

**Title:** Path Analysis of the Relationship between Emotional Creativity, Coping Competence and Psychological Well-Being among Special Education Teachers.

**Abstract:**

This study aimed to identify the relationship between emotional creativity, coping competence and psychological well-being among special education teachers, to detect the differences between males and females in these variables, to detect the impact of the interaction between emotional creativity and coping competence on psychological well-being, to verify the ability to predict psychological well-being of special education teachers through emotional creativity and coping competence, and to ensure that the structural model for path analysis of the relationship between emotional creativity, coping competence and psychological well-being achieves indicators of good conformity. The descriptive method was used, and the study sample consisted of (206) male and female teachers, and the researchers prepared the tools used in the study. The results showed a statistically significant positive correlation between emotional creativity and both of coping competence and psychological well-being. The differences between males and females in emotional creativity were in favor of males, while there are no differences between males and females in coping competence and psychological well-being. The results also showed a statistically significant effect of the interaction between emotional creativity and coping competence on psychological well-being, and that psychological well-being can be predicted through emotional creativity and coping competence. The results also show that the structural model for path analysis of the relationship between emotional creativity, coping competence and psychological well-being achieves indicators of good conformity.