The connection between the school environment and teachers' burnout in primary schools in Arab society in Israel

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Abstract- The teacher is an individual within an overall organizational system, characterized by intensity and dynamism. At the same time, the teacher influences and is also influenced by the environmental context. Thus, it is essential to examine the teacher's perceptions of the organization in which he operates and his feelings as an employee, assuming that these affect his style of work and efficiency. Besides, the school culture and environment contribute to the teacher's burnout and describe the process of burnout as the teacher's gradual loss of interest and enthusiasm at work. Consequently, the teacher develops a negative attitude towards himself and feelings of resentment and hostility towards his colleagues. If so, it can be said that burnout leaves its mark on the teacher's mental world and behavior, influences his conduct in the learning environment, and interferes with the achievement of his educational goals. Burned-out teachers can cause damage to the organizational environment to the point of impairing school functioning. Burnout can also create an obstacle to achieving educational purposes in general and academic achievement in particular. Likely, burnout teachers will not invest the effort necessary to yield their students' academic and scholarly achievements. Against this background, this study is carried out to enrich the research field, specifically in examining the connection between school environment and the teachers' burnout in primary schools in Arab society in Israel. The study was based on a quantitative method; about 341 teachers from elementary schools in the Arab community in Israel participated. The researchers used three questionnaires:

A questionnaire of demographics about the participants and the setting.

A questionnaire relating to the school environment consists of 30 items.

The teacher's evaluation of his feelings in his work - burnout, which includes 14 items.

The results of the study show a (1) significant negative relationship between the organizational environment of the school and the level of burnout among Arab teachers in elementary schools in Israel and (2) a meaningful positive relationship between the teacher's years of seniority and his burnout.

Keywords: organizational environment, school environment, teachers, burnout, seniority, elementary school

I. INTRODUCTION

The workplace where the employee stays for long hours is a significant social and psychological environment. His contact with people around him, whether colleagues, subordinates, or supervisors, is frequent with some and rare with others. The employee's feelings about his work are influenced by the people who work with him, the content of his deeds, the physical structure, and other aspects. The social environment of some employees includes the organization itself. In contrast, others' social environment has both the organization in which they work and their other settings - home and family, community and public (Friedman, 1995, p. 7).
Since the 1950s, organizational researchers have formulated the 'environment' concept to mark the organization's unique characteristics, both those that define it and those that characterize the perceptions of its members (Tovin, Perhi, Holtzman and Meitles, 2015, p. 7).

Opletka (2010, p. 76) argues that the organizational environment's definition depends on the approach taken. One direction sees the environment as a system of organizational characteristics, distinguishing one organization from another over time. While the second perceive it as a system of perceptions of the

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subsystems and components of the organization. The third sees it as the personal characteristics of the members of the organization. Today, the second approach dominates, according to which environment is an organizational feature, and its assessment is based on the perceptions of the organization's members or customers. Therefore, the definition of the concept, "organizational environment," is not simple because it relies mainly on the employees' perceptions, and those perceptions differ from one person to another.

II. LITERATURE REVIEW

2.1 School culture and organizational environment

School culture and environment are two concepts that are intertwined with each other. Sakney (Schein, 1985 in Anki, 2012, p. 7) describes both concepts as the quality of the school's internal environment the way the organization members experience it. This environment influences the behavior of the members and can be described in terms of organizational attributes. These unique characteristics are expressed in symbols, atmosphere, myths, and rituals through the members' rules of conduct, reactions and ways of expression, norms and values, philosophical ideologies, the organizational atmosphere of the physical array, and the laws of administration, which are reflected in the way the organization operates.
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The most known concept and measurement in the school organizational environment are attributed to Andrew Halpin and Don Croft's (1962), who shed light on those terms: "open environment" and "closed environment." The open environment is characterized by cooperation and mutual respect within the teachers' room and between the teachers and the principal. In contrast, the closed environment is characterized by teachers' negative reactions and low commitment towards school and the educational process. The principal uses rigid control without professional support; he is not flexible and hinders the staff's development (Opletka, 2010, p. 77). For this reason, the lack of administrative support and the existence of inappropriate principals were a source of stress and burnout.
However, personal and professional support between teachers at school is essential in relieving stress and burnout.

2.2 Stress and burnout

According to Lavian (2008), burnout occurs among teachers who feel physical, emotional, and mental exhaustion due to stress at work and in daily life. She says that three components characterize teacher burnout: The first is emotional exhaustion that includes fatigue, lack of energy, feeling overwhelmed, and hard work on the job. The second is depersonalization that involves impersonal and uncaring treatment towards the clients, students, or patients. The third is a lack of a sense of personal achievement and a purpose of failure at work.
Talmor, Figin, and Reiter (2005, pp. 34-10) claim that teacher burnout is mainly expressed in overt phenomena that can be seen as reactions of anger and restlessness. Besides, it is proved that exhausted teachers become intolerant towards their students. Therefore, they may behave harshly, and their performance abilities, level of teaching, and commitment to teaching decrease. They may act rigidly; their performance abilities, teaching level, and loyalty towards work and students also decrease. So, organizational commitment reflects the extent to which the individual identifies with his organization and does not wish to leave. A person committed to his workplace usually tends to be involved. Involvement is the degree to which the person identifies with his current role. It includes active participation in what is happening in the organization and effective performance. The committed employee believes in his workplace's organizational goals and values, willingly respond to instructions from his superiors, and invests considerable effort in performing his job. The employee's commitment may stem from a deep identification with the organization's goals alongside his belief that he can sacrifice himself to realize those goals. Teachers who identify with the organization's educational objectives hold personal goals that are consistent with those educational objectives.
In contrast, veteran employees who have invested in the organization and gained image and experience in their job are more committed to the organization due to their cumulative investment (Opletka, 2010; Blau&Boal, 1987). As a rule, employees with a significant commitment to work show a positive feeling towards the organization. They work and identify with its goals, with a desire to assume working in it. It is believed that employees with high organizational commitment behave differently from other employees.

2.3 The causes of the burnout among teachers
Research shows four main areas leading to burnout:

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2.3.1 Organizational factors

The relationship between a school environment and teachers' burnout

The teacher is connected to his organization and its dictates; sometimes, he must complete many tasks that lead to overload or tasks that conflict with his job. These reasons make his career difficult and burdensome, which necessitates providing support. An unsupportive organizational environment causes significant burnout (Lavian-Hillel, 2012, pp. 233-247).

Studies have shown a relationship between school environment and teacher burnout. In contrast to this finding, Friedman and Lotan's (1993, p. 79) research shows no significant relationship between school environment and culture and teacher burnout. They explain this finding because they have not focused on all the school environment and culture components. Burned-out teachers are usually older teachers, who have relatively high seniority in teaching, and teach for long years at the same school. Their education level is relatively high, and most of their advanced training is conducted at the school itself. Those schools face a severe problem of bad relations between the teacher and his students, the teacher's low self-image, and the administration's overwhelming burden. Five characteristics can describe the environment of the burned-out school: the relationship between the principal and the teachers, as well as between the teachers and their students, authoritative management style, high drive for achievement, teacher's physical, social and emotional isolation from other staff and a lack of professional or personal support. (Friedman and Lotan, 1993, p. 86).

According to Gavish& Friedman (2010, pp. 141-167), among the main organizational factors that affect the teacher's level of burnout appears: weakening the importance of the teacher's work, lack of reward, lack of public respect and appreciation, lack of promotion opportunities, and heavy workload on the teacher both professionally and bureaucratically, are also significant factors. Besides, policymakers' external pressures, school reforms, training, and supervision within the organization can impair teachers' autonomy and creativity and consequently causes teachers' burnout.

2.3.2 Personal factors

According to Pritzker and Chen (2010, pp. 131-94), low self-esteem predicts burnout among teachers. The researchers tried to explain this as the teachers' attempt to reduce their sense of inferiority with strenuous work that increases the risk of burnout. Teachers who show optimism, flexibility, the ability to recover, and coping with stress and change indicate a low level of burnout in their work. Malach-Pines (2012, pp. 8-4) argues that dealing with students' disciplinary issues leads to teacher burnout.

2.3.3 Interpersonal factors

These factors relate to the teacher's interpersonal relationships with the people he gets in contact with within his work. One of the teacher's fundamental challenges is his connection with his students. This relationship is unequal and is characterized by covert and overt power struggles. On the one hand, the teacher as an authoritative figure must maintain a specific discipline and distance from the students. Still, on the other hand, he is expected to form personal bonds and closeness with them. Moreover, the teacher confronts the classroom as a highly empowered social group that sometimes exhibits violence and discipline issues (Malach-Pines, 2012, pp. 8-4).

According to Bar-Lev (2007, p. 40), the underlying problematic nature of the teacher-student relationship stems from the difference in perception of the position of both parties: teachers operate within a "culture of duties" versus students work within a "culture of experience." This difference creates a constant conflict between teachers and students and often results in mutual alienation.

Besides, Worm (Worm 2005 in Bar-Lev, 2007, p. 40) found that students saw teachers' attitude and school management quality as the most critical factors that affect their attitude towards their school. A teacher who demonstrates professionalism and mastery of the material, but students who feel alienation or hatred towards him will have difficulty functioning well. Besides, it turned out that the interaction between students and teachers is considered the most burnout factor that affects the teachers. Good relations between students and teachers help in almost every school environment characteristic, such as learning and behavioral improvement.

Friedman and Gabish add that teachers' interactions can reduce the stress that the work environment causes. An atmosphere of cooperation, support, and positive feedback on successes from colleagues and teamwork are considered essential components in burnout. When the school principal believes in his teachers and provides them with crucial resources for their success such as support, a comfortable atmosphere, positive feedback, encouraging the use of innovative methods and ideas, all are very important in reducing burnout.

2.3.4 Background factors

The teachers' level of education and socio-economic status were also found to be related to their burnout. The higher the teacher's level of education and socio-economic class, the higher the sense of emotional

exhaustion leads to burnout. The teacher's seniority is also one of the background factors that affect his level of burnout (Arbiv-Elyashiv& Zimmerman, 2015, pp. 175-206).

2.3.4.1 Causes of stress and burnout among novice teachers

It is found that the first three years of teaching are critical regarding the teacher's professional identity and his feelings towards the profession. According to Friedman (2005, pp. 162-137), novice teachers have expectations for professional-public recognition and receive support from peers, principals, and parents; teaching serves as a basis for strengthening their professional selves. Mlat (2001, pp. 78-47) adds that schools expect novice teachers to function as senior teachers, even though they encounter many difficulties along the way. Therefore, Pritzker and Chen (2010, pp. 131-94) called the first years of teaching a period of emotional flooding, a sense of loneliness that arises from leaving the familiar and supportive environment in the training institutions and entering a new and different organization. A sense of disappointment occurs when the gap between the theories they learned in the training colleges and what is happening in the field appears, besides being overwhelmed (Sagi&Reigiv, 2002, pp. 45-10).

2.3.4.2 Causes of stress and burnout among veteran teachers

A familiar feeling of burnout among veteran teachers. The accompanying symptoms of burnout are loss of interest, dissatisfaction at work, decreased quality of performance, and stress feelings. For that, burnout impacts the attitudes of veteran teachers regarding a variety of educational issues. (Rosen, 2007 in Inbar-First, 2016, p. 156).

It is emphasized that highly experienced teachers who work in a school they found comfortable indicate a low burnout level. Burnout reduction is possible in an optimal work environment characterized by four factors: physical conditions, status, functioning in the organization, psychological component, good social relations, and open communication. Here, the tension is revealed between the need to provide support to veteran teachers to reduce the feeling of burnout and their willingness to seek help from the various support factors due to their negative attitudes toward seeking help (Inbar-First, 2016, p. 157).

In light of those mentioned above mentioned, burnout is very significant due to its adverse effects on professionals, specifically for those working in the teaching profession as teachers. Burnout has a negative psychological impact on teachers, resulting in a decrease in teaching effectiveness and quality. Examining teacher burnout factors, specifically, the school environment that affects the teacher urges us to think of ways to improve the school environment, leading to a decrease in teachers' burnout.

Therefore, it became necessary to examine the relationship between the school environment and primary school teachers' burnout in Arab society in Israel to explore the following hypotheses:

1.   There will be a significant negative relationship between the school's organizational environment and the level of burnout among Arab teachers in Arab elementary schools. The higher the level of organizational environment, the lower the teacher's burnout, and vice versa.

2.   There will be a positive relationship between the teachers' years of seniority and their burnout. Thus, the more years the teacher's seniority in the Arab society, the higher the teacher's burnout, and vice versa.

III.   METHODS

The research method

This study is based on the quantitative approach, which aims at finding a relationship between two variables, predicts the occurrence of a particular phenomenon in the case of specific conditions, and allows the participation of a large number of participants, which can give a clear and accurate picture through which the results can be distributed (Zedan, 2016, p. 40).

The population

About 341 teachers from elementary schools (grades 1-6) from Arab society in Israel will participate in the study. Teachers will be both males and females, aged 22-55 and some of the above 55. The subjects will complete a questionnaire. After receiving their written consent to participate in the study, the participants will receive a brief explanation of the research's purpose. They are assured confidentiality and anonymity regarding their details.

Research tools

This research will be based on three questionnaires: The first consists of background and demographic data about the participants. The second questionnaire addresses the school environment - H-S Organizational Environment Index. This school environment questionnaire was designed for teachers and has undergone many changes since Halpin and Croft first developed it in the 1960s: "The descriptive questionnaire of the organizational environment." The third questionnaire is the updated questionnaire of a research team from the University of Memphis in Tennessee in 1989, which includes

30 items, divided into seven measurements: an open school environment concerning teachers; teachers' efforts to work beyond what is required in their job definition; a school environment that allows the teacher to behave optimally when encountering an inappropriate behavior of their students; providing opportunity and encouraging personal responsibility on the part of the teacher; self-feedback so that the school environment will facilitate a teacher to examine his behavior without being harmed; recognition of success, which is the extent to which the school rewards those teachers who succeed in their work; the degree to which teachers adhere to school guidelines. The answers to the questionnaire are on a five-point Likert scale (strongly agree, agree, partially disagree, disagree, disagree at all, I have no opinion or irrelevant statement)" (Bar-Lev, 2007, pp. 188-189).

According to two main criteria, the questionnaire was selected: its degree of acceptance among professionals (mainly in research but also in the field) and its degree of updating. For each index, the average of the items is calculated.

The questionnaire of evaluating teacher's feelings in his work – burnout. The questionnaire includes 14 items; the answer scale is the 5-grade Likert type: 1 - very rarely, 5 - always, and 2, 3, 4 intermediate degrees. This questionnaire was formulated by Friedman (1999 in Anaki, 2012, p.28), which is based on the scale of measurement constructed by Maslech, Jackson, and Leiter (1986) while adapting it to the teacher population in Israel. Burnout has three components: exhaustion, un-fulfillment, depersonalization.

data analysis

To examine the relationship between the school environment and the level of burnout among teachers in Arab society in Israel, the Pearson test is used.

## IV.   RESULTS

Demographic data analysis

The study involved 341 teachers who teach in elementary schools in the Arab society in Israel. The researchers use a structured questionnaire consisting of three parts:

Part One - Background Data: This section includes questions about background and demographics data about the participants (Table 1).

Table 1: Demographic data analysis

Variable		N	%
Gender	Male	135	39.6
	Female	206	60.4
Age	22-30	47	13.9
	31-40	191	55.8
	41-50	90	26.4
	Over 51	13	3.9
Education	B.A.	158	46.5
	M.A.	174	51.1
	Ph.D.	6	1.6
	Others	3	0.8
Years of seniority	1-3 yrs.	37	11.0
	4-10 yrs.	106	31.0
	11-20 yrs.	101	30.0
	Over 21	97	28.0

Figure 1: Seniority in teaching
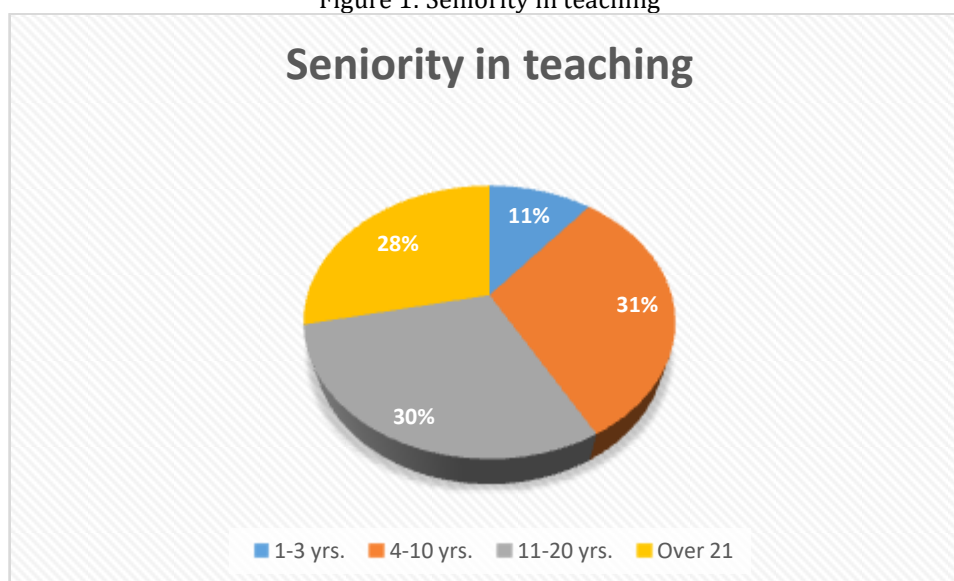
Part Two - Environment: This section includes 30 statements relating to seven dimensions, the reliability of the factors was tested using internal consistency reliability by Kronbach's alpha coefficient.

Table 2: Internal Consistency Reliability

NO'	Measure	NO' of statement	Alpha
1	The openness of school environment.	8	0.908
2	Effort to succeed at work.	5	0.774
3	The structure of the school environment.	6	0.748
4	Encouraging personal responsibility.	3	0.755
5	Self-feedback.	3	0.60
6	Recognition of success.	2	0.475 (Dimension consists of only 2 items)
7	Consistency of structure.	3	0.644
		N=30	

It is found that all the factors have good reliability. The elements were constructed by calculating the participants' responses concerning the statements that make up each factor. Each participant received a value between 1 and 5 in each of the seven elements, and a high value indicates an increased positive perception of the statement.

Part Three of the Questionnaire - Burnout: Reliability was tested using intrinsic consistency reliability by Cronbach's alpha coefficient. It is found that the alpha value for the burnout questionnaire in the present study is equal to 0.68, a value indicating reasonable reliability. The variable 'burnout' was constructed by calculating the average of the participants' answers to the statements; each participant was given a value between 1 and 5 in burnout; a high value indicates a high level of burnout.

The first hypothesis: There will be a significant negative relationship between the organizational environment and the level of burnout among teachers in elementary schools in the Arab society in Israel. Thus, the higher the organizational environment, the lower the level of burnout of the teacher, and vice versa.

To examine the relationship between the school environment's dimensions (openness, effort, structure, encouragement, feedback, recognition, and consistency) and the level of teachers' burnout in elementary school in the Arab society in Israel. Pearson's correlation coefficient is calculated to examine the relationship between the measured variables (see table 4).

Table 3: A summary of the mean and standard deviation of the school environment dimensions and the level of burnout (N = 341).

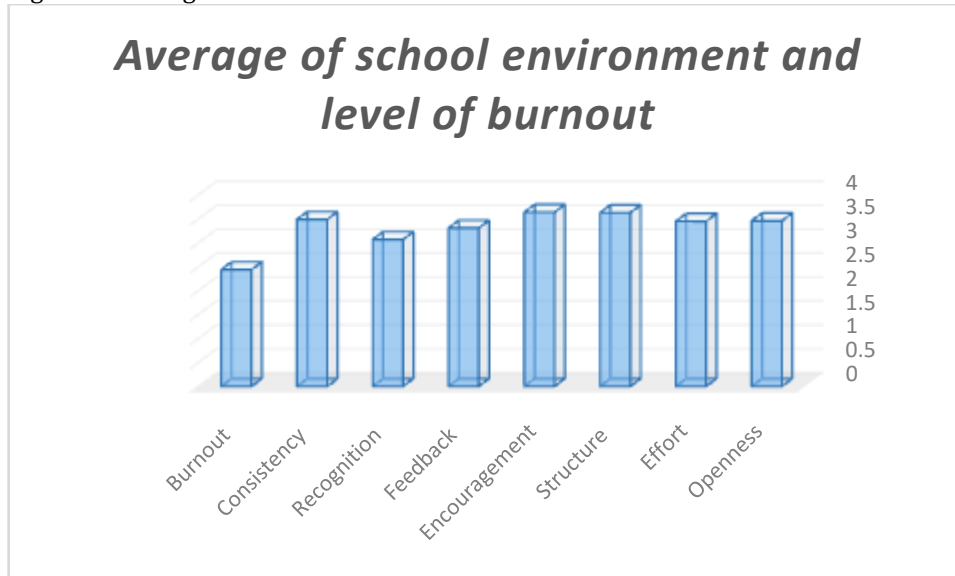|	Means	Standard deviation
Openness	3.46	.75
Effort	3.45	.73
Structure	3.63	.68
Encouragement	3.64	.78
Feedback	3.31	.84
Recognition	3.07	1.03
Consistency	3.49	.90
Burnout	2.44	.51

Figure 2: Average of school environment and level of burnout

Table 4: Pearson correlation coefficients for relationships between environment dimensions and burnout levels

	Level of burnout
Openness	.045*
Effort	-.283**
Structure	-.212*
Encouragement	-.355**
Feedback	-.144**
Recognition	-.075*
Consistency	-.162*

The findings presented in table 4 indicate a significant negative relationship between the dimensions of the school environment and teacher burnout. The more the environment dimensions are perceived positively, the lower the level of burnout, and vice versa.

The second hypothesis: There will be a significant positive relationship between the teacher's years of seniority and his burnout. Thus, the more years of the teacher's seniority in the Arab society, the higher the teacher's burnout, and vice versa. For examining the relationship between the years of the teachers' seniority in elementary schools in the Arab society in Israel and their burnout, the hypothesis was tested using a correlation test by Pearson's correlation coefficient (see Table 5).

	Table 5: Pearson's correlation coefficient between seniority and burnout
	Years of Seniority
Level of burnout	**0.395**

**p<0.01

The findings presented in table 5 indicate a significant positive relationship between seniority and burnout (r = 0.395, p <0.01). The longer the years of the teacher's seniority in the Arab school, the higher the level of his burnout, and vice versa. The hypothesis is confirmed.

V. DISCUSSION

The teacher's mental burnout in his work is a topic that has recently received a lot of attention from researchers and policymakers in the field of education. The issue comes from technological developments, the professionalization of teaching, expectations, and requirements of the society, and the need for high academic and educational achievements. This issue pressures the teachers that cause burnout. The burnout phenomenon involves a lack of motivation for work and physical and mental fatigue that harms the teacher himself and the educational system. Likely, burned-out teachers will not invest much effort in developing their students' possible academic and scholarly achievements (Trevia, 1999, p. 1).

Al-Hajj (1995 in Trevia, 1999, p. 2) argued that several factors burden the Arab teachers and affect their role; school environment is one of them.

Against this background, there is a need for the current research to enrich the existing knowledge in this field. Therefore, this study examines the relationship between the school environment and the teachers' burnout in primary schools in Arab society in Israel.

The participants' demographic analysis shows that the gender distribution of teachers in this study does not represent both sexes equally (135 men versus 206 women). Also, the age distribution would define all the age ranges examined. Most of the participants have B—a and M.A. degrees.

We will first address the first hypothesis – there will be a significant negative relationship between the level of organizational environment in schools and burnout among Arab teachers in elementary schools in Arab society in Israel. The hypothesis is confirmed, i.e., there is a significant moderate negative relationship between the school environment's dimensions and the level of burnout.

The study's findings reinforce the existing literature, i.e., the different views of the burnout sources are usually divided into those who emphasize the personal factors and see burnout as a clinical psychological concept and emphasize the organizational aspects (Anaki, 2012, p. 3).

Asslforth & Lee (1997 in Anaki, 2012, p. 17) claim that burnout is connected to the work environment in the modern age, which does not consider the needs of the individual, but instead focuses on products and increasing productivity while the employee is required to pay a high price for his work and dedication to his job. Burnout impairs the employees' quality of life and their chances for a productive career and reduces effectiveness in the organization's role.

In contrast, Friedman and Lotan (1993, pp. 87-11) did not find that school environment is significantly related to teacher burnout. This difference between Arabs and Jews may stem from the fact that Arab teachers consider the environment as necessary or influenced by the organizational environment. Therefore, there is room to examine this aspect. At the same time, al-Hajj (1995, in Trebia, 1999, p. 100) adds that the phenomenon of burnout among Arab teachers is relatively high compared to Jewish teachers. The explanation for this difference lies in the Israeli Arab teacher's world, which includes various unique components: problems with professional development, lack of promotion, and experienced oppression; teachers' rise stems from strange considerations, preferences, and connections, not by skills. They have to deal with many professional problems and issues arising from their status as part of the Arab minority.

The studies mentioned above reinforce what has been shown in the research literature that the causes of burnout are not visible, and its roots are found in the occupational, organizational, social, cultural, and interpersonal phenomena (Anaki, 2012, p. 17). However, the findings reinforce the assumption that the perceptions of teachers, students, parents, and principals of the school's social, physical, and pedagogical environments may influence the school educational processes and their outcomes. Recognition of these perceptions is important for school principals, who are required to control the school's organizational

processes and discover the areas in which intervention is needed to improve the school atmosphere (Opletka, 2010, pp. 204-75).

According to Trevia (1999, p. 126), the principal's leadership is the main factor among the organizational environment factors that explain the burnout phenomenon's variance and characteristics. Cherniss (1980, in Anaki, 2012, p. 19) argues that the organization that restricts the employees reduces their independence and does not provide intellectual stimulation, and creates challenges that cause burnout. Cherniss adds that an exciting and challenging role, the principal's leadership style, and the school staff's interaction style develop feelings of efficiency and success, which affects the dimensions of burnout. Raichel (2015, p. 121) argues that for the principal to lead school staff, he has to create an excellent atmosphere to feel they are in a fair, necessary, valued, meaningful, and belonging place with constant support. The principal should create an atmosphere of openness, that everyone can express their opinion, so people feel significantly more effective. The principal can create an atmosphere in which disagreements are resolved in a conversation, learning from different views that there is room for everyone.

When we came to test the second hypothesis – there will be a significant positive relationship between the teachers' years of seniority and their burnout. Thus, the more years of the teacher's seniority in Arab society, the higher the teacher's burnout, and vice versa. We found a positive and significant relationship between the level of burnout and the number of years of seniority (r=0.395, P<0.01). Thus, the more years the teacher's seniority in Arab society, the greater its burnout and vice versa.

This finding is consistent with Friedman and Lotan's (1993, in Trevia, 1999, p. 121) study, which states that there are statistically significant differences in all burnout factors according to years of seniority. The more years the seniority, the higher the level of burnout in its three factors. It is worth noting that seniority is a background variable that predicts teacher burnout more than any other background variable. Burned-out teachers remain in a system because they have no other choice, so their number does not decrease, in contrast to the Western society that provides early retirement. Consequently, fewer burned-out teachers remain.

Similarly, Pines (1984, in Inbar-First, 2016, p. 156) argues that a feeling of burnout is familiar among veteran teachers. Burnout means 'fading,' and 'fading' is proceeded by "fire." The most exposed teachers to burnout are enthusiastic, enterprising, pioneering, and incentive, who want to initiate and are full of passion and emotion. Burnout is manifested in mental exhaustion that develops slowly after a series of unsuccessful attempts to overcome negative, stressful situations.

Unlike Friedman, Lotan, and Pines, Reingold (2009, pp. 85-79) argues that teacher burnout is not only common among veteran teachers but is shared among two populations: veteran teachers and novice teachers. He claims that novice teachers face many difficulties during their work at school. Consequently, they suffer from tensions and trauma because what they imagined during their college studies is different from reality. The pressures and feelings of burned-out novice teachers often lead to burnout and dropout from the teaching field. Therefore, part of the causes of burnout among teachers in their first years of work can be explained by the existing separation between "theory" and "practice" in teacher's training (Pritzker and Chen, 2010, pp. 94-131). Inbar-First (2016, p. 155) adds that the burnout rates are exceptionally high (2% -30%) in the first five years of practicing the profession. Most of the dropout occurs in the first three years and reaches 33%, and in the fourth and fifth year, this rate gradually decreases.

In light of all of those mentioned above, it is said that among novice teachers, dropout occurs out of low absorption processes, which do not invite optimal conditions for dealing with the emotional flooding and the shocking reality involved in job requirements. Veteran teachers also drop out of the education system, but this is usually related to deep feelings of professional and emotional burnout. In both cases, there is a state of ineffective functioning. Therefore, novice teachers and veteran teachers need a social and professional support system to deal with the subjective and objective stressors that make it difficult for them to function (Inbar-First, 2016, p. 155).

VI. CONCLUSIONS AND RECOMMENDATIONS

The study found a significant negative relationship between the organizational environment and teachers' burnout in primary schools in the Arab society in Israel. However, since these findings are based on a statistical study for examining the relationship between the variables, causality cannot be assumed (hence further research is needed that focuses on reason). Nevertheless, it can be considered that an increase in the organizational environment indices (openness, effort to succeed at work, environmental structure, encouragement, self-feedback, recognition of success, and consistency) can reduce the level of

burnout among teachers in the Arab society in Israel, and vice versa. It can be presented in the following model:

Figure 3: Abu Alhaiga and AbdAlgani model.
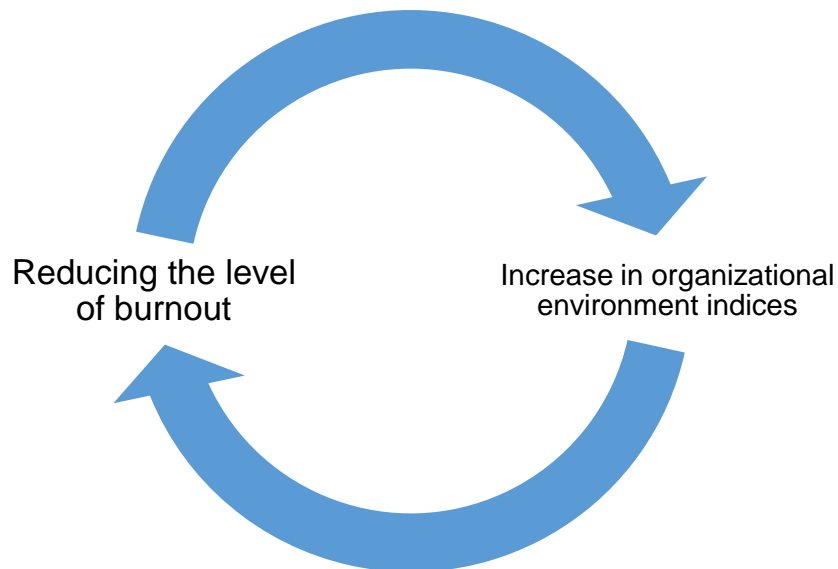
Bshara (2012, pp. 104-86) emphasizes this hypothesis that a festive atmosphere at school, a good interaction between the organization members, and a supportive leadership style can be encouraged. Raising the motivation and the pedagogical self-efficacy among teachers is very important for the teachers' work. A high level of satisfaction may lead to various phenomena that relate to the pedagogical field at school.

Hence, Arjarim (1992, in Anaki, 2012, p. 13) believes that "the principal is obliged to find a formula that combines the individual's needs and the needs of the organization. "The organization is more positive or less positive. The principal's leadership style has implications for the organizational profile, the workers' perception, the environment and the organizational profile of the school in which they work."

"The principal is committed to locating a formula that combines the needs of the individual and the needs of the organization. In these two axes, the principal promotes the organization and provides support for teachers. Leadership style is one of the significant components in developing a positive or a negative organizational environment. Leadership style has implications for the organizational profile and the teachers' perceptions of both the environment and the organizational profile of the school in which they work." Nevertheless, promoting a school environment is a long-term process that aims to create a safe and value-based environment essential for the operation of learners' development in the various educational frameworks (Ministry of Education, 2015, p. 6).

Burnout has negative psychological effects on teachers, resulting in a decrease in teaching effectiveness and quality. In practical and light of the results, there is a need for a supportive principal. It is also appropriate for the staff and the principal to encourage the teachers. When the school principal succeeds in leveraging these issues, an effective organizational environment will be easily created. Consequently, it causes teachers to feel less burned-out in their work and perform more professionally and efficiently.

The school principal should use the research tool to formulate a work plan for improving, promoting, and developing an optimal organizational environment. The school should set goals and priorities as to whether changing the school's policy priorities following the research findings.

6.1. Limitations of the study

The participants in this study are primary school teachers. It may be interesting to examine the relationship between organizational environment and teacher burnout in junior and high school. There is no mention of comparative studies between teachers teaching different age groups, which invites researching this question.

Moreover, the research was based on the quantitative approach, and the procedure relies on a self-report questionnaire.

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Self may influence such questionnaires and social desire, and the report may be biased. There is room to investigate further the leading causes of the burnout phenomenon in teaching using additional measurement tools.

6.2. Summary

It is worth concluding that the research literature reviewed so far emphasizes extensive research evidence that organizational characteristics affect the stress levels that the teacher feels at work. Some work environments produce high levels of burnout even among influential teachers, whereas in another work environment with similar objective pressures, few burnout cases exist. In other words, many teachers report organizational conditions that lead them to perform low in their work. Teachers become burned-out and disappointed with their careers when the work environment satisfies their success regardless of their professionalism level (Anaki, 2012, p. 23). According to Pines (1984, in Anaki, 2012, p. 24), the cause of burnout in some cases exists in the person himself, yet in most cases of emotional burnout, the reason is environmental.

It is also important to note that the burden derived from the teaching profession's nature makes it difficult to absorb new teachers. The responsibility imposed stems from the various circles of the job, whose ambiguity is more significant than their clarity. Against this background, it may be appropriate to include a holistic chapter in the training programs that present the teaching profession. All the commitments derived from it will be apparent to the student-teacher while studying at the college (Pritzker and Chen, 2010).

Schmerling (2004, p. 384) emphasizes some of the active coping measures in the Israeli population that have proven effective in slowing down the process of burnout in this population, such as (1) changes in the employee's perception and the nature of work: it refers to the need for an organizational change, which can lead to a different perception among employees and the nature of work, where the causes of human burnout are mainly systemic and organizational. (2) The person's needs, in his career, must be coordinated with the possibilities of the job to fulfill these needs. (3) The employee's sense of commitment must be nurtured. (4)

It is essential to find out the expectations of the students-teachers at college and to integrate them into work while studying to allow the beginning of professional socialization and knowledge of reality; a step that helps to examine the adaptation of the profession to the expectations and reducing shock at the end of the training. (5) It is essential to give legitimacy to soothing burnout. (6) Social support and support of superiors can be means of moderating burnout. (7) The flow of information prevents psychological uncertainty and can also be a means of moderating burnout. In addition to teachers' workshops starting from graduation, there is a need to accompany them at various stations in their work later on.

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