

The relationship between self-efficacy and psychological adjustment among special education educators: A field study on a sample of special education educators and teachers in specialized centers in the Wilaya of El Oued

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A Abstract: This study aimed to explore the relationship between self-efficacy and psychological adjustment among a sample of educators for children with special needs in specialized centers in the Wilaya of El Oued. To achieve this objective, a descriptive correlational method was used. The study was conducted on a random sample of 46 educators. The data collection tools included the Self-Efficacy Scale developed by Adel Al-Adl (2001) and the Psychological Adjustment Scale by Zainab Mahmoud Shaqir (2003). After applying the appropriate statistical methods, the study reached the following conclusions:

- There is no statistically significant correlation between self-efficacy and psychological adjustment among special education educators.
- There is no statistically significant correlation between self-efficacy and personal adjustment among special education educators.
- There is no statistically significant correlation between self-efficacy and health adjustment among special education educators.
- There is no statistically significant correlation between self-efficacy and family adjustment among special education educators.
- There is no statistically significant correlation between self-efficacy and social adjustment among special education educators.

Keywords: Self-efficacy; Psychological adjustment; Special education educators; Special education; Special needs

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Introduction:

The education of children with special needs represents a significant challenge in the lives of these children, which is why societies strive to give special attention to this group, recognizing that education is essential and important for all segments of society. Educational curricula are no longer limited to ordinary children; they have been adapted to meet the needs of children with special needs. These programs are overseen by educators who are trained to align their teaching methods with the specific requirements of children with special needs, ensuring that they can effectively manage the educational and training programs designed for this group.

Like other teachers, special education educators have garnered considerable attention from researchers, particularly with the recent global focus on the rehabilitation and education of children with special needs. Educational institutions, charitable organizations, and specialized centers have adopted this focus, with concerned authorities addressing the issues and challenges faced by children with special needs by providing them with specialized educators who are well-trained and capable of shouldering the responsibilities of this profession.

The role of a special education educator differs from that of a regular teacher. These educators must work with children who have various challenges and special needs, requiring a thorough understanding of their psychological and behavioral characteristics, as well as their needs, interests, and inclinations. Educators must strive to provide suitable methods, strategies, and tools that are applied through a range of activities tailored to the unique characteristics and levels of these children, considering their different circumstances.

Thus, it is essential for the educator to be aware and knowledgeable of these characteristics and to possess important qualities such as patience, keen observation, and other personal traits. Most importantly, the educator must have the capabilities and skills necessary to face the challenges that may arise during the performance of their educational and teaching duties, a concept referred to as "self-efficacy." (Fathi Al-Zayat 1999) defines self-efficacy as a differentiated set of interconnected beliefs or perceptions related to the self-regulation of thought processes, motivation, emotional states, and physiological conditions (Al-Zayat, 1999, 3).

Furthermore, (Zaidan 2000) sees self-efficacy as an individual's perception of their abilities to accomplish desired behaviors with proficiency, a desire to take on difficult tasks, learn new things, adhere to principles, interact well with others, solve problems independently, and persistently and determinedly achieve their goals (Quraishi, 2011, 94). In this context, self-efficacy represents the personal capabilities of the educator that enable them to exert the effort necessary to solve problems in their environment and achieve the goals they aim for.

This concept has garnered significant attention from researchers, leading to numerous studies that have explored the relationship between self-efficacy and various educational and psychological variables. These studies have been conducted across different environments and age groups, with findings suggesting that high self-efficacy improves decision-making abilities (Al-Mohsen, 2006, 32).

Some psychologists also indicate that an individual's good mental health reflects both self-adjustment and social adjustment, where adjustment represents a harmonious relationship between the individual and their environment, allowing them to satisfy their needs while accepting the demands imposed by the environment (Abdel-Mouti, 2005, 26).

This implies that psychological adjustment involves developing good habits, including the individual's adjustment to work life, academic life, and their relationships with colleagues. It refers to the psychological processes that help individuals deal with and overcome life's challenges, equipping them with the resilience to meet life's demands. Adjustment, therefore, is "the flexibility with which an individual shapes their attitudes and behavior to face new situations, ensuring a kind of integration between their ambitions, expectations, and the demands of society."

Jung defines adjustment as "a process of harmony between the individual and their environment in order to meet their demands and satisfy various needs." Bruno defines it as "the process that requires the necessary changes in an individual's behavior to achieve harmony between what they aspire to and the changing conditions of their environment" (Al-Khalidi, 2009, 99-100).

Previous studies have shown that self-efficacy as a personality trait has a direct impact on an individual's well-being. Therefore, when self-efficacy is recognized and elevated, it can lead to improved mental health as a result of this trait.

This is supported by Amal bint Amer's study, which aimed to identify the levels of motivation, self-efficacy, and mental health among teachers, as well as to understand the correlation between motivation, self-efficacy, and mental health among teachers. The study also sought to determine the extent to which self-efficacy and motivation contribute to predicting mental health levels (Al-Radinyah, 2017, 5).

Given that psychological adjustment is a goal pursued by every educator, and considering the importance of self-efficacy in achieving psychological adjustment among educators in specialized centers, the study's problem revolves around the following questions:

1. Research Questions :

1.1 General Question :

- Is there a statistically significant relationship between self-efficacy and psychological adjustment among special education educators?

1.2 Sub-questions :

- Is there a statistically significant relationship between self-efficacy and personal adjustment among special education educators?
- Is there a statistically significant relationship between self-efficacy and health adjustment among special education educators?
- Is there a statistically significant relationship between self-efficacy and family adjustment among special education educators?
- Is there a statistically significant relationship between self-efficacy and social adjustment among special education educators?

2. Research Hypotheses:

2.1 General Hypothesis:

- There is a statistically significant correlation between self-efficacy and psychological adjustment among special education educators.

2.2 Sub-hypotheses:

- There is a statistically significant correlation between self-efficacy and personal adjustment among special education educators.
- There is a statistically significant correlation between self-efficacy and health adjustment among special education educators.
- There is a statistically significant correlation between self-efficacy and family adjustment among special education educators.
- There is a statistically significant correlation between self-efficacy and social adjustment among special education educators.

3. Significance of the Study:

- The significance of studying self-efficacy lies in its role as an important dimension of human personality, particularly in terms of abilities and skills, due to its substantial impact on educators' behavior, reflected in their self-beliefs about their ability to overcome difficult tasks and challenges in their educational duties.
- This study is important as it explores the relationship between two crucial aspects of educators' lives: self-efficacy and psychological adjustment.
- It enhances scientific knowledge about the personal and emotional characteristics of special education educators.
- The study highlights the importance of passion for the profession and the desire to practice it, which in turn enhances self-actualization and leads to psychological adjustment for educators.

4. Study Objectives :

- This study aims to draw the attention of psychologists and educators to the importance and role of special education educators in specialized centers.
- To explore the nature of the relationship between self-efficacy and psychological adjustment among special education educators.
- To assess the extent to which educators possess self-efficacy and whether this efficacy enhances their personal, health, family, and social adjustment.

5. Operational Definitions:

5.1 Self-Efficacy:

Self-efficacy refers to the educator's ability and confidence in their skills and capabilities, which assist them in performing their educational and teaching duties. It also encompasses their ability to confront and overcome the challenges and obstacles they encounter. It is measured by the score the educator obtains on the self-efficacy scale.

5.2 Psychological Adjustment:

Psychological adjustment is the educator's ability to adapt to themselves, the society they live in, and the environment they work in (including family and colleagues). It consists of the following dimensions: personal adjustment, health adjustment, family adjustment, and social adjustment. It is measured by the score the educator obtains on the psychological adjustment scale.

6. Previous Studies:

6.1 Studies Related to Self-Efficacy:

- **SaddEddine Boutbal's Study (2012):**

Title: Expectations of Self-Efficacy Among University Students (University Center of Relizane)

Objective: This study aimed to explore the relationship between self-efficacy expectations and satisfaction with the academic major among university students. The sample consisted of 126 male and female students. The descriptive method was employed, and the self-efficacy expectations scale, developed by Samer Jameel Rizwan (1997), was applied, alongside the students' academic achievement scores. Statistical analysis of the data revealed the following results:

- University students who are satisfied with their academic major have high self-efficacy expectations.
- The academic achievement level of students satisfied with their major is acceptable.
- There are no significant differences in self-efficacy expectations between male and female students who are satisfied with their academic major.
- There is a statistically significant relationship between self-efficacy expectations and age among students who are satisfied with their academic major.

- **Nawal Falah's Study (2014):**

Title: Perceived Self-Efficacy Among Teachers of Autistic Children in Saudi Arabia in Light of Some Variables

Objective: This study aimed to determine the level of perceived self-efficacy among teachers of autistic children in Saudi Arabia, considering various variables. The sample included all teachers of autistic children in Riyadh (180 teachers). To achieve the study's objectives, the researcher developed a questionnaire to assess the level of self-efficacy among the study participants, covering two dimensions: general self-efficacy and personal self-efficacy. The descriptive method was used, and the study found a high level of both personal and general self-efficacy among the teachers. The results also indicated statistically significant differences related to educational qualification and specialization, with no significant differences for the variable of years of experience.

- **Perceived Self-Efficacy Among Teachers of Gifted Students in Jordan in Light of Some Variables (2016):**

Objective: This study aimed to assess the perceived self-efficacy among teachers of gifted students in Jordan. The study population consisted of all teachers of gifted students (50 teachers). The descriptive-analytical method was used, and a measurement tool for perceived self-efficacy, based on Bandura's concept of self-efficacy, was developed. The study found that the perceived self-efficacy among teachers of gifted students in Jordan was high. The results showed no statistically significant differences at the 0.05 level in perceived self-efficacy based on gender or educational qualification. However, there were statistically significant differences at the 0.05 level based on the type of specialization and years of experience.

6.2 Studies Related to Psychological Adjustment:

- **Lynn Shahab Qader's Study (2019):**

Title: Psychological Adjustment Among Autism Teachers at Hana Charity Center in Erbil

Objective: This study aimed to determine the level of psychological adjustment among the sample as a whole and to identify significant differences in psychological adjustment based on gender. The sample consisted of 24 teachers, including 4 males and 20 females. The Psychological Adjustment Scale used by Ayed (2017) was applied. The results showed no statistically significant differences in psychological adjustment between teachers based on gender. The researcher believes that both male and female teachers in the community are exposed to similar psychosocial influences through the socialization process.

- **Zohour Bahsis's Study (2020):**

Title: The Relationship Between Psychological Adjustment and Stress Coping Strategies Among Educators

Objective: This study aimed to explore whether there is a relationship between levels of psychological adjustment and stress coping strategies among educators in the social activity and solidarity sector in Oum El Bouaghi province. The study sample included 30 educators from special centers affiliated with the Directorate of Social Activity and Solidarity in Oum El Bouaghi province. The descriptive method was used, along with three scales: a psychological stress scale, a psychological adjustment scale, and a stress coping strategies scale. The study results revealed:

- There is a relationship between levels of psychological adjustment and stress coping strategies among the sample of educators in the social activity and solidarity sector in Oum El Bouaghi.
- There is a relationship between levels of psychological adjustment and stress coping strategies according to the variables of gender, age, and experience among educators.

6.3 Commentary on the Studies:

- **Studies on Self-Efficacy:**

From the review of previous studies on self-efficacy and its relationship with other variables, or the topic of psychological adjustment and its relationship with other variables most of which were conducted in educational or psychological fields the following can be concluded:

- **Objectives:** Most previous studies aimed to identify or determine the level of self-efficacy or psychological adjustment among students or workers (teachers or educators) and its relationship with various variables such as satisfaction with academic specialization (Boutbal, 2012), educational qualification and

specialization, years of experience (Falah, 2014), and stress coping strategies (Bahsis, 2020). Some studies primarily focused on developing scales. For example, in the context of self-efficacy, Falah (2014) developed a questionnaire to assess self-efficacy. In studies on psychological adjustment, Bahsis (2020) used three scales: a psychological stress scale, a psychological adjustment scale, and a stress coping strategies scale. The objectives of these studies were considered in formulating the current study's objectives.

- **Sample:** The samples in previous studies varied, including children, students, or teachers (both regular teachers and special education educators). The sample in Falah's (2014) study, which included teachers of autistic children, and the study on perceived self-efficacy among teachers of gifted students in Jordan (2016), which included teachers of gifted students, as well as Lynn Shahab Qader's (2019) study on autism teachers, and Bahsis's (2020) study on educators, align with the sample of the current study, which focuses on educators of children with special needs in general.
- **Methodology:** Most previous studies on self-efficacy and psychological adjustment used the descriptive correlational or comparative method, except for the studies on perceived self-efficacy among teachers of gifted students in Jordan (2016) and Amani Hamdi's (2011) study, which used the descriptive-analytical method. The current study adopts the descriptive correlational method.
- **Tools:** All previous studies used questionnaires as research tools, while the current study also employed pre-existing scales.
- **Results:** Most studies on self-efficacy found high and acceptable levels of self-efficacy, as in the studies by Boutbal (2012) and Falah (2014). Regarding differences, the results showed statistically significant differences attributed to variables such as educational qualification, specialization, and gender, except for Falah's study, which found no statistically significant differences related to years of experience.
- **Studies Combining the Two Study Variables:**
- **Muhammad Bashir Cisse and Aboubakr Sow's Study (2018):**

Title: The Relationship Between Self-Efficacy and Psychological Adjustment Among Foreign and Non-Foreign Students.

Objective: This study aimed to explore the relationship between self-efficacy and the level of psychological adjustment. The sample consisted of 66 foreign and non-foreign students at King Saud University, aged 18-35. The self-efficacy scale and psychological adjustment scale were used, and the descriptive correlational method was applied. The results indicated that the level of self-efficacy was low, while the level of psychological adjustment was high among the sample. The study also found no correlation between self-efficacy and psychological adjustment and no statistically significant differences in self-efficacy based on the student's status.

7. Theoretical Framework:

7.1 Definition of Self-Efficacy:

- **Al-Zayat's Definition:**

Al-Zayat defines self-efficacy as a differentiated set of beliefs or perceptions that are interconnected or interrelated, involving functions related to the self-

regulation of processes, thinking, motivation, emotional states, and physiological conditions (Al-Zayat, 1999. 39).

- **Bashir Maamria's Definition:**

Maamria explains that the term self-efficacy refers to an individual's belief in their ability to harness the necessary personal resources to control situations they face and manage the events that occur in their life. The concept was introduced by Bandura (1977) and includes two dimensions: efficacy expectations and outcome expectations. Efficacy expectation is the belief in one's capability to perform a specific behavior, while outcome expectation is the belief that the behavior will successfully achieve the intended goal and result in positive outcomes, thereby allowing control over the situation (Zroug, 2015. 30).

- **Miftah Muhammad Abdulaziz's Definition:**

Miftah Muhammad Abdulaziz views self-efficacy as an individual's expectation that they are capable of performing appropriate and suitable behaviors that achieve desired outcomes, which serve their health and increase their confidence and ability to face challenges in their daily life (Miftah, 2010. 161).

7.2 Types of Self-Efficacy:

Researchers classify and categorize self-efficacy based on their understanding of the concept and the extent of its application. Self-efficacy can be divided into individual self-efficacy, collective self-efficacy, general self-efficacy, and national self-efficacy.

- **Individual Self-Efficacy:**

This refers to an individual's judgments about their ability to perform specific tasks or activities, such as mathematics or Arabic language skills (grammar and expression).

- **General Self-Efficacy:**

According to Bandura (1986), general self-efficacy is an individual's ability to perform behaviors that lead to positive outcomes in a specific situation and control the personal stressors associated with their performance of tasks and activities.

- **Collective Self-Efficacy:**

Collective self-efficacy refers to the shared belief among a group of individuals in their interconnected and coordinated abilities to organize and execute the necessary actions to achieve a certain level of accomplishment.

- **National Self-Efficacy:**

According to (Jaber 1990), national self-efficacy relates to events that citizens cannot control, such as the spread of modern technology's influence, rapid social change, and events occurring in other parts of the world that impact those living within a country, shaping their ideas and beliefs about themselves.

(Bandura 2007) further categorizes efficacy into self-efficacy, collective efficacy, and political efficacy. He notes that efficacy beliefs are not isolated from the group in which individuals are active. Collective efficacy, in particular, refers to the shared beliefs of a group in their collective abilities to organize and execute actions necessary for producing a certain level of achievement. Political efficacy, on the other hand, involves individuals' beliefs in their ability to influence the political system (Morsi, 2015, 84-86).

7.3 Characteristics of Self-Efficacy:

(Bandura 1997) identifies general characteristics that differentiate individuals with high and low self-efficacy. According to his theory, self-efficacy influences how

people think, feel, and behave. Low self-efficacy is associated with depression, helplessness, anxiety, and pessimism about performance and personal development, as well as low self-esteem.

Characteristics of individuals with high self-efficacy (who have strong belief in their abilities) include:

- High self-confidence.
- A strong sense of responsibility.
- Excellent social skills and the ability to communicate effectively with others.
- Persistence in overcoming obstacles.
- High energy levels.
- High ambition, setting difficult goals and committing to achieving them.
- Attributing failure to insufficient effort.
- Optimism.
- The ability to plan for the future.
- The ability to handle stress.

In contrast, individuals with low self-efficacy (who doubt their abilities) exhibit the following traits:

- Avoidance of difficult tasks.
- Susceptibility to depression.
- Low ambitions.
- Preoccupation with their shortcomings and procrastination in completing tasks.
- Focus on failed outcomes.
- Quick to give up (Ghalib, 2009. 88-89).

8- Psychological Adjustment:

8-1. Definition of Psychological Adjustment:

(Zahran 2003) defined psychological adjustment as the process of modifying behavior and the environment to create a balance between the individual and their surroundings. This balance involves satisfying the individual's needs and meeting environmental demands (Zahran, 2003, 76).

Similarly, (Muhanna 2010) defined it as the process through which an individual attempts to maintain their security, comfort, status, and creative attitudes when facing changes in social circumstances and pressures, or the individual's ability to reconcile conflicting motives in a balanced manner that satisfies them (Muhanna, 2010, 367).

(Atiyah 2001) described it as a cohesive, unified, and healthy structure of an individual's personality, acceptance of oneself and others, and a sense of psychological and social contentment. It aims to modify behavior in response to various environmental and social stimuli (Atiyah, 2001, 12).

8-2. Dimensions of Psychological Adjustment:

When discussing adjustment, one might think of it in a broad sense, encompassing all aspects of an individual's personal and social life. Although there is a general outcome of adjustment that can be referred to in this way, it is important not to overlook its different aspects. In this context, Hamed Abdel-Salam Zahran highlights the following dimensions of adjustment:

- **Personal (Psychological) Adjustment:** Involves being happy with oneself and satisfied with personal fulfillment of primary and secondary innate needs. It represents internal peace, with minimal internal conflict, and includes adjustment to developmental demands at various stages.
- **Social Adjustment:** Involves being happy with others, adhering to societal ethics, following social norms, conforming to social control rules, accepting social change, engaging in healthy social interactions, and contributing to the well-being of the community, leading to social health.
- **Occupational Adjustment:** Involves the appropriate choice of profession, preparation, and training for it, entering the profession, achieving productivity and efficiency, and feeling satisfied and successful. It is expressed through a suitable worker in the right job (Zahran, 1997, 27).
- **Physical (Health) Adjustment:** Refers to the individual's enjoyment of good health, free from physical, mental, and emotional diseases, acceptance and satisfaction with their appearance, absence of various physical problems, psychological comfort regarding their abilities, possession of healthy senses, a tendency towards activity and vitality, and the ability to maintain focus, balance, and continuity in activity without fatigue or stress.
- **Family Adjustment:** Involves having a happy life within a family that values, loves, and cares for the individual. It includes feeling respected and playing an active role in the family, where understanding is the predominant approach, and the family fulfills the individual's needs and helps solve their problems. This fosters self-confidence and self-understanding (Mustafa, 2010, 85).
- **Social Dimension:** According to "Roche," social adjustment is an individual's approach to coping with life's circumstances and solving problems. Therefore, individual approaches should be flexible, adaptable, and able to evolve. Adjustment is a process shaped by environmental and socialization factors, with differences in adjustment speed among individuals attributed to individual and cultural differences (Awad, 1990, 21).

Practical Aspect:

9. Methodological Procedures:

9-1. Study Methodology:

The nature of the subject under study necessitates the use of the descriptive method, as it is the most suitable for the research. Descriptive research represents "any investigation that focuses on a phenomenon, whether educational or psychological, as it exists in the present, with the aim of diagnosing it, uncovering its aspects, and determining the relationships between its elements or between it and other educational, psychological, or social phenomena" (Turki, 1984, 129).

We employed the descriptive correlational method, which relies on gathering facts and data, classifying them, processing them, and analyzing them thoroughly and accurately to derive their implications and reach conclusions or generalizations about the phenomenon under study.

9-2. Study Sample:

- **Sample Definition:** It is a subset of the study population selected in a specific manner, and the study is conducted on this subset. The results are then used to generalize to the original population (Ubaidat, 1999, 84).

In this study, the original population consists of 46 caregivers of children with special needs. We used a comprehensive survey method.

9-3. Study Boundaries:

The study is delimited by temporal, spatial, thematic, and human boundaries:

- **Temporal Boundaries:** The temporal boundaries are from 01-04-2021 to 20-05-2021.
- **Spatial Boundaries:**
 - The Psychological and Pedagogical Center for Mentally Disabled Children in El Oued.
 - The School for the Blind in Al-Rabah.
 - The Happiness Association (branches in Al-Rabah, Al-Shatt, and Al-Raqiba).
 - The School for the Hearing Impaired in Al-Raqiba.
 - The Psychological and Pedagogical Center for Mentally Disabled Children in Debila.
- **Human Boundaries:** The human boundaries include a sample of 46 caregivers of children with special educational needs.

10. Study Instruments:

To achieve the research objectives, we relied on the following instruments:

10-1. Self-Efficacy Scale:

- **Scale Description:**

This scale was developed by (Adel Al-Adl 2001) based on the theoretical framework and a review of previous studies. He also reviewed tests that were previously developed to measure self-efficacy in foreign environments, such as the scale prepared by Wheelroladd in 1982, which consists of 36 items. Abdul Rahman and Hashim translated this scale and adapted it for a research sample in the Egyptian environment. Additionally, Schwarzer and others developed a scale in 1997 to suit various cultures, with the original version being in German. It was standardized on three samples from Germany, Spain, and China. The scale's factorial validity was calculated using the principal components method, which showed that the scale is unidimensional. (Abdul Salam 1998) translated the scale into Arabic and standardized it on an Egyptian sample, which includes 10 items. Later, (Al-Adl 2001) added 50 items to the scale.

Table 01: Shows the distribution of negative and positive statements on the self-efficacy scale.

Type of Statement	Distribution	Number
Negative Statements	1-4-5-7-9-12-14-17-19-22-23-24-26-27-30-34-37-39-41-44-46-49-50	24
Positive Statements	2-3-6-10-11-13-16-18-20-21-25-28-29-31-32-33-35-36-38-40-42-43-45-47-48	26

- **Scale Scoring Method:** Based on the instructions provided with the scale, which explain to the respondent how to answer it by selecting the response that aligns

with their opinion and marking it with an (x). The scoring method for the scale is as follows:

- For positive statements, the scores are: Always (4), Often (3), Sometimes (2), Rarely (1).
 - For negative statements, the scores are: Rarely (4), Sometimes (3), Often (2), Always (1).
- **Psychometric Properties of the Self-Efficacy Scale:**
 - **Validity:** Criterion Validity: The correlation coefficient was calculated to be (0.64), indicating the scale's validity.
 - **Reliability:** The overall reliability of the scale was calculated using Cronbach's alpha coefficient, which was (0.77). Using the split-half method and the Spearman-Brown formula, the reliability was (0.83), and with the Guttman formula, it was (0.79).

10-2. Psychological Adjustment Scale:

- **Scale Description:** This scale was designed by Zainab Shaqir in 2003. In preparing it, the author reviewed theoretical literature, previous studies, as well as some theoretical concepts of psychological adjustment and its various dimensions. She also examined some psychological adjustment scales, such as the California Personality Scale and the Adjustment Scale developed by Abdel Wahab Kamel. The author identified four main dimensions of adjustment, represented by the following axes:
 - Personal and Emotional Adjustment (the author combined these two dimensions due to their close relationship).
 - Health and Physical Adjustment.
 - Family Adjustment.
 - Social Adjustment.

Table 02: Distribution of Scale Items According to the Axes

Scale Axes	Positive Items	Negative Items	total
Personal and Emotional Adjustment	1 to 14	15 to 20	0
Health and Physical Adjustment	21 to 28	29 to 40	0
Family Adjustment	41 to 55	56 to 60	0
Social Adjustment	61 to 74	75 to 80	0
Total Items	51	29	0

This scale can be applied to both genders across different age groups, starting from the end of late childhood to the elderly. The scale is designed using the "Likert" method, providing precise ratings on a graded scale of (Agree, Neutral, Disagree), with the researcher assigning scores of (2, 1, 0) for positive alignment. For negative alignment, the scores are assigned as (0, 1, 2). Therefore:

- The highest possible score is **160**, achieved if the individual selects the option with a score of "2" for all scale items, whether positive or negative.
- The average score is **80**, which corresponds to selecting the "Sometimes" option with a score of "1" for all items.
- The lowest possible score is **0**, achieved if the individual selects the option with a score of "0" for all scale items, whether positive or negative.

Reliability and Validity of the Scale:

- **Construct Validity:** The internal correlations of the four dimensions included in the scale were calculated, as well as the correlations between the four dimensions and the overall scale score. This was done using the sample on which the scale was applied. The following table illustrates this.

Table 3 : represents the internal correlations of the dimensions of the Psychological Adjustment Scale.

Dimensions	PersonalAdjustment	Health Adjustment	Family Adjustment	Social Adjustment	PsychologicalAdjustment
PersonalAdjustment	/	0.64	0.67	0.81	0.78
HealthAdjustment	/	/	0.69	0.82	0.85
Family Adjustment	/	/	/	0.93	0.76
Social Adjustment	/	/	/	/	0.88

And through the results of the table, it is evident that all the correlation coefficients for the four dimensions are positively significant, as well as the correlations between the four dimensions and the overall score of the scale.

- **ScaleReliability:**
 - **Split-Half Method:**
 - Reliability: The overall reliability of the scale was calculated using the split-half method and the Spearman-Brown formula as follows:
 - Personal Adjustment (0.58)
 - Health Adjustment (0.65)
 - Family Adjustment (0.73)
 - Social Adjustment (0.78)
 - Psychological Adjustment (0.87)
 - All at a significance level of (0.01).
 - **Cronbach's Alpha Method:**
 - Personal Adjustment (0.72)
 - Health Adjustment (0.52)
 - Family Adjustment (0.16)
 - Social Adjustment (0.59)
 - Psychological Adjustment (0.64)

- All at a significance level of (0.01).

This demonstrates the effectiveness of using the scale in scientific fields.

11- Statistical Methods Used: To test the research hypotheses and process the results, the researcher used the Statistical Package for Social Sciences version 20 (SPSS 20). The following statistical methods were used:

- **Descriptive Statistics:** Using mean and standard deviation.
- **Inferential Statistics:** Pearson correlation coefficient to calculate the correlation between variables.

12- Presentation and Analysis of Study Results:

- **General Hypothesis:** The general hypothesis states the following: There is a statistically significant relationship between self-efficacy and psychological adjustment among special education teachers. To answer this question, we formulated a general hypothesis and used the Pearson correlation coefficient to calculate the total scores of the study sample members. Relying on the Statistical Package for Social Sciences (SPSS22) to calculate the value of r between the two scores, we obtained the results recorded in the following table:

Table 4: Shows the value of Pearson's coefficient and its statistical significance for the relationship between self-efficacy and psychological adjustment.

Variable s	Sam ple Size	Pearson'sCorr elation Coefficient (r)	SignificanceLevel	Decision
Self- Efficacy	46	-0.052	0.736	Not Significant

Based on Table 4, we find that the Pearson correlation coefficient between self-efficacy and psychological adjustment is 0.736, which is greater than the significance value of -0.052 at the 0.05 significance level. This indicates that there is no statistically significant Pearson correlation coefficient, meaning there is no significant correlation between self-efficacy and psychological adjustment. Therefore, we reject the hypothesis stating that there is a statistically significant correlation between self-efficacy and psychological adjustment.

12-2- The First Sub-Hypothesis: It states that there is a statistically significant correlation between self-efficacy and personal adjustment among special education teachers. To test the validity of this hypothesis, we used the Pearson correlation coefficient. The following table presents the key results obtained from the statistical analysis:

Table 5: Shows the results of Pearson's correlation coefficient indicating whether there is a statistically significant correlation between self-efficacy and personal adjustment among special education teachers.

Variables	Sample	Pearson'sCorrelation	SignificanceLevel	Decision
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	Size	Coefficient (r)		
Self-Efficacy	46	-0.036	0.817	Not Significant
PersonalAdjustment				

Based on Table 5, we find that the Pearson correlation coefficient between self-efficacy and personal adjustment is -0.036, which is greater than the significance value of 0.817 at the 0.05 significance level. This indicates that there is no statistically significant Pearson correlation coefficient, meaning there is no significant correlation between self-efficacy and personal adjustment. Therefore, we reject the hypothesis stating that there is a statistically significant correlation between self-efficacy and personal adjustment.

12-3- The Second Sub-Hypothesis: It states that there is a statistically significant correlation between self-efficacy and health adjustment among special education teachers. Below are the key results obtained from the statistical analysis:

Table 6: Shows the value of Pearson's coefficient and its statistical significance for the relationship between self-efficacy and health adjustment.

Variables	Sample Size	Pearson'sCorrelation Coefficient (r)	SignificanceLevel	Decision
Self-Efficacy	46	-0.043	0.777	Not Significant
HealthAdjustment				

Based on Table 6, we find that the Pearson correlation coefficient between self-efficacy and health adjustment is -0.043, which is greater than the significance value of 0.777 at the 0.05 significance level. This indicates that there is no statistically significant Pearson correlation coefficient, meaning there is no significant correlation between self-efficacy and health adjustment. Therefore, we reject the hypothesis stating that there is a statistically significant correlation between self-efficacy and health adjustment.

12-3- The Third Sub-Hypothesis: It states that there is a statistically significant correlation between self-efficacy and family adjustment among special education teachers. Below are the key results obtained from the statistical analysis:

Table 7: Shows the value of Pearson's coefficient and its statistical significance for the relationship between self-efficacy and family adjustment.

Variables	Sample Size	Pearson'sCorrelation Coefficient (r)	SignificanceLevel	Decision
Self-Efficacy	46	-0.76	0.617	Not Significant
Family Adjustment				

Based on Table 7, we find that the Pearson correlation coefficient between self-efficacy and family adjustment is -0.76, which is greater than the significance value of 0.617 at the 0.05 significance level. This indicates that there is no statistically significant Pearson correlation coefficient, meaning there is no significant correlation between self-efficacy and family adjustment. Therefore, we reject the hypothesis stating that there is a statistically significant correlation between self-efficacy and family adjustment.

12-4- The Fourth Sub-Hypothesis: It states that there is a statistically significant correlation between self-efficacy and social adjustment among special education teachers. Below are the key results obtained from the statistical analysis:

Table 8: Shows the value of Pearson's coefficient and its statistical significance for the relationship between self-efficacy and social adjustment.

Variables	Sample Size	Pearson's Correlation Coefficient (r)	Significance Level	Decision
Self-Efficacy	46	-0.022	0.884	Not Significant
Social Adjustment				

Based on Table 8, we find that the Pearson correlation coefficient between self-efficacy and social adjustment is -0.022, which is greater than the significance value of 0.884 at the 0.05 significance level. This indicates that there is no statistically significant Pearson correlation coefficient, meaning there is no significant correlation between self-efficacy and social adjustment. Therefore, we reject the hypothesis stating that there is a statistically significant correlation between self-efficacy and social adjustment.

13- Interpretation and Discussion of Study Results:

13-1 Interpretation and Discussion of the First Sub-Hypothesis Results:

The first sub-hypothesis states: "There is a correlation between self-efficacy and personal adjustment (emotional adjustment)." The results presented in Table 8 indicate that there is no correlation between self-efficacy and personal adjustment. This may be because special education teachers find it challenging to educate and train children with special needs, particularly in the absence of ongoing and renewed training. Additionally, dealing with these children, especially those with severe disabilities, can be difficult, leading to a loss of motivation and ambition in their work. They may feel unable to carry out their profession with ease and flexibility, which is reflected in their lack of desire for creativity and innovation. As Carl Rogers suggests, one of the key traits of a well-adjusted personality is emotional stability and open-mindedness. Thus, a well-adjusted individual, as described by Rogers, is someone who is honest with themselves, consistent in their actions and values, experiences minimal anxiety and mood swings, and is flexible and in control of their behavior. This is often lacking in special education teachers, who frequently feel anxious, depressed, and unwilling to continue in this profession, often seeking to change jobs.

Maslow also notes that a well-adjusted person is spontaneous, possesses spiritual experiences, is self-accepting, and has a sense of humor. They are creative, have intimate relationships, value others without being stereotypical, differentiate between means and ends, have comprehensive values and attitudes, are self-reliant, and are problem-centered rather than self-centered. They also resist conforming to culture and yielding to it.

Our study aligns with the findings of ShathaKhasifan's study, which indicates that personal and social adjustment is better among regular teachers compared to special education teachers. This suggests that regular teachers have a higher capacity for self-acceptance and satisfaction, the ability to meet their needs, exert effort in their work, and feel a sense of strength and courage. Additionally, regular teachers enjoy more emotional

balance than special education teachers, who exhibit higher levels of anxiety and emotional instability.

13-2 Interpretation and Discussion of the Second Sub-Hypothesis Results:

The second sub-hypothesis states: "There is a correlation between self-efficacy and health adjustment." The results presented in Table 9 indicate that there is no correlation between self-efficacy and health adjustment. Our study's results are consistent with **(Shatha Khasifan's 2017)** study, which suggests that the absence of statistically significant differences in health adjustment between special education teachers and regular teachers may be due to the general requirement for teachers to have good health. This includes being free from physical, mental, and emotional illnesses, as well as having no significant physical problems, possessing healthy senses, and having a tendency towards activity and vitality (most of the time) to interact with students. They must also have the natural ability to move, balance, and maintain concentration to provide students with the necessary skills and develop their talents.

Dealing with regular children is entirely different from dealing with children with special needs, especially if there is no cooperation or interest from parents in their children. In such cases, the entire burden falls on the teachers, leading to psychological and health issues due to the exhaustion and fatigue resulting from the significant effort required with disabled children.

13-3 Interpretation and Discussion of the Third Sub-Hypothesis Results: The third sub-hypothesis states: "There is a correlation between self-efficacy and family adjustment." The results presented in Table 10 indicate that there is no correlation between self-efficacy and family adjustment. This may be due to the difficulty in separating work-related stress from family life because the pressure and fatigue experienced during work negatively affect family relationships. Furthermore, special education teachers may find it challenging to balance their professional and family lives.

In light of the fact that professions are no longer exclusively for men, our study is in agreement with the findings of **(Malika Ben Ziane's 2003)** study, which examined the impact of a wife's employment on family relationships. The study concluded that working wives still bear the responsibility of managing the household in addition to their job responsibilities. They are also responsible for supervising the care and behavior of their children, particularly if their profession involves working with children with special needs, which comes with many responsibilities. Therefore, it has become essential for teachers to separate their professional life from their family life to continue to give their best.

13-4 Interpretation and Discussion of the Fourth Sub-Hypothesis Results:

The fourth sub-hypothesis states: "There is a correlation between self-efficacy and social adjustment." The results presented in Table 11 indicate that there is no correlation between self-efficacy and social adjustment. Human beings are inherently social and must form relationships with those around them, influencing and being influenced by them. This influence can be either positive or negative. Unfortunately, our societies often hold a derogatory view of special education teachers, stigmatizing them because they work with a specific group and provide specialized care. Many members of society perceive this work as mere caretaking, a job that is often looked down upon, despite it

being a highly humane role that offers great personal reward. However, special education teachers have been negatively affected by society's perception, which has created psychological and social pressures for them. These pressures stem from societal judgments about their role as educators of children with special needs, leading them to seek self-fulfillment in ways they deem suitable to their desires and abilities.

Our study's results differ from those of Momen Bakoush Eljoumei (2014), whose research aimed to explore the relationship between social values and socio-psychological adjustment among university students. His sample consisted of 205 students selected randomly. The study concluded that social values among university students are related to their socio-psychological adjustment, family adjustment, and emotional self-adjustment. However, social values were not related to health adjustment, nor were they related to the gender of the students.

13-5 Interpretation and Discussion of the General Hypothesis Results:

The general hypothesis states: "There is a correlation between self-efficacy and psychological adjustment." The results presented in Table 7 indicate that there is no correlation between self-efficacy and psychological adjustment. The findings of this study are consistent with those of Mohamed Bashir Sisi (2018), who also found no correlation between self-efficacy and psychological adjustment. The researcher believes this result is logical, as self-efficacy, according to Bandura, refers to an individual's beliefs about their ability to execute the mental plans required to achieve a specific goal. Therefore, it is not expected that an individual's beliefs about their abilities would be related to their level of psychological adjustment, as psychological adjustment is influenced by the individual's mental state and the social environment in which they live, such as the case with special education teachers. On the other hand, self-efficacy relates solely to the individual's effectiveness and their beliefs about their own abilities.

Conclusion:

The current study emerged from previous research and field observations, highlighting the necessity of paying attention to special education teachers and raising awareness about their psychological state in specialized centers. The role of the educator is crucial in the upbringing of children with special needs, as their psychological adjustment contributes significantly to the overall development of these children (psychological, social, educational, etc.). This can only be achieved through the training and development of educators to enhance their awareness and ability to face the challenges they encounter in their work.

Based on the study's problem, hypotheses, theoretical framework, fieldwork, and the methodological procedures followed to verify the hypotheses, the current study's results concluded:

- There is no statistically significant correlation between self-efficacy and personal adjustment among special education teachers.
- There is no statistically significant correlation between self-efficacy and health adjustment among special education teachers.
- There is no statistically significant correlation between self-efficacy and family adjustment among special education teachers.

- There is no statistically significant correlation between self-efficacy and social adjustment among special education teachers.

These results indicate that there is no relationship between self-efficacy and psychological adjustment among special education teachers. This outcome can be attributed to the possibility that special education teachers may not receive appropriate training in our environment, making them unable to adjust to their work environment. Additionally, the curricula for special education teachers primarily focus on enhancing the psychological well-being of children with special needs, without addressing the needs and requirements of the teachers themselves or providing them with psychological support. Furthermore, these teachers are exposed to psychological pressures and face various obstacles during their professional duties, influenced by different factors such as personality traits, experience, or specialization.

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