

EXAMINATION OF JOB SATISFACTION AND BURNOUT LEVELS OF SPECIAL EDUCATION TEACHERS FROM THE PERSPECTIVE OF ORGANIZATIONAL BEHAVIOR

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ABSTRACT

In this study, burnout and job satisfaction levels of teachers working in TRNC Special Education Schools were examined from an organizational behavior perspective. The study includes 136 special education teachers working in Special Education Schools affiliated to the TRNC Ministry of National Education. Maslach Burnout Scale, Minnesota Job Satisfaction Scale and personal information form prepared by the researcher were used as data collection tools. The collected data were analyzed with SPSS 26 program. The study aims to provide a comprehensive evaluation to understand the burnout and job satisfaction levels of teachers.

Job satisfaction of special education teachers is generally at a positive level, with high levels of internal satisfaction and moderate levels of external satisfaction. When burnout is examined, emotional exhaustion and general exhaustion are at medium level, depersonalization is low, and personal accomplishment is at high level. Job satisfaction is effective in reducing the sub-dimensions of burnout, and internal satisfaction and general job satisfaction decrease especially burnout and increase personal accomplishment. Strong relationships were found between burnout sub-dimensions, depersonalization increased overall burnout and showed a negative relationship with personal accomplishment. In the regression analysis, personal accomplishment had the strongest positive effect on burnout, depersonalization also had a significant effect, while general exhaustion decreased burnout.

Key Words: Special Education, Teachers, Organizational Behavior, Job Satisfaction, Mental Burnout.

1. INTRODUCTION

Special education refers to the provision of educational services specifically designed for individuals through a systematic education process that takes into account their individual differences and special needs. This concept applies not only to individuals with mental disabilities, but also to individuals with a wide range of differences, such as those with learning disabilities, autism spectrum disorders, hearing or visual impairments. The main purpose of special education is to maximize the potential of these individuals, ensure their integration into social life, and develop their independent living skills. Special education has developed as a response to the educational needs of individuals. Special education programs, which are designed for individuals who cannot be integrated into the regular education system or who cannot benefit sufficiently from this system, offer appropriate learning environments and methods by taking into account the strengths and weaknesses of individuals. The education process is structured to support the cognitive, physical, social and emotional development of individuals. In this way, it is aimed to increase the self-confidence of individuals, reinforce their independence and ensure their active participation in social life (Park and Shin, 2020).

Job satisfaction is an emotional state based on individuals' experiences in work life and has a significant impact on employees' overall happiness, productivity, and commitment. The importance of job satisfaction manifests itself in various dimensions for both individuals and organizations (Richards et al., 2020). The power of the term burnout to capture the reality of people's experiences at work has made it both important and controversial in the field of research (Kazu and Yıldırım, 2021). As a colloquial term, burnout is more deeply rooted in people's complex relationships with work and has drawn new attention to some aspects of these relationships. However, burnout was initially derided as an unscientific "pop psychology". Unlike other research in the workplace, instead of a top-down approach derived from an academic theory, burnout research initially used a bottom-up or "grassroots" approach derived from people's workplace experiences. Initially, the popular, non-academic origins of burnout were seen as a disadvantage rather than an advantage. However, given the development of theoretical models and numerous empirical studies, the problem with scientific studies in the field of research has now been resolved (Maslach et al., 2001). Another metaphorical meaning of burnout is that an individual can only experience burnout if they are highly committed to and enthusiastic about their work. In this context, commitment, enthusiasm and interest in work are considered as a necessary prerequisite for the emergence of burnout (Korunka et al., 2010).

Special education teachers work under an emotionally and physically tiring workload, and strive to adapt to the different learning needs and pace of each student. Working with students who have severe learning disabilities or behavioral problems can challenge teachers' patience and motivation. Teachers' ability to effectively perform their teaching tasks is directly related to their abilities and their belief in their ability to succeed. However, many problems that teachers face and have to deal with cause them to be dissatisfied with their jobs and to experience a

sense of burnout resulting from the stress of the job. Burnout is a condition that is seen especially in those working in occupational groups that require intense communication with people, and manifests itself as a feeling of exhaustion felt in the physiological and emotional areas as a result of not being able to cope with the stress experienced due to the nature of the job (Tuğrul and Çelik, 2002).

Special education teachers also communicate intensively with families, regularly sharing students' progress and receiving feedback. This process requires teachers to exhibit high emotional resilience and flexibility, as slower than expected progress in students' development can negatively affect teachers' motivation and job satisfaction. It is generally accepted that teachers experience more stress than the average stress experienced by people working in other professions. Because in education and training services, there are problems such as student-teacher, school-family conflicts, student discipline problems, overcrowded classrooms and inadequate physical conditions, excessive bureaucratic work, low wages, difficulties in promotion, criticism from society, lack of support from society, pressure from social and political forces on educational institutions, inadequate rewards and participation in the decision-making process in the institution (Çokluk, 2003). As the levels of job dissatisfaction and burnout experienced by special education teachers increase, the attention they show to students and the quality of the education they provide are negatively affected. In addition, the problems that arise as a result of burnout experienced by teachers do not only concern themselves, but also their students, the school, their parents and their immediate environment (Girgin and Baysal, 2005). As a result, the peace and happiness of students and teachers begin to deteriorate.

Teachers' attitudes have various effects on students' achievement. Teachers with a good attitude are more likely to implement classroom management strategies and appropriate teaching methods and adopt innovations in the classroom (Jadoon et al., 2022). Contributions to teachers, such as organizational support and administrative policies, student load and professional development opportunities, are important elements that will contribute to teachers' work-life balance, provide benefits in terms of job satisfaction and reduce burnout levels. In this context, understanding the reasons for job satisfaction and burnout in special education teachers working in special education schools in the Turkish Republic of Northern Cyprus (TRNC) reveals the importance of looking at the organization from an organizational behavior perspective in order to contribute to the development of effective methods and policies to support these educators.

Special education teachers' job satisfaction and burnout levels are issues that need to be taken into consideration due to the difficulties of the profession and the working conditions. Special education teachers face an intense emotional and physical workload while constantly trying to provide support to students with different individual needs. In this process, factors such as inadequate resources, lack of support staff, and busy classroom environments can reduce job satisfaction and increase burnout symptoms. While job satisfaction increases when teachers develop positive perceptions of their own roles, elements such as institutional support, professional development opportunities, and a positive work environment can strengthen satisfaction levels. However, in the event of inadequacy of these factors, burnout symptoms such as emotional exhaustion, loss of professional motivation, and disinterest in work can occur in teachers. Achieving this balance between job satisfaction and burnout helps special education teachers both communicate effectively with students and serve in their professions longer and more efficiently.

In this context, the aim of the research is to examine the burnout and job satisfaction levels of teachers working in TRNC Special Education Schools from an organizational behavior perspective.

The sub-objectives of the research are as follows:

- Are there any significant differences among the participants when looking at their demographic characteristics?
- Is there a significant relationship between job satisfaction and burnout levels?
- Does job satisfaction significantly predict burnout levels?
- Is there a significant difference among the participants when looking at the effect of job satisfaction on burnout?

3. METHOD

3.1. Research Model

This study was conducted using the relational screening model, one of the quantitative research methods. The main purpose of the relational screening model is to examine the existing or thought to exist degrees of relationship between two or more variables, the simultaneous effects of variables on each other and their changes (Bekman, 2022). As a research approach, it aims to analyze how a situation that existed in the past or present occurred, which factors it is related to, and what kind of structure the relationships between these factors exhibit. In this model, the relationships of certain variables with each other, the levels of interaction between them, and their possible effects are investigated. This model, which is frequently used especially in the field of social sciences, provides a more comprehensive understanding of the situation by describing the connections between dependent and independent variables (Karasar, 2008).

3.2. Universe and Sample

The research universe consists of a total of 152 special education teachers working as principals, responsible or on duty in Special Education Schools affiliated to the TRNC Ministry of National Education, Primary Education Department. The participants in the research were determined by the quota sampling method. Quota sampling is a sampling method in which individuals with certain qualifications are selected in order to reflect certain characteristics in the research universe. In this method, samples are divided into certain groups according to the demographic or social characteristics of the universe (Dawson and Trapp, 2001). However, the samples are not selected randomly, but in accordance with the criteria determined by the researcher. Although it is not a probabilistic method, it can be preferred when there are time and resource limitations. In this way, a sample is created according to the characteristics expected to represent the research universe (Kılıç, 2013). In this context, 136 special education teachers working as principals, responsible or on duty in Special Education Schools affiliated to the TRNC Ministry of National Education were included in the study .

3.3. Data Collection Tools

In this research, the Maslach Burnout Scale, the Minnesota Job Satisfaction Scale and the personal information survey form prepared by the researcher will be used as data collection tools. The relevant scales and the survey form are presented in the Appendix.

The Maslach Burnout Inventory was developed by Maslach and Jackson (1981) and its Turkish adaptation was made by Ergin (1992). This self-assessment inventory was prepared to measure the burnout levels of individuals and consists of three subdimensions: emotional exhaustion (9 items), depersonalization (5 items) and personal accomplishment (8 items). The inventory, which consists of 22 items in total, is a 7-point Likert-type scale where each item can be marked from 1 to 7. The “Maslach Burnout Inventory-Educator Form” used in this study was adapted in to Turkish by Dr. Nuri Barış İnce and Prof. Dr. Ali E. Şahin in 2015 and was organized according to the 7-point rating system to measure the burnout levels of educators. The burnout subdimensions are defined as follows (İnce & Şahin, 2016) :

1. Emotional Exhaustion : This dimension refers to the individual's feelings of being exhausted and overburdened by his or her job or profession.
2. Desensitization : This sub-dimension describes an individual's unemotional attitude towards the people he serves, ignoring their uniqueness as individuals.
3. Personal Accomplishment : This dimension represents the individual's sense of competence and ability to cope with events when working with people.

Cronbach's Alpha coefficient, calculated separately for each sub-dimension, was found to be 0.88 for the emotional exhaustion dimension, 0.78 for the depersonalization dimension, and 0.74 for the personal accomplishment dimension (İnce & Şahin, 2016).

The Minnesota Job Satisfaction Scale was developed by David J. Weiss and his colleagues in 1967. The scale consists of two sub-dimensions, “intrinsic satisfaction” and “extrinsic satisfaction,” and a total of 20 items to measure job satisfaction. High scores obtained from the scale indicate that the individual has a high level of job satisfaction, while low scores indicate that the level of satisfaction is low (Baycan, 1985) . The “Turkish Form of the Minnesota Job Satisfaction Scale” used in this study was adapted in to Turkish by Aslı Baycan Binark in 1985, after translation, validity, and reliability studies were conducted. Within the scope of reliability studies conducted in Turkey, Baycan (1985) reported the Cronbach Alpha reliability coefficient for the Minnesota Job Satisfaction Scale as .77.

3.4 Data Collection Process

The necessary documents were prepared and applied to the Ethics Committee of the Mediterranean Karpasia University, Institute of Social Sciences, and the research process was started after the Ethics Committee Approval dated 14.10.2024 was received.

The research was conducted in special education schools affiliated with the Ministry of National Education of the Turkish Republic of Northern Cyprus. In order to conduct the research and data collection process in these schools, a written application was made to the Ministry of National Education of the Turkish Republic of Northern Cyprus, Department of Education and Training, and the necessary permissions were obtained for the survey and scale forms used, and then the data collection process was initiated.

All special education schools, school administrators, responsible teachers and teachers in the districts of Lefkoşa, Girne, Güzeyurt, Gazimağusa and İskele, affiliated to the TRNC MEB Primary Education Department Directorate, where the research was conducted, were contacted and informed about the research and its importance. After informing them that the information received would be confidential, the survey and scale forms prepared by the researcher were applied to the volunteer participants. The data of the research were collected using both face-to-face and e-mail survey techniques.

The validity and reliability of the scales used in the research are important factors that ensure that the research yields healthy results. Therefore, it is useful to understand how its reliability and validity are measured correctly by researchers. (Sürücü and Maslakçı, 2020).

According to Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel (2012); while reliability in quantitative research can be expressed as the stability of a measurement tool in repeated measurements in similar environments, the concept of validity in quantitative studies means that the measurement tools used in measurement accurately measure the desired feature.

Determining the validity and reliability studies of the research: Although they are addressed under the title of data analysis in studies, presenting the validity and reliability studies under a separate title will increase the credibility of the research. In this section, all procedures related to validity and reliability should be explained in detail (Golafshani, 2003; Melchers & Beck, 2018). In the studies conducted on the validity and reliability of the questionnaires and scales used as data collection tools in this research;

“Maslach Burnout Inventory-Educator Form” was adapted into Turkish by Dr. Nuri Barış İnce and Prof. Dr. Ali E. Şahin in 2015. The Cronbach Alpha coefficient calculated separately for each sub-dimension was found to be 0.88 for the emotional exhaustion dimension, 0.78 for the depersonalization dimension, and 0.74 for the personal accomplishment dimension (İnce & Şahin, 2016).

“The Turkish Form of the Minnesota Job Satisfaction Scale” was adapted into Turkish by Aslı Baycan Binark in 1985, after conducting translation, validity, and reliability studies. Within the scope of reliability studies conducted in Turkey, Baycan (1985) reported the Cronbach Alpha reliability coefficient for the Minnesota Job Satisfaction Scale as .77.

According to the results of the reliability analysis, Cronbach's Alpha values and item numbers of the two scales used in the study are indicated. The Cronbach's Alpha value of the Maslach Burnout Inventory is 0.774 and consists of a total of 22 items. This value shows that the scale has an acceptable internal consistency. The Minnesota Job Satisfaction Scale consists of 20 items and its Cronbach's Alpha value was calculated as 0.892. This value indicates that the scale has a very high reliability. Both scales are at a sufficient level in terms of reliability and can be used appropriately for research purposes.

Within the scope of the research, the schools affiliated to the TRNC Ministry of National Education Primary Education Department Directorate where data collection work was carried out are; “Nicosia Special Education and Vocational Training School” and “Rauf Raif Denктаş School for the Visually Impaired” in Lefkoşa, “Gazimağusa Special Education and Vocational Training School” in Gazimağusa, “Girne Special Education and Vocational Training School” in Kyrenia, “Ötüken Special Education and Vocational Training School” and “Ziyamet (Halil Falyalı) Special Education and Vocational Training School” in İskele, and “Yeşilyurt Special Education and Vocational Training School” in Lefke. The TRNC Special Education Foundation (ÖZEV Special Education School), which provides education approved by the TRNC Ministry of National Education and is located in Lefkoşa, was also included in the research.

3.5. Analysis of Data

In the study, the data were analyzed using the SPSS 26 program. In the first step, normality analysis was applied to examine the distribution properties of the data. In this analysis, it was evaluated whether the data showed normal distribution, and if it was aimed to select appropriate statistical tests accordingly. In the normality analysis, Shapiro-Wilk and Kolmogorov-Smirnov tests were used and the data's compliance with normal distribution was analyzed. Histogram, skewness and kurtosis values were examined, and QQ plots were reviewed. Minnesota Job Satisfaction Scale For the Kolmogorov-Smirnov test p-value was calculated as 0.099 and the Shapiro-Wilk test p-value was 0.512. Since both p-values are greater than 0.05, it can be said that this scale is suitable for a normal distribution. The skewness value is 0.118 and the kurtosis value is 0.106. These values stay within the limits of -1.5 and +1.5 suggested by Tabachnick, showing that the distribution can be considered normal. For the Maslach Burnout Inventory, the Kolmogorov-Smirnov test p-value was found as 0.012 and the Shapiro-Wilk test p-value was found as 0.000. Since the p-values of both tests are less than 0.05, it is stated that this scale is not suitable for a normal distribution. However, the skewness value is 0.058 and the kurtosis value is 1.023. Since the skewness and kurtosis values are within the limits of -1.5 and +1.5, it can be said that this distribution is acceptable in terms of skewness and kurtosis (Groeneveld and Meeden, 1984).

4. FINDINGS

Table 1. Demographic Characteristics of Participants

		n	%
Gender	Male	49	36.0
	Female	87	64.0
Age	20-29 Years Old	44	32.4
	30-39 Years Old	62	45.6
	40-49 Years Old	27	19.9
	50 and above	3	2.2
Educational Status	Licence	93	68.4
	Masters/Doctorate	43	31.6
Marital status	Married	64	47.1
	Single	72	52.9
Title	Special Education Teacher	102	75.0
	Guidance Counselor	9	6.6
	Administrator/School Administrators	8	5.9
	Craft Design and Technology Teacher	4	2.9
	Other	13	9.6
Working stage	Primary school	50	36.8
	Primary School, Secondary School	55	40.4
	Kindergarten, Primary School, Secondary School	11	8.1
	Primary School, Middle School, High School	20	14.7
Professional seniority	Less than 1 Year	4	2.9
	1-5 years	54	39.7
	6-10 years	40	29.4
	11-14 Years	16	11.8
	15 Years and Above	22	16.2
Length of service in current institution	Less than 1 Year	28	20.6
	1-5 years	82	60.3
	6-10 years	18	13.2
	11-14 Years	4	2.9
	15 Years and Above	4	2.9
Total		136	100.0

Participants were distributed as 64% female (87 people), 36% male (49 people). In terms of age groups, the highest participation rate came from the age group 30-39 with 45.6%, followed by the age group 20-29 with 22.8%. The rate of participants in the age group 40-49 was 29.6%, and the rate of the age group 50 and over was 2.1%. When the educational background of the participants was examined, 68.4% had a bachelor's degree (93 people), and 31.6% had a master's or doctorate degree (43 people). When examined in terms of marital status, 52.9% were reported as single (72 people) and 47.1% were reported as married (64 people). In terms of their professional positions, the majority of the participants (75.0%) worked as special education teachers (102 people). In addition, counsellors are 12.5% (17 people), administrator /school administrators are 5.9% (8 people), and craft design and technology teachers are 2.9% (4 people). There are 5 people in the other category with a rate of 3.7%. In terms of the education tiers they work at, 40.4% of the participants work in primary and secondary schools, and 40.4% work in kindergartens, primary schools, and secondary schools. In addition, 14.8% of the participants work at primary, secondary, and high school tiers. In terms of professional seniority, 39.7% of the participants have 1-5 years of experience, 29.4% have 6-10 years, 11.8% have 11-14 years, and 11.8% have 15 years or more of

experience. According to their working time in the current institution, 35.3% have been working for less than 1 year, 29.4% for 1-5 years, 26.5% for 6-10 years and 8.8% for 15 years and over.

Table 2. Participants' Job Satisfaction and Burnout Levels

	Min.	Max.	Avg.	P.S.
Inner satisfaction	1.92	5.00	3.9301	0.47976
External satisfaction	1.63	5.00	3,2059	0.77855
Overall job satisfaction	2.08	5.00	3,5680	0.56294
Emotional exhaustion	0.00	5.11	2,1969	1.22763
Desensitization	0.00	3.20	0.5250	0.67853
Personal success	1.25	6.00	4,8787	0.83707
General exhaustion	1.26	4.31	2.5335	0.46435

In the evaluations made regarding the participants' job satisfaction and burnout levels, it is seen that internal satisfaction levels are high (Mean = 3.9301, SD = 0.47976). External satisfaction levels are at a moderate level (Mean = 3.2059, SD = 0.77855). The general job satisfaction average is 3.5680 (SD = 0.56294), showing that the participants have a generally positive job satisfaction level. When the burnout dimensions are examined, the emotional exhaustion average score is at moderate levels with 2.1969 (SD = 1.22763), while the depersonalization dimension has a very low average score (Mean = 0.5250, SD = 0.67853). The personal accomplishment level has a high average (Mean = 4.8787, SD = 0.83707). The general burnout level is at medium levels with a mean of 2.5335 (SD = 0.46435). These findings reveal that the participants have a generally positive status in terms of job satisfaction, their burnout levels vary according to sub-dimensions, but their personal success levels are high.

Table 3. Relationship Between Job Satisfaction and Burnout (Correlation Analysis)

		Inner satisfaction	External satisfaction	Overall job satisfaction	Emotional exhaustion	Desensitization	Personal Success	General exhaustion
Inner satisfaction	r	1	,577 **	,825 **	-,570 **	-,277 **	,588 **	-,284 **
	p.		0,000	0,000	0,000	0.001	0,000	0.001
External satisfaction	r		1	,938 **	-,579 **	-0.093	,472 **	-,272 **
	p.			0,000	0,000	0.280	0,000	0.001
Overall job satisfaction	r			1	-,643 **	-,182 *	,577 **	-,309 **
	p.				0,000	0.034	0,000	0,000
Emotional exhaustion	r				1	,446 **	-,472 **	,815 **
	p.					0,000	0,000	0,000
Desensitization	r					1	-,440 **	,616 **
	p.						0,000	0,000
Personal Success	r						1	-0.030
	p.							0.732
General exhaustion	r							1
	p.							

According to the correlation analysis between job satisfaction and burnout sub-dimensions, job satisfaction has a significant effect on burnout. While intrinsic satisfaction shows a positive relationship with extrinsic satisfaction ($r = 0.577$, $p = 0.000$) and general job satisfaction ($r = 0.825$, $p = 0.000$), it shows a significant and negative relationship with emotional exhaustion ($r = -0.284$, $p = 0.001$), depersonalization ($r = -0.277$, $p = 0.001$) and general exhaustion ($r = -0.284$, $p = 0.001$). There is a strong positive relationship between personal accomplishment and intrinsic satisfaction ($r = 0.588$, $p = 0.000$). These results show that as the level of intrinsic satisfaction increases, the level of burnout decreases and personal accomplishment increases.

External satisfaction was positively correlated with general job satisfaction ($r = 0.938$, $p = 0.000$). However, there was a weakly negative correlation with emotional exhaustion ($r = -0.093$, $p = 0.280$) and depersonalization ($r = -$

0.182, $p = 0.030$) and had a significant and positive correlation with personal accomplishment ($r = 0.472$, $p = 0.000$). There was a weak negative correlation between general exhaustion and external satisfaction ($r = -0.272$, $p = 0.001$).

General job satisfaction has a significant and negative relationship with emotional exhaustion ($r = -0.643$, $p = 0.000$), depersonalization ($r = -0.182$, $p = 0.030$) and general exhaustion ($r = -0.309$, $p = 0.000$). There is a positive relationship between personal accomplishment and general job satisfaction ($r = 0.577$, $p = 0.000$). These findings show that general job satisfaction plays an effective role in reducing burnout. Strong positive relationships are noted among the burnout subdimensions. Especially, significant relationships were observed between emotional exhaustion and depersonalization ($r = 0.446$, $p = 0.000$) and general exhaustion ($r = 0.815$, $p = 0.000$). In addition, depersonalization was found to have a positive relationship with general exhaustion ($r = 0.732$, $p = 0.000$) and a negative relationship with personal accomplishment ($r = -0.203$, $p = 0.003$).

Job satisfaction, especially internal satisfaction and general job satisfaction, has a significant effect on reducing the sub-dimensions of burnout. As job satisfaction increases, there is a decrease in emotional exhaustion, depersonalization and general exhaustion levels, while there is an increase in personal accomplishment levels. These results show that job satisfaction has a protective effect on burnout and can increase individuals' general job and life satisfaction.

Table 4. Effect of Job Satisfaction on Burnout (Regression Analysis)

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	p.
Still	2,621	0.267		9,831	0,000
Desensitization	0.463	0.072	0.558	6,408	0,000
Personal Success	0.540	0.046	0.804	11,700	0,000
General exhaustion	-0.763	0.095	-0.629	-8,036	0,000
	F	p.	R	R Square	
	55,109	,000 ^b	,746 ^a	0.556	

According to the regression analysis results, the effect of job satisfaction on burnout was examined. The R^2 value representing the explanatory power of the model was calculated as **0.556**. This shows that the independent variables (depersonalization, personal accomplishment and general exhaustion) explained 55.6% of the total variance in burnout. The regression model was generally significant ($F = 55.109$, $p = 0.000$).

Independent Variables of the Model

1. Desensitization has a positive and significant effect on burnout ($B = 0.463$, $Beta = 0.558$, $p = 0.000$). This shows that when desensitization increases by one unit, burnout will increase by 0.463 units.
2. Personal accomplishment has the strongest positive effect on burnout ($B = 0.540$, $Beta = 0.804$, $p = 0.000$). This shows that as the level of personal accomplishment increases, burnout will also increase.
3. General exhaustion has a negative and significant effect on burnout ($B = -0.763$, $Beta = -0.629$, $p = 0.000$). This means that when general exhaustion increases by one unit, burnout will decrease by 0.763 units.

The constant coefficient ($B = 2.621$, $p = 0.000$) is significant. It represents the initial value of the burnout level when the independent variables are zero.

According to the regression analysis results, depersonalization and personal accomplishment have a positive effect on burnout. In particular, personal accomplishment has the strongest effect on burnout. On the other hand, general burnout has a negative effect on burnout. The fact that the model has a strong explanatory power in general indicates that burnout is significantly affected by job satisfaction dimensions. These results emphasize the importance of strategies that will reduce depersonalization and support personal accomplishment in order to reduce burnout and increase employees' general job satisfaction.

CONCLUSION AND RECOMMENDATIONS

In the job satisfaction evaluations of special education teachers, it is seen that internal satisfaction levels are high, while external satisfaction remains at medium levels. There is a generally positive job satisfaction level. When burnout is examined, emotional exhaustion and general exhaustion are at medium levels, depersonalization is at low levels, and personal accomplishment is at high levels. These findings reveal that special education teachers' job satisfaction is positive, while burnout levels vary in terms of sub-dimensions.

Significant relationships were found between job satisfaction and burnout. Internal satisfaction and general job satisfaction have a reducing effect on burnout sub-dimensions. In addition, increasing internal satisfaction levels decrease burnout levels and increase personal success. Although external satisfaction has a weaker effect on

burnout, it is positively related to general job satisfaction and personal success. Strong relationships were found between burnout sub-dimensions. While emotional exhaustion and desensitization increase general exhaustion, desensitization has a negative relationship with personal success.

According to the regression analysis results, depersonalization and personal accomplishment have a positive effect on burnout, while general burnout has a negative effect. While personal accomplishment has the strongest effect on burnout, it has been determined that depersonalization also has a significant effect. General burnout stands out as a factor that reduces burnout levels. The fact that the model has a strong explanatory power in general indicates that it is significant that burnout is affected by job satisfaction elements. These results emphasize the importance of implementing strategies that reduce depersonalization and support personal accomplishment in order to reduce burnout levels and increase job satisfaction of special education teachers.

In order to increase the job satisfaction of special education teachers, strategies that support internal and external satisfaction levels should be developed. In order to increase the level of internal satisfaction, teachers can be provided with professional development opportunities, reward systems and meaningful feedback mechanisms. In order to strengthen external satisfaction, salaries, fringe benefits and working conditions should be improved. In addition, it is recommended that continuing education programs, activities where teachers' achievements are made visible and guidance services be provided to support professional success.

In order to reduce burnout and prevent desensitization, balancing workload and implementing stress management programs are important. Support staff can be employed and working hours can be arranged to lighten teachers' workload. In addition, teachers' burnout levels can be reduced with psychological support, guidance and conscious awareness programs such as mindfulness. It would also be beneficial to organize social events and sharing meetings within the institution to strengthen cooperation and social ties.

A positive work environment and strong management support should be provided to increase organizational commitment. Management should conduct regular surveys and interviews to understand teachers' needs and include teachers in decision-making processes. Solidarity among teachers can be increased with empathy-enhancing awareness training and mentor-mentee programs. These approaches will contribute to balancing job satisfaction and burnout levels of special education teachers.

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