International
Journal of
Education,
Psychology and
Counseling
(IJEPC)

eISSN: 0128-164X

INTERNATIONAL JOURNAL OF EDUCATION, PSYCHOLOGY AND COUNSELLING (IJEPC)
www.ijepc.com

GAE
GLOBAL ACADEMIC EXCELLENCE

ROLE AMBIGUITY, CONFLICT AND OVERLOAD AS PREDICTORS OF EMOTIONAL EXHAUSTION: THE MEDIATION EFFECT OF TEACHING SATISFACTION AND AFFECTIVE COMMITMENT

Khalid Faris Alyamy[1], Loh Sau Cheong[2]

[1] Faculty of Education, University of Malaya, Malaysia
    Email: khalid.f.alyamy@gmail.com
[2] Faculty of Education, University of Malaya, Malaysia

Abstract:

Owing to the emotionally demanding work context, emotional exhaustion is conceived as a general concern in special education. In a group of 216 special education teachers in the Kingdom of Saudi Arabia, this research has investigated the direct effect of role ambiguity, role conflict, and role overload on teacher's emotional exhaustion. Participants completed the scales of emotional exhaustion, role conflict, role Ambiguity, role overload, affective engagement, and teaching satisfaction. Structural Equation Modelling Analysis (SEM) has been adopted for testing the hypotheses of this research. Results indicate that role overload had a positive significant direct impact on emotional exhaustion. Similarly, role conflict shows a positive significant direct impact on emotional exhaustion, whereas role ambiguity has a negligible direct impact on emotional exhaustion. The estimation of the indirect path between measurements of role stressors and emotional exhaustion through teaching contentment reveals that teaching contentment mediates the effect of role conflict on emotional exhaustion. The research suggests that there is no intervention effect of teaching contentment on the impact of role overload on emotional exhaustion and the impact of role overload and role conflict on emotional exhaustion is mediated by affective engagement. The research recommends further studies to explore the direct and indirect effect of role ambiguity on emotional exhaustion.

Keywords:

Affective Commitment, Emotional Exhaustion, Predictors, Teaching Satisfaction

Introduction

Relevantly existing literature shows a high rate of professional turnover in special education teachers mainly because of the role of job-related stress (Hinds, Jones, Gau, Forrester, & Biglan,2015). Burnout and stress have been identified as significant predictors of employee turnover and attrition through various organizational settings, including teaching (Cha & Cohen-Vogel, 2011; Chang, 2009; Keigher, 2010; Kukla-Acevedo, 2009; Maslach, Schaufeli, & Leiter, 2001). The burnout of teachers arises as a consequence of a long-time stress, an emotional exhaustion, depersonalization, which thus decreases personal accomplishment. Stress has been seen as the leading cause of burnout and attrition by special education teachers (Steinhardt, Smith, Jaggars, Faulk, & Gloria, 2011; Williams & Dikes, 2015; Skaalvik & Skaalvik, 2010). Bakker and Demerouti, (2007), define teacher stress as "those physical, psychological, social, or organizational aspects of a job that require sustained physical and/or psychological effort or skills and are therefore associated with certain physiological and/or psychological costs" (Bakker & Demerouti, 2007, p.312). With this in mind, it is no wonder that teacher's stress is a main reason for teacher emotional exhaustion (Maslach, Jackson, & Leiter, 1996).

Emotional exhaustion is characterized as a persistent condition of physical and emotional dilemmas induced by work and home issues, thereby causing overburdening exhaustion (Christina Maslach & Jackson, 1981). Increased feelings of emotional exhaustion arise when emotional resources are being used up , which makes workers feel unable to give at a mental and emotional level (Christina Maslach, Jackson, & Leiter, 1996). Major sources of this exhaustion include workplace personal conflict, micromanagement, and overload of work tasks (Christina Maslach & Leiter, 2008).

Special education teachers are at high risk of burnout for their working conditions in consistent with many factors associated with burnout (Cancio, Albrecht, & Johns, 2013). Special education teachers tend to experience different challenging with regard to the behaviours of students including, but not limited to:1- calling for greater attention to achieve educational goals, 2-being more active and easily distractible than other students, 3- expressing and presenting themselves in an aggressive/hostile behaviour (Pepe & Addimando, 2013), 4- Coping with paradoxes and contradictions due to the failure of students , which is one of the key causes shaping the professional personality of these students (Lindmeier, 2013), 5- facing custodial and managerial tasks, a perceived lack of job success, programme structure, and work overload (Sari, 2004). This problem is particularly relevant in the context of the Kingdom of Saudi Arabia due to the institutional regulatory framework, which demands mandatory comprehensive practice from students with special educational needs at all school levels.

In the kingdom of Saudi Arabia (KSA), a high number of teachers retiring job turnover by a substantial percentage of new teachers to leave the teaching profession are challenging the educational system. Therefore, those who oversee the teaching profession should consider which factors contribute to attrition inducing job attitudes such as burnout In order to keep teachers in their job(Van Maele & Van Houtte, 2015).There is evidence that high level of stressors can lead to burnout (Tatsuse & Sekine, 2013), through the inappropriate teaching satisfaction (AlBattat & Som, 2013; Ronen & Mikulincer, 2012) and through lack of affective commitment (Haghani & Moosivand, 2016). Furthermore, the empirical evidences demonstrate that the level of burnout is predicted by organizational commitment and job

satisfaction predict (e.g., Enginyurt Cankaya, Aksay, Tunc, Koc, Bas & Ozer, 2016; Gemlik & Sigri, 2010; Haghani, Hazraty, & Moosivand, 2016; Wright & Hobfoll, 2004). Having rigorously reviewed the existing literature, few studies have investigated the mediating role of job satisfaction and stressors–burnout relationship engagement (Avanzi, Zaniboni, Balducci & Fraccaroli, 2014; Chyi Lu, Wang, Hsu, & Chang, 2018; Ju, Lan, Li, Feng, & You, 2015; Paillé, 2011). Hence, the present study has been conducted to fill this gape of research.

Role Stressors and Burnout

Role stress consists of two stressor components role conflict and role ambiguity (Katz & Kahn, 1966; Rizzo, House & Lirtzman 1970). Role ambiguity occurs when employees are uncertain regarding job duties, performances behaviours, while role conflict results when employees experience a group of expectations and demands conflicting and not at the same time satisfied (Walker, Churchill & Ford, 1975). At the same time, role stress theory identifies the strain that results from role ambiguity and role conflict in multiply- tasked employees with different roles (González-Romá & Lloret, 1998; Kelloway & Barling, 1990), as with especial education teachers. Role ambiguity arises when employees are uncertain regarding the duties and procedures required in their work, while role conflicts arise when employees realize that the expectations and demands of the group are incompatible and cannot be satisfied at the same time (Walker, Churchill & Ford, 1975). Schmidt, Roesler, Kusserow and Rau (2014), report that role conflict leads to a psychological conflict in which employees will be unable to fulfil every expected role simultaneously.

Narayanan, Menon, and Spector (1999) demonstrate that role overload has in fact been identified more frequently reported as a source of work stress. Quantitative overload refers to a situation when there is so much "work" to be done in the available time, while qualitative overload is related to improvements and/or an increased demand difficulties that, subsequently, exceeds the individual's resources in terms of existing skills and abilities (Frese, Cooper & Payne, 1988). Therefore, if the quantitative demands of "work" affect the amount of mental effort needed by the individual, to satisfy these demands, they could result in a qualitative overload (Nixon, Mazzola, Bauer, Krueger, & Spector, 2011).

Research evidence has shown that there are high stressors and burnout among general and special education teachers (Beebe, 2018; Casteel, 2018; Langher, Caputo & Ricci, 2017; Maslach, Christina, Schaufeli, & Leiter, 2001). Maslach et al, (2001), identify three kinds of organizational stressors: work overload, role conflict and role ambiguity. Role conflict, role ambiguity and administrative support are particularly key factors in the burnout of special education teachers. Teachers who experience burnout because of such kind of factors are reluctant to teach daily activities (Casteel, 2018; Yildirim & Yildirim, 2007). Several studies have supported that role ambiguity, role overload and role conflict were a contributing factor to burnout (Ahmed et al., 2013; Kumar & Kamalanabhan, 2017; Moss, 2015; W. Xu et al., 2017; Yürür & Sarikaya, 2012). Research, however, has yet to show a relationship between role ambiguity, role overload and role conflict that predicts burnout in Saudi Arabia's special education teachers in particular.

Purpose of the Research

The main purpose of this research is to examine the direct effect of stressors (i.e., role conflict, role ambiguity, and role overload) of emotional exhaustion on KSA's special education

teachers. It also seeks to explore the indirect effect of stressors (i.e., role conflict, role ambiguity, and role overload) on emotional exhaustion through teaching satisfaction and affective engagement.

Statement of Problem

Each year, Teachers leave the profession of education (General Authority for Statistics of Saudi Arabia, 2019). According to General Authority of Statistics of Saudi Arabia (2019), attrition rates of teacher are among the highest in special education teachers (Atiyat, 2017), which causes problems to both education and special needs students (Steinbrecher, McKeown, & Walther-Thomas, 2013). The attrition in special education results in a severe lack in special education teachers in most regions, and thus a substantial percentage of students with special needs have little or no access to services (General Authority for Statistics of Saudi Arabia, 2019). Many special education teachers leave the profession for various reasons after a few years of teaching (Gaikhorst, Beishuizen, Korstjens, & Volman, 2014), but burnout stands are clear reason (Beebe, 2018). In one study, Atiyat (2017), reported that between 30 percent of special education teachers in Saudi Arabia are burned out.

At the global level (Langher et al., 2017) reports that between 25% and 40% of fresh teachers in western countries give up teaching or they are burned out. It is found that teachers' leaving intentions destroys school's outstanding reputation. Therefore, this has a profoundly negative impact on the education of students, resulting in disappointment with both studies and school. Both poor teachers' performance and high turnover issues have an impact on school performance(Casteel, 2018). Teacher burnout is an issue that affects the nationwide due to the financial and academic implications it imposes on educational processes. Thus, the burnout of teachers is a problem affecting students, their families and education systems, as this will lead students to adapt to various academic, behavioural and social activities and opportunities. Furthermore, teacher's burnout affects both students and nation in respect of academics and finance. At the academic level, teacher's burnout and attrition affect students' success because of inconsistencies in instruction. Some teachers experiencing burnout have a higher absenteeism rate. Inconsistent staff and instruction change makes it difficult for school officials to maintain high standards, make necessary changes, and adopt new strategies contributing in improving the academic achievement of the students.

According to the Ministry of education in Saudi Arabia, between 2018-2019 thousands of additional special educators were needed to occupy vacancies and replace highly skilled workers in 2018/19.The main issue is the number of unskilful teachers recruited to fill vacancies (Atiyat, 2017; Ministry Of Education: General Authority for Statistics of Saudi Arabia, 2019).The lack of qualified teachers directly affects the quality of services provided to students with special needs. Other undesirable consequences resulting from teacher shortages include reducing services to special education students, as well as classifying students inappropriately to match available staff and programs.

Research Questions

This research sought answers to the following questions:
1. Do stressors have a major effect on the emotional exhaustion of the teachers?
2. Does teaching satisfaction significantly mediate the relationships between stressors and the emotional exhaustion of teachers?

3. Does effective organizational dedication significantly mediate the relationships between stressors and the emotional exhaustion of the teachers?

Research Hypotheses
This research tries to test the following hypotheses:

Stressors have no statistically significant direct consequences on the emotional exhaustion of the teachers.

This hypothesis has been divided into three sub-hypotheses:
H011: role overload has no statistically significant direct impact on emotional exhaustion.
H012: role conflict has no statistically significant direct impact on emotional exhaustion.
H013: role ambiguity has no statistically significant direct impact on emotional exhaustion.
Teaching satisfaction does not have a statistically significant mediation effect on the relation between stressors and the emotional exhaustion of the teachers.
This hypothesis has been divided into three sub-hypotheses:
H021: Teaching satisfaction has no statistically significant mediation impact on the relation between role overload and the emotional exhaustion of the teachers.
H022: Teaching satisfaction has no statistically significant mediation impact on the relation between role conflict and the emotional exhaustion of the teachers.
H023: Teaching satisfaction has no statistically significant mediation impact on the relationship between role ambiguity and the emotional exhaustion of the teachers.
Affective commitment has no statistically significant mediation impact on the relationship between stressors and the emotional exhaustion of the teachers.
This hypothesis has been divided into three sub-hypotheses:
H031: Affective commitment has no statistically significant mediation impact on the relationship between role overload and the emotional exhaustion of the teachers.
H032: Affective commitment has no statistically significant mediation impact on the relationship between role conflict and the emotional exhaustion of the teachers.
H033: Affective commitment has no statistically significant mediation impact on the relationship between role ambiguity and the emotional exhaustion of the teachers.

Research Approach
This chapter presents the design, samples and measures of the research.

Research Design
This research seeks to investigate the role played by stressors, teaching satisfaction, and affective commitment in the emotional exhaustion of the teachers. To achieve this goal, a quantitative correlational study (i.e., Descriptive) is conducted. Generally, the correlational design is used to describe and measures the degree of interaction between two or more variables (Creswell, Hanson, Clark Plano, & Morales, 2007), or to evaluate hypotheses regarding expected relationship. Creswell (2012), suggests that there are certain steps for this kind of survey:1- designing instruments for data collection, 2- sampling from a population and 3- collecting data through questionnaire. Detail of sampling, instrument development, and research procedure are provided in the next sections.

Research Samples

54-item digital countrywide survey questionnaire sent by email to all Saudi especial education teachers (SET) was used to collect data. The rate of the overall response of SET appointed by their directors was 58%. In other words, the sample was composed of 216 SET (59% female and 41% male) from 130 schools in Saudi Arabia (KSA). Among these, 85 were from primary schools, 35 were from combined lower secondary and primary schools, 45 were from upper secondary schools, five were from combined lower and upper secondary schools, and 91 were from lower secondary schools. Geographically speaking, there were participants from all 13 districts. About 80% of the participants were between the ages of 22 and 35, and with increasing age, the number of participants decreased. Because of the sample properties (i.e. geographic location, gender, age, and school type), we assume that the sample provides a proper estimate of Saudi especial teachers in education.

Research Measures

The questionnaire consists of six parts, taken/adopted from the following internationally validated instruments: 1- the Emotional Exhaustion Subscale (EES) of Burnout Inventory-Educators Survey (MBI-ES) (Maslach, Jackson, Leiter, 1996), the Teaching Satisfaction Scale (TSS) (Ho & Au, 2006), the Affective Commitment Subscale (ACS), developed by (Meyer & Allen, 1991), the Role Ambiguity scale (RAS) developed by (Rizzo et al., 1970); the Role Conflict Scale (RCS) developed by (Rizzo et al., 1970), and the Role Overload scale (ROS) developed by Reilly (1982). All the included measures were scored on a six- or four-point Likert scale: (a) Emotional Exhaustion (sample item: How often I feel emotionally drained from my work); (b) Teaching Satisfaction (sample item: To a large exte, being a teacher is close to my ideal); (c) Affective Commitment (sample item: I really feel as if the problems of this organization are my own); (d) Role Conflict (sample item: I have to do things that should be handled differently); (e) Role Ambiguity (sample item: I realize that I have divided my time correctly); (f) Role Overload scale (I believe I have to do things hastily and maybe less carefully to get all done).

Research Results

Preliminary Data Analyses

Initially, Exploratory Data Analysis (EDA) was conducted to explore missing values, errors, outliers, univariate and multivariate normality analysis, multicollinearity analysis, reliability and validity analysis, and preparation for model testing. Furthermore, AMOS was employed to complete model development. Descriptive item statistics were analyzed using SPSS. The item scores were usually distributed in all variables (See Table1). Then, using Confirmatory Factor Analysis (CFA), the dimensionality of each scale was checked.

Preliminary analyses focusing on evaluation of univariate normality, multivariate normality, and multicollinearity were conducted to examine any breaches of assumptions required for structural equation modelling (SEM). The skewness and kurtosis values of observed variables were investigated for checking assumptions of univariate normality. Overall, absolute kurtosis values of more than 3.0 can affect the fit of the SEM model (Kline, 2005). As seen in Table 1, there were no kurtosis values above 3, which do not indicate any significant deviations from normality. Multivariate normality analysis was conducted using Mardia (1974) analysis. The kurtosis index for multivariate (6.511) is Mardia's coefficient value. Since the Mardia's

coefficient value is below the critical value (4.769), this means that the data is in the normal multivariate categorical. However, bootstrapping analysis has been conducted for data processing.

The correlation coefficients, tolerance, and variance inflation factor (VIF) were inspected to check multicollinearity problems. The tolerance value ranges from .334 to .933 and the VIF ranges from 1.072 to 2.995, which suggests no multicollinearity problem at the multivariate level. Variance Inflation Factor (VIF) values are below the 5.0 threshold value , indicating therefore no multicollinearity problem (Kline, 2005).
The Cronbach Alph coefficient for EE, RA, RO, RA, TS, and AC scales are, .82, .89, .87, .88, .80, and .83, respectively, and all above the threshold value of .90 (Cronbach, 1953). Confirmatory factor analysis (CFA) was performed to confirm the one-factor model of Emotional Exhaustion subscale. Results reveal that the one-factor model was correctly adjusted to the data [i.e., CMIN/df=3.037, p=.070; comparative fit index (CFI) = .987, Adjusted Goodness of Fit (AGFI) = .912, Goodness of Fit Index (GFI) = .952; Tucker-Lewis Index (TLI)= .965, Normed Fit Index (NFI)= .982, root mean square error of approximation (RMSEA) = .058].

Confirmatory factor analysis (CFA) is performed to verify the one-factor model of Role Ambiguity Scale. Results show that the one-factor model was correctly adjusted to the data [i.e., CMIN/df=2.092, p=.041; comparative fit index (CFI) = .973, Adjusted Goodness of Fit (AGFI) = .931, Goodness of Fit Index (GFI) = .957; Tucker-Lewis Index (TLI) = .963, Normed Fit Index (NFI) = .982, root mean square error of approximation (RMSEA) = .065].

Confirmatory factor analysis (CFA) is conducted to verify the one-factor model of Role Overload Scale. Results show that the one-factor model is accurately adjusted to the data [i.e., CMIN/df=1.867, p=.074; comparative fit index (CFI) = .956, adjusted goodness of fit (AGFI) = .951, goodness of fit index (GFI) = .958; tucker-lewis index (TLI) = .956, normed fit index (NFI) = .962, root mean square error of approximation (RMSEA) = .049]. One item has been deleted (loading lower than .60). Confirmatory factor analysis (CFA) was conducted to verify the one-factor model of role conflict scale. Results show that the one-factor model was accurately adjusted to the data [i.e., CMIN/df=2.592, p=.051; comparative fit index (CFI) = .965, adjusted goodness of fit (AGFI) = .951, goodness of fit index (GFI) = .964; tucker-lewis Iindex (TLI) = .951, normed fit index (NFI) = .953, root mean square error of approximation (RMSEA) = .044].

Confirmatory factor analysis (CFA) is conducted to verify the one-factor model of Affective Commitment Scale. Results show that the one-factor model was accurately adjusted to the data [i.e., CMIN/df=2.779, p=.053; comparative fit index (CFI) = .963, adjusted goodness of fit (AGFI) = .951, goodness of fit index (GFI) = .955; tucker-lewis index (TLI) = .955, normed fit index (NFI) = .953, root mean square error of approximation (RMSEA) = .069].

Confirmatory factor analysis (CFA) is conducted to verify the one-factor model of teaching satisfaction scale. Results show that the one-factor model is accurately adjusted to the data [i.e., CMIN/df= 2.261, p=.104; comparative fit index (CFI) = .963, adjusted goodness of fit (AGFI) = .962, goodness of fit index (GFI) = .968; tucker-lewis index (TLI) = .968, normed fit index (NFI) = .967, root mean square error of approximation (RMSEA) = .078]. The CFA results

show that the measurement model for the one-factor model of the Teaching Satisfaction Scale has a good fit.

Convergent validity is evaluated by CFA through three main criteria, item's factor loading, composite reliability (CMR), and average variance extracted (AVE). Results reveal that item loading, AVE and CMR are greater than 0.5, 0.5 and 0.7 respectively. In addition, for a distinct variable, correlation between the variable is below the square root of the AVE (Hulland, 1999). Factor loading demonstrates the score of the variance shared among an item and factor. Furthermore, the items loading is higher than .60. With this in mind, the convergent validity for EE, RA, RO, RC, TS, and AC measurement models are attained and accepted.
Fornell - larcker criterion (1981), is implemented to investigate the discriminant validity of measurement model. Results reveal that the square root of each construct's AVE value is higher than its correlation to a different construct. Also, each item load is highest on its associated construct. In this way, the discriminant validity of measurement model has been achieved.

The models, which are hypothesized, are tested using AMOS-22. The structural models assessments are based on the p-value for the $\chi 2$-statistic, comparative-fit index (CFI), root mean square error of approximation (RMSEA), standardized root mean square residual (SRMR), and tucker–lewis index (TLI). The standard criteria ($p > 0.05$; RMSEA < 0.06, SRMR < 0.08, CFI > 0.95, and TLI > 0.95) are used for good fit (Hu & Bentler, 1999; Kline, 2005; Nagel & Brown, 2003).

The measurement model includes both the exogenous variables (role ambiguity, role conflict, and role overload) and endogenous variables (affective commitment, teaching satisfaction, and emotional exhaustion). The model shows absolute model fit, CMIN/df=1.560, which is lower than Kline (2005) 3.0 threshold values . Other fit indices, CFI = .978, TLI=.975, SRMR=.072, are all above the threshold value of .90. Moreover, the 0.052 RMSEA obviously falls within the acceptable 0.030 and 0.080 ranges. Taking all of the indices into account, it is concluded that the data is a good fit for the structural model. This measurement model is accepted as a final measurement model for testing the structural model. Figure 1 shows the final structure model. The measurement model is investigated with respect to reliability and validity. Standardised coefficients are used within the sample to compare the relative strength of path coefficients.

With respect to coefficient of determination (R2), R2 value for emotional exhaustion is 0.60 (about high) that suggests that 60 percent of the variation in emotional exhaustion is investigated by factors: role conflict, role ambiguity, role overload, affective commitment, and teaching satisfaction.

Descriptive Statistics
The average scores and standard deviations have been used to explain the participant's profile of emotional exhaustion (EE), role conflict (RC), role ambiguity (RA), role overload (RO), teaching satisfaction (TS), and affective commitment (AC). As shown in table 1, the level of emotional exhaustion is moderate (i.e., mean =4.584). Furthermore, the results of the descriptive statistics indicate that participants are reported high to every level, which is in agreement with the items of role ambiguity (i.e., mean =2.778), role overload (i.e., mean

=3.298), role conflict (i.e., mean =2.766), affective commitment (i.e., mean =3.366), and teaching satisfaction (i.e., mean =2.852),

Table 1: Summary of Descriptive Statistics (Mean, SD, Skewness, and Kurtosis)

	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error	Reliability
EE	4.584	.648	-.240	.169	-.134	.337	.82
RO	3.298	.821	-.359	.169	-.508	.337	.89
RC	2.766	.753	-.177	.169	-.573	.337	.87
RA	2.778	.974	.212	.169	-.279	.337	.88
TS	2.852	.852	-.173	.169	-.108	.337	.80
AC	3.366	.641	-.228	.169	-.450	.337	.83

Correlation Analysis

This section discusses the relationship between emotional exhaustion scores and this study main independent variables: role ambiguity (RA), role overload (RO), role conflict (RC), teaching satisfaction (TS), and affective commitment (AC) scores. The Pearson Product Moment correlation coefficients are used to represent the relationship between emotional exhaustion scores and the main independent variables of this study. The Correlation coefficients were interpreted by employing Davis (1971) descriptors. As shown in table 2, the results reveal significant positive relationships between role stressors (i.e., role ambiguity, role overload, and role conflict) and emotional exhaustion. Furthermore, teaching satisfaction and affective commitment is adversely related to emotional exhaustion and the three stressors.

Table 2: Summary Results of Pearson Product Moment Correlation Coefficients

Variable	RO	RC	RA	TS	AC
RO	1				
RC	.079	1			
RA	.047	.540**	1		
TS	-.143*	-.252**	-.669**	1	
AC	-.244**	-.310**	-.620**	.527**	1
EE	.275**	.302**	.717**	-.289**	-.345**

To test the structural estimates, significance of path coefficient (Beta) using t-values are extracted. As shown in table 3, role overload shows positive contribution (noticeable direct effect) on emotional exhaustion (β = .679, t = 14.900, P < 0.01). Likewise, role conflict shows positive contribution (noticeable direct impact) on emotional exhaustion (β = .199, t = 4.012, P < 0.01). In contrast, role ambiguity has a non-significant direct impact on emotional exhaustion. Role overload has a noticeable negative direct impact on affective commitment (β = -.177, t = -3.367, P < 0.01) and non-significant direct impact on teaching satisfaction, whereas, role conflict has a significant negative direct impact on teaching satisfaction (β = .172, t = 2.734, P < 0.01) and non-significant direct effect on affective commitment. Role ambiguity has a noticeable negative direct effect on affective commitment (β = -.641, t = -9.284, P < 0.01) and teaching satisfaction (β = -.819, t = -13.024, P < 0.01). Furthermore, teaching satisfaction and affective commitment do not have noticeable direct impacts on emotional exhaustion. As such, the hypotheses HO1 and HO2 are rejected, whereas, hypothesis HO3 has been accepted.

Table 3: Summary Results of Path Analysis

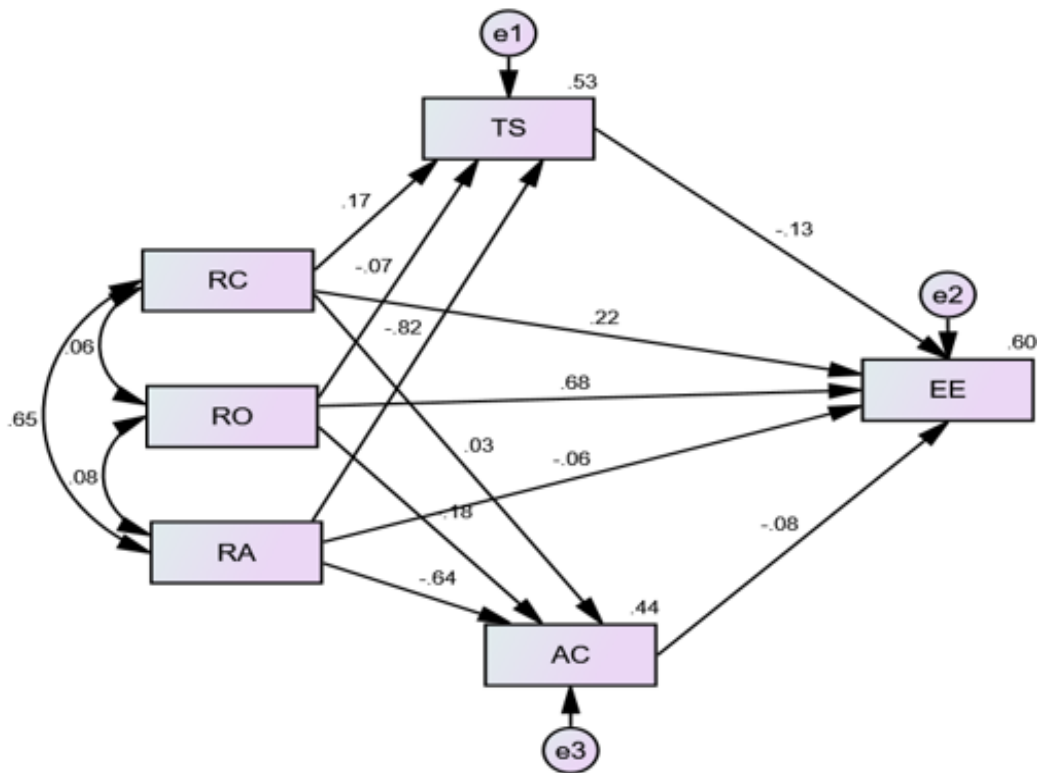|			Estimate	S.E.	Beta	C.R.	P
RA	--->	AC	-.546	.059	-.641	-9.284	***
RC	--->	TS	.209	.076	.172	2.734	.006
RC	--->	AC	.027	.063	.029	.426	.670
RO	--->	TS	-.074	.049	-.073	-1.513	.130
RO	--->	AC	-.135	.040	-.177	-3.367	***
RA	--->	TS	-.928	.071	-.819	-13.024	***
RC	--->	EE	.182	.045	.199	4.012	***
RO	--->	EE	.518	.035	.679	14.900	***
AC	--->	EE	-.061	.053	-.061	-1.148	.251
TS	--->	EE	-.075	.039	-.099	-1.924	.054

Figure 1: The Final Structure Models

To examine the mediating role of teaching satisfaction on the relationship between role stressors measures (RC and RO) and emotional exhaustion, structural estimates for mediation effects are extracted. Table 4 illustrates the estimation results of indirect path between role stressors measures and emotional exhaustion via teaching satisfaction (TS). It is observed that teaching satisfaction affects the relationship between role conflict and emotional exhaustion ($\beta = -0.187$, t = -3.060, p < 0.01) in part. At the other side, there is no mediation effect for teaching satisfaction on the relationship between role overload and emotional exhaustion. Consequently, hypothesis HO2 is rejected, whereas, the hypotheses HO1 and HO3 is accepted.

Table 4: Mediation Effect of Teaching Satisfaction on Stressors- Emotional Exhaustion Linkage

Path			Indirect effect	S. E	t-value	Bootstrapping		Decision
						95% LL	95% UL	
RO $\longrightarrow$	EE		.025	.049	.515	-.071	.121	No Mediation effect
RC $\longrightarrow$	EE		-.187	.061	-3.060	-.306	-.067	Partial Mediation effect

To examine the mediating role of affective commitment between measures of role stressors (RC and RO) and emotional exhaustion, structural estimates for mediation effects are extracted. Table 5 illustrates the estimation results of indirect path between measures of role stressors and emotional exhaustion via affective commitment (AC). It has been observed that affective commitment had partial mediation effect on the relationship between role overload and emotional exhaustion (β = 078, t = 2.098, p < 0.05). Further, affective commitment affects the relationship between role conflict and emotional exhaustion (β = 137, t = 2.251, p < 0.05) in part. As such, our results partially reject the third hypothesis. As such, the hypotheses HO1 and HO2 are rejected, whereas, hypothesis HO3 is accepted.

Table 5: Mediation Effect of Affective Commitment on Stressors- Emotional Exhaustion Linkage

Path			Indirect effect	S. E	t-value	Bootstrapping		Decision
						95% LL	95%UL	
RO $\longrightarrow$	EE		.078	.037	2.098	.005	.150	Partial Mediation effect
RC $\longrightarrow$	EE		.137	.061	2.251	.018	.257	Partial Mediation effect

Discussion and Implications
Descriptive statistics reveals that teachers express a large degree of emotional exhaustion, This may be ascribed to the fact that Saudi Arabia's special education teachers are exposed to the risk of experiencing feelings of burnout (Atiyat, 2017). Teachers' emotional exhaustion might be attributed to multiple job demands, including: large caseloads, coordinate educational counsellor to identify the case and the necessity for joining a special resource room, parent conferences, paperwork, measure disability forms and coordinate regular courses with parents, prepare an exam to determine a student's level of academic achievement, and school administrators such as substitute teaching (Hinds, Jones, Gau, Forrester, & Biglan, 2015; McCarthy & Lambert, 2008). Furthermore, this could be attributed to the school job environment, where the job demands are high, but the resources to fulfil those criteria are weak (Langher et al., 2017; L. Xu, 2019), which increases susceptibility to experience burnout. This is compatible with the findings of several studies in KSA, for instance, Alaraideh Emad (2016) found that special education teachers suffer from an average level of burnout. Also, Atiyat (2017) found that special education teachers hold an average level of burnout at all of the three dimensions together.

The Pearson Product Moment correlation coefficients revealed that role conflict, role overload, and role ambiguity are positively related to emotional exhaustion. Furthermore, findings reveal that role overload and role conflict show positive contribution (noticeable direct impact) on emotional exhaustion. Similarly, role conflict shows positive contribution (noticeable direct impact) on emotional exhaustion. In contrast, role ambiguity has an indirect impact on teacher's emotional exhaustion. Several studies reveal that role overload, role ambiguity, and role conflict are contributing factors to emotional exhaustion or teacher's burnout (Ahmed et al., 2013; Kumar & Kamalanabhan, 2017; Moss, 2015; L. Xu, 2019; Yürür & Sarikaya, 2012).

As mentioned earlier, the role ambiguity and emotional exhaustion have a positive significant relation. However, in the model, role ambiguity has no direct effects on teacher's burnout. With this in mind, additional studies are required to indicate the direct impact of role ambiguity on teacher's emotional exhaustion and burnout.

Also, results reveal that teaching satisfaction related negatively to emotional exhaustion. This result supports the results of other several studies. For instance, Ershan, Buyukbese, and Okumus (2016) discovered that there are significant relationships between participants' job satisfaction and their perceptions on emotional exhaustion. Furthermore, Robinson, Bridges, Rollins, & Schumacker. (2019) found a statistically important negative relationship between burnout and job satisfaction among special education teachers. Similarly, affective commitment related negatively to emotional exhaustion. This result verifies the relationship between organizational commitment and emotional exhaustion (Eryeşil, 2016; Mohammad Azeem, 2010; Yogun, 2016). For example, Eryeşil (2016) reports a negative and an important relationship between organizational commitment and burnout. Also, in Turkey, Yogun (2016), found that there is a negative and moderate impact of organizational commitment on the emotional exhaustion.

Teaching satisfaction and affective commitment related negatively to stressors. The empirical evidence demonstrates that organizational commitment and job satisfaction predict the level of burnout (e.g., Enginyurt, Cankaya,… et al., 2016; Gemlik, Sisman, & Sigri, 2010; Haghani et al., 2016; J. Peng et al., 2013). it can be concluded, based on previous study results, that stressors are negatively and significantly related to job satisfaction and organizational commitment, but they are positively related to job burnout (e,g., K.-H. Schmidt & Neubach, 2007).

With respect to the mediation effect of teaching satisfaction on stressors-emotional exhaustion linkage, results show that teaching satisfaction has a partial mediation impact on the relation between role conflict and emotional exhaustion. This result could be ascribed to the fact that, the more satisfied teachers are the less likely they believe that their desires and needs are inconsistent and cannot be fulfilled simultaneously, which in turn, will decrease the level of emotional exhaustion These results are partially supported by previous studies (e.g., Alarcon, 2011; AlBattat & Som, 2013; Faragher, Cass, & Cooper, 2005). The authors confirm the mediating effect of job satisfaction on the relationship between role stressors and teachers' burnout. For instance, A. R. S. AlBattat and Som (2013), note that job stressors increase the levels of employee's job dissatisfaction. Concretely, the degree of satisfaction rises as the degree of job burnout declines. Conversely, lower degrees of satisfaction result in higher stress, which in turn, increase job burnout levels. Surprisingly, this study does not confirm the

48

mediating effect of teaching satisfaction on the relationship between role overload and emotional exhaustion. This is not supported by the previous studies (e.g., G. M. Alarcon, 2011). We need more studies to investigate the indirect effect of teaching satisfaction on stressors-emotional exhaustion link.

In addition, it is observed that affective commitment has a partial mediation impact on the relationship between role overload and emotional exhaustion. This result may be ascribed to the fact that the more committed teachers are the less likely they feel overloaded, which in turn, will decrease the level of emotional exhaustion. Similarly, affective commitment has a partial mediation impact on the relationship between role conflict and emotional exhaustion. This result could be ascribed to the fact that the more committed teachers are less likely to believe that their aspirations and needs are inconsistent and cannot be achieved at the same time, which in turn, will decrease the level of emotional exhaustion. These findings are well-promoted by the previous studies (e.g., Enginyurt et al., 2016; Haghani et al., 2016; Lan, Okechuku, Zhang, & Cao, 2013). The study shows that organizational commitment affects every dimension of job burnout. In educational studies, role conflict and role ambiguity have been correlated with a lack of commitment (Conley & You, 2009).

Since there is no statistically significant clear impact of role ambiguity on emotional exhaustion, no mediating effects is to be tested. These findings are inconsistent with the findings of previous studies (e.g., Faragher, Cass & Cooper, 2005). We need more studies to investigate the indirect effect of teaching satisfaction on role ambiguity-emotional exhaustion link.

Research Implication
The results of the present research may provide directions for especial education teachers, school principals, and policy makers who recognize reverberation in the context, issue, and findings that are portrayed in this study. In this research, a model of the factors contributed to teacher's emotional exhaustion has been developed for better understanding of stressors-emotional exhaustion linkage. In other words, the main contribution of this research is its focus on the factors affecting emotional exhaustion, stressors, teaching satisfaction, affective commitment. This study provides an empirical research that investigates the direct and indirect effect of these parameters on emotional exhaustion. No data was available from developing countries (e.g. KSA) with respect to stressors-emotional exhaustion linkage. Moreover, no one has yet studied the combined effect of these parameters (stressors, teaching satisfaction, and affective commitment) on emotional exhaustion.

The results of this research add a number of important theoretical contributions to the existing knowledge concerning the relations between stressors and emotional exhaustion faced by special education teachers. The study findings partially support the results of previous empirical studies that show an important relationship between role (i.e., role conflict & role overload) stressors and emotional exhaustion.

Effective management leaders are those who help teachers and develop their leadership skills by creating a strong collaborative and innovative atmosphere that helps them to become part of the collective community. One of the biggest desires of mankind is that of self-efficacy. Once leaders are empowered for their employees, they learn how to become leading teachers.

Educators who are not qualified to cooperate to overcome existing, which are supported by officials, are empowered by supporting additional professional development programs. In addition, the professional development of teachers appears to be a major important factor in preventing emotional exhaustion. Indeed, previous studies have shown that the attitudes of teachers toward professional development have been negatively related to de-personalization and emotional exhaustion (Özer & Beycioglu, 2010), because professional development is a major factor in preventing teacher professional stress and improving job control (Kwakman, 2001). Special education teachers had notably high level of emotional exhaustion. The implications of this result are that school sites may create protection to reduce the experience of emotional exhaustion in special education teachers. School principals can apply these results to make an additional effort to highlight the achievements of special education teachers. By doing this, the effect of emotional exhaustion can be minimized (C Maslach et al., 1986).

The results of this research could have a remarkable effect to find out the factors affecting teacher's stress, emotional exhaustion linkage, which thus builds mentoring programs for teachers to reduce this phenomenon. Furthermore, the current study opens the door for researchers to conduct more research related to teachers' stress. This thus deepens the process of understanding of stress-burnout link.

Conclusion

The results of this quantitative correlational study provide evidence that role conflict and role overload are effective predictors of emotional exhaustion for special education teachers. In contrast, the study demonstrates that role ambiguity was not an effective predictor of emotional exhaustion, however, it is recommended that teachers become conscious of their stressors and utilize accessible resources to reduce or control experiences of emotional exhaustion, because of uncertainty or conflict in a role and too much overload. These findings partially support Rizzo's (1970) Model, which postulate that both role overload and role conflict are predictors of teacher's emotional exhaustion. In general, role conflicts and role overload are found as particularly prominent factors in teacher emotional exhaustion.

The present study has provided new insight in the relationship between stressors and emotional exhaustion. Specifically, the present study explains the aforementioned relationship by demonstrating that stressors (role conflict and role overload) are partially related to emotional exhaustion through teaching satisfaction and affective commitment. Hence, teaching satisfaction and affective commitment can be considered partially as a mediator of a relationship between stressors and emotional exhaustion. The findings of this study provide support that part of the stressors – emotional exhaustion association is mediated by teaching satisfaction and affective commitment. Therefore, one may assume that an improvement of teaching satisfaction and affective commitment might contribute significantly to the reduction of emotional exhaustion. Nevertheless, this might not be clear and so we need more studies for better understanding of the mediation effect of teaching satisfaction and affective commitment on the relationship between stressors and emotional exhaustion.

References

Ahmed, I., Sultana, I., Paul, S. K., & Azeem, A. (2013). Employee performance evaluation: a fuzzy approach. International Journal of Productivity and Performance Management, 62(7), 718–734.

Alaraideh emad. (2016). Burnout level among Special education teachers. Journal of Psychology and Educational Sciences, 2, 197–227.

Alarcon, G. M. (2011). A meta-analysis of burnout with job demands, resources, and attitudes. Journal of Vocational Behavior, 79(2), 549–562. https://doi.org/10.1016/j.jvb.2011.03.007

Albattat, A. R. S., & Som, A. P. M. (2013). Employee dissatisfaction and turnover crises in the Malaysian hospitality industry. International Journal of Business and Management, 8(5), 62. https://doi.org/10.5539/ijbm.v8n5p62

Atiyat, O. K. (2017). The Level of psychological burnout at the teachers of students with autism disorders in light of a number of variables in al-riyadh area. Journal of Education and Learning, 6(4), 159–174.

Avanzi, L., Zaniboni, S., Balducci, C., & Fraccaroli, F. (2014). The relation between overcommitment and burnout: does it depend on employee job satisfaction? Anxiety, Stress, & Coping, 27(4), 455–465.

Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. Journal of Managerial Psychology.

Beebe, J. (2018). Special education teacher perception of administrative supports that encourage, decrease burnout, and reduce attrition. In ERIC (Vol. 79, Issues 2-A(E)). https://eric.ed.gov/?id=ED580051

Cancio, E. J., Albrecht, S. F., & Johns, B. H. (2013). Defining administrative support and its relationship to the attrition of teachers of students with emotional and behavioral disorders. Education and Treatment of Children, 71–94.

Casteel, C. L. (2018). the relationship between certification type and burnout, perceived support, job satisfaction, and life satisfaction in special education teachers. texas a&m university-commerce.

Cha, S.-H., & Cohen-Vogel, L. (2011). Why they quit: A focused look at teachers who leave for other occupations. School Effectiveness and School Improvement, 22(4), 371–392.

Chang, M.-L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. Educational Psychology Review, 21(3), 193–218.

Chyi, T., Lu, F. J.-H., Wang, E. T. W., Hsu, Y.-W., & Chang, K.-H. (2018). Prediction of life stress on athletes' burnout: the dual role of perceived stress. Peer J, 6, e 4213.

Conley, S., & You, S. (2009). Teacher role stress, satisfaction, commitment, and intentions to leave: A structural model. Psychological Reports, 105(3), 771–786.

Creswell, J. W. (2012). Educational research: planning. Conducting, and Evaluating.

Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: election and implementation. The Counseling Psychologist, 35(2), 236–264.

Cronbach, L. J. (1953). Correlations between persons as a research tool.

Davis, M. S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. Philosophy of the Social Sciences, 1(2), 309–344.

Enginyurt, O., Cankaya, S., Aksay, K., Tunc, T., Koc, B., Bas, O., & Ozer, E. (2016). Relationship between organisational commitment and burnout syndrome: a canonical correlation approach. Australian Health Review, 40(2), 181–187.

Eryeşil, K. (2016). The relationship between organizational commitment and burnout level of academicians: An Example of State University.

Faragher, E. B., Cass, M., & Cooper, C. L. (2005). The relationship between job satisfaction and health: a meta-analysis. Occupational and Environmental Medicine, 62(2), 105–112.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. Journal of Marketing Research, 18(1), 39–50.

Frese, M., Zapf, D., Cooper, C. L., & Payne, R. (1988). Causes, coping and consequences of stress at work. Methodological Issues in the Study of Work Stress: Objective vs. Subjective Measurement of Work Stress and the Question of Longitudinal Studies, 375–412.

Gaikhorst, L., Beishuizen, J. J., Korstjens, I. M., & Volman, M. L. L. (2014). Induction of beginning teachers in urban environments: An exploration of the support structure and culture for beginning teachers at primary schools needed to improve retention of primary school teachers. Teaching and Teacher Education, 42, 23–33.

Gemlik, N., Sisman, F. A., & Sigri, U. (2010). The relationship between burnout and organizational commitment among health sector staff in Turkey. Journal of Global Strategic Management, 8(7), 56.

González-Romá, V., & Lloret, S. (1998). Construct validity of Rizzo et al.'s (1970) Role Conflict and Ambiguity Scales: A multisample study. Applied Psychology: An International Review.

Haghani, S. R., Hazraty, M., & Moosivand, M. (2016). the relationship between burnout and organizational commitment with role of moderator of demographic variables)case study: social security organization of west department of mazandaran province. THE TURKISH ONLINE JOURNAL OF DESIGN, ART AND COMMUNICATION, 6(AGSE), 1834–1840. https://doi.org/10.7456/1060agse/065

Hinds, E., Jones, L. B., Gau, J. M., Forrester, K. K., & Biglan, A. (2015). Teacher distress and the role of experiential avoidance. Psychology in the Schools, 52(3), 284–297.

Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. Structural Equation Modeling: A Multidisciplinary Journal, 6(1), 1–55.

Hulland, J. (1999). Use of partial least squares (PLS) in strategic management research: A review of four recent studies. Strategic Management Journal, 20(2), 195–204.

Ju, C., Lan, J., Li, Y., Feng, W., & You, X. (2015). The mediating role of workplace social support on the relationship between trait emotional intelligence and teacher burnout. Teaching and Teacher Education, 51, 58–67.

Katz, D., & Kahn, R. L. (1966). ths social psychology of organizations. Wiley.

Keigher, A. (2010). Teacher Attrition and Mobility: Results from the 2008-09 Teacher Follow-Up Survey. First Look. NCES 2010-353. National Center for Education Statistics.

Kelloway, E. K., & Barling, J. (1990). Item content versus item wording: Disentangling role conflict and role ambiguity. Journal of Applied Psychology, 75(6), 738.

Kline, T. (2005). Psychological testing: A practical approach to design and evaluation. Sage.

Kukla-Acevedo, S. (2009). Leavers, movers, and stayers: The role of workplace conditions in teacher mobility decisions. The Journal of Educational Research, 102(6), 443–452.

Kumar, V., & Kamalanabhan, T. J. (2017). Moderating role of work support in stressor–burnout relationship: An empirical investigation among police personnel in India. Psychological Studies, 62(1), 85–97.

Kwakman, K. (2001). Work stress and work-based learning in secondary education: Testing the Karasek model. Human Resource Development International, 4(4), 487–501.

Lan, G., Okechuku, C., Zhang, H., & Cao, J. (2013). Impact of job satisfaction and personal values on the work orientation of Chinese accounting practitioners. Journal of Business Ethics, 112(4), 627–640.

Langher, V., Caputo, A., & Ricci, M. E. (2017). The potential role of perceived support for reduction of special education teachers' burnout. International Journal of Educational Psychology, 6(2), 120–147.

Lindmeier, A. (2013). video-vignettenbasierte standardisierte erhebung von lehrerkognitionen. mardia, k. v. (1974). Applications of some measures of multivariate skewness and kurtosis in testing normality and robustness studies. Sankhyā: The Indian Journal of Statistics, Series B, 115–128.

Maslach, C, Jackson, S. E., & Schwab, R. (1986). Maslach Burnout Inventory-Educators Survey (MBI-ES). Mountain View, CA: CPP. Inc. All Rights Reserved.

Maslach, Christina. (1982). Understanding burnout: Definitional issues in analyzing a complex phenomenon. Job Stress and Burnout, 29–40.

Maslach, Christina, & Jackson, S. E. (1981). The measurement of experienced burnout. Journal of Organizational Behavior, 2(2), 99–113.

Maslach, Christina, Jackson, S. E., & Leiter, M. P. (1996). The Maslach Burnout Inventory– Test manual. Palo Alto. CA: Consulting Psychologists Press.

Maslach, Christina, Jackson, S. E., Leiter, M. P., Schaufeli, W. B., & Schwab, R. L. (1996). Maslach burnout inventory manual. Menlo Park. CA: Mind Garden, 191–218.

Maslach, Christina, & Leiter, M. P. (2008). The truth about burnout: How organizations cause personal stress and what to do about it. John Wiley & Sons.

Maslach, Christina, Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. Annual Review of Psychology, 52(1), 397–422.

McCarthy, C. J., & Lambert, R. G. (2008). Counselor appraisal of resources and demands. Charlotte, NC: Center for Educational Measurement and Evaluation.

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. Human Resource Management Review, 1(1), 61–89.

Mohammad Azeem, S. (2010). Personality hardiness, job involvement and job burnout among teachers. In International Journal of Vocational and Technical Education (Vol. 2, Issue 3). http://www.academicjournals.org/IJVTE

Moss, C. L. (2015). Role conflict and role ambiguity as predictors of burnout in special and general education co-teachers.

Nagel, L., & Brown, S. (2003). The ABCs of managing teacher stress. The Clearing House, 76(5), 255–258.

Nixon, A. E., Mazzola, J. J., Bauer, J., Krueger, J. R., & Spector, P. E. (2011). Can work make you sick? A meta-analysis of the relationships between job stressors and physical symptoms. Work & Stress, 25(1), 1–22.

Özer, N., & Beycioglu, K. (2010). The relationship between teacher professional development and burnout. Procedia-Social and Behavioral Sciences, 2(2), 4928–4932.

Paille, P. (2011). Stressful work, citizenship behaviour and intention to leave the organization in a high turnover environment: examining the mediating role of job satisfaction. Journal of Management Research, 3(1), 1–14.

Peng, J., Jiang, X., Zhang, J., Xiao, R., Song, Y., Feng, X., Zhang, Y., & Miao, D. (2013). The impact of psychological capital on job burnout of Chinese nurses: The mediator role of organizational commitment. PloS One, 8(12), e84193.

Pepe, A., & Addimando, L. (2013). comparison of occupational stress in response to challenging behaviours between general and special education primary teachers in northern italy. in international journal of special educatioN (Vol. 28, Issue 1).

Reilly, M. D. (1982). Working wives and convenience consumption. Journal of Consumer Research, 8(4), 407–418.

Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. Administrative Science Quarterly, 150–163

Robinson, O. P., Bridges, S. A., Rollins, L. H., & Schumacker, R. E. (2019). A study of the relation between special education burnout and job satisfaction. Journal of Research in Special Educational Need

Ronen, S., & Mikulincer, M. (2012). Predicting employees' satisfaction and burnout from managers' attachment and caregiving orientations. European Journal of Work and Organizational Psychology, 21(6), 828–849.

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 25(3), 293–315.

Schmidt, K.-H., & Neubach, B. (2007). Self-control demands: A source of stress at work. International Journal of Stress Management, 14(4), 398.

Schmidt, S., Roesler, U., Kusserow, T., & Rau, R. (2014). Uncertainty in the workplace: Examining role ambiguity and role conflict, and their link to depression—a meta-analysis. European Journal of Work and Organizational Psychology, 23(1), 91–106.

Steinbrecher, T. D., McKeown, D., & Walther-Thomas, C. (2013). Comparing validity and reliability in special education Title II and IDEA data. Exceptional Children, 79(3), 313–327.

Steinhardt, M. A., Smith Jaggars, S. E., Faulk, K. E., & Gloria, C. T. (2011). Chronic work stress and depressive symptoms: Assessing the mediating role of teacher burnout. Stress and Health, 27(5), 420–429.

Tatsuse, T., & Sekine, M. (2013). Job dissatisfaction as a contributor to stress-related mental health problems among Japanese civil servants. Industrial Health, 51(3), 307–318. https://doi.org/10.2486/indhealth.2012-0058

Van Maele, D., & Van Houtte, M. (2015). Trust in school: a pathway to inhibit teacher burnout? Journal of Educational Administration, 53(1), 93–115.

Walker Jr, O. C., Churchill Jr, G. A., & Ford, N. M. (1975). Organizational determinants of the industrial salesman's role conflict and ambiguity: The right organizational structure and supervisory style can help salesmen understand their jobs, but they don't reduce the conflicts experienced by salesmen. Journal of Marketing, 39(1), 32–39.

Williams, J., & Dikes, C. (2015). The implications of demographic variables as related to burnout among a sample of special education teachers. Education, 135(3), 337–345.

Y., Wang, D., … Seth, A. (2010). Work-related burnout syndrome in special education teachers working with children with developmental disorders–possible correlations with some socio-demographic aspects and assertiveness. Psychology in the Schools, 28(1), 362–370. https://doi.org/10.1007/BF03173203

Wright, T. A., & Hobfoll, S. E. (2004). Commitment, psychological well-being and job performance: An examination of conservation of resources (COR) theory and job burnout. Journal of Business & Management, 9(4)

Xu, L. (2019). Teacher–researcher role conflict and burnout among Chinese university teachers: a job demand-resources model perspective. Studies in Higher Education, 44(6), 903–919. https://doi.org/10.1080/03075079.2017.1399261

Yildirim, A., & Yildirim, D. (2007). Mobbing in the workplace by peers and managers: mobbing experienced by nurses working in healthcare facilities in Turkey and its effect on nurses. Journal of Clinical Nursing, 16(8), 1444–1453.

Yogun, A. E. (2016). Commitment and Burnout: Mediator Role of the "Emotional Labor." Eurasian Journal of Business and Management, 4(2), 28–40.

Yurur, S., & Sarikaya, M. (2012). The Effects of Workload, Role Ambiguity, and Social Support on Burnout Among Social Workers in Turkey. Administration in Social Work, 36(5), 457–478. https://doi.org/10.1080/03643107.2011.613365