



## RESEARCH ARTICLE

# Investigation of Burnout Levels of Special Education Teacher Candidates

M. Abdalbaki KARACA \*<sup>1</sup> 

<sup>1</sup>Inonu University, Faculty of Education, Special Education Department, Malatya / Türkiye

\*Corresponding author: akaracaegitim@gmail.com

## Abstract

The current research is to examine the burnout levels of special education teacher candidates. This study used a correlational survey design. 311 teacher candidates studying in the special education department in Türkiye in the 2023-2024 academic year participated in the research. The research data were collected through the Maslach Burnout Inventory-Student Form (MTE-Student Form). The analysis of the obtained data was carried out through the statistical package program. Independent groups t-test was used to reveal the differences in variables related to the gender of the teacher candidates, their satisfaction with the special education teaching department they studied in, and their interaction with individuals with special needs in the past. One-way analysis of variance ANOVA was used to determine the differentiation in terms of variables related to the grade level of education. In cases where differentiation was understood, the Tukey test was used to reveal the reason for the differentiation and to control the difference between the means. As a result of the research, it is revealed that there is a significant difference ( $p < 0.05$ ) between the gender, grade level, satisfaction with the special education department and interaction with individuals with special needs in the past and burnout levels of pre-service teachers. In order to reduce burnout in pre-service special education teachers, personal achievement and skills of these individuals should be developed, activities that encourage learning should be included and group work should be included.

## Keywords

Burnout, Special Education, Teacher Candidates

## INTRODUCTION

The excessive demands of daily life can lead individuals to delay or neglect daily tasks, or in some cases, completely forget about them. It is observed that individuals feel exhausted and inadequate in some situations in daily life. Individuals may constantly complain about such problems. This situation, which is frequently observed as a result of research, is defined as "burnout syndrome" (Özay-Köse et al. 2017). It can be seen that there are various definitions of burnout in the literature. The concept of burnout, defined as psychological and physical depletion of energy (Budak & Sürgevil, 2005), was first defined by Freudenberger (1974) as an occupational disorder seen among volunteer workers in a hospital where drug addicts were treated. Maslach (2003) defines

burnout as a psychological condition that occurs as a reaction to stress-increasing factors in the workplace. It also defines burnout as the depletion of energy, strength or resources through excessive demands, fatigue and failure. Maslach et al. (1996) state that burnout is caused by various factors. Role conflict, role ambiguity, participation in decision-making, autonomy and social support are among these factors.

Burnout is a condition that can be seen in professional groups such as teachers, nurses, social workers, physicians, physiotherapists and psychologists who work in professions that require face-to-face interaction with people (Ünal et al. 2001). According to the first researchers who studied burnout, burnout is defined as the result of an attrition process in which highly motivated people lose their enthusiasm (Maslach, 1982;

Received: 03 May 2024 ; Revised : 31 May 2024 ; Accepted: 24 June 2024; Published: 25 July 2024

How to cite this article: Karaca, M.A. (2024). Investigation of Burnout Levels of Special Education Teacher Candidates. *Int J Disabil Sports Health Sci*;7(4):848-858. <https://doi.org/10.33438/ijds.1478267>

Freudenberger & Richelson, 1981). Therefore, it is observed that the described burnout situation is a situation that can also be experienced by university students (Schaufeli & Salanova, 2007). Burnout levels of university students are related to negative individual experiences (Dyrbye, et al. 2006), their level of interest in academic studies (Durán et al. 2006), anxiety about the future (Erturgut & Soyşekerici, 2010) and the individual's feeling of being ready for future professional life (Çavuşoğlu, 2009), results were obtained that it was associated with different variables. Because various behaviors such as meeting the academic challenges expected from them, studying for exams, and participating in classes are seen as students' jobs (Breso et al. 2007).

Burnout faced by teacher candidates; It is evaluated in three dimensions: emotional exhaustion, depersonalization and personal failure (Gmelch & Gates, 1998). Emotional exhaustion is the resistance of individuals to an existing negative situation (Dursun, 2000). For teachers, emotional exhaustion is among the first symptoms of burnout, and teachers often experience emotional exhaustion in the school environment. It is emphasized that emotional burnout can suddenly occur in teachers who start their work enthusiastically in the first years. Depersonalization is the state of protecting the individual from exhaustion and disappointment. Individuals experiencing apathy may experience significant deterioration in their health and effective work potential. In the case of personal failure, when individuals feel ineffective, they feel increasing inadequacy. This situation causes them to lose self-confidence (Maslach & Leiter, 1997).

School environments are considered one of the important educational environments for teacher candidates in terms of their personal, social and academic development (Duru, 2008). Education faculties have the responsibility of training teacher candidates as both good educators and individuals with personality traits that can cope with various difficulties (Çapan, 2012). During this period, teacher candidates may experience problems due to various situations such as various academic duties, exams and economic reasons (Şentürk, 2016; Abbey, 2002). In addition, due to the high expectations and varying concerns of teacher candidates, they may experience stress thinking that they will practice the teaching profession (Yücel, 2012).

Physical and mental symptoms have been observed, including negative attitudes towards

work, life, and other people, which cause individuals to experience physical exhaustion, long-lasting fatigue, feelings of helplessness and hopelessness (Jia et al. 2009). When the current symptoms are examined, school burnout; It refers to the fact that the high expectations of university life and general education schools wear out students physically, mentally, psychologically and emotionally (Aypay & Eryılmaz, 2011). Considering Türkiye's education system; It is seen that exams are intense from basic education to high school and university, and a challenging competition is held for students, such as the public personnel selection exam. Therefore, it becomes very stressful for students to make career plans and focus on the education process during this education process (Çapri et al. 2011). In a study on student burnout, it is stated that students who are alienated from school distance themselves from school activities and lessons, and also avoid interacting with their peers at school and all school personnel (Tarquin & Cook-Cottone, 2008). Especially students who are alienated from school and their peers perceive their education and training experiences negatively. Such students may lose their sense of belonging to school and think that such environments are among the threatening places for them. Therefore, it can be said that school anger can be seen as a result of alienation from school (Civitci, 2011).

The high incidence of burnout among special education teachers causes students with special needs to benefit less from educational environments. For this reason, both time is lost during the activity process and the allocated resources are not utilized sufficiently. Additionally, children with special needs are deprived of effective educational practices. The satisfaction of special education teachers with their jobs is directly related to meeting their expectations and personal needs regarding that job. This is possible by ensuring the emotional satisfaction of special education teachers. (Akçamete et al. 2001; Ergin, 1997). Considering this situation experienced by special education teachers, it is important to understand the burnout status of special education teacher candidates (Gönültaş, 2017). Because knowing the burnout levels of teacher candidates is important for the development of the students they will educate and their interest and commitment to the profession (Akgün & Özgür, 2014).

It is emphasized that burnout, which is considered an important problem in teachers, is also likely to be experienced in teacher candidates, and that research should be conducted in this field (Fives et al. 2005; Çavuşoğlu, 2009; Balkıs et al. 2011). However, pre-school teaching (Kan, 2008; Adıgüzel, 2016; Mahmood & Sak, 2017), classroom teaching (Tümkiye & Uştu, 2016; Şencan, 2019; Elma & Ergen, 2019), science teaching (Yavuz & Akdeniz, 2019), mathematics teaching (Amasralı & Aslan, 2017), university senior teacher candidates studying in music, science, biology and preschool teaching programs (Önder et al. 2018; Dübastılar & Yildirim, 2015; Aktaç & Çetinkaya, 2019; Özay-Köse et al. 2017). Although research has been conducted on the burnout levels of teacher candidates (Çelik & Üstün, 2017), it appears that limited research has been conducted on the burnout levels of special education teacher candidates (Gönüldaş & Gümüşkaya, 2022). Therefore, the purpose of this research is to examine the burnout levels of special education teacher candidates. Within the framework of this main objective, the following sub-objectives have been tried to be achieved.

1. Burnout score averages of special education teacher candidates,
2. The difference between gender and burnout levels of special education teacher candidates,
3. The difference between special education teacher candidates' past interactions with individuals with special needs and their burnout levels,
4. The difference between special education teacher candidates' satisfaction with the department they study in and their burnout levels,
5. It is aimed to reveal the difference between the grade levels and burnout levels of special education teacher candidates.

With 311 participants from the special education department of state universities, this study provides valuable insights into the psychological and emotional challenges faced by future special educators. Utilizing the Maslach Burnout Inventory-Student Form (MTE-ÖF), adapted for Turkish by Çapri et al., (2011), the research identifies critical factors such as gender, satisfaction with their department, past interactions with individuals with special needs, and grade level as variables affecting burnout levels. The findings contribute to a deeper understanding of the burnout phenomenon within a specific educational context,

highlighting the need for tailored support systems for teacher candidates. By identifying the variables that significantly influence burnout levels, this study underscores the importance of addressing the emotional and psychological well-being of future special education teachers. This research not only contributes to conclusions regarding teacher burnout, but also paves the way for interventions aimed at reducing burnout and enhancing the educational experience for both teachers and students with special needs.

## MATERIALS AND METHODS

### *Model of the Research*

Since this study aimed to examine the burnout levels of special education teacher candidates, the relational scanning model, one of the descriptive scanning models, was used. Because screening models describe a past or present situation as it is. Relational screening models, on the other hand, enable understanding the amount of change between two or more variables (Karasar, 2006).

### *Research Group*

311 undergraduate students studying in the special education teaching department of the faculty of education at state universities in Türkiye, participated in the research. 134 (43.08%) of the students are male and 177 (56.9%) are female. 86 (27.65%) of the participants are 1st year students, 86 (27.65%) are 2nd year students, 59 (18.9%) are 3rd year students and 80 (25.7%) are 4 year old students. He is studying in class. Demographic information of the participants is included in the table below.

### *Ethics*

This study was conducted in accordance with the ethical standards and ethical approval was obtained from the Inonu University Social and Human Sciences Research Ethics Committee in Turkey, with reference number [2022/18-6]. The participants signed informed consent document through a volunteer form that outlines the research procedures, risks, benefits, confidentiality, and participant rights. The current research strictly adhered to the ethical principles of the Declaration of Helsinki, prioritizing the rights and welfare of the participant in its design, procedures, and confidentiality measures.

**Table 1.** Demographic information of teacher candidates participating in the research

		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Grade	1st Grade	32	37,2%	54	62,8%	86	100%
Level	2nd Grade	36	41,9%	50	58,1%	86	100%
	3rd Grade	17	28,8%	42	71,2%	59	100%
	4th Grade	49	61,2%	31	38,8%	80	100%
Total		134		177		311	

### Data Collection Tool

Maslach Burnout Inventory-Student Form (MTE-ÖF), developed by [Schaufeli et al., \(2002\)](#) and adapted to Turkish by [Çapri et al., \(2011\)](#), was used in the study. Maslach and Jackson's burnout model, which is the most widely used in research and is the subject of this research; Today, it is one of the most important theories accepted in the field of burnout. Maslach and Jackson accept burnout as emotional exhaustion, depersonalization and lack of personal accomplishment ([Maslach & Jackson, 1981](#)). As a result of the confirmatory factor analysis conducted by [Çapri et al., \(2011\)](#) for the construct validity of the scale, a 3-factor structure consisting of 13 items was obtained. In the criterion-related validity study of the Maslach Burnout Inventory-Student Form, the Burnout Scale Short Version (TÖ-KV) was applied and the correlations between the total score of this scale and the sub-factors of MTE-ÖF were calculated, respectively. It was found to be .51, .45 and -.38. The Cronbach Alpha internal consistency coefficient calculated to determine the reliability of the scale was found to be .76, .82 and .61, respectively, while the test-retest reliability results were found to be .76, .74 and .73, respectively. Therefore, it was understood that the Turkish adaptation of the scale was usable. [Ergin \(1992\)](#), who adapted the Maslach Burnout Inventory (MTE), which was previously developed by [Maslach & Jackson \(1981\)](#) for professionals working face to face with people, into Turkish, stated that the 7-point rating format is not suitable for Turkish culture. For this reason, the

scale adapted to Turkish by [Çapri et al., \(2011\)](#) was prepared in the form of a 5-point rating (never, sometimes, usually, most of the time).

### Data Analysis

The data obtained in the study was analyzed using a statistical package program. Independent groups t-test was used to understand the differences in teacher candidates' gender, previous interaction with individuals with special needs, and satisfaction with the special education teaching undergraduate program they studied. One-way analysis of variance (ANOVA) was used to understand the differentiation of teacher candidates in terms of variables related to grade level. In cases where differentiation was understood, Tukey test was performed to control the difference between the means in order to find the reason for the differentiation.

## RESULTS

In this part of the research; Descriptive analyzes for the burnout score averages of special education teacher candidates, independent t-test results to understand the relationship between participants' gender, past interaction with individuals with special needs, and satisfaction with the special education department they study in, and burnout levels, and the relationship between teacher candidates' grade levels and burnout levels. For understanding, one-way analysis of variance (ANOVA) results are included.

**Table 2.** Descriptive analyzes for teacher candidates' burnout score averages

	$\bar{X}$	Sd	Skewness	Kurtosis
Depersonalization	1,79	,81	,925	,947
Emotional Exhaustion	2,18	,82	,972	,696
Competence	3,31	,84	,918	,970
Total	2,41	,49	,971	,920

\*N=311

Table 2 includes descriptive analyzes regarding the burnout average scores of teacher candidates studying in the special education department. The mean scores of the burnout scale dimensions were = 1.79 in the depersonalization sub-dimension, = 2.18 in the emotional exhaustion sub-dimension and = 3.31 in the competence sub-dimension, respectively. It is seen that teacher candidates have very low average scores in the depersonalization dimension, low average scores in the emotional exhaustion dimension, and medium

score averages in the competence dimension. The central tendency measures (mean, median and peak value) were examined to determine whether the data met the normality conditions and it was understood that they were close to each other. Additionally, the kurtosis and skewness coefficients of the data group to be tested for normality were examined, and since these values were between +1 and -1, it was assumed that they were normally distributed (Hair et al. 2006; George & Mallery, 2012).

**Table 3.** Independent t test results for the relationship between participants' gender status and burnout levels

	Gender	N	$\bar{X}$	Ss	t	p
Emotional Exhaustion	Male	134	11,35	4,377	1,62	,105
	Female	177	10,59	3,883		
Depersonalization	Male	134	7,83	3,479	3,18	<b>,002</b>
	Female	177	6,66	2,982		
Competence	Male	134	13,02	4,139	-1,04	,295
	Female	177	13,42	2,687		

\*p<0,05

Table 3 compares the gender status of teacher candidates with the emotional exhaustion dimension, depersonalization dimension and competence dimension. Considering the averages in Table 3, in the emotional exhaustion sub-dimension, males =11.35, females =10.59; In the depersonalization subscale, males = 7.83, females = 6.66; In the competence sub-dimension, males = 13.02 and females = 13.42. It was examined whether there was a significant difference between the sub-dimensions of emotional exhaustion,

depersonalization and competence levels, whether the teacher candidates were male or female. It was revealed that there was no significant relationship between emotional exhaustion and competence levels and the gender of the teacher candidates ( $p>0.05$ ), but there was a significant difference between the gender of the teacher candidates with the depersonalization sub-dimension ( $p<0.05$ ) and the significant difference was in favor of the male teacher candidates.

**Table 4.** Independent t-test results regarding participants' interaction with individuals with special needs in the past

	Interaction	N	$\bar{X}$	Ss	t	P
Emotional Exhaustion	Yes	236	11,28	4,219	2,80	<b>,005</b>
	No	75	9,77	3,551		
Depersonalization	Yes	236	7,58	3,433	4,12	<b>,000</b>
	No	75	5,85	2,135		
Competence	Yes	236	13,25	3,560	,041	,967
	No	75	13,24	2,808		

p<0,05

In Table 4, the emotional exhaustion, depersonalization and competence sub-dimensions of teacher candidates' interactions with individuals with special needs in the past are compared. Considering the averages in Table 4; In the emotional exhaustion sub-dimension, those who

interacted = 11.28, those who did not interact = 9.77; In the depersonalization sub-dimension, those who interact =7.58, those who do not interact =5.85; In the competence sub-dimension, those who interact are =13.25, and those who do not interact are =13.24. It was examined whether there was a

significant difference between the teacher candidates' interactions with individuals with special needs in the past and the sub-dimensions of emotional exhaustion, depersonalization and competence. There is no significant difference between the competence sub-dimension and the situations in which teachers have interacted with individuals with special needs in the past ( $p>0.05$ ),

but there is a significant difference between the emotional exhaustion and depersonalization sub-dimensions and the situations in which they have interacted with individuals with special needs in the past ( $p<0.05$ ). It was revealed that the difference was in favor of the teacher candidates who interacted.

**Table 5.** Independent t test results regarding the participants' satisfaction with the special education teaching department where they study

Satisfaction		N	$\bar{X}$	Ss	t	p
Emotional Exhaustion	Yes	298	10,65	3,923	-5,711	<b>,000</b>
	No	13	17	3,807		
Depersonalization	Yes	298	6,97	3,142	-5,145	<b>,000</b>
	No	13	11,53	2,696		
Competence	Yes	298	13,38	3,314	3,338	<b>,001</b>
	No	13	10,23	3,833		

$p<0,05$

Table 5 compares the satisfaction levels of prospective teachers with the special education teaching department in which they study with the sub-dimensions of emotional exhaustion, depersonalization and competence. Considering the averages in Table 5, those who are satisfied in the emotional exhaustion sub-dimension =10.65, those who are not =17; In the depersonalization sub-dimension, those who are satisfied =6.97, those who are not =11.53; In the competence sub-dimension, those who are satisfied is =13.38, and those who are not are =10.23. It was examined whether there was a significant difference between the teacher candidates' satisfaction with the special education

teaching department in which they studied and the burnout, depersonalization and competence sub-dimensions. It was observed that there was a significant difference ( $p<0.05$ ) between emotional exhaustion, depersonalization and competence sub-dimensions and satisfaction with the special education teaching department. It was observed that the significant difference was in favor of those who were dissatisfied in the depersonalization and emotional exhaustion sub-dimensions, but in favor of those who were satisfied in the competence sub-dimension.

**Table 6.** One-way ANOVA results regarding the grade level of education

		N	$\bar{X}$	Ss	F	p	Direction of Difference
Depersonalization	1stGrade	86	5,27	1,838	33,690	<b>,000</b>	1stGrade- 3rdGrade
	2ndGrade	86	6,39	2,498			1stGrade-4thGrade
	3rdgrade	59	7,96	3,183			2ndgrade -3rd Grade
	4thGrade	80	9,45	3,666			2ndGrade -4thGrade
	Total	311	7,17	3,252			3rdGrade -4thGrade
Competency	1st Grade	86	13,93	2,806	1,945	,122	
	2ndGrade	86	13,26	2,817			
	3rd Grade	59	12,69	2,966			
	4th Grade	80	12,92	4,558			
	Total	311	13,25	3,390			
Emotional Exhaustion	1stGrade	86	8,63	2,934	16,176	<b>,000</b>	1stGrade -2ndGrade
	2nd Grade	86	11,25	3,887			1stGrade -3rdGrade
	3rdGrade	59	11,38	3,837			1stGrade-4thGrade
	4th Grade	80	12,67	4,586			
	Total	311	10,92	4,114			

\* $p<0,05$

When Table 6 is examined, the sub-dimensions of depersonalization, competence and emotional exhaustion are compared with the undergraduate grade levels in which the teacher candidates studied. Considering the averages, in the depersonalization sub-dimension, 1st grade students = 5.27, 2nd grade students = 6.39, 3rd grade students = 7.96, 4th grade students = 9.45; In the competence sub-dimension, those studying in the 1st grade =13.93, those studying in the 2nd grade =13.26, those studying in the 3rd grade =12.69, those studying in the 4th grade =12.92; In the emotional burnout sub-dimension, the scores for those studying in the 1st grade = 8.63, those studying in the 2nd grade = 11.25, those studying in the 3rd grade = 11.38, and those studying in the 4th grade = 12.67. It was examined whether there was a significant difference between the undergraduate grade levels of the teacher candidates and the emotional exhaustion, competence and depersonalization sub-dimensions.

It was observed that there was no significant difference between the grade levels of the prospective teachers and the competence sub-dimension ( $p>0.05$ ), but there was a significant difference between the grade levels of the prospective teachers with the sub-dimensions of depersonalization  $F=33.690$  ( $p<0.001$ ) and burnout  $F=16.176$ . Tukey test, one of the Post Hoc tests, was used to test the source of the difference. The direction of the difference is 1 class-3 in the depersonalization sub-dimension. Among the classes, 3rd Class is in favor, 1st Class-4th. It is between the classes, in favor of the 4th Class, 2nd Class-3rd Class. Between Classes and in favor of 3rd Class, between 2nd Class and 4th Class and in favor of 4th Class, between 3rd Class and 4th Class. It was found in favor of the 4th Class. In the emotional exhaustion sub-dimension; 1st Grade-2nd It is between the classes and in favor of the 2nd Class, 1st Class-3rd Class. It is between the classes and in favor of the 3rd Class, 1st Class-4. It was found in favor of the 4th Class.

## DISCUSSION

As a result of the research, it is seen that special education teacher candidates have very low average scores in the depersonalization dimension, low average scores in the emotional burnout dimension, and medium score averages in the competence dimension. Considering the burnout

scale score averages, it can be said that special education teacher candidates do not feel burnt out. The results of some research conducted in the past have revealed that teacher candidates studying in different branches have high burnout levels due to their concerns about the Public Personnel Selection Examination (KPSS) and finding a job (Repetowski, 1989; Özay-Köse et al. 2017), but special education teachers can easily work in Türkiye. The fact that they can have a profession and start working as teachers easily after the Public Personnel Selection Examinations can be stated as the reasons why they do not experience burnout. Again, special education teacher candidates do not experience burnout; It is stated that it is related to different variables such as attitude towards the profession (Çağlar, 2013), having a happy past life and being satisfied with the department studied (Duru, 1995).

As a result of the research, it was revealed that there was no significant difference between the gender status of the teacher candidates and the competence and emotional exhaustion dimensions of the burnout dimensions, but there was a significant difference between the depersonalization sub-dimension and the gender of the teacher candidates in favor of male teacher candidates. It appears that similar results have been achieved in past research (Aydın et al. 2022). As a result of the research conducted by Ören & Türkoğlu (2006), it was revealed that male teacher candidates showed more burnout in the depersonalization dimension than female teacher candidates. In another study conducted with 469 teachers, a significant difference was found between gender and depersonalization. It has been revealed that male teachers have higher student burnout than female teachers (Schwab & Iwanicki, 1982). Research on the relationship between burnout and gender gives different results (Belkis et al, 2011; Seçer, 2015; Tansel, 2015). However, there are also research results showing that burnout occurs more in female teachers (Çankaya et al. 2012; Tümkaya, 1996). Studies have also shown that there is no significant difference between teacher candidates' burnout and gender (Özipek-Karabyık, 2006; Çavuşoğlu, 2005). As a result of this research, it was revealed that there was no difference in the emotional exhaustion and competence sub-dimensions, which are among the burnout sub-dimensions. These contradictory findings show that the gender variable of teacher

candidates alone is not sufficient to explain their burnout status and that it should be examined together with different variables.

As a result of the research, it was revealed that there was no significant difference between the competence sub-dimension and the situations in which teachers interacted with individuals with special needs in the past. Studies have shown (Çikili & Karaca, 2019; Karaca et al. 2020) that teacher candidates' interaction with individuals with special needs does not cause any difference in their perceptions. In this case, it can be stated that especially competence, which is among the sub-dimensions of burnout, may arise from emotional, perceptual and personality characteristics rather than environmental factors (Çankaya et al. 2012). Again, as a result of the research, it was revealed that there was a significant difference between the burnout and depersonalization sub-dimensions and the situations of interacting with individuals with special needs in the past, in favor of the teacher candidates who interacted.

As a result of the research, it was seen that there was a significant difference in the satisfaction of the teacher candidates towards the special education teaching department in which they studied, in favor of those who were dissatisfied in the depersonalization and emotional exhaustion sub-dimensions, but there was a differentiation in favor of those who were satisfied in the competence sub-dimension. Therefore, it was revealed that teacher candidates who were satisfied with the special education department they studied experienced less burnout than teacher candidates who were dissatisfied. In the findings of the research conducted by Cemaloğlu & Erdemoğlu-Şahin (2007), it is seen that there is a significant difference between the satisfaction level and burnout levels of teachers. When the average scores of depersonalization and emotional exhaustion levels of teachers who were dissatisfied with the environment they worked in were examined, it was seen that they experienced more burnout. It has been stated that this situation is due to them not being comfortable in their school environment, feeling that they are constantly being observed, experiencing conflicts within themselves, being tense and being in a stressful environment. Again, in many studies, it is stated that there is a relationship between satisfaction status and burnout and that satisfaction status is a factor affecting

burnout (Kırılmaz et al. 2000; Dolunay, 2001; Çam, 1992).

As a result of the research, it was seen that there was no significant difference between the grade levels of the teacher candidates and the competence sub-dimension, but there was a significant difference between the depersonalization and emotional burnout sub-dimensions and the class levels of the teacher candidates in favor of the upper grades. In their research, Gündüz et al., (2012) draw attention to the increase in burnout levels of prospective teachers as their grade levels increase. In their research, Ören & Türkoğlu (2006) state that teacher candidates' burnout increases as their age group increases. As a result of this research, the increase in burnout in favor of upper grades can be considered as a situation related to student age groups. According to the findings obtained in another study, a positive relationship was observed between burnout and the level of anxiety towards the Public Personnel Selection Examination (KPSS) (Özçelik, 2009; Çapulcuoğlu & Gündüz, 2013), which can be explained as a reason why burnout increased in teacher candidates as their grade levels increased. The fact that teacher candidates see themselves as exhausted towards the pre-professional period, even if at a low level, is a result that should be considered. In this respect, the school administration needs to understand the personality and interests of teacher candidates. In addition, orientation studies (Çankaya et al. 2012; Yıldız & Ünlü, 2021) should be included for teacher candidates before they enter their professional life.

It is emphasized that burnout should be reduced in teacher candidates preparing for the teaching profession, the personal success and abilities of these individuals should be developed, activities that encourage learning should be included and group work should be included (Arıcan, 2009) Because considering that burnout covers a process; The fact that the causes of burnout in teachers are seen only as a result of factors encountered after starting the profession prevents the existing problems from being seen as a whole. For this reason, the burnout levels of teacher candidates in the pre-teaching period should be understood and evaluated (Çankaya et al. 2012). Therefore, it is recommended that future studies be conducted to examine the burnout status of special education teacher candidates in different countries.



The limitations of this research are centered around its specific focus and methodology. Firstly, it relies on self-reported data from the Maslach Burnout Inventory-Student Form, which could introduce bias based on individual perceptions and the accuracy of self-assessment. Secondly, the sample is confined to undergraduates from state universities, excluding those from private institutions or those already working in the field, which might offer different insights into burnout levels. Additionally, the research design is cross-sectional, providing a snapshot in time without capturing changes over the course of study or into the early years of teaching.

### Conflict of Interest

The research was completed with a single author.

### Ethics Committee

Inonu University Social and Human Sciences Scientific Research Ethics Committee decided on the ethical suitability of this research with the decision number 2022/18-6, dated 29.09.2022, session number 18.

### Author Contributions

A single author carried out all stages of the research.

## REFERENCES

- Abbey, A. (2002). Alcohol-related sexual assault: A common problem among college students. *Journal of Studies on Alcohol* (Suppl. 14), 118-128. [PubMed]
- Adıgüzel, İ. (2016). *The relationship between preschool teachers' classroom management skills and burnout levels* (Unpublished Doctoral thesis). Recep Tayyip Erdoğan University, Institute of Social Sciences, Department of Classroom Teaching. [CrossRef]
- Akçamete, G., Kaner, S., & Sucuoğlu, B. (2001). *Teacher burnout, job satisfaction, and personality*. Ankara, Türkiye; Nobel Publishing. [CrossRef]
- Akgün, F., & Özgür, H. (2014). Examination of the anxiety levels and attitudes of the information technology pre-service teachers towards the teaching profession. *Theory and Practice in Education*, 10(5), 1206-1223. [CrossRef]
- Aktaç, V., & Çetinkaya, M. (2019). Investigation of prospective science teachers' professional self-esteem and life satisfaction. *Journal of Computer and Education Research*, 7(14), 575-599. [CrossRef]
- Amasralı, A., & Aslan, H. (2017). The relationship between organisational cynicism and burnout levels of secondary and high school mathematics teachers. *Mehmet Akif Ersoy University Faculty of Education Journal*, 43, 64-92. [CrossRef]
- Arıcan, T. (2009). *Burnout in teachers and bureaucracy in school management* (Unpublished master's thesis). Yeditepe University Institute of Social Sciences, İstanbul.
- Aydın, B., Çulha, Ş., Mercan, B., & Zöğ, E. (2022). Comparison of optimism and burnout levels of prospective teachers. *Journal of Bayburt Faculty of Education*, 17(34), 688-719. [CrossRef]
- Aypay, Y. & Eryılmaz, A. (2011). Investigating the relationship between high school students' motivation to attend class and school burnout. *Mehmet Akif Ersoy University Journal of Faculty of Education*, 21, 26-44. [CrossRef]
- Buluş, M., Duru, E., Balkıs, M., & Duru, S. (2011). The role of learning strategies and individual characteristics in predicting academic achievement in pre-service teachers. *Eğitim ve Bilim*, 36(161), 186-198. [CrossRef]
- Bresó, E., Salanova, M. & Schaufeli, W.B. (2007). In search of the 'Third Dimension' of burnout: Efficacy or inefficacy? *Applied Psychology: An International Review*, 56, 3, 460-478. [CrossRef]
- Budak, G. & Sürgevil O. (2005). An application on academic staff regarding the analysis of burnout and organisational factors affecting burnout. *Journal of Dokuz Eylül University Faculty of Economics and Administrative Sciences*, 20(2), 95-108. [CrossRef]
- Çağlar, Ç. (2013). The relationship between alienation levels of education faculty students and their attitudes towards teaching profession. *Educational Sciences in Theory and Practice*, 3(13), 1497-1513.
- Çam, O. (1992). Investigation of the Validity and Reliability of Burnout Inventory. *7th National Psychology Congress Scientific Studies Handbook*. Ankara: Psychologists Association Publications
- Çankaya, İ., Başar, M., Koçoğlu, E., & Demirkol, A. (2012). Prospective Teachers' Views on Burnout in Pre-Professional Period. *Electronic Turkish Studies*, 7(3), 1-8. [CrossRef]
- Çapan, B. E. (2012). Pre-service teachers' coping strategies with stress. *International Online Journal of Educational Sciences*, 4(1), 146-161. [CrossRef]
- Çapri, B., Gündüz, B. & Gökçakan, Z. (2011). Turkish adaptation of Maslach burnout inventory-student form (mte-student form): validity and reliability study, *Çukurova University Journal of Faculty of Education*. 40(1), 134-147. [CrossRef]
- Çapulcuoğlu, U. & Gündüz, B. (2013). Investigation of burnout in high school students according to gender, grade level, school type and perceived academic achievement variables. *Trakya University Journal of Faculty of Education*, 3(1), 12-24. [CrossRef]
- Çavuşoğlu, İ. (2005). *The relationship between burnout levels of teachers working in industrial vocational high schools and some personal variables* (Unpublished master's thesis). Abant İzzet Baysal University Institute of Social Sciences, Bolu.
- Çavuşoğlu, İ. (2009). *Investigation of burnout levels of senior classroom teacher candidates* (Master's thesis). Çukurova University, Institute of Social Sciences, Adana.

- Çelik, Y., & Üstün, A. (2017). Investigation of burnout levels of senior university teacher candidates in terms of various variables. *Hittit University Journal of Institute of Social Sciences*, 10(2), 1825-1846. [CrossRef]
- Çikili, Y., & Karaca, M. A. (2019). Examination of teacher candidates' attitudes, emotions, and anxieties regarding inclusive education by different variables. *European Journal of Special Education Research*. [CrossRef]
- Çivitci, N. (2011). School Alienation and Perceived Social Support as Predictors of School Anger in High School Students. *Elementary Education Online*, 10(3), 861-871. [CrossRef]
- Durán, A., Extremera, N., Rey, L., Fernández-Berrocal, P. & Montalbán, F.M. (2006). Predicting academic burnout and engagement in educational settings: Assessing the incremental validity of perceived emotional intelligence beyond perceived stress and general self-efficacy. *Psicothema*, 18, 158-164. [CrossRef]
- Dursun, S. (2000). *Investigation of the predictive relationships between burnout and attribution form, gender, education level, and length of service variables in teachers* (Unpublished master's thesis). Karadeniz Technical University, Institute of Social Sciences, Trabzon.
- Duru, E. (2008). Direct and indirect roles of social support and social commitment in predicting loneliness in the university adaptation process, *Turkish Journal of Psychological Counselling and Guidance*, 29,13-22. [CrossRef]
- Dübastılar, M. E., & Yıldırım, Z. A. (2015). Investigation of music teacher candidates' burnout levels towards individual instrument course: Black Sea region example. *International Journal of Social Sciences and Education Research*, 5(3), 305-318. [CrossRef]
- Dyrbye, L.N., Thomas, M.R., Huntington, J.L., Lawson, K.L., Novotny, P.J., Sloan, J.A. & Shanafelt, T.D. (2006). Personal life events and medical student burnout: a multicenter study. *Academic Medicine*, 81(4), 374-384. [CrossRef]
- Elma, C.& Ergen, Y. (2019). The relationship between primary school teachers' organisational commitment and their perceptions of occupational burnout. *Journal of Theoretical Educational Sciences*, 12(3), 874-891. [CrossRef]
- Ergin, C. (1992). Burnout in doctors and nurses and adaptation of Maslach burnout scale. (VII. National Psychology Congress Scientific Studies), *VII. National Psychology Congress Organising Committee and Turkish Psychologists Association Publication*. Ankara: Hacettepe University
- Erturgut, R. & Soyşekerçi, S. (2010). An empirical analysis on burnout levels among second year vocational schools students. *Procedia Social and Behavioral Sciences*, 2, 1399-1404. [CrossRef]
- Fives, H., Hamman, D. & Olivarez, A. (2005). Does burnout begin with student teaching? Texas Tech University.
- Freudenberger, H. J (1974). Staff burn-out. *Journal of Social Issues*, 30(1), 159-165. [CrossRef]
- Freudenberger, H. J., & Richelson, G. (1981). *Burn-out: The high cost of high achievement*. Bantam Books.
- George, D. & Mallery, P. (2012). *SPSS Statistics 21: Step by Step*. Boston: Allynand Bacon.
- Gmelch, W. & Gates, G. (1998) The impact of personal, professional and organizational characteristics on administrator burnout, *Journal of Educational Administration*, 36. [CrossRef]
- Gündüz, B., Çapri, B. & Gökçakan, Z. (2012). Investigation of burnout levels of university students. *Journal of Dicle University Ziya Gökalp Faculty of Education*, 19, 38-55. [CrossRef]
- Hair, J. F. Jr., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th Edition) Upper Saddle River, NJ: Pearson/Prentice Hall.
- Jia, Y. A., Rowlinson, S. M., Kvan, T., Lingard, H., & Yip, B. (2009). Must burnout end up with dropout? *The Built & Human Environment Review*, 2, 102-111. [CrossRef]
- Kan, Ü. D. (2008). Investigation of burnout in a group of preschool teachers. *Kastamonu Journal of Education*, 16(2), 431-438. [CrossRef]
- Karabyık, A. (2006). *Occupational burnout level and its causes in secondary school teachers* (Unpublished master thesis). Trakya University, Institute of Social Sciences, Edirne.
- Karaca, M. A., Toprak, H. H., & Çikili, Y. (2020). An Investigation of the Turkish Preservice Teachers' Attitudes towards Individualized Education Program Development Process. Online Submission, 11(16), 88-98. [CrossRef]
- Kırılmaz, A., Çelen, Y., & Sarp, N. (2000). A Study on 'Burnout Status' in a Group of Teachers Working in Primary Education. *A.Ü. Health Education Faculty, İlköğretim-Online*, 2(1), 1-9. [CrossRef]
- Mahmood, S. M. R., & Sak, R. (2017). Investigation of the Relationship Between Occupational Burnout Levels and Organisational Cynicism Attitudes of Preschool Teachers. *Kastamonu Journal of Education*, 27(5), 2243-2259. [CrossRef]
- Maslach, C. & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, 99-113. [CrossRef]
- Maslach, C., Jackson, S.E., & Leiter, M.P. (1996). *Maslach Burnout Inventory Manual (3rd ed.)*. Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C. (1982), *The Cost of Caring*, Englewood Cliffs, NY: Prentice Hall
- Maslach, C. (2003). Job burnout: New directions in research and intervention. *Current Directions in Psychological Science*, 12(5), 189-192. [CrossRef]
- Maslach, C., Leiter M. P., (1997) *The Truth About Burnout*, San Francisco: Jose-Bass Publishers (11-12)
- Önder, A., Cengiz, Ö., & Dağal, A. B. (2018). Investigation of burnout and alienation levels of preservice preschool teachers in terms of different variables. *Kastamonu Journal of Education*, 28(1), 202-219. [CrossRef]
- Ören, N., & Türkoğlu, H. (2006). Burnout in prospective teachers. *Muğla University Journal of Institute of Social Sciences*, 16, 1-10. [CrossRef]
- Özay-Köse, E., Diken, E. H., & Gül, Ş. (2017). Investigation of burnout and KPSS anxiety levels in prospective biology teachers in terms of various variables. *Gazi*

- University Gazi Faculty of Education Journal, 37(3), 991-1012. [[CrossRef](#)]
- Repetowski, W. (1989). *Expectation of unemployment and student alienation*. The University of Alberta, Master Thesis, National Library of Canada.
- Schaufeli, W.B. & Salanova, M. (2007). Efficacy or inefficacy, that's the question: Burnout and engagement, and their relationships with efficacy beliefs. *Anxiety, Coping & Stress*, 20, 177-196. [[PubMed](#)]
- Schaufeli, W. B., Martinez, I. M., Pinto, A. M., Salanova, M., & Bakker, A. B. (2002). Burnout and engagement in university students: A cross-national study. *Journal of cross-cultural psychology*, 33(5), 464-481. [[CrossRef](#)]
- Schwab.Rh., & Iwanicki.E.F., (1982) Who are our burned out teachers?, *Educational Researhes Quartely*, 7(2), 5-17. [[CrossRef](#)]
- Seçer, İ. (2015). School burnout and psychological maladjustment in university students between the relationship between the two. *Journal of Atatürk University Institute of Social Sciences*, 19(1), 81-99. [[CrossRef](#)]
- Tansel, B. (2015). Investigation of burnout levels of university students. *Çukurova University Journal of Faculty of Education*, 44(2), 241-268. [[CrossRef](#)]
- Tarquin, K. & Cook-Cottone, C. (2008). Relationships among aspects of student alienation and self concept. *School Psychology Quarterly*, 23(1), 16-25. [[CrossRef](#)]
- Tümkiye, S., & Uştu, H., (2016). The relationship between burnout and professional commitment: a research on classroom teachers. *Mersin University Journal of Faculty of Education*, 12(1), 272-289. [[CrossRef](#)]
- Ünal, S., Karlıdağ, R., & Yoloğlu, S. (2001). The relationship between burnout and job satisfaction levels and life satisfaction levels in physicians. *Clinical Psychiatry*, 4(2), 113-118. [[CrossRef](#)]
- Yavuz, S., & Akdeniz, A. (2019). Investigation of burnout and kpss anxiety levels of prospective science teachers in terms of various variables. *Karaelmas Journal of Educational Sciences*, 7(2), 212-227. [[CrossRef](#)]
- Yıldız, E., & Ünlü, Y.(2021). Investigation of Pre-service Science Teachers' Views on Orientation Programme. *Journal of Bayburt Faculty of Education*, 16(32), 395-409. [[CrossRef](#)]



This work is distributed under <https://creativecommons.org/licenses/by-sa/4.0/>