

The concept of the physical self and its relationship to psychological combustion among teachers of physical education and sports A field study of some secondary schools in the Chlef city

GHEZALI ABDELKADER^{1*}, IDREMOUCHE ABDELAZIZ², MOKHTARI ABDELHAMID³

¹ U Hassiba Benbouali Chlef (Algeria) a.ghezali@univ-chlef.dz

² U Hassiba Benbouali Chlef (Algeria) a.idrenmouche@univ-chlef.dz

³ U Hassiba Benbouali Chlef (Algeria) a.mokhtari@univ-chlef.dz

Submission Date 02/12/2021 Acceptance date 23/09/2022 Published date 25/01/2023

Abstract:

The study aims to identify the relationship between physical self-concept and psychological burnout among teachers of physical education and sports in the secondary stage in the state of Chlef. In addition to determining their level of psychological burnout, for this purpose we used the descriptive approach due to its suitability to the nature of this study on a sample of fifty (50) teachers from Chlef high schools who were randomly selected, To collect the data, we used a Tennessee Self-Concept Scale, Burnout Scale, After collecting the results and treating them statistically, it was concluded that there is a statistically significant inverse correlation between the physical self-concept and the level of psychological burnout among teachers of physical education and sports in the secondary phase of the state of Chlef, In addition to having a low level of psychological burnout.

Keywords: - physical self-concept - Psychological Burnout - Teachers of physical education and sports

ملخص:

تهدف الدراسة الى التعرف على العلاقة الموجودة بين مفهوم الذات البدنية والاحتراق النفسي لدى أساتذة التربية البدنية والرياضية في الطور الثانوي لولاية الشلف، بالإضافة الى تحديد مستوى الاحتراق النفسي لديهم، ولهذا الغرض استخدمنا المنهج الوصفي نظراً لملائمته طبيعة هذه الدراسة على عينة مكونة من خمسون (50) استاذاً من ثانويات الشلف تم اختيارها بشكل عشوائي، وجمع البيانات استخدمنا مقياس تنسي لمفهوم الذات، ومقياس الاحتراق النفسي، بعد جمع النتائج ومعالجتها احصائياً تم التوصل الى أنه هناك علاقة ارتباطية عكسية دالة احصائياً بين مفهوم الذات البدنية ومستوى الاحتراق النفسي لدى أساتذة التربية البدنية والرياضية في الطور الثانوي لولاية الشلف، بالإضافة الى وجود مستوى متدني من الاحتراق النفسي لديهم.

الكلمات المفتاحية: مفهوم الذات البدنية، الاحتراق النفسي، أساتذة التربية البدنية والرياضية.

* GHEZALI ABDELKADER.

1. INTRODUCTION AND RESERCH PROBLEM:

It is certain that each individual has a general awareness of his personality and a more specific awareness related to his self-esteem in relation to those around him. With the interaction that exists between the various members of society, the evaluation that others place on individuals and their awareness of them may fundamentally affect their professional achievement. It is also one of the most important problems that are given by workers in the field of education and psychology. From this perspective, our study came within the mathematical psychological research that is concerned with the psychological aspects of the professor and their repercussions on the aspects of his personality, due to the role that the self plays in everyday situations and its relationship to the social reality in which we live.

The subject of the self is of great importance in the study of personality in particular and the field of psychology in general. Where there are many opinions and differing currents interested in self-study, Each of them tried to paint the subject in a tint according to the nature of the philosophy it adopted. As the subject of the self has become a topic of discussion among many thinkers who talk sometimes about the soul and at other times about the self, such as John Locke and Immanuel Kant, Then James William added another, more extensive and comprehensive pattern that transcends the organic aspect, which he called the extended self. With this good proposition, William James has given way to many theories revolving around the concept of self. **(Qahtan , 2004, p. 23)**. One of the most important needs is the need to feel an appreciation of the physical self-concept. As the teacher enjoys high self-confidence, he is able to set goals for himself that are commensurate with his abilities. The teacher's possession of self-confidence makes him feel his strength and is more effective in correcting his mistakes.

Psychological burnout is a relatively recent concept. It was found through studies conducted on workers in various professional jobs such as teaching, medicine and other social professions that there is a state of emotional, physical and muscular exhaustion that may occur as a result of the burdens and requirements that the nature of these professions produce. He called this situation that occurs as a result of these burdens and requirements psychological burnout. **(Mohammed , 1998, p. 47)**

Psychological burnout is at the top of psychological pressures. Where the individual reaches the heights of personal and physical exhaustion and severe psychological suffering, Psychological burnout affects individuals who are committed and devoted in their work more than others. As a result, the individual suffers constant fatigue. The emergence of headaches, lack of sleep, frequent use of drugs, and underestimation of self-worth, Negative changes in

the level of thinking and behavior in practical and life fields. **(Al-Fayoumi , 2005)**

The phenomenon of psychological burnout has aroused great interest in psychological studies over recent years. This is due to the negative effects it causes, leading to poor compatibility. Where workers are exposed to some conditions that they cannot control, This prevents them from performing their role effectively. Which contributes to their sense of inability to perform the tasks required of them , at the level expected of them by administrators and decision-makers, And this feeling of helplessness with exhaustion of effort leads them to a state of exhaustion on the emotional and psychological level. **(Nawal , 2008, p. 10)**

Existentialist theory focuses on its explanation of psychological burnout. On the lack of meaning of life, when a person loses the meaning and meaning of his life, He suffers from a kind of existential emptiness, which makes him feel the insignificance of his life, It deprives him of the appreciation that encourages him to continue his life, so he does not achieve his goals, which exposes him to psychological burnout. Therefore, the relationship between psychological burnout and lack of sense of the meaning of life is a reciprocal relationship.As psychological burnout leads to a loss of meaning, enjoyment, and compatibility with an individual's life. Also, losing the meaning of life can lead to psychological burnout. **(Salah Eddin & Zainab , 2011, pp. 11-68)**

Psychologists have also unanimously agreed on the great importance of sports practice in alleviating these pressures on individuals of different ages. Therefore, the physical education and sports class is considered to have a great impact in revitalizing the body, maintaining mental and physical health, serving the personal dimension and raising it in the social environment. Because of its positive roles in the processes of recreation and catharsis to get away from sources of tension and psychological pressure . **(Ossama , 1999, p. 15)** In order for the physical education and sports class to achieve these lofty goals, its teacher must have all the mental, mental and physical health, away from the psychological pressures that negatively affect his return and the goals of the physical education and sports class. Because he is the cornerstone of this process, through the role entrusted to him and the burdens placed upon him.

This phenomenon has attracted the attention of researchers in recent years. Many studies have dealt with it, and the issue of psychological burnout for workers has become the subject of research and discussion. Especially after it was noticed that a large number of workers leave their professions and turn to other businesses, We find, for example, the study of (Butler and Constantin 2005) Which aimed to reveal the relationship between self-esteem and psychological burnout according to the variables (gender, geographical area and experience in the profession), On a sample consisting of (533) school

counsellors, using the self-esteem scale and the burnout scale, The results showed that high levels of self-esteem are associated with a low level of burnout. The results also showed that counselors with experience (20) years or more showed a high level of psychological burnout.

Through this, it can be said that the phenomenon of psychological burnout has multiple effects on members of the school community in general and on the teacher in particular. Therefore, the study of this phenomenon may contribute to improving the psychological conditions of the professor and increasing his compatibility with those around him, especially as he represents an effective and influential member in the educational process. Therefore, the improvement of conditions in the school community, in turn, is reflected in the entire community. The study of the phenomenon of psychological burnout is a very important matter that benefits the teacher, the learner, and the educational process. Where it is possible to avoid its negative effects and help the professor to enjoy a relatively stable mental health, Accordingly, improving his relations with those around him, psychological burnout is considered a state of exhaustion and fatigue in situations accompanied by high personal expectations related to the performance of the individual. So that the professor loses control over the course of his professional affairs and may lead him to helplessness and an inferior view of himself, unwillingness to work and regret for choosing this profession. While education is seen as the axis of progress and the cornerstone of every development and reform, when we talk about it (education), we are talking about the professor of physical education and sports, where he plays an important role in developing the main characteristics of the student just like teachers of other educational subjects. Therefore, the teacher must have every aspect of mental health so that he can perform the role entrusted to him, and be able to provide all the requirements that ensure the optimal achievement of the embodiment of educational goals. Hence, our study came within the psychological and sports research that searches for the professor's psychological health, by searching for the reflections of the concept of the physical self on the phenomenon of psychological combustion and its levels among teachers of physical education and sports. On this basis, the general question of our study is as follows:

- Is there a correlation between physical self-concept and psychological burnout among teachers of physical education and sports in the secondary stage?

Partial questions fall under this question:

- Is there a correlation between physical self-concept and emotional stress among teachers of physical education and sports in the secondary stage?
- Is there a correlation between the concept of physical self and the dulling of

feelings among teachers of physical education and sports in the secondary stage?

- Is there a correlation between the concept of physical self and the lack of a sense of achievement among teachers of physical education and sports in the secondary stage?

1.1. STUDY HYPOTHESES:

- There is a direct correlation between physical self-concept and psychological burnout among teachers of physical education and sports in the secondary stage.

PARTIAL HYPOTHESES:

- There is a direct correlation between physical self-concept and emotional stress among physical education teachers in the secondary stage.
- There is a direct correlation between the concept of physical self and the dulling of feelings among teachers of physical education and sports in the secondary stage.
- There is a direct correlation between the concept of physical self and the lack of sense of achievement among teachers of physical education and sports in the secondary stage.

1.2. RESEARCH AIMS:

- Revealing the relationship between physical self-concept and emotional stress among teachers of physical education and sports in the secondary stage.
- Revealing the relationship between the physical self-concept and the dulling of feelings among teachers of physical education and sports in the secondary stage.
- Revealing the relationship between the physical self-concept and the lack of a sense of achievement among teachers of physical education and sports in the secondary stage.
- Knowing the relationship between the physical self-concept and the dimensions of psychological burnout among secondary education teachers.
- Attempting to raise this issue with researchers in order to address it and research more from several aspects.

1.3 . RESEARCH IMPORTANCE:

- Knowing the level of each of the physical self-concept and psychological burnout among teachers of physical education and sports in the secondary stage.
- Determining the nature of the physical self-concept for teachers of physical education and sports in the secondary stage.
- Presenting a new addition to the study of the concept of physical self and psychological combustion.
- Benefiting from the results of the current study in reducing the phenomenon of psychological burnout among workers in educational institutions in general

and teachers in particular.

1.4 . DEFINE TERMS:

*** The concept of the physical self:**

Mr. Ghoneim defines it as the idea that an individual forms about himself, including the psychological, social, moral and emotional aspects that he forms about himself through his contact with others. The self is one of the individual's self-coordinated ideas that define his dimensions and from the various elements of his inner and outer being. (Rawya , 1996, p. 18)

- Procedural definition:

It is an organized cognitive formation that is manifested in the professor's self-defining ideas from various elements of his internal and external being. These elements include the perceptions and perceptions that determine the characteristics of the self.

*** Psychological Burnout:**

Perelman and Hartmann define it as the response to chronic emotional exhaustion on three main dimensions: psychological and emotional stress, fluctuating work productivity, and automatic and dry dealing with beneficiaries. (Mohammed A. , 1995, pp. 345-375)

It is defined as a state of emotional and physical exhaustion due to the pressures that the individual is exposed to, that is, it refers to negative changes in relationships and attitudes on the part of the individual towards others, due to the excessive emotional and psychological requirements. (Al-Mansi , 2008, p. 115)

Osama Ratib Kamel mentioned that he responds to pressures characterized by mental and emotional exhaustion and becomes unable to bear the pressures. (Ossama , 1997, p. 13)

- Procedural definition:

It is an emotional and mental exhaustion that occurs as a result of the accumulation of a group of pressures that the teacher is unable to bear. It appears in the form of a group of negative reflexive actions as a natural response to a group of psychological situations that he faces during the lesson.

*** Professor of physical education and sports:**

He is the owner of the basic and effective role in the learning and teaching process, as he is responsible for choosing the appropriate activities for students in the physical education and sports lesson and outside it, Thanks to him, educational and pedagogical goals are achieved, translated and applied on the ground. (Amin , 2007, p. 30)

- Procedural definition:

The professor of physical education and sports plays an important and vital role, and is effective in the educational process, He has the main role in

the process of education, guidance and direction, as he is responsible for choosing the appropriate activities for students in the lesson of physical education and sports. Through which you can achieve educational and educational goals and apply them in the field.

1.5 . PREVIOUS STUDIES:

- **Banouh Fatima** study 2018 entitled “The Impact of Physical Self-Awareness on the Practical Achievement of Students at Akli Mohand Olhaj University Bouira, Algeria, The study aimed to identify the impact of physical self-awareness on the practical achievement of students of the Institute of Science and Technology of Physical and Sports Activities in Bouira. The study was conducted on a random sample of 46 students who were selected from the original population of 307 students. That is, with an estimated rate of 14.98%, The two researchers used the descriptive approach and the physical self-perception scale as a tool for the study, and the SPSS program was used to analyze the results of the study. It concluded that the students' physical self-esteem level is high, in addition to the existence of a correlation between the components of the physical self and the students' practical achievement. **(Banouh , 2018)**

- **Medauri Yamina** study 2014 entitled Psychological Burnout and its Relationship to Personality Patterns and the Nature of Professional Practices, The study aimed to investigate the existence of a correlation between psychological burnout and each of the personality types. Coping methods, as well as the impact of some demographic and occupational variables on psychological burnout.

This study reached the following results:

- There is a statistically significant correlation between the degrees of psychological combustion and its dimensions and the degrees and dimensions of confrontation methods, with the failure to achieve this relationship between the methods of seeking help and psychological combustion.

- There are no statistically significant differences for levels of psychological burnout according to gender, marital status, and educational level.

- The impact of the levels of assessment of professional performance variables on psychological burnout in its dimensions and on the demographic and occupational study variables. **(Medauri , 2014)**

- **Mohammed's study 1997** entitled The Impact of Some Personality Traits on the Degree of Psychological Burnout in Jordan, The study aimed to identify the effect of some personality traits represented in gender, duration and experience on the degree of psychological burnout of teachers. In addition to identifying the extent to which these variables contribute to predicting the degree of their psychological burnout, using means, standard deviations, and a t-test. The results concluded that:

- Teachers and teachers with less experience are the most burning groups.
- There are no significant differences between male and female teachers with more experience.
- Teachers with the lowest degree of care are more eager than their peers who are more careful.
- There is a negative and significant relationship between psychological burnout and each of the independent variables separately, except for the relationship between psychological burnout and the gender variable. **(Badran , 1997)**
- **Huges study 1987** titled the concept of the physical self and its relationship to the psychological burnout of workers, Which aims to reveal the relationship between the concept of physical self and psychological burnout among workers, Where it was found that workers who have a high positive concept feel that they are competent in the work of specialists, They deal better with the consequences of stress, perceive themselves as less psychologically professional than others, more satisfied with colleagues and supervisors, and more attached to a strong sense of personal accomplishment.
- **Gold's study 1985** entitled the relationship between the academic self and burnout among a sample of novice teachers, Which aimed to verify the correlative validity of the dimensions of the academic self-concept, which are the level of ambition, anxiety, satisfaction, academic interest and the level of initial leadership. And the extent to which its scores are related to each of the dimensions of Maslash's list of psychological burnout, which is represented by emotional exhaustion, Loss of ego, personal achievement in terms of frequency and intensity. It also aims to find out whether some demographic variables and some personality variables contribute to the feeling of burnout.

The study reached the following results:

- There is a significant correlation between the degrees of academic self-concept dimensions and the degrees of the three dimensions of Maslash's Burnout List.
- Teachers who scored high on the Academic Self-Concept Test scored low on the burnout subscales.

2. METHODS:

2.1 . The approach followed:

The study used the descriptive associative method, which depends on the study of the phenomenon as it exists in reality, It is important as an accurate description, and explains its characteristics by collecting, analyzing and interpreting information.

2.2 . The study sample:

The research sample includes 152 teachers from 64 secondary schools in

the state of Chlef for the academic year 12021/2020, who were randomly selected as shown in the following table:

Table 01: represents the sample distribution of physical education and sports teachers in the secondary stage.

high schools	Professors		Total
	male	female	
64	105	47	152

2.3 . fields of study:

* time domain:

It started in mid-September 2021 until November 2021, and the physical self-concept and psychological burnout scales were distributed, after which the results were analyzed and interpreted.

* spatial domain:

The research was conducted in educational institutions for the secondary stage in the Chlef city.

2.4 . Study tools:

We decided to use the following tools, as required by the study.

* Physical Self-Concept Scale:

Developed by William Fitts, translated and adapted to the Arabic environment by Safwat Faraj and Suhair Kamel Ahmed, and his Arabic image was prepared by Muhammad Hassan Allawi and Muhammad Al-Arabi Shamoun 1996, This scale consists of 100 phrases that include self-descriptions that the examinee uses to draw a self-portrait of himself. The scale is applied to those examined, and it is used by students from the age of 12 years and over.

* Developed Burnout Scale:

For the purpose of psychological burnout, researchers relied on the Arabized image of the Maslash Scale of Burnout, which was prepared by Maslash and Susan Jackson in 1981, It is known by the abbreviation MBI, which consists of 22 items related to the individual's sense of his profession, divided into three main sections:

- Emotional stress. -Feeling sag. - Lack of a sense of personal accomplishment.

3. RUSELTS:

3.1 . Presentation, analysis and discussion of the results:

* Presentation and analysis of the results of the first hypothesis:

The first hypothesis states that there is a correlation between the concept of physical self and after emotional stress among teachers of physical education and sports in the secondary stage in the state of Chlef, To verify it, the Pearson coefficient was calculated between the physical self-concept and after the emotional stress of burnout, as it is in the following table:

Table 02: The Pearson correlation coefficient between physical self-concept and emotional stress after burnout among teachers of physical education and sports in the secondary stage in Chlef.

Statistical data dimension	The value of the Pearson correlation coefficient (R)		degree of freedom	Indication level
	calculated	scheduled		
physical self concept	0,432**	0,23	150	0,01
emotional stress				

Analysis:

Through our observation of the results of Table No. 02, it turns out that the value of the calculated correlation coefficient between physical self-concept and emotional stress, estimated at 0.432**, is greater than the value of the scheduled correlation coefficient estimated at 0.23, Which indicates that there is a statistically significant correlation between physical self-concept and emotional stress at the significance level 0.01 and at the degree of freedom 150. We also note that the correlation is direct in the positive direction. From it, we conclude that there is a direct correlation between the concept of physical self and emotional stress among teachers of physical education and sports in the secondary stage in Chlef.

*** Presentation and analysis of the results of the second hypothesis:**

The second hypothesis states that there is a correlation between the physical self-concept and the feelings of dulling among teachers of physical education and sports in the secondary stage in the state of Chlef. To verify it, the Pearson coefficient was calculated between the concept of the physical self and after feelings of dulling of psychological burnout, as it is in the following table:

Table 03: Represents the relationship between the physical self-concept and the emotional burnout after physical education and sports teachers in the secondary stage in Chlef.

Statistical data dimension	The value of the Pearson correlation coefficient (R)		degree of freedom	Indication level
	calculated	scheduled		
physical self concept	0,762**	0,23	150	0,01
dull feelings				

Analysis:

Through our observation of the results of Table No. 03, it turns out that the value of the calculated correlation coefficient between the physical self-concept and the dulling of feelings, estimated at 0.762**, is greater than the value of the scheduled correlation coefficient estimated at 0.23, Which indicates that there is a statistically significant correlation between the physical self-concept and the dulling of feelings at the significance level of 0.01 and at the degree of freedom of 150. We also note that the correlation is direct in the positive direction. From it, we conclude that there is a direct correlation between the concept of physical self and the dulling of feelings among teachers of physical education and sports in the secondary stage in Chlef.

*** Presentation and analysis of the results of the third hypothesis:**

The second hypothesis states that there is a correlation between the concept of the physical self and the lack of a sense of achievement among teachers of physical education and sports in the secondary phase of the state of Chlef. To verify it, the Pearson coefficient was calculated between the concept of the physical self and after the lack of a sense of achievement for psychological burnout, as it is in the following table:

Table 04: Represents the relationship between the physical self-concept and the lack of a sense of achievement for psychological burnout among teachers of physical education and sports in the secondary stage in Chlef.

Statistical data dimension	The value of the Pearson correlation coefficient (R)		degree of freedom	Indication level
	calculated	scheduled		
physical self concept	-0,631**	0,23	150	0,01
Lack of sense of accomplishment				

Analysis:

Through our observation of the results of Table No. 04, it turns out that the value of the calculated correlation coefficient between the physical self-concept and the dulling of feelings, estimated at -0.631**, is greater than the value of the scheduled correlation coefficient estimated at 0.23, Which indicates that there is a statistically significant correlation between the physical self-concept and the lack of sense of achievement among teachers, at the significance level of 0.01 and at the degree of freedom of 150. We also note that the correlation is inverse in the negative direction. From it, we conclude that there is an inverse correlation between the concept of physical self and the lack of sense of achievement among teachers of physical education and sports in the secondary stage in Chlef.

4. DISCUSSION:

4.1 . Comparing the results with the hypotheses:

*** Discussing the first hypothesis:**

Through Table N° (02), it is clear that there is a statistically significant correlation between the concept of the physical self and the first dimension of psychological burnout, emotional stress among teachers of physical education and sports in the secondary phase of the Chlef city. As it turns out to us that the degree of psychological burnout is low for teachers who accept themselves and have a positive concept of physical self. which found a significant correlation between the degrees of the dimensions of the academic self-concept and the degrees of the three dimensions of Maslach of burnout, It also found that teachers who scored high on the academic self-concept test had low scores on the burnout subscales. Our study also agrees with the study of Hughes (1987), which concluded that workers who have a high positive concept feel that they are competent in the work of specialists, They deal better with the consequences of stress, perceive themselves as less psychologically professional than others, more satisfied with colleagues and supervisors, and more attached to a strong sense of personal accomplishment. This is what Maslach indicates that emotional stress leads to the exhaustion of the working individual's strength and energy and his inability to give as before. With a sense of increased work requirements, tension and stress appear on him and he feels withdrawn and defeated and cannot continue because his energy is exhausted and he is unable to provide the help that others ask of him, He begins to reduce his interference in professional activities and reduce his contact with those who work with him in order to adapt to the emotional stress he suffers. And "Arnold and others" explain that when the individual goes through a period of severe stress, his means of adaptation collapse and he reaches the stage of exhaustion, Or what was achieved in the stage of psychological combustion, and it appears from the above that the pressures of work are the logical beginning of psychological combustion, Where the stages of work stress begin with the sources and causes that lead to it, which causes stress to individuals in terms of cognitive, physical and behavioral aspects, and if this stress continues for a longer period, it leads to psychological burnout. (Jamali , 2003, pp. 151-211)

*** Discussing the second hypothesis:**

Through Table N° (03), it was shown that there is a direct, statistically significant correlation between the physical self-concept and after the dulling of feelings of psychological burnout among teachers of physical education and sports in the secondary phase of the Chlef city. And that the individual's self-esteem controls the degree of psychological combustion he has, that is, when his estimation is negative, the degree of burnout is great.

Which agrees with the study of Mohammed Badran (1997), which states that professors with less experience are more vulnerable to psychological burnout. and those who are less careful in their work and in communicating information, And he showed us that there was a negative relationship between psychological burnout and the concept of physical self, meaning that the least anxious are those who have a negative self concept and thus have a great psychological burnout. While those who have a positive self-concept are highly experienced, as the positive self-concept affects their low level of burnout for their work. **(Badran , 1997)**

It also agrees with the study of Medauri Yamina (2014), which states that there is a statistically significant correlation between the degrees of psychological burnout and its dimensions and the degrees and dimensions of confrontation methods, With the failure to achieve this relationship between methods of seeking help and psychological burnout, and the impact of levels of assessment of professional performance variables on psychological burnout in its dimensions and on the demographic and professional study variables. **(Medauri , 2014)**

Among the theories that confirmed this relationship, we find the psychoanalytic theory, which believes that psychological combustion is an internal state, like anxiety and anger. So it is caused by environmental factors, And if these factors are controlled, it is easy to control psychological combustion. Therefore, if a person perceives positively, a positive concept of self is generated in him towards the situation that necessarily leads him to a state of contentment and high morale, and positive adaptation to it. Thus, all tension and all symptoms of burning decrease for him, but if his awareness of the situation is negative, he generates a negative self-concept, which leads to the emergence of symptoms of psychological burnout.

Maslach and pines explain that this dimension (the dullness of feelings) makes the individual feel that he is negative and strict, so he has negative attitudes towards those with whom he works, These trends may sometimes take the form of sarcasm and irony, and as these trends develop, the working individual becomes unresponsive to people's needs. As well as showing an imbalance in his mood, the individual prefers isolation while continuing his negative feeling towards others, He also feels remorse and guilt over the way he treats others, and this feeling adds another burden to the burnout process. **(Pines & Maslach, 1976)**

*** Discussing the third hypothesis:**

The results of Table N° 04 also show us that there is a statistically significant inverse correlation to the concept of physical self and after the lack of a sense of achievement for psychological burnout among teachers of physical education and sports for the secondary stage in the Chlef city, This

indicates that when the professor loses enthusiasm for achievement and feels that he is no longer competent in the work, he develops a feeling of lack of value, frustration and unwillingness to achieve. This is consistent with the results of the study of Arbaoui Sahnoun (2008), which states that teachers of physical education and sports for secondary education in some states of western Algeria face professional pressures that negatively affect their professional returns. They are also dissatisfied functionally in their careers in general. **(Arbawi , 2008)**

Maslach (1982) explained that the feeling of lack of achievement occurs when workers feel that they cannot provide the required assistance, and consider themselves unworthy of the job, and see that their contribution is small and their role is not important, and they develop a sense of worthlessness and frustration. This prevents people from doing their jobs. We refer here to Perlman 1982 and Hartman, who, in their study on the phenomenon of psychological burnout, reached the same results in the dimensions referred to by Mashlas, Especially those related to the methodology of communicating with others through work, in addition to the low performance and poor production of those who were exposed to psychological burnout. **(Tahaina , 1995)**

4 .2 . General conclusion:

We have dealt in this research with the study and analysis of a very important psychological phenomenon in the aspects of life and sports for the individual, The concept of the physical self as a psychological state that results from the perceptions that the individual holds about himself and forms about himself. For this reason, we assumed that the concept of the physical self affects psychologically on the personality of the teacher and his ability to control his emotions and behavior.

Through our study of the subject of the concept of the physical self and the extent of the importance of physical and sports activities, we tried to know the impact of the concept of the physical self and its ability on the personality of the teacher, and thus avoiding the symptoms of what has become called psychological burnout. The internal and external pressures that the professor is exposed to lead to physical and emotional exhaustion, and he suffers psychological combustion in light of the obstacles that prevent him from fully carrying out his professional mission, causing him frustration and weak motivation. To infer further, we collected the data and results in order for us to know the relationship between the research variables, in which we discussed the relationship between the concept of the physical self and the dimensions of psychological burnout, so we reached the following:

- There is a direct, statistically significant relationship between the

physical self-concept of teachers of physical education and sports for the secondary stage and after the emotional stress of burnout, which confirms the first hypothesis.

- There is a direct, statistically significant relationship between the physical self-concept of teachers of physical education and sports for the secondary stage and after feelings of dulling of psychological burnout, which confirms the second hypothesis.

- There is a statistically significant inverse relationship between the physical self-concept of teachers of physical education and sports for the secondary stage and after the lack of a sense of achievement for psychological burnout, which did not confirm the third hypothesis.

We also conclude that the individual's positive self-esteem makes him less susceptible to the phenomenon of burnout, and this reinforces a high self-concept in order to deal with stressful situations.

5 . Conclusion:

The phenomenon of psychological burnout is one of the most important phenomena that appear in the field of education, and the teaching profession is one of these fields. As the professor is one of the most workers in this field subject to psychological burnout, and in the sports field, the teaching profession suffers from many and multiple pressures like others, which lead most of them to psychological burnout, The many difficulties it faces at the present time, such as the lack of security and safety and the deterioration of social, economic and psychological conditions, make the teaching profession a difficult matter and a path to a kind of frustration and dissatisfaction with the profession, as well as the negative view of society towards workers in the field of sports, All of this would negatively affect the degree of interaction of the teacher and the student with the teacher. For this reason, we conducted our modest research, through which we wanted to show the relationship between the concept of the physical self and the dimensions of psychological burnout among teachers of physical education and sports for the secondary stage in the Chlef city.

The great psychological pressures of physical education and sports teachers are often the result of questioning his integrity, not to mention unjustified criticism and attack.

All of these factors make the teachers' performance not only related to physical factors, but also psychological factors that vary in intensity and types, and their accumulation may lead to physical and psychological abuse that affects his physical and psychological capabilities in general. Especially if he is without a true awareness of himself and his ability to control his emotions or the ability to make decisions and assume responsibility, And through the results reached, which proved the direct relationship between the levels of the concept

of physical self and the dimensions of psychological combustion, because the higher the self-concept of teachers, the lower the degree of response to psychological combustion and vice versa.

The researchers concluded that teaching is a difficult profession in which the professor bears heavy burdens and many troubles that must have a strong, balanced and flexible personality. These findings also open new horizons for future research in this fertile field, as the indicative relationship between the professor's physical self-concept and the role of that in facing psychological stress and away from the manifestations and symptoms of psychological burnout needs.

Perhaps the best impact that the researcher leaves when conducting his research topic is to leave the field open for research and to suggest some points that contribute to the service of scientific research and support it. In order to address the issue in all its dimensions, we suggest the following:

- * Attention to the issue of the concept of the physical self among teachers of physical education and sports through the development of psychological mechanisms and programs to raise the level of the concept of the physical self while creating the appropriate atmosphere to achieve this goal.

- * Using administrative methods that encourage the formation of a positive and elevated concept.

- * Work to improve the professional conditions of teachers.

- * Focusing on the psychological aspects of the professors with the physical aspects during promotion tests or during scientific seminars.

- * Paying attention to the material and moral support of the professor, because the individual's satisfaction with his profession is the first stage of his professional achievement, and then avoiding burnout.

- * Do other studies dealing with the relationship between the concept of physical self and psychological burnout in other sports fields.

6 . LIST OF REFERENCES:

- Mohammed , H. (1998). *سيكولوجية الاحتراق النفسي للاعب والمدرّب الرياضي* (éd. 01). Cahira Egypt: Markaz alkiteb llnachr.
- Nawal , O.-Z. (2008). *الاحتراق النفسي وعلاقته ببعض سمات الشخصية لدى العاملات مع ذوي الاحتياجات الخاصة*. Om Al Quora University, Mecca, Saudi Arabia: Master Thesis.
- Al-Fayoumi , M. (2005). *دراسة مقارنة لأثر بعض المهن في احداث الاحتراق النفسي* (Vol. 14). Arab Emirates: journal Education.
- Al-Mansi , H. (2008). *الصحة النفسية*. Jordan: Dar Alkandri Lilnachre Wa Tawzyea.
- Amin , A.-K. (2007). *اصول التربية البدنية والرياضية*. Egypt: Dar Alfikre Alarabi.

- Arbawi , S. (2008). *الضغوط المهنية وعلاقتها بالرضا الوظيفي لدى اساتذة التربية البدنية*. Chlef University, Algeria: Master Thesis.
- Badran , M. (1997). *الاحترق النفسى لدى معلمى المرحلة الثانوية وعلاقته ببعض متغيرات الشخصية، دراسة ميدانية*. Egypt: The system base for university theses, Cahira University.
- Banouh , F. (2018). *أثر ادراك الذات البدنية على التحصيل العملي للطلاب جامعة اكلي محند اولحاج*. University of Bouira – Algeria: Master's thesis.
- Jamali , F. (2003). *مستويات الاحتراق النفسى لدى معلمين الاحتياجات الخاصة* (Vol. 2). Jordan: Arabic Studies in Psychology.
- Medauri , Y. (2014). *الاحتراق النفسى وعلاقته بأنماط الشخصية وطبيعة الممارسات المهنية*. University of Abu Bakr Belkaid, Tlemcen – Algeria: Doctor's thesis.
- Mohammed , A. (1995). *بعض سمات الشخصية والجنس ومدة الخبرة واثرها على درجة الاحتراق النفسى للمعلمين*. Egypt: Psychological study, Cahira University.
- Ossama . (1997). *إحتراق الرياضي بين ضغوط التدريب والاجهاد الانفعالي*. Cahira Egypt: Dar Alfikre Alarabi.
- Ossama , K. (1999). *الاعداد النفسى للرياضيين، دليل الارشاد*. Cahira, Egypt: Dar Alkiteb Wa enachr.
- Pines, A., & Maslach, C. (1976). *Characteristics of staff burnout in mental health settings hospital & community psychiatry*.
- Qahtan , A.-Z. (2004). *مفهوم الذات بين النظرية والتطبيق*. Jordan: dar wail llnachr.
- Rawya , M. (1996). *الحرمان الابوي وعلاقته بكل من التوافق النفسى ومفهوم الذات والاكتئاب* (Vol. 10). Egypt: Psychology Journal, Alhaia Almasria Alama Lilkiteb.
- Salah Eddin, F.-B., & Zainab , A.-H. (2011). *الاحتراق النفسى ومصادره لدى معلمى : (الموهوبين في السودان)* (Vol. 3). Saudi Arabia: Om Al-Quora University Journal of Educational and Psychological Sciences.
- Tahaina , Z. (1995). *مستويات الاحتراق النفسى لدى معلمى التربية الرياضية في الاردن وعلاقتها ببعض المتغيرات*. University of Jordan: Master Thesis.