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Occupational Stress and Its Relationship with Burnout among Secondary School Teachers: A Field Study on a Sample from the Wilaya of Oran

Bahram Amina
Email: aminabahramm@gmail.com
Lecturer "B", University of Oran 2 Mohamed Ben Ahmed, Faculty of Social Sciences, Algeria

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Abstract:
This study aimed to examine occupational stress and its relationship with burnout among secondary school teachers. The sample consisted of 65 male and female teachers from Bouaziz Rabia Secondary School. The study used Robert Karasek's Occupational Stress Scale, which includes 26 items, and Christina Maslach's Burnout Inventory, which consists of 22 items across six dimensions. Appropriate statistical methods were used to analyze the data. The findings based on the research hypotheses indicated that:

- There is a significant correlation between occupational stress and burnout among secondary school teachers.
- There are no statistically significant differences in occupational stress specifically in the dimensions of psychological demand, decision-making autonomy, and psychological support based on gender, marital status, age, or years of experience.
- There are no statistically significant differences in burnout across the dimensions of emotional exhaustion, depersonalization, and sense of personal accomplishment based on gender, marital status, age, or years of experience.

Keywords: Occupational Stress, Burnout, Secondary School Teachers.

Introduction:

Occupational stress is one of the most significant challenges faced by individuals in contemporary work environments, particularly in service-oriented and educational sectors, where tasks require sustained cognitive and emotional effort. From a psychological and educational perspective, occupational stress is a key factor in the development of burnout a state of chronic physical, emotional, and mental exhaustion that negatively affects professional performance and psychological well-being.

Education, as a longstanding humanitarian profession, holds considerable influence and esteem in society. Nonetheless, it requires continuous effort and specialized skills that enable educators to engage deeply in the learning process. Like other educational professions, teaching is not without pressures and difficulties. In fact, it is among the professions most prone to occupational stress due to its numerous demands, exposing teachers to high levels of stress in the pursuit of educational goals. Occupational stress is a topic of great contemporary importance, as it plays a critical role in shaping the performance of individuals in humanitarian professions. This results from the dynamic interaction between the individual, their environment, and the nature of their work. Burnout, as a serious phenomenon, negatively affects teachers' professional effectiveness and holds a prominent place in the fields of education and humanitarian work.

Teacher burnout often arises from issues directly related to the teaching process itself, including the challenges teachers face in managing students. In addition, working conditions such as low salaries, lack of material and moral incentives, occasional conflicts among teachers, and overcrowded classrooms significantly contribute to psychological burnout (Thabet, 2022, p. 157).

Accumulated stress without adequate psychological relief or effective institutional and social support can lead to frustration, reduced motivation, and a loss of meaning in work. From an educational standpoint, the effects of burnout are particularly evident among professionals such as teachers, who routinely face multiple demands and stressful situations that disrupt their psychological balance and teaching performance.

This topic has received extensive attention in contemporary psychological and educational research due to its direct impact not only on individuals but also on the overall quality of educational and social institutions. Consequently, the importance of studying the relationship between occupational stress and psychological burnout becomes clear, as it helps in understanding the underlying mechanisms of burnout and identifying appropriate prevention and intervention strategies.

The educational system is a fundamental force in the construction, development, and advancement of society and its members. Teaching, as a profession, is among the most influential in society, requiring continuous effort and specialized skills. Educational systems play a critical role in instilling ethical values, making the teaching profession particularly vulnerable to occupational stress due to its inherent demands to achieve educational objectives. Psychological stress is a significant factor affecting the performance of workers in general and educators in particular. It results from the interaction between individuals and their environment, including the nature of their profession, and manifests as psychological distress that leads to adverse outcomes for both the individual's health and the institution they serve. Teachers are among the occupational groups most susceptible to psychological stress, which tends to increase over the course of their careers, often leading to psychological burnout. This phenomenon has become a prominent feature of contemporary society, as it contributes to diminished capacity and an inability to perform work to the required standards. Psychological burnout is more strongly associated with the teaching profession than with other occupations. Taylor defined burnout as "a state of exhaustion and depletion of strength and energy" (Bin Ahmed, 2007, p. 13).

This has led to increased scholarly interest in occupational stress, with teaching classified as a high-stress profession. Numerous studies have indicated that teachers experience greater psychological pressure compared to other professions, especially due to continuous exposure to stressful situations (Al-Mushan, 2005).

Studies have shown that psychological and occupational stress result from negative physiological and emotional responses. This type of stress exists across all professions; however, its intensity is notably higher in fields involving human services or direct interaction with the public, such as medicine, nursing, and education (Salami, 2018, p. 29).

In particular, teaching exposes educators to significant occupational pressures, which can sometimes lead to the depletion of emotional, physical, and cognitive resources. This highlights the importance of focusing on teachers, understanding the sources of their stress, assessing the extent of the pressures they face, examining the degree of psychological burnout they experience within the educational context, and identifying the challenges that hinder their professional performance.

Study Problem:

In light of the foregoing, the primary research question can be posed as follows:

Is there a correlational relationship between occupational stress and psychological burnout among secondary school teachers?

From this main question, the following sub-questions emerge:

- Is there a statistically significant relationship between occupational stress and psychological burnout among secondary school teachers?
- Are there statistically significant differences in the level of occupational stress across its dimensions (psychological demands, decision autonomy, psychological support) among secondary school teachers based on variables such as gender, marital status, age, and seniority?
- Are there statistically significant differences in the level of psychological burnout across its dimensions (emotional exhaustion, depersonalization, and sense of accomplishment) among secondary school teachers based on variables such as gender, marital status, age, and seniority?

Study Hypotheses:

- There is a statistically significant relationship between occupational stress and psychological burnout among secondary school teachers.
- There are statistically significant differences in the level of occupational stress across its dimensions (psychological demands, decision autonomy, psychological support) among secondary school teachers attributable to variables such as gender, marital status, age, and seniority.
- There are statistically significant differences in the level of psychological burnout across its dimensions (emotional exhaustion, depersonalization, sense of accomplishment) among secondary school teachers attributable to variables such as gender, marital status, age, and seniority.

Study Objectives:

- To identify the causes of occupational stress among secondary school teachers.
- To examine the relationship between occupational stress and psychological burnout.
- To investigate the significance of differences in the levels of occupational stress dimensions (psychological demands, decision autonomy, and social support) among secondary education teachers, as attributed to variables such as gender, marital status, age, and seniority.
- To examine the significance of differences in the levels of psychological burnout dimensions (emotional exhaustion, depersonalization, and sense of accomplishment) among secondary education teachers, as related to gender, marital status, age, and seniority.
- To explore potential solutions and recommendations aimed at alleviating the severity of occupational stress.
- To identify and understand the various professional pressures faced by secondary school teachers.
- To investigate the challenges experienced by teachers that contribute to occupational stress and psychological burnout.

Study Significance:

- This study seeks to provide a scientific investigation into the phenomena of occupational stress and psychological burnout, highlighting their negative impacts on teachers.
- To clarify the relationship between occupational stress and psychological burnout among secondary school teachers.
- To offer recommendations based on the study's findings that may inform strategies for managing these issues within educational institutions and address the factors influencing teachers' psychological well-being.

Operational Definitions of Key Terms:

Occupational Stress:

For the purposes of this study, occupational stress refers to the extent to which a teacher experiences work-related pressure due to psychological demands, the level of decision-making autonomy, and the degree of social support within the work environment. This is measured

using the Kessler scale across three dimensions: psychological demands, decision autonomy, and social support, with scores classified as high, medium, or low.

Burnout:

Burnout is defined as a state of emotional exhaustion and the ongoing accumulation of occupational stressors that have not been effectively addressed in a timely manner. This condition leads to fatigue and internal depletion among educators. Burnout levels are typically measured using the Maslach Burnout Inventory (MBI), which categorizes burnout as high, moderate, or low.

Secondary Education Teachers:

Secondary education teachers are employees of the Ministry of National Education, working at the secondary level of the educational system (from the common core curriculum to the third year of secondary school). They are assigned to teach subjects according to their specialization to students aged 15 to 18, following official curricula approved by the ministry.

1. Literary review:

The selection of previous studies was guided by the variables relevant to the current research. Several studies were identified that share common variables with this study, providing insights for addressing different aspects of the present investigation and contributing to the broader scope of scientific inquiry.

1.1 Arab Studies

Study by Bahi Salami (2008): Titled "Sources of Occupational Stress and Psychometric Disorders among Primary, Intermediate, and Secondary School Teachers," this study aimed to identify sources of occupational stress among teachers at the primary, intermediate, and secondary levels, as well as to examine differences between male and female teachers regarding these stress sources.

Study by Khaled Bin Issa (2018): This doctoral dissertation in Educational Sciences, specializing in Guidance and Counseling, focused on occupational stress among secondary education teachers and its relationship to burnout. The study also evaluated the effectiveness of a cognitive-behavioral guidance program in reducing occupational stress among primary school teachers. The sample consisted of teachers divided into two groups: an experimental group of 22 teachers who received the intervention program, and a control group of 11 teachers who did not. The study employed a pre-test measurement of occupational stress, followed by a six-week cognitive-behavioral intervention with two sessions per week for the experimental group. Post-intervention assessments were conducted on both groups to measure occupational stress. Results indicated statistically significant differences between pre- and post-test scores in the experimental group, reflecting a reduction in occupational stress. No significant differences were found between the post-test scores of the experimental and control groups, nor between post-test and follow-up measurements within the experimental group, confirming the program's effectiveness in mitigating occupational stress (Issa, 2019).

Study by Soufi Naeema (2021): Titled "Occupational Stress and the Educational Process," this study aimed to examine the perceptions of middle school teachers regarding the nature of the pressures they experience within their institutions and the effects of these pressures on students' academic achievement. It also sought to identify effective strategies to assist curriculum designers in organizing the mathematics curriculum more clearly for both teachers and learners, thereby contributing to reducing teacher stress and highlighting the importance of mathematics as a foundational subject that supports other disciplines. The study employed a descriptive methodology.

Sample: The sample consisted of 50 middle school mathematics teachers, selected according to regional divisions within the governorates.

Results: Statistical tables revealed that pedagogical difficulties within schools contribute to higher levels of occupational stress. The average score for teachers not experiencing

occupational stress was 26.36, whereas it was 23.63 for those suffering from stress, indicating significant pedagogical challenges faced by teachers within their institutions. Additionally, the lack of material resources and relational difficulties within the institution were identified as factors contributing to occupational stress among teachers.

Study by Dr. Nibal Abbas Al-Hajj Muhammad (2021): Assistant Professor in the Department of Psychology, Faculty of Arts and Humanities, Lebanese University, Beirut, specializing in Clinical Psychology. This study aimed to investigate psychological burnout among schoolteachers in Lebanon and its relationship to various variables, including teachers' gender, age, marital status, educational level, satisfaction with monthly salary, years of experience, educational stages taught, and the type of school (public or private).

Sample: The study included 260 teachers aged 21 years and above, with 70.4% working in public education and 29.6% in private education.

Findings: Results indicated higher levels of psychological burnout among public sector teachers compared to their counterparts in the private sector. Female teachers exhibited higher burnout levels than male teachers. Teachers dissatisfied with their income were more prone to burnout than those who were satisfied. Married teachers showed greater susceptibility to burnout compared to single teachers. Furthermore, teachers in secondary education were less vulnerable to burnout compared to those teaching other educational levels. The study also revealed that increased years of experience correlated with a higher risk of psychological burnout (Shafi Jamlia, Nahar Shakhanbeh, 2020).

1.2 Foreign Studies:

Maslach and Jackson (1981) Study: This study examined burnout among certain workers in engineering and social-human services. The aim was to investigate burnout in employees within sectors linked to social and human services. The Maslach Burnout Inventory, which measures three dimensions emotional exhaustion, depersonalization, and reduced personal accomplishment was applied to a large sample of 1,025 individuals randomly selected from various professional sectors. The study's results indicated statistically significant differences between the social status levels of the sample and the emotional exhaustion dimension.

The study found that the mean score for individuals experiencing occupational stress was higher than that of those not experiencing such stress. Regarding relational difficulties faced by teachers within institutions, the results showed that the average burnout score among teachers under occupational stress was 23.43. Although the differences between groups were relatively close, there was a notable increase in burnout among teachers experiencing occupational stress. This led to the conclusion that relational difficulties within the institution contribute to occupational stress among middle school mathematics teachers (Naima, 2024, p. 317).

Amiri et al. (2024) Study: Occupational Risk Factors for Burnout Syndrome Among Healthcare Professionals: A Global Systematic Review and Meta-Analysis

Methodology: This meta-analysis incorporated approximately 109 international studies involving physicians, nurses, and other healthcare workers. The study concluded the following:

- All occupational risk factors demonstrated a significant association with the degree of burnout.
- Workplace bullying exhibited the strongest effect, with odds ratios (OR) ranging from 4.05 to 15.01, $p < 0.001$.
- High job demands were significantly linked to increased burnout ($OR \approx 4.21$, $p = 0.003$), whereas low job satisfaction corresponded to an OR of 5.05.
- Results revealed a strong correlation between workplace bullying, occupational stress, poor communication, and an increased likelihood of burnout (with ORs ranging from 4 to 15).

Study by Zhou & Chen (2024): Titled Work Pressure, Coping Styles, and Occupational Burnout among Chinese Police Officers: A Meta-Analytic Review

Methodology: This study utilized data from 39 individual studies encompassing a total of 14,089 Chinese police officers. The data were analyzed using a three-level meta-analytic structural equation modeling framework.

Findings:

- The average correlation between occupational stress and burnout was r = 0.41 (95% CI: 0.347–0.469), categorized as strong according to Lipsey and Wilson's criteria.
- Negative coping styles were identified as significant mediators; an increase in negative coping corresponded with higher levels of burnout. Conversely, positive coping styles were associated with a reduction in burnout ($r \approx -0.20$).
- No significant differences were observed based on age, gender, or geographic region.

Recommendations: The study emphasizes the necessity of promoting positive coping strategies, such as cognitive reappraisal and psychological support, alongside efforts to reduce occupational stress in order to protect law enforcement personnel.

1.3 Commentary on the Study:

Previous research in the field has shown that the sources of occupational stress vary depending on the country, profession, and organizational context of the individuals involved. Most studies have focused on personal variables and workplace conditions and their role in contributing to occupational stress. Work-related pressures differ based on the nature and demands of the job, and the causes of stress are specific to each occupation due to the diversity of tasks and responsibilities.

The present study addresses occupational stress and its relationship with psychological burnout among secondary school teachers, examining the effects of gender, seniority, age, and educational level on occupational stress within this group.

2. Methodological Procedures of the Study

2.1 Exploratory Study

Objectives of the Exploratory Study: Exploratory studies are essential preliminary investigations that pave the way for scientific research. They typically involve the application of established scales or tests, the results of which inform the subsequent main study. Specifically, the objectives of exploratory studies include:

- Clearly identifying the fundamental elements of the research topic in this case, occupational stress and its relationship with psychological burnout.
- Providing academic researchers with new ideas and insights that may guide further inquiry.
- Supplying information across various topics relevant to the research field.

2.2 Sample of the Exploratory Study:

The sample was selected purposively because the current data and information corresponded closely with the targeted population secondary education teachers. It is noteworthy that the sample size consisted of 40 teachers. After distributing the questionnaires, they were collected and processed one week later, resulting in 38 valid returned questionnaires.

2.3 Study Instruments:

2.3.1 Occupational Stress Scale (Robert Karasek's Model):

This instrument is designed to assess the level of stress an individual experiences at work. It aids in determining whether an individual is subject to significant occupational stress.

2.3.2 Purpose of the Test:

The occupational stress test serves multiple functions, including:

- Measuring an individual's capacity to withstand work-related pressures: This test helps evaluate how well a person can manage difficult situations and stressors in the workplace, such as heavy workloads.
- Identifying strengths and weaknesses: The test can highlight areas where an individual is more or less effective in coping with occupational demands.

– Protecting employee health: By identifying individuals who may be more vulnerable to stress-related conditions, such as anxiety and depression, appropriate interventions can be planned.

– Enhancing overall organizational health: By fostering a supportive and healthy work environment, organizations can improve the general well-being of their employees and, consequently, their productivity.

3. Description of the Scale:

This occupational stress test assists in identifying sources of stress, such as workload, time pressures, task difficulty, and interpersonal relationships with colleagues. It measures both the level of stress and its symptoms, as well as coping mechanisms through stress management strategies. Additionally, it considers personality traits, recognizing that certain characteristics make individuals more susceptible to stress than others.

3.1 Dimensions of the Occupational Stress Scale:

– Psychological Demand or Mental Load: This dimension encompasses the quantity and pace of work required by the job, as well as the cognitive demands involved. It includes time constraints related to the work, the possibility of task fragmentation, conflicting demands placed on the employee, among other factors, all contributing to the psychological workload.

– Decision Autonomy: This dimension reflects the employee's ability to make decisions in managing their work, utilizing and developing their skills, having the option to choose how to perform their duties, participating in decision-making processes, and applying their capabilities and qualifications.

– Social Support: This element serves as a buffer against occupational stress by alleviating the stressful work environment. It includes technical and emotional support provided by supervisors and colleagues (Leila, 2015, p. 166).

The scale contains twenty-six (26) items in total: nine (9) items addressing psychological demand, nine (9) items related to decision autonomy, and eight (8) items pertaining to social support.

3.2 Scoring Method for the Occupational Stress Scale:

The scoring procedure depends on the type of test and its objectives. Generally, the following steps are followed:

– Review the test instructions to ensure understanding of the guidelines and scoring system.

– Identify the different question types (multiple-choice, true/false, etc.).

– Determine whether partial credit is awarded for any items.

– Verify the accuracy and currency of the answer key.

– Ensure all questions have been answered.

– Confirm clarity of evaluation criteria for each question.

– Score each test paper carefully by matching responses with the answer key, assigning the correct score for each item.

– Calculate total scores by summing individual item scores and computing the percentage score for each test.

– Evaluate the results by comparing test scores to established benchmarks.

– Identify strengths and weaknesses in the test-takers' performance and provide feedback accordingly.

4. The Burnout Scale

The burnout scale is a tool used to assess the extent to which an individual is affected by burnout.

4.1 Objectives of the Scale:

The burnout test aims to achieve several general objectives, including:

– Assessment of Burnout Severity:

- It serves as a fundamental instrument to determine whether an individual is experiencing burnout by measuring symptoms such as exhaustion, frustration, and feelings of detachment.
- The test can assist individuals in gaining a better understanding of their condition and initiating steps to manage it.

– Identification of Risk Factors:

- It helps identify factors that increase the likelihood of an individual developing burnout.

– Monitoring Condition Progression:

- The scale is used to track changes in the individual's condition over time, assessing whether burnout symptoms are worsening or improving.

4.2 Description of the Scale:

The burnout scale is a widely utilized instrument designed to evaluate the degree of exhaustion an individual experiences in their work. It was originally developed by Christina Maslach in the 1970s and has since been extensively applied to study burnout across various professions. The scale comprises three dimensions:

– Exhaustion: Refers to a persistent and intense feeling of physical, emotional, or mental fatigue.

– Reduced Personal Accomplishment: Reflects feelings of inefficacy in achieving goals or making an impact at work.

– Depersonalization: Involves feelings of detachment from colleagues, clients, or work in general.

– 1.3 Components of the Burnout Scale:

– Emotional Exhaustion: Measures physical depletion and the individual's sense of being overwhelmingly tired and emotionally, mentally, and spiritually drained. This dimension includes nine (9) items.

– Depersonalization: Assesses negative and accumulating feelings towards service recipients and colleagues, reflecting emotional numbness or detachment from work and others. This dimension comprises five (5) items.

– Personal Accomplishment: Evaluates feelings of professional inefficacy, diminished self-esteem, and a lack of fulfillment in work achievements. It captures the sense of having or lacking personal accomplishments at work and consists of eight (8) items (Said Al-Dhafri, 2010, p. 181).

4.3 Scoring Procedure for the Maslach Burnout Inventory (MBI):

4.3.1 Steps for Scoring the MBI:

– Administration of the Scale: The MBI is administered to the targeted individuals, ensuring they are given adequate time to respond to all items accurately.

– Collection of Responses: Upon completion, all response sheets are collected from the participants.

– Recording Scores: Each item on the MBI is scored on a scale from 1 to 7. These scores are recorded in a dedicated table for each participant.

– Calculating Scores for Each Dimension: The MBI consists of three main dimensions:

- Emotional Exhaustion: Sum of scores for items 1 through 7.
- Depersonalization: Sum of scores for items 8 through 14.
- Personal Accomplishment: Sum of scores for items 15 through 21.

4.3.2 Classification of Results:

After computing the scores for each dimension, they are categorized as follows:

– Low: Scores below 31.

– Moderate: Scores between 31 and 39.

– High: Scores of 40 or above.

5. Psychometric Properties of the Study Instruments:

5.2 Psychometric Properties of the Instruments in the Present Study:

5.2.1 Validity:

Internal Validity: Internal Consistency

Reliability and validity of the Occupational Stress Scale were reassessed using a sample of 38 secondary school teachers. Validity was examined through internal consistency by calculating Pearson's correlation coefficient between the total test score and its individual items, as presented in the following table:

Table 01: displays the correlation coefficients between the total score of the Occupational Stress Scale and its constituent items

- Statistically significant at the 0.01 level
- Statistically significant at the 0.05 level

As shown in Table 01, the correlation coefficients for the Occupational Stress Scale range between 0.40 and 0.70. These values are statistically significant at both the 0.01 and 0.05 significance levels, indicating that all items of the scale demonstrate strong internal consistency validity. This confirms the reliability of the instrument for confident application.

Table 02: presents the Pearson correlation coefficients for the subscales related to the Occupational Stress Scale

- Statistically significant at the 0.01 level
- Statistically significant at the 0.05 level

Comment on Table 02:

Table 02 presents the Pearson correlation coefficients for the subscales of the Occupational Stress Scale: Psychological Demand (0.89), Decision Autonomy (0.88), and Social Support (0.71). These high correlation values indicate that the scale exhibits a strong degree of reliability.

5.2.2 Construct Validity:

The validity of the instrument was further assessed by calculating the construct validity, determined by extracting the square root (√) of the reliability coefficient, which was found to be 0.95. This high value confirms that the test possesses a strong degree of validity, supporting its application in the present study.

5.2.3 Test Reliability:

The reliability of the test was assessed using various methods, as detailed in Table 03.

Table 03: illustrates the reliability coefficients for the Occupational Stress Scale

The table 03 presents two reliability coefficients for the Occupational Stress Scale: Cronbach's alpha coefficient was estimated at 0.91, and the split-half reliability coefficient was 0.69. Both values are high, indicating strong reliability of the scale.

Table 04: displays the reliability coefficients for the subscales of the Occupational Stress Scale

6. Burnout Inventory Test:

6.1 Internal Consistency Validity:

The reliability and validity of the burnout inventory were recalculated using a sample of 38 secondary school teachers. Validity was assessed through internal consistency by calculating Pearson's correlation coefficients between the total test score and its individual items, as shown in the following table:

Table 05: illustrates the correlation coefficients between the total burnout inventory score and its items

- Statistically significant at the 0.05 level
- Statistically significant at the 0.01 level

As observed in Table 05, the correlation coefficients for the burnout inventory range from 0.36 to 0.62. These values are statistically significant at the 0.05 and 0.01 levels, indicating that all

items of the inventory demonstrate strong internal consistency validity, thus confirming the instrument's suitability for reliable application.

Table 06: presents the Pearson correlation coefficients for the dimensions related to the Occupational Stress Test

- Statistically significant at the 0.01 level
- Statistically significant at the 0.05 level

Commentary on the Table:

Table 06 displays the Pearson correlation coefficients for the subscales of the Burnout Test, namely: Emotional Exhaustion (0.90), Depersonalization (0.63), and Personal Accomplishment (0.88). These correlation values are notably high, indicating that the scale demonstrates a strong degree of reliability.

6.2 Construct Validity:

The validity of the instrument was assessed by calculating the construct validity through the square root of the reliability coefficient (0.95). This high value confirms that the test possesses a high level of validity, making it suitable for application in the present study.

6.3 Test Reliability:

Test reliability was calculated using several methods, as detailed in the following table.

Table 07: illustrates the reliability coefficients for the Burnout Test

According to Table 07, Cronbach's alpha coefficient (CAC) and the split-half reliability were calculated at values of 0.89 and 0.87, respectively. These high values confirm the stability and consistency of the scale.

Table 08: displays the reliability coefficients for the individual dimensions of the Burnout Test

Commentary on Table 08:

Table 08 displays the reliability coefficients for the dimensions of the burnout scale, with values as follows: Emotional Exhaustion (0.70), Depersonalization (0.81), and Personal Accomplishment (0.74). These values indicate a high degree of validity for the scale, confirming that it effectively measures the constructs it was designed to assess.

Results of the Exploratory Study:

Upon completion of the exploratory study, the distributed questionnaires were collected from the sample. The findings indicated that the research instruments were clear and user-friendly. Reliability was calculated using Cronbach's alpha and split-half methods, while validity was assessed through both face validity and internal consistency measures.

Second: The Main Study

- Research Methodology: The main study employed a descriptive research design, chosen for its appropriateness to the research topic. This methodology is widely used across various scientific disciplines and aims to provide an accurate and objective description of phenomena or problems without delving into causal analysis or interpretation.
- Study Population: The study population comprises the entire group to which the researcher intends to generalize the findings. In this case, it includes secondary education teachers within the Wilaya of Oran for the academic year 2024/2025.
- Study Sample: The sample consisted of 65 teachers (both male and female) selected from two institutions: Bouaziz Rabiea and A'ar Abdelkader.

Table 09 illustrates the distribution of the sample members according to the variable of gender

Commentary on Table 09:

Table 09 reveals that the number of female teachers exceeds that of male teachers, with 47 females compared to 18 males. Consequently, female teachers constitute 72.3% of the sample, while male teachers represent 27.7%.

Chart 01: Distribution of Sample Members by Gender

Figure 01 illustrates the distribution of the study sample according to gender. It is evident that the proportion of females (72.3%) is substantially higher than that of males (27.7%).

Table 10: Distribution of the Sample by Age

Commentary on Table 10:

Table 10 shows that the age group between 30 and 40 years constitutes the largest segment of the sample, followed by those over 40 years, and then those under 30 years. Specifically, the first age group represents 47.7%, the second 43.1%, and the third 9.2%.

Chart 02: Distribution of Sample Members by Age

The figure illustrates that the age group between 30 and 40 years constitutes the largest proportion of the sample at 47.7%, followed by the group aged over 40 years at 43.1%, and finally the group under 30 years at 9.2%.

Table 11: Description of Sample Members by Family Status Variable

Commentary on Table 11:

Table 11 indicates that the single (unmarried) group consists of 19 individuals, which is fewer than the married group, comprising 49 individuals and representing a larger proportion of the sample. The third category accounts for 9.2%.

Chart 03: Distribution of Sample Members by Marital Status

It is observed that the number of married individuals exceeds that of singles, with the former representing 92.2% of the sample, while the latter account for 70.8%.

Table 12: Description of Sample Members by Educational Level

Commentary on Table 12:

Table 12 provides a breakdown of the sample according to educational level. It shows that 55 members of the sample hold a university degree, 8 have a secondary education level, and 2 possess a middle school level. These figures correspond to 48.6%, 12.3%, and 3.1%, respectively.

Chart 04: Educational Level Variable

The figure illustrates the distribution of the sample according to educational level. The university-educated group constitutes the majority at 84.6%, followed by the secondary level at 12.3%, and the middle school level at 3.1%.

Table 13: Description of Sample Members by Seniority

Commentary on Table 13:

Table 13 indicates that the number of teachers with more than 10 years of seniority is 38, those with seniority between 6 and 10 years number 17, and those with less than 5 years of seniority total 10. These figures represent 58.5% for the first category, 26.2% for the second, and 15.4% for the third.

Chart 05: Distribution of Sample Members by Seniority

The figure illustrates that 58.5% of the teachers have more than 10 years of seniority, 26.2% have between 6 and 10 years of seniority, and 15.4% have less than five years of seniority.

3. Scope of the Study:

- Human Scope: The study sample consists of teachers working at Bouaziz Rabia and Waer Abdelkader secondary schools in the Wilaya of Oran, totaling 65 teachers.
- Temporal Scope: The field research was conducted during the second semester (April 2024–2025).
- Spatial Scope: The research was carried out on a sample of teachers from the Wilaya of Oran, specifically in the neighborhoods of Yasmin and Sidi Maarouf.

5. Statistical Methods:

Statistical methods encompass a set of mathematical tools and techniques used for data collection, analysis, and interpretation. The researchers employed the Statistical Package for the Social Sciences (SPSS), version 20, to perform statistical analyses on the test results. The following statistical techniques were utilized:

- Arithmetic Mean: To determine the level of increase or decrease in responses provided by the study sample for each statement.
- Standard Deviation: To assess the variability of responses within each main dimension relative to its mean.
- Percentage: Calculated for each response item using the formula:

Percentage (%) = (Number of repetitions × 100) ÷ Number of individuals in the sample.

- Reliability Analysis: Reliability was assessed using Cronbach's Alpha, Spearman-Brown, Pearson coefficients, and the split-half method.
- Independent Samples t-Test: Applied to determine the statistical significance of differences between genders.
- One-Way ANOVA: Used to compare means across two or more groups.

Presentation and Discussion of Results for the First Research Question:

The question addresses whether there is a statistically significant relationship between occupational stress and psychological burnout among secondary education teachers.

To investigate this, the following hypothesis was formulated:

- There is a statistically significant relationship between occupational stress and psychological burnout among secondary education teachers.

Table 14: presents the values of the correlation coefficients between occupational stress and psychological burnout variables

Table 14 reveals that the correlation coefficient between occupational stress and psychological burnout was estimated at 0.63, indicating a strong positive correlation. The significance value (sig) was calculated as 0.01, which is below the conventional alpha level of 0.05. Therefore, the alternative hypothesis that there is a statistically significant correlation between occupational stress and psychological burnout among secondary school teachers is accepted, while the null hypothesis, which posits no such correlation, is rejected. Accordingly, the first hypothesis is confirmed.

Discussion of the First Hypothesis:

The first research question examined whether a correlation exists between occupational stress and psychological burnout among secondary school teachers. The findings demonstrate a statistically significant relationship between these variables, as evidenced by a sig value of 0.01, which is less than the 0.05 significance threshold. This result indicates a meaningful association between occupational stress and psychological burnout, leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. This finding aligns with the study by Fadila Lahrach (2018) on psychological burnout and its relationship to occupational stress, which found a statistically significant correlation between these variables among primary school teachers in the city of Msila. Specifically, Pearson's correlation coefficient was 0.33, exceeding the critical value of 0.22 at the 0.01 significance level, indicating a strong positive relationship and thus supporting the hypothesis (Laharsh, 2018, p. 64).

Presentation and Discussion of the Second Research Question:

The second question addresses whether statistically significant differences exist in the levels of occupational stress and its dimensions psychological demand, decision autonomy, and social support among secondary school teachers based on gender, marital status, age, and seniority.

To answer this question, the following hypothesis was formulated:

There are statistically significant differences in the levels of occupational stress and its dimensions (psychological demand, decision autonomy, social support) among secondary school teachers attributable to gender, marital status, age, and seniority.

An independent samples t-test was conducted to examine differences in mean occupational stress levels between male and female teachers. The means and standard deviations for the overall sample were calculated, and the results are presented in Table 07.

Table 15: displays the t-test results assessing the significance of gender differences in mean occupational stress among secondary school teachers

Commentary on the Table:

Table 15 indicates that the overall mean score for occupational stress among male teachers was 4.474 with a standard deviation of 1.510, while for female teachers, the mean was also 4.474, with a standard deviation of 1.336. Although the mean scores are identical for both male and female samples, the male group exhibited a slightly higher variability as reflected by the larger standard deviation. The calculated t-value of 0.493 corresponds to a significance level of 0.05, which exceeds the conventional threshold for statistical significance. This suggests that no statistically significant differences exist between male and female teachers regarding occupational stress levels in secondary education.

Furthermore, the significance values for the remaining dimensions of occupational stress were all above 0.05, indicating the absence of significant gender-based differences across these subscales as well. Accordingly, the null hypothesis, which states that there are no statistically significant differences in occupational stress based on gender from the teachers' perspective, is accepted. This implies consensus between genders concerning occupational stress in secondary education.

Therefore, the hypothesis proposing gender-related differences was not supported.

Table 16: presents the results examining the significance of differences in occupational stress levels and its dimensions according to marital status (single versus married)

Commentary on Table 16:

Table 15 shows that the overall mean occupational stress score for single teachers was 2.963, with a standard deviation of 1.510, whereas for married teachers, the mean was higher at 3.349, with a standard deviation of 1.336. The mean scores between singles and married teachers thus differ, with the single group exhibiting greater variability in responses as indicated by the larger standard deviation. However, the calculated t-value, associated with a significance level of 0.05, was 0.493 exceeding the conventional threshold for statistical significance. This indicates that no statistically significant differences exist in occupational stress levels between single and married secondary school teachers.

Additionally, the significance levels for the other dimensions of occupational stress were also greater than 0.05, reinforcing the conclusion that marital status does not produce significant differences in occupational stress among these educators. Therefore, the null hypothesis, which states that there are no statistically significant differences in occupational stress based on marital status from the teachers' perspective, is accepted. This suggests that regardless of marital status, teachers share similar experiences of occupational stress in secondary education.

Table 17: presents the analysis of differences in occupational stress according to teachers' age groups in secondary education

Commentary on Table 17:

Table 17 presents the differences in occupational stress levels among secondary school teachers based on age. The significance values for all dimensions of occupational stress exceed the 0.05 threshold, indicating no statistically significant differences attributable to age. Consequently, the null hypothesis which posits that there are no significant differences in occupational stress from the teachers' perspective due to age is accepted. This implies that teachers of varying ages share similar perceptions of occupational stress in secondary education.

Therefore, the hypothesis proposing age-related differences was not supported.

Table 18: addresses the examination of differences in occupational stress and its dimensions among secondary school teachers according to their educational level

Commentary on Table 18:

Table 18 presents the analysis of differences in occupational stress levels and its dimensions among secondary school teachers based on educational attainment. Regarding the

psychological demand dimension, the sum of squares was 1231.38, with a mean square of 32.189. The degrees of freedom were 64, the calculated F-value was 0.550, and the significance level (sig) was 0.580.
For decision autonomy, the sum of squares amounted to 803.446, the mean square was 12.146, with degrees of freedom of 64, an F-value of 2.076, and a sig value of 0.134.
Concerning social support, the sum of squares was 1978.554, the mean square was 31.577, with degrees of freedom 64, an F-value of 0.329, and a significance value of 0.721.
For the overall occupational stress scale, the total sum of squares was 4390.985, the mean square was 69.365, degrees of freedom 64, the F-value was 0.651, and the sig value was 0.525.
Since all significance values exceed the 0.05 threshold, the null hypothesis is accepted, indicating no statistically significant differences in occupational stress or its dimensions based on educational level. Therefore, the alternative hypothesis is rejected.

Table 19: presents the analysis of differences in occupational stress levels and its dimensions among secondary school teachers according to their seniority

Commentary on Table 19:

Table 19 presents the analysis of differences in occupational stress levels and its dimensions among secondary school teachers based on seniority. For the psychological demand dimension, the sum of squares was 1084.062, degrees of freedom 64, mean square 2.633, with an F-value of 0.151 and a significance value (sig) of 0.860. Regarding decision autonomy, the sum of squares was 1201.538, mean square 19.513, degrees of freedom 64, F-value 0.041, and sig 0.359. For social support, the sum of squares was 1217.785, mean square 31.278, degrees of freedom 64, F-value 1.596, and sig 0.211. Overall, the total sum of squares was 2199.846, mean square 33.032, degrees of freedom 64, F-value 0.960, and sig 0.384. Since all significance values exceed the 0.05 threshold, the null hypothesis is accepted, and the alternative hypothesis rejected.

Interpretation and Discussion of the Second Hypothesis:

The second research question inquired whether statistically significant differences exist in occupational stress levels and its dimensions (psychological demand, decision autonomy, social support) related to gender, marital status, age, and seniority among secondary school teachers. The results indicate no statistically significant differences attributable to these variables.
These findings are consistent with the study by (Leila, 2015), which investigated occupational stress and its relationship with burnout among journalists in both print and broadcast media. That study found no statistically significant differences between the two groups, with a significance value of 0.027, below the 0.05 threshold, thus confirming their hypothesis.
In the current study, no significant differences were found in occupational stress levels among secondary school teachers across gender, marital status, age, or seniority. An independent samples t-test for gender showed a computed t-value statistically significant at 0.229, which is greater than 0.05, confirming the absence of gender-related differences.
Regarding marital status, averages across all dimensions indicated that single teachers experience higher levels of stress compared to married ones. This may be explained by the relative lack of strong social support networks available to single individuals and feelings of loneliness. Supporting this, a 2018 study published in Psychology found that single individuals reported higher levels of stress and anxiety compared to their married counterparts.
Moreover, the findings align with Ali Amayar's study on occupational stress among university professors and its relation to self-esteem, considering individual variables such as gender and age. That study revealed differences in stress exposure among professors, with the 31–40 age group experiencing the highest levels of occupational stress, followed by those over 50, the 41–50 group, and lastly those under 30 years old.
The findings of our study align with numerous previous investigations, which similarly report no statistically significant differences in occupational stress dimensions based on age, although

the degree of effect varies. Individual factors and professional circumstances play a critical role in shaping these differences. For instance, teachers under 30 years of age may experience higher levels of work-related stress, while those between 30 and 40 years may encounter varying stress levels influenced by increasing familial and professional responsibilities. Conversely, teachers over 40 tend to report reduced stress levels, possibly due to approaching retirement age.

Regarding seniority, prior research Shafi Jamil and Nahar Shakhanbeh has demonstrated that there are no statistically significant differences in occupational stress levels based on years of service. Teachers with less than five years of experience tend to face more challenges, whereas more experienced educators typically maintain positive and effective relationships with colleagues. Our current study corroborates these findings, showing no significant differences in occupational stress across its three dimensions. Experienced teachers generally exhibit greater competence in managing teaching demands and classroom dynamics, while novice teachers face considerable pressures related to adapting to new work environments and managing student relationships.

Presentation and Discussion of the Third Research Question:

The third research question addresses whether statistically significant differences exist in psychological burnout levels among secondary school teachers and its dimensions emotional exhaustion, depersonalization, and reduced personal accomplishment based on gender, marital status, age, and seniority.

To investigate this, the following hypothesis was formulated:

- There are no statistically significant differences in psychological burnout levels among secondary school teachers, including its dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment, attributable to gender, marital status, age, or seniority.

Table 20: presents the analysis of gender differences in the mean levels of psychological burnout and its dimensions among male and female teachers

Commentary on Table 20:

Table 20 presents the gender differences in psychological burnout among secondary school teachers across its dimensions. The mean scores for emotional exhaustion were 1.574 for males and 1.510 for females, with standard deviations of 0.49 and 0.155, respectively. The calculated t-value was 0.112, and the significance level (sig) was 0.739, indicating no statistically significant difference between genders.

For depersonalization, the mean scores were 0.980 for males and 0.847 for females, with standard deviations of 1.156 and 1.338, respectively. The t-value was 1.463, with a significance level of 0.231, again demonstrating no significant gender difference.

Regarding reduced personal accomplishment, the mean scores were 1.544 for males and 1.617 for females, with standard deviations of 0.891 and 0.851, respectively. The calculated t-value was 0.556, and the significance level was 0.459, indicating no significant difference.

For overall psychological burnout, the mean scores were 2.293 for males and 2.324 for females, with standard deviations of 1.068 and 1.054, respectively. The t-value was 0.696, and the significance level was 0.757, confirming the absence of statistically significant gender differences in overall burnout levels.

Table 21: Analysis of Differences in Psychological Burnout Levels and Its Dimensions by Marital Status (Single vs. Married) and Gender

Commentary on Table 21:

The table reveals that the mean level of emotional stress among single individuals is higher than that of married individuals. Specifically, the average emotional stress score for singles is 1.547 compared to 1.442 for married participants. Regarding emotional confusion, the mean values are 0.973 for singles and 1.001 for married individuals. For the sense of achievement, the

averages are 1.526 for singles and 1.520 for married individuals. When considering the domains as a whole, the mean scores are 2.276 for singles and 2.314 for married participants.
Concerning the calculated values, the emotional stress score yielded a value of 0.569 with a significance level of 0.453. For emotional confusion, the computed value was 0.774, though the significance level is not explicitly stated. Regarding the sense of achievement, the calculated value was 0.001 with a significance level of 0.974. For the overall domains combined, the calculated value was 0.140 with a significance level of 0.710.

Table 22: Analysis of the Significance of Age Differences among Secondary Education Teachers across Its Dimensions

Commentary on Table 22:

Table 22 presents the analysis of differences in levels of psychological burnout among secondary education teachers, examined through its dimensions. For emotional exhaustion, the sum of squares was 2031.38, with a mean square of 17.704, and degrees of freedom totaling 64. The calculated F-value was 0.550, with a significance level of 0.580.
Regarding emotional confusion, the sum of squares was 803.446, the mean square was 25.211, degrees of freedom were 64, the F-value was 2.076, and the significance level was 0.134.
For the sense of achievement, the sum of squares was 1978.554, the mean square was 10.376, degrees of freedom were 31.577, the F-value was 0.329, and the significance level was 0.721.
Considering all dimensions collectively, the sum of squares was 4390.985, the mean square was 45.175, degrees of freedom were 69.365, the F-value was 0.651, and the significance level was 0.525.
From these results, it is evident that there are no statistically significant differences in psychological burnout based on age among secondary education teachers.

Table 23: Analysis of the Significance of Differences in Educational Level among Secondary School Teachers

Commentary on Table 23:

Table 23 presents the analysis of differences in psychological burnout levels among secondary school teachers across the dimensions of emotional exhaustion. The sum of squares for emotional exhaustion was 2031.138, with a mean square of 73.777, degrees of freedom equal to 30.380, an F-value of 2.428, and a significance level of 0.097.
For emotional confusion, the sum of squares was 803.446, the mean square was 3.323, degrees of freedom were 12.852, the F-value was 0.259, and the significance level was 0.773.
Regarding the sense of achievement, the sum of squares was 1978.554, the mean square was 58.222, degrees of freedom were 30.034, the F-value was 1.939, and the significance level was 0.153.
Considering all dimensions collectively, the sum of squares was 8363.015, the mean square was 306.652, degrees of freedom were 124.995, the F-value was 2.453, and the significance level was 0.094.
These results indicate that there are no statistically significant differences in psychological burnout levels among secondary school teachers based on their educational level.

Table 24: Analysis of the Significance of Differences in Seniority among Secondary Education Teachers

Commentary on Table 24:

Table 24 presents the analysis of differences in psychological burnout levels among secondary education teachers across its dimensions. For emotional exhaustion, the sum of squares was 2031.138, with a mean square of 17.704, degrees of freedom equal to 32.189, an F-value of 0.550, and a significance level of 0.580.
Regarding emotional confusion, the sum of squares was 803.446, the mean square was 25.211, degrees of freedom were 12.146, the F-value was 2.076, and the significance level was 0.134.

For the sense of achievement, the sum of squares was 1978.554, the mean square was 10.376, degrees of freedom were 31.577, the F-value was 0.329, and the significance level was 0.721. Considering all dimensions collectively, the sum of squares was 8363.015, the mean square was 145.965 and 130.179, degrees of freedom were 64, the F-value was 1.121, and the significance level was 0.332.

From the table, it is evident that there are no statistically significant differences in psychological burnout levels based on seniority among secondary education teachers.

Presentation and Discussion of the Third Hypothesis:

Research Question of the Third Hypothesis: Are there statistically significant differences in the level of psychological burnout among secondary education teachers across its dimensions emotional exhaustion, depersonalization, and sense of accomplishment attributable to the variables of gender, marital status, age, and seniority? The intensity and impact of these dimensions are expected to vary according to these factors.

The study conducted by Dr. Nibal Abbas Al-Haj Muhammad aimed to examine psychological burnout among a sample of teachers from public and private schools in Beirut. It is well known that the capital typically hosts the majority of governmental and educational studies across various levels. The study also sought to explore the relationship between burnout and several variables such as gender, age, and marital status. The findings revealed that teachers in both public and private schools in Lebanon experience psychological burnout. Furthermore, burnout levels were notably higher among female teachers compared to their male counterparts, which may be attributed to women's limited authority in their workplaces relative to men, lower self-esteem, and difficulties balancing family responsibilities with work demands within limited timeframes. These factors collectively confirmed the presence of statistically significant differences in burnout levels.

Conversely, the results of our study indicate no statistically significant differences in psychological burnout levels across emotional exhaustion, depersonalization, and sense of accomplishment attributable to gender, marital status, age, or seniority among secondary education teachers. Nonetheless, females appear more susceptible to burnout. Complaints among teachers tend to increase with age, linked to multiple health issues and declining physical strength. Additionally, psychological burnout levels are higher among single teachers compared to married ones. Our findings also reveal that burnout severity tends to increase with greater teaching experience.

7. Conclusion:

Occupational stress is a key factor contributing to psychological burnout, especially in demanding work environments characterized by long hours and substantial job responsibilities. Based on the findings of this study examining the relationship between occupational stress and psychological burnout among secondary school teachers, there is a significant interrelation among variables that reflects the various challenges teachers face. These challenges primarily stem from organizational factors, which negatively affect teachers across both the measurable and dependent dimensions of occupational stress and burnout, according to the variables studied.

To mitigate these stressors affecting teachers, it is essential to enhance work-life balance by offering flexible working hours, motivating staff, establishing healthy boundaries, seeking professional support, and fostering a sense of accomplishment through clear goal-setting and the provision of necessary resources and support. Institutions can also identify sources of stress by conducting employee surveys or organizing focus groups.

It is hoped that this study will serve as a foundation for future research under different titles and benefit students and researchers in educational psychology.

Study Recommendations:

Recommendations and Suggestions for Reducing Occupational Stress and Its Relationship to Psychological Burnout:

−Identify the causes and sources of workplace stress.

−Develop management plans to alleviate the underlying stressors.

−Improve teachers' working conditions across various domains.

−Implement effective strategies that translate into activities designed to break routine and monotony for teachers within institutions, thereby protecting them from the risk of burnout.

−Utilize advanced educational tools and technologies that leverage supportive mechanisms to reduce teachers' effort and stress in instruction and communication with students.

−Promote positive coping strategies, such as social support and psychological resilience training, to mitigate the impact of occupational stress.

−Foster organizationally supportive work environments characterized by high levels of communication and respect to reduce risk factors associated with burnout.

−Design context-specific professional interventions, such as crisis-focused measures or the "contextual stress" model tailored for software developers, adaptable to other professional settings.

Table 01: displays the correlation coefficients between the total score of the Occupational Stress Scale and its constituent items

Pearson Correlation Coefficient (PCC)	Item Number (IN)	Pearson Correlation Coefficient (PCC)	Item Number (IN)
0.70**	14	0.52**	1
0.59**	15	0.68**	2
0.62**	16	0.45**	3
0.69**	17	0.37**	4
0.59**	18	0.69**	5
0.45**	19	0.70**	6
0.40*	20	0.52**	7
0.48**	21	0.68**	8
0.54**	22	0.69**	9
0.41**	23	0.58**	10
0.55**	24	0.68**	11
0.48**	25	0.39**	12
0.54**	26	0.49**	13

Table 02: presents the Pearson correlation coefficients for the subscales related to the Occupational Stress Scale

Axis	PCC Value
Psychological Demand Axis	0.89*
Decision Autonomy	0.88*
Social Support	0.71*

Table 03: illustrates the reliability coefficients for the Occupational Stress Scale

Number of Items	Cronbach's Alpha Coefficient (CAC)	Split-Half Reliability
26	0.91	0.69

Table 04: displays the reliability coefficients for the subscales of the Occupational Stress Scale

Axis	Cronbach's Alpha Reliability Coefficient (CARC)
Psychological Demand Axis	0.84

Decision Autonomy	0.84
Social Support	0.82

Table 05: illustrates the correlation coefficients between the total burnout inventory score and its items

Item Number	Correlation Coefficient (CC)	Item Number	Correlation Coefficient (CC)
1	0.50**	12	0.55**
2	0.55**	13	0.53**
3	0.52**	14	0.36*
4	0.43**	15	0.46**
5	0.47**	16	0.62**
6	0.49**	17	0.54**
7	0.54**	18	0.54**
8	0.50**	19	0.53**
9	0.62**	20	0.62**
10	0.46**	21	0.49**
11	0.46**	22	0.50**

Table 06: presents the Pearson correlation coefficients for the dimensions related to the Occupational Stress Test

Axis	PCC
Emotional Exhaustion	0.90*
Emotional Numbing	0.62*
Sense of Accomplishment	0.88*

Table 07: illustrates the reliability coefficients for the Burnout Test

Number of Items	CAC	Split-Half Reliability
22	0.87	0.89

Table 08: displays the reliability coefficients for the individual dimensions of the Burnout Test

Axis	CAC
Emotional Exhaustion	0.7
Emotional Numbing	0.81
Sense of Accomplishment	0.74

Table 09: illustrates the distribution of the sample members according to the variable of gender

Gender	Frequency	Percentage (%)
Male	18	28
Female	47	72
Total	65	100

Table 10: Distribution of the Sample by Age

Age Group	Frequency	Percentage (%)
Under 30 years	6	9.2
Between 30 and 40	31	47.7
Over 40	28	43.1
Total	65	100

Table 11: Description of Sample Members by Family Status Variable

Marital Status	Frequency	Percentage (%)
Single	19	29.2
Married	46	70.8

Total	65	100

Table 12: Description of Sample Members by Educational Level

Educational Level	Frequency	Percentage (%)
Intermediate	2	3.1
Secondary	8	12
University	55	85
Total	65	100

Table 13: Description of Sample Members by Seniority

Seniority	Frequency	Percentage (%)
Less than 5 years	10	15
Between 6 and 10 years	17	26
More than 10 years	38	59
Total	65	100

Table 14: presents the values of the correlation coefficients between occupational stress and psychological burnout variables

Variables	Correlation Coefficient Value	sig Value
Occupational Stress Test	0.633	0.01
Psychological Burnout Test		

Table 15: displays the t-test results assessing the significance of gender differences in mean occupational stress among secondary school teachers

Field	Gender	Number of Participants	Arithmetic Mean	S.D	Calculated Value	Sig Level	Sig Status
Psychological Demand	Male	19	1092	2134	0.479	0.49	Not Sig
	Female	46	1011	2314			
Decision Autonomy	Male	19	1187	0.651	0.454	0.5	Not Sig
	Female	46	1142	0.676			
Social Support	Male	19	1182	2233	0.016	0.9	Not Sig
	Female	46	1185	2227			
Overall Fields	Male	19	1510	2963	0.494	0.49	Not Sig
	Female	46	1336	3349			

Table 16: presents the results examining the significance of differences in occupational stress levels and its dimensions according to marital status (single versus married).

Field	Gender	Number of Participants	Arithmetic Mean	SD	Calculated Value	Significance Level	Sig Status
Psychological Demand	Single	19	2.143	1.092	0.479	0.492	Not Sig
	Married	46	2.314	1.011			
Decision Autonomy	Single	19	0.651	1.187	0.454	0.503	Not Sig
	Married	46	0.676	1.142			
Social Support	Single	19	2.233	1.182	0.016	0.9	Not Sig
	Married	46	2.277	1.185			
Overall Fields	Single	19	2.963	1.51	0.493	0.484	Not Sig
	Married	46	3.349	1.336			

Table 17: presents the analysis of differences in occupational stress according to teachers' age groups in secondary education

Dimension	Source of Variance	Sum of Squares	DF	Mean Square	Calculated Value	Sig Value
Psychological Demand	Between Groups	5,266	2	2.633		
	Within Groups	1078,795	62	17.400	0.151	0.86
	Total	1084,062	64			
Decision Autonomy	Between Groups	39,026	2	19.513		
	Within Groups	1162,513	62	18.750	1.041	0.359
	Total	1201,538	64			
Social Support	Between Groups	62,557	2	31.278		
	Within Groups	1215,228	62	19.600	1.596	0.211
	Total	1277,785	64			
Overall Fields	Between Groups	66,065	2	33,032		
	Within Groups	2133,781	62	34,416	0.96	0.389
	Total	2199,846	64			

Table 18 addresses the examination of differences in occupational stress and its dimensions among secondary school teachers according to their educational level

Dimension	Source of Variance	Sum of Squares	DF	Mean Square	Calculated Value	Sig Value
Psychological Demand	Between Groups	35.408	2	17.7		
	Within Groups	1,995.73	62	32.19	0.55	0.58
	Total	2,031.14	64			
Decision Autonomy	Between Groups	50.423	2	25.21		
	Within Groups	753.023	62	12.15	2.076	0.13
	Total	803.446	64			
Social Support	Between Groups	20.753	2	10.38		
	Within Groups	1,957.80	62	31.58	0.329	0.72
	Total	1,978.55	64			
Overall Fields	Between Groups	90.349	2	45.18		
	Within Groups	4,300.64	62	69.37	0.651	0.53
	Total	4,390.99	64			

Table 19 presents the analysis of differences in occupational stress levels and its dimensions among secondary school teachers according to their seniority

Dimension	Source of Variance	Sum of Squares	DF	Mean Square	Calculated Value	Sig Value
Psychological Demand	Between Groups	144.388	5	28.878		
	Within Groups	939.674	59	15.927	1.813	0.124
	Total	1,084.06	64			
Decision Autonomy	Between Groups	181.858	5	36.372		
	Within Groups	1,019.68	59	17.283	2.105	0.077
	Total	1,201.54	64			
Social Support	Between Groups	205.006	5	41.001		
	Within Groups	1,072.78	59	18.183	2.255	0.061
	Total	1,277.79	64			
Overall Fields	Between Groups	812.086	5	162.42		
	Within Groups	4,868.16	59	82.511	1.968	0.097
	Total	5,680.25	64			

Table 20 presents the analysis of gender differences in the mean levels of psychological burnout and its dimensions among male and female teachers

Field	Gender	Number of Participants	Arithmetic Mean	SD	Calculated t-value	Sig Level	Sig Status
Psychological Exhaustion	Male	19	1.574	0.149	0.112	0.739	Not Sig
	Female	46	1.51	0.155			
Emotional Numbing	Male	19	0.98	-1.156	1.463	0.231	Not Sig
	Female	46	0.847	-1.338			
Sense of Accomplishment	Male	19	1.544	0.891	0.556	0.459	Not Sig
	Female	46	1.617	0.851			
Overall Fields	Male	19	2.293	-1.068	0.096	0.757	Not Sig
	Female	46	2.324	-1.054			

Table 21: Analysis of Differences in Psychological Burnout Levels and Its Dimensions by Marital Status (Single vs. Married) and Gender

Field	Civil Status	Number of Participants	Arithmetic Mean	SD	Calculated Value	Sig Level
Emotional Exhaustion	Single	19	1.547	0.326	0.569	0.453
	Married	46	1.442	0.35		
Emotional Numbing	Single	19	0.973	0.272	0.083	0.774
	Married	46	1.001	0.264		
Sense of Accomplishment	Single	19	1.526	0.466	0.001	0.974
	Married	46	1.52	0.468		

Table 22: Analysis of the Significance of Age Differences among Secondary Education Teachers across Its Dimensions

Dimension	**Source of Variance**	**Sum of Squares**	**DF**	**Mean Square**	**Calculated Value**	**sig Value**
Emotional Exhaustion	Between Groups	35.408	2	17.704	0.55	0.58
	Within Groups	1,995.73	62	32.189		
	Total	2,031.14	64			
Emotional Numbing	Between Groups	50.423	2	25.211	2.076	0.134
	Within Groups	753.023	62	12.146		
	Total	803.446	64			
Sense of Accomplishment	Between Groups	20.753	2	10.376	0.329	0.721
	Within Groups	1,957.80	62	31.577		
	Total	1,978.55	64			
Overall Fields	Between Groups	90.349	2	45.175	0.651	0.525

	Within Groups	4,300.64	62	69.365		
	Total	4,390.99	64			

Table 23: Analysis of the Significance of Differences in Educational Level among Secondary School Teachers

Dimension	Source of Variance	Sum of Squares	DF	Mean Square	Calculated Value (t)	sig Value
Emotional Exhaustion	Between Groups	147.554	2	37.777	2.428	0.097
	Within Groups	1,883.58	62	30.38		
	Total	2,031.14	64			
Emotional Numbing	Between Groups	6.646	2	3.323	0.259	0.773
	Within Groups	796.8	62	12.852		
	Total	803.446	64			
Sense of Accomplishment	Between Groups	116.445	2	58.222	1.939	0.153
	Within Groups	1,862.11	62	30.034		
	Total	1,978.55	64			
Overall Fields	Between Groups	613.304	2	306.65	2.453	0.094
	Within Groups	7,749.71	62	125		
	Total	8,363.02	64			

Table 24: Analysis of the Significance of Differences in Seniority among Secondary Education Teachers

Dimension	Source of Variance	Sum of Squares	DF	Mean Square	Calculated t-value	sig Value
Emotional Exhaustion	Between Groups	35.408	2	17.704	0.55	0.58
	Within Groups	1,995.73	62	32.189		
	Total	2,031.14	64			
Emotional Numbing	Between Groups	50.423	2	25.211	2.076	0.13
	Within Groups	753.023	62	12.146		
	Total	803.446	64			
Sense of Accomplishment	Between Groups	20.753	2	10.376	0.329	0.72
	Within Groups	1,957.80	62	31.577		
	Total	1,978.55	64			
Overall Fields	Between Groups	291.929	2	145.97	1.121	0.33
	Within Groups	8,071.09	62	130.18		
	Total	8,363.02	64			

Chart 01: Distribution of Sample Members by Gender

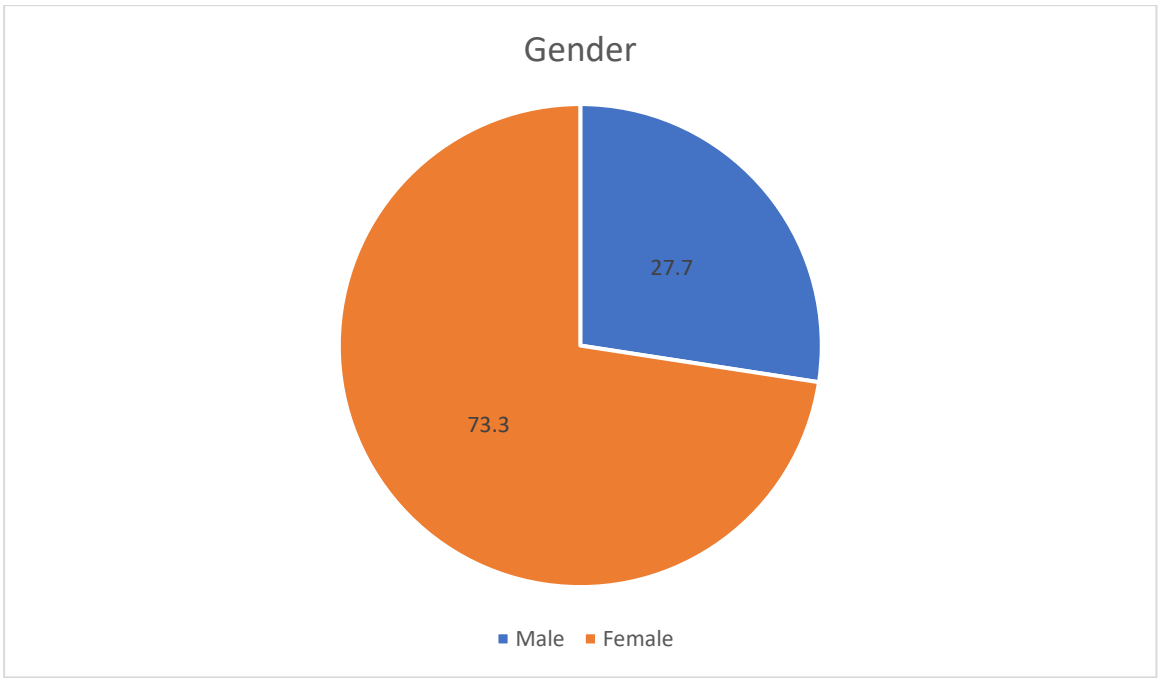


Chart 02: Distribution of Sample Members by Age

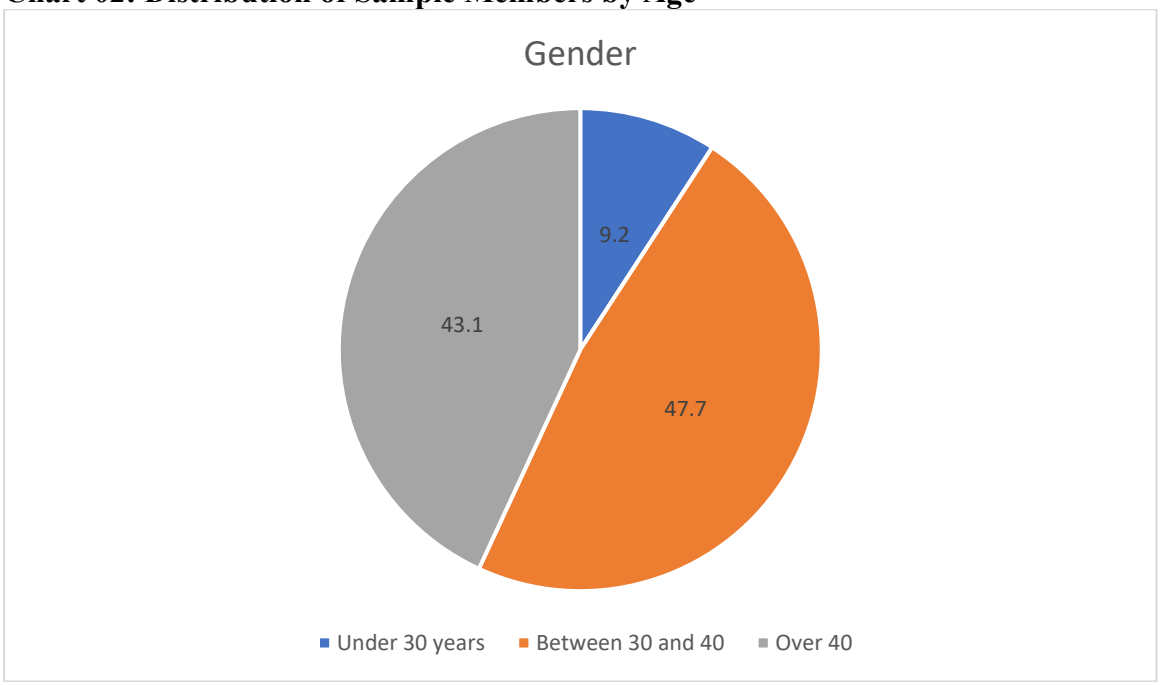


Chart 03: Distribution of Sample Members by Marital Status

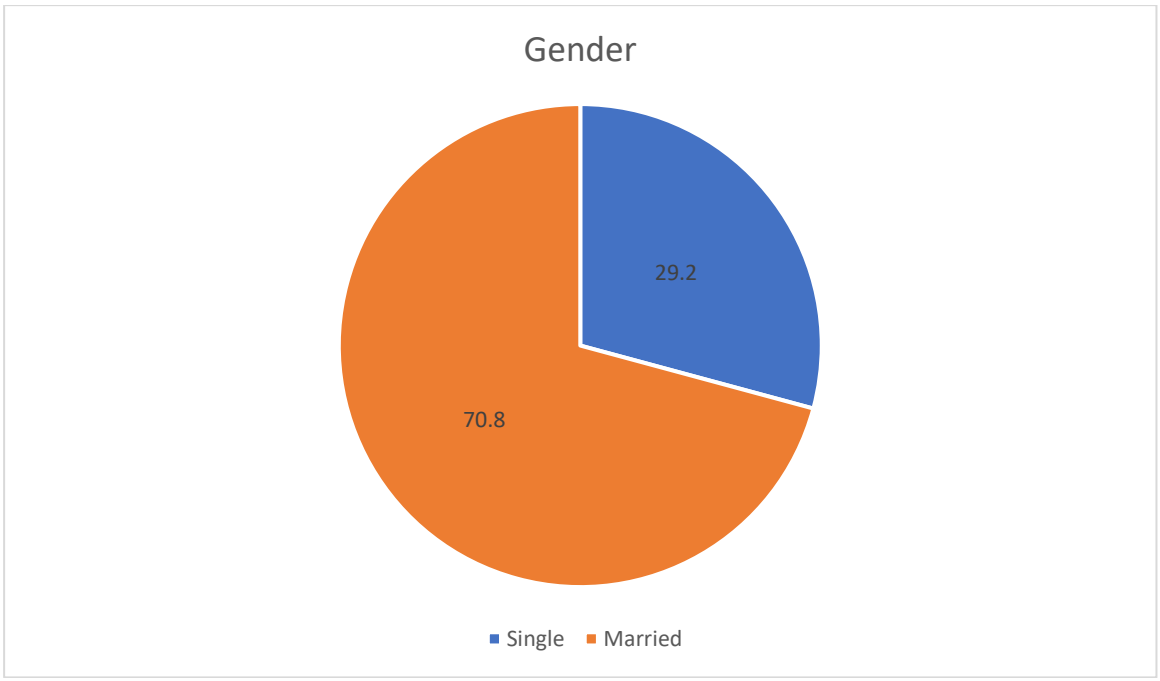

Gender
29.2
70.8
Single
Married

Chart 04: Educational Level Variable

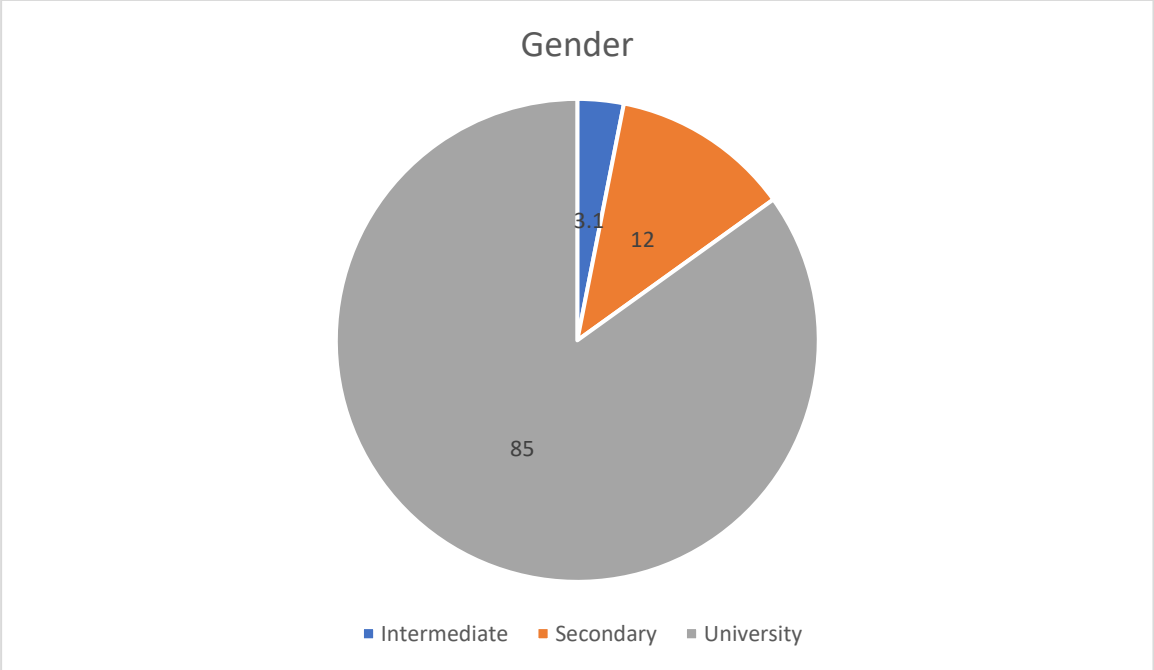
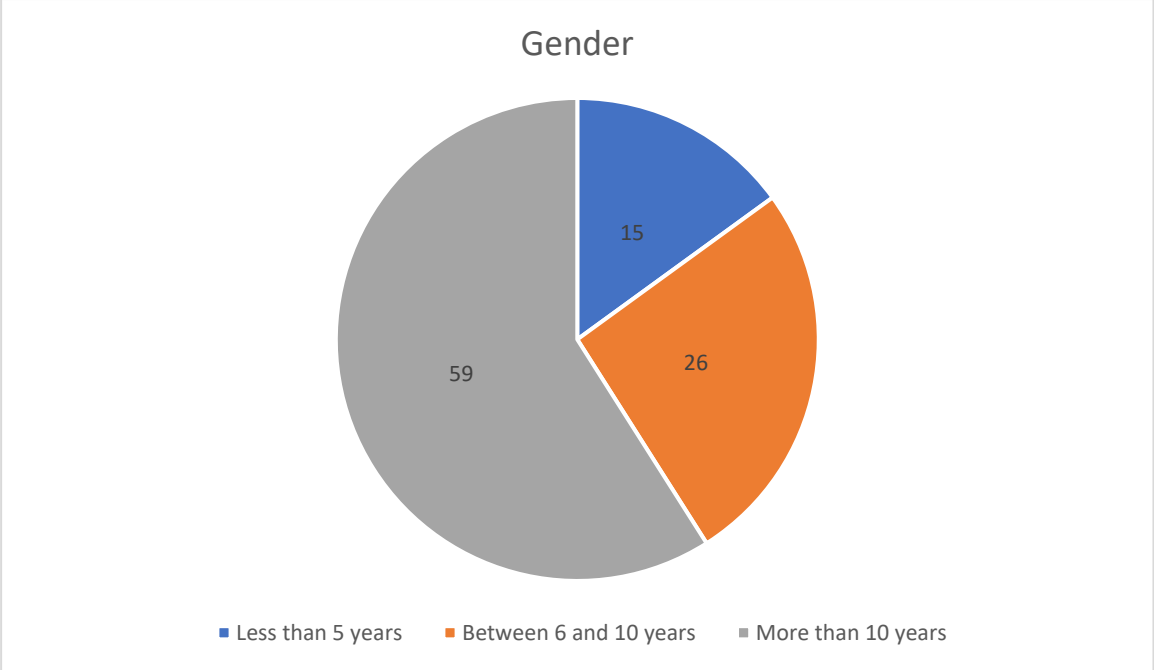


Chart 05: Distribution of Sample Members by Seniority



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