People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun, Tiaret

Faculty of Letters and Languages

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Teacher's Burnout: Exploring Triggers and Approaches to Overcome and Prevent a Menacing Issue

Case Study EFL Secondary School Teachers of Tiaret

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master in Didactics

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Academic Year: 2020/2021

Dedication

To my wonderful parents who have raised me to be the person who I

am today.

To my siblings: Mouna and Toufik for supporting me.

To my dear nephew "Sharif" for his unconditional love.

To the most precious person "Mohamed" for being my steady rock that I can always count on.

To all my relatives and friends.

Chahrazed Bensatal

Dedication

This master's degree dissertation is dedicated to my mother, whom I dearly cherish. She is my bastion; she has always been a lifetime support, devotedly sponsoring me with all her efforts to achieve this work and urges me to pursue my ambitions   to thrive in life as this would be a true mother's significant deed for her sole son.
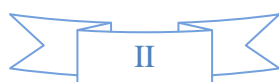
I also dedicate this humble study to my wife who lit to my life. She is my soul mate and passion. She adores me for who I am, warmly supports me as she motivates me to concretize my dreams and trust in my ability to make a positive difference in life.

As I duly need to dedicate this work to my former teacher in Bouzareah Higher Normal School, the honourable and memorable Mr. Djamel Dahmas who was a lighthouse of guidance, branding my spirit, shaping my vocation with an inspiring reason to study English and become a teacher.

A warm dedication To my sons Ilies and Younes as they encouraged me with affection when constantly inquiring about the work progression and praying for a successful study since I started it as I wish this milestone would inspire them to thrive.

In the end, this work would not have been possible without the final touch & unconditional assistance of my former student Mammar who truly deserve the very best of my dedications

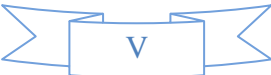*Mohamed Feraoune*

Acknowledgements

Abstract

This thesis focuses on the universally recognized issue of teacher stress and burnout, particularly as it pertains to secondary school teachers. There were three stages to the research. The first phase aimed to investigate the impact of stress in the context of educational reforms and socioeconomic upheavals, as well as teachers' perceptions of stress, stressful work situations, from an international perspective. The study's second phase was to examine and measure the issue's effects on teachers' mental health and competency and the recovery mechanisms found out to be most effective by using relevant reliable research realized in Algeria. The study's third phase looked into disparities in burnout levels between EFL secondary schoolteachers within the wilaya of Tiaret in west Algeria. A combination of qualitative and quantitative data analysis and information gathering techniques was used. There was a tutor questionnaire, as well as an inspector interview. In the end, it is suggested that teacher burnout be viewed not only as an individual issue, but also as an organizational one, with resilient administrative, social, and physical methods in place to sustain healthy, free-burnout educational environments.

Keywords: Burnout, Teachers, Mental Health, Deskilling, Mechanisms.

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General

Introduction

General Introduction

Depending on a range of reasons derived from legislation demands to classroom management issues, teaching is both a rewarding and challenging profession. On a more personal level, students incivilities, a lack of support, a sense of isolation, and extra challenges such as the stress of balancing home and work place a significant strain on educators, which can lead to burnout. Illness, irritability, absenteeism, a lack of devotion, and poor job performance are just a few of the indications of teacher burnout. Understanding and preventing burnout is critical since the classroom teacher may be the sole source of guidance and inspiration for at-risk learners, as well as their only chance to aspire to better lives and break the cycle of poverty that so many of them endure. Most academics believe that burnout is caused by a combination of school environment and teacher personality traits, although studies have yielded conflicting results as to which elements are most essential in the development of burnout. The utmost motivation of the actual dissertation is to shed the light on the latent and innermost genesis of burnout in addition to prospect the latest preventive and sanative prescriptions through relevant literature and subsequent advising of inspectors to heal existing cases and avert potential teachers from being subjects the burnout syndrome. The initial question that intrigues the present research is to figure out the key factors leading teachers to burn out and how chronic stress may seriously menace their mental and professional abilities in addition to ascertain if the condition of burnout and deskilling can critically affect the EFL tutor's professionalism. Then, the ultimate query is to surround any key-effective mechanism to overcome or prevent the syndrome on a side. On the other side, the study's initial hypothesis suggests a set of reasons to blame namely; .a cruel lack of support, students conduct, administration pressure, daily work and stress challenges, students-centered reforms, inadequate salaries and living conditions. The second hypothesis supposes that professionalism, being probably at risk depends strongly on individual competencies and personality components as the teacher's self-reliance and self-esteem. The last assumption presumes to consider new school structures and organization, search for inspiration and creativity, remember the reasons behind such vocation; build a better schedule, as to prioritize self-care and mental health. Regarding the methodology, both qualitative and quantitative researches were adopted to conduct the research to respectively describe findings and test hypotheses. Research methods included a questionnaire for twenty teachers and an interview for two inspectors resulting a set of recommendations to assist teachers manages chronic stress and overcome the burnout condition and possible fallouts.

Chapter One: Teacher Burnout - A Worldwide Issue

"Changing jobs is not always the right answer to burnout. But if you're going to leave your job, make sure you've got another opportunity in the wings. Leave on your terms, and don't burn bridges." - Rex Baker

Rex Baker, an American author and Executive Director of Gateway Rescue Mission in Jackson, Mississippi.USA.

1. Introduction

Teaching is a challenging experience that could lead to an occupational chronic anxiety that can be qualified as burnout. As an insulated vocation, being the sole adult person in the classroom numerous teachers feel the weight of accountability as the burden of moral & professional responsibilities they need to assume. New educators whose ability to face stress & exhaustion is not yet mature are more likely to be at such stake with no necessary mechanisms to deal with daily sources of stress so becoming more vulnerable even though more and more governments in the world are implementing instructional strategies to reduce stress on a daily basis, such efforts only cope with short term and neglect the long term condition of burnout and deskilling among the teaching profession. Such condition has physical, emotional, and mental implications which involve negative thoughts towards ones existence, career and others. The burnout syndrome implies sentiments of despair, long-term exhaustion alongside a dismissive self-concept as a serious feeling of unproductiveness (Freudenberger & Richelson, 1980). The present probing suggests that neophyte teachers feel the impact of the syndrome as actively as those experienced.

Teaching in the framework of a given school's organizational structure sets people with a wide range of personalities and degrees of professional experience and training in situations that necessitate regular interaction and cooperation. The educational atmosphere is frequently demanding, necessitating professionals' emotional engagement with learners as well as intellectual and physical demands. In leading countries in terms of educational policies such as the case of New Zealand, education has undergone significant changes, while Algerian educational environments are striving to adapt and meet new political and administrative expectations as a result of rapid technological advancements.. Not only is there more disapproval in the media, but there are also more financial concerns in our schools, which adds to the cost-cutting pressures. The community's and media's criticism has worsened the tensions and difficulties for both teachers and administrators. Recent and ongoing allegations of increased stress and demands on teachers have coincided with and been ascribed to the adoption of the recent accumulation of multiple educational reforms.

2. Purpose Statement

The purpose of this inquiry was to collect data from teachers to identify signs and roots of burnout. Details from study participants about their personal experiences as secondary school tutors assisted the researcher in indicating structural alternatives, more humane relations and

organizational reconsiderations to prevent teacher burnout and thereby improve the conditions of the teaching learning quality and experience.

3. Research Question

This research examined professional burnout in EFL secondary school teachers. Specifically, the researcher collected information to identify factors that either impacts or evolve burnout. The aim of this probe was to build on the current investigation on burnout by probing distinct circumstances causing the syndrome in both new and secondary school educators. The target of the study was to amass details and convene teachers' and inspectors' proposals as well about how schools and guardianship are able to initiate organizational adjustments and status revision to prevent burnout as to mitigate its ramifications on both individual and society as a whole.

4. Theoretical Rationale

Herbert J. Freudenberger (1974) is a pioneer in exploring occupational burnout as a syndrome. His contribution is largely regarded as the foundation of the theory of burnout. As a matter of fact he defines it as a condition with both physical and behavioural symptoms. The physical signs imply depletion and lassitude, diminution of immune functions and usual psychosomatic manifestations such as headaches and backaches. Behavioural features are swift irritation, depression, disinclination to share emotions, and a deficit of productivity in exertion.

More significantly amid stressors instructors undergo, people who work in education tend to feel compelled to give more of themselves as an excess of devotion to their work than they would in more common performance environment. Freudenberger and Richelson expand on the 1974 article with their book, Burn-Out: The High Cost of High Achievement (1980). This expansion of the burnout theory mentions the phenomenon as showing symptoms including feeling uninvolved even in the midst of family and friends, detachment from fields of life that used to be a source fulfillment, and a sense of inner discord. Depicting what a burned out professional looks like the authors depict, "someone in a state of fatigue brought about by devotion to a cause that failed to produce the expected reward" (p. 13). Essentially, Freudenberger and Richelson raise awareness to a critical degree about the persons who endure such condition. They argue that *such individuals are not underachievers nor are they unworried people with meagre aspirations. Burnout victims are charismatic, dynamic, goal-oriented, and idealistic professionals*. Pedagogues who burn out are often suffering from

over-commitment, zeal, enthusiasm and over-dedication to their labour. Sorely, even though these professionals do accomplish their intents, they oftentimes find themselves hardly ever delight in the results or almost never satisfied since they are too much diffident with a low sense of self-confidence and self esteem to appreciate their success depreciating any form of merit . In their designation of the premises of burnout, the authors specify diverse hints that later become scales on the Maslach Burnout Inventory of 1981 (MBI), which are fatigue, detachment, and cynicism, later referred to in the educator's subscale (MBI-ES) as lack of personal achievement (Maslach & Jackson, 1981; Maslach, Jackson, & Leiter, 1997). They elucidate that, while exhaustion is almost always the first signal, remoteness is the sign that can lead to the most critical of sequels. These are: disengagement, isolation, depression and despondency. Cynicism or mistrust and pessimism do all take place once a person feels detached from their work, since they perceive themselves less endowed in their organization. Less occupational investment gives on to questioning the essence of duties, social relations, effort, and once in a while even ones existence as a whole. Hence, burnout attains a critical end and requires immediacy in appropriate action.

5. Assumptions

Most of nowadays educators are sensing overloaded and excessively under stress with an unbearable burden. This pressure urges those painstaking professionals to forsake their educational vocations precociously in quest of more rewarding and less enervating positions. It is realizable to operate structural and organizational changes of school to prevent tutors attrition enhance tutors retention and thereby their life standard.

6. Background and Need

Maslach and Jackson (1997) reveal that burnout is becoming more and more pervasive in now society, not since there has been a change in our human nature, however rather that there have been significant radical changes in the occupations that are now being performed. This turnover is being characterized by close and homogenous changes in the physical and ideological scopes that we work in. The investigations which scrutinize the main reasons behind burnout deduce it has become a reproving issue for today's tutors is that human morals and merits, such as kinship and engagement, have been superseded by economic standards, which have become excessively underscored as vital purposes to reach in profitable organizations namely as private educational institutions.

Further, with the upheavals that have deeply impacted present professions, teachers encounter a misalliance between their personalities and the natures of the positions available. The

contributing elements stated by Maslach and Jackson are as imperious and compelling now as they were when this book was edited in 1997. As universal standards continue to be shaped by economic principles in present workplaces, educators alike are perceiving an escalating size of enervation, as they constantly feel overloaded, and a serious degradation of their standard of life mainly due to salary inadequacies in most parts of the world.

Burnout is a source of consternation for researchers and professionals alike in present days and evolves from a slow, "erosion of feelings and skills over time" (p. 21). Many people have a tendency to underestimate the severity of the burnout reality, and elude addressing the case in its precocious phases. Oftentimes, educators reflecting signs of burnout are blamed for trying to, "eschewing" and perform less at work. This sort of considering, misjudging the person rather than the situation or institution, is prevalent. Maslach and Jackson explicate this tendency for blame stigmatizing individuals since those victims of burnout and tutors in particular tend to conceive their burnout as personal failures, accordingly attempt to find out subjective answers and solutions. Such attitude reiterates one's burnout by supplementing isolation and reinforcing depression (Shin, Noh, Jang, Park, & Lee, 2013).

7. Defining the Issue

Occupational burnout has been distinctively determined from various approaches. Nonetheless, the denotations have in common the concept of burnout being a durable condition of mind, emotion, and body fatigue and depletion generated by chronic stress producing pessimistic feelings and a dismissive insight toward one's self-efficacy during instructional situations (Mahmoodi-Shahrebabaki, Masoud. (2018). Burnout has multiple aspect complicacy mostly associated with misanthropy and nonchalance toward one's profession as well as a sentiment of interpersonal distancing in the workplace (Larrivee, 2012). While burnout is inseparably connected to mental (e.g., chronic stress and anxiety disorders), psychosocial (e.g., adjustment disarrays), and somatic dysfunctions (e.g., physical weariness), it has been approached and analyzed idiosyncratically as an occupation-related trouble. Sociological and ecological influence subscribe to the prompt aggravation and upsurge of burnout syndrome in recent times. Teacher burnout has been identified to be an influential institutional crisis critically lessening job self-satisfaction and professional yield. Even if signs and reasons of burnout have been pointed out to be rationally comparable and invariable as explained by the etiological studies directed across multiple occupational settings (Schaufeli et al., 2009; Marek et al., 2017), research corroboration indicates burnout is more frequent and endemic amid jobs requiring human service such as teaching and healthcare services (Maslach, 1982; Durr et al., 2014). If not diagnosed and treated at an

precocious stage, teacher burnout may irreversibly develop into chronic anxiety, and serious substantial bodily afflictions, as well as position desertion. The teaching métier is inevitably burdensome and inexorably traumatic and demanding as it may lead to frustrations largely typical of both underdeveloped and developing countries excepting those significantly valuating education and main actors as Mexico, Costa Rica and Chile and Ecuador in south America, China, Iraq and Turkmenistan in Asia, South Africa and Morocco in Africa (Business Insider Australia Research Reviews Online © 2021) .

At any rate, since the early 1990s, a very large workshop of research has been instigated in quest of tracking down the deep roots of burnout and providing productive and functional managing procedures. Research upholds the issue of tutor's burnout in distinctive parts of the world and various educational environments (Durr et al., 2014; Marek et al., 2017). additionally, the corroboration elucidates teacher burnout negatively impacts educators' self-effectiveness, self-assurance, inducement, impulse,self-esteem, yeld, professional commitment, dignity and job satisfaction (Larrivee, 2012; Gold & Roth, 2013; Skaalvik & Skaalvik, 2014; Marek et al., 2017; Herman et al., 2018).

As educators need to persistently regulate their social interchanges with students, colleagues, administrators, and parents, they are constantly at risk of "emotional labour" in their sphere of work (Xu, 2013), and this can lead to an increasing probability of a tutor burnout. Emotional labour and burnout originates from the adjusted educational system, undermining and disrupting teachers' instructional consciousness. In other words, reformed systems stimulate an obsessional tendency of fulfilling the demands of the administrators, inspectors and policy-makers rather than meeting the expectations of their students and gratifying their needs (Dworkin & Tobe, 2014). In addition, the usefulness and the success of the instruction are mostly measured by students' test quotients, while these quotients lack adequate environmental sensitivity. The provenance of teacher burnout has been hypothesized and examined at three distinctive magnitudes, namely, instutional, individual, and transactional (Chang, 2009; Durr et al., 2014). institutional contributors that affects teacher burnout comprise defective classroom climate, role conflict, low salary, large class size, students' misbehaviour, inadequate administrative support, work overload, job mobility, demanding paperwork, excessive testing, and role-ambiguity (Larrivee, 2012; Gold & Roth, 2013; Xu, 2013; Durr et al., 2014; Marek et al., 2017).

Individual constituents that subscribe to teacher burnout imply age, experience, education level, language, gender, or socioeconomic status (Chang, 2009; Gold & Roth, 2013). Eventually, Chang (2009) advocated that transactional elements also create burnout.

Transactional contributors are made up with interactions between individual factors and organizational and/ or social factors. Chang (2009) adduces teachers' self-effectiveness, convictions, and stance as paradigms of transactional factors. The transactional extent has accumulated impulse in educational probing by supplying many provisions for investigating and elucidating burnout deep roots with an emphasis on contextual interactions. From a scientific perspective, this switch of focus pinpoints, given the existence of clear evidence affirming the crucial responsibility of interactional or contextual measurable phenomena in educational environments.

8. Studies on Teacher Stress and Burnout

The research published on trainer stress over the ultimate 20 years has indicated that most instructors trip some stress from time to time, however that some of these instructors will experience the greater extreme, lengthy time period consequences of stress, burnout. The most predominant stressors rising both from each New Zealand and worldwide studies have included: student behaviour and / or progress, work overload and /or time pressures, having a couple of roles and greater duties, unsupportive parents, lack of assistance and challenging staff relationships. Other frequently mentioned stressors encompass professional cognizance needs, changing curriculum needs or reorganisation inside the school, measurable aim fulfilment requirements, lack of believe in teachers' professional adequacy, job security, poor working stipulations and unpleasant physical atmospheres.

The remaining part of this chapter reviews instructor stress and burnout research carried out in Canada, New Zealand, Australia, America, England, Japan, India, China, Malta, Turkey, and Iran up to the early 1970's. This assessment first appears at biographical or demographic variables in relation to burnout, and then focuses on studies outlining routine stressors in the teaching surroundings as noted above. This area additionally reviews qualitative research of instructor stress, highlighting organisational stressors intrinsic to the instructing context.

8.1. Canadian Studies

The study carried out by MJ Williams (1981), selected 956 instructors in Alberta, Canada implementing the 'Organisational Stress' instrument. Factor evaluation supplied five elements that contributed to instructor stress including: relationships with students, relationships with co-workers, teacher duties, workload and job safety. Correlations between stressor factors and biographical fluctuations found that ladies suggested statistically considerable larger stress than men on elements associated to job protection and work load. Age variations confirmed

25-34 year olds had extra stress from workload and colleague relationships than others, while job safety was a vital stressor for instructors with much less than two years experience.

Laughlan's (1983) study of 508 New South Wales primary and secondary teachers, observed considerable relationships between four stressor factors: scholar recalcitrance, time-resource difficulties, professional attention requisites and curriculum demands. Laughlan (1983) determined that younger instructors perceived largest stress from unmanageable students when older tutors stated much greater stress degrees from curriculum demands.

The biographical mutable factors of age and professional background have also been observed by Coates and Thoresen (1976) to be connected to excessive degrees of stress. This probe inferred that younger educators with much less experience perceived larger stress than their workmates from tensions related to strictness, inferior promoting possibilities and administration matters.

Friedman's (1991) study used both subjective and quantitative strategies in examining school elements related with educator burnout. The organisational traits of six excessive burnout schools and six low burnout schools have been recognized and contrasted in order to categorise variations in the school environment and culture. Stage one of the research induced 1,597 instructors from 78 elementary schools who carried out the Maslach Burnout Inventory. From this survey twelve schools have been chosen as section of stage two which involved interviewing staff, common annotations, and attending group of workers meetings. Four primary school cultural variables have been indicated to make a contribution to teacher burnout. These were: the driving force toward a measurable aim accomplishment behaviour imposed on teachers by school administration; absence of confidence in teachers' professional sufficiency, a repressive or restrictive school culture, and unpleasant structural environment. The biographical elements that have been observed to be extensively particular and linked to excessive burnout had been age, (the instructors had been older); sex, (the high burnout schools included fewer woman teachers than the low burnout schools); degree of education, (the teachers' degrees of schooling have been lower in the high burnout schools); and years of experience in teaching, (in the excessive burnout schools, the instructors had more ride in instructing than in the low- burnout schools).

8.2. New Zealand Studies

Early research on teacher stress in New Zealand prior to the major education amendments has found various origins of stressors. Recurrent stressors in the teaching environment have been reported by a number of authors. The studies of NZEI, 1979; and Coleman, 1981 pointed out

a range of circumstances which teachers felt like stressful. These included pupil behaviour, mediocre performing conditions, time pressures and uncomfortable school climate. Galloway, Panckhurst, Boswell, Boswell and Green (1982), using the Pratt Teacher-Event Stress Inventory (1978) identified other stressors which included pupils' conduct, teaching obstacles, children's progression, personnel relations, diverse obligations and extra charges.

A study supported by the lower island of New Zealand by Dewe (1986), used a variety of ways to gain details on sources of teacher stress. The primary stage concerned interviewing one hundred forty five primary school teachers so as to originate a form of survey that represented the experiences of New Zealand primary school tutors. This interview enclosed, among different queries, a crucial incident question to elaborate a pool of data on the causes of educator stress.

The participants were asked to recall a period when they felt under strain and 'identify the types of items that produced anxiety.' The composition of 300 distinct tensions was analyzed to produce seven separate stressors. The second part includes a questionnaire, with 800 responses forming the data set. Educators who had limited individual influence over their students were among the most stressful situations.

8.3. United Kingdom Studies

According to the National Association of Head Teachers in England, 40% of teachers visited a physician due to a stress-related problem in the previous year, 20% believed they drank too much, 15% believed they were alcoholics, and 25% reported suffering from a serious stress-related problem such as hypertension, depression, insomnia, and/or gastrological troubles. Kyriacou and Sutcliffe (1978) surveyed 257 teachers from mixed comprehensive schools in England and found four origins of stress: student conduct, unsatisfactory working conditions, time constraints, and a weak classroom environment.

Role conflict, role ambiguity, poor working circumstances, interpersonal conflicts with the senior master, and an absence of autonomy were all found to be consequential predictors of stress in Dunham's (1976) research of 658 teachers in England. Reorganizing their schools into a new comprehensive system was also cited as a   root of stress, as was the 'transformation' or reorganization of the schools towards the neoliberal agenda which was a source of worries.

Looking at recent research from the 1990s, Cooper and Kelly (1993) conducted a large survey of 2,638 head teachers of elementary and secondary schools, as well as principals/directors of higher education institutions, using self-report surveys. Work overload and handling were

discovered to be the two main drivers of emotional exhaustion as indicators of psychological distress and job discontent with which work overload and managing relations with co-workers were two of the most pressing concerns.

8.4. American studies

Mazur and Lynch (1989) investigated the effects of administrative, organizational, and personality factors on teacher burnout in the United States. A survey containing seven independent factors (demographic characteristics, experience factors, school environment, health, principal's leadership style, organizational stressors, and as well as the principal's leadership style, organizational stresses, and personality characteristics) were achieved. While other studies have figured out that specific leadership behavioural style variables are predictors of teacher burnout (Chapman, 1983; Moracco, Danford, and O'Arienzo, 1982), this study discovered that leadership style is not a decisive predictor of teacher burnout. Workplace stressors such job overload, support, and isolation were discovered to be major predictors of teacher burnout, as well as personality traits.

Pithers and Fogarty (1995) described the 1990s work environment as one of structural change, increasing job performance standards, increased organizational competitiveness, and redundancies. This is expected to raise occupational stress levels even higher. Change was highlighted as a prominent component among contemporary sources of stress for teachers in a research by Cox, Boot, and Harrison (1988), a designated alteration was noted as a key source of stress for teachers, and it was observed that "change beyond the control of most instructors" was a source of stress.

Molly H. Fisher (2011) conducted research on "Factors Influencing Stress, Burnout, and Retention of Secondary Teachers" at the University of Kentucky published a research abstract on Current Issues in Education, Vol. 14 No. 1ISSN 1099-839X, this study explores the stress, burnout, satisfaction, and preventive coping abilities of nearly 400 secondary school teachers to see what factors influence these important components. Burnout levels between new and veteran educators are significantly different, with novice teachers having higher burnout, although their difference in stress levels is not statistically significant, according to analysis of variance (ANOVA) statistics. Stress and burnout were revealed to be statistically significant predictors of job satisfaction in three multiple regression analyses; years of experience, job satisfaction, and burnout were all statistically significant predictors of stress, while burnout was predicted by work satisfaction, preventive coping skills, and stress.

8.5. Australian studies

Churchill, Williamson, and Grady (1997) conducted an Australian study on educational transformation and its effects on teachers' work lives, and found that all instructors experienced a more demanding and stressful work environment. A total of one hundred primary and secondary school teachers took part in the study, which included both a survey and an interview. Teachers expressed an unwelcome increase in the intensity of their job, as well as a similarly undesirable shift in the focus of their profession's main parts. On the other side, they praised an ostensible rise in cooperation with their peers as well as observed advances in teaching and learning. Another Australian study, by Punch and Tuetteman (1992), looked at job-related characteristics that were linked to stress within secondary school teachers. Lack of efficacy/achievement, limited access to resources, a lack of collaborative support, excessive societal expectancies, a lack of authority, student misconduct, and an absence of commendation were all identified as issues. . Tuetteman and Punch research suggested that perceived amounts of dominance and autonomy, as well as perceived degrees of efficacy and performance (all of which are linked to work atmosphere management) are supposed to alleviate teacher emotional discomfort.

8.6. Malta Research

Boyle, Borg, Riding, Falzon, and Baglioni (1995) conducted a survey of teacher stress, job satisfaction, and career commitment among 710 full-time primary school teachers in Malta and Gozo. According to an analysis of a twenty-item teacher stress questionnaire, there were five unique characteristics that accounted for the majority of the variance in foretelling psychological distress. Classroom management inducing student's misconduct, time/resource limitations, a lack of professional appreciation/acknowledgement, strained relations, and a heavy workload were among the issues identified.

8.7. Indian research

Madhu Sahni and Dr. Anita Deswal are assistant professors at the Vaish College of Education in Rohtak, Haryana, India, and the P.D.M. College of Education in Bahadurgarh, Haryana, India directed a study on "Burnout among Teacher Educators: Biographical, Psychological, and Organizational Variables" International Journal of Management and Social Sciences Research (IJMSSR)ISSN: 2319-4421 Volume 4, No. 1, January 2015. Burnout is a psychology concept that refers to a state of negative attitude, morale, and conduct that occurs when people are exposed to work-related pressures. When an employee is subjected to continual mental and psychological stress as a result of unfavourable working conditions,

ineffective management and leadership approaches, and emotional depletion and tiredness, an undesirable psychological condition develops. The purpose of this study is to estimate the level of burnout among Haryana's teacher educators and the factors that are likely to contribute to this problem. 122 teacher educators from government and government-aided institutions of education affiliated with M.D.U., Rohtak (Haryana), and K.U., Kurukshetra were the subjects of the study (Haryana). The Maslach Burnout Inventory-Educator Survey (MBI-ES) was the primary data collection tool, and it assessed teacher educators' burnout levels in three dimensions: emotional tiredness, depersonalization, and lower personal accomplishment. The data was analyzed using descriptive and univariate statistics. Qualification, years of teaching experience, academic title, organizational climate, professional stress, psychological well-being, self-confidence, and personality were discovered to be important indications of burnout among teacher educators, although gender and teaching subject were not.

8.8. Chinese Research

Shunying Li (2015) conducted a study titled "A Case Study of English Teachers' Burnout in a Chinese Medical University." Many college English teachers express their dissatisfaction with their jobs. A questionnaire survey and written interviews were undertaken in a Chinese medical university to understand more about the current burnout issue and to seek intervention. According to the survey's findings, 29.73 percent of those who took part reported burnout. There were no significant differences in terms of gender or educational background. Older instructors, on the other hand, reported much greater depersonalization and reduced personal accomplishment, whereas more experienced teachers reported significantly greater depersonalization and reduced personal accomplishment. Depersonalization was also far more acute for persons with higher professional titles. Meanwhile, the interviews revealed four reasons of burnout: job-related concerns, student variables, management issues, and teacher development. In terms of intervention, instructors and organizations should cooperate to reduce burnout.

8.9. Turkish Research

Pamukkale University, Denizli, Turkey conducted research on "Burnout Syndrome of Teachers: An Empirical Study in Denizli, Turkey." Esin Barutçu and Celalettin Serinkanb (2013) Pamukkale University, Denizli, Turkey conducted research on "Burnout Syndrome of Teachers: An Empirical Study in Denizli, Turkey." The goal of this study is to investigate the degrees of burnout among Denizli teachers. The demographic characteristics of teachers are

used to see if the disparities in burnout levels can be maintained. Additional purpose of the study is to offer some recommendations since male teachers have greater experience with burnout than female teachers. Teachers who were classified as having insufficient pay were more likely to feel burnout. The random sampling approach was chosen. In this study, the survey method was applied. As a result, 167 participants were reached. Teachers should be helped to adjust to institutions and orientation programs should be established to cope with the challenges they encounter. Thereby, low levels of burnout in middle school teachers, high school teachers experienced burnout at least, men, according to the research are more likely to be burned out than female teachers. Teachers who were regarded as having insufficient pay were more likely to feel burnout. Another finding was that executive levels of instructors had more burnout, and young teachers had more burnout than other age groups. Working conditions that contribute to burnout may be improved as needed. To help new instructors adjust to their new environments, orientation programs should be designed to address the issues they experience. Furthermore, the compensation for instructors working in the field of education should be improved in a satisfactory manner, in accordance with current socioeconomic conditions.

8.10. Tunisian research

Masmoudi, R., Trigui, D., Ellouze, S., Sellami, R., Baati, I., Feki, I., & Masmoudi, J. (2016). The cited researchers aim was to assess burnout in a population of Tunisian teachers and determine the factors that triggered the syndrome. A total of 165 educators from 10 elementary schools and 7 high schools in Sfax, Tunisia, participated in an analytic descriptive study. The Maslach Burnout Inventory General Survey was used to investigate them (MBI-GS).Teachers had an average age of 39.96 years. The male to female ratio was 1.32. The majority (75.2 percent) of the population were married. The burnout condition was discovered in 49.7% of instructors. Moderate burnout was detected in 43% of patients, while severe burnout was observed in 6.7 percent. Burnout was caused by poor working circumstances (71.50 percent), poor working relationships (65.5 percent), and overwork (30.3 percent). Bad working circumstances were linked to excessive of emotional exhaustion and low levels of professional efficacy, whereas poor work relationships and overload work were linked to high levels of cynicism and low levels of professional efficacy. Bad working conditions, overwork, and poor relationship quality, according to the research, appear to be risk factors for teacher burnout. Preventive actions should be taken against these variables in order to lessen work limitations and improve the professional quality of life of these persons, which is crucial in order to improve the country's educational level.

8.11. Iranian Research

Tarbiat Modares University, Ramin Akbari and Kobra Tavassoli (2011) The Chamran Expressway in Tehran, Iran, performed a research on "Teachers." Emotional Intelligence, Efficacy, Burnout, and Teaching Style: What's the Connection? The research abstract published in the Iranian Journal is titled "Relationships and Differences." IJAL (International Journal of Applied Linguistics), Vol. September 2011, vol. 14, no. 2, pp. 31-61. On the one hand, this study aimed to investigate the links between English language instructors' feelings of efficacy, burnout, teaching style, and emotional intelligence, and on the other hand, to document possible differences between them based on teachers' gender, degree, and experience. To that purpose, 264 Iranian English language teachers were given four distinct instruments, one for each of the characteristics. The findings revealed significant, albeit not strong, correlations among some of the components of teacher efficacy, burnout, teaching style, and emotional intelligence, as well as significant variations among some of these variables with respect to teachers' gender, degree, and experience. The outcomes of this study should assist trainers of educators in dealing with a variety of instructors since they will be aware of the differences in classroom performance and the issues that any teacher with specific traits may face.

8.12. Classroom Management Issues Impact on EFL Teachers in Japan

In Japan, classroom management is acknowledged as an important educational and societal concern; nonetheless, there is very little empirical study on the subject. There is a solution available that addresses these difficulties. Jones (1996) says that one of the most significant components of teachers' work is classroom management, based on the findings of a meta-analysis of education research. According to research based on teacher interviews, when classroom management becomes tough, it can lead to teacher burnout and low self-esteem (Brouwers & Tomic, 2000). Although some people think of classroom management as only referring to disciplinary issues, most researchers define it in broader terms, including lesson planning, learner management, teacher decision-making, and the development and maintenance of teacher-student relationships (Doyle, 1986; Fenwick, 1998; Jones & Vesilind, 1995). Classroom management, according to Doyle, is a way to make sure there is "order" in classrooms: *To say a classroom is orderly, then, means that students are cooperating in the program of action defined by the activity a teacher is attempting to use. Misbehaviour, in turn, is any action by students that threatens to disrupt the activity flow or pull the class toward an alternative program of action. (p. 115)*

Despite the fact that society is aware of classroom management challenges and that teachers have access to publications on "how to tackle management issues" (Kawamura, 2000), few empirical research have been done in Japanese contexts. Among the few is a descriptive survey (Wakazono, 2001) that gathered data from 203 primary school teachers, 109 middle school teachers, and 54 high school teachers across all courses to learn about their perspectives of classroom management. Overall, 25% of respondents said they had a problem with classroom management, with middle school instructors having the greatest proportion (32.1 percent). The participants were given the option of selecting numerous solutions, and the results revealed a number of characteristics that characterize classroom management issues. Students walking in and out of the classroom (74 percent), students not stopping talking (62.2 percent), students not listening to the teacher's instruction(s) or counsel (59 percent), and students screaming or throwing things (55.7 percent)and students who are not seated when the class begins (28.7 percent).

The findings mainly illustrate how teachers view various reasons of management issues as a perceptible source of burnout. These include: a) an increase in the number of children who are not punished at home by their parents (77%), b) a deterioration in the quality of education at home (71.9%), c) a decline in the quality of teachers (51.1%), and d) psychological difficulties and stress among children (45.1 percent). Teachers are perplexed, according to the report, and have no clear ideas about how to remedy the issue. When asked for suggestions for possible corrective measures, a large percentage of teachers simply cited the need for smaller class numbers (24.6 percent).

- **Conclusion of the study**

The current study explored varied classroom management experiences among EFL teachers in Japan. Academic goals and curriculum have been emphasized in the field of language instruction in Japan, but one essential psycho-educational issue has been overlooked: class management challenge causing teachers to burn out.

9. How could Stress lead to Burnout

Teachers' stress ensuing from a lack of reciprocity or perceived rewards received has additionally been studied. According to Schaufeli and Buunk (2003), if they sense that their investments in their students are increased than their predicted outcomes, they will have terrible emotional, psychological, and professional repercussions. These bad consequences develop in proportion to how stressful teachers identify their jobs to be. According to Lazarus and Folkman (1984) if: ―the precise relationship between the character and the environment that is appraised by using the individual as taxing or exceeding his or her resources and jeopardising his or her well- being‖ is considered as a stressor, (p.19). then this stressor,

whether actual or perceived, is viewed as taxing and detrimental. Strain is a viable poor final result of stress. While some instructors can deal with stress, to others regularly occurring or prolonged periods under stress and the resulting strain might also produce a sense of emotional exhaustion, a depletion in personal accomplishment, a feel of vocational failure, and a tendency to depersonalize when the teacher loses the perception of one's identity.

Although the terms burnout and stress are commonly used indiscriminately in the literature, it is crucial to note that they are distinct concepts and that stress does not always lead to burnout. Stress can be detrimental to health.

Even though a certain degree of stress is required to encourage action, burnout is not one of them. Negative in every sense of the word, burnout is oftentimes caused by factors other than stress. It is mainly due to non-revealed stress, or being stressed with no "exit," no absorbers, no supportive system, and minimal or no incentives.

The majority of the early study into the burnout syndrome was started by Maslach and Jackson (1982). "Burnout is used to characterize a syndrome that goes beyond physical fatigue from overwork," Christina Maslach (quoted in Center for Mental Health in Schools at UCLA, 2002) noted. Stress and emotional depletion are part of it, but the distance that occurs in response to the excess is the characteristic of burnout." Burnout was first articulated as a three-dimensional entity by Maslach and Jackson (1982), and this conception has been widely acknowledged by burnout experts. These are basically the three dimensions of burnout:

• Emotional fatigue - a feeling of being drained of emotional energies and having nothing left to give.

• Depersonalization, also known as cynicism, is the development of negative and cynical views and even the separation of oneself from others, mainly those who should be receiving the care or assistance.

• Low self-esteem - general discontent with oneself, one's professional abilities, and one's effectiveness. Individuals with poor ego and feelings of inadequacy suffer from a lack of personal success.

Despite being supposedly associated, researchers concur that the three elements of burnout are distinct components of the disease that manifest at different periods and to varying degrees of intensity. Maslach and Jackson (1982) proposed that the three components appear in order, with emotional weariness being the first, depersonalization being the second, and feelings of diminished personal achievement being the third. Employees who are overworked,

undervalued, confused about goals and priorities, concerned about job security, overreached with obligations, and resentful of obligations that are not proportional with income are the most common causes of burnout, according to researchers. (Scott, 2010; Hutman et al., 2005; The University of Melbourne.) Teachers that are burned out consider they have no impact on the learners' lives or education, but see no motive to worry or put forth any substantial effort in their work.

At any given time, it is estimated that between five and thirty percent of instructors are suffering from burnout. Some tutors leave the education sector since they are incapable of tolerating the high levels of stress, while others burn out but continue to hold their position. Those who stay either develop coping mechanisms to manage the stress of their profession or count down the days until weekends and, eventually, retirement (Bivona, 2002; Dworkin, 2001; Evers et al., 2000).

10. Burnout Signs and Symptoms

Burnout causes a wide range of psychological, physical, and behavioural symptoms in those who suffer from it. The most prevalent signs and symptoms are listed below.

10.1. Psychological Signs. Frustration, anger, disappointment, and anxiety are common sentiments in any profession, but persons trapped in the burnout cycle experience these unpleasant emotions on a daily basis. Individuals that are burned out feel helpless, unhappy, resentful, and meaningless. Most burnout patients are no longer interested in or like their work, and they are unconcerned about performing a good job. In the mornings, they normally hate having to work. (Noushad, 2008; Zhang & Sapp, 2008; Hanson, 2006; Omdahl & Fritz, 2006; Hutman et al., 2005; Potter, 2005; Wood & McCarthy, 2002; Evers et al., 2000).

10.2. Physical Signs. Burnout is characterized by a state of physical exertion or a pervasive sense of deep depression and exhaustion. Headaches, stomach issues, elevated blood pressure, heart palpitations, and insomnia are all physical symptoms of burnout.

10.3. Behavioural Signs. Lateness, absenteeism, decreased productivity, and an absence of enthusiasm and dedication are common tendencies associated with burnout. Teachers that are burned out physically and emotionally withdraw from their students, feel less compassionate toward students, teach less actively and creatively in class, and do mechanical jobs. They have a minimal acceptance for disruptive classrooms and withdraw from social engagement with learners and peers. (Texas Medical Association, 2009; Zhang & Sapp, 2008; Potter, 2005; Wood & McCarthy, 2002; Leithwood et al., 2001; Evers, 2000; Brouwers & Tomic, 1999)

Burned-out people are more liable to drink more alcohol or coffee, consumes unhealthy foods, and takes medicines such as antidepressants, sedatives, and mood enhancers (Omdahl & Fritz, 2006; Potter, 2005).
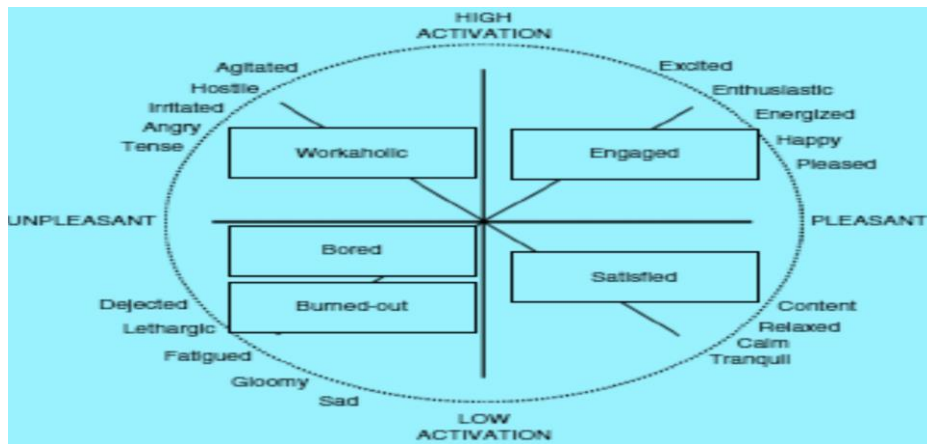
 Figure 1.1 A taxonomy of work-related well-being (adapted from Russell, 1980)

11. Consequences of Burnout

   According to studies, teacher stress and burnout cost school systems billions of dollars each year due to absenteeism, disability claims, and poor productivity. Burnout is linked to greater rates of teacher turnover and absence, according to studies. (Brown & Uehara, 1999) According to Mental Health America (2010), one out of every four adults has missed work due to work-related stress.

   Physical health and stress levels are inextricably related. Seventy-five percent of healthcare visits are for stress-related illnesses. Clinical depression has been shown to double the risk of heart attack and raise the chance of major illnesses including diabetes and cancer (Mental Health America, 2010). Individuals that are burnt out have lower productivity and performance. They are unable to fulfil deadlines, concentrate, or make judgments (Mental Health America, 2010). Above all, research has shown that educator burnout has a negative impact on student motivation and learning. One of the most severe repercussions of burnout, according to Landeche (2009), is the inability of educators to provide emotional care, comfort and support to their students.

12. Most Potential Key Factors of Burnout.

Teachers' chances of experiencing burnout are influenced by both their work environment and their personal circumstances. Work and personal qualities, such as personality traits and

demographic considerations, may predispose someone to burnout. Below is a breakdown of both groups of factors.

12.1. Environmental Factors

Attritional working circumstances, high job demands, a lack of recognition and feedback, disruptive students, and a lack of administrative and collegial support are just a few examples of environmental factors that can lead to teacher burnout. (Landeche, 2009)

•**Excessive Job Demands.** Research indicates that burnout is more likely when unrealistic and excessive demands are made on teachers' time and energy and when they are under constant and strong pressure to produce, perform, and meet deadlines (Howard & Johnson, 2004)

•**Working Conditions are Appalling**. Ineffective personnel, insufficient materials, equipment, facilities, or financing; overcrowded classes; and fear of violence are all factors that contribute to burnout. (Hammond & Onekama, 1996).

• **Burdensome Educational Reforms.** According to studies, teachers at schools undertaking substantial reform are more prone to exhibit burnout symptoms. According to researchers, most educational adjustments are imposed from the top down on schools and teachers, with little reason provided for new programs and policies. As a result, many instructors feel powerless, helpless, and discouraged as a result of their exclusion from the decision-making process (Lens & Neves de Jesus, 1999; Farber, 1998).

•**Absence of Autonomy and Leverage**. According to studies, having the power to influence decisions lessens the risk of burnout; nonetheless, many instructors operate in situations where they believe they have little or no control over long-term results. Teachers are more exposed to lethargy and lassitude if they passive with no control over curriculum and instruction. (Center for Mental Health in Schools at UCLA, 2002;Leithwood et al., 2001; Maslach et al., 2001; Brownell, 1997; Corey, 1996; Hammond & Onikama, 1996).

• **Inappropriate Training**. When teachers are assigned to a classroom without adequate training, they are more prone to burn out. When teachers feel inadequate or underprepared, or when they are asked to teach outside of their areas of expertise, stress and feelings of personal inadequacy rise. Teachers, on the other hand, have been proven to be less stressed when their abilities are improved and their skills fits the demands of the job. (Haberman, 2004; Howard & Johnson,2004; Kyriacou ,2001)

•**There is a Lack of Acknowledgement**. When teachers are recognized for their efforts and accomplishments, they appear to be less prone to develop burnout (Haberman, 2004; Howard & Johnson, 2004).

• **Absence of Administrative Support**. According to research, teacher burnout is more likely to occur in schools with poor levels of principal support. Authoritarian principal attitudes, a lack of trust in teachers' professional competency, favoritism, and harassment have all been linked to teacher burnout by principals (Corey, 1996).

•**Absence of collegial Assistance**. Teachers who work in schools where they can share their professional experiences, receive support from peers, and are not professionally isolated are less likely to become burned out (Howard & Johnson, 2004; Labone, 2002; UCLA Centre for Mental Health in Schools, 2002).

•**Substandard Salaries.** Many teachers believe they are inadequately compensated for their contributions, and some are dissatisfied with their vertical careers. Because there are very limited promoting opportunities, most teachers are unable to advance. (Haberman, 2004; Lens & Neves de Jesus, 1999; Jorde, 1991; Farber, 1984).

•**Student Misbehaviour in the classroom**. According to studies, teacher burnout is frequently caused by students' disruptive behaviour. Other student-related factors of burnout include a lack of enthusiasm and respect for teachers, and even a lack of discipline and miscommunications between teachers and learners from various cultural or economic backgrounds. (Zhang & Sapp, 2008; Hanson, 2006).

•**Absence of Parental and Community Stand**. Several studies have demonstrated that diminishing parental and community support for public education has devalued the teaching profession, leading to higher burnout rates (Landeche, 2009; Cano-Garca et al., 2004).

•**Taxing and Demanding Parents**. Moreover, researchers have discovered that rigorous and challenging parents might contribute to teacher burnout. According to a research conducted in Germany (quoted in Parker-Pope, 2008), emotional exhaustion caused by engaging with overbearing parents was the primary reason for teachers losing their enthusiasm for teaching and finally abandoning the profession.

12.2. Individual Features

Individual variables such as personality traits and demographic factors influence teachers' attitudes to their working situations. Individual traits influence how instructors perceive and respond to their surroundings, and whether contextual factors become a trigger of burnout or a

provider of successful coping methods (Omdahl & Fritz, 2006; Haberman, 2004; Lens & Neves de Jesus, 1999).

•**Personality Properties.** Teachers with strong self-esteem, a positive self-concept, and an internal locus of control (the belief that one is in charge of one's environment) are more resistant to burnout, according to research. In contrast, research have linked many personality qualities to a high risk of burnout, in addition to an excess of idealism, zeal, and dedication combined with over-identification with others and an excessive need for self-affirmation (Schwinn, 2007; Hutman, 2005)

•**Supportive Family and Friends.** Burnout symptoms are less common in those who have a varied, caring network of family and friends, according to studies. Family and friends assist teachers in keeping perspective and producing problem-solving ideas. (Howard & Johnson, 2004)

•**Age Factor**. The majority of researches have found that younger instructors are more prone than older teachers to experience burnout. However, some studies have deduced that teacher burnout rises with age or that there is no significant connection between age and burnout (Zabel & Zabel, 2001).

•**Experience**. Studies on the link between years of teaching experience and burnout have yielded conflicting results. According to several studies, less experienced teachers are more prone to burn out. (Landeche, 2009; Durr, 2008; Haberman, 2004) Teachers with more years of experience, on the other hand, tended to display higher indicators of burnout than their less experienced peers, according to Graham (1999).Burnout is highest among mid-career teachers and lowest among teachers with very little or significant teaching experience (Friedman, 1991). However, other research have found no link regarding burnout rates and the amount of years a teacher has been in the field (Camilli, 2004; Zabel & Zabel, 2001).

•**Level of School.** Most studies indicate that middle and high school teachers are more expected than elementary school teachers to encounter burnout (Murray, 2007; Hanson, 2006; Camilli, 2004).

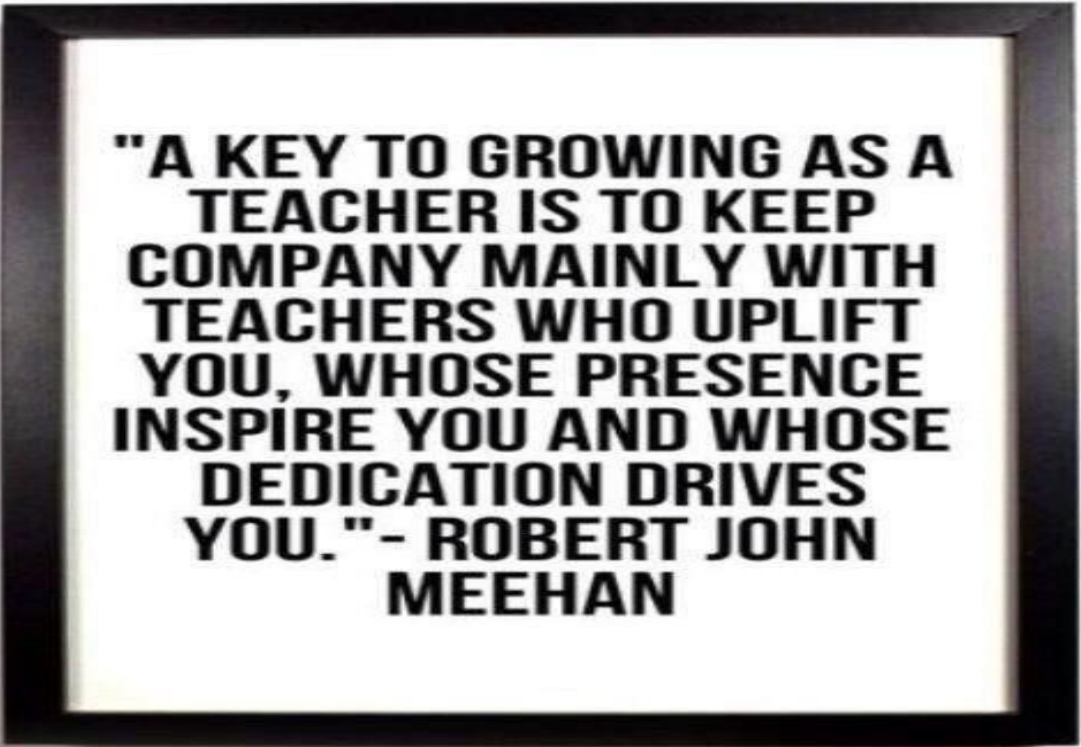## 13. Potential Effect of Burnout on Teacher's Proficiency

Chronic stress tends to impact the teaching experience on every possible aspect and more significantly professional aptitudes and cognitive abilities amid all the burnout sources aforementioned susceptible of undermining teacher's competence alongside a noticeable erosion of their academic potential and skillfulness most commonly referred to as the

"deskilling" phenomenon as an incidence not necessarily irreversible in contrast with "up-skilling" Nonetheless, it is essential to remember that the intensification process has no same effect on all teachers. notwithstanding, a number of issues, such as student-centered education reforms, the integration of technology into education, reduced educational budget, and changes in measuring and evaluation approaches, Tutors are frequently required to work longer hours due to changes in student population and additional extracurricular activities. As a result, teachers' jobs have gotten more difficult and needed skills are thereby more threatened than ever (Easthope & Easthope, 2000). Measures of teacher burnout have been found to predict teachers' motivation and job satisfaction, in studies conducted across cultures. Hakanen, Bakker, and Schaufeli (2006) found that emotional fatigue and depersonalization were negatively connected with self-rated health and work ability among Finnish teachers. There is also a link between burnout and motivation, according to study (Hakanen et al., 2006; Schaufeli & Salanova, 2007). Furthermore, Leung and Lee (2006) discovered that the exhaustion feature of burnout predicted teachers' intentions to leave the occupation in a study of Hong Kong teachers.

14. Conclusion

Burnout among teachers has been documented in the literature for more than four decades. Rather than being eradicated, the illness incidence is more prevalent and pandemic among educators. There is still a lot of work to be done in the issue of teacher burnout. Despite the fact that teachers report a variety of causes for stress and burnout, empirical research has yet to reveal originating factors. There are still exhaustive and thorough studies to be done between high school teaching and the remaining inferior levels to see if there are different degrees of burnout. Furthermore, more detailed research is needed to understand exactly what factors are still to be brought to light that generate burnout such as genetic predisposition, family pressures and socioeconomic constraints. This dynamic causes issues within schools, particularly in terms of establishing stability for teachers, students, and the wider community and thus ensuring better teaching learning conditions and more confident tutor learner relation. Hence additional data is required to figure out how to spot and avoid burnout in both new and experienced teachers. It is unquestionably a primordial field of study, and it will almost certainly remain a "quintessential priority" issue for both short and long term perspective to make crucial contributions to enhance the quality of education in every part of the world and in particular in our country Algeria which is the next chapter concern and focus.

Chapter Two: Teacher Burnout - A Nationwide Case

"A KEY TO GROWING AS A TEACHER IS TO KEEP COMPANY MAINLY WITH TEACHERS WHO UPLIFT YOU, WHOSE PRESENCE INSPIRE YOU AND WHOSE DEDICATION DRIVES YOU." - ROBERT JOHN MEEHAN

http://thecornerstoneforteachers.com

1. An Introduction to the Case

Teachers are important social actors that encourage students to dream high, achieve their full potential, and grow into productive individuals. Teachers play a significant role in the lives of teenagers, yet teaching has proven increasingly demanding over the years. Teaching is becoming one of the most stressful professions, second only to police personnel. Teacher stress has been demonstrated to affect teachers' health and well-being, work attitudes, and departure, much less is documented about how this stress affects student performance in Algerian high schools. This chapter looks at the sources of teacher stress and how it affects student performance in secondary schools in addition to both preventive and curative mechanisms to face the phenomenon of burnout in Algeria.

The impact of teacher stress on student performance is frequently addressed in society, but little study has been done in Algeria to determine the causes of this stress and its impact on student performance. Teaching is one of the most stressful occupations in America, according to Levenson and Roberts (2001), as the Algerian teaching corpus cannot be spared by such phenomenon, it is a latent rampant epidemic which must be fought with unity and vigor. *We tend to think of burnout as a problem we can solve with self-care: more yoga, better breathing techniques, and more resilience. But evidence is mounting that applying personal, Band-Aid solutions to an epic and rapidly evolving workplace phenomenon isn't enough—in fact, it's not even close. If we're going to solve this problem, organizations must take the lead in developing an antiburnout strategy that moves beyond apps, wellness programs, and perks.* (Jennifer Moss, 2021).

Workplace stress continues to be a source of concern for many organizations, including the public sector and its teachers, staff, and other constituents, such as the Ministry of Education. Workplace stress is a substantial issue in many organizations, and it has been identified as a key factor to low productivity and the primary reason of early retirement for many employees (Cooper & Cartwright, 1994). High school teacher's work with people from all walks of life, and when they are stressed, their schools and the students in their care suffer as a result of their failure to perform as expected. Since people cannot be totally separated from their professional and personal life, work stress diminishes or impacts people's performance at work and at home (Bowin & Harvey, 2001). Stress causes blood pressure to rise and has an effect on the heart. Cooper, Cooper, and Eaker (1988) contend that work stress causes coronary artery disease in employees, and that work stress is linked to heart attacks, hypertension, and other disorders.

2. The Current State of Research in Algeria

In North America, research on teacher stress and burnout has a long history. Contrariwise much more research is required in Africa. Over the last decade, there has been a massive rise in study into occupational stress In Algeria. Several probes have been conducted suggesting that stress has a role in the genesis of a variety of physical and psychological problems illness. Occupational hazards are also a factor. Stress is a hindrance to effective work. Workplace stress can contribute to poor performance besides discontent with one's job, a low motivation, instability, and absenteeism. Teachers are subjected to high amounts of anxiety; regardless of the grade level they teach. They may also suffer from extreme circumstances.

2.1. Occupational Stress in Algeria

Dr Mohamed Mokdad- Bahrain University-Department of Psychology (2005)

As a matter of fact, a focus on the Algerian situation provides this chapter with a research conducted by Dr. Mohamed Mokdad with the purpose of providing answers to the following questions:

•What are the sources of work stress with Algerian teachers?

• What indications of occupational illness have teachers developed since beginning their careers as educators?

• What strategies do teachers use to manage the impacts of work-related stress?

• Is there a major difference between the variable alternatives?

2.1.1. Subjects

A total of 126 teachers were chosen at random from Biskra governorate was chosen primary schools to respond to the research questionnaires. Some of the features of the teachers in the sample are listed in alphabetical order.

Table 1. Some characteristics of teachers in the sample

Table 1. Some characteristics of the teachers in the sample.

Variable	Number of teachers	%
Age (years)		
29–39	114	90
> 39	12	10
Gender		
Male	68	44
Female	58	46
Work experience (years)		
1–9	61	48
10–19	56	44
20 and above	09	34
Training		
Trained teachers	51	40
Non-trained teachers	75	60

A questionnaire about work-related stress was created. It was divided into three sections. Sources of stress; signs and symptoms coping with stress tactics; and preventing illness. The very first area is (Sources of stress) There were nine dimensions in total (9 items) about

teaching, 8 teaching-related stuff, 5 items concerning administration, the environment 7 things to know about the curriculum 4 items regarding coworkers, 4 items about parents 5 items pertaining to students, 4 items pertaining to supervision, and 4 items pertaining to society as a whole). The other two categories (symptoms of poor health and stress management measures) each had eight items.

The questionnaire was developed as a five-point Likert scale with five possible answers.

The options were labeled as follows: 4 indicates a very high level of tension; 3 indicates a high level of stress; 2 indicates a moderate level of stress; 1 indicates a weak level of stress; 0 indicates a very weak level of stress. To assure reliability, a test-retest procedure was adopted. 0.78 was the dependability coefficient. In terms of validity, content validity was chosen. The questionnaire was given to seven teachers, two from Constantine University (Algeria) and five from a primary school, for this purpose. The questionnaire was modified based on the ideas and comments made by these teachers.

2.1.2. Procedures

To expedite and simplify the distribution of the questionnaire to teachers who were unable to complete it distributed throughout a number of institutions in the area of Biskra, two teachers (one male, one female) to deal with both male and female professors they were chosen to cope with female teachers) in order to assist the researcher Within two weeks questionnaires were distributed over a period of two weeks and were returned with a 91 percent success rate.

2.1.3. Discussion of the Findings

Table 2 shows that society, parents, teaching, the teaching environment, pupils, supervision, the curriculum, colleagues, and administration were the top sources of stress for teachers. Table 2 also demonstrates that teachers had a variety of health issues. More than seven in ten teachers (74%) said they had headaches.

Table 2. Illustration of the findings.

Table 2. Sources of stress, symptoms of poor health and strategies for coping with stress.

Sources of stress		Symptoms of poor health.			Strategies for coping with stress		
Source	Mean	Symptom	Number of teachers	%		Number of teachers	%
Society	2.87	Headache	92	74	Watching TV	78	62
Parents	2.60	Sensual problems	42	34	Talking with friends	74	59
Teaching	2.29	Arthritis	36	29	Praying and Du'a	67	54
Teaching environment	2.04	Respiratory problems	34	27	Relaxation	47	38
Pupils	1.79	Ulcers	27	22	Reading	47	38
Supervision	1.79	Hypertension	06	05	Forgetting work	42	34
Curriculum	1.42	Heart problems	06	05	Playing sports	31	25
Colleagues	1.37	Diabetes	02	02	Traveling	28	23
Administration	1.28						
	1.08						

Table 3. Differences between the alternative responses.

Variable	Alternatives	Statistical test	Significance
Age (years)	29–39 39	t-test = 3.80	0.01
Sex	Male Female	t-test = 2.21	0.05
Work experience (years)	01–09 10–19 20 and above	F-test = 6.25	Not significant
Training	Trained teachers Non-trained teachers	t-test = 1.56	Not significant

Other health issues (sensual issues, arthritis, respiratory issues, ulcers, hypertension, heart problems, and diabetes) were also mentioned by a number of instructors, although not by a majority. To cope with occupational stress, 62 percent of teachers stated they watch TV shows, 59 percent converse with their acquaintances, and 54 percent pray and make Du'a (see Table 2). Only age and gender were significant variations in demographic characteristics (Table 3).

The above findings demonstrate that instructional work must be ergonomically designed. Ergonomics has mostly focused on industrial work since its inception in the 1940s. Other sorts of work include: Other types of work, such as service work and academic work, have been left unstudied. The main reason may be the belief that ergonomics has nothing to offer to academic work. In the light of this and other studies, it is evident that ergonomics is needed in academic work, taking into account the fact that there are differences between industrial and academic work.

As a result, it would be preferable to create and implement a new type of ergonomics In other words, educational ergonomics. The term "educational ergonomics" refers to the study of how people learn. The use of theories, models, and laws ergonomics in educational settings.

According to Dr mokdad the author of the present study the most significant areas of educational ergonomics are: teaching (teaching methods, teaching aids, increasing learners' motivation); academic curricula (design, development, enrichment, evaluation); assessment of academic performance (developing evaluation tools, assessing evaluation tools, academic achievement tests, exams); development of individuals (students, teachers, administrators);

the design of context design (study place, the design of classrooms and amphitheaters, computer stations, the physical environment); and the legislative framework (laws and regulations). Much occupational stress among teachers is projected to be avoided if educational ergonomics is extensively taught and implemented in practice.

This is an area that requires a lot of investigation, and scholars are encouraged to look into these challenges.

2.2. Teacher Burnout in the Region of Biskra

Doctorate St. Ahmed Bacher- Mohamed Khider university of Biskra- *Branch of English Studies (2013)*

As part of his doctorate thesis which was about "Investigating Teachers' Attitudes toward the Adequacy of Teacher Training Programs and CBA-related Instructional Materials:

A Case Study of the Algerian Intermediate School Teachers of English in the Region of Biskra" Dr A Bacher investigated burnout through an unstructured interview one of the teachers exhibited open reluctance to answer the questions and afterwards expressed his refusal to participate in the questionnaire as a respondent. "We were intrigued by his feeble reasoning; he indicated that he was a teacher with interests outside of the school; working outside of school hours was far more profitable; teaching became something like a secondary job to dates trade" (the agricultural activity in the area). His tone and demeanor, on the other hand, suggested that he was not entirely convinced by what he was saying. Job burnout or job depressions are terms used in the psychological literature and among practitioners to describe this form of job alienation. To put it another way, the charm and fascination of the profession appear to be fading as socio-professional issues erupt out of nowhere, and job holders demonstrate that they are no longer capable of handling the demands and liabilities of the profession on their own.

North America was the first to notice this devastating job-related problem. Freudenberger and Maslach were the first to study job burnout, publishing studies in the mid-1970s that signaled the beginning of a new paradigm in social psychology.

"Burnout began as a societal phenomenon, not a scholarly construct," says the author. (Wilmar, Maslach and Marek, 1993: 3). This could explain why academics are less interested in burnout than practitioners who have to deal with workplace issues that directly affect disgruntled employees. Furthermore, the phrase "burnout," whose origins may be traced back to drug users, may be the underlying cause of academics' aversion to and reluctance to conduct meaningful research on the subject because it could have come out as "pop psychology" (ibid.). Nowadays, burnout is now well recognized and studied in many parts of

the world. Burnout has an impact on not just an individual's mental health but also their physical well-being and the nation's sanity.

Burnout definition, like many contemporary concepts, is elusive, and there is no single global definition that fits everyone's understanding of this construct. Perhaps a characterization of the different symptoms that characterize job burnout would be more persuasive in establishing its existence and identity. Emotional exertion, depersonalization, decreased personal accomplishment, progressive depletion, loss of interest and desire, and irritation are all indications of burnout among teachers (ibid.). Teachers' burnout is a result of their unrealistic expectations while in pre-service training programs at technology institutes of education (aka, ITE) or as university students. Their expectations were high at the time, but once on the ground, an unanticipated reality disappoints them and causes them to doubt their own ability to provoke a positive change. They eventually learn that they are nothing more than pawns on a chessboard of obstinate bureaucrats and rude students.

2.3. Teacher Burnout in the Region of Bejaia

Master's St :Hocine Hamdi Abderrahmane Mira university of Bejaia-department of psychology (2013)

A constructive contribution to the Algerian syndrome of teacher burnout in secondary schools of Bejaia for the master′s degree thesis in clinical psychology to probe 12 cases in Ait R′zine secondary school.

2.3.1. The Pre-survey:

It allowed him to explore the field of study to better determine our research objects. The researcher found during the pre-survey that high school teachers of Ait R'zine during the exercise of their job that they encounter constraints related to the work and organization affecting their skills and making their role more and more difficult. These constraints are: the workload, the low motivation of students for the school work, the acts and manifestations of indiscipline of students, the burden of the workload, the low motivation of students for the school work, acts and manifestations of indiscipline of students, the burden of the profession (didactic work, administrative work, education, supervision, accompaniment, etc.).

2.3.2. The Descriptive Method:

The case study not only looks at semiological aspects, but tries to resituate the problem of a subject in a life context such as the present case taking into account different levels of observation and understanding: personality organization, relationship with environment, present and past events. Of all these descriptive data, the clinician tries to suggest hypotheses about the origin of the conduct; these being multiple; the author of the research would try to

focus the analysis on a reduced set of factors that likely led to the problem. (Kh. Chahraoui and B. Bénony, 2003, p 11).

2.3.3. Limitations of the Probe:

His research theme focuses on the measurement of burnout and determining the factors that cause this condition among secondary school teachers Ait R'zine Wilaya mixed high school in Bejaia. His study is carried out during the 08/04/2013 to 23/05/2013. he limited his research to (12), six teachers and six teachers. Maslach Burnout Inventory (MBI) scale was used to measure level burnout and semi-directional maintenance to verify the assumptions

2.3.4. Conclusion of the Research

The burn out was initially described in the nursing professions, in that professionals are confronted with daily illness, suffering and symptoms that appear while they are working in their professions. The burn-out syndrome, defined as internal burn-out, represents a new pathologies that affect professionals involved in their professions and more especially professionals who are involved in a helping relationship, taught...etc. Such as high school teachers, who practise their trades in dealing with critical and stressful cases.

Secondary school teacher activities can lead to risk of burnout. This syndrome is highlighted by the presence of the three dimensions of the syndrome namely, emotional exhaustion, the dehumanization (depersonalization) and lack of personal achievement.

Trying to assess the level of burnout and determine the various factors that induce the latter in high school teachers and that he limited his research to a dozen teachers in the mixed school Ait R'zine for a period of 45 days and this to succeed our study within the set deadline and the selected population of twelve (12) teachers , using the (MBI) scale that measures the level of burnout and semi-directional maintenance. Applying These two instruments, he has been able to double-check the assumptions he made at the beginning of his research.

The supposed hypotheses were confirmed as follows:

• The emergence of burnout syndrome appears to varying degrees in secondary school teachers.

• The working climate causes a state of burnout among teachers secondary school, as it is a factor that contributes to the onset of the burnout syndrome (overload of work, lack of work means and tools, the teacher relationship and the students... etc.). These are the relational dimension, the feelings related to personal and professional relationships with co-workers, students...etc.

• The number of years of experience contributes to the onset of burnout among secondary teachers.

So the result of his research is that high school teachers demonstrate burnout syndrome with different levels and degrees. He has also found that there is a difference in the degree of exhaustion after a number of years of work experience. As for the work experience teachers with long professional experience show a stronger state of exhaustion than those with less experience.

2.3.5. Issued Recommendations

The author of the actual study believes that the situation of burnout may be improved by implementing certain measures which can be classified into a few axes:

•The improvement of relations between the actors of the teaching process (teacher and pupil).

It should be noted that the importance of the revaluation of trade meetings, congresses and seminars to better share ones' difficulties.

•Offering relaxation therapies, leisure activities and entertainment or the discovery of an external passion that makes possible the disconnection and relief in both in and out of work and absorb the pressure of work.

•More beneficial is to try to increase the sense of self-efficacy and self-esteem which are at the origin of a better perception of oneself and ones vocation and may contribute to the reduction of work stress by reducing the lack of personal achievement.

As stated by the author of the probe, he previously saw that burnout is recognized as a professional hazard for the teacher's profession, it can be said that burnout syndrome can be studied in multiple ways using various analytical tools and techniques, and by referring to the different psychological theories; and the true perspective that one may have on burnout and possible means to cope with would be the combination of all the results of all achieved researches.

2.3. Teacher Burnout in the Region of Oum El Bouaghi

Master's St. Selma Ouchene-University Larbi Ben M'Hidi-Department of French (2019)

This study falls under the teaching of French as a Foreign Language didactic field, specifically psycho-pedagogy. Its original idea is to bring attention to the working circumstances of FFL teachers in Algerian primary schools, along with their health.

In this work the student measured the degree of burnout among the teachers surveyed using the Maslach test. Thus, she identified the disorders and the symptoms that accompany this phenomenon. The questionnaire was intended to 42 teachers, 10 of them were physically contacted, and 32 responded to the electronic version of the questionnaire. Thus, the second investigative tool was the observation of the behaviour of teachers in the FFL classroom for

two teachers. She used observation to be able to compare two completely different cases (age, experience, training, and rank), and actually check how the state of a primary school teacher may become exhausted.

Analysis of the outcomes enabled her to refute the initial hypothesis assuming that almost all teachers suffer from burnout, since only a minority of teachers was professionally exhausted, contrary to our expectations. In developing this work, the research author estimated that a significant number of her samples are threatened by burnout syndrome, given the situation in which they work and the difficulties they face on a daily basis.

2.4. Disruptive Student Conduct and its Impact on Teacher Burnout

Master's St. Mounira Amarouche-Lounici Ali University of Blida - Department of English

Teacher burnout is a major concern that many educators are facing. The subject of whether disruptive student demeanor is to blame continues to pique the interest of many educational experts and scholars. This article analyzes the literature on teacher burnout and student disruptive behavior before discussing the relationship between the two. Teacher burnout is characterized by depersonalization, emotional tiredness, and a lack of personal success as a result of long-term professional stress. Furthermore, multiple studies have identified various influencing elements that contribute to teacher burnout. The focus of this essay was on disruptive student behavior, which was one of many issues. Sample research findings on the association between teacher burnout and disruptive student deportment found that disruptive student comportment jeopardizes effective classroom management, leading to burnout in many teachers.

Good classroom discipline is widely considered as the glue that holds effective teaching and high-quality learning together. As a result, teachers in general and English teachers in particular, are tasked with ensuring positive student discipline, which will allow them to easily manage their classrooms and instruct without interruption. However, the growing disruptive behavior of students in the classroom may jeopardize the achievement of this goal. Several scholars recently asserted (Brouwers &Tomic, 2000; Krecar et al., 2016) that the issue of student disruptive behaviour has become an all-too-common occurrence in many educational settings around the world and they consider it primarily as a cause of difficulties in the educational process, whereby the nature of instruction in a poorly managed classroom, the nature of instruction is lost, and many teachers become frustrated. to be subjected to high amounts of stress and, ergo, to develop a burnout.

3. The Deskilling of Teachers

Some teachers are confident about their seniority's positive impact on their teaching quality and performance, regardless of how demanding and innovative prior techniques were compared to more recent ones. They are convinced that the more teaching experience they have, the more efficient they become. Furthermore, the loss of touch occurs only when teachers leave their jobs for extended periods of time for various reasons. These are fallacious beliefs, because repetitive employment, along with a lack of autonomy and control over their teaching practices, negative attitudes, and low self-esteem, would lead to de-skilling, Furthermore, many countries have implemented reform strategies aimed at structural harmonization. Educators' working circumstances have deteriorated (Day, 2000). Teachers in different countries realize themselves demoralized, disengaged and disillusioned. Meanwhile, academic papers and policy articles frequently mention teachers' flaws while neglecting studies on their working conditions and living standards inhibiting their skills and weakening their proficiency.

Deskilling requires teachers to diversify and intensify their work. To put it in other words, instructors are expected to complete more work in less time than in the past. Worse, educators' involvement in administrative matters frequently comes at the expense of their attention to the needs of students (Apple, 1988). Deskilling is defined by Richards (2009) as "the loss of abilities that a person formerly had due to a lack of use." 'In teaching, deskilling refers to the elimination of teachers' duty and participation in certain crucial areas of teaching, leaving the teacher to cope with the lower components of education,' he adds (ibid). One explanation for the growth of deskilling is the absence of teachers from decision-making. Giroux (2001: 69-70) agrees, saying, "Rather than promoting conceptual understanding on the part of the classroom instructor, these curriculum "kits" isolate idea from execution." He explains, "In other words, the curriculum program's objectives, knowledge skills, pedagogic practice, and modes of evaluation are integrated into and predetermined by the curriculum program itself," reducing the teacher's job to "merely observing the rules" (ibid). Overreliance on a particular educational method, resources, or techniques, such as textbooks, can also lead to deskilling.

Deskilling has a detrimental impact on teachers' classroom performance, self-worth, self-confidence, and motivation, as well as exacerbating their sense of helplessness.

As a result, failure gets ingrained in his or her memory, heightening his or her sensation of guilt and eventually leading to emotional disengagement. A dire scenario develops in which the teacher no longer feels accountable for the education of the students. Character development and intellectual progress of young individuals entrusted to his/her care. This is

an obvious betrayal of the essence of what it means to be a teacher. Many instructors have expressed their incapacity to make a difference as long as they are practically barred from participating in decision-making at various points during the research. Middle school English teachers are deprived of real engagement in the teaching-learning process as a result of this emotional takeover.

4. Most Relevant Symptoms of Burnout:

Burnout is a type of work-related stress that can manifest in a variety of ways. According to a large body of research (Maslach, Jackson, & Leiter, 1996; Brouwers & Tomic, 2000; Gupta & Rani, 2014), these symptoms can be classified into three categories: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA).

4.1. Emotional Exhaustion: When people experience emotional tiredness, their emotional energy is sapped, and they can feel persistently tired (Brouwers &Tomic, 2000). Emotional weariness is frequently regarded as the most common type of burnout, and it has gotten a lot of attention from educational scholars (see, for example, Tsouloupas et al., 2010; Keller et al., 2001).As a result, if they are impacted, classroom dynamics will be altered as well. It is important to note that emotionally exhausted teachers may show disinterest in the lesson by shying away from active interaction with their students, absenteeism, and a lack of eagerness to promote their students' relationships, thereby creating an invisible barrier between them and their students.

4.2. Depersonalization: Distancing oneself from interacting with others is a sign of depersonalization. Depersonalization has long been recognized as a stress-reduction approach. Teachers, for example, can show depersonalization in the classroom by withdrawing from communicating with pupils and having bad views toward them (Benita, 2018).

4.3. Reduced Personal Accomplishment: Because instructors are subjected to high levels of emotional stress, it affects their own sense of personal accomplishment (Scott, 2019). Burned-out persons have a propensity to be less productive and insecure about their capacity to meet the demands of their jobs. and to be successful at work (Gupta & Rani, 2014). Individuals, particularly teachers, who believe they are incapable of accomplishing anything significant at work, may suffer from low self-esteem, in which their inner voice acts as a harsh critic, diminishing one's accomplishments and, as a result, causing a loss of passion for work.
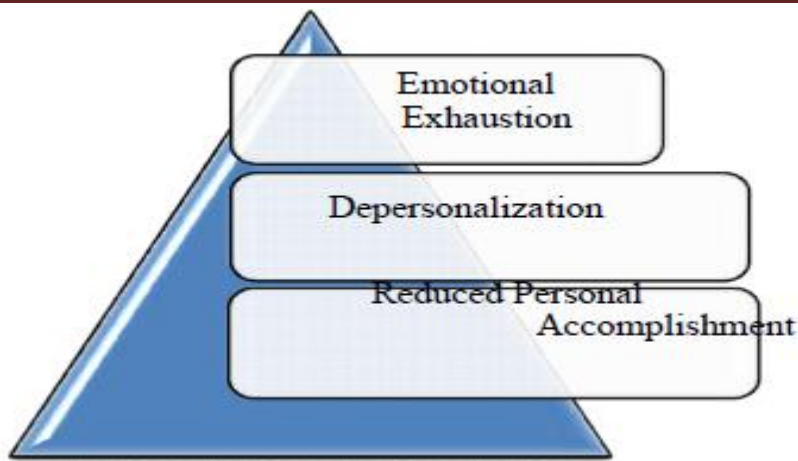
Figure 2.1. Symptoms of Teacher Burnout (Gupta & Rani, 2014)

5. Definition of Student Disruptive Behaviour:

Student misbehaviour is one of the issues that many teachers nowadays confront in their classrooms, and it is a major roadblock to classroom efficiency. Sprick (2006: 1) emphasizes that "school discipline issues have always been and will continue to be a problem."continue to be a source of annoyance for teachers." The term "student misconduct" has been coined to describe student disruptive behaviour (Ali &Gracey, 2013). Any action that interferes with the efficacy of the teacher's instructional plan or a student's ability to learn is classified as the latter (Fakhruddin, 2019). Disruptive behaviour can be defined as any action or activity by a student that significantly obstructs the teaching process and a positive learning continuum in the context of a classroom. In fact, researchers and teachers from all across the world have differing perspectives on what constitutes student disruptive behavior, because what determines a student's appropriate behaviour varies by educational context and is influenced by the culture and values of each society. "In old Chinese society, pupils who continuously asking questions were seen as "troublesome" students, but students who faithfully obeyed teachers' commands were regarded as good students," according to Sun (2012:1).

5.1. Some Disruptive Student Behaviour Types:

The concept of student disruptive behavior is mentioned several times in the preceding paragraph to demonstrate how it varies depending on the context. This section discusses the various sorts of disruptive behavior among students.

Ali and Gracey (2013) classified disruptive student behavior into three categories: first, individual disruptive behavior, such as "students who come to class late; leave early; speak out inappropriately; call, text, or play games on cell phones; read materials unrelated to the class, such as newspapers or other course texts; or sleep during class" (Ali and Gracey, 201);

The second type involves disruptions caused by a group of students, which may incite other students to misbehave by involving other students, such as engaging in side conversations or to cheat on exams.

Third, disruptive behavior can occur when students interact with their teachers during class, such as by asking irrelevant questions, confronting, and fighting with them. According to Richards and Renandya (2002), there are three types of disruptive behavior that typically occur in language classes when it comes to language teaching and learning:

• The back-row distracter: students who sit in the back row and disrupt their classmates and professors.

• Nonparticipants: students who do not interact in class activities.

• The eager beavers student: they are the pupils who are brilliant, hyperactive, and take over the majority of class discussions.

5.2. The Association between Burnout and Disruptive Behaviour

Disruptive student behavior, in particular, appears to be a source of different obstacles that prevent many teachers from fostering a conducive learning environment and adds considerably to teacher burnout. A slew of research have revealed that there is a strong link between the two. (Collie et al., 2012; Scott, 2019; Mitchell, 2019). On a daily frequency, dealing with disruptive conduct Because stressful classroom conditions can affect a child's healthy growth and academic achievement, many teachers spend their time attempting to strike a balance between classroom management and effective education, draining their energy. This causes teachers to feel a range of negative emotions, including irritation and anxiety.
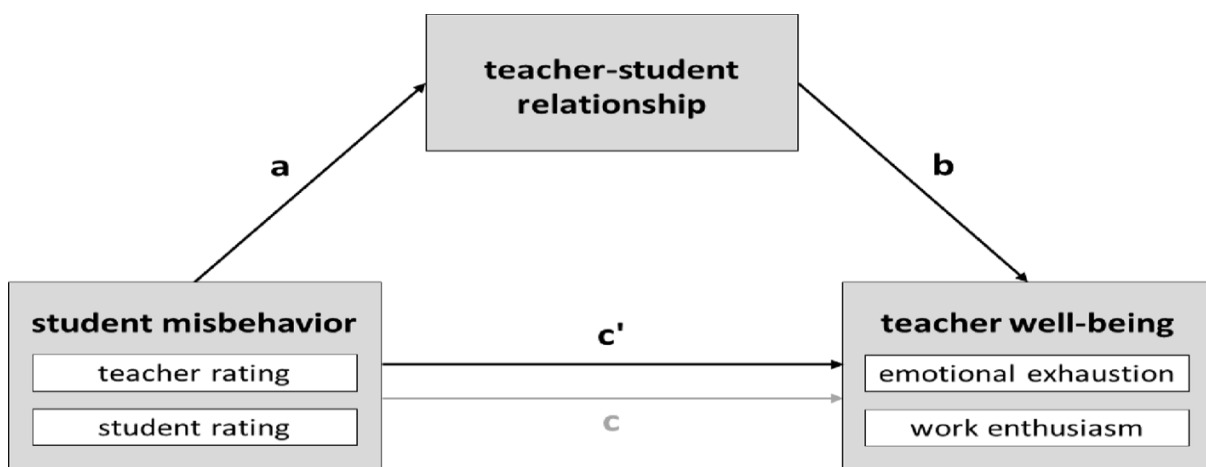

Figure 2.2. Teacher-student relationship (Aldrup, et al. 2018:127)

5.3. Conclusion

Once abusive conduct is repeated, such as talking at the same time as the teacher, the teacher will come to believe that he is not liked or respected, and that his efforts are not recognized (Aldrup,et al, 2018). As a result, teachers frequently perceive a distance between themselves and their students, leading them to detach themselves from their students. Furthermore, many instructors' incapacity to deal with discipline issues leads to a widespread sense of low self-efficacy (Brouwers & Tomic, 1999), as these teachers are less successful in adhering to one of the most important teaching principles: creating a receptive classroom environment.

Ergo, "doubts about self-efficacy might in itself activate the burnout process" (Brouwers & Tomic, 1999: 242), especially when it comes to the feeling of being overwhelmed by low personal achievement. This is evident in the model proposed by Aldrup, et al (2018), which suggests that disruptive student behaviors appear to be a hindrance to the teacher-student relationship, with teachers who experience a high level of classroom disruptions expressing negative thinking toward disruptive students since they find it hard to accept and deal with their behaviours (e.g., Buyse et al, 2018). Therefore, a lack of a respectful teacher-student interaction might result in destabilizing the employee work life balance.

6. Key Feeding Factors of Teacher Burnout during COVID-19 Pandemic

Teachers confronted new and challenging conditions, teaching styles, and roles as they returned to the classroom for the 2020–2021 school year. The current research is one of the first to identify elements that contribute to teacher burnout as a result of COVID-19 (corona virus disease) and instruction in the fall of 2020. When demographics were taken into account, the findings revealed that COVID-19 anxiety, current teaching anxiety, stressful interaction with parents, and deficient administrative support were revealed to be significant predictors of teacher burnout-stress in the study. When it comes to COVID-19's impact on instructors, the findings are critical for schools and researchers to examine.

Teachers who returned to the classroom in 2020–2021 during the COVID-19 pandemic face a slew of challenges. Because there is little study on the influence of COVID-19 on teaching, the current situation in Algeria helps to identify which stressors are most closely related to burnout and, as a result, what areas schools, districts, and researchers can focus on in order to keep the crucial teaching workforce. COVID-19-related anxiety, worry about instructional demands, parent communication, and administrative assistance are among these areas. It's worth noting that teacher burnout stress was unaffected by cultural contrasts, region, years of teaching experience, or style of instruction. To prevent teacher burnout during the COVID-19 epidemic, schools and districts must monitor teachers and provide assistance throughout the

school year. Teachers are dealing with increased responsibilities and displaying high levels of stress as a result of the new instructional standards as well as concerns about the state of education and the epidemic. It is nonetheless primordial to underscore the critical economic state of the Algerian educator mainly due to both substandard and obsolete salaries totally inadequate with the actual economic hardship, another substantial factor weakening the already fragile mental health and precarious status of the teacher having a key role in implementing a plethora of reforms with very few ones in terms of incomes." *In many instances, diminished morale has been blamed on a variety of stressful factors associated with public school teaching...stressors include low salaries, diminished public confidence in public education"* Dworkin, A. G. (1997).

During this unusual period, teachers in Algeria require assistance. Support can take the form of educational, technological, or emotional assistance. The corona virus is lethal, and a vaccine is still in its early phases of development. As a result of this fear, schools should establish clear communication and processes to help instructors feel comfortable in the classroom during the outbreak. In terms of anxiety, schools can give telehealth options for teachers to use outside of school hours to manage any anxiety they may be experiencing during the school year. Teachers may be given a mental health day by their districts to support the increased level of self-care required during these stressful periods. Furthermore, as the primary point of contact for parents, teachers are frequently the target of parental criticism on educational decisions made by the district or school. At the district and school levels, districts and schools must support teachers' communication with parents by providing clear communication and support to parents.

Finally, the education guardianship and school administrators must offer teachers with supportive settings and instructional guidance in order to reduce concern about instruction by providing top-down supervision on instructional expectations and support.

More support for teachers may have an impact on their efficacy at this hard stretching time.

During the 2020-2021 school year, future study should focus on the impact of the COVID-19 epidemic and the additional demands placed on teachers. Furthermore, further research into the impact of COVID-19 on teacher satisfaction, efficacy, and burnout could lead to more generalizable conclusions.

7. How are Teachers Viewed in Algerian Society?

One of the most criticized professions in our society is that of the teacher. Society in general and parents in particular, continually blaming primary school teachers for the level of their children, and questioning their skills, the methods they apply and even their training. It is commonly assumed that teaching is a prestigious profession with excellent working

circumstances. Working hours, annual vacations, salary, and so forth... Also, most parents do not take responsibility for their children's grades, but they invariably attribute a reduction in grades or poor performance to the teacher. Pochard (2008) validates this in this regard:

"A short time ago, it was still customary to associate the teacher with respect, authority,

knowledge and power. His status was valued

and his authority was, therefore, rarely harmed. Neither students, nor

even the parents, dared to confront him or stand up to him"

When the teacher was a symbol of respect and knowledge, everyone felt grateful, and no one ventured to criticize or minimize him. This was the picture of someone who was educated, authoritative, and duly respected.

Today, the teacher has lost his prestige and status, and he is not valued or recognized for his profession any more. As he takes on a significant amount of responsibilities, according to Phd Malika Rebai Maamri,:*"There was a time, not so long ago, when teachers were models of society. Being a model entails significant duties especially that of conveying so much through action, speech, values of our society. It would seem that this alas, those days is over"*

Before, teachers were seen as elected officials and models of society and their profession was seen as noble. Nowadays, this is no longer the case; the teacher receives criticism from all sides, and works under pressure from students, administrative, parents and society as a whole. From this the Malika Rebai Maamri adds*: "While the teacher must be a model for society, he becomes the enemy of society, the enemy of progress, the proven enemy of the nation, or even its saboteur!"*

As a result of the foregoing, the teacher's image in Algerian society has been derided in recent years. Students lose respect for their teachers subsequently to their parents' image; because children's conception at a young age is based on their parents', their abilities and skills are challenged; thereby, the student loses feelings of both respect and gratitude, as the student will never respect the authority of his teachers if his parents do not give him enough credibility and recognition in the classroom and if parents are constantly criticizing teachers and challenge their abilities and skills.

8. Mechanisms to Face Teacher Burnout

8.1. Clinical Supervision as a Means of Minimizing EFL Teacher Burnout

Master's St. in TEFL Mojgan Bani-Ardalani and Associate Professor Hamid Marashi, Applied Linguistics, Islamic Azad University, Central Tehran Branch (2017)

8.1.1. Introduction

The importance of improving quality has always been a top priority for most, if not all, policymakers across a wide range of areas. Supervision (Hoy & Woolfolk, 1989) is a vital aspect that has effectively aided in promoting and maintaining the quality intended by

policymakers; the latter has in turn become one of the determining parameters that contribute to the advancement of education. Nonetheless, supervision, like almost any other educational procedure, has its downsides, and there is little doubt that the lack of a nurturing interaction between supervisors and teachers can lead to negative attitudes toward the profession, as supervision entails unpleasant responsibilities such as providing negative feedback, disciplining, and so on, ensuring that teachers follow program policies and, if necessary, dismissing employees" (Bailey, 2006, p. 5). The rise of burnout is one of the aforementioned detrimental attitudes of teachers. It is a commonplace that teachers with high degrees of burnout are less productive in terms of performance. Furthermore, the depletion dimension of burnout influences teachers' intentions to leave the profession (Leung & Lee, 2006). When teachers are burned out, they develop a negative attitude toward their students, which leads to demotivation and, as a result, lower student achievement (Williams & Burden, 1997).

8.1.2. Clinical supervision

Clinical supervision is a non-traditional and directive approach pioneered by Goldhammer (1980) that fits all of the criteria for monitoring instructors' work responsibly and efficiently. The fact that both the teacher and the supervisor interact with one another in an attempt to assess and thereby cure the educational problem may be the underlying cause for its clinical name. Clinical supervision, according to Holland and Adams (2002), is a one-size-fits-all method that, as the analogy implies, may be employed in a variety of settings. Clinical supervision, according to Gürsoy, Kesner, and Salihoglu (2016), is probably related to reflective teaching in that teachers are encouraged to reflect on their teaching while interacting with the class. Clinical supervision, according to Acheson and Gall (1992), consists of three key phases. The planning conference, which is a meeting between the supervisor and the teachers, is the first phase. These meetings are arranged depending on instructor agreement on the following meeting's topic and objectives. The second phase, a classroom observation, requires the supervisor conducting a methodical and nonjudgmental observation of a class in order to collect data relative to the planning conference objectives.

The last step involves the *feedback conference* during which the supervisor provides the teacher with a mirror-like reflection of classroom activities "so that teachers can see what they are actually doing while teaching" (Acheson & Gall, p. 12).

Clinical supervision, because of its humanistic aspect, may be able to assist teachers in resolving recurring issues through open dialogue and positive feedback (Pajak, 2002). The above assertion is, of course, supported by numerous research conducted over the last four decades that show that clinical supervision methods improve teacher effectiveness. Sergiovanni and Strarrat (2010, as referenced in Okorji & Ogbo, 2013) also stressed that

developing a healthy supervisory climate and providing a support structure known as *colleagueship* are critical components of clinical supervision.

In recent years, cognitive coaching – defined as "a nonjudgmental and confidential relationship between a coach and a teacher based on authenticity, honesty, respect, and empathy" (Todd Rogers, Hauserman, & Skytt, 2013, p. 4) – has become increasingly aligned with clinical supervision's overarching goal of teacher empowerment toward self-sufficiency.

The two techniques are interactive and supportive processes in which supervisors and teachers are constantly engaged, with the goal of reducing the negative impact of particular challenges that teachers may encounter in the classroom. Teacher burnout is one of the negative effects that have been classified under specific themes (Leung & Lee, 2006).

8.1.3. Conclusion and implication

This research has several pedagogical consequences. To begin with, a good clinical supervision program necessitates meticulous planning. It is not easy to create and promote a collaborative and teacher-centered relationship and culture built on trust; but, supervisors, administrators, and teacher trainers who are committed to this cause can succeed in developing and supporting such an organizational culture within educators.

This collaborative environment would enable a clinical supervision program to thrive, with teachers eager to take risks and face challenges because they know they will be supported even if they fail. This support is critical in instilling in instructors a shift of attitude and behaviour (Khabiri & Marashi, 2016).

This curriculum necessitates time as well. As a result, supervisors and administrators must make time in their schedules to support successful clinical supervisory programs. Supervisors, teacher trainers, and trainers might be encouraged to meet with teachers on a regular basis for clinical conferences in order to bridge the gap between them. It's critical to talk about, negotiate, and agree on the concerns and challenges that exist on a regular basis.

As a result, instructors' apprehension about interacting with superiors may be reduced, promoting collegial relationships and enhancing the spirit of teamwork. Furthermore, teachers are free to express themselves and their concerns without fear of being condemned. As a result, supervisors and teacher trainers may better plan their time as observations become more objective and feedback sessions become more reflective, allowing them to manage their time more efficiently. Workshops and training sessions could be productive and beneficial, encouraging learning and making orientation sessions far more engaging and dialogical. Teachers who participate in clinical supervision develop a collaborative relationship with their supervisor because these programs allow them to reflect on their problems and analyze

themselves. Teachers,regardless of their prior teaching experience, become leaders and more confident as a result of professional growth and development in a non-threatening setting.

Along with teachers and supervisors, syllabus designers should introduce the spirit of clinical supervision programs into teacher and trainer training courses and curriculums to stimulate self-reflection and collaboration in EFL teaching courses. These courses can also help teachers develop a sense of collaboration. Teaching courses also urge teachers to collaborate with their trainers or supervisors. Additionally, syllabi designers may create stress management courses to assist teachers in recognizing and successfully coping with their anxiety or work environment stressors. Furthermore, establishing courses for trainers and supervisors that alert them to particular supervisory behaviors may have a favorable impact on teachers.

TOT − training of trainers − courses could potentially be adapted to the clinical supervision program's values. The empowerment and mentorship of teachers should be a consistent theme throughout these courses. As a result, trainers would advise supervisors and teacher trainers to foster such an environment. Ultimately, building an interactive and collaborative relationship is supported by designing a clinical-based syllabus for both student teachers and teacher trainers.

8.2. Interventions and mechanisms for burnout

Individuals who participate in intervention programs are either treated for burnout after it has occurred or are prevented from becoming burned out in the first place. Researchers believe that preventing burnout is easier than reversing it. Once it has developed (Schwinn, 2007; Cheek et al., 2003; Wood & McCarthy, 2002; Maslach et al., 2001;Evers et al., 2000). Techniques applied in burnout interventions are similar to those used in other stress-related conditions, such as relaxation training, meditation, and exercise; time management skills; and coping skill building. These types of interventions, according to experts, may help people deal with emotional exhaustion, but they do not highlight the other two dimensions of burnout, depersonalization and feelings of low personal accomplishment, because they do even not recognize the perception of inconsequentiality, which is a key aspect of burnout. Furthermore, as situational factors tend to play a significant role in burnout, most researchers have concluded that therapies that solely focus on the development of individual coping abilities are ineffective. Burnout interventions, according to researchers, should focus on changing the school environment to reduce chronic stressors and strengthening teachers' resources for coping with stress (Omdahl & Fritz, 2006; UCLA Center for Mental Health in Schools, 2002). Most researchers agree that interventions aimed at individuals are more effective than group interventions. First, individual interventions can be tailored to each teacher's

personality and unique working conditions. Second, individual interventions can address the specific dimensions or severity of burnout experienced by each teacher. Third, the pace of individual interventions should be tailored to each teacher and scheduled in a way that does not interfere with his or her daily routine. Finally, individual interventions ensure that teachers' privacy is protected. (Maslach et al., 2001; Evers et al., 2000; Farber, 1998).

The effectiveness of burnout therapies has been inconsistent in research, however the majority of studies have showed good results (Schwinn, 2007; Brown & Uehara, 1999). Emotional exhaustion was reported to be reduced in some cases, but the other two components of burnout, depersonalization and personal accomplishment, did not appear to benefit from interventions (Schwinn, 2007; Maslach, 2008).

Brown and Uehara (1999) summarized the findings of two studies that looked at the long-term effects of burnout therapies. Both trials found that the programs were effective, but that the early gains vanished one year after they were completed. These studies, accord ing to Brown and Uehara, demonstrate the need of creating and implementing intervention strategies capable of retaining program impact over time.

8.3. Burnout Prevention and Remediation Activities for Schools

District and school administrators have a responsibility to decrease stressors in the school environment to the extent practicable (Brownell, 1997); nevertheless, according to the UCLA Center for Mental Health in Schools (2008), most schools lack formal systems for managing burnout. The following is a list of measures that schools can do to avoid teacher burnout and reduce chronic work-related anxiety.

- **Keep a Close Eye out for Early Signs.** Teachers, administrators, and counselors should all be taught to recognize the early signs of teacher burnout. Burnout can be traced back to a variety of causes. Exit interviews with departing staff should be conducted by school officials, and they should be receptive to accepting feedback. employee grievances, be aware of the school's public image, keep an eye on staff intranet forums, and get feedback through 360-degree assessments It is critical that employees have the opportunity to express their views on workplace regulations and procedures (Heathfield, 2009).

- **Managing Stress.** Participants in stress management programs learn effective ways for dealing with burnout. The following are some of the elements of stress management training:

• Teachers learn about the causes and symptoms of stress during stress awareness programs. Detecting stress-producing work conditions, identifying physiological and emotional responses to stress, and substituting self-defeating attitudes that help to raise stress levels are just a few of the topics covered (Brown & Uehara, 1999; Cooley & Yovanoff, 1996).

• Physiological coping mechanisms, such as muscle relaxation, focused meditation, and breathing techniques, are taught to teachers. Brown & Uehara, 1999; Cooley & Yovanoff, 1996; Hammond & Onikama, 1996; Sinclair, 1992) provide opportunities for physical activity, such as brisk walks or aerobic activity, as well as information on good nutrition and health practices (Brown & Uehara, 1999; Cooley & Yovanoff, 1996; Hammond & Onikama, 1996; Sinclair, 1992).

• Participants are taught the cognitive skills they'll need to deal with job-related stressors, as well as opportunities to practice them. Identifying changeable components of the stressful circumstance, replacing self-defeating ideas with more constructive and powerful ones, employing problem-solving approaches instead of avoiding disputes, and depersonalizing stressful situations. Problem-solving (generating ideas about how to eliminate or reduce the stress and step-by-step plans that put selected options in place) and reappraisal (reframing the way one sees the stressor in order to understand how it may actually be beneficial) were found to be associated with a significant reduction in all three dimensions of burnout by Omdahl and Fritz (2006).

- Managing Time. Teachers can benefit from time management courses because one of the most common sources of work-related stress is time limitations. Kokkinos, 2007; Brown & Uehara, 1999; Hammond & Onikama, 1996) teach teachers how to keep track of how they use their time by using "to do" lists, weekly plans, and monthly planning calendars.

- Professional Development is quintessential. Professional growth appears to be an effective method to fight burnout, according to research. Job engagement, self-efficacy, and perceived professional success appear to be important factors in avoiding job-related burnout (Kokkinos, 2007; Kilgallon, 2006; Lens & Neves de Jesus, 1999). Professional development initiatives that can help teachers avoid or lessen burnout include:

• Regular supervision and networking give teachers a sense of accomplishment and help them establish a more complete professional identity (Hanson, 2006; Bivona, 2002; UCLA Center for Mental Health in Schools, 2002; Wood & McCarthy, 2002; Leithwood et al., 2001).

• Professional development opportunities, such as conferences, workshops on educational topics, and career planning and development programs, assist teachers in clarifying their professional goals, increasing their sense of empowerment, and providing the opportunity to learn more about the teaching profession, the professional community, and educational policies (Bivona, 2002; Leithwood et al., 2001; Wiley, 2001).

- Collegial Support Groups. Teachers who openly express, analyze, and discuss personal thoughts with colleagues have lower burnout rates, according to research. Teachers' emotions of isolation are reduced, collegial support is promoted, and feelings of professionalism and

commitment to teaching are renewed when they participate in support groups (Terry, 1997; Farber, 1984). Peer support groups offer valuable advice and information from other instructors in comparable situations, demonstrating to teachers that their problems are not unique, and assisting them in finding solutions to common issues. Groups can take many different forms, ranging from highly regimented daily meetings to more informal get-togethers of coworkers (Landeche, 2009; UCLA Center for Mental Health in Schools, 2008; Hanson, 2009).

- Appreciation and Feedback Teachers usually receive very little accurate and helpful feedback regarding their teaching, despite the fact that feedback has been found to be the most strongly associated to work satisfaction (Schwinn, 2007). Teachers will be unaware of the extent to which they are reaching their performance targets if evaluation occurs just once or twice a year and does not include clear objective standards, resulting in increased levels of stress(Schwinn, 2007; Wood & McCarthy, 2002). Teachers should be recognized in both formal and informal methods by school management so that they feel valued and their feeling of personal accomplishment is strengthened. Teachers should be acknowledged for improving student performance, developing unique lesson plans, creating appealing classroom settings, providing adequate substitute teacher preparation, and contributing their time and talents to committees. School bulletins, district newsletters, and faculty meetings are excellent venues for sharing teachers' achievements with the entire school community (Heathfield, 2009; Schwinn, 2007). Teachers should be recognized in both formal and informal methods by school management so that they feel valued and their feeling of personal accomplishment is strengthened. Teachers should be commended for improving student performance, developing unique lesson plans, creating appealing classroom settings, providing adequate substitute teacher preparation, and contributing their time and talents to committees. School bulletins, district newsletters, and faculty meetings are excellent venues for sharing teachers' achievements with the rest of the school personnel and the community (Heathfield, 2009).

- Resources Adequacy. Schools should, to the extent practicable, provide adequate facilities, as well as financial and material resources, to assist teachers' job. Lack of resources causes stress and low morale among instructors, according to researchers (Hakanen et al., 2006; Bivona, 2002; Wood & McCarthy, 2002; Leithwood et al., 2001; Wiley, 2000).

- Leadership that is both Supportive and Participative. The school principal is the person with the most power to prevent teacher burnout. According to studies, the principal's management abilities have a significant impact on the amount of stress teachers face. Principals are often seen as authoritative, repressive, inconsistent, nonsupportive, formal, and impatient at schools when staff morale is low. Principals in schools with better morale are

often described as open, helpful, student-centered, responsive, and fair (Schwinn, 2007; Kilgallon, 2006; Wiley, 2000; Sinclair, 1992). Principals who engage in the following activities lead schools with reduced rates of teacher burnout:

• create a friendly environment that inspires mutual support and caring and fosters a sense of community throughout the school;

• give opportunity for teachers to make decisions about, control, and/or influence their own jobs;

• support teachers by serving as guardians of their teaching time and dealing with student discipline issues;

• treat employees with fairness and consistency;

• assist teachers in developing meaningful and challenging individual professional goals that are compatible with the school's goals;

• provide opportunities for teachers to grow and develop by offering cross-training and lateral moves when promotions are not available;

• provide relief from increasing workloads and paperwork whenever possible.

• offer educators the freedom to form collegial connections;

• respond to teachers' inquiries and concerns in a timely and proactive manner; and

• reduce the number of rules that govern teachers' conduct.

Most essentially, when it comes to making decisions, principals should include teachers in the process. Their fields of knowledge Teachers are more likely to feel burnout, according to studies. They are kept out of choices that influence their employment. As a result, researchers have suggested that teachers should be given a variety of relevant opportunities to influence these decisions.

- Forming Collegial Ties. Despite the fact that teachers frequently experience professional solitude, Teachers' stress levels are reduced when collegial ties are formed, according to studies. Teachers should be given opportunity to engage in healthy dialogue and to encourage one another. Provide support, share ideas and materials, and work together on tough and fascinating projects and projects (University of California, Los Angeles, Center for Mental Health in Schools, 2008, Educational Research Service, 2003).

9. Conclusion

Burnout has been identified as a severe issue in the teaching profession. Teachers are responsible for the well-being of their students, in addition to the stress that develops from everyday job obligations. Many also face inadequate resources, long hours, and bad working conditions, all of which contribute to severe condition of stress. Burnout occurs as a result of stress. Teachers who are burnt out are depressed, anxious, irritated, and disappointed when they go to work in the morning. Headaches, stomach issues, elevated blood pressure, heart palpitations, and insomnia are all physical symptoms of burnout. Tardiness, absenteeism, poor job performance, and a loss of enthusiasm and dedication are common tendencies associated with burnout.

Terrible workplace climate, excessive job demands, a lack of recognition and feedback, disruptive learners, and a lack of administrative and collegial support are all factors that can contribute to teacher burnout. Individual qualities of teachers, such as personality traits and demographic considerations, can also influence their susceptibility to burnout. Strong sentiments of self-efficacy, in particular, tend to operate as a protective barrier against burnout in demanding school situations. Most academics believe that burnout is caused by a combination of school environment and teacher personality traits, although studies have yielded conflicting results as to which elements are most essential in the development of burnout. According to several researchers, personal qualities are less accurate indicators of burnout than environmental circumstances. Others, on the other side, believe that personal attributes, rather than situational conditions, have a larger role in explaining burnout.

Supplying stress and time management workshops; providing opportunities for professional development, such as conferences and career planning programs, along with regular mentoring and networking; establishing peer support groups; and providing feedback, recognition, and support are all activities schools can engage in to eliminate teacher burnout and reduce chronic work-related stress.

Chapter Three: Practical Part

"Burnout does not result from a genetic predisposition to grumpiness, a depressive personality, or a general weakness. It is not caused by failure of character or a lack of ambition. It is not a personality defect or a clinical syndrome. It is an occupational problem".

Maslach and Leiter (1997, p.34)

3.1 Introduction:

This chapter is generally titled by methodology. The present study has devoted to find out the mechanisms to face teachers' burnout and deskilling. The chapter starts by introducing the sample and the setting of the study. At that point, it describes the specific steps that have taken to address the research questions. After that, it describes, analyzes, and interprets the results of both "the questionnaire and the interview" to help us confirm or disconfirm the hypotheses of the discussed study.

In short, this part provides two sections which deals which with the analyses of the teachers' questionnaire and the inspectors' interview.

After finishing with the investigation, this chapter is devoted to discussing the findings data in addition to some recommendations and suggested solutions for further researches.

Finally, it mentions some limitation of the current study.

3.2 Methodology:

To reach our objectives, the descriptive analytical method is adopted, and in order to balance data, the present study opts for mixed method that combines both qualitative and quantitative approaches, conducted through semi-structured interview with inspectors of English language and structured questionnaire directed to EFL teachers at secondary school in Tiaret -Algeria- as a sample.

The present study adopts a research design to collect data to test the hypotheses and answer the research questions that guided this research. In order to carry out the investigation, the survey opted for a method research to gather the appropriate data for this study.

This section discusses the population, research instruments, procedure, and developing the questionnaire and the interview and the reliability of both.

3.3 Context and Setting:

Setting and population:

The present study took place in the region of Tiaret; it was directed to the teachers of English in high school and inspectors of English language as well.

a) Teachers: The participants of this study consist of 20 high school teacher of English in Tiaret. They have been randomly selected (both fresh and seasoned) in order to

answer the questionnaire to get an idea about the reasons behind burnout and deskilling that most of teachers are suffering from.

b) Inspectors: two 2 inspectors of both circles (middle and high school) have been asked in a semi-structured interview instead of doing a disguised observation; they shared their experience and observations and even provided us with suggestions to face this issue.

3.4 Procedure of Data Collection:

In order to collect the appropriate data to answer the research questions; a quantitative and a qualitative tools or instruments for data collection and analysis were adopted in this study to ensure the methodological. (Cohen et al.2007.) In order to collect data, teachers were given a printed questionnaire which is designed to gather information about the symptoms of burnout and limitation of improvement and the reasons behind them. While the inspectors done an online interview to discuss their observation in the classroom and provide us with some solutions.

3.4.1 Description of data collection tools:

3.4.1.1 Teachers' questionnaire:

A structured questionnaire was given to the EFL Teachers consists of multiple choice types, check box, besides some open-ended questions with other choices to add.

The questionnaire is divided into three parts, the first part (qualification and experience), and aimed at gathering background information about the respondents (years of teaching, work and skills satisfaction…), the second part (factors of burnout and deskilling) is about to know the reasons behind burnout and limitation of improvement among EFL teachers. The last part concerned with the consequences and effects of burnout and deskilling on teachers of English (diseases and exhaustions…)

3.4.1.2 Inspectors' interview:

Two inspectors of English language were interviewed online via Skype, they were asked about their observation (symptoms of burnout), suggestions and recommendations for the ministry of education to face the problem of burnout and deskilling among teachers.

3.5 Analysis:

The data collection was generated in the following sections:

3.5.1 Analysis of teachers' questionnaire:

For the present study to gain a deeper understanding the issue of burnout and deskilling that most of teachers are suffering from. The questionnaire was administered to twenty 20 secondary school EFL teachers in Tiaret.

3.5.1.1 Qualification and experience:

Teachers are asked to respond to questions related to their experience since their specialty is already known as English language teachers, in addition to their degree of satisfaction about both their skills and their work conditions…etc.

The following sections recapitulate the findings.

Q1: Experience:

Billingsley, B. S. (2004). Believes that burnout and limitation of improvement might face "young teachers and those close to retirement"

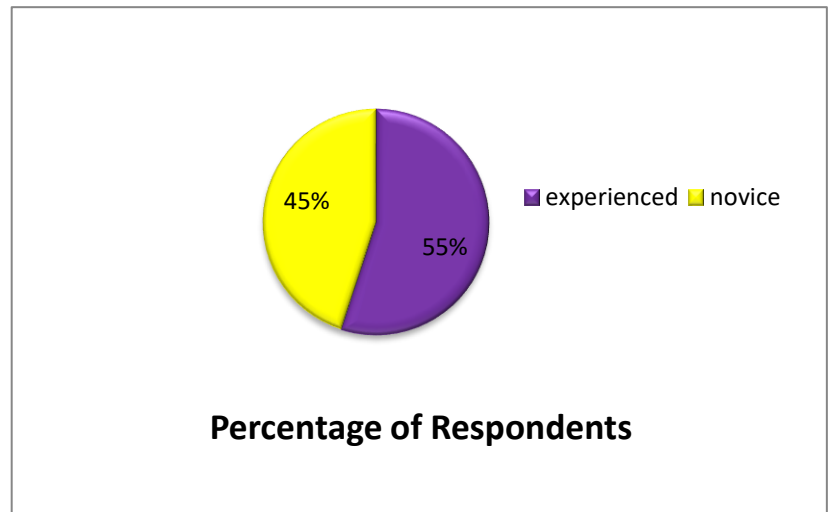| Sample	teachers
Experienced	**11 (50)**
novice	**9 (45)**
total	**20 (100)**

Figure 3.1

Figure (3.1) above shows the percentage of each category of teachers they participated in this current research study. They have been randomly chosen. 11 teachers out of twenty 55 of the respondents are seasoned while the rest 45 are fresh teachers. Their experiences extend from 2 two to fifteen 15 years.

Q2: Are you satisfied with your work conditions?
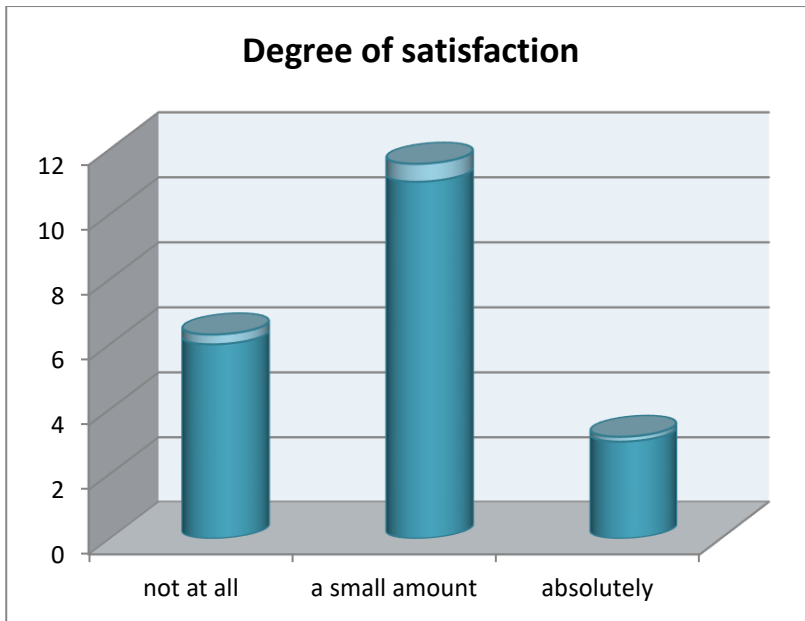
Figure 3.2

The second figure shows the degree of satisfaction concerning the work conditions according to the participants. 30 percent are not satisfied at all, likewise 15 are totally satisfied. The majority of participants 55 percent are satisfied a small amount.

Q3: If you are not, what is (are) the reasons?
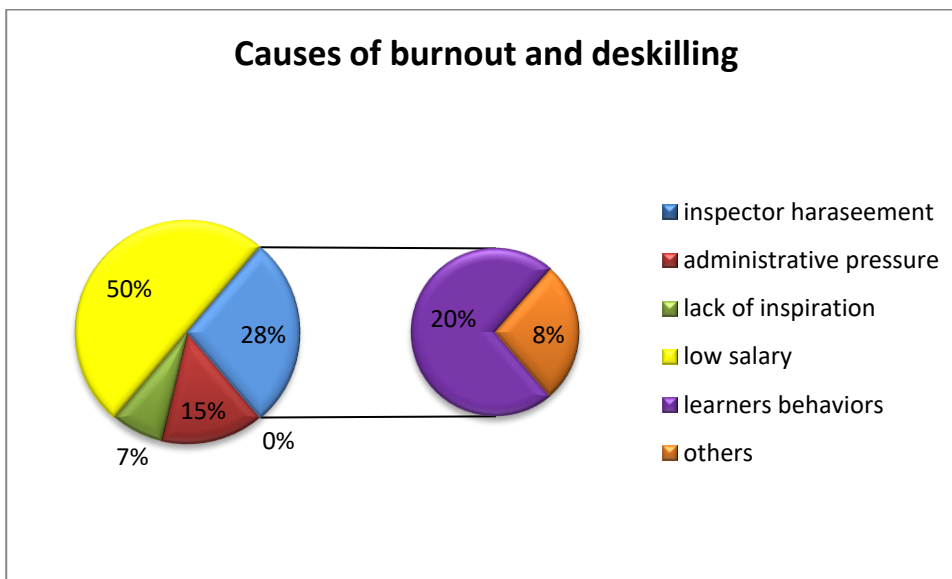
Figure3.3

The responses of teachers have varied about the reasons of burnout and limitation of improvement. All of the respondents agreed that the low salary or salary crisis is the major reason of bad work conditions. None of the participants has responded with inspector harassment even the novice teachers. Different options have been chosen by teachers, like administrative pressure, lack of inspiration, and learners' behavior. In addition some teachers add other obstacles such as: lack of materials, overcrowded classes, and the inappropriateness of syllabus.

Q4: How would you rate your current level of satisfaction with teaching as career?

Figure 3.4

The figure reveals the rate of satisfaction or teachers' self-assessment about their current level in their career as a teacher. 25 percent of the correspondents are completely dissatisfied. 35 are just dissatisfied while the majority 40 percent is completely satisfied.

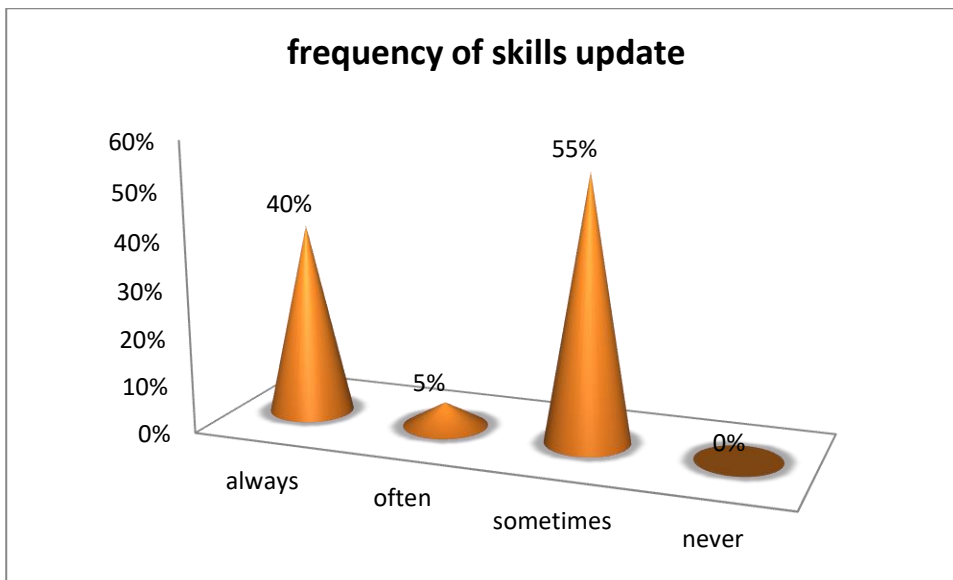**Q5: Are you trying to improve your skills and be updated with new terms in English language?**

Figure 3.5

"Teachers must be timely updated." and this development can be broadly classified into three areas via: personal (self-centered), professional (student-centered), and social."

In responding to question 5 about the frequency or how often the respondents try to improve their skills and be updated with new words of the language. The majority confirm that sometimes they do. 40 percent of the participants declared that they always try to improve their skills when only five percent said that they often do. None of the respondents said they never try to.

Q6: Do you think that you are making a difference in your profession?
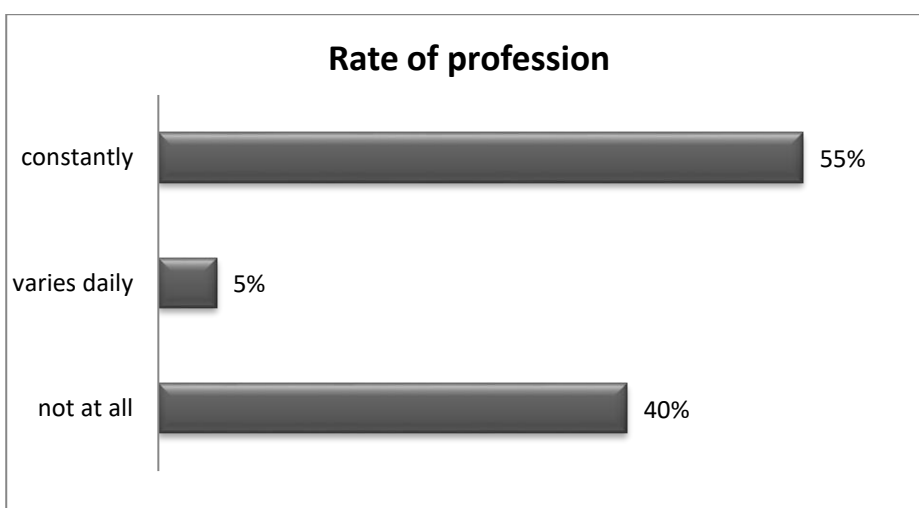

Figure 3.6

The figure demonstrates the detailed results. Most teachers 55 percent reported that they constantly make difference in their profession. Only five 5 percent of them declared that it varies daily. Forty 40 percent deny by saying they are making no difference in their profession.

Q7: Do you improvise because you have been teaching for many years and already know how and what to teach without writing a lesson plan?
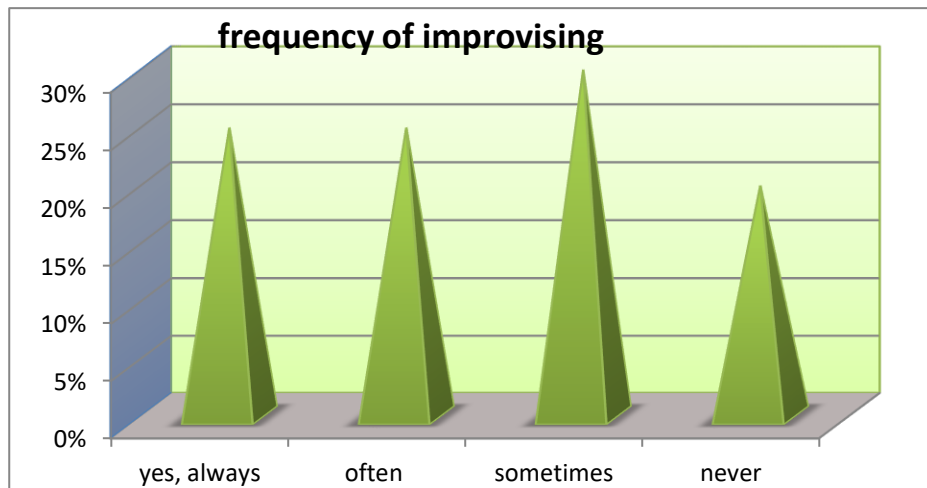

Figure 3.7

"Teaching without planning may wander aimlessly without ever achieving its objectives, waste of time, and frustration for both teacher and students"

This question deals with preparing the teachers plans that may affect teachers' mental and physical health which leads them to improvise in the classroom in the name of experience instead of repeating or updated plans just because of burnout. 6 teachers said that they always improvise and it is noticeable that most of them are experienced. 5 respondents declared that they often do so. The majority of teachers reported that they sometimes improvise. Four 4 novice teachers said that they never do a lesson without a plan.

Q8: Have you got any kind of disease since you started teaching?

It is noted that all the 11 experienced teachers are suffering from different diseases, and the common ones are severe headache and backache, the rest of them have mentioned other health problems such as: problem of poor vision, tonsillitis, problem in their vocal chords, constant stress and herniated disc.

All the nine 9 novice teachers affirmed that they have not suffered from any disease yet, "maybe after" as they said.

Q9: What did teaching caused to you most?

"Burnout is a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress."
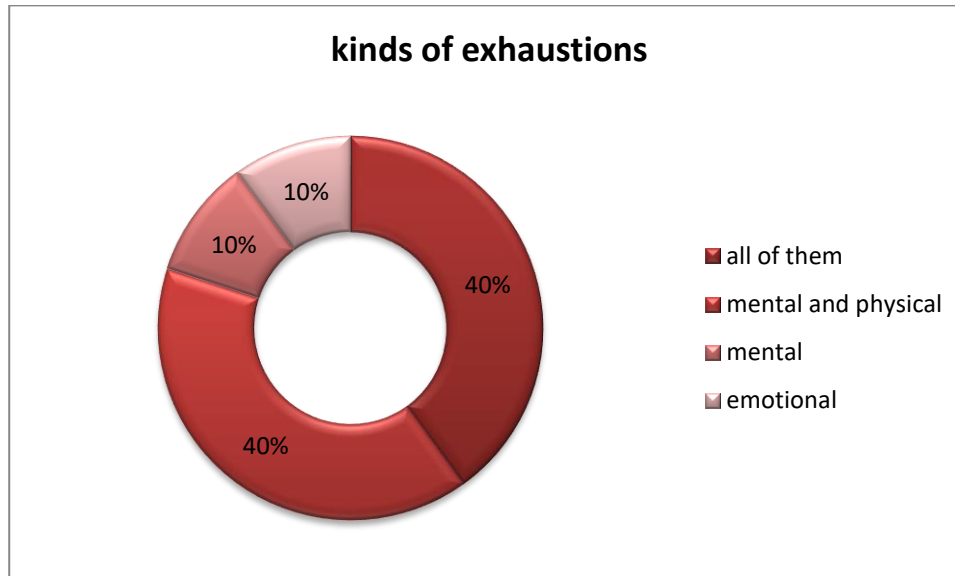

Figure 3.8

The statistics indicate that two 2 informants affirmed that teaching caused them mental exhaustion and two 2 others emotional. Half of rest participant (8) said that they are suffering from both mental and physical exhaustion. The last 8 respondents affirmed that teaching caused them all the precedent exhaustions.

Q10: What are your best skills that can be shared with colleagues if time or resources would permit to do?

Six 6 out of twenty 20 the participants gave no response to this question; all of them are experienced teachers. The majority 8 reported that if time or resources would allow sharing their best skills with colleagues, they would like to share lesson plans besides coordination sessions and they even propose English club for learners. Four 4 participants said that they can share new teaching methodology while the two 2 left teachers affirmed that they do not have colleagues in the same module.

3.5.2- Inspectors' interview:

The two inspectors provided us with almost the same responses, there was no disagreement.

Q1: Do you think that burnout affect teachers' performance?

Both inspectors affirmed that burnout surely do affect teachers' performance.

Q2: How does burnout and deskilling affect learners?

The informants said that both (burnout and deskilling) are the root cause of the teacher being exceedingly bored that their performance in class is so poor and this, of course, has a negative consequences on learners.

They destabilize the classroom learning climate, that is to say, the interrelationship between the teacher and the student cannot be fruitful and therefore nobody will benefit from that though situation.

Q3: Does burnout have something to do with deskilling? How so?

The respondents affirmed that there is a relationship between burnout and deskilling as they can sometimes be two sides of a coin in a way that when a teacher is showing severe burnout symptoms this will automatically lead to a drastic loss of interest in doing his job and so, he gives up searching and developing his teaching method and keeps working with obsolete ways that give poor outcomes. Which means that they are interrelated; they both contribute one way or another in their development.

Q4: What do you notice when attending in a classroom guided by a teacher who is suffering from burnout and limitation of improvement?

As observers they did notice that:

- The teacher is delivering his lesson in a poor way (no creativity; lack production and poor performance)
- His learners are often not interested.
- He loses control over his class and gives freedom to the disruptive learners.
- His learners are very noisy.
- He easily gets in hot temper in class.
- A feeling of bitterness, failure and hatred towards pupils.

- The learning environment is nonexistent. The students feel they are neglected, inactive and therefore they hate both the teacher and the subject being taught.

Q5: What do you suggest as mechanisms that teacher should follow to face this issue?

The two participants provided with the following suggestions:

The teacher should:

- Constantly reflect on his way of teaching in order to sort out what is really working and what is not.
- Interact with other teachers (more experienced as well as newly appointed ones.)
- Integrate ICT's and new technological devices in class.
- Take courses in computing.
- Attend his colleagues' lessons and being an active observer.
- Consider his attitude towards teaching.
- The teacher should create the suitable environment both in and out of the school, by being creating more positive thinking tasks.

Q6: What are your recommendations for the ministry of education to deal with the problem of deskilling and burnout among teachers?

- They suggest that the ministry of education can deal with this problem by:
- Organizing periodical training session for senior teachers to update their knowledge and skills.
- Integrating technological devices (computers, internet…) at schools and oblige teachers to use them in classes.
- Sensibilising teachers about the necessity of professional development.
- Creating psychological departments specialized in providing the psychological care necessary to boost their overall mental health.

They add that they should periodically give more importance to training sessions to boost the appropriate teaching skills.

Q7: Do you think that paper work done by the teachers like: preparing a lesson plan, filling the daily copybook, log book…etc may affect teachers' physical and mental health which leads to repetition and consequently deskilling?

The response of this question was no. the informants did deny that the paper work done by the teacher could be a reason of burnout and deskilling.

3.6- Discussion of the findings:

3.6.1- Discussion of teachers' questionnaire:

The aim of designing the questionnaire was to discover the major factors that cause burnout and deskilling among teachers and find out strategies to face this issue.

The results also mentioned that deskilling is a consequence of burnout; in addition the majority of experienced teachers are most facing burnout which makes them have limited knowledge about their subject matter, limited skills and improvement. They are even unmotivated comparing to novice teachers. Also all of the seasoned teachers are suffering from different diseases because of their lengthy experience in teaching.

3.6.2- Discussion of inspectors' interview:

The present research has allowed the researcher to gather qualitative data regarding teachers' burnout and deskilling; in addition to analyzing these data, there is a need to involve in a process of interpreting and comparing the research findings thus discussing them for the sake of understanding and confirming or refuting one's research hypotheses.

Our aim of doing the interview was to know the inspectors' opinion about this serious issue and the most important thing they gave us priceless suggestions and recommendations to find out strategies to get rid of burnout and deskilling.

3.6.3- Discussing the findings from teachers' questionnaire and inspectors' interview:

Analyzing the data from both "teachers' questionnaire and inspectors' interview" showed that the experienced teachers' skills are limited because of the high level of burnout they are suffering from, comparing to the new teachers that have moderate or low burnout and most of them are not facing this issue at all.

Experienced teachers are unmotivated and less committed to their job likewise the novice teachers.

Experienced teachers are suffering from health problems caused by the long period of teaching; in the other hand the novice teachers have no diseases.

In sum, we can say that the overall of the analysis of the questionnaire and the interview confirmed that the long experience in the career is the major factor of boredom and burnout and consequently deskilling.. In a similar vein"*Boredom seems to be caused by monotony and lack of meaning"* Schaufeli, W., & Salanova (2014). And this is an ordinary issue that can be fixed by the inspectors' suggestions mentioned before.

3.7 Conclusion:

The research finding within the present research indicated that every teacher may face burnout and deskilling, the signs or symptoms of both, the category of teachers that are most facing this problem, the causes and effects of exhaustion and limitation of improvement on teachers' performance; and the most important thing that this research was done for is to find out and solutions to prevent teachers' burnout.

Our focus was to answer the research questions and test the hypotheses, and the methodology part serves our aim which confirms our hypotheses and creates better conditions for teachers and educators by providing some mechanisms

Limitation of the Study:

In order to find out the mechanisms to face teachers' burnout and deskilling, this current study as any other research faced some problems and limitations that affect the work. The first and the foremost limitation is the strike of teachers for more than a month, unfortunately we could not attend some sessions to do a disguised observation as it was planned. In addition, some teachers skipped an open-ended question concerning the questionnaire. Furthermore; the small size of inspectors that we did the interview with; we could barely find these two respected ones; others did not cooperate.

Suggestions for Further Research:

We have to acknowledge the very fact that every teacher would suffer from burnout and deskilling in a period or a stage of his career and this problem will definitely affect learners. So, further studies require investigating the effect of teachers' burnout and deskilling on learners outcomes. Since the participants in this study were teachers, a further area for research can be to explore the relationship between burnout and deskilling where the participants may be the learners.

General Conclusion

General Conclusion

Burnout has a significant impact on educational systems and the lives of teachers who work in this compassionate profession. In Algeria, more research on teacher burnout is needed at all levels, not only in secondary, primary , intermediate schools , and tertiary teachers are disposed to have a range of experiences as a result of their distinct school organizations. Assessing teachers in rural regions will once and again help to better understand burnout and shed light on its complexities. Individual components, such as personality type or self-esteem, along with organizational variables, might affect burnout levels, according to research findings, and are worthy of further investigation. Teachers in Algeria will have to deal with the topic of 'change' on a regular basis. Teachers will need to adjust to new curriculum reforms, legislative amendments, and generational change. As change requires frequently stressful adaptations, it would be beneficial to conduct studies on effective techniques for dealing with change. Another area that is liable to have an impact on teachers' stress levels is home or personal life stress, and future research on these variables would be worthwhile in determining whether they contribute to or mediate the repercussions of teacher burnout.

Given the complexity of burnout, this study emphasizes the need of viewing teacher burnout as a situational/occupational condition for which the organization bears primary responsibility.

This study revealed some of the significant drivers to teacher burnout. It has likewise disclosed high levels of burnout within 11 experienced teachers of the 20 surveyed. It has besides revealed some practical measures that may help to reduce burnout through 2 inspector's recommendations. The evoked mechanisms will not only elude substantial damage associated with absenteeism, low-quality performance a degraded self esteem and self advocacy, but they will also prevent legal action due to teacher negligence. Indeed, in addition to laying out key effective approaches, promoting the culture of respect, synergy, social cohesion and both professional esteem and merit, should undeniably reverse the curve of cynicism and pessimism in the school life and elevate the teaching-learning process and spirit.

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The **ultimate measure** of a man
is not where he stands in moments
of comfort and convenience but
where he stands at times of
challenge and controversy.

~Martin Luther King Jr.

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Appendices

You don't burn out
from going too fast.
You burn out from
going too slow and
getting bored.

Cliff Burton
American Musician

Appendices

Appendix A: Interview addressed to inspectors

Burnout is a stage in almost every worker career, especially teachers because teaching is a stressful and challenging job. You as an inspector:

1- Do you this burnout affect teacher's performance?

2- How does burnout and deskilling affect learners?

3- Does burnout have something to do with deskilling? How so?

4- What do you notice when attending in a classroom guided by a teacher who is suffering from burnout?

5- What do you suggest as mechanisms that teacher should follow to face this issue?

6- What are your recommendations for the ministry of education to deal with the problem of deskilling and limitation of improvement?

7- Do you think that paper work done by teachers like: preparing a lesson plan, filling the daily copybook, log book…etc may affect teachers' physical and mental health which leads to repetition and consequently deskilling?

Appendices

Master's Dissertation Questionnaire

Dear teachers; you are kindly invited to answer these questions. This is not a test, we just want your personal opinion and you **do not** even have to write your name on it.

Thank you for your time and participation. We would really appreciate if you answer sincerely.

1) Are you: A novice Teacher

An experienced teacher

2) Are you satisfied with your work conditions?

Not at all

A small amount

Absolutely

3) If you are not, what is (are) the reason (s)?

Inspector harassment

Administrative pressure

Lack of inspiration

Salary crisis

Learner's behavior

Others

4) How would you rate your current level of satisfaction with teaching as a career?

Completely dissatisfied

Dissatisfied

Satisfied

Totally satisfied

5) Are you trying to improve your skills and be updated with the new terms in English language?

Always

Often

Sometimes

Never

6) Have you got any kind of diseases since you started teaching? If yes, please mention it.

……………………………………………………………………………………………...

7) Do you feel that you are making a difference in your profession?

Not at all

Varies daily

Constantly

8) What are your best skills that can be shared with colleagues if time or resources would permit to do?

……………………………………………………………………………………………...

……………………………………………………………………………………………..…

9) Do you improvise because you've been teaching for many years and already know how and what to teach without writing a lesson plan?

Yes

Always

Often

Sometimes

Never

Appendices

10) What did teaching cause you most? (You can choose more than one option)

Mental exhaustion

Physical exhaustion

Emotional exhaustion

Abstract

This thesis focuses on the universally recognized issue of teacher stress and burnout, particularly as it pertains to secondary school teachers. There were three stages to the research. The first phase aimed to investigate the impact of stress in the context of educational reforms and socioeconomic upheavals, as well as teachers' perceptions of stress, stressful work situations, from an international perspective. The study's second phase was to examine and measure the issue's effects on teachers' mental health and competency and the recovery mechanisms found out to be most effective by using relevant reliable research realized in Algeria. The study's third phase looked into disparities in burnout levels between EFL secondary schoolteachers within the wilaya of Tiaret in west Algeria. A combination of qualitative and quantitative data analysis and information gathering techniques was used. There was a tutor questionnaire, as well as an inspector interview. In the end, it is suggested that teacher burnout be viewed not only as an individual issue, but also as an organizational one, with resilient administrative, social, and physical methods in place to sustain healthy, free-burnout educational environments.

Keywords: Burnout, Teachers, Mental Health, Deskilling, Mechanisms.

الملخص

تركز هذه الأطروحة على القضية المعترف بها على نطاق عالمي والتي تتمثل في إجهاد المدرس، وخاصة فيما يتصل أساتذة الطور الثانوي. وكانت هناك ثلاث مراحل للبحث. وتهدف المرحلة الأولى إلى استقصاء تأثير متلازمة الإرهاق المزمن في سياق الإصلاحات التعليمية والتغيرات الاجتماعية و الاقتصادية العميقة، فضلاً عن تصورات المدرسين للإجهاد المهني، وحالات العمل المجهدة، من منظور دولي. وكانت المرحلة الثانية من الدراسة هي دراسة وقياس آثار هذه المسألة على الصحة العقلية للمدرسين وكفاءتهم، واقتراح آليات وقائية وعلاجية أكثر فعالية باستخدام البحوث الموثوقة ذات الصلة التي جربت على صعيد عالمي . أما المرحلة الثالثة للدراسة فقد بحثت في أوجه التفاوت في مستويات الإرهاق النفسي ضمن التعليم الثانوي للغة الانجليزية في ولاية تيارت غرب الجزائر. واستخدمت مجموعة من تقنيات تحليل البيانات النوعية والكمية وجمع المعلومات. كما اجري هناك استبيان لعشرين أستاذ بالإضافة إلى مقابلة مع مفتشين اثنين. وفي نهاية المطاف، يُقترح أن يُنظَر إلى الإرهاق النفسي المزمن للمعلمين ليس فقط باعتباره قضية فردية، بل وأيضاً باعتباره قضية تنظيمية، حيث يتعين توفير أساليب إدارية واجتماعية وبدنية مرنة و مستدامة للحفاظ على البيئة التعليمية الصحية الخالية من متلازمة الإرهاق .

الكلمات المفتاحية: الإجهاد،الأساتذة،الصحة العقلية، فقدان الكفاءة، الآليات.

Résumé

Cette thèse porte sur la question universellement reconnue du stress et de l'épuisement professionnel des enseignants, particulièrement en ce qui concerne les enseignants du secondaire. La recherche comportait trois étapes. La première phase visait à étudier l'impact du stress dans le contexte des réformes de l'éducation et des bouleversements socioéconomiques, ainsi que les perceptions des enseignants sur le stress, les situations de travail stressantes, d'un point de vue international. La deuxième phase de l'étude consistait à examiner et à mesurer les effets de la question sur la santé mentale et les compétences des enseignants ainsi que les mécanismes de rétablissement les plus efficaces en utilisant des recherches pertinentes et fiables réalisées en Algérie., la troisième phase de l'étude a examiné les disparités dans les niveaux d'épuisement professionnel entre les enseignants de la langue anglaise du secondaire dans la wilaya de Tiaret, a l'ouest de l'Algérie. Une combinaison d'analyses qualitatives et quantitatives des données et de techniques de collecte d'information a été utilisée. Il y avait un questionnaire de vingt enseignants, ainsi qu'une entrevue avec deux inspecteurs. Enfin, il est suggéré de considérer l'épuisement professionnel des enseignants non seulement comme un problème individuel, mais aussi comme un problème organisationnel, avec des méthodes administratives, sociales et physiques résilientes en place pour maintenir des environnements éducatifs sains et saufs du syndrome de burnout.

Mots clés : épuisement, enseignants, santé mentale, déqualification, mécanismes.