

## The Level of Psychological Burnout Among Kindergarten Teachers in Hebron Governorate

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### Abstract

This study aimed to reveal the level of psychological burnout among kindergarten teachers in Hebron governorate from their point of view, and the effect of each of the variables: kindergarten type (governmental and private), educational qualification, and economic level, on the level of psychological burnout levels among kindergarten teachers. The study population consists of all public and private kindergarten teachers in the Hebron governorate, and their number is (100) teachers. The Maslach scale of psychological burnout.

The results of the study demonstrated that kindergarten teachers suffer from psychological burnout to a large extent, and there are no statistically significant differences attributed to the scientific qualification variable. The research has showed that there are statistically significant Differences attributed to the kindergarten type variable (governmental, private). The level of psychological burnout was higher in favor of private kindergarten teachers, while the results showed that there were statistically significant differences due to the variable of the economic level and in favor of the female teachers whose economic level was low and whose psychological burnout was higher.

**Key words:** Psychological burnout; Kindergarten teacher

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### 1. INTRODUCTION

There is no doubt that the kindergarten teacher plays various roles and performs many tasks that require different technical skills that are difficult to define or explain. She is responsible for all that the child learns in addition to the task of guiding towards the development of each of her children in a sensitive stage of their lives. This stage begins with planning and continues to be implemented and it ends with evaluation and review. As the kindergarten teacher has a major role in developing the educational process as she is in a constant contact with children, her role is not limited to teaching and imparting information to children, but rather has roles with various aspects and characteristics. She is an alternative for the mother in dealing with children who left their mothers and their homes for the first time where they found themselves in a new and unfamiliar environment. So, her mission is to help them adapt and harmonize with this environment, as they need a lot of patience and familiarity with modern teaching methods. Consequently, appropriate methods must be used to make connection between kindergarten and home. Moreover, she is able to discover the capabilities of children In order to find a solution the problems that hinder their educational career. It is evident from the aforementioned that a kindergarten teacher is exposed to a lot of psychological pressure that leads to the stage of psychological burnout (Japer, 2003).

### 2. RELATED STUDIES

According to Al-Sharnoubi (2001), burnout is one of the serious effects that some kindergarten teachers face, which may in turn affect the social relations and interaction with

their colleagues at work, with friends and neighbors. This also may even extend to the family, which leads to the loss of contact with others, resulting in mental and health disturbances for the teacher. Furthermore, psychological burnout may also causes physical disturbances, and psychological symptoms such as anxiety and psychological imbalance, or suicide.

Stressful situations cause a psychological state in a person's life in which he feels stressed, upset and exhausted, a matter that leads to the depletion of his powers and abilities, as he feels helpless and unable to continue and exert effort. So, positive feelings towards himself and about his work would fade within him, and a dark image about himself and around him takes place. As time passes, and as these conditions persist, he becomes overwhelmed with despair and frustration which may be reflected in all other aspects of his life and affects his psychological, physical and social health, which appears in him with what is called psychological burnout (Al-Zahrani, 2008).

There is no doubt that the individual does not stand idly by in the face of any pressure that strains him or threatens the course of his life. Preservation of the human life and its balance is an innate instinct that a person enjoys. Therefore, the kindergarten teacher faces these pressures that produce psychological burnout, trying to deal and adapt to it, or reduce its effects using various strategies and methods (Zyoud, 2004).

Maslsh & Jackson (1981) define burnout as "an individual's sense of emotional stress, dulled feelings, and a lack of personal achievement."

El-Sherbiny (2003) believes that it is a condition that occurs to people who carry out boring, routine work that lead to a loss of enthusiasm, overburdening at work, poor productivity, achievement, and the inability to innovate .

Harithi (2012) explains psychological burnout as a degree of high fatigue that the teacher is exposed to as a result of the pressures he faces in his work, which hinder him from performing his job normally. Also, it is a psychological phenomenon resulting from the stress an indivual faces, which is reflected in low performance and productivity. Psychological burnout has three dimensions (emotional stress, sagging feeling, and lack of achievement).

Also, the phenomenon of psychological burnout refers to a state of physical and emotional exhaustion, caused by the many work requirements, such as providing concern for others, responsibilities or other obligations related to stress, as they become indifferent towards their work, as well as towards the individuals who provide service to them. This phenomenon also generates some physical problems such as headache, stomachache, sleep problems, and increased blood pressure. The cause of these disorders is not overwork, but rather the inability to balance and harmonize the requirements of work and other life activities (Altah, 2013).

While psychological burnout appears in several ways, one of which is that burned people are usually tired and consumed of their energies, and they do not have any motivation to do any work. They feel that they are unrecognized and unappreciated and that everything they provide is unimportant and unwanted. During their routine work, they do not find any real results of their efforts, but rather feel stressed and do not have any sense of productivity or giving (Corey, 199).

Alsayed (Alsayed, 2010) refers to the dimensions of psychological burnout, which are:

**1. Emotional stress:** It is the person's feeling that he is stressed due to the lack of emotional resources, which provide him with energy, activity and vitality to extend a helping hand to his students so that he can effectively communicate with them to solve their problems, which makes him feel, exhausted, psychologically stressed, unable to communicate with others, or reach the level desired.

**2. Dullness of feelings:** It is represented in harsh responses to the demands or needs of others, and the individual's attempt to concentrate power in his hand, which results in pessimistic trends and negative feelings towards others. This causes psychologically coldness, and lack of responsibility, accompanied by excitement and anger.

**3. Lack of a sense of personal achievement:** means the individual's tendency to evaluate his performance negatively, which makes him feel unable to provide the assistance required from him, and that he is not worthy of his work and his profession, and his role has no meaning, a lack of self-esteem, low vital strength, weakness, depression, inability to cope with pressures, and a feeling of failure, as well as a feeling of low level of performance, lack of competence, and inability to reach the desired goals.

Askar (2000) also reviews the most important factors causing psychological burnout as follows:

**-Role conflict and opposition:** It occurs when there are more than one demand on the individual and responding to one of them makes it difficult for him to respond to the other.

**Role ambiguity:** The ambiguity of the role relates to the lack of clarity in the professional responsibilities required of the individual. It has been shown that the ambiguity of the role is closely related to a low level of job satisfaction, frequent expression of the desire to leave work, tension in the workplace and low level of self-confidence.

**-The nature of work:** It is natural that jobs including the responsibility to provide to those in need and try to preserve people's lives are more contributing to causing psychological pressure compared to office jobs.

**-Increased job burden:** represents the individual's job burden and the increase in the tasks required of him, whether in terms of quantity or skill level. The increase

in the job burden often leads to physical and mental problems, which in turn negatively affect job performance.

**-The number of working hours or shift:** This element is related to work for long periods or in non-traditional times, such as working in health services. The shift has a negative impact on the sleeping habits of workers in this field and its social relations, where it is associated with states of fatigue and interrupted sleep.

**-Responsibility on others:** Taking responsibility comes with a degree of psychological pressure, and the burden increases if the responsibility is on the lives of individuals or children or the health and safety of people, compared to the responsibility for devices and tools.

**-Physical environment:** It includes the physical environment for an individual's work and surrounding elements such as heat, lighting, ventilation, noise, and workplace design (Askar, 2000).

**The subject of the study was of interest to researchers:**

Al-Omari (Al-Omari, 2019) conducted a study aimed at identifying the level of psychological burnout among teachers of physical education in the average as well as knowing the relationship between the trend of physical education teachers towards their profession and the level of psychological burnout and the nature of the attitude that physical education teachers have towards the teaching profession on a sample of (27) teachers. The researcher modified the (Maslach) scale to measure psychological burnout. The results of the study demonstrated that the level of psychological burnout among teachers of physical education is high, and that there is a negative relationship between psychological burnout and the various trends towards the teaching profession

The Demi's study (2018) indicated the relationship between mental health, stress, psychological burnout, anxiety, job satisfaction and job participation among teachers. The researchers used the stress scale, anxiety scale, burnout scale, job satisfaction scale, and job participation scale. The study also indicated that there is a positive relationship between levels of stress for teachers and their levels of anxiety; a positive relationship between stress and psychological burnout, and a negative relationship between mental health and anxiety as a result of being affected by a negative relationship to stress. There is also a negative relationship between mental health and psychological burnout as a result of being affected by a negative relationship on both stress and anxiety, and there is a positive relationship for teachers' mental health and job satisfaction through being affected by an inverse relationship to feelings of stress, burnout, and anxiety; and there is a positive relationship between mental health and the levels of functional participation of teachers through being affected by an inverse relationship with stress, anxiety, and psychological burnout.

A study by (Mahruzi and Malal, 2018), concerned with the psychological burnout of university professors,

was conducted on a sample of (200) professors from Hassiba University, using the Burnout Psychometric of Maslach and Jackson. The results of the study showed that university professors suffer from the levels of average psychological burnout. It was also found that there are statistically significant differences in the level of psychological burnout attributed to the of the university professor's major.

While the Khamisa's study (Khamisa, 2018) aimed at revealing levels of psychological burnout (low, medium, high) on a sample of (100) male and female advisors, and the Maslach burnout scale was used. The results of the study indicated the presence of burnout levels (medium, high). ), through that the level of psychological burnout of educational counselors on the dimensions (emotional stress and lack of sense of achievement) came within the (average) level, and that the level of psychological burnout of educational counselors at a distance (emotions dulled) came within the (high) level

A study by Jawad (Jawad, 2015) clarified the identification of burnout among kindergarten teachers, on a sample of (100) female teachers, by (50) teachers from kindergarten of governmental type, and (50) teachers from kindergarten of a private type. The researcher used the Maslach Burnout Scale, a statistically according to the years of experience variable, kindergarten type and marital status.

On the other hand, a study by (Noishi, 2014) aimed at identifying the relationship between burnout and psychological stress caused by the organizational climate. The researcher used the Psychological Burnout Scale (Maslach) and the Organizational Climate Scale (Kart). The study showed an existence of a positive correlational relationship with statistical significance between perceived stress and psychological burnout and a lack of a correlation between burnout and organizational climate. In addition, the pressure resulting from reforms is also considered as one of the factors of burnout among middle education teachers where the degree of burnout was high among the study sample.

A study by Fraihat and Rabdi (Fraihat & Rabdi, 2010) aimed at revealing the levels of psychological burnout among kindergarten teachers in Ajloun governorate on (120) teachers. The researcher used the Maslach Psychological Burnout Scale as a tool for the study, and the results indicated that kindergarten teachers greatly suffer from burnout. The results also showed that there were no statistically significant differences attributed to any of the following variables: Kindergarten type (governmental, private), years of experience, educational qualification of the teacher, and the number of students in a class. The study demonstrated that there are differences attributed to the salary variable and for the benefit of female teachers whose salaries are less than 100 Jordanian dinars.

The results of Al-Haramleh (Al-Haramleh, 2007) also showed that the frequency and the level of intensity of the

feeling of psychological burnout among secondary school teachers in the city of Riyadh was average. The results showed statistically significant differences in the intensity and recurrence of the feeling of psychological burnout as a total degree. The feeling of psychological burnout as a total degree is attributed to the academic qualification variable, where the scores were lower among holders of a postgraduate qualifications compared to the lower ones. The results also showed statistically significant differences in the intensity of the feeling of burning as a total degree and the frequency of the feeling of psychological burnout as a total degree and all its three dimensions are attributed to a type variable school to a higher degree among public school teachers compared to private school teachers.

Mabry's study (2005) indicated that teachers whose salaries were low had a high level of psychological burnout, while there were no statistically significant differences attributable to the variables: gender, school type, level of study, years of experience.

A study by Johnson (Johnson, 2005) showed that females have a higher level of psychological stress compared to males. The results of the study indicated the presence of specific stressors, including intensive writing work, lack of support from student parents and administration, and inappropriate student behavior.

A study conducted by Kharabsheh and Arabiyat (Kharabsheh & Arabiyat, 2005) showed that the degree of psychological burnout among teachers working those with learning difficulties was moderate on the two dimensions of emotional stress and the feelings dulled and to a high degree on the lack of a sense of achievement, as well as the existence of statistically significant differences according to the gender variable for the two dimensions: emotional stress and feelings dull.

Farah (2001) conducted a study aimed at revealing the level of psychological burnout among workers with people with special needs in the State of Qatar, on a sample of (122) teachers, administrators, specialists and trainers in institutions, using the Maslach scale of psychological burnout. The results showed that there were no statistically significant differences due to the educational qualification variable, or the experience variable.

Hayek's study (2000) indicated that computer teachers in Jordan suffer greatly from psychological burnout, and that there are statistically significant differences attributable to the appointment variable, where members of the study sample from private schools scored higher on the Burnout Scale.

A study by Mahmoud (AL-Mahmoud, 2000), aimed at measuring the levels of psychological burnout among English language teachers in the Northern Governorates of Palestine. The study sample consisted of (400) male and female teachers. The results of the study found statistically significant differences due to the educational level variable as the lower the teacher's educational attainment level, the less psychological burnout he has.

Gonzalez (2000) conducted a study aimed at revealing the relationship between stress, burnout and psychological hardness on a random sample of Al-Hadr secondary school teachers.

The results showed that there was a statistically significant correlation between psychological hardness, stress and burnout among Al-Hadr secondary school teachers, and the presence of variation in levels of psychological burnout among teachers, and the existence of statistically significant differences between teachers attributed to (age, education level and marriage years).

A study by Tawalbeh (Tawalbeh, 1999) indicated the detection of psychological burnout levels among computer teachers in Jordan, on a sample of (100) male and female teachers, and the results showed that computer teachers in Jordan suffer from psychological burnout to a high degree.

Whereas Odeh's study (1998) aimed at identifying the extent of the burnout phenomenon and its relationship to work pressures among government secondary school teachers in the West Bank, on a sample of (130) male and female teachers. The results found that the prevalence of the psychological burnout phenomenon among the governmental secondary school in the West Bank was average, and there was no effect of the variables: gender, educational qualification, marital status and experience on each of the psychological burnout.

Researchers were able to comment on previous studies that the results of literature review differed according to their objectives, method of research, and the size of their samples that they dealt, and that teachers suffer from high levels of psychological burnout and their degrees differ according to the type of kindergarten, experience, academic qualification, and socio-economic status.

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### 3. RESEARCH PROBLEM AND QUESTIONS

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The kindergarten teacher, like other workers in the field of education, is exposed to many professional pressures, such as the increase in the number of students in the class, the lack of support from parents and administration, the lack of incentives and the low salary, and the extent of her ability to meet the cognitive, emotional and developmental needs of children, especially as she deals with children in a specific age level, including characteristics that are different from other groups of students, which requires them to deal in special and appropriate ways with this age group. Such circumstances generate a psychological burnout in the kindergarten teacher, which is reflected in her performance and in the child she deals with. This needs investigation if we want to achieve the goals of the educational process in kindergartens. Specifically, the problem the current study exists in the lack of studies within the limits of researchers' knowledge that examine the phenomenon of psychological burnout among kindergarten teachers in the Hebron Governorate.

The following questions emerged from this problem:

- What is the level of psychological burnout among kindergarten teachers in Hebron Governorate?
- Do the average scores of kindergarten teachers in Hebron governorate on the burnout scale differ according to (kindergarten type, academic qualification, and economic level)?

#### 4. OBJECTIVES OF THE STUDY

The objectives of the study can be summarized in the following points:

- Identifying the level of burnout degrees of kindergarten teachers in Hebron Governorate.
- Identifying the nature of the differences in the average scores of burnout among kindergarten teacher in the Hebron Governorate, in terms of (kindergarten type, educational qualification, and economic level).

#### 5. SIGNIFICANCE OF THE STUDY

This study gains its significance from the importance of the kindergarten teacher and her effective role in the educational process. This study can contribute to:

- Alert kindergarten teachers to the factors that contribute to the emergence of the burning phenomenon in order to avoid it.
- Draw the attention of educational administrations to the factors that affect the phenomenon of burnout among kindergarten teachers to reduce it.
- Promoting the field of Arab and Palestinian Studies and Research with a recent study in determining the degrees of psychological burnout among a group of teachers, especially because of a scarcity studies, according to researchers, dealing with the study of the burnout phenomenon among kindergarten teachers in Palestine.

#### 6. LIMITATIONS OF THE STUDY

This study is limited to a sample of public and private kindergarten teachers affiliated to the Directorate of Education in the Hebron Governorate. This study was applied in the second semester of the academic year (2020-2021).

#### 7. STUDY TOOLS

The study used the Maslach Scale of burnout (Maslach, 1981).

#### 8. TERMINOLOGY OF STUDY

**Burnout:** It is defined as a gradual exhaustion of job satisfaction, enthusiasm, goal achievement and increased feeling on the part of the teacher as a result of his feeling

of insignificance of the results and his feeling that he does not receive material and moral appreciation in proportion to the effort made (Badr, 2009).

The researchers define it procedurally: the total score obtained by the teachers by answering the items of the Burnout Scale used in this study,

**Its dimensions are as follows:**

**-Emotional stress:** it refers to the totality of negative and abnormal feelings and emotions resulting from the depletion of the individual's energy through his practice of a specific profession, and to live with its various problems and pressures.

**-Feeling dull:** It refers to the individual's lack or loss of interest in work, indifference, low enthusiasm and professional pleasure, and the blackout and dullness of emotions.

**-Low sense of achievement:** It means feeling inadequate, poor achievement, professional dissatisfaction, low individual productivity and loss of control over controlling and facilitating the tasks assigned to him.

**Kindergarten teacher:** Badr (2009) defines her as the backbone of the educational process in the kindergarten, so it is her responsibility to have the greatest burden in achieving the kindergarten's mission. The success of the teacher in her profession in this important, difficult and critical stage of a child's life is a success of the kindergarten in achieving its goals.

#### 9. METHOD AND PROCEDURES

The researchers used the descriptive approach to carry out the purposes of the study, including describing the method used, the study community, its sample and tools, its validity and reliability, its procedures, the statistical method, the results and recommendations.

##### 9.1 Methodology

This study uses the descriptive approach, which is a method of describing reality without making any change in the existing circumstances, with the aim of preparing data for the purposes of proving certain hypotheses and answering specific questions related to current phenomena and events on which information can be collected at the time of the study implementation.

##### 9.2 Study Community

The study population consists of (670) teachers with a percentage (15%) of all kindergarten teachers in the Hebron Governorate.

##### 9.3 The study Sample

The study sample consisted of (100) kindergarten teachers in the Hebron Governorate for the academic year (2020/2021 AD), they were chosen in a simple random way, and Table 1 shows the characteristics of the demographic study sample members.

**Table 1**  
**Characteristics of study sample members according to gender, educational qualification, years of experience, and directorate**

Variable	Variable levels	Number	%Percentage
Kindergarten type	Government	47	47.0
	Private	53	53.0
	Total	100	100.0
Academic qualification	Diploma	66	66.0
	Bachelor	34	34.0
	Total	100	100.0
Economic level	Low	22	22.0
	Average	55	55.0
	High	23	23.0
	Total	100	100.0

## 9.4 Study Tool

### 9.4.1 Burnout Scale

#### 9.4.2 Description of Scale

Due to the existence of a psychological burnout scale with psychometric properties, the researchers chose this scale as one of their study tools.

This scale has gone through solid theoretical and statistical building steps. It consists of (27) items distributed on the following dimensions:

**Table 2**

No.	Items	(R)	(Sig.)
1	I feel like being suffocated when I am in kindergarten.	0.62**	0.00
2	I feel that I treat children as if they are not human.	0.67**	0.00
3	I can easily understand children's feelings and things around them.	0.66**	0.00
4	I feel that my work in kindergarten is exhausting my psychological energy.	0.49**	0.00
5	I feel that my work in kindergarten is frustrating.	0.63**	0.00
6	I deal with the problems facing children very effectively and successfully.	0.64**	0.00
7	I feel that my work in kindergarten is ruining me like a fire burns wood.	0.57**	0.00
8	I deal with emotional problems in kindergarten calmly.	0.59**	0.00
9	I feel that my work in kindergarten makes me dull and rough with others	0.59**	0.00
10	I feel like wanting to stay longer with the kids.	0.61**	0.00
11	I feel like kids are blaming me sometimes when they face daily problems.	0.64**	0.00
12	I can create a comfortable and relaxing atmosphere for the children in the Kindergarten.	0.72**	0.00
13	I feel overjoyed discussing the children's problems.	0.64**	0.00
14	I feel overjoyed discussing the children's problems.	0.69**	0.00
15	I feel I have a positive effect on the people who work with me in the kindergarten.	0.63**	0.00
16	Working with people in kindergarten causes me distress and worry.	0.68**	0.00
17	I care a lot about my kindergarten staff.	0.66**	0.00
18	I feel exhausted whenever I wake up in the morning, thinking of going to go to practice in kindergarten.	0.71**	0.00
19	I feel so cheerful after all the work I do with kindergarten children.	0.69**	0.00
20	Working with people in the kindergarten all day causes me unbearable stress.	0.66**	0.00
21	I feel very active and energetic.	0.66**	0.00
22	I feel that my work in kindergarten is very hard.	0.69**	0.00
23	I really enjoy talking to the people who are with me in the kindergarten.	0.69**	0.00
24	I have become tough-hearted when interacting with people since I started my kindergarten job.	0.68**	0.00
25	My work in kindergarten made me tough in dealing with my family.	0.62**	0.00
26	I accomplish many useful things during my work in kindergarten.	0.51**	0.00
27	I feel that my work has completely consumed me at the end of the school day in proportion to the effort made.	0.59**	0.00

\*\*Statistically significant at (0.01≥α)

-The first dimension: emotional stress represented in (12) items.

-The second dimension: feelings of sagging towards children, represented in (8) items.

-The third dimension: lack of a sense of personal achievement, represented in (7) items.

Based on the opinions of the arbitration committee consisting of experienced and competent people, their suggestion was taken that this scale is appropriate for the purposes of the current study, as in Appendix No. (1), because it will be applied in the Palestinian environment, and that it has indicators of reliability and validity.

### Scale Validity

#### A. Content Validity (Arbitrators).

To verify its apparent validity, the scale was presented to (6) competent and experienced arbitrators working in Palestinian universities. In its final form, the scale consisted of (27) items.

#### B Validity of internal consistency

The validity of the internal consistency was verified by calculating the Pearson Correlation coefficient for each item of the scale with the total score of the scale, as is evident in Table 2.

It is inferred from Table 2 that all the values of the correlation coefficients between the scale items with the total score of the scale are statistically significant, indicating the strength of the internal consistency of the scale items in measuring psychological burnout among kindergarten teachers in Hebron Governorate.

### Reliability

It was possible to verify the reliability coefficients by using the Cronbach alpha reliability equation, as shown in Table 3.

**Table 3**  
Reliability coefficients for the Burnout Scale

Scale	Number of items	Cronbach alpha Validity coefficient
Total score of the scale	27	0.951

The researchers found that the value of the Cronbach reliability coefficient alpha for the total score of the scale is high (0.951), which indicates that the scale has a high degree of reliability.

### Scale Correction

The researchers used (a five –point Likert scale), and it was corrected so that the answer was given strongly agree (5) degrees, agree (4) degrees, unsure (3) degrees, disagree (2) degrees, strongly disagree (1) degree. This is for the positive items, while the items (3, 6, 8, 12, 13, 15, 17, 19, 21, 23, and 26) were corrected against their weights.

The length of the five-point scale was divided into three categories to find out the degree of approval of the study sample members on the burnout scale. The five-point scale categories were calculated as follows:

$$\text{Scale range} = \text{Upper limit of scale} - \text{Minimum scale} = (5 - 1) = 4$$

$$\text{Number of classes} = 3$$

$$\text{Category Length} = \text{Scale Range} \div \text{Number of Classes}$$

$$1.33 = 4 \div 3 =$$

By adding the length of the category (1.33) to the minimum for each category, we obtain the categories of arithmetic averages as shown in Table 4.

**Table 4**  
Categories of arithmetic averages to determine the degree of approval of the Burnout Scale

Burnout Degree of approval	Arithmetic mean categories
.Low	2.33 and less
Medium	3.67-2.34
High	3.68 or more

## 10. STUDY VARIABLES

Independent variables: (Kindergarten type, educational qualification, economic level).

Dependent variable: psychological burnout among kindergarten teachers.

## 11. STUDY PROCEDURES

The educational literature available, related to the variables of the study, was referred to, which helped researchers to form a scientific background for the subject of study.

The researchers equipped the scale that was used to collect the data after obtaining the approvals for the start of implementing the scale distribution. The study tool was applied to a sample of (100) kindergarten teachers in the Hebron governorate. Then, they were collected and the necessary statistical treatments were performed.

## 12. STATISTICAL METHODS

In analyzing their study data, the researchers, after applying the tools to the members of the study sample, adopted the statistical programs for social sciences package.

SPSS: Statistical Package for the Social Sciences, Version (26)

The following statistical tests were used:

1. Frequencies and relative weights to find out the demographic characteristics of the sample members.
2. Arithmetic means, standard deviations.
3. Cronbach's alpha test to see the reliability of the scale items.
4. Pearson Correlation coefficient to find out the validity of the scale items.
5. (Independent samples T-Test), to find out the differences between the means of two independent samples.
6. One-Way Analysis of Variance to compare the averages or arrive at a decision regarding the presence or absence of differences between the averages.
7. Schaffer's test for two-dimensional comparisons to find the source of the differences.

## 13. RESULTS

The first question: What is the level of psychological burnout among kindergarten teachers in the Hebron Governorate from their point of view?

To answer this question, the arithmetic averages, standard deviations and relative weights of the psychological burnout level of kindergarten teachers in the Hebron Governorate were calculated from their point of view, as indicated in Table 5.

Through the scores of approval of the respondents on the items of the Psychological Burnout Scale, it was found that the level of psychological burnout among kindergarten teachers in Hebron Governorate was significant, as the total arithmetic mean of psychological burnout was (3.83) with a percentage of (76.6%), and the arithmetic averages ranged between (3.57 - 4.08).

**Table 5**  
**Arithmetic means, standard deviations, and relative weights of the psychological burnout level among kindergarten teachers in the Hebron Governorate from their point of view, arranged in descending order**

No.	Burnout indicators are ranked according to their importance	Mean	Standard deviation	Relative weight %	Degree
1	I feel like being suffocated when I am in kindergarten	3.88	1.14	77.2	High
3	I can easily understand children's feelings and things around	3.79	1.15	75.8	High
4	I feel that my work in kindergarten is exhausting my psychological energy	3.86	1.12	76.8	High
5	I feel that my work in kindergarten is frustrating	3.86	1.15	76.6	High
6	I solve the problems facing children very effectively and successfully	3.80	1.11	75.8	High
8	I deal with emotional problems in kindergarten calmly.	4.05	1.15	81.0	High
7	I feel that my work in kindergarten is ruining me like a fire burns wood	3.94	1.15	78.8	High
9	I feel that my work in kindergarten makes me dull and rough with others	1.18	78.6	3.92	High
10	I feel like stay longer with the kids	3.92	1.19	78.0	High
11	I feel like my students are blaming me sometimes for struggling with everyday problems	3.75	1.13	74.8	High
12	I can create a comfortable and calm atmosphere for kindergarten children	3.89	1.12	77.6	High
13	I feel overjoyed discussing the children's problems	3.90	77.8	13	High
14	I sometimes get a severe headache and nausea during my kindergarten practice.	4.08	1.09	81.6	High
15	I feel I have a positive effect on the people who work with me in the kindergarten	4.04	1.14	80.8	High
16	Working with people in kindergarten causes me distress and worry	3.74	1.19	73.8	High
17	I care a lot about my kindergarten staff	3.88	1.15	76.8	High
18	I feel exhausted whenever I wake up in the morning and think of going to work in kindergarten	3.83	1.13	76.0	High
19	I feel so cheerful after all the work I do with children	3.82	1.18	75.8	High
20	Working with people in kindergarten all day causes me unbearable stress	3.74	1.16	72.8	High
21	I feel very active and energetic	3.75	1.12	74.6	High
22	I feel that my work in kindergarten is very hard	3.79	1.24	75.2	High
23	I really enjoy talking with the people who are with me in the kindergarten	3.93	1.07	78.4	High
24	I feel that I treat children as if they are not human	3.79	1.19	75.0	High
25	My work in kindergarten made me tough in dealing with my family	3.89	1.14	77.8	High
26	I accomplish many useful things during my work in kindergarten	3.76	1.10	74.8	High
27	I feel that my work has completely consumed me at the end of the school day	3.84	1.13	76.4	High
<b>The total degree of psychological burnout</b>		<b>3.83</b>	<b>1.15</b>	<b>76.6</b>	

Items (14, 8, and 15) obtained the highest degree of agreement with regard to psychological burnout among kindergarten teachers in the Hebron Governorate. These items focused on: (I get severe headaches and nausea sometimes during my work in kindergarten), (I deal with emotional problems inside the kindergarten calmly), and (I feel that I have a positive effect on the people who work with me in the kindergarten).

Whereas items (20, 16, 21) obtained the lowest degree of agreement with regard to psychological burnout among kindergarten teachers in the Hebron Governorate, and these focused on: (Working with those in the kindergarten all day long causes me unbearable stress), and (Working with those with me in kindergarten causes me distress and worry), and (I feel very active and effective).

The second question: Do the average scores of kindergarten teachers in Hebron Governorate differ on the psychological burnout scale according to (kindergarten type, academic qualification, and economic level)?

So, the following hypotheses (1-3) emerged as follows:

The first null hypothesis: There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the mean scores of kindergarten teachers in the Hebron Governorate on the psychological burnout scale due to the kindergarten variable.

To test the first null hypothesis, an Independent-Sample t-test was used to find out the differences between the mean scores of kindergarten teachers in the Hebron Governorate on

The burnout scale attributable to the kindergarten type variable.

The results in Table 6 indicate that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of kindergarten teachers in the Hebron Governorate on the burnout scale due to the kindergarten variable, as the calculated statistical significance reached (0.000), which is smaller than the level of significance (0.05). Also, the differences



were in favor of private kindergartens with an arithmetic mean of (3.95) compared to (3.70) for government

kindergartens. Accordingly, the first null hypothesis is rejected.

**Table 6**  
**Results of (Independent-Sample t-test) to identify the differences between the mean scores of kindergarten teachers in Hebron Governorate on the burnout scale due to the kindergarten variable (n = 100)**

Variable	Kindergarten type	No.	Mean	Standard deviation	t value	Sig.
The total degree of burnout	Government	47	3.70	0.22	**6.078	0.000
	Private	53	3.95	0.20		

The second null hypothesis: There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the mean scores of kindergarten teachers in the Hebron Governorate on the psychological burnout scale due to the academic qualification variable.

To test the second null hypothesis, an independent-sample t-test was used to find out the differences between the mean scores of kindergarten teachers in the Hebron Governorate on the burnout scale attributable to the academic qualification variable.

**Table 7**  
**Results of (Independent-Sample t-test) to identify the differences between the mean scores of kindergarten teachers in Hebron Governorate on the Burnout Scale due to the academic qualification variable (n = 100).**

Variable	Academic qualification	No.	Mean	Standard deviation	t value	Sig.
The total degree of emotional Equilibrium	Diploma	66	3.82	0.23	0.478	0.634
	Bachelor	34	3.85	0.28		

The results presented in Table 7 indicate that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of kindergarten teachers in Hebron Governorate on the psychological burnout scale due to the academic qualification variable, as the calculated statistical significance reached (0.634). It is greater than the level of significance (0.05), and is not statistically significant, and with this result, the second null hypothesis is accepted.

variable of the economic level, as shown in Table 8.

**Table 8**  
**Table 8 shows the numbers, arithmetic means, and standard deviations of the scores of kindergarten teachers in Hebron Governorate on the burnout scale due to the variable of the economic level.**

Variable	Economic level	Number	Mean standard Dev.
Total Degree of Burnout	Low	22	4.03 0.20
	Medium	55	3.75 0.22
	High	23	3.85 0.23
	Total	100	3.83 0.24

The third null hypothesis: There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the mean scores of kindergarten teachers in the Hebron Governorate on the psychological burnout scale due to the variable of the economic level.

Table 8 shows that there are apparent differences between the arithmetic mean scores of kindergarten teachers in the Hebron Governorate on the psychological burnout scale due to the variable of the economic level. To verify the significance of the differences, the One Way Anova test was used, as shown in Table 9.

To test the third null hypothesis, the arithmetic averages and standard deviations of the scores of kindergarten teachers in the Hebron Governorate were calculated on the psychological burnout scale due to the

**Table 9**  
**The results of the One Way Anova test to identify the differences between the mean scores of kindergarten teachers in the Hebron Governorate on the Burnout Scale due to the variable of the economic level (n = 100)**

Variable	Variance source	Sum of squares	Degrees of freedom	Mean of squares	F	Sig.
Total degree of burnout	Between groups	1.279	2	0.40	13.377**	0.000
	Within Groups	4.637	97	0.048		
	Total	5.916	99			

\*\*Statistical significance at the level of significance (0.05)

Through the results presented in Table 9, it is evident that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of kindergarten teachers in Hebron Governorate on the psychological burnout scale due to the variable of the economic level, where the value of the statistical significance calculated for the total degree of burnout psychological is (0.000), which is less than the level of significance (0.05) and is statistically significant. With this result, the third null hypothesis is rejected.

To find out the source of the differences, the Scheffe test was used for two-dimensional comparisons of the differences between the mean scores of kindergarten teachers in the Hebron Governorate on the Burnout Scale due to the variable of the economic level, as is evident in Table 10.

The two-dimensional comparisons according to Table 10 indicate that the differences between the mean scores of kindergarten teachers in Hebron Governorate on the burnout scale are due to the variable of the economic

level, and they were between the female teachers whose economic level was low on the one hand and the female teachers whose economic level was medium or high on the other and in favor of the teachers who had a low economic level and who had a higher level of psychological burnout.

**Table 10**  
**The results of the Scheffe test for the two-dimensional comparisons of the differences between the mean scores of kindergarten teachers in the Hebron Governorate on the Burnout Scale attributable to the variable of the economic level**

Variable	Comparisons	Mean	Medium	High
Burnout	Low	4.03	0.28*	0.18
	Medium	3.75		----
	High	3.85		

\*The difference in the averages is statistically significant at (0.05) level.

## 14. CONCLUSIONS

What is the level of psychological burnout among kindergarten teachers in Hebron Governorate from their point of view?

The results of the study showed that the level of psychological burnout among kindergarten teachers in Hebron Governorate was significant, as the total arithmetic average of psychological burnout was (3.83) with a percentage of (76.6%), and the arithmetic averages ranged between (3.57 - 4.08).

The researchers attribute the reason for this result to the fact that there is a clear indication of the suffering experienced by the kindergarten teacher as a result of the problems and daily work burdens that she faces and prevents her from carrying out the tasks required of her appropriately. Maslach (2003) indicated that the professional suffers from psychological burnout and obstacles that prevent him from carrying out his task in the required manner. So, he feels unable to perform what he is doing resulting in psychological pressure and nervous tension, and leading to low interest and motivation. It seems that the kindergarten teacher's response to the daily pressures of work and encountering these obstacles contributed a lot creating to such frustrations and thus the emergence of this high degree of psychological burnout. Perhaps these pressures are due to the nature of the teaching profession, as it is a social profession with many variables and demands, where it is seen in some societies, despite its importance, as a profession that is not of a high standard, at the time when a teacher is required to undertake great responsibilities. So, this came to stress the fact that dealing with young children is one of the most important sources of psychological stress for the teacher which in turn lead to psychological burnout. This may be attributed to the inability to meet the additional requirements required by dealing with this group of students, which require consideration for the age stage, in terms of the use of a special speech language, special

teaching methods, designing a special environment, and dealing with the changing emotional state of the child at this age, in addition to the high expectations from the surrounding environment, and the lack of support and assistance from parents and management.

This result is consistent with the results of the study of Hayek (2000), Tawalbeh (Tawalbeh, 1999) and Johnson (Johnson, 2005), and disagreed with the study of (Odeh, 1998), Kharabsheh and Arabiyat (Kharabsheh & Arabiyat, 2005) and Farah (Farah, 2001). And Al-Haramleh (Al-Haramleh, 2007).

Do the average scores of kindergarten teachers differ in the Hebron Governorate on the burn scale?

The results of the study showed that there are statistically significant differences attributed to the special kindergarten type variable in the level of psychological burnout among kindergarten teachers.

Perhaps the reason for this is that the work pressures that the teacher performs in the private kindergarten are more burdensome, anxious, and less stable and professionally secure than the governmental kindergarten. This causes tension and psychological pressure that makes her lose control over doing her work as a professional duty, which leads to a decrease in her interest in children and motivation to work.

This result is consistent with the result of the study of Hayek (2000), which showed that private school teachers are more burned than public school teachers, and also differed with the result of the study of Al-Haramleh (Al-Haramleh, 2007), which showed that public school teachers are more burned than private school teachers.

The results of the study also showed that there were no statistically significant differences attributed to the academic qualification variable, and the results of this study and the results of Al-Mahmoud's study (Al-Mahmoud, 2000) differed, which indicated that the lower the teacher's academic qualification, the less burning. The results of the Al-Haramleh study (Al-Haramleh, 2007), which concluded that holders of higher qualifications are less burning compared to the lower qualifications, differed, and it agreed with the results of the study of Tawalbeh (Tawalbeh, 1999), Farah (2001) and Hayek's study (Hayek, 2000), (Odeh, 1998) and Mabry (2005), which indicated that there were no statistically significant. Differences attributable to the academic qualification variable on psychological burnout.

The results of the study showed that there are statistically significant differences due to the variable of the economic level. The study also showed that the female teachers who had a low economic level had higher psychological burnout.

The researchers attribute the reason for this to the nature of the gap between the effort exerted, through dealing with children in kindergarten, and the low income the teacher receives, compared with other jobs and professions, as well as the high cost of living. The results

of this study are consistent with the findings of a study Farah (2001), Mabry (2005), and Fraihat and Rabdi (2010), which showed that female teachers with low economic level had high psychological burnout.

## 15. RECOMMENDATIONS

- Providing material and moral incentives for kindergarten teachers, and the need to unify the economic level in terms of salary scale among teachers working in government and private kindergartens.

- Providing appropriate professional conditions that reduce the most experienced teachers' feeling of a lack of achievement.

- Providing specialized professional counseling to educate teachers about work pressures and psychological burnout.

- Designing counseling programs to help teachers reduce the severity of psychological burnout when it occurs.

- Conducting more research and studies dealing with the relationship of burnout among kindergarten teachers with some other variables (extraversion - introversion), psychological loneliness, achievement motivation, and job satisfaction.

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