The Importance of Psychological Security in Reducing Job Burnout for Teachers of People with Special Needs

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Abstract:

Psychological security is one of the essential pillars for teachers in educational institutions, as they must enjoy psychological well-being that reflects positively on their teaching performance and professional competence. The importance of psychological security increases especially when it comes to teachers of people with special needs, due to the pressures and challenges they face which differ from those encountered by regular classroom teachers, given their work with students with special needs. Failure of these teachers to achieve psychological security may negatively affect several aspects, the most prominent of which is job burnout, which may lead to a decline in their teaching performance, a decrease in the quality of education provided to students with special needs, or even withdrawal from the profession.

Accordingly, this research aims to identify the importance of psychological security in reducing job burnout among teachers of people with special needs, to identify the threats to psychological security for these teachers, and to explore methods and strategies to reduce job burnout among them.

Keywords: psychological security, special needs, job burnout, special education teacher.

Introduction:

The field of education today faces many challenges in the work environment, which have affected the quality and effectiveness of education and caused various psychological problems and pressures among employees, especially teachers who represent the fundamental pillar for achieving the institution's educational and instructional mission. Teachers bear the responsibility of preparing and training learners, a task that requires continuous development and consistent effort without losing enthusiasm or being exposed to exhaustion. Job burnout is considered one of the negative professional and psychological phenomena that has spread in educational environments and affected teachers' performance. According to (Melhem, 2020, p. 56), "teacher burnout reflects signs of physical, emotional, and mental fatigue resulting from pressures and the tensions they cause in the teacher's professional life."

The severity of this phenomenon increases among teachers of people with special needs, who face psychological and professional pressures due to the nature of their work, as they deal with students who require many psychological and professional traits such as self-control, patience, emotional balance, self-esteem, knowledge of the characteristics of students with special needs and their follow-up, and performing administrative and educational tasks such as planning, assessment, and classroom management. Weakness in performing these responsibilities or failure to fulfill them may make teachers more vulnerable to job burnout. "Its impact is not limited to personal aspects or relationships with others only, but extends to the work environment by limiting functional performance, causing a decrease in performance and a decline in its quality" (Qawasmeh, 2022, p. 201). "Job burnout also leads to reduced creativity and imagination among teachers, weak problem-solving abilities, decreased job satisfaction, feelings of incompetence, low desire to attend school, and reduced commitment. This weakens the ability to deal appropriately with rapid changes, reduces interest in the subject being taught, and prevents teachers from effectively engaging with students and creating a motivating school environment. It also reduces enthusiasm for teaching, as teachers suffering from burnout often feel unable to help their students" (Al-Harbi, 2021, p. 410).

A study by (Abu Aita, 2024) indicated an inverse relationship between burnout and job performance. The studies of (Boufara& Mansouri, 2014) and (Tshatshoush et al., 2013) revealed a negative relationship between burnout and job satisfaction. Results of (Madigan & Kim, 2021) also found that teacher burnout is associated with lower academic achievement and reduced motivation among learners. In summary, teacher burnout negatively affects both teachers and students in lasting ways (Brunsting et al., 2021).

Therefore, teachers of people with special needs require strategies and methods that reduce or prevent the risks and obstacles they may face in their profession, in order to maintain psychological well-being and achieve effective teaching outcomes, thus enabling productivity and continuity in the profession. "This work requires these specialists to have the necessary skills to deal with diverse groups of individuals with physical, intellectual, hearing, visual, or multiple disabilities; each person with a disability is a special case requiring a specific pattern of services, learning, training, and assistance" (Al-Alia et al., 2021, p. 71).

The need for security is one of the most important psychological needs and one of the key motivators of human behavior throughout life. It is a fundamental requirement for healthy psychological growth and adjustment. Paying attention to an individual's psychological security means caring for their mental health, enabling them to achieve psychological and social adjustment, self-actualization, and the optimal use of their abilities (Al-Dulaimi& Al-Yasiri, 2012). Feeling safe and psychologically secure is one of the main indicators of positive mental health. Psychological security includes an individual's sense of acceptance by others, belonging to society through self-adjustment, and the ability to adapt and interact positively with others. Therefore, psychological security standards must include emotional, psychological, and professional stability, school adjustment, self-actualization, self-esteem, psychological understanding of learners' problems, and establishing positive relationships with others (Ahmed et al., 2021).

In the educational environment, psychological security means maintaining the well-being of participants and creating safe working and learning conditions. It includes maintaining a positive self-image, emotional, intellectual, personal, and social well-being within specific social and psychological conditions, in addition to the absence of situations that cause psychological harm (Di Blasio & Szigeti, 2024). Accordingly, psychological security is an essential requirement for teachers

of people with special needs in order to maintain their mental stability, enhance their ability to interact positively within the educational environment, and create a positive learning atmosphere. Teachers who work within a psychologically secure environment feel more effective and professionally accomplished and are better able to cope with various pressures they may encounter. "Providing teachers with psychological and social support will positively reflect on learning outcomes and the quality of school education" (Al-Adwan, 2021).

From this perspective, the importance of psychological security emerges in reducing burnout among teachers of students with special needs. Burnout is considered one of the serious psychological and professional crises that teachers of students with special needs may face, negatively affecting their professional performance, psychological and physical health, and social relationships. These teachers are expected to enjoy good health in all aspects in order to perform their educational and pedagogical roles effectively. Therefore, given the researchers' limited access to studies addressing this topic especially among teachers of students with special needs and considering the importance of the subject for this group of teachers, this study was conducted to shed light on psychological security and burnout among teachers of students with special needs.

Based on the above, this study attempts to answer the following questions:

- What are the threats to psychological security among teachers of students with special needs?
- What are the strategies for reducing burnout among teachers of students with special needs?
- What is the importance of psychological security in reducing burnout among teachers of students with special needs?

Study Objectives:

- To identify the threats to psychological security among teachers of students with special needs.
- To identify the methods and strategies for reducing burnout among teachers of students with special needs.
- To identify the importance of psychological security in reducing burnout among teachers of students with special needs.

Importance of the Study:

The importance of this study stems from:

-The significance of psychological security and the necessity of achieving it in various work environments, especially in the educational setting, which is the foundation for preparing and shaping individuals for their social and professional lives. The importance of psychological security is even greater for teachers of students with special needs, as they deal with a group of learners whose characteristics differ entirely from those of regular learners.

-The study also gains importance from the issue of burnout, which has become a concern for teachers in general and teachers of students with special needs in particular, due to the pressures and challenges they face while performing their instructional and educational duties. Given the importance of their role in teaching these groups, providing them with skills and knowledge that enable them to express their needs, offering them learning opportunities, and preparing them for future life, it is essential to search for methods and strategies to reduce or prevent burnout among these teachers in order to achieve the educational-learning objectives for students with special needs.

First: Psychological Security Among Teachers of Students with Special Needs:

1-Definition of Psychological Security Among Teachers of Students with Special Needs:

Abdel-Majid Al-Sayed Mohamed (2004) defined psychological security as: "The absence of fear, a sense of reassurance, love, acceptance, stability, belonging, the feeling of protection, care, support, and backing when facing situations, along with the ability to handle surprises and satisfy needs" (Hawari Beshlaghem, 2020, p. 242).

Zahran (2006) defined it as: "A state of emotional stability and satisfaction of the individual's various needs that leads to adaptation and harmony with the surrounding environment" (Abu Shreikh, 2013, p. 471).

Wang & Zhang (2011) defined it as: "A state of harmony and compatibility between the individual and his physical and social environment, manifested in the individual's ability to meet some of his needs and solve the diverse daily problems he faces in a logical manner, responding satisfactorily to the demands of his surrounding environment" (Bani Mustafa & Al-Sharifin, 2013, p. 146).

According to Bashmakh (2001), there are six essential elements that constitute the concept of psychological security: (Al-Dulaimi& Al-Yasiri, 2012, p. 382)

1–Self-acceptance: Represented in the individual's positive perception of oneself and the feeling of the value and importance of life.

2– Positive relationships with others: Represented in the individual's ability to establish positive relationships with others.

3–Autonomy: Represented in the individual's reliance on oneself, regulating one's behavior, and evaluating oneself according to specific standards set by the individual.

4–Environmental mastery: Represented in the individual's ability to manage his environment and invest the good opportunities available in it.

5–Purposeful life: Represented in the individual's ability to set clear and specific goals and work toward achieving them.

6– Personal growth: Represented in the individual's awareness of his abilities and potentials and his effort to develop them over time.

Based on the preceding definitions, psychological security for teachers of students with special needs can be defined as:"A state in which the teacher of students with special needs feels psychological comfort and internal stability, along with the ability to face various challenges without anxiety or fear of failure; a state that positively reflects on the performance of their duties and professional development within the educational environment."

2- Dimensions of psychological security:

(Zahran, 2005) indicated that the dimensions of psychological security are divided into: (Bukhith& Ali, 2023, p. 79)

Primary dimensions:

✓ Feeling accepted and loved, and experiencing warm and affectionate relationships with others.

- ✓ Feeling a sense of belonging to the group, having a place within it, achieving self-actualization, and engaging in work that provides sufficient income for a decent life in the present and the future.
- ✓ Feeling safety and peace, and the absence of security threats such as danger, aggression, hunger, and fear.

Secondary dimensions:

- ✓ Perceiving life and the world as a pleasant and warm environment that provides a sense of dignity and justice.
- ✓ Perceiving others as friendly and benevolent, and exchanging respect.
- ✓ Trusting and loving others, feeling comfortable communicating with them, and having many friends.
- ✓ Tolerance toward others (and lack of fanaticism).
- ✓ Optimism and expecting good outcomes.
- ✓ Feeling happiness and satisfaction with oneself in life.
- ✓ Feeling calmness, comfort, emotional stability, and freedom from conflicts.
- ✓ Spontaneity, openness, and focusing on others alongside oneself.
- ✓ Self-acceptance, self-tolerance, and self-confidence.

According to Muslim and Salama (2019, p. 941), psychological security also includes three dimensions:

- ▪ The individual's perception of self and future: the level of ambition each person seeks to achieve in life and the desire to reach the highest levels.
- ▪ The individual's perception of public life: the desire for change in the society in which one lives and the willingness to participate in solving its problems.
- ▪ The individual's social interaction: the ability to establish good relationships with others.

3- Factors that enhance psychological security for teachers of students with special needs:

Ibraim (2019) identified the factors of psychological security as follows: (Al-Azmi, 2024)

-That the teacher of students with special needs feels their true value and views themselves positively (self-belief).

-That the teacher of students with special needs enjoys productive and positive relationships with others characterized by mutual care from all parties.

-The ability of the teacher of students with special needs to take care of themselves, develop their abilities, and evaluate their behaviors according to standards and criteria they set for themselves.

-The awareness of the teacher of students with special needs of their environment and the essentials of life around them, and using them in ways that serve their best interest.

-That the teacher of students with special needs has insight into the future and possesses ambitions and goals they strive to achieve.

-That they are aware of their abilities and talents and continuously work on building and developing them.

4- Manifestations of psychological security among teachers of students with special needs:

Among the clear manifestations of an individual's psychological security is the sense of being able to form social relationships with family members, colleagues, and friends. The most important manifestations of psychological security among teachers can be summarized as follows:
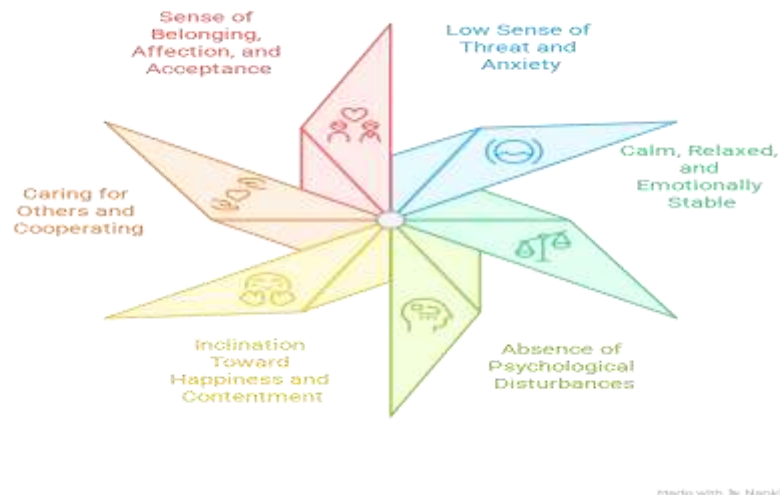

Figure No. (01): Manifestations of teachers' feelings of psychological security

Source: Prepared by the researchers based on (Ahmed, 2018)

- The manifestations and indicators of psychological security among teachers of students with special needs include the following:
- Feeling job satisfaction while performing their teaching duties.
- Forming positive social and cooperative relationships with members of the educational institution, and building human relationships with learners with special needs.
- Continuously striving to help students with special needs improve their academic achievement, while demonstrating patience and emotional balance.
- Continuous development of their professional performance.
- A high level of motivation for achievement and strong self-efficacy.
- Feeling psychological reassurance and belonging to the educational institution.
- Innovation and creativity in their profession.
- Using and employing technological tools to facilitate the learning of students with special needs, and keeping up with developments, especially with the advancement of artificial intelligence technologies.
- Seeking solutions to the problems and obstacles they face in teaching with positivity and optimism, without feeling frustrated or incapable of resolving them.

5- Threats to psychological security among teachers of students with special needs:

Hajjaj (2014, p. 198) summarized the factors that threaten psychological security as follows:

- Family factors: A child may face obstacles early in childhood that are beyond their control and may hinder the achievement of psychological security. These obstacles can pose immediate or long-term threats to the child's psychological development, since the family is the first environment that shapes their personality and has the greatest direct influence.

◆ Attachment and separation anxiety: A child begins to form attachment to their mother between the sixth and ninth month of age. Secure attachment during this period is crucial for the child's psychological and social development. Any separation that occurs during this critical stage deprives the child of feelings of security and stability, which is expressed through separation anxiety.

◆ Incorrect parenting styles: These include various forms such as laxity, parental neglect, excessive criticism, inconsistency in treatment, overindulgence, and excessive protection. Psychological security depends on essential elements love, acceptance, and stability which are provided by the family. When these foundations weaken or collapse, psychological security is lost. It is a fundamental pillar of the psychological well-being of both the family and the child, and these needs can only be fulfilled through parental unity, mutual understanding, and joint efforts for the child's happiness.

Among the threats to psychological security are those mentioned by Zahran (2003):

◆ Danger or the threat of danger.
◆ Serious illnesses.
◆ Physical disability.

6- Methods and approaches to achieving psychological security for teachers of students with special needs:

To achieve psychological security, the individual must:

➢ Satisfy primary needs.
➢ Have self-confidence.
➢ Value and develop the self.
➢ Work toward gaining people's approval, love, and social and emotional support.
➢ Acknowledge shortcomings and the absence of perfection.
➢ Understand the reality of life.

(Aqraa, 2005)

Other methods for achieving psychological security include:

-Psychological security operations, which are activities used by the psychological system to reduce or eliminate tension, achieve self-esteem, and experience a sense of safety.

-The family and a suitable family environment, which ensures healthy development for its members and satisfies their needs, including the need for psychological security.

-Peer groups.

(Zahran, 2003)

Among the ways to achieve psychological security in the work environment:

1. Preparing the environment by presenting the work accurately ensuring a shared understanding of the reality of complexity, uncertainty, novelty, and the possibility of failure.

2. Inviting responses within boundaries and asking constructive questions.

3. Responding in ways that accept message-senders and encourage learning.

In addition to the need to overcome the effects of mutual fear among members of the institution by building a psychologically safe environment.

(Edmondson, 2019)

These methods and approaches can also be applied to teachers of students with special needs, as they work in a mixed work environment that requires the use of such strategies to achieve psychological security especially since they interact with learners with special needs and face many psychological pressures. Therefore, satisfying their needs, achieving psychological reassurance, valuing themselves, striving for development in the field of special-needs education, having self-confidence, cooperating

with colleagues, seeking their support when needed, benefiting from their experience, and building positive relationships in the work environment are all factors that enhance the psychological security of teachers of students with special needs. Such factors help create a psychologically safe educational environment that empowers teachers and enables learners with special needs to acquire the knowledge and skills they require, thereby contributing to the success of the educational process and the achievement of its goals.

Second: Occupational burnout among teachers of students with special needs:

1- Definition of occupational burnout among teachers of students with special needs:

Al-Omari and Nasr (2016) referred to occupational burnout as: "A set of negative feelings that cause psychological and physical stress for the teacher due to the pressures she faces, which weaken her performance and achievement." (Arafat, 2023, p. 42)

Bin Zaid (2019) defined occupational burnout as: "A condition resulting from repeated exposure to work-related stress, characterized by physical, emotional, and mental exhaustion."

Al-Harbi (2021, p. 406) defined it as: "A state of physical stress and emotional exhaustion experienced by the teacher as a result of multiple responsibilities and performing these responsibilities under great pressure, manifested in (emotional exhaustion, feelings of negativity, lowered personal accomplishment)."

Al-Shamani and Al-Hadidi (2022, p. 132) defined it as: "Negative physical and emotional responses experienced by the teacher as a result of internal and external pressures that exceed their capacity, affecting their personality and social and professional relationships."

Ghanem et al. (2023, p. 4) defined it as: "A state of exhaustion that may occur in a very wide range of teaching professions, resulting from the depletion of teachers' and school staff's energy or ability to work, leading to an inability to care about their work, shrinking expertise, and decreased professional educational efficiency. When the work environment does not provide the necessary resources over time, physical, emotional, and mental exhaustion develops, making recovery difficult."

Based on the above, occupational burnout among teachers of students with special needs can be defined as:"A negative physical and psychological state experienced by teachers of students with special needs due to continuous exhaustion and stress, and the pressures and failures they face in dealing with and teaching learners with special needs. It appears in the deterioration of their health, inability to adapt to the educational work environment, loss of self-confidence, and decreased motivation toward the profession, which negatively affects their job performance."

2- Factors and causes of occupational burnout among teachers of students with special needs:

Al-Nafie (2000) identified the factors of occupational burnout as follows: (Ashour, 2020)

➢ Personal work relationships.
➢ Role ambiguity and role conflict.
➢ Wage and salary systems, and job performance evaluation.
➢ Limited opportunities for growth and development.
➢ Feeling that life is being wasted in exchange for work.
➢ Lack of a sense of security regarding future employment.

Arafat (2023) considers the following among the causes leading to teacher burnout:

➢ Educational legislation.
➢ Age and years of experience.
➢ The teacher's social and economic status.

Based on the above, it appears that these previously mentioned factors can also lead to occupational burnout among teachers of students with special needs and negatively affect their teaching

performance. Additional factors include: the teacher's lack of understanding of the characteristics of students with special needs; lack of awareness of their psychological and educational needs; weak communication skills between the teacher and learners with special needs; failure to build human relationships with them and with colleagues and benefit from their expertise in special-needs education; weak teaching and technological competencies in the field; lack of awareness of their true roles; and the presence of certain problems within the educational institution. All of these can lead to occupational burnout among teachers of students with special needs.

3- Manifestations and indicators of occupational burnout among teachers of students with special needs:

The manifestations of occupational burnout among teachers appear in the following: (Al-Harbi, 2021)

• A decline in their professional achievement rate.

• Personality instability.

• Loss of desire and enthusiasm for the profession.

• Weak or absent job satisfaction.

• A decrease in their level of organizational commitment.

• The possibility of leaving the profession permanently.

• Weak creativity and imagination.

• Reduced enthusiasm for teaching.

• Feeling unable to help students.

Ramadan (2011, pp. 196–197) added that the manifestations and symptoms of teacher burnout include:

• Feeling unimportant, ineffective, or diminished.

• Feelings of helplessness, physical exhaustion or fatigue, and emotional detachment.

• Withdrawal and lack of interest.

• Emotional harshness, low sense of personal accomplishment, and negative self-evaluation.

• Isolation.

• Physical and psychological symptoms.

4- Dimensions of occupational burnout among teachers of students with special needs:

There are three essential dimensions of occupational burnout:

➢ Emotional exhaustion and depletion: Feeling frustration and reduced capacity to give, resulting from the depletion of the individual's (worker's) energy. The worker often distances themselves from those they interact with to relieve this feeling.

➢ Depersonalization (emotional dullness): This results from the first dimension. It refers to a lack of sensitivity toward others; the decrease and depletion of inner energy caused by emotional exhaustion leads the individual to avoid sources of stress in most cases instead of confronting others.

➢ Reduced personal accomplishment: The individual tends to evaluate themselves negatively, especially in relation to interacting with others. The person begins to devalue everything related to themselves (loses confidence, doubts their abilities and capabilities), resulting in decreased achievement and a feeling of failure.

(Melhem, 2020, p. 62)

The study of Figueiredo-Ferraz & Gil-Monte (2013) indicated that occupational burnout has four dimensions:

-Enthusiasm toward work.

-Psychological exhaustion.

-Indolence.

-Guilt.

5- Effects and consequences of occupational burnout on teachers of students with special needs:

Among the effects and outcomes resulting from occupational burnout for teachers of students with special needs are the following:

(Maslach & Leiter, 2016)

- ✓ Decreased level of organizational commitment.
- ✓ Increased absenteeism.
- ✓ Intention to resign and employee turnover.
- ✓ Exposure to bullying in the work environment.
- ✓ Decreased productivity.
- ✓ Deterioration in performance quality.
- ✓ Lower job satisfaction.
- ✓ Increased personal conflicts and aggression, or obstruction of task completion among colleagues.
- ✓ The possibility of burnout spreading through social interactions in the work environment.
- ✓ Deterioration of the teacher's health, with physical exhaustion associated with psychological stress symptoms such as headaches, chronic fatigue, digestive disorders, muscle tension, high blood pressure, and frequent colds or flu, as well as sleep disturbances.
- ✓ Mental health problems.

❖ **The impact of occupational burnout on the performance of teachers of students with special needs:**

Occupational burnout does not affect the teacher alone; its impact extends to learners with special needs and to all aspects of the educational process and the school environment:

- ➢ Weak quality of teaching and instruction provided to learners with special needs.
- ➢ Emergence or increase of behavioral and emotional disorders among learners with special needs.
- ➢ Decreased level of teacher self-efficacy.
- ➢ Negative impact on classroom interaction.
- ➢ Reduced sense of accomplishment in meeting learners' needs and feelings of failure when dealing with crises and interventions.
- ➢ The teacher may also face difficulties in personal or professional relationships.
- ➢ Weak time-management skills.

(Eastwood, 2021)

Calangelo (2004) believes that teacher burnout affects performance through the teacher's inability to solve problems, persistent feelings of incompetence, loss of desire to practice the teaching profession, and an inclination to leave it early. It also negatively affects classroom performance, as the teacher feels unable to help students and adopts negative attitudes toward students and colleagues. (Abd al-Jawad & Hussein, 2015)

Teacher burnout also leads to many teaching-related problems; the teacher becomes physically and emotionally drained due to work pressures, which results in loss of interest in students, emotional detachment, mechanical performance, low motivation, resistance to change, and loss of innovation and creativity.

(Al-Faiz, 2023, p. 79)

In general, occupational burnout affects teachers of students with special needs in the following domains:

❖ **Professional aspects, including:**

- ➢ Weak ability to engage in professional development and creativity.
- ➢ Decreased quality and effectiveness of services provided to learners with special needs.

- ➤ Cold and detached interactions with students with special needs.
- ➤ Lack of desire to teach.
- ➤ Inability of the teacher to organize and manage work and classroom time.
- ➤ Inability to identify problems and solve them.
- ❖ **Psychological aspects, including:**
- ➤ Weak motivation toward the profession and achievement.
- ➤ Low ambition and feelings of frustration.
- ➤ Emergence of emotional disturbances such as anger and guilt.
- ❖ **Social aspects, including:**
- ➤ Weak social adjustment.
- ➤ Negative attitudes toward others.
- ➤ Limited social relationships and a tendency toward isolation.
- ❖ **Health aspects, including:**
- ➤ Effects on the teacher's physical health, including feelings of exhaustion and stress.
  (Al-Faiz, 2023)

6-Methods and strategies for reducing burnout among special education teachers:

(Wilhelm Marcella, 2007) presented a set of general steps to prevent and avoid burnout, as follows:

- − Psychological and physical self-care so the employee can care for and support others.
- − Flexibility, change, adaptation, looking up to those who are more successful, and providing support to those who are less competent.
- − Maintaining principles and values, and working toward achieving professional goals.
- − Being open to new situations and opportunities for development.
- − Maintaining personal and professional relationships.
- − Achieving life balance and seeking activities that activate and restore emotional and physical energy reserves.
- − Practicing forgiveness and kindness with oneself and with others.
- − (Abu Hadrous& Al-Farrah, 2007)

The study by (Eastwood, 2021) indicated that teachers should take care of themselves to avoid or overcome burnout by learning coping skills and employing them to support their mental health; these include:

• Active coping: Its methods include practicing physical exercise, meditation, engaging in recreational activities during free time (such as hobbies or spending time with family), and seeking a support network to help face challenges both inside and outside the classroom. Interventions that can help teachers succeed include: cognitive interventions, behavioral interventions, and cognitive–behavioral interventions.

• Mindfulness: Studies have shown that it contributes to improving health, reducing burnout, enhancing work continuity, and increasing attentiveness both at work and at home. According to (Reiser, 2016), mindfulness also enhances an individual's perception of their level of control over matters and their ability to regulate emotions.

• Self-acceptance, defined as a mediator between mindfulness and burnout, because it supports the positive thoughts and moments an individual experiences daily. Several studies have shown that meeting the teacher's personal needs can be beneficial for those experiencing burnout, and that social support or close relationships can be effective in enhancing teachers' coping skills; by seeking support from colleagues through collaboration or assistance, teachers can feel an increased sense of accomplishment and reduced levels of burnout in the workplace.

In addition to these strategies, the following methods can also help reduce teacher burnout: (Agyapong et al., 2023)

• Rational emotive behavior therapy.
• Group sand play.
• Stress reduction training.
• Interventions focused on building social and emotional competence.

The study by (Cecil et al., 2002) provided a set of recommendations to reduce burnout, including the following:

- Reducing class sizes and the number of cases monitored by special education teachers.
- Providing necessary support from colleagues and school administrators to help reduce stress and burnout among special education teachers.
- Allocating planning periods for special education teachers within educational systems to help retain them in the profession.
- Establishing mentoring programs for new special education teachers to help reduce stress.
- Organizing professional development workshops on stress management.
- Having a clear and specific job description that can help reduce stress and burnout.
- Placing students with special needs in appropriate settings, which can help reduce stress and burnout.
- Providing assistance regarding special education policies, procedures, and paperwork for beginning teachers to improve retention.
- Helping novice teachers manage classroom discipline and classroom organization.
- Introducing new teachers to the policies and procedures of the district and schools.

Professional counseling can also enhance support for special education teachers, especially beginners. Additionally, when school administration provides support through conducting regular needs assessments, carefully defining teachers' roles, reducing bureaucratic demands, and ensuring teachers have the necessary resources to perform their duties, all these factors can contribute to reducing burnout.

Third: The importance of psychological security in reducing burnout among special education teachers:

Psychological security plays an important and fundamental role in reducing teacher burnout, as it is an effective strategy for overcoming and coping with the various pressures and factors that cause burnout in the work environment.

Achieving psychological security for special education teachers helps them improve their instructional performance, accomplish the educational goals set for them, and reduce stress. It also contributes to reducing burnout resulting from the professional and psychological pressures they face, given that they work with students who require special attention, extended learning time, and possess characteristics different from those of regular students. When teachers feel psychological comfort and self-efficacy in teaching, their job satisfaction increases, positively reflecting on their instructional process and creating a stable educational environment in which the goals of special education are achieved.

Accordingly, enhancing psychological security among special education teachers represents an effective strategy for reducing burnout, which in turn positively affects the quality of education provided to students with special needs.

Based on the foregoing and the theoretical framework, the importance of psychological security in reducing burnout among special education teachers appears in the following:

- ✓ Achieving psychological security for special education teachers leads to better adaptation to the nature of the profession, which reduces psychological pressure.
- ✓ Achieving psychological security helps special education teachers develop a clear work plan.
- ✓ Achieving job satisfaction in the field of special education reduces levels of burnout.
- ✓ Feeling psychologically secure increases teachers' motivation and desire to teach, and to develop effective methods and strategies to support their students with special needs.
- ✓ Seeking support when necessary from school administration, colleagues, and counselors to overcome challenges faced during special education teaching.
- ✓ Attempting to improve instructional and technological competencies in the field of special education and seeking opportunities for professional development.
- ✓ Continuous efforts to improve professional performance reduce anxiety and burnout.
- ✓ Working to improve the quality of education provided to students with special needs.
- ✓ Developing the ability to confront the problems faced by students with special needs.
- ✓ Psychological security reduces the stress and fear resulting from working with students with special needs.
- ✓ Achieving psychological security contributes to increasing teachers' self-confidence and their ability to face challenges and problems that may arise in the field of special education.

Conclusion:

The field of special education is constantly changing and developing, and it faces several challenges and difficulties. Therefore, it is essential to select teachers capable of keeping up with all the changes occurring in this field. Among the challenges faced by special education teachers is burnout, which results from the pressures and problems they encounter or their lack of experience in teaching students with special needs. This burnout negatively affects both their professional performance and their psychological and personal well-being. Since burnout is a widespread phenomenon in the teaching profession, it requires targeted interventions to reduce it and prevent the problems that arise from it, in order to improve teachers' abilities, help them adapt, and enable them to provide the best possible education for students with special needs.

This study examined psychological security as one of the methods and strategies that special education teachers can achieve to avoid or reduce burnout and to attain psychological well-being that supports their adaptation within their profession. The study recommends:

- ✓ Preparing special education teachers both psychologically and professionally.
- ✓ Helping them overcome professional problems they may face while working with students with special needs.
- ✓ Encouraging teachers to enhance their professional and digital self-efficacy in the field of special education.
- ✓ Motivating special education teachers to pursue continuous self-development in this field.
- ✓ Planning training programs for special education teachers based on their needs.
- ✓ Providing the necessary support to avoid signs of burnout in the educational environment.
- ✓ Identifying the underlying causes of burnout and establishing effective strategies to address it.

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