AMERICAN UNIVERSITY OF BEIRUT

STRESS AND ITS COPING STRATEGIES AMONG SPECIAL EDUCATION AND REGULAR CLASSROOM TEACHERS WHO ARE TEACHING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

by
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AN ABSTRACT OF THE THESIS OF

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Title: Stress and its Coping Strategies among Special Education and Regular Classroom Teachers who are Teaching Students with Special Educational

This research sheds light on sources of stress, effects and its coping strategies: on one hand, among regular classroom teachers and on the other hand among special education teachers who teach students having special educational needs. The purpose of this research study was threefold: (a) to identify the main causes behind stress and its effects on both, regular and special educators teaching students having different learning disabilities; (b) to identify the main coping strategies that help decrease teachers' stress; and (c) to examine the correlation between stress sources and effects and utilized coping strategies among regular and special education teachers. This research uses mainly quantitative survey design, and a small qualitative part. A total of 139 teachers, belonging to eight private schools in Beirut, Lebanon, were selected to participate in this questionnaire. The teachers, 100 regular classroom teachers and 39 special educators, were directly involved at one point in time in teaching students with special educational needs. The responses to the questionnaire items were analyzed using descriptive statistics and correlational coefficient. The outcome of survey showed that there was no significant difference between special and regular classroom teachers in all sources and effects of stress. It was noticed that that there were no specific sources of stress that are extremely stressful for regular and special educators; yet, five out of thirty causes of stress are mildly stressful, and the rest of sources are moderately stressful. Furthermore, there were no specific effects of stress that occur very frequently or almost; yet eight of the listed effects occur infrequently, and ten effects occur frequently. Moreover, there were three mildly effective coping strategies, five moderately effective and seven extremely effective coping strategies. Finally, Pearson's correlation coefficient (r), showed that most sources of stress has weak positive correlation with the coping strategies; yet most of effects of stress has weak negative correlation with the coping strategies.

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CHAPTER I

INTRODUCTION

The notion of special education is not too old in our culture. Many of the hard efforts between educators and governmental institutions were put together to build up a solid base to special education programs and implement it in our schools. Nowadays, people are more aware of the importance of special education teachers and their presence in every established school. However, a special educator uses different teaching strategies with students from that used by a regular teacher. Having a different plan of work, a special educator needs different tools. The rapid growth of technological advancements in every domain in our life is making people seeks specialized consultants to update their knowledge continuously. There is no doubt, that any teacher should constantly update his/her teaching techniques and search for the best advice.

In general the duties of teachers are considered to be hectic and challenging, since they hold a list of various responsibilities; such as classroom management, lesson planning, class preparation, student evaluation and resource management. In addition, teachers are in charge of holding effective parents discussions, interacting with students, and other faculty members. When it comes to special educators, the efforts employed to fulfil these responsibilities are doubled. No wonder how often teachers report feeling stressed throughout their working days. While research has been conducted to address the stress level of teachers, little work has been done to determine how the stress level differs based on the type of educational program (general education vs. special education). Researchers suggest that special education teachers exhibit higher level of stress than regular education teachers (Lazarus, 2006). Like in any institution, effective

communication channels between executives and employees are of great importance. It is essential for administrative figures in any school to realize the causes of stress and seriously search for the coping strategies that help in lowering teachers' stress levels in order to attain a relaxing work environment. When a stable culture and a convenient environment is embraced in school's values and vision, all members would be more knowledgeable in how to deal and interact with all teachers and specifically special education teachers.

Nevertheless, the recent economic situation has affected our country in all its aspects. Although a teacher's salary is already considered relatively low compared to other working sectors, the increase in price of everyday goods and necessities has made it more stressful and difficult for a teacher to work happily. A teacher might feel obliged to come to work every day aiming to get an unrewarding salary that barely fulfil her demands.

Along with the influence of the economic situation, there are many other factors such as, poor working conditions, scarcity of resources needed for teaching, heavy workloads, and unwanted student behavior. Interestingly, the teaching profession in US has witnessed the highest annual turnover rate compared to other professions. One out of three teachers reported that teaching is extremely stressful. The turnover rate for teachers in US is 15.7% compared to 11% in other professions. 30% of teachers are leaving the profession within five years. When asked, these teachers claim that they would not choose to pursue the profession of teaching again (Mrozek, 2005). This research study examines the causes of stress among elementary teachers who are teaching students having special educational needs, and explores the strategies they use to cope with these stressors.

A. Research Problem

First, when educators enter the teaching profession, they show optimism and interest towards their new journey. Highly convinced with the teaching techniques they were taught in universities, along with high expectations, form their first vision. Their main aim is to make a difference in each of their students' lives and consequently influence the community they operate in. A new teacher beginning his/her career feels responsible to fulfill a great educational mission. S/he expects that these precious young jewels would prove his/her ability to make a positive change in the society.

However, as the teacher starts to get deeply involved in her/his work s/he would realize that 'dreams are too good to be true'. Parents strive to attain the best quality of learning to their children. Having demanding parents put high pressure on both the school and the teacher. Moreover, teachers encounter several obstacles and challenges due to their heavy teaching workload. According to Richard (2010), teachers face different challenges regarding the time set for explanation, student to teacher ratio in classes, and administrative or parental support. In addition to the mentioned difficulties, teachers should feel confident and well prepared before entering the classroom. S/he should be supported with the needed educational resources.

As for students having special educational needs, it is axiomatic that they require extra attention, resources and time compared to regular students. Therefore, special education teachers require more time to communicate class instructions. This study encountered regular and special education teachers that are teaching students with special needs in the elementary private English schools in Beirut district, whether they were in the regular classroom maintaining the inclusive educational system or if they were pulled out to the special education room. Having students with special needs is a

broad classification for students having different disabilities. Therefore, this study only encountered teachers that are teaching students having special educational needs, such as Learning disabilities, Attention Deficit and Hyperactivity Disorder (ADHD), Autism, Asperger, intellectual disabilities; in addition to, emotional, behavioral, speech language, occupational problems. Yet, this study did not deal with teachers who are teaching students having visual, hearing, and physical problems, and severe cases. From the researcher experience having a special education background, private schools having special education departments do not accept students with hearing, visual and physical problems. Since these students need specific equipments, resources, and materials that are very expensive to have them in the school for only very few and rare cases. Therefore, those students are referred to learning centers that are more qualified and beneficial for them.

Any goal you set in your life need suitable resources, capabilities and tactics to be attained. For instance, if your goal is to make profits, then specific capital money along with business strategies is needed. When it comes to teaching, teachers should be supported with the needed knowledge as well as resources to increase performance of students. Unfortunately, teachers' expectations for students' performance have increased, but the resources to support that goal have been reduced. As teachers, we assume that Lebanese students nowadays possess a high level of thinking due to their daily involvement with technological devices. Nevertheless, educators are supposed to use resources such as laptop, projector and manipulative during classroom activities and discussions, yet most of these resources are lacked in Lebanese classrooms. No doubt, this issue escalates the teachers' stress levels. If educational technological resources are properly used; it can help in making the learning process more convenient, easier,

motivating, faster and fun for both teachers and students at the same time. This study was conducted to tackle the issue of stress levels of teachers, as well as the successful coping strategies teachers use. The only true power stressed teachers have, is their choice of coping strategies as suggested by teachers who are managing to maintain a balanced stress level, and even thrive in these challenging period (Richards, 2012).

This study focuses on three concerns: (a) the sources and the effects of teacher stress who are teaching students with special needs, (b) the coping strategies teachers are using most often; and (c) the interrelation between stress and coping strategies for regular and special educators who are encountered with students with special needs. To successfully connect teachers' perceptions on these issues, data was collected by using a survey having different sections (Demographic Data Form and Pullis Inventory of Teacher Stress).

B. Operational Definition

For the reason of this study, the following stated definitions are used:

- **Source:** Source of stress is the reaction that affects the person. It can be produced by single or several triggers. In this study sources of stress are also used as causes and factors of stress.

- **Coping:** To cope is when the cognitive and behavioural effort is changed frequently in order to maintain a precise exterior and interior action (Lazarus & Folkman, 1984).

- **Regular or General Education Teacher:** A teacher who is capable of instructing students that do not have special needs. These educators often have

contact and experience instructing students with learning disabilities, but usually are not specifically trained and certified to do so (Dickerson, 2008).

- **Special Education Teacher:** A teacher who is capable of instructing students with special needs and learning difficulties. A special educator should be knowledgeable of the advanced learning tactics that are used to handle the teaching process and help students learn successfully. S/he should identify each of the students' needs in order to provide a supportive learning environment. (Dickerson, 2008).

- **Stress:** Stress is a psychological and physiological condition as a reaction to environmental stimulus. It defines the relationship between a person and his/her environment (Lazarus & Folkman, 1984). Stress is a nonspecific result of any demand upon the body (Dickerson, 2008).

C. Research Aims and Questions

This research has threefold purpose:

1. To identify the main sources and effects of stress that the regular and special education elementary teachers' encounter while educating students having special needs.

2. To identify the major coping strategies that will help in decreasing the level of elementary teachers' stress.

3. To examine the correlation between sources of stress and coping strategies for regular and special education elementary teachers.

4. To examine the correlation between effects of stress and coping strategies for regular and special education elementary teachers.

Three main questions guide the current research:

1. What are the main causes and effects of stress for regular and special education elementary teachers who teach students with special educational needs?

2. What are the main coping strategies that help in decreasing the level of elementary teachers' stress?

3. What is the correlation between sources of stress and coping strategies for regular and special education elementary teachers?

4. What is the correlation between sources of stress and coping strategies for regular and special education elementary teachers?

D. Rationale of the Study

Previous research has been conducted related to stress and its coping strategies for regular education teachers in westetn countries such as United States and other industrialized societies. Yet, the lack of studies concerning stress and its coping strategies for special education teachers in the Middle East Arab Countries, especially in Lebanon, made it essential for us to conduct this study in our country. Years ago, having a special education department in the school was very rare; but nowadays it is getting more known. So, it is important for teachers that are encountering students having special educational needs to be introduced to the causes, effects and the coping strategies of stress. Moreover, preceding studies showed that experienced teacher's proficiency and the unexplainable behavior of students with special needs, ranked to be the highest factors behind teachers' stress (Forlin, 2001). In the same vein, from the researcher's daily life experience as a special education teacher in one of the private schools in Beirut, we can deduce some generalizations. Teachers are experienceing several factors of stress. First, we can notice that teaching students having different

special educational needs (example, learning disabilities) within the same classrooom, is a stressful occupation. Second, certain events that happen during school days are contributing to these stressful feelings. For instance, when coordinators set specific timing periods for each theme explained in the class. Moreover, the behavior of students with mood swings in classrooms are never anticipated. Third, sress is not experienced the same way by all teachers that are dealing with students having learning disabilities. It differs between regular and special education teachers. Certain demographic characteristics play a role in the stress felt by teachers. Some teachers experience stress more than others, especially those who are not trained well to teach students having different cases of special needs. Furthermore, this study adds on previous studies, since it encounters stress for both regular and special education teachers at the same time. Some research studies examined teachers' coping strategies with the stress that they encounter, which is related to teaching children having learning disabilities inside the regular classroom (Brackenreed, 2011). Other studies examined the stress' level of teachers and the stressors that are related to an exact activity that involves students with learning disabilities in an inclusive classroom (Engelbrecht et al., 2003). However, studies examining teacher's stress and the interactions of special needed students in a regular classroom are scarce in Lebanon. From this, we notice that there is a shortage for educational data related to the researcher tackled topic and which if available would add great value to the teaching- learning process. Therefore, this study has been based on real daily life experiences witnessed in our schools, aiming to gain a broader perception of the causes of stress and its coping strategies among regular and special education teacher in the Lebanese context.

E. Significance

The significance of the current research was identifying the sources (factors) of stress for regular and special education teachers who are teaching students with special needs. It is of great importance for regular teachers to be knowledgeable of the cases of special needed students, to reduce stress levels they are suffering (Hepburn & Brown, 2001). In the same vein, working with students having special needs can affect teacher's motivation in the classroom, and his/her goals and expectations in inclusive classroom. Moreover, teachers have many deadlines to meet, and responsibilities to handle. From the researcher point of view, identifying possible stressors can efficiently help teachers decide which positive coping strategies best suites their psychological state. If stressors are properly identified and positive coping strategies are successfully chosen and practiced, teachers would attain a stress free friendly class environment. By this way their educational goals will be met and their professional career will be accomplished (Guglielmi & Tatrow, 1998). Yet, stress can have negative effects on teachers' mental and physical well-being. The teacher, not the learner, is the main individual that is encountering stress, and this is due to the daily activities that are done inside the classrooms (Hepburn & Brown, 2001). It is significant that teachers are able to automatically build up proper coping strategies for handling stress which directly affect their individual personalities. It is well known that every person reacts to stressors in different ways. That's why; it is important for a teacher to search, decide what suites his/her character and the situation accordingly, and then choose. Afterwards comes the practicing of the chosen alternate coping strategy.

CHAPTER II

LITERATURE REVIEW

In this chapter, a brief overview of stress definition was provided, relying on previous studies. In addition, workplace stress was briefly discussed, presenting its causes, effects, and coping strategies. Next, teachers' stress was discussed, presenting the causal factors to teachers stress, and the coping strategies that special education and regular classroom teachers use to deal with stress. Finally, this chapter was closed with a concluding summary.

A. Defining Stress

Stress is an interaction taking place between a person and a cause of demand within the environment s/he is living in (Colligan & Higgins, 2008). It increases, if what is demanded from a person is beyond his or her abilities. A person exposed to such situations, may be psychologically and physiologically disturbed. Furthermore, Chan, Chen and Chong (2010), define stress as unique emotions that increase when people feel anxious and they cannot cope with high level of pressure or other types of stressful situations they are encountering. Any employee must be knowledgeable of the surrounding situation and anticipate changes in her/his environment. Having cognitively assessed the situation, the employee's emotional, behavioural, and psychological actions and responses to the stress imposed by the environment on him, is attached to his personal characteristics and the available factors that prevent stressors (Colligan & Higgins, 2008). In the same vein, Mrozek (2005) defined stress as an excessive demand produced by the adaptive capabilities found in the mind and body,

and he added that it appears in different ways, such as physical and mental demands (Mrozek, 2005). Moreover, Brackenreed (2005) reported in his study that, although previous studies mentioned that stress is not only an inescapable issue of important changes; it is a significant state leading to positive change providing controllable doses. For instance, the rapid change of rules in Ontario along with the instability of living has caused an increase in stress levels for people living there (Brackenreed, 2011). A broad understanding of stress contains evaluation for each significant aspect of the stress process. This includes the main environmental and personal experience which is related to the demands and the beliefs of the individual, the intervening procedure which is mainly coping with the surrounding, factors of direct stress response that is behavioural and physiological emotions, and finally the consequences of workplace stress such as psychological, health and social problems (Gillespie, Walsh, Winefield, Dua & Stough, 2001).

B. Stress in Workplace

As discussed earlier, stress influences us from two main sources, the demanding situation in our environment and the interpersonal psychological and physiological pressure we already hold. For example, when an important personal relationship is going badly, financial stress, workplace stress and the level of the interpersonal stress will increase. The workplace stress is discussed in the following section of the literature review. First, the researcher identifies the causes of stress. Second, the effects of stress are listed. Finally, some coping strategies that have been recommended for the reduction of stress are examined.

1. Causes of Stress

According to Colligan and Higgins (2008) there are several causes that can lead to stress. To start with technology as a first factor of stress, it is evident nowadays, that in any workplace the necessity of technological, electronic devices and their continuous updated versions is important. A working individual, if not easily adapted to technological aspects would have difficulties in performing his job and consequently be stressed out. The changing technology in the teaching environment may lead to a threat for the teacher as well as for the students.

Another key factor for stress is the setting of the workplace. Employees within a toxic work setting always try to perform their required job in terror and increased worry. Those people under workplace stress have unconstructive emotional situations such as annoyance, worry, nervousness and depression produced from different causes at work (Kunkulol, Karia, Patel, & David, 2013). Recently, the psychological state of employees and its effects on work performance, has taken a lot of important debates in the human resources conferences worldwide. Many attempts insisted that when employees are well balanced psychologically, and have happy daily work experiences this would increase performance levels.

Workplace stress is the stress that people handle at their jobs. Brackenreed (2005) mentioned that for teachers, stress is a reaction for negative causes due to teachers' workload. It happens when a contradiction takes place between the load that is found at work and that of the person himself. Furthermore, previous studies done in several industrialized countries have recognized many other workplace causes (Gillespie et al., 2001). These contain: excessive work, time limitations, and lack of supportive opportunities, insufficient recognition and salary, having different tasks, and

lack of resources. Further causes behind stress, like a person's over expectations, job uncertainty, lack of social interaction between colleagues, disparity in the organization, and lack of counseling workshops (Gillespie et al., 2001). In the same vein, Colligan and Higgins (2008) explain five groups of stress: first, features that are special to a job; second, the task of the institution, third, the growth in the job, fourth, interpersonal career relations, and finally, institutional physical structure. Each of the above listed factors show that stress can happen when there is a conflict between the employee and the work overloaded demands.

2. Effects of Stress

After discussing the various causes of stress, we examine its effects on the workplace. The consequences of stress and its effects lead to internal conflicts that differ dramatically from one person to another (McGrath, Houghton, & Norma, 1989). Employees experiencing constant work stress developed unstable blood pressure, increased cholesterol levels, muscle tensions, and other numerous health problems. According to Brackenreed (2005), stress is an external condition or event that affects our body and mind negatively. Moreover, research of teachers' efficiency indicates that teachers' opinion, behaviours, and values affect the decision they take and the way they interact with the teaching- learning process in class discussions. According to Colligan and Higgins (2008), when a person does not know how to deal with causes of stress, the consequences of stress can lead to create persistent emotional, psychological, and physical complications. However, Gillespie et al. (2001), found that the level of academic stress is relatively high compared with occasional stress illness. In their study, they mentioned that having constant ongoing stress, without relaxing periods, would

have more harmful effects and unmanageable situations to deal with (Gillespie et al., 2001). This takes us to recent news heard by people internationally that Google gives its employees an unlimited paid leave if they felt stressed. When recruited at Google, a person is asked what s/he like the theme of his/her office to be. Some employees recommended a Hawaiian theme others a village one. No doubt that Google is considered a pioneer in creating a successful environment for its workers, because it considers employees as the greatest asset in an organization. This may encourage other institutions to have the same objective in the years to come. A work free vacation enhance motivation and innovation when returning back to work routines. Also, workplace stress connected to unattractive setting may lead to inferior output, increase in absence and produce persistent patterns of dysfunction in the workplace (Colligan & Higgins, 2008). In the research done by Gillespie and his colleagues (2001), the results showed that workplace stress affects the workers in both professional and personal areas. Professionally, staff mentioned that workplace stress affects their job performance and their interpersonal work relations in a negative way. Furthermore, at a personal level, workplace stress leads to a range of physical and psychological health problems, family and parental problems (Gillespie et al., 2001). Not to forget mentioning the importance of organizational support to personal difficulties and concerns. For instance, breastfeeding mothers need a convenient daycare for her at her work.

As mentioned before, stress may lead to health problems such as hair loss, eating disorders, uptight, muscle pain, palpitations and breathing discomfort, paleness and many others (Mrozek, 2005). As for the cognitive, emotional and behavioral effects, it can lead to lack of attentiveness, easy distraction, loss in memory, depression, low self-

confidence, speech problem, demotivation and even low job satisfaction (Mrozek, 2005). Klassen (2010) stated that, "high levels of occupational stress have a strong effect on teachers' performance; career decisions, physical and mental health, and overall job satisfaction" (p. 342). Therefore, most employees especially teachers should search, learn, get information, and choose to apply the most appropriate affective coping strategies that help in dealing or preventing stress.

3. Coping Strategies of Stress

Supervisors and administrative figures in organizations play a significant role in detecting and solving stressful situations encountered by individuals in the work place. However, the big problem is when they themselves are the sources of stress. Previous researchers have identified several main strategies for decreasing the level of stress at work.

After noticing a stressful working environment, supervisors should first accept the perception of changing several conditions and work procedures that may lead to stress. Managers should then search for suitable coping strategies and start informing all employees of upcoming changes. Afterwards, changes should be implemented. Getting rid of some barriers such as work overload, inconvenient environmental settings, and lack of decision empowerment for employees, will definitely lead to a more relaxing and well balanced work climate (Colligan & Higgins, 2008).

Supporting services should be offered in the organization. Vertical communication channels between management and operational level employees should be encouraged. A stress management workshop or a training session is an effective idea to be applied on a semi-annually basis. Listening to employees and realizing their

problems is another important step to be considered. Embracing their stressful emotions

and how coping with challenging situations should be learned and discussed. As a

teacher, the researcher always dream of a massage chair to be used in the teacher

lounge. Thus, Meditations and relaxing methods that help in reducing psychological and

physiological effects of stress may be offered (Colligan & Higgins, 2008). Coping

strategies are also a significant variable that is related to burnout. For example, dealing

with the problem, job strategies and problem solving lead to personal success, whereas

escaping of the problem leads to emotional fatigue and depersonalization (Antoniou,

Ploumpi & Ntalla, 2013). Additionally, problem solving coping is shown to be helpful

for lowering the level of emotional fatigue and depersonalization that teachers are

feeling (Antoniou, et al., 2013). Relying on the results of the study done by Chan, Chen

and Chong (2010), the most effective techniques are sleeping, social interaction,

chilling, and watching television. On the other hand, the least effective activity is doing

sports (Chan, et al., 2010). Interestingly, what apply to men may not work out for

women. Male teachers manage their stress by hearing music or practicing sports. Yet,

female teachers use sleeping, talking, watching TV and shopping (Chan, et al., 2010).

Previous studies mentioned that most of skilled labor practice stress management

techniques to positively motivate themselves. These techniques may involve, learning,

be more knowledgeable of the effects of stress, managing expectations, taking habitual

vacation breaks from work , exercising, and applying therapies such as yoga and

massage (Gillespie et al, , 2001).

   When institutions hold the personal financial burdens with its employees, the

individual feels more motivated and attached to the company's culture. Educational

benefits and Health insurance plans and other offered benefits such as renting allowance greatly make the employees more relaxed.

As a conclusion, the researcher finds, rewarding oneself is an important factor to keep moving the motivation wheel. Whether it is shopping, traveling, exercising, having massage or yoga, all are considered rewarding activities to a hard working day. An internal rewarding system (one rewarding him/herself) or an external one (the organization giving financial or mental rewards), greatly help in maintaining the progress of the work cycle and increasing performance level. Thus, organizations should be a place for creativity and skill empowerment not a jail.

C. Teacher Stress

1. Causes of Teacher Stress

Dealing with people may be one of the hardest skills to attain, since it depends on the mood and the personality of the individual that we are encountering. For example, employees working in banks are dealing with different types of people having different personalities, whereas; IT people are mainly dealing with PC software all day long. However, when it comes to the teaching profession, teachers are interacting with children, having different characters, learning abilities, and moods. Young students cannot realize the stress a teacher might be undergoing. The teacher should put extra effort to control his/her emotions and behaviour since s/he is perceived as a model by students. Certainly, teaching is on the top of the jobs who report a high level of stress. According to previous studies; in several countries all over the world, the causes of stress illness is related to an excessive work on teachers, more responsibilities to finish in a limited time period, a huge number of learners inside the regular classroom and

dealing with a large number of students having unacceptable behavioral problems in one classroom (Kunkulol et al., 2013). Previous research reached a conclusion that teachers at all levels are experiencing more severe job-related stress than ever before. Furthermore, recent study stated that teachers face burnout in at least six categories of stress, including: work overload, lack of perceived success, amount of direct contact with children, staff-child ratio, program structure, and responsibility for others (Johnson, 1990). Teaching is not an easy, straightforward job; it ranks one of the most complex occupations. This complexity makes it a demanding profession. Although job-related stress is a trouble in all professions, studies assure that teaching is growing to be one of the occupations that lead to a high stress level in the last few years (Engelbrecht, Oswald, Swart & Eloff, 2003). Previous research stated that stress that appears from the teaching occupation has been found to include arguments and vagueness, insufficient working relations, personal conflicts, lack of support from other members and staff at school, disagreement on important decisions that should be taken, conditional punishment, little amount of resources, including large classes, grouping of students having different learning disabilities, and dealing with parents (McGrath et al., 1989). Occupational stress for teachers is not only delicate, but also important, since it affects the social circle teachers are working within. It influences students, parents as well as the learning cycle by itself. Therefore, it is significant to examine and comprehend the stressors of educators' occupational lives. According to Engelbrecht and his colleagues (2003) a stressor is "stress-inducing factor acting on the individual person and emanating from the self or the environment, to which a positive or negative meaning is ascribed by the person, and which he or she experiences as a threat or a challenge" (p. 294). Some variables such as gender, age and experience affect the level of stress of

teachers. Single teachers, less than 21 years old, having a range of 5 years of experience or less, relatively experience low stress level, as compared to married ones (McGrath et al., 1989). Talking about teachers' stress, it is important to recognize teachers' perception having different potential stressors due to the job setting, and their abilities to control the environment they are working in. These factors of stress can be combined into four main groups: complications with learners; lack of appropriate timing; lack of positive interactions between colleagues; and poor working conditions (Engelbrecht et al., 2003). The results of previous study done by Ghania, Ahmadb & Ibrahimc (2014) about stress and special education teachers in Malaysia showed that the workload and sources of stress had caused a moderate stress on the participants. The findings also showed that that there are no significant difference of work stress among participants based on gender, marriage status, and highest academic qualification. In addition this failed to indicate a significant correlation between teacher stress and demographic factors such as age, length of teaching experience, and the respondents' monthly salary (Ghania, Ahmadb & Ibrahimc, 2014). The excessive concern about stress that teachers are suffering from made the researchers highlight more on this area. Moreover, Williams and Gersch (2004) stated,

> There has been an increasing recognition of the link between mental
> and physical health and occupational stress, and indeed concern to
> improve the working lives of teachers. It is hoped that, by
> understanding those factors that seem to cause stress in teachers,
> either changes in the working environment will be suggested or
> coping strategies for teachers might be proposed (p. 157).

2. Coping Strategies for Teacher Stress

Teaching profession is a stressful career that affects teachers' actions, making decisions, and in general job satisfaction. McGrath et al. (1989) mentioned that the results of previous studies show that among elementary teachers, those who are coping efficiently with stress that is caused from their job prefer to use active ways for dealing with stress rather than passive ones. An example of such active strategies can be practicing their hobbies and activities that they like to do in their daily life or even at school during their free hours. On the other hand, most of the time teachers who burnout from stress can not practice enjoyable activities, and they get angry from this situation. In the same vein, teachers who said that they are in a low stress work environment do much more activities than those who are in a high stressful atmosphere. Therefore, emphasizing the internal locus of control was recommended because it would certainly help in reducing the negative effects of stress (McGrath et al., 1989). Mrozek (2005) explained that stressors cannot be removed from the teachers' environment that's why teachers should learn strategies and techniques to manage their stress and maintain their effectiveness. A simple ABC (Activating event, Beliefs, Consequences) stress management model was suggested by Mrozek (2005) recommending three steps to be considered: first, understanding the main causes of stress and its consequences, second, changing the behavior that leads to stress, and third improving teacher-student interaction, and social interaction with parents and other colleagues at the school. Since there are a lot of challenges in life, it is better for teachers to be proactive and initiate change, rather than be passive, with managing stress. Strategies should be developed including personal stress management, cognitive-behavioral techniques and ways for flexibility at institutional field of education. "Based on the coping resources to develop

personal skills of problem solving and social-organizational level – is important to optimize supportive relationships and opportunities to participate and to influence processes of decision making within the school" (Foloştină& Tudorache, 2012). However, teachers' stress can be well managed by the rules of the school, support from school administration and other staff members, and from teachers' understanding that all employees at the school can work hand in hand together to develop students' academic achievements and behaviour. Previous research shown that teachers' collective efficacy might lead to a constructive effect on work contentment, yet there are very few studies examining teachers' collective efficacy and work place stress (Klassen, 2010).

Teachers' work satisfaction is significant since it influences teachers' performance and overall achievement and interest. The effects of job related stress of teachers could be very serious and may include , psychological problems that may lead to depression, low performance, absenteeism, unmotivated employee and, consequently, leaving the work position. This makes the barriers to leave low and the employee turnover rate in schools high. As mentioned before, teachers' stress is not inescapable. Teachers in schools who have good social communicational skills among staff members and who can express their concerns and emotions to highest organizational levels would have well built job satisfaction and strong commitment towards their school (Klassen, 2010). Unlike secondary school teachers, middle and elementary school teachers manage stress by relaxing, social communication with friends, watching TV; yet secondary teachers do sports and extra exercises in order to maintain the level of stress (Chan et al., 2010).

Twenty years ago, the major of special education was not realized in Lebanon. As time passed the importance of this major and its presence in schools has been noticed as a necessary entity of the educational program. From the researcher experience as a special educator, recruiting special educators has greatly relieved regular teachers. An elementary regular teacher used to notice some of her/his students in class have learning difficulties and had to choose between making students repeat their class or decides to use all her/his efforts in helping such students understand and cope with the regular class. Having special educators in every school now, makes the regular teacher ask for the special education teacher contribution, help and advice.

D. Students with Special Educational Needs

1. Challenges

Behavioral problems and learning disabilities of students having special educational needs make big problems for teachers in inclusive classrooms. Previous researches show that teachers' understanding, actions, and attitude directly influence their decision and their actions during class discussion. Some studies identify teachers' failure to cope as one of the main issues that helps in teachers' burnout (Brackenreed, 2011).

Forlin (2001) described the status of inclusion in Australia as compared to other countries. Forlin stated,

> During the past two decades, there has been a slow but consistent
> movement across all states and territories in Australia towards the
> inclusion of children with mild to severe disabilities in regular
> classrooms. Unlike the situation in the USA and the UK, there is no

legislated approach to inclusion in Australia and, consequently, policies regarding inclusion vary considerably between jurisdictions (p. 235).

In the same vein, Malak (2013) talked about inclusive education, saying that it has been noticed as a main program to make sure that education is offered as a right for all children in the developing world for the last twenty years. Malak (2013) took Bangladesh as an example of developing country that is motivated to work on inclusive education by practicing several strategies like improving of their educational regulations in the government, and making teachers' awareness programs. Therefore, there is a need for teachers to know more about the cases of students having learning disabilities and how to deal with them.

2. Preparedness of Regular Education Teachers

Since the presence of special educators is not constant in regular classrooms, regular teachers should be well prepared and informed about how to handle and deal with students having learning difficulties. Continuous cooperation between the two teachers is required to attain the desired positive learning results.

The attitude of a regular teacher and her way in communicating class instructions and theme discussions greatly affect the way student with learning disabilities behave and interact in class. On the other hand, some studies show that the acceptance of teaching students having learning disabilities in regular classes, raise critical problems for educators and provoke arguments about inclusive education program and its aim (Avramidis et al., 2000). Engelbrech et al. (2003) mentioned that educators have negative opinion concerning the inclusion education program for students having learning disabilities and behavioural problems.

Maintaining a sense of humour during class discussion is an important issue for those teachers dealing with students having special needs. Relying on the researcher past experiences, teachers can make a plan to follow. Coming up with different ideas and solutions for various problems are the most effective ways to cope with stress in mainstream classrooms. Drawing a plan, applying it, and focusing on the coming steps entail knowledge and earlier practice.

There are several signs that show that much support is needed for both types of teachers, special and regular. The percentage of teachers changing their professions or switching between educational institutions is relatively high compared with other professions. Nowadays, 30% of all new teachers are leaving their positions (Mrozek, 2005). Every year the teacher turnover rate is becoming high compared with that of all other professions. In 2002, in the United States a report done by Secondary School Principals showed that the yearly turnover of job positions other than teaching is 11%, whereas the yearly turnover for teaching position is 15.7 % (Mrozek, 2005). Moreover, the report submitted by Mrozek (2005) points out that the reason behind such high turnover may be due to the demographic change of severe deficiency of secondary school teachers.

3. Stress Factors Related to Teaching Students with Special Needs

Encountering stress due to teaching students having learning disabilities within mainstream classrooms is showing a great growth, and the execution of inclusive educational programs is still under construction (Engelbrech et al., 2003). Findings of this study show that having a huge number of students having learning disabilities integrated in inclusive classes, bring additional challenges and stress for regular teachers. Regular teachers who are dealing with students having special educational

needs, will have extra workload since they need to modify each assessment done for those students relying on his/her need, whether it was a quiz or an exam. In the same vein, sometimes teachers need to re-explain the concept several times having different teaching strategies, for the student to grasp the idea in a correct manner. Also, each term, teachers need to go over and change the IEP (Individualized Educational Plan) of each and every student that have special educational needs, depending on their behavioural and academically success. All these stress factors need to be considered for teachers who are teaching students with special educational needs, especially that they will lack time. Teachers find themselves under stress in responding to the special needs of learners having learning disabilities, along with the difficulty of teaching the governmental curriculum (Gyimah, Sugden, & Pearson, 2008).The apparent requests of the educators who are expected to accommodate with various student needs in inclusive classes should be acknowledged. Teachers are the only source of information for students and great support is needed to prevent the factors of stress in the inclusive educational settings. By this way, less stress may lead to the successful implementation of learning process and its objectives. The results of the study done by Foloştină and Tudorache (2012) showed that teachers having more experience in teaching and dealing with students with special needs know how to use different coping strategies such as problem solving oriented strategies; yet those with less professional experience deal with the stress issue using emotional coping strategies. Each person has his own way and strategy to deal with the stress issue. Engelbrecht and his colleagues (2003) mentioned that years ago the insufficient resources used for mainstream education was a factor of stress for teachers who help students having special needs. Yet, today regular and special educators should learn more and gain skills for using more advanced

technological resources that will help in our educational programs. In the same vein, the results of a previous study showed that the role of resources in eliciting subjective well-being, happiness, and life satisfaction; also help in daily coping with teachers' stress (Hamama, Ronen, Shachar & Rosenbaum, 2013).

E. Summary

This literature review provided an over view about stress and specifically stress that contributes to teachers that are dealing with students having special educational needs. The first part in this literature review dealt with defining stress. This part provided different definitions from different previous studies. Yet, all of them stated that stress affects the individual in a negative manner. After that, the researcher discussed stress in workplace. This chapter included three subtitles, causes, effects, and coping strategies of workplace stress. There are many factors that contribute to stress such as the environment, the setting that where the individual is living in, and the job itself. These factors lead to several consequences that affect the employees in a negative way, by having different complications in their physical, emotional, physiological, behavioural, and cognitive areas. Having all these problems that are influenced by workplace stress, the employee should deal with it in a positive manner. Understanding the main cause of stress is an important issue since it helps in knowing how to deal with it. There are different strategies for encountering stress, such as stress management relaxation techniques and therapeutic sessions. Another section examined teachers' stress. Teaching is one of the most significant jobs that cause stress. There are many factors that cause teachers' stress, such as heavy workload, and shortage of time, changing situations, and social interaction with parents and other colleagues at the

school. Moreover, the environment and the situation that the teacher is living in, may

also be one of the main factors of stress, for example, the level of stress for the married

teacher is higher than the level of stress for the unmarried. Yet, there are a lot of coping

strategies that teachers can apply in order to decrease the level of stress they are having

from their career positions. Teachers can practice different activities and hobbies that

make them happy. Furthermore, they can attend different teacher awareness programs,

and practice ABC (Activating event, Beliefs, Consequences) stress management

strategy. Finally, in the last section of this literature review, we covered the topic of

students with special needs and the encountered challenges. Teaching different cases in

an inclusive education classes is not an easy job for regular teachers, since they should

be aware of how to deal with each and every case individually. Therefore, regular

education teachers should be well prepared for such issues, by learning and

understanding different cases of learning disabilities that s/he may encounter in their

classrooms. Having an excessive preparedness of regular education teachers will help in

preventing stress and its consequences. As a result, the significance of this literature

review focused on teacher stress and how it is important to deal with teacher's stress,

especially for those who are teaching students having special educational needs.

CHAPTER III

METHODOLOGY

This chapter presents an overview of the research design, method that includes participants, sampling procedure, instruments, and the procedures used to collect and analyze the data.

A. Research Design

A quantitative and qualitative survey designs were utilized in this study. A quantitative method was appropriate for this research because the surveys applied consist of closed-ended questions, coupled with numeric analysis. Moreover, the qualitative method was used because the survey applied consists of one open-ended question in each part. In the same vein, a correlation design was used for this research as the central tenet for examining the relationship of stress sources and effects and its coping strategies. Correlation designs are appropriate in the examination of relationships between variables (Gall, Gall, & Borge, 2010). Therefore, it was utilized in this study because one of the main purposes was to find the relationship of the two variables, which are stress sources and effects and its coping strategies for both regular and special education teachers that are dealing with students with special needs.

One survey having two different sections was used for the purpose of this study, demographic data and Pullis Inventory of Teacher Stress (PITS). The first section contained the demographic data for the teachers that help us recognize their experience which was related to dealing with students having different special educational needs. The second section helped in identifying the factors which cause stress and their effects

in their present position, and the coping strategies that teachers use in their case. In this survey, teachers marked the 5-point Likert scale in order to show how strongly they feel. Pullis Inventory of Teacher Stress Survey helped us understand more about different issues that produce problems for teachers in their classroom discussion and activities.

B. Method

1. Participants

The population represented in this study are regular elementary (Cycle one and two) and special education teachers who are teaching students with special needs in English-speaking private schools in Beirut. As for the sample, it comprised 139 regular and special education teachers who are teaching students having special educational needs from the elementary schools in eight English-speaking private schools in Beirut district. The sample consisted of 100 regular teachers and 39 special educators from grade one till grade six. The number of regular education teachers exceeded the number of special educators, because in most schools having special education departments, the special educators teaches several subjects and not only one main subject. List of English private schools having special education department was obtained from the Ministry of Education and Higher Education (MEHE).

2. Sampling Procedure

Purposive procedure was used in this study. First, the investigator selected schools that have special education departments or units. Second, the researcher randomly selected eight schools that contain special education department. Third, the

researcher selected six elementary classrooms; a section from each grade level, from

grade one to grade six. Fourth, the researcher contacted the school directory and

received the permission through the consent form. Then she identified the regular and

special education teachers who participated in this study. The selected subgroups that

are in the sample are special educators versus regular-classroom educators. The

researcher randomly selected a teacher from each classroom. This teacher can be

homeroom, or teaching in any other main subject areas, such as English, Arabic, math

or science. It does not matter what is the teacher's specialty, as long as s/he should be

teaching students with special needs. In brief, 139 regular and special education

teachers who are teaching students having special needs in eight private schools were

selected to participate in this research. The participants can be categorized as follows:

25 teachers were selected from each school; 16-17 regular classroom teachers and 8-9

special education teachers.

3. Instruments

In this study, data were collected by using a modified copy of Pullis Inventory of

Teacher Stress (PITS), and a researcher developed demographic information form. The

following demographic data were be gathered: gender, grade level of school, degree

earned, years of teaching experience, courses taken in the university related to educating

students having special educational needs, training hours about teaching children having

special educational needs, and finally number of students having special needs present

inside the classroom.

The Pullis Inventory of Teacher Stress (PITS) was originally developed by

Michael Pullis Ph.D. in the early 1980s for use in teacher stress workshops. It consists

of 63 items organized into three components: Sources, effects and the coping strategies

of stress. This instrument produces an overall stress score and does determine the

effectiveness of strategies identified in Part III. The instrument has been used in

previous research (Pack, 2000). The PITS is a survey that helps in finding the rate and

the intensity score for the causes, consequences, and the coping strategies of workplace

stress in the teaching occupation. It is used with regular and   in many states in the U.S,

such as California, Colorado, Texas, Missouri, New Jersey and Kansas (Li, 1996).

Part I of the instrument, Sources of Stress, was comprised of 30 items and

centers on the working conditions of teachers. Each item presented was rated by the

respondent having 5-point Likert scale such that one was not at all stressful; two shows

mildly stressful; three shows moderately stressful; four shows quite stressful; and finally

five shows extremely stressful. Through factor analysis, Pullis (1992) found that the 30

items grouped into four major areas. These are Pupil Characteristics, Career Issues,

Workload Issues, and Intraschool Factors.

The Pupil Characteristics factor includes seven items of the survey with each

item describing a student behavior that could be stressful (e.g. item 2: loud, noisy

pupils; number fourteen: poorly motivated students). The Career Issues factor includes

five with each item describing a specific source of stress related to education in general

(e.g., item 8: inadequate salary; number thirteen: low status of the teaching profession).

The Workload Issues factor consists of eight items with each item describing a

distinctive demand of the job which could cause stress (e.g., item 9: too much work to

do; number eleven: responsibility for the students' progress/learning). Finally, the

Intraschool factor consists of nine items which describe a potentially stressful feature of

the school environment (e.g., item 19: inadequate equipment and instructional

materials; number fifteen: lack of recognition for good teaching).

Part I of the PITS also had provision for participants to describe few other

sources of stress that they experienced but are not covered in the 30 items presented. A

measure of internal consistency, Coefficient Alpha, was found to be greater than .85 for

each of the four factors defining stress in the PITS which means that the items in each

factor are strongly indicative of stress. Pullis (1992) also found that the results of the

reliability scores for a period of three consecutive months for 30 teachers on each of the

factors is greater than 80.

Part II of the instrument, Effects of Stress, supplies eighteen possible symptoms

of occupational stress and for each symptom requires the respondent to rate how

frequently s/he experiences that symptom on a 6-point Likert scale where one = hardly

ever; two = once in a while; three = sometimes; four = often; five = very often; and six

= almost always. The symptoms presented in Part II of the PITS represent emotional

(e.g., frustration, depression, guilt), physiological (e.g., exhaustion, headaches and upset

stomach) and behavioral (e.g., letting stress interfere with your personal life) reactions.

Part II also had provision for respondents to describe any other effects for stress

that can be taken into consideration, yet are not found in the 18 symptoms presented.

Pullis (1992) found that test-retest reliability scores over a three month period for a

group of 30 teachers for all of the symptoms in Part II was .73, with a range from .61 to

.81.

Part III of the PITS, Coping with Stress, consists of fifteen strategies that

teachers could use to manage their stress. Each respondent was first requested to check

off from the list provided those strategies which s/he has used. Afterwards, each

respondent was requested to rate the strategies checked off in terms of how effective they were using the four point Likert scale such that one was not very effective; two was mildly or temporarily effective; three was most effective; and four was extremely effective. The strategies listed in the instrument include ones that could be employed inside, as well as outside the school setting. Opportunity to list other coping strategies used by respondents, was also available.

4. Survey Adaptation

To validate the use of the surveys in the Lebanese English private schools, the researcher sent the Demographic Data Form and Pullis Inventory of Teacher Stress Survey to three private school counsellors. The first counsellor has a BA degree in Psychology, and a Master's degree in Clinical Psychology. This counsellor has a working experience for five years as assistant to clinical psychologists, and three years as a school counsellor in a private school in Beirut. The Second counsellor has a BA degree in Psychology, Diploma in special education and a Master's degree in Educational Psychology with emphasis on School Guidance and Counselling. This educational psychologist has a working experience for 4 years as a special educator in a preschool division, and two years as a school counsellor. Furthermore, the third counsellor has a BA degree in Psychology, Diploma in special education and a Master's degree in Educational Psychology with emphasis on School Guidance and Counselling. This school counsellor has a working experience for 4 years as a special education teacher; teaching different subject matters; in elementary and middle schools, and two years as a school counsellor.

The adaptation of the survey was a very important procedure to examine whether all items are clear, understandable and valid to teaching students with special educational needs in the Lebanese context. Hence, several items were modified or changed in Pullis Inventory of Teacher Stress Survey. Table 1 presents the original and adapted items in the three parts of the survey. Also, the format of this survey was changed by putting the items in a table form, because it is easier, clearer and more understandable for the reader.

Table 1: Modifications of Pullis Inventory of Teacher stress survey

Part I: Sources of Stress	Original items	Adapted items	Explanation
In the instructions	"A variety of teachers have shown that..."	a variety of studies about teachers, which have shown that	It is more clear and specific
Item 1	"In general how stressful do you find being a teacher"	In general, how stressful do you find being a teacher dealing with students with special needs	It is more specific for students with special educational needs
Item 2	"Loud, noisy pupils"	Loud, noisy students	It is more clear and specific
Item 6	"Participation in meetings about the students"	Participation in IEP (Individualized educational plan) meetings about students	It is more specific for students with special educational needs
Item 7	"Pupils impolite or rude behavior"	Students impolite or rude behavior	"Pupils" is more of a British term and the Lebanese English is influenced by the American English language.
Item 10	"Attitudes and behavior of the building principal"	Attitudes and behavior of school principal or head of the special education department in school	It is more clear and specific about teaching students with special educational needs
Item 12	"Writing and on-going		It is more specific

	evaluation of students[paperwork]"	Writing and on-going evaluation of IEPs for students for students with special needs [paperwork]	about teaching students with special educational needs
Item 21	"Pupils' defiance of teacher authority"	Students' defiance of teacher authority	"Pupils" is more of a British term and the Lebanese English is influenced by the American English language.
Item 25	"number of students you have to serve (not enough) time to spend with individual kids "	Large number of students that lack of time to spend with individual kids	It is more specific about teaching students with special educational needs
Part II: Effects of Stress			
In the instructions	"Each of us feels stress and stress in different ways"	Each one of us feels stressed out, however, in different ways	It is more clear and understandable
Item 3	"How often do you feel quite angry?"	How often do you feel angry from the students having special educational needs?	It is more clear and understandable
Item 13	"How often do you feel like quitting teaching?"	How often do you feel like quitting teaching student having special educational needs?	It is more specific for teaching students with special educational needs
Item 14	"How often do you feel distant from students?"	How often do you feel distant from students having special needs?	It is more specific for teaching students with special educational needs
Item 15	"How often do you feel unsuccessful about teaching?"	How often do you feel unsuccessful about teaching students having special needs?	It is more specific for teaching students with special educational needs
Part III Coping with Stress			
Item 3	"pretty helpful"	Most effectively	It should be the same

			word used as the three other points
Item 9	"Revamping personal/professional expectations or goals"	Restructuring to improve personal/professional expectations or goals	It is more clear
Item 11	"Drinking coffee"	Drinking coffee and energy drinks	It is more valid in the Lebanese context
Item 12	"Drinking alcohol; taking drugs (including prescriptions for relaxants or stimulus)"	Using substances or prescribed medication (alcohol, drugs, anti-depressants, anti-anxiety, stimulants etc...)	It is more valid in the Lebanese context.
Item 13	"Eating"	Gain or loss of appetite (eating more or eating less)	It is more specific

5. Procedure

As mentioned earlier, the only method the researcher used for collecting the data was the surveys. The first step that the investigator performed was to contact the randomly selected sample of schools through a formal letter inviting the elementary school teachers to take part in the study. The letter included the purpose and significance of the study, in addition to a brief description about the research procedure.

Teachers were introduced to the study through a consent form. This form informed the research participants that being part of this study was voluntary. The consent form also ensured that information collected from the participants are be handled in confidentiality and that no names or any other identifying information will be revealed in the discussion of the research results. Teachers were given on average three working days to complete the survey, and return it to the designated contact person within the school. The school contact person contacted the researcher to give him back the filled surveys in a stamped envelope. The researcher provided a phone

number and email address to the school contact person so that s/he can use it if s/he had any questions or problems with the distribution of the surveys.

C. Data Analysis

The responses to the questionnaire items were analyzed using descriptive statistics for each item of the questionnaire. Means and standards deviations and independent *t* test were calculated.

Moreover, relying on previous studies, diagnostic cut-off scores were established to analyse the quantitative (Al-Hroub, 2010). The 5-point Likert scale that pertains to the sources of stress (Part I of survey) was divided into the following three cut-off points:

- Two and a half or below ($x \leq 2.5$) = Mildly Stressful

- Above two and a half or below three and a half ($2.5 < x < 3.5$) = Moderately stressful

- Three and a half or above ($x \geq 3.5$) = Extremely Stressful

The 6-point Likert scale that pertains to the effects of stress (Part II of survey) was divided into the following three cut-off points:

- Two and a half points or below ($x \leq 2.5$) = Infrequently

- Above two and a half or below four and a half points ($2.5 < x < 4.5$) = Frequently

- Four and a half points or above ($x \geq 4.5$) = Very Frequently

The 4-point Likert scale that pertains to the coping strategies of stress (Part III of survey) was divided into the following three cut-off points:

- Two points or below (x ≤ 2) = Mildly Effective

- Above two points, or less than, or equal to, 3 points (2 < X ≤ 3) = Moderately Effective

- Above three points (3 < x) = Extremely Effective

The above-mentioned cut-off points allowed the classification of the survey data into distinct categories by looking at the overall mean scores. In part one, when the mean score is less than or equal to two and a half, then participants are mildly stressful. When the mean score is between two and a half and three and a half, participants are moderately stressful. When the mean score is above or equal to three and a half, then participants are extremely stressful.

In part two, when the mean score is less than or equal to two and a half, then the participants' feelings, thoughts, and other effects of stress, occur infrequently. When the mean score is between two and a half and four and a half, stress effects occur frequently. When the mean score is equal or above four and a half, stress effects occur very frequently.

In part three, when the mean score is less than or equal to two, the coping strategies presented are mildly effective on the participants. When the mean score is between two and or equal to three, coping strategies are moderately effective. When the mean score is greater than three, coping strategies are extremely effective.

In order to answer the third research question, correlational coefficient technique was also used to find the correlation between causes and effects of stress and copying strategies. Therefore, interpreting positive or negative correlations was used, especially for interpreting the strengths of correlations. If *r was between* +.30 and +.39, then there is a moderate positive relationship and if *r* was from +.20 to +.29, then there was weak

positive correlation. Also, if Pearson's coefficient was between +.01 and +.19 or

between -.01 and -.19, then there is no or negligible relationship. Yet, if it r was

between--.30 to -.39, then it shows moderate negative relationship between the variables

and if *r* was between .20 and -.29, then it shows weak negative relationship and if it is

between -.30 and -.39, then it shows moderate negative relationship between the

variables (Derby, Seo, Kazala, Chen, Lee, & Kim, 2005).

CHAPTER IV

RESULTS

A. Introduction

The general purpose of this study was to identify the main sources and effects of stress that the regular and special education teachers' encounter while educating students having special needs, and to identify the major coping strategies that will help in decreasing the level of teachers' stress. As well, the study was designed to examine the correlation between stress sources and effects and coping strategies for regular and special education teachers. In this chapter, data from the instruments used, the demographic questionnaire and the PITS instrument are summarized using descriptive statistics. The results of the statistical analysis completed were summarized and presented to answer the three research questions.

B. Main Causes of Stress for Regular and Special Education Teachers

In order to identify the main causes of stress for regular and special education teachers, means and standards deviations were calculated. Table 1 shows the ranking of most and least causes of stressful for teachers. The table shows that the most stressful causes for both types of teachers are "Demands on after-school time" ($M= 3.44$), and "Too much work to do" ($M=3.42$). In the same vein, the most stressful causes for regular teachers who are teaching students with special needs are also, "Too much work to do" ($M= 3.45$), and "Demands on after-school time" ($M=3.43$). Yet, the most stressful causes for special education teachers who are teaching students with special needs are "Demands on after-school time" ($M= 3.46$), and "Inadequate disciplinary

policy of the school" (*M*=3.35). On the other hand, the least stressful causes for both

types of teacher are "Participation of IEP meetings about students" (*M*= 2.02), "regular

teachers who are teaching students with special needs" (*M*= 2.13), "Evaluation by

principals or supervisors" (*M*=2.20), and "regular teachers who are teaching students

with special needs" (*M*= 2.16). Yet, the least stressful sources for special education

teachers are "Participation of IEP meetings about students" (*M*= 1.76), and "Lack of

appreciation from your students" (*M*= 2.14).

Moreover, it is worth noting that some of the mean scores recorded in Table 2

show notable differences between regular and special education teachers. This entails

that what might be an important source of stress regular teachers might not be as

important to special education teachers and vice versa. For example, regarding the

source "Lack of appreciation from your students", the mean score for regular teachers is

2.91, whereas the mean score for special education teachers is 2.14. So, the difference

between the mean scores is 0.77, which is a notable difference with respect to other

sources. Similarly, the source of stress "Large number of students that lack of time to

spend with individual kids" records a mean score of 3.40 among regular teachers, which

is higher than the mean score among special education teachers is 2.81. Consequently,

the difference between the mean scores is 0.59. One the other hand, the least difference

in the mean score between the regular and special education teachers that are teaching

students with special needs are "Attitudes and behavior of other teachers/professionals";

having the mean score 2.59 in both regular and special education teachers, so the

difference in the mean score is zero; and, "Students' defiance of teacher authority",

having the mean score for regular teachers 3.08 and for special education teachers 3.06,

as a result the difference between the two mean scores is only 0.02. Remarkably, the

source of stress "Lack of recognition for good teaching" recorded a higher value among special education teachers (*M* = 3.26) when compared to regular teachers (*M* = 3.00). It is worth noting that special education teachers reported a higher mean value. These results are also in line with the difference in mean value recorded for the source of stress "Poor career opportunities". The mean values reported for both of the above-mentioned two sources show that special education teachers do not feel recognized among their peers for the extra effort that is put to teach special education students.

Table 2: Sources of Stress for Regular and Special Education Teachers who are Teaching Students with Special Needs

Rank	Item	Teacher	*N*	*Mean*	*Mean Difference*	*SD*
1	19. Demands on after-school time	Regular	96	3.43	-0.03	1.20
		Special	35	3.46		1.42
		All	131	3.44		1.26
2	9. Too much work to do	Regular	98	3.45	0.12	1.09
		Special	36	3.33		1.10
		All	134	3.42		1.09
3	7. Students impolite or rude behavior	Regular	99	3.33	0.03	1.10
		Special	37	3.30		1.20
		All	136	3.32		1.12
4	4. Not enough time allotted to do the work	Regular	97	3.33	0.09	1.08
		Special	37	3.24		1.14
		All	134	3.31		1.09
5	8. Inadequate salary	Regular	97	3.38	0.35	1.16
		Special	38	3.03		1.42
		All	135	3.28		1.24
6	29. Inability to meet your personal or professional goals	Regular	96	3.40	0.51	1.15
		Special	37	2.89		1.24
		All	133	3.26		1.19
7	25. Large number of students that lack of time to spend with individual kids	Regular	96	3.40	0.59	1.16
		Special	32	2.81		1.45
		All	128	3.25		1.26
8	2. Loud, noisy students	Regular	98	3.18	0.04	1.06
		Special	37	3.14		1.08
		All	135	3.17		1.06
9	5.Inadequate disciplinary policy of the school	Regular	98	3.09	-0.26	1.28
		Special	34	3.35		1.01
		All	132	3.16		1.22
10	30. Lack of fun or enjoyment involved in teaching	Regular	95	3.29	0.57	1.29
		Special	36	2.72		1.28
		All	131	3.14		1.30

11	21. Students' defiance of teacher authority	Regular	97	3.08	0.02	1.21
		Special	36	3.06		1.04
		All	133	3.08		1.17
12	15. Lack of recognition for good teaching	Regular	89	3.00	-0.26	1.31
		Special	35	3.26		1.17
		All	124	3.07		1.27
13	14. Poorly motivated students	Regular	96	3.06	0.03	1.06
		Special	36	3.03		1.08
		All	132	3.05		1.07
13	18. Inadequate equipment and instructional materials	Regular	97	3.11	0.22	1.14
		Special	35	2.89		1.35
		All	132	3.05		1.19
14	20. Lack of effective consultation and assistance	Regular	96	3.04	0.13	1.05
		Special	34	2.91		1.26
		All	130	3.01		1.10
15	11. Responsibility for the students' progress/learning	Regular	96	3.05	0.19	1.16
		Special	37	2.86		.92
		All	133	3.00		1.10
16	13. Low status of the teaching profession	Regular	82	3.10	0.52	1.24
		Special	31	2.58		1.12
		All	113	2.96		1.23
17	24. Lack of participation in decision-making	Regular	93	2.98	0.18	.97
		Special	35	2.80		1.16
		All	128	2.93		1.02
18	3. Poor career opportunities	Regular	93	2.76	-0.30	1.16
		Special	33	3.06		1.30
		All	126	2.84		1.20
19	27. Threat of aggression/physical harm	Regular	88	2.91	0.46	1.37
		Special	33	2.45		1.42
		All	121	2.79		1.39
20	28. Lack of appreciation from your students	Regular	94	2.91	0.77	1.22
		Special	37	2.14		1.21
		All	131	2.69		1.26
21	23. Having to punish students or use aversive techniques	Regular	92	2.66	1.10	1.06
		Special	34	2.56		1.21
		All	126	2.63		1.10
22	22. Attitudes and behavior of other teachers/professionals	Regular	94	2.59	0	1.04
		Special	37	2.59		1.19
		All	131	2.59		1.08
23	12. Writing and on-going evaluation of IEPs for students for students with special needs.	Regular	95	2.61	0.15	1.09
		Special	37	2.49		1.02
		All	132	2.58		1.06
24	17. Constant monitoring of the students' behavior	Regular	97	2.61	0.39	1.03
		Special	35	2.26		.95
		All	132	2.52		1.02
25	10. Attitudes of school principal or head of the special education department	Regular	95	2.52	0.23	1.25
		Special	35	2.29		1.15
		All	130	2.45		1.22
26	1. In general, how stressful do you find being a teacher dealing with students with special needs?	Regular	97	2.45	0.12	1.05
		Special	39	2.33		1.03
		All	136	2.42		1.04

27	16. Dealing with the parents of students	Regular	97	2.47	0.28	1.20
		Special	37	2.19		.94
		All	134	2.40		1.14
28	26. Evaluation by principals or supervisors	Regular	97	2.16	-0.12	.89
		Special	36	2.28		.94
		All	133	2.20		.90
29	6. Participation in IEP (Individualized educational plan) meetings about students	Regular	96	2.13	0.37	1.10
		Special	37	1.76		.83
		All	133	2.02		1.04

Table 2 that there are no specific sources of stress that are extremely stressful for regular and special education teachers that are teaching students with special needs, since none of them has a mean value that is equal or above three and a half. Yet, five out of thirty causes are mildly stressful and score a mean value below two and a half ($x \leq 2.5$), entailing that the least mildly stressful sources are "Participation in IEP (Individualized educational plan) meetings about students" (M=2.02), "Evaluation by principals or supervisors" (M=2.20), "Dealing with the parents of students" (M=2.40), "In general, how stressful do you find being a teacher dealing with students with special needs?"(M=2.42), and "Attitudes and behavior of school principal or head of the special education department in school" (M=2.45). There are no source of stress that scores a mean less than 2.The mean values of all the other sources of stress fall between two and a half and three and a half ($2.5 < x < 3.5$). Based on the aforementioned cut-off points (Chapter III), the mentioned sources of stress are deemed "Moderately Stressful" for all teachers, both regular and special education teachers that are teaching students with special needs. The mildly stressful sources that have the mean score more than three are "Demands on after-school time" with (M=3.44), "Too much work to do" (M=3.42), "Students impolite or rude behavior" (M=3.32), "Not enough time allotted to do the work" $(M$=2.31), "Inadequate salary" (M=3.28), "Inability to meet your personal or professional goals" (M=2.26), "Large number of students that lack of time to spend

with individual kids" (*M*=3.25), "Loud, noisy students" (*M*=3.17), "Inadequate disciplinary policy of the school" (*M*=3.16), "Lack of fun or enjoyment involved in teaching" (*M*=3.14), "Students' defiance of teacher authority" (*M*=3.08), "Lack of recognition for good teaching" (*M*=3.07), "Poorly motivated students" (*M*=3.05), "Inadequate equipment and instructional materials" (*M*=3.05), "Lack of effective consultation and assistance" (*M*=3.01), "Responsibility for the students' progress/learning" (*M*=3.00). Moreover, the least moderately stressful one is "Constant monitoring of the students' behavior" (*M*=2.52).

Table 3: Three Quantitative Indicators for the Sources of Stress

Mildly Stressful (x ≤ 2.5)		Moderately Stressful (2.5 < x < 3.5)		Extremely Stressful (x ≥ 3.5)	
Item	*M*	Item	*M*	Item	*M*
10. Attitudes and behavior of school principal or head of the special education department in school	2.45	19. Demands on after-school time	3.44		
1. In general, how stressful do you find being a teacher dealing with students with special needs?	2.42	9. Too much work to do	3.42		
16.Dealing with the parents of students	2.40	7. Students impolite or rude behavior	3.32		
26.Evaluation by principals or supervisors	2.20	4. Not enough time allotted to do the work	3.31		
6.Participation in IEP (Individualized educational plan) meetings about students	2.02	8. Inadequate salary	3.28		
		29. Inability to meet your personal or professional goals	3.26		
		25. Large number of students that lack of time to spend with individual kids	3.25		
		2. Loud, noisy students	3.17		
		5. Inadequate disciplinary policy of the school	3.16		
		30. Lack of fun or enjoyment involved in teaching	3.14		
		21. Students' defiance of teacher authority	3.08		
		15. Lack of recognition for good	3.07		

teaching	
14. Poorly motivated students	3.05
18. Inadequate equipment and instructional materials	3.05
20. Lack of effective consultation and assistance	3.01
11. Responsibility for the students' progress/learning	3.00
13. Low status of the teaching profession	2.96
24. Lack of participation in decision-making	2.93
3. Poor career opportunities	2.84
27.Threat of aggression/physical harm	2.79
28. Lack of appreciation from your students	2.69
23. Having to punish students or use aversive techniques	2.63
22. Attitudes and behavior of other teachers/professionals	2.59
12.Writing and on-going evaluation of IEPs for students for students with special needs	2.58
17.Constant monitoring of the students' behavior	2.52

In each part of the survey there was a question that asked about other sources of stress that affects the regular and special education teachers who are teaching students with special needs. Only 10 regular and 2 special education teachers out of 139 participants answered this question with respect to the total number of participants. Two regular classroom teachers mentioned "Lack of support at home "and "Parents denial" are major sources that leads to stressful situations at school. In addition, one regular classroom teacher said, "students' behavioral problems… [and] lack of relaxing time" are two other causes of stress. One regular classroom teacher mentioned that the school location is also considered as a major source of stress; more time while going and coming back to school and having traffic on the way. "Having a lot of teaching hours" and "Books do not contain all the material that help in fully explaining the lesson" are other sources of stress that a regular teacher mentioned in this part. Another regular

classroom teacher mentioned, "Not having stability and security at school" is a cause of stress that she encounters. Moreover, two teachers stressed that lack of creativity and motivation among students and teachers due to lack of innovative teaching resources and methods and having unclear teaching standards also is considered as major source of stress. In the same vein, "lack of public speech", "lack of essential meetings to discuss teaching ideas and methods for development" and "separating psychology of the child from teaching and education" are other sources said by a regular classroom teacher. Also, one special education teacher said that teaching different levels in one class and having long school day especially while having five and six meetings during one week is also stressful. The other special educator mentioned that having workshops during school days is also another source of stress. In addition, one said that being treated in a disrespectful way lead to stress. Although few teachers completed this part, yet they wrote important and beneficial sources that should be considered as causes of stress. There are sources that were mentioned more than once, such as "lack of support at home"," parents' denial" and "lack of resources".

C. Main Effects of Stress for Regular and Special Education Teachers

Means and standard deviations were calculated to identify the most frequent feelings, thoughts, and physical symptoms representative of the various effects that stress has on regular and special education teachers. Tables 4.3 shows that the most frequent effects that stress has on both types of teachers are "How often do you feel exhausted?" (*M=* 3.72) and "How often does school stress carry over to other aspects of your life?" (*M=*3.56). In the same vein, the most effective effects of stress are also "How often do you feel exhausted?" (*M=* 3.79) for regular teachers and (*M=* 3.54) for

special education teachers and "How often does school stress carry over to other aspects of your life?" (*M*=3.70) for regular teachers and (*M*=3.17) for the special education teachers. On the other hand, the least effects of stress are "How often do you feel distant from students having special needs?" (*M*= 1.88), recording a mean (*M*=1.96) for regular teachers and (*M*=1.66) for special education teachers; and "How often do you feel quitting teaching students having special educational needs?" (*M*=1.94), recording a mean (*M*=1.98) for regular teachers and (*M*=1.83) for special education teachers.

Also, Table 4 shows the ranking for the list of effects of stress. This ranking is common for both regular and special education teachers who are teaching students with special needs. In addition, Table 4 shows that some effects of stress have a difference in the mean score between regular and special education teachers who are teaching students with special needs. For instance, "How often do you have headaches?" have the mean score for regular teachers 3.23 and for special education teachers 2.61, so the difference of the two mean scores is 0.62, which is considered a great difference with respect to other effects. Also, "How often do you feel tearful?" have the mean score for regular teachers 3.86 and for special education teachers 2.26, so the difference of the two mean scores is 0.60. These afore mentioned differences in mean values might well show that special education teachers exhibit a higher resilience to stress and to the challenges involved in an environment of special education. However, the least difference in the mean scores between both types of teachers is, "How often do you feel unable to cope?" having the mean score for regular teachers 2.13, while the mean score for special education teachers 2.15. Thus, the difference is only -0.02, which is considered low. So in highly stressful situations, both regular and special education teachers suffer from the same level of stress that renders them "unable to cope". Here

we can also notice that this is the only effect of stress whose mean score for special education teachers is higher than the one for regular teachers.

Table 4: Effects of Stress for Regular and Special Education Teachers who are Teaching Students with Special Needs

Rank	Item	Teacher	N	Mean	Difference in Mean Score	SD
1	1. How often do you feel exhausted	Regular	100	3.79	0.25	1.12
		Special	37	3.54		1.28
		All	137	3.72		1.17
2	18. How often does school stress carry over to other aspects of your life?	Regular	99	3.70	0.53	1.50
		Special	36	3.17		1.61
		All	135	3.56		1.54
3	17. How often do you feel overwhelmed by your work?	Regular	97	3.52	0.41	1.62
		Special	36	3.11		1.33
		All	133	3.41		1.55
4	2. How often do you feel frustrated?	Regular	100	3.31	0.15	1.10
		Special	37	3.16		1.30
		All	137	3.27		1.15
5	6. How often do you have headaches?	Regular	100	3.23	0.62	1.49
		Special	36	2.61		1.54
		All	136	3.07		1.52
6	5. How often do you feel nervous/ anxious?	Regular	99	3.09	0.41	1.22
		Special	37	2.68		1.31
		All	136	2.98		1.26
7	11. How often do you feel guilty about not doing enough?	Regular	96	2.90	0.21	1.42
		Special	35	2.69		1.53
		All	131	2.84		1.45
8	4. How often do you feel depressed/ sad?	Regular	100	2.87	0.37	1.03
		Special	36	2.50		1.28
		All	136	2.77		1.10
9	12. How often do you feel tearful?	Regular	99	2.86	0.60	1.51
		Special	35	2.26		1.31
		All	134	2.7		1.48
10	10. How often do you feel irritable?	Regular	98	2.60	0.10	1.08
		Special	36	2.50		1.58

11	7. How often do you feel your heart beating fast?	All	134	2.57		1.23
		Regular	99	2.57	0.54	1.36
		Special	35	2.03		1.34
12	9. How often do you get an upset stomach?	All	134	2.43		1.37
		Regular	98	2.43	0.14	1.36
		Special	35	2.29		1.36
13	3. How often do you feel angry from the students having special educational needs?	All	133	2.39		1.35
		Regular	99	2.30	0.22	1.20
		Special	37	2.08		1.21
14	15. How often do you feel unsuccessful about teaching students having special needs?	All	136	2.24		1.20
		Regular	97	2.22	0.25	1.20
		Special	35	1.97		1.20
15	8. How often do you feel unable to cope?	All	132	2.15		1.20
		Regular	100	2.13	-0.02	1.03
		Special	34	2.15		1.16
16	16. How often do you feel bored by your work?	All	134	2.13		1.06
		Regular	97	2.14	0.17	1.25
		Special	35	1.97		1.10
17	13. How often do you feel like quitting teaching student having special educational needs?	All	132	2.1		1.21
		Regular	97	1.98	0.15	1.38
		Special	35	1.83		1.20
18	14. How often do you feel distant from students having special needs?	All	132	1.94		1.33
		Regular	98	1.96	0.30	1.08
		Special	35	1.66		1.00
		All	133	1.88		1.07

As for the effects of stress, Table 5 shows that there are no specific ones that very frequently or almost always occur since none of them has a mean value that is equal or above four and a half. Moreover, eight of the listed effects score a mean value below two and a half ($x \leq 2.5$), entailing that the least that rarely occurred was "How often do you feel distant from students having special needs?" (M=1.88) and the most

that rarely occurred was "How often do you feel your heart beating fast?" (*M*=2.43). As for the other effects that score between two and a half and four and a half, they are infrequently occur; " How often do you feel irritable?" is the least frequent one with a mean value (*M*=2.57), and "How often do you feel exhausted" is the most frequent one with a mean value (*M*=3.72).

Table 5: Three Quantitative Indicators for the Effects of Stress

Infrequent/Rare effect (x ≤ 2.5)		Frequent effect (2.5 < x < 4.5)		Very Frequent effect (x ≥ 4.5)	
Item	*M*	Item	*M*	Item	*M*
7. How often do you feel your heart beating fast?	2.43	1. How often do you feel exhausted	3.72		
9. How often do you get an upset stomach?	2.39	18. How often does school stress carry over to other aspects of your life?	3.56		
3. How often do you feel angry from the students having special educational needs?	2.24	17. How often do you feel overwhelmed by your work?	3.41		
15. How often do you feel unsuccessful about teaching students having special needs?	2.15	2. How often do you feel frustrated?	3.27		
8. How often do you feel unable to cope?	2.13	6. How often do you have headaches?	3.07		
16. How often do you feel bored by your work?	2.10	5. How often do you feel nervous/ anxious?	2.98		
13. How often do you feel like quitting teaching student having special educational needs?	1.94	11. How often do you feel guilty about not doing enough?	2.84		
14. How often do you feel distant from students having special needs?	1.88	4. How often do you feel depressed/ sad?	2.77		
		12. How often do you feel tearful?	2.70		
		10. How often do you feel irritable?	2.57		

Only six teachers responded to the open-ended qualitative question. Teachers were asked to mention other effects of stress that affects teachers who are teaching students with special needs. One special education teacher said, "Procrastinate and delay submission of appointed tasks when extremely stressed and overwhelmed with work" is an effect of stress that she encounters. Another special educator explained that stress leads to low performance. Another regular classroom teacher mentioned that she does not like "Unimportant paper work at school that are not useful and waste our time". Also, one regular classroom teacher said that she encounters "lack of sleep at night" due to stressful situations at school. In addition, one regular classroom teacher indicated that lack of interest, and no motivation to work and feeling inability to adapt are effects that she deals with while being stressed out. A regular classroom teacher said "feeling unstable" is a feeling that she encounters while being stressed.

D. The Main Coping Strategies that Help in Decreasing the Level of Teachers' Stress

In order to identify the main coping strategies of stress for regular and special education teachers, means and standards deviations were calculated. Table 6 shows the ranking of most and least effective coping strategies for teachers. It is notable that the most effective coping strategies that teachers use when being stressed are: "Organizing your time and setting priorities" (*M*= 3.51), recording a mean value (*M*=3.52) for regular teachers and (*M*=3.49) for special education teachers; and "Doing relaxing activities (hobby)" (*M*=3.35), recording a mean value (*M*=3.47) for regular teachers and (*M*=3.03) for special education teachers. Yet, for the special education teachers, the second most effective coping strategy that they use when being stressed is "Taking a day off" (*M*=3.38). On the other hand, the least effective coping strategies for both

types of teachers are: "Using substance or prescribed medication" ($M=$ 1.29) recording

a mean value ($M=1.31$) for regular teachers and ($M=1.24$) for special education

teachers; and "Smoking cigarettes" ($M=1.51$); specifically having ($M=1.51$) for regular

teachers and ($M=1.48$) for special education teachers. In the same vein, from this table

we can realize that the least strategy used by teachers to cope with stress is "Getting

professional counseling or therapy" ($N=$ 91). This is clearly shown because, part three

of the survey asks the participants to mark the strategies that they use to cope with stress

first, and then to circle the category that they already marked that shows how much it is

effective to deal with stress.

Moreover, Table 6 shows the ranking for the list of strategies that is used to cope

with stress. Ranked first (Rank number=1), "Organizing your time and setting

priorities" is the most effective stress coping strategy, whereas "Using substances and

prescribed materials" is ranked last (Rank number=15) and is the least effective one.

Yet from the number of participants we can deduce that most teachers use "Discussing

problems with professional colleagues" to cope with stress ($N=133$); while "getting

professional counseling or therapy" is the least used strategy by teachers ($N=91$).

Moreover, it is worth noting that some of the mean scores recorded in Table 6

show differences between regular and special education teachers. This entails that what

regular teachers and special education teachers resort to different coping strategy when

dealing with stress. For example, we can notice that the mean score of "Taking a nap;

forgetting it; walk away for awhile" for regular teachers is 3.27, yet for special

education teachers is 2.86. Consequently, the difference of the two mean scores is 0.39,

which is considered a notable difference with respect to the other coping strategies. Yet,

there are four coping strategies were the mean score of the special education teachers

recorded a higher mean value than regular teachers, we can clearly notice that special education teachers exhibit a higher professional attitude by resorting to coping strategies such as, "taking a day off" scoring a mean difference -0.09, "Leaving the school problems at school" having difference on mean score -0.23, "Discussing problems with personal friends and family" with a difference in mean score -0.15, and "Getting professional counselling and therapy" scoring -0.35. However, the least difference of the mean scores for the coping strategies that are used by both types of teachers, are "Smoking cigarettes" and "Organizing your time and setting priorities" having the difference in the mean scores 0.03, and this is the lowest mean score difference between the types of teachers. This shows that some of the coping strategies are common among both regular and special education teachers.

Table 6: Coping Strategies of Stress for Regular and Special Education Teachers who are Teaching Students with Special Needs

Rank	Item	Teacher	N	Mean	Mean Difference	SD
1	5.Organizing your time and setting priorities	Regular	97	3.52	0.03	.56
		Special	35	3.49		.74
		All	132	3.51		.61
2	6. Doing relaxing activities [hobby]	Regular	83	3.47	0.44	.74
		Special	32	3.03		.97
		All	115	3.35		.83
3	8. Taking a day off	Regular	77	3.29	-0.09	.90
		Special	29	3.38		.82
		All	106	3.31		.88
4	7. Taking a nap; forgetting it; walk away for awhile	Regular	85	3.27	0.39	.92
		Special	32	2.88		.98
		All	117	3.16		.95
5	10.Walking/jogging/maintaining diet and exercise	Regular	82	3.13	0.13	.89
		Special	31	3.00		.89
		All	113	3.10		.89
6	9. Restructuring to improve	Regular	87	3.20	0.46	.71

	personal/professional expectations or goals	Special	31	2.74		1.00
		All	118	3.08		.82
7	4.Taking courses and workshops to improve skill	Regular	90	3.06	0.09	.87
		Special	36	2.97		1.00
		All	126	3.03		.90
8	1.Discussing problems with professional colleagues	Regular	96	3.02	0.13	.81
		Special	37	2.89		.77
		All	133	2.98		.80
9	3.Leaving the school problems at school	Regular	90	2.91	-0.23	1.00
		Special	28	3.14		1.01
		All	118	2.97		1.00
10	2.Discussing problems with personal friends and family	Regular	85	2.47	-0.15	.97
		Special	34	2.62		1.07
		All	119	2.51		1.00
11	15. Getting professional counseling or therapy	Regular	65	2.23	-0.35	1.16
		Special	26	2.58		1.07
		All	91	2.33		1.14
12	11. Drinking coffee and energy drinks	Regular	85	2.39	0.32	1.07
		Special	30	2.07		1.08
		All	115	2.30		1.08
13	13. Gain or loss of appetite (eating more or eating less)	Regular	81	1.85	0.11	1.01
		Special	28	1.75		1.04
		All	109	1.83		1.02
14	14. Smoking cigarettes	Regular	70	1.51	0.03	.93
		Special	25	1.48		.92
		All	95	1.51		.92
15	12. Using substances or prescribed medication (alcohol, drugs, anti-depressants, anti-anxiety, stimulants etc...)	Regular	67	1.31	0.07	.61
		Special	25	1.24		.66
		All	92	1.29		.62

As for the coping strategies, Table 7 shows that three of them are considered mildly effective, recording a mean value below or equal to two (x ≤ 2); these are "Using substances or prescribed medication "(M=1.29), "Smoking cigarettes" (M=1.51), and "Gain or loss of appetite" (M=1.83). Moreover, five coping strategies are moderately effective having the mean above two points, or less than, or equal to, 3 points (2 < X ≤ 3); these are "Drinking coffee and energy drinks" (M=2.30), "Getting

professional counseling or therapy" (*M*=2.33), "Discussing problems with personal friends and family" (*M*=2.51), "Leaving the school problems at school" (*M*=2.97), and "Discussing problems with professional colleagues" (*M*=2.98). In addition, seven coping strategies are extremely effective having the mean above three (3 < x). Among the extremely effective strategies, the one deemed the most effective is "Organizing your time and setting priorities" recording a mean value (*M*=3.51), whereas the one deemed least effective is "Taking course and workshops to improve skill" recording a mean value (*M*=3.03).

Table 7: Three Quantitative Indicators for the Coping Strategies of Level of Stress

Mildly Effective (x ≤ 2)		Moderately Effective (2 < X ≤ 3)		Extremely Effective (3 < x)	
Item	*M*	Item	*M*	Item	*M*
13. Gain or loss of appetite	1.83	1.Discussing problems with professional colleagues	2.98	5.Organizing your time and setting priorities	3.51
14.Smoking cigarettes	1.51	3. Leaving the school problems at school	2.97	6.Doing relaxing activities [hobby]	3.35
12.Using substances or prescribed medic ation	1.29	2. Discussing problems with personal friends and family	2.51	8. Taking a day off	3.31
		15.Getting professional counseling or therapy	2.33	7. Taking a nap; forgetting it; walk away for awhile	3.16
		11.Drinking coffee and energy drinks	2.30	10.Walking/jogging/maintai ning diet and exercise	3.10
				9.Restructuring to improve personal/professional expectations or goals	3.08
				4. Taking courses and workshops to improve skill	3.03

The third part of the survey asked the teachers to respond to open-ended question and state other strategies they used to cope with stress. Out of 139 teachers, only six answered this question; one special education educator and the five regular classroom teachers. One regular classroom teacher mentioned that she types and saves all the materials and paper work for the coming years is one her coping strategies to overcome stress. Another regular classroom teacher indicated that "expressing herself on online blogs and Facebook" and "travelling" are two strategies she used to release stress. One teacher stressed that "spending a [whole] day in the village alone"; "watching a movie" and "ignoring duties" are other ways she used to cope with stress. In addition, one teacher said that listening to music helps her in dealing with stress. Notably, one special education teacher mentioned that changing school may help in coping with stress. Last, but not least, one regular teacher says that praying was one of the strategies mentioned by the teachers that help her to relieve stress, and enjoying the weekend with some social activities are some of their copying strategies to change the work mood.

E. Correlation between Stress Sources or Effects and coping strategies

In this study, Pearson correlation (*r*) analysis were conducted to examine the relationship among sources, effects and coping strategies of stress for regular and special educators that are teaching students with special needs.

Table 8 looks at the relationship (*r*) between the sources of stress and the coping strategies that both types of teachers; regular and special education teachers who are teaching students with special needs. From this table it is notable that there is a weak positive correlations between the coping strategy "Discussing problems with

professional colleagues" with the sources "poor career opportunities" (*r*=.200), "Poorly motivated students"(*r*=.208), "Having to punish students or use aversive techniques" (*r*=.222), "Lack of appreciation from your students" (*r*=.200), and "Inability to meet your personal or professional goals" (*r*=.241). Also, it showed no or negligible relationship with "Threat of aggression/physical harm" (*r*=.185). Nevertheless, it has a weak negatively correlation with the sources "Too much work to do" (*r*=-.262) and "Attitudes and behavior of school principal or head of the special education department in school" (*r*=-.231). Also, there is only one weak negatively correlation between the strategy "Discussing problems with personal friends and family" and the source "Writing and on-going evaluation of IEPs for students for students with special needs "(*r*=-.249), and no or negligible correlation between "Leaving the school problems at school" and "Students' defiance of teacher authority" (*r*=.183). In addition, "Taking courses and workshops to improve skill" showed negatively weak correlation with "Loud, noisy students" (*r*= -.213) and "Too much work to do" (*r*=-.216), and a weak positive correlation with "Poorly motivated students" (*r*=.210), "Threat of aggression/physical harm" (*r*=.248), and "Lack of appreciation from your students" (*r*=.232). The coping strategy "Organizing your time and setting priorities" showed negatively weak correlation with "Demands on afterschool time" *(r*=-.222) and "Too much work to do" (*r*=-234), yet, positively weak correlation with "Threat of aggression/physical harm" (*r*=.238). In the same vein, "Doing relaxing activities" showed a weak positive correlation with "Having to punish students or use aversive techniques" (*r*=.195), "Lack of participation in decision-making" *(r*=.223), and "Lack of participation in decision-making" (*r*=.281). The coping strategy "Taking a day off" showed a weak negative correlation with only "Responsibility for the students'

progress/learning (*r*=-.198). In the same vein, the coping strategy "Restructuring to improve personal/professional expectations or goals" is weakly negatively correlated with the source "Participation in IEP meetings about students" (*r*=-.257), and weakly positively correlated with "Large number of students that lack of time to spend with individual kids" (*r*=.230), "Threat of aggression/physical harm" (*r*=.225), "Inability to meet your personal or professional goals" (*r*=.252); yet; no or negligible relationship with " Lack of fun or enjoyment involved in teaching" (*r*=.186). In addition, the coping strategy "Drinking coffee and energy drinks" has a weak negative correlation with the source "Poorly motivated students" (*r*=-.206). Moreover, Table 8 shows that the coping strategy "Using substances or prescribed medication" is has a weak positive correlation with the sources "Poor career opportunities" (*r*=.257), "Not enough time allotted to do the work"(*r*=.238), "Inadequate salary" (*r*=.251), "Lack of effective consultation and assistance" (*r*=.215), "Inability to meet your personal or professional goals"(*r*=.212), and moderate positive correlation with "Attitudes and behavior of school principal or head of the special education department in school"(*r*=.371). Also, "Gain or loss of appetite" has weak positive correlation with "Attitudes and behavior of school principal or head of the special education department in school" (*r*=.266), and "Inability to meet your personal or professional goals"(*r*=.239). Yet, the coping strategy "Smoking cigarettes" has only weak negative correlation with the source of stress "Poorly motivated students", having (*r*=-.252).   Finally, the coping strategy "Getting professional counseling or therapy" has weak positive correlation with "Loud, noisy students" (*r*=.230), "Lack of effective consultation and assistance (*r*= .264)", "Lack of participation in decision-making" (*r*=.260), and "Inability to meet your personal or professional goals"(*r*=.223); yet, weak negative correlation with "Participation in IEP

meetings about students" ($r=-.297$). On the other hand, it is notable that the two coping strategies "Taking a nap; forgetting it; walk away for awhile" and "Walking/jogging/maintaining diet and exercise" do not show correlations with any of the sources presented in the survey.

Table 8: Correlation between Sources of Stress and Coping Strategies

	1. Discussing problems with professional colleagues	2. Discussing problems with personal friends & family	3. Leaving the school problems at school	4. Taking courses & workshops to improve skill	5. Organizing your time and setting priorities	6. Doing relaxing activities [hobby]	7. Taking a nap; forgetting it; walk away for awhile	8. Taking a day off	9. Restructuring to improve personal or professional expectations or goals	10. Walking, jogging or maintaining diet and exercise	11. Drinking coffee and energy drinks	12. Using substances or prescribed medication	13. Gain or loss of appetite	14. Smoking cigarettes	15. Getting professional counseling or therapy
1. How stressful do you find being a teacher dealing with special needs student?	.041	-.038	.111	-.091	-.150	.028	-.034	.038	-.020	-.014	.071	.054	-.065	-.047	-.040
2. Loud, noisy students	-.035	-.055	.060	-.213*	-.142	-.101	-.060	.102	-.019	-.004	-.022	.128	.033	.126	.230*
3. Poor career opportunities	.200*	.088	.125	.057	-.125	.099	.092	.015	.112	.096	-.040	.257*	.064	.058	.062
4. Not enough time allotted to do the work	0.000	.003	-.014	-.131	-.166	.034	.110	-.019	.042	.044	-.019	.238*	-.051	-.017	.097
5. Inadequate disciplinary policy of the school	.025	.135	.122	-.071	-.127	-.093	-.072	.100	-.002	-.020	-.016	.201	-.013	.027	.159
6. Participation in IEP (Individualized educational plan) meetings about students	-.125	-.128	.043	-.117	-.067	.046	.103	.004	-.257**	-.034	.001	.102	.127	-.044	-.297**
7. Students impolite or rude behavior	.085	-.070	.107	-.032	-.127	-.020	.003	.037	-.057	-.075	-.085	-.029	-.001	-.107	.074
8. Inadequate salary	-.093	-.178	-.127	-.129	-.124	-.039	-.082	-.048	-.018	-.161	.132	.251*	.147	.138	.109
9. Too much work to do	-.262**	-.150	-.176	-.216*	-.234**	-.066	-.074	-.047	-.013	-.167	-.031	.191	.081	.068	.003
10. Attitudes and behavior of school principal or head of the special education department in school	-.231**	.044	-.018	-.113	-.128	-.066	.025	-.138	-.115	.014	.113	.371**	.266**	.023	-.030
11. Responsibility for the students' progress/learning	-.110	-.134	-.073	-.086	-.058	-.074	-.093	-.198*	-.067	-.069	.005	.152	.028	-.067	.048
12. Writing and on-going evaluation of IEPs for students for students with special needs [paperwork]	.147	-.249**	-.036	-.028	-.081	.168	.089	.051	-.013	.071	-.057	.166	.102	-.132	-.092
13. Low status of the teaching profession	.069	-.114	.151	.048	.049	.281**	.183	.019	.122	.099	-.033	.121	.021	-.093	.035
14. Poorly motivated students	.208*	-.136	.084	.210*	.031	.077	-.044	-.121	.117	.015	-.206*	.082	-.021	-.252*	.162

15. Lack of recognition for good teaching .049	.011	.031	.044	.032	.042	-.062	-.030	-.098	-.048	-.042	.035	.172	.059	.168
16. Dealing with the parents of students .082	-.118	.089	.077	-.111	.127	-.043	.073	-.050	.076	.060	.049	.136	.070	-.053
17. Constant monitoring of the students' behavior .084	-.024	.157	.060	-.013	.087	-.004	-.036	-.053	.015	.007	.133	-.007	-.025	-.114
18. Inadequate equipment and instructional materials .093	.015	.123	.159	.033	.157	.036	.107	.109	-.055	-.023	.137	.006	-.139	.069
19. Demands on after-school time -.053	-.038	-.094	-.133	-.222*	-.020	.027	.068	-.048	-.079	-.156	.037	-.035	-.109	.159
20. Lack of effective consultation and assistance .063	-.004	.007	-.010	-.053	.136	.114	.212*	.110	.029	-.084	.215*	.069	-.057	.264*
21. Students' defiance of teacher authority .171	.101	.183*	.088	.006	.051	.139	.228*	.050	.069	-.061	.178	.055	-.034	.182
22. Attitudes and behavior of other teachers/professionals .118	.061	.152	-.004	.077	.003	.162	.098	-.058	.047	-.003	.196	.082	-.083	-.047
23. Having to punish students or use aversive techniques .222*	.023	.072	.112	.158	.195*	.186	-.018	.086	.101	-.066	-.005	-.086	-.001	.157
24. Lack of participation in decision-making .082	.155	.074	.172	-.033	.223*	.108	.003	.138	.161	.032	.170	.108	.035	.260*
25. Large number of students that lack of time to spend with individual kids .097	-.086	-.069	-.078	-.049	.115	.177	.031	.230*	.044	-.060	.152	-.051	.009	.192
26. Evaluation by principals or supervisors .023	.002	.063	.090	.009	.086	.045	-.071	-.080	.059	-.111	.176	.012	-.054	-.124
27. Threat of aggression/physical harm .185*	.044	.029	.248**	.238**	.126	.106	.065	.225*	.011	.063	.192	.046	.077	.198
28. Lack of appreciation from your students .200*	.103	.059	.232*	.004	.117	.184	-.175	.120	.056	.037	.037	.014	.039	-.014
29. Inability to meet your personal or professional goals .241**	-.023	.011	.113	-.007	.030	.021	-.105	.252**	-.001	.108	.212*	.239*	.181	.223*
30. Lack of fun or enjoyment in teaching .149	-.101	-.022	.045	-.038	.180	.032	-.049	.186*	.102	.028	.099	.152	.073	.205

** Correlation is significant at the 0.01 level (2-tailed).   * Correlation is significant at the 0.05 level (2-tailed).

Table 9 shows the relationship (*r*) between the effects and the coping strategies of stress that encounter regular and special education teachers that are teaching students with special needs. From this table, we can note that "Discussing problems with professional colleagues" has weakly negative correlation with the effects "How often do you feel exhausted"(*r*=-.278), "How often do you feel frustrated?"(*r*= -.217), "How often do you feel bored by your work?"(*r*=-.275); yet no or negligible relationship with "How often do you feel irritable?"(*r*=-.184), and moderate negative relationship with "How often does school stress carry over to other aspects of your life?"(*r*=-.326). In the same vein, the coping strategy "Discussing problems with personal friends and family" has no or negligible relationship with the effect "How often do you have headaches" (*r*=-.185), moderate negative relationship with the effect "How often do you get an upset stomach?" (*r*=-.311), and weak negative correlation with the effects "How often do you feel irritable?" (*r*=-.276), "How often do you feel distant from students having special needs?" (*r*=-.211), "How often do you feel bored by your work?" (*r*=-198), "How often do you feel overwhelmed by your work?" (*r*=-.237) and "How often does school stress carry over to other aspects of your life?" (*r*=-.249). Also, using "Leaving the school problems at school" to cope with stress, has no or negligible relationship with the effects "How often do you feel depressed/ sad?" (*r*=-.188), and weak negative relationship with the effects "How often do you feel nervous/ anxious?" (*r*=-.284), and "How often does school stress carry over to other aspects of your life?" (*r*=-.232). Also, the coping "Taking courses and workshops to improve skill" has moderate negative correlation with the effect of stress "How often do you feel exhausted" *(r*=-.321), and weak negative correlation with the effects "How often do you feel angry from the students having special educational needs?" (*r*=-193), "How

often do you feel unable to cope?" (*r*=-.247), "How often do you feel bored by your work?" (*r*=-.222), and "How often does school stress carry over to other aspects of your life?" (*r*=-.216). Moreover, Table 4.8 showed that the coping strategy "Organizing your time and setting priorities" is has weak negative correlation with the effects "How often do you feel exhausted?" (*r*=-.194), "How often do you feel frustrated?" (*r*=-.245), "How often do you feel angry from the students having special educational needs?" (*r*=-.265), "How often do you feel irritable?" (*r*=-.254), "How often do you feel like quitting teaching student having special educational needs?" (*r*=-.218), "How often do you feel nervous/ anxious?" (*r*=-.190), "How often do you feel distant from students having special needs?" (*r*=-.194), and finally "How often do you feel bored by your work?" (*r*=-.199). Yet; it has moderate negative relationship with the effects "How often do you feel depressed/ sad?" (*r*=-.348) and "How often do you feel unable to cope?" (*r*=-.398). From this we can notice that this coping strategy "Organizing your time and setting priorities" has the highest negative correlations with respect to the effects of stress that regular and special education teachers are encountering. On the other hand, the four coping strategies "Doing relaxing activities", "Taking a nap; forgetting it; walk away for awhile", "Taking a day off", and "Getting professional counseling or therapy" have no correlation with any of the effects of stress presented in the survey. However, the coping strategy "Restructuring to improve personal/professional expectations or goals" has moderate negative correlation with the effect "How often do you feel bored by your work?"(*r*=-.335). In addition, Table 9 noted that "Walking/jogging/maintaining diet and exercise" has weak positive relationship with "How often do you feel unsuccessful about teaching students having special needs?" (*r*=.208), and "Drinking coffee and energy drinks" is also positively correlated with "How

often do you feel tearful?" ($r=.192$). However, the coping strategy "Using substances or prescribed medication" has weak negative relationship with the effect "How often do you feel guilty about not doing enough" ($r=-.263$). Furthermore, the coping strategy "Gain or loss of appetite" has a weak positive correlation with the effects "How often do you feel frustrated?"($r=.253$), and "How often do you feel tearful?" ($r=.269$), yet has a weak negative correlation with "How often do you feel unsuccessful about teaching students having special needs?" ($r=-.218$). Finally, "Smoking Cigarettes also has weak positive correlation with "How often do you feel tearful?" ($r=.244$).

Table 9: Correlation between Effects of Stress and Coping Strategies

	1. Discussing problems with professional colleagues	2. Discussing problems with personal friends & family	3. Leaving the school problems at school	4. Taking courses and workshops to improve skill	5. Organizing your time and setting priorities	6. Doing relaxing activities [hobby]	7. Taking a nap; forgetting it; walk away for awhile	8. Taking a day off	9. Restructuring to improve personal or professional expectations or goals	10. Walking, jogging or maintaining diet and exercise	11. Drinking coffee & energy drinks	12. Using substances or prescribed medication	13. Gain or loss of appetite	14. Smoking cigarettes	15. Getting professional counseling or therapy
1. How often do you feel exhausted	-.278**	-.153	-.087	-.321**	-.194*	-.115	-.147	-.156	-.065	-.163	-.053	.084	.102	.088	.024
2. How often do you feel frustrated?	-.217*	-.117	-.057	-.108	-.245**	.042	-.016	-.032	.024	.046	.034	.053	.253**	.133	.131
3. How often do you feel angry from the students having special educational needs?	.065	.046	.127	-.193*	-.265**	.054	.041	.167	-.031	.107	.079	.167	.091	.007	-.064
4. How often do you feel depressed/ sad?	-.080	-.117	-.188*	-.165	-.348**	-.043	-.071	.026	-.146	-.147	-.036	.006	.091	.018	-.015
5. How often do you feel nervous/ anxious?	-.062	-.164	-.284**	-.180*	-.190*	-.019	-.044	.000	-.010	-.059	-.054	.074	.028	.066	.043
6. How often do you have headaches?	-.086	-.185*	-.148	.096	-.163	.022	-.041	.011	.059	.015	.062	-.030	.135	.033	-.159
7. How often do you feel your heart beating fast?	-.022	-.142	-.028	-.005	-.142	.051	.073	.117	.053	.185	.086	.052	.179	.040	-.111
8. How often do you feel unable to cope?	-.034	-.158	-.112	-.247**	-.398**	.009	-.085	.118	-.123	.042	-.141	-.037	.120	-.050	-.115
9. How often do you get an upset stomach?	-.103	-.311**	-.008	.074	-.122	.090	.018	.007	.040	.060	.014	-.102	.097	-.035	-.121
10. How often do you feel irritable?	-.184*	-.276**	-.113	-.102	-.254**	.060	-.053	.085	-.008	.070	.038	-.030	.117	.080	-.090

11. How often do you feel guilty about not doing enough?	.037	.037	.069	.159	-.110	-.017	-.050	-.117	.028	-.005	-.085	-.263*	.050	.002	.160
12. How often do you feel tearful?	-.099	-.025	-.066	.001	-.082	-.032	.028	-.072	.142	-.002	.192*	.043	.269**	.244*	.060
13. How often do you feel like quitting teaching student having special educational needs?	-.104	-.178	.069	-.095	-.218*	.060	.045	.122	.007	.143	-.027	.084	.000	.004	.116
14. How often do you feel distant from students having special needs?	-.138	-.211*	-.014	-.156	-.194*	.003	.087	.045	.047	.110	.036	.023	-.059	.089	.078
15. How often do you feel unsuccessful about teaching students having special needs?	.004	-.145	.091	.013	.011	.103	.149	.085	.115	.208*	.011	-.201	-.218*	-.108	.102
16. How often do you feel bored by your work?	-.275**	-.198*	-.107	-.222*	-.199*	-.041	-.104	-.007	-.335**	-.054	.022	-.066	-.141	-.035	-.019
17. How often do you feel overwhelmed by your work?	-.159	-.237*	-.032	-.108	-.075	.173	.027	.107	-.013	.024	.116	-.071	.104	.062	.104
18. How often does school stress carry over to other aspects of your life?	-.326**	-.249**	-.232*	-.216*	-.144	.043	-.069	-.081	-.069	-.039	-.027	.002	.044	.119	-.017

**Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

F. Summary of Findings

As a summary, independent t-test showed no significant differences between special and regular classroom teachers in all sources and effects of stress. Also, from the results we can notice that there are no specific sources of stress that are extremely stressful for regular and special education teachers that are teaching students with special needs, since none of them has a mean value that is equal or above three and a half. Yet, most of sources of stress are moderately stressful. The most five moderately stressful sources were "Demands on after-school time" with (*M*=3.44), "Too much work to do" (*M*=3.42), "Students impolite or rude behavior" (*M*=3.32), "Not enough time allotted to do the work" *(M*=2.31), "Inadequate salary" (*M*=3.28). However, five out of thirty causes of stress are mildly stressful, "Participation in IEP (Individualized educational plan) meetings about students" (*M*=2.02), "Evaluation by principals or supervisors" (*M*=2.20), "Dealing with the parents of students" (*M*=2.40), "In general, how stressful do you find being a teacher dealing with students with special needs?"(*M*=2.42), and "Attitudes and behavior of school principal or head of the special education department in school" (*M*=2.45).

Moreover, from the results we can notice that there are no effects that happen very frequently for regular and special education teachers that are teaching students with special needs, since none of them has a mean value that is equal or above four and a half. Yet, the most frequent five effects that stress has on both types of teachers are "How often do you feel exhausted?" (*M*= 3.72), "How often does school stress carry over to other aspects of your life?" (*M*=3.56), "How often do you feel overwhelmed by your work?" (*M*=3.41), "How often do you feel frustrated" (*M*=3.27), and "How often do you have headaches?" (*M*=3.07). On the other hand, the least effects of stress are

"How often do you feel distant from students having special needs?" (*M*= 1.88) and "How often do you feel quitting teaching students having special educational needs?" (*M*=1.94).

In addition, the most effective coping strategies that teachers use when being stressed are: "Organizing your time and setting priorities" (*M*=3.51) and "Doing relaxing activities (hobby)" (*M*=3.35). Yet, the least effective coping strategies for both types of teachers are: "Using substance or prescribed medication" (*M*=1.29) and "Smoking cigarettes" (*M*=1.51). In the same vein, few teachers added sources, effects and coping strategies of stress that they encounter and are not found in the lists presented in the survey, this depends on teacher's style of living. From the findings we also concluded that that there are no specific sources of stress that are extremely stressful for regular and special educators;yet, five out of thirty causes of stress are mildly stressful, and the rest are all considered as moderately stressful. Furthermore, there are no specific effects of stress that occur very frequently or almost; yet eight of the listed effects occur infrequently, and ten effects occur frequently. Moreover, there are three mildly effective coping strategies, five moderately effective and seven extremely effective coping strategies. Finally after calculating Pearson's correlation (*r*), we can conclude that mostly the sources of stress has weak positive correlation with the coping strategies; yet the most of effects of stress has weak negative correlation with the coping strategies presented in the survey.

CHAPTER V

DISCUSSION AND CONCLUSION

A. Introduction

This chapter summarizes the research's findings and identifies how the latter relates to previous studies that were presented in the literature review. Moreover, it provides a discussion of the researchers' recommendation, proposed implications for practice and future research, and limitations.

B. Sources of Stress and its Ranking

Reference to the total mean score (i.e. combined average of regular and special education teachers) of Table 3, we have identified that the most frequently encountered sources of stress are moderately stressful. Sources of stress can be classified into two equal groups external and internal. If the source of stress is internal then it is most likely related to the teacher's psychological wellbeing, motivation or interest. We note here that there are only two internal sources "Inability to meet your personal or professional goals" and "Lack of fun or enjoyment involved in teaching". On the other hand, if the source of stress is external, then it is either related to the school itself, namely its environment, staff and/or administration, or to other factors mainly parents and students. While two of the moderate sources are categorized as "internal" sources, the overwhelming majority (i.e. 28 out of 30) are "external". Remarkably, the majority (i.e. 15 out of 28) of the external sources are related to the school's management, applied polices, resources allocated, career path structure, whereas the rest (i.e. 13 out of 28) are related to the relationship with the students, parents or other colleagues. The top ranking

moderate sources are "Demands on after-school time" and "Too much work to do". These results are consistent when looking at the combined mean scores of all teachers as well as the mean scores of regular classroom teachers. In the researcher opinion, the nature of the teacher profession, which usually requires post-class paperwork, and the added complexity from teaching special students, are plausible reasons behind the high rating of these sources by the majority of teachers. In fact, field experience has regularly shown that teachers miss breakfast or lunch for correcting exams, having break duty, or meetings. These findings are in alignment with what Brackenreed (2005) has mentioned that for teachers, stress is a reaction for negative causes due to teachers' workload. Likewise, previous studies recognized that workplace stress contains: excessive work, time limitations, and lack of supportive opportunities, insufficient recognition and salary, having different tasks, and lack of resources (Gillespie et al., 2001).

Yet, referring to the mean scores of special education teachers only, results have shown that the most frequently encountered sources of stress are: "Demands on after-school time" and "Inadequate disciplinary policy of the school". While the former source of stress matches what we have previously identified as the most common one among all teachers combined, the latter source of stress can be traced back to the fact that schools are not fully equipped in terms of resources and policies to handle special education students. There are two teachers that stated in the qualitative part of the survey that lack of resources in the classrooms also leads to stress. This actually confirms the results of Colligan and Higgins (2008).

Moreover, among the highly ranked moderate sources of stress are "Not enough time allotted to work" and "Inadequate salary". Schools have clearly failed to establish a merit system that rewards the extra effort put by teachers, leading to a feeling of

frustration and de-motivation. These results are also coherent with the highly ranked internal source of stress "Inability to meet your personal or professional goals". Thus, the absence of an effective reward system has translated into an internal source of stress for the majority of the teachers.

On the other hand, when looking at the combined mean scores, the mild sources of stress all fall under the "external" category and are evenly distributed among "School" and "Others". For instance, "Participation of IEP meetings about students", "Evaluation by principals or supervisors", or "Dealing with parents of students", have been ranked as the least stressful causes of stress since they involve tasks that are not as time-consuming as correcting exams and that occur on periodical rather than daily basis.

Yet, referring to the mean scores of special education teachers only, results have shown that the least frequently encountered sources of stress are: "Participation of IEP meetings about students" and "Lack of appreciation from your students". On another note, among the sources of stress that were mentioned twice in the qualitative part of the survey – in which it asks about other causes that the teacher encounter and are not found in the list – are "lack of support at home" and "parents' denial", which both fall under the category of "other" external sources, namely parents-teacher relationships. While the former source of stress matches what we have previously identified as the least common one among all teachers combined, the latter source of stress can be traced back to peculiar attributes that are specific to special education teaching profession such as: parents' denial of their children special cases, students' misunderstanding of the teacher's role in class, common misconception that special education teachers have the sole duty to repeat the lecture for students to understand. These attributes usually emanates from the students' parents as they are the ones who usually grow these

misconceptions among their sons' and daughters. In fact, parents' talks at home and their lack of understanding for their children assessments lead to the "lack of appreciation" among students. McGrath and his colleagues (1989) mentioned that dealing with parents is really hectic and this causes stress for teachers.

Furthermore, notable differences between regular and special education teachers were presented. This shows that what might be an important source of stress regular teachers might not be as important to special education teachers and vice versa. For instance, the source "Lack of appreciation from your students" recorded a 0.77 difference between the mean scores in favor of special education teachers is 0.77. Similarly, for the source of stress "Large number of students that lack of time to spend with individual kids" the difference between the mean scores is 0.59 in favor of special education teachers. This difference might well be referred to the fact the special education teachers are better equipped in terms of skills to tolerate the lack of appreciation from students. According to previous studies, the causes of stress are related to the large class-sizes and the inability of teachers to deal with a large number of students exhibiting behavioral problems (Kunkulol et al., 2013).

One the other hand, some sources registered small differences in mean scores between regular and special education teachers that are teaching students with special needs. These sources are: "Attitudes and behavior of other teachers/professionals (mean score zero), and "Students' defiance of teacher authority" (with very low difference). This sheds light that despite the difference in skills between regular and special education teachers, some of the causes of stress are common between both categories stress and are therefore independent from the factor of special students. These causes of stress might therefore be related to general profession challenges. Moreover, there are

five sources of stress recorded a higher value among special education teachers when compared to regular teachers, such as "Lack of recognition for good teaching" and "Poor career opportunities". Such causes shed light on profession challenges that are unique to special education teaching.

C. Effects of Stress and its Ranking

While the effects of stress vary in terms of feelings, thoughts and other physical symptoms, they also vary in degree of seriousness, reference to total mean score (i.e. combined average of regular and special teachers) of Table 5, all the effects fall under the category of "frequent" and "infrequent/rare", with the absence of any "very frequent" effect. Except for the physical effects "headaches" and "feeling exhausted", all other effects are related to the psychological well-being of the teacher, such as "feeling sad", "anxious", "irritable", "frustrated", "anxious "or "tearful". On another note, the highly ranked "How often does school stress carry over to other aspects of your life?" goes with the same guidance that the teacher's daily life is considerably affected by the stress that is carried out from school. It important to mention that all frequent feelings, thoughts, and physical symptoms are related to stress affects the well-being themselves rather than related to external control. Therefore, all the effects of stress that are presented in the list have an internal locus of control. As mentioned in previous literatures, the consequences of stress and its effects lead to inner clashes that differ from one person to another (McGrath, Houghton & Norma, 1989).

On the other hand, the least encountered effects of stress are "How often do you feel distant from students having special needs?" and "How often do you feel quitting teaching students having special educational needs?" Remarkably, ranking these two

effects at the bottom of the list clearly shows that teachers, both regular and special, exhibit a strong commitment to the teaching profession – by not quitting teaching - and a highly professional attitude – by not letting stress make them feel distant from students. This contradicts what Engelbrech et al. (2003) mentioned in their study saying that educators have negative opinion concerning the inclusion education program for students having learning disabilities and behavioral problems. One plausible explanation for the mismatch between the current study and that of Engelbrech is that educators argue against the inclusion education program only if enough resources can be allocated to education programs that are tailor made for students with special needs.

We noticed that feeling exhausted is common among all teachers regardless of their grade level or specialty. This effect might be well attributed to sources of stress that are related to general profession challenges and that are independent of the factor of special education students.

It is noticed that both types of teachers, regular classroom and special educators, share similar challenges with some differences. These challenges affect the teachers negatively. In general, previous literatures showed that occupational stress leads to health problems that affect the person concerned negatively (Mrozek, 2005). Furthermore, as Malak (2013) mentioned about inclusive education, education should be offered as a right for all children in the developing world for the last twenty years. Therefore, despite all the accompanying stress, regular classroom teachers should have a minimum level of exposure to special education students. With the lack of resources allocated to the special education department, special students will more often attend regular classes and therefore regular teachers are expected to be more competent and prepared to handle the accompanied challenges from having special students. This can

be justified from the vow that all teachers has made to deliver education to all children and also from a professional level in that it helps teachers gaining field experience and infer more effective teaching methods for special as well as regular students.

D. Coping Strategies and its Ranking

Reference to total mean score (i.e. combined average of regular and special teachers) of Table 7, we have identified that teachers resort to various strategies to counteract stress. Mostly, all the coping strategies has internal locus of control except for four strategies, namely: "Taking courses and workshops to improve skill", "Discussing problems with professional colleagues", "Discussing problems with personal friends and family", and "Getting professional counseling or therapy". The only coping strategy that is related to the school is "Taking courses and workshops to improve skill", since the school administration are the ones who send the teachers to workshops and courses to update their knowledge and improve their skills. As for the rest of the external coping strategies, they are related to the friends, family, and other people that are not related to the school. Interestingly, the majority of the coping strategies that were deemed "extremely effective" are categorized as "internal". Among the "extremely effective" coping strategy, "Organizing your time and setting priorities" is coherent to what we have previously identified as the main sources of stress, namely "Demands on after-school time" and "Too much work to do". In the researcher opinion, most teachers dealing with students with special needs are stressed because they lack time to finish their duties; this explains why time management and setting priorities are effective ways to release stress. As a result, it is noticed that teachers are controlling their stress using different coping strategies to a certain limits. Therefore, schools and

teachers themselves should take a step forward and help in improving the use of coping strategies in different ways. They can apply the recommendations below that may help in decreasing the level of stress that teachers are encountering during school days.

Another "extremely effective" coping strategy "Doing relaxing activities", fall in line with the study of Chan, Chen and Chong (2010), who identified that the most effective techniques are sleeping, social interaction, chilling, and watching television. Furthermore, McGrath et al. (1989) mentioned that the results of previous studies show that active strategies can be practicing their hobbies and activities that they like to do in their daily life or even at school during their free hours.

"Taking a day off" also ranks among the "extremely effective" coping strategies. The examiner believes that taking a day off from the daily activities help the teacher relax from stress and renew her energy. In the same vein, Gillespie and his colleagues (2001) mentioned in their study that taking habitual vacation breaks from work, exercising, and applying therapies such as yoga and massage, also help in alleviating stress.

On the other hand, the coping strategies that are least used by the majority of teachers are: "Using substance or prescribed medication" and "Smoking cigarettes". The researcher believes that ranking these two strategies at the bottom of the list is a sign of a healthy lifestyle. As a special educator in Lebanon, field experience shows that only in rare cases teachers resort to such coping strategies when stressed out. It is also worth noting that "Getting professional counseling or therapy" (N= 91) fall among the least used strategies to cope with stress. Again, field experience in Lebanon shows that resorting to psychotherapy for releasing stress is still not considered by Lebanese teachers and is still looked at as a social taboo in the Lebanese culture.

Furthermore, the differences in the mean scores recorded between regular and special education teachers point out that each category of teachers resort to different coping strategies when dealing with stress. For instance, we can notice that the difference of mean score of "Taking a nap; forgetting it; walk away for awhile" registered a notable difference between regular and special education teachers in comparison to other coping strategies. Field experience shows that taking a nap is a common strategy among special education teachers, helping them stepping back from the realm of teaching and all accompanying stress.

As for the coping strategies "taking a day off", "Leaving the school problems at school", "Discussing problems with personal friends and family" and "Getting professional counselling, special education teachers recorded a higher mean value than regular teachers. These results show that special education teachers exhibit a more positive attitude than regular teachers. Institutions can offer relaxing methods that help in reducing psychological and physiological effects of stress (Colligan & Higgins, 2008).

On another note, the coping strategies recording the least difference in mean scores between regular and special education teachers are: "Smoking cigarettes" and "Organizing your time and setting priorities". This shows that some of the coping strategies are common among both regular and special education teachers. In Lebanon, the researcher believes that the number of teachers that smoke cigarettes is low, since it is forbidden in the educational institutions on campus. In the same vein, all kinds of teachers teaching different subject areas should work on organizing their time and setting priorities in their life. This will help in organizing their workplace environment inside the school, and in achieving their daily life priorities outside the school area. This

is aligned with what Colligan and Higgins (2008) said in their study that getting
reducing workload will help in having more relaxing and well balanced work climate.
Also, Antoniou, et al. (2013) emphasized that such job strategies and problem solving
techniques lead to personal success.

E. Relationship between Sources/Effects of Stress and its Coping Strategies

The findings showed that the majority of the sources and effects of stress have
weak correlation with the coping strategies. For example the coping strategy
"Discussing problems with professional colleagues" showed weak positive correlation
with eight sources presented in the list. Also, the coping strategy "Organizing your time
and setting priorities" showed to be weakly negatively correlated with ten effects
presented in the survey. Although the results of this study do not provide conclusive
evidence of the effectiveness of the mentioned coping strategies in dealing with stress,
yet they are in line with previous studies that emphasized the importance of some of
these strategies. For instance, Gillespie et al. (2001) stated social interaction among
peers alleviate stress. In the same vein Engelbrecht and his colleagues (2003) mentioned
that lack of positive interactions between colleagues and poor working conditions are
one of the sources of stress. Moreover, taking habitual vacation breaks from work,
exercising, and applying therapies such as yoga and massage also help in dealing with
stress (Gillespie et al, 2001).

On another note, it is worth turning the spotlight on the coping strategies that
had moderate correlation with the stress effects, whether positive correlation or negative
ones. Interestingly, "Discussing problems with professional colleagues" is negatively
correlated with "How often does school stress carry over to other aspects of your

life?"(*r*=-.326) and "Discussing problems with personal friends and family" is negatively correlated with the effect "How often do you get an upset stomach?" (*r*=-.311). While the majority of teachers do not resort to professional counseling or therapy, these results show that they are seeking other alternative outlets to release stress, such as co-workers, friends, and family members. Furthermore, this is aligned with previous studies, such as using ABC (Activating event, Beliefs, Consequences) stress management model that was suggested by Mrozek (2005) recommending three steps: first, understanding the main causes of stress and its consequences then changing the behavior that leads to stress, and finally improving teacher-student interaction, and social interaction with parents and other colleagues at the school.

Furthermore, the results emphasized the importance of improving one's personal and professional skills in alleviating stress. In fact, "Taking courses and workshops to improve skill" has moderate negative correlation with the effect of stress with increase feeling of exhaustion "How often do you feel exhausted" *(r*=-.321). Therefore, teachers will feel psychologically more comfortable while taking these courses and workshops. Thus, most teachers are affected psychologically rather than physically. Moreover, "Organizing your time and setting priorities" has moderate negative relationship with the effects "How often do you feel depressed/ sad?" (*r*=-.348) and "How often do you feel unable to cope?" (*r*=-.398). This makes us deduce that when teachers organize their time and set priorities, they will feel less depressed, sad, and able to cope. In the researcher point of view a stress management workshop or a training session is an effective idea to be applied for helping teachers dealing with stressful situations. Last but not least, the coping strategy "Restructuring to improve personal/professional expectations or goals" has moderate negative correlation with the effect "How often do

you feel bored by your work?"(r=-.335). This means that being more structured in your work leads to being less bored. The researcher believes that if stressors are properly identified and positive coping strategies are successfully used, teachers would attain a stress free friendly class environment. In their educational goals will be met and their professional career will be accomplished (Guglielmi & Tatrow, 1998).

Moreover, the results have shown that whenever the department's management, namely the principal or head of department, is not cooperative, teachers resort to radical measures for coping with stress. In fact, the coping strategy "Using substances or prescribed medication" moderate positive correlation with "Attitudes and behavior of school principal or head of the special education department in school"(r=.371).

F. Future Directions and Study Limitations

Several implications can be drawn from the study findings. One implication could be expanding the study sample. There are other elementary regular and special education teachers that are teaching students with special educational needs in schools outside Beirut such as in Saida, Mansourieh, Metn, and Adma schools whose participation could give the study more credibility. Moreover, difference in school systems (French, British, American, and Lebanese systems) might expose differences in perceptions of school personnel in each system. Also, differences between public and private schools need to be explored. This study is only conducted in the English private schools in Beirut, because there are no policies and regulations regarding special education in the public schools in Lebanon. The systems of the special education departments found in private French schools are totally different than those in the English schools. In the same vein, public schools are not fully equipped for having

special education departments; therefore, this study is not conducted there. In addition, the number of students having special educational needs found in the both middle and secondary private English schools are not high with respect to those in the elementary, therefore, schools having special education departments work mostly with elementary students; consequently, this study was restricted to teachers in the elementary schools.

A limitation of this study was the small sample size of special education teachers. Of 139 teachers, only 39 were special education teachers, but this goes beyond the control of the researcher because there are a limited number of private schools with special education units/departments in Lebanon. Another limitation is the discrepancy between participants' perceptions and actions in quantitative data. In the quantitative part of the survey there are teachers that did not continue the survey, and others did not complete all parts of the questionnaire. Moreover, few participant teachers responded to the open-ended qualitative question, which made me cautious to generalize from its findings. At the same time, some participants seem to submit socially desirable answers instead of the actual answers. Furthermore, the survey is based on regular and special education teachers' self-report in the sense that they reflect their perceptions of reality at the time of the data collection. However, this problem is encountered almost in all survey research studies.

G. Concluding Thoughts and Recommendations

I believe that this study expanded our knowledge of the reality of schools in the Lebanese context that was not studied much; this makes it of great value to Lebanese research. Therefore, the following recommendations were developed in light of the findings:

- Schools in Lebanon need to provide formal training and internship opportunities in the areas of different special education cases that all types of teachers may encounter in their classrooms. This can be through establishing partnership with a number of Lebanese Universities (e.g. American University of Beirut, Lebanese American University, and Lebanese University) that offer courses and in-service training for teachers who teach children with special educational needs.

- The roles of special educators should be clarified knowing that not only them who are responsible for students having special needs, yet regular teachers should have their own duty towards them. Schools should involve all teachers in Response to Intervention model. Regular classroom teachers need to be trained on this model on order to be able to identify and teach students with special educational needs.

- Teachers teaching different subjects need to be trained on using differential instruction to deal with students having special needs. The findings revealed that most regular classroom teachers are unaware of the Individual Educational Plan (IEP). Accordingly, it is recommended that special education experts play a more active role in introducing this IEP and involve regular classroom teachers, counsellor and administrators in this plan. This IEP will be helpful to teachers to overcome their stress, since they will know more about each and every case they might encounter in every special educated student, so they plan their upon these cases.

- From the results we noticed that new resources and equipments are needed for dealing with students having special educational needs. Therefore, schools

should provide in-services to teachers that will help teachers become self-actualizing at work; this should focus on reducing stress and improving the attitudes towards students, peers and teaching. For example, special educators, regular classroom teachers, counsellor and administrators should all be trained in having new equipments and materials such as manipulative, projector, paint that help in grasping the material in easier way. This will prepare the school environment to be conductive to special education students, and will add fun and enjoyment in teaching, that will reduce the level of stress.

- From the findings we notice that schools should identify and combat stress by developing awareness and understanding of stress, and provide individual and group programs in stress reduction, and develop preventive measures through organizational changes that helps that environment to become a major contributor to teachers' stress. Schools can get psychological professors from the universities that help in explaining the ABC (Activating event, Beliefs, Consequences) model that will help in decreasing the level of stress for teachers.

- Having a high level of workload that increase the level of stress for teachers, it is recommended that school administration (Human Resources Department) should get assistants for the classrooms that contain different and several special educational cases, in all grade levels. These assistants might have experience in dealing with students having special needs. This will encourage co-teaching techniques and will help in workload time management.

- There are a lot of teachers that encounter stress from the number of students in the classrooms, besides the students that have special educational needs. Therefore, it is recommended to decrease the number of students, especially that

it helps the teacher to work one to one with the students when needed. Each school must have a limited number of students in each section, such as having 24-25 students only including the students with special educational needs. This will also helps in classroom management, especially in students behaviours.

- Having "Too much work to do" in the results of sources of stress, made us recommend that regular and special education teachers should work together hand in hand. They should meet at least once per week to discuss and share the way of teaching the lesson, in addition for the activities that should be done. Therefore, the researcher recommends that use of co-teaching technique that may reduce the workload for the teachers.

- In the qualitative part some teachers mentioned that they are stressed from the content of the books they are using. Therefore, teachers need to receive in-service training to teach the curriculum to students with different ability levels, such as using activities for critical thinking.

- For the regular classroom teachers to be more involved in the special education program and in encountering students with special needs, they should be encouraged to design and implement appropriate activities for students having special needs in their pullout sessions. Consequently, it is a way for teachers to be more involved with them to reduce stress.

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APPENDICES

Appendix A: Demographic Data Form

<u>Please answer each question as it applies to you to the best of your ability. Please try your best not to leave any questions blank.</u>

1- What is your gender?   Male   Female

2- What grade do you teach in the elementary cycle?

      Grade 1   Grade 2   Grade 3   Grade 4   Grade 5   Grade 6

3- What is your highest educational level attained?

      Bachelors Degree   Masters Degree   Post Masters Degree

4- How many years of teaching experience do you have?

      _____

5- How many university courses have you have taken related to teaching students with

      special needs?

      _____

6- How many continuing education courses (workshops- training seminars) have you

      earned related to educating students having special educational needs?

      _____

7- During the current year, what is the highest number of children with special educational

      needs do you have in your class at one time?

      _____

Appendix B: PULLIS INVENTORY OF TEACHER STRESS "THE PITS"

Part I: Source of Stress

To begin this instrument, please circle one of the four numbers below, to rate yourself in terms of your own general stress level.

1 = Not anxious at all   2 = mildly anxious   3 = moderately anxious   4 = extremely anxious

Please use the following code for responding to this section. The statements below have come from a variety of studies about teachers which have shown that each person perceives different aspects of their work as stressful. Please indicate how you perceive the typical amount of stress associated with each of the items.

Not at all stressful   Mildly stressful   Moderately stressful   Quite stressful   Extremely stressful   1   2   3
4   5

1. In general, how stressful do you find being a teacher dealing with students with special needs?	1	2	3	4	5
2. Loud, noisy students	1	2	3	4	5
3. Poor career opportunities	1	2	3	4	5
4. Not enough time allotted to do the work	1	2	3	4	5
5. Inadequate disciplinary policy of the school	1	2	3	4	5
6. Participation in IEP (Individualized educational plan) meetings about students	1	2	3	4	5
7. Students impolite or rude behavior	1	2	3	4	5
8. Inadequate salary	1	2	3	4	5
9. Too much work to do	1	2	3	4	5
10. Attitudes and behavior of school principal or head of the special education department in school	1	2	3	4	5
11. Responsibility for the students' progress/learning	1	2	3	4	5
12. Writing and on-going evaluation of IEPs for students for students with special needs [paperwork]	1	2	3	4	5
13. Low status of the teaching profession	1	2	3	4	5
14. Poorly motivated students	1	2	3	4	5
15. Lack of recognition for good teaching	1	2	3	4	5
16. Dealing with the parents of students	1	2	3	4	5
17. Constant monitoring of the students' behavior	1	2	3	4	5
18. Inadequate equipment and instructional materials	1	2	3	4	5
19. Demands on after-school time	1	2	3	4	5
20. Lack of effective consultation and assistance	1	2	3	4	5
21. Students' defiance of teacher authority	1	2	3	4	5
22. Attitudes and behavior of other teachers/professionals	1	2	3	4	5
23. Having to punish students or use aversive techniques	1	2	3	4	5

24. Lack of participation in decision-making	1	2	3	4	5
25. Large number of students that lack of time to spend with individual kids	1	2	3	4	5
26. Evaluation by principals or supervisors	1	2	3	4	5
27. Threat of aggression/physical harm	1	2	3	4	5
28. Lack of appreciation from your students	1	2	3	4	5
29. Inability to meet your personal or professional goals	1	2	3	4	5
30. Lack of fun or enjoyment involved in teaching	1	2	3	4	5

31. <u>Other Sources of Stress:</u>

Part II: The Effects of Stress

Each one of us feels stressed out, however, in different ways.The following items are a list of feelings, thoughts and physical symptoms representative of the various effects that stress has on us:

Hardly ever	**Once in a while**	**Sometimes**	**Often**	**Very often**	**Almost always**
1	**2**	**3**	**4**	**5**	**6**

1. How often do you feel exhausted	1	2	3	4	5	6
2. How often do you feel frustrated?	1	2	3	4	5	6
3. How often do you feel angry from the students having special educational needs?	1	2	3	4	5	6
4. How often do you feel depressed/ sad?	1	2	3	4	5	6
5. How often do you feel nervous/ anxious?	1	2	3	4	5	6
6. How often do you have headaches?	1	2	3	4	5	6
7. How often do you feel your heart beating fast?	1	2	3	4	5	6
8. How often do you feel unable to cope?	1	2	3	4	5	6
9. How often do you get an upset stomach?	1	2	3	4	5	6
10. How often do you feel irritable?	1	2	3	4	5	6
11. How often do you feel guilty about not doing enough?	1	2	3	4	5	6
12. How often do you feel tearful?	1	2	3	4	5	6
13. How often do you feel like quitting teaching student having special educational needs?	1	2	3	4	5	6
14. How often do you feel distant from students having special needs?	1	2	3	4	5	6
15. How often do you feel unsuccessful about teaching students having special needs?	1	2	3	4	5	6
16. How often do you feel bored by your work?	1	2	3	4	5	6
17. How often do you feel overwhelmed by your work?	1	2	3	4	5	6
18. How often does school stress carry over to other aspects of your life?	1	2	3	4	5	6
19. Other effects of stress:						

Part: III: Coping With Stress

The following is a list of coping strategies reported by teachers and other educational professionals. These are techniques that people have used to deal with the stress and/or symptoms associated with stress. In the left-hand column place a check mark next to those strategies that you have tried. Then on the right-hand side please rate the effectiveness you have tried.

Not very effective   mildly or temporarily effective   mostly effective   extremely effective
1   2   3
4

------	1. Discussing problems with professional colleagues	1	2	3	4
------	2. Discussing problems with personal friends and family	1	2	3	4
------	3. Leaving the school problems at school	1	2	3	4
------	4. Taking courses and workshops to improve skill	1	2	3	4
------	5. Organizing your time and setting priorities	1	2	3	4
------	6. Doing relaxing activities [hobby]	1	2	3	4
------	7. Taking a nap; forgetting it; walk away for awhile	1	2	3	4
------	8. Taking a day off	1	2	3	4
------	9. Restructuring to improve personal/professional expectations or goals	1	2	3	4
------	10. Walking/jogging/maintaining diet and exercise	1	2	3	4
------	11. Drinking coffee and energy drinks	1	2	3	4
------	12. Using substances or prescribed medication (alcohol, drugs, anti-depressants, anti-anxiety, stimulants etc...)	1	2	3	4
------	13. Gain or loss of appetite (eating more or eating less)	1	2	3	4
------	14. Smoking cigarettes	1	2	3	4
------	15. Getting professional counseling or therapy	1	2	3	4
Other strategies that you have tried:					

Appendix C: نموذج البيانات الديموغرافية

رجاء أجِب عن كل من الأسئلة التالية بحسب ما تعبِّر عن حالتك وبأفضل ما يمكنك من جهد. رجاء حاول قدر الإمكان ألا تترك أي سؤال خاليا.

1. ما هو جنسك؟   ذكر   أنثى

2. ماهو الصف الذي تعلمه في المرحلة الابتدائية ؟

الصف 1   الصف 2   الصف 3   الصف 4   الصف 5   الصف 6

3. ما هي المرحلة التعليمية العليا التي حققتها ؟

درجة البكالوريوس   درجة الماجستير   ما بعد الماجستير

4. ما عدد سنوات التعليم التي تمتلكها؟

_____

5. ما عدد المساقات الجامعية التي حصلت عليها والمرتبطة بتعليم التلاميذ ذوي الحاجات الخاصة ؟

_____

6. ما عدد المساقات (ورش العمل– محاضرات تدريبية) التي حصلت عليها والمتعلقة بتعليم التلاميذ ذوي الحاجات التعليمية الخاصة؟

7. خلال السنة الحالية، ما هو العدد الأقصى للأطفال ذوي الحاجات الخاصة الذين كانوا متواجدين في صفك في الوقت نفسه؟

مقياس ضغط المعلم Appendix D:

القسم الأول: مصادر الضغط

للبدء بهذه الأداة، رجاء ضع دائرة حول أحد الأرقام الواردة أدناه، كي تقيّم نفسك من حيث مستوى الضغط العام.

1= لستُ قلقا بتاتا   2= قلق قليلا   3= قلق بدرجة متوسطة   4= قلق بدرجة كبيرة

رجاء، استخدم المفتاح التالي للإجابة عن هذا القسم. إن الجمل الواردة أدناه مأخوذة من عدة دراسات مختلفة حول المعلمين والتي أظهرت أن كل فرد يعتبر جوانب مختلفة من العمل مسبِّبة للضغط. رجاء، حدِّد كيف تفهم كمية الضغط المرتبطة بكل بند من البنود التالية.

لا يسبّب ضغطا بتاتا	يسبّب ضغطا بسيطا	يسبّب الضغط بدرجة متوسطة	مسبِّب للضغط إلى حد كبير	يسبب ضغطا بدرجة كبيرة
1	2	3	4	5

بشكل عام، إلى مدى تجد الأمور التالية مسببة للضغط؟

1. كونك معلما لتلاميذ ذوي حاجات خاصة	1	2	3	4	5
2. الطلاب الذين يصدرون أصوات عالية ومزعجة	1	2	3	4	5
3.فرص للعمل ضعيفة	1	2	3	4	5
4.وقت غير كاف لإنجاز العمل	1	2	3	4	5
5.سياسة انضباط غير كافية على مستوى المدرسة	1	2	3	4	5
6.المشاركة في اجتماع الخطة التربوية الفردية	1	2	3	4	5
7. طلاب ذوي سلوك غير مهذب أو فج	1	2	3	4	5
8.الراتب الشهري غير كاف	1	2	3	4	5
9.كمية عمل كبيرة	1	2	3	4	5
10.توجهات وسلوكات مدير المدرسة أو المسؤول عن قسم التربية المختصة	1	2	3	4	5

5	4	3	2	1	
5	4	3	2	1	11.المسؤولية عن تقدم الطلاب وتعلمهم
5	4	3	2	1	12.كتابة الخطة التربوية الفردية والتقييم المستمر للتلاميذ ذوي الحاجات الخاصة
5	4	3	2	1	13. المكانة الاجتماعية المتدنية لوظيفة المعلم
5	4	3	2	1	14.تلاميذ ذوي دافعية متدنية
5	4	3	2	1	15.نقص التقدير لمهنة التعليم
5	4	3	2	1	16.التعامل مع أهالي التلاميذ
5	4	3	2	1	17.المراقبة المستمرة لسلوك الطلاب
5	4	3	2	1	18. أدوات ومواد تعليمية غير كافية
5	4	3	2	1	19.متطلبات ما بعد انتهاء الدوام المدرسي
5	4	3	2	1	20.نقص في التشاور والمساندة الفعالة
5	4	3	2	1	21.رفض التلاميذ لسلطة المعلم
5	4	3	2	1	22.توجهات وسلوك المعلمين والعاملين الآخرين
5	4	3	2	1	23. وجوب معاقبة التلاميذ واستخدام أساليب إكراهية
5	4	3	2	1	24.نقص في المشاركة في عملية اتخاذ القرار
5	4	3	2	1	25.أعداد كبيرة من الطلاب تجعل الوقت محدودا لصرفه مع الطلاب منفردين
5	4	3	2	1	26. تقييم من قبل المدراء أو المشرفين
5	4	3	2	1	27. تهديد بالعدوان أو الأذى الجسدي
5	4	3	2	1	28. نقص في التقدير من قبل

5	4	3	2	1	الطلاب
5	4	3	2	1	29. عدم القدرة على تحقيق أهدافك الخاصة أو المهنية
5	4	3	2	1	30. فقدان المرح أو الاستمتاع في التعليم

31. مصادر أخرى للضغط

القسم الثاني: تأثيرات الضغط

كل واحد منا يشعر بالضغط، لكن بطرق مختلفة. فيما يلي بنود مرتبة على شكل لائحة مشاعر، وأفكار وأعراض جسدية تمثل تأثيرات الضغط المختلفة علينا:

دائما	في كثير من الأحيان	عادة	أحيانا	من وقت لآخر	نادرا
6	5	4	3	2	1

6	5	4	3	2	1	1.ما مدى تكرار شعورك بالإرهاق ؟
6	5	4	3	2	1	2.ما مدى تكرار شعورك بالضيق؟
6	5	4	3	2	1	3.ما مدى تكرار شعورك بالغضب من التلاميذ ذوي الحاجات التعليمية الخاصة ؟
6	5	4	3	2	1	4.ما مدى تكرار شعورك

6	5	4	3	2	1	بالاكتئاب /الحزن ؟
6	5	4	3	2	1	5.ما مدى تكرار شعورك بالقلق ؟
6	5	4	3	2	1	6.ما مدى تكرار شعورك بأوجاع الرأس؟
6	5	4	3	2	1	7.ما مدى تكراررك شعوررك بضربات قلبك تتسارع؟
6	5	4	3	2	1	8.ما مدى تكرار شعورك بعدم قدرتك على التكيف؟
6	5	4	3	2	1	9.ما مدى تكرار شعورك بانزعاج في معدتك؟
6	5	4	3	2	1	10.ما مدى تكرار شعورك بالانزعاج ؟
6	5	4	3	2	1	11.ما مدى تكرار شعورك بالذنب حول عدم القيام بما يكفي؟
6	5	4	3	2	1	12.ما مدى تكرار شعورك بالرغبة في البكاء؟
6	5	4	3	2	1	13.ما مدى تكرار شعورك بالرغبة في ترك تعليم التلاميذ ذوي الحاجات التعليمية الخاصة؟
6	5	4	3	2	1	14.ما مدى تكرار شعورك بأنك بعيد عن التلاميذ ذوي الحاجات التعليمية الخاصة؟
6	5	4	3	2	1	15.ما مدى تكرار شعورك بأنك فاشل في تعليم التلاميذ ذوي الحاجات التعليمية الخاصة؟
6	5	4	3	2	1	16.ما مدى تكرار شعورك بالملل من عملك؟
6	5	4	3	2	1	17.ما مدى تكرار شعورك بأنك

						غارق بسبب عملك؟
6	5	4	3	2	1	18.ما مدى تكرار انتقال ضغط المدرسة إلى جوانب حياتك الأخرى؟
						19. مصادر أخرى للضغط:

القسم الثالث: التكيف مع الضغط

اللائحة التالية هي لائحة لاستراتيجيات التكيف التي ذكرها معلمون ومختصون تربويون. وهي تقنيات استخدمها أفراد للتعامل مع الضغط أو الأعراض المرتبطة به. في العامود الأيسر ضع إشارة إلى جانب الاستراتيجيات التي قد بتجريبها. أما في الجانب الأيمن فقم بتقييم فعاليتها.

شديدة الفعالية	فعالة في الأغلب	ذات فاعلية محدودة	ليست فعالة جدا
4	3	2	1

4	3	2	1	1.مناقشة المشاكل مع الزملاء المهنيين	_____
4	3	2	1	2.مناقشة المشاكل مع الأصدقاء وأعضاء الأسرة	_____
4	3	2	1	3.ترك مشاكل المدرسة في المدرسة	_____
4	3	2	1	4.المشاركة في مساقات وورش عمل لتطوير المهارات	_____
4	3	2	1	5.تنظيم الوقت وتحديد الأولويات	_____
4	3	2	1	6.إجراء أنشطة الاسترخاء (هواية)	_____
4	3	2	1	7.أخذ قيلولة؛ نسيان؛ المشي لفترة	_____
4	3	2	1	8.أخذ إجازة	_____
4	3	2	1	9.إعادة ترتيب لتحسين التوقعات أو الأهداف الشخصية /المهنية	_____
4	3	2	1	10.المشي/الهرولة/المحافظة على نمط غذاء صحي وإجراء التمارين	_____
4	3	2	1	11.شرب القهوة ومشروبات الطاقة	_____
4	3	2	1	12. تناول المشروبات الروحية أو الأدوية (الكحول، المخدرات، أدوية الاكتئاب والقلق، المحفزات...)	_____
4	3	2	1	13.اكتساب أو فقدان الشهية (الأكل أكثر أو الأكل أقل)	_____
4	3	2	1	14. تدخين السجائر	_____

4	3	2	1		
				15.الحصول على علاج أو إرشاد من قبل مختص	_____

أية استراتيجيات أخرى

Appendix E

American University of Beirut
Department of Education
School Principal Consent Form
Direct Approaching

Study Title: Stress and its Coping Strategies among Special Education and Regular Classroom   Teachers Who are Teaching Students with Special Educational Needs

Dear School Principal,

We are asking for the school's participation in a **research study**. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have.

A. Project Description

1. This research examines stress and its coping strategies for elementary regular and special education teachers that are teaching students having special educational needs. Additional purposes are to identify the main causes behind stress and its effects on both, regular and special educators teaching students having different learning disabilities; to identify the main coping strategies that help decrease teachers' stress; and to examine the correlation between stress sources and effects and its coping strategies for regular teachers and special educators. This study is being conducted for the purpose of a Master's thesis study in Educational Psychology - School Guidance and Counseling at the American University of Beirut. No personal or sensitive questions will be asked as part of this study. The estimated time to complete this study is three months. The expected number of participants is 150 (around 100 regular teachers and 50 special education teachers). The estimated time for data collection at each school is 7 days. The results of the questionnaire will be published in the form of a thesis report and will be available by the AUB Library electronically and in printed form.

2. Elementary Regular/Special Education teachers that are teaching students with special educational needs will be asked to complete a survey and are free to choose to answer the English or Arabic version of the survey. The questions are intended to collect descriptive data only and answers will be descriptive and exploratory.

3. The survey should take around 15 minutes and will consist of a set of scales and few open-ended questions to collect information strictly needed to answer the research questions of the study.

4. If you agree that the teachers at your schools will participate, you will receive a copy of this signed informed consent.

5. Participants will receive the survey on **mm/dd/yy** and have the duration of one week to complete it.

B. Risks and Benefits

Teachers' participation in this study does not involve any physical risk or emotional risk to them beyond the risks of their daily life. Participant teachers have the right to withdraw your consent or discontinue participation at any time for any reason. Teacher's decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the principals' or teachers' relationship with AUB. The schools will receive no direct benefits from participating in this research; however, will help researchers better understand the perceptions of regular and special education teachers that are teaching students with special needs regarding stress and its coping strategies. The findings of this study could be used by policy makers to enhance training and workshops for teachers that are encountering stress.

C. Confidentiality

If you agree that the teachers will participate in this research study, the information will be kept confidential. Principals, teachers, and/or the school's name will never be attached to your answers. The data is only reviewed by the Principal Investigator and the Co-Investigator working on this project. Participants' contact information will be disposed as soon as data analysis is completed.

D. Contact Information

1) If you have any questions or concerns about the research, you may contact Dr. Anies Al-Hroub at 01-350000 ext. 3053 or by email: aa111@aub.edu.lb or Ms. Marwa Kebbi at 70-642760 or by email: mrk14@mail.aub.edu.

2) If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: Social and Behavioral Sciences Institutional Review Board at 01- 350000 or 01- 374374, Ext: 5445 or by email: irb@mail.aub.edu.

E. Participant Rights

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate is no way influences your relationship with AUB. A copy of this consent form will be given to you. Teachers may skip any questions that they may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

F. Signing the Consent Form

If you agree to grant us approval to administer the research at your school, please sign below:

School Principal's Name: _____

Consent of School Principal: _____

If you agree to permit Elementary Regular and Special Education Teachers in your school to participate in the study, please sign below:

Consent of the school principal: _____

Date: _____

Time: _____

Location: _____

Co-Investigator's Signature: _____

Principal Investigator: Dr. Anies Al-Hroub
Address: American University of Beirut (AUB)
Associate Professor of Educational Psychology & Special Education
Phone: (01) 350 000 Ext: 3053
Email: aa111@aub.edu.lb

Co-Investigator: Marwa Kebbi
Address: American University of Beirut (AUB)
Beirut – Lebanon
Phone: (70) 642 760
Email: mrk14@mail.aub.edu

Appendix F

الجامعة الأمريكية في بيروت

دائرة التربية

نموذج موافقة مدير

الأسلوب المباشر

عنوان الدراسة : الضغط واستراتيجيات التكيف عند معلمي التربية الخاصة والصف العادي الذين يعلمون التلاميذ ذوي الحاجات التعليمية الخاصة

جانب مدير المدرسة المحترم

إننا نأمل مشاركة مدرستك في الدراسة البحثية. وهذه المشاركة هي اختيارية تماما. رجاء إقرأ المعلومات الواردة أدناه ولاتتردد في طرح أي سؤال قد يتبادر إلى ذهنك.

أ. **وصف المشروع**

1 .تهدف هذه الدراسة البحثية إلى تفحص الضغط واستراتيجيات التكيف معه عند معلمي المرحلة الابتدائية في الصف العادي وفي التربية الخاصة الذين يعلّمون تلاميذ ذوي حاجات خاصة. كما لهذه الدراسة غايات أخرى وهي تحديد الاسباب الأساسية التي تقف خلف الضغط وتأثيراته على معلمي الصف العادي ومعلمي التربية الخاصة على حد سواء الذين يعلمون تلاميذ ذوي صعوبات تعلمية مختلفة إلى جانب تحديد استراتيجيات التكيف الأساسية التي تساعد على خفض ضغط المعلمين. تهدف الدراسة أيضا إلى فحص الارتباط بين الضغط واستراتيجيات التكيف لمعلمي الصف العادي ومعلمي التربية الخاصة. تجرى الدراسة من أجل أطروحة الماجستير في علم النفس التربوي– الإرشاد المدرسي في الجامعة الأمريكية في بيروت. لن تطرح أية أسئلة شخصية أو حساسة في أي قسم من أقسام الدراسة. الوقت المتوقع لإنهاء هذه الدراسة هي ثلاثة أشهر . أما العدد المتوقع للمشاركين فيها فهو 150 (حوالي 100 معلم في الصف العادي و50 معلم في التربية الخاصة). والوقت المتوقع لجمع المعطيات من كل مدرسة هو سبعة أيام. وستنتشر النتائج على شكل أطروحة وستكون متوفرة ضمن مكتبة الجامعة الأمركية على شكل نسخة ألكترونية وورقية.

2   . معلمو الصف العادي ومعلمو التربية الخاصة الذين يعلمون التلاميذ ذوي الحاجات الخاصة سيطلب منهم أن يملأوا استبيانا وهم أحرار في أن يختاروا إما النسخة العربية أو الإنكليزية. تهدف الأسئلة إلى جمع معطيات وصفية فقط والإجابات ستكون وصفية واستكشافية.

3   . يستغرق ملء الاستبيان حوالي 15 دقيقة وسيضم مجموعة من المقاييس وبضعة أسئلة مفتوحة للإجابة بشكل محدد عن أسئلة الدراسة البحثية

4. إذا وافقت على مشاركة معلميك ، ستتلقى نسخة موقعة عن هذه الموافقة.

5. سيتلقى المشاركون الاستبيان في تاريخ ــــــــــــــــــــ وسيمنحون مهلة أسبوع لإنهائه.

ب. المخاطر والفوائد

إن مشاركتك في هذه الدراسة لا تشمل بأي من الأحوال التعرض لأي مخاطر جسدية أو شعورية تتجاوز مخاطر الحياة اليومية التي قد تعترض أي إنسان. لك كامل الحق في العودة عن موافقتك أو التوقف عن المشاركة في أي وقت ولأي سبب كان. إن قرارك بالانسحاب لن يعرضك لأي عقوبة أو خسارة لأي امتيازات أنت تستحقها. إن التوقف عن المشاركة في هذه الدراسة لن يؤثر على علاقتك بالمدرسة ولا بالجامعة الأمريكية في بيروت. كما أن رفض المشاركة من الاساس في هذه الدراسة لن يتضمن أي عقوبات من أي نوع ولن يؤثر على علاقة المرشد بالجامعة الأمريكية أو المدرسة.

لن تحصل على أي فوائد مباشرة جراء المشاركة في هذه الدراسة، لكن مشاركتك ستساعد على فهم أفضل لتوجهات معلمي الصف العادي في المرحلة الابتدائية ومعلمي التربية الخاصة الذين يعلمون التلاميذ ذوي الحاجات الخاصة فيما خص الضغط واستراتيجيات التكيف المرتبطة به. إن نتائج هذه الدراسة يمكن استخدامها من قبل صانعي السياسات لتحسين التدريب وورش العمل الخاصة بالمعلمين الذين يتعرضون للضغط.

ج- السرية

في حال وافقت على مشاركة المعلمين في هذه الدراسة، فإن جميع المعلومات ستبقى قيد الكتمان.وكي يتم المحافظة على سرية إجابتكم، لن يتم إرفاق اسمكم أو اسم مدرستكم بإجاباتكم. سيتم مراجعة الإجابة فقط من قبل الباحث الرئيسي أو الباحث المشارك في الدراسة. سيتم الاحتفاظ بجميع الرموز والبيانات في درج مقفل في غرفة آمنة أو على جهاز حاسوب محمي بكلمة مرور. سيكون الاطلاع على البيانات حكرا على الباحث الرئيسي والباحثين العاملين بشكل

مباشر على هذه الدراسة. سيتم إتلاف جميع البيانات بمسؤولية بعد فترة الاحتفاظ التي عادة ما تتطلب ثلاث سنوات. وسيتم الحفاظ على خصوصيتكم في جميع البيانات المنشورة والخطية الناتجة عن هذه الدراسة. لن يتم استخدام أسمائكم أو أي معلومات تحدد هويتكم في أي من التقارير أو المواد المنشورة.

د.وسائل التواصل

(1 في حال كنتم تودون طرح أي سؤال أو استفسار حول الدراسة، يمكنكم التواصل مع الدكتور أنيس الحروب على رقم الهاتف 350000-01 مقسم: 3053، أو على البريد الالكتروني: aa111@aub.edu.lb أو يمكنكم التواصل مع الباحثة المشاركة الآنسة مروة كبي على رقم 642760-70أو عبر البريد الإلكتروني:mrk14@mail.aub.edu . في حال شعرتم أن أيا من أسئلتكم لم يتم الإجابة عنها، أو في حال كان أي استفسار أو شكوى حول حقوقكم كمشاركين في هذه الدراسة، فبإمكانكم التواصل مع المسؤول في الجامعة الأمريكية: في مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم 350000-01 مقسم :5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

هـ. حقوق المشارك

المشاركة في هذه الدراسة طوعية. لك كامل الحرية في أن نتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. إن قرارك في عدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك بالجامعة الأمريكية في بيروت. ستحصل على نسخة الموافقة على المشاركة هذه. . بإمكانك تخطي أي سؤال لا ترغب في أن تجيب عنه. لن ينتج عن قرارك أي عقوبة أو خسارة أي فوائد. إن كان عندك اسئلة حول حقوقك فبإمكانك الاتصال: بمجلس مراجعة درارسات العلوم الانسانية والسلوكية في الجامعة الأمريكية على رقم هاتف: 350000-01 مقسم 5445.

و . توقيع نموذج الموافقة

إذا وافقت على المشاركة في هذه الدراسة، رجاء قم بالتوقيع أدناه

اسم مدير المدرسة
_____

موافقة مدير المدرسة   ـــ

إذا وافقت على مشاركة معلمي المرحلة الابتدائية ومعلمي التربية الخاصة في مدرستك ضمن هذه الدراسة،

رجاء قم بالتوقيع أدناه

موافقة مدير المدرسة   ـــ

التاريخ   ـــ

الوقت   ـــ

المكان   ـــ

توقيع الباحث المشارك   ـــ

الباحث الرئيسي : دكتور أنيس الحروب
العنوان: الجامعة الأمريكية في بيروت
أستاذ مشارك في علم النفس التربوي والتربية الخاصة
هاتف: 350000(01) مقسم : 3053
البريد الإلكتروني: aa111@aub.edu.lb
الباحثة المشاركة: مروة كبي
العنوان : الجامعة الأمريكية في بيروت
بيروت – لبنان
هاتف:70-642760
البريد الإلكتروني:mrk14@mail.aub.edu

Appendix G

American University of Beirut
Department of Education
Elementary Regular/Special Education Teachers Consent Form
Direct Approaching
Study Title: Stress and its Coping Strategies among Special Education and Regular
Classroom   Teachers Who are Teaching Students with Special Educational Needs

Dear Elementary Regular/Special Education Teacher,

We are asking for your participation in a **research study**. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have.

G. Project Description

1. This research examines stress and its coping strategies for elementary regular and special education teachers that are teaching students having special educational needs. Additional purposes are to identify the main causes behind stress and its effects on both, regular and special educators teaching students having different learning disabilities; to identify the main coping strategies that help decrease teachers' stress; and to examine the correlation between stress sources and effects and its coping strategies for regular teachers and special educators. This study is being conducted for the purpose of a Master's thesis study in Educational Psychology - School Guidance and Counseling at the American University of Beirut. No personal or sensitive questions will be asked as part of this study. The estimated time to complete this study is three months. The expected number of participants is 150 (around 100 regular teachers and 50 special education teachers). The estimated time for data collection at each school is 7 days. The results of the questionnaire will be published in the form of a thesis report and will be available by the AUB Library electronically and in printed form.
2. Elementary Regular/Special Education teachers that are teaching students with special educational needs will be asked to complete a survey and are free to choose to answer the English or Arabic version of the survey. The questions are intended to collect descriptive data only and answers will be descriptive and exploratory.
3. The survey should take around 15 minutes and will consist of a set of scales and few open-ended questions to collect information strictly needed to answer the research questions of the study.
4. I f you agree to participate, you will receive a copy of this signed informed consent.

5. Participants will receive the survey on **mm/dd/yy** and have the duration of one week to complete it.

H. Risks and Benefits

Your participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the teachers' relationship with AUB or the school. You receive no direct benefits from participating in this research; however, your participation does help researchers better understand the perceptions of regular and special education teachers that are teaching students with special needs regarding stress and its coping strategies. The findings of this study could be used by policy makers to enhance training and workshops for teachers that are encountering stress.

I. Confidentiality

If you agree to participate in this research study, the information will be kept confidential. Your name and/or the school's name will never be attached to your answers. Data provided by the counselor will not be shared by any other counselor or the school principal. The data is only reviewed by the Principal Investigator and the Co-Investigator working on this project. Participants' contact information will be disposed as soon as data analysis is completed.

J. Contact Information

3) If you have any questions or concerns about the research, you may contact Dr. Anies Al-Hroub at 01-350000 ext. 3053 or by email: aa111@aub.edu.lb or Ms. Marwa Kebbi at 70-642760 or by email: mrk14@mail.aub.edu.

4) If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: social & Behavioral Sciences Institutional Review Board at 01- 350000 or 01- 374374, Ext: 5445 or by email: irb@mail.aub.edu.

K. Participant Rights

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate is no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that you may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

L. Signing the Consent Form

If you agree to participate in the study, please sign below:

Teacher's Name: _____

Consent of the Teacher: _____

Date: _____

Time:_____

Location: _____

Co-Investigator's Signature: _____

Principal Investigator:	Dr. Anies Al-Hroub
Address:	American University of Beirut (AUB)
	Associate Professor of Educational Psychology & Special Education
	Phone: (01) 350 000 Ext: 3053
	Email: aa111@aub.edu.lb
Co-Investigator:	Marwa Kebbi
Address:	American University of Beirut (AUB)
	Beirut – Lebanon
	Phone: (70) 642 760
	Email: mrk14@mail.aub.edu

Appendix H

الجامعة الأمريكية في بيروت

دائرة التربية

نموذج موافقة معلمي الصف العادي في المرحلة الابتدائية/ معلمي التربية الخاصة

الأسلوب المباشر

عنوان الدراسة : الضغط واستراتيجيات التكيف عند معلمي التربية الخاصة والصف العادي الذين يعلمون التلاميذ ذوي الحاجات الخاصة

جانب معلم الصف العادي في المرحلة الابتدائية/ معلم التربية الخاصة

إننا نأمل منك أن تشارك في دراسة بحثية. وهذه المشاركة هي اختيارية تماما. رجاء إقرأ المعلومات الواردة أدناه ولاتتردد في طرح أي سؤال قد يتبادر إلى ذهنك.

ت. وصف المشروع

1.تهدف هذه الدراسة البحثية إلى تفحص الضغط واستراتيجيات التكيف معه عند معلمي المرحلة الابتدائية في الصف العادي وفي التربية الخاصة الذين يعلّمون تلاميذ ذوي حاجات خاصة. كما لهذه الدراسة غايات أخرى وهي تحديد الاسباب الأساسية التي تقف خلف الضغط وتأثيراته على معلمي الصف العادي ومعلمي التربية الخاصة على حد سواء الذين يعلمون تلاميذ ذوي صعوبات تعلمية مختلفة إلى جانب تحديد استراتيجيات التكيف الأساسية التي تساعد على خفض ضغط المعلمين. تهدف الدراسة أيضا إلى فحص الارتباط بين الضغط واستراتيجيات التكيف لمعلمي الصف العادي ومعلمي التربية الخاصة. تجرى الدراسة من أجل أطروحة الماجستير في علم النفس التربوي– الإرشاد المدرسي في الجامعة الأمريكية في بيروت. لن تطرح أية أسئلة شخصية أو حساسة في أي قسم من أقسام الدراسة. الوقت المتوقع لإنهاء هذه الدراسة هي ثلاثة أشهر. أما العدد المتوقع للمشاركين فيها فهو 150 (حوالي 100 معلم في الصف العادي و50 معلم في التربية الخاصة). والوقت المتوقع لجمع المعطيات من كل مدرسة هو سبعة أيام. وستنشر النتائج على شكل أطروحة وستكون متوفرة ضمن مكتبة الجامعة الأمريكية على شكل نسخة ألكترونية وورقية.

2. معلمو الصف العادي ومعلمو التربية الخاصة الذين يعلمون التلاميذ ذوي الحاجات الخاصة سيطلب منهم أن يملأوا استبيانا وهم أحرار في أن يختاروا إما النسخة العربية أو الإنكليزية. تهدف الأسئلة إلى جمع معطيات وصفية فقط والإجابات ستكون وصفية واستكشافية.

3. يستغرق ملء الاستبيان حوالي 15 دقيقة وسيضم مجموعة من المقاييس وبضعة أسئلة مفتوحة للإجابة بشكل محدد عن أسئلة الدراسة البحثية

4. إذا وافقت على المشاركة، ستتلقى نسخة موقعة عن هذه الموافقة.

5. سيتلقى المشاركون الاستبيان في تاريخ ــــــــــــــــــــــ وسيمنحون مهلة أسبوع لإنهائه.

1. المخاطر والفوائد

إن مشاركتك في هذه الدراسة لا تشمل بأي من الأحوال التعرض لأي مخاطر جسدية أو شعورية تتجاوز مخاطر الحياة اليومية التي قد تعترض أي إنسان. لك كامل الحق في العودة عن موافقتك أو التوقف عن المشاركة في أي وقت ولأي سبب كان. إن قرارك بالانسحاب لن يعرضك لأي عقوبة أو خسارة لأي امتيازات أنت تستحقها. إن التوقف عن المشاركة في هذه الدراسة لن يؤثر على علاقتك بالمدرسة ولا بالجامعة الأمريكية في بيروت. كما أن رفض المشاركة من الاساس في هذه الدراسة لن يتضمن أي عقوبات من أي نوع ولن يؤثر على علاقة المرشد بالجامعة الأمريكية أو المدرسة.

لن تحصل على أي فوائد مباشرة جراء المشاركة في هذه الدراسة، لكن مشاركتك ستساعد على فهم أفضل لتوجهات معلمي الصف العادي في المرحلة الابتدائية ومعلمي التربية الخاصة الذين يعلمون التلاميذ ذوي الحاجات الخاصة فيما خص الضغط واستراتيجيات التكيف المرتبطة به. إن نتائج هذه الدراسة يمكن استخدامها من قبل صانعي السياسات لتحسين التدريب وورش العمل الخاصة بالمعلمين الذين يتعرضون للضغط.

ج- السرية

في حال وافقت على المشاركة في هذه الدراسة، فإن جميع المعلومات ستبقى قيد الكتمان.وكي يتم المحافظة على سرية إجابتكم، لن يتم إرفاق اسمكم أو اسم مدرستكم بإجاباتكم. سيتم مراجعة الإجابة فقط من قبل الباحث الرئيسي أو الباحث المشارك في الدراسة. سيتم الاحتفاظ بجميع الرموز والبيانات في درج مقفل في غرفة آمنة أو على جهاز حاسوب محمي بكلمة مرور. سيكون الاطلاع على البيانات حكرا على الباحث الرئيسي والباحثين العاملين بشكل مباشر على هذه

الدراسة. سيتم إتلاف جميع البيانات بمسؤولية بعد فترة الاحتفاظ التي عادة ما تتطلب ثلاث سنوات. وسيتم الحفاظ على خصوصيتكم في جميع البيانات المنشورة والخطية الناتجة عن هذه الدراسة. لن يتم استخدام أسمائكم أو أي معلومات تحدد هويتكم في أي من التقارير أو المواد المنشورة.

د.وسائل التواصل

(1 في حال كنتم تودون طرح أي سؤال أو استفسار حول الدراسة، يمكنكم التواصل مع الدكتور أنيس الحروب على رقم الهاتف 350000-01 مقسم: 3053، أو على البريد الالكتروني: aa111@aub.edu.lb أو يمكنكم التواصل مع الباحثة المشاركة الآنسة مروة كبي على رقم 642760-70أو عبر البريد الإلكتروني:mrk14@mail.aub.edu . في حال شعرتم أن أيا من أسئلتكم لم يتم الإجابة عنها، أو في حال كان هناك أي استفسار أو شكوى حول حقوقكم كمشاركين في هذه الدراسة، فبإمكانكم التواصل مع المسؤول في الجامعة الأمريكية: في مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم 350000-01 مقسم :5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

هـ. حقوق المشارك

المشاركة في هذه الدراسة طوعية. لك كامل الحرية في أن نتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. إن قرارك في عدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك بالجامعة الأمريكية في بيروت. ستحصل على نسخة الموافقة على المشاركة هذه.. بإمكانك تخطي أي سؤال لا ترغب في أن تجيب عنه. لن ينتج عن قرارك أي عقوبة أو خسارة أي فوائد. إن كان عندك اسئلة حول حقوقك الاتصال: بمجلس مراجعة درارسات العلوم الانسانية والسلوكية في الجامعة الأمريكية على رقم هاتف: 350000-01 مقسم 5445.

و . توقيع نموذج الموافقة

إذا وافقت على المشاركة في هذه الدراسة، رجاء قم بالتوقيع أدناه

اسم المعلم _____

توقيع المعلم   ــ

التاريخ   ــ

الوقت   ــ

الموقع   ــ

توقيع الباحث المشارك   ــ

الباحث الرئيسي : دكتور أنيس الحروب
العنوان: الجامعة الأمريكية في بيروت
أستاذ مشارك في علم النفس التربوي والتربية الخاصة
هاتف: (01) 35000 مقسم : 3053
البريد الإلكتروني :aa111@aub.edu.lb

الباحثة المشاركة: مروة كبي
العنوان : الجامعة الأمريكية في بيروت
بيروت – لبنان
هاتف:70-642760
البريد الإلكتروني :mrk14@mail.aub.edu

Appendix I

AUB Institutional Review Board | لجنة الأخلاقيات   w w w . a u b . e d u . l b

American University of Beirut
الجامعة الأميركية في بيروت

APPROVAL OF RESEARCH

November 6, 2014

Dr. Anies Al Hroub
American University of Beirut
01-350000 Ext 3053
Aa111@aub.edu.lb

Dear Dr. Al Hroub,

On November 6, 2014, the IRB reviewed the following protocol:

Type of Review:	Initial, Expedited
Project Title:	Stress and its Coping Strategies among Special Education and Regular classroom Teachers Who are Teaching students with Special Educational Needs
Investigator:	Anies Al Hroub
IRB ID:	FAS.AA.05
Funding Agency:	None
Documents reviewed:	Received October 21, 2014: letter, IRB application, English informed consent form, School Principal consent form English version. Received November 3,2014 updated proposal Received October 28,2014 Flyer Arabic versions of the consent documents received November 5,2014

The IRB approved the protocol from November 6, 2014 to November 5, 2015 inclusive. Before September 5,2015 or within 30 days of study close, whichever is earlier, you are to submit a completed "FORM: Continuing Review Progress Report" and required attachments to request continuing approval or study closure.

If continuing review approval is not granted before the expiration date of November 5, 2015 approval of this research expires on that date.

Please finds attached the stamped approved documents:
- Proposal,
- English and Arabic versions of the informed consent forms, Teachers
- English and Arabic versions of the questionnaires,
- School Principal consent form English and Arabic versions
- Flyer

Kindly, use copies of these documents.

Thank you.

Institutional Review Board | لجنة الأخلاقيات   w w w . a u b . e d u . l b

American University of Beirut
الجامعة الأميركية في بيروت

The American University of Beirut and its Institutional Review Board, under the Institution's Federal Wide Assurance with OHRP, comply with the Department of Health and Human Services (DHHS) Code of Federal Regulations for the Protection of Human Subjects ("The Common Rule") 45CFR46, subparts A, B, C, and D, with 21CFR56; and operate in a manner consistent with the Belmont report, FDA guidance, Good Clinical Practices under the ICH guidelines, and applicable national/local regulations.

Sincerely,

Michael Clinton, PhD
IRB Vice Chairperson
Social & Behavioral Sciences

Cc: Fuad Ziyadeh, MD, FACP, FASN
          Professor of Medicine
          Chairperson of the IRB

          Ali K. Abu-Alfa, MD, FASN
          Professor of Medicine
          Director, Human Research Protection Program