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**Psychological Exhaustion of Female Instructors at
Mosul University**

الإرهاك النفسي لدى تدريسيات جامعة الموصل

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Abstract

This research aims at measuring the psychological exhaustion of female instructors at Mosul University including different dimensions (external appearance ,social and emotional exhaustion, events of life , professional stress). The importance of the research lies in studying these dimensions and finding some differences of some variables under discussion including (specialization , certificate , scientific title , age , years of teaching expertise , salary and teaching load). A tool for measuring psychological exhaustion and its five dimension has been set and distributed to (92) subjects of university teaching staff . Statistical analyses have been adopted by using Spss program to reach the results which led to some recommendations and suggestions .

الملخص :

ينصب هذا البحث على قياس الإنهاك النفسي لدى تدريسيات الجامعة حسب أبعاده (إنهاك جسدي، واجتماعي ، وانفعالي ، أحداث الحياة ، ضغوط مهنية). وتتجلى أهميته من خلال دراسة هذه الأبعاد والتعرف على بعض الفروق لبعض المتغيرات موضع الدراسة (التخصص ، الشهادة -اللقب العلمي -العمر-سنوات الخبرة التدريسية- الراتب - النصاب الأسبوعي) وتم بناء أداة تتضمن قياس الإنهاك النفسي وأبعاده الخمسة وزعت على (92) عضو هيئة تدريسية واعتمد أساليب الإحصائية عولجت ببرنامج Spss لظهار نتائج البحث التي تم في ضوءها صياغة التوصيات والمقترحات .

Key words: (Psychological Exhaustion , Exhaustion, Female Instructors)

Importance of the Research

The phenomenon of psychological exhaustion has recently attracted the attention of psychological researchers due to its negative effects that lead to misconduct . Individuals are exposed to numerous conditions in which they cannot control themselves. They consequently cannot perform their roles properly . Therefore; they feel unable to do their work as required . This feeling leads to emotional and psychological exhaustion.

Related studies have witnessed many researches that got a practical interest more than an academic one. Researchers describe the nature of professional activities causing pressures and consequent results saying that some professions represent dangers especially those require mental and emotional efforts and those ambiguous ones that imply a conflict on roles. The present paper tackles an important group of society that has many responsibilities namely female university instructors.

Aims of the research: The research aims at:

1. Measuring the degree of **psychological exhaustion** of female university instructors .
2. Measuring the degree of psychological exhaustion of female university instructors according to its dimensions(external appearance ,social and emotional exhaustion, events of life ,professional stress).

3. Finding the differences in the degree of psychological exhaustion according to the variable of specialization (scientific and humanerian)
4. Finding the differences in the degree of psychological exhaustion according to the following variables (specialization , certificate , scientific title , age , years of teaching expertise , salary and teaching load).

Scope of the research : The present research is confined to the study of a sample of female instructors at the university of Mosul for the academic year (2017-2018).

Definitions of Psychological Exhaustion : Psychological Exhaustion has been defined by

- Freudenberger (1974) : psychological exhaustion is a case of emotional and physical fatigue because of additional pressures and inability to perform the requirement of the profession .

(Bilge F.,2006 : 6)

-Sedman Wzager (1986) : psychological exhaustion is a negative pattern of response to pressing teaching events and students in addition to lack of management support . (mohammed ,1995:1)

- Asker and Ahmed Abdullah (1988) : psychological exhaustion is a case including negative changes in the professional relations of the individual with others because of the professional stress exposed at work especially social professions where intensive human contact is noticed compared with other professions. Therefore; psychological exhaustion is attributed to professions requiring interaction with the public such as teaching for instructors where interaction with the students affects his psychological and health state as well as his social relations in a way that increases the pressures.(Asker, Ali and Ahmed Abdullah,1988:55).

- Moss, 1989: psychological exhaustion is a feeling of exhaustion which may develop when the individual lives a lot of pressures and little satisfaction.(Al noory , 2011:89).

-Tawfeeq, 2006 and Abdullah 2004 : psychological exhaustion is a case of emotional fatigue because of exposure to increased pressures that negatively affect on the social, psychological, mental physiological state (Tawfeeq,2006:225),(Abdullah ,2004:315).

- Oxford Dictionary: psychological exhaustion is an exhausting tiredness due to excessive work. (Samall,2004: 150)

-(Abdulrahman ,1992) psychological exhaustion is a negative psychological state that hits teaching staff as a result of exposure to different kinds of pressures . This is reflected on their

behavior and daily practices of work and their relations with the surrounding people (Abdulrahman ,1992:3)

- Al-joudy ,2009 : psychological exhaustion is an emotional psychological disease related to work and affects on those who deal with public . It emerge as a result of accumulation of work pressures with inability to treatment of to know the method of treatment(Al-joudy,2009:1).

- The theoretical definition of psychological exhaustion : " a mixture of exhaustion ,emotional tiredness ,external appearance fatigue and knowledge boredom resulting from professional stress , pressing events of life, or human relations that fail to achieve the expected results.

- The practical definition of psychological exhaustion : The total degree which the subject has after answering the items of the measurement prepared for this research.

The Theoretical Frame :

The term of exhaustion means tiredness and general shortage of response as well as consumption of power as a result of repeating a specific action (Jaber,Alladeen ,1990:1204). Whereas, the term burnout means the consumption of power due to exposure to excessive pressures . Signs of psychological exhaustion include:

- Feeling exhausted and physical and psychological fatigue leading to the depletion of mental energy , weakness of activity and vitality ,loss of motivation , negative view of personality , sense of helplessness, failure and despair.
- The negative attitude towards work and performance in a routine manner resistant to development and creativity, weak desire to work and avoiding talking to others including friends and colleagues at work and feeling guilty and unjustified absence of work. (Omar Mohammed Kharabsheh and Ahmed Abdel Halim, 2005)

The sources of psychological exhaustion are:

- Diversity in the sources of psychological stress and their overlap with each other, including the external technological and social and political environment and changes and positions of pressure , fear and threat and frustration involved in increasing psychological exhaustion in addition to:
- Overload, which includes two types of quantitative workloads related to the amount of work required of the individual and the qualitative overload, including the difficulty in performing the

work required of the individual who lacks efficiency in the work performance or the presence of a number of factors as an increase responsibility and lack of sufficient time to do work.

- Lack of support , which is considered one of the top functional sources of psychological exhaustion and a form of counseling support, advising and support of friends and family
- Social pressures, such as increasing family burdens and high level of ambition.
- Economic pressures when the individual compares the effort to work and income.
- Physical tiredness of some of the cycosomatic disorders such as insomnia, back pain and digestive disorders, headache. (Sha'ban, 2011: 189) and (Ali, 2008: 50-59).

Explanatory theories of psychological exhaustion:

Psychoanalytic theory holds that psychological exhaustion results from three aspects:

1. Continuous stress on the individual.
2. Loss of ideal ego function in relation to others with direct contact in the life of the individual.
3. Inappropriate or conflicting interactions. (Metwally, 2005: 39-69)

Behavioralists interpret psychological exhaustion as an internal state caused by disturbed environmental factors and conditions .If these conditions are controlled mental retardation can be minimized ,and behavioral modification strategies can be used to mitigate its effects (Inclusion, 2007: 4).Among these strategies, Hackenin et al. 2006 used some therapeutic techniques such as relaxation and self-control through self-control, reinforcement, taking warm baths (Roshan, 2001: 497)

As for the existential theory, existentialists attribute manifestations of psychological exhaustion to the lack of meaning in life, and tension in the life of the individual is an existential vacuum as described by Victor Frankl (2001) or frustration of the will of meaning. As for Langley (2003),he pointed that psychological exhaustion occurs as a result of the following things:

- The individual is shocked as a result of starting his or her life with high goals that cannot be achieved.

- Failure of the individual to achieve his goals makes him lose his view and self-esteem as well as respect of the people.

- An individual feels existential emptiness as a result of lack of psychosocial energy and loss of adaptive capacity, which destroys the individual's life and suffers psychological impairment (Langle, 2003: 108).

The researchers presented several models of psychological stress among teachers, including the Schwab model (1986 Schwab, Jackson & Schuler Teacher Burnout Model) This model referred to two types of psychological exhaustion:

1. Factors related to the institution itself.
- 2 - Factors related to the teacher (personal and psychological variables). Note Figure (1)

Sources of psychological exhaustion	Manifestations of psychological exhaustion	Behavioral correlations
Factors related to the institution: Role conflict - Role ambiguity - Non-participation in decision-making - Poor social support - Independence. Personal factors: Professional expectations - personal variables (such as gender, age and experience)	Emotional depletion Lack of interest in the humanitarian aspect. Feeling weak psychological achievement.	The teacher's intention to leave the profession. Increase the rate of absenteeism from the institution The stress required by the teaching profession. Tired of less effort.

Figure (1) shows Schwab model of the sources of psychological exhaustion of the teacher, his manifestations and his affiliations (Byrne, 1999: 15-37)

Previous studies :

- **Danilech's Study 1993:** The purpose of the study is to investigate the prevalence of psychological combustion between faculty members, staff and staff of faculties of physical education in Ontario universities in Canada. The study also aims at investigating the effect of gender, age, marital status, consisted of (25) professors. The results of the study show that individuals aged 39 years or less, females, unmarried men, trainers, and individuals who are not in service, suffered from higher emotional stress than of their peers. The results also indicate that the pressures of labor, namely, excessive workload and job opportunities, are strongly related to emotional stress, while the organization's organizational structure, time pressure, and the development of human resources are clearly linked to emotion loss (Judy, 2006 : 15) and (Tahayneh, Suha, 1996: 128).
- **AL Dababsa study (1993):**The study was conducted to determine the levels of psychological exhaustion in 308 professors. The results showed an average level of psychological exhaustion in addition to the existence of statistically significant differences in the degree of psychological exhaustion of the scientific qualification variable on the intensity of the frequency of emotional stress in favor of the teachers of university certification. There were significant differences in the degree of psychological exhaustion of the sex variable on the intensity of emotional pressure and frequency and severity of lack of sense of achievement for the benefit of males. There were also significant differences in the degree of psychological exhaustion of the variable of years of experience on the repetition of emotional pressure for inexperienced teachers. In addition to significant differences for the variable of monthly income on the intensity of emotional pressure and the intensity of dissipation of feelings in favor of professors of high income (Jodi, 2006: 15).
- **Ben Zeroual Fatihah 2002:** This study aimed to identify the sources and stress levels of the university professor and the strategies of the psychological guide in his treatment and prevention. A sample of professors from the University of Colonel Al-Haj Lakhdar Babatneh consisted of (84) professors and 17 mentors.The researcher used special information (gender, age, academic rank, experience in university teaching). The second part deals with the sources and levels of

stress. It contains 57 words that are divided into seven axes: incentives, social outlook, work content, physical conditions of work , Administration, students, colleagues. The third part was the symptoms of occupational stress and included (42) words divided into 4 axes: the symptoms of psychosomatic symptoms, psychological symptoms, behavioral symptoms.

- The results of the study showed that the level of stress was moderate to the average, and showed no significant differences between the groups of the type of college and the variables of the age variable in the level of stress. The results also showed significant differences between academic class categories such as the oldest age group (16-23) in the level of stress in favor of the group. The results also revealed that the sources of psychological pressure of the sample members give importance to the social view, the incentives, the students, and then the colleagues as sources of their sense of stress (Ben Zeroual, 2002: 183).
- **Al-Rafi'i study (2010):**The study aims to identify the levels of psychological combustion among faculty members at the Teachers College at Abha University, in light of the variables of age, qualification, specialization, years of experience in teaching, nationality, social status, monthly income, number of students in the classroom and teaching staff in the week .The results of the study were based on a sample of (77) instructors. These results showed that the psychological combustion among the faculty members was on a medium level on the overall scale and the dimensions of job dissatisfaction and low administrative support , the pressures of the profession and the emotional stress of the instructor, and to a high degree on the dimension of the negative trend towards the students, with a statistically significant change in the quorum . No differences were shown for other variables (Al-Rafi'i, 2010: 297-351).
- **The study of Al-Mushrif 2002:** It aimed at identifying the sources of psychological combustion, exposed to teaching staff at King Saud University on a sample of (45) female teachers . A tool from the reality of teachers is prepared and the results showed a high degree of psychological combustion .Sources of the physical environment for teaching and the effects of work pressures and relations with students and management got average degrees. The results revealed statistically significant differences according to age variables, degree, specialization and years of experience (Al-Mushrif, 2002: 193).

- **The study of Al Nuri,2011:**The study was conducted to reveal the extent of the existence of the combustion phenomenon and identify the combustion areas according to the significant conditions. The questionnaire was distributed to (50) faculty members. The results showed that males are more exposed to combustion than females, and that ages of more than (46) are exposed to combustion at a higher level and is linked to physical ability and age and the extent of responsibility. The results also showed that assistant professors are more exposed to combustion than others and then the rank of lecturer (Nuri, 2011: 85-99).
- **The study of Al-Askary and Rana, 2011:** This study aims at measuring the psychological combustion in the teaching of the Faculty of Education /University of Mustansiriya and identifying the individual differences in the psychological combustion according to the variable of marital status (married and unmarried) .The research comprised a sample of (100) female instructors . The results showed that female instructors have a level of psychological combustion higher than the average mean for the scale and that married female teachers are more exposed to psychological combustion (Al-Askary and Rana, 2011: 1-19).
- **The study of Khoen ,2018:** The purpose of this study is to find out the relationship between the commitment and its dimensions and the psychological combustion through a questionnaire distributed to (52) teachers. The results showed an effective relationship between (qualification, service and age) with psychological combustion. Gender and social status have not been effective . (Khoen, 2018: 47-68).

Comment on previous studies:

Most of the studies were conducted on teachers of primary schools and teachers in intermediate schools and private education teachers .Those conducted in universities mostly dealt with trainers of physical education. The studies that dealt with teaching staff were presented in universities only, which in turn vary in the variables and the research tools used and the number of samples.

Research methodology and procedures

Research Sample

The study sample consisted of (92) of the female lecturers of the University of Mosul, selected by simple random method from the research society of (1717) teaching, incomplete forms of response have been neglected , note Table (1).

Table (1)

Distribution of basic research sample of the female lecturers of colleges in Mosul University

specialization	College	Number	Total
Scientific	Education (scientific departments)	10	52
	Engineering	16	
	Administration and Economy	16	
	Education for girls (scientific departments)	10	
Humanitarian	Education for girls (human departments)	10	40
	Islamic sciences	10	
	Arts	20	
Total		92	92

Research Tool

A tool has been developed to measure the psychological exhaustion in accordance with the current research requirements. The scientific steps have been followed to prepare the psychological standards, which should begin by defining the theoretical bases on which the researcher bases the measurement. Cronbach points out that the researcher should begin to define concepts (Cronbach, 1970: 530) by reading the literature, sources and previous measures that dealt with psychological exhaustion, its components, characteristics and indicators required to be available to the person to be considered as mentally exhausted.

The rational or rational approach was also adopted in the construction of the scale, as well as the use of the experience through the use of expert opinions and personal experiences of teaching. Items of the scale have been distributed according to the five dimensions :Social (18)

paragraphs ;(20) paragraphs, emotional (20) paragraphs, events of life (22) paragraphs, professional pressure (20) paragraphs).

Validity

Face Validity has been adopted by presenting the tool to experts specialized in Education and Psychology to judge the face validity . Some items have been modified and added. Thus, the measure in its final form consists of (93) paragraphs. Construct Validity is adopted to show the relation between the theoretical base of the test and the items of the test .The significance of the Construct Validity is checked by the method of effectiveness of the paragraphs, ie, the extent to which each paragraph of the scale is related to the overall grade of the test (Roussan, 1999:33), (Nunnally, 1978: 262) .The correlation between the scores of each of the scales and the total degree of the sample was determined using a randomly selected sample of 80 students. The results indicated the strength of the correlation of all the paragraphs of the scale except for two paragraphs (44,72). Using the T test, it is shown that they were statistically significant (0.05) and 78 (1.99). As shown in Table (2).

Table (2)

The values of the correlation coefficients and the t-test indicate the grade of the paragraph and its relation to the total grade of the scale.

Items	coeffic ient value	T value	items	coefficie nt value	T value	Items	coefficient value	T value
1	0.368	3.495	32	0.623	7.034	.63	0.501	5.112
2	0.255	2.329	33	0.596	6.555	.64	0.551	5.831
3	0.468	4.677	34	0.490	4.964	.65	0.513	5.278
4	0.490	4.964	35	0.644	7.434	.66	0.455	4.512
5	0.470	4.702	36	0.589	6.436	.67	0.598	6.589
6	0.470	4.702	37	0.663	7.821	.68	0.688	8.372

7	0.534	5.578	38	0.623	7.034	.69	0.363	3.440
8	0.412	3.993	39	0.607	6.745	.70	0.434	4.254
9	0.345	3.246	40	0.331	3.097	.71	0.413	4.005
10	0.521	5.390	41	0.514	5.292	.72	0.144	1.285
11	0.225	2.039	42	0.478	4.806	.73	0.268	2.456
12	0.533	5.563	43	0.491	4.977	.74	0.270	2.476
13	0.552	5.846	44	0.212	1.915	.75	0.356	3.364
14	0.572	6.158	45	0.448	4.425	.76	0.427	4.170
15	0.559	5.954	46	0.524	5.433	.77	0.608	6.763
16	0.286	2.635	47	0.43	4.206	.78	0.480	4.832
17	0.343	3.224	48	0.526	5.462	.79	0.564	6.032
18	0.479	4.819	49	0.551	5.831	.80	0.526	5.462
19	0.487	4.924	50	0.383	3.661	.81	0.403	3.888
20	0.677	8.123	51	0.413	4.005	.82	0.303	2.808
21	0.564	6.032	52	0.502	5.126	.83	0.247	2.251
22	0.462	4.600	53	0.381	3.639	.84	0.338	3.171
23	0.470	4.702	54	0.424	4.134	.85	0.323	3.014
24	0.686	8.326	55	0.390	3.740	.86	0.406	3.923
25	0.720	9.162	56	0.555	5.892	.87	0.322	3.003
26	0.749	9.983	57	0.499	5.085	.88	0.663	7.821
27	0.621	6.997	58	0.555	5.892	.89	0.306	2.838
28	0.352	3.321	59	0.498	5.071	.90	0.646	7.474
29	0.721	9.189	60	0.557	5.923	.91	0.407	3.935
30	0.459	4.562	61	0.557	5.923	.92	0.290	2.676
31	0.585	6.370	62	0.593	6.504	.93	0.319	2.972

- Paragraph 44 (My husband threatens to divorce me)
- Paragraph 72 (my inability to control the course)
- So they were deleted from the scale and thus it became (91) paragraphs.

Reliability

Reliability was calculated in several ways: the Cronbach method (1951) with the withdrawal of (40) random forms from the application of the scale. This method results in an internal consistency coefficient of the scale structure (return, 1999: 355). Alpha Kronbach value was (0.971), jithman method (0.953) and the method (0.963) were strictly parallel. Foran indicates that the good stability coefficient should be greater than 0.70 (Foran, 1961: 85) Kronbach was as follows: social (0.865), physical (0.923), emotional (0.858), life events (0.856), occupational pressures (0.878).

For the purpose of correcting the scale, a five-dimensional scale (applies to me to a very large degree, applies to me to a great extent, applies to me to a moderate degree, applies to me to a very small degree, applies to me very little) gives (5.4, 3, 2, 1) The theoretical scale was (279) degrees.

Statistical methods: The following statistical methods were used, with the help of statistical program (SPSS), Fcronbach, jithman and strictly parallel, two independent samples, one sample test, jeperson correlation coefficient, T-test of correlation coefficient.

Search Results: View and discuss

First: Measuring the degree of psychological exhaustion of university female lecturers:

To measure the psychological exhaustion of university female lecturers, the computational mean of the study sample was extracted at (233,489) degrees with a standard deviation of (60,734). When comparing the arithmetic mean with the theoretical mean of the measure of 279 degree using the T-test for one sample, the calculated T value was (36.875) which is higher than the tabular T value of 1.99. It was found that the difference was statistically significant at (0.05). Table (3).

Table (3)

The theoretical mean, the theoretical mean, the standard deviation of psychological exhaustion scores, and the calculated and tabular T value.

Number of Sample members	Arithmetic mean	standard deviation	Theoretical mean	Calculated T value	Tabular T value at 0.05
92	233.489	60.734	279	36.875	1.99

This indicates that the university's female instructors have a high level of psychological exhaustion. The researchers attribute this to the pressures of life due to the events of the occupation of ISIS gangs and the liberation of the city of Mosul in addition to the professional stress, the teaching load, career pressure and time, in addition to the family and social pressures. This study agrees with the findings of the study of Danlich (1993), Al-Mushrif (2002) and Al Askary and Rana (2011). These studies found that there is a high level of psychological stress. Whereas, the study of Dababsa (1993), Ben Zoral Fatihah (2002) found a moderate level of stenosis and psychological stress.

Second: Measuring the degree of psychological exhaustion in university female lecturers according to its dimensions (emotional exhaustion, physical, life events, occupational pressures, and social).

Table (4)

The theoretical mean, the theoretical mean, and the standard deviation of psychological exhaustion scores according to its dimensions and calculated and tabular T values

Dimension	No. of samples	Arithmetic mean	Standard Deviation	Theoretical mean	Calculated T value	Tabular T value at v0.05
Emotional	92	39.880	11.9143	51	32.10	1.99
External appearance	92	42.706	16.9896	54	24.11	

Life events	92	51.956	13.7280	60	36.30
Professional stress	92	56.489	15.393	60	35.19
Social	92	42.728	13.2773	54	30.86

The results shown in Table (4) above show that psychological exhaustion after life events and professional stress is the most important in the arithmetic mean (51,956- 56,489) and the T value (36,30- 35.19) and the emotional and social exhaustion (42,706) and the T value (24.11). This result was consistent with the study of Danielsch (1993) and Al-Mushrif (2002) The association of occupational and emotional pressure with emotional stress was attributed to Ben-Zoural Fatihah (2002) because of the social outlook and the use of mechanisms of resistance . The study of Nuri (2011) linked stress to physical ability and age, and the results disagreed with the study of Khwain (2018) in that psychological exhaustion did not affect the social situation.

Third: Identifying the nature of the differences in the degree of psychological exhaustion in university female lecturers according to the variable of specialization (scientific – human).

To identify the nature of the differences in the degree of psychological exhaustion in university female lecturers according to the variable of specialization (scientific – human).The Arithmetic mean of scientific specialization was (225.2500) with a standard deviation of (58.76569) while the arithmetic mean of human specialization was (238.5500) with the standard deviation of (62.62913) and when tested using the T-test for two independent samples, the calculated T value (11.04) is less than the T-table value of 1.99 at the 0.05 level and the following table (5).

Table (5)

The arithmetic mean and the standard deviation of psychological exhaustion scores according to the scientific - human specialization and the calculated and tabular T value

Specialization	Number of sample members	Arithmetic mean	standard deviation	T calculated value	T tabular value	The significance level at (0.05)
Scientific	52	225.2500	58.76569	1.041	1.99	Not significant
Human	40	238.5500	62.62913			

The results shown in Table (5) above indicate that there is no statistical significance for the variable of scientific and human specialization at the level of psychological exhaustion. The mathematical mean of the scientific specialization reached (225.2500), the human specialization reached (238.5500), and the standard deviation of (58.76569) for science and (62.62913) for human . The calculated T value was (11.04), which is less than the T-tabular value. This result agrees with the study of Ben Zoral Fatihah (2002), where there were no differences in the type of college and Al-Mushrif study (2002) which found that there are statistically significant differences by type of specialization.

fuord: To identify the nature of the differences in the degree of psychological exhaustion in the university female lecturers according to the variables (certificate - scientific title - age - years of teaching experience - salary - weekly teaching load)

Table (6)

The T test of two independent samples to indicate the difference in the level of psychological exhaustion depending on a number of variables (certificate - title - age - years of teaching experience - salary - weekly teaching load)

the variables		Number of sample member	Arithmetic Mean	Standard deviation	T calculated value	T tabular value	Level of significance at (0.05)
certification	PH.D.	39	223.2564	63.09964	1.092	1.99	Non significance
	Master	53	237.2075	57.93510			
Scientific title	Lecturer And less	72	232.9306	60.35606	.491		
	Asst.prof. and more	20	225.4000	60.99128			
Age	Less than 40 years	59	233.5763	64.15289	.550		
	More than 40 years	33	226.4848	54.00470			
Years of experience	Less than 10 years	19	237.7368	56.95207	.533		
	More than 10 years	73	229.6164	61.33144			
Salary	Less than million and a half	48	227.1875	59.64457	.524		
	More than million and a half	36	234.0833	59.71617			

Weekly load	Less than 14 lectures	71	230.2817	61.58947	.221		
	More than 14 lectures	21	233.5714	58.04875			

The results shown in Table (6) above indicate that there is no statistical significance for the variables (certificate - scientific title - age - years of teaching experience - salary – weekly teaching load) in psychological exhaustion. This finding coincided with the study of Danielsch (1993) with a high degree of psychological exhaustion according to age (39 - lower). The results of the current research disagree with the study of AL Dababsa (1993) which showed high differences in the variables of academic qualification, years of experience and monthly income.

The study of Ben Zoral Fatihah (2002) matched the results with the current research that there are no differences for the variable age and the results were contradicted by the existence of differences in the variable of scientific qualification. The results disagree with each of the following: Al-Rafi'i study (2010), which found differences for the variable of the teaching quorum .The study of Al-Mushrif (2002) and Nuri (2011) and Khoen (2018), which reached a high degree of psychological exhaustion depending on the variables (age, specialization, years of experience and qualification).

Recommendations:

- 1 -Detection of psychological exhaustion in the female lecturers through the initial symptoms to prevent it and reduce its effects through the guidance programs to reduce it, where the results showed a medium degree of psychological exhaustion of female lecturers .
- 2 - Preparing courses and seminars for members of the faculty on how to cope with the pressures of life in general and work in particular to adapt to the problems faced by and how to deal with them.
- 3 -Organizing some social and recreational activities and trips that reduce the pressure of work and the Department's interest in social relations among faculty members.

4 -The subject of psychological exhaustion should be taken into consideration by the faculties of the University of Mosul to mitigate its negative effects through the granting of material and moral incentives for faculty members and facilitate the opportunities for scientific promotions and academic development through facilitating the functions of scientific research.

5 – Taking care of the health, cultural and social aspects. University institutions should include a comprehensive set of housing, kindergartens and schools to ensure that the teaching staff members of their families are near them and thus they will not be concerned about them and the time of public schools, which does not fit with the time of university institutions.

Suggestions :

1 - Using the current measure to conduct studies for faculty members in other universities and conducting comparative studies.

2 - linking psychological exhaustion with psychological and social variables.

3 - Conducting surveys to find out the causes of psychological exhaustion and the conditions that cause it.

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