

Psychological Burnout and work stress between intellectual disability teachers and Autism teachers in intellectual disability institutes

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Abstract: The aim of the study was to identify and detect the trait and level of psychological Burnout among teachers of students with intellectual disabilities, and the teachers of students with autism in institutions of mental disability, and to uncover psychological and occupational stress leading to psychological Burnout, to reach some guidance methods and solutions that will help officials and employees with people Special needs in overcoming the problem of psychological Burnout. The researcher used the analytical descriptive method. The sample of the study consisted of (30) teachers of special education who answered the study tool. The researcher used the following study tools: a questionnaire for preliminary data, and a measure (Maslach and Jackson) to measure the psychological Burnout (1981) Arabic version. The study found many results, the most important of which is that the degree of psychological Burnout of teachers of students with intellectual disabilities, and teachers of students with autism in the institutes of mental disability in Riyadh found low in the two dimensions of emotional stress and lack of sense of personal achievement, And high in the sag dimension towards the students. The study also found that there were statistically significant differences in stress disorder dimension and Sagging feelings and the overall degree of psychological burnout according to the academic specialization.

Keywords: Psychological Burnout - Mental Disability Teachers - Autism Teachers.

1. INTRODUCTION

Recent developments in the field of special education have led to a renewed interest in the stress that special educators are exposed to in their professional life. When educators and teachers encounter recurrent daily stress, it may lead to burnout (Mearns & Cain, 2003). Burnout was coined as a term to refer to emotional exhaustion (overwhelmed by extensive work), depersonalization (negative attitudes toward the children), and personal accomplishment (negative evaluation of one's performance in the job) (Maslach & Jackson 1981). Burnout is related to frustration in the job and the negative affective and professional consequences (Mearns & Cain, 2003; Sari, 2004). Stress and burnout have an impact on the welfare of the employee and the quality of service within organizations (Seaward, 2008). Reducing staff stress will have an impact on absenteeism and turnover (Rose, 1995). Most importantly, the employer's responses may encumber their ability to deal efficiently with challenging behaviors (Rose, Horne, Rose, & Hastings, 2004). When the employees are subject to stress and burnout, they might be more inclined to abusive practices (White, Holland, Marsland, & Oakes, 2003).

Psychological burnout and psychological stress are a major area in the field of education and human-service workers (Schanfeli & Greenglass, 2000, Farber, 1991). Psychological burnout occurs among teachers as a result of a number of problems that are directly related to the teaching process, which are faced by the teacher while dealing with students in particular with aggressive behavior, or sabotage behavior, or with the problems of mobility and activity, excess, or typical

movements. The living conditions experienced by the teacher also affect his psychological Burnout, including the lack of salaries, the unavailability of material and moral stimuli during the service, the interventions of parents in his work and the large number of students who supervise them, especially if they are of severe or multiple disabilities, as well as lack of social support by members of society, loss of job security, lack of justice among workers, and management pressures. (Dick and Wagner, 2001, McGuire 97; Brown, Prashantham & ABott ,2003, Innstrand, Espnes & Myklelun, 2002). The educational literature in this area indicates the emergence of another factor that clearly affects the psychological burnout of teachers, which is the level of academic qualification suitable for the teacher to deal with different groups of students (Cooley & Yovanof, 1996; Cherniss, 95, in special Education There are a number of teachers with non-specialized academic qualifications who work with people with special needs. They do not have sufficient qualifications to work in the field of special education. They lack the necessary training to deal with the challenges they face when dealing with this group of students (Cooley & Yovanof, 1996).

A person with psychological burnout shows a number of symptoms such as fatigue, fatigue, sleep problems, conflict, physical wasting, frustration, negative attitudes towards students, profession and self-interest. This makes such a teacher pessimistic and weak in probability.

Pines and Aronson (1983) defines psychological burnout as a state of physical, mental, nervous and emotional stress, a condition that occurs as a result of working with people and interacting with them for a long time and in situations that require a heightened emotional effort.

Maslach (1982) defined it as a symptomatic group of stress, emotional exhaustion, personal disrespect, and a sense of dissatisfaction with professional achievement. Which can occur in people who perform some kind of work that requires direct dealing with people.

Problem of the Study

Psychological Burnout and the resulting problems towards the individual, both in terms of adaptation and control of the challenges facing them, have negative effects on the burnout person himself, but may extend to those who interact and communicate with them as well. Especially if the teacher suffers from psychological pressure, or work with this group without desire or will, it is difficult to perform his tasks in full, which forces him to exert effort continuously until he drains his energy and finds himself unable to tender, he feels negative in his performance, and thus becomes the victim of Psychological burnout.

Aim of the Study

The objective of this study is to identify and detect the trait and level of psychological burnout among teachers of students with intellectual disabilities, the teachers of students with autism in the institutes of mental disability, and the disclosure of mental and psychological pressures leading to psychological burnout, to reach some guidance methods and solutions that will help officials and employees with people With special needs in overcoming the problem of psychological burnout, by professional choice based on the suitability of the individual characteristics of the natural person to work with people with special needs to achieve better professional adaptation.

The study also aimed to identify differences in the dimensions of psychological burnout among teachers of students with intellectual disabilities, and teachers of students with autism in institutes of mental disability according to variables.

Research Questions

- What is the level of psychological burnout and work stress between intellectual disability teachers and Autism teachers in intellectual disability institutes?
- Are there any differences between intellectual disability teachers and Autism teachers in their psychological burnout and work stress levels in intellectual disability institutes??
- What is the influence of experience on the psychological burnout and work stress between intellectual disability teachers and Autism teachers in intellectual disability institutes?

Study hypotheses:

1. Psychological burnout among teachers of students with intellectual disabilities, and teachers of students with autism in institutions of intellectual disability, are rising.
2. There are statistically significant differences in the degree of psychological burnout among teachers of students with intellectual disabilities, and teachers of students with autism in institutions of mental disability, due to a variable of academic specialization.
3. There is a significant correlation between psychological burnout and the number of years of experience among teachers of students with intellectual disabilities, and teachers of students with autism in mental disability institutes.
4. There are statistically significant differences in the degree of psychological burnout among teachers of students with intellectual disabilities, and teachers of students with autism in the institutes of intellectual disability due to the variable degree of mental disability of the student who deals with it.
5. There are statistically significant differences in the degree of psychological burnout among teachers of students with intellectual disabilities, and teachers of students with autism in institutes of mental disability due to the variable monthly income.
6. There is a significant correlation between psychological burnout among students with intellectual disabilities and teachers of students with autism in the institutes of mental disability and age group.

2. BURNOUT AND SPECIAL EDUCATION

Psychological theories had different explanations of job burnout. Those are the psychoanalytical theory, the existential approach, and the job-demand control model. According to the psychoanalytic approach, the lives of individuals are delineated consciously and unconsciously. The theory postulates that career choices are shaped through individuals' rearing and culture. Individuals strive to experience unpleasant experiences from their childhood by accomplishing goals set by their families through their careers (Algahtani, 2017). In the psychoanalytic approach, people often amalgamate the value of their careers with their view of self-worth (Pines & Yanai, 2001). According to the existential approach, it is important that individuals possess the belief that their personal experiences are valid and important (Pines, 2000). The two perspectives were merged into what is known as the psychoanalytic-existential model to uncover the source of job burnout. The psychoanalytical-existential approach assumes that the root of career burnout lies in the need of human beings to believe that their lives are meaningful, that the things they do, and consequently they themselves, are important and significant (Pines & Yanai, 2001, p. 171).

According to this combined theory, people who were not able to resolve their psychological problems during their childhood are characterized by having a great deal of passion and they show a high sense of self-confidence in their career choice. Once these individuals achieve feelings of personal gratification and accomplishment from their careers, the bad experiences in their adulthood are generally resolved (Mohamed, 2015). On the other hand, if they will not have feelings of self-worth and success in their careers, they will tolerate the feelings of failure, which in turn, will lead to burnout (Pines, 2000). Maslach, Schaufeli, and Leiter (2001) proposed a model of career burnout which consists of six domains (work overload, lack of control, insufficient reward, breakdown of community, absence of fairness and conflicting values). When the gap between any of these domains becomes larger, it is probable that the individual is susceptible to burnout (Maslach et al., 2001). Work overload is characterized by the overburden and excessive amount of work. Lack of control is experienced when employees have less freedom in their decisions and strategies to manage their work tasks. Insufficient reward refers to the amounts of intrinsic satisfaction of employees in the workplace. Breakdown of community is related to the isolation experienced by individuals in their jobs. Absence of fairness refers to feelings of respect, trust, and openness experienced by employees in the workplace. Conflicting values are related to the juxtaposition between organizations' values and real actions (Angerer, 2003).

One of the main reasons of burnout of special education teachers is the lack of administrative support (Stephens & Fish, 2010). A large body of administrators does not fully understand the special education policies and instruction. Therefore, they usually do not address the needs of special education teachers (Billingsley, 2005). Another main reason for special education teachers' burnout is the daily routines and responsibilities. Some factors that are related to these daily routines

and responsibilities include excessive paperwork, placement, professional development, standardized testing, data reporting, scheduling, teaching and training, and ongoing changes in special education policy (Bozonelos, 2008; Stephens & Fish, 2010). Such duties are time consuming and they could diminish the amount of time allocated for teachers to spend with students with special needs (Vannest & Parker, 2010). Excessive paperwork might also jeopardize the special education teachers' duties and impact instructional time, efficacy, and commitments towards students (Mehrenberg, 2009). The lack of professional development opportunities may lead to burnout and attrition (Billingsley, 2007). Lack of instructional materials may also lead to stress (Kaufhold, Alvarez, & Arnold, 2006). Positive interactions with colleagues or peers in schools or work can reduce the stress and negative emotions that lead to alienation and burnout (Schlichte, Yssel, & Merbler, 2005).

Teacher burnout can lead to negative effects on students' well-being, behavior, and performance (Kokkinos, Panyiotou, & Davazoglou, 2005; Yoon, 2008). Burnout is manifested through changes in attitudes and behaviors related to the job (Bilge, 2006). Changes in behaviors and attitudes are a direct result of the protracted responses to chronic stressors on the job and are reflected throughout the components of emotional exhaustion, cynicism, and inefficacy (Maslach & Leiter, 2008). Emotional exhaustion is usually described as the individual's inability to offer any more of oneself at an emotional level. Cynicism, or depersonalization, is the negative attitude toward work, students, and colleagues. Low personal accomplishment, or inefficacy, is the inadequate performance and insufficient competence at work (Montero-Marín & García-Campayo, 2010). A review of the literature on burnout pointed out that organizational characteristics have been shown to be associated with emotional exhaustion. For example, a negative correlation between the overall perception of the organization and emotional exhaustion was found by Blumenthal, Lavender, and Hewson (1998). Devereux, Hastings, Noone, Firth, and Totsika (2009) found no relationship between staff support and emotional exhaustion. Also, positive social support was found to be associated with less emotional exhaustion (Janssen & Nijhuis, 2004). Maslach et al., (2001) posited that 'workload is most directly to the exhaustion aspect of burnout' (p. 414). Devereux et al., (2009) found that excessive work was associated with emotional exhaustion in disability services staff. There has been a decrease in the levels of burnout among staff working with intellectual disabilities over the past 20 years (Skirrow & Hatton, 2007). Organizational and environmental factors have been the most consistent predictor of burnout (see Hatton, Rose, & Rose, 2004). Certain factors of work organization predict emotional exhaustion in professionals working with people with disabilities. These factors are work load, latitude in decision-making, and the importance of considering aspects of organization at the workplace to prevent burnout (Kowalski et al., 2010). Excessive exposure to aggression was associated with higher levels of emotional exhaustion and personal accomplishment in a sample of 169 staff members working in intellectual disability summer camps in Ontario, Canada. As the staff are vulnerable to aggression in the summer job, which is associated to burnout, there is a need for training and support (Ko, Lunskey, Hensel, & Dewa, 2012).

Hastings (2002) reported that there is an association between staff exposure to challenging behaviors and staff stress. Hensel, Lunskey, and Dewa (2012) studied the association between exposure to aggressive behavior and burnout in 926 community staff working with intellectual disabilities. They found that personal accomplishment scores were higher than comparable studies. Vassos and Nankervis (2012) investigated the association between factors contributing to burnout in a sample of 108 disability support workers. Results indicated that burnout predictors were challenging behavior, workload, supervisor support, work-home conflict, job feedback, role ambiguity, low job stress, role conflict, and work hours.

3. WORK STRESS AND SPECIAL EDUCATION

Many theories explain work stress theories. The person-environment theory suggests that stress results from the degree of fit between the person and the environment. According to this theory, when this fit is weak, individuals may be subject to work overload, role ambiguity, and role conflict (Spielberger, Vagg & Wasala, 2001). Another model is the demand-control-support model. This model suggests that the work stress is affected by the interaction between the perception of work demands, perception of control, and the degree of support employers perceive (Karasek & Theorell, 1990). The cognitive behavioral approach proposes that stress is a cognitive process and an individual phenomenon (Lazarus & Folkman, 1984). According to this model, stress is not inherent in the environment or the person but is a result of the relationship between them. According to the model, job stress or strain is interaction between demand and control. This model was used to classify work situations according to the balance they suggest between the demands on the workers

and the level of control a person can put forth over those demands to better understand the link between the occupation and the psychological health (Sale & Kerr, 2002).

Several studies have been conducted to explore the challenging situations that special education staff encounter in their job (Billingsley, Carlson, & Kelin, 2004; Center & Stevenson, 2001; Kaufhold et al., 2006; Schlichte et al., 2005). Stress represents a main factor in the burnout of special education teachers (Center & Stevenson, 2001). The most frequent job stressors among special education personnel are large caseloads, several meetings, large amounts of paperwork, parental interactions and expectations, and lack of administrative support (Kaff, 2004; Schlichte et al., 2005). Other stressors encompass problems in curriculum, behavior management, unclear roles, low salaries, and lack of respect (Billingsley et al., 2004; Schlichte et al., 2005). Other factors that contribute to the teachers' stress are insufficient time for planning and changes in students' abilities (Kaff, 2004). Special educators are challenged by financial limitations and lack of relevant school resources (Kaufhold et al., 2006).

Gerstan, Keating, Yovanoff, and Harniss (2001) reported that the structure of special education job can lead to stress: Expectations, goals and directives; the severity of student needs; student behavior and discipline problems; and bureaucratic requirements – rules, regulations, and paperwork (p. 555). Since special education is a profession that entails emotional investment and because special educators are required to spend more time with students who exhibit little progress over time, they might develop factors related to the outcomes of emotional exhaustion and feelings of depersonalization (Embich, 2001). Stress has an impact on the well-being of staff working in intellectual disability services (Hastings, 2002). This study is considered an important study due to the lack of studies that dealt with this topic among the teachers of students with special needs in different categories, and the teachers of students with autism in the institutions of mental disability. The importance of this study is that the human slice of the study is it is part of the society, namely the category of teachers of students with intellectual disabilities, and teachers of students with autism in the institutes of mental disability in terms of addressing one of the important research topics is the subject of psychological burnout and its relationship to some variables. In addition to contributing to the enrichment of research and studies in the field of special education, which suffers from a clear lack in this aspect.

4. METHODOLOGY

In this study, the descriptive analytical method was used; because of its relevant to the nature of this study. The analytical descriptive approach is one of the methods followed by researchers in the scientific, literary, psychological, medical and other fields. This methodology is based on the study of one of the phenomena, regardless of its classification as it exists on the ground, describing it as an accurate description free of exaggeration or minimization by defining it and stating its reasons, And the consequences and complications of Kiva and the amount and impact on the human and other and the extent of interdependence or link to other phenomena.

Population

The current study included all teachers of students with intellectual disabilities, and teachers of students with autism in the institutes of intellectual disability in Riyadh, and they were (90) teachers. The study population consisted of all special education teachers working in special education centers in Riyadh city (private and governmental).

Sample

The sample of the study was (30) teachers of special education who answered the study tool. The sample was randomly selected from a pool of special education staff from different disability centers in Riyadh. The special education staff ages ranged from 30 to 45 years. All of the staff graduated from high school and they were recruited to work as volunteers in these centers approximately after 3 or 4 years from graduation from high school.

Tools

Preliminary data questionnaire (Maslash and Jackson) for the measurement of psychological burnout (1981) Arabic version.

Statistical treatments:

- Pearson correlation coefficient.

- Cronbach's Alpha
- T test.
- The arithmetic mean.

5. RESULTS AND DISCUSSION

1- The first hypothesis states: *Psychological burnout of teachers of students with intellectual disabilities, and teachers of students with autism in institutions of intellectual disability is rising.* To verify the validity of this hypothesis, the researcher used test (t), and the following table illustrates this:

Table (1) Value (T) of the psychological burnout of teachers of students with intellectual disabilities, and teachers of students with autism in institutes of mental disability

source	N	mean	d	Criterion value	T-value	df	P-value	Conclusion
Emotional stress	90	11.27		20	10.417	89	0.0001	low
Sagging feelings	90	28.13		20	2.469	89	0.0001	high
Feelings of inferiority	90	15.2		18	3.500	89	0.0001	low
total	90	54.42		58	11.661	89	0.0005	low

From the previous table, it shows that the values of "T" for the difference between the average score of students with intellectual disabilities and the teachers of students with autism in the institutes of intellectual disability in Riyadh compared to the Criterion value, for the variables of emotional stress, emotion, Are (31.255 , 7.954, 8.072 and 2.911) respective. Indicating that there is a decrease in the extent of emotional stress, a sense of lack of personal achievement and the overall degree of psychological burnout, while there is a high level of emotion towards students. This result differs from what is common in Arab educational studies and literature. The majority of these literature indicate that there are intermediate degrees in the psychological burnout of teachers.

2- According to the second hypothesis, *there are statistically significant differences in the degree of psychological burnout among teachers of students with intellectual disabilities, and the teachers of students with autism in the institutes of mental disability, due to the variable of academic specialization.* To investigate the validity of the hypothesis, the researcher used ANOVA, and the following table illustrates this:

Table (2) Analysis of the individual variance of psychological burnout among teachers of students with disabilities

variable	Source	sum squares	df	Mean squares	f	Sig.
Emotional stress	Between groups	1098.962	4	274.740	2.725	0.021
	Within groups	8558.638	85	690.102		
	Total	9657.600	89			
Sagging feelings	Between groups	84.312	4	21.078	3.911	0.021
	Within groups	458.088	85	5.895		
	Total	542.400	89			
Feelings of inferiority	Between groups	35.655	4	8.941	0.719	0.021
	Within groups	1054.301	85	12.404		
	Total	1089.956	89			
total	Between groups	1232.400	4	100.308	2.409	0.021
	Within groups	10869.556	85	127.877		
	Total	12101.956	89			

The previous table indicates, the (F)values for the variables of Emotional stress, sagging feelings, Feelings of inferiority, and the total degree of psychological burnout, according to academic specialization, and they were 2.7290, 3.911, .719, and 2.409, respectively. This indicates that there are differences in emotional stress, emotional distress, and overall degree of psychological burnout, influenced by the academic specialization of teachers of students with intellectual disabilities, and teachers of students with autism in mental disability institutes. While the degrees of lack of achievement are not affected by the academic specialization and to verify the direction of differences, use the Dinkan test for post-analysis.

The third hypothesis states that: *There is a correlation relationship of statistical significance between the psychological burnout and the number of years of experience among teachers of students with intellectual disabilities, and teachers of students with autism in institutions of mental disability.* To verify this, the researcher extracted the correlation coefficient value for Spearman, and the following table illustrates this.

Table (3) Spearman's correlation coefficient between years of experience and degrees of psychological burnout among teachers of students with intellectual disabilities, and teachers of students with autism in institutions of mental disability

source	years of experience			Conclusion
	N	p-value	rs	
Emotional stress	90	0.66	-0.05	no correlation
Sagging feelings	90	0.57	-0.06	no correlation
Feelings of inferiority	90	0.14	- 0.16	no correlation
total	90	0.57	-0.06	no correlation

The table above shows that the correlation coefficient between the degrees of practical experience and each of the Emotional stress, sagging feelings, Feelings of inferiority and total degree of psychological burnout, Respectively, is not statistically significant, indicating that the number of years of experience is not related to the level of psychological burnout of the teacher. It is therefore concluded that the duration spent by the teacher in learning students with intellectual disabilities does not affect the level of his psychological burnout negatively or positively.

The fourth hypothesis states that: There are statistically significant differences in the degree of psychological burnout among teachers of students with intellectual disabilities and the teachers of students with autism in mental disability institutes due to the variable of the degree of intellectual disability of the student who deals with. To achieve this, the researcher used ANOVA, which is shown in the following table:

Table (4) Analysis of the unilateral variation of psychological burnout among teachers of students with intellectual disabilities, and teachers of students with autism in institutes of mental disability

variable	Source	sum squares	df	Mean squares	f	Sig.
Emotional stress	Between groups	42.908		21.454	0.149	0.031
	Within groups	6941.692	87	110.415		
	Total	9656.656	89			
Sagging feelings	Between groups	81.072	2	40.536	7.645	0.031
	Within groups	461.328	87	5.303		
	Total	542.401	89			
Feelings of inferiority	Between groups	10.122	2	5.061	0.408	0.031
	Within groups	1076.834	87	12.412		
	Total	9561.089	89			
total	Between groups	12101.560	2	0.260	0.002	0.031
	Within groups	12101.453	87	0.098		
	Total	12101.965	89			

From the table above, the (f) values for emotional stress variables, Sagging feelings, Feelings of inferiority, and the total degree of psychological burnout, according to the degree of pupil disability, respectively. Which indicates that there are no differences in the degrees of emotional stress, Feelings of inferiority, and the total degree of psychological burnout is not affected by the degree of intellectual disability of students, while the degree of emotional overload affected by the degree of disability of students. To verify the variance, use the Duncan test for dimension analysis.

5- The fifth hypothesis states that: *There are statistically significant differences in the degree of psychological burnout among teachers of students with intellectual disabilities and the teachers of students with autism in mental disability institutes due to the variable monthly income.* To verify the validity of this hypothesis, the researcher used the T test for the difference between the two averages and the following table shows this:

Table (5) Values of (T) for the difference between the average degree of burnout

source	salary	N	mean	d	t-valaue	df	p-value	Conclusion
Emotional stress	Low salary	56	10.71	9.799	0.643	88	0.522	no differences
	Average salary	34	12.18	11.456				
Sagging feelings	Low salary	56	27.71	2.940	2.106	88	0.038	no differences
	Average salary	34	28.82	1.114				
Feelings of inferiority	Low salary	56	15.23	3.422	1.041	88	0.301	no differences
	Average salary	34	14.53	3.620				
total	Low salary	56	35.75	10.748	0.701	88	0.486	no differences
	Average salary	34	55.53	13.120				

From the previous table, the value of "T" for the difference between the scores of students with intellectual disabilities from low- and average-income families for emotional stress variables, Sagging feelings, Feelings of inferiority, and the total degree of psychological burnout. Indicating that there are differences in the average score of Sagging feelings among teachers of low salary (27.71) and those with average salary (28.82). for the favor of those with average salary.

6- The sixth hypothesis states that: *There is a statistically significant correlation between psychological burnout among teachers of students with intellectual disabilities, and teachers of students with autism in the institutions of mental disability and age group.* To verify this, the researcher used the value of Spearman's correlation coefficient, and the following table illustrates this:

Table (6) correlation coefficients between the age of teachers of students with intellectual disabilities, and teachers of students with autism in institutions of mental disability and degrees of psychological burnout

source	Age of teachers			Conclusion
	N	p-value	rs	
Emotional stress	90	0.10	-0.18	no correlation
Sagging feelings	90	0.07	-0.20	no correlation
Feelings of inferiority	90	0.02	- 0.24	no correlation
total	90	0.09	-0.18	no correlation

From the table above, it shows that the value of the correlation coefficient between the age group grades and the emotional stress, sagging feelings, Feelings of inferiority and the total degree of psychological burnout, were (- 0.18, - 0.20, - 0.24 and -0.18 respectively), indicating that the age of the teachers is not related to the level of psychological burnout. Emotional stress, sagging feelings, and total degree. While there is a negative correlative relationship between the age of the teacher and the sense of lack of achievement, which indicates that the older the teacher felt low degrees of lack of sense of achievement.

6. CONCLUSION

The results of the study found that the degree of psychological burnout of teachers of students with intellectual disabilities, and teachers of students with autism in the institutes of intellectual disability in Riyadh found low in the dimensions of emotional stress and lack of sense of personal achievement, while it was high in sagging feeling dimension. The study also found that there were statistically significant differences in the dimensions of emotional stress, the sagging feeling and the total degree of psychological burnout according to the academic specialization and the direction of the differences in the total score of psychological burnout between Bachelor of Sociology and the education baccalaureate in favor of the Bachelor of Education. The study also confirmed that there is no significant correlation between psychological burnout in its three dimensions (emotional stress, sagging feeling, lack of sense of accomplishment) and the number of years of experience among teachers of students with intellectual disabilities and the teachers of students with autism in the institutes of mental disability in Riyadh. On the other hand, there were no statistically significant differences in the degree of psychological burnout in the emotional stress and the sense of lack of personal achievement dimensions and the total degree of psychological burnout depending on the degree of mental disability of the student who is treated by the teacher While scores of students sagging feeling dimension affected by the degree of intellectual disability (simple, moderate, severe). There are differences in sentiment towards students for teachers who deal with students with moderate and moderate mental disabilities who deal with mental disability in all grades (simple, moderate, severe) For teachers who deal with students with mild and moderate mental disabilities. There are also differences in the average degree of psychological burnout in sagging feelings dimension towards students among teachers of students with intellectual disabilities with low salary and average salary for teachers with average salary. There was also a negative correlative relationship between the age of the teacher of students with intellectual disabilities and the lack of sense of personal achievement, i.e. the older the teacher felt the lack of personal achievement.

Study Recommendations:

In light of the results of the current study, the researcher recommends the employment of teachers of children with mental disabilities who have a qualification in special education or at least an educational qualification, and give teachers licenses to practice the profession of education and training of people with special needs through the Department of Special Education and monitoring their appointment in special education centers. While improving the living conditions of teachers by improving salaries and activating the system of material and moral incentives. And improve the work environment through holding training courses for new teachers in order to prepare specialized professional cadres capable of working with people with special needs in general and intellectual disabilities in particular, and students of autism.

It also recommended the provision of services, aids and facilities that would enable teachers to better perform their roles. This is in addition to ensuring the appropriate workloads and tasks assigned to the abilities of teachers working with students with intellectual disabilities and autism students to avoid feeling helpless and lack of sense of achievement. Finally, the study recommended the training of specialized professional cadres capable of providing the necessary advice to deal with stress and psychological burnout.

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