

IMPACT OF BURNOUT, PERCEIVED
STRESS ON TURNOVER INTENTION IN
TEACHERS OF SPECIAL EDUCATION
CENTRES IN RAWALPINDI/ISLAMABAD



by

Mahnoor Malik

BSP193036

Faculty of Management and Social Sciences
Capital University of Science & Technology,

Islamabad

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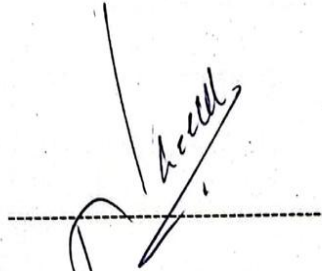
A Research Thesis submitted to the
DEPARTMENT OF PSYCHOLOGY
in partial fulfillment of the requirements for the degree of
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Certificate of Approval

It is certified that the Research Thesis titled "Impact of Burnout, Perceived Stress on Turnover Intention in Teachers of Special Education Centres in Rawalpindi/Islamabad" carried out by, Mahnoor Malik, Reg. No. BSP193036, under the supervision of Mr. Muhammad Naeem, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

Supervisor:

A handwritten signature in black ink, appearing to read 'Naeem', is written over a horizontal dashed line. The signature is slanted upwards to the right.

Muhammad Naeem
Department of Psychology
Faculty of Management and Social Sciences
Capital University of Science & Technology, Islamabad

Impact of Burnout, Perceived Stress on Turnover Intention in Teachers of
Special Education Centres in Rawalpindi/Islamabad

By

Mahnoor Malik


Registration # BSP193036

Approved By



Supervisor

Mr. Muhammad Naeem



Internal Examiner-I

Ms. Aysha Aneeq

Lecturer



Internal Examiner-II

Dr. Ishrat Yousaf

Assistant Professor



Thesis Coordinator

Ms. Irum Noureen



Head of Department

Dr. Sabahat Haqqani

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This work is dedicated to my father, Aftab Awan, who inspired and encouraged me. I also dedicate it to children with disabilities, who face societal challenges and seek inclusive and accessible education. The hope is to create a world where every child has the opportunity to learn, grow and thrive.

Declaration

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.


Mahnoor Malik

BSP193036

July, 2023

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Mahnoor Malik

BSP193036

ABSTRACT

This study aims to investigate the impact of burnout and perceived stress on turnover intention among teachers in special education centers. Teachers who work in special education centres are subjected to burnout and stress, are more likely to intend to leave. This study aims to investigate the influence of burnout and perceived stress on turnover intention among teachers in special education centers using a cross-sectional research design. Data was attained from different Special and Mainstream schools of Rawalpindi/Islamabad. A total of 300 respondents took part in the study utilizing a convenience sample method. In order to acquire data, three instruments were used including the Oldenburg Burnout Inventory (OLBI), Turnover Intention Scale (TIS-15) and Perceived Stress Questionnaire (PSQ-30). The data analysis was performed using the statistical software SPSS. Pearson's correlation analysis was conducted to explore the relationships between burnout, perceived stress, and turnover intention. The results showed that as the level of burnout and perceived stress increased among the teachers, so did the intention to leave the teaching profession.

Key Words: Turnover intention, Perceived stress, Burnout, Special education, Teachers.

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Chapter 1: Introduction

Pakistan has total population of 230,780,394, which makes it world's 5th most populous country. Approximately 90 million individuals in Pakistan do not have the capacity to read or write, according to the country's current literacy rate of 62.3 percent.

Illiteracy is, of course a major cause of unemployment and in poverty in any country. Unfortunately, education for all has become a hollow slogan as successive administrations have failed to prioritize this critical area. As reported by UNICEF, the number of children who are not in school in the nation is now projected to be over 22.8 million. According to the statistics, the number of illiterate's in Pakistan it is 72.5% for men whereas 51.8% for women. No concrete statistics are available about the number and percentage of persons with disability in Pakistan. Though the bureau of statistics claims that disable constitute only 0.4% of the total population, yet UNDP has estimated that the number may be as high as 6.2%. The Annual Status of Education Report (ASER) shows that there are 22.1 percent children in government schools have disability. There are a lot of people with disabilities and they can be seen anywhere in the world either having different age or gender, either distinct socioeconomic background or race (Farooq, 2012).

A huge percentage of disabled children do not have access to suitable special education facilities. (Harvard,2016). Rural regions are more neglected in this regard, despite the fact that they are home to two-thirds of these disabled persons (Hussain, 2016). The importance of education is emphasised by every country in the globe. Improved socioeconomic conditions require education. According to John Dewey (1944), education is the achievement of intelligent learning with the aim of sharing the experience gained by all people for the benefit and growth of all.

Special schools solely serve the educational requirements of children with special needs; regular schools are designed to accommodate all students regardless of their special needs (Wang, 2009). While regular schools are found everywhere in urban, suburban, and rural settings, these special schools are only found in large cities. Due to the lack of nearby special schools, these schools also educate pupils with special needs. Because regular schools are so prevalent, it was expected that they provide accommodations for the majority of students with special needs. Despite all attempts to meet the requirements of people with special needs, the quantity and geographical dispersion of special schools is insufficient to provide educational services at their doorstep. Students that are classified as special students have modest to severe physical, emotional, mental, or psychological impairments that severely limit their everyday activities. displaying poor academic performance (Warnes et al., 2021). Children with special needs might have a wide range of disabilities, including physical, mental, and health issues that require specialized care. It can be difficult and harder for instructors to deal with a child who has special needs (Beals, 2014).

As compared to any other work related stress, teacher's stress is a common reason which causes mental exhaustion and is more closely related to mental stress (Schonfeld et al., 2017). Regardless of other behaviors, student who cause disturbance in classroom are more likely to be a reason for high stress levels in teachers of special education centers (Skaalvik et al., 2015). A lot of teachers working in special education centers have to work with disabled children which is a very tough job leading to stress and turnover (Tjenz&Tjenz, 2022).

According to (Morin, 2021), special education refers to a broad variety of educational assistance for kids with disabilities. The major objective of special education is to assist learning for children with disabilities. Any person with disability needs training which is designed specially according to their needs. Special education

means the instructions that are customized for each person so that their special needs can be fulfilled. It is difficult to define special education as every human is unique and requires a distinct strategy. (Riser-Kositsky, 2022) Special education includes programs for children with mental, physical, behavioral and emotional challenges.

In Pakistan, the history of special education is quite recent. Only three schools were serving students with special needs at the time of independence. For the purpose of meeting the educational requirements of kids with vision impairment, the first school was founded in 1906. The second deaf school in Karachi was established in 1920. A group of deaf parents established the Deaf and Dumb Welfare Society, which also founded the Gung Mahal (Palace of the Deaf) school. Children with impairments make up a sizable portion of this underrepresented population. According to Pakistan's Ministry of Finance, approximately six million kids have reportedly been excluded from attending school. According to Thomas (2000), tailored education is a type of instruction where emphasis is placed on supporting students with acknowledged disabilities and is taught in a unique method to make up for the gaps in their learning. By adopting educational policies on an individual basis and setting goals and standards in accordance with each student's requirements, this style of education differs from traditional education.

Meeting the educational needs of students with disabilities is the primary emphasis of the special education discipline in Pakistan. Both governmental and private special education facilities serve children with disabilities in Pakistan. To assist students with disabilities in gaining academic, social, and life skills, these institutions offer specialised teaching, treatments, and support services. Special education in Pakistan addresses a range of disabilities, including intellectual disabilities, hearing impairments, visual impairments, physical disabilities, and learning disabilities. Each disability category may require specific instructional

strategies, accommodations, and support systems. In Pakistan, special education entails adapting lessons and teaching methods to the particular need of pupils with impairments. To support educational achievement, individualized instruction, technological aids, and modifications to instructional strategies and resources are used. The Pakistani government continues to be working to promote accessible learning having the goal of integrating students, who have impairments in regular educational settings. Adjusting to the educational setting, offering assistance via qualified instructors and supplies, and promoting a welcoming atmosphere at school are all components of an inclusive educational system. The concept that a child's impairment and deficiency are the primary causes of disability is strongly associated with the principles and practises of special education (Skrtic, 1995). Children who are thought to be distinctive enough from other students in their community to not belong in regular school settings are served by special education. Some children are sent away to receive special education elsewhere because they are seen to not meet the standards of some teachers.

Burnout

Burn refers to mental and psychological condition, in which, those people who work in the professions, which require helping others, feel emotionally tired, and experience reduced sense of personal achievement and alienation (Freudenberger, 1974; Maslach, 2003; 96 College Student Affairs Journal Vol. 36, No. 1, 2018 Pines & Maslach, 1978). Maslach and Jackson (1981) list mental fatigue (a feeling of being overworked and exhausted), depersonalization (a negative attitude toward the students), and a diminished sense of personal achievement (a negative assessment of performance and accomplishment in the workplace) as symptoms of burnout (Cordes & Dougherty 1993).

Emotional tiredness can be described as a condition, in which the person experiencing emotional tiredness, feels that his/her emotional resources are depleted, he/she has no energy left and fails to emotionally connect with people (Wullur&Werang, 2020). Alienation or refers to a condition, in which a person cannot interact with colleagues and clients in a positive way, often leading to negative perceptions of others and becomes insensitive to the worries of others. Decreased personal accomplishment can be described as a negative selfappraisal and feelings that one is ineffectual, sense of failure, and loss of work-related selfefficacy (Maslach, 2003). Reduced productivity has been linked to high levels of occupational stress and burnout (Brown & Campbell, 1994).

Consistent stress and demanding circumstances often pave the way to Burnout (Maslach & Leiter, 2016). Due to the strong interactions with kids who have impairments, special education instructors must deal with emotional demands. They frequently use a lot of mental capacity while interacting with kids, addressing their psychological and emotional requirements, and controlling behavioral problems. Increased burnout and stress levels can be linked to these mental demands (Landrum et al., 2003). Dissatisfaction and the ensuing burnout are believed to have been brought on by a number of factors, including stress, a low wage, an increased teaching load, an unbalanced work-life balance, a lack of teaching resources, a lack of participation by teachers in organizational planning, and others (Rashid et al., 2022)

Perceived Stress

Stress plays a key role in making an organization less capacitated and creating dissatisfaction with the job, leading people to move on or perform unprofessionally resulting in reduced quality of services and increased expenses on health services. (Said & El-Shafei, 2020). According to Lazarus and Folkman (1984), stress is the term used to describe both the mental and biological responses that happen when

people feel that their demands are greater than their available resources, both personally and socially.

The idea of perceived stress is strongly tied to the cognitive appraisal theory of stress, which contends that people assess and interpret stressors in light of their perceived worth, management, and likelihood of damage or threat. The term "perceived stress" refers to an individual's assessment of the quantity and severity of stress felt as a result of events and situations in one's life. It entails the cognitive assessment of stresses, including how significant, manageable, and dangerous they are considered to be (Cohen et al.,1983). According to Cohen et al., (1983), social support and environmental expectations are contextual elements that affect perceived stress in addition to internal ones like coping mechanisms and self-efficacy.

Turnover Intention

Employee turnover is a critical factor in any business. Employee replacement can have an impact on productivity, bills, and actual quality. The assessment of staff turnover intention can predict the likelihood of employees leaving the company. (Curtis, 2016). Teachers who are not happy with their current job because of negative affective experiences or inadequate pay look for a better opportunity. (Totenhagen et al.,2016). Moreover, teachers who are dissatisfied with their working environments, who are under pressure or emotionally exhausted, or who have problems controlling their emotions or using stress management are less able to support the growth of children. (Jennings and Greenberg, 2009)

Teacher turnover and the ensuing need for instructors can both be impacted by the kind of special education role. According to the AAEE (2000) the most understaffed teaching area in the country is emotional/behavioral disorders, which is followed closely by multi-categorical, severe/profound impairments, intellectual disabilities, and moderate to mild severity disabilities.

Literature Review

According to the National Institute of Mental Health (NIMH) US, any impairment in the development duration is considered to be serious which can impair one's capacity to think or perform functions. Special students are the students with mild to severe physical, emotional, mental or psychological impairment. A lot of teachers working in special education centers have to work with special needs children, which is a very tough job, leading to stress and turnover (McLeskey, 2008)

The phenomenon has been studied by various researchers in different countries. A study by Ahmad (2022) was conducted in Malaysia about the stress among special education teachers showed that stress lowers the motivation of teachers, which can lead to feelings of being separate or distinct, along with this stress also causes them to resign and be absent from their work. Adigum (2021) studied perceived stress of special education teachers, which says that teachers working in special education centers face a lot of stress as they have a lot of hurdles to overcome. In the available research by (Mehdinezhad, 2012) it is specifically stated that a teacher's well-being is "a positive emotional state that is the result of a harmony between a combination of specific environmental factors on the one hand and the personal needs and expectations of the pupils with regard to the school on the other", specifically for the teaching profession.

Relationships among instructors, parents, students, co-workers, and management have an impact on how much burnout they have faced (Sulea 2012).

Burnout frequently results from increased stress at work. Poor performance and a progressive inability to adjust to change may result from burnout (Pettigrew and Wolf,1982). Typically, the three elements of burnout are describes as being emotional weariness, depersonalization and a lessened achievement (Maslach 1981).

The health problems and behaviors that special education children bring to the classroom is diverse (Kentucky Department of Education, 2008). According to multiple research, including one by Levy and Chard (2001), instructors who exhibit difficult behaviours including inattentiveness, poor academic performance, and hostility are more likely to feel stressed out, exhausted, and tired. The results of research of (Sujarwanto et al., 2002), stressed special education

Instructors should get psychological therapy since these interventions may enhance their ability to teach. Several communities have highlighted meditation programmes as useful in enhancing teacher's resilience and other exhaustion aspects. Teachers might gain from at-home routines or in-school wellness programmes (Valosek et al., 2021). Ansley (2021), who used an online stress intervention, demonstrated that the programmes increased teacher efficacy and personal achievement but did not reduce emotional exhaustion and depersonalization. Special education teachers frequently reported experiencing higher work-related stress than general education teachers (Platsidou&Agalotis, 2008). Sutton and Huberty (1984) previous studies suggested that was no such difference among special education and general education teachers' perceptions of stress. Beck and Gargiulo (1983) suggested that special education instructors performed worse than general education teachers in the burnout syndrome's assessments of depersonalization and personal achievement.

An analysis of studies done between 1979 and 2013 showed that the most significant reasons for burnout in special education teacher burnout were teaching experience, impaired student, a disagreement in roles, an insufficient amount of administrative assistance, and a disagreement in roles (Brunsting et al., 2014). Indeed, the nature of special education instruction necessitates the employment of specialized skills and resources to cater to varied levels of ability and satisfy students'

increasingly complex socioemotional and academic requirements (De Stasio et al., 2014).

In a study by Kyriacou and Sutcliffe (1979), teachers in elementary and secondary schools were asked to assess their perceived levels of stress. According to the study, instructors felt a lot of stress from things like workload, student behavior, and work-life balance. The perception of stress among teachers was looked at in connection to work satisfaction and burnout in a research by Fimian (1987). The findings revealed a strong link between high perceived stress levels and decreased work satisfaction as well as a higher risk of burnout. Skaalvik and Skaalvik (2015) examined stress perceptions and motivation among teachers in a more recent research. According to the study, low levels of teacher involvement and motivation in the classroom were correlated with high levels of felt stress.

According to a study Gersten et al. (2001) has looked at connections between a teacher's intention and their own turnover. 33 special educators who said on a survey that they planned to stop teaching special education during a 15-month period were tracked in the study. They discovered that 69% of these special educators actually left their positions within 15 months, which they took to suggest that attrition intent is substantially related to actual attrition. di (2011) discovered that there was a greater turnover rate in schools where a higher percentage of instructors had reported a desire to quit, offering some proof that indicators of purpose can predict turnover. Ladd (2011) who looked at turnover statistics at the school level rather than the teacher level, was unable to connect a specific teacher's aim to their own turnover. Similar research in public administration has connected general public sector employee turnover intentions to actual turnover (Cohen et al., 2016).

Theoretical framework

The Person-environment (PE fit theory)

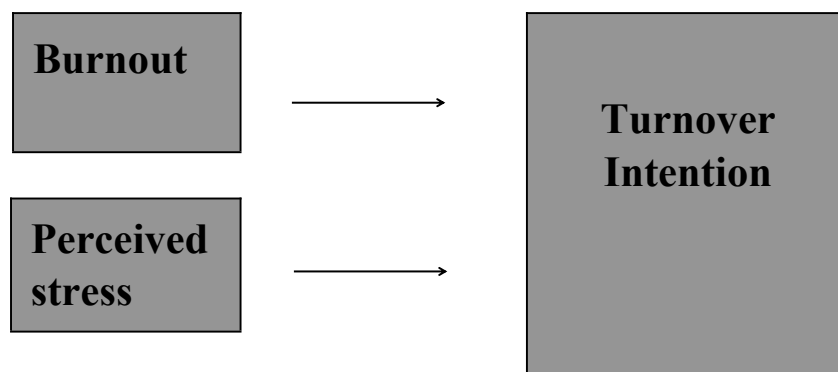
The concept of person-environment fit was put forward by Jacquelynne Eccles and her colleagues (Holmbeck et al., 1999). Person environment fit refers to the relationship that exists between a person and their surroundings that influences how they react towards their job. A concept in social work known as the "person-in-environment approach" emphasises the significance of comprehending a person and their behaviour in relation to the setting where they reside and act. A strategy that focuses just on changing an individual's behaviour or mentality, or on environmental circumstances, is said to be insufficient for assessing an individual and his or her presenting issue and talents. Instead, it is believed that a person in environment concept will provide a more adequate framework. It makes the point that stress can develop when a person's talents, talents, and capabilities don't match up with the expectations of the workplace. Thus this approach states that turnover tendencies increase in teachers because of the perceived stress and exhaustion.

The concept of "person-environment fit" focuses on the interactions between a person's characteristics and his or her circumstances, with the person both influencing and being influenced by his surroundings. While talking about each individual their beliefs, opinions, individual traits, passions, goals, understanding, experiences, as well as talents are examples of qualities such as knowledge, skills and abilities. Fit has many other names such as uniformity, resemblance, similarity, and demand satisfaction.

The basic tenet of PE fit research is that different environments are better suited to different personality types. Fit occurs when some aspect of the environment and the individual are comparable. The underlying principle of similarity-attraction causes people to prefer interacting with other people and circumstances that are

slightly comparable to themselves. On the other hand, complimentary fit occurs when an individual's characters fill a hole in when their surroundings meet a demand or when it is their current surroundings. The foundation of complementary fit is the underpinning process of need fulfilment, which produces favorable attitudinal and behavioral consequences.

Conceptual framework



Rationale

Children with disabilities are often denied their basic right of education as most of the educational institutions in Pakistan lack proper facilities for them. The teachers teaching the children with disabilities also have to face many challenges as there are no facilities and support for teachers. These teachers are often overburdened and are not properly facilitated leading to burnout among them (Shahbaz, 2021) A teacher's emotional wellbeing can be negatively impacted by teacher burnout, which can frequently result in an uncomfortable and unfavorable learning environment for the students (Küçükoğlu, 2014).

The lack of infrastructure and facilities needed to properly engage and interact with children with disabilities and absence of any specialized training for the teachers enabling them to deal effectively with children with disabilities, not only puts a strain

on the teachers but also lowers student achievement and results in their condition continuing to go untreated.

Teachers frequently ignore their stress and anxiety levels in favor of their passion for education and working with kids. However, despite the satisfaction of teaching, there may occasionally be pressure and performance management that hang over a teacher's head constantly leading to burnout and high stress levels. (Ozamiz et al., 2021). It has been observed that teachers are able to be more observant of the kids and efficiently run their classrooms when they have better emotional control. Teachers who are unable to adequately control their emotions have a decreased ability to teach their students. (Camp, 2011).

This study holds significant importance as it aims to identify the factors that impact teacher's performance and subsequently address those factors. Across various cultures, different approaches have been recognized as effective in enhancing teacher resilience and reducing feelings of tiredness or exhaustion. Creating a conducive learning environment for children hinges on ensuring that teachers are mentally relaxed and well-supported.

Objectives

1. To examine the relationship between Burnout and Turnover Intention among teachers.
2. To investigate the impact of Perceived Stress on turnover intention among teachers.
3. To study the difference in turnover intention between teachers in the mainstream education system and teachers in the special education system.

Hypothesis

H1: There will be a significant positive relation between Burnout and Turnover intention.

H2: There will be a significant positive relation between Perceived Stress and Turnover Intention.

H3: There will be difference in Turnover Intention between mainstream and special education system.

Chapter 2: Method

Research Design

Cross-sectional research design was adopted for this investigation. The data from teachers in the mainstream education system and the special education system was gathered at one point in time for this study.

The cross-sectional design enabled the researcher to investigate the significance of burnout, work-related stress, and intention to quit among instructors in a particular setting as the study intended to compare turnover intention between the regular education system and the special education system by gathering data from instructors in various educational systems.

Population and Sample

In this study, the target population consisted of teachers from special education centers and normal education systems in the area of Rawalpindi-Islamabad, Pakistan. The population included both male and female teachers who had a minimum of 2 years of teaching experience.

Due to the limited number of special educational institutions in the region, the sample size was determined to include 300 participants. However, it was challenging to obtain an equal number of participants from both special education centers and normal education systems. As a result, 100 teachers were selected from special education institutions, while 200 teachers were chosen from mainstream schools.

Inclusion criteria

- Teachers with minimum experience of 2 years were selected for the study.
- Both government and private schools were targeted.
- Special education schools were also included.

Exclusion criteria

Teachers who were newly recruited and those with experience below 2 years were excluded.

Sampling procedures/ Technique

The sampling technique used in this study was a combination of convenient sampling. Convenient sampling was employed to select participants based on their accessibility and availability to the researcher. In this study, teachers from both special education centers and normal education systems were included as participants. The selection of participants was based on their convenience and willingness to participate, allowing for easy data collection.

The researcher initially identified a group of teachers who were already known and they were asked to share the study's questionnaire with other teachers in their networks. This approach allowed for a wider reach and the inclusion of teachers who may not have been directly accessible to the researchers. Through snowball sampling, the researcher aimed to tap into the social connections and networks of the initial participants, thus increasing the chances of recruiting a diverse sample.

Measures/ Instruments

Oldenburg Burnout Inventory

The Oldenburg Burnout Inventory (OLBI) was developed by Demerouti and Nachreiner in (1998). It was created as a burnout measure, it has two burnout categories, disengagement and exhaustion. The subject is provided with a list of 16 statements, which are ranged from Strongly agree to Strongly disagree, 16 items are separated into two subscales, and the items are also added combined to generate two sub-totals. The two categories; disengagement includes items 1, 3, 6, 7, 9, 11, 13 and 15, exhaustion includes items 2, 4, 5, 8, 10, 12, 14 and 16. The scores for items 1, 5,

7, 10, 13, 14, 15, and 16 is Strongly Agree (+1); Agree (+2); Disagree (+3); Strongly Disagree (+4). The scale is reversed for questions 2, 3, 4, 6, 8, 9, 11, and 12, with Strongly Agree responses scoring 4 and Strongly Disagree answers becoming 1. The questionnaire has been widely used in studies to assess career and academic burnout. Cronbach alpha values on both subscales generally range from 0.70 to 0.90 indicating high internal consistency.

Turnover Intention Scale

Turnover Intention Scale TIS is developed by Roodt in 2004, it has 15 items with 5 point Likert scale. 1 (never) to 5 (highly likely). It has Cronbach alpha value of 0.80. participants have to indicate responses which they have experienced during the past 9 months. Items which are to be reversed are indicated as R with the item number. Items 10R, 11R and 14R require reverse scoring.

The Perceived Stress Questionnaire

The Perceived Stress Questionnaire (PSQ-30) is a 30-item questionnaire created by Levenstein and his colleagues (1983). It is used commonly to measure stress levels in adolescents and adults aged 12 and up. Respondents indicate on a fourpointLikerttype scale (1 =almost never, 2 =occasionally, 3 =often, 4 =usually). The 8 items 1, 7, 10, 13, 17, 21, 25, 29 require reverse scoring. It has an internal consistency ranging from .90 to .92 and a test–retest reliability of .82.

Procedure

The procedure for this study involved obtaining the necessary permissions and consents, developing a Google form questionnaire, and distributing it to the selected teachers. Prior permission was sought from the research department of CUST.

Before the study commenced, the teachers selected for participation were clearly informed about the objectives and purposes of the study, and their prior consent was obtained. The study followed standard protocols and procedures to ensure ethical considerations and maintain the confidentiality and privacy of the participants.

Initially, it was proposed to include 300 participants in the study, with an equal number of teachers from both special education centers and normal education centers. The plan was to have 150 teachers from special education centers and 150 teachers from normal education systems. To ensure gender balance, an equal number of male and female teachers were selected.

To gather data, a Google form questionnaire was developed. Initially, the questionnaire was sent to teachers who were already known to the researchers, and they were asked to share it with other teachers using a technique called snowball sampling. This approach helps in reaching a wider pool of participants through referrals from initial participants.

However, during the course of the study, it was discovered that the number of special education institutions was limited, making it challenging to complete the initially planned sample size of 150 teachers from special education centers. As a result, the decision was made to include 100 teachers from special education institutions and 200 teachers from mainstream schools to ensure a sufficient sample size.

The use of the Google form questionnaire allowed for the efficient collection of data from the participants. It provided a convenient and accessible method for the teachers to respond to the survey. The snowball sampling technique further facilitated the recruitment of participants, ensuring a diverse pool of teachers from both special education and mainstream schools.

Ethical considerations

The study followed ethical considerations to ensure the protection and wellbeing of the participants. Prior to the start of data collection, ethical approval was obtained from the ethical reviewer board of Capital University of Science and Technology (CUST). This ensured that the study complied with ethical guidelines and standards set by the institution. Participants were provided with clear information about the objectives and purposes of the study. Informed consent was obtained from each participant, ensuring that they willingly agreed to participate. The researchers ensured the confidentiality and anonymity of the participants throughout the study. The data collected were stored securely and accessed only by the researchers involved in the study. The privacy of the participants was respected throughout the study. The data collected were used solely for the purpose of the research and were not shared with any unauthorized individuals or third parties.

Statistical Analysis

Statistical Package for Social Science (Version-21) was used to analyse the data. Descriptive analysis was used to demographic parameters. Frequencies and percentages were calculated for categorical data, whereas for continuous variables, mean, standard deviation, skewness, kurtosis, and Kolmogorov-Smirnov test (K-S) were used. Histograms are shown to show how the data distribution is organised.

Chapter 3: Results

The tables presenting the findings of the analysis are shown below.

Table No. 1

Demographic characteristics of study participants

Gender		
Male	97	32.3
Female	203	67.7
Educational qualification		
BS/BSc/ MSc	190	63.3
MS/MPhil	96	32.0
PhD	4	1.3
Diploma in special needs	3	1.0
Other	7	2.3
Type of institute		
Special education institute	100	33.3
Regular teaching institute	200	66.7
Income level		
10k-25k	29	9.7
25k-40k	102	34.0
40k-50k	85	28.3
50k-above	84	28
Marital status		
Single	100	33.3
Married	196	65.3

Divorced	4	1.3
Family responsibilities		
Primary income earner	143	47.7
Secondary income earner	157	52.3
Family system		
Nuclear	124	41.3
Single parent	4	1.3
Joint family	142	47.3
Independent living	30	10 :

Note: *f*=frequency, %=percentage

Table 1 provides details of demographic information of participants, revealing that 67.7% were female and 32.3% were male. The majority of participants (63.3%) had a Bachelor's, Bachelor of Science (BSc), or Master's (MSc) degree, which influenced their experiences and perspectives related to teaching. The majority of participants were from special education institutes, while the majority (66.7%) were from regular teaching institutes. Income levels significantly influenced job satisfaction, financial stress, and overall well-being, which were relevant when examining burnout, perceived stress, and turnover intention among teachers. Marital status also impacted stress levels and support systems, with 47.7% of participants being primary income earners and 52.3% being secondary income earners. Family systems, such as joint families, nuclear families, single-parent families, and living independently, also influenced teachers' access to social support and potential causes of stress

Table 2***Descriptive statistics of Scales used in study (N= 300)***

Scales	M	SD	Sk	K	K-S	p
OLBI	37.5	5.18	-0.64	0.99	0.156	0.00
TIS	41.95	6.63	0.09	-0.32	0.069	0.02
PSQ	68.67	10.71	-0.093	0.72	0.07	0.00

Note: *M*= mean, *SD*= Standard Deviation, *SK*= skewness, *K*= kurtosis, *K-S*= Kolmogorov- Smirnov, *p*= significance value, *OLBI*= Oldenburg Burnout Inventory, *TIS*= Turnover Intention Scale, *PSQ*= Perceived Stress Questionnaire.

Table 2 indicates that in this study, participants experienced an average level of burnout, with a mean score of 37.5 on the OLBI. The PSQ scale showed a mean score of 68.67, indicating moderate levels of perceived stress. The observed distribution significantly deviates from the theoretical distribution, with a p-value of 0.00. However, it is crucial to consider individual variability and the potential impact of perceived stress on well-being, job performance, burnout, and turnover intention.

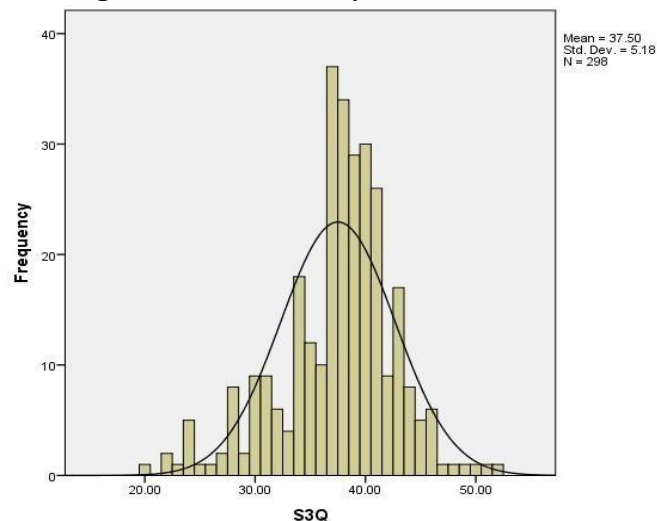
Figure 1***Histogram of Oldenburg Burnout Inventory***

Figure 1 indicates a moderate degree of internal consistency.

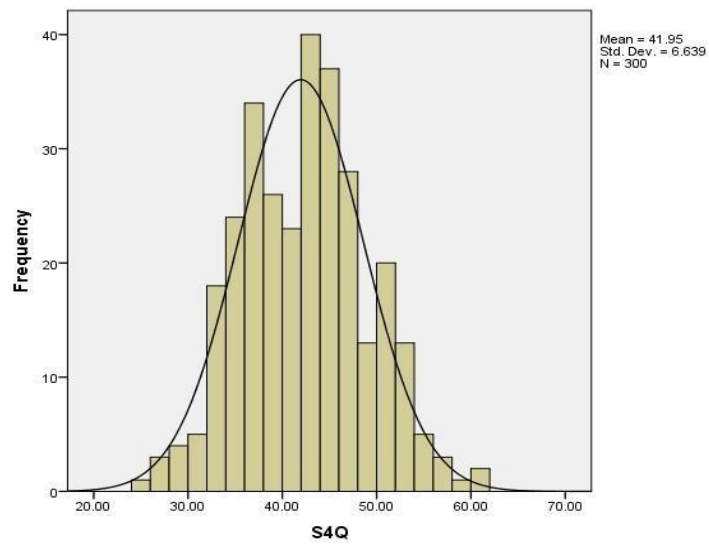
Figure 2***Histogram of Turnover Intention Scale***

Figure 2 indicates a moderate level of internal consistency.

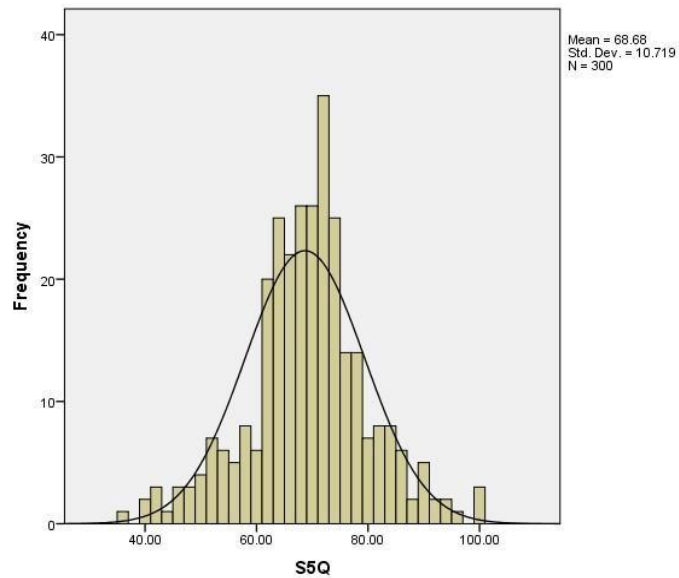
Figure 3***Histogram of Perceived Stress Questionnaire***

Figure 3 indicates a moderate level of internal consistency.

Table 3***Cronbach's Alpha reliability of the scales used in the study***

Scales	Items	M	SD	<i>a</i>	Range	
					Actual	Potential
OLBI	16	37.5	5.18	0.72	20-52	16-64
TIS	15	41.95	6.63	0.6	25-60	15-75
PSQ	30	68.67	10.71	0.8	36-99	30-120

Note: *a*= Cronbach's Alpha reliability coefficient, *M*= mean, *SD*= Standard Deviation, *OLBI*= Oldenburg Burnout Inventory, *TIS*= Turnover Intention Scale, *PSQ*= Perceived Stress Questionnaire.

Table 3 shows the mean scores of the OLBI scale, TIS scale, and PSQ scale. The OLBI scale has a mean score of 37.5, indicating the average level of burnout reported by participants. The Cronbach's Alpha reliability coefficient is 0.72, indicating moderate internal consistency. The TIS scale has a mean score of 41.95, indicating the average level of intention to turnover experienced by participants. The TIS scale has a Cronbach's Alpha reliability coefficient of 0.6, indicating fair internal consistency. The Perceived stress scale (PSQ) has a Cronbach's Alpha reliability coefficient of 0.8, indicating good internal consistency. A Cronbach's Alpha coefficient of 0.8 or above is generally considered acceptable for research purposes.

Table 4***Pearson correlation analysis for Burnout, Turnover intention and Perceived stress***

Variables	1	2	3
1.OLBI	-	.339**	.047
2.TIS	-	-	.133*
3. PSQ	-	-	-

Note: $**p < .01$, OLBI= Oldenburg Burnout Inventory, TIS= Turnover Intention Scale, PSQ= Perceived Stress Questionnaire.

Table 4 illustrates the Pearson correlation between the three variables used. There is a significant positive relationship between OLBI (Oldenburg Burnout Inventory) and TIS (Turnover Intention Scale) with a Pearson correlation coefficient of .339**. OLBI has a positive correlation of .047 with PSQ and TIS has a positive correlation of .133* with PSQ.

Table 5

T test analysis between Special schools and Mainstream schools on variables of Oldenburg Burnout Inventory (OLBI, Turnover Intention Scale (TIS) and Perceived Stress Questionnaire (PSQ) (N=300).

	Special schools		Mainstream schools		t	p	Cohen's d
	M	SD	M	SD			
OLBI	39.74	3.99	36.37	5.35	5.55	0.003	0.71
TIS	44.32	6.59	40.76	6.35	4.51	0.696	0.55
PSQ	69.66	9.12	68.18	11.42	1.12	0.62	0.14

Note: OLBI= Oldenburg Burnout Inventory, TIS= Turnover Intention Scale, PSQ= Perceived Stress Questionnaire, M= mean, SD= Standard deviation, t= t score, P= Significance value.

In Table 5, OLBI and TIS measures show significant differences between "Special schools" and "Mainstream schools," with students in "Special schools" reporting higher scores. The t-test shows a moderate effect size of 0.71 for the OLBI measure and 0.55 for the TIS measure. The PSQ measure shows no significant difference between the two types, with a small effect size of 0.14. Overall, the results indicate moderate differences in the OLBI and TIS measures, with students in

"Special schools" reporting higher scores. However, no significant difference in the PSQ measure was observed between the two types of schools. Overall, the results suggest that the differences observed in these measures are moderate, while the PSQ measure is relatively small.

Chapter 4: Discussion

The current study sought to better understand the relationship between Perceived stress and teacher turnover intentions in both the regular and special education systems. The study also looked into potential disparities in the turn over intentions of the staff in these two educational systems. A cross-sectional survey was conducted for this reason, and instructors with at least two years of experience were chosen from various schools in Islamabad and Rawalpindi and invited to participate. Convenient samples of instructors from normal and special schools were taken. Three questionnaires; the Oldenburg Burnout Inventory (OLBI), the Turnover Intention Scale (TIS), and the Perceived Stress Questionnaire (PSQ) along with a demographic sheet were provided after obtaining the respondents assent.

The results show that there was a significant positive relationship between burnout and turnover intention. This means that as burnout levels increased among the teachers, so did the intention to leave the teaching profession. The link between burnout and turnover intention among teachers has been supported by many studies. A study by Maslach and Leiter (1999) found that burnout is a crucial factor in turnover intentions across various professions, including teaching. Similarly, another study by Kyriacou (2001) demonstrated that high levels of burnout were associated with increased turnover intentions among teachers. These findings of the current study also suggest that addressing burnout is essential in retaining teachers and ensuring their wellbeing.

A significant positive relationship between perceived stress and turnover intention was also found, which means that higher levels of perceived stress are associated with a stronger intention to leave their teaching jobs. The association between perceived stress and turnover intention in the teaching profession has been explored and supported by many studies. A study by Troman (2000) found that higher

levels of stress were related to greater turnover intentions among teachers. A recent study by Chang (2009) found a significant positive relationship between perceived stress and turnover intentions among school teachers. These findings are consistent with the findings of the current study and suggest that reducing perceived stress in the workplace may help retain teachers and improve their job satisfaction.

However, due to an inequality of sample, the study did not clearly identify any specific distinctions between the two educational systems. So, it cannot be confidently concluded whether there was a significant difference between the normal education system and the special education system in terms of turnover intention. However, differences in turnover intentions between regular and special education systems have been the subject of previous studies. There are many factors such as job satisfaction, workload, and support from school administrations and colleagues which play a role in turnover intentions among teachers in different educational settings. Additional research would be needed to investigate this aspect further and draw reliable conclusions.

Overall, the results of the study support two of the three hypotheses. The study shows that both burnout and perceived stress are positively related to turnover intention among teachers. However, it does not provide enough evidence to determine if there is significant differences in turnover intention between regular and special education systems.

This study sheds light on the important connection between perceived stress, burnout, and turnover intentions among teachers. The results show that when teachers experience higher levels of stress and burnout, they are more likely to consider leaving their jobs. However, more research may be needed to determine if there are specific differences in turnover intention between regular and special education systems.

The motivation for this study came from the realization that instructors frequently fail to pay attention to their stress and anxiety levels since they are so passionate about teaching and working with kids (Ozamiz-Etxebarria et al., 2021). However, pressure and performance management can place a heavy weight on teachers all the time, perhaps causing burnout and harming their mental health (Kucukoglu, 2014). Moreover, when teachers lack the necessary skills or resources to effectively interact with students, it not only strains them personally but also hinders student achievement and perpetuates untreated conditions (Carroll et al., 2021). Given these factors, the study's goals were to look into the connections between burnout and turnover intention, Perceived stress and turnover intention, and any potential distinctions between the normal education system and the special education system in terms of turnover intention. The descriptive statistics provide important information about the variables and the psychometric properties of the scales used in the study.

Further highlighting the need for specific assistance and resources in the special education system is the study's finding that special education instructors had greater turnover intentions than teachers in general education. It is possible to increase work satisfaction and teacher retention in this important area of education by addressing the unique difficulties faced by special education instructors.

During the data collection period, majority of the teachers were actively involved in the population census being conducted in the country. This resulted in time constraints and made it difficult for them to spare time for participating in the study. Consequently, the sample size may have been impacted, leading to potential biases.

It is necessary to recognize some of the study's shortcomings, though. Since the data used in this study was cross-sectional, it was difficult to determine which factors were causative. Longitudinal studies might be useful in the future to track

changes in burnout, perceived stress, and turnover intention. Additionally, because the study was done in a particular area, its applicability to other continents or nations may be constrained. To acquire a deeper understanding of these linkages, researchers are urged to replicate this study in various contexts.

Conclusion

The study aimed to examine the impact of Burnout, Perceived stress, and Turnover Intention among teachers in special education centres in Rawalpindi/Islamabad. Additionally, it sought to test several hypotheses related to these variables. The findings of the study provide support for the proposed hypotheses. Firstly, a significant positive correlation was observed between burnout (OLBI) and turnover intention (TIS), suggesting that higher levels of burnout are associated with an increased likelihood of turnover intention among teachers. This confirms Hypothesis 1. Secondly, a significant positive correlation was found between Perceived stress (PSQ) and turnover intention (TIS), indicating that higher levels of Perceived stress are associated with an increased propensity for turnover intention. Therefore, Hypothesis 2 is supported. Hypothesis H3, predicting a difference in turnover intention between mainstream and special education teachers, is rejected due to sample size inequality. This discrepancy may have influenced the results, making it difficult to draw valid conclusions about the difference in turnover intention between the two systems. Lastly, the study explored the differences in turnover intention between teachers in the normal education system and teachers in the special education system.

Overall, the results of the study highlight the significance of burnout and Perceived stress in relation to turnover intention among teachers. The findings suggest that addressing burnout and Perceived stress among teachers, particularly in the special education system, is crucial for reducing turnover intention and promoting teacher well-being.

Limitations

This study aimed to explore the factors influencing burnout and turnover intention among teachers in special education centers. However, it is important to acknowledge certain limitations that were encountered during the research process.

These limitations include:

- The study initially aimed for 300 participants, with an equal number from each educational system. However, due to limited availability of special education schools, the final sample size was reduced, potentially impacting the representativeness and generalizability of the findings.
- Lack of cooperation from the heads of the institutes. In some instances, the heads of the educational institutions were reluctant to grant access to their teachers for data collection purposes
- Discussing topics related to burnout and stress can be emotionally taxing for teachers, particularly in the special education system. This emotional impact might have influenced participants' responses and led to social desirability bias, where teachers might have provided socially acceptable answers rather than expressing their true feelings.
- The study did not explicitly mention providing support or resources to participants experiencing significant stress or burnout. Lack of follow-up support could impact the well-being of teachers who shared such challenges during the study.
- Researching special education teachers required additional resources and support to address specific needs, such as providing accessible data collection

methods for participants with disabilities. Resource constraints impacted the depth and scope of data collection and analysis.

- Engage of teachers in the ongoing population census. At the time of data collection, national census was going on and the teachers were engaged as the enumerators in the exercise. The availability of the teachers for the interviews thus became a challenge.

Despite these limitations, the study has provided valuable insights into the relationship between perceived stress, burnout, and turnover intention among teachers. It highlighted the importance of addressing burnout and stress in the teaching profession, which could help improve teacher retention and well-being. Researchers should acknowledge these limitations and consider them when interpreting the study's results and potential applications. Future research can build upon these findings and address some of the limitations to further enhance our understanding of the experiences of special education teachers and the broader field of special education.

Recommendations

The findings of this study have shed light on the significant impact of burnout and stress on teacher turnover intentions, emphasizing the importance of addressing these challenges in the education profession. However, the study has also highlighted the need for further exploration and investigation in this field. Therefore, the following set of recommendations identifies the future research areas to continue advancing the knowledge and support for special education teachers.

- There is a need to conduct research to evaluate the long-term effectiveness of various interventions and support strategies aimed at reducing burnout and stress in special education teachers. This could involve randomized control trials and comparative studies to identify the most impactful interventions.
- Extend the longitudinal research to include tracking the academic, social, and emotional outcomes of students taught by special education teachers experiencing burnout and stress. This can provide a comprehensive understanding of the effects on both teachers and students.
- Investigate the impact of parental involvement and support on special education teachers' well-being and retention. Research should assess how positive family-school partnerships contribute to a supportive work environment.
- Explore the relationship between workload, time management strategies, and burnout in special education teachers. Research should identify effective ways to manage time and responsibilities to reduce stress.
- Investigating the dynamic nature of teacher-student relationships in special education settings and how they evolve over time can strengthen our

understanding of how positive relationships influence both teacher wellbeing and student outcomes can inform targeted interventions.

- Explore how burnout and stress manifest differently among special education teachers from diverse backgrounds. Research should address the intersectionality of factors such as race, ethnicity, gender, and disability status to develop more inclusive support programs.
- There is a strong need to examine the use of technology in supporting special education teachers well-being. Research should explore the effectiveness of digital platforms, virtual professional development, and online peer support networks.
- Conducting cross-cultural studies to explore the cultural factors influencing burnout and stress among special education teachers in different regions and countries can improve our understanding of cultural variations can inform culturally sensitive interventions.
- By focusing on these future research areas, researchers can contribute to a more comprehensive understanding of the challenges faced by special education teachers and identify effective strategies to support their wellbeing. These studies have the potential to inform evidence-based policies and interventions that promote teacher retention and improve the overall quality of special education services.

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Appendices

Appendix A: Information sheet

I am Mahnoor Malik, a student of BS Psychology, Capital University of Science and Technology, Islamabad, Pakistan. I am doing my research work (Thesis) on “Impact of Burnout, Perceived Stress on Turnover Intention in Teachers of Special Education Centers in Rawalpindi/Islamabad” under the supervision of Mr. Muhammad Naeem.

To take part in this study, kindly read the information given below. If you want more information regarding this study, you can ask questions.

Purpose of the Research

The purpose of the research is to study the role of Burnout, Perceived stress and Turnover Intention in Teachers of Special Education Centers in Rawalpindi/Islamabad. Teachers frequently ignore their stress and anxiety levels in favor of their passion for education and working with kids. This study will explore differences on Turnover Intention of teachers among Mainstream education system and Special education system.

What is involved in the Study?

This study is being conducted as a part of this degree. It would take approximately 16 weeks in total. If you are willing to participate, you will be presented with a questionnaire having questions related to Turnover Intention, Perceived stress and Burnout. You are required to respond as accurately as possible and choose the option that you could best relate with. Any queries you may have are welcome. Additionally, your participation is entirely optional, and you have the freedom to discontinue your studies at any time without incurring any fees.

Risks

This study has no known risks or adverse effects. You can get in touch with us using the details provided at the end if any problems or issues emerge as a result of this study.

Privacy and Confidentiality

Your personal information will be kept private and used just for research. The participants combined scores will be shown, but their names won't be made public in any way. After the intended research outcome has been achieved, data will be deleted.

Contacts for Questions or Problems

If you have any issues or inquiries, you may email at:

Bsp193036@cust.pk or muhammad.naem01@cust.edu.pk

Appendix B: Informed Consent

1.	I hereby confirm that I have read the above information carefully and I have read and understood the purpose of this study.	Yes	No
2.	I understand that my participation in this study is voluntary and I have the right to withdraw from the study at any time without any of my rights being affected.	Yes	No
3.	I understand that information obtained as a part of this study will be kept confidential and will be anonymous and will be used only for research purposes.	Yes	No
4.	I agree to participate in this study.	Yes	No

Signature of participant: _____

Date: _____

Signature of researcher: _____

Date: _____

Appendix C: Demographic Information sheet

Please choose the answer that best describes you for each of the following questions.

Gender: Male , Female

Age: _____

Educational qualification:

BS/BSC/MSc, MS/M.Phil., PHD, Diploma in Special needs,

Other _____

Years of service: _____

Type of institution:

Special Education Institution (Institutes for Special children) ,

Regular Teaching Institution (Mainstream schools for normal children)

Income Level: 10k-25k , 25k-40k, 40k-50k, 50k or above

Marital Status: Single , Married, Divorced

Family Responsibilities: Primary Income Earner , Secondary Income Earner

Family system: Nuclear Family , Joint Family , Independent living

Number of students per class: _____

Appendix D: Oldenburg Burnout Inventory

The following statements refer to your feelings and attitudes during work. Please indicate to what extent you agree with each of the following statements by selecting the number that corresponds with the statement.

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
I always find new and interesting aspects in my work	1	2	3	4
There are days when I feel tired before I arrive at work	1	2	3	4
It happens more and more often that I talk about my work in a negative way	1	2	3	4
After work, I tend to need more time than in the past in order to relax and feel better	1	2	3	4
I can tolerate the pressure of my work very well	1	2	3	4
Lately, I tend to think less at work and do my job almost mechanically	1	2	3	4
I find my work to be a positive challenge	1	2	3	4
During my work, I often feel emotionally drained	1	2	3	4
Over time, one can become disconnected from this type of work	1	2	3	4
After working, I have enough energy for my leisure activities	1	2	3	4
Sometimes I feel sickened by my work tasks	1	2	3	4
After my work, I usually feel worn out and weary	1	2	3	4

This is the only type of work that I can imagine myself doing.	1	2	3	4
Usually, I can manage the amount of my work well	1	2	3	4
I feel more and more engaged in my work	1	2	3	4
When I work, I usually feel energized	1	2	3	4

Appendix E: Turnover Intention Scale (TIS-15)

Please read each question and indicate your response using the scale provided for each question:

DURING THE PAST 9 MONTHS

1	How often have you considered leaving your job?	Never	1-----2-----3-----4-----5	Always
2	How frequently do you scan the newspapers in search of alternative job opportunities?	Never	1-----2-----3-----4-----5	All the time
3	How satisfying is your job in fulfilling your personal needs?	Very satisfying	1-----2-----3-----4-----5	Totally dissatisfying
4	How often are you frustrated when not given the opportunity at work to achieve your personal workrelated goals?	Never	1-----2-----3-----4-----5	Always
5	How often are your personal values at work compromised?	Never	1-----2-----3-----4-----5	Always
6	How often do you dream about getting another job that will better suit your personal needs?	Never	1-----2-----3-----4-----5	Always
7	How likely are you to accept another job at the same compensation level should it be offered to you?	Highly unlikely	1-----2-----3-----4-----5	Highly likely
8	How often do you look forward to another day at work?	Always	1-----2-----3-----4-----5	Never
9	How often do you think about starting your own business?	Never	1-----2-----3-----4-----5	Always

10R	To what extent do responsibilities prevent you from quitting your job?	To no extent	1-----2-----3-----4-----5	To a very large extent
11R	To what extent do the benefits associated with your current job prevent you from quitting your job?	To no extent	1-----2-----3-----4-----5	To a very large extent
12	How frequently are you emotionally agitated when arriving home after work?	Never	1-----2-----3-----4-----5	All of the time
13	To what extent does your current job have a negative effect on your personal wellbeing?	To no extent	1-----2-----3-----4-----5	To a very large extent
14R	To what extent does the “fear of the unknown”, prevent you from quitting?	To no extent	1-----2-----3-----4-----5	To a very large extent
15	How frequently do you scan the internet in search of alternative job opportunities?	Never	1-----2-----3-----4-----5	All of the time

Appendix F: Perceived Stress Questionnaire (PSQ-30)

For each sentence, circle the number that describes how often it applies to you in general, during the last year or two. Work quickly, without bothering to check your answers and be careful to describe your life in the long run.

	Almost	Sometimes	Often	Usually
1.You feel rested	1	2	3	4
2.You feel that too many demands are being made on you	1	2	3	4
3.You are irritable or grouchy	1	2	3	4
4.You have too many things to do	1	2	3	4
5.You feel lonely or isolated	1	2	3	4
6.You find yourself in situations of conflict	1	2	3	4
7.You feel you're doing things you really like	1	2	3	4
8.You feel tired	1	2	3	4
9.You fear you may not manage to attain your goals	1	2	3	4
10.You feel calm	1	2	3	4
11.You have too many decisions to make	1	2	3	4
12.You feel frustrated	1	2	3	4
13.You are full of energy	1	2	3	4
14.You feel tense	1	2	3	4
15.Your problems seem to be piling up	1	2	3	4
16.You feel you're in a hurry	1	2	3	4
17.You feel safe and protected	1	2	3	4
18.You have many worries	1	2	3	4
19.You are under pressure from other people	1	2	3	4
20.You feel discouraged	1	2	3	4
21.You enjoy yourself	1	2	3	4
22.You are afraid for the future	1	2	3	4
23.You feel you're doing things because you have to not because you want to	1	2	3	4
24.You feel criticized or judged	1	2	3	4
25.You are lighthearted	1	2	3	4

26.You feel mentally exhausted	1	2	3	4
27.You have trouble relaxing	1	2	3	4

28.You feel loaded down with responsibility	1	2	3	4
29.You have enough time for yourself	1	2	3	4
30.You feel under pressure from deadlines	1	2	3	4

Appendix G: Approval Letter



Capital University of Science and Technology
Islamabad

Islamabad Expressway, Kahuta Road,
Zone - V, Islamabad, Pakistan
Telephone : +92-(51)-111-555-666
 : +92-51-4486700
Fax: : +92-(51)-4486705
Email: : info@cust.edu.pk
Website: : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-372
February 17, 2023

TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Mahnoor Malik, registration number **BSP193036** is a bona fide student in BS Psychology program at this University from Fall 2019 till date. In partial fulfillment of the degree, she is conducting research on "Impact of burnout, job stress and turnover intention in teachers of special education centres in Rawalpindi/Islamabad.". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk

Appendix H: Plagiarism report

