-2 ذكر | () |
| | 2-2 أنثى | () |
| 3. المستوى التعليمي | 1-3 ثانوية عام + دبلوم (كلية مجتمع | |
| | 2-3 بكالوريوس / ليسانس | () |
| | 3-3 دبلوم تأهيل | () |
| | 4-3 ماجستير فأعلى | () |
| 4. سنوات الخدمة | 1-4 أقل من 5 سنوات | () |
| | 2-4 5-10 سنوات | () |
| | 3-4 11-15 سنة | () |
| | 4-4 أكثر من 15 سنة | () |
| 5. الحالة الاجتماعية | 1-5 أعزب | () |
| | 2-5 متزوج | () |
| | 3-5 حالات أخرى (أرمل ، مطلق) | () |
| 6. مكان السكن | مدينة | () |
| | قرية | () |
| | مخيم | () |

القسم الثاني

المقياس النفسي

أرجو وضع إشارة (x) أمام كل فقرة حسب عدد المرات التي تتناسب وشعورك نحو مهنتك والتي تتدرج من (0-6):

الدرجات تعني :

- أن الرقم (0) يعني أنك لا تعاني من الشعور مطلقاً.
- أن الرقم (1) يعني أن الشعور يتكرر مرات قليلة خلال السنة.
- أن الرقم (2) يعني أن الشعور يتكرر مرة أو أقل في كل شهر.
- أن الرقم (3) يعني أن الشعور يتكرر مرات قليلة خلال الشهر .
- أن الرقم (4) يعني أن الشعور يتكرر مرة في كل أسبوع.
- أن الرقم (5) يعني أن الشعور يتكرر مرات قليلة في كل أسبوع.
- أن الرقم (6) يعني أن الشعور يتكرر كل يوم.

0	1	2	3	4	5	6
لا أعاني مطلقاً	مرات قليلة بالسنة	مرة قليلة بالشهر	مرات قليلة بالشهر	مرة كل أسبوع	مرات قليلة بالأسبوع	كل يوم

بسم الله الرحمن الرحيم

الملخص

مستويات الاحتراق النفسي لدى معلمي اللغة الإنجليزية كلغة أجنبية في محافظات شمال فلسطين وعلاقتها ببعض المتغيرات الديموغرافية

تهدف هذه الدراسة الى التعرف على مستويات الاحتراق النفسي لدى معلمي اللغة الإنجليزية كلغة أجنبية في محافظات شمال فلسطين كما تهدف هذه الدراسة الى الكشف عن العلاقة ما بين ظاهرة الاحتراق النفسي وبعض المتغيرات الديموغرافية (العمر ، الجنس ، الحالة الاجتماعية ، المستوى التعليمي ، الخبرة ، مكان الإقامة) .

ولتحديد درجة انتشار ظاهرة الاحتراق النفسي لدى المعلمين ، وضع الباحث السؤال

التالي:

الى أي مدى تعتبر ظاهرة الاحتراق النفسي منتشرة لدى معلمي اللغة الإنجليزية كلغة أجنبية في محافظات شمال فلسطين ؟

وأيضا قام الباحث بصياغة عدد من الفرضيات الصفرية على النحو التالي:

لا توجد فروق ذات دلالة إحصائية على مستوى الدلالة ($\alpha = 0,05$) بين متوسطات استجابات معلمي اللغة الإنجليزية كلغة أجنبية في محافظات شمال فلسطين لظاهرة الاحتراق النفسي بأبعادها الثلاثة (الإجهاد الإنفعالي، تبدل الشعور، نقص الشعور بالإنجاز) تعزى لمتغيرات العمر، الجنس، المستوى التعليمي، الخبرة، الحالة الاجتماعية، ومكان الإقامة.

وبلغ مجتمع الدراسة (١٤٩٨) معلما ومعلمه . أخذ منهم عينة عشوائية مكونة من (٤٠٠) معلما ومعلمه. وتم استرجاع (٣٧٥) استبانة. وتم تحليل (٣٥٦) استبانة إحصائياً حيث استنتج (١٨) استبانة لعدم صلاحيتها للتحليل الإحصائي.

استخدم الباحث استبانة المربية ماسلاش لقياس مستويات الاحتراق النفسي بعد تعديل فقراتها لملاءمة أغراض الدراسة. عرض الباحث الاستبانة على (٥) من المحكمين من ذوي الاختصاص وصادقوا على صدق الاستبانة، ثم تم احتساب معامل الثبات بواسطة معادلة كرونباخ ألفا حيث وصل معامل الثبات الكلي (٠,٩٥).

وبعد تحليل النتائج توصلت الدراسة إلى ما يلي:

١. كان مستوى انتشار ظاهرة الاحتراق النفسي لدى معلمي اللغة الإنجليزية عالياً على بعد الإجهاد الانفعالي بينما كان معتدلاً على بعدي تبدل المشاعر ونقص الشعور بالإنجاز.

٢. يوجد فروق ذات دلالة إحصائية تعزى لمتغير الجنس على جميع أبعاد الاحتراق النفسي لصالح المعلمين الأكبر عمراً حيث أظهروا درجات من الاحتراق النفسي أقل من المعلمين الأصغر سناً.

٣. يوجد فروق ذات دلالة إحصائية تعزى لمتغير الجنس على بعدي تبدل المشاعر ونقص الشعور بالإنجاز لصالح المعلمات حيث كانت درجة الاحتراق النفسي لديهن أقل من المعلمين.

٤. يوجد فروق ذات دلالة إحصائية تعزى لمتغير المستوى التعليمي حيث عانى المعلمون ممن يحملون شهادة الثانوية العامة ودبلوم كلية المجتمع وكذلك المعلمون الذين يحملون درجة البكالوريوس من درجة احتراق نفسي أقل من بقية تصنيفات متغير المؤهل العلمي، حيث أنه كلما انخفض مستوى التحصيل العلمي كلما قل الاحتراق النفسي.

٥. يوجد فروق ذات دلالة إحصائية تعزى لمتغير الخبرة حيث أنه كلما ازدادت سنوات الخبرة كلما قل الاحتراق النفسي.

٦. يوجد فروق ذات دلالة إحصائية تعزى لمتغير الحالة الاجتماعية لصالح المتزوجين من المعلمين والمعلمات حيث أن درجة الاحتراق النفسي لديهم كانت أقل من زملائهم المصنفين تحت مجموعات أخرى.

٧. يوجد فروق ذات دلالة إحصائية تعزى لمتغير مكان الإقامة لصالح المعلمين والمعلمات المقيمين في القرية حيث أن الاحتراق النفسي لديهم كان أقل من زملائهم الذين يسكنون القرى والمخيمات.

هذا وقد توجهت الدراسة بعدد من التوصيات لكل من المعلمين والسلطات التربوية الفلسطينية، وكذلك أوصى الباحث بأجراء عدد من الدراسات التي يعتقد بأنها ستزيد من المعرفة العلمية فيما يتعلق بموضوع الاحتراق النفسي.