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How Do Principals and Teachers in Special Schools in Turkey Rate Themselves on Levels of Burnout, Job Satisfaction, and Locus of Control?

This study explores issues of burnout, job satisfaction, and locus of control among special school principals and teachers in Turkey. The purpose of the study was to determine whether there are differences between principals and teachers in terms of work status, sex, and work experiences. A quantitative approach was used: 295 participants (33 special school principals and 262 teachers) were selected and responded to the survey. The Job Satisfaction Scale (JSS) and the Maslach Burnout Inventory (MBI) were used to measure job satisfaction and burnout levels in terms of dimensions: emotional exhaustion, depersonalization, and personal accomplishment. The Internal-External Locus of Control Scale was used to measure the extent of participants' internal or external locus of control. Results are reported in detail in the body of the article.

Cette étude porte sur des questions liées à l'épuisement professionnel, la satisfaction au travail et le locus de contrôle chez des directeurs et des enseignants dans des écoles spéciales en Turquie. L'objectif de la recherche était de déterminer s'il existe des différences entre les directeurs et les enseignants par rapport à la situation relative à l'emploi, au sexe et aux expériences professionnelles. Suivant une approche quantitative, nous avons choisi 295 participants (33 directeurs et 262 enseignants dans des écoles spéciales), qui ont ensuite participé à une enquête. La satisfaction à l'égard de l'emploi et les niveaux d'épuisement professionnel ont été mesurés avec l'échelle de la satisfaction au travail (Job Satisfaction Scale) et l'inventaire de Maslach sur l'épuisement professionnel (Maslach Burnout Inventory) selon trois facteurs: l'épuisement affectif, la dépersonnalisation et l'accomplissement personnel. L'échelle de locus de contrôle interne-externe a servi dans la mesure de différents niveaux de cette dimension. L'article expose les résultats en détail.

Rationale

Turkey spans both Europe and Asia. Its education system is centralized, which means that all schools follow the same curriculum. Eripek (1994) emphasized that although the size of the population with special educational needs (SEN) in Turkey is difficult to measure, the estimated number is approximately seven million. However, approximately 2,600,000 children aged between 1 and 18 years have SEN. Special education in Turkey is patchy, and the quality of education and SEN provision has not reached the level required because of principals' and teachers' job dissatisfaction, lack of locus of control and burnout, and negative attitudes toward education of children with SEN (Sari, 2000a).

There is a relationship between special education and general education in Turkey because the Ministry of National Education manages both special and mainstream education. All education, both public and private, is the overall

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responsibility of the Ministry of National Education with the exception of university education (Ministry of National Education Report, 2003). The Ministry of National Education has many departments or directorates; one is the General Directorate of Special Education, Guidance and Research Services, and the Special Education Department operates under this General Directorate. Guidance and Research Centers *Rehberlik Arastirma Merkezi* (RAMs) also came under the directorate in 1982. As a result, the problems in general education negatively affect the quality of special education services in Turkey.

Many children with SEN are educated in special, mostly residential schools, which include nursery, primary, and secondary schools. Ozsoy, Ozyurek, and Eripek (1996) reported that as primary education progresses, some students with multiple disabilities are still excluded from both mainstream and special schools for many reasons including lack of resources, teachers' and principals' burnout, job dissatisfaction, and lack of locus of control. According to Turkish literature (Eripek, 1994; Kircaali-Iftar, 1996) between 10% and 14% of the school population needs special education. As primary education for children with SEN progresses, students are often at risk of repeating or dropping out. According to the new Turkish Special Education Legislation (1997), the state's duty is to provide free primary education regardless of special needs and also to supplement and aid private and corporate initiatives. All state schools must be financed entirely by the state. According to this legislation, all government special schools should be reorganized for curricular issues, resources, and teacher training (Sari, 2003). According to Eripek (1995), although special schools should be providing more appropriate education for their many students who are failing to achieve and should be capable of educating many who attend schools, special education still needs further development in terms of teacher training, equipment and resources, curricula, and appropriate teaching situations. Many Turkish children with SEN are excluded from the education system because few classroom teachers are either experienced or trained in special education.

The Ministry of Education Report (2002) indicates that children with SEN are having difficulty attaining the goals and objective behaviors defined in the National Special Curriculum. In addition, the Inspection Report (2002) emphasized that special school principals and teachers were not satisfied with their jobs. They felt that they were under continual pressure in schools and in classrooms from executive administrators in local education authorities (LEAs) and from the parents. Therefore, many attempts to develop and improve special education appear to fail for a variety of reasons. An example is that executive administrators in charge of special education in the Ministry of National Education and in LEAs do not consider job satisfaction factors in the burnout of principals and teachers currently working in special schools. Burnout, job satisfaction, and locus of control are important because the achievement and development of children with SEN depend on professional practice associated with burnout, job satisfaction, and locus of control. According to Ainscow and Twedde (1988, 1989), Friedman (1995), and Blandford (1999, 2000), teachers' job dissatisfaction, burnout, and locus of control can affect their performance and ultimately the performance of children with SEN, which directly affects their social, affective, and cognitive development and ultimate-

ly their academic achievement. In addition, job satisfaction and burnout are pivotal links in the chain of special education reform, particularly in Turkey where special education under a centralized education system urgently needs reform. However, the issues of principals' and teachers' burnout, job satisfaction, and locus of control in Turkish special schools have not yet received much research attention. Therefore, I formulated this study to explore: (a) whether the special school principals and teachers in Turkey had issues of burnout, job satisfaction, and lack of locus of control; (b) to help special education policymakers and administrators to develop special curriculum and quality special education to reach children according to the goals defined in the national special curriculum; and (c) to disseminate the findings in an international context to help researchers in other countries who are dealing with similar challenges.

Literature Review

In general, *burnout* is defined as a negative psychological experience that is a person's reaction to job-related stress (Akcemete, Kaner, & Sucuoglu, 2001; Beemsterboer & Baum, 1984; Maslach, 1982; Ratliff, 1988; Sucuoglu & Kuloglu, 1996). Burnout refers to a cluster of physical, emotional, and interactional symptoms that include emotional exhaustion, a sense of lacking personal accomplishment, and depersonalization of clients. According to Maslach and Jackson (1981), burnout has three factors: (a) *emotional exhaustion*, which is described as feeling emotionally overextended and exhausted; (b) *reduced personal accomplishment*, which teachers experience as reduced feelings of competence and achievement and a tendency to evaluate oneself negatively with respect to work; (c) *depersonalization*, which is the development of negative feelings and attitudes about one's profession. Maslach and Jackson described burnout as a complex psychological response of individuals who are involved in difficult person-to-person relationships as part of their everyday work.

Leung, Siu, and Spector (2000) and Guglielmi and Tatrow (1998) reported that burnout symptoms include recurrent bouts of 'flu, headaches, fatigue, poor self-esteem, difficulty in interpersonal relationships, substance abuse, inability to concentrate on a frame or a subject, rigidity, and a tendency to blame other people for one's problems. Three studies (Maslanka, 1996; Raphael, Kelly, Dunne, & Greig, 1990; Williams, 1988) found that work conditions were significantly correlated with burnout. Verdugo and Greenberg (1997), Oshagbemi (2000), Evans (2001), and Gursel, Sunbul, and Sari (2002) described the sources of principals' and teachers' job dissatisfaction, burnout, and locus of control. These are the forms and content of school cultures, school leadership and communication, school resources and relationships with community and parents, professional adaptation, school leadership, reputation, education system regarding centralized administration, and the pressure of work. Sari (2000a) reported that particularly in developing countries such as Turkey, the institutional and societal factors may also contribute to burnout and job dissatisfaction. These are low pay, poor training, lack of resources, lack of well-designed programs in terms of categorical special education, and the breakdown of traditional helping systems. In addition, as in some parts of Turkey, in some cultures women have historically been undervalued for their

role in school society and their contributions to the maintenance of the family and children's education (Abramovitz, 1988; Sari, 1993, 2003).

According to Eripek (2001) and Ataman (2001), major sources of stress for Turkish special school principals and teachers that contribute to burnout, job satisfaction, and lack of external and internal locus of control are workload; low salaries; lack of self-esteem; lack of inservice training opportunities; lack of access to new information; and time pressure, which is perceived as the most stressful aspect of work. As reported by Akcamete et al. (2001), emotional, mental, and physical reactions of special school principals and teachers in Turkey and their work pressure contribute to major stress, which leads to burnout, job dissatisfaction, and lack of locus of control. Blandford and Grundy (2000) and Sari (2000a) maintain that poor working conditions; staff relationships; poorly organized school management and administration; low self-esteem; relationships with parents; and pressure from administration and school environments such as business people, parents, and local administrators; and criticism from a wider community also directly or indirectly affect burnout, job dissatisfaction, and locus of control. Some demographic variables such as age, marital status, and sex were found to be related to burnout, job satisfaction, and locus of control (Maslach, 1982; Poulin & Walter, 1993), although some researchers report that age is not greatly associated with burnout (Akcamete et al., 2001; Guinan, McCallum, Painter, Dykes, & Gold, 1991).

Job satisfaction is defined as a positive emotional state that results from appraisal of one's job situation and is linked to the characteristics and demands of one's work (Arches, 1991; Butler, 1990; Dressel, 1982). As explained by Blandford (2000) and Izgar (2001, 2003), work-related satisfaction can be maintained by helping people, achieving change and improvement, and promoting growth, which have important implications on principals' and teachers' behaviors at work, on their desire to continue working, and on their involvement in the job.

According to Maslach (1982), Dinham and Scott (2000), and Gursel et al. (2002), the following are also important predictors of burnout, job satisfaction, and locus of control: the level of interactions with students and colleagues, professional knowledge and challenges, opportunities for access to information technology and the Internet, opportunities for inservice courses on new developments, working conditions that include salary and opportunities for advancement, school structure, administration, size of classrooms, availability of resources, educational policies and procedures, and job security. These are also associated with teachers' work environment, balanced workload, relations with co-workers, personal factors, salary and benefits, professionalism, and principals' and teachers' cultural background (Akcamete et al., 2001; Sucuoglu & Kuloglu, 1996; Jones, 1993; Gursel, 2003; Sari, 2000a). In Dressel's (1982) and Bahadir's (2002) views, job dissatisfaction and burnout are also caused by poor work conditions. If teachers feel overloaded in poor working conditions, they may feel that they lack power, are isolated from peers and society, and lack collegial support (Blandford, 2000). Cunningham (1983), in a review of teachers' burnout and job satisfaction, described the importance of quality-of-work-life programs as a means of reducing or eliminating teachers' burnout and job dissatisfaction. Hart (1994) and Farber (1984) examined positive and negative

experiences of principals and teachers and found that psychological distress and low morale contributed equally to the overall quality of work life. Sari (2003) and Akcamete et al. (2001) emphasized issues similar to those found by Hart (1994) when they reported that many Turkish special school principals and teachers had low morale and high psychological distress because of having inadequate knowledge about teaching children with SEN and lack of resources to teach them well. They also emphasized that the Higher Education Committee in Ankara develops all teacher training programs in the centralized administration; this indicates that the strict Turkish bureaucratic administrative perspective should be reformed, because in teacher training programs special education courses in various subjects such as science and mathematics, as well as in many social subjects, have not been taught to the students.

Locus of control is a personality variable that concerns people's generalized expectations of what they can or cannot control in their lives (Akcamete et al., 2001; Janssen & Carton, 1999). People who expect to control reinforcements are considered internals, and those who expect outside forces or luck to control reinforcements are considered externals. In other words, locus of control refers to the extent to which individuals believe that they can control events affecting them (Rotter, 1966; Sucuoglu & Kuloglu, 1996). Individuals who have an internal locus of control (internalizers or internals) believe that the events in their lives are generally the result of their own behavior, actions, and attitudes. Individuals who have an external locus of control (externalizers or externals), on the other hand, believe that events in their lives are generally determined by chance, fate, or other people. Cummins (1988) and Kobasa and Puccetti (1983) supported the hypothesis that stress is moderated by locus of control.

Although some studies have explored the relationship between burnout and job satisfaction, they do not explain how locus of control is related to burnout and job satisfaction of special school principals and teachers. Ma and MacMillan (1999) believe that teachers' locus of control consists of multiple aspects such as social satisfaction, role clarity, feeling of job challenge, and intrinsic and extrinsic work motivation. Other literature (Adams, 1999; Smith, 1997) indicates that locus of control is a critical psychological attribute that affects teachers' perceptions of their environment and job satisfaction. Volansky and Habinski (1998) found that internal-external locus of control is also an important personal attribute related to an individual's organizational commitment.

In this study I investigated how special school principals' and teachers' burnout, various aspects of locus of control, and job satisfaction are related to their demographic characteristics such as age and sex. I hoped that the findings of this study would contribute to an understanding of the role of burnout, locus of control, and job satisfaction with demographic characteristics and the inter-relationship between them. Also, the findings would be helpful to other researchers in policy discussions and efforts to improve teachers' quality of work life and teacher training programs and their performance in developing countries.

Drawing on the findings of the past work briefly discussed above, the aim of this study was to investigate burnout, job satisfaction, and locus of control in

terms of work status, sex, and work experiences of principals and teachers in Turkish special schools.

Research Method

In this research I used a quantitative method because of some obvious advantages. For example, quantitative instruments such as the scales used in this research took less time to administer. In addition, I used a quantitative approach to enable me to complete the study because I had limited time, as explained in Sari (2000a, 2002a) and Frankfort-Nachmias and Nachmias (2000), who reported that the quantitative approach is the best method when the researcher has limited time and limited financial resources. This approach also allowed me to reach a large number of participants as recommended in Cooligan (1996) and Creswell (1994). I also preferred to use this approach because I wished to generate quantitative data with which associations and relationships among variables could be described directly.

The Sample

Two hundred, sixty-two special school teachers and 33 principals were selected randomly from 33 special schools in 14 cities (three regions: Anatolia, Marmara, and Aegean). The main reason for selecting these schools—using the cluster random sampling technique—from which the participants were selected is that they were well developed and the physical conditions had recently been improved by the Ministry of National Education. Most of the teachers in these primary schools had to attend inservice teacher training courses in accordance with school policy that requires teachers to attend them. In 14 cities there are approximately 33 primary schools that include a secondary school program as well, but some are unified with the special high schools (five schools). There are no sharp differences among the regions, where the people have similar cultural issues, attitudes, or ways of thinking. The research instruments were administered to each participant and collected directly from them because most participants in this study attended inservice teacher training courses organized by the Ministry of National Education in Yalova Inservice Teacher Training Centre. I instructed teachers and principals in one of the courses. In addition, I went to schools in seven cities to administer and then collect the research instruments. The participants in this study were told that this research was vital. Also, if some participants did not wish to return their completed questionnaires and scales to me in their own schools, they were told that they could mail their forms to me and that their expenses would be reimbursed. I also provided the participants with a set of specific directions for completing the questionnaires and for returning them directly to me. I assured the participants personally that anonymity and confidentiality would be maintained. All participants selected for the study (a total of 295) responded to the survey and returned the questionnaires to me. I began data collection on June 1, 2002 and finished on July 16, 2002, and the final responses were handed to me by the due date. I checked all the responses, and none of the respondents had missing or incomplete answers on the scales, so none was excluded from the study, and the final sample size consisted of 295 participants. Of the 295 participants 141 (47.8%) were men and 154 (52.2%) were women. The age range was 23 to 57 years with a mean age of 34.67 years. A total of 262 participants

(88.8%) reported having teaching responsibilities, and 33 (11.2%) reported having administrative duties.

Research Instruments

Three instruments were used in this research to answer the research questions: (a) Job Satisfaction Scale (JSS), (b) Maslach Burnout Inventory (MBI), and (c) the Internal and External Locus of Control Scale.

The Job Satisfaction Scale (JSS) was developed by Hackman and Oldham (1974) to measure principals' and teachers' job satisfaction. This 14-item scale was designed to measure five specific satisfactions in the work environment: (a) pay, (b) job security, (c) social, (d) supervisory, and (e) growth. The frequency scale ranges from 1 (never satisfied) to 5 (strongly satisfied). Altinisik (1998) computed the reliability of the JSS scale by administering the scale to various sample groups: to teachers (sample 1), to inspectors (sample 2), and then to mixed groups (both teachers and inspectors, sample 3). Coefficient Alphas derived from the samples 1, 2, and 3 were .85, .87, and .88 respectively.

The Maslach Burnout Inventory (MBI) was first developed by Maslach and Jackson (1981) and was called the Human Services Survey. It measures the construct of burnout, defined as "increased feelings of emotional exhaustion, depersonalisation, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind." The first subscale consists of nine questions and measures emotional exhaustion (EE). The second five-item depersonalization (DP) scale assesses how far a respondent feels uncaring toward himself or herself. The final scale consisting of eight items assesses feelings of personal accomplishment (PA) and success from work. The scale, which is a Likert type, consists of 22 self-report questions ranging from 0 to 6 on the scale.

Maslach and Jackson (1986) administered the MBI to 3,372 social, medical, and mental health workers. Based on this norm group, EE scores between 19 and 26 are considered average, and scores over 26 indicate high EE. DP scores between 6 and 9 are average, and scores over 9 indicate high DP. Scores between 34 and 39 reflect average PA, with PA burnout occurring when scores are below 34. Maslach and Jackson reported that Cronbach's Alphas are: .90 for EE, .79 for DP, and .71 for PA, and 2- to 4-week test-retest reliabilities are .82 for EE, .60 for DP, and .80 for PA. Sucuoglu and Kuloglu (1996) administered the inventory and collected data from 300 Turkish teachers and computed the Cronbach's Alpha of the dimensions of burnout as follows: .82 for EE, .73 for PA, and .60 for DP. Izgar (2001) used the MBI in his study in Turkey and estimated the reliability of the inventory as follows: .89 for EE, .71 for PA, and .74 for DP.

The Internal-External Locus of Control Scale, which was developed by Rotter (1966) and called the Social Reaction Survey, was used to measure the extent to which principals and teachers in special schools had an internal or external locus of control. It consists of 29 forced-choice items, of which 23 are keyed and six are fillers. Respondents choose one statement of each pair of 29 statements. It is scored in the direction of externality such that a higher score indicates external orientation. A total score of 12 or less out of 23 items assesses an individual as internally controlled, and a score of 13 or more assesses one as externally controlled (high score = high external locus of control). Test-retest

reliability estimates reported by Rotter range from .70 to .80, and test-retest reliability coefficients of .43 to .84 were reported by Dag (1991). Internal consistency of the scale ranged from .65 to .79 (Rotter). Izgar (2001) reported that test-retest reliability estimates of the Internal and External Locus of Control Scale ranged from .73 to .89.

Analysis of Data

The data collected for this study were analyzed using the *t*-test and analysis of variance (*F* test). The *t*-test was used to compare burnout and job satisfaction between the special school principals and the teachers. In addition, the female and male teachers' job satisfaction was compared by the *t*-test to see whether there were significant differences between their responses in terms of sex and work status. In terms of work, the scores were compared with the help of an *F* test through variables. The *F* test was used to find out whether there were significant differences between the groups in relation to their length of time in their current position (0-12 months, 1-5 years, 6-10 years, 11-15 years, 16-20 years, and 21 years and more). To determine whether there were significant predictive effects of sex, age, locus of control, and job satisfaction as independent variables on the dimensions of teachers' burnout as a dependent variable, a Stepwise Multiple Regression Analysis was performed because I wished to understand special school principals' and teachers' burnout using some predictors such as age, locus of control, and job satisfaction. Pearson Product-Moment Coefficient technique was also used to determine which independent and dependent variables had the highest degree of relationship with each other. It helped to describe the linear relationships between two variables. For the analysis the data were entered into the computer and then analyzed using the Statistics Package for Social Sciences (SPSS 10.0) program.

Results

Work status, burnout, and job satisfaction

Differences in job status according to their roles (special education teachers and principals) were not significant on emotional exhaustion ($t=-0.22$; $p>0.05$, see Table 1). In addition, there was no significant difference on the depersonalization dimension of principals' and teachers' burnout ($p>0.05$). In terms of personal accomplishment, the third dimension of burnout, there was a significant difference between principals' and teachers' scores. However, teachers appeared to have more feeling of personal accomplishment than the principals. Nor did job satisfaction differ significantly between the two groups. However, many of the participants who had worked in special schools for fewer than 16 years had better job satisfaction (see Tables 1 and 3).

Sex of participants, burnout, and job satisfaction

There were significant differences between the sexes in relation to emotional exhaustion ($t=2.28$; $p<0.05$). That is, the female teachers in special schools had significantly more emotional exhaustion than their male counterparts (see Table 2). In depersonalization a significant difference was also found between men and women ($p<0.05$, Table 2). Unlike the emotional exhaustion, male principals and teachers in special schools were significantly more depersonalized than their female counterparts. However, there was no significant difference between the men and women in terms of their view of personal

Table 1
Differences Between Teachers and Principals on Burnout Dimensions
and Job Satisfaction

<i>Burnout Dimensions</i>	<i>Principals (N=33)</i>		<i>Teachers (N=262)</i>		<i>t</i>	<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>		
Emotional exhaustion	15.58	4.65	15.79	5.19	-0.23	0.821
Personal accomplishment	14.91	2.02	16.43	4.12	-2.09	0.034*
Depersonalization	8.33	2.13	9.13	3.29	-1.36	0.179
Job satisfaction	44.67	6.96	41.91	11.02	1.40	0.163

* $p < 0.05$.

accomplishment. The results related to job satisfaction were also significantly different in terms of sex. That is, the female participants had more job satisfaction than their male counterparts. However, the sex of principals and teachers did not indicate a significant difference in their feelings of personal accomplishment.

Work years, burnout, and job satisfaction

In terms of the length of work experiences, principals and teachers indicated significant differences in emotional exhaustion ($F=2.33$; $p < 0.05$, see Table 3). However, depersonalization of principals and teachers was found significantly different in relation to their work experience ($F=5.11$; $p < 0.001$). The principals and teachers who stayed longer in the teaching profession in special schools felt more depersonalized than the less experienced teachers. Moreover, there was significant difference in the feeling of personal accomplishments of the participants. For example, the 0-12 months group that consisted of probationary teachers had the lowest mean of personal accomplishment (mean=15.57). That is, more experienced principals and teachers in special schools felt more personal accomplishment than did the less experienced participants. However, the more experienced teachers felt less job satisfaction than the other participants. The 1-5- and 6-10-year experienced groups felt the highest job satisfaction.

Table 2
Differences Between Women and Men on Burnout Dimensions
and Job Satisfaction

<i>Burnout Dimensions</i>	<i>Women (N=154)</i>		<i>Men (N=141)</i>		<i>t</i>	<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>		
Emotional exhaustion	16.33	5.62	15.00	4.28	2.281	0.023*
Personal accomplishment	16.32	3.44	15.53	4.17	1.797	0.073
Depersonalization	8.54	3.28	9.29	2.68	-2.15	0.032*
Job satisfaction	43.83	10.29	40.93	10.48	2.37	0.018*

* $p < 0.05$.

Table 3
Differences in Length of Time in Post on Burnout Dimensions
and Job Satisfaction

Length of time	0-12 months (N=28)		1-5 years (N=81)		6-10 years (N=85)		11-15 years (N=32)		16-20 years (N=17)		21 years + (N=52)		F	p
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Emotional														
Exhaustion	15.68	4.67	16.73	6.10	15.29	4.71	14.91	4.03	18.82	3.97	17.36	4.77	2.33	0.049*
Personal														
Accomplishment	15.57	4.08	15.91	3.26	15.60	4.76	15.88	3.07	18.18	4.73	18.15	2.89	3.37	0.006**
Depersonalization	8.21	3.55	8.44	3.30	9.34	2.86	8.06	3.46	10.94	2.99	10.73	4.16	5.107	0.000**
Job satisfaction	41.14	10.38	43.93	11.07	43.66	8.79	41.31	12.59	38.18	9.48	39.76	11.63	1.875	0.099

* $p < 0.05$; ** $p < 0.01$.

Age, sex, work years, locus of control, and burnout

According to the research findings, all burnout dimensions were either positively or negatively related to the independent variables. Depersonalization showed a significant relationship with locus of control, .281 ($p < 0.01$) and sex, .283 ($p < 0.01$). Emotional exhaustion was positively related to some independent variables (see Table 4). The highest relationship was a positive correlation of .279 ($p < 0.01$) with locus of control. Emotional exhaustion also showed a significant negative relationship with sex, .211 ($p < 0.01$). The burnout dimension (DP) had a significant correlation with age and job satisfaction. Of burnout dimensions, personal accomplishment was positively and significantly related to age. There was a positive correlation of .247 ($p < 0.01$) between personal accomplishment and age. Locus of control accounted for 8.4% of the adjusted variance in the burnout dimension ($F = 23.77$; $p < 0.01$). Job satisfaction accounted for 1.1% of the adjusted variance in the burnout dimension ($F = 2.81$; $p < 0.047$). All these independent variables had a combined predictor effect on emotional

Table 4
Relationships Between Burnout, Locus of Control, and Job Satisfaction
of Special School Principals and Teachers

		EE	DP	PA
Sex	-r-	-0.211**	0.283**	0.144
	-p-	0.001	0.000	0.049
Age	-r-	-0.012	0.265**	0.247**
	-p-	0.784	0.000	0.000
LC	-r-	0.279**	0.281**	0.812
	-p-	0.000	0.000	0.049
JS	-r-	-0.109	-0.269**	0.041
	-p-	0.047	0.000	0.414

** p = Correlation is significant at the 0.01 level (2-tailed).

EE=Emotional Exhaustion; DP= Depersonalization; PA= Personal Accomplishment; LC=Locus of Control; JS=Job Satisfaction.

Table 5
Locus of Control, Job Satisfaction, and Demographic Characteristics on
Emotional Exhaustion of Burnout Dimensions of the Participants

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	p
Sex	0.22	0.03	0.039	5.33	12.01**	0.001
Age	0.011	0.0001	0.003	5.41	0.039	0.048
LC	0.298	0.081	0.079	5.09	23.77**	0.000
JS	0.14	0.013	0.012	5.21	2.81*	0.048
Total	0.36	0.17	0.125	4.51	10.27	0.001

* $p < 0.05$; ** $p < 0.01$.

exhaustion ($F=10.27$; $p < 0.01$). In the burnout dimension locus of control and sex had the highest effect (see Table 5).

Locus of control accounted for 0.10% of the adjusted variance in the burnout dimension ($F=29.81$; $p < 0.01$). Job satisfaction accounted for 0.09% of the adjusted variance in the burnout dimension ($F=28.99$; $p < 0.01$). Thus all these variables had combined predictor effects of 29.8% (adjusted variance) on depersonalization ($F=29.31$; $p < 0.01$). In the burnout dimension female and male teachers had high depersonalization (see Table 6).

Other independent variables (such as sex, LC, and JS) were not revealed as significantly predictive effects on the dimension of burnout (PA) through the regression analysis. Principals' and teachers' sex and locus of control differences did not indicate different levels in personal accomplishment (see Table 7). However, age as an independent variable had a significant predictive effect on the dimension of burnout.

Discussion

The primary aim of this study was to determine those factors that are associated with teachers' burnout. The major strengths of the present study are: (a) data were collected from principals and teachers in special schools; (b) variables were measured with psychometrically sound instruments; (c) cor-

Table 6
Locus of Control, Job Satisfaction, and Demographic Characteristics on
Depersonalization of Burnout Dimensions in the Teachers

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	p
Sex	0.243	0.059	0.056	4.38	18.55**	0.000
Age	0.352	0.124	0.121	4.24	43.33**	0.000
LC	0.331	0.110	0.107	4.29	29.81**	0.000
JS	0.313	0.098	0.095	4.41	28.99**	0.000
Total	0.550	0.308	0.298	3.92	29.31**	0.001

** $p < 0.01$.

Table 7
Locus of Control, Job Satisfaction, and Demographic Characteristics on
Personal Accomplishment of Burnout Dimensions in the Teachers

<i>Variables</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>F</i>	<i>p</i>
Sex	0.111	0.012	0.007	3.410	3.146	0.067
Age	0.230	0.053	0.046	3.332	14.95*	0.000
LC	0.001	0.000	0.005	3.480	0.02	0.890
JS	0.076	0.004	0.001	3.235	1.14	0.291
Total	0.238	0.064	0.049	3.199	4.01*	0.002

* $p < 0.01$.

relation analyses for the teachers were useful in comparing the variables; emotional exhaustion, depersonalization, and personal accomplishment of burnout dimensions were either positively or negatively related to independent variables; (d) stepwise regression analyses were computed to test the moderating effects of locus of control, job satisfaction, age, and sex on burnout dimensions. The independent variables were found to be significant predictors of dimensions of burnout.

In this article I discuss issues for comparing burnout, job satisfaction, and locus of control of special school principals and teachers in relation to their age, sex, and years of work experience. The levels of the emotional exhaustion and personal accomplishment dimensions of burnout are high among experienced principals and teachers in Turkish special schools. These results concur with those of Dalton (1991), who reported that principals and teachers in schools had high levels of emotional exhaustion and personal accomplishment. Capel (1986) and Capel, Sisley, and Desertrain (1987), however, found that principals had low depersonalization. It can be deduced from these results that burnout among principals and teachers in Turkey is a normal phenomenon in special education teachers.

Comparison of teachers and principals in special schools reveals that Turkish principals displayed high depersonalization. As discussed by Dean (1996), this can be explained by associating it with heavy bureaucratic and administrative work conditions that place them under high pressure. As explained above, if they do not follow and enforce the rules, they may be demoted and sent to other schools, for example, as teachers, sometimes with no explanations given (Sari, 2002c). According to Mercer (1996) and Davis and Wilson (2000), this may be a significant predictor of job dissatisfaction. That is, if a person feels under pressure, he or she cannot be satisfied with the job because of the feeling of being forced to do a given job with no intrinsic motivation. Oldham, Kulik, and Carol (1983) and Akcamete et al. (2001) explained that work conditions consist of salary and opportunities for advancement, school structure such as large classroom size, administration, resources, educational policies and practices, job security, and staff development facilities. These issues are crucial to fostering and sustaining teachers' and principals' job satisfaction. As Cheuk and Wong (1995) explained, work en-

vironment, work load, the cultural background of the teacher, exhaustion at the end of a shift, insufficient staff, a sense of poor quality, and fear of making mistakes can also affect job satisfaction.

It is interesting to note that principals in this study appeared to have higher job satisfaction than their teacher colleagues. Sari (2000c) maintained that teachers' long and overloaded teaching hours might worsen their job satisfaction. This may contribute to teachers' lack of motivation leading to job dissatisfaction, which may also arise from organizational factors, particularly lack of fairness. According to Sari (2002a, 2002b), Turkish teachers and principals in special schools had many complaints about the promotion policy, which relies heavily on inspection reports. Teachers in special schools believe that some inspectors do not know enough about children with SEN and appropriate teaching methods applicable to these children. According to Hallahan and Kauffmann (1997), job context factors such as promotion can also affect teachers' achievement and their job satisfaction. In addition, Dinham and Scott (2000) reported that the following job context factors may also affect job satisfaction: payment, job security, working conditions that depend on the nature of the job, administration and management, working facilities, students' enthusiasm, freedom of lifestyle, and time flexibility for working hours. As reported by Ure (1998), job context-related factors affect principals' and teachers' satisfaction negatively because they have considerable difficulty gaining promotion and are subject to strict bureaucracy in Turkish special schools. Moreover, Kircaali-Iftar (2001), Akcamete et al. (2001), and Sucuoglu and Kuloglu (1996) maintain that they also lack technical and secretarial support and have lower salaries compared with those of other government employees.

Leung et al. (2000) and Leyden (1985) maintain that time flexibility such as having opportunities to teach students with SEN individually, the possibility of early retirement, long holidays, access to computer networks, library facilities that stimulate teaching and learning environments, good physical conditions, pleasant colleagues, and the collaboration of colleagues affect principals' and teachers' job satisfaction positively. However, the research findings reflect that Turkish principals and teachers in special schools suffer from poor communication between them and LEAs. It seems that they suffer from authoritarian management structure, lack of consultation, lack of communication from the top down, inadequate government policies, lack of flexible working hours, and lack of coordination in management and excessive bureaucracy. It can be said that these factors may also contribute to principals' and teachers' job dissatisfaction. In accordance with this finding, the results of this study reveal that teachers in Turkish special schools also have high depersonalization (see Table 1).

Hui and Chan (1996) emphasized that schools with traditionally rigid and bureaucratic administrations cannot succeed in implementing education reforms. In addition, this type of school may not use collaborative problem-solving strategies based on an underlying sense of commitment (Postlethwaite & Hackney, 1988; Young & Tye, 1992). The findings in this research reflect that to provide high-level job satisfaction, principals and teachers need to work in a positive school culture. This conclusion is supported by the findings of Star-naman and Miller (1992) and Ma and McMillan (1999), which indicated that

school leadership and high-level communication, adequate school resources, and relationships with the community positively affect principals' and teachers' job satisfaction. According to Sunbul (2002) and Sucuoğlu and Kuloglu (1996), principals' and teachers' stress emerges from unpleasant emotions caused by excessive work pressure. As Ure (2001) explains, major sources of stress on Turkish teachers in special schools may be lack of guidance about work and lack of a sense of being alone with their profession. Eripek (2001) and Kircaali-Iftar (2001) supported Ure's findings, saying that special school teachers in Turkey feel that they are under pressure because of heavy work demands and lack of adequate support from the limited services and institutions that are available to teachers and parents of children with SEN. Therefore, they have high-level emotional exhaustion that ultimately leads to job dissatisfaction and to lack of locus of control (see Table 2). This conclusion supports the research findings of Eripek (2001) and Kircaali-Iftar (2001, see Table 3), who reported that workload and time pressure were perceived as the most stressful aspects of the job for all teachers and principals in Turkey. The research findings also reflected that stress, job satisfaction, and locus of control are related adversely to one another. That is, the more work pressure principals and teachers have, the more depressed they become. As indicated by Montgomery (1990), Wolfendale (1992), and Dyson (1991), this in turn may contribute to principals' and teachers' poor motivation. The study findings revealed that role conflict and ambiguity, poor working conditions, poor staff relations, inadequate school management and administration, low status, poor relationships with parents (of the students) and with LEAs, criticism from the wider community, lack of relationships with outside professionals, complaints from parents, and lack of locus of control contribute to principals' and teachers' burnout. These findings are supported by Crane and Iwanicki's (1986) study. According to Sari (2002c), these issues exist in Turkish special schools, but people outside schools are not aware of them and demand extra time and effort from principals and teachers.

Turkish principals and teachers in special schools may be satisfied with their core work although they are dissatisfied with their work conditions. According to Mittler (1990) and Mittler and Mittler (1982), to increase the job satisfaction of teachers in special schools, authentic productive partnership should be based on mutual respect and understanding, which are needed to move special education forward and outward. For this kind of relationship to develop, some researchers also say,

It is not only up to teachers and principals to figure out and work for what they hope for: it is up to parents, students, policy makers, labour and business leaders, politicians and the media as well. Rebuilding and redefining education and its relationship to the world "out there," in other words, is a job for citizens and society as a whole. (Hargreaves & Fullan, 1998, p. 127)

Teachers' and principals' dissatisfaction may also be caused by poorly defined roles, poor communication with policymakers, and high autonomy, as explained by MacPherson (1985) and Jones (1993). The research findings indicate that teachers in special schools do not have higher personal accomplishment than the principals. This may be because principals already earn higher salaries and because executive members of the teaching professional team carry significant organizational and leadership responsibilities. Teachers feel that their

work is undertaken by others such as parents and administrators in LEAs because their salaries are lower than those of principals and they do not have the responsibilities of principals. However, as explained by Hyslop-Margison (1999), teachers should be sensitive about mutual respect of other people—inside or outside schools—and about achievement at work and thus should be well motivated in their roles.

The research findings indicate that scores on job satisfaction are significantly different in terms of work years and sex of participants. Men and women who participated in this study did not have similar job satisfaction (see Table 2). According to the findings, female teachers and principals had more job satisfaction than their male counterparts. However, the more work years they had, the less job satisfaction they expressed. It is surprising that Turkish special school female teachers and principals have more job satisfaction than men. Female Turkish teachers, as reflected in this study, prefer to teach students with SEN more than do men: the Ministry of National Education Report (2003) indicated that over 60% of teachers in special schools are women. It is also surprising that Turkish special school teachers have less job satisfaction than do principals. These results stress similarities with Templin's (1988) and Somech and Drach-Zahavy's (2000) studies, which indicated that teachers' and principals' positions increase role conflicts because they may feel that they have a different status. In addition, teachers' dissatisfaction may be related to excessive amounts of time they must devote to bureaucratic procedures and record-keeping tasks aside from teaching, as stressed in Huberman (1993) and Lyons (1986).

In terms of work years, the research results reveal that more experienced teachers have less job satisfaction with their professional role than do their less experienced colleagues as explained above. As reported by Huberman (1993), this problem needs to be considered by special education policymakers, and particularly by principals who wish to maintain the interest and involvement of experienced teachers in order to improve educational activities for children with SEN.

This study found correlations between stress and locus of control as indicated in Evans and Coman (1993) and Brouwers and Tomic (2000). Externality is negatively related to personal accomplishment as indicated by Lunenburg and Cadavid (1992). In contrast to the strong correlations among external locus of control, distress, and stressor frequency for teachers (Grannis, 1992), internal locus of control has been shown to be positively associated with low perceived stress and correspondingly high job satisfaction (Garson & Stanwyck, 1997; Schafer & McKenna, 1991). According to the findings of this study, internals may be more satisfied and perceived as having less emotional exhaustion because the researcher assumes that they have some control over their environmental supports. Whitebook, Howes, Darrach, and Friedmans's (1982) findings indicate that if these findings are robust, then individuals with internal locus of control should experience less stress than those whose locus of control is external. Unwillingness to work may be a major cause of despair and dissatisfaction that may lead to burnout, as indicated in Woolfolk and Hoy's (1990) and Gazieli and Sabbatical's (1995) studies.

According to Smith (1997), depersonalization showed a significant relationship with external locus of control and sex of participants. My results support those of Capel's (1992) study, which described individuals with an external locus of control as having few coping strategies and a high incidence of burnout. These individuals may experience burnout and may not be making properly appropriate adjustments to their situation. They may perceive these events as being outside their control (external control).

The present research findings indicate that emotional exhaustion is positively related to locus of control. However, the burnout dimension did not correlate significantly with age. With regression analysis only three variables have a statistically significant predictive effect on sex, locus of control, and job satisfaction. The research results show that external locus of control is positively related to the burnout dimensions, in particular emotional exhaustion and depersonalization. In other words, special school teachers in the present study who lack locus of control perceive burnout in the emotional and the depersonalization dimensions. These results agree with the earlier studies of Leung et al. (2000).

The findings of this study indicate that teachers in Turkey are more likely to suffer emotional burnout than are principals. That is, the teachers perceive themselves as bored, helpless, and hopeless compared with others in their profession. When viewing the results of the profile of a burned-out teacher, I saw that the study results reflected a tendency of these teachers to be more externally controlled, which indicates that they would not be more likely to choose long-term teaching than their non-burned-out colleagues. The results of this study suggest that teachers in Turkey do not see themselves as comfortable, because they have high levels of emotional exhaustion. Because there was also a correlation between burned-out teachers and their external control scores, it seems that Turkish teachers with burnout also view themselves more negatively than do their non-burned-out colleagues.

The findings show that older teachers are the most personally accomplished, and this may be interpreted as follows. Younger teachers, because of lack of experience, are more prone than older teachers to become excessively involved in the job, which leads to burnout. According to the research findings, some demographic factors (including sex and age), job satisfaction, and locus of control are related to the burnout dimensions, as reported in Akcamete et al. (2001). The study results also suggest that school administrators should be concerned when increasing demands cause teachers to burn out as this can adversely affect their well-being and perhaps that of their students.

Conclusion

It is surprising that the findings indicate that Turkish special school teachers have less job satisfaction than their principals. It is also surprising that the levels of emotional exhaustion and personal accomplishment dimension of burnout are high among experienced principals and teachers. In addition, Turkish principals and teachers did display high depersonalization because of heavy bureaucratic and administrative work conditions that place high pressure on them. The findings raise issues about lack of technical and secretarial support and lower salaries compared with those of other government employees, and about poor communication between teachers, parents, and

colleagues, and with the other institutions such as LEAs. The results also reveal that stress and job satisfaction are adversely related to each other and that work pressure on principals and teachers contributes to their stress and loss of locus of control. According to the research findings, teachers in special schools do not have higher personal accomplishment than the principals. This may be because principals already earn higher salaries and are executive members of the teaching professional team and carry significant organizational and leadership responsibilities. In addition, scores on job satisfaction are significantly different in terms of work years and sex of the participants. Men and women who participated in this study were not similar on job satisfaction. That is, female teachers and principals had better job satisfaction than their male counterparts. However, job satisfaction declined with increased years of experience. The research results indicated that more experienced teachers were less satisfied with their professional role than their less experienced colleagues. This may be linked to the current centralized education system, which is more autocratic and antidemocratic for teachers, unlike teachers in decentralized, more democratic systems like those in Canada and the United Kingdom where teachers and principals feel more comfortable because they have sufficient support from administrators, colleagues, and parents (Sari, 2000a).

In addition, the present research findings raise the issue of special school teachers who lack an internal locus of control and perceive more burnout in emotional and depersonalization dimensions than other teachers. The results of this study also raise the issue of teachers in Turkey not feeling comfortable because of high-level emotional exhaustion. School administrators should be watchful of teachers' burnout and job satisfaction, but also see what can be done to improve the quality of work life in the school, as recommended in Sari (2003). In general, the study results suggest that administrators in LEAs and in the Ministry of National Education should be concerned with principals' and teachers' job burnout if the educational system is to strive for excellence as it does in Canada.

Implications for Practice

The results of this research have significant implications in practice as follows:

- Intervention programs should be prepared in cooperation with school advisers, counselors, and executive administrators in the Ministry of National Education;
- Job satisfaction can be improved if governors concentrate on providing better working conditions, equitable salaries, adequate resources and supports from other institutions, and more and fairer promotions for principals and teachers in special schools as recommended in Akcamete et al. (2001), Sucuoglu and Kuloglu (1996), and Frank and McKenzie (1993);
- Principals and teachers should attend stress management seminars to help them gain self-esteem and self-confidence in order to help themselves and contribute to intrinsic and extrinsic motivation for others;
- Awareness of the symptoms of burnout could increase special school principals' and teachers' job satisfaction provided they feel highly valued, particularly for the amount of work they do as emphasized in Lewis (1991), Bines (1992), and Blandford (2000);

- As suggested by Mittler (1990), to increase job satisfaction in teachers in special schools, authentic productive partnerships should be based on the mutual respect and understanding that are needed to move special education forward;
- Teachers should feel that their work is not undertaken by parents and administrators in LEAs because their profession is undervalued;
- As emphasized in Akcamete et al. (2001) and Sucuoglu and Kuloglu (1996), too much time devoted to bureaucratic procedures and record-keeping tasks aside from teaching should be considered by special education policymakers and particularly by principals;
- Increased dissatisfaction may lead to the erosion of principals' and teachers' motivation and positive attitudes toward children with SEN. This aspect needs to be monitored closely by all authorities, and in particular by the Special Education General Directorate in the Ministry of National Education and the Departments of Special Education in LEAs;
- Understanding the nature of the teaching profession may be the best approach to prevent burnout of teachers, particularly the amount of work they do as reported in Adams (1999).

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