

Burnout of teachers of basic education in the schools of integration between students with special needs ordinary students and

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Abstract

The research aims to identify the degree of prevalence of burnout among teachers in government primary schools in Damascus and Damascus countryside resulting from the integration of students with special needs in their schools. Known differences in burnout among teachers in the light of the variables (Sex - Educational Qualification - Years of Experience - training courses). The researcher adopted a descriptive analytical method, and used in the search tool (a measure of burnout). The research sample included (225) teachers.

The results indicate several conclusions, including:

o the degree of prevalence of burnout among teachers in the schools of integrating people with special needs was high with an average (3.54).

o There were significant differences at the significance level (0.05) between the mean answers of teachers on a scale the degree of burnout for teachers with special needs in regular classes due to the sex variable.

o There are no statistically significant differences at the level of (0.05) between the mean answers of teachers on a scale the degree of burnout for teachers with special needs in regular classes due to the educational qualification variable.

o There were significant differences at the significance level (0.05) between the mean answers of teachers on a scale the degree of burnout for teachers with special needs in regular classes due to the years of experience variable.

o There were significant differences at the significance level (0.05) between the mean answers of teachers on a scale the degree of burnout for teachers with special needs in regular classes due to the training courses variable.

The research found a number of recommendations and proposals, including:

- Paying attention to the training of school administrators and supervisors of the supervisors how to provide assistance and support for teachers in general, and less experienced teachers in particular, so as not to feel that the teacher away from the school administration.
- Holding Training courses for teachers in the field of diagnostic categories with special needs, and strategies to deal with each according to disability type and severity.

For the paper in Arabic see pages (1509-510)