

Sources of professional stress among specialized education teachers in light of some demographic variables in pedagogical centers In Jijel State

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Abstract:

The current study aims to identify Most important Sources of professional stress among specialized education teachers in light of some demographic variables In pedagogical centers In Jijel State, to find out whether there are differences in the sources of professional stress attributable to differences in some demographic variables (gender, years of professional experience, marital status). The researcher followed the descriptive approach in her study, and the study sample consisted of 89A male and female teacher. The researcher adopted the comprehensive survey method for the study community. The scale of professional stress sources was used, prepared by the researcher, after statistically processing the data using the statistical package. SPSS V20The researcher concluded that the most important sources of professional stress among specialized education teachers in Jijel are **high level**:

* Pressures related to the family of the disabled person, then pressures related to the characteristics of the special needs teacher, then pressures related to the burdens of the special needs education profession.

*There are no statistically significant differences in occupational stress attributable to for the type:

*There are no statistically significant differences in occupational stress attributable to for social status.

*There are no statistically significant differences in occupational stress attributable to years of professional experience..

Keywords: Stress, Education, Specialized Education, Specialized Education Teacher, Pedagogical centers.

1-Introduction:

Specialized education, or what is known as special education, is one of the modern fields of education. In Algeria The latter aims To secure the right extraordinary children In services educational And train them according their abilities and realize their potential to the fullest extent possible .The field of special education in our country is known as Many challenges and problems, perhaps the biggest challenge he Selection and training of teachers rehabilitate them Professionally before and during service, To achieve the goals of special education for people with special needs.

That Dealing with these Children with special needs require Special abilities and skills, in addition to personal traits and motivation to teach such children, given the nature of their developmental characteristics .mental And emotional ,social And the sensory And the kinetic And linguistic. And also in view of the shortcomings and disabilities from which they suffer, and accordingly the teacher he key to the educational process for children with special needs so it is necessary Paying the greatest attention to preparing these specialized teachers, whether psycho-locally or personally them to face various difficulties that you may encounter in teaching these children and conduct many studies to know Different circumstances and Factors that may Prevent performance Charged with their duties Professional. The specialized education teacher is exposed your Other than professionals to pressure it would negatively affect practition accused the no intention, and these pressures may come from sources of some of them may be different related with the burdens of the profession or the behavioral characteristics of learners with special needs or even those related to the disabled person's family or professional relationships and so on physical environment for these centers, all of this would create press And stepped on it professional a teacher, for people with special needs.

In this context, the current study aims to reveal the sources of professional stress among specialized education teachers, as well as to attempt to reveal the existence of statistically significant differences attributable to the variables of gender, marital status, and years of professional experience.

2-problematic:

The topic of occupational stress has become a focus of attention .A wide audience of researchers, reason This interest to what these pressures leave behind diseases and disorders Psychological and mental, which negatively affects the individual's safety his mental health, as well as his efficiency and level of performance the institution he works for.

And Disorders may appear in the form of behavioral reactions such as anxiety, aggression, and depression, which push the individual to commit suicide, or addiction to alcohol and drugs, in addition to social and family problems (Al-Dosari,2015) **waller's** study on the teacher's personality, and Merton's study on bureaucracy, confirmed that the type of work that an individual performs, as well as the means he uses, affect his thinking and his relationship with others, and that the role he plays in his profession has a great impact on his personality.(iron,2015)

Professional pressures are a group of stimuli that are present in the environment a job individuals and resulting Certain behavioral patterns in individuals (Abu Bakr,2008,p122)

,And the pressures in the profession education from most dangerous types of these professional pressures and the most influential on society Through its successive generations, for the teacher he is responsible for developing the youth's forces that build and develop society. Therefore, these professional pressures that the teacher suffers from have negative effects .Come back to the learners and the community as a whole ,and Therefore, highlighting such research topics will raise awareness of the problems of professional stress and then address them effectively .counter the Prevention programs and work as much as possible to reduce from it.

The special education teacher faces various challenges that affect his professional identity and personal life, as the working conditions It causes stress among teachers and creates negative effects that affect their performance at work ,Perhaps the teacher of special needs is more exposed to pressures, as it is difficult to deal with...Learners with special needs due to features they behavioral Miscellaneous from before Slow learning, poor attention span, lack of self-discipline, and limited ability to understand are all factors .may it leads to psychological pressure on the teacher. Several studies have confirmed that: study(Lazuras,2006)that education teachers More private exposure For pressure Professional From ordinary teachers, and that these pressures negatively affect the health of teachers (Nazmi ,and others (2011)Whereas specialized education is characterized by professional burdens that limit the teacher's work, such as the difficulty of adapting educational programs and failure to achieve the behavioral goal expected of the learner due to his special condition and the lack of sufficient time for individual teaching and his lack of acceptance of the tasks assigned to him because they conflict with his conception of the tasks of the special education teacher, as he finds differences in what he studies theoretically in his academic course and what is it existing in reality Especially for men, they are more likely to avoid such professions compared to women, who are distinguished by their maternal instinct, which helps them accept all the tasks assigned to them with people with special needs.

The teacher, as a worker in the field of special education, must be keen to develop relationships with the parents of learners by developing effective communication methods and respecting the confidentiality of information. This is because the relationship between the family and the teacher affects the behavior and future of children with special needs. When this relationship is negative, it turns into a set of pressures for the teacher that affect his psychological health. Because of his exposure to self-blame and remorse (Al-Khatib and Al- Hadidi, 2009).

As The specialized education teacher is exposed to excessive fatigue in exchange for low income, incentives and promotions .which reduces their motivation to work toxic relationships with colleagues and administrators and limited communication with the work team While (Johnson) emphasizes that the teacher must seek effective participation in joint planning situations, and collective problem-solving situations of various types, and cooperation with the professional team within the educational institution (Hadid, 2015), and from the point of view of (Fulani,1993) constitutes Professional isolation is a factor that hinders the teacher from performing his duty because it limits his interaction with new ideas and solutions to problems. Teachers who... They can't build a

diverse relationships are less likely than others to acquire new skills in choosing different teaching alternatives when working with students with special needs. Cooperation is a pattern of interaction between professionals in which everyone participates equally in the decision-making process directed towards achieving a common goal (Al-Khatib,2008) .

In fact, there are many experiences such as traders. For (Hawthorne)Which proved that psychological factors affect an individual's career and performance more than physical factors, but us we cannot deny the impact of physical factors .The physical work environment, when it is unsuitable in some way, becomes a source of occupational stress (Al-Khatatneh, 2013). Lighting, ventilation, temperature, and the physical design of the workplace... It increases fatigue and drains the mental and physical energy of the specialized education teacher, leading to him feeling unable to perform his professional duties.

There is no doubt that teachers differ in their acceptance and resistance to such psychological pressures according to their academic qualifications, teaching experience, and gender of the teacher. Therefore, there are many pressures on specialized education teachers, and these pressures vary according to some demographic variables. from everything that emerges, above is a set of questions that can be presented as follows:

-What are the most important sources of psychological pressure facing teachers specialized education in Jijel?

-Are there statistically significant differences in the sources of stress and professional and between my teachers Specialized education is condolences for gender difference (male/female)?

-Are there statistically significant differences in the sources of stress and professional and between my teachers Specialized education is condolences Due to different years of experience?

-Are there statistically significant differences in the sources of stress and professional and between my teachers Specialized education is condolences because of the difference in social status?

3-Hypothèses Search:

1-Special education teachers in Jijel suffer from professional pressures from multiple sources.

2- There are statistically significant differences in the sources of stress and professional and between my teachers Specialized education is attributed to gender.

3- There are statistically significant differences in the sources of occupational stress between teachers Specialized education is attributed to social status..

4- There are statistically significant differences in the sources of occupational stress between teachers specialized education is attributed to years of professional experience..

4- Study objectives:

The current study aims to achieve the following objectives:

1- Get to know most important sources of professional stress among specialized education teachers in Jijel.

2- Verifying the difference in these pressures according to the teacher's gender, marital status, and years of experience.

3- Importance of the study: The importance of the study can be explained in the following points:

4- Employing the results of the study to diagnose the phenomenon of professional stress among specialized education teachers.

5- Identifying the sources of professional stress among specialized education teachers helps researchers and those interested in issues of Special education on activating programs and strategy to confront it.

6- This study constitutes a source of researchers and students in this field This is in view of the scarcity of studies on this topic, to the best of the researcher's knowledge..

5- Define search terms:

1- Professional pressures : It is the degree that he obtains Specialized education teachers of Jijel state on gauge Sources of professional stress prepared for this.

2- Special Education Teacher: He is an employee who holds a higher education bachelor's degree or an equivalent degree and then receives preparatory training in teaching people with special needs during the internship period. The duration, content and organizational methods are determined by a decision of the Minister in charge of National Solidarity, and he is charged with ensuring adapted education in the specialized and regular environment. For people with special needs using appropriate methods and techniques.

3- Specialized education: It is the teaching of academic subjects in a specialized and regular environment using curricula and techniques adapted to the learners people with special needs. Pedagogical centers: Educational and rehabilitation institutions that seek to adapt educational programs to suit the abilities of learners with special needs, using appropriate resources and providing qualified specialists and teachers to deal with this group.

4- Pedagogical centers: Educational and rehabilitation institutions that seek to adapt educational programs to suit the abilities of learners with special needs, using appropriate resources and providing qualified specialists and teachers to deal with this group.

6-Previous studies:

The researcher reviewed the educational heritage that addressed the variables of the current study, and obtained a group of studies, including:

***Firstly: Arabic studies:**

2- Study (Al-Wahshi2008):

The aim of the study was to discuss the relationship between psychological stress, burnout and job performance of teachers. The researcher used the teachers' burnout scale, which she prepared after referring to the literature and some measures of psychological burnout, including Maslach burnout scale, which was adopted by many Arab and foreign studies. A psychological stress scale was also developed. The researcher reviewed the teachers' psychological stress scale (1989). She found it necessary to develop a modern scale that is compatible with the developments of the era and modern scientific developments to measure psychological stress and its impact on teachers according to the Omani environment. The researcher used the descriptive correlation approach. The research sample consisted of (200) male and female teachers distributed in (10) schools for boys and girls. The study concluded with the following results: There is a correlation between professional stress and the teacher's job performance. It became clear from the study that there is no statistically significant relationship between the physical dimensions of psychological burnout. Despite this, there are differences between the averages, which suggests that there are differences among males, who are less burnt out than females. (al-hatimi,2014,p36)

3-(Mason, and Mohammadi2013)

This study aims to investigate the perception of sources of professional stress and its relationship to burnout among primary school teachers. The research was conducted by applying a questionnaire that measures the perception of sources of stress. Professional a questionnaire measuring the symptoms of burnout, especially among primary school teachers, regardless of their years of seniority. And Gender and field procedures were represented in the descriptive approach which Fits The study, as for the study sample, it was represented by 85 male and female teachers. The results of the study are:

-There is a relationship between teachers' awareness of the sources of professional stress and burnout.

-There is no difference in burnout between male and female teachers depending on their level of awareness (most aware and least aware) of the sources of stress professional. (Journal of the faculty of education Al-Azhar university,2019 p.183)

4-(Mansouri study2013):

This study aimed to study the sources of work stress and its relationship with professional satisfaction, anxiety and essential hypertension among teachers and professors of the supplementary phase, a comparative analytical study. The aim behind this was to know the type and intensity of the relationship between the study variables, satisfaction, professional stress, anxiety and essential hypertension. To achieve this goal, the researcher applied four psychological scales, namely the work stress scale, professional satisfaction, anxiety and essential hypertension on a cluster and stratified sample of 129 teachers,

including 70 teachers and 59 professors from schools in Mostaganem State. The researcher reached

To There is a difference in the relationship sources Work stress and job satisfaction.

(Mansouri study,2013)

5-study (Mason and Mohammadi,2010):

This study aimed to reveal the sources of stress affecting special education teachers in Aswan Governorate and the degree to which special education teachers are affected by the sources of stress. Professional and to identify the nature of the relationship between stress sources and each of:(Age, experience professional, Type among the special education teachers, the basic sample consisted of special education teachers who work with the mentally disabled, numbering (58) male and female teachers, those who work with the hearing impaired, numbering (33) male and female teachers, and those who work with the visually impaired, numbering (27) male and female teachers, so the total sample amounted to (108) individuals.

The study showed the most important sources of pressure that special education teachers who teach the three disabilities (visual, hearing, mental) are exposed to. The study also found significant differences in some dimensions of the six list among teachers of the disabled. Mentally On the other hand, there were no significant differences between teachers of the visually impaired and teachers of the hearing impaired in the dimensions of the list of sources of stress. Statistically significant differences were also found in some of the six dimensions of the list between special education teachers according to for the type, and statistically significant differences were found between them in all dimensions of the list according to the age There were no significant differences between them depending on the experience. professional. **(Mason and Mohammadi,2010)**

***secondly- Foreign studies:**

1-study(Brick, 2001)

The aim of the study was to identify the sources of professional stress faced by teachers in private schools, from their point of view, and to know the level of stress among teachers and its relationship to some variables. The study sample included that the strongest sources of professional stress were, respectively: the relationship with parents, the relationship with students, moral conditions, material conditions, and the relationship with colleagues, higher among the younger age group than the older groups. The study results also showed that there are significant differences in the level of professional stress according to the educational level variable, in favor of bachelor's degree holders. The study results also showed that there are significant differences in the level of professional stress according to the income variable in favor of a lower-income group. The study results also showed that there are significant differences in the level of professional stress among teachers according to the teaching load variable in favor of teachers who work more than 29 classes per week.**(mostafa, and al-Ashker,2011,p2014)**

2-study(Shan, et al.,2010)

It aimed to investigate the professional problems of teachers who are members of

professional unions working in primary and secondary schools in Hong Kong. The study sample consisted of (1710) teachers. The results of the study showed that the responses of teachers whose years of service ranged between 5 years recorded a high level of stress reaching 91%..(same reference, p 2017)

2-study(Antonio,2000)

The study aimed to identify the sources of stress and occupational burnout among special education teachers in Greece, and to understand the coping strategies they use to manage such stress. The sample consisted of 110 special education teachers working in special schools. The results indicated that special education teachers experienced high levels of stress. The sources of stress were identified as: lack of progress with students, students' lack of interest, excessive workload, lack of government support, limited resources and equipment, increasing number of students, difficulties in dealing with certain students, and lack of collaboration among colleagues. The results also showed that there were no statistically significant differences attributed to variables such as age, marital status, or years of experience. (Jajan, & Laith, p.12)

3-(donia Aam stiq study,1993):

This study addressed teachers' resignation from the teaching profession. It investigated the reasons for teachers' resignation from the teaching profession, as resignation is a clear response to the recognition of very strong pressures. The study was conducted on 57 teachers who had recently resigned from primary education in Australia. In personal interviews, the teachers were asked about their views on the reasons that led them to leave the profession. The results showed that the most important reasons for resignation were the teacher reaching a critical point in his career in the teaching profession, in which the teacher is unable to keep up with and resist changes in the educational process, in addition to suffering from negative societal trends towards the teaching profession, lack of financial return, poor student morals, and poor relationships with colleagues. This study is useful for the current study in identifying the sources of professional pressures.(sharaf,2011,p21)

4-Sanders and Watkins study1980:

The study addressed work pressures, the teacher's lifestyle, and their relationship to teaching profession pressures. It was applied to 1400 teachers in the elementary and middle school levels. The results showed that teachers who suffer from pressures in their general lives are more sensitive to professional pressures. The study concluded that the pressures of the teaching profession are due to sources, the most important of which are the economic return of the profession and the teacher's relationship with his students and pupils (same reference,p22))

Comment on previous studies

Considering the content of previous studies, we find that they addressed the variable of occupational stress from several aspects.

- In terms of study tools:

Most previous studies used occupational stress scales, such as Mansouri's study and (Al-Wahshi's) study. Some also used questionnaires related to occupational stress, such as Maysoun and Mohammadi's studies (2013).

- In terms of the study sample:

All previous studies targeted teachers and professors, including special education teachers, which were similar to the current study, and teachers in regular education.

- In terms of objectives:

We find that most of the previous studies are similar in their objectives to the current study, as they aimed to study the professional pressures of teachers [special education] and some demographic variables such as gender and years of professional experience. However, the study of Brek and the study of Antoine were more similar in terms of special education teachers. On the other hand, some studies differed in their objectives from the current study, such as the study of Steve, which aimed to understand the reasons for resignation from the teaching profession. However, the current study benefited from it by identifying the sources of professional pressures.

- Most of the previous studies used the descriptive approach, and the current study agreed with the nature of the approach. Previous studies have addressed the variable of occupational stress from several aspects:

7- Study methodology:

In this study, the researcher used the descriptive approach, which aims to describe specific events or things, collect facts, information, and observations, describe their special circumstances, and report their condition as they exist in reality. Descriptive research describes and explains what exists, and it is concerned with determining the circumstances and relationships that exist between facts. (Al-Ubaidi, Al-Ubaidi,2010).

8- Study limitations:

8-1- borderSpatial:

This was done Study at the four-level Bida Centers GA delegation from the Directorate of Social Activity and Solidarity For the state of Jijel, it is School for Hearing Impaired Children, Psycho-Pedagogical Center for Disabled Children mentally, Psycho-pedagogical Center for Mentally Handicapped Children - Taher - Psycho-pedagogical Center for Motorly Handicapped Children -In Jijel.

8-2- borderTemporal:

This study was conducted on teachers of people with special needs in Jijel State at the Pedagogical Center. From **26-11-2024 to 15-1-2025**.

9- Study community:

The study community included all teachers of special needs in Jijel State in pedagogical centers, whose total number was estimated at 109 teachers, representing the statistical community of this study.

10- Study sample:

The study sample consisted of all members of the statistical community, and therefore we can say that we adopted the method of a comprehensive survey of the community. Study where became(89)Teacher and teacher after Exclusion (20)teacher they were hired in verifying the reliability of the scale, these are some characteristics of the study sample basic.

Table(1):characteristics of some the study sample

	variable	repetition	percentage
Type	male	21	23.6%
	feminine	68	76.4%
marital status	married(a)	50	56.2%
	absolute(a)	2	2,2%
	single(a)	37	41.6%
Years of experience	From 1 to 5	23	25.8%
	From 6 to 10	36	40.4%
	11 and up	30	33.7%

We note from the table that the number of male teachers is 21 teachers, representing 23.6%. The number of female teachers is 68, representing 76.4%. This means that the majority of teachers are female.

The teachers, in terms of marital status, were married, with their number reaching 50 teachers, representing 56.2%. This is followed by single teachers, 37 teachers, representing 41%. The number of divorced teachers is 2, representing 2.2%.

The number of years of experience among teachers was estimated to be between (6-10) with 36 teachers, representing 40.4%. Then comes (11 and above) with 30, at a rate of 33.7%. The number of teachers with experience between (1-5) years was estimated at 23 teachers, representing 25.8%.

11- Study tools:

The researcher built gauge Professional pressures by following the systematic steps in designing and building scales by reviewing the educational heritage and literature and some related standards and with the variable of professional pressures. The occupational stress scale was constructed where the initial image of (52) phrases on six dimensions, which are: The pressures related to the burdens of the profession of teaching people with special needs, which in turn included (11) phrases, and the pressures related to the characteristics of the teacher of people with special needs (6) phrase at After the pressures related to the behavioral characteristics of learners with special needs (10) phrases at and after the pressures related to the family of the disabled person with (7) phrases at...and pressures related to professional relationships (management and colleagues) (11) phrases, and after pressures related to the physical environment for teaching people with special needs (07) phrases at

After completing the construction of the initial image for scale it was shown to some Professors arbitrators in both (CAMA) **Jijel Mohamed Seddik Ben yahyia** and Constantine 2 University, where 3 phrases were cancelled, as the professors agreed that they do not measure what they were designed to measure..

Where it has become divided into sections: The first section includes personal data related

to the sample members, such as gender, marital status ,years professional experience.

The second section includes all the phrases that measure professional pressures in order to achieve to its sources atteacher specialized education, which consists of 49 items distributed over six axes, as follows:

Table(2):Distribution of phrases according to each axis

Axis	Phrase number
Stress related to the burdens of the special needs education profession	1-2-3-4-5-6-7-8
Stress related to the characteristics of the special needs teacher Shut up	9-10-11-12-13-14
Stress related to the behavioral characteristics of learners with special needs	15-16-17-18-19-20-21-22-23-24
Pressures related to the family of the disabled	25-26-27-28-29-30-31
Stress related to professional relationships (management and colleagues)	32-33-34-35-36-37-38-39-40-41-42
Pressures related to the physical environment for special needs education	43-44-45-46-47-48-49.

As for the method of dotting For scale it was according to the Likert cumulative scale Like it consists of five possible answers ranging from strongly disagree to strongly agree..

Table(3):Score the scale according to:Likert scale

Answers	Strongly disagree	Disagree	neural	agree	Strongly agree
degrees	1	2	3	4	5

The level of occupational stress can be classified according to the following statistical standard:

$$\frac{\text{Highest degree-lower grad}}{\text{Number of levels}} = \frac{5-1}{5} = 0.8$$

Table(4):Occupational stress level according to statistical standard

Degree of Adoption	Statistical criterion
Very low	(1 -1.8)
low	(1.8 1- 2.60)
moderate	(2.61- 3 .40)
high	(3.41 -4.20)
Very high	(4.21-5)

12- Psychometric properties of the scale:

The validity of the scale was confirmed by calculating its psychometric properties, namely validity and reliability .Where it was measured honesty Through the apparent honesty that we previously discussed in (study tools) and then the calculation Internal consistency validity and reliability of the scale represented by Cronbach's alpha On a sample of 20 male and female teachers in all pedagogical centers in the state of Jijel, the results showed the following:

1- Validity of the stress questionnaire professional:

The truth has been calculated Scale Internal consistency validity (Correlation of dimensions to the overall score)Where the correlation coefficients were as follows:

Table (No.5):Represents Correlation of dimensions to the overall score

Dimension	Correlation coefficient	Significance level
1- Pressures related to the burdens of the profession of teaching people with special needs	0.390**	0.01
2- Pressures related to the characteristics of special needs teachers	0.724**	0.01.
3- Pressures related to the behavioral characteristics of learners with special needs	0.691**	.001
4- Pressures related to the family of the disabled person	0.761**	0.01.
5- Pressures related to professional relationships (management and colleagues).	0.761**	0.01
6- Pressures related to the physical environment for educating people with special needs.	0.713**	0.01

Table No. shows(5)That each dimension is significant at the significance level (0.01) which it raises our confidence in this tool (scale) and makes us rely on use This is a tool for the study in collecting its data..

2-stabilityScale:

Stability confirmed Scale Through the coefficient "Cronbach's alpha "For internal consistency, the reliability coefficient for each dimension was as follows:

Table No.6):Represents stability coefficient "Cronbach's alpha"

Dimension	stability coefficient	Significance level
Stress related to the burdens of the special needs education profession	0.772	0.01
Stress related to the characteristics of special needs teachers.	0.760	0.01.
Stress related to the behavioral characteristics of learners with special needs.	0.734	.001
Pressures related to the family of the disabled.	0.750	0.01
Stress related to professional relationships (management and colleagues).	0.734	0.01
Pressures related to the physical environment for special needs education	0.759	0.01
Overall stability	0.833	0.01

From the table we note that the coefficients Stability varied Between 0.734 and 0.772 And the total stability is 0.883 In a way "Cronbach's alpha" and this it indicates the degree of homogeneity and strength of internal consistency of the scale as an indicator of the stability of the scale.

13- Statistical processing methods:

The researcher used statistical methods. Descriptive Next:

Repetitions ,percentages ,Arithmetic averages ,standard deviations, t-test for two independent samples, one-way analysis of variance using the Statistical Package for Sciences Social.SPSSV20

- Study results and discuss it:

Below, we will analyze and discuss the results related to each of the study's hypotheses in light of previous studies and the theoretical framework that explains the study's variables:

1- Presentation and discussion Search results related to the hypothesis the first:

There is an average level of Sources of stress and Professional and I have teacher Specialized education in Jijel"

Table No. (7): represents Arithmetic means and standard deviations

Dimension	Scale statements	arithmetic mean	standard deviation	Weighted total	Pressure level degree	Rank
1 Pressures related to the family of the disabled	8	3.754	1.220	30.032	high	1
2 Stress related to the characteristics of special needs teachers	6	3.684	1.251	22.104	high	2
3 Stress related to the burdens of the special needs education profession	10	3.677	1.248	36.770	high	3
4 Pressures related to the physical environment for special needs education	7	3.455	1.251	24.185	high	4
5 Stress related to the behavioral characteristics of learners with special needs	11	3.354	1.324	36.894	moderate	5
6 Pressures related to the physical environment for special needs education	7	2.726	1.652	19.082	moderate	6
weighted arithmetic mean	49	3.45	/	169.067	high	/

Found that the weighted arithmetic mean was estimated at (3.45), meaning Was It according to the statistical standard and the degree of adoption, "see Table No. (4)", there is high stress among specialized education teachers, and this means accepting the hypothesis that there is a high level of sources of occupational stress among specialized education teachers in Jijel province.

In the dimension of stress related to the family of the disabled, it came with a high degree, and we explain this by the parents' lack of appreciation for the efforts made, their lack of understanding of the nature of the teachers' work, and their non-acceptance of the reality of their children's situation, which makes the task of teaching them difficult, and their weak follow-up of their children in terms of completing their homework or being late for picking up

their children, and then holding the teacher responsible and perhaps filing complaints against the educational team of the institution as a whole, which creates stress on the teacher. This result agreed with the findings of the study by (Barik, 2000), which aimed to identify the sources of occupational stress and concluded that the relationship with parents is the most important and strongest occupational stress that a teacher can be exposed to the stress related to the characteristics of the special needs teacher came with a high degree, and we explain this by the fact that the teacher's personality and psychological characteristics play a role in exposure to occupational stress, and this is what the study by (Mansouri) confirmed, which concluded that the teacher's personality factors are one of the causes of occupational stress, and this is what makes him unable to reconcile work duties with other responsibilities, and this is what the results of the study by (Ansa, 2000) confirmed, which aimed to identify the levels of occupational stress for kindergarten teachers and concluded that married teachers are significantly more exposed to stress than unmarried teachers. This was also confirmed by the study by (Sanders and Watkins, 2003), whose results showed that a teacher who suffers from stress in his general life is more sensitive to the stress of the profession, as well as weak academic training. For example, the teacher feels a conflict between the tasks assigned to him and his perception of his tasks as a teacher of special needs, and his inability to teach and control the unusual behaviors of learners or those associated with disability, as well as the feeling among some teachers of not appreciating the profession of a special needs teacher, and this is what the study by (Dunya Ham Stiq, 1993) confirmed, which concluded that the reasons for resignation were the teacher reaching a critical point in his career and feeling the negative attitudes of society towards the teaching profession.

The stress related to the burdens of the teaching profession came with a high degree, and we attribute this to the difficulties that teachers face in teaching the educational program and adapting it to learners in a way that suits their special condition and their slow learning, and the failure to achieve some of the goals set for the lessons, and planning for it and carrying out the written work related to his profession as a teacher, and this means that some learners who need special care from the teacher due to their low academic level, for example, will not find this care due to the teacher's busyness and lack of sufficient time, and this puts the teacher in a position of guilt, meaning that the increase in the required tasks for the teacher, in terms of quantity or quality, and their continuity, turns into stress that affects the teacher.

The stress related to the physical environment for teaching special needs came high, and we explain this by the lack of suitable equipment for teaching disabled categories, weak safety procedures, and also the non-functionality of the classrooms allocated for education in terms of temperature, ventilation, lighting, and noise, as some teachers feel that the physical environment is not suitable for the special condition of the learner according to each disability, which puts the teacher in a state of discomfort, negatively affecting his psyche and creating a stress factor that prevents him from performing his professional duty.

The pressures related to the characteristics of learners with special needs were moderate. The researcher attributes this to the difficulty teachers face in teaching these learners due to the variation in their levels, their limited ability to understand, and slow learning, which requires teachers to exert double the effort with them and feel bored due to the constant

repetition, which is considered one of the pillars in the methodology of teaching disabled individuals in specialized education. This is confirmed by some female teachers during the semi-structured interviews conducted by the researcher in the exploratory study. However, contributing to stimulating creativity in children, encouraging their independence, and attempting to improve their social behavior in coordination with the multidisciplinary team helps the teacher avoid some pressures, such as the behavioral patterns of these learners, and improve their appearance due to their special condition and regulate their behavior with the help of psychological specialists who work on developing alertness activities, as well as the accompaniment of children by assistant educators and ensuring educational care in cooperation with the family of the disabled person and the relevant institutions.

As for the pressures related to professional relationships (administration and colleagues), they were moderate. This is explained by the presence of frustration regarding incentive bonuses and promotion prospects, and some problems that occur between colleagues. This was acknowledged by some teachers when the researcher conducted semi-structured interviews with them. This does not negate the existence of relationships and communication with the work team and cooperation with multidisciplinary teams, and this is considered a duty and task of the specialized education teacher, which is to form relationships with psychological specialists and assistant educators for the benefit of disabled children.

2-Discussion and presentation First hypotheses is

There are no statistically significant differences in sources. Professional pressures attributed to gender?

To test this hypothesis, a test was conducted **.test(t)**For the two independent samples, we obtained the results shown in the following table:

Table No. (8) T-test

	Sig For homogeneity	value t	degree of freedom	Sig For both sides
Equal variance	0.380	1.859-	84	0.067
Non Equal variance		1.792-	32,004	0.083

We note from Table No. (8)The test may include **(live)**To homogeneous the variance and it was value (sig) is equal to**(0.380) and** It is greater than the level Significance**(0.05)** indicating homogeneity of variance between Teachers that is, there are no significant differences between the variances of the two groups.

Note the table includes the results of the t-test for the cases of equality and unequal variance, so the appropriate result is based on the result of the t-test **live)**If the result is homogeneity of variance, then the results corresponding to equality of variance are adopted. However, if the result is heterogeneity, then the results corresponding to unequal variance are adopted. It is noted that the value of (sig)For both sides it is equals **(0.067)**The

interview for equal variance it is greater than the significance level (0.05), which indicates that On acceptance null hypothesis "There are no statistically significant differences in sources of occupational stress attributable to gender."

The researcher attributes this result to: great effort the role of the special education teacher and the problems associated with it, which leads to professional pressures for both genders due to the challenges posed by teaching people with special needs. Cause Narrow and boredom to For teachers and parameters both when they are assigned duties and responsibilities that are less than their capabilities or far from their perceptions, which leads them to a negative view of education. In addition, both genders may feel that their efforts are not appreciated through promotions and incentives. Al-Mishaan pointed out,2000)The excessive burdens of the profession are a source of professional pressure, as the individual tries to perform tasks beyond his capacity and is unable to complete them in the appropriate time, whether male or female teachers. This study differed from Mason's study, which found statistically significant differences in some dimensions of the six list among special education teachers depending on the gender variable.

3-Discussion of the second hypothesis, which states: There are no statistically significant differences In professional pressures Attributed to social status.

To test this hypothesis, a one-way analysis of variance was conducted.(f)shown in the following table:

Table No. (9) represents the homogeneity test between groups

homogeneity	degree of freedom1	degree of freedom2	sig
1.867	2	83	0.161

We note from the table that the value of sig is(0.161)To test homogeneity and it is greater than(0.05)Indicating homogeneity of variance between groups(Divorced, single,(Married)

Table No. (10) represents the analysis of variance

Source of variance	sum of squares	degree of freedomdf	mean squares	Alpha value	sig
Between groups	1146.281	1.578	573,141	1.578	.2130
Within groups	30149.451		363,246		

We note from Table No.(10) That FC is equal to (1.574) and the value of (sig) is (0.213) which is greater than (0.05) which indicates the acceptance of the null hypothesis, i.e. there are no statistically significant differences in professional pressure attributable to social status. The researcher attributes this result to the fact that all teachers, regardless of their social status, suffer from sources of professional pressure .According to Skinner, stress is one of the natural components of an individual’s daily life and results from the individual’s

interaction with his environment. Stress may occur as a result of work responsibilities or household burdens for a married or divorced woman, or as a result of the organic and psychological makeup, the nature of the age group, and personal characteristics in all his social situations.

4-discussionAnd show hypothesis :

which stated that there are no statistically significant differences **In professional pressures attributed to years Professional experience.**

To test this hypothesis, a one-way analysis of variance was conducted shown in the following table:

Table No. (11) represents the homogeneity test between groups

homogeneity	Degree of freedom 1	Degree of freedom 2	sig
1.134	2	83	0.327

We note from the table that the value of sig is(327,0)To test homogeneity and it is greater than(0.05)Indicating homogeneity of variance between groups .From 1 to 5,from6To 10, from 11 and above)

Table No. (11) represents the analysis of variance.

sig	Alpha value	mean squares	degree of freedomdf	sum of squares	Source of variance
.213	1.578	573,141	2	1146.281	Between groups
		363,246		30149.451	Within groups

We note from Table No. (11) that fc equals (1,578) and value (sig) is (0.213) and it is greater than Significance level(0.05) indicating acceptance of the null hypothesis ,That is, there are no statistically significant differences in occupational stress attributable to years Professional experience the researcher attributes this result to the fact that the sources of stress are due to the teacher’s reference, personality, how to deal with these sources, their interaction with his identity, his psychological effects, and the inability to confront the absence of emotional intelligence and the lack of communication and interaction techniques, especially with parents and students. In this field, many studies have been conducted on the impact of an individual’s profession on his personality, including the study by Waller on the teacher’s personality, and the study conducted by Merton on bureaucracy. Both studies concluded that the type of work that an individual practices, as well as the means he uses, affect his thinking and his relationship with others, and that the role he plays in his profession has a great impact on his personality. This result agreed with Mason, who did not find significant differences in the dimensions of the six-level list of professional stress according to years of experience, while this result differed from the

study by Chan et al. (2010), which showed that the responses of teachers with 5 years of service recorded a high level of stress, reaching 91 %

14- General conclusion:

Based on the results of the current study, the researcher concludes that **the sources of professional stress among teachers of special needs were at high level**, with the pressures related to the family of the disabled person then...Stress related to the characteristics of special needs teachers Then stress related to the burdens of the special needs education profession then stress related to the behavioral characteristics of learners with special needs then related to the physical environment for special needs education then professional relationship stress.

The results of the hypotheses showed that:

- ✓ **There were no statistically significant differences in occupational stress attributed to gender.**
- ✓ **There were no statistically significant differences in occupational stress attributed to marital status.**
- ✓ **There were no statistically significant differences in occupational stress attributed to years of experience.**
- ✓

15- The researcher recommends the following:

- Training teachers on strategies for dealing with situations by working on developing their emotional intelligence to control all situations.
- Training teachers on communication and interaction techniques to avoid quarrels and conflicts with parents and the educational team on the one hand.
- Enhancing work when working with children with special needs through rewards and promotions.
- Highlighting by specialists the ethics of the specialized teaching profession and its importance in society.
- Developing coping methods among teachers to avoid emotional tension that leads to certain behaviors such as conflicts, negative competition, professional absences, and lack of objectivity.
- Increase the number of special education supervisors to supervise specialized education teachers.

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