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Psychological burnout and its relationship to educational performance among primary school teachers – A field study on a group of primary schools in the state of Tlemcen

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Abstract :

This study aimed to reveal the level of psychological burnout, and the educational performance of primary school teachers in the state of Tlemcen and to search for the nature of the relationship between psychological burnout and educational performance, where we used in our study the descriptive approach and we applied the psychological burnout scales and the educational performance scale on a sample of (70) teachers from a group of primary schools and it was found that there is a statistically significant relationship between psychological burnout and educational performance among teachers and the level of psychological burnout is high while educational performance is low.

Keywords: burnout, educational performance, teacher.

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Introduction:

The teacher is the main axis of the learning process. He is the one who supervises the students and contributes to the upbringing and development of their knowledge, skills, and physical, psychological and cognitive abilities. All this is done through direct interaction with them, so they are affected by it and affected by it.

There is no doubt that the teacher represents the basic cornerstone of the success of the educational process and its access to its desired goals, due to his possession of the necessary knowledge and pedagogical competencies that increase their motivation for achievement and stimulate their performance in education while providing the physical, psychological and social conditions that contribute to achieving their best level.

Since the teacher's tool and means in performing the teaching profession is his psychology, his knowledge, and his pedagogical and cognitive abilities, he, like all workers, may suffer from professional problems that contribute to the formation of psychological pressures that lead to the

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emergence of psychological burnout that appears through a group of symptoms such as fatigue, frequent absence, boredom and negativity. Which is reflected in his educational performance.

Burnout represents the negative side of stress, as Maslak indicates the seriousness of the damage resulting from psychological burnout, such as decreased efficiency and productivity and increased interpersonal conflicts among workers.

In the end, these pressures and then psychological burnout lead to unwillingness to continue

Work and legacy unless there is effective support by the individual himself first and then by relatives and friends and co-workers.

The previous studies dealt with the relationship between psychological burnout and the personality of the teacher, as well as its relationship to the methods of facing problems, but it was little compared to those that were concerned with its relationship to educational performance.

1- Study problem:

The study problem is determined in the following main question:

Is there a statistically significant correlation between burnout and educational performance of primary school teachers?

The following questions emerge from this question:

- What is the level of psychological burnout among primary school teachers?
- What is the educational performance level of primary school teachers?

2- Study Hypotheses:

There is a statistically significant correlation between burnout and educational performance of primary school teachers

Partial hypotheses:

- The level of psychological burnout among primary school teachers is high.

The level of educational performance of primary school teachers is high.

3- Limitations of the study

Spatial domain: primary schools of the Directorate of Education of Tlemcen Province.

Temporal field: Our scientific studies extended throughout the academic season 2021/2022

4- Objectives of the study:

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An attempt to determine the level of psychological burnout among primary school teachers.

An attempt to determine the level of psychological burnout among primary school teachers.

- An attempt to reveal the nature of the relationship between psychological burnout and the educational performance of primary school teachers.

4- The importance of the study:

* Raising the level of educational performance of the teacher by avoiding him falling into psychological burnout.

* Benefit from the results of the study by reducing the effects of psychological burnout on the educational performance of teachers.

5- Procedural concepts:

5-1- The psychological burnout of the teacher:

Seidman & Zager (1986) define burnout as “a negative pattern of responses to stressful educational events, to the student, and to teaching as a profession, in addition to the perception that there is a lack of support and support from the school administration.” (Adel, 1994, p. 21)

Procedurally, burnout is the degree obtained by the teacher on the burnout scale of Seidemann and Zager

5-2- Educational performance:

It is the behavior or effort exerted by the teacher to achieve the desired goals according to a set of methods, rules, methods and laws that regulate the process of planning, preparing and implementing the lesson, and evaluating the performance of the learners and related professional responsibilities (Al-Battal, 2000, p. 43)

It is measured by calculating the total scores obtained by the teacher in the educational performance scale designed by the researcher.

5-3- Primary school teacher: He is the person who provides education for pupils (children) in the educational stage from the first year of primary school until the fifth year.

6- Previous studies:

6-1- Burnout studies in the field of education:

- **The study of Burk, Greenglass & Schwarzer (1996):** This study aimed to know the causes and effects of job burnout among teachers and school principals through a questionnaire presented by the researchers, and they compared its results with the results of the same questionnaire after

distributing it again a year after the distribution of the first questionnaire. The results revealed that the sources of work stress among the respondents are the amount of work, role ambiguity, role conflict, and supervisory support. and the level of job burnout.

- **Al-Zeyoudi Study (2007):** The study aimed to reveal the sources of psychological stress and burnout among special education teachers in Karak Governorate, Jordan, and its relationship to some variables such as gender, age, marital status, teaching experience, and educational qualification. The study sample included 110 teachers and Teachers were chosen randomly in schools in southern Jordan, to achieve the objectives of the study. The sample members were interviewed, then they were applied to the Maslach burnout scale, which included three dimensions distributed over 22 items. The results of the study indicated that special education teachers in southern Jordan suffer from different levels of burnout. Psychological problems ranged from medium to high, and indicated that the most sources of stress are related to the following dimensions: lack of monthly income, overcrowded academic program, behavioral problems, relationships related to management, lack of school facilities, increase in the number of students in class, lack of financial incentives, lack of co-operation of colleagues, and Relationships with students and society's low view of the teaching profession. The results of the study also indicated that teachers were suffering from emotional stress more than female teachers. There were also statistically significant differences due to the variable of years of experience in the dimension of dullness and intensity of feeling in favor of teachers. There were also statistically significant differences attributed to For the monthly income variable in the lack of a sense of achievement.
- **The study of Sheikh Khalil (2008):** The study aimed to find out the extent of psychological burnout among teachers, in addition to knowing the differences in psychological burnout that are attributed to the variables (sex, educational qualification, years of experience, and the academic stage in which the teacher works). It included a sample The study was conducted on 360 male and female teachers, including 180 male and 180 female teachers in the Gaza Strip. To achieve the objectives of the study, the psychological burnout scale prepared by the researcher was used. The results of the study indicated a weak prevalence of psychological burnout among teachers. The results of the study also indicated that there were no statistically significant differences. Attributable to the variables (gender, blind qualification, years of experience and the academic stage in which the teacher works), while the results of the study indicated that there were statistically significant differences in psychological burnout due to academic qualification in favor of bachelor's holders.

6-2- Studies of educational performance:

The study of Muhammad Abdul Mohsen Dabeeb Al-Otaibi 2007: The research conducted his study entitled School climate and its obstacles and its role in the performance of teachers in

the general education stages, a field study in Riyadh. Teachers' performance, where the researcher used the analytical descriptive method, using the questionnaire tool to collect data from a sample of 266 teachers, and concluded that the school climate is very influential in all aspects of the educational process, and the classroom management is strict in applying the regulations and the weakness of the equipment that helps in the educational process impedes the performance of the teacher .

Nisreen Radwani 2012 Study: The researcher conducted her study entitled Factors Affecting Teacher Performance, an exploratory study on a sample of primary school teachers in Al-Wadi City in 2012. And social and pedagogical on his performance in school, where the researcher used the exploratory descriptive approach and relied on the questionnaire to collect information, and the research sample consisted of 100 teachers, and thus concluded that there are factors affecting the performance of the teacher, which are pedagogical, economic, and social factors.

Commenting on previous studies:

- **In terms of objectives:** Some of the aforementioned studies focused on knowing the causes of psychological burnout as well as educational performance, while other studies tended to reveal the extent of psychological burnout.
- **In terms of sample size:** In most studies, the sample size was rather large (more than 100 cases).
- **In terms of the method used:** All previous studies used the descriptive method.
- **In terms of study tools:** The studies relied on Maslach burnout scales.

What distinguishes our study from other previous studies is that:

- The psychological burnout dealt with educational performance, counting the teacher in the primary stage.
- The study relied on the statistical analytical method and on a rather small sample (70 teachers).

I. Theoretical framework of the study:

1. psychological Burnout:

1-1- The concept of psychological burnout:

Most researchers agree that the term psychological burnout describes "a state of exhaustion or physical and emotional exhaustion as a result of permanent and continuous exposure to high pressures, where psychological burnout disorder includes a group of negative phenomena, including: fatigue, exhaustion, feeling helpless, loss of interest in others, loss of interest in work,

Mockery of others, depression, doubt about the value of life, lack of social relations and negative self-esteem (Askar, Hassan Jameh, and Muhammad al-Ansari, 1986, p. 102)

And in 1997, MASLACH & LEITER defined it as: changes in the attitudes and behavior of the individual towards work, as well as changes in his physical condition, which are represented in emotional stress, and even the matter leads to a decrease in his personal achievement » (Bilge, 2006, p. 4)

1-2- Causes of psychological burnout:

Juma Youssef (2006) describes it as most of it related to the work environment and the opportunities it provides that help to raise the levels of pressure, frustration and oppression for long periods of time. On the other hand, the rewards are small to face all these reasons. The causes of psychological burnout can be summarized as follows:

- Increased bureaucratic tasks and excessive workloads.
- Low or no communication and poor return.
- Lack of rewards and lack of support (Yusuf, 2006: 40).
- Working for long periods without taking enough rest.
- Loss of a sense of control over work outputs.
- Weakness of the individual's willingness to deal with work pressures. (Mustafa, 1998, p. 83)

1-3- Symptoms of burnout:

Burnout is characterized by a group of symptoms that distinguish it from other disorders, where researchers classified these symptoms, as Dunham (1983) emphasized the existence of five recurring symptoms: feeling tired and exhausted, frustration, intermittent sleep, isolation from other employees, and headache caused by tension . (Al-Battal, 2000, pp. 65-68)

There is another classification of symptoms, which is approved in many studies and is described as follows:

1-3-1-Organic (physical) symptoms: The physical symptoms of psychological burnout are: fatigue, insomnia, high blood pressure, frequent exposure to headaches, resorting to smoking, feeling exhausted throughout the day, and feeling tired after work.

1-3-2- Emotional and psychological symptoms: The psychological symptoms are: boredom, lack of self-confidence, tension, loss of enthusiasm, lethargy, anger, resentment and unwillingness to go to work.

1-3-3- Social symptoms: These are symptoms related to others and are represented in: negative attitudes towards work, colleagues, and even with students, isolation and inclination towards it, or withdrawal from the group. (Muhammad A., 1995, p. 380)

1-4 The theories explaining psychological burnout among teachers:

1-4-1- Schwab and others' theory of psychological burnout among teachers Schwab, Jackson & Schuer, (1986): This model identifies the sources of psychological burnout, its manifestations and its behavioral accompaniments; Where he classified the sources or causes of psychological burnout into: reasons related to the school and others related to the personality of the teacher; The first is: the teacher's lack of participation in decision-making and poor social support; In addition to the conflict and ambiguity of the role; As for the sources that are related to the teacher himself, they are represented in: the teacher's expectations towards his professional role, and the teacher's personal variables such as: age, gender, number of years of experience, and educational level; The model also referred to the manifestations or dimensions of psychological burnout, which are: emotional stress, dullness of feelings and lack of personal achievement for the teacher. The model then dealt with the negative effects resulting from the occurrence of psychological burnout, which we can call the behavioral accompaniments resulting from the injury of psychological burnout, represented in: fatigue For the least effort, the increase in the rate of absence, and even the matter may lead to the teacher leaving the profession. (Hariri and Mustafa Zaidan, less than a year old, page 37)

1-4-2- The theory of pressure and psychological burnout with a socio-psychological basis (JOSEPH J BLASE): This theory presents a psychological and social model of pressure and psychological burnout for the teacher, emphasizing the importance of work performance variables and teacher-student interaction cycles, which are derived From the motivation theory, “The Teacher Performance Motivation Theory”, which indicated that there is a dynamic relationship between teachers and students, and that this relationship is important for understanding the main dimensions of teacher performance from the perspective of the teacher’s motivation theory. This theory indicated that pressure leads to The occurrence of psychological burnout, whether teachers' responses to pressure are long or short term, in both cases lead to the occurrence of psychological burnout, but psychological burnout is associated with the negative impact of pressure in the long term on the sources of teacher adaptation, and it turned out that experienced teachers coexisted with the initial problems associated with work pressures and acquired sources The necessary social, psychological and technical adaptations for effective work with students.

7- How to prevent and overcome burnout disorder:

One of the most important strategies that can be taken to deal with psychological burnout and try to overcome it is to follow the following steps:

- the person's understanding of his work, as well as his methods of responding to pressure; Because the individual's full understanding of his responses will help him to identify ineffective behavior patterns, and thus try to change them.
- Re-examination of the individual's values, goals and priorities; Unrealistic goals - ideal - for jobs and performance will expose the individual to frustration and confusion; Or in other words, making sure that the individual's goals are feasible.
- division of life into spheres: work, home, social life; And focus as much as possible on every field we live in, and not allow the pressures of one place to affect another.
- Work on building a system of social support. (Youssef, 2006, pp. 40-41)

1- Educational performance

2-1- Definition of Performance: Performance refers to the degree of achievement and completion of the tasks that make up an individual's job, and it reflects how the individual achieves or satisfies his job requirements. Often confusion or overlap occurs between performance and effort. achieved by the individual, the teacher, for example, makes an effort to prepare and present his lesson, but he obtains a low level of understanding and comprehension of the students for the lesson. In this case, the effort is high while the performance is low (Muhammad, 1999, p. 145)

Among the determinants of performance, we find job performance, which is the net effect of the individual's efforts that begin with capabilities and awareness of the role and tasks, and this performance in a specific situation can be seen as the results of the interrelationship between each of: effort / capabilities / awareness of the role.

The effort resulting from the individual's access to reinforcements (incentives) refers to the physical energy that the individual expends to perform his task. As for the capabilities, they are the personal characteristics used to perform the job, while the awareness of the role or tasks indicates that it is necessary to direct his efforts to work through him.

2-2- Indicators of the educational performance of the teacher:

To find out the indicators of the teacher's educational performance, we should analyze all stages of his educational performance, starting from the planning stage, then the implementation stage, and then the evaluation stage, that is, here the focus is on standards and criteria for judging

quality, collecting information and data through measurement and issuing quantitative judgments or how they are expressed in grades and estimates about performance education for the teacher.

2-2-1- Indicators of educational performance in the implementation phase: acquiring the implementation skill by evaluating the extent of:

- Appearing cheerfully and well-dressed - Sequence and gradation in presenting the stages of preparation - Clarity of the delivery language and understandable - Good use of illustrations such as the blackboard and what preparation requires - Active participation of learners and the organization in building new knowledge - Ensuring commitment to the time specified for the pedagogical class - Commitment And discipline at work.

2-2-2- Performance indicators in the evaluation stage: acquiring the evaluation skill by evaluating the extent of:

- The appropriate choice of objective tests that honestly measure the extent to which students acquire new knowledge.
- The extent to which learners have acquired the necessary competence to answer the test prepared to know the size of their achievement.
- The evaluation test is the test on which the teacher decides the success or failure of the lesson.
- The correct evaluation leads to a correct assessment of what the learners have understood.
- Honest and consistent evaluation.
- Commitment to the specified time for the calendar stage.

5- Obstacles to teacher acquisition of teaching skills:

The teacher in his teaching and educational mission is influenced by a number of factors that would constitute obstacles to his acquisition of teaching skills in the appropriate manner and time, and in a study prepared by “Dr.)

- The poor financial condition of teachers and the low social perception of teachers.
- The magnitude of the burden placed on the shoulders of the learners.
- Teachers' low motivation to teach and their inadequacy.

Curriculum length.

- The phenomenon of tension, anxiety and unease of the teacher.

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- Lack of interest in scientific activities and experiments and modern educational methods.
- Poor student discipline.
- Weak participation of teachers in the educational decision-making process.

II. The field side of the study:

1- Exploratory study:

1-3- **The temporal and spatial framework of the study:** The study was initiated procedurally through the application of data collection tools, from March 21 to April 28, 2022. The place of the study was limited to the following primary:

- Rashidi Ahmed School (Sabra constituency)
- Boutaqa Kaddour School (Mughniyeh Circle)
- Mammash Nazir School (Al-Ramshi District)

3-2- **Study sample:** The study was applied to a sample consisting of (70) male and female teachers studying in the primary stage, including (41) males and (29) females.

3-3- **The study methodology:** In this study, the descriptive approach that fits the subject of the study was relied upon, which is one of the forms of systematic analysis and practical interpretation to describe the problem and quantify it by collecting standardized data and information. (Youssef, 2006, pg. 44)

3-4- Study tools:

3-4-1- **Burnout Seidman & Zager (1987) scale for teachers:** It consists of (21) statements distributed over (5) levels, and the scale statements are divided into four sub-scales represented in the following table:

Table No. (01): dimensions of burnout scale and phrase numbers:

Dimension	Numbers	Total Phrases
1. Job dissatisfaction	1-5-10-12-19	05
2. Occupational pressures	2-4-7-9-13-14	06
3. Low level of administrative support	3-8-11-15-18-20	06
4. The negative attitude towards		

students	6-16-17-21	04
Total		21 Phrases

The psychometric properties of the scale were confirmed, as the degree of honesty was calculated through the method of apparent honesty (the honesty of the arbitrators) and the internal consistency honesty. As for the stability calculation, it was confirmed by means of the split half of the scale (0.60) and Cronbach's alpha coefficient (0.64).

3-4-2- Educational Performance Questionnaire: Designed by the researcher, it is a questionnaire consisting of 35 items divided into three dimensions: planning, implementation, and evaluation, which are represented in the following table:

Table No. (02): Dimensions of the educational performance scale and phrase numbers:

Dimension	number of paragraphs	Total
Planning	1-4-7-10-13-16-19-22-25-28-31-34	12
Implementation	2-5-8-11-14-17-20-23-26-29-32-35	12
Calendar	3-6-9-12-15-18-21-24-27-30-33	11
Total		35

To measure the educational performance of teachers, a Likert scale was used, consisting of five degrees of agreement and disagreement.

3-4-2-1- Honesty:

A- The veracity of the arbitrators: The scale was presented to a number of professors at the Faculty of Humanities and Social Sciences at Ibn Khaldun University, and based on their observations and suggestions, some paragraphs were modified.

B- Self-honesty: Self-honesty is calculated by calculating the square root of the stability coefficient, and since the validity of the test was estimated at $\sqrt{0.75} = 0.86$, and this indicates that the questionnaire has a high degree of honesty.

3-4-2-2- Stability: To verify the stability of the scale, the half-partition method and Cronbach's alpha coefficient were used for all scale expressions. The value of the half-partition was 0.75 and Cronbach's alpha coefficient was 0.84, which are values indicating that the scale has high stability.

Presentation and discussion of results

The general hypothesis: which states that there is a statistically significant correlation between burnout and educational performance among primary school teachers.

Table No. (03): shows the results of the general hypothesis.

Variable	Sample size	Link value	significance level
Burnout	70	0.35	function of 0.01
educational performance			

Through the table, it is clear to us that the value of the Pearson correlation coefficient between psychological burnout and educational performance among teachers was estimated at 0.35, which is a statistically significant value at the significance level of 0.01.

In view of the results of the current study, it turns out that it is similar to the results of other previous studies, such as the study of Sheikh Khalil (2008), which aimed to know the extent of psychological burnout among teachers, and the study of Al-Ryoudi (2007), which was concerned with revealing the relationship between occupational pressures and psychological burnout among special education teachers. The researcher found this result as the sources of work stress among the respondents, which are represented in the amount of work, role ambiguity, role conflict and support, and this is consistent with the study of Burke, Greenglass, and Schwarzer (1996).

The first partial hypothesis: It states that the burnout level of primary school teachers is high.

Table No. (04): shows the second sub-hypothesis:

Variable	arithmetic mean	Theoretical mean	difference
Psychological burnout	80	63	17

It is evident from the results of the table that the calculated (real) mean reached 80 degrees

It is greater than the theoretical arithmetic mean (63), as the difference between them reached 17. Therefore, it can be said that the hypothesis has been fulfilled.

This result is consistent with a study with Zyoudi (2007), which emphasized the impact of stress sources, which are largely associated with a lack of monthly income, an overcrowded study program, behavioral problems for students, relationships related to management, lack of school facilities, an increase in the number of students in the class, and a lack of incentives.

- **The second partial hypothesis:** which states that the educational performance level of primary school teachers is high.

Table No. (05): shows the second sub-hypothesis

Variable	arithmetic mean	theoretical mean	difference
Educational performance	43	54	-11

It is clear from the results of the table that the calculated (real) arithmetic mean was 43, which is smaller than the theoretical arithmetic mean (54), as the difference between them reached 11. Therefore, it can be said that the hypothesis was not fulfilled and that the educational performance of teachers is low.

The researcher attributes this result to the influence of the teacher by the discouraging factors surrounding him, mainly represented in economic, social and pedagogical factors, on his performance in school. In all aspects of the educational process, the classroom administration stresses the application of regulations, and the weakness of the equipment that helps in the educational process impedes the performance of the teacher.

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The researcher attributes this result to the influence of the teacher by the discouraging factors surrounding him, mainly represented in economic, social and pedagogical factors, on his performance in school. In all aspects of the educational process, the classroom administration

emphasizes the application of regulations, and the weakness of the equipment that helps in the educational process impedes the performance of the teacher.

a summary:

The results showed that there is an inverse relationship between psychological burnout and educational performance, that is, the higher the level of psychological burnout, the lower the level of educational performance, and that the level of psychological burnout is high among primary school teachers, in contrast to the level of educational performance among them.

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