

The Effect of Perfectionism on Burnout among Omani Teachers in Basic Education Schools in Muscat Governorate, Sultanate of Oman

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Orcid No: 0009-0008-4020-2412

Abstract

Objective: This study investigates the impact of perfectionism on burnout among Omani teachers in basic education schools in Muscat Governorate, Sultanate of Oman. **Methodology:** This study employed a descriptive analytical approach and utilized a questionnaire to collect data from a study sample selected through simple random sampling. The sample size was 572, which represented 21% of the study population consisting of 2,734 individuals. Among the participants, there were 152 males (26.6%) and 420 females (73.4%) **Results:** The results revealed a direct effect of perfectionism on burnout among Omani teachers in basic education schools in Muscat Governorate in the Sultanate of Oman. The critical value was 3.481, which is higher than the critical value of 1.964, indicating a statistically significant effect at a significance level of 0.05 between the dimensions of perfectionism on the dimensions of burnout among Omani teachers. In other words, there is a substantial direct (positive) effect, meaning that the greater the tendency towards perfectionism, the higher the burnout among Omani teachers in basic education schools in Muscat Governorate, Sultanate of Oman. **Recommendations:** Based on the findings, the study recommends the integration of psychological preparation and the development of personal traits in teacher education programs. Furthermore, it suggests the implementation of preventive and therapeutic psychological counseling programs to support the mental well-being of teachers and raise awareness about balanced professional practices, including the concept of normal perfectionism. Additionally, the study suggests expanding the scope of research to encompass all regions of the Sultanate of Oman and conducting further studies on the burnout of Omani teachers and the impact of other variables.

Keywords: burnout, perfectionism, basic education, Muscat, Sultanate of Oman, descriptive analytical approach, questionnaire, statistical significance.

Introduction

Burnout is a global phenomenon inherent to workers, especially those in humanitarian and social professions, such as teaching, medicine and nursing. This phenomenon has received attention of the Arab countries in the mid-eighties. The study of Askar Jama and Al-Ansari in 1986 marked the beginning of addressing burnout in Arab countries. It is considered the first published procedural study on burnout. The educational field has been the focus of numerous subsequent studies conducted in the Arab world. Dozens of studies on burnout in educational professions have been published in Arab scientific journals (Askar, 2000).

Since the beginning of interest in the phenomenon of burnout, teachers have received wide attention due to the pressing nature of his work, which represented in teaching tasks, and dealings with students with their various personalities and behaviors, and the administrative methods that they handle in their schools. Moreover, their social lives contribute to the potential for experiencing symptoms of

burnout. Consequently, many teachers have exhibited signs of burnout, prompting them to transition to administrative and office tasks that are less vulnerable to pressure, especially since among the causes of burnout, personality traits of the individual, such as perfectionism.

Perfectionism has always been present when the psychologically burned, and is considered one of the personal traits that cause and advocate the phenomenon of burnout. Perfectionism distinguishes human from the rest of the creatures, as it pushes them to set high standards of performance in order to achieve excellence in everything they do, and in order to obtain acceptance, satisfaction and praise by society and those around them (Ali, 2016).

People who possess a tendency towards perfectionism can be divided into two groups. The first group consists of individuals who are able to establish goals that align with their abilities and personal capabilities. Consequently, they experience high levels of satisfaction with their achievements and goals. This group is characterized by high self-confidence and self-esteem. On the other hand, people who have a tendency to perfectionist neurotic (abnormal) are people who set goals greater than the level of their abilities and personal potential. This is due to their high standards and lack of acceptance of current standards that are compatible with reality. As a result, they perpetually experience dissatisfaction and harbor a fear of failure, accompanied by feelings of inferiority because they are unable to attain goals that were unrealistic from the start and do not align with their capabilities. This leads to a sense of guilt, anxiety, and the development of various disorders, including burnout (Al-Safi, 2016).

Studies conducted by Schwarzer, Schmiz, & Tang (2000) have shown that teachers are exposed to a large amount of psychological pressure throughout their careers. This leads to depression and frustration, burnout and attrition, substandard job performance, or to clear changes in tendencies and attitudes, and negative changes in their personalities. These factors, in turn, lead to the appearance of symptoms of psychological and physical diseases and ailments, as well as the desire to retire early or the desire to leave the profession permanently (Al-Dhafari, 2017). Porter (2000) also pointed out that many teachers suffer from burnout at high levels, and Khattab (2008) believes that schools are among the highest stressful environments in society. Also, as a result of long-term work pressures, the teacher shows many negative responses, whether psychological or physical, but the most severe psychological impact on the teacher is the so-called burnout. Therefore, this study aimed to study the impact of perfectionism on burnout among Omani teachers in basic education (the first cycle), in Muscat Governorate in the Sultanate of Oman.

The Study problem

Burnout is one of the most serious psychological problems and has a devastating psychological impact, affecting the individuals, their work, and their relationship with others. This problem has attracted the attention of researchers and theorists over the past four decades, especially since institutions tend to improve their work environments. The research of scientists and theorists has dealt with burnout as a result of professional pressures. The teaching profession is considered one of the most stressful professions, as the teacher is considered the most important element in the educational process and, therefore bear the greatest responsibility for its success. Thus, they are exposed to such psychological problems such as burnout at a higher rate (Al-Hatami, 2014).

The American psychoanalyst Freudenberg (Freudenberg, 1974) was the first to talk about burnout, and tried to understand and refute it, defining it as "a state of exhaustion resulting from the difference and disparity between the burdens and requirements of work, and between the capabilities of the worker, his capabilities and aspirations" (Carter, 2004). The "Maslach model of burnout in teachers" is one of the clearest explanations for the phenomenon of burnout in teachers, which is one of the most accepted and used models (Joanne (2001). Maslach (1982) explained that the most important components of burnout are the following: (emotional exhaustion, depersonalization, and reduced personal accomplishment) (Elders, 2011).

There are various sources of pressure on teachers, including student behavior, relationship with colleagues, ambiguity of job roles, scientific and educational burdens, the absence of harmony and understanding with administration, and the lack of motivational programs for the competent teachers, whether material or moral motivation. These pressures contribute to his physical and emotional depletion, the most important manifestations of which are loss of interest in students, depersonalization, low motivation, stereotypical routine performance, the stress and psychological and physical pain experienced by teachers may lead to leave the profession (Al-Omari, 2011).

The current study has followed several previous studies conducted in the Omani environment, talking about the burnout of Omani teachers. It began with a study by Al-Harasi (2005) aimed at determining the level of burnout among Omani teachers in government schools. The findings of the study revealed that a significant percentage of Omani teachers reached (69.7%) suffer from moderate burnout, while the study showed that there is a category of them who have a high level of burnout up to (14.8%), in contrast, the study showed that (15.5%) of Omani teachers have a weak burnout. When considering Omani teachers with moderate and high burnout combined, the percentage reaches 84.5%, which is which a very large percentage. Thus, it becomes clear to us the magnitude of the problem, especially considering that Al-Harrasi's study (2005) was before pressures and tasks appeared on the shoulders of the Omani teachers during the past fifteen years. Moreover, the Omani Ministry of Education's orientation to computerize lessons and e-learning and educational platforms and other trends imposed by the rapid development in aspects of life in general and education in particular have added to the complexity of the situation. By reviewing the study of Al-Hatami (2014) on the burnout of Omani teachers, it indicates an average score (2.96 out of 5) for burnout, meaning that the burnout of the Omani teachers at the average level. The study did not show any statistically significant differences for the gender variable. Considering the previous studies conducted in the Omani environment spanning about sixteen years, the current study finds that the problem of burnout among the Omani teachers remains an ongoing problem that requires thorough investigation. Moving on to the study of Al-Dhafari (2017), which aimed specifically to predict the levels of burnout among Omani teachers, it identified the prevalence of burnout in the study sample according to Maslach's burnout criteria (73% emotional exhaustion, 4.65% depersonalization, 5.15% reduced personal accomplishment),

Al-Farisiya (2018) indicated in her study the increasing job burdens on teachers in Omani schools, and recommended working to reduce it, to avoid reaching the stage of burnout of teachers in Oman. and in the study conducted by Al-Ghafri (2018), which indicated the existence of the phenomenon of burnout among the Omani teacher at the average level (3.10 out of 5), with differences in the level of burnout attributed to the gender variable in favor of females. Furthermore, in the recent study conducted by Al-Arimiyya (2020), which aimed to examine burnout among Omani teachers, and their level of quality of life, it was found that the burnout among Omani teachers is at the average level (3.02 out of 5). Despite the long years between the study of Al-Harrasi (2005) and the study of Al-Ararmiyya (2020), the current study acknowledges the persistent existence of burnout among Omani teachers, which prompts the current study to give it more research. The studies conducted by Al-Ghafri (2018) and Al-Farisiya (2020) also indicated that the phenomenon of teachers burnout has many reasons that led to it, including external reasons, and other internal ones that are within the personal traits and subjective psychological standards of teachers. These factors can contribute to self-motivation and the susceptibility to experience burnout, with perfectionism being one of the prominent characteristics in this regard.

The current study examined the problem of burnout and the impact of perfectionism on it among teachers, since perfectionism is a personal trait found in humans, embodied in setting high standards of performance for excellence, achieving all goals, and with maximum success. It can serve as a positive trait, as it is considered a motivation and motivator for the teacher to achieve the goals of the educational process, and if the teachers' personalities are devoid of perfectionism, this leads to negative effects on the vital and important role entrusted to them. Researchers express concerns about a potential imbalance in the perfectionist tendency among teachers, and its transformation from the normal level to an abnormal level (neurotic), posing a threat to their mental well-being and affecting their performance, achievements, and job sustainability (Abdul Khaleq, 2011).

Many foreign and Arab studies indicate a connection between teacher perfectionism and the emergence of burnout. For instance, the study of Al-Azzam (2015), which aimed to study the perfectionism and burnout among Jordanian teachers. The results showed a moderate level of perfectionism among teachers (4.2), and the existence of a direct correlation between the level of perfectionism and burnout, and the results indicated that there are statistically significant differences in the gender variable in favor of females. Al-Ghafri's study (2018), which he conducted on teachers in the Omani environment, also found that the perfectionism of Omani teachers at the average level (2.16), in addition to a statistically significant relationship in perfectionism attributed to the variable (years of experience) in favor of females.

Accordingly, the current study seeks to contribute to enriching the field of scientific research, and filling the severe scarcity in previous studies conducted in the Omani environment, which dealt with the perfectionism of teachers. Additionally, to the scarcity of Arab studies in the same field - to the best of the researcher's knowledge. Most existing studies tend to focus on university and school students. Therefore, the researcher believes that the study of perfectionism and the impact of burnout among Omani teachers is still an open field for Omani researchers to cover the severe shortage in this aspect. This field requires extensive study, research and enrichment, to come up with results and recommendations that contribute to achieving the normal level of perfectionism among Omani teachers, enabling them to achieve their desired outcomes while avoiding the occurrence of burnout. Furthermore, it is essential to develop appropriate preventive strategies that protect the teacher from reaching burnout, or treatment programs in the event that the teachers reach that stage.

Objective of the study

The objective of this study is to examine the impact of perfectionism on burnout among Omani teachers in basic education schools in Muscat Governorate in the Sultanate of Oman.

Study Question

Does perfectionism have an effect on the burnout of Omani teachers in basic education schools in Muscat Governorate in the Sultanate of Oman?

Study terminology

1- The concept of burnout

Burnout refers a negative internal psychological condition experienced by teachers, characterized by feelings of psychological, mental, and physical exhaustion. This exhaustion arises from the demands of their job tasks and teaching and educational responsibilities. Teachers experiencing burnout often perceive themselves as unable to provide further effort or contribution. This negative evaluation further contributes to psychological illness and hinders their ability to effectively connect with students, colleagues, and the broader community. The extent of burnout experienced by a teacher can be assessed using the burnout scale developed for this study.

2- The concept of perfectionism

Perfectionism is a characteristic that drives teachers towards achievement and giving with a high levels of performance and proficiency within the scope of their abilities and available resources. However, it is important for the level of perfectionism to remain at its normal level without exaggeration or excess in order to preserve the mental health of the teacher. The degree of perfectionism exhibited by a teacher can be assessed using the perfectionism scale developed for this study.

3- The concept of basic education

Basic education refers to a unified educational system provided by the State to all children of the Sultanate of Oman who are of school age. This system spans a period of ten years and aims to fulfill the fundamental educational requirements of students in terms of knowledge, information, and skills., as well

as the development of attitudes and values that enable learners to pursue further education and training based on their interests, readiness, and abilities (Ministry of Education in the Sultanate of Oman).

Limitations of the study

Objective limits:

The study focuses on examining the effect of perfectionism on the burnout of Omani teachers in basic education schools in Muscat Governorate in the Sultanate of Oman.

Spatial limits:

The study is limited to government basic education schools that are affiliated with the Directorate of Education in Muscat Governorate, Sultanate of Oman.

Time limits:

This study was conducted during the second semester of the academic year 2022/2023.

Human limits:

The study included Omani male and female teachers in government basic education schools affiliated to the Directorate of Education in Muscat Governorate in the Sultanate of Oman.

The importance of the study

1- Theoretical significance

The theoretical importance of this study lies in the fact that it sheds light on the nature of the impact of perfectionism on the burnout of teachers in Muscat Governorate, as teaching profession is considered one of the most prominent professions of human services that increase the likelihood of exposure to burnout. Therefore, it is crucial to focus on teachers and protect them from burnout by addressing perfectionistic tendencies. The teacher is the most important and effective element in the educational process. Thus, safeguarding the mental health of teachers and protecting them from burnout is of paramount importance to ensure their sustained commitment to their noble mission.

In addition, this study came after nearly three years in which the world suffered from the Corona pandemic (Covid-19). The pandemic caused significant changes in teaching methods and new tasks required of the teacher to be in line with health precautionary measures, such as distance learning, designing computerized lessons, interactive educational materials, employing visual communication, and e-mail to communicate with students and administration, which put the teacher in additional new pressures than before the Corona pandemic.

2- Applied importance

The significance of this study lies in its examination of the impact of perfectionism on burnout among teachers in Muscat Governorate. The Ministry of Education, the Colleges of Education and Sultan Qaboos University to develop targeted counseling programs for teachers, can utilize the findings of this study. These programs can include both preventive counseling programs and therapeutic counseling programs to protect the teacher from the phenomenon of burnout, and correct the tendency of perfectionism. Additionally, the results of the study can inform the development of educational strategies that help reduce the pressures and difficulties suffered by teachers, represented in teaching tasks, students and administrative burdens. This can involve reevaluating the description of teachers' tasks, taking into consideration their psychological well-being.

3- Research Importance

This study holds significance as it contributes to the Arab library in the field of educational psychology and enriching it with valuable insights. It stands out as one of the few specialized studies that combined the variable of burnout with perfectionism, and the impact that occurs between them. Moreover, it opens new horizons for Arab and Omani researchers to venture into this crucial and essential field. This study provides important material for government and private institutions that are concerned with the educational process and preparing the teacher to conduct strategic research and new scientific studies directly related to this topic.

Study Methodology

The researcher in the current study utilized a descriptive analytical approach, which is considered one of the best scientific research methods when studying human and social phenomena. It is also regarded as one of the most important scientific methods of analysis and interpretation, capable of describing a specific problem or phenomenon (Al-Mahmoudi, 2019).

Study population

The study population consists of Omani male and female teachers in basic education schools in Muscat Governorate, the Sultanate of Oman, during the academic year 2022/2023. The total number of teachers in this population is (2734), and they are distributed across 66 schools in Muscat Governorate (Ministry of Education, 2023).

Study Sample

The researcher selected the study sample from the original community in a simple random manner. The size of the study sample was (572) teachers, which represents (21%) of the original study population of (2734) teachers. Among the sample, there were (152) males by (26.6%), in contrast to (420) females by (73.4%).

Study Tool

First: Burnout Scale

The researcher adopted a burnout scale for Omani teachers in the study conducted by Al-Hatami (2014). This scale is characterized by psychometric properties and was specifically applied in the Omani environment. The scale underwent rigorous construction steps both theoretically and statistically. Al-Hatami the scale's apparent validity and internal consistency, as well as its reliability using the Cronbach's alpha equation, where it achieved a reliability coefficient of (0.74). The scale consists of (14) items divided into three dimensions: emotional exhaustion (4) items, depersonalization (5) items, reduced personal accomplishment (5) items.

Second: Perfectionism Scale

The researcher adopted a perfectionism scale in the study conducted by Al-Ghafri (2018) on Omani teachers. This scale is characterized by psychometric properties and was applied in the Omani environment. The scale underwent rigorous construction steps theoretically and statistically. Al-Ghafri calculated the scale's apparent validity and internal consistency, as well as its reliability using the Cronbach alpha equation, where it achieved a reliability coefficient of (0.68). The scale includes (19) items distributed over four dimensions: High and exaggerated levels of performance (4) items, fear of failure (5) items, general dissatisfaction (5) items, feelings of inferiority and lack of self-confidence (5) items.

Scale of answers:

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Always (5), often (4), sometimes (3), rarely (2), never (1)

Validity of study tool

First: Apparent validity (arbitrators)

The scales questionnaires were presented in their initial form to the study supervision committee and a group of well-known university professors with experience and specialization in the Sultanate of Oman. The purpose was to test and determine their suitability for data collection, and to consider their opinions, observations and guidance about the appropriateness of the questionnaire items, and the extent to which the items belong to each axis of the questionnaire, as well as the clarity of the wording. In light of the observations obtained by the researcher, items were modified through additions, deletions, or rephrasing.

Second: Structural (formative) validity

The researcher relied on exploratory factor analysis (EFA) to ensure the avoidance of errors that might arise in principal component analysis (PCA), especially since the (EFA) depends on the method of excluding qualitative variance and variance errors, while PCA includes all variances, including qualitative variance, single variance, covariance, and variance errors. The researcher proceeded with the extraction of factors using the orthogonal axis rotation method known as the Varimax method. The objective was to achieve factors independence. Consequently, items and phrases that were deemed unsuitable for the current study instrument were eliminated.

Tool reliability and internal consistency

The current study used both the Cronbach alpha coefficient for assessing internal consistency, and the correlation coefficients between the degree of relationship for each item and the total score of the average of all items within the variable. The Pearson test was employed to analyze the results and determine the presence of a significant relationship. Statistically significant items were retained, while those lacking significance were excluded due to their lack of relevance to the conceptual framework of the studied variable.

As for the Cronbach alpha coefficient, there is almost unanimity among statisticians on the criterion for evaluating the results drawn to judge the quality and reliability of the scale. The alpha value of (0.9) indicates excellent scalar reliability of the scale, and the alpha value between (0.9 - 0.8) is considered good, but if it ranges between (0.8 - 0.7) is deemed an acceptable value. The result that is less than (0.6-0.7) is a weak value, while the value of Cronbach alpha, whose value is less than (0.5), is considered as an unacceptable result, indicating that the scale lacks reliability (Schraz, 2015). Based on the above, the result analysis was divided based on the variables examined in the current study, as follows:

The reliability of the correlations between items (internal consistency) for the burnout scale

The results of the Pearson correlation test revealed statistically significant correlations between the items and the total degree of the dimensions within the burnout variable, indicating internal consistency among the items at the level of significance (0.01). At the level of the total degree of the axes with its items, the results of the emotional exhaustion dimension with its items showed the existence of a statistically significant correlation at the level of significance (0.01), where the correlation value of the four dimensional items ranged with the total degree Between (0.695-0.811). Based on these findings, the researcher concluded that the items displayed the necessary reliability, and all items are retained for dimension without deletion.

Similarly, the results also showed the correlation coefficient between the total score of the dimension of depersonalization with its respective items (0.01). The correlation coefficients for this dimension ranged between (0.487-0.899), indicating a strong and stable relationship within the studied field. Furthermore, the items related to the reduced personal accomplishment exhibited excellent correlation, all of which were statistically significant. Each dimension showed a robust correlation, supporting the researcher's confidence in utilizing the instrument for scientific research.

The Reliability of Cronbach alpha coefficient for the burnout scale

The results of the statistical analysis of the Cronbach alpha coefficient of internal consistency indicated a Cronbach alpha coefficient of (0.898) for the burnout variable scale as a whole, demonstrating good reliability. At the dimensions level, the emotional exhaustion dimension yielded a coefficient of (0.715), while the depersonalization obtained a coefficient of (0.761), both indicates an acceptable level of reliability. Furthermore, the reduced personal accomplishment dimension displayed an excellent level of reliability with an alpha value of (0.905). These findings collectively confirm the general reliability validity, and reliability of the scale for scientific research, as well as its applicability to the actual community in the current study.

The reliability of the correlations between items (internal consistency) for the perfectionism scale

The results of the correlation relations of the dimensions of the perfectionism revealed a statistically significant correlation between the items and their total score at a significance level of (0.01). This indicates the existence of internal consistency among the items of the variable itself. Moreover, when analyzing the dimensions of perfectionism individually with their respective items, it was found that there was a statistically significant correlation at a significance level (0.01). The dimension of high levels of performance, the dimension of fear of failure, and the dimension of general dissatisfaction showed a strong correlation, with some items reaching a correlation strength of (0.913). These findings indicate the reliability of the items within the perfectionism variable. Additionally, each dimension exhibited a strong correlation that did not warrant the removal of any items of this variable, and therefore allows the researcher to use the tool for scientific research.

The reliability of Cronbach alpha coefficient for the perfectionism scale:

The results of the statistical analysis of the Cronbach alpha coefficient of internal consistency indicated a reliability coefficient of 0.863 for the perfectionism tendency variable, demonstrating good reliability. At the dimension level, the dimension of high levels of performance, which consists of four items, displayed a reliability coefficient of (0.878), indicating a good level of reliability. Similarly, the dimensions of fear of failure, general dissatisfaction, and feeling of inferiority, each consisting of five items, yielded reliability coefficients of (0.723), (0.788), and (0.722) respectively. All of these coefficients indicate an acceptable degree of reliability, affirming the suitability of the scale as a scientific tool for use in the current study.

Statistical processing and analysis of results

The study question is as follows: Does perfectionism affect burnout among Omani teachers in basic education schools in Muscat Governorate, the Sultanate of Oman? The question aims to study the perfectionism of Omani teachers in basic education schools (second cycle) on the extent of its impact on their burnout. The study of the current variables starts from its dimensions. The perfectionism variable after arbitration consists of two basic dimensions (fear of failure - general dissatisfaction). The burnout variable comprises three dimensions (emotional exhaustion - depersonalization- reduced personal accomplishment). These dimensions were extracted based on confirmatory analysis in previous models. Therefore, the current study utilized Structural Equation Modeling (SEM) using the (AMOS) program to study the existing influential relationships between the variables and their dimensions. In the beginning, the analysis ensures the alignment of the study model with the quality indicators, starting with the (CMIN) value, which reached (328.379). The CMIN value was statistically significant (0.001), which is an unacceptable result due to the large sample size in the current study and the sensitivity of the indicator to the large sample. However, the standardized chi-square value (3.742), which aligns with the criterion (CMIN/DF < 5), confirms the acceptance of the actual model of the estimated model.

As for the (RMSEA) index, which is considered one of the most important indicators, its value was (0.058), an excellent result indicating the conformity and quality of fit of the estimated construction model to the research sample data. The goodness of fit index (GFI) had a value of (0.915). The adjusted goodness of fit index (AGFI) was (0.886). The normed fit index (NFI) reached a value of (NFI) was (0.899), and the comparative fit index (CFI) had a value of (0.924). The Tucker-Lewis Index (TLI) reached (0.909). Finally, the incremental fit index (IFI) came in value (0.924), indicating an acceptable to excellent fit. Based on these indicators, the researcher can conclude that the proposed model for the study variables meets the quality standards recommended by the experts and qualified to answer the study question.

Answer the study question

The estimates obtained from the Amos program regarding the relationship between perfectionism and teachers' burnout reveal several important findings. The standard regression values ranged from (-0.217-0.892). The square of multiple correlation coefficients (SMC) ranged from (0.047-

0.796). The standard error coefficients (SMC) ranged from (0.099-0.425), indicating the influence of sampling error on the estimated values. In addition, the result of the standard error can be relied upon in calculating the statistical function.

Initially, the results showed a direct relationship between fear of failure (saturation (correlation) = -0.217, statistical significance = 0.001) and general dissatisfaction (saturation (correlation) = 0.855, statistical significance = 0.001) with its latent variable (perfectionism). The result between the fear of failure and the latent variable perfectionism indicates the existence of a direct opposite effect (negative), suggests that a higher fear of failure is associated with a lower tendency towards perfectionism among Omani teachers. On the other hand, the influential relationship between general dissatisfaction and perfectionism in the structural model is estimated at (85.5%). As for the burnout variable, the result indicated a statistically significant effect between the dimensions and the latent variable. The reduced personal accomplishment dimension (saturation (correlation) = 0.892, statistical significance = 0.001) obtained the highest impact, followed by emotional exhaustion dimension (saturation (correlation) = 0.682, statistical significance = 0.001), and then the depersonalization dimension (saturation (correlation) = 0.675, statistical significance = 0.001). These findings suggest that the greater the influence of these dimensions, the greater their impact on the latent variable of burnout among Omani teachers in basic education schools in Muscat Governorate, Sultanate of Oman. The structural modeling of the main research question reveals a direct effect of perfectionism on burnout among Omani teachers in basic education schools in Muscat Governorate, Sultanate of Oman. The critical value of (3.481) exceeds the critical value of (1.964), indicating a statistically significant effect at a significance level of (0.05). This effect is observed between the dimensions of perfectionism (fear of failure - general dissatisfaction) and the dimensions of burnout represented in (emotional exhaustion- depersonalization - reduced personal accomplishment) among Omani teachers. The standardized saturations value is (0.847), indicating a significant positive effect. This means that as perfectionism increases by one unit, burnout also increases by (0.847) units. In conclusion, the aforementioned results demonstrate the rejection of the null hypothesis, which states: "There is no effect of perfectionism on burnout among Omani teachers in basic education schools in Muscat Governorate in the Sultanate of Oman." Instead, they support the alternative hypothesis on the effect of perfectionism on burnout among Omani teachers in basic education schools in Muscat Governorate in the Sultanate of Oman." Furthermore, the effect observed is statistically significant and exhibits a direct relationship between the two variables under investigation.

Recommendations:

In light of the results of the current study, it is recommended to focus on psychological preparation and the development of personal traits in student programs within colleges of education when preparing teachers. Moreover, it is advised to provide preventive and curative psychological counseling programs for teachers that address mental health and raise awareness about balanced professional practices that help maintain the commitment of teachers, such as balanced perfectionism. The study suggests expanding the scope of the research to encompass all regions of the Sultanate of Oman, and conducting further studies that target burnout among Omani teachers and the influence of other variables on this phenomenon.

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