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THE BURNOUT LEVEL OF THE UNIVERSITY PROFESSOR - A FIELD STUDY IN THE CITY OF CONSTANTINE

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ABSTRACT

The current study aims at identifying the level of burnout suffered by the university professor, as well as determining its significance of the differences with each of the variables of gender and professional experience. Furthermore, the study was applied to a sample of 34 professors, using the MBI Maslach Burnout Inventory. After analyzing the data, the results of the study concluded that there is a moderate level of burnout according to Maslach's standards for the burnout of the university professor, on the dimensions of emotional exhaustion and emotional blunting, and low on personal achievement. The results also indicated that there were significant differences in the level of psychological burnout on the dimension of emotional blunting and personal achievement in favor of females, and there were no statistically significant differences in the level of burnout according to the variable of professional experience.

KEYWORDS

Psychological Burnout, Burnout Level, University, University Professor, Professor

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Introduction:

University is among the significant social institutions which is pride of the nations. It is the torch and banner bearer of higher education as the top of the educational ladder, and the source of human thought and creativity at its highest scientific, literary and artistic levels. University as an organization also includes material elements such as buildings, equipment and libraries, and human elements such as administrators, students and professors. However, the position of university is linked to the position of its professors. Today, university's strength is measured by the high and low performance of its professors. (Radwan Bawab, 2015: 72) The message of education is noble due to the importance of its role in social and economic development in the civilizational progress, as its visibility cannot be highlighted unless we pay attention to the personality of the person in its charge who is the university professor, as he is the active element in the university educational process, and its main driver. This is with all his cognitive and emotional characteristics that qualify him to do them properly. Besides, whatever the level of curricula offered by the university, its equipment and laboratories, and the type of students, it cannot achieve its goals unless there is a qualified professor in teaching and research. (Bashir Maamaria, 2007: 98) The university professor is a teacher, researcher, thinker, supervisor of students' research, an active member in community service, a mentor and educator for students. (Basma bin Saleh, 2017: 36) he is the one who bears the tasks of scientific research, besides being an active member within the university teaching and management, he spends most of his time communicating with his students, working with them directly as an academic and scientific advisor, and practicing scientific research, which is a prerequisite for his promotion and presence at the university. (Bashir Maamaria, 2007:70)

Despite the awareness of the university professor position and his role in activating and achieving the goals of one of the most important institutional systems in the community, the reality that the university is experiencing today reflects a state of turmoil experienced by the latter, who faces many obstacles and difficulties inside and outside the university preventing him from fulfilling his role including the lack of educational and research means, insufficient training, temporal instability at work due to poor wages and scale

in the public office, problems of promotion, problems related to housing and the social position of the professor within the community (Basma Bensalah, 2017: 45). Moreover, the change in the university system to LMD requires the existence of a special type of university professor whose role differs from what they were familiar with previously. In light of these difficulties, it may make the profession of a university professor complicated and create a kind of occupational stress for him. As repeated exposure to occupational stresses results in negative effects such as chaos and confusion in the individual's life, inability to make decisions and a decrease in his behavior, his inability to interact with others, the emergence of symptoms of physical diseases, and other functional imbalances (Murad Khalasi, 2014: 24). In the professors' speeches, there are manifestations of grumbling and anxiety about the situation they are living in, which is often implicitly expressed, in a low voice, in his conversations with close colleagues, or in the backstage of the university. This is what led us to think that these demonstrations are possible to read, or to consider them as a translation of a frustrating situation (Abdul Nasser Sinani, 2012: 12). These pressures are reflected in the professor when he realizes his inability to meet the requirements of his profession and reach the specific goals, which constitutes a threat to himself and a high rate of negative emotions. As psychological changes put the professor under the pressure of psychological pressures that lead to physical and emotional exhaustion. Assaf (1996) stresses that psychological stress is not only negatively affect the professors from the personal and familial aspect, but also affect his scientific and academic production, as well as his relationship with his colleagues and students in their own institution. Burnout is a negative physical and psychological response to a high degree of stress and exhaustion to which the individual is exposed, as a result of the pressures he faces in his work that hinder him from performing his functions and tasks normally. (Murad Khalasi, 2014: 24-25)

Burnout has attracted the attention of many researchers due to its negative effects on the individual psychologically and behaviorally. Christina Maslach has confirmed on the one hand that Burnout occurs frequently among individuals who do humanitarian work, which affects the social profession more in particular. One of its most important aspects is the increased feeling of emotional exhaustion. With the latter and self resources, workers feel that they are no longer able to be at the required psychological level. (Christina, Maslach, 1981:99) On the other hand, Freudenberg (1974) considered it as a condition caused by the excessive use of energy and self-resources, which provokes a feeling of failure, exhaustion of ability and fatigue.

Burnout is an indicator of the disintegration between the individual and his occupation, according to Leiter & Maslach (1997), or in other words, it is everything that the individual does in his field of work and what he must do, in light of a group of stresses (values, conscience, dignity ambition) It is a disease that spreads gradually and continuously over time, until it reaches the burnt person to high levels of occupation instability, and to the formation of negative feelings about work, and everything related to the work environment: colleagues, clients, bosses. (Sabah Nasrawi, 2015: 38-40)

Maslach and Jackson (1981) concluded through their study that burnout appears in the form of a group of symptoms through three dimensions: emotional exhaustion, emotional blunting and lack of a sense of achievement. Maslach (1982) showed that burnout appears after exposure to pressure for a long time and the individual loses the ability to adapt to the situation. Besides, it can also lead to violent behaviors (Laila Maalouf, 2015: 26).

Furthermore, in several studies which dealt with burnout among professors and teachers, it was shown that the level of burnout varies from low to average to high. Moreover, comparative studies conducted by Duhos and Deheus & Dieckstra (1999) showed that the degree of burnout among teachers has a strong indication and that it is high compared to other professions of a social nature such as nursing and medicine. In light of this, the university professor faces many negative effects and physiological and psychological symptoms on his personality as a result of burnout, as stress contributes to about 80% of modern diseases such as heart attacks, blood pressure, digestive diseases, back pain and breathing problems. In Algeria, it was reported that about 5,500 teachers and professors suffer from permanent diseases mainly related to the nature of the profession they perform, which are summarized in their entirety in neurological and psychological diseases. (Mukhtar Abufrah, 2014: 83) Likewise, loss of interest in students, emotional blunting, lack of motivation, stereotypical work performance, loss of creativity, and other manifestations of burnout.

In the light of what we have seen, workers in general and teachers in particular are exposed to burnout of multiple sources and forms, according to the many tasks and difficulties that lead to killing creativity, weakening production, and impeding the achievement of goals. and perhaps pushing some university professors to migrate outside the country, in pursuit of improving material conditions, and providing the most suitable environment for teaching, research and experimentation. Given the importance of the subject, we decided to shed light on this study by asking the following main question: What is the level of burnout for a university professor ?

Sub questions:

- 1) Are there statistically significant differences in the level of burnout in its three dimensions for the university professor due to the variable of gender ?
- 2) Are there statistically significant differences in the level of burnout in its three dimensions for a university professor due to seniority in the profession (experience) ?

Study Hypotheses: In order to answer the previous questions, the following hypotheses were formulated:

Main hypothesis: The university professor suffers from high levels of burnout.

Sub-hypotheses:

- 1) There are statistically significant differences in the level of burnout in its three dimensions for the university professor due to the gender variable
- 2) There are statistically significant differences in the level of burnout in its three dimensions for a university professor due to seniority in the profession (experience)

- Study objectives : The current study endeavours to identify the extent of the phenomenon of burnout among university professors and their level of burnout, as well as to determine the differences in the arithmetic means in the level of burnout of the university professor according to the study variables, gender and professional experience.

- Study importance :

Theoretical importance: Despite the increasing interest in the issue of burnout at the global level, the need to study this phenomenon is necessary, as conducting such a study will add new to the world of knowledge in the field of psychology in all its disciplines. Besides, this study also gains its importance from its subject and through the essential role played by the university professor.

Applied importance: It lies in the fact that identifying the level of burnout to which professors of higher education are exposed would help in:

- 1) Better plan to improve the conditions of this category.
- 2) Develop appropriate and possible solutions to the sources and negatives of burnout.
- 3) Develop appropriate professional and psychological counseling programs that achieve adaptation and improve the quality of services provided by the university professor to the higher education family as a whole.

Procedural definition of terms:

University professor: It can be said that the university professor is the worker who performs the teaching process at university, regardless of their specializations and academic qualifications. Mohammed Hassanin also defines it as “the focus of the university education system in research, education, community service and participation in the comprehensive development.” Moreover, it is the backbone of the university’s progress , the key to every reform , the basis of every development, and on its efficiency and production depending on the success of the university.” (Radwan Bawab, 2015: 72)

Accordingly, a university professor is an active member of the educational process, holding a certain degree, either a master’s or a doctorate, and performs several roles and tasks inside and outside the university, including the transfer of knowledge and information to university students of various levels and specializations, which leads to the success or failure of university education and thus the prosperity or decline of society in various fields.

Burnout: is the degree obtained by the sample members on the burnout inventory. It refers to the internal psychological state that the individual feels as a result of work pressures and the excessive burdens placed on him. It is the individual's response to psychological stress and occupational pressures.

The term burnout was described for the first time in 1975 by the American psychologist Freudnberger (1926-1949) to refer to the responses of clinic workers who exhaust themselves in pursuit of difficult goals and is often observed among workers in social professions, including professors , doctors , psychologists and social workers.

Freudenberger (1974) defined it: “It is a state of emotional and physical exhaustion , due to the pressures that the individual has been exposed to, in addition to the individual’s inability to fulfill the requirements of the profession (Thair Ahmad Ghobari and others, 2015: 185).

As for the Apa Dictionary, it defines burnout, or as it is called psychological, physical or emotional burnout, accompanied by a decrease in motivation and performance for work and a negative image towards

oneself and others, as it results in high levels of stress and tension, especially physical one which is intense and long-lasting. (Gary Vandenbos, 2015: 150)

Although Freudenberger was the one who discovered the term burnout, it was Maslach who studied it in depth and specialized in it, and defined it as: “a reaction to work stresses and termed it “**burnout syndrome**”

Together with Jackson (1981-1986), they defined it as those psychological symptoms of emotional exhaustion, the development of negative attitudes towards work, and the lack of personal achievement. Moreover, they considered it a state of stress that afflicts the individual as a result of workloads that exceed his energy and which results in a range of psychological, physical and mental symptoms”

Dimensions of burnout: Through her study, Maslach concluded that burnout appears in the form of symptoms in the individual through three main dimensions:

- Emotional exhaustion, which means that workers who experience burnout have an increase in feelings of fatigue and emotional exhaustion.

- Depersonalization means that workers begin to build a negative attitude toward customers.

- Reduced Feeling of Accomplishment: It means the tendency of workers to evaluate themselves negatively. (Sabah Nasrawi, 2015: 39-40)

- **Burnout causes:** Al-Louzi indicated that each individual within the organization has a career path that ultimately constitutes his functional role behavior. It is considered one of the main sources of tension if the functional role is dominated by one of the following:

- Lack of clarity about the individual functional role.

- Role conflict: It appears when an individual performs an action that he does not want or is out of his control.

- Increased responsibility.

- The nature of interpersonal relationships within work environments.

- Lack of profession development. (Mortadaa Jabbar Al-Nouri, 2011: 90)

- **Symptoms and signs of burnout can be classified into four categories:**

- **Physiological symptoms:** include high blood pressure, back pain, and extreme exhaustion, so that the individual loses his enthusiasm and activity for work.

- **Cognitive and perceptual symptoms:** include the inability to focus and the cynical mood, as the individual turns from being a tolerant and understanding person to a stubborn person with rigid and hard-headed thinking.

- **Behavioral symptoms:** they begin with complaints about work, slow performance, dissatisfaction, low achievement, and leaving the profession.

Psychological symptoms: include the individual's tendency to a state of changes in his emotions, as these changes are negative and disturbing, the most severe are feelings of frustration, helplessness, despair, a feeling of fear, anxiety and isolation.

(Wathiq Omar Al-Tikriti and others, 2014: 38-39)

- **Research procedures :**

Research Methodology: Each research has its own method that is appropriate to its nature. The researchers used the descriptive approach to suit the nature of the study, in terms of achieving its objectives, verifying its hypotheses, and reaching accurate results, with the aim of revealing the level of burnout of the university professor in light of some variables (gender, professional experience).

- **Research Delimitations :** The study was determined by the following human - spatial - time determinants:

Human and spatial delimitations: The field study was conducted on a group of professors of higher education in the state of Constantine at the level of three universities (University Mentouri Constantine, High School of Professors Asia Djébar, Al Amir Abdelkader University).

Time delimitation : The study was conducted during February of the year 2020

Study sample: The sample was chosen randomly, which consisted of 34 university professors distributed over three universities in the state of Constantine. Table (1) shows the distribution of sample members according to the variables:

Table 1. Shows the distribution of sample members according to gender and professional experience

Variable	Feature	Frequencies	Percentage
Gender	Female	25	73.52%
	Male	9	26.47%
Professional experience	Less than 5 years	11	32.35%
	Between 6-10 and more	23	67.64%

The previous table shows the distribution of the study sample according to its variables, where the percentage of males reached 26.47%, while the one of females amounted to 73.52%, and with regard to the variable of professional experience, the percentage ranged for less than 5 years with 32.35% and between 6 and 10 years and more with 67.64%

Study tools:

Burnout Inventory : To achieve the study objectives, the researchers used the Maslash Burnout Inventory, which was created by Maslash in partnership with Susan E. Jackson to measure burnout among workers in the field of human and social services. The inventory consists of 22 items distributed on three axes. It asks the individual about his feelings about a set of behaviors related to his profession, the axes are divided as follows:

Emotional exhaustion includes (9) items - emotional blunting includes (5) items - Personal achievement includes (8) items.

Each statement of this inventory is responded to through seven alternatives, each one corresponds to a certain degree, as follows:

0 = never, 1 = several times a year, 2 = once a year, 3 = several times a month, 4 = once a week, 5 = several times a week, 6 = daily.

Burnout is considered low if the individual gets low scores on the first and second dimensions, and a high degree on the third dimension, however burnout is average when the individual gets medium grades on the three dimensions, while it is high if the individual gets high marks on the first and second dimensions. and low on the third dimension.

Table 2. Shows the distribution of the inventory items on the three dimensions of burnout

Dimension	Items distribution	Total
Emotional exhaustion	2,3,6,8,13,14,16,20,1	9 Items
Emotional blunting	22,15,11,10,5	5 Items
Personal achievement	21,19,18,17,12,9,7,4	8 Items

We relied on the Arabized Algerian version, which was translated and codified by "Nasraoui Sabah" and applied to the Algerian environment. The original version was Arabized by following the scientific steps of translation. In light of the translators' instructions, modifications were made, in which the Arabized version of the MBI-HSS was formulated. The latter was tested on a sample of 8 (professors in the three phases, a university professor, doctors and nurses). In order to ensure the clarity of the drafting and language of the items, in light of their observations, the amendment was made to reach the final, Arabized version of the inventory in order to legalize it, it was applied to a cluster sample of 2,251 that included: 924 teachers from the three levels (primary, intermediate, and secondary), 423 university education professors, and 904 doctors and nurses.

In order to estimate the validity of the degrees, the validity of the hypothesis was relied upon by applying the factor analysis method, where it was found that the items are saturated with each other, and after rotating these correlations between the items of the inventory using the orthogonat rotation, the Varimax method. It was concluded that the items are saturated on the same three factors that were mentioned in the original version (emotional exhaustion, emotional blunting, personal achievement), And for the reliability of the scores, the application method was used once and then the internal consistency coefficient was calculated, which was high and significant (0.84), as well as the split-half using the Guttman equation, which also resulted in an acceptable reliability coefficient of (0.88, 0.87).) for the two parts of the inventory with the total scale scores, and 0.95 between the two parts of the inventory (Sabah Nasrawi, 2015: 208-215).

New criteria for interpretation were derived for each dimension, as follows:

Table 3. Shows the explanatory criteria for each dimension

Dimesions	Interpretations of the Algerian version
emotional exhaustion	Total 15 or less: Low level of burnout
	Total between 16 and 18 inclusive: moderate level of burnout
	Total over 19: high level of burnout
emotional blunting	Total 8 or less: Low level of burnout
	Total between 9 and 22 inclusive: moderate level of burnout
	Total more than 23: high level of burnout
personal achievement	Total 14 or less: High level of burnout
	Total between 15 and 34 inclusive: average level of psychological burnout
	Total more than 35: Low level of burnout

(Sabah Nasrawi, 2017: 252)

- Statistical methods used: To deal with quantitative and qualitative data for the results of the study, the researchers used the Statistical Packages in Social Sciences (SPSS) program, where it used a set of the following statistical methods:

1) Arithmetic means, standard deviations, percentages and --frequencies: were used to describe the sample through quantitative and qualitative variables such as gender, years of experience, as well as the analysis of the first hypothesis related to identifying the level of burnout in the study sample.

Extracting measures of central tendency and measures of dispersion to understand the quantitative nature, distribution of data and the extent of their centralization, arithmetic means and double tables to calculate the estimates of members of the research community, as well as the standard deviation to determine the degree of dispersion in the respondents responses (Hafiane, & Khammar, 2025, p.12).

2) The T-test equation for the significance of the differences: This equation was used to test the partial hypotheses by studying the differences between the genders of the professors and to determine the difference in the experience variable of the professors.

- Results analysis :

Presentation and analysis of results.

The results of the general hypothesis: state that there is a high level of burnout among the university professor, and to verify its validity, the arithmetic mean was used , the following table shows that:

Table 4. Shows the level of burnout among the study sample

Dimension	Burnout level	Maslach Standards Algerian version	The mean score of the sample members
Emotional exhaustion	Low	Total less than 15	18.44
	Average	Total between 16 and 18	
	High	Total more than 19	
Emotional blunting	Low	Total 8 or less	15.17
	Average	Total 9 between and 22	
	Average	Total more than 23	
Personal achievement	Low	Total more than 35	35.44
	Average	Total between 15 and 34	
	High	Total of 14 or less	

The results in Table (4) indicate that the mean scores of the sample members on the dimensions of burnout are emotional exhaustion, emotional blunting and personal achievement, as the results state that there is an average level of burnout in each of the dimensions of emotional exhaustion with a percentage of 18.44 and emotional blunting B 15.17 and a low level in relation to the personal achievement dimension B 35.44, which is close to the average is also one degree difference between (low and average), this means that the level of burnout was moderate according to Maslach criteria for burnout. Thus, we reject the hypothesis that states that there is a high level of burnout among the university professor.

- **The results of the first sub - hypothesis:** which states that there are statistically significant differences in the levels of burnout in its three dimensions (emotional exhaustion, emotional blunting, personal achievement) due to the gender variable.

In order to test the validity of the hypothesis, we calculated a t-test, and the results were as shown in Table (5).

Table 5. The result of the t-test to examine the differences in the level of burnout according to the gender variable

Dimensions	Gender variable	Sample N	arithmetic mean	Standard deviation	Value T	Freedom degree	significance level
Emotional exhaustion	Male	8	15.6	12.21	-0.72	8.84	Not function
	Female	26	18.92	7.82			
Emotional blunting	Male	8	12.75	9.20	-1.14	32	function at 0.01
	Female	26	15.92	6.06			
Personal achievement	Male		31	12.14	-1.73	32	function at 0.01
	Female		36.96	7.14			

It is evident from Table (5) that there are no statistically significant differences at the level of significance (0.05) in the averages level of burnout of the university professor on the emotional exhaustion dimension, while the differences were statistically significant on the emotional blunting dimension, as the arithmetic mean of burnout among female professors was b 15.92 versus 12.75, and there are also differences on the personal achievement dimension of 36.96 in favor of females compared to 31 for university professors.

- **The results of the second partial hypothesis:** which states that there are statistically significant differences in the levels of burnout in its three dimensions: emotional exhaustion, emotional blunting, and personal achievement) due to the variable of professional experience.

In order to test the validity of the hypothesis, we calculated a t-test, and the results were as shown in Table (6).

Table 6. The result of the t-test to examine the differences in the level of burnout according to the variable of professional experience

Dimensions	Professional experience variable	Simple N	arithmetic mean	Standard deviation	Value T	Freedom degree	significance level
Emotional exhaustion	Less than 5 years	11	20	7.32	0.91	25.51	Not function
	Between 6 and 10 years and over	23	17.26	9.64			
Emotional blunting	Less than 5 years	11	15.36	6.28	0.11	22.84	Not function
	Between 6 and 10 years and over	23	15.09	7.32			

Dimensions	Professional experience variable	Simple N	arithmetic mean	Standard deviation	Value T	Freedom degree	significance level
Personal achievement	Less than 5 years	11	39.18	8.24	0.81	20.26	Not function
	Between 6 and 10 years and over	23	33.82	8.16			

It is clear from Table (6) that the differences in the level of burnout of the university professor, according to the variable of professional experience, are not statistically significant at the level of significance (0.05).

Discussing the results of the study:

Discussing the results related to the main hypothesis: It was as follows: “The university professor suffers from high levels of burnout.”

According to the results shown in Table (4), it was found that the university professor suffers from burnout at a moderate level in the dimensions of emotional exhaustion and emotional blunting, and a low level in the personal achievement dimension, i.e. a moderate level in general burnout. This moderation is due to the fact that the professor’s profession is one of the noblest and most honorable, as it is a humanitarian message despite the pressures the professor is exposed to and the lack of material and physical conditions necessary at work. However, the nature of this profession requires a lot of patience on their part so as to reach teaching efficiency and deal with students, presenting them with the best performance and efficiency they have, as well as dealing with the problems they face.

As this result agreed with many of the following studies: **Mahmoud Al-Salakhi**, who completed a study in revealing the levels of burnout among Islamic education teachers working in private schools, the study revealed that the level of burnout was moderate according to Maslach’s criteria for burnout. It also agreed with **Jarrar (2011)** and **Al-Rafei and Al-Qudah (2010)** who indicated a moderate level in the dimensions of emotional exhaustion and emotional blunting, and **Caton, Grossnickle, Cope, Long, and Mitchell (1998)** (Grossnickle, Cope, Long, & Mitchell, where the results of the study showed the presence of burnout among the sample members with a moderate degree on the two dimensions of emotional exhaustion and emotional blunting. In addition to the study of **Kamal Barzeq and Noura Namish (2018)** to reveal the level of burnout among educators of special needs. The study showed a moderate level of burnout. As for **Al-Dababsa (1993)**, it was found that the burnout of special education teachers in Jordan appears at a moderate degree. and **Irbidi (2012)** with a study aimed at identifying the level of burnout among a sample of the faculty at Qassim University where the degree of burnout among the sample members was medium. Besides **Al Jamali and Hassan (2003)** study aimed to reveal the levels of burnout among teachers of special needs and their training needs during service in the Sultanate of Oman, and the results indicated that teachers with special needs suffer from burnout to a moderate degree. As for the study of **Abu al-Qasim Saadallah**, the manifestations of the burnout syndrome as a response to work pressures as perceived by primary education teachers in the light of some variables, it was concluded that the study sample members have a moderate level of burnout, and the study of **Youssef Harb Muhammad Laouda (1998)** which concluded: The level of burnout among teachers was moderate.

Discussing the results related to the first sub-hypothesis:

There are statistically significant differences between males and females in the levels of burnout in its three dimensions: emotional exhaustion, emotional blunting, and personal achievement.

Table (5) showed that there were no statistically significant differences at the level of significance (0.05) in the averages level of burnout of the university professor on the emotional exhaustion dimension due to the gender variable, while the differences were statistically significant on the dimension of emotional blunting and after personal achievement between males and females. and in favor of females, in the sense that the levels of burnout in these two dimensions are higher for a university professor, this is due to the fact that the teaching profession is stressful, especially when it coincides with the responsibilities that a university professor has inside the university and at home, in addition to the lack of access to basic needs at work. This study partially agrees with **Al-Dababasa (1993)**, who indicated that most of the differences appeared on the emotional exhaustion dimension due to the gender variable and in favor of males. Burnout among Islamic education

teachers, on the dimensions of emotional blunting and lack of sense of achievement due to the gender variable, while the differences were statistically significant on the emotional exhaustion dimension between males and females and in favor of males.

Discussing the results related to the second sub-hypothesis:

There are statistically significant differences in the levels of burnout in its three dimensions: emotional exhaustion, emotional blunting, and personal achievement due to the variable of professional experience.

The hypothesis was rejected because it was not fulfilled. It is clear from Table (6) that the differences in the level of burnout of the university professor, according to the variable of professional experience, are not statistically significant at the level of significance (0.05), That is, professional experience is not a factor among the factors that can lead to a difference in the degree of burnout. This result can be explained by the fact that the teaching profession requires the same duties and responsibilities, such as preparing the lesson, correcting exams and other duties, meaning that they are equally prone to problems regardless of the difference in professional experience. However, this result is consistent with the following studies: The results of the study of **Al-Rafi'i and Al-Qudah (2010)** burnout among a faculty member at Teachers College, where the results of the study did not show significant differences in the level of burnout in the field of teaching experience. Furthermore, **Abu al-Qasim Saadallah's** study of the manifestations of burnout syndrome as a response to work pressures as perceived by primary education teachers, it was concluded that there are no statistically significant differences in the level of burnout due to professional experience, and **Farah (2001)** study showed that there were no statistically significant differences for the variable years of experience, and **Bouguerra** study, where the results showed that there were no statistically significant differences in the degree of burnout in the years of experience. Also the study of **Abdeen (2011)** also, which revealed that there are no statistically significant differences in the level of burnout in the variable of professional experience, as well as the study of **De Vito (2009)** as well, as this study contradicts the study of **Billingsley & Singh (1996)**, where the results of their study indicated that teachers with long years of experience are less exposed to psychological pressure, whereas the study of **Sari (2004)**, which found that there are statistically significant differences in the dimension of emotional exhaustion and in favor of teachers with more teaching experience.

Conclusion: The problem of burnout is a widespread phenomenon in all professions, this is what makes it with great effects if it is not dealt with appropriately and prevented. Besides, it has been shown through our current study that the university professor suffers from a moderate level of burnout, because teaching is the mother profession, as it precedes other professions in the formation of individuals in all disciplines. Therefore, the bearer of this message must be characterized by a measure of humanity, a living conscience, physical and psychological energy, and emotional balance.

Recommendations: In light of the results of the study, the researchers recommend the following:

- Providing a decent and respectable life for the university professor, whether it is related to employment or material and scientific encouragement, so that he does not fall prey to their personal problems that hinder them from performing their work to the fullest, thus burnout.
- Providing an appropriate university climate that encourages practicing the profession through continuous training programs for professors, and providing the necessary teaching aids, renewing curricula, scientific references, and providing financial credits to support scientific research.

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