Job Burnout among Teachers of Public Schools that Integrated Students with Special Educational Needs in Ordinary Classes in the Tulkarm Governorate

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Abstract

The aim of the present study was to investigate the job burnout and challenges among teachers of public schools that integrated students with special needs students in their ordinary mainstream classes in the Tulkarm governorate during the second semester of the academic year (2014/2015). It also aimed to address the perceived effect of the variables, such as gender, discipline and qualification, on level of professional burnout among teachers of public schools that integrated students with special needs students in the ordinary mainstream classes. The study instrument consisted of a 50-item job burnout questionnaire. The validity and internal consistency of the measurement tool were assessed and the overall reliability coefficient was (0.94). The study sample consisted of all members of study population i.e. 110 teachers of public schools which integrated both children with special needs and ordinary children. The results of the present study revealed that average scores of burnout among the study sample were high at all areas of the study as well as the total score in terms of students with special needs, teachers and school administration. There were no statistically significant differences in all variables, including gender, discipline and qualification. The study recommended that pre-service and in-service teachers training should be organized to support, enhance teacher learning, and instill in them a greater degree of knowledge and experience of students with special needs. These subsidiary tools and services should be provided to help the teachers of students with special needs, and that principals and counsellors should be trained on how to support those teachers.

Keywords: burnout, public schools, special needs, integration

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