

**ΔΙΕΡΕΥΝΗΣΗ ΤΗΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΞΟΥΘΕΝΩΣΗΣ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ
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ΝΟΗΤΙΚΗ ΑΝΑΠΗΡΙΑ**

**BURNOUT AMONG SPECIAL EDUCATORS OF STUDENTS WITH MENTAL
RETARDATION**

της
Βλαχάκη Λαμπρινής

Μεταπτυχιακή Διατριβή που υποβάλλεται
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Περίληψη

Σκοπός αυτής της εμπειρικής μελέτης είναι να διερευνήσει τα επίπεδα της επαγγελματικής εξουθένωσης των εκπαιδευτικών της Ειδικής Αγωγής κι Εκπαίδευσης που εργάζονται με μαθητές που αντιμετωπίζουν το πρόβλημα της Νοητικής Αναπηρίας και το ρόλο που παίζουν παράγοντες όπως είναι το φύλο, η ηλικία, η οικογενειακή κατάσταση, τα έτη προϋπηρεσίας, το επίπεδο σπουδών και οι αρχικές επαγγελματικές επιδιώξεις των εκπαιδευτικών στην εμφάνιση του συνδρόμου. Υιοθετήθηκε το θεωρητικό μοντέλο των Maslach και Jackson και αξιοποιήθηκε η κλίμακα επαγγελματικής εξουθένωσης M.B.I.-E.S. Στην έρευνα συμμετείχαν 64 εκπαιδευτικοί της Ειδικής Αγωγής που απασχολούνται σε δημόσια σχολεία κι εργάζονται με μαθητές με Νοητική Αναπηρία. Η ανάλυση των δεδομένων έδειξε ότι οι εκπαιδευτικοί που συμμετείχαν στην έρευνα βιώνουν μέτρια επίπεδα συναισθηματικής εξάντλησης, χαμηλά επίπεδα αποπροσωποποίησης και μέτρια επίπεδα προσωπικής επίτευξης. Το φύλο, η οικογενειακή κατάσταση, το επίπεδο σπουδών και οι αρχικές επαγγελματικές επιδιώξεις παρουσιάζουν στατιστικώς σημαντική συσχέτιση με το σύνδρομο της επαγγελματικής εξουθένωσης. Δε βρέθηκε σημαντική συσχέτιση μεταξύ της ηλικίας των εκπαιδευτικών του δείγματος και των ετών της προϋπηρεσίας τους με καμία από τις τρεις διαστάσεις του συνδρόμου της επαγγελματικής εξουθένωσης.

Λέξεις κλειδιά: επαγγελματική εξουθένωση, εκπαιδευτικοί ειδικής αγωγής, νοητική αναπηρία.

Abstract

The present study examines the levels of burnout among special educators of students with mental retardation and the relationship between gender, age, marital status, work experience, training, initial personal career prospects and the degree of burnout experienced by teachers of mental retardation students. The survey was distributed in a sample of 64 special education teachers working with mental retardation students in public schools. The data was collected by using the Maslach Burnout Inventory (M.B.I.-E.S.). The results indicated that special education teachers experience middle levels of emotional exhaustion, low levels of depersonalization and middle levels of personal achievement. Gender, marital status, training and initial personal career prospects were found to have significant correlation with special educators' burnout. In addition, the results showed that there is not significant correlation between teachers' age or work experience and the three dimensions of burnout.

Keywords: burnout, special educators, mental retardation.

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