

## Examining the Relationship Between Teachers' Motivation and Burnout Levels in Yemen

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**Abstract:** The study aims to investigate the relationship between the motivation and burnout levels of teachers in high schools. The population of the research consists of a total of 2331 teachers in high schools in the Central District (Al-Dhehar and Al-Mashanna district) in IBB city in Yemen in the 2020-2021 academic year. The study sample consisted of 336 teachers selected by stratified random sampling technique. For data collection, the Motivational Scale, Maslach Burnout Scale, and Personal Information Form prepared by researchers were used. For processing and analyzing data, the Pearson correlation coefficient and Regression coefficient were used. The results show that the teachers' level of motivation was high and that the level of internal motivation was higher than the external motivation. As for the level of burnout among teachers, the results showed that it was low, and among the dimensions of burnout, the level of the dimension of emotional exhaustion was the highest, which was at an average level. The results also showed that there is a moderate, negative, and significant relationship between teachers' motivation and teachers' burnout in high schools. In addition, it was found that teachers' burnout has a negative and significant indicator of motivation. The study recommended improving the material and social conditions of teachers, motivating them and setting up counseling programs to enhance their ability to cope with psychological stress.

**Keywords:** Motivation, burnout, emotional exhaustion, depersonalization, reduced personal accomplishment.

### الاحترق النفسي وعلاقته بدافعية المعلمين في اليمن

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**المستخلص:** هدف البحث الحالي إلى فحص العلاقة بين مستويات الدافعية والاحترق النفسي لدى المعلمين العاملين في المدارس الثانوية في اليمن. يتكون عالم البحث من 2331 معلمًا يعملون في المدارس الثانوية في مدينة إب (مديرتي الظهار والمشنة) للعام الدراسي 2020-2021. تكونت عينة الدراسة من 336 معلمًا تم اختيارهم بطريقة العينة العشوائية الطبقية. تم استخدام مقياس الدافعية ومقياس ماسلاش Maslach للاحتراق النفسي ونموذج المعلومات الشخصية لجمع البيانات في البحث. تم تحليل البيانات باستخدام معامل ارتباط بيرسون ومعامل الانحدار. أظهرت النتائج أن مستوى الدافعية لدى المعلمين كان مرتفعًا، وأن مستوى الدافع الداخلي كان أعلى من الدافع الخارجي. أما بالنسبة لمستوى الاحتراق النفسي لدى المعلمين، فقد أظهرت النتائج أنه كان منخفضًا، ومن بين أبعاد الاحتراق النفسي كان مستوى بعد الإجهاد الانفعالي هو الأعلى، حيث كان عند مستوى متوسط. كما أظهرت النتائج أن هناك علاقة معتدلة، وسلبية، وذات دلالة إحصائية بين دافعية المعلمين في المدارس الثانوية والاحترق النفسي لدى المعلمين، ووجد أن الاحتراق النفسي لدى

المعلمين كان له مؤشرا سلبيا وهاما على الدافع. أوصت الدراسة بتحسين الظروف المهنية والمادية والاجتماعية لدى المعلمين وتحفيزهم ووضع البرامج الإرشادية لتعزيز قدرتهم على مواجهة الضغوط النفسية.

الكلمات المفتاحية: الدافعية، الاحتراق النفسي، الإجهاد الانفعالي، تبلد المشاعر، نقص الشعور بالإنجاز الشخصي.

## Introduction.

The world is witnessing great interest in education and its quality to adapt to the rapid developments and changes in all aspects of life. Hence, the role of the teacher emerged in keeping pace with these developments, being the most important pillar in the educational process. The teacher is the element on which the main role is located in the transfer of knowledge, science, and culture. For the teacher to play his role effectively, psychological and social security must be achieved for him by providing him with moral materials and means, especially in light of the rapid changes that affected all aspects of life, including education and its curriculum. As a result of the recent developments, the demand for modernization and openness increased, which resulted in an increase in burdens and responsibilities on the shoulders of the teacher, who became distracted between the demands of society and the school administration on the one hand, and the demands of a large number of students on the other. These demands gradually exhausted the teacher, psychologically and physically, and increased his despair, frustration, and negative view of his work. This is what is called burnout, which is a psychological phenomenon that makes the individual feel physical stress, emotional exhaustion, and loss of confidence in himself and those around him, and this will make the teacher look negatively towards the teaching profession. Therefore, teachers need to have a strong motivation to fulfill the duties and responsibilities entrusted to them on the one hand and to overcome the difficulties and obstacles facing them on the other hand.

Based on that, the researchers sought to conduct this study on burnout and its relationship to the motivation of teachers in secondary schools in Yemen, because they are aware of the importance of motivating teachers in promoting the educational process, and they are also aware of the danger of burnout on teachers' motivation and performance

### Research problem:

Organizations carry out almost all of their activities through the human element to maintain their existence and effectiveness. The fact that the human element is the most important force in both the production and service sectors of an organization is one of the most important features of post-industrial society (Altinkurt, 2013). One of the most important institutions concerned with the human element is the school as it is the factory that produces human elements armed with science and knowledge.

In school, the teacher is one of the most important strategic elements that affect the educational process. Teachers have important duties and responsibilities to provide quality education to students to

prepare them as useful individuals for themselves and society (Kocabaş & Karaköse, 2005). Therefore, pressures increased on the teacher, as he could not meet the high requirements of education, especially in countries that live in poverty and wars such as Yemen, which in some cases led to burnout.

Many teachers in Yemen suffer from burnout, which leads to their weak motivation, which has been confirmed by studies (Alwusheli, 1996 Ahmed, 2004 Albadaney, 2012). The persistence of this problem often leads to learning problems such as evading teaching, failure, and academic weakness, and this has worried even more. This study was conducted to determine the relationship between motivation and burnout levels of teachers in Yemen. When the literature is examined, there are not many studies examining the motivation of teachers in Yemen. In this study, it is thought that knowing the causes of burnout will contribute to reducing the burnout of teachers.

Therefore, the research problem crystallized in the following main question: What is the relationship between the levels of motivation and burnout among teachers in Yemen?

Branching out from the main question are the following sub-questions:

- 1- What is the motivation level of the teachers?
- 2- What is the burnout level of teachers?
- 3- Is there a significant relationship between teachers' burnout levels and motivation levels?
- 4- Do burnout levels significantly predict teachers' motivation?

#### **Research Goals:**

The main purpose of this study is to examine the motivation and burnout levels of teachers in Yemen, and the following sub-objectives were identified:

1. Detecting the level of motivation of teachers.
2. Detecting the level of burnout among teachers.
3. Detection of a statistically significant relationship between teachers' motivation and burnout levels.
4. Detecting whether burnout levels significantly predict teachers' motivation.

#### **Research Importance:**

The importance of the current study, both theoretical and practical, is evident in the following:

- The current study is important as it is the only study that examined the level of psychological burnout of secondary teachers in Yemen and its relationship to teachers' motivation.
- The current study may enlighten researchers with many previous studies that enrich their research. And enriching the Yemeni library with research related to teachers' motivation and burnout.
- It may provide decision-makers in the Ministry of Education in Yemen with information about the psychological situation of secondary school teachers in Yemen.

- The recommendations of the research may be used to enhance the motivation of teachers to reduce their burnout.
- The current study may contribute to identifying the causes that lead to burnout for teachers and come up with results and recommendations that contribute to reducing the danger of teachers' burnout and its repercussions on the educational process.

#### **The limits of the study:**

The study was limited to the following limits:

- **Objective limit:** The relationship of burnout with teachers' motivation
- **The human limit:** high school teachers
- **Spatial limit:** high schools in Yemen - Ibb city
- **Time limit:** applied in the academic year 2020/2021

#### **Theoretical framework and previous studies.**

##### **First, the theoretical framework:**

It consists of two axes, motivation, and burnout.

##### **The first axis: Motivation**

There are various definitions of motivation in the literature; Where motivation is defined as the individual's desire to make an effort to reach a specific goal and achieve this desire (Atkinson, 1957). Motivation is also generally defined as the energy, direction, intensity, and continuity of the behavior exhibited to achieve the goal (Timuroğlu & Balkaya, 2016). Emiroglu defines it as the actions and efforts of people to achieve a specific goal (Emiroğlu, 2017).

##### **The importance of motivation**

Motivation is of great importance in every organization because motivation plays a major role in raising individual performance and productivity in various fields and the economic growth of any society. Therefore, considering the great role of motivation in raising the level of production, developed countries rely heavily on the achievement motivation of their citizens (Abdulhamid, 2003). Developed countries have also been interested in promoting achievement motivation in education to achieve quality because the school community is a microcosm of the human community. The teacher is also an important element in the human community and is the focus of trust and respect. In addition to their problems, teachers face many problems related to the teaching profession. The teaching profession requires a lot of endurance and patience from teachers. As a result of many pressures on teachers, it causes burnout at varying levels depending on their ability to endure (Dabbabi & Sassi, 2010). The teacher plays the role of guiding the

community in the field of experience and knowledge, and the presence of this burnout affects its position and appreciation. For this reason, the teacher should be willing to ensure the continuity of this appreciation and trust at a high level (Alaraideh, 2016). Here comes the importance of motivation in the school community to ensure that teachers continue to be successful (Al-shiyoukh, 2011). For this reason, every school principal must attach great importance to motivation, because the principal's success means that his teachers work in line with the educational objectives, he is based on directing their talent, knowledge, and effort in this direction (Güney, 2011).

#### **Motivational tools:**

Motivation has various tools, these tools are the forces related to the individual's ruling environment. Teachers will satisfy their desires and needs thanks to the tools provided by the school administration, and the desire to work will increase. These tools, which help the teacher reach his goals and come from his external environment, will cause him to adopt the goals of the school he works in and intensify his efforts in this direction (Eren, 2006). Unsatisfied desires and needs also increase the psychological tension for teachers and a loss of balance over time (Güney, 2011). Because psychological health, self-esteem, and job satisfaction are the active motivation of teachers (Alaraideh, 2016). In the context of the foregoing, the school principal should be concerned with motivating teachers to improve educational processes in the school, because teachers are the cornerstone of the educational process.

#### **Dimensions of motivation:**

When the dimensions of motivation are examined, Cohen (1969) argues that motivation consists of four dimensions: achievement, ambition, enthusiasm, persistence in reaching goals, and perseverance. According to Hussain (1988), motivation has six dimensions; perseverance, the desire for continuity of success, dedication to work, excellence, ambition, and self-realization (Alajrash, 2011). Some researchers examine motivation in two dimensions; the psychological dimension (intrinsic motivation and extrinsic motivation) and the administrative dimension: planning, organization, and control (Selen, 2016).

#### **Motivational theories:**

There are many theories about motivation. Some of these theories examine motivation based on an individual's intrinsic factors, while others examine motivation that is dependent on external factors around the individual. Theories that focus on internal factors are called "content theories" or "scope theories" and theories that focus on external factors are called "process theories".

- Content theories question the underlying causes, needs, and attitudes of individual motivations (Ergül, 2005: 69). There are four theories in this group; The theory of the Hierarchy of Needs (Maslow, 1943), The Two-Factor Theory (Herzberg, 1968), the theory of the Need for Achievement (McClelland, 1987), and the VIG theory (Alderfer, 1969).

- Process theories, on the other hand, are about concerned with the external factors that enable the individual to obtain his needs and the factors that affect the individual's actions. (Mercanlioğlu, 2012: 50). There are also four theories in this group; Expectancy theory (Victor H. Vroom, 1964), Expectation theory (Lawler and Porter, 1968), Equity theory (Adams, 1965), and Individual Goals and Job Performance Theory (Edwin Locke, 1968).

### **The second axis: Burnout:**

In recent years, there has been a tremendous increase in interest in the problem of burnout. Although it was virtually unheard of before the late 1970s, it suddenly became a very popular topic. Hundreds of books and articles have been written about him. The media gave her extensive coverage. The general theme of all these discussions was that: (1) burnout is a problem, and (2) we need to do something about it (Maslach & Jackson, 1984).

There are various definitions of burnout in the literature; He defined psychological burnout as a process that begins as a response to work-related stress, includes confrontational behaviors, and ends with psychological separation from work (Yıldırım, 1996). Psychological burnout was also defined as a psychological breakdown of the individual as a result of exposure to pressure at work or family or society or otherwise (Taha, 2009, p. 338) Maslach (1984) defined burnout as follows: it is a group of symptoms such as mental fatigue, emotional exhaustion, depersonalization, reduced personal accomplishment and dissatisfaction with professional performance (Maslach & Jackson, 1984).

### **Causes of burnout:**

There are many causes of burnout. Dabbabi and İsmail (2013) state that three main factors cause burnout, and they are individual, social, and organizational factors:

Individual factors: Some individual factors lead to occupational burnout, including the following: the difference between reality and expectations, personality traits of the individual and events that affect personal life, the individual's age, education level, gender, social status, number of children, motivation, and the individual's level of conviction and satisfaction with his work (Akten, 2007).

Social factors: High expectations of the school community from the school and teachers' fear of providing services below the required level will cause burnout of teachers and thus increase the pressure (Dabbabi & İsmail, 2013).

Organizational factors: As for the organizational factors, they are represented by some factors such as the nature of the job, organizational characteristics, clarity of the role in the job description, total working hours per week, workload allocated to administrative work, the extent of participation in organizational decisions, work environment atmosphere, as well as the behaviors practiced by managers (Bayram, 2016).

### **Burnout effects:**

As a result of burnout, some physical, emotional, and other problems related to the relationship with the surrounding environment appear (Torun, 1995): Examples of physical problems include sleep problems, headaches, fatigue and exhaustion, digestive problems, etc. Emotional problems are represented by the following: impotence, low self-esteem, irritability, anxiety, etc. There are problems related to the relationship with the surrounding environment. Psychological burnout negatively affects relationships with colleagues, friends, and family members. In addition, some behaviors are observed such as closure, attempts to stay away from the work environment, lack of patience when there are differences, decreased job performance, job dissatisfaction, and others.

### **Burnout dimensions:**

According to Maslach and Jackson's (1981) model, burnout; has three dimensions: emotional exhaustion, depersonalization, and emotional exhaustion, depersonalization, and reduced personal accomplishment. These dimensions can be explained as follows.

**Emotional exhaustion:** It is the discharge and depletion of energy in emotional resources. This dimension can be considered the most important dimension of burnout. At this stage, the individual experiencing the stress dimension of burnout feels physically and emotionally worn out, cannot focus on work, and does not feel as responsible toward customers and colleagues as before (Dincerol, 2013).

**Depersonalization:** This dimension represents the exhaustion of the relationship between people and also refers to the development of negative and rigid attitudes towards others and the lack of positive response to work. The state of a person who has a negative emotion and displays a cynical and obsessive attitude towards others (indifference), thus treating them as things of no human value. It was measured at three levels (high, medium, and low) on Maslach's scale (Abdal-Ali, 2003, p.25).

**Reduced Personal Accomplishment:** A low sense of personal accomplishment/personal efficacy characterized by symptoms such as inadequacy, feelings of failure, low morale, decreased work efficiency, low productivity, interpersonal conflict, inability to cope with problems, and decreased self-esteem; This dimension can be defined simply: "the tendency of a person to evaluate himself negatively" (Konakay, 2010, s.101).

### **Second: previous studies:**

To facilitate the presentation of previous studies, they have been divided into three sections, which are as follows:

**The first group:** studies dealing with the motivation of teachers

When the relevant literature is examined, there are many studies on the motivations of teachers in educational institutions. Several results have been reached in these studies, the following are reviewed: A study (Çevik & Köse, 2017; Dur, 2014) found that there is a positive and significant relationship

between school culture and motivation. The study (Doğan & Koçak, 2014) found that there is a high-level, positive and significant relationship between social communication skills and teacher motivation. As for the study (Akuoko, Dwumah, & Baba, 2012), it was found that motivating teachers greatly increases their participation and also increases their level of performance. The study of Abu Eisheh (2019) revealed that the level of motivation among teachers working in the Ministry of Education is medium, and there are no statistically significant differences in the degree of motivation among teachers due to (sex, experience, and qualifications). Al-Nashiri's study (2020) concluded that there is a strong direct and statistically significant relationship between principals' leadership styles and teachers' motivation to achieve. And the study (Karaboğa, 2007) concluded that there is a positive relationship between principals' treatment of teachers and the level of teachers' motivation. In a study (Demir, 2018) it was shown that the motivational language used by the school principal affects the teacher's motivation. The study (Uğraş, 2018) concluded that there is a positive relationship between professional ethics and professional motives. A study (Emiroğlu, 2017) concluded that the sources of internal motivation are more important than the external sources of motivation. The study (Abdulhafiz ve Hijazi, 2017) concluded that there is a positive relationship between the level of motivation and some personal characteristics (extraversion, high honesty, openness to experience). The study (Smeirat & Magableh, 2014) found that there is a positive relationship between transformational leadership and teacher motivation levels.

**The second group:** Studies dealing with the burnout of teachers

When the relevant literature is examined, there are many studies on the burnout of teachers in educational institutions, and many results have been reached, including the following: A study (Chenevey, Ewing & Whittington, 2008) concluded that there is a statistically significant relationship Between job satisfaction and psychological burnout among agricultural education teachers. The study (Hanedar, 2018) found that there is a low and negative relationship between teacher attitudes towards undesirable student behaviors and the sub-dimension of burnout (reduced personal accomplishment). The study (Bayram, 2016) concluded that there are differences in the levels of psychological burnout and depression for workers in the field of education and that the higher the levels of depression, the higher the levels of psychological burnout dimensions (emotional exhaustion and depersonalization). A study (Peker, 2002) concluded that the professional seniority of teachers does not cause a significant difference in burnout scores. The study of Al-Adun (2021) found that the degree of psychological burnout among primary school teachers in Jordanian public schools is low in all areas, both individually and collectively. Al-Maamari & Al-Shamli (2021) study found that there is a significant correlation between the leadership styles of principals and the burnout of teachers. The study of Saleh & Muhammad (2021) concluded that there is an inverse statistically significant correlation between the school climate and job burnout among teachers, and there are no statistically significant differences in the sample answers to job burnout according to gender, age, qualification, years of experience, workplace and marital status. And the study



(Özdemir, 2009) concluded that the levels of psychological burnout dimensions for teachers are as follows: emotional exhaustion is mostly moderate, depersonalization is moderate, and personal failure is low. As for the study (Yüksel, 2009), it was found that professional competence affects professional psychological burnout significantly and negatively. As for the study (Al-shiyoukh, 2011), it was found that there is a significant and negative relationship between the level of psychological burnout of teachers and their tendency toward the teaching profession. In the study (Alwusheli, 1996) it was found that 69% of teachers suffer from a decrease in psychological burnout and that there is an inverse proportion between increased teaching experience and psychological burnout. The greater the experience, the less psychological combustion, and the less experienced, the greater the psychological combustion. In a study (Ahmed, 2004), which was conducted in Yemen, it was found that the levels of burnout of teachers are moderate and that there is a relationship between the irrational thoughts of teachers in Taiz and their burnout. In the study (Albadaney, 2012) it was found that there are statistically significant differences in the levels of psychological burnout of teachers due to the variable of academic degree and that the psychological burnout of teachers with less than a bachelor's degree is higher.

**The third group:** Studies dealing with the relationship of burnout with motivation.

Also when the literature examined, some studies examined the relationship between burnout and motivation among teachers and reached many results, including the following: The study (Nemish, 2016) concluded that there is a negative relationship between burnout and motivation. The study (Demir & Peker, 2017) concluded that there is a negative significant relationship between motivational determination and school burnout. (Atallah, 2015)'s study concluded that one of the causes of burnout for teachers in Cairo schools is the lack of financial motivation. And in a study (Juma, 2014) it was found that there is a positive relationship between measures of self-motivation for special education teachers and methods of combating burnout.

#### **Comment on previous studies:**

When examining previous studies, it was found that researchers studied burnout and its relationship to other factors such as organizational climate, leadership styles, and others, while there were studies that examined the relationship between burnout and motivation, but they are few. As for the studies that were conducted in Yemen, this study is considered the first - to the knowledge of the researcher - that examined the relationship between burnout and motivation among teachers.

## Methodology.

### Model of the Research:

A relational screening model was used in the research. Screening models are study models that aim to reveal a situation that existed in the past or that still exists. It tries to define the event, object, and individuals, which are the subject of the research, as they are, without changing them on their terms and without making an experimental intervention on them. Relational screening models are research models aimed to determine the existence and/or degree of covariance between two or more variables (Karasar, 2002). In this study, the relationship between the burnout of high school teachers and their motivation toward the teaching profession was examined.

### Study population and sample:

The population of the research consists of 2331 teachers working in high schools in the city center of Ibb (Al-Dhehar and Al-Mashanna districts) in the Republic of Yemen in the 2020-2021 academic year. The number of schools and teachers constituting the study universe is shown in Table 2.

**Table (1) Number of Schools and Teachers Constituting the Study Universe**

District	Number of schools			Number of teachers		
	Female	Male	Total	Female	Male	Total
Al-Dhehar	9	7	16	610	703	1313
Al-Mashanna	7	6	13	490	528	1018
Total	16	13	29	1100	1231	2331

(Source: General Administration of Education in Ibb, 2019)

The sample of the study was determined by a stratified random sampling technique. The scale was applied to 360 teachers working in 18 high schools determined by stratified sampling. The data of 24 teachers with missing answers were excluded from the study, and the data of 336 teachers were used in these statistical analyses. The personal information of the teachers who constituted the study sample is shown in Table2.

**Table (2) Personal Information of the Teachers Participating in the Research**

Variables	Categories	F	%
Gender	Male	177	52.2
	Female	159	47.3
Age	less than 30	48	14.3
	30-40	162	48.2
	41-50	122	36.3

Variables	Categories	F	%
	more than 51	4	1.2
Professional seniority	less than 5	44	13.1
	5-10	86	25.6
	11-18	61	18.2
	more than 18	145	43.2
Education level	less than bachelor's	64	19.0
	Bachelor's	268	79.8
	above bachelor's	4	1.2
Total		336	100.0

As seen in Table 2, when the teachers participating in the study were evaluated according to gender, 47.3% were male and 52.2% were female; when evaluated according to age, 14.3% were less than 30, 48.2% were 30-40, 36.3% were 41-50, 1.2% were more than 51; when evaluated according to their professional seniority, 13.1% had less than 5 years, 25.6% had 5-10 years, 18.2% had 11-17 years and 43.2% had 18 years or more; When evaluated according to education level, it shows that 19% of them are less than bachelor's, 79.8% are bachelor's, 1.2% are above bachelor's degree.

#### Methods for Collecting Data:

The data was collected using a questionnaire and it consisted of three parts:

##### 1. Personal Information Form

It is a personal information form to examine the demographic characteristics of teachers working in high schools participating in the research, such as gender, age, professional seniority, and education level.

##### 2. Motivation Scale

The motivation scale was developed by Albodur (2006), Al Hawawshs (2010), Kajs and McCollum (2009) and consisted of (31) items, then developed by Smeirat and Magableh (2014), adapted for Jordan and adjusted to (23) items., the "Cronbach (Alpha)" coefficient calculated for the internal reliability of the scale was found to be 0.91, it was adapted to Saudi Arabia by Alshmmari (2017), adjusted to (15) items, and the Cronbach Alpha internal consistency coefficient of the scale was determined as 0.90.

In the study of Smeirat and Magableh (2014), the motivation scale was used in this study. To ensure this scale is appropriate for Yemen, the researcher distributed it to an exploratory/pilot sample of teachers. This exploratory sample is outside the research sample of 62 teachers. The purpose of exploratory sampling is to ascertain whether the concepts used would be well understood by respondents and control the reliability and internal consistency coefficient of the scale and analyze the sub-factors of

the motivation variable. Using the SPSS 25 package program, factor analysis and KMO recognition were used as shown in Table 3, the distribution of substances was explained to the factors, and the Cronbach (Alpha) coefficient and the correlation coefficient between the factors and the scale were calculated.

**Table (3) Factor Analysis Results for the Scale of Teacher's Motivation**

Item Number	Factor 1	Factor 2	Result	Variance Description	Cronbach's Alpha	Pearson Correlation
9	.838		Factor1	27.963%	.913	.944
6	.832		Factor1			
7	.807		Factor1			
22	.795		Factor1			
19	.783		Factor1			
4	.694	.406	Factor1			
13	.611	.368	Factor1			
10	.588		Factor1			
12	.586	.414	Factor1			
23	.570		Factor1			
5		.708	Factor2	% 21.932	.829	.821
20		.686	Factor2			
17		.671	Factor2			
2		.636	Factor2			
15		.625	Factor2			
3		.600	Factor2			
11	.313	.549	Factor2			
16		.544	Factor2			
1		.507	Factor2			
21	.302	.452	Factor2			
18	.408	.362	deleted	-	-	-
8	.507	.514	deleted	-	-	-
14		.277	deleted	-	-	-
Scale as a whole				% 49.895	.915	1.00
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy						.796
Bartlett's Test of Sphericity				Approx. Chi-Square		657.457
				Df		190
				Sig.		.000

As a result of the factor analysis in Table 3, the Bartlett test result was calculated as 657, 457 and the value was found to be significant at this level of Sig = 0.000. Kaiser-Meyer-Olkin (KMO) sample adequacy value is .796. Kaiser-Meyer-Olkin (KMO) acceptance condition value should be at least 0.70 (Seçer, 2015, p.156). When we look at the significance value, the data that is less than 0.05 and the KMO value greater than 0.70 are known as data suitable for validity analysis.

When Table 3 is examined, it is found that the scale has 20 items and two sub-dimensions. Items No. (18, 8, and 14) were excluded. Item 14 was excluded because the factorial analysis value is less than 0.30, while items 8 and 18 were excluded because the difference between the two factors is less than 0.10, therefore, they did not fulfill the conditions. There should be a difference of at least 0.10 between loads of each item on different factors (Seçer, 2015, p.166, 171).

The first sub-dimension of the scale consists of items 9, 6, 7, 22, 19, 4, 13, 10, 12, and 23 and explains 27.96% variance and is called extrinsic motivation. The second sub-dimension of the scale consists of items 5, 20, 17, 2, 15, 3, 11, 16, 1, and 21, which explains 21.93% variance and is called intrinsic motivation. The total scale explains 49.895% variance. Considering the variance value explained by the scale, it can be said that the variance values explained for each sub-dimension and the total scale are at a sufficient level. Looking at the Cronbach's Alpha coefficients in Table 3, it is seen that it is 0.913 for Factor 1 (extrinsic motivation), 0.829 for Factor 2 (internal motivation), and 0.915 for the scale as a whole. Considering the correlation between factors and scale; It is found that the value of the correlation coefficient between the first factor and the scale is 0.944 and the second factor is 0.821. The Cronbach's Alpha value and the correlation coefficients of the factors and the scale show the internal consistency and reliability of the scale and interconnection. Therefore, it can be said that the scale is reliable.

In its final form, the scale is composed of 20 items and 2 dimensions. The five-point Likert scale was used and the points equations for the options were calculated and arranged as follows: 5 = higher, 4 = high, 3 = medium, 2 = low, and 1 = Very low.

### 3. Maslach Burnout scale

Developed by Maslach and Jackson (1981), translated and adapted into Arabic by Dwany et al. (1989), Al-Zwaidi (2007), and adapted for Yemen by Albadaney (2012). Maslach burnout scale was evaluated in three sub-dimensions; The first sub-dimension (emotional exhaustion) consists of 9 items (1, 2, 3, 6, 8, 13, 14, 16, 20), and the second sub-dimension (depersonalization) consists of 5 items (5, 10, 11, 15), 22), and the third sub-dimension (reduced personal accomplishment) consists of 8 items (4, 7, 9, 12, 17, 18, 19, 21). The "Cronbach (Alpha)" coefficient calculated for internal reliability was found to be .91. In the study of Al-Zwaidi (2007), when examining the reliability of the Maslach burnout scale, when Cronbach's Alpha coefficients are examined, it is seen that emotional exhaustion (0.84), depersonalization (0.63) and reduced personal accomplishment (0.78). The Cronbach's alpha value of the scale as a whole was found to be (0.66). In the study of Albadaney (2012), the reliability results were determined as 80%

according to the opinions of the referees. When the internal consistency coefficient of the Maslach burnout scale is examined, it is seen that Cronbach's Alpha coefficients are 0.797 for emotional exhaustion, 0.569 for depersonalization, and 0.838 for reduced personal accomplishment. The Cronbach's alpha value of the scale as a whole was found to be 0.722. It is a Likert-type scale consisting of 22 items and three dimensions. Options and point equivalents for the items; 5= Always, 4= Often, 3= Sometimes, 2= Very Rarely, and 1= Never.

**Table (4) Evaluation Table of the Scale**

Range	Motivation	Burnout
1-1.80	Very low	Never
1.81-2.60	Low	Rarely
2.61-3.40	Medium	Sometimes
3.41-4.2	High	Often
4.21-5	Very high	Always

#### Validity and reliability of the tool

The tool was validated by presenting it to the arbitrators and approving them. For reliability, Cronbach's alpha coefficient was applied to measure the internal consistency of the tool, and Cronbach's alpha value for the questionnaire was equal to 0.846. This indicates that the scale's reliability value was high, which makes the questionnaire valid for its application in the study.

#### Statistical processing methods

To achieve the objectives of the study, the Statistical Package for Social Sciences (SPSS v. 25.0) was used, and the following statistical treatments were carried out:

1. Descriptive statistics such as arithmetic means and standard deviations were used for each item of the questionnaire.
2. Cronbach's alpha was used to determine the reliability of the questionnaire.
3. The Pearson correlation coefficient was used to identify the existence of a relationship between the variables
4. The regression coefficient was used to find out the effect and extent of prediction of the independent variable on the dependent variable.

## 4- Results

In this section, motivation and burnout levels of teachers in high school, the relationship between teachers' motivation and burnout, and the predictive of burnout on teachers' motivation were examined.

1. What is the motivation level of the teachers?

Table 5 shows the motivation level of the teachers participating in the research.

**Table (5) Teachers' motivation level**

Sub-Dimensions	$\bar{X}$	Std. Dev	level
Extrinsic	3.47	.856	High
Intrinsic	4.20	.568	High
(Motivation)	3.83	.623	High

In Table 5, it is noted that the level of teachers' motivation is high with a mean (3, 83) and a standard deviation (0.623). The table also shows that the level of internal motivation is more than external, the level of external motivation ( $\bar{X} = 3.47$ ) As for the level of internal motivation ( $\bar{X} = 4.20$ ).

Tables 6 and 7 describe the detailed outcome of the items for each of the two dimensions separately.

**Table (6) Results of the extrinsic motivation dimension**

n	Items	$\bar{X}$	Std. Dev	Level
12	Job security increases my giving	3.79	1.206	High
10	The teacher is encouraged to come up with new ideas	3.71	1.108	High
9	The principal is keen to achieve the highest degree of flexibility during the discussion with the teacher	3.66	1.142	High
7	The objectivity of the school principal in dealing is reassuring	3.62	1.166	High
4	The manager encourages his staff to work together towards achieving the set goals	3.61	1.192	High
19	My proposed views have received the Director's attention	3.41	1.158	High
22	The principal excites my motivation toward teaching	3.34	1.178	Medium
23	Teachers are encouraged to look for new alternatives to the problems they face	3.25	1.213	Medium
6	I am satisfied with the policy followed by the school administration	3.16	1.228	Medium
13	I think the school atmosphere is creative	3.12	1.124	Medium
	(extrinsic motivation)	3.47	.856	High

In Table 6, it is clear that all items of the extrinsic motivation dimension lie between "medium" and "high", and extrinsic motivation is generally high. Item 12 "Job security increases my giving" obtained the highest mean ( $\bar{X} = 3, 79$ ), and this indicates the importance of job security in the organization, as it will increase the employee's giving in the organization through the love of work and

demand for it and this is what Alkubaisi study (2014). The International Labor Organization has also warned of job insecurity.

**Table (7) Results of the intrinsic motivation dimension**

n	Items	$\bar{X}$	Std. Dev	Level
16	I take pride in getting the work done on time	4.50	729.	Very high
17	I feel proud and honored by what I do	4.48	745.	Very high
11	I have a constant desire to develop my performance	4.33	826.	Very high
20	I try my best to achieve my goals.	4.25	787.	Very high
2	Being in the workgroup makes me feel reassured	4.23	948.	Very high
3	I carry out the tasks assigned to me with enthusiasm.	4.19	825.	High
5	I become more attached to my job as my work experience increases	4.18	995.	High
21	I feel that I am achieving myself in my profession	4.05	964.	High
15	I have a desire to achieve success beyond expectations.	3.94	954.	High
1	The work I do matches my interests and ambitions	3.80	1.097	High
	(intrinsic motivation)	4.20	.568	High

In Table 7, it is clear that the internal motivation dimension as a whole is high, and that all the items in the internal motivation dimension are between "Very high" and "high". Item 16 "I take pride in getting the work done on time" got the highest mean on the scale as it got a mean ( $\bar{X}$  =4.5).

2. What is the burnout level of teachers?

In Table 8, the burnout level of the teachers participating in the research is shown according to the dimensions

**Table (8) Burnout levels of the participants in the research**

Sub-Dimensions	$\bar{X}$	S	Level
Emotional exhaustion	2.96	.728	Sometimes
Depersonalization	2.18	.853	Rarely
Reduced personal accomplishment	2.03	.573	Rarely
(Burnout)	2.39	.552	Rarely

In Table 8, it is clear that the level of teacher burnout is generally "rarely" with a mean ( $\bar{X}$  =2.39) and a standard deviation of 0, 55. When looking at the dimensions of burnout, it was found that the dimension of "emotional exhaustion" obtained a level (sometimes) with a mean ( $\bar{X}$  =2.96), while the dimension (depersonalization) obtained a "rare" level with a mean ( $\bar{X}$  = 2.18), also the dimension of "reduced personal accomplishment" got the level of "rarely" with a mean ( $\bar{X}$  =2.03).



The results of the dimensional items for each dimension will be presented separately in Tables 9, 10, and 11.

**Table (9) Results of emotional exhaustion dimension.**

N	Items	$\bar{X}$	Std.Dev	Level
1	I feel emotionally drained from my work.	3.79	0.972	Often
2	I feel used up at the end of the workday.	3.72	1.047	Often
6	Working with people all day is a strain for me	3.21	1.114	Sometime
14	I feel I'm working too hard on my job.	2.98	1.269	Sometime
20	I feel like I'm at the end of my rope.	2.91	1.320	Sometime
3	I feel fatigued when I get up in the morning and have to face another day on the job.	2.84	1.291	Sometime
16	Working with people directly puts too much stress on me.	2.55	1.113	Rarely
8	I feel burned out from my work.	2.48	1.174	Rarely
13	I feel frustrated by my job.	2.18	1.243	Rarely
(Exhaustion dimension)		2.96	0.728	Sometime

When Table 9 is examined, it is found that the dimension of "emotional exhaustion" obtained a mean of ( $\bar{X}=2.96$ ), and a standard deviation of (0.728). It was also shown from the table that all items of the emotional exhaustion dimension are between "often" and "rarely". Item 1 "I feel emotionally drained from my work" obtained the highest mean ( $\bar{X}=3.79$ )

**Table (10) Results of the depersonalization dimension.**

N	Items	$\bar{X}$	Std.Dev	Level
22	I feel that the people I meet in my job blame me for some of their problems.	2.38	1.209	Rarely
10	I've become more callous toward people since I took this job.	2.32	1.261	Rarely
11	I worry that this job is hardening me emotionally.	2.27	1.239	Rarely
15	I don't care what problems happen to my students.	1.98	1.150	Rarely
5	I feel I treat some students as if they were impersonal objects.	1.96	1.219	Rarely
(Depersonalization)		2.18	.853	Rarely

When Table 10 is examined, it is found that the dissipation dimension has a "rare" level, with a mean of (2.18) and a standard deviation of (0.85). It also appears from the table that all the items in the Depersonalization dimension were at the "rarely" level. And the highest mean was for item 22 and equal to 2.38, and this item states that "I feel that the people I meet in my job blame me for some of their problems".

**Table (11) Results of reduced personal accomplishment dimension.**

N	Items	$\bar{X}$	Std.Dev	Level
4	I can easily understand how my students feel about things.	2.19	974.	Rarely
21	In my work,, I deal with emotional problems very calmly	2.16	927.	Rarely
9	I feel I'm positively influencing other people's lives through my work.	2.15	949.	Rarely
17	I can easily create a relaxed atmosphere with my students	2.04	957.	Rarely
12	I feel very energetic in my work	2.00	993.	Rarely
7	I deal very effectively with the problems of my students	1.98	976.	Rarely
19	I have accomplished many worthwhile things in this job.	1.98	977.	Rarely
18	I feel exhilarated after working closely with my students.	1.79	969.	Rarely
(Reduced personal accomplishment)		2.04	.573	Rarely

When looking at Table 11, it becomes clear that the dimension of reduced personal accomplishment is at a "rarely" level with a mean of (2.04) and a standard deviation of (0.573). It was also found from the table that all the items of reduced personal accomplishment dimension appeared at the "rarely" level, except for item 18 which appeared at the "never" level. The highest mean was for item 4 with a mean equal to (2.19), and the item states "I can easily understand how my students feel about things".

### 3. Is there a significant relationship between teachers' burnout levels and motivation levels?

The results of the correlation analysis between the dimensions of motivation and the dimensions of burnout are presented in Table 12.

**Table (12) Results of correlation analysis between dimensions of motivation and dimensions of burnout**

	Emotional exhaustion	Depersonalization	Reduced personal accomplishment	Burnout
Extrinsic	-.103	-.032	-.339	-.179
Intrinsic	-.290	-.289	-.591	-.481
Motivation	-.203	-.154	-.502	-.342

Table 12: It shows that the correlation coefficient between the dimensions of motivation and the dimensions of burnout is distributed in the negative direction, between the medium and the weak. That is, the higher the level of motivation, the lower the level of burnout. The highest correlation coefficient is the

correlation between the dimensions of reduced personal accomplishment and the dimensions of motivation, where the correlation was at the medium level.

4. Do burnout levels significantly predict teachers' motivation?

**Table (13) Regression analysis results regarding the ability of burnout to predict teacher motivation.**

Dependent variable	Independent Variable	$\beta$	T	Sig	F	Model (sig)	R	R <sup>2</sup>
Motivation	(Constant)	5.214	34.79	.000	40.41	.00 <sup>b</sup>	.517 <sup>a</sup>	.267
	Emotional exhaustion	-.125	-2.33	.020				
	Depersonalization	.029	.618	.537				
	Reduced personal accomplishment	-.528	-10.11	.000				

In Table 13, a multiple linear regression model was used to find out the relationship between teachers' motivation as a dependent variable and the explanatory variables (burnout and its dimensions) as dependent variables. The results showed that the regression model is significant through the value of (f) and the significance coefficient (F=40.41; sig=0.00), as the significant coefficient is less than 0.05. The burnout levels of the participants explain 27% of their motivation (R<sup>2</sup> = 0.267). When the perceived Reduced personal accomplishment level decreases by 1 unit, the motivation level increases (0.528) units ( $\beta$ = -0.528; t=-10.11; sig<0.05). When the perceived emotional exhaustion level decreases by 1 unit, the motivation level increases (0.125) units ( $\beta$ = -0.125; t= -2.33; sig<0.05). Perceived depersonalization level (t=0.29; sig>0.05) does not statistically affect motivation level.

### Discussion of results.

In this study, the relationship between teacher motivation and burnout levels was examined. The results are discussed according to the sub-problems below.

The results of answering the first sub-problem/the first question "What is the level of teacher motivation?" indicated that the level of teachers' motivation was "high". The results also showed that teachers' intrinsic motivation levels are higher than their extrinsic motivation levels, and this result is attributed to the importance of internal motivation. Intrinsic motivation is a prerequisite for self-development and continuous learning. Because teachers always try to improve their performance due to the desire to achieve professional satisfaction, and success makes them feel fun. Research reveals that most employees perform better in jobs they think are worth doing. In this case, employees not only work for the interests of the organization but also feel the happiness of doing something in society (Selen, 2016). The results obtained are similar to the results of many studies; In the study conducted by Emiroğlu (2017), it was seen that teachers' internal motivation sources were prioritized compared to external

motivation sources. Okçu & Anık (2017) found that teachers' intrinsic motivation level is higher than their extrinsic motivation level. In the study conducted by Çevik & Köse (2017), it was revealed that intrinsic motivation is high and teachers' extrinsic motivation levels are lower. This study is also in line with Lee (1992)'s work, which found the importance of intrinsic motivation for teachers, such as the implementation of important and interesting work, and that professional growth and service are more important than external motivations such as wages, promotion. In addition, the results of this study differed from some studies such as the study of Al-Kassab & Abu Jado (2015) which showed that extrinsic motivation was higher than intrinsic motivation. The study Al-Nashiri (2020) also showed that the highest item agreed upon by teachers in the research is that they work to obtain the highest job appreciation in their work and that they believe that success depends on perseverance. The study conducted by Abu Eishah (2019) revealed that the highest area agreed upon by teachers among the areas of motivation is the area of career advancement and development opportunities. In the same research, the teachers agreed that the item "obtaining material incentives during the job service" is the least important item among the items of the mentioned motivation. The results of this research reinforce the importance of internal motivation in the life of the teacher because internal motivation makes the individual not only do his work but also to feels great happiness when he overcomes the pressures and difficulties facing him when achieving what he wants. Also, the internal motivation of the teacher feels him internal satisfaction and a feeling of happiness and increases his level of self-confidence, especially when transforming impossible things into possible.

According to the results of the second sub-problem: it is seen that teachers' burnout levels are "rare". The results of the research showed that the "Emotional exhaustion" dimension was the highest. This result; can be explained by the teaching profession and working environment, low financial income, and insufficient working conditions. In addition, the high level of emotional exhaustion of teachers may be the reason for the fact that educational services are not carried out following their purposes due to the war in Yemen. These results are similar to those of some studies: Studies conducted in Palestine (Jarrar, 2011) and Jordan (Al-Zwaidi, 2007) have also shown that the level of teachers' burnout is "rare and sometimes" and the dimension of "Emotional exhaustion" is the highest. Similarly, the study Al-Maamari & Al-Shamli (2021), revealed that the level of burnout among teachers was low and that the dimension of emotional exhaustion was at a medium level. In addition, some studies have found that levels of burnout among teachers were "rare", but the dimension of "reduced personal accomplishment" was the highest among the burnout dimensions, and among these studies (Al-Salkhi, 2013) and (Al-Adun, 2021) studies that were conducted in Jordan, (Hanedar, 2018) and (Şanlı & Tan, 2017) studies that were conducted in Turkey. The study of Saleh & Muhammad (2021) also found that the level of burnout among teachers is weak.

There are other studies whose results differed from the results of this study: These studies found that the level of burnout among teachers was high. Such as Studies conducted in Yemen (Albadaney, 2012), Saudi Arabia (Alaraideh, 2016), and Turkey (Bayram, 2016), (Babaođlan, 2006) and (Uluyol, 2021).

Looking at the third sub-problem of the research is "Is there a significant relationship between teachers' burnout levels and motivation levels?" It was found that there is a negative relationship distributed between the medium and the weak between the dimensions of motivation and burnout. The highest correlation is between the "reduced personal accomplishment" dimension and the motivation dimensions. According to this result, it can be said that if teachers' motivation is high, their burnout level will decrease. The results of this study are in agreement with the results of some studies; Such as the study conducted in Algeria (Nemish, 2016), Egypt (Atallah, 2015), Turkey (Demir and Peker, 2017), and Saudi Arabia (Alrashidi, 2013), where these studies found that there is a negative correlation between teachers' motivation and burnout. Through the results of this research as well as the results of previous research that examined the relationship between the level of burnout and motivation, it has proven beyond any doubt that there is an inverse relationship between burnout and motivation, The higher the burnout the individual, the lower his motivation and vice versa.

The results of the fourth question "Do burnout levels significantly predict teacher motivation?" indicated that teachers' burnout predicts motivation at a significantly negative level. In other words, it can be said that as teachers become depleted, it negatively affects their motivation. In the literature, it is seen that an increased level of burnout in individuals is predictive of their lower motivation. Çelik (2013) found that as school administrators' communication skill levels increase, teachers' motivation levels increase and their academic burnout levels decrease. Alharamla's (2015) study also confirmed that burnout causes harm to the teacher, as it leads to many psychological problems such as introversion, anxiety, lack of motivation, and poor production.

The psychological pressures that teachers are exposed to from their profession, especially in countries that are exposed to wars such as Yemen and others, make the teaching profession more difficult. This, in turn, will raise the level of teachers' burnout, which will negatively affect their performance and motivation toward teaching. Looking from another angle: the higher the teachers' motivation towards their profession and the greater their satisfaction with their profession, the burnout will decrease for them. This is because motivation, with the satisfaction it provides, makes it a major factor in reducing the degree of psychological burnout among teachers and also makes them psychologically comfortable, which will raise the level of their teaching performance and motivate them towards achievement.

### **Summary of results:**

According to the research objectives, the search results showed the following:

1. The teachers' level of motivation was high, and the internal motivation was higher than the external motivation.
2. The level of burnout among teachers and its dimensions were low, except for emotional exhaustion, which was at a medium level.
3. There is a medium and negative relationship between the level of motivation and burnout among teachers.
4. The burnout of teachers negatively predicts their motives.

### **Recommendations.**

1. Paying attention to the teacher from all aspects surrounding him, because the teacher's sense of care and support reduces his burnout.
2. Finding guidance programs for teachers to enhance their ability to face work pressures and thus contribute to alleviating burnout.
3. Organizing social and recreational activities for teachers contribute to alleviating psychological burnout, which makes their performance improve.
4. Enhancing good treatment between the school administration and teachers to help motivate teachers to perform their role excellently
5. Work to improve the professional, material, and social conditions of teachers.
6. Creating the appropriate atmosphere for the teacher and working conditions so that the teacher can perform his role to the fullest
7. Enhancing teachers' self-confidence by encouraging them and conducting the necessary courses and training.
8. Reducing the burden on teachers by reducing the number of daily lessons, because increased pressure increases teachers' burnout

### **Conclusion:**

The results of the study showed that the level of teachers' motivation was high, especially internal motivation and that the dimensions of teachers' burnout were rare, as the dimension of emotional exhaustion was the highest. It was also found that there is a medium and negative relationship between motivation and burnout and that teachers' burnout predicts negatively their motivation.

When the results of the study are evaluated, it is recommended to repeat the research on teachers' burnout at different levels and in different provinces to make a holistic assessment of the effect of teachers' burnout on motivation. With a better understanding of the causes of burnout and its effects on teachers' motivation, more prevention strategies can be developed to address this problem.

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