



RESEARCH ARTICLE

## The Degree of Self-Efficacy among Teachers of Students with Learning Disabilities' in Zarqa First Education Schools

Dr. Nahla Mohammad Awad Alquran

Faculty of Educational Sciences, Jadara University, Jordan

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**\*Corresponding Author:**

Hattabahmad13@gmail.com

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**ABSTRACT**

The current study aimed to identify the level of self-efficacy among teachers of students with learning disabilities' in Zarqa First Education schools from the point of view of school principals. The study population consisted of all teachers of learning resource rooms in the schools of the Directorate of Education for Zarqa First Directorate, numbering (86) teachers. A sample of (60) male and female teachers was selected for the facilitated study, including (30) male and (30) female teachers. After reviewing the theoretical literature and similar studies, the study tool was designed to identify the level of self-efficacy among teachers of students with learning disabilities'. Arithmetic means, standard deviations, and the T-test were used. The results of the study indicated that principals believe that the level of self-efficacy among teachers of students Those with learning difficulties were moderate, and the results of the study found that there were no statistically significant differences between male and female teachers in terms of the level of self-efficacy. While the study found differences in the level of self-efficacy among teachers of students with learning disabilities from the point of view of school principals, depending on academic qualifications, in favor of postgraduate teachers.

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## INTRODUCTION

In order for the educational process to take place, the special education teacher must have many qualities and effectiveness, which requires various competencies due to the diversity of students in terms of severity and type of disability.

Al-Sumairi (2019) stated that the process of teaching students with learning disabilities requires attention to all elements of the educational process, which are the teachers, students, and the educational environment, and the educational means, methods, and strategies used by teachers. The success of teaching this category of students in particular requires harmony and interaction. Among all these elements, attention must be paid to providing this category of students with many skills that help them learn, and among these skills are: behavioral control and self-efficacy.

Behavior analysis and self-efficacy control may be the most comprehensive and effective approach in improving the lives of individuals with disabilities and the lives of their families as well (Lindgren, & Doobay, 2011), and they are the best options available for dealing with difficult behaviors within school. This approach has proven successful and effective in dealing with students. People with

disabilities in general; Therefore, behavior analysis strategies and methods for controlling self-efficacy are widely used in educationally developed countries (Alhussain, 2015; Dulaimy et al., 2024)

This study attempts to identify the reality of self-efficacy among teachers of students with learning disabilities in Zarqa Governorate.

### **The study problem and its questions:**

Self-efficacy affects the degree of their use of different behavioral strategies, and the degree of their self-efficacy and their knowledge of the various learning tasks that must be done. The reason for this may be due to the lack of enrollment of teachers with learning disabilities in workshops and courses specialized in training on learning strategies for students with learning disabilities, especially the learning strategy. Behavior analysis and self-efficacy. Therefore, this study came to answer the following questions:

The first question: What is the degree of use of the behavior analysis strategy among learning resource room teachers in Irbid Governorate?

The second question: Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the averages of the learning resource room teachers' response to the level of self-efficacy due to the gender variable?

### **Purpose of the study:**

The study aimed to identify the degree to which teachers use learning resource rooms and to identify the level of self-efficacy among teachers of learning resource rooms.

### **The importance of studying:**

The theoretical importance lies in developing a theoretical and pedagogical framework for the self-efficacy strategy as an essential element in teaching students with learning difficulties. The current study may contribute to drawing the attention of educational supervisors, teachers, and specialists of students with learning disabilities by increasing interest in self-efficacy among students with learning disabilities. It is also hoped that the results of this study will help improve the degree to which teachers of students with learning disabilities use the self-efficacy strategy.

### **Terminology of Study**

#### **Learning resource rooms:**

A classroom in a regular school through which specialized educational services are provided. It is an educational system that contains specialized programs that guarantee the student's individual upbringing and education that suits his characteristics, needs, and abilities. It also opens the way for him to learn in the regular classroom not only academic information and skills, but also social interaction and communication with... Others (Al-Sabah and Shana, 2010; Nasir et al., 2024).

**Self-efficacy:** An individual's perception or judgment of his capabilities to organize and perform a set of required activities or actions to reach specific patterns of performance (Aikhomu, 2015).

#### **Theoretical literature:**

Classifications of learning difficulties:

Learning difficulties can be divided into two basic categories: developmental learning difficulties and academic learning difficulties:

**First: developmental learning disabilities:**

What is meant by developmental learning disabilities: difficulties related to perception, memory, attention, and thinking, and the difficulties faced by this category include difficulties in oral language (Al-Sulaili, 2019).

**Second: Academic learning difficulties:**

This type of difficulty appears when learners have educational problems that affect the progress of the learning process, which is an indicator that they have difficulty in learning, as the group with learning disabilities appears to have a significant difference in their levels of academic achievement, whether this Difference in one or more substances; We may find that some students with learning disabilities achieve high grades in a certain subject and low grades in another subject (Qorari, 2020).

**Characteristics of students with learning difficulties:**

There are many characteristics that are observed in people with learning disabilities. We may notice some of them in some children and not others. We may also notice a group of them and the most important of these characteristics.

**Linguistic features:**

Students with learning disabilities suffer from difficulties in receptive and expressive language, and the speech of a person suffering from learning disabilities may be lengthy, revolving around a single idea, or limited to describing sensory experiences, in addition to the lack of clarity of some speech, as a result of substitution, deletion, addition, or Distortion or repetition of some letter sounds, in addition to the problem of losing the acquired ability to speak due to brain injury (Christopher. 2020).

**Behavioral and social characteristics:**

Children with learning disabilities exhibit many social and behavioral problems that distinguish them from other children, the most prominent of which are the following (Al-Zariqat and Al-Qar'an, 2019):

- Weakness in concentration and attention, which is closely related to absent-mindedness and distraction, and this reflects negatively on his learning.
- He is repeatedly exposed to situations of failure, which may lead him to aggressive behaviors to vent his inner ego and negative view of himself.
- Excessive motor activity, constant and continuous movement.
- Rapid, angry, and impulsive emotional expressions.
- Inappropriate repetition of a behavior, and inconsistent behavior.
- Social assimilation and anti-social behavior.

**motor aspect:**

The category of people with learning disabilities shows problems in the motor aspect, and the most prominent of these difficulties or problems that this category of students suffer from are the following:

The gross motor problems that can be observed in these children are: general balance problems, which appear in the form of problems with walking, throwing, catching, jumping, or walking with balance. The child is characterized as clumsy and bumps into things and stumbles during the walking process, so that he is unable to balance. .

- Fine motor problems: They appear slightly in drawing, writing, using scissors, etc., in addition to difficulty using eating utensils (2020, Catalina).

**Characteristics:**

The cognitive field includes the processes of making judgments, comparison, investigation, logical thinking and critical thinking, and the way the child thinks about solving problems. What distinguishes children with learning difficulties is that they are more dependent on environmental stimuli in making judgements, so they are characterized by impulsiveness and quickness in making choices. While normal children have the ability to be independent of environmental stimuli in interpreting their perceptions.

Among their characteristics in the cognitive field, as indicated by Al-Khatib and Al-Hadidi (2012):

- 1- Relying on environmental stimuli to explain their perception.
- 2- Impulsiveness; These children are often hasty in their answers.
- 3- Failure to use appropriate strategies that enable him to store and retrieve information easily.
- 4- Difficulty in voluntary selective attention for a sufficient period of time for learning.
- 5- He suffers from difficulty in the social field. He is not proud of himself, underestimates the value of the success he has achieved, and is pessimistic about his future.

**Perceptual characteristics (auditory and visual):**

Al-Salloum (2020) indicates that auditory and visual perception greatly affects an individual's learning and his adaptation to the environment in which he lives. When these students suffer from problems in auditory and visual perception, such as: distinguishing between things, understanding the relationships between things, linking them to each other, and weakness in remembering. Visual impairment, weakness in concentration and attention, remembering the sounds of letters that form words, remembering verbal information, and difficulty sequencing information. All of this leads to a decline in the student's academic achievement and affects his adaptation to his society.

**Characteristics of thinking processes:**

Catalina (2020) indicates that students with learning disabilities may suffer from problems in thinking, especially thinking simply, and most of their problems are focused on organizing and sequencing ideas. Hence the importance of the relationship between thinking and language and that the relationship is dynamic between them, as these students cannot generalize learning or... Organizing ideas in a sequential and objective manner, and this is linked to his weak ability to know details and details and his view of things in a comprehensive manner.

**Self-efficacy:**

The concept of self-efficacy refers to the extent of the individual's control over his personal activity, that is, when the individual has his own expectations and ideas about the reality of his appropriate and inappropriate behavior, and thus he can choose his actions according to what he deems appropriate and consistent with the standards of normal behavior in society, and the concept of subjectivity has become important. Prominent as a special method in studies of educational structures such as academic achievement and problem solving.

The importance of self-efficacy stems from its impact on the individual's feelings and thinking. At the emotional level, it is negatively associated with feelings of anxiety and depression, and at the cognitive level, it is associated with pessimistic tendencies and with underestimating one's self-worth. It is represented by awareness and appreciation of the extent of one's own capabilities with the aim of enabling the individual to carry out a specific behavior. Successfully and positively, this effectiveness, which the individual himself values, affects the type of behavior performed and the consumption and endurance when implementing this behavior (Abu Maraq, 2016).

Self-efficacy refers to an individual's ability to perform and achieve through his beliefs that are determined by his level of motivation. The greater the confidence in self-efficacy, the greater the

efforts made to reach the goal. The individual's expectation of his self-efficacy determines the nature of the behavior he will undertake, and the degree of perseverance he will exert in the face of the problems that confront him (Saleh, 2011).

There are many factors that affect self-efficacy, as mentioned by Kearney (2015), which are:

- Experiences of mastery: success that increases beliefs in effectiveness. Whoever succeeds with difficult skills makes it difficult for him to feel the possibility of failure.
- Psychological indicators: Effectiveness improves in situations of happiness and joy and decreases in situations of stress.
- Mutual experiences: The greater the correspondence between the individual and his desires, inclinations, and new experience, the greater the effectiveness.
- Verbal encouragement: The learner should focus on convincing himself of his ability and mastery, and not compare himself with others

Self-efficacy is considered one of the most important factors in self-processes. Self-efficacy has an important influence on self-regulation because it affects both the level of goals chosen and the responses to not meeting those goals, such as perseverance and effort. Those with learning disabilities are disorganized, as they are characterized by some aspects that can be observed in the classroom, including: He may forget to bring the required tools from home, be careless and inattentive, become confused when doing something, and suffer from difficulty remembering information, such as difficulty remembering the study schedule and remembering to do assignments. Late and may not remember it at all (Kearney, 2015).

Paul (2019) confirmed that students with learning disabilities behave impulsively or recklessly in solving problems or issues, which is behavior that research indicates is harmful to school performance. These students speak without organizing their thoughts and compete in written tasks without monitoring the correct and incorrect answers. It appears that impulsive students reach final decisions quickly without allowing enough time between stimulus and response.

Marcia (2015, Marcia) states that the term self-regulated learning includes the ability of individuals to learn effective ways to organize their lives and increase their self-efficacy, which leads to positive results in the long term.

### **Related studies:**

Many studies were conducted, including the study (Al-Khudairi, Ismail, and Muhammad, 2021) aimed to reveal the effectiveness of a program for developing self-regulation skills in reducing disruptive behavior in children with academic learning disabilities. (Hilal, Abdel-Rahman, Abdel-Maqsoud, and Mahmoud, 2020) also conducted a study that aimed to build a training program to develop self-awareness among pre-school children with developmental learning difficulties. Ashouri, Veysi, Azadikah, Sheykhhar & Shayan (2015) conducted a study that aimed to compare self-regulation strategies for learning and cognitive impairment among male students with writing difficulties and normal students.

### **STUDY PROCEDURES:**

The study population consists of all (86) male and female teachers with learning disabilities in the Zarqa Governorate Education Directorate, of whom (30) male and (30) female teachers responded and are the study sample. The descriptive approach was used, and a tool was designed to measure the self-efficacy of students with learning disabilities, and the validity and reliability coefficient of the study tool was conducted.

## PRESENT AND DISCUSS THE RESULTS:

**Results related to the first question:** What is the level of self-efficacy among learning resource room teachers in Zarqa Governorate?

To answer this question, the arithmetic means and standard deviations were extracted for the estimates of the study sample members on the dimensions of the self-efficacy level scale, and the scale as a whole, which aimed to identify the level of self-efficacy among learning resource room teachers in Zarqa Governorate. Table (1) shows this.

**Table (1): The arithmetic means and standard deviations of the study sample members' estimates of the dimensions of the scale of the level of self-efficacy among learning resource room teachers and the scale as a whole, arranged in descending order according to the arithmetic mean.**

Rank	No	the field	SMA	standard deviation	Degree of use
1	1	Effectiveness in using the educational strategy	2.89	0.30	High
2	2	Effectiveness in the relationship with students and parents	2.57	0.30	High
3	3	Effectiveness in classroom situation management	2.36	0.24	High
<b>The scale as a whole</b>			2.71	0.24	High

It appears from Table (1) that the level of self-efficacy among learning resource room teachers in Zarqa Governorate was high. The arithmetic mean for the self-efficacy scale among learning resource room teachers as a whole reached (2.71) with a high degree. Table (11) also shows that the arithmetic averages for the dimensions of the "level of self-efficacy" scale ranged between (2.36-2.89). The "Effectiveness" dimension came in first place. In the use of educational strategy, the dimension "Effectiveness in the relationship with students and parents" came in second place, with a mean score of (2.57) and a high score. Finally, the dimension "Effectiveness in managing the classroom situation" came in third place, with a mean score of (2.57). 2.36) and a high degree. This result is due to the teacher's awareness of the importance of his role in preparing students through practicing the process of communication and communicating with students to develop aspects of his personality scientifically, cognitively, and socially. The teacher works through self-efficacy to develop students' abilities in behavioral and cognitive aspects, and there was no agreement for this result with previous studies, while this result differed with the study (Hilal, Abdel-Rahman, and Abdel-Maqsoud, 2020) in terms of the approach that was used.

**Results related to the second question:** Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the averages of the learning resource room teachers' response to the level of self-efficacy due to the gender variable?

To answer this question, the arithmetic means and standard deviations of the study sample members' estimates of the level of self-efficacy were extracted due to the variables of academic qualification, gender, and years of experience. The Independent Samples T-Test was also applied to the dimensions of the measure of the level of self-efficacy and the tool as a whole according to the variables ( Gender, educational qualification), and applying a one-way analysis of variance (ANOVA) on the dimensions

of the self-efficacy level scale and the tool as a whole according to the experience variable. The results are presented below:

**Table (2) :The results of applying the Independent Samples T-Test on the dimensions of the self-efficacy level scale and the tool as a whole according to the variable (gender)**

Statistical significance	Degrees of freedom	T	standard deviation	SMA		the field
0.762	144	0.303	0.312	2,90	Male	Effectiveness in using the educational strategy
			0.290		feminine	
0.988	144	0.015	0.252	2.36	Male	Effectiveness in classroom situation management
			0.232		feminine	
0.311	144	1.016	0.311	2.61	Male	Effectiveness in the relationship with students and parents
			0.295		feminine	
0.634	144	0.477	0.258	2.72	male	<b>The scale as a whole</b>
			0.237		feminine	

Table (2) shows that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the averages of the learning resource room teachers' response to the level of self-efficacy due to the gender variable, as all T values were not statistically significant, This may be due to the fact that the skills and competencies that special education teachers must have are specific, whether for male or female teachers, which leads to all teachers possessing these competencies with equal opportunities and this result differed with the study Bandura et al. (2008, Bandura et al.).

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