

**Psychological stress and its relationship to self-effectiveness by special education teachers**

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**Abstract:** This study aimed to discover the psychological stress and its relationship to self-effectiveness for the special education teachers. To achieve this goal, the researcher used the descriptive approach. The study sample consisted of (90) of the special education teachers from Jeddah divided as follow: (30) are teachers of the hearing impaired children; of whom (16) male teachers, (14) female teacher, and other (30) are teachers of the visually impaired children; of whom (14) are male teachers, and (16) are female teachers. More other (30) are teachers of the mentally handicapped children; of whom (12) are male teachers, and (18) are female teachers. The psychological stress measure of the teachers of special education as prepared by Al-Akshar (2003) has been used, in addition to the perceived general self-effectiveness measure and the teacher self-effectiveness measure as prepared by the two researchers after verifying signs of validity and reliability. The results of the study have shown that a negative and statistically referring correlation exists at the level of 0.01 between psychological stress and the general self-effectiveness for the male and female teachers of the hearing impaired children. There is also a negative and statistically referring correlation at the level of 0.01 between psychological stress and unique self-effectiveness (teaching, classroom management, parents, creating a positive atmosphere at school) on the one hand and the overall score of the measure for whole sample of the male and female teachers of the hearing-impaired children. In addition, there is a negative and statistically referring correlation at the level of 0.05 between psychological stress and the domain of administrative self-effectiveness (as it is one of the branches of self-efficacy) for the male and female teachers of the hearing-impaired children. Research Results have also shown that there is a negative and statistically referring correlation exists at the level of 0.01 between psychological stress and both the general self-effectiveness of teachers and the unique self-effectiveness with its five dimensions and the overall score of the measure of the unique self-effectiveness for the female and male teachers of the visually-impaired children. The study has also shown that there is a negative and statistically referring correlation at the level of 0.01 between psychological stress and both the general self-effectiveness of teachers and the unique self-effectiveness with its five dimensions (administration, teaching, management, classroom management, parents, creating a positive atmosphere at school) and the overall score of the unique self-effectiveness for the female and male teacher at the special education schools of the mentally-handicapped children.

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**1. Introduction:**

Teaching is a demanding profession, or rather it is the profession of stresses, as teacher at all educational levels and in all disciplines working in an atmosphere filled with troubles, difficulties and problems that immerse them under the pains of psychological pressures that affect his health, psychological, moral state, and his professional offering and professional effectiveness, as well as that teacher efficiency and effectiveness of teaching depend on two pillars, namely: professional preparation, and the availability of a certain amount of psychological and social characteristics in the teacher, in order to keep pace with the contemporary movement of Education, created by interrelated factors leading to the need to take care of choosing the teacher and preparation thereof from all

cognitive and psychological aspects related to the profession, as the personality of the teacher, professional efficiency and psychological comfort are of the key variables in the success of the educational process, especially teachers in special education schools.

Teaching profession is one of the most stressing professions, due to the required high levels of competencies and skills by the teachers, particularly in special education schools, where they- the teachers- are as the driving forces of the educational process, upon which depends the achievement of the education objectives, success, and development, as it is for this, the community needs to faith in the educational and leading role of these teachers, especially for what they undertake of daunting tasks burdened upon them,

towards the requirements of the profession and the time they live in, in addition to that the teaching profession is one of the most risky and important professions, as it is filled with numerous sources of pressures that make many teachers suffer psychological stresses, and dropping in their self-effectiveness and decrease of their competence in their performance of work with these groups with special needs that require superior skills to deal with them.

In addition, the problems and difficulties the workers in teaching profession are exposed to, because of the boredom of repeated routine activities, and the academic and emotional problems of the students, as well as management problems, which mostly weighed upon the shoulders of teachers, impeding them of performing their work in a psychologically relaxed atmosphere, this all leads to an increase of psychological pressure (*Hanem Abdel-Maksoud, and Hussein Tahoun, 1993: 295-296*).

*Medhat El-Fiqi (1997: 53-57)* regards that the most important features of an efficient teacher in the teaching profession, that should be available in him/her, is that he/she has to be balanced emotionally, able to manage the classroom and control the students, capable of good preparation of lesson, with an appropriate look, and the proper functioning of a lesson, understanding the student psychology, and to take care of the continuous assessment, and professional development.

Wheless (1991), also adds, that some personality traits that characterize special education school teachers from ordinary school teachers, including; feature of apprehension, reasonableness and keeping away from stressful life events.

The results of a lot of research have reached to an important fact, to the effect of, there is a direct impact to the profession of teaching for those with special needs, for the three disabilities (auditory, visual, mental) leading to the emergence of a lot of psychological and emotional disorders, with examples including: fatigue, boredom and restlessness during sleep, headache, anxiety and depression, breathing disorder and colon among teachers of special education schools when compared with their peers of the ordinary school teachers, as a result of the presence of the psychological pressures of life experienced by these teachers, and dissatisfaction with their work, and the low level of their performance, efficiency, and general self effectiveness and the specific effectiveness for the teacher, which leads to failure and frustration in achieving their educational mission, in addition to their inability to meet the needs of the categories with special needs, according to the programmed school counseling (*Murray Paunonen, 1990: 250-261*).

*Gaber Abdel-Hamid (1986: 442)* differentiate between two types of effectiveness, they are:

1. High self effectiveness: those individuals who believe in doing anything to change the facts of the environment.

2. Low self effectiveness: those individuals who view themselves as essentially incapable of creating behavior has its consequences.

(*Bandura, 1977: 191 - 215*) also mention the possibility of individuals reporting the stressful sources or pressures- in general - depending on their perception and experience of the past and their attitudes, beliefs and attributes of their personalities, besides, the concept of an individual of its self effectiveness shows through cognitive perception of its personal abilities and through the multiplicity of its successful experience the teacher passes by, so he/she learns how they can overcome the pressures facing them, but, if these experiences were characterized with failure and as unsuccessful, they may hinder the self of functioning positively, and the cognitive effects may take various forms, such as: the individual behavior and its personal goals, self-evaluation of its abilities and the extent of self-confidence, from this point, the feeling of ego strength is perceived through general self-efficacy, and individuals who are not realistic, who are taking far in imagination, and they have frustrating experiences in life, and negative outlook full of failure, these unsuccessful models, are characterized by continuous failure to overcome the stressful life events, and also push themselves toward forms of non-directed behavior, leading easily to inflicting with anxiety and depression as a result of self inhibition and a sense of worthlessness and a sense of frustration in the facing the pressures of life.

What implying of the increasing rate of psychological pressures faced by teachers in special education schools for the three disabilities, as a result of their exercise of that arduous profession, indicated by the results of many psychological research and studies dealing with the psychological stress among teachers in special education schools, including the study of (*Beek & Gergiuls, 1983: 169-173*), which showed that special education teachers of the hearing, visually and mentally disabled with a percentage of 48.7% suffer from vulnerability to agitation, 47.6% feel fatigued, 47% suffer from headache, 35.9% suffer from insomnia, all of which are outcomes of a sense of psychological pressure by the teachers of the students with special needs, for the three disabilities.

The study of (*Johnson, 1991: 2623*) showed the presence of a high percentage of pressures in the field of the teaching profession for those with special needs, where the results indicated 50% of the teachers of hearing disabilities have shown a desire to leave the teaching profession for these students as a result of pressures inflicted on them, and a percentage of 37 % of the study sample had more sense of *Burnout* in

addition to health and behavioral problems such as fatigue and increased heart rate and a low level of performance.

For the importance of the topic, the studies addressing it came but on samples of non-teachers such as: the study of the relationship between self-effectiveness and the pressures of life by students at the university (*Awatef Saleh 1993*), self-effectiveness and its relationship to psychological stress among university students (*Segal, 1990*), and also addressed on teachers of normal students, such as general self-effectiveness and professional pressures by primary school teachers (*El Sayyed El Sakran, 1998*), and self-effectiveness and professional pressures among teachers of general education (*Geraw, et al., 2001*).

Hence, was the need for the current study, which contribute to the identification of the relationship between psychological stress and general and specific self-effectiveness of three disabilities teachers, where there is an interaction relationship between them, as the higher the level of psychological pressure, the more the negative impact on the performance of these teachers, and the lower the level of general and specific self effectiveness they have, by its different dimensions represented in the management self effectiveness, teaching self effectiveness and self-effectiveness towards management and control of the classroom, and self-effectiveness towards parents of students of special categories with the three disabilities they have, in addition to self-effectiveness toward creating a positive atmosphere within the school for special needs of the three disabilities.

### **Problem of the study**

The profession of teaching for student with special needs imposes on the teachers of those categories to have more feeling of full satisfaction of the work they do, and of more a sense of their high level of effectiveness for their general and specific selves, so that they can do their job to the fullest, but it has been noticed that the teachers in special education schools, for the three disabilities, there is, among themselves, a variation in their ability to cope with the psychological pressures arising from the nature of their profession and their contact with those with special needs, and dealing with them, and their ability to cope with these pressures, as it has been found that some teachers might be able to cope with these pressures due to what they have of positive expectations for themselves, which makes them able to overcome the challenges and pressures they face, whereas others may be difficult to achieve adaptation due to their negative expectations about themselves, resulting in withdrawal and escape from tasks that require fine completion or performance, and as general and specific self-effectiveness of teachers in the special education for the three disabilities are affected by psychological

pressures arising from the nature of the work being done by these teachers, and may high general and professional self-effectiveness may also result in reduction of the level of stress and also considered an indicator thereof.

**Therefore, the problem of the study can be identified in the following questions:**

**Q1:** Is there a relationship between psychological stress and general and specific self-effectiveness among special education teachers (hearing- visual- mental)?

**Q2:** Are there any differences in the level of psychological stress, and general and specific self-effectiveness among special education teachers (hearing- visual- mental)?

**Q3:** Is it possible to predict the level of psychological stress by special education teachers through general and specific self-effectiveness they have according to the type of disability they deal with?

### **Importance of the study**

The importance of the current study lies in the subject matter it addresses, and the questions it tries to answer, where psychological research results indicated that the teaching profession is one of the most social professions that represent high levels of psychological stress among teachers in schools of special education, due to what these schools may require of increase in encumbrance and responsibilities the teachers are burdened with, which makes them dissatisfied with the profession they practice, and also straining the relationship between them and their students, and low level of effectiveness for themselves, which is reflected on reducing the psychological pressure of the special education teachers, which hinder the achievement of their mission to the fullest.

Besides, the current study confirms the importance of the positive constructive role of self-effectiveness in the face of the psychological pressures of special education teachers so that they can achieve the constructive adjustment with their daily lives, as well as preparation of two scales of the general and specific effectiveness of special education teachers.

### **Objective of the study**

**The present study aims to the following:**

1. Disclosure of the nature of relationship between stress and general and specific self-effectiveness by special education teachers according to the variation of disability among their students.

2. To identify the differences in the level of stress and general and specific self-effectiveness by special education teachers for the three disabilities.

3. To get acquainted with the predictability of the level of psychological stress among special education teachers through their grades in general and specific self-efficacy, according to the type of disability they are dealing with.

4. To prepare two scales, one for the general self-effectiveness and other for specific self-effectiveness (professional) for special education teachers.

### Study terminology

#### 1. Psychological Stress

**Researchers define the psychological stress procedurally as:** The degree the teacher of the students with special needs will get on the psychological stress scale used in the current research.

#### 2. General Self-effectiveness

**Researchers define the general self-effectiveness for special education teacher as:** The extent of an individual's belief in its ability and expectation to succeed in life tasks and behaviors as desired, and exert effort and perseverance to achieve and to overcome obstacles hindering it.

Researchers define the general self-effectiveness procedurally as the grade obtained by the teacher of the students with special needs on general self-effectiveness scale used in the current research.

#### 3. Specific self-efficacy

**Researchers define the specific self-effectiveness as** the grade obtained by special education teacher in the specific self-effectiveness used in the present research.

### Previous studies

After this theoretical presentation of the current research variables, the researchers will review some previous research and studies associated with those variables that have been put in order from the oldest to the newest. Among the most important of these studies the following:

**Dawson (1986)** has conducted a study aiming to identify the feeling of special education teachers of the stresses and burnout, and comparing them the itinerant teachers and class teachers in self-effectiveness by them. The sample consisted of (227) of special education teachers, where they were subjected to *Maslach burnout inventory*, and *Minnesota- Job satisfaction questionnaire*. The results revealed that the proportion of 37% of the total respondents are more feeling of pressure and burnout, whereas the itinerant teachers have more a sense of loss of personal identity, comparing them with class teachers, as the results indicated also to that 68% of the total respondents feel satisfied about the work they do, and that the itinerant teachers are more externally satisfied than classroom teachers, as well as the results also showed that older teachers have more internal satisfaction than the younger teachers.

**Barkai (1990)** has conducted a study to identify the sources of stress by the special education teachers and comparing them with primary and secondary school teachers, as well as the disclosure of the relationship between the stress and some of the personal and professional variables, such as age, sex, and number of

years of teaching experience, The sample consisted of (170) of special education teachers, (170) of primary and secondary school teachers, where they have been subjected to teacher stress list, and a job satisfaction questionnaire. The results have arrived at that special education teachers in primary and secondary schools feel medium levels of pressure, and results have also showed that primary school teachers between the ages (20-30 year), and more than 50 years) of age, are more feeling of psychological pressures associated with the dimension of the professional disturbance by such teachers, whose teaching experience ranged from 6 to 9 years, and an inverse relationship was found between the level of the sense of psychological pressures and self-effectiveness and satisfaction of work by teachers in primary and secondary schools.

**Shawqia El Smaduni (1993)** have conducted a study of the psychological stresses by special education teachers and general education teachers in the light of the sex of the teacher, the duration of their teaching experience, the relationship with his/her students and colleagues and his/her guidance needs. The sample consisted of (80) special education teachers, (100) general education teachers in the city of Mansoura, where they have been subjected to psychological exhaustion by the teacher and personal relationships of the teacher with his/her school, including their relationship with their students, colleagues and school management, and the results have shown also there is a negative correlation between the duration of teacher experience and the psychological stresses of teaching profession. For the type of teachers, teachers with the most stresses are the most troublesome in their relationship with their students, their colleagues and the management of the school, and special education teachers are the most feeling of psychological pressure and that the most important sources of the stresses of teaching profession are: relationship of the teacher with students, colleagues and school management, and the conflict, ambiguity and the burden of the role, and the society attitudes towards the teaching profession.

**Bambach (1994)** had conducted a study to compare the psychological perception of pressures by the teachers of hearing impaired and teachers in regular schools, The sample consisted of (59) teachers of the hearing impaired, and (59) of regular school teachers, where they have been subjected to the scale of teacher stresses, prepared by Lloyd Pettergrew, where the results have arrived to that there are statistically significant differences between the teachers of hearing impaired, as results have also shown the high degrees of the teachers employed in hearing impaired schools on the pressures associated with the school environment when compared with the teachers working in regular schools.



**El Sayed El Sakran (1998)** had conducted a study on the impact of the experience and general self-effectiveness on professional stresses, on a sample of 35 teachers at the primary level, where they have been subjected to the teacher professional stress list prepared by **Gregory, et al**, and general self-effectiveness scale prepared by **Schwarzer** and the results revealed that self-effectiveness have a positive effect in reducing the pressure in the research sample.

**Grau, et al (2001)** had conducted a study aimed to identify the impact of self-effectiveness of the teacher on the pressures of the profession, and the strength of the sample (140) of teachers in public education, and ranged in age from 22 to 65 years and applied them measure the effectiveness of self-general, and the measure of effectiveness professional self from their numbers, the results showed an inverse relationship between the levels of self-effectiveness general low I have teachers and they feel the pressure of the profession and the exhaustion of emotional stress, also found a correlation between the beliefs of the teacher positive for the same and effectiveness of self-general which affects the alleviation of the burdens of the profession and the pressure and fatigue Ali unlike teachers who show a sense of low self-lest they become more effective manifestation of depression, anxiety and pessimism spread of ideas they have, as the results also showed that self-effectiveness and quality of the public have the ability to predict the performance of the teacher.

### Research hypotheses

In the light of theoretical frameworks and previous studies hypotheses may be formulated as follows:

1. There is a negative correlation between level of psychological stress, and general and specific self-effectiveness among special education teachers (hearing, visual, and mental).
2. There are statistically significant differences between the level of psychological stress, and general and specific self-effectiveness among special education teachers (hearing, visual, and mental).
3. It might be possible to predict the level of psychological stress among special education teachers through general and specific self-effectiveness they have, according to the type of disability they are deal with.

### Study procedures

#### First; the sample

The study sample consisted of (90) special education teachers in Jeddah, distributed as follows:

- (30) of the teachers of hearing impaired, of whom (16) males and (14) females.
- (30) of the teachers of visually impaired, of whom (14) males and (16) females.

- (30) of the teachers of mentally disabled, of whom (12) males and (18) females.

**Table (1): Shows the distribution of study sample according to teacher gender and kind of disability (hearing, visual, and mental)**

Type: Gender of disability	Male teachers	Female teachers	Total
Hearing disability	16	14	30
Visual disability	14	16	30
Mental disability	12	18	30
Total	30	30	90

### Second; Tools of the study

#### 1. Psychological stress scale for special education teachers ..... prepared by Samah El Aksher (2003)

The scale consists of (75) phrases, where a special education teacher answers each phrase according to Likert scale (1- 2- 3- 4- 5) degrees. These phrases cover sources and manifestations of psychological stresses special education teachers face in their work as they perceive them, and negative phrases are numbers (4, 14, 15, 30, 36, 66, 67), and corrected as follows (1- 2-3-4-5)

#### Scale sincerity

The scale designer had verified its sincerity by pursuing the following:

**Virtual sincerity:** Represented in the arbitrators agreement on the dimensions and phrases of the scale under study.

**Factorial sincerity:** The researcher conducted a factorial analysis of the scale in its initial form, and reached through statistical program *Spss*, and using the method of Varimaks for rotation, and Kaiser Criterion, to the scale in its final form, dimensions and phrase saturations.

The researchers calculated the criterion sincerity by calculating the correlation coefficient between the scores of rationing sample (30 special education teachers) on the current scale, and their grades on the list of psychological stresses for teachers, prepared by **Youssef Abdel Fattah (1999)**, where it amounted to 0.75, which is statistically significant at level of 0.01.

Scale stability: Cronbach's alpha coefficient value was calculated for the scale, where it has been valued at 0.91

It is a high value, indicating high stability of the scale.

The researchers calculated the stability of the scale through re-application on rationing sample, the correlation coefficient between the scores of the sample in the two applications was 0.87 which is statistically significant at level 0.01.

#### 2. Perceived general self-effectiveness scale ..... rationing: the researcher

The researcher prepared the current scale through the **Schwarzer scale** to the perceived general self-efficacy, where it consists of ten phrases, have been in Likert manner, to be answered by choosing one answer of the four answers (always- often- rarely- no), and the scale has been translated by its original designer to (29) twenty-nine languages including Arabic.

### Scale sincerity

The researcher calculated the current scale sincerity by pursuing the following:

1. Arbitrators' sincerity: represented in the arbitrators agreement on the scale's ten phrases.

2. Criterion sincerity: The researcher calculated criterion sincerity through calculation of the correlation coefficient between the scores of rationing sample (30 of special education teachers) on the current scale and their grades on the general self-efficacy, prepared by: **Mohamed El Sayed Abdel-Rahman (1998)**, where the correlation coefficient has reached 0.79, which is statistically significant at level 0.01, indicating the sincerity of the scale.

### Scale stability

The stability of the scale was calculated by re-applying it on the rationing sample with a time lag of two weeks that reached 0.89, and is significant at level 0.01, which is high coefficient of stability rendering confidence in the use of this scale to the current study sample.

### 3. Teacher self-effectiveness scale translation and rationing by the researcher

The researcher translated Pandora's scale to measure the Teacher Self-effectiveness Scale

It has been taken into account that the phrases should be featured with easiness and clarity, and that a phrase includes one meaning, and the number of phrases in the initial form were (36) phrases.

Teacher self-effectiveness scale includes the following areas:

- Management self-efficacy: it is the belief or feeling of special education teacher; according to its three groups (Hearing impaired- Visually impaired- Mentally handicapped) of how he/she deals with the varying administrative positions within the special education schools.

- Teaching self-efficacy: it is the belief or feeling of special education teacher to carry out the teaching strategies and methods to the fullest.

- Self-effectiveness towards class management and control: It is the ability of a special education teacher to manage and control the different behavior and actions of students with special needs

- Self-effectiveness toward parents: It is the belief or feeling of special education teacher about his/her dealing with parents of students with special needs in the varying situations of school.

- Self-effectiveness toward creating a positive atmosphere for the school: It is a special education teacher's ability to make the school environment desirable and attractive for students with special needs, according to the three groups (hearing impaired, visual impaired, and mentally disabled).

- In addition to the total score of the scale, the high scores reflect the high level of teacher self-efficacy, and the scale is applied individually or collectively, and is graded as triplet divisions (always- often- rarely).

### Scale sincerity

The researcher calculated the sincerity of this scale in the following ways:

1. **Arbitrators' sincerity:** The scale has been shown to arbitrators specialized in the field of psychology and mental health to judge the validity of the scale and its relevance to the current study sample, as six phrases have been excluded, bringing it down to (30) phrases.

2. **Content sincerity:** The researcher verified the veracity of content by calculating the correlation coefficients between the degree of each sub-scale, and the total score of the scale, and all correlation coefficients were statistically significant at 0.01 level as follows:

- Management self-effectiveness 0.83
- Teaching self-effectiveness 0.77
- Self-effectiveness towards class management and control 0.89
- Self-effectiveness toward parents 0.79
- Self-effectiveness toward creating a positive atmosphere for the school 0.81

### Scale stability

The stability of the scale was calculated through re-applying it to the rationing sample of the special education teachers for the three groups (Hearing impaired- Visually impaired- Mentally handicapped) with two weeks as a time lag, that has reached 0.87 which is statistically significant at level 0.01, showing high coefficient of stability which gives confidence in the use of the scale to measure the specific self-efficacy, subject of the current study.

### The final image of the scale:

The final image of the scale consists of (30) phrases, distributed on five dimensions as follows:

1. Management self-effectiveness including (6) phrases, (1-11-16-21-26).

2. Teaching self-effectiveness (6) phrases (2-7-12-22-27).

3. Self-effectiveness towards class management and control (6) phrases (3-8-13-18-23).

4. Self-effectiveness toward parents (6) phrases (4-9-14-19-24-28).

5. Self-effectiveness toward creating a positive atmosphere for the school (6) phrases (5-10-15-20-25-29-30).

### Results of the study and discussion

The researchers presented the findings of the current study in light of the study hypotheses, and then followed by a discussion and interpretation as follows:

#### Results of the first hypothesis and its discussion

Which states that "there is a negative correlation between the level of psychological stress, and general and specific self-effectiveness among special education teachers (auditory, visual, and mental)."

To validate this hypothesis, Pearson simple correlation coefficient was calculated between psychological stress and general and specific self-efficacy.

**Table (2):** Showing the results of correlation coefficient between psychological stresses and general and specific self-effectiveness among special education teachers

Variables	Hearing impaired teachers		visually impaired teachers		Mentally handicapped teachers		Total sample	
	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance	Correlation coefficient	Level of significance
Teacher self-efficacy	-0.805	0.01	-0.697	0.01	-0.629	0.01	-0.706	0.01
Management self-efficacy	-0.405	0.05	-0.527	0.01	-0.531	0.01	-0.451	0.01
Teaching self-efficacy	-0.581	0.01	-0.684	0.01	-0.699	0.01	-0.607	0.01
Self-effectiveness towards class management and control	-0.610	0.01	-0.827	0.01	-0.555	0.01	-0.593	0.01
Self-effectiveness toward parents	-0.675	0.01	-0.537	0.01	-0.743	0.01	-0.632	0.01
Self-effectiveness toward creating a positive atmosphere for the school	-0.553	0.01	-0.508	0.01	-0.555	0.01	-0.501	0.01
Total grade of the scale	-0.712	0.01	-0.723	0.01	-0.711	0.01	-0.685	0.01

**It is clear from Table (2) the following:**

- First: Teachers of hearing impaired**

- There is a negative and statistically significant correlation at level 0.01 between psychological stresses and general self-effectiveness for teachers of hearing impaired individuals.

- There is a negative and statistically significant correlation at level 0.01 between psychological stress and specific self-effectiveness (teaching, management of class control, parents, and creation of a positive atmosphere for the school), and the total score of the scale with the total sample of the teachers of hearing impaired individuals.

- There is a negative and statistically significant correlation at level 0.05 between psychological stress and the field of management self-effectiveness (as one of specific self-effectiveness areas) by teachers of hearing impaired individuals. These results mean that the higher the level of psychological stress in its various forms and manifestations that would lead to a decline in general and specific self-effectiveness of the teacher in the majority of the fields where the stresses of professional charges placed on the burden of these teachers, as well as the low level of motivation to accomplish their duties towards this category of students with acoustic disabilities, and also, it is very difficult to manage time, the material return of teaching, and the reactions of the teachers of hearing impaired, arising from their work with such students

with hearing disabilities, in addition to the climate which prevails the hearing impaired schools, where the process of teaching takes place, and other obstacles hindering achievement of tasks entrusted to that category of teachers, which leads to reduced general and specific self-effectiveness at different fields, and more a sense of stress, fatigue and boredom, increasing many of the pessimistic ideas and beliefs among teachers of hearing impaired individuals regardless of whether they are male or female teachers, and this result goes along with the result of *Shawqia Alsamaduny (1993)*, *Banbach study (1994)*, *Sehgal study (1999)*, *Grau, et al (2001)*, and *El Sayed Farahat study (2003)*.

- Second: Teachers of the visually impaired**

There is a negative and statistically significant correlation at level 0.01 between psychological stress and both of teacher general self-efficacy, and specific self-effectiveness with its five dimensions, and the total score of the specific self-effectiveness scale by the teachers of the visually impaired. That means that the higher the feeling of the teachers of the visually impaired, whether they are male or female teachers, of the psychological pressures represented in the lack of teacher motivation, i.e., non-availability of suitable climate which helps professional development among these teachers, and to use the skills and information learned, and holding training sessions helping them cope with those psychological stresses, in addition to the increasing feelings of these teachers of frustrating

responses, anxiety, boredom, hardship, tension and loss of enthusiasm in the work charged with and other factors leading to psychological stresses, which in turn lead to reduced teacher's general and specific self-effectiveness in all its dimensions, and the total score of specific self-effectiveness of all its dimensions, and the total score for specific self-effectiveness of teachers of visually impaired, thereby hampering the performance of their duties and responsibilities they are burdened with, this result is consistent with the result of *Fawzi Ezzat and Noor Galal study (1997)*, *El Sayed El Sakran (1998)*, *Sehgal study (1999)*, *Grau, et al study (2001)*, *Milner & Hoy study (2002)*.

### **Third: Teachers of the mentally disabled**

There is a negative and statistically significant correlation at level 0.01 between psychological stress and both of teacher general self-efficacy, and specific self-effectiveness of their five areas (management-teaching- class management and control- parents-creation of a positive atmosphere for the school) and the overall degree of specific self-effectiveness among intellectual education schools for mentally disabled, which means that feeling of multi forms and manifestations of psychological pressures by the teacher of intellectual education schools for mentally handicapped including, lack of motivation to work, and the loss of achievement of performance of their duties and work with that group of people with special needs, and that the disorder relationship between them and management such as using the policy of pressure and oppression on these teachers, and the inadequacy of the climate of the educational process that prevails those educational institutions - especially for that category of disabilities, in addition to the aforementioned decline in financial and economic situation which is not sufficient requirements, and satisfy the essential needs of these teachers, which leads to these teachers in the end, to the reduced effectiveness of themselves, the public, and quality in all its aspects, whether administrative or teaching, or to create a positive atmosphere for the school, and lower management and control of the semester with these mentally handicapped, resulting in negative effects in the inability to confront those psychological pressures, and their inability to perform and accomplish their duties efficiently and effectively, and this result is consistent with the result of *Shawqia Alsamaduna (1993)*, and *Iman Fayyad (1999)*.

### **Fourth: The total sample**

There is a negative and statistically significant correlation at level 0.01 between psychological stress and both of teacher's general self-efficacy, and self-effectiveness quality in all fields of the five (administrative- teaching- manage and control the class- parents- creation of a positive atmosphere for the school), and the total score for specific self-

effectiveness scale with special education school teachers with the three various disabilities three (audio - visual - the mentally disabled), which means that the teacher in any school for people with disabilities of all kinds more sense and a sense of psychological pressures in all its forms represented in the low motivation of teachers of special education schools for the work of these schools, due to the unavailability favorable climate, and the lack of tools and furniture and proper care for the teacher, and the lack of appreciation and social status appropriate by the officials, as well as the spread of the feelings and responses of teachers of special education schools (in the field of disabilities three) behavioral and emotional and physiological arising from their work in this field, and examples of these feelings and responses to frustration, anxiety, boredom, and the narrow and tension, and the loss of enthusiasm in the work, and a sense of helplessness, and a sense of fatigue extreme, feeling disorders in psychology and colon, and the inability to stability, tranquility and security psych, and unbalance emotional, and united reaction to the teacher \_ generally - resulting from his work in the field of special education (according to the disabilities of the three) and is in the behaviors and attitudes expressed by this teacher or teacher in the field of special education regardless and feelings of aversion to work, and lack of cooperation, and the loss of achievement in the performance of the tasks assigned to it, and his inability to work, and the desire leave the area, in addition to what has already strained relations between the teacher in the field of special education (in the disabilities of the three) in general and the management of these schools for special education, and represented in different ways and ways of thinking, and work style, and even the use of a policy of pressure and oppression on the teacher, as well as the climate process educational prevailing within the special education schools generally go wrong n we find the atmosphere teacher year by the tension and turmoil between the teacher and his students, and his colleagues, and the school administration, and all officials, non-availability of hardware and school supplies, the inadequacy of the school building to work, students and education levels low and non-therefore, in addition to the financial and economic situation of the teacher in special education schools (disabilities of the three), a remarkably low, which reflects the impact of the inability of the teacher to meet the requirements and needs, which would entail the manifestations of psychological stress, which are endless, this is part of, and agreed this Tej h result with just war (1985), Dawson Dawson (1986), Barki Barkai (1990), Shawqia Alsmaduny (1993), Mr. Farhat (2003).



**Table (3): Showing the unilateral variation results for the three disability male and female teachers of the psychological stresses and general and specific self-efficacy, and the total score of specific self-effectiveness among them**

Level of significance	V value	Average of the boxes	Degrees of freedom	Sum of the boxes	Source of variation	Dimensions
Not significant	0.49	760.578 1552.952	2 87 89	1521.156 135106.80 136627.96	Between groups Within groups Total	Psychological stresses
Not significant	0.824	4.578 5.552	2 87 89	9.156 483.067 492.223	Between groups Within groups Total	Management self-efficacy
0.01	10.684	70.978 6.644	2 87 89	141.956 578.000 719.956	Between groups Within groups Total	Teaching self-efficacy
0.01	2.241	26.144 6.165	2 87 89	52.289 536.333 588.622	Between groups Within groups Total	Self-effectiveness toward management and control classroom
Not significant	1.095	7.078 6.464	2 87 89	14.156 562.333 576.489	Between groups Within groups Total	Self-effectiveness toward parents
Not significant	0.0.773	5.078 6.56	2 87 89	10.156 571.133 581.289	Between groups Within groups Total	Self-effectiveness toward creating positive climate for the school
Not significant Not significant	1.588	173.200 109.094	2 87 89	346.400 9491.200 9837.600	Between groups Within groups Total	Total score of specific self-efficacy
	1.929	40.433 20.966	2 87 89	80.867 1824.033 1904.900	Between groups Within groups Total	general self-effectiveness of teacher

- On the other hand, the high level of psychological stress among teachers and special education teachers to their areas of the three (disability audio - visual - the mentally disabled) directly affects and negatively on the low self-effectiveness public special education teacher, and self-effectiveness qualitative disciplines to learn about the five (administrative - teaching - management control Chapter - parents - to create a positive atmosphere for the school) and the total score for the measure of self-effectiveness quality, which would entail showing a teacher in special education schools generally beliefs and thoughts and feelings of self-effectiveness negative, which affect the inability to compatibility psychological and social, as well as the failure of the education teacher private generally in the lack of ability to forecast and perception of the effectiveness of the self, which play a crucial role in the ability to cope with stress and social (as referred to in the theory of self-effectiveness when Pandora Bandura, and also showed a teacher in special education schools on the different fields of the three, both in schools hearing impaired or Schools visually impaired, or mentally handicapped schools to drop a large self-effectiveness and quality of public Vigolhm demolition of more relevant to them, and their inability to solve their problems psychological, social and reduced their ability to forecast the result of the response and with the following:

- Expectations Result: where he sees the teacher in special education schools that approach what will be effective if it is used.

- The expectations of the general self-effectiveness and quality: where he sees the teacher in special education schools that it is able to implement this method.

- Expectations Response: where the teacher showed in those schools for people with special needs that is actually the implementation of this method in the face of pressure and Te frustrations and psychological problems of all kinds.

- The psychological pressures represent a stumbling block in order to achieve and accomplish performance tasks assigned to it to achieve the desired goals, and agree this result with the result of the study of emotions in favor of (1993), Mr. drunken (1998), Segal Sehgal (1999) Grau et al Grau, et al (2001), Ibrahim Tawfiq (2002), Mills and Hui Milner & Hoy (2002)

The second assumption: and stipulates that "no statistically significant differences between the level of stress and self-effectiveness general and specific to the teachers and special education teachers (auditory, visual, and mental). To validate this hypothesis analysis of variance unidirectional One Way Anova The table below shows the results of the test this hypothesis statistically.

**It is clear from Table (3) the following:**

- No statistically significant differences between male and female teachers of students with the three disabilities in the overall score of psychological pressure.

- No statistically significant differences between male and female teachers of students with the three disabilities in the following dimensions (general self-effectiveness of the teacher, management self-efficacy, self-effectiveness toward parents, self-effectiveness toward creating a positive atmosphere for the school, the total score for the specific self-effectiveness scale)

- There are statistically significant differences between male and female teachers of students with the three disabilities in the following two dimensions of specific self-effectiveness namely (teaching self-efficacy, self-effectiveness towards class management and control).

- To determine the trend of significance, differences between the averages of the three groups have been calculated using (Scheffe equation) in the following table:

Table (4): Showing the trend of significance of differences in the teaching and self-effectiveness towards classroom management by teachers of the three disabilities

Dimension	Comparative groups	Average differences& trend of significance		
		Teachers of the hearing impaired	Teachers of the visually impaired	Teachers of the Mentally disabled
Teaching self-efficacy	1. Teachers of the hearing impaired	-2.87*	-2.40*	-
	2. Teachers of the mentally disabled	-0.47		
	3. Teachers of the visually impaired			
Self-effectiveness towards class management and control	4. Teachers of the hearing impaired	-1.87*	-0.97	-
	5. Teachers of the mentally disabled	-0.90		
	6. Teachers of the visually impaired			

\* Significant at level 0.05

It is clear from Table (4) the following:

- There are statistically significant differences at level 0.05 between Hearing Impaired School teachers and Intellectual Education School teachers in teaching self-effectiveness in favor of the first group.

- There are statistically significant differences at level 0.05 between Visually Impaired School teachers and teachers of schools of Intellectual Education School teachers in teaching self-effectiveness in favor of the first group.

- There are no statistically significant differences between Hearing Impaired School teachers and Visually Impaired School teachers in teaching self-efficacy.

- There are statistically significant differences at level 0.05 between Hearing Impaired School teachers and Intellectual Education School teachers in self-effectiveness towards class management and control in favor of the first group.

- There are no statistically significant differences between Hearing Impaired School teachers and both of Visually Impaired School teachers and Intellectual Education School teachers.

The results can be explained in the two tables (3,4) in the light of the current study has illustrated of that there are differences and disagreements in teaching self-effectiveness in favor of the hearing impaired and visually impaired school teachers to the contrast of intellectual education school teachers, as the mentally disabled student characteristics and behaviors are featured with aggressiveness, and tendency to hostility towards others, in addition to the neglect and

indifference, lack of motivation to work, and the loss of self-esteem, loss of sense of security, belonging and success, along with feelings of failure, minority and inferiority, as well as that many groups surrounding the mentally disabled- in particular- make it feeling always helpless and failure, in addition to the neglect of teachers, parents, and all around it, so that, it may even reach to cynicism and sardonic of it, so, the task of the intellectual Education teachers is considered a daunting and difficult task,

where they have very heavy burdens and tasks, as they have to help those mentally disabled to change their behaviors and actions by them, and make them feel secure and self-confidence and desirability in spite of their disabilities and their aspects of deficiency and disability, and encouraging them to blend with the community, and trying to improve their educational output, and to develop their skills, therefore the increase of teaching, professional, social and behavioral loads upon the teachers of that category explains the reduced teaching self-effectiveness they have.

As of the loftiness of teaching self-effectiveness by each of hearing impaired and visually impaired school teachers, it is due, in the first place, to that the hearing disabled, in general, may be, through rehabilitation and training, and exploit it to achieve the desired educational outcome, as well as there is convergence and similarity in the characteristics of the visually impaired and hearing impaired students, where it can be, through training and ideal exploitation of

hearing sense to achieve good educational return by the visually impaired.

From the above mentioned, it is obvious that the teaching process of mentally disabled student is much harder if compared with the hearing impaired or visually impaired, due to the nature of its disability, which does not oblige it with calmness, poise, stability, control and to abeyance of the teacher instructions, orders and his ways and methods of education and teaching.

As for that there are statistically significant differences between hearing-impaired teachers, and their counterparts from the teachers of the mentally disabled in favor of the first group in self-effectiveness towards classroom management and control, it may be due to the feeling by the teachers of mentally handicapped of no social recognition in terms of prestige, respect and appreciation, if compared with the teachers of the hearing impaired, as well as they are also more sensing of no satisfaction and comfort of the work they perform, as a result of the lack of participation in suitable decision-making, and uneasiness also about the free expression of their personal views, and challenging their powers with the administration and students with mental disabilities, and their inability to manage and control discipline in the classroom of these students. But as for the lack of significant differences between the teachers of students

with hearing and visual disabilities in self-effectiveness for the management and control of the classroom, it is due to that the students in both disabilities are almost similar in characteristics, as with a hearing impaired student, the sense of sight it has may be exploited optimally, so that the teacher shall conduct its role in full in its teaching mission, and bringing it about to achieve the desired educational output, as well as with the visually impaired, that the sense of hearing it has may be exploited optimally, so that the teacher shall perform its mission of teaching, and achieving the output required thereby.

#### Results and discussion of the third hypothesis

It provides for that "It may be predictable the level of psychological stress among special education teachers through general and specific self-effectiveness they have according to the type of disability they deal with.

To validate this hypothesis, multiple Stepwise Regression Analysis method was used (Stepwise Regression) considering both of general self-effectiveness and specific self-effectiveness as a variable (independent), and the psychological stresses is variable (dependent) in order to determine the extent of the contribution of general and specific self-effectiveness in predicting the psychological stresses by teachers, and tables (5) to (10) show results.

**Table (5): Showing the predictability of the level of psychological stress through general and specific self-efficacy, and the overall degree of specific self-effectiveness by teachers of the hearing impaired**

Dependent variable	Independent variables	Multiple correlation R	Percentage of contribution R <sup>2</sup>	Beta value	T value and significance
Psychological stresses by the teachers of the three disabilities V 2	General self-effectiveness by teacher V1	0.81	0.65	-0.59	-4080**
	Total score specific self-effectiveness of teacher V9	0.86	0.73	-0.36	-2.93**
General constant value= 442.04					

\*\*Significant at 0.01.

#### It is clear from Table (5) that:

- There is a statistically significant relationship at the level of 0.01 between low general self-effectiveness for teacher of hearing impaired, the decline of all areas of specific self-effectiveness by teachers of the hearing impaired to predict a high level of psychological stress on these teachers of the hearing impaired.

- This result may be explained by that the lower the general self-effectiveness of the teacher, and all the following areas of specific self-effectiveness (management- teaching- manage and control classroom- parents- creating a positive atmosphere for the school) at the same time, the more to lead to the higher feeling psychological pressures by teachers of the hearing impaired, which impedes them to perform

their work in a psychologically relaxed atmosphere on one hand, and on the other hand, the hearing impaired students are featured with some characteristics that contribute in one way or another to come up with some of the psychological and behavioral problems,

making it a difficult task, for teachers, to teach them, followed with a sense of frustration and failure, hence, dissatisfaction- especially since these teachers work in difficult circumstances in terms of the nature of the work they do, and the hardship it causes, and the unavailability of convenient material incentives, in addition to the lack of means of equipment and instruments, which play a key role in the educational process, therefore resulting in a sense of psychological pressures, which in turn result in dissatisfaction, and

even of failure. This is a logical consequence, since if the teacher of the hearing impaired felt decline of its general self-effectiveness or the areas of its specific self-efficacy, that reflects clearly and explicitly on lack of psychological stability and apprehension of evil in himself as a result of the presence of that daunting

profession, which negatively affects its psychological and social harmony, within its work place.

\* The regression equation can be formulated as follows:

$$V2 = -0.59 \times V1 + -0.36 \times V9 - 442.04.$$

**Table (6): Showing the predictability of the level of psychological stress from low self-effectiveness towards management and control of the classroom (as one of the areas of specific self-efficacy) by teachers of the visually impaired**

Dependent variable	Independent variables	Multiple correlation R	Percentage of contribution R <sup>2</sup>	Beta value	T value and significance
Psychological stresses by the teachers of visually impaired V2	Self-effectiveness towards classroom management and control V5	0.83	0.69	-0.83	7.80**
General constant value= 314.90					

Significant at level 0.01

It is clear from Table (6) that: There is a statistically significant relationship at level 0.01 between low self-effectiveness toward the management and control of the classroom by the teachers of the visually impaired and the prediction of high level of psychological stress they have.

- This result may be explained by that the lower the self-effectiveness towards managing and controlling the classroom (as one of the areas of specific self-efficacy) by teachers of students with visual impairment, the more leading to high level of psychological stress they have, represented in the lack of motivation for work they do, and behavioral, emotional and physical feelings and responses of these teachers, such as feeling frustration, anxiety and tension, distress and boredom, loss of enthusiasm to

work, sense of physical fatigue and exhaustion, and breathing and colon disorders, in addition to the actions and behaviors expressed by the teachers of the visually impaired of hatred toward work and the loss of achievement motivation by them, and the lack of portability for work, and the desire to leave this field of work, as well as the strained relationship between the teacher of the visually impaired and the administration represented in different way of thinking, and work style, and even the use of the educational process for those students with special needs such as lack of equipment and school tools, and the inadequacy of the school buildings.

The regression equation can be formulated as follows:

$$V2 = -0.83 \times V5 - 314.90$$

**Table (7): Showing the predictability of the level of psychological stress through general and specific self-effectiveness by the teachers of visually impaired**

Dependent variable	Independent variables	Multiple correlation R	Percentage of contribution R <sup>2</sup>	Beta value	T value and significance
Psychological stresses by the teachers of visually impaired V2	Self-effectiveness towards parents V6	0.74	0.55	-0.74	-5.88**
General constant value= 356.61					

\*\* Significant at level 0.01

**It is clear from Table (7) that:**

- No statistically significant relationship at level 0.01 between the declined effectiveness toward parents of mentally handicapped students (as one of the areas of specific self-effectiveness of teachers of mentally handicapped to predict of high level of psychological stress in all its manifestations they have.

- This result can be explained as that the lower the self-effectiveness by the teachers of intellectual education in dealing and communicating with the

parents of the students with mental disabilities, the more this will lead to high psychological stresses by teachers of intellectual education, which hinders the performance of the teachers to their educational or teaching mission to the students, and the reason of this is due to that the mentally disabled needs special services in order to grow, learn, train or to get in harmony with their daily, family, educational or career lives.



**Table (8): Showing the predictability of the level of psychological stress Due to low general and specific effectiveness, and overall degree of specific self-effectiveness scale by teachers of the three disabilities, together**

Dependent variable	Independent variables	Multiple correlation R	Percentage of contribution R <sup>2</sup>	Beta value	T value and significance
Psychological stresses by the teachers of the three disabilities V2	General self-efficacy V1	0.71	0.50	-0.45	-4.61**
	overall degree of specific self-efficacy V9	0.76	0.57	-0.38	-3.92**
General constant value= 369.72					

\*\* Significant at level 0.01

- In addition to the characteristics of the mentally disabled student of poor memory, and deficiency of the ability of observation and perception of relationships, and the slow pace of learning, and inability to focus and pay attention for a long time, with delayed language development, and deficiency of verbal language- sometimes-, and a deficiency of understanding and comprehension, and poor ability to academic achievement, and indifference to what is happening in the vicinity, and the lack of controlling emotions, isolation and withdrawal, and other characteristics that impose roles, burdens and pressure on teachers of that category with special needs, far outweigh the expected roles of parents.

The regression equation can be formulated as follows:

$$V6-356.61 \times V2 = -, 74$$

**It is clear from Table (8) that:**

- There is a statistically significant relationship at level 0.01 between low general self-effectiveness of the teacher and the overall degree of specific self-effectiveness of its five areas (management- teaching- manage and control the classroom- parents- creation of a positive atmosphere for the school) for teachers of the three disabilities and predictability of high psychological stress in all its manifestations and forms

represented in lack of motivation to work- manifestations of psychological health- teacher reactions resulting from its work in the field of special education in general- school policy of administration- prevailing climate of the educational process- financial and economic situation- social relationships in the workplace among teachers of the three disabilities.

- This result may be interpreted as working with the categories with special needs in general requires from teachers to have emotional balance, vitality, social control, sense of responsibility, liberation from anxiety, high self-efficacy, and specific self-effectiveness of all its five areas (management- teaching- manage and control the classroom- parents- creation of a positive atmosphere for the school) and then, it has become difficult to rely on traditional randomized strategies to deal with the people with the special needs of the three disabilities, but the teachers should be selected carefully and accurately as it may be predictable of their satisfaction of the aspects of these professions and jobs, and vocational satisfaction may be accomplished, and then reaching desired professional success.

The regression equation can be formulated as follows:

$$V1+,38 \times V9-369,72 \times V2 = -,45$$

**Table (9): Showing the predictability of the level of psychological stress from low general and specific self-effectiveness by male teachers for the three disabilities together**

Dependent variable	Independent variables	Multiple correlation R	Percentage of contribution R <sup>2</sup>	Beta value	T value and significance
Psychological stresses by the teachers of the three disabilities V2	General self-efficacy V1	0.72	0.52	-0.59	-4.95**
	Managementself-efficacy V3	0.76	0.58	-0.28	-2035*
General constant value= 371.77					

\*\* Significant at level 0.01; \* Significant at level 0.05

**It is clear from Table (9) that:**

- There is a statistically significant relationship at level 0.01 between low general self-effectiveness for the three disabilities teacher between and predictability of high level of psychological stress for male teachers of the three disabilities.

- There is a statistically significant relationship at level 0.05 between low general self-effectiveness (as one of the areas of specific self-efficacy) for male teachers of the three disabilities.

- This result may be interpreted by that the teachers of the three disabilities are more showing of the feeling of psychological pressures of various

sources, and manifestations of the female teachers of the three disabilities, which is due to that teachers are required to achieve financial and social stability of the family, in addition to that they are working in the field of special categories, which is preceded by psychological pressure.

- Also not keeping up with the job of professional ambition by the teachers, which might help in self-fulfillment through such jobs in addition to the different personal traits of male than female teachers, as that female teachers have more ability to be patient, kindness, emotional tendency and affection, as that among the requirements of working with those with special needs- especially with young children.

Hence, we can conclude that general self-effectiveness of the teachers of the three disabilities are often available to the male teachers where they are stronger and more resilient to face the pressures that arise from the nature of the work with special categories of children with the three disabilities, as well as it plays a crucial role in dealing effectively with difficult situations, as well as expectations of success that affect the efforts of the struggle to achieve professional success, as well as general self-effectiveness of the teachers or the three disabilities increases their efforts directly for endurance and perseverance in the face of obstacles and difficult experiences, this is unlike the female teachers of the three disabilities who have lower beliefs of general self-effectiveness by them, so that their efforts decrease, and they may withdraw from tasks they are seeking to accomplish, as well as their inability to

improve and develop the level of effectiveness in various fields, therefore, it is predictable the decrease the general self-effectiveness of the teacher of the three disabilities through identifying the feeling of psychological pressures, this on one hand.

On the other hand, the management self-effectiveness (as one of the areas of specific self-efficacy) of the teachers of special categories with the three disabilities require from them to organize their abilities, the level of sound thinking, establishment of human relations among these teachers and all who is related to the educational process, such as management, supervisors, colleagues at work, and students and others, increasing the confidence of teachers in their administrative abilities, and their ability of influence, hence management self-effectiveness of teachers is linked to positive features of personality, on the side of minimizing making mistakes of thinking and interpretation that some colleagues set up for different situations they go through. This is precisely what **Bandura (1977: 201)** has made clear that the concept of self-effectiveness varies from one situation to another, and may also depends on the state of physiological accompanying, especially anxiety, apathy and indifference and despair, so we can say that the decline in self-effectiveness of administrative aspects by teachers of the three disabilities may be predicted in pre rise of the sense of psychological pressures by these teachers for children with special needs.

The regression equation can be formulated as follows:  $V2 = -0.59 \times V1 + -0.28 \times V3 - 371.77$

**Table (10): Showing the predictability of the level of psychological stress from low general and specific self-effectiveness of the female teachers of the three disabilities together**

Dependent variable	Independent variables	Multiple correlation R	Percentage contribution R <sup>2</sup> of	Beta value	T value and significance
Psychological stresses by female teachers of the three disabilities V2	General self-effectiveness of teacher V1	0.72	0.52	-0.45	-4.61**
	Self-effectiveness towards parents V6	0.81	0.66	-0.28	-2.58*
	Self-effectiveness towards classroom management and control V5	0.84	0.70	-0.28	-2.55*
	General constant value= 436..57				

\*\* Significant at level 0.01; \* Significant at level 0.05

**It is clear from the table (10) that:**

- There is a statistically significant relationship at level 0.01 between low general self-effectiveness of the teacher and the prediction of high level of psychological stress in female teachers for the three disabilities.

- There is a statistically significant relationship at level 0.05 between low self-effectiveness toward parents, decline of self-effectiveness for classroom management and control (of the areas of specific self-efficacy) and predictability of high level of

psychological stress in female teachers for the three disabilities.

- This result may be interpreted by that low general self-effectiveness of female teachers who teach in the field of special education, as well as the decline in specific self-efficacy, whether towards parents of children with special needs for the three disabilities, or about the management and control of the classroom for this category of disabled, which may be due to that parents often have low cultural, social and economic level, and this necessitates special requirements to

work with the nature of the parents of the children with special needs of the three disabilities, in addition to the decline in experience and wisdom of these female teachers in dealing with parents as female teachers are mothers before they are teachers, so that they should be featured with patience, kindness and compassion, and abundant emotional tendency, beside the social status, and role she plays in this difficult area. The female teachers of the three disabilities are mostly burdened with professional weight, self-conflict, and they are less able to administrative organization, office affairs in what is not consistent with the nature of female, which require physiological aspects of a special nature, including: durability, physical strength, which suit the nature of work in the field of special categories. Thus, the decline of general self-effectiveness in female teachers, and their decline in self-effectiveness toward parents, and the management and control of the classroom (from the areas of specific self-efficacy) are due to lower participation in the completion of the appropriate decisions in different situations, as well as not giving them opportunities to express their personal views, along with their sense of dissatisfaction and discomfort due to the nature of working with students with special needs of the three disabilities, leading to the emergence of many of the difficulties of the problems of management and control systems in special education schools, all of that, can be predictable for an increase of psychological pressure of the female teachers in special education schools.

The regression equation can be formulated as follows:

$$V2 = -0.54 \times V1 + 0.28 \times V6 + -0.28 \times V5 - 436.57$$

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