

Educational Behavior and Burnout Relationship among Physical Education Teachers: Hubungan antara Perilaku Pendidikan dan Kelelahan pada Guru Pendidikan Jasmani

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Background: Teacher burnout has become a growing concern, particularly in the field of physical education, where instructional and psychological demands are high. Specific Background: Educational behavior plays a crucial role in shaping teachers' professional satisfaction and resilience. Knowledge Gap: However, limited research has explored how educational behavior relates to burnout, especially when examined through gender and years of service as moderating variables. Aims: This study aimed to determine the relationship between educational behavior and burnout among physical education teachers according to gender and years of service. Results: Findings revealed a significant inverse relationship between educational behavior and burnout, while gender and years of service showed no significant differences in educational behavior levels. Novelty: The study contributes new insights by contextualizing educational behavior as a psychological factor influencing teacher burnout in physical education. Implications: The results highlight the need for professional support programs that enhance positive educational behaviors and reduce burnout risk among teachers..

Highlights:

- The study identifies a negative correlation between educational behavior and burnout.
- Gender and years of service showed no significant impact on educational behavior.
- The research underscores the importance of professional development for teachers.

Keywords: Educational Behavior, Burnout, Gender, Years of Service, Physical Education

Introduction

The behavioral methods and practices teachers follow with their students determine the type of relationship between them, which will impact the growth and development of students' personalities and their attitudes toward school and education in general.

Therefore, a physical education teacher's lack of mastery of sports educational skills renders them unable to create a school environment conducive to the development of moral, mental, and physical qualities to the highest degree consistent with the student's readiness. The low effectiveness of a physical education teacher is often attributed to psychological, social, or professional circumstances that prevent them from adapting to their work conditions at school.

The role of the school comes second in importance after the family in shaping students' personalities and in guiding and directing them. This role is even greater in some cases where the family lacks the means and components of the educational process. The multiple sources of pressure in school sports work, especially physical education, which requires physical and psychological competence, make physical education teachers anxious, easily aroused, and easily irritated. This affects their job performance and relationships with colleagues, inevitably impacting their mental and physical health. These pressures rob the teacher of their professional identity, weaken motivation and performance, and lead to rapid exhaustion and, consequently, psychological burnout.[1]

"There is no doubt that the teaching profession is one of the most stressful professions, with numerous sources of pressure present. These pressures affect teachers' personal and professional compatibility, their academic performance, and their educational behavior. Psychological burnout overlaps with other intertwined phenomena, particularly in the field of sports education, such as teachers' attitudes toward the profession, job satisfaction and competence, social interaction, and school authority. Teachers' attitudes toward the profession are the primary determinants of their ability to tolerate the profession and its psychological and physical pressures, and consequently, the psychological burnout they face." [2]

Research Problem:

This research is a scientific attempt to uncover the relationship between teaching behavior and psychological burnout among teachers. Physical Education Teachers According to the Variables (Gender - Years of Service) , with the aim of identifying and addressing incorrect methods, developing and enhancing successful methods, and reducing the phenomenon of burnout among physical education teachers in our society, which cannot bear the loss of some of its energies, skills, and competencies as a result of their exposure to educational problems or psychological exhaustion. Based on the above, the research problem lies in detecting school violence by answering the following questions:

1. Is there a statistically significant relationship between educational behavior and psychological exhaustion among physical education teachers?
2. Are there statistically significant differences between physical education teachers in educational behavior according to the variables (gender, years of service)?
3. Are there statistically significant differences between physical education teachers in psychological exhaustion according to the variables (gender, years of service)?

The importance of this research lies in identifying educational behavior and burnout as two variables worthy of study and research, by revealing the relationship between them and the variables associated with them, as well as their importance in psychological, educational, social, and professional fields.

Research Objectives:

1. Measure the level of educational behavior among male and female physical education teachers.
2. Measure the level of psychological burnout among male and female physical education teachers.
3. Identify the statistically significant correlation between educational behavior and psychological burnout among male and female physical education teachers.
4. Identify the statistically significant differences in the correlation between educational behavior and psychological burnout among male and female physical education teachers according to the variables (gender - years of service).

Research Limits:

- Human Domain: Male and female physical education teachers in Diwanayah Governorate who are regularly attending school for the academic year (2024-2025).
- Time frame: From November 16, 2024 to April 15, 2025
- Spatial frame: The sports and school activities hall in the Diwanayah Education Directorate.

Research hypotheses:

1. There is no statistically significant relationship between educational behavior and psychological exhaustion among male and female physical education teachers.
2. There are no statistically significant differences between male and female physical education teachers in educational behavior according to the variables (gender, years of service).
3. There are no statistically significant differences between male and female physical education teachers in psychological exhaustion according to the variables (gender, years of service).

Method

The researcher used the descriptive approach using a survey method, as all scientific research resorts to choosing the appropriate method to solve a problem. "Descriptive research, by its nature, is highly suitable for addressing problems on a broad scale, and it is often used as a preliminary procedure to open up new areas of study." (Salama, 1980: 49).

1. Research Community:

The research community consisted of all male and female physical education teachers in the General Directorate of Education in Qadisiyah who were regularly attending school for the academic year (2024-2025), totaling (800) male and female physical education teachers, comprising (500) male and (300) female teachers.

2. Research Sample:

The sample selection must be representative of the original community, and "a key condition for this sample is the possibility of generalizing its results to the group from which it was taken"³. The research sample was selected at a rate of (20%) of the research community, which amounted to (800) male and female teachers. Accordingly, the sample size reached (160) male and female

physical education teachers, with (100) male teachers, representing (63%) of the research sample, compared to (60) female teachers, representing (37%) of the research sample. They were selected using the stratified random method and the proportional method, as shown in Table (1).

Table 1. shows the research sample for the numbers of the educational behavior and psychological exhaustion scales, distributed according to the research variables

Gender	1-5 years	6-10 years	11 years and above	Total
Males	40	30	30	100
Females	25	17	18	60
Total	65	47	48	160

3. Main Research Procedures: The following are the procedures used to prepare the two research scales:

- Educational Behavior Scale

1. Defining the Domains of the Educational Behavior Scale:

To define the domains of the Educational Behavior Scale, the researcher reviewed a set of previous literature and studies that addressed this concept. The components of the Educational Behavior Scale were identified and presented to experts in educational and sports psychology, testing, and measurement to determine their relative importance. The results showed that all domains enjoy a high and balanced relative importance, as Table (2) illustrates.

Table 2. shows the relative importance with the distribution of the number of positions according to the percentages determined by the arbitrators for the Educational Behavior Scale

S	The components	relative importance	Number of parking spaces
1	The physical education teacher's interactions with students during class	26%	10
2	The physical education teacher's interactions with the school administration	18%	10
3	The physical education teacher's interactions with colleagues at school	16%	10
4	The physical education teacher's personal behavior	22%	10
5	The physical education teacher's interactions with school sports activities	18%	10
Total		100%	50

2. Preparing the initial formula for the educational behavior scale:

The researcher formulated the attitudes for each domain, using the relevant previous scales and the behavioral responsibilities and practices of the physical education teacher, transforming them into educational sports attitudes. In order to cover the five domains of educational behavior, the researcher prepared (50) paragraphs in an initial formula, with (10) paragraphs for each domain. These were presented to (16) experts in educational and sports psychology, "testing, and measurement. After the researcher retrieved the questionnaire forms from the experts, he collected and transcribed the data. The Chi-square test was used to identify valid paragraphs. The results demonstrated the validity of all paragraphs, as the scale consisted of (50) paragraphs distributed across the domains of educational behavior".[3]

Table 3. shows the results of the Chi-square test for experts' opinions regarding the validity of the educational behavior scale items

S	Paragraph numbers in the scale	Number of paragraphs	Number of experts				value of Chi-square		Significance
			Agree	%	Disagree	%	calculated	Tableau	
1	- 27-25-22-18-16-14-8-1 36-31	10	16	100%	0	0%	16	3,84	Sig.

2	-35-30-24-21-17-10-9-3 41-40	10	15	93,75%	1	6,25%	12,25		Sig.
3	- 39-34-29-26-23-19-13-5 43-42	10	14	87,5%	2	12,5%	9		Sig.
4	-45 -44 – 37-32-28-12-7-4 47-46	10	13	81,25%	3	18,75%	6,25		Sig.
5	-48 -38-33-20-15-11-6-2 50 - 49	10	12	75%	4	25%	4		Sig.

The tabular chi-square value is 3.84 at a degree of freedom of $(n-1) = 2-1 = 1$ and a significance level of (0.05).

3. Keys for correcting the educational behavior scale:

The step of calculating the score obtained by everyone in the research sample on the scale is an important step. "The score depends on the method of constructing the items and the number of answer alternatives." After the experts approved the answer alternatives according to the four-point Likert scale and the method of evaluating others, since each situation in the scale includes four alternatives: (educational, warning, punishment, neglect), four points were assigned to the educational alternative, three points to the warning alternative, two points to the punishment alternative, and one point to the neglect alternative. Thus, the total score was calculated based on the sum of the weights of the responses to the situations. The highest score is (200) and the lowest is (50). The theoretical mean for the scale is (125).

4. Statistical analysis of the educational behavior scale items:

"Statistical analysis of items is more important than logical analysis, as it verifies the content of the item in measuring what it was designed to measure, relying on certain indicators such as its ability to distinguish between respondents, its validity coefficient, and its difficulty level". "The sample for the statistical analysis consisted of (300) male and female physical education teachers. The researcher followed the following procedures after correcting the questionnaires and transcribing their data." [4]

A- The two extreme groups method (external consistency):

To calculate the discriminatory power of the educational behavior scale items, the scores were arranged in descending order from the highest score to the lowest total score for the individuals in the analysis sample, which numbered (300) male and female physical education teachers. The two extreme groups in the total score were then identified, representing (27%) of the highest scores and (27%) of the lowest scores. The number of individuals in each group was (81) male and female physical education teachers. "A t-test was applied to two independent samples to determine the statistical significance of the difference between the means of the upper and lower groups. The t-value was considered an indicator of the validity of the item by comparing it with the tabular value of (1.97) at a degree of freedom of (160) and a significance level of (0.05). The analysis results revealed that all items were distinct, "as shown in Table (4).

Table 4. shows the t-test values for the discrimination coefficient using the two extreme groups method for the items of the educational behavior scale

Par agra phs	Top Group		Lower group		(t) val ue	Statis tical signif icanc e at the 0.05 level
	Mea n	SD	Mean	SD		
1	43 2.	0, 63	2, 33	0, 48	14 10,	Sig.
2	80 3.	0. 96	2. 07	0. 26	33 5.	Sig.
3	. 31 2	0. 61	4. 24	0. 43	58 10.	Sig.
4	2. 33	0. 73	3. 24	55.	83 8.	Sig.
5	2. 15	0. 90	5. 02	0. 14	13 9.	Sig.
6	2. 22	0. 82	2. 11	0. 32	32 9.	Sig.
7	24 2.	0. 89	5. 17	0. 38	18 8.	Sig.
8	09 2.	0. 83	6. 07	0. 26	59 8.	Sig.
9	2. 39	0. 71	2. 07	0. 26	73	Sig.

					12.	
10	2. 52	0. 61	3. 07	0. 33	40	Sig.
11	00 2.	0. 78	2. 06	0. 23	56 8.	Sig.
12	2. 07	0. 82	5. 13	0. 34	82 7.	Sig.
13	2. 31	0. 72	3. 22	0. 42	61 9.	Sig.
14	2. 15	0. 74	3. 20	0. 45	03 8.	Sig.
15	2. 22	0. 84	5. 17	0. 42	25 8.	Sig.
16	2. 11	0. 86	6. 39	0. 56	16 5.	Sig.
17	4. 87	0. 78	4. 02	0. 14	92 7.	Sig.
18	2. 54	0. 61	3. 37	0. 49	03 11.	Sig.
19	44 2.	0. 66	2. 20	0. 41	72 11.	Sig.
20	44 2.	0. 69	3. 70	0. 74	36 5.	Sig.
21	2. 41	0. 74	6. 39	0. 63	72 7.	Sig.
22	09 2.	0. 81	7. 07	0. 33	59 8.	Sig.
23	28 2.	0. 74	7. 04	0. 19	97 11.	Sig.
24	94 3.	0. 86	3. 09	0. 23	37 7.	Sig.
25	80 2.	0. 79	3. 15	0. 36	51 5.	Sig.
26	04 2.	0. 87	2. 06	0. 23	03 8.	Sig.
27	2. 39	0. 76	3. 13	0. 39	80 10.	Sig.
28	2. 19	0. 83	5. 07	0. 33	86 6.	Sig.
29	46 2.	0. 72	4. 28	0. 45	25 10.	Sig.
30	2. 19	0. 80	5. 19	0. 39	23 8.	Sig.
31	2. 17	0. 77	6. 39	0. 60	87 5.	Sig.
32	2. 33	0. 73	2. 20	0. 45	71 9.	Sig.
33	46 2.	0. 66	6. 33	0. 55	63 9.	Sig.
34	5. 81	0. 80	2. 07	0. 26	44 6.	Sig.
35	04 2.	0. 87	5. 04	0. 19	27 8.	Sig.
36	43 2.	0. 69	2. 52	0. 57	43 7.	Sig.
37	94 3.	0. 88	4. 04	0. 19	42 7.	Sig.
38	04 3.	0. 82	5. 04	0. 19	70 8.	Sig.
39	5. 72	0. 76	000 2.	00.0	96 6.	Sig.
40	06 2.	0. 90	5. 06	0. 23	92 7.	Sig.

41	00 2.	0. 78	2. 06	0. 23	56 8.	Sig.
42	2. 07	0. 82	5. 13	0. 34	82 7.	Sig.
43	2. 31	0. 72	3. 22	0. 42	61 9.	Sig.
44	2. 15	0. 74	3. 20	0. 45	03 8.	Sig.
45	2. 22	0. 84	5. 17	0. 42	25 8.	Sig.
46	2. 11	0. 86	6. 39	0. 56	16 5.	Sig.
47	4. 87	0. 78	4. 02	0. 14	92 7.	Sig.
48	2. 54	0. 61	3. 37	0. 49	03 11.	Sig.
49	44 2.	0. 66	2. 20	0. 41	72 11.	Sig.
50	44 2.	0. 69	3. 70	0. 74	36 5.	Sig.

Tabular t-value at a significance level of (0.05) and degrees of freedom $(n_1 + n_2) - 2$ $(81 + 81) - 2 = 162 - 2 = 160 = 1.97$

B- Internal consistency (relationship of item score to the total scale score):

"This method is primarily based on ensuring that each item of the scale follows the same path as the scale itself. A high correlation between each item of the scale and its total score indicates that this item belongs to the scale, thus obtaining a homogeneous scale".[5] "Therefore, the researcher used the Pearson correlation coefficient to extract the correlation coefficient between the scores of each item and the total scores of the individuals on the scale."[6] The number of questionnaires analyzed was (300), which were the same questionnaires analyzed using the two-party method. All values for the items in the list were significant when compared to the tabular value of (0.11), at a significance level. (0.05) and a degree of freedom of (298), as shown in Table (5).

Table 5. shows the correlation between the item score and the total score of the educational behavior scale

Par agr aph	Deg ree of ass ocia tion	Par agr aph	Deg ree of ass ocia tion	Par agr aph	Deg ree of ass ocia tion	Par agr aph	Deg ree of ass ocia tion	Par agr aph	Deg ree of ass ocia tion
1	657 0,	11	617 0,	21	544 0,	31	465 0,	41	617 0,
2	450 0,	12	564 0,	22	578 0,	32	569 0,	42	564 0,
3	582 0,	13	603 0,	23	636 0,	33	606 0,	43	603 0,
4	529 0,	14	486 0,	24	508 0,	34	491 0,	44	486 0,
5	579 0,	15	544 0,	25	422 0,	35	600 0,	45	544 0,
6	602 0,	16	387 0,	26	527 0,	36	477 0,	46	387 0,
7	544 0,	17	535 0,	27	641 0,	37	519 0,	47	535 0,
8	555 0,	18	578 0,	28	503 0,	38	598 0,	48	578 0,
9	618 0,	19	650 0,	29	583 0,	39	519 0,	49	650 0,
10	683 0,	20	417 0,	30	581 0,	40	532 0,	50	417 0,

Table (r) value at a significance level of (0.05) and degree of freedom $(n-2) = 300 - 2 = 298 = 0.11$

Reliability: "Reliability is one of the basic components of the test and one of the most important characteristics of a good test. In order to extract the reliability of the school violence scale, the researcher relied on the internal consistency method - Cronbach's alpha to determine reliability of the responses of the research sample, which numbered (300) male and female physical education teachers."[6]

Table 6. shows the reliability coefficient using Cronbach's alpha equation for the domains and the educational behavior scale

	field	Internal consistency using Cronbach's coefficient
	The physical education teacher's interactions with students during class	0,910
	The physical education teacher's interactions with the school administration	0,915
	The physical education teacher's interactions with colleagues at school	0,959
	Personal Behavior of a Physical Education Teacher	0,909
	A Physical Education Teacher's Interaction with School Sports Activities	0,878
	The scale as a whole	0,914

"The tabular value of (r) at a significance level of (0.05) and a degree of freedom of ($n-2=300-2=298$) = (0.11)".

5- Calculating the total score for the educational behavior scale:

The scale, in its final form, consists of (50) items. The four-point scale was used using the method of evaluating others for each item. It includes four alternatives: educational, warning, punishment, neglect). Therefore, (four) points were assigned to the educational alternative, (three) points to the warning alternative, (two) points to the punishment alternative, and (one) point to the neglect alternative. The correction scores ranged from (4-1), respectively. Therefore, the highest possible score for the respondent is (200), and the lowest score is (50), noting that the hypothetical average for the scale is (125).

2- Psychological Exhaustion Scale:

1- Preparing the Initial Formula for the Psychological Exhaustion Scale:[6]

The researcher formulated the items for the scale using previous relevant scales. He prepared a preliminary formula of (24) items to measure three basic dimensions: (emotional stress, emotional numbness, and lack of sense of accomplishment). Each item had (4) alternatives for the frequency of the occurrence of the situation, and the respondent chose one of them as appropriate. Under each alternative, there were three levels of severity of the occurrence of the situation. The items were presented to (16) experts in educational and sports psychology," testing, and measurement. After the researcher retrieved the questionnaire forms from the experts, he collected and transcribed the data. The Chi-square test was used to identify valid items. The results demonstrated the validity of all items, as the Psychological Exhaustion Scale consisted of (24) items."

Second- Correcting the Scale:

The researcher corrected the psychological exhaustion scale by assigning four alternatives to each item: (never, rarely, sometimes, constantly). These are given scores of (0, 1, 2, 3), respectively. The three levels are (strong, medium, weak), given scores of (3, 2, 1), respectively. A score is calculated for each item by multiplying the frequency score by the intensity score. If the respondent chooses the alternative (never), the item is given a score of (0). However, if the respondent chooses (the situation rarely occurs), which has a score of (1) for frequency and a medium score of (2) for intensity, the item score is equal to (2). Thus, the total score is calculated based on the sum of the weights of the responses to the items. The highest score is (216) and the lowest is (0). 3- Statistical Analysis of the Burnout Scale Items:

The sample for the statistical analysis is the same one used to analyze the Educational Behavior Scale items, consisting of (300) male and female teachers. The researcher followed the following procedures after correcting the questionnaires and transcribing their data.

A- The Two-Extreme Group Method:

To calculate the discriminatory power of the Burnout Scale items," the scores were arranged in descending order from the highest score to the lowest total score for the sample of (300) male and female physical education

teachers. The two extreme groups were then identified as having the lowest total score (27%), with each group comprising (81) male and female teachers. A t-test was applied to two independent samples to determine the statistical significance of the difference between the means of the upper and lower groups. The t-value was considered an indicator of the validity of the item by comparing it to the tabular value, which amounted to (1.97) at a degree of freedom of (160) and a significance level of (0.05). The analysis results showed that all items were distinct".[7]

Table 7. shows the values of the t-test for the discrimination coefficient using the two-tailed sample method for the psychological exhaustion scale

Paragraph number	Lower group		Top Group		Calculated value of (t)	Significance
	Mean ¹	SD ¹	Mean ²	SD ²		
1-	4,088496	0,959516	3,424779	1,015991	5,04	Distinctive
2-	3,955752	1,012329	2,82301	1,077218	7,00	Distinctive
3-	4,123894	1,070153	3,415929	1,139593	4,81	Distinctive
4-	4,424779	0,933554	3,646018	1,148915	5,59	Distinctive
5-	4,380531	0,858971	3,548673	1,24636	5,84	Distinctive
6-	4,522124	0,835564	2,99115	1,398313	9,99	Distinctive
7-	4,557522	0,706324	3,743363	1,083799	6,69	Distinctive
8-	4,327434	0,828537	3,522124	1,094608	6,23	Distinctive
9-	3,690265	1,000711	3,035398	1,034487	4,83	Distinctive
10-	4,654867	0,578945	3,814159	1,090123	7,24	Distinctive
11-	4,221239	0,831678	3,196429	1,097411	7,89	Distinctive
12-	3,80531	0,998735	2,725664	1,182067	7,41	Distinctive
13-	4,345133	0,942735	3,221239	1,066825	8,39	Distinctive
14-	4,03598	1,02582	2,814159	1,106383	8,60	Distinctive
15-	4,477876	0,733112	3,274336	1,189596	9,15	Distinctive
16-	4,088496	1,048447	2,902655	1,149259	8,10	Distinctive
17-	4,212389	1,121632	3,141593	1,09273	7,26	Distinctive
18-	4,176991	1,028436	2,752212	1,199189	9,58	Distinctive
19-	3,938053	1,182334	3,619469	1,227065	1,98	Distinctive
20-	4,39823	0,762278	3,309735	1,000711	9,19	Distinctive
21-	3,849558	1,045579	2,539823	1,069341	9,30	Distinctive
22-	4,106195	1,072071	3,566372	1,109022	9,72	Distinctive
23-	4,345133	0,997944	2,858407	1,231051	9,97	Distinctive
24-	4,19469	1,007635	3,336283	1,192316	5,84	Distinctive

The tabular t-value at a degree of freedom of $162 - 2 = 160$ and a significance level of $(0.05) = 1.97$.

B- Internal consistency (relationship of item score to the total scale score):

"The researcher used the Pearson correlation coefficient to extract the correlation coefficient between the scores of each item and the total scores of the individuals on the scale. The number of questionnaires analyzed

was (300). These were the same questionnaires analyzed using the two-party method at a significance level of (0.05) and a degree of freedom of (298). "[8]

Table 8. shows the correlation coefficient of each item's score with the total score of the psychological exhaustion scale using the internal consistency method

Parag raph numb er	Correl ation coeffic ient	Type of indica tion	Correl ation coeffic ient after deletio n	Parag raph numb er	Correl ation coeffic ient	Type of indica tion	Correl ation coeffic ient after deletio n
1-	0,28	Sig.	0,29	-13	0,39	معنوي	0,40
2-	0,37	Sig.	0,38	-14	0,44	معنوي	0,44
3-	0,27	Sig.	0,27	-15	0,43	معنوي	0,43
4-	0,32	Sig.	0,31	-16	0,40	معنوي	0,41
5-	0,28	Sig.	0,26	-17	0,39	معنوي	0,39
6-	0,50	Sig.	0,51	-18	0,44	معنوي	0,46
7-	0,33	Sig.	0,33	-19	0,39	معنوي	0,39
8-	0,33	Sig.	0,33	-20	0,44	معنوي	0,44
9-	0,26	Sig.	0,27	-21	0,46	معنوي	0,47
10-	0,37	Sig.	0,36	-22	0,22	معنوي	0,22
11-	0,45	Sig.	0,46	-23	0,49	معنوي	0,49
12-	0,39	Sig.	0,40	-24	0,30	معنوي	0,31

The tabular value of (r) at a significance level of (0.05) and a degree of freedom of $(n-2) = 300 - 2 = 298 = 0.11$
 4 - Reliability: To determine the reliability of the psychological exhaustion scale, the researcher adopted the following method:

Internal consistency method - Cronbach's coefficient - alpha

To determine reliability using this method, the same steps were followed in preparing the educational behavior scale. The Cronbach's coefficient was used on the responses of the research sample, which numbered (300) male and female teachers (the same sample as the educational behavior scale). The alpha reliability of the current scale was reached, as shown in Table (9).

Table 9. shows the correlation coefficient of the reliability values using Cronbach's alpha method for the psychological exhaustion scale

S	the name	Number of paragraphs	stability coefficient value
1	The scale as a whole	24	0.773

The tabular value of (r) at a significance level of (0.05) and a degree of freedom of $(n-2=300-2=298) = (0.11)$

5- Final application of the two research tools:

After preparing the two research tools, educational behavior, consisting of (50) items in its final form, and psychological exhaustion, consisting of (24) items, by taking all the procedures in place for constructing psychological scales to suit the research sample, and with the aim of achieving the research objectives, the researcher applied the two scales together in a double manner on the applied research sample, as shown in Table (1), consisting of (300) male and female physical education teachers, which is the same sample for the statistical analysis for the period from 11/1/2024 to 1/8/2025, taking into account providing a positive atmosphere for understanding the scale items, ensuring accuracy of information. The process of distributing the two scales and answering them also took (45-50) minutes, with a break between Answering the first and second scales takes (5) minutes.

Result & Discussion

This section includes a presentation of the results achieved by the current research and an interpretation of those results in light of its established objectives, which are:

- Measuring the level of educational behavior among male and female physical education teachers:

Regarding the first objective, determining the level of educational behavior among male and female physical education teachers, the research results are shown in Table (10).

Table 10. shows the mean, standard deviation, and calculated t-value for the research sample on the educational behavior scale

Mean	SD	Hypothetical mean	degree of freedom	Calculated T-value	Table T-value	Significance level
190.65	18.469	125	299	23.47	1.97	0.05

The tabular t-value at a degree of freedom of $300-1 = 299$ and a significance level of 0.05 equals 1.97.

Table (10) shows that the mean for the research sample on the educational behavior scale was 190.65, and the standard deviation was 469.18. When compared to the hypothetical mean for the scale, which was 125, with a standard deviation of zero, it became clear that there was a clear difference between the two means. To determine its significance, a one-sample t-test was used. It was found that the calculated t-value was higher than the tabular value at a significance level of 0.05. This means that there is a statistically significant difference between the two means, indicating that physical education teachers enjoy a high level of educational behavior.

This result can be explained by the fact that physical education teachers have a high educational behavior, due to the nature and content of the physical education lesson, the seriousness and interest of physical education teachers in training their students, the importance given to the lesson, the effort they put in, and the use of their time to achieve physical development for students, the development of national spirit and acceptable social practices, and the accompanying sense of athletic achievement during school sports competitions.[9]

This is what Fromm argued, whereby the behavior and actions of individuals emerge as a result of the satisfaction or unsatisfaction of their needs, which represent the fundamental part of an individual's psychological makeup because they influence their personality and drive them toward behavior that leads to their satisfaction and fulfillment. Fromm believes that needs connect a person to their society, which leads to the emergence of many of the characteristics of society and the prevailing relationships within it. Furthermore, they motivate the individual to cooperate with and adapt to other members of society, helping them understand themselves and others, and making them aware of the motivations for their behavior and their various needs.[9]

- Measuring the level of psychological exhaustion among physical education teachers:

Regarding the second objective, determining the level of psychological exhaustion among physical education teachers, the research results are shown in Table (11).

Table 11. shows the mean, standard deviation, and calculated t-value for the research sample on the psychological exhaustion scale

Mean	SD	Hypothetical mean	degree of freedom	Calculated T-value	Table T-value	Significance level
40.41	22.76	125	299	-29.57	1.97	0.05

The tabular t-value at a degree of freedom of $300-1 = 299$ and a significance level of 0.05 equals 1.97.

Table (11) shows that the mean for the research sample on the burnout scale was 40.41, and the standard deviation was 22.76. When compared to the hypothetical mean for the scale, which was 125, with a standard deviation of zero, it became clear that there was a clear difference between the two means. To determine its significance, a single-sample t-test was used. The calculated t-value was found to be less than the tabular value at a significance level of 0.05. This indicates that physical education teachers do not suffer from burnout.

This result can be explained by the fact that the work pressures experienced by physical education teachers did not reach a high level that would cause them to feel burnt out, especially after the improvement of their economic and social status.[10] Identifying the statistically significant correlation between educational behavior and psychological exhaustion among physical education teachers:

As for the third objective, which was to identify the correlation between educational behavior and "psychological exhaustion among physical education teachers, the research results were," shown in Table (12).

Table 12. shows the correlation coefficient between the research sample's scores on the educational behavior and psychological exhaustion scale

Correlation coefficient	degree of freedom	Calculated T-value	Table T-value	Significance level
-0.389	298	15.29	1.97	0.05

"The tabular value of (r) at a significance level of (0.05) and a degree of freedom of ($n-2=300-2=298$)=(0.11)".

Table (12) shows that the correlation coefficient between the research sample's scores on the educational behavior and burnout scales reached (-0.389). After using the t-test for the correlation coefficient test, it was found that the correlation coefficient between educational behavior and burnout was significant at the (0.05) level, indicating a negative (inverse) relationship. That is, the higher the research sample's score on educational behavior, the lower their score on burnout, and vice versa. This means that the more the physical education teacher is characterized by educational behavior, the less they feel psychologically exhausted.

This result can be explained by improving the economic situation, satisfying essential needs, and looking optimistically at the personal and learners' futures, which are important performance competencies for practicing their educational behavior. Furthermore, the physical education teacher's interest in achieving the goals of educational work in the school through planning school sports activities and opening channels of communication and interaction between them and their colleagues. Teachers in schools foster an atmosphere of friendship, trust, and respect for each other's thoughts and feelings. This leads to a sense of satisfaction, increased motivation for educational sports work, and reduced stress, thus preventing psychological exhaustion. In light of this complementary relationship, the researcher explains the relationship between educational behavior and psychological exhaustion. This is one of the most important factors influencing the behavior of physical education teachers and providing them with psychological comfort.

Sullivan believes that an individual's personality is shaped through dynamic interaction with the surrounding environment. Their upbringing and education lead to the acquisition of desirable behavioral habits that inspire contentment and reassurance.[11]

- Identify statistically significant differences in the correlation between educational behavior and psychological exhaustion among physical education teachers, both male and female, according to the variables (gender and years of service).

A. Identify statistically significant differences between physical education teachers, both male and female, in their educational behavior according to the variables (gender and years of service).

Table 13. shows a three-way analysis of variance to determine the differences in the research sample's educational behavior according to the variables (gender, years of service) and their interactions

Source of variance	sum of squares	degree of freedom	mean squares	Calculated value	Significance level 0.05
Gender A	607.062	1	607.062	1.852	Not Sig.
Years of Service B	894.154	2	447.077	1.364	=
A*B (Interaction)	1344.750	2	672.352	2.051	=
Total Error	61951.948	289	327.788		
Gender A	67885.500	299			

Table (13) "shows that the calculated p-value for the variables (gender - years of service) and the possible interactions between them is less than the tabular value at a significance level of (0.05). This indicates that there are no statistically significant differences between male and female physical education teachers in educational behavior according to the variables (gender - years of service).

Although there were differences in the average scores of male and female physical education teachers in educational behavior according to the variables (gender - years of service), as shown in Table (13), these differences did not reach the level of statistical significance."[11]

Table 14. means and standard deviations for the research sample in educational behavior according to the variables (gender, years of service)

Variables		Sample size	Mean	SD
Gender	Males	100	195.0625	18.1829
	Females	60	187.7083	18.1429
Years of service	1-5 years	65	189.9180	20.0069
	6-10 years	47	185.1563	14.5737
	11 years and older	48	192.7103	18.3858

This may be since physical education teachers, both male and female, are subject to the same job conditions at school and perform somewhat similar tasks, and that most of the educational problems they face are often of a similar nature. This indicates that these variables have no impact or difference on the educational behavior of teachers according to these variables.

B- Identifying statistically significant differences between physical education teachers, both male and female, in psychological exhaustion according to the variables (gender and years of service).

Table 15. Analysis of three-way variance to determine the differences in psychological exhaustion among the research samples according to the variables (gender and years of service) and their interactions

Source of variance	sum of squares	degree of freedom	mean squares	Calculated value	Significance level 0.05
Gender A	5290.333	1	5290.333	11.270	Sig.
Years of Service B	809.244	2	404.622	0.862	Not Sig.
Interaction (A*B)	1875.222	2	937.611	1.997	=
Error	88721.529	289	469.426		
Total	103112.4	299			

Table (15) shows that the calculated p-value for the variables (gender - years) and the possible interactions between them is less than the tabular value at a significance level of (0.05). This indicates that there are no statistically significant differences between male and female physical education teachers in burnout according to the variable (years of service). However, there are statistically significant differences for the variable (gender), which requires a comparison between the two averages. Table (16) shows that the average for females is higher than the average for males. This means that females feel more burnt out than males.[12]

Table 16. shows the means and standard deviations for the research sample in burnout according to the variables (gender - years of service)

Variables		Sample size	Mean	SD
Gender	Males	100	31.7875	20.757
	Females	60	46.158	22.297
Years of service	1-5 years	65	39.5246	23.6027
	6-10 years	47	45.531	27.2456
	11 years and older	48	39.383	20.7581

Although there were differences in the average scores of male and female physical education teachers in psychological exhaustion according to the variable (years of service), as shown in Table (16), these differences did not reach the level of statistical significance.

This result can be explained by the fact that female physical education teachers' feelings of psychological exhaustion may be due to the difference in the nature of the sexes in terms of their ability to withstand stressful situations.[13] Social upbringing played a role in preparing males to be more resistant to pressures and tensions resulting from the outside world. Furthermore, females have many obligations and duties at home that are added to the burden of work, in addition to their increasing desire to achieve self-fulfillment and prove their worth at work, which increases their burdens and reduces their ability to withstand work pressures.[14] This is what the social psychological point of view has gone to, which is that psychological exhaustion is a product of society. Female teachers are not naturally anxious and tense, but rather due to the social circumstances in which they live, which may play a role in increasing their response to stress and psychological pressure. All of this has made female physical education teachers feel psychological exhaustion regardless of their years of service in education and their status.[15]

Conclusion

1. Physical education teachers enjoy high educational behavior, as the mean score is greater than the theoretical mean of the scale used to measure it.
2. Physical education teachers do not suffer from feelings of psychological exhaustion.
3. There is an inverse relationship between educational behavior and psychological exhaustion. That is, the higher the research sample's score in educational behavior, the lower their score in psychological exhaustion, and vice versa. This means that the more the physical education teacher is characterized by educational behavior, the less they feel psychologically exhausted.
4. There is no effect or difference between the variables (gender - years of service) on the educational behavior of physical education teachers.
5. Females feel more psychologically exhausted than males.

Recommendations

1. The teacher must be a role model, highly competent and capable of motivating students and stimulating their thinking by working to capitalize on and reinforce positive behaviors among students, while limiting and modifying negative behaviors. This is what characterizes the educational behavior of physical education teachers in schools.
2. The teacher must be a conduit for knowledge through their mastery of their subject matter and mastery of teaching methods. Planning and preparing school sports programs and curricula based on students' needs and desires is part of the educational behavior of physical education teachers.
3. The teacher must be an influential figure in shaping students' attitudes, abilities, and interests by equipping physical education teachers with effective communication skills with students and how to manage their behaviors in school.
4. Conduct a study to determine the relationship between educational behavior and other variables, such as (level of ambition - locus of control).

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