

Teacher's Professional Burnout in the Municipality of Jarash/Jordan and Its Relationship to Instructional Performance

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Abstract

This study aimed at recognizing the level of teachers' professional Burn out in Jarash Municipality of Jordan and its relationship to instructional performance. To achieve this aim, the measurements of the scales and instructional performance were used. The sample of the study consisted of (116) male and female teachers working at (7) public and private schools. The results of the study showed that there were no significant differences on the level of teachers' professional Burn out. This is due to the variables of sex, type of educational institution, level of educational stage, years of service and qualification. The results also showed that there was no significant relationship between the level of professional burn out and that of instructional performance.

Key words: Professional burn out; Educational inputs; Teaching performance; Emotional stress; Stress professional resources

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INTRODUCTION

First of all, a teacher is looked upon as an essential element in the educational system. He is the first beneficiary of the comprehensive quality assurance system in the field of education. The teacher is regarded

as a human force that is able to activate perfectly all of the educational inputs. For this reason, teachers should be given a lot of care and above all necessary knowledge facilities must be provided to improve their teaching performance.

There are numerous obstacles that prevent the application of the comprehended quality assurance system, particularly those related to the teachers and their performance improvement. One of the most important and widespread obstacles in the educational field is the professional burnout which is absolutely considered the most widely and dangerously social phenomenon, especially when we take into consideration the disastrous circumstances our Arab community is witnessing. Such a phenomenon has created a kind of careless and boring an atmosphere among employees of any social institution, and this leads to some sort of decrease in production and performance development.

The professional burnout can be described as that condition in which an employee loses his work desire and tends not to continue working. Moreover, the employee may also refuse any attempt to change or develop his own filed of specialization, remaining as he is for a long time (twenty years).

Kristen and Leclair (2007) views professional burnout as a condition of body and psychological stress, frustration and lack of work motivation. Williams, Marcella (2007) conducted a number of studies and researches in relation to professional burnout. These studies report that nurses suffer more than others from professional burnout, particularly those who work at departments of psychological treatment, because they are expected to support others, either colleagues or patients (cf. AL-Khateeb) (reference in Arabic, 2007).

In addition, researches, in this respect, indicate that there are numerous factors related to professional burnout such as personal properties, work conditions, a period of duty, and support webs. Moreover, there are other

dangerous factors related to professional burnout, which results from the nature of labour and profession (cf. Brake, Hans, & Others, 2007).

The researcher himself, throughout his educational experience, sees that teachers are suffering from professional burnout, and they are subjected to it completely.

1. THE PROBLEM OF THE STUDY

The problem of the study is chiefly based on raising the following main question: What is the level of professional burnout on the part of teachers of the Jordanian city of Jarash? And what is the relationship between professional burnout and teachers' level of teaching performance? This question includes the following secondary questions:

- (a) What is the level of professional burnout of Jarash teachers?
- (b) Are there statistical differences in the level of professional burnout on the part of teachers working in Jarash schools? Are these differences attributed to the variable of the type of the educational institution, i.e. "governmental education" and "Private education"?
- (c) Are there statistical differences attributed to the type of sex: male teachers and female teachers?
- (d) Are there statistical differences attributed to the type of education stage: primary and secondary?
- (e) Are there statistical differences attributed to the number of service years: less than 5 years, 5 years and more?
- (f) Are there statistical differences attributed to the educational qualification: diploma and high diploma?
- (g) Is there any statistical relationship between the level of teachers' professional burnout and their teaching performance?

2. THE SIGNIFICANCE OF THE STUDY

This study is concerned with a teacher who is seen as one of the most important practical and educational cornerstones in the field of teaching. The teacher plays the vital role in teaching his students and then in the nature of the outputs that are achieved yearly. Moreover, as far as we know, a school is viewed as a social atmosphere in which the educational process can be done and, in turn, it is one of the chief mechanisms that are used for social upbringing.

The significance of the study resides in the following points:

- (a) It deals with two essential dimensions: the level of professional burnout and that of teachers' performance. These two dimensions have been emphasized in the educational sector which is regarded as the most important

base on which the Jordanian community depends in terms of its scientific development and progress.

(b) Those, who are responsible for educational affairs, headmasters and education supervisors, can have a very good benefit from this study, so that they would have a good knowledge of teachers' factors of professional burnout, and they would exert great efforts to lessen or prevent the level of professional burnout.

(c) The study draws some sort of relationship between teachers' professional burnout and their teaching performance level in governmental and private schools, and proper educational plans have to be set forth to increase such a performance level.

3. AIMS OF THE STUDY

The study aims at:

(a) Specifying teachers' level of professional burnout in Jarash governmental and private schools.

(b) Knowing the relationship drawn between teachers' level of professional burnout and their teaching performance level.

(c) Unveiling the impacts of sex variables (male/female), the level of educational stage (primary/secondary), the type of educational institution (governmental /private), the number of service years, the educational qualification, the extent to which they are interacted with each other.

4. LIMITATIONS OF THE STUDY

The study is limited to cover only male and female teachers working in governmental schools in the municipality of Jarash for the academic year 2008/2009.

5. THE STUDY APPROACH AND STUDY TERMINOLOGY

The researcher adopts the analytic approach which attempts to describe the nature of phenomenon in question, dealing with the analysis of its nature, and the relation drawn between its components.

In this study, there are two major terms which are to be defined:

- (a) Professional Burnout

Different definitions have been proposed for this term by a number of scholars. These definitions are adopted by Mutwali (reference in Arabic, 2005); Timm and Peterson (1993); Zimbarcle and Weber (1994); and Woods and Britton (1958).

-Professional burnout occurs when professional individuals have allotted a lot of their time in work and then become exhausted.

-Professional burnout results from high levels of the professional stress from which professional individuals

have suffered so that they are less professionally satisfied.

-Professional burnout includes emotional and physical stress, and negative directions towards work, loss of customers' care, and negative concept of the self.

-Professional burnout is a condition of emotional stress, lack of personal qualification and the weakness of taking care of the human dimension of treatment. Employees suffer from professional burnout when working in the field of teaching, nursing, police, legal profession and medicines.

(b) Teaching Performance

Nasr (reference in Arabic, 2005) defines teaching performance as the teacher's achievement and practice under possible conditions regardless of taking a certain time and exerting efforts.

For Nasir', teaching performance is also whatever the teacher practices verbally or non-verbally to achieve promising educational goals during class time whereby natural circumstances can be carried out educationally.

(c) Statistical Styles

The researcher has used a set of statistical styles like calculation averages, percentages and *T*-test.

6. THEORETICAL FRAME

6.1 Professional Burnout

There are three concepts of the term "professional burnout" according to Arabic educational literature: "psychological stress", "emotional exhaustion" and "psychological burnout". Psychological stress refers to both body and psychological tiredness in which the human dimension of treatment and the dimension of the worker's qualification are totally neglected. On the other hand, emotional exhaustion is not concerned with the foregoing dimensions, because it focuses on consuming emotional and psychological energy. However, most of researchers adopt the term "professional burnout" keeping in mind that it is a tri-dimensional concept: "emotional stress", "lack of interest in the human dimension of professional treatment", and "personal qualification". In 1980s, researchers used the term "professional burnout" as a concept in their attempts to specify carefully the term 'burnout', particularly in the field of professional direction and work situations.

Throughout reviewing all of the studies that were conducted by Mutwali (reference in Arabic, 2005), it is possible to sum up the following points:

- Professional burnout represents the ultimate degree of historical and accumulated hardship.
- Professional burnout takes place only when certain individuals are perfectly looking towards their professional future, while hardship is a feature of those who suffer from simple motivation and then who feel lonely instead of professional burnout.

- Professional burnout can be found when individuals work in human professions that need a type of making contact with others, while hardship can be found in all types of work.
- Professional burnout causes demoralization, while hardship causes high stress.

6.2 Burnout Resources

Study findings, which are interested in checking up burnout resources, show that these resources can be classified into stress professional resources and personal and psychological resources.

6.2.1 Stress Professional Resources

Lack of social support: Social support (family, supervisors, colleagues) is considered one of the most important resources by which any individual can feel psychologically secure through his professional performance, particularly when he faces difficulties or threats and realizes that he cannot encounter them cf. Mutwali (reference in Arabic, 2005).

Zellars (1999) examines the effect of social support resources (institutional support, colleagues support) on professional burnout limits. The results show that institutional support positively with the individual's feeling of personal qualification, but negatively with emotional stress. Colleagues' support is related positively to the feeling of personal qualification; while it is related negatively to the human dimension others' interaction. Supervisors' support is not connected with any of the professional burnout limits.

Increase of work burdens: work burdens can be viewed as a negative aspect of life inside institutions. In order to know whether an institution is suffering from an increase in work burdens, it is possible to measure the amount of unfulfilled work Timm and Peterson (1993). It has been found that work burdens increase professional pressures on individuals. Individuals would feel that they are burdened with professional stresses, particularly when these burdens are timed so that they create a type of tension and worry to achieve required missions at a time. Moreover, they cannot specify any tasks with which they would begin Helms (1998).

Professional burnout causes an increase in qualitative and quantitative labour burdens. Those individuals who suffer from an increase in labour burdens cannot achieve actively their own work because of the shortage of basic skills.

6.2.2 Personal and Psychological Resources

Mutwali (reference in Arabic, 2005) clarifies that sex identity doesn't increase or decrease the likelihood that an individual may encounter professional burnout. However, it has been argued that professional burnout may happen to a special sex. It has been found that females suffering from professional burnout are more subjected to emotional stress than males, while males are more subjected to the

interest weakness in the human dimension of treatment. As for personal qualifications, females are more interested than males.

Individuals who are not so much aged are more subjected to professional burnout, because being old leads to an increase of professional experience and this provides individuals with a number of internal resources as to how to deal with hardship Mutwali (reference in Arabic, 2005).

6.3 Burnout Syndromes

Williams, Marcella (2007) sees that there is a group of syndromes which lead to professional burnout, including disappointment and less production. Al-khateeb (reference in Arabic 2007) talks about a set of different syndromes of professional burnout:

- Emotional and psychological syndromes: nervous and psychological exhaustion, self-dissatisfaction, weakness, tension, anger and tendency to justify and blame others.
- Exhaustion of body and psychological energy.
- Negative concept of the self

Williams, (2007) sees that there are steps to prevent and avoid professional burnout, such as:

- Body and psychological self-care.
- Flexibility, change and adaptation.
- Conversing principles and values.
- An open-mindedness of new situations and chances.

7. TEACHING PERFORMANCE

Recently, a teacher has not been considered as only a means of knowledge, doing his best to promote himself. He has to be innovative, practical in his profession, and an open-minded person accepting any new ideas. A successful teacher is one whose personality is guided by his own students in terms of his qualification and his active teaching performance. A teacher plays a vital role in the educational process. It is a teacher's duty under this huge development of educational systems to abandon from classical roles so as not to be an information container Bseiso and Abu-Bakr (reference in Arabic, 2006). Ismael (reference in Arabic, 1990) shows that a teacher's professional sufficiency is not only a simple term, but it is also a compound one that can be analyzed into two factors. Afanah and AL- Khazandar (reference in Arabic, 2004). Report that active teaching is a set of stimulants and instructions done deliberately by the teacher within school atmospheres, in order to reach satisfactory results in the field of teaching.

Teachers' preparation is a very complex process. That a teacher is successful in his work depends on the type of his own professional preparation and on the nature of professional circumstances encountered by the teacher. This would affect directly or indirectly his own level of teaching performance. Hamdan (reference in Arabic, 1999) sums up a number of active teaching inputs:

- The teacher: His body and psychological features, his professional qualifications, personal tendencies and hobbies.
- Students: Their body and psychological features, their qualifications and their social and economic features.
- Administratives: Their psychological, personal, social and economic features.

7.1 Previous Studies

The previous studies are divided into two categories:

7.1.1 Studies of Professional Burnout

Sayyid's study (reference in Arabic, 2006), for example, aimed at specifying the basic relationship between professional burnout and the level of professional culture acquired by teachers; above all the study aimed at preparing a training program based on professional burnout.

Al-Sayid conducts a type of test to check up professional culture and professional burnout. The study tools are applied to a single empirical sample composed of 30 teachers of three secondary schools. The study findings show that the suggested program was so active to increase the level of trainees' professional culture. The results also reveal that there is not any relationship between professional burnout and professional culture.

Studying the same sample from a different angle. Al-Autaibi (reference in Arabic, 2007) is concerned with knowing the extent to which professional burnout is found among workers of Kuwaiti civil sector. He discusses the relationship between professional burnout, the type of personality, and the desire of leaving the work. A sample of individuals (325) has been divided into (130) Kuwaiti male employees and (195) Kuwaiti female employees.

The study shows that four among ten employees are suffering from emotional stress.

The professional burnout is regarded as being the majority of the sample (81.5%) which is viewed as low in terms of the scale of losing personal and human behavior. A high percentage of the sample (44%) feels that personal achievement is dropping. Young individuals, who have a little work service, feel that their personal achievement is dropped in comparison with those old individuals who have a broad experience. Moreover, there are no statistical differences in the average of professional burnout according to Kuwaiti labour.

Siyng and others (2007) conduct a study aimed at finding a relationship between professional burnout and professional pressures among Chinese nurses. They report that professional burnout is a problem encountered by a lot of professionals, particularly nursing. The study sample consists of (595) nurses of three hospitals in China. The researchers make use of Maslash's list of professional burnout and a general survey procedure. After analyzing statistically the results and their validity, it has been found that decrease in educational level is

connected with decrease in professional qualifications. Young nurses have a high level of professional burnout. The study recommends that nurses' professional pressure has to lessen in order to decrease professional burnout.

Oncel, Selma's study (2007) aims at specifying levels of stress and professional burnout. The study is conducted in (35) public health clinics. The study sample consists of (325) midwives. The researcher makes use of Maslash's inventory of professional burnout and Mansouta's scale of work satisfaction. The results show that midwives have an average level of professional burnout and emotional stress, while personality cancellation is at a low level, but personal achievement is at a moderate level.

7.1.2 Studies of Teaching Performance

Al-kahlut (reference in Arabic, 2006) conducts a study aimed at discovering the extent to which school pressures and the level of performance are widespread. The study sample consists of (66) technology teachers of primary stages in Gaza (34 males and 32 females). To achieve the study aims, school pressures scale and questionnaire of performance notes are adopted. The study concludes that school pressures are widespread at the level of (55.9%). The school pressures are graded on a scale, the high value is the pressures of students' behavior, and the low value is the pressures of a relation to the headmaster.

Teachers' performance has a percentage of (77.9%) and the study does not find any relation between school pressures and teachers' performance.

Baeiso and Abu-Bakr (reference in Arabic, 2006) conduct a study aimed at discovering the reality of the teachers' performance and at suggesting some sort of development of teachers' performance at the primary stage. The researchers have used a descriptive-analytic approach to their study. The study sample consists of (30) male and female teachers. The results show that there is a lack of a teachers' performance out of the sample

informants. The researchers provide an impression which is based on activating teaching performance and an increasing teaching activity on the part of teachers.

7.2 Comments on Previous Studies

Having a look at the previous studies, we can sum up these important points:

- (a) The most important jobs of professional burnout are those which require a contact with the community individuals at all levels, especially nursing and teaching.
- (b) A relationship can be drawn between work-satisfaction and professional burnout though there is some kind of labour hardship.
- (c) Decrease in educational levels is related to professional qualifications, and there is a relationship between age and the level of professional burnout, because it is found that young workers have a high level of professional burnout.
- (d) Most of foreign and Arabic studies dealing with the concept of "professional burnout" adopt samples concentrating on schools headmasters and educational supervisors. They didn't focus on teachers who are very much subjected to professional burnout. In contrast, the current study sample consists of private and governmental teachers.

7.3 Study Procedures

(a) Study Setting

The study is based on both private and governmental school teachers of all stages in the municipality of Jarash for the academic year 2008/2009.

(b) Study Sample

7 different schools have been selected, and the sample consists of (116) male and female teachers. Table 1 shows how the study sample is distributed according to chosen schools

Table 1
The Study Sample Distribution According to Sex Variable

No	Name of school	Sex		Type of institution
		Male	Female	
1.	Jarash secondary school for boys	20	-	Governmental
2.	Jarash private secondary school	13	9	Private
3.	Raymon primary school for girls	-	10	Governmental
4.	Fatimah primary school	-	12	Governmental
5.	Al-Huda private primary school	-	17	Private
6.	Jarash primary school for boys	20	-	Governmental
7.	Soof primary school for boys	15	-	Governmental
	Total	68	48	116

(c) The Study Tools

8. MEASURE OF PROFESSIONAL BURNOUT LEVEL

The researcher adopts this measure according to other different measures used by other researchers to measure the level of professional burnout in different jobs, these measures are like (MBI), measure of psychological burnout Mutwali (reference in Arabic, 2005) and measure of occupational burnout Al-Sayyid (reference in Arabic,2006). The current measure is used to know the

level of teachers' professional burnout, which consists of (50) items, each of which refers to the situation in which a teacher's professional burnout is available. The examinee should put (x) in front of the option showing his own state on a five- degree scale: Very large, large, medium, small, and very small), the option (very large) indicating a high level of professional burnout gets (5) degrees, while the option (very small) refers to a lower level burnout when he gets (125 and more) out of (250) degree with (%50) and with ratio average (2.5).

Table 2
Distribution of Scale Items of Professional Burnout According to the Basic Dimensions

Item	Measure dimensions	No. of items	Average of weight	Item numbers
1.	The nature of labour and surrounding	13	26%	1-13
2.	School administration and supervisors	16	32%	14-29
3.	Colleagues	13	26%	30-40
4.	Personal and psychological sports	8	16%	43-50
	Total	50	100%	

8.1 The Validity of Measure

The content validity has been used, when the measure is judged by a number of experts on education and teaching methods, to validate the questionnaire items according to the behavioural accuracy of each item and to validate the extent under which each item has been subsumed. Moreover, amendments have been made by deleting or replacing some items. In the light of what experts has noticed and recommended, some items are changed to be (50) in their final version:

Table 3
Alfa Variables Scale Dimensions

Item	Scale dimensions	Alfa value
1.	The nature of labour and surrounding circumstances	0.78
2.	School administration and supervisors	0.94
3.	Colleagues	0.89
4.	Personal and psychological aspects	0.65
	Total	0.94

Table 3 shows that variables are very high, which

Table 4
Divisions of the Scale Items on the Basic Dimensions

Item	Scale dimensions	Sum. of items	Percentage	No. of items
1.	Professional domain and academic capacities	18	72%	1-18
2.	Class behavior	7	28%	19-25
	Total	25	100%	

The scale validity is verified by applying it to a sample of (30) teachers and then Alfa value is measured according to each scale dimension.

make it valid in this study.

8.2 Scale of Level of Teaching Performance (Conducted by the Researcher)

The present scale aims at knowing the level of teachers' performance on the school headmaster's part who is considered a supervisor in the school. The scale is composed of (32) items at first sight, and (25) items at last sight. Each item reflects the level of a teacher's teaching performance. In front of each item, there is a five-step scale (excellent, very good, medium, weak, fair). The headmaster is requested to put (x) in front of the suitable item. Therefore, the highest degree a teacher gets is (125) and the lowest degree is (25).

8.3 Scale Validity

The scale validity is that the scale is judged by a number of specialized experts in the field of teaching to check up its items according to their linguistic accuracy, to the extent that fits each item and to whether or not there is a need to modify (by adding or deleting) items.

The final version of the scale comprises (25) items divided on two dimensions as shown in Table 4:

Table 5
Alfa Values for Each Dimension

Item	Scale dimension	Alfa value
1.	Professional domain and academic capacities	0.97
2.	Class behaviour	0.89
	Total	0.97

Table 6
Level of the Study Instrument

Item	Scale dimension	Number of items	Average	Percentage
1.	The nature of labour and the surrounding circumstances	13	3.85	%76.9
2.	School administration and supervisors	16	2.83	%56.6
3.	Colleagues	13	2.65	%53
4.	Personal and psychological aspects	8	3.02	%60.4
	Total	50	3.06	%61.3

Table 6 shows that sample informants' professional burnout is high. Averages of scale are generally between 53%-76.9%. This means that the first hypothesis is not achieved since teachers' level of professional burnout is higher than the expected level (50%). This result reveals that there are certain causes behind teachers' professional burnout particularly in relation to the nature of labour and the surrounding circumstances which are embodied in how large the textbook is in comparison with the time allotted, embodied in its inappropriateness as far as students' capacities are concerned, and embodied in how many burdens a teacher can carry. This result is in

Statistical analysis of results: their discussion and interpretation.

(a) Results of the first hypothesis and its interpretation
 This hypothesis states that the level of Jarash teachers' professional burnout doesn't achieve a percentage of 50%. To verify this hypothesis, the calculation average was found for each dimension. Table (6) shows this truth.

agreement with the study conducted by Burk and Green glass (1996). Moreover, there are other causes related to the dimension of personal aspects, a teacher's influence of out of work problems, the number of his own family members in comparison with his own low wages.

(b) Results of the second hypothesis and its interpretation

This hypothesis states that no statistical differences can be found in the level of teachers' professional burnout because of gender variable: male/female. The verification of this hypothesis requires the use of calculation average and value deviation. Table 7 shows this truth.

Table 7
Values of Average Differences in Sample Informants' Professional Burnout (Male/Female)

Scale dimensions		Males=68		Females=48		Value (B)	Statistic level
1.	The nature of labour and surrounding	49.6	8.4	51	6.99	1.16	Zero
2.	School administration and supervisors	46.9	14.49	43	13.67	1.43	Zero
3.	Colleagues	34.8	10.5	34	10.35	0.37	Zero
4.	Personal and psychological aspects	24.5	37.5	32.7	6.89	0.69	Zero
	Total	155.4	29.3	151.7	29.3	155.4	Zero

Table 7 shows that values (B) are not statistic at the level of (0.05) so that this hypothesis is accepted. This result shows that the gender variable has not any effect on the level of teachers' professional burnout. This result is in agreement with the study conducted by Mutwali (reference in Arabic, 2007) that reports that no statistic differences in sex at the level of professional burnout. The reason is that there is a similarity in both males and females surrounding circumstances particularly in work.

This makes them respond alike according to labour circumstances, and this leads to lessen sex differences of professional burnout.

(c) Results of the third hypothesis and its interpretation

This hypothesis states that no statistic differences can be found in the level of teachers' professional burnout because of the variable of educational institution. The verification of this hypothesis requires the use of calculation average, standard deviation and other values.

Table 8
Value (T) of Average Differences in Sample Informants' Professional Burnout (Governmental /Private)

Item	Scale dimension	Governmental =72		Private =44		Value (T)	Statistic
1.	The nature of labour	50.5	7.16	49.2	8.89	0.886	Zero
2.	School administration and supervisors	43.9	13.3	47.4	15.5	10.27	Zero
3.	Colleagues	35.3	10.2	33	10.7	10.15	Zero
4.	Personal and psychological aspects	24.7	5.77	23.3	6.43	1.22	Zero
	Total	154.4	28.3	152.9	29.2	0.289	Zero

Table 8 shows that value (*T*) is not a statistic at the level of (0.05), so that this hypothesis is accepted. This result indicates that the variable of educational institution is independent, and it does not affect teachers' professional burnout. This was not dealt within the previous studies, because they do not deal with such a variable. However, Zellares' study (1999) is concerned with social effects among them the institution effects on professional burnout. This study results show that institute effects are related positively to personal efficiency and negatively to emotional stress. The researcher thinks that

the educational institutes (governmental and private) are similar in external circumstances: socially, economically and environmentally and in internal circumstances according to the nature of textbooks and students' parents.

(d) Results of the fourth hypothesis and its interpretation

This hypothesis states that no statistical differences can be found in the level of teachers' professional burnout attributed to the variable of the educational stage (primary and secondary). The verification of this hypothesis requires the use of calculation average and standard deviation.

Table 9
Values (*T*) of Average Differences in the Sample Informants' Professional Burnout

Item	Scale dimension	Primary =82		Secondary=34		Value (<i>T</i>)	Statistic values
1.	The nature of labour	49.9	8.21	50	6.99	0.044	Zero
2.	School administration and supervisors	44.6	13.8	46.7	15.3	0.713	Zero
3.	Colleagues	33.1	9.33	37.7	12.1	2.203	Valued 0.05
4.	Personal and psychological aspects	23.5	6.24	25.8	5.28	1.877	Zero
	Total	151.2	26.5	160.2	32.6	1.56	Zero

Table 9 shows that values (*T*) are statistic at the level of (0) or (0.05) in colleagues, while it is not statistic for other dimensions so that the hypothesis is accepted and not accepted for its rejection of colleagues dimension, because there are level differences between primary and secondary teachers. This result indicates that the variable of educational stage (primary or secondary) does not affect the level of professional burnout. This result is in agreement with the study conducted by Mutwali, reference in Arabic, 2005) which reports that colleagues are considered as being the strongest support in the society and stronger than that is resulted from the family, supervisors in its contribution to lessen professional burnout. The verification of this hypothesis requires the use of calculation average, standard deviation and other

values:

This result is attributed to the fact that colleagues in secondary stages play a vital role to affect each other in increasing or decreasing the level of professional burnout. So, secondary school teachers naturally have a higher level of professional burnout compared with those of primary schools. This is confirmed by the study conducted by Helms (1998) in which professional burnout resulted from increase in labour burdens.

(e) Results of the fifth hypothesis and its interpretation

This hypothesis states that there are no statistic differences at the level of teachers' professional burnout attributed to the service years (less than 5 years, more than 5 years). The verification of this hypothesis requires calculation average and standard deviation.

Table 10
Values (*T*) of Average Differences in Sample's Informants' Professional Burnout Scale Dimensions

Item	Scale dimensions	Less than 5 years		More than 5 years		Values (<i>T</i>)	Statistic values
1.	The nature of labour	51	7.35	49.1	8.22	1.297	Zero
2.	School administration and supervisors	43.3	13.3	46.9	14.8	1.381	Zero
3.	Colleagues	32.8	10.2	35.9	10.4	1.635	zero
4.	Personal and psychological aspects	23.6	5.99	24.6	6.1	0.952	zero
	Total	150.7	27	156.6	29.7	1.123	zero

Table 10 shows that values (*T*) are not statistic at the level of (0.05) so that the seventh hypothesis of the study is accepted. This result points out that the variable of service years has no any effect on the level of teachers' professional burnout. Teachers who have less than (5) service years are not different in their professional burnout from those who have more than (5) service years. The researcher thinks that both of these two groups are similar in their own professional burnout. Younger teachers who are of

the few service years feel that their personal fulfillment is lower than those who are of many service years and tend to be relaxed and waiting retirement. This is very much in compatible with the study conducted by Al-Utaibi (reference in Arabic, 2007) which is different from the study conducted by Mutwali, reference in Arabic, 2005) whose results state that younger individuals are very much more subjected to the professional burnout than older ones, because old age leads to increase professional experiences.

(e) Results of the sixth hypothesis and its interpretation
 This hypothesis states that there are no statistical differences in the level of teachers' professional burnout

attributed to the variable of educational qualifications. To verify this hypothesis, it requires the use of calculation average and standard deviation.

Table 11
Values (T) of Average Differences in Samples' Informants Professional Burnout

Item	Scale dimensions	University		Master		Values (T)	Statistic values
1.	The nature of labour	51.1	6.71	49.8	8.04	0.596	Zero
2.	School administration	46.6	15.6	45	14	0.44	zero
3.	Colleagues	32.1	9.8	34.9	10.5	1.004	zero
4.	Personal and psychological aspects	22.4	4.64	24.5	6.22	1.329	zero
	Total	152.2	25.5	154.1	29.1	0.261	zero

Table 11 shows that values (T) are not statistic at the level of (0.05) so that the hypothesis is accepted. This result indicates that the variable of educational qualifications has no any effect on teachers' professional burnout. This result is similar to the study conducted by Al-Utaibi (reference in Arabic, 2007) and the study conducted by Sayyid (reference in Arabic, 2006) which both show that there are no statistic differences in averages of professional burnout attributed to the academic level. But, it is not in agreement with the study conducted by Mutwal (reference in Arabic, 2005) that shows highly qualified individuals are more subjected to professional burnout than those of low qualifications. This result is due to the fact that there may be other variables than the variable of educational qualifications which play a vital role to increase or decrease the level of professional burnout, particularly in the case that the differences among the two groups may be nil after university teachers are encouraged to pursue their academic study or to involve themselves in educational workshops or courses to raise their academic and educational level of teaching performance.

Results of the seventh hypothesis and its interpretation
 This hypothesis states that there is no statistical relationship between the level of professional burnout and the level of teachers' performance. To verify this hypothesis, it requires the use of Peterson's scale whose value is (-0.07). This means that there is no statistical relation so that this hypothesis is accepted. This result shows that, in spite of the high level of teachers' professional burnout, their teaching performance is not affected. This is attributed to the fact that there is a system of monitoring teachers administratively. Most of the teachers consider themselves professional recruits, working hard without any effects of other factors. This means that teachers are working hard to achieve the goals of educational institutions. This result agrees with the study conducted by Want man (1992). The most important properties of those individuals who are subjected to professional burnout are: commitment and hardworking. This result makes it difficult to predict which variable is. Teachers' level of teaching performance is not affected

by increasing or decreasing the level of professional burnout.

RECOMMENDATIONS

- (a) Setting forth preventative plans to lessen professional burnout.
- (b) Training headmasters and developing their capacities to know professional burnout syndromes of teachers.
- (c) Conducting some survey studies to know the circumstances that make teachers feel professional burnout.
- (d) Arousing the headmasters' interest in drawing a good social relationship among teachers, and prompting them to use certain techniques to familiarize those who are suffering from social isolation.

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