

Comparison of Job Burnout among Teachers of Mental Retardation, Deaf and Normal Students in Primary School in Southern Khorasan Province

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Abstract: Objective: The purpose of this study was to compare the burnout of teachers of mentally retarded, deaf and normal students. Emotional exhaustion, depersonalization, and personal satisfaction are components of burnout, and they were also studied. Method: This is a descriptive-comparative study. A sample of 285 people was selected by cluster sampling method for ordinary and proportional teachers for the mentally retarded and deaf mentally disadvantaged group. The Maslach job burnout questionnaire was completed. ANOVA, post hoc Tukey range and t were used for analysis. Findings: The amount of emotional exhaustion and depersonalization and low personal competence were found to be low in mentally retarded teachers compared to the normal ones. High emotional exhaustion and low personal satisfaction were found to be low in deaf teachers compared to normal. In general, the burnout of mentally retarded and deaf mentally educated teachers was more than normal. The t-test showed that the amount of emotional exhaustion and depersonalization, and low personal self-esteem in male teachers, were more than female teachers. Also, the effect of educational degree, work experience and teaching experience on the degree of burnout was confirmed.

[Hosseini Gh. **Comparison of Job Burnout among Teachers of Mental Retardation, Deaf and Normal Students in Primary School in Southern Khorasan Province.** *World Rural Observ* 2019;11(2):36-44]. ISSN: 1944-6543 (Print); ISSN: 1944-6551 (Online). <http://www.sciencepub.net/rural>. 6. doi:[10.7537/marswro110219.06](https://doi.org/10.7537/marswro110219.06).

Keywords: Job burnout, emotional exhaustion, depersonalization, personal feeling, mental retardation, deaf and normal

1. Introduction

So far, a situation has arisen for you to experience severe, fickle or burnout due to long and long work? If your answer to this question is positive, do you know about the causes, the effects and the ways of preventing this situation and, in certain cases, also deadly? Has your attention so far been drawn to the fact that it is likely that the reason for illness, indifference, lack of interest or the boredom of some of your co-workers or those under your supervision is their extensive and uninterrupted work? Why do some people work too hard and go beyond moderation? (Saatchi, 1997, p. 341). This question, along with other relevant issues, is explored in this article, and our attempt is to familiarize the reader with one of the new areas of psychological pathology in the organization. Mental health of the staff is one of the issues that has attracted the attention of many psychologists and academic circles in the present time (Mirkamali, 1999). Now we know that in advanced industrialized countries, a percentage of employees in each organization suffers from burnout and its various and sometimes severe complications, causing significant financial and material losses to their families and other organizations in their workplace. Burnout One of the concepts that has been taken into consideration by industrial and industrial psychologists in the West and Far East, especially

Japan, in the last decade, and our acquaintance with Iran has a lesser history of this concept (Saatchi, 2008, p. 29). Regardless of financial provision, work can satisfy some of the basic human needs, such as mental and physical mobility, social contact, self-esteem, trust, and empathy. However, work can also be a major source of pressure (Pawell, 1997, Translated by Shahi Pour and Sabouri Moghadam, 1998).

Occupational burnout is a term used to describe the changes in attitude, morale, and behavior in a negative way in dealing with work-related psychological pressures. This burnout is more likely to occur in occupations where people spend a great deal of working hours in close contact with other people (Behnia, 2000), according to Shafli, Maslach and Marc, 1994 (quoted by Ghadimi Moghaddam and Hosseini Tabatabai, 2006, P. 57). The psychological syndrome of job burnout is emotional exhaustion, depersonalization, and loss of personal satisfaction. In the three dimensional sense of job burnout, the emotional fatigue is affected by emotional stress and emotional stress in the person's emotional resources. Deprivation of personality is a negative and grudging response to those who usually receive service from the same person and refers to the negative perception of the individual from the client. Finally, their loss or lack of personal integrity suggests that job burnout can lead to poor quality and service delivery, and a

factor in job cuts, absenteeism, or poor spirits. Occupational burnout syndrome is not a psychiatric disorder, but it progresses slowly over time and can become a psychological disability. Several studies have been carried out to identify and recognize signs of occupational burnout syndrome and the factors and variables that affect it. Among the studies in Carroll, 1979 (quoted by Hercegn Saint-Bierro and 1994), the secretary of the syndrome is divided into four physical, psychological, social and organizational categories: 1. Physical symptoms: fatigue, Sleep disturbance and headache, 2- psychological symptoms; Anger, irritability, depression, distrust 3. Social symptoms; Disconnecting for a long time with others and getting angles 4. Organizational signs; Including lack of work and poor spirits. Mazlak and Jackson (1981), in examining the various aspects of job burnout, declared the following: a person who has been burnout is emotionally insensitive to his work; he feels discomfort about his behavior with some patients; He is overworked. In addition, he has a feeling of emotional tiredness and deprivation, and he often has physical symptoms (Sarason and Sarason, 1987). Najarian, Asghari Moghadam and Rezaie, 1992).

Rasoolian, Divine and Afkham Ebrahimi, 2004, have shown that burnout is more tangible in terms of emotional exhaustion and personal proficiency. In the research of Rasoolian and colleagues, people with obsessive-compulsive disorder show the highest level of emotional exhaustion and the lowest level of personal adequacy. Individuals with Their dramatic personality characters also had the highest level of personality deprivation and lack of personal adequacy. The researchers concluded that the degree of job burnout, in addition to the relationship with job and demographic variables, is different in different personality groups. Rasoolian, Elahi and Afkham Ebrahimi, 2004, have shown that burnout is more tangible in terms of emotional exhaustion and personal proficiency. In the research of Rasoolian and colleagues, people with obsessive-compulsive disorder show the highest level of emotional exhaustion and the lowest level of personal adequacy. Individuals with Their dramatic personality characters also had the highest level of personality deprivation and lack of personal adequacy. The researchers concluded that the degree of job burnout, in addition to the relationship with job and demographic variables, is different in different personality groups. Rasooli (2004) studied the burnout among teachers of special education centers and investigated the relationship between them and the control group. He showed a significant difference between the dimensions of burnout of teachers in multi-disability educational centers and other educational centers. His

results showed that there is not a significant difference between marital status and job burnout, as well as between education level and work experience of teachers with job burnout (Baghban Parshokouhi, 2007, p. 25). Nasser's research (1998) found that exceptional children's teachers experienced more emotional exhaustion. Atzion 1987 (quoted from Babylon, 2000; quoted from Old Moghadam and others, 2005) refers to the role of education. He considers higher education as a factor in exhaustion.

World Health Organization (WHO) studies in 1994 and Atzinion (1987) (cited by Ghadimi Moghadam 2007) p. 24 point to more women's burnout, while Ghadimi Moghadam, 2004 (according to Mufteam et al., 2005), had more men burnout has raised. For over 20 years, the stress and burnout of teachers have been raised as a serious concern for students, parents and teachers (Sallyance, 2004). While these conditions are different in the case of exceptional children's teachers. Granting more privileges to exceptional children teachers and placing their jobs at the ranks of hard-working jobs is a confirmation of this issue. In the remainder of this article, we will be familiar with exceptional children, especially mentally and depressed students, and services provided by the Extreme Educational Institution. The growth of technology and the spread of science in various fields have led to the complexity of lifestyles and, as a result, the separation of individuals or abilities, and those with weaker abilities have been identified and specially trained. Exceptional children are no exception. And a special environment for their training. The attendance of teachers in these places is likely to be accompanied by stress and stress. Continuous exposure to students' emotional health threatens teachers and faces intense emotions and emotions, may make the teacher feel uneasy and / or open the scars He is old and personal lives affect it (Gharehjih, 2001).

Exceptional children: Children who need to receive special psycho-educational services and adequate support to use their full potential. They need to receive psycho-educational services because they are different from most children in one or more of the following ways. They may have mental retardation, learning disability, emotional disturbances, physical disabilities, speech and language disorders, hearing impairment, visual impairment, or ultimate talent (Hallahan and Kaufman, 1997) And educationally; a student who is physically or mentally inferior to most of his or her schoolchildren, and special education is more appropriate than special education (Saif Naraqi and Naderi, 2007, p. 15).

Mentally retarded child: The name of mental retardation is recommended instead of the name of mental retardation by the exceptional education

planners. Because mental retardation includes three groups of educable, educable and advocacy, the country's exceptional education organization teaches only the mentally retarded group. Naderi and Seif Naraghi (2001) define the mentally retarded child (mentally impaired) as follows: a child, due to subjective norms of his mental development, cannot get enough of the regular curriculum in the normal school. But if the education is appropriate, he has the capacity to grow in three areas of education at elementary and educational levels in social adjustment and to obtain a job with which he can fully or partially cover his or her expenses in adulthood and keep it safe. Students' teachers, in addition to teaching their subjects, also have an adequate expertise in psychology and exceptional children (p. 76).

Deaf and hearing impaired children: Deafness is a hearing impairment that is so severe that a child experiences hearing loss or hearing impairment without having to do so and affect the individual's education (Sharifi, Income, 2002, p. 178). The deaf teacher cares for the education and training of children who have difficulty hearing and speaking (Shafiabadi, 2005, p. 246).

Normal child: Pakzad (1997) argues that ordinary people are referred to people who are living in a natural and normal way, in general, a person whose behavior is like others and who, like everyone else, normally and habitually lives every day. He passes through and scientifically defines the intelligence (IQ) of the person 100, or, in other words, the calendar and rational age of the person (p. 11).

Elementary school: The third period of a child aged 6 to 12 is known as the elementary school (Shafi Abadi, 1999).

Primary school Teacher: Hosseini, 1998, quoted by Mohammadi (1375), a person who is introduced to the school by an education authority from the education authorities as a teacher, and is responsible for teaching all elementary subjects at school (p. 18). In educational organizations, like any other organization, every new member in his first professional contact with the workplace hopes to face a suitable environment in order to meet his or her social and psychological needs in a way that is desirable. One of the sectors of society that must be it is thought to be the teachers of schools for their mental health. Teaching in the development and development of any country and education, where the field of thinking and research plays a very sensitive and universal role. Creating ideal and cultural conditions requires that teachers have a strong, spirited morale. Teachers face a variety of stresses and the result of these stresses is the burnout among them (Mohammadi, 2007, p. 63). Job burnout leads to a lack of energy that ultimately leads to loss of

performance and other negative effects. The existence of this syndrome in educators and educators in addition to the effects of maladaptive behavior, undesirable effects on the students' learning process and their progress (Ghadimi Moghadam and his colleagues, 2006, p. 59). Meanwhile, as teachers of different educational levels differ in terms of work conditions such as exhaustion, satisfaction, motivation and job reconciliation, this situation is different in the case of exceptional children's teachers. Granting more privileges to exceptional children teachers and placing their jobs at the ranks of hard-working jobs is a confirmation of this issue. Questions like the degree of job burnout and its three components differ among teachers of different groups such as teachers of mentally retarded, deaf and blind students? Does the variable effect, such as the history of teaching, which represents direct work with and without intermediary with students, is associated with a variable of service record (work) that includes indirect teaching activities such as management, deputy, supervisor, etc.? Burnout and its components affect? Does work with exceptional students in male and female teachers have an impact on emotional tiredness, depersonalization, and personal self-esteem? And several other questions about the effect of different degrees and age of the subjects on the degree of their burnout in southern Khorasan province with relatively different climatic conditions than other provinces. Therefore, according to these explanations, this study attempts to answer the main question about the rate of job burnout among teachers of mentally retarded, deaf and normal students in the primary school district of South Khorasan Province.

Research hypotheses:

1. There is a difference between the amount of emotional exhaustion among teachers of mentally retarded, deaf, normal students.
2. There is a difference between the degree of depersonalization of teachers of students with mental retardation, deaf and normal.
3. There is a difference between the level of the sense of personal competence of teachers of mentally retarded, deaf and normal students.
4. There is a difference between the degree of job burnout among teachers of mentally retarded, deaf and untrained students.
5. There is a difference between the degree of burnout of teachers of mentally retarded, deaf and normal students, according to gender.
6. There is a difference between the degree of burnout of teachers of mentally retarded, deaf and normal students in terms of educational qualifications.
7. There is a difference between the degree of job burnout among teachers of mentally retarded, deaf

and normal students according to their work experience.

8. There is a difference between the degree of burnout of teachers of deaf and normal students with mental retardation based on their teaching history.

Research method:

The research method is descriptive-comparative and the statistical population is composed of all teachers of elementary schools working in teaching, including teachers of ordinary students and teachers of exceptional students of deaf and mentally retarded students. The statistics of teachers of elementary mentally retarded students in the elementary school of 128 people (75 women and 53 men) and the statistics of the teachers of the deaf students are 30 (20 women and 10 men). And the statistics of primary school students in the 10 educational districts of South Khorasan province were 1,686. Sampling method was used for teachers of mentally retarded and deaf mentally retarded students from Morgan table. Samples were selected in proportion to the size of 115 people. A sample of cluster sampling was used for teachers of normal children. A total of 160 people (80 men and 80 women) were selected. Job burnout and its three components: emotional exhaustion,

depersonalization, and personal feeling are the main variables. Also, other variables such as gender, academic degree, work experience and teaching history were considered. The data collection tool was Maslach questionnaire (MBI). Momini (1998) obtained the Kröbnach coefficient of this test on the hospital staff in Isfahan for emotional exhaustion of 88% for self-sufficiency 76%, personality deprivation of 79% and for the whole test 83%. In this research, its reliability was measured by Cronbach's alpha method. Using intensity, emotional exhaustion was 0.87, and personality disorder was 0.78 and personal satisfaction of 0.82, and 0.75 for the whole test-job satisfaction test to examine and test the hypotheses, standard deviations, mean, percentages, charts, and tables were used to analyze the hypotheses. For data analysis, ANOVA test and F significance were used at the level of 0.05 from Tukey range quiz test to compare the two and averages, t-statistic has been used to determine the effect of gender on variables. All of the mentioned steps were performed using SPSS software on the computer.

Findings:

1- Descriptive statistics:

Table 1: Demographic information of the sample

Total		Bachelor and higher		Associate Degree		diploma		female		Male		Indicator group
%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
100	170	32.4	55	42.4	72	25.3	43	58.8	100	41.2	70	Normal
100	20	76.7	23	23.3	7	0	0	66.7	20	33.3	10	Deaf
100	85	80	68	18.8	16	1.2	1	70.6	60	29.4	25	Mental retardation
100	285	51.2	146	33.3	95	15.4	44	63.2	180	26.8	105	Total

Table 2: Descriptive table The rate of burnout (emotional exhaustion, personality deprivation, personal feeling) in three groups of teachers

Variable	Teachers Group	Average	Standard deviation	Number
Emotional exhaustion	Normal	8.90	9	170
	Deaf	16.70	16.36	30
	Mental retardation	17.60	12.80	85
Drop the character	Normal	2.73	4.63	170
	Deaf	3.90	7.31	30
	Mental retardation	5.17	6.31	85
Feeling good enough	Normal	44.07	8.90	170
	Deaf	39.13	9.26	30
	Mental retardation	38.44	10.43	85
Job burnout	Normal	23.26	16.40	170
	Deaf	37.46	27.44	30
	Mental retardation	40.32	24.20	85

As shown in Table 2, the amount of emotional exhaustion among teachers of mentally retarded students ($M = 17.55$), deaf students' teachers ($M = 17.77$), and normal school teachers ($M = 8.60$) Be The

rate of depersonalization of teachers is children with mental retardation ($M = 5/18$), deaf children teachers ($M = 3.90$) and teachers of normal children ($M = 2.73$). The level of personal satisfaction of teachers of

mentally retarded students (38.44), deaf students' teachers (M = 39.31) and teachers of normal children (M = 44.07) were reported. Generally, the student's burnout job burnout Mental retardation (M = 40.32), deaf students' teachers (M = 37.46), and teachers of normal school students (M = 40.32).

2. Inferential statistics:

First hypothesis: There is a difference between the amount of emotional exhaustion among teachers of mentally retarded, deaf and normal students.

The analysis of variance (Table 3) showed that the mean of emotional exhaustion in the two groups of the groups was statistically different ($P = 0.000$, $F = 21.13$) in order to determine which groups had a significant difference The Tukey suffering test was used and the results of the test showed that the emotional exhaustion of teachers of mentally retarded students (M = 17.55) and deaf students' teachers (M = 17.77) was significantly higher The emotional exhaustion of teachers is normal (M = 8.66) and the first hypothesis was confirmed.

Second hypothesis: There is a difference between the amount of component deprivation of teachers' personality in students with mental retardation, deaf and normal.

The analysis of variance (Table 3) shows a significant difference between groups ($F = 0.63$, $P = 0.004$). In order to determine which groups were statistically significant, the Tuki range test was used and the result of the test showed (Table 4), the rate of depersonalization of teachers of mentally retarded children (M = 5.18) from the mean mortality rate The character of teachers of deaf children (M = 3.90) and teachers of ordinary children (M = 2.73) was higher, but there was a significant difference between the rate of depersonalization of teachers of deaf children and teachers of normal children Therefore, the second hypothesis is confirmed by the difference in the level of personality deprivation among teachers of mentally retarded students and teachers of ordinary students, but did not confirm the difference between the depersonalization of the students of deaf students and the students of ordinary students.

Third hypothesis: There is a difference between the degree of personal satisfaction of teachers of mentally retarded, deaf and normal students.

ANOVA test (Table 3) shows a significant difference between groups ($P = 0.0 = F = 11.95$). To identify these differences, Tukey's post hoc test was used and the results of the test showed Table 4 shows that teachers of ordinary children (M = 44.07) have a higher personal feeling than teachers of deaf students (M = 39.31) and students of mentally retarded students (38.44). Therefore, the third hypothesis is titled; between the sense of personal competence of teachers of ordinary students and the teachers of deaf students and teachers of mentally retarded students, it is confirmed that teachers of ordinary students feel more personal than others, but between feelings There was no significant difference between students 'deaf and mentally retarded students' personal qualities.

Fourth hypothesis: There is a difference between the degree of job burnout among teachers of mentally retarded, deaf and unhealthy students.

ANOVA test showed a significant difference between groups ($P = 0.22$, $P = 0.22$). To determine which groups were statistically significant, the Tukey suffering test was used. The results of the test, as reported in Table 4, show that the degree of burnout among teachers of mentally retarded students (M= 32.40) and deaf students' teachers (M = 37.46) are significantly higher than the burnout rate of teachers in ordinary students (M = 23.26). Therefore: The fourth hypothesis is that there is a difference between the burnout of teachers of students with mental retardation, deaf and abortion, that is, students with mental retardation and deafness have higher rates of burnout than normal, but between the degree of burnout of students' teachers Deafness and mental retardation were not significantly different.

Fifth hypothesis: There is a difference between job burnout (emotional exhaustion, personality depersonalization, personal feeling) and male and female teachers.

Table 3: Comparison of the degree of burnout (emotional exhaustion, depersonalization, personal feeling) in male and female teachers in general

Statistical test results			SD	Ave.	No.	Gender	Component
p	df	t					
0.014	283	2.47	12.60	14.40	105	Man	Emotional exhaustion
			11.36	10.81	180	Female	
0.07	283	1.81	6.01	4.37	105	Man	Drop the character
			5.29	3.12	180	Female	
0.009	283	-2.62	10.04	39.94	105	Man	Feel good
			9.17	43	180	Female	

According to Table 3, the comparison of the emotional exhaustiveness of male and female teachers using t-test showed a significant difference ($p = 0.014$, $t = 2.47$, $p < 0.05$). Mean score of emotional exhaustion in men ($M = 14.41$) was more than women ($M = 10.81$) and men experienced more emotional exhaustion. Also, there was no significant difference between male and female teachers' deprivation component. But in the level of personal satisfaction, the difference was significant ($p = 0.002 = -0.26$) at male and female levels ($P < 0.05$), and male teachers

had lower personal satisfaction ($M = 39.94$) than female teachers ($M = 43$).

Therefore, in the above hypothesis, the difference between the burnout rate of male and female teachers in two components of emotional exhaustion and personal satisfaction is confirmed, but no significant difference was found in the person depersonalization component.

Sixth hypothesis: There is a difference between job burnout (emotional exhaustion, depersonalization, personal feeling) according to the degree of education.

Table 4: The Tukey suffering quiz test table relates to the comparison of two levels of exhaustion of teachers in three groups based on their degree of education

Significance level	Standard error	Difference averages	Teachers Group		Component
0.664	2.163	-1.865	Associate Degree	diploma	Emotional exhaustion
0.078	3.040	-4.438	Bachelor and higher	diploma	
0.231	1.563	-2.563	Bachelor and higher	Associate Degree	
0.843	1.019	-0.567	Associate Degree	diploma	Drop the character
0.364	0.961	-1.306	Bachelor and higher	diploma	
0.575	0.736	-0.739	Bachelor and higher	Associate Degree	
0.289	1.733	2.612	Associate Degree	diploma	Feeling good enough
0.019	1.635	4.440	Bachelor and higher	diploma	
0.312	1.253	1.828	Bachelor and higher	Associate Degree	

To determine the meaningful difference between the educational qualifications, Tukhi suffering test was used. As shown in Table 6, the mean of personal satisfaction in teachers with a diploma degree ($M = 45$), Teachers with a bachelor's degree and above ($M = 40.48$) are more tangible and meaningful. Therefore, this hypothesis was not confirmed other than the difference between the personal qualifications of the diploma teachers and the bachelor's and senior teachers in other cases.

Findings and Conclusions

In most of the past and past studies, burnout has been studied alone. Also, there has been less research in comparing the rate of job burnout caused by working with exceptional children and normal children, which underlies this support and support for hypotheses under relatively difficult conditions. The results of variance analysis for the first hypothesis show that the emotional exhaustion of teachers of mentally retarded and deaf mentally retarded students was significantly higher than normal, but there was no significant difference between the mentally retarded and deaf mentally disadvantaged group. Also, the analysis of the second hypothesis showed that the level of mental deprivation of teachers is significantly more than normal, but there is no significant difference between the deaf and normal group. There is no significant difference between the two deaf and

normal groups because of the behavioral similarities between the deaf children and normal children, because among the seven groups of exceptional children covered by the exceptional organization, only deaf children have the highest apparent and behavioral similarity to normal and the teacher is less influenced by their behavior. The level of personal satisfaction of these three groups of teachers was compared in the third hypothesis, and the students of mentally retarded and deaf mentally retarded students had significantly less personal satisfaction than the normal group, but there was no significant difference between the mentally and depressed group.

The level of job burnout among teachers of mentally retarded and deaf children is significantly higher than that of the normal group, but there is no significant difference between the degree of burnout of teachers in low and depressed students. This variable has been studied in the fourth hypothesis. Totally, the findings of the above four hypotheses are in line with the findings of Naseri (1998), which showed that teachers of exceptional children (mentally impaired, deaf, etc.) have experienced more emotional exhaustion than normal students. The results of Qharehkeh research (2001) in Golestan province indicate that continuous conflict with the pain and suffering of exceptional students threatens the emotional health of teachers and facing emotions and

intense emotions may make the teacher feel uneasy or causing his old ulcers to affect his personal life. Research and other information that was not directly related to the findings of the four previous hypotheses that did not find out the extent of job burnout and its components among teachers of mentally retarded, deaf and normal students. Analysis of the data of the fifth hypothesis has been reported in this regard, with regard to the existence of previous history and previous studies, the results of t-test for comparing the burnout rate of male and female teachers showed that there was a significant difference in the three variables of emotional exhaustion and personality deprivation and personal satisfaction. Male teachers are more likely to experience burnout (emotional exhaustion, depersonalization, and personal inadequacy) in comparison with female teachers. These findings are consistent with Mohammadi's results (2007) in the component of emotional exhaustion and depersonalization, and the findings of the research are good. Abdi (1994), Modarres Moghadam (1998), and Maslowitz (1989). Maslach et al. (2001) also argue that gender demographic is not an important predictor of women's job burnout, for example, in some studies, the rate of burnout Women's occupation is higher, and in some researches, men's burnout rates also appear to be among the components of burnout, in which men are deprived of their personality. They have higher scores on emotional exhaustion (Mohammadi, 2007). Also, Ghadimi Moghadam and Hosseini Tabatabai (2006) pointed out in their research that male employees are more likely to be burnout, and women usually consider their occupation as a factor in the presence of the community and provide a part of the cost of living. They are more likely to communicate emotionally and take on the type of work environment. Because communication and emotional support have a significant role in mental health and mental stress. Women are likely to suffer from burnout, because they feel that they are responsible for the care and financing of the family. They have more expectations and expectations and are more sensitive to their work and responsibilities. In Scott's (2001) study, variable financial needs and efforts to earn enough income have been suggested as a good justification for the increased job burnout in men.

In the sixth hypothesis, the results of the ANOVA test showed no significant difference between the different degrees in the components of emotional exhaustion and personality deprivation, but the level of personal satisfaction with diploma teachers was significantly higher than those with a bachelor's degree and higher, and this was in line with the findings The previous ones are because Ghademi Moghaddam et al. (2006) indicated that increasing the degree of education increases the burnout rate. Onith

(1999) quoted by Hosseini (1999) as referring to the existence of high burnout in psychiatrists, nurses and psychologists, and pointed out that job burnout with job satisfaction and clarity has a reverse role. On the other hand, perhaps the reason for the high burnout rate in this Jobs can be considered high education. The sample studied by Anita from an educated group to the same degree and achieved a similar result. Although no relevant research has been found in this regard, according to Scott's research, it can be interpreted that higher education is associated with greater awareness and, consequently, more expectations and expectations, and the deprivation with a sense of deprivation of what one considers fit, it causes job burnout (Scott, 2001). Masters of Teachers who have earned a degree without difficulty and patience are expecting better job opportunities, including; More salaries, good promotion, respect, etc. While lower-educated staffs face less stress and less dissatisfaction, it can be assumed that employees with lower qualifications have fewer and fewer job opportunities in their jobs and they have less needs in this regard and, for these reasons, feel more pleasurable and less likely to suffer burnout. The effect of work experience on job burnout was analyzed in the seventh hypothesis, and only in the sense of personal satisfaction is significant and teachers with a record of less than ten years of service experience less personal experience than teachers with a work experience of more than 20 years. The eighth hypothesis, which is the last hypothesis, as described in the statement of the problem, can be compared to the results of the hypothesis, rather than examining the hypothesis, as to whether direct work with students means teaching them, with less and less Direct work with them, such as managerial posts, deputy, headmaster, etc. in schools, affects one's degree on burnout. In the study of the title of this hypothesis, it was determined that the amount of emotional exhaustion of teachers with less than 10 years of teaching experience was higher than teachers with a teaching experience of more than 20 years, and the personal feeling of this group of teachers with less than 10 years of teaching experience was reported less. Findings of Matin Rad (1997) on the effect of working with mentally retarded children on the creation of signs of psychological abnormalities in Teacher Education Teaching (Exceptional) in Tehran province showed that highly trained teachers with less recent teachers had more psychological symptoms Show themselves. These findings are consistent with the results of Russell et al. (1994), which describes age as the only variable that is significantly related to the number of stressful workplace incidents, that is, young teachers have reported higher job pressures.

Recommendations and limitations:

Considering the higher level of burnout of teachers of mentally and depressed students compared to ordinary teachers in future studies, the causes and possible causes of such factors as organizational factors (work density, work shift, student congestion, etc.). Allocation should be made in order to be programmed to eliminate or reduce them. The Exceptional Education Organization will familiarize itself with coping strategies through in-service teacher training courses. Comparing the job burnout of teachers in different provinces, managers make comparisons of different management policies and have positive management practices in other provinces. Regarding the confirmation of burnout, more male teachers than female teachers should think about solutions to this social problem. The existence of burnout in teachers with lesser ambiguity such as whether reducing this rate by increasing the service and teaching experience due to increased knowledge of teachers for this job or getting used to the existing conditions can reduce the sensitivity and compassion and attention to students. It has made an exception to these teachers. It is also important to study and investigate this issue. Considering the fact that the level of personality deprivation is only significant in the group of mentally retarded teachers with normal and the deaf group's deputies are less deprived of personality, therefore, mentally retarded teachers should be at the top of the list, studying and adopting treatment strategies, the graduates with employment will cause double stressors to teachers, and they also study the opportunities for rest and holidays, they have to give them more resting time to some of the stresses and pressures. The incomes have fallen and now also the salaries and benefits. The scientist is close to each other with a degree, and this has not made anyone interested in continuing education to have enough incentives to do so. Therefore, they should be addressed by the education authorities of this problem. Comparing and studying the degree of burnout of teachers of different educational levels will be another good future research. It seems that the number of exceptional schools in a city and the fact that teachers need to have several years in each other in an environment that they are not able to easily change their work place will have to endure one another for a long time and this will. If the work environment is not attractive, the teacher cannot easily change their work environment, thus removing appropriate plans to overcome this problem, such as the integration plan for exceptional education that integrates all the students. The existing features are considered necessary.

The low number of exceptional students allowed the sample to be considered as a community and the

researcher referred to all the schools in the province for collecting data. And also the name and type of the questionnaire was such that some teachers, with the possibility that the results will be used elsewhere, have a self-censorship and this has caused the lack of cooperation or cooperation at the lower level. Access to The appropriate number of research books, articles, and external journals in relation to burnout, in order to prepare the expected future, was one of the limitations that existed during the implementation of the research.

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5/28/2019