

### Introduction

Special Education is one of the academic fields that has confronted several challenges in its way to development and progress; but now it has a prominent position among the different academic and Educational fields.

Working in the field of Special Education is one of the highly humane and difficult works that requires great efforts from those working in the field, especially the teacher. The special Education teacher encounters difficulties, problems and different pressures more than the teacher of normal students, and this in turn affects the special education teacher's job satisfaction. So, we find some teachers satisfied with their job, enthusiastic and well-adjusted with their job; whereas, other teachers are dissatisfied with their job and have negative attitudes towards it and a feeling of frustration, failure and inability to fulfill work requirements; so, these teachers tend to change their job or even abandon it forever, and this in turn result in loss of work force in this field.

Researchers have been interested in special education teacher's occupational adjustment and factors affecting it. So, many studies aimed at investigating occupational adjustment and job satisfaction of special education teachers; but none of these studies- within the researcher's knowledge- investigated directly the possible relationship between Emotional Intelligence and occupational adjustment of special education teachers and this what motivated the current researcher to do this study.

### **Research Questions**

The problem of the current study can be determined in the following questions:

- 1-Is there a significant correlation between Emotional Intelligence and occupational adjustment among special education teachers?
- 2-What's the difference in Emotional Intelligence and its subscales among special education teachers according to gender and years of experience and the interaction between them?
- 3-What is the difference in occupational adjustment and its subscales among special education teachers according to gender and years of experience and interaction between them?
- 4-Is it possible for emotional Intelligence and its subscales to predict occupational adjustment among special education teachers?

### **Research Objectives**

- 1-To investigate the possible relationship between Emotional Intelligence and occupational adjustment among special education teachers.
- 2-To prepare a tool for measuring occupational adjustment of special education teachers.
- 3-To investigate the effects of gender and years of experience and the interaction between them on Emotional Intelligence and occupational adjustment of special education teachers.

### **Significance of the Study**

The significance of this study can be divided into two parts:

**[a] The theoretical significance:**

- 1- The study handles Emotional Intelligence, as a main variable, and this is one of the main recommendations of the 15<sup>th</sup> psychology conference in Egypt.
- 2- Contributing in building the theoretical back ground of Emotional Intelligence.
- 3- Adding a new scale for measuring occupational adjustment for special education teachers.

**[b] The practical Significance**

In the light of the findings of the study;

- 1- New criteria can be set for selecting the special education teachers, and EI measures can be included.
- 2- Great efforts should be exerted to provide the convenient environment for achieving occupational success and adjustment of among special education teachers.

**Study Terminology**

**Emotional Intelligence:**

The ability of the individual to create positive outcomes in relation to oneself and others, through recognizing one's emotions and those of others. The positive outcomes included: happiness, optimism and success at school, work and life. (*Ismail Badr, 2002*).

**Occupational Adjustment**

The special education teacher's feeling of self-satisfaction to work with students with special needs, his/her relations with those students, their parents, colleagues, administration and supervision

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## **Summary**

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( managers, supervisors, seniors, ..... ) and the occupational growth the special education teacher achieves that leads to occupational success at work.

### **The special Education Teachers**

Those teachers that teach groups of handicapped students in the special education classrooms with its three categories (the deaf- the blind and the mentally handicapped).

### **Study Delimitations**

The current study is determined through its variables, sample, tools, and the statistical methods used.

### **The sample**

The sample of this study consisted of "151" special education teachers (75 male, 76 female) from the special education schools in Qalubeya Governorate with its three categories (the deaf- the blind and the mentally retarded).

### **Study tools**

- 1- Emotional Intelligence test (prepared by/ Ismail Badr, 2002).
- 2- Occupational adjustment scale of special education teachers.

Prepared by/ the present researcher.

### **Findings of the study**

The present researcher has reached some findings that have been discussed in the light of the theoretical background and the previous studies available.