

The Relationship Between Burnout And Psychological Resilience Among Primary School Teachers

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Abstract:

The current study aims to uncover the relationship between burnout and psychological resilience among a sample of primary school teachers from the provinces of Tamanrasset and El Oued in Algeria. The sample consisted of 140 teachers selected randomly. Two tools were applied: the Maslach Burnout Inventory and the Psychological Resilience Scale developed by Imad Mekheimer, which was adapted to the Algerian context by Bachir Maamria. The correlational descriptive method was used. After verifying the psychometric properties and conducting the field study, the results were as follows:

- There is no statistically significant relationship between burnout and psychological resilience among primary school teachers.
- There are no statistically significant differences in burnout and psychological resilience between teachers from the provinces of Tamanrasset and El Oued in Algeria.
- There are no statistically significant differences between male and female teachers regarding burnout and psychological resilience.

Keywords: Burnout, Psychological Resilience.

Introduction:

The increase in psychological stress, reaching high levels and persisting over time for individuals, has led to the emergence of what is known as burnout. This concept is closely related to mental health and is often more pronounced among individuals working in social or humanitarian services, who spend long, continuous hours in demanding work. The nature of their jobs requires direct and close contact with individuals in need of assistance, such as teachers and others whose work depends on communication skills, relationships, and emotional management stemming from interactions with students from various social backgrounds and health and psychological conditions. Burnout results in consequences that individuals pay for at the expense of their mental health, physical well-being, and social and professional lives.

The teaching profession is considered one of the professions where individuals face many burdens and challenges due to the demands they must meet in their daily lives, stemming from the nature of the

individuals they work with and the types of psychological conditions they encounter.

The situation becomes more complicated if the teacher is in a certain social position, such as being the head of a household or living within a family with financial difficulties, struggling to ensure a livelihood. At the same time, they suffer from burnout resulting from the pressures of home and work, making psychological resilience an important protective factor that becomes evident in such life situations.

I. The Problematic:

Individuals find themselves surrounded by numerous tasks and obligations even outside of working hours, leading to many serious phenomena, the most prominent of which is burnout. This issue is notably widespread in various professional environments in Algeria, particularly among primary school teachers. Teaching children aged 6 to 12 is a challenging and demanding profession due to the unique characteristics and requirements of this age group,

which necessitate that teachers exert specific physical and psychological efforts. The continued pressures at a certain pace can result in serious damage and strong effects on the psychological well-being of teachers. Kokkinos and others identified burnout among teachers in three important aspects:

Physical Symptoms: Headaches, digestive ulcers, high blood pressure, and diabetes.

Psychological Symptoms: Depression, anger, and anxiety.

Behavioral Symptoms: Decline in work performance and job searching. (Boufa, 2018, p. 7).

Burnout works to deplete the physical, psychological, and emotional energy of teachers. Its effects do not stop there; it can also reflect on the individual's environment and those they interact with. This aligns with Rashdan's definition of burnout (1995) as the depletion of the stored psychological energy in an individual, leading to a state of psychological imbalance, which arises from the severe psychological pressures caused by the burdens and demands of work. This has direct negative effects on clients and the institution where they work. (Boufa, 2018, p. 14).

Research and studies in the field of burnout have not only focused on understanding its causes and influencing factors but also on how to positively and effectively deal with various types of stressors that lead to burnout, as well as identifying variables that help individuals adapt to different situations they face in their daily lives.

Some people collapse when exposed to a certain level of stress, while others maintain their psychological and physical health despite facing the same level of stress. The difference between them lies in certain personality traits that help an individual perceive stressful situations as less threatening and feel capable of coping with them, allowing them to continue engaging in activities and achieving a state of adjustment, which is referred to as psychological resilience.

Psychological resilience plays a crucial role in determining how individuals respond to stressful situations. Kobasa identified three dimensions that comprise psychological resilience: commitment, control, and challenge. (Awda, 2010, p. 16).

Among the studies that have addressed this topic is one conducted in Saudi Arabia that examined burnout and its relationship with psychological resilience among

counselors in the Sabya Education Department. The researcher used the burnout scale and psychological resilience scale, applying them to a sample of 167 counselors. The results indicated a decrease in the level of psychological resilience, with a negative correlation between the sexes in terms of burnout levels. However, the study found differences in the level of psychological resilience favoring females. (Zughbi, 2020)

There is also a study conducted in Kuwait that addressed the topic of burnout and its relationship with psychological resilience among psychological specialists in public education schools. This study aimed to assess the level of burnout among psychological specialists in both public and quality education schools, determine their level of psychological resilience, and investigate the significance of differences in burnout and resilience levels among various demographic variables. The study included all six governorates of Kuwait across different educational stages (primary, intermediate, secondary) for the academic year (2016/2017). A random cluster sampling method was used to select the schools, and the Maslach Burnout Inventory and Mekheimer's Psychological Resilience Scale were applied.

The study results indicated that the level of burnout among the sample members was average, while the level of psychological resilience was high. It concluded that there were statistically significant negative differences between burnout and psychological resilience based on the variables of gender and age group. However, no statistically significant differences were found in burnout and psychological resilience concerning social status, educational stages, and academic qualifications. Individual differences were significant in the resilience variable based on educational qualifications, while no significant differences were observed in burnout and psychological resilience according to the type of education and student category. (Jad Rab and Zidi, p. 22)

A previous study aimed to explore the relationship between burnout and psychological resilience among primary school female teachers. This study included educational institutions in the Ouled Yahia region in Blida, with a purposive sample of 86 teachers from 14 primary schools. The correlational descriptive method was employed, using the Maslach Burnout Inventory and Mekheimer's Psychological Resilience Scale. The results revealed a significant inverse relationship

between burnout, including its three dimensions, and psychological resilience among primary school female teachers.

Therefore, this study aims to investigate the relationship between burnout and psychological resilience, if it exists, among primary school teachers in the regions of El Oued and Tamanrasset. Accordingly, we pose the following questions:

- Is there a statistically significant relationship between burnout and psychological resilience among primary school teachers (the sample)?
- Are there statistically significant differences in burnout and psychological resilience between teachers from El Oued Province and teachers from Tamanrasset Province in Algeria?
- Are there statistically significant differences between male and female teachers regarding burnout and psychological resilience?

2- Study Hypotheses:

Based on previous studies and the theoretical framework of the research, the study hypotheses can be formulated as follows:

1. There is a statistically significant relationship between burnout and psychological resilience among primary school teachers (the sample).
2. There are statistically significant differences in burnout and psychological resilience between teachers from El Oued Province and teachers from Tamanrasset Province in Algeria.
3. There are statistically significant differences between male and female teachers regarding burnout and psychological resilience.

3- Importance of the Study:

3-1 Scientific Importance:

- This study is, to our knowledge, the first of its kind that focuses on examining the relationship between burnout and psychological resilience among primary school teachers in El Oued and Tamanrasset provinces in Algeria.
- The scarcity of studies and research on this topic makes it a scientific contribution to the university library and paves the way for further studies.

3-2 Practical Importance:

- Identifying the level of burnout and psychological resilience among primary school teachers in El Oued and Tamanrasset provinces in Algeria.
- The results of this study may contribute to the development of preventive programs against the risks of burnout, and they could assist researchers in creating guidance programs aimed at enhancing the psychological well-being of primary school teachers.

4 - Objectives of the Study:

The current study aims to explore the relationship between burnout and psychological resilience among primary school teachers in El Oued and Tamanrasset provinces in Algeria, and it includes other sub-objectives such as:

- Assessing the level of burnout and psychological resilience among primary school teachers in El Oued and Tamanrasset provinces.
- Identifying differences in burnout and psychological resilience between primary school teachers in El Oued and those in Tamanrasset.
- Investigating the differences in levels of burnout and psychological resilience between male and female primary school teachers in the El Oued and Tamanrasset regions.

5 - Operational Definition of Study Variables:

5-1 Burnout: This refers to the score obtained by the respondents from the sample included in the study, who were assessed using the Maslach Burnout Inventory (1979) applied in this research.

5-2 Psychological Resilience: This is defined operationally as the score obtained by the respondents from the sample of primary school teachers included in the study, who were assessed using the Psychological Resilience Scale developed by Imad Mekheimer (2002) and applied in this research.

6 - Scope of the Study:

6-1 Spatial Scope: Some public primary schools in El Oued and Tamanrasset provinces in Algeria.

6-2 Temporal Scope: This study was conducted between January 10 and February 20 of the academic year (2023/2024).

6-3 Human Scope: This study targeted primary school teachers of both genders in schools in El Oued and Tamanrasset provinces, consisting of 123 females and 17 males.

7-The Concept of Burnout:

There is a variation in definitions among researchers and authors, and it becomes clearer when referring to the dictionary, which defines it as the verb "to burn out." It describes a person who experiences failure, breakdown, or exhaustion as a result of excessive work beyond their capacity. The term also refers to negative changes in relationships and behavioral attitudes as a reaction to work pressure (Bint Othman, 2008, p.1).

A group of scholars has defined it as follows:

7 - 1 Freudenberger's Definition: Burnout is a psychological phenomenon that affects professionals, gradually making them less productive, less energetic, more depressed, and less interested in or motivated by their work.

7 - 2 Guldrot's Definition: Burnout is a state that causes the individual to feel that their needs are unmet, and their expectations are unfulfilled. It is characterized by a progression that includes disappointment, accompanied by psychological and physical symptoms, leading to a lower self-concept and gradual deterioration over time.

7 - 3 Maslach and Pines' Definition: Burnout is a state of physical and emotional exhaustion experienced by individuals who develop a negative perception of themselves and others (Bani Ahmed, 2008, p.14).

7 - 4 Cabel's Definition: Burnout is fatigue that affects the body, emotions, and attitudes of teachers. It begins with discomfort and the gradual loss of the joy of teaching, which fades from the teacher's life.

7 - 5 Ali Askar's Definition (2000): Burnout is a state of physical and emotional exhaustion caused by continuous exposure to high levels of stress. It manifests in a set of negative phenomena such as fatigue, exhaustion, feelings of helplessness, loss of interest in others, disinterest in work, cynicism,

depression, negative social relationships, and a weakened self-concept.

7 - 6 Maslach and Jackson's Definition (1981): Burnout is an individual's feeling of emotional exhaustion, detachment, and reduced personal achievement. Emotional exhaustion refers to the loss of energy and capacity for work and performance, along with a sense of increasing work demands. Detachment is the individual's feeling of being indifferent, strict, and emotionally unbalanced. Reduced personal achievement refers to the feeling of diminished success and the belief that one's efforts are in vain (Nashwa, 2007, p.27).

7 - 7 Kurnis' Definition: Burnout is the process in which a professional withdraws from work they were once committed to due to work pressures encountered while performing that job (Al-Dhafri & Al-Qaryouti, 2010, p.17).

7 - 8 Al-Hayek's Definition: Burnout is a state of disorder, tension, and job dissatisfaction that affects workers in humanitarian and social fields in general, and particularly in educational behavior, due to the severe psychological pressures they face. These pressures stem from work burdens that drain their energy and efforts, leading to unacceptable performance levels (Al-Rifai, 2008, p.30).

From all these definitions, we conclude that burnout is a psychological state that affects workers, where they experience severe fatigue and exhaustion due to excessive burdens and pressures related to a particular profession. They become unable to endure or adapt, which leads to a negative view of themselves and a weakening of their personality.

8- Concept of Psychological Resilience:

8-1 Susan Kobasa: She defines psychological resilience as an individual's belief in their effectiveness and ability to utilize all available psychological and environmental resources to perceive, interpret, and effectively confront stressful life events. (Osman, 2001, p. 209)

8-2 Carver & Scheier's Definition: They define psychological resilience as the individual's acceptance and welcoming of the changes or stresses they encounter, where psychological resilience acts as a protective source against the

adverse physical consequences of stress. (Hamada & Abdul Latif, 2002, p. 230)

8-3 Sid Ahmed Al-Bahass's Definition (2002): He defines psychological resilience as the individual's perception and acceptance of the psychological changes or stresses they experience. It serves as a protection against the sensory and psychological consequences of stress and contributes to modifying the circular relationship that begins with stress and ends with psychological exhaustion as an advanced stage of stress. (Al-Bahass, 2002, p. 391)

From these definitions, it is noted that psychologists and researchers agree that psychological resilience is a personal resource for resisting the negative effects of life's pressures and mitigating their impacts on mental and physical health. Individuals accept the changes and stresses they encounter and view them as challenges rather than threats, focusing their efforts on activities that serve a specific purpose and yield benefits.

9 - Study Methodology:

The study relied on the correlational descriptive method due to its suitability for the nature of the research and the objectives it seeks to achieve. The

Table (01): Distribution of sample individuals by gender.

Gender State	Males	Females	Total
Touggourt	07	63	70
El Oued	10	60	70

From the table above, the difference between males and females in terms of their representation in the total sample is clearly evident. This is natural, as the number of female teachers is generally higher than that of male teachers in the field of primary education.

11 - Study Tools:

To achieve the objectives of the study, two tools were used:

11-1 Maslach Burnout Inventory: This tool, used by many researchers, was originally developed by Maslach and Jackson (1981) in 1971 to measure burnout among workers in the fields of human and social services. Several researchers have adapted the scale to the Arabic context,

aim is to uncover the relationship between burnout and psychological resilience among primary school teachers in Tamanrasset and El Oued provinces in Algeria, while also comparing between genders and identifying any differences between teachers from the two provinces, should such differences exist.

10 - Sample of the Study:

The sample consists of a subset of the original population for the study, characterized by specific features and traits that represent the original population from which it was drawn. This sample was taken from certain public primary schools in Tamanrasset and El Oued provinces in Algeria, with a total sample size of 140 teachers, distributed as follows:

- Tamanrasset Province: 70 teachers, including 63 females and 7 males.
- El Oued Province: 70 teachers, including 60 females and 10 males.

The individuals in the sample were selected using simple random sampling during the academic year (2023/2024). The distribution of the study sample is illustrated in the following table:

including Daouni and colleagues in 1989, Muqabala and Salama in 1990, and Al-Wabli in 1955.

11-2 Psychological Hardiness Scale: This is a tool that provides a quantitative assessment of an individual's psychological hardiness, developed by Mokhimer Emad in 2002. The scale consists of 47 items.

Validity: The validity coefficient was calculated using the method:

• Discriminant Validity:

- **Male Sample:** To calculate this type of validity, the extreme group comparison method was used, where two samples were compared, each drawn from the extreme ends of the scores of the male sample. Each sample

consisted of 26 participants, representing 27% of the total sample (N=95).

Table (02): shows the 'T' values indicating the significance of the difference between the arithmetic means of the male sample.

Variable sample	The upper sample = 26		The upper sample = 26		The 'T' value
	M	A	M	A	
Adherence	43,44	2,24	23,67	3,43	24,71
Control	39,89	2,93	20,78	5,61	15,17
Challenge	45	1,66	25,22	2,17	35,96
The total score	124,12	6,91	71,42	18,8	13,41

- **Female Sample:** A comparison was also made between the two samples drawn from the extreme ends of the scores of the female sample.

Each sample consisted of 26 participants, representing 27% of the total sample (N=95).

Table (03): shows the 'T' values indicating the significance of the difference between the arithmetic means of the furniture sample.

Variable sample	The upper sample = 26		The upper sample = 26		The 'T' value
	M	A	M	A	
Adherence	40,36	2,27	29,07	2,27	17,64
Control	40	2,29	25,50	4,75	13,81
Challenge	41,64	3,30	24,5	7,72	10,20
The total score	80,26	5,84	72,61	11,53	20,67

The value of "T" is statistically significant at the 0.001 level

It is evident from the "T" values in the table that the scale has a strong ability to distinguish between individuals with high and low psychological hardness, which indicates a high level of validity for the female sample. (Fateh, 2015, pp. 36-37)

Reliability: Reliability was calculated in two ways:

The following table shows the reliability coefficients using the retest method and the calculation method of Cronbach's alpha coefficient.

Table (04): shows the reliability coefficients using the retest method and the calculation method of Cronbach's alpha.

Type of reliability coefficient	Gender of the samples	Sample size	Reliability coefficients
The retest method after 148 days	Males	46	0,714
	Females	49	0,721
	Males and Females	95	0,612
Cronbach's alpha coefficient	Males	46	0,823
	Females	49	0,831
	Males and Females	95	0,826

Statistically significant at the (0.01) level

The validity and reliability coefficients obtained indicate that the psychological hardness scale is

characterized by high psychometric properties in samples from the Algerian environment, making it suitable for use with confidence, whether in

psychological research or clinical diagnostics. (Fateh, 2015, pp. 38-39)

12 - Presentation, analysis, and interpretation of results

12-1 Presentation, analysis, and interpretation of the result of the first hypothesis

The first hypothesis states the following:

There is a statistically significant relationship between burnout and psychological hardiness among primary school teachers.

This hypothesis was measured using Pearson's correlation coefficient, through the Statistical Package for the Social Sciences (SPSS22). The results obtained are shown in the following table:

Table (05) : shows the correlation coefficient between burnout and psychological hardiness in the study sample (Teachers).

Variable	Correlation coefficient	P-value	Significance
Psychological hardiness	0.18	0.36	Not significant
Psychological burnout			

It is evident from the results obtained in Table No. (05) that the value of the correlation coefficient (R) reached (0.18), which is not statistically significant at the 0.05 significance level. Therefore, we conclude that there is no statistically significant correlation between psychological hardiness and burnout among primary school teachers.

Accordingly, the Pearson correlation coefficient between burnout and psychological hardiness was (0.18), which is not statistically significant at the (0.05) significance level. Therefore, it can be said that burnout among the individuals in the study sample is not related to psychological hardiness. In other words, the level of burnout among teachers is not affected by their level of psychological hardiness.

This result is consistent with the study by 'Ghanam Mohamed' and 'Mourabahia Mohamed Taher' in 2017, which found no correlation between burnout and psychological hardiness among physical education teachers in secondary education.

This can be attributed to the presence of various factors that influence how teachers cope with

professional stress and the different conditions leading to burnout. This is also highlighted in the various definitions of burnout and psychological hardiness. It is important to note that individuals differ in their capacities and predispositions, in addition to environmental factors and familial and social upbringing, which play a significant role in how individuals respond to the various stressors they encounter throughout their professional lives.

12-2 Presentation, analysis, and interpretation of the result of the second hypothesis

The second hypothesis states the following: There are statistically significant differences in burnout and psychological hardiness between teachers from El Oued and teachers from Touggourt in Algeria.

This hypothesis was measured using the 'T-test' for two independent samples through the Statistical Package for the Social Sciences (SPSS22), and the results are shown in the following table:

Table (06): shows the significance of the differences in burnout and psychological hardiness according to the region variable

Variable	Region	Number of individuals	Arithmetic mean	Standard deviation	T-value	P-value	Significance level
Psychological hardiness	Touggourt	70	106.61	7.68	0.11	0.91	Not significant
	El Oued	70	106.75	7.57			

Psychological burnout	Touggourt	70	70.90	10.38	0.79	0.42	Not significant
	El Oued	70	72.34	11.05			

From Table No. (06), we conclude that there are no statistically significant differences in burnout and psychological hardiness attributed to the region variable between the two Algerian provinces of El Oued and Touggourt. We find that the arithmetic mean for the burnout variable for teachers in El Oued is (72.34), with a standard deviation of (11.05), while the T-value is (0.79).

As for the same variable (burnout) for teachers in Touggourt, the arithmetic mean was (70.90), with a standard deviation of (10.38), while the T-value was (0.79) and the p-value (probability value) was (0.42), which is greater than (0.05), thus not statistically significant.

As for the psychological hardiness variable for teachers in El Oued, the arithmetic mean was (106.75), with a standard deviation of (7.57), while the arithmetic mean for teachers in Touggourt for the same variable was (106.61), with a standard deviation of (7.68). The T-value was (0.11), with a p-value of (0.91), which is greater than (0.05), and thus, it is not statistically significant.

Based on this, we reject the research hypothesis that there are statistically significant differences in burnout and psychological hardiness between teachers in Touggourt and El Oued, attributed to the region variable.

The results showed that there are no statistically significant differences in burnout and psychological hardiness among the teachers in the study sample from both the Wilaya of Touggourt

and the Wilaya of El Oued. This means that burnout and psychological hardiness among the teachers in the study sample from both regions do not change based on the region variable. As a result, the research hypothesis suggesting the existence of statistically significant differences in burnout and psychological hardiness attributed to the region variable for the teachers of Touggourt and El Oued is rejected. This can be attributed to the similar conditions characterizing both regions, whether in terms of environmental and organizational characteristics or in terms of social and cultural characteristics. Additionally, it is important to consider the psychological and mental similarities between the teachers of both Wilayas, which result from the proximity of the two regions, exposing them to similar pressures most of the time, with the exception of some minor differences.

12-3 Presentation, analysis, and interpretation of the result of the third hypothesis.

The third hypothesis states the following: There are statistically significant differences between male and female teachers in burnout and psychological hardiness.

This hypothesis was measured using the 'T-test' for two independent samples through the Statistical Package for the Social Sciences (SPSS22), and the results obtained are shown in the following table:

Table (07): shows the significance of the differences between genders in burnout and psychological hardiness among the study sample.

Variable	Gender	Number of individuals	Arithmetic mean	Standard deviation	T-value	P-value	Significance level
Psychological hardiness	Males	16	71.31	08.80	0.12	0.90	Not significant
	Females	124	71.66	10.96			
Psychological burnout	Males	16	107.06	08.53	0.20	0.83	Not significant
	El Oued	124	106.63	7.50			

From Table No. (07), we conclude that there are no statistically significant differences in burnout

attributed to the gender variable. We find that the arithmetic mean for the female group is (71.66)

with a standard deviation of (10.96), while the arithmetic mean for the male group in burnout is (71.31) with a standard deviation of (8.80). The T-value is (0.12), with a p-value of (0.90), which is greater than (0.05), indicating that it is not statistically significant.

As for the psychological hardiness variable, we also conclude that there are no statistically significant differences attributed to the gender variable. We find that the arithmetic mean for the female group is (106.63) with a standard deviation of (7.50), while the arithmetic mean for the male group in psychological hardiness is (107.06) with a standard deviation of (8.53). The T-value is (0.20), with a p-value of (0.83), which is greater than (0.05), indicating that it is not statistically significant. Based on this, we reject the research hypothesis that suggests the existence of statistically significant differences in psychological hardiness among teachers attributed to the gender variable. Therefore, we can say that there are no statistically significant differences in burnout and psychological hardiness among teachers in El Oued and Touggourt attributed to gender variables.

Referring to Table No. (07), we find that the results and T-values between genders for both variables, whether burnout or psychological hardiness, are not significant.

This means that the burnout and psychological hardiness of the study sample individuals, whether teachers from Touggourt or El Oued, do not change based on gender. Therefore, we can reject the hypothesis that suggests there are statistically significant differences between male and female teachers in burnout and psychological hardiness.

The results of this study are similar to those reached by the study conducted by Hisham Fathi Jad Al-Rabb and Louay Musaad Al-Zain, which found no statistically significant relationship in burnout and psychological hardiness attributed to the gender variable among psychological specialists in general and specialized education schools in Kuwait.

This can largely be attributed to the awareness of teachers of both genders in Touggourt and El Oued regarding the importance of their role and the level of responsibility they bear in fulfilling the educational mission. Additionally, the regulatory laws overseen by the government and the Ministry of Education strive to achieve the principle of equal professional opportunities and to enhance the status of women in the education sector.

13-Conclusion:

The study aimed to uncover the relationship between burnout and psychological hardiness among primary school teachers in the Wilayas of El Oued and Touggourt in Algeria, and to examine the significance of differences between teachers from both regions regarding the variables of region and gender in burnout and psychological hardiness. The findings are as follows:

- There is no statistically significant relationship between burnout and psychological hardiness among primary school teachers.
- There are no statistically significant differences in burnout and psychological hardiness between teachers in El Oued and teachers in Touggourt.
- There are no statistically significant differences between male and female teachers in burnout and psychological hardiness.

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