
Coping Strategies for Burnout among middle school Female teachers

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Abstract:

The current study aims to reveal the level of Burnout among middle school female teachers, discovering the coping strategies most used by theme, as well as detecting whether there are differences in the level of burnout among theme due to the Length of employment. To achieve these aims, researchers used the analytical descriptive and the differentiated descriptive methodology, applied Maslach s' Burnout Scale (MBI) and Andler & Parker Stressful Coping Strategies Scale (CISS) to a sample of middle school female teachers in the city of Ain Touta, whose ages ranged between 24 and 50 years. The data have been analyzed statistically by the spreadsheet program Excel, and the Statistical Package for Social Sciences (SPSS). The analyses reveal that there is a medium Burnout level among middle school female-teachers. It also revealed that problem-focused coping strategies are the most used by middle school teachers, followed by the emotion strategy and then the avoidance strategy and there are not statistically significant differences in Burnout level among middle school female-teachers due to Length of employment.

Keywords:

Burnout; Coping strategies; Solving problem; Middle school; female-teachers.

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Introduction:

In the last decades of the 20th century, our country experienced profound economic, social, cultural and political transformations, which resulted in women leaving to seek knowledge and then to work in various fields, including education. This field in which women entered and took the lead in it strongly; due to the suitability of this work to their nature. In addition to the abilities, skills and patience that God has bestowed upon them. Woman's work in this area has many personal and social advantages; Such as increasing the monthly income of her family and the feeling that she is an effective and valuable member by her contribution to raising generations, and from there building and developing society. This provides her with a sense of independence and personal achievement. However, education like other professional fields has its negatives as well as its positives. It is considered as an area where one finds himself exposed to psychological pressure and this was confirmed by the study of Sonia Bland Ford in 1988, that the educational field at its various levels is one of the fields causing psychological stress. (دايلي، 2013، ص7). According to Rudow (1999), 30% of European teachers show symptoms of burnout. In a comparative study of Deheus and Dieckstra (1999) it was precisely demonstrated that The degree of Burnout among teachers is high and strong compared to other social professions. (معروف، 2013، 7).

During the female teacher's performance of her educational tasks in this profession, especially in the middle school stage, she encounters many difficulties and obstacles, such as the large number of written work such as preparing and correcting assignments, tests, brochures, monitoring homework, and the hourly volume which may reach 27 hours per week. Increasing the number of students, which sometimes surpasses 40 students in a single class. This makes it very difficult to control them, in addition to accompanying work at home; because her work doesn't end in the classroom. Not to mention the pressure of the administration and supervisors (inspectors), and the hostile social view of her after the media distorted the teacher's image through articles, films, and plays etc., in addition to the traditional household tasks. All these pressures may negatively affect female teachers and make them face difficulty in reconciling their family responsibilities towards their children, husbands and work. So they didn't feel comfortable and if these pressures continue, they may lead to negative effects on them in terms of physical and psychological health as well as social; Such as boredom, loss of interest, withdrawal, physical fatigue and psychological exhaustion, and these what lead to burnout.

Burnout, as defined by Maslach and Jackson (1981) is a syndrome of emotional exhaustion and cynicism that frequently occurs among individuals who perform some kind of "human services" (Maslach & Jackson, 1981:99). That means Burnout appears as a result of exposure to constant psychological and functional pressures, targeting mainly individuals working in humanitarian professions based on helping others (طوبال & بحري، 2023، 525), of which teaching is one.

Some previous studies (Carver, 1997; Compas et al, 2001; Angel et al, 2002) indicate that a teacher who falls victim to burnout has two options: either he becomes exhausted in his work and be unable to continue giving, or to leave the teaching profession and go to another profession while retaining the job only. (الحاتمي، 2014، 3). In an opinion poll conducted by the American National Education Association (NEA) in 1982, only 21.8% of teachers indicated that "if They had a chance to go back to school and start over; they would surely become teachers" (Dworkin, 1987:7). In another survey of the same association in 1983, 50% of teachers admitted that they would not choose the teaching profession if they went back to school years again. Another study conducted by Mansouri Mustafa (2010) on a sample of Algerian society in the west of the country, 55,31% of teachers wished they had pursued a

profession other than teaching, this is because of the high pressures they are exposed to daily and constantly (2-1 :2013، معروف). In a study conducted by Dawani et al (1989) to determine the level of burnout among public school teachers in Arab world, the study concluded that the Jordanian teacher suffers from Burnout to a moderate degree and also indicated that there are important differences in the stress dimension due to gender. It was found that female teachers showed a higher level of Burnout than males. (الوالبلي، 1995: 22-23).

In the face of all that is happening, one must not remain passive towards these pressures and difficult situations. Rather, he strives in an attempt to restore his balance in order to achieve his adaptation to himself and his surroundings. Al-Tariri defined the processes by which the individual faces stressful situations in two basic forms:

The first form: is represented in the process of adapting to the stressful situation (Adaptation), which is routine operations and procedures that the individual intends to practice, and these operations are usually automatic, repetitive and a fixed method practiced by the individual in such situations.

The second form: is the coping process, which is actions taken by the individual in order to solve the problem facing him, and then return to the normal emotional situation, and these actions are usually the result of the process of the individual's evaluation of the situation he is going through rather than being a fixed characteristic. or routine procedures (الطريري، 1994: 102). In this regard, Lazarus says: (Individuals are not merely victims of stress, but how they estimate stressful events, and how they evaluate the sources of their abilities to deal with those events, determine the quality of the stressful element and the nature of tension (مريم، 2007: 148).

One doesn't stand idly by in the face of any pressure that strains him, or threatens the course of his life. Because maintaining the human psyche and its balance is an innate instinct, enjoyed by the human being, and accordingly, female teachers face these pressures that may cause them Burnout, trying to deal with and adapting to it, mitigating its effects or solving it, so they use different strategies and methods (الحاتمي، 2014: 4) known as coping strategies.

Coping strategies as defined by Wolman (1972) are a set of means that facilitate adaptation to the environment and its stressful situations in order to achieve one or some goals (معروف، 2014، ص34). The credit for developing the concept of coping is attributed to Lazarus (1984), who defined it as the efforts made by the individual to solve problems and to cope the psychological pressures that confront him. Lazarus & Folkman (1984) states that coping refers to the intellectual, mental and behavioral efforts to control/or reduce or tolerate internal or external demands that result from a stressful situation and coping includes two processes:

1. Direct action (problem-focused coping): It means the realistic behavior that aims to change the individual's relationship with his environment, and it can take several forms, including: preparing for the situation, steadfastness, or avoidance.
2. Mitigation (Emotion-focused coping): It is intended to control the emotions resulting from the problem and reduce its psychological effects. Lazarus distinguishes between two groups of coping methods focused on emotion:
 - 2.1. Methods of coping with physiological symptoms, which include individuals resorting to some sedatives, analgesics and relaxation methods.
 - 2.2. Internal psychological methods: such as defensive tricks (العززي، 2004: 21).

Researchers were interested in the phenomenon of Burnout among teachers and conducted many studies. It can be noted that these studies are going in three directions: the first one is concerned with studying the relationship between burnout and teacher personality,

the second is concerned with the relationship between burnout and coping strategies and the third is concerned with studying the relationship between these three variables: Burnout, Coping strategies and teacher personality. It should be noted that most of these studies - to the knowledge of the researchers - dealt with Burnout among teachers in general and in some studies on secondary school teachers, so it did not give importance to study this subject among middle school teachers and female teachers in particular. Hence, the problem of this study, emerged from the importance of this topic for one of the two researchers, from her sense of some teachers suffering in middle school stage. Where she noticed - through her experience of the reality of the lives of middle school teachers - the complaint of exhaustion, extreme fatigue and increasing workloads, and dull feelings such as treating colleagues and students with coldness, withdrawal, feeling a low level of achievement, and wasting their energies in vain.

From this standpoint, this study came to answer the following questions:

1. What is the level of Burnout among middle school female teachers?
2. What are the coping strategies most used by middle school female teachers?
3. Are there differences in Burnout among middle school female teachers according to Length of employment?

1. Study hypotheses:

1. There is a high level of burnout among middle school female teachers.
2. Problem-solving strategies are the most frequently used by middle school female teachers.
3. There are statistically significant differences in Burnout among middle school female teachers according to Length of employment.

2. The importance of the study:

The importance of the present study is due to

1. The increasing phenomenon of Burnout among middle-school female teachers, which, within the limits of the researchers' knowledge, is offset by the shortage and even the scarcity of studies that address this phenomenon and strategies for confronting it among middle school female teachers; Which necessitates conducting this study.
2. The prevalence of fatigue, exhaustion, sick leaves, chronic diseases such as diabetes, blood pressure and thyroid disorders among middle school female teachers .In addition to lack of motivation for achievement such as withdrawal, refusal to participate in scientific and cultural activities held in the institution, intentionally arriving late to class and constant talk about retirement.
3. The growing need for objective assessment of middle school female teachers suffering from Burnout.

3. Aims of the Study:

1. Investigating the coping strategies for Burnout most used by middle school teachers and finding the most appropriate strategy.
2. Discovering the burnout level among middle school female teachers according to Maslach s' Burnout Scale (MBI).
3. Recognizing the differences in burnout levels among middle school female teachers according to Length of employment..
4. Attempting to come up with scientific results through the field study, and providing suggestions that might contribute to enriching practical solutions to Burnout.
5. Draw the attention of officials, directors and inspectors in National Education Ministry to middle school female teachers situation and the pressures they facing, in order to

help them overcome. That may contribute to reducing their combustion and thus improving their performance, returns and interactions, which reflects positively on the educational process as a whole, and leads to a more productive and healthy learning environment for them and for pupils.

4. Terminology:

4.1. Burnout :

It is the total score intended for the middle school female teachers to obtain (36 degrees or more) on the total dimensions of the Maslach inventory of Burnout (MBI).

4.2. Coping Strategies :

It is the total score intended for the middle school female teachers to obtain on the total dimensions of the Coping Strategies inventory (CISS).

4.3. Middle school teacher:

Is the teacher who teaches at the middle school stage, which is an educational stage between the primary and secondary stage.

5. Methodology:

5.1. Participants:

Data were collected from a non-probability sample 53 female teachers in government middle schools from various disciplines in Ain Touta city. The sample Characteristics are described in Table 1.

Table 01: Description of the sample (N=53)

Variables		N	%
Age	24-30	17	32.07
	31-40	19	35.84
	41-50	17	32.07
Workplace	Sioud Ali	12	22.64
	Ali Boukhalifa	18	33.96
	Ahmed Benkrama	08	15.09
	Mchetti Saleh	15	28.30
Length of employment	0-5 years	14	26.41
	6-10 years	14	26.41
	11-15 years	10	15.09
	16-20 years	08	18.86
	More than 20 years	07	13.20

Source: Prepared by researchers based on SPSS.V22 outputs.

5.2. Measures:

5.2.1. The Maslach Burnout Inventory (MBI):

This inventory was used in the current study due to its effectiveness in measuring Burnout and this is in light of what was proven by many foreign studies, including the study of Randall (1993), Shaalvik & Shaalvik (2010) and Tanner (2011). It has been translated into Arabic and used in many studies, we mention the following studies: Al-Wabli (1995), Al-Dhafri and Al-Qaryouti (2010), Maarouf (2013), Al-Salaxhi (2013), and Abufrah (2016).

The Maslach Burnout Inventory contains 22 items, divided into three sub-scales that constitute the dimensions of Burnout, which are emotional exhaustion, depersonalisation and personal accomplishment.

The items relate to the individual's feeling about her profession; Where the examinee is asked to respond twice for each item: once on the frequency of the feeling, and the other on the intensity of the feeling. The options available to answer each item are on a graded scale from (0 to 6 points).

Middle school female teachers can be classified on the basis of their scores of burnout into high, medium and low as follows: scores (0-33) low level, scores (36-63) medium level, scores (66 or more) high level.

Psychometric properties of this inventory were described in Table2 and Table3.

- **Reliability:**

Table 02: Reliability of the Maslach Burnout Inventory (MBI):

Number of items	Cronbach's alpha coefficient value
22	0.861

Source: Prepared by researchers based on SPSS.V22 outputs.

- **Validity:**

Table 03: Validity of the Maslach Burnout Inventory (MBI):

Dimensions	Pearson correlation coefficient	The level of statistical significance
emotional exhaustion	0.856**	P <0.01
depersonalisation	0.649*	P <0.05
personal accomplishment	0.682**	P <0.01

Source: Prepared by researchers based on SPSS.V22 outputs.

5.2.2. Andler and Parker's Coping Inventory for Stressful Situation (CISS):

The current study used the version translated and codified by Faisal Farahi, Khadija Kabdani, Malika Koueidari and Zahra Shaaban (2006). It was used in many Algerian studies and theses; such as Aris (2017); Maarouf (2013); Samani (2012).

This inventory includes 48 items, distributed evenly along three dimensions: 16 items reflect problem solving, 16 items reflect Emotion and 16 items reflect Avoidance. Each item is scored on a gradual scale (1 – 5). Psychometric properties of (CISS) were described in Table4 and Table5.

- **Reliability:**

Table 4: Reliability of Andler and Parker's Coping Inventory for Stressful Situation (CISS):

Number of items	Cronbach's alpha coefficient value
48	0.920

Source: Prepared by researchers based on SPSS.V22 outputs.

• **Validity:**

Table 5: Validity of Andler and Parker's Coping Inventory for Stressful Situation (CISS):

Dimensions	Pearson correlation coefficient	The level of statistical significance
problem solving	0.803**	P <0.01
Emotion	0.860**	P <0. 01
Avoidance	0.772**	P <0.01

Source: Prepared by researchers based on SPSS.V22 outputs.

The data have been analyzed statistically by the spreadsheet program Excel and the 22nd version of Statistical Package for Social Sciences (SPSS).

6. Results:

6.1. Results of the first hypothesis:

Table 06: The arithmetic mean and standard deviation of the responses of the participants on

Burnout dimensions scale arranged in descending order.

Dimensions of Burnout	SMA	Standard deviation	Level by SMA	Ranking
Lack of sense of accomplishment	34.47	12.350	High	1
Emotional exhaustion	10.47	7.824	Low	2
Depersonalisation	6.96	7.689	Medium	3

Source: Prepared by researchers based on SPSS.V22 outputs.

It is clear from Table (6) that the dimension “Lack of sense of accomplishment” is prevalent among middle school female teachers. Where the arithmetic mean was (34.47) with a standard deviation (12.350); followed by “Emotional exhaustion” with an arithmetic mean (10.47) and a standard deviation (7.824), and finally The dimension of Depersonalisation with a mean (6.96) and a standard deviation (7.689).

Table 07: The arithmetic mean and the standard deviation of the responses of middle school female teachers on the total score of the Burnout inventory.

Number of middle school female teachers	SMA	Standard deviation
53	52.25	22.172

Source: Prepared by researchers based on SPSS.V22 outputs.

As showing in Table (07) the arithmetic mean of the responses of the sample on the scale as a whole was (52.25), with a standard deviation of (22.172).

Table 8: Levels of Burnout among middle school female teachers according to their responses on the Burnout scale

Levels	High	Medium	Low
Category	66 or more	36-63	0-33
Repetitions	19	22	12
Percentage	35.84 %	41.50 %	22.64 %

Source: Prepared by researchers based on SPSS.V22 outputs.

As shown in Table 8 that the responses of participants on the Burnout inventory are mostly in the medium level, where their percentage represented (41.50%) of the total responses, followed by the high level percentage which reached (35.84%), while the low level represents the percentage of (22.64%).

6.2. Results of the second hypothesis:

Table 9: SMA and standard deviation of the responses of middle school female teachers on the dimensions of coping strategies.

Coping strategies	SMA	Standard deviation	Ranking by SMA
Problem solving	60.45	8.395	1
Emotion	53.85	9.910	2
Avoidance	46.26	8.634	3

Source: Prepared by researchers based on SPSS.V22 outputs.

It is clear from Table (9) that the problem-solving strategy is prevalent among middle school female teachers, where the arithmetic mean (SMA) was (60.45) with a standard deviation (8.395), followed by the dimension of Emotion with SMA (53.85) and a standard deviation (9.910) and finally, the dimension of Avoidance with SMA (46.26) and a standard deviation (8.634).

Table 10: The value of the correlation coefficient between burnout and coping strategies inventories.

CISS dim \ MBI dim		Emotional exhaustion	Depersona	Lack of s. accompli	MBI Inventory
Problem solving	Pears coeff	-0.433**	-0.470**	-0.450**	-0.556**
	Sig level	0.001	0.00	0.001	0.000
Emotions	Pears coeff	0.280*	0.017	0.038	0.171
	Sig level	0.042	Not a sign	Not a sign	Not a sign
Avoidance	Pears coeff	-0.188	0.38	-0.300*	-0.195
	Sig level	Not a sign	Not a sign	0.029	Not a sign
CISS Inventory	Pears coeff	-0.144	-0.200	-0.346	-0.269
	Sig level	Not a sign	Not a sign	0.011	Not a sign

Source: Prepared by researchers based on SPSS.V22 outputs.

As shown in Table (10) that there is an inverse correlation between the problem-solving dimension and all dimensions of burnout. The value of the correlation coefficient with the emotional stress dimension was (-0.433**), with the depersonalization dimension (-0.470**) and with the lack of sense of accomplishment dimension was (-0.450*). The table also shows that there is an inverse correlation between the problem-solving dimension and the overall measure of Burnout. The correlation coefficient value reached (-0.556**), which is statistically significant at the significance level (0.05).

The same table indicates that there is a positive correlation between Emotions and Emotional exhaustion. The value of the correlation coefficient was (0.280*), which is statistically significant at the significance level (0.05). It also indicates that there is an inverse correlation between avoidance and lack of a sense of accomplishment. The value of the correlation coefficient reached (0.300*), which is statistically significant at the significance level (0.05). The same table indicates that there is an inverse correlation between the total measure of coping strategies and the lack of sense of accomplishment dimension. The value of the correlation coefficient reached (-0.346*), which is statistically significant at the significance level (0.05).

6.3. Results of the third hypothesis:

Table 11: The arithmetic mean and the standard deviation of the responses of the sample members on the total score of the Burnout scale according to the variable Length of employment.

Length of employment	N	SMA	standard deviation
less than 5 years	14	44.43	20.041
From 6 to 10 years	14	55.57	19.378
From 11 to 15 years	10	61.10	29.606
From 16 to 20 years	8	51.50	20.826
More than 20 years	7	49.43	21.141

Source: Prepared by researchers based on SPSS.V22 outputs.

It is evident from Table (11) that there is a difference in the arithmetic averages of the responses of the sample members on the Burnout scale according to Length of employment. It was found that the highest arithmetic mean was for the category with Length of employment between 11 to 15 years, with an arithmetic mean of (61.10), followed by the category with Length of employment between 06 and 10 years with an arithmetic mean equal to (55.57). The category with Length of employment between 16 and 20 years with an arithmetic mean value reached (51.50), then the category with Length of employment more than 20 years, with an arithmetic mean of (49.43). The last category was that with Length of employment less than 5 years, with an arithmetic mean reached (44.43).

Table 12: “F”-test indicate the differences in the Burnout scale according to the years of work.

Variables (contrast source)		Sum of squares	Degree of freedom	Mean squares	“F”-value	Indication level
Burnout	Between groups	1854.340	4	463.585	0.939	0.450
	Out of groups	23709.471	48	493.947		
	Total summation	25563.811	52			

Source: Prepared by researchers based on SPSS.V22 outputs.

Through the results of Table (12), we note that the calculated “F” value reached (0.939) at the significance level (0.450), which is greater than (0.05), which means that there are no statistically significant differences in Burnout according to the variable of Length of employment.

. Summary of the study results:

1. The general level of Burnout among middle school female teachers is medium.
2. Problem-solving dimension is prevalent among middle school female teachers.
3. There is an inverse correlation between the problem-solving dimension and all dimensions of burnout.
4. There is an inverse correlation between the problem-solving dimension and the overall measure of Burnout.
5. There is a positive correlation between Emotions and Emotional exhaustion.
6. There is an inverse correlation between the total measure of coping strategies and the lack of sense of accomplishment dimension.
7. There are no statistically significant differences in Burnout among middle school female teachers according to Length of employment.

7. Discussion

7.1. Discussing the result of the first hypothesis:

By presenting the result of the first hypothesis, which states that middle school female teachers suffer a high level of Burnout. It was concluded that the responses of the sample on Burnout inventory are mostly in the medium level and thus the researchers conclude that the Burnout level among middle school female teachers is generally medium; so female teachers do not suffer high level of Burnout. This result is consistent with the findings of Al-Wabli (1995), Al-Salakh (2013) and Al-Hatemi (2014). On the other hand, these result differs from the findings of other studies (Al-Dhafri & Al-Qaryouti, 2010; Al-Azzawi & Yahya, 2007; Saray, 2012; Rizkallah, 2015).

Referring to the theoretical framework, Burnout arises as a result of the interaction between the work environment characteristics, such as power, workload, rewards, communications and fairness... and personal variables such as personality traits and characteristics, demographic variables such as age, gender and social status. The employee's realism, expectations and level of ambition also play a role in Burnout.

We note through the sample responses on the Burnout inventory, that the lack of sense of achievement - as a self-assessment dimension in Burnout - is prevalent among middle school female teachers. The arithmetic mean reached (34.47), which is

considered a high level according to the classification of the dimensions of the Maslach Burnout inventory. This response indicates that middle school female teachers evaluate themselves in a negative way, and they feel dissatisfied with their achievements and they loss self-confidence. This may be due to the work environment, according to what Leiter (1988) believes that the lack of a sense of accomplishment occurs as a result of a weak organizational environment. He also confirms that the lack of a sense of accomplishment leads to results different from the results of the two other dimensions of burnout, and it develops independently of emotional pressures, which has already been found in the current study.

As for Emotional exhaustion dimension, which is the central dimension in Burnout; according to the responses of the sample members, it is considered a low level according to the dimensions of the Maslach inventory, with an arithmetic mean of (10.47). This means on the positive side despite the difficult circumstances and the professional and social pressures surrounding female teachers. However, they didn't reach a high degree of stress, and this may be due to their unresponsiveness and not giving up to those circumstances and pressures and their ability to overcome them, or because of Length of employment, as well as personal characteristics, or because they used effective coping strategies as Leiter hypothesized.

With regard to the dimension of Depersonalisation, according to the responses of the sample members, the level of this dimension was medium according to the classification of the Maslach inventory dimensions, with an arithmetic mean of (6.96). These responses mean that the teachers' feelings towards their students and their colleagues in school have a kind of negativity, and this It may be due to poor relations at work, or due to the behavior of students in middle school Institutions, or due to the circumstances and pressures that female teachers are exposed to. This may be explained by Cherniss (1980) that the worker takes a defensive position (coping) while confrontation with work pressures, by isolating himself psychologically from the work environment, becoming lukewarm and pessimistic, with the aim of overcoming exhaustion.

7.2. Discussing the results of the second hypothesis:

By presenting the results of the second hypothesis, which states that the problem-solving coping strategies are the most used by middle school female teachers. Actually, it was found that the problem-focused coping strategies are the most used by middle school female teachers.

When comparing the result of this study with the results of previous studies, we find that it agrees with some studies (Kebbi & Al-Hroub, 2018; Bayraktar & Yilmaz, 2016; Al-Hatemi, 2014; Marazaqa, 2009). On the other hand, these result differs from some studies (Skaalvik & Skaalvik, 2015; Aris, 2017; Ait Hammouda, 2006).

We note by arranging the responses of the study sample on the coping strategies inventory that the problem-solving dimension is prevalent among middle school female teachers , where the arithmetic mean was (60.45), followed by the emotion dimension with an arithmetic mean of (53.85), and finally the dimension of avoidance with an arithmetic mean of (46.26). Thus, we can say that middle school female teachers used the problem-solving strategies, which is considered as a positive strategy to cope the professional problems surrounding them. Perhaps the female teachers' use of problem-solving coping strategies is due to their awareness of their effectiveness in facing pressures, reducing them or adapting to them; this is necessary and positive in teaching profession for the educational process to run effectively, so that female teachers perform their professional duties with the highest possible efficiency. Where

teachers face great problems and challenges, whether related to managing and running the class and controlling the behavior of students, or related to problems with the administrative staff and colleagues at work. All these difficulties and obstacles must be focused on, standing up to them, confronting them and coping them with effective methods and strategies, instead of avoiding or being irritated that do not work. In this context, El-Shennawy & Abdel-Rahman (Ait Hammouda, 2006) see that solving a problem is a process by which a person tries to get out of a predicament or a stressful situation. To change the situation by setting action plans and acting to find solutions to change the situation in proportion to the health of the individual. It is a type of behavior governed by rules, in which people bring up their previous knowledge, so it is a deliberate effort aimed to change the situation by setting action plans and acting to find solutions in order to change the situation in proportion to the individual health.

The existence of a negative correlation between the problem-solving dimension and the overall measure of Burnout, as well as all its dimensions, indicates that the problem-solving strategy is effective in confronting Burnout in all its dimensions. However, this is not within everyone's reach. The results revealed an inverse correlation between the total measure of coping strategies and the lack of sense of accomplishment, which indicates the effectiveness of all strategies in confronting lack of sense of accomplishment, which is considered - from the results - the dominant dimension among female teachers. Their use of coping strategies will often reduce their sense of lack of achievement. This is consistent with Leiter's assumption that experiencing control has a positive relationship with personal accomplishment (i.e., a negative relationship with a lack of sense of accomplishment). The presence of a negative correlation between the lack of a sense of accomplishment and Avoidance indicates that female teachers rely on the avoidance strategy to confront the lack of a sense of accomplishment, because it is more effective in the short term and when the situation is uncontrollable. This is consistent with Christensen (2004) that avoidance strategies are most effective only in the short term and when the situation is no longer in control.

7.3. Discussing the results of the third hypothesis:

By presenting the results of the third hypothesis, which states that there are statistically significant differences in Burnout among middle school female teachers according to Length of employment. It was found that there are differences in the arithmetic mean the sample members responses on Burnout inventory, according to Length of employment. It has been reached that the highest arithmetic mean was for the category, with Length of employment between 11 and 15 years, which was (61.10), followed by the category between 06 and 10 years, with an arithmetic mean (55.57). The third one is the category between 16 and 20 years, with an the arithmetic mean (51.50), then the category with Length of employment of more than 20 years, with an the arithmetic mean (49.43). The last category was with Length of employment less than 5 years, whose arithmetic mean reached (44.43). The calculated "P" value amounted to (0.939), at the significance level (0.450), which is greater than (0.05). That means there are no statistically significant differences in Burnout due to the variable of Length of employment.

The result of this study agreed with the findings of some studies (Al-Dhafri & Al-Qaryouti, 2010; Maarouf, 2013; Al-Azzawi & Yahya, 2007), and differ for the findings of some studies (Al-Salakhi, 2013; Al-Wabli, 1995).

The absence of differences in Burnout due to Length of employment in this study can be explained by the fact that all female teachers work in a common work

environment and are equal in terms of workloads and job requirements; such as the number of working hours and teaching duties. Therefore, they are subject to the same work pressures, and are subject to the same laws, rewards and bonuses for all categories, and the salary does not differ according to the number of years of work except by a small percentage. In addition to the closeness in the academic level between the female teachers. It is worth noting that male and female teachers in middle school are currently all holders of a bachelor's degree. Even the teachers who had previously graduated from educational technological institutes, were subjected by the Ministry of National Education in the last years to training and then testing to obtain a certificate equivalent to the bachelor's degree, which contributed to improving their educational level, and resulted in the classification adjustment. So, that all employees at the same educational level are subjected to a unified classification, and this is what led to raising the base wage for these teachers and their equality with their colleagues, and to harmony and homogeneity among them. Also, returning to study seats during the training period gave teachers the opportunity to get out of the daily routine and from the cycle of professional, family and social pressures to which they are exposed, Which led to renewal of their activity and the improvement of their level; thus reaching psychological comfort. This is consistent with what Freudenberger (1977) suggested that schools should focus on training programs and consider them as part of the educational process (Al-Mahdawi, 2002: 22), and with what was recommended by Maslach and Leiter about the importance of engaging in self-development activities, i.e. developing the skills and abilities of the worker In order to overcome Burnout . (Leiter & Maslach, 2005:41)

7.4. General discussion:

The current study sought to achieve a set of objectives, the first being to know the level of Burnout among middle school female teachers. The results indicated that the general level of Burnout among middle school female teachers is medium. It then sought to identify the coping strategy most used by middle school female teachers and the results indicated that the problem-focused coping strategy is the most used by them, followed by the emotion strategy and then the avoidance strategy. With regard to the third aim, it was related to knowing whether there are differences in the level of Burnout among middle school female teachers due to Length of employment. The results indicated that there are no differences in Burnout due to Length of employment.

We conclude from the foregoing, that although the middle school female teachers suffer from a medium level of Burnout; they suffer a high level of feeling of lack of achievement; which indicates a lack of self-confidence, negative self-evaluation and a feeling of dissatisfaction with achievement, which may be a result of the poor organizational environment. Although this category suffers from a low level of emotional exhaustion, which is a positive indication of good compatibility with workloads, requirements and not reaching the stage of complete stress. However, we find that the female teachers have a medium level of Depersonalisation. This indicates negative feelings towards others, because of bad relations with them or because of the pressures they are exposed to.

Based on the foregoing results of the current study. It is also clear that the coping strategies: problem-solvind have an effective role in preventing Burnout, or reducing its severity, as evidenced by the existence of a negative correlation between this strategy and Burnout inventory and with all its dimensions. This confirms The

effectiveness of this strategy to cope Burnout. Hence, it can be said that the use of this type of strategy is what contributed to reducing the level of Burnout and its effects on female teachers and thus preserving their psychological and physical health.

This study also revealed that there are no differences in Burnout between middle school female teachers according to Length of employment. Due to the fact that the middle school female teachers work in a common and equal work environment, in terms of burdens and requirements, and therefore they are subjected to the same pressures, so the Length of employment factor did not affect the incidence of Burnout among this category.

Although only one hypothesis was achieved in this study, which states that the problem-focused coping strategies are the most used by middle school female teachers, and the rest of the hypotheses have not been achieved, but it is possible to rely on these results, which agree with the results of some studies and differ with others. This can be attributed to the influence of some factors such as the difference in the sample and its heterogeneity, as well as the difference in the environment.

8. Conclusion:

The current research attempts to study and explore the level of Burnout among middle school female teachers, discovering the coping strategies most used by them as well as detecting whether there are differences in the level of Burnout among them due to the Length of employment. The current study showed the following:

- There is a medium level of Burnout among middle school female teachers.
- The dominant coping strategy among middle school female teachers is the problem-solving strategy.
- There are no differences in Burnout among middle school female teachers according to Length of employment.

In light of the current study results, we suggest the following:

- Organizing training days on the subject of Burnout with the aim of informing teachers of its causes, symptoms, and ways to prevent it.
- Providing a suitable work environment that helps achieve mental health and a sense of personal accomplishment.
- Working to implement justice and equality among all teachers in educational and administrative evaluation, as well as in the distribution of classes and in treatment.
- Paying attention to material and moral support for teachers in general and to female teachers in particular, such as honoring them at scientific events, recognizing their efforts and their effective roles in raising and teaching generations and encouraging them to continue working; Because this makes them feel accomplished, thus avoiding burnout.
- Preparing specialized guidance and awareness programs to help teachers predict early burnout and work to confront it by providing them with effective coping strategies and training them to overcome burnout.
- Providing psychologists in schools to provide psychological support to teachers.

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