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The Relationship between Self-esteem and Burnout among Secondary School Teachers: Kenitra Directorate as a Case Study

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Abstract

The study aims to determine the nature of the relationship between the concepts of self-esteem and burnout among teachers of preparatory secondary education; the phenomena of self-esteem and burnout are conceptualized through the theoretical human heritage, and operationalized by relying on the descriptive, analytical and correlational approach. The study targets 200 male and female teachers belonging to 6 preparatory secondary schools from the Kenitra Directorate. This population is selected by using a simple random method. The information obtained was collected and processed statistically using the statistical package program SPSS and EXCEL. The results of the study showed that: 1)- there is a statistically significant inverse correlation between self-esteem and burnout; 2)- there is no correlation between self-esteem and demographic variables: Age, gender, teaching subject, family status and professional seniority; 3)- Burnout levels are affected by demographic variables: Age, gender, teaching subject, family status and seniority; 4) 49.17% of professors have high self-esteem and 48.33% have medium self-esteem, and 5) 5% of the respondents suffer from high burnout and 85.83% suffer from moderate burnout.

Keywords: Self-esteem – Burnout.

1. Introduction

Self-esteem is an important topic in various fields related to human beings; the reason for this is that an individual's self-assessment is an essential pillar in the process of their development, excellence, and well-being.

Self-esteem is an urgent objective that all individuals need to attain while doing their professional tasks, enabling them to resist and survive in competitive and demanding societies; also, it is inherent to them for life. Given the importance of the concept of self-esteem in the lives of individuals and societies, it has constituted a principal research objective for psychologists.

Shavelson and Bolus (1982), Marsh et al. (1983) and Baumeister et al. (2003) considered self-esteem an essential factor for success in an individual's life; besides, Maslow placed it at the top of the hierarchy of needs. (See Deeb, 2014).

The concept of self-esteem is a crucial concept in the lives of individuals that has been studied and analyzed by many

researchers in the human sciences in general, in the field of psychology, and in the field of positive or health psychology more precisely. Perhaps the people most in need of self-esteem are the actors in educational institutions, namely teachers who are responsible for educating young people and preparing them for the future.

Teachers play a key role in the teaching-learning process, and the educational system bets on their role, effectiveness and productivity; this is due to the fact that they are the ones who support their students' success and work to remedy for their failures so that they constantly work to enhance their motivation, push them to give and improve their achievement by all available means and techniques.

A superficial look at the reality of the Moroccan educational system reveals the latter's organizational and pedagogical problems as well as the prevalence of many dangerous phenomena (violence, bullying, anxiety, drug addiction, suicide, etc.); this situation not only works against the aspirations of education professionals, but it may thwart all their plans for success and progress, and may even be the cause of the deterioration of their psychological health. Even worse, as the work environment dominates and exhausts them, they may reach an advanced level of psychological burnout. While these are the conditions and circumstances of their working environment, teachers, while practicing their heavy tasks and struggling to achieve the desired goals, need high self-esteem, a fact which may ease the difficulties, help overcome the obstacles, and even prevent them from falling prey to professional burnout.

Self-esteem

The concept of self-esteem is one of the central concepts in psychology; it has attracted the attention of many researchers. Hein and Lehmann (2004) reported that more than 18,000 studies investigating self-esteem have been published over the past 35 years. Meanwhile, psychologists' interest in the study of self-esteem has grown exponentially over the years. (Cf. Halka, 2022).

Self-esteem is a multidimensional concept that exists in varying degrees in individuals; it is also an important component of the self-concept, reflecting the extent of the individual's sense of his value and competence. In other words, self-esteem is the general assessment of the individual's condition as they perceive it themselves. (See Nasr, Hussein Abdul Amir, 2011).

Self-esteem can be considered a mainstay of the personality at the level of its cognitive balance, emotional being, and

behavioral activity. More than that, positive or negative self-esteem may affect the present and future, choices and decisions as well as one's success or failure. (Cf. Alaoui, 2017).

Because self-esteem is a concept that is linked to the human being, it is attached to them no matter who they are and where they are; they always need it and in all situations. Perhaps teachers, while practicing their profession, are more in need of self-esteem than others, given the high pressures that the educational system in our country, Morocco, imposes. These pressures have grown steadily with the emergence of serious negative phenomena in the school environment (e.g. violence, bullying, drug addiction) that have taken a heavy toll on teachers. While some educators have been able to resist burnout, others have not.

Psychological burnout

The term burnout emerged rather late in the last quarter of the twentieth century. Thanks to the emergence of the humanist movement led by the psychiatrist Freudenberg in 1974 ; initially, it was associated with the health professions. Maslach is considered the first to work on psychological measures of burnout, who, together with her student Susan Jackson, created the first scale in 1981 and developed later on in 1986. In the Arab world, the term job burnout was introduced by Askar et al. (1986); in the same context, some researchers such as Duany et al. (1989 [2008] pp. 36-38) viewed it as a three-dimensional concept: Emotional stress, lack of interest in the human dimension, and lack of competence and personal accomplishment.

American psychoanalyst Herbert Freudenberg (cited in Abu Masoud (2010), p. 19.) defined it as "a state of exhaustion that occurs as a result of excessive and continuous burdens and demands placed on individuals at the expense of their energy and strength." In addition, the American Psychological Association (2005) defines burnout as "physical, emotional or mental exhaustion, especially in that work or job associated with low motivation, lack of performance and negative attitudes... this exhaustion is the product of the concern to reach perfection at work until the individual reaches the stage of stress, nervous tension, severe physical exhaustion or fatigue and overwork, especially at the end of the working day." (p. 57). For a similar view see Errachidi (2020, p.78).

The researcher believes that burnout is the psychological state in which a teacher feels exhausted, psychologically and physically jaded, feels helpless, loses motivation to work, and his/her performance level decreases significantly because of exposure to severe pressures associated with practicing the

profession. This psychological state affects the achievement of personal goals and the general goals of the educational institution in which he/she works.

2. Problem statement

The school is considered one of the most dangerous professional environments, where the pressures are constantly increasing and making its staff face real psychological crises. The absence of the teacher's personal and subjective resources which can resolve the situation in their favor makes the situation even worse. Self-esteem remains one of the most important of these resources and has the most profound impact on teachers' mental health and well-being.

In this study, the researcher seeks to explore the relationship between the concepts of self-esteem and burnout in the school environment by answering the following central question: Is there a relationship between the level of self-esteem and the level of professional burnout of teachers working in public educational institutions (teachers of preparatory secondary education as a model)?

3. Significance of the study

The current study is important both theoretically and empirically:

a) Theoretical significance

Given the scarcity of studies at the regional and local level this research seeks to fill in a gap in the literature on the relationship between self-esteem and burnout. It also aims to identify the impact of the independent variables of age, gender, family status, professional seniority, and teaching subject on the above-mentioned dependent variables.

In addition, it strives to shed light on the nature of the relationship between two important topics, namely self-esteem and burnout, with the possibility of using the results of this study to provide programs that help raise the level of self-esteem and fight burnout among teachers working in the preparatory secondary school.

b) Practical relevance

The study results will help direct educational policies to take care of teachers working in the school environment and to protect them from falling prey to burnout.

By identifying teachers' levels of self-esteem and burnout the research will provide education officials in general and principals of institutions in particular with information that

would help them select suitable teachers to teach at the supervisory levels and also to assume some other responsibilities.

4. Research rationale

4.1. Aim

The current study aims to reveal the nature of the relationship between self-esteem and burnout among junior high school teachers.

4.2. Research questions

The present research seeks to answer the following questions:

- 1- What are the levels of self-esteem and burnout among the study sample?
- 2- What are the symptoms and levels of burnout among secondary preparatory education teachers? What are the sources and factors contributing to burnout among them?
- 3- To what extent can the levels of self-esteem predict the levels of burnout among teachers?
- 4- How do self-esteem and burnout levels vary among secondary school teachers based on interactions between age, gender, family status, professional seniority, and teaching subject?

5. Research hypotheses

Through this study, the researcher sought to verify the following main hypothesis: There is a negative correlation between self-esteem and burnout among junior high school teachers.

The following sub-hypotheses were derived from this main hypothesis:

- Teachers' levels of self-esteem vary with the following demographic variables: age, gender, teaching subject, family status, and professional seniority.
- Teachers' burnout levels vary according to the following demographic variables: age, gender, teaching subject, family status, and professional seniority.

6. Research methodology

6.1. Method

The researcher relied on the descriptive, analytical, and correlational method due to its flexibility and accuracy in studying phenomena precisely as they exist in reality; it is concerned with describing them by determining the nature of the relationship between the variables that are quantifiable.

6.2. Sample and sampling

A simple random sampling method was used to select the sample population. The latter consists of 120 male and female teachers of public preparatory secondary education within the urban area of the regional directorate of education in Kenitra. Teachers belong to six preparatory secondary institutions; they are from different age groups, have different family situations, teach different subjects, and have different teaching experiences.

6.3. Research Tools:

Two instruments were adopted in the current study: Self-Esteem Scale and Burnout Scale: The first instrument consisted of two parts. The first one included demographic variables such as gender, age, specialization, work experience and family status. The second included the Arabic version of Rosenberg's (1965) self-esteem scale prepared by Abdulkarim Jaradat (2006), which is a brief test with good psychometric properties; the correlation coefficients between the scale's items and the total score were significant and the Cronbach's alpha coefficient was 0.8370.

The second instrument is the Arabic version of the Maslach Burnout Scale (Al-Wabli, 1995). Developed by Maslach and Jackson (1981), it is a brief test with good psychometric properties, as the correlation coefficients between the scale items and the total score were significant and the Cronbach's alpha coefficient was 0.7710.

6.4. Limitations of the study:

The study suffers from the following limitations:

- Objective: The study dealt with self-esteem and its relationship with burnout among teachers working in the public preparatory secondary school.
- Time constraint: The study was conducted between 2023-2-1 and 2023-6-1.

- Space constraint: This study was applied in six (6) preparatory secondary institutions belonging to the Kenitra Directorate.

7. Concepts and operational definitions

Self-esteem:

In the Intermediate Dictionary, the root word is qaddar. It means to be capable of or to manage something. (Intermediate Dictionary, 2004, p. 718).

Rosenberg defines self-esteem as the sum total of an individual's thoughts and feelings that express their value and importance, or the individual's overall positive and negative attitudes about themselves. (See Al-Shazly, 2020).

Burnout:

The American Psychological Association (2005) defines burnout as

"Physical, emotional, or mental exhaustion accompanied by decreased motivation, lowered performance, and negative attitudes toward oneself and others. It results from performing at a high level until stress and tension, especially from extreme and prolonged physical or mental exertion or an overburdening workload, take their toll." (p.57).

As for the operational definition, burnout refers to the score obtained on the burnout scale used in the current study.

8. Previous studies on self-esteem and burnout:

- **Hamza Al-Ahsan** (2015) study entitled: Professional pressures among primary school teachers and their implications on the level of self-esteem, a field study in Blida and Tipaza.

The study aimed to identify the level of professional pressures among elementary school teachers, reveal the sources of these pressures, determine the level of self-esteem among this category, and identify the nature of the correlation between the two variables of sources of professional pressures and the level of self-esteem. This study was conducted on a sample of 115 male and female teachers who teach at the elementary level. The researcher found that 66.08% of elementary school teachers have high occupational pressures, caused by professional burdens and work conditions, students and their parents, educational policy, pay and incentives, professional relationships, professional growth and development, social status; The study concluded that 60% of elementary school teachers have a low level of self-esteem, and demonstrated an

inverse correlation between the sources of occupational pressures and self-esteem.

- Hammouda, Wazi (2017): Burnout and self-esteem among psychologists: A field study on a sample of psychologists in Ouargla, Algeria.

The study aimed to identify the relationship between burnout and self-esteem among psychologists in the city of Ouargla who practice their profession in health institutions and various psychiatric clinics, as well as in schools and kindergartens. By relying on some variables that may vary according to the degree of burnout and self-esteem, such as gender and social status. The researcher adopted an exploratory descriptive approach because of its suitability for the nature of the study. The sample consisted of 38 psychologists. The tools of the study were the Maslach-Christina Burnout Scale and the Cooper Smith's Self-Esteem Scale. It was found that there was no relationship between burnout and self-esteem among psychologists. There were no differences in burnout attributable to gender and marital status, nor was there any relationship in self-esteem attributable to gender and marital status.

- Awad Qassem, Muhannad Mahmoud (2018): The relationship between psychological burnout and self-esteem among soccer referees in Palestine.

The study was conducted on a simple random sample of 50 soccer referees in the West Bank, and the burnout and self-esteem scales were applied to the referees in order to collect data and statistically process it using SPSS software. The results of the study showed that there is a statistically significant negative relationship between burnout and self-esteem among soccer referees in Palestine, as the value of the Pearson correlation coefficient reached 0.531. There are no statistically significant differences in burnout and self-esteem among soccer referees in Palestine depending on the variable of the referee's position on the field. There are no statistically significant differences in burnout among soccer referees in Palestine depending on the variable of educational qualification, and there are statistically significant differences in self-esteem among soccer referees in Palestine depending on the variable of educational qualification between the average diploma and below and bachelor's degree and above in favor of the average bachelor's degree and above, and there are no statistically significant differences in burnout and self-esteem among soccer referees in the West Bank - Palestine depending on the variable of referee level.

- Halloum (2020): The relationship between self-esteem, emotional intelligence and psychological

burnout among a sample of employees of the Faculty of Education at Tishreen University.

This research aimed to identify the relationship between self-esteem, emotional intelligence, and burnout in a sample of 70 male and female employees of the Faculty of Education at the University of Tishreen.

A validated version of the Rosenberg Self-Esteem Scale (Rosenberg, 1965) and a version of the Maslach et al. scale was used to measure burnout. Emotional intelligence was measured using a version of Law and Wong's scale (Wong & Law, 2002). The results showed that while there was a statistically significant negative relationship between employees' scores on the burnout scale and their scores on the self-esteem and emotional intelligence scales, there was a positive relationship between their scores on self-esteem and their scores on emotional intelligence. There were no statistically significant differences between the mean scores of males and females in burnout, self-esteem, and emotional intelligence. The researcher concluded that burnout can be predicted through emotional intelligence and self-esteem.

- Khasawneh (2022): The effectiveness of a counselling program based on eclectic theory in reducing the level of psychological burnout and developing self-esteem among administrative employees in the judiciary in Jordan.

The sample consisted of 100 male and female employees who took a psychological burnout test consisting of 28 items, and a self-esteem test consisting of 32 items, which were prepared by the researcher and were verified for their reliability and validity indicators. Based on the results of the application, an experimental group of 16 individuals and a control group of 15 individuals who obtained high scores on the burnout scale and low scores on the self-esteem scale were randomly selected; a selective counselling program was applied to the experimental group (15 counselling sessions) and a quasi-experimental method was adopted. The results showed that there are statistically significant differences (0.05), between the arithmetic averages of the pre and post measures between the control and experimental groups for the performance on the burnout scale and the self-esteem scale of administrative employees in the judicial authority; this is attributed to the counselling program based on the selective theory. Also, the results indicated that there are no statistically significant differences (0.05) between the arithmetic means of the dimensional and consecutive measurements of the experimental group of the performance of administrative employees in the judiciary on the burnout scale and the self-esteem scale attributed to the counselling program based on

the eclectic theory. The researcher recommended implementing counseling programs based on the eclectic theory to reduce the level of burnout and improve self-esteem among workers in judicial institutions and various institutions.

- Pereira, Concalves and Assis (2021): Burnout, Organizational Self-Efficacy and Self-Esteem among Brazilian Teachers during the COVID-19 Pandemic.

The purpose of this study was to assess the prevalence and association between burnout, organizational self-efficacy, and self-esteem, and to evaluate the predictive impact of burnout and organizational self-efficacy on self-esteem among Brazilian teachers during the COVID-19 pandemic. A total of 302 Brazilian teachers aged 24 to 70 participated in this study. Measurement instruments included a sociodemographic questionnaire, a burnout scale, an organizational self-efficacy scale, and the Rosenberg Self-Esteem Scale. The prevalence of burnout symptoms was 3.2%, the prevalence of low professional self-efficacy was 21.5%, and the prevalence of low self-esteem was 2.7%. Significant correlations were found between all variables under study. Hierarchical linear regression analysis showed that overall levels of burnout explained 40% of the variance in self-esteem, while organizational self-efficacy explained 55%. This study provides evidence of the impact of overall levels of burnout and self-efficacy on teachers' self-esteem.

9. Results and discussion

The main hypothesis: There is a negative correlation between self-esteem and burnout among junior high school teachers.

Result:

This result relates to the relationship between self-esteem and burnout among junior high school teachers. To confirm the validity of the hypothesis, Pearson's coefficient was calculated in the following table:

Table (1): Correlation coefficients and “sig” probability between self-esteem and burnout.

Correlations			
		Global Burnout Score	Global Self-esteem Score
Global Burnout Score	Pearson coorelation	1	-,287**
	Sig. (bilateral)		,001
	N	120	120
Global Self-esteem Score	Pearson coorelation	-,287**	1
	Sig. (bilateral)	,001	
	N	120	120
**. correlation is significant at the level 0.01 (bilateral).			

The Pearson correlation coefficient above (-.287**) is negative and statistically significant, confirming the existence of a negative correlation between self-esteem and burnout among this group; this relationship is clear through the Sig value, which is equal to 001. This is a statistically significant value showing the correlation between self-esteem and burnout. It is similar to the study of Suheir Halloum (2017), which confirms the existence of a statistically significant negative relationship between employees' scores on the burnout scale and their scores on the self-esteem scale, as well as the study of Bulter-Constantine (2005), which found an inverse correlation between self-esteem and burnout among teachers at counseling schools. The study of Pereira, Concalves, and Assis (2021) confirmed the existence of a statistically significant correlation between burnout scores and low self-esteem among teachers in Brazil.

Interpretation

The negative value of the Pearson correlation coefficient confirms the nature of the inverse relationship between self-esteem and burnout and is somewhat significant, as the higher the level of self-esteem, the lower the degree of burnout and vice versa. Table (1) indicates that the levels of self-esteem given the arithmetic mean of 33.1750 are moderate to high, while the arithmetic mean of burnout is 61.1000. This means that the study sample suffers from moderate levels of burnout, which is consistent with the study of Nouf Hadhrami (2019); the results in Tables (2) and (3) confirm this.

The results of Table 4 show that only 2.5% of teachers have low self-esteem and only 5% have high burnout. This is the same as Abouserie's (1994) findings: A significant negative correlation between self-esteem and types of stress, indicating that individuals with high self-esteem are less exposed to stress and burnout than those with low self-esteem. The study of Reem Abu Rasin and Najwa Abu Al-Anin (2019) showed that the suffering of male and female administrators at the University of Jeddah from job burnout was low. Similarly, the study of Najla, Marzouq Nasih Al-Baqmi (2021) found that the level of psychological burnout among the respondents is very low. The same was confirmed by the study of Omnia Saad (2021), which indicated that the levels of job burnout were low among employees at Alexandria University. As for the study of Lbeid Tawfik (2021), it revealed a medium level of burnout among university professors, while the study of Ben Sulayem, Kaira, and Ybrir (2021) revealed a high level of burnout among middle education professors.

Table (2): Statistical indicators for the self-esteem and burnout scales

Significance	Pearson correlation	Probability Sig	Standard deviation	Arithmetic mean	Sample	
0.01	-,287**	,001	4.64	33.1750	120	Self-esteem
0.01	-,287**	,001	15.46	61.1000	120	Psychological burnout

Table (3): Rosenberg's Self-Esteem Scale Scores

Self-Esteem Score	Domains
low	[10, 16]
mean	[17, 33]
high	[34, 40]

Table (4): Maslach's burnout scale scores

Psychological burnout score	Domains
low	[0, 44]
mean	[44, 88]
high	[88, 132]

Table (5): Levels of self-esteem and burnout among teachers

High		Mean		Low		
Percent age	Number of teachers	Percent age	Number of teachers	Percent age	Number of teachers	
% 49,17	59	% 48,33	58	% 2,5	3	Self-esteem
%5	6	% 85,83	103	% 9,17	11	Psychological burnout

Subhypothesis 1: "Teachers' levels of self-esteem vary according to the following sociodemographic variables: Age, gender, teaching subject, professional seniority, and family status.

Relationship of self-esteem to gender (female-male):

- The hypothesis states that there is a difference in self-esteem according to gender among junior high school teachers, and to confirm the validity of the hypothesis, the "t" coefficient was calculated for the differences between two independent samples.

Table (6): Statistical indicators of self-esteem by gender

Group Statistics					
	Gender	N	Mean	Standard deviation	Mean standard error
Global Self-esteem Score	Male	58	32,8621	4,36271	,57285
	Female	62	33,4647	4,89803	,62205

Table (7): Variation in self-esteem by gender

Testing independent samples										
		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	T	Ddl	Sig. (Bilateral)	Average difference	Standard error difference	Confidence interval of 95% difference	
									Lower	Higher
Global Self-esteem Score	Equal variances assumption	,114	,736	-,713	118	,477	,84892	5,49626	-,228677	1,07542
	unequal variances assumption			-,716	117,725	,475	,84564	5,53283	-,228031	1,06897

From the results shown in Tables (6) and (7), we note that the arithmetic mean for males was 32.8621 with a standard deviation of 4.36271, while the arithmetic mean for females was 33.4647 with a standard deviation of 4.89803, and by calculating the degree of freedom estimated at (.57285), the probability sig = 0.736 and the value of the “t” test which amounted to (.114) it was observed that the degree of self-esteem does not vary by gender in the studied sample.

From this we can conclude that by comparing the mean scores of males and females on the self-esteem test, the results of the statistical analysis revealed that there are no statistically significant differences between the means of the two groups (males and females) according to gender, as the value of the “t” test exceeded the level of 0.05, which is statistically

significant, and therefore self-esteem is not affected by the gender variable. The same result was revealed by the study of Suhair Halloum (2017), Barakat (2008), Boubaker Dababi (2007), Abdelghani Mohammed (2021), and Adawi and El-Sherbini (2021) on a sample of students (329 students), which found that there were no statistically significant differences on the self-esteem scale due to the gender variable. This result contradicts the study of Maryam Ben Karima (2014), which found that there are differences in self-esteem levels due to gender. In addition, Ellis (2017) conducted a study to detect gender differences in self-esteem on a sample of middle school students (503). The study showed that there were statistically significant differences between the two genders in self-esteem in favor of males.

Relationship of self-esteem to gender (female-male)

The hypothesis states that there is a difference in self-esteem by age group among junior high school teachers; to confirm the validity of the hypothesis, an F value was calculated to determine the variance (differences) between the groups.

Unidirectional

Table (8): Differences between age groups on the self-esteem scale

ANOVA					
Global Self-Esteem Score					
	Sum of squares	Ddl	Mean square	F	Sig.
Inter-groups	17,168	13	1,321	1,153	,325
Intra-groups	121,423	106	1,146		
Total	138,592	119			

Table (9): Differences between age groups on the self-esteem scale

Test of Independent samples									
		Levene's test for equality of variances		t-test for equality of means					
		F	Sig.	T	ddl	Sig. (bilateral)	Average difference	Standard deviation	Confidence interval of 95% difference
									Lower Upper
Global self-esteem score	Equal variances assumption	,114	,736	-,713	118	,477	-,60567	,84892	-,228677 1,07542
	Unequal variances assumption			-,716	117,725	,475	-,60567	,84564	-,228031 1,06897

The data in Tables (8) and (9) above show that there are no statistically significant differences between the groups in relation to the age variable; therefore, the variable of age has no effect and was not a significant determinant between the groups, as the value of “F” reached 1.153. This is not significant, as it does not exceed the minimum required level of statistical significance, which is 0.05.

Relationship of self-esteem to teaching tenure (professional seniority)

The hypothesis states that there is a difference in self-esteem according to different years of teaching among teachers of preparatory secondary education, and to confirm the validity of the hypothesis, an F value was calculated to determine the variance (differences) between the groups at the level of professional seniority.

Unidirectional

Table (10): Between-group variance in self-esteem at the level of professional seniority

ANOVA					
Global Self-Esteem Score					
	Sum of squares	Ddl	Mean square	F	Sig.
Inter-groups	279,386	3	93,129	4,738	,004
Intra-groups	2279,939	116	19,655		
Total	2559,325	119			

Post hoc Tests

Table (11): Differences between sample members according to the variable of teaching tenure on the self-esteem scale

Multiple comparisons :						
Dependent variable: Global Self-Esteem Score						
LSD						
Number of years of teaching(I)	Number of years of teaching (J)	Mean difference (I-J)	Standard error	Sig.	95% confidence interval	
					Lower terminal	Upper terminal
Less than 5 years	6 to 10 years	-,4329	1,84483	,981	-3,6972	3,6106
	11 to 20 years	,11429*	1,94693	,953	-3,7419	3,9704
	21 years and above	3,06429*	1,77070	,086	-,4428	6,5714
6 to 10 years	Less than 5 years	,04329	1,84483	,981	-3,6106	3,6972
	11 to 20 years	,15758	1,25632	,900	-2,3307	2,6459
	21 years and above	3,10758	,96082	,002	1,2046	5,0106
11 to 20 years	Less than 5 years	-,11429*	1,94493	,953	-3,9704	3,7419
	6 to 10 years	-,15758	1,25632	,900	-2,6459	2,3307
	21 years and above	2,95000	1,14469	,011	,6828	5,2172
21 years and above	Less than 5 years	-3,06429*	1,77070	,086	-6,5714	,4428
	6 to 10 years	-3,10758	,96082	,002	-5,0106	-1,2046

	11 to 20 years	-2,95000	1,14469	,011	-5,2172	-,6828
*. The mean difference is significant at the level 0.05.						

The data in tables (10) and (11) above indicate that there are no statistically significant differences between the groups at the level of professional seniority; therefore, the variable of seniority in the profession has no effect and was not a significant determinant between the groups, as the value of “F” reached 4.738. This is not significant, as it does not exceed the minimum required level of statistical significance, which is 0.05.

Relationship of self-esteem to the social status variable

The hypothesis states that there is a difference in self-esteem according to the family status of teachers of preparatory secondary education; to confirm the validity of the hypothesis, an F value was calculated to determine the variance (differences) between the groups at the level of family and social status.

Table (12): Between-group variance in relation to social status and self-esteem

ANOVA					
Global Self-esteem score					
	Sum of squares	Ddl	Mean square	F	Sig.
Inter-groups	155,845	3	51,948	2,507	,062
Intra-groups	2403,480	116	20,720		
Total	2559,325	119			

Post hoc Tests

Table (13): Multiple comparisons by social groups on the self-esteem scale

Multiple comparisons:						
Dependent Variable: Global self-esteem score						
LSD						
Family status (I)	Family status (J)	Average difference (I-J)	Standard error	Sig.	95% confidence interval	
					Lower terminal	Upper terminal
Single	married	1,53061 *	1,30054	,242	-1,0453	4,1065
	divorced	5,78571 *	2,21109	,010	1,3866	10,1849
	Widow/widower	4,28571	3,44090	,215	-2,5294	11,1009
Married	single	-1,53061 *	1,30054	,242	-4,1065	1,0453
	divorced	4,25510 *	1,91434	,028	,4635	8,0467
	Widow/widower	2,75510	3,25135	,399	-3,6846	9,1948
Divorced	single	-5,78571 *	2,22109	,010	-10,1849	-1,3866
	متزوج (ة)	-4,25510 *	1,91434	,028	-8,0467	-,4635
	Widow/widower	-1,5000	3,71660	,687	-8,8612	5,8612
Widow/widower	single	-4,28571	3,44090	,215	-11,1009	2,5294
	married	-2,75510	3,25135	,399	-9,1948	3,6846
	divorced	1,5000	3,7166	,687	-5,8612	8,8612
*. The average difference is significant at the level 0.05.						

From the data in Tables (12) and (13) above we conclude that there are no statistically significant differences between the groups at the level of family status; therefore, the variable of

family status has no effect and was not a significant determinant between the groups, as the “F” value reached 2.507. This is not significant, as it does not exceed the minimum required level of statistical significance, which is 0.05.

Relationship of self-esteem to the school subject variable (specialization)

The hypothesis states that there is a difference in self-esteem according to the school subject variable (specialization) among teachers of preparatory secondary education; to confirm the validity of the hypothesis, the “F” value was calculated to determine the variance (differences) between the groups at the level of school subject (specialization).

Unidirectional

Table (14): Between-group variance on self-esteem scale in relation to the school subject variable

ANOVA					
Global self-esteem score					
	Sum of squares	Ddl	Mean square	F	Sig.
Inter-groups	120,955	13	9,304	,404	,965
Intra-groups	2438,370	106	23,003		
Total	2559,325	119			

The data above points out that there are no statistically significant differences between the groups in relation to the school subject (specialization) variable; therefore, the latter has no effect, and was not a significant determinant between the groups, as the value of “F” reached 4040 and the value of “Sig” 9650, which is not significant to exceed the minimum level required for statistical significance, i.e. 0.05. This is confirmed by Barakat's (2008) study, which revealed that there were no statistically significant differences in self-esteem scores attributed to the variable of specialization. However, this contradicts the result of Maryam Ben Karima's study (2014), which found that there are differences in self-esteem levels attributed to the variable of specialization.

Second sub-hypothesis: " Teachers' burnout levels vary according to the following demographic variables: age, gender, teaching subject, family situation and professional seniority.

Relationship of burnout to gender (female-male):

The hypothesis states that there is a difference in burnout according to gender among junior high school teachers, and to confirm the validity of the hypothesis, the “t” coefficient was calculated to determine the differences between two independent samples.

T-Test

Table (15): Differences between females and males on burnout scale

Group Statistics					
	Gender	N	Mean	Standard deviation	Mean standard error
Global psychological burnout score	Male	58	9655.60	16.86475	2,21445
	Female	62	61.2258	14.15305	1,79744

Table (16): Gender differences on burnout scale

Independent samples test										
		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	T	Ddl	Sig. (bilateral)	Average difference	Standard error difference	Confidence interval of the 95% difference	
									Lower	Higher
Global burnout score	Equal variances assumption	1,322	,253	-,092	118	,927	-,26029	2,83553	-,587541	5,35483
	Unequal variances assumption			-,091	111,588	,927	-,26029	2,85212	-,591162	5,39104

The results shown in the tables indicate that the arithmetic mean for males was 60.9655 with a standard deviation of 16.86475, while the arithmetic mean for females was 61.2258 with a standard deviation of 14.15305; by calculating the degree of freedom estimated at 118, the probability sig=0.253 and the value of the “t” test amounted to -0.092. All in all, it was observed that the degree of burnout does not differ according to gender in the studied sample.

With hindsight, we can conclude that the results of the statistical analysis comparing the mean scores of males and females on the burnout test revealed that there are no statistically significant differences between the means of the two groups (males and females), as the value of the “t” test exceeded the level of 0.05. This means that burnout affects both genders to the same degree. The same result was revealed by the study of Suhair Halloum (2017), the study of Nouf Al-Hadhrani (2019), the study of Abu Jad, Muhammad Saleh (2021), the study of Reem Abu Rasin, Najwa Abu Al-Enein (2019) and the study of Ben Slim, Fathi, Yabrir (2021). However, the results contradict the findings of the study carried out by Nada Al-Mutairi (2021), Najla Marzooq, Nasih Al-Baqmi (2021) and Lbeid Tawfiq (2021) whose studies revealed statistically significant differences in burnout among university teachers attributed to the gender variable in favor of females.

Relationship of burnout to age (age group)

The hypothesis states that there is a difference in burnout according to age group among junior high school teachers, and to confirm the validity of the hypothesis, an F value was calculated to determine the variance (differences) between the groups.

Unidirectional

Table (17): Differences between age groups on burnout scale

ANOVA					
Global burnout score					
	Sum of squares	Ddl	Mean square	F	Sig.
Inter-groups	390,495	4	97,624	,400	,808
Intra-groupes	28042,305	115	243,813		
Total	28432,800	119			

Table (18): Correlation between global burnout score and the age variable

Correlations			
		Global burnout score	Age
Global burnout score	Pearson correlation	1	,068
	Sig. (bilateral)		,458
	N	120	120
Age	Pearson correlation	,068	1
	Sig. (bilateral)	,458	
	N	120	120

The above data shows that there are no statistically significant differences between the groups in relation to the age variable. The results of the statistical analysis between these groups did not reveal any statistically significant differences; therefore, the age variable has no effect and was not a significant determinant between the groups, as the “F” value reached 0.400. This is not significant, as it does not exceed the minimum required level of statistical significance, which is 0.05.

Also, the correlation coefficient between self-esteem and the age variable is very weak (0.068), a fact which reinforces the previous result. The researcher's findings confirm the findings of Reem Abu Rasin and Najwa Abu Al-Enein (2019) and Abu Jad, Mohammed Saleh (2021) that there are no statistically significant differences in teachers' burnout levels attributed to the age variable, This stands in opposition to Abu Masoud (2010) and Nada Al-Mutairi (2021) who showed significant differences in burnout according to age groups.

Relationship between burnout and teaching tenure (professional seniority)

The hypothesis states that there is a difference in burnout in terms of different years of teaching among teachers of preparatory secondary education; to confirm the validity of the hypothesis, an F value was calculated to determine the variance (differences) between the groups at the level of professional seniority.

Unidirectional

Table 19: Between-group variance on burnout scale in relation to job seniority variable

ANOVA					
Global burnout score					
	Sum of squares	Ddl	Mean square	F	Sig.
Inter-groups	1509,529	3	503,176	2,168	,096
Intra-groups	26923,271	116	232,097		
Total	28432,800	119			

Table (20): Correlation between burnout and years of tenure

Correlations			
		Global burnout score	Years of tenure
Global burnout score	Pearson correlation	1	,019
	Sig. (bilateral)		,834
	N	120	120
Years of tenure	Pearson correlation	,019	1
	Sig. (bilateral)	,834	
	N	120	120

It is clear from the data of Tables (19) and (20) above that there are no statistically significant differences between the groups at the level of professional seniority, as the results of the statistical analysis between these groups did not reveal any statistically significant differences; therefore, the variable of seniority has no effect nor was it a significant determinant between the groups, as the value of “F” reached 2.168. This is not significant, as it does not exceed the minimum required level of statistical significance, which is 0.05.

Also, the correlation coefficient between self-esteem and the age variable is very weak (0.019), a fact which confirms the previous observation. The last result is similar to the results of Reem Abu Rasin and Najwa Abu Al-Enein (2019) and Abu Jad, Mohammed Saleh (2021); however, this contradicts the

findings of Nada Al-Mutairi (2021), Marzouk, Al-Buqmi (2021) and Nouf Al-Hadhrami (2019), whose studies showed that there are significant differences between the sample members at the level of job burnout attributed to the variable of professional experience (years of work).

Relationship of burnout with the variable of social status

The hypothesis states that there is a difference in burnout according to family status among teachers of preparatory secondary education; to confirm the validity of the hypothesis, the “F” value was calculated to determine the variance (differences) between the groups at the level of family and social status.

Unidirectional

Table 21: Between-group variance on burnout scale at the level of social status

ANOVA					
Global burnout score					
	Sum of squares	Ddl	Mean square	F	Sig.
Inter-groups	148,365	3	49,455	,203	,894
Intra-groups	28284,435	116	243,831		
Total	28432,325	119			

Table 22: Correlation coefficient between burnout and family status

		للاحتراق_الكلية_الدرجة	Family status
Global burnout score	Pearson correlation	1	,069
	Sig. (bilateral)		,454
	N	120	120
Family status	Pearson correlation	,069	1
	Sig. (bilateral)	,454	
	N	120	120

It is clear from the data in tables (21) and (22) above that there are no statistically significant differences between the groups at the level of family status; the results of the statistical analysis between these groups did not reveal any statistically significant differences, and therefore, the family status variable has no effect nor was it a significant determinant between the groups, as the “F” value reached 0.203. This is not significant, as it does not exceed the minimum required level of statistical significance, which is 0.05.

The correlation coefficient between self-esteem and age variable is very weak (0.069). This confirms the previous observation. It is the same result in the study of Reem Abu Rasin and Najwa Abu Al-Enein (2019), the study of Abu Jad, Muhammad Saleh (2021) and the study of Lbeid Tawfiq (2021); however, this differs from the result confirmed by the study of Nouf Al-Hadhrani (2019), where she maintains that there is a significant relationship between the variable of burnout and social status.

Relationship of burnout to school subject (specialization)

The hypothesis states that there is a difference in self-esteem according to the variable of school subject (specialization) among teachers of preparatory secondary education; to confirm the validity of the hypothesis, the “F” value was calculated to determine the variance (differences) between the groups in relation to this variable.

Unidirectional

Table 23: Between-group variance in burnout at the school subject level

ANOVA					
Global burnout score					
	Sum of squares	ddl	Mean square	F	Sig.
Inter-groups	2447,124	13	188,240	,768	,692
Intra-groups	25985,676	106	245,148		
Total	28432,800	119			

Table 24: Correlation between global burnout score and school subject

Correlations			
		Global burnout score	Specialization
Global burnout score	Pearson correlation	1	-,087
	Sig. (bilateral)		,342
	N	120	120
Specialization	Pearson correlation	-,087	1
	Sig. (bilateral)	,342	
	N	120	120

It is clear from the data in tables (23) and (24) above that there are no statistically significant differences between the groups on the school subject variable; the results of the statistical analysis between these groups did not reveal any statistically significant differences, and therefore, the school subject variable has no effect nor was it a significant determinant between the groups, as the value of “F”,768 0 and “Sig”,692 0. This is not significant, as it does not exceed the minimum required level of statistical significance, which is 0.05. The correlation coefficient between self-esteem and the age variable is very weak and negative -0.087, a fact which confirms the previous observation.

Conclusion:

In this study, the researcher sought to verify the main hypothesis: “There is an inverse relationship between the level of self-esteem and professional burnout among teachers working in public educational institutions” and its secondary hypotheses.

The researcher concluded that the main hypothesis was confirmed, as the correlation coefficient amounts to -0.287.

As for the secondary hypotheses, it was observed that both self-esteem and burnout are not affected by demographic variables (gender, age, family status, teaching tenure, and subject matter).

The researcher tried to make the study sample more representative, as the study included 120 secondary school teachers as the main sample. In addition to 30 teachers in the exploratory sample through which the psychometric data of

the two scales of the study were verified. However, the researcher was unable to establish a correlation between the two main study variables (self-esteem and burnout) and the secondary demographic variables (gender, age, marital status, teaching tenure, and subject matter).

Recommendations

Based on the results of the study, the researcher suggests

- Providing psychological care for the benefit of teachers to prevent them from the dangers of psychological burnout, raise their morale and provide them with the necessary personal and social skills by building guidance and training programs for teachers suffering from psychological burnout. This is line with what was stipulated in the study of Nashmiya Amhouj Al-Rashidi (2021) entitled: "Developing productive habits of mind is a way to reduce burnout among special education teachers, and in the work of Wonju, Jung and Hansouri (2022) entitled:

"The Effects of Perfectionism and Dispositional Self-focused Attention of Novice Counsellor on Psychological Burnout: Moderated Mediating Effects of Cognitive Emotion Regulation Strategies".

- Subjecting teachers to training courses and self-development programs that contribute to raising their self-esteem and achieving better adaptation to stressful working conditions.
- Holding national seminars and forums on the topic of burnout in order to communicate and exchange experiences.
- Intensifying educational meetings that touch on school issues and discuss how to address them at the local level in educational institutions and at the central level in regional academies of education and training, as well as at the level of regional directorates of the Ministry of National Education, Primary Education and Sports.

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