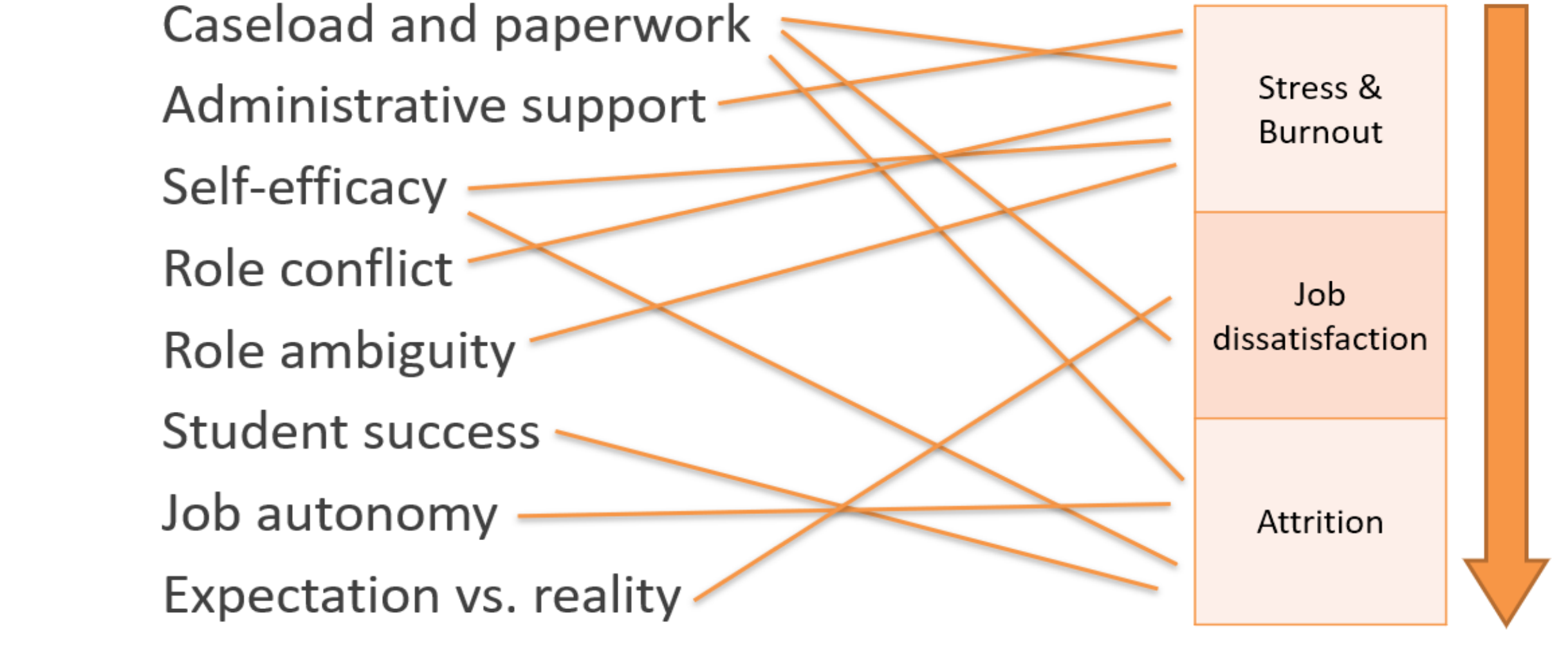


Malleable Factors that Contribute to Teachers' Stress, Burnout, Job Satisfaction, and Job Attrition in Special Education

A Systematic Literature Synthesis

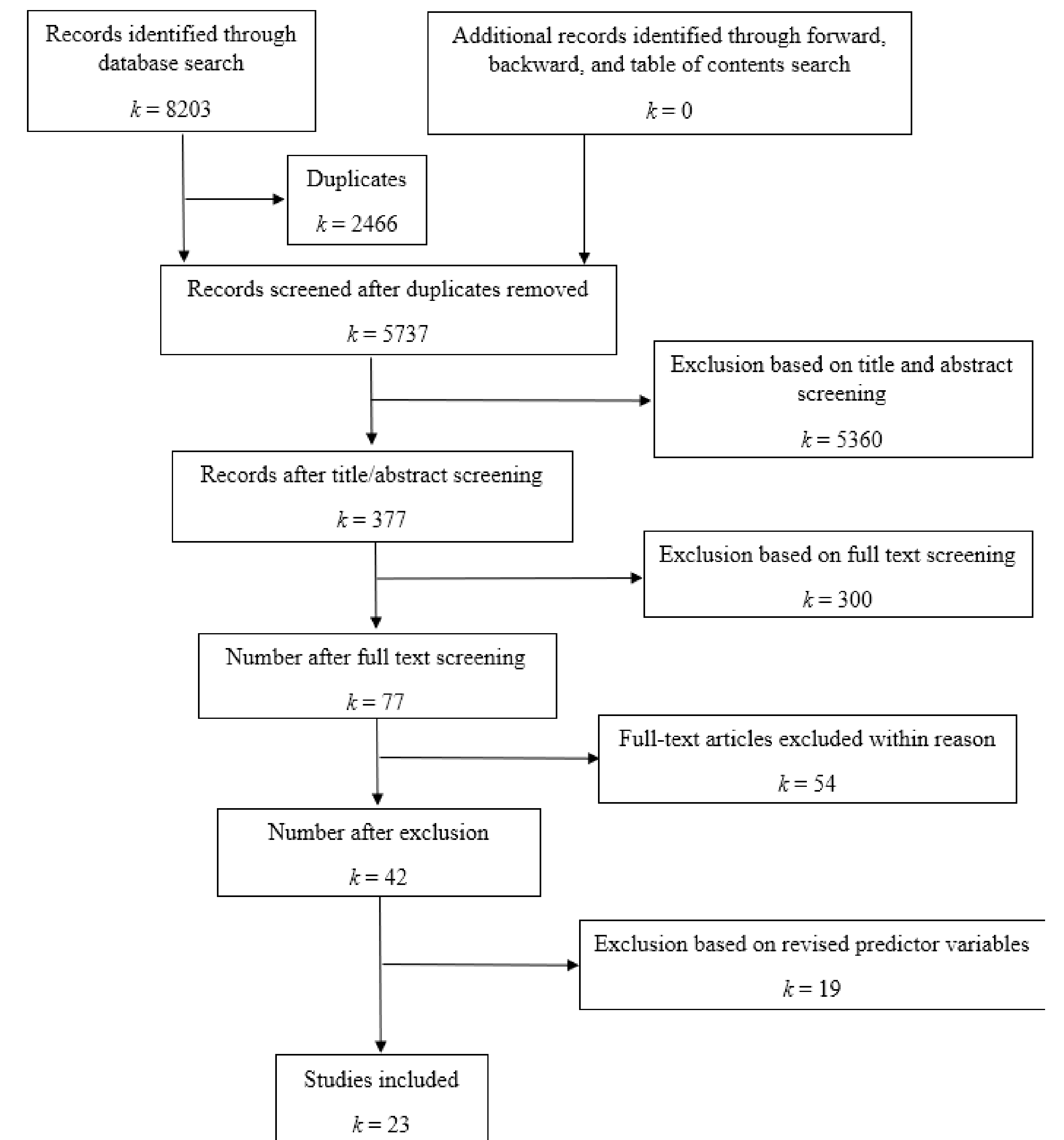
PRESENTER:
 **Saashya** Rodrigo

BACKGROUND: Special educators are leaving their jobs at alarming rates, negatively impacting student achievement and the school system at large.



PURPOSE: to provide a comprehensive review of studies that investigated potential malleable factors such as teachers' workload, perceived administrative support, teaching self-efficacy, and job conflict and autonomy, that contribute to teacher stress, burnout, job satisfaction and job attrition in special education.

METHOD



Administrative support has a combined impact on teacher stress, burnout, and job satisfaction, which may help us better understand how to mitigate the special education teacher turnover crisis.

RESULTS

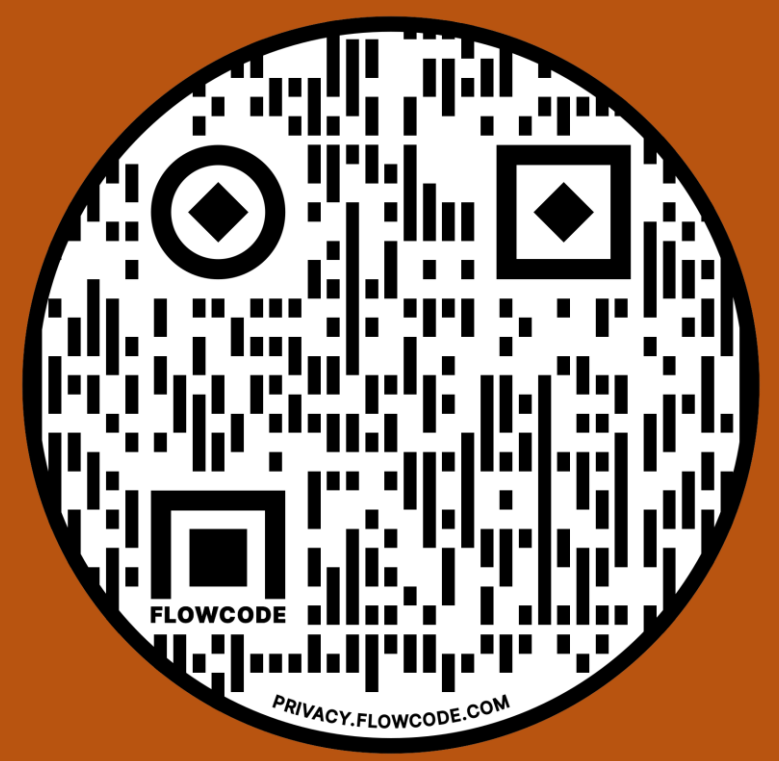
Predictor	Outcome	Number of studies that reported correlation (<i>k</i>)	Average Correlation (<i>r</i>)
Workload	Job Stress	1	---
Workload	Burnout	4	0.19
Workload	Job Satisfaction	2	0.33
Workload	Attrition	2	0.10
Administrative Support	Job Stress	2	0.37
Administrative Support	Burnout	2	0.40
Administrative Support	Job Satisfaction	3	0.39
Administrative Support	Attrition	4	0.13
Self-Efficacy	Job Stress	3	0.17
Self-Efficacy	Burnout	8	0.23
Self-Efficacy	Job Satisfaction	5	0.27
Self-Efficacy	Attrition	2	0.24
Job Conflict and Autonomy	Job Stress	0	---
Job Conflict and Autonomy	Burnout	3	0.38
Job Conflict and Autonomy	Job Satisfaction	4	0.27
Job Conflict and Autonomy	Attrition	2	0.19

- Average correlations are not weighted (calculated using the mean of the absolute value; Table 1)
- Moderate relationship between administrative support and almost all outcome variables (stress, burnout, and job satisfaction)
- Moderate relationship between job conflict and autonomy and burnout
- Weak to mod relationship between workload and job satisfaction
- All other correlations were weak or negligible

DISCUSSION

Findings suggest that increasing the quality of administrative support (e.g., presenting teachers with opportunities for more supportive collaborations with administration, increasing opportunities to build trust between administrators and teachers) may have positive impacts on teachers' feelings about their jobs. Furthermore, the discrepancy between expectation and the reality of the teaching profession needs to be addressed. Collectively, this may help to alleviate special educator stress, increase job satisfaction, improve job performance and retain teachers, thereby providing students with a more consistent and higher quality learning environment. Additional research is needed to examine how different types of workload (busy work vs. more meaningful work vs. the quantity of work) impacts teachers' feelings about their jobs.

 Saashya Rodrigo



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