

INTRODUCTION

The latest years of the twentieth century and the beginning of the 21st century have witnessed an international interest in special education that resulted in the development of the curricula, methods, and techniques of education and rehabilitation and a parallel development in the methods of the special education preparation; as the special education teacher plays an important role in counselling, guiding, and solving the problems that face the students with special needs, through understanding their behavioural and psychological characteristics, their needs, tendencies, and interests. To achieve these goals the teacher undertakes many responsibilities that overwhelm him with psychological stress.

Many researchers asserted that the special education teachers face psychological stress more than the regular education teachers, as teaching the students with special needs includes great challenges and difficulties, so fulfilling the disabled students' educational and emotional needs daily make the teaching profession very stressful and strains the teacher's motivation resulting in negative effects. As a result, we find many teachers aren't satisfied with their jobs, and are extremely affected by the external factors.

Statement of the problem

The problem of the study can be defined through the following questions :

1. What is the relationship between psychological stress and job satisfaction among special education teachers?
2. Does the psychological stress differ with the difference of gender?
3. Does the job satisfaction differ with the difference of gender?

4. Does the psychological stress differ with the difference of disability?
5. Does the psychological stress differ with the difference of experience?
6. Does the job satisfaction differ with the difference of experience?
7. Does the psychological stress differ with the difference of the interaction between the teacher's gender and experience?
8. Does the job satisfaction differ with the difference of disability?
9. Does the job satisfaction differ with the difference of the interaction between the teacher's gender and experience?

Study significance

The importance of the present study lies in its focal variable, the psychological stress of the special education teachers that, which represents an effective factor in his job satisfaction, psychological and professional adjustment. The significance of the present study is divided into two sections

- Theoretical Importance :

1. Paying attention to the special education teacher, the focus of the present study, as a part of the whole system of developing the special education field.
2. Highlighting two important variables in the professional life of the special education teacher: psychological stress and job satisfaction.
3. Preparing two tools for assessing the study variables.

- Practical Importance :

1. clarifying the importance of the special education teacher's job satisfaction in facing the difficulties of the profession and the different sources of stress.
2. Providing more information that enhances the ability of the workers in the field.

Study Objectives :

The present study aims at :

1. Revealing the the possible relationship between psychological stress and job satisfaction of the special education teachers.
2. Revealing the effect of gender, experience, and type of disability on psychological stress of the special education teachers.
3. Revealing the effect of gender, experience, and type of disability on job satisfaction of the special education teachers.

The Study Hypotheses :

1. There is a statistically significant negative correlation between the scores means of the special education teachers on the psychological stress scale and their scores means on the job satisfaction scale.
2. There isn't a statistically significant difference between the scores means of the special education teachers on the psychological stress scale according to gender.
3. There isn't a statistically significant difference between the scores means of the special education teachers on the psychological stress scale according to experience.

4. There is a statistically significant difference between the scores means of the special education teachers on the the psychological stress scale according to the type of disability (hearing, intellectual, or visual).
5. There isn't a statistically significant difference between the scores means of the special education teachers on the job satisfaction scale according to gender.
6. There is a statistically significant difference between the scores means of the special education teachers on the job satisfaction scale according to experience.
7. There isn't a statistically significant difference between the scores means of the special education teachers on the the job satisfaction scale according to the type of disability (hearing, intellectual, or visual).
8. There isn't a statistically significant effect of the binary interaction of gender and years of experience on the variance of the special education teachers' scores on the psychological stress scale and its dimensions.
9. There isn't a statistically significant effect of the binary interaction of gender and years of experience on the variance of the special education teachers' scores on the job satisfaction scale and its dimensions.

The Limitations of the Study :

The study Sample :

The Sample of the present study consisted of ninety (90) of the special education teachers (of the three disabilities: hearing, intellectual, and visual).

The Study tools :

- 1- The psychological stress Scale : Prepared by / the present researcher.
- 2- The job satisfaction scale : prepared by / the present researcher.

The Statistical Methods :

The researcher used the suitable statistical methods .

The Study findings :

1. There is a statistically significant negative correlation between the scores means of the special education teachers on the psychological stress scale and their scores means on the job satisfaction scale.
2. There isn't a statistically significant difference between the scores means of the special education teachers on the psychological stress scale according to gender.
3. 3. There isn't a statistically significant difference between the scores means of the special education teachers on the psychological stress scale according to experience.
4. There isn't a statistically significant difference between the scores means of the special education teachers on the the psychological stress scale according to the type of disability (hearing, intellectual, or visual).
5. There isn't a statistically significant difference between the scores means of the special education teachers on the job satisfaction scale according to gender.

6. There isn't a statistically significant difference between the scores means of the special education teachers on the job satisfaction scale according to experience.
7. There isn't a statistically significant difference between the scores means of the special education teachers on the the job satisfaction scale according to the type of disability (hearing, intellectual, or visual).
8. There isn't a statistically significant effect of the binary interaction of gender and years of experience on the variance of the special education teachers' scores on the psychological stress scale and its dimensions.
9. There isn't a statistically significant effect of the binary interaction of gender and years of experience on the variance of the special education teachers' scores on the job satisfaction scale and its dimensions.