

The Influence of Mindfulness and Perceived Social Support on Burnout in Teachers with Students with Special Needs

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Abstract

A group of people who work in the human services sector, such as teachers, have a high risk of burnout. This research aims to see the influence of mindfulness (intrapersonal mindfulness, interpersonal mindfulness) and perceived social support (perceived social support family, perceived social support friends, perceived social support significant other) on burnout (emotional exhaustion, depersonalization, lack of accomplishment) in teachers with students with special needs. The sample in this study consisted of 212 teachers with students with special needs in the Jabodetabek area. The sampling technique used was non-probability purposive sampling. The measuring instruments used are the Maslach Burnout Inventory (MBI), the Mindfulness in Teaching Scale (MTS), and the Multidimensional Scale of Perceived Social Support (MSPSS). The data analysis used was multivariate regression analysis with Lisrel 8.80 software. Construct validity testing was carried out using confirmatory factor analysis with MPlus 7.0 software. The results of the analysis show that the model of the influence of mindfulness and perceived social support on burnout and the dimensions fit the data. There is a significant influence between intrapersonal mindfulness and perceived family social support on emotional exhaustion. Furthermore, there is also a significant influence between interpersonal mindfulness, perceived family social support, and perceived social support from friends on depersonalization. A significant influence was also found between perceived social support from friends and perceived social support from significant others on lack of accomplishment.

Keywords: burnout, mindfulness, perceived social support

Abstrak

Sekelompok orang yang bekerja di sektor layanan manusia, seperti guru, memiliki risiko tinggi mengalami burnout. Penelitian ini bertujuan untuk melihat pengaruh mindfulness (mindfulness intrapersonal, mindfulness interpersonal) dan perceived social support (perceived social support family, perceived social support friends, perceived social support significant other) terhadap burnout (kelelahan emosional, depersonalisasi, lack of achievement) pada guru dengan siswa berkebutuhan khusus. Sampel dalam penelitian ini terdiri dari 212 guru dengan siswa berkebutuhan khusus di wilayah Jabodetabek. Teknik pengambilan sampel yang digunakan adalah non-probability purposive sampling. Alat ukur yang digunakan adalah Maslach Burnout Inventory (MBI), Mindfulness in Teaching Scale (MTS), dan Multidimensional Scale of Perceived Social Support (MSPSS). Analisis data yang digunakan adalah analisis regresi multivariat dengan perangkat lunak Lisrel 8.80. Pengujian validitas konstruk dilakukan dengan menggunakan analisis faktor konfirmatori dengan perangkat lunak MPlus 7.0. Hasil analisis menunjukkan bahwa model pengaruh mindfulness dan dukungan sosial yang dirasakan terhadap burnout dan dimensi-dimensinya sesuai dengan data. Terdapat pengaruh yang signifikan antara mindfulness intrapersonal dan dukungan sosial keluarga yang dirasakan terhadap kelelahan emosional. Lebih lanjut, terdapat pula pengaruh yang signifikan antara mindfulness interpersonal, dukungan sosial keluarga yang dirasakan, dan dukungan sosial dari teman terhadap depersonalisasi. Pengaruh yang signifikan juga ditemukan antara dukungan sosial yang dirasakan dari teman dan dukungan sosial dari orang terdekat terhadap kurangnya prestasi.

Kata kunci: burnout, dukungan sosial, mindfulness

Introduction

The burnout phenomenon emerged as a major social problem in the United States in the mid- 1970s. Burnout or fatigue was considered a potential problem in various jobs and also existed in many different countries ([Maslach et al., 2008](#)). A group of people who work in the human services sector, such as teacher, have a high risk of burnout. Based on research results, 42% of special education teachers plan to leave or quit their jobs in the next 5 years, and 24% of them said burnout was one of the reasons (Berry et al., 2011).

Burnout and stress in teachers can also affect the learning climate in schools, increasing teachers' desire to leave their positions, teachers' fighting spirit in teaching becoming lower, hindering educational attainment goals, and teachers who are burnt out and don't like their work but still remain in their profession do not prepare teaching materials well, not being tolerant of failures experienced by students, behaving rigidly towards students, lacking flexibility, losing interest in students, showing mental and physical fatigue, doing work without enthusiasm, no longer providing input to students, and feeling inferior ([Yong & Yue, 2007](#)).

According to Desiningrum (2016), the classification of children with special needs in IDEA (Individuals with Disabilities Education Act Amendments), which was made in 1997 and reviewed in 2004, is children with physical disorders (blind, hearing impaired, quadriplegic), children with emotional disorders and behavior (impaired, speech impaired, hyperactive), and finally children with intellectual disabilities (language impaired, slow learners, children with special learning difficulties, gifted children, autism, indigo).

From this classification, of course, teachers will find different challenges for each child. These challenges can be in the form of behavior that tends to be more active, such as children who cannot sit still or often leave their seats, which can distract other children, or require more attention to achieve educational goals, such as teachers being asked to spend more time with students. and students in this case generally have learning difficulties or difficulty following instructions in class and express behavior that is sometimes aggressive both towards the teacher and other students in the class, such as being rude, kicking, hitting, spitting, throwing objects, and biting ([Pepe & Addimando, 2013](#)).

Apart from challenges in the form of student behavior, challenges and obstacles are also found in the education system for children with special needs. [Surtika \(2017\)](#) said that these obstacles can be found in changes that occur in the education system that were not previously planned systematically. This can cause teachers' duties to increase even though they are not accompanied by thorough preparation in terms of teaching staff, facilities, and infrastructure to face these changes.

Considering the negative impact that will occur on teachers who are experiencing burnout, it is necessary to know what factors cause burnout to occur. According to [Sun et al. \(2019\)](#), mindfulness has attracted quite a lot of attention and has a possible relationship with burnout. This can be seen from several studies that have tested mindfulness with burnout conditions. The research results from [Abenovali \(2013\)](#) also explain that mindfulness has a strong negative relationship and is consistent with the overall dimensions of burnout, namely emotional exhaustion, depersonalization, and low personal achievement, which means that educators who report higher levels of mindfulness report less burnout than educators who report lower levels of burnout.

Apart from mindfulness, which acts as an internal factor, an external factor that influences teacher burnout was also found, namely perceived social support. [Fiorilli \(2019\)](#), in his research results, said that perceived social support has a negative relationship with burnout. This negative direction means that the higher the perceived social support obtained (internal and external), the lower the level of burnout in the individual. In the dimension of perceived social support related to its relationship with the burnout dimension, a relationship was found related to the emotional exhaustion dimension, namely the colleagues and principal dimensions, while in the friends and family dimension, no relationship was

found with the emotional exhaustion dimension, indicating that support from family and friends may not help relieve teachers' feelings of emotional exhaustion at school (Ho, 2015).

Methods

The samples used in this research were 212 teachers who taught students with special needs with the following teacher criteria: 1) women and men 2) teaching students with special needs such as emotional and behavioral disorders, hyperactivity, intellectual disorders, mental retardation, slow learners, and autism, 3) teaching in the Jabodetabek area, 4) have a minimum of 6 months of teaching experience. The sampling technique used non-probability purposive sampling. A non-probability purposive sampling method was used. Questionnaires were distributed and completed online and offline, with respondents filling out Google Forms and paper questionnaires in person. Data collection took place over two months, from May to July 2023.

The measuring instruments used in this research consisted of the Maslach Burnout Inventory (MBI), the Mindfulness in Teaching Scale (MTS), and the Multidimensional Scale of Perceived Social Support (MSPSS). The data analysis used was multivariate regression analysis with Lisrel 8.80 software and construct validity testing was carried out using confirmatory factor analysis (CFA) with MPlus 7.0 software.

Table 1. Example item Maslach Burnout Inventory (MBI)

Emotional Exhaustion	Depersonalization	Lack of Accomplishment
1. <i>Saya merasa terkuras secara emosional dari pekerjaan ini</i>	1. <i>Saya menjadi lebih tidak berperasaan terhadap para murid sejak mengambil pekerjaan ini</i>	1. <i>Saya menangani masalah para murid dengan sangat efektif</i>
2. <i>Saya merasa frustrasi dengan pekerjaan ini</i>	2. <i>Saya merasa memperlakukan beberapa murid seolah-olah mereka adalah objek impersonal (tidak dikenal / tidak bermakna)</i>	2. <i>Saya merasa telah mencapai banyak hal berharga dalam pekerjaan ini</i>

Table 2. Example item Mindfulness in Teaching Scale (MTS)

Intrapersonal Mindfulness	Interpersonal Mindfulness
1. <i>Ketika di kelas saya mengalami kesulitan untuk tetap fokus pada apa yang terjadi di masa sekarang</i>	1. <i>Para murid diizinkan untuk mengungkapkan perasaannya, bahkan ketika itu membuat saya tidak nyaman</i>
2. <i>Ketika mengajar, saya terlalu fokus pada tujuan yang ingin tercapai sehingga kehilangan fokus dengan yang sedang dilakukan sekarang untuk mencapainya</i>	2. <i>Ketika kesal dengan para murid disuatu kelas, dengan tenang akan memberi tahu mereka bagaimana perasaan saya</i>

Table 3. Example item Multidimensional Scale of Perceived Social Support (MSPSS)

Family	Friends	Significant Others
1. Keluarga berusaha membantu saya	1. Ketika ada masalah, teman-teman saya dapat diandalkan	1. Dalam hidup ini ada orang spesial / istimewa yang peduli dengan perasaan saya
2. Saya dapat membicarakan suatu masalah dengan keluarga	2. Saya memiliki teman-teman dalam berbagi suka dan duka	2. Ada orang spesial / istimewa disekitar saya ketika dibutuhkan

Results and Discussion

The results of the analysis show that the model of the influence of mindfulness and perceived social support on burnout and its dimensions fits the data. There is a significant influence between intrapersonal mindfulness and perceived social support from family on emotional exhaustion. Furthermore, there is also a significant influence between interpersonal mindfulness, perceived social support from family, and perceived social support from friends on depersonalization. A significant influence was also found between perceived social support from friends and perceived social support from significant other on lack of accomplishment.

The intrapersonal mindfulness variable has a significant negative influence on the emotional exhaustion variable. Individuals with higher levels of intrapersonal mindfulness tend to be better at managing their level of attention, encouraging greater self-control and emotional regulation, so that in the end it will increase positive emotions and reduce emotional exhaustion in them ([Abenavoli et al., 2013](#); [Bishop et al., 2004](#)). The perceived social support family variable also has a significant influence in a negative direction. Perceived family social support is considered important in supporting an individual's ability to maintain their job by reducing emotional exhaustion. Perceived social support families have more knowledge and their own ways of providing effective support to reduce emotional exhaustion in individuals ([Baruch et al., 2002](#)).

The interpersonal mindfulness variable has a significant negative influence on the depersonalization variable. Interpersonal mindfulness is a construct related to an accepting approach to interactions between teachers and students, which is related to depersonalization. A teacher who accepts behavior and interactions from students, along with the reasons that accompany this behavior, will have a positive impact on their interactions with students, which, in the end, when the teacher has a high level of interpersonal mindfulness, will result in teacher interactions with students based on acceptance, and it will be easier for the teacher to manage the class. and reporting less burnout in this case is related to depersonalization burnout ([Aslan, 2022](#)). The perceived social support family and friends variable has a significant negative influence on the depersonalization variable. Non-work sources of social support or resources that are not related to work, in this case, namely family and friends, have an influence on depersonalization in individuals. Burnout or fatigue is closely related to emotional exhaustion, which in turn causes depersonalization and a lack of accomplishment in individuals. When individuals reach depersonalization, they can ask for help from resources unrelated to their work, namely family and friends ([Halbesleben, 2006](#)).

Perceived social support from friends has a significant effect on lack of accomplishment in a positive direction. Based on the demographic data obtained, teachers' teaching experience in this study was dominated by teachers with 1–5 years of teaching experience. According to [Anderson \(1984\)](#), in his research, teachers with 1–5 years of teaching experience experienced a higher decline in achievement compared to teachers with more experience. and the support system required by each teacher is different, and in the results of this research, receiving support from friends is considered less helpful in trying to increase the achievement of teachers who are dominated by teachers with 1–5 years of teaching experience. The perceived social support is a significant other variable that has a significant and negative

influence on lack of accomplishment. [Halbesleben \(2006\)](#), in his journal, said that not only is there an influence between perceived social support from family and friends on depersonalization, but perceived social support from friends and significant others also influences a lack of personal accomplishment. Where resources that are not related to the job (friends and significant others) try to encourage the individual emotionally so that the individual will not withdraw from their work and remind the individual about how they have good potential in their work so that there is no lack of accomplishment in that individual.

Table 4. Descriptive Analysis of Research Variables

	N	Minimum	Maximum	Mean	Std. Deviation
BEE	212	23	70	50.00	9.121
BDP	212	18	71	50.00	7.737
BLA	212	26	93	50.02	7.344
MIA	212	29	94	50.02	8.229
MIE	212	28	66	49.96	7.216
FM	212	38	80	49.83	9.101
FR	212	37	89	50.03	9.104
SO	212	38	77	50.02	9.363
Valid N (listwise)		212			

Based on **Table 4**, the first dependent variable, burnout emotional exhaustion, has a minimum value of 23, a maximum value of 70, and a standard deviation of 9.121. The second dependent variable, burnout depersonalization, has a minimum value of 18, a maximum value of 71, and a standard deviation of 7.737. The third dependent variable, burnout lack of accomplishment, has a minimum value of 26, a maximum value of 93, and a standard deviation of 7.344.

The first independent variable, intrapersonal mindfulness, has a minimum value of 29, a maximum value of 94, and a standard deviation of 8.229. The second independent variable, interpersonal mindfulness, has a minimum value of 28, a maximum value of 66, and a standard deviation of 7.216. The third independent variable, perceived family social support, has a minimum value of 38, a maximum value of 80, and a standard deviation of 9.101. Furthermore, the fourth independent variable, namely perceived social support friends, has a minimum value of 37, a maximum value of 89, and a std deviation of 9.104. Finally, the fifth independent variable, namely perceived social support significant other, has a minimum value of 38, a maximum value of 77, and a std deviation of 9.363.

Table 5. The influence of independent variables on the dependent variable (emotional exhaustion)

Impact	Koefisien	S.E	T-Value	Sig
MIA → EE	-.55	.063	-8.77	√
MIE → EE	.040	.075	-.53	X
FM → EE	-.23	.075	-3.00	√
FR → EE	-.037	.071	-.052	X
OT → EE	-.046	.067	-.68	X

Note :

EE : Emotional Exhaustion

MIA : *Intrapersonal Mindfulness*MIE : *Interpersonal Mindfulness*

FM : Family

FR : Friends

OT : Significant Other

Table 5 shows that five independent variables (IV), namely intrapersonal mindfulness, interpersonal mindfulness, perceived social support from family, friends, and significant others, have an influence on the dependent variable (DV) of emotional exhaustion with $R^2 = .37$. However, only two variables have a t-value > 1.96 , namely MIA (intrapersonal mindfulness) and FM (family). It can be concluded that the two independent variables have a statistical effect on the dependent variable, namely emotional exhaustion.

Table 6. The influence of independent variables on the dependent variable (depersonalization)

Impact	Koefisien	S.E	T-Value	Sig
MIA → DP	.084	.062	1.35	X
MIE → DP	-.17	.074	-2.34	√
FM → DP	-.17	.074	-2.36	√
FR → DP	-.14	.070	-2.03	√
OT → DP	.027	.066	.41	X

Note :

EE : Emotional Exhaustion

MIA : *Intrapersonal Mindfulness*MIE : *Interpersonal Mindfulness*

FM : Family

FR : Friends

OT : Significant Other

Table 6 shows that five independent variables (IV), namely intrapersonal mindfulness, interpersonal mindfulness, perceived social support from family, friends, and significant others, have an influence on the dependent variable (DV) of depersonalization with $R^2 = .15$. However, only three variables have a t-value >1.96 , namely MIE (interpersonal mindfulness), FM (family), and FR (friends). It can be concluded that the three independent variables have a statistical effect on the dependent variable, namely depersonalization.

Table 7. The influence of independent variables on the dependent variable (lack of accomplishment)

Impact	Koefisien	S.E	T-Value	Sig
MIA → LA	.0059	.062	.097	X
MIE → LA	-.055	.074	-.75	X
FM → LA	-.14	.074	-1.95	X
FR → LA	.16	.070	2.24	√
OT → LA	-.13	.066	-2.06	√

Note :

EE : Emotional Exhaustion

MIA : *Intrapersonal Mindfulness*

MIE : *Interpersonal Mindfulness*

FM : Family

FR : Friends

OT : Significant Other

Table 7 shows that five independent variables (IV), namely intrapersonal mindfulness, interpersonal mindfulness, perceived social support from family, friends, and significant others, have an influence on the dependent variable (DV) lack of accomplishment with $R^2 = .067$. However, only two variables have a t-value >1.96 , namely FR (friends) and OT (significant others). It can be concluded that the two independent variables have a statistical effect on the dependent variable, namely lack of accomplishment.

Conclusion

Suggestions for further research are to limit the categories of children with special needs taught by teachers so that the results are more specific, add an age variable for analysis, and balance the sample size of male and female teachers.

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