

COMPAREMENT OF BURNOUT LEVELS OF MALE SPECIAL EDUCATION TEACHERS OF BLIND AND HEARING LOST HANDICAPPEDS

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ABSTRACT

The purpose. We aimed to compare burnout levels of male Special education teacher which are working with different handicaps

Methods. At this study, Special education teachers of 25 blindless and 23 hearing lost were joined voluntarily. Volunteers' working year was between 7 and 12 years. Volunteers were performed Turkish Type of Maslach Burnout Inventory

Data was recorded on computer by using Package programe which called SPSS. Trainers' burnout level was investigated according to their handicap groups which they work by using independent-t test.

Results. As a result of the study, while meaningful difference was found about depersonalization parametres in favour of Special education teachers of blind handicappeds' ($p < 0.05$), no meaningful differences were found about emotional exhaustion and personal accomplishment parametres ($p > 0.05$).

Conclusions. We thought that while Special education teachers of blind handicappeds' sensitivity levels were more, Special education teachers of hearing lost handicappeds' burnout levels were more.

Key Words: Handicaps, Special Education Teachers, Burnout Inventory

Introduction

Teachers often find themselves working well beyond a 40-hour week as they supervise student projects, coach career development teams, evaluate student work and prepare lessons. The long hours at work, coupled with the stress of teaching could eventually lead to debilitating health problems (Croom B. D., 2003). Handicapped is described as a person which loses one of their physical, mental, sensorial, and social abilities because of any reasons from birth or later, has difficulties about adapting to social life and daily necessity and needs protection, care, rehabilitation, counseling and support services (N.M. Çakmak, 2008). It is so clear that teachers should be patient and selfless as much as their families during handicapped children's education. On the other hand, being teacher at handicapped children's education can be more stressful because of children's personal properties like satisfying their necessity, being hard of controlling, educating. These are risk factors for teachers at Special education teachers about burnout syndrome (G. Girgin., A. Baysala, 2005). Burnout can be found out almost every workers of every work types (AE., Çoban, Z. Hamamcı, 2008). Burnout syndrome can cause a general decrease of work quality and can be associated to important psychological effects, including depression, anxiety, conflicts with colleagues, indifference and cynicism with patients, increasing alcohol/drugs intake, family strain, relationship breakdown and increased irritability (BJ. Kelly, L. Todhumter L., B. Raphael 1996). Studies about burnout syndrome have mostly

included people from certain works, age, groups, genders and ethnic origins. However, there have been few studies on Special education teachers. These few studies have enrolled that mental handicapped students' Special education teachers experience emotional burnout and insensitiveness in different levels depending on sex, socio-economic status, support from colleagues, belief on status of their occupation, appreciation from the administrators (G. Girgin, A. Baysala, 2005). Another study is reporting a negative association between the MBI subscale Depersonalization and competence that may be attributed to a distancing mechanism in difficult human interactions (H. Pillay R. Goddard, L. Willss, 2005). At literature, we can find out studies about burnout levels of Special education teachers of menthal or blindness or hearing lost handicapped students but it is really hard to find a comparement about Special education teachers' burnout levels. The aim of this study is to compare burnout levels of Special education teachers of blindless and hearing lost handicapped students.

Methods

Participants

At this study, 25 Special education teachers of blind handicapped and 23 Special education teachers hearing lost students were joined voluntarily. Volunteers' working year is between 7 and 12 years. Volunteers were performed Turkish type of the Maslach Burnout Inventory

Measure

Burn out was put forward as concept by H. Freudenberger at 1974. The Maslach Burnout Inventory (MBI) was developed by Maslach and

Jackson (1981). (R. Balay, A. Engin A., 2007, H. Taşdöven, 2005). MBI has 3 dimensions. The three dimensions of the inventory are: Emotional Exhaustion (EE) consisting of 9 items, Depersonalization (D) consisting of 5 items and Personal Accomplishment (PA) consisting of 8 items (R. Balay R., A., Engin 2007, Dorman J.,2003). MBI is a type of likert scala (B. Çapri 2006) and Likert scala was used videly for evaluating personality, attitude and various behaviour (O. Pepe, 2006). These, three dimensions, constitute burnout that: emotional exhaustion, which refers to feelings of being depleted of one's emotional resources, representing the basic individual stress component of the syndrome; depersonalization, which refers to negative, cynical, or excessively detached responses to other people at work, representing the interpersonal component of burnout; and reduced personal accomplishment, which refers to feelings of decline in one's competence and productivity and to

RESULTS

Table 1: Comparement of Special Education Teachers' burnout levels

Parametres	Teachers	n	X _{min} -X _{max}	X±SD	Sx	t	p
Emotional Exhaustion (EE)	Blindless	25	8-29	20,12±5,97	1,19	0,369	0,714 ^{ns}
	Hearing Lost	23	8-29	19,52±5,19	1,08		
Depersonalization (D)	Blindless	25	7-18	11,76±3,36	0,67	-2,645	0,011*
	Hearing Lost	23	8-18	14,09±2,66	0,55		
Personal Accomplishment (PA)	Blindless	25	20-33	27,20±3,49	0,70	-1,639	0,109 ^{ns}
	Hearing Lost	23	24-34	28,61±2,41	0,50		

*P<0.05, ns: not significant, X±SD: mean ± standart deviation, Sx: Standart error of mean, Xmin: Minimum value, Xmax: Maxmim Value

According to table, while, Special education teachers of Blindless handicappeds' EE, D and PA avarage points were found 20, 11 and 27, Special education teachers of hearing lost handicappeds' were found 19, 14 and 28 respectively. That was mean that burnout levels of EE and D parametres of Special education teachers' were high and PA parameter of them was low. There weren't meaningful differences at the parametres of EE and PA (p>0.05), meaningful difference were found at the D parameter (p<0.05).

Discussion

As a result of this study which was about investigating burnout levels of teachers emplyed different Special education schools; Statistically meaningful difference wasn't found at EE parameter (P>0.05). similiar findings were found at article of Oruç(2007). It was seen that Special education teachers of hearing lost handicappeds' were living more emoutional exhaustion than Special education teachers of blind handicapped students. The underlying reason of that situation was thought that that Special education teachers of hearing lost handicappeds' had difficulties to commuicate with hearing lost handicapped students. Meaningful difference was found at D parameter of Special education teachers (p<0.05).

a lowered sense of efficacy, representing the self-evaluation component of burnout (C. Maslach, 1993)

Inventory's Validity And Reliability

Studies:

MBI teacher form's validity and reliability coefficients were established by Maslach ve Jackson. Inventory's reliability coefficients were found 0.88 for EE, 0,83 for PA, 0,72 for D (C.Maslach, C., SE., Jackson, 1986). In Turkey, Maslach Burnout Inventory was used for teachers by Girgin and Baysal. While Girgin was found inventory's reliability coefficients as 0,87 for EE, 0,74 for PA, 0,63 for D, Baysal was found 0,74 for EE, 0,77 for PA, 0,75 for D (Y. Kayabaşı Y., 2008).

Data Analysis

Data was recorded on computer by using Package programe which is called SPSS13.0. Special Education Teachers' Burnout level was investigated according to their handicap groups which they work by using independent- t test.

Similiar findings were found at Çokluk's article (2007). The reason of that was thought that blind handicapped students' feedbacks were more than hearing lost handicapped students. This was created a less job satisfaction for Special education teacher of hearing lost handicappeds. Menaingful difference wasn't found at the PA parameter of Special education teachers (p>0.05). The underlying reason of that situation was thought that both of Special education teachers were not happy in the conditions which they were situated and this was created unsuccessful opinion in their mind and they weren't thought that they will be work satisfaction under these conditions. We thought that while, Special education teachers of blind handicappeds' sensitivity levels were more, Special education teachers of hearing lost handicappeds' burnout levels were more.

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