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Abstract

The current research aims to identify the effect of emotional self-regulation method in strengthening psychological immunity among female teachers of special needs children) by testing five zero hypotheses. To achieve the goal of the research and its hypotheses, the researchers used the experimental approach, which includes a dependent variable and another independent of an experimental group and a control group, where the current research community was identified with female teachers of special needs children in the center of Basra Governorate. The research sample consisted of (20) female teachers of special needs children who obtained the lowest scores on the psychological immunity scale, where the female teachers were distributed into two groups by (10) female teachers for each group, and parity was conducted on a set of variables. The researcher adopted a scale (Hakami, 2021) for psychological immunity, which consists of five areas and (29) items. After confirming the psychometric characteristics of apparent honesty and stability, the researchers distributed it to the sample of (120) parameters. The data was processed using a number of statistical means using the statistical program (SPSS). The results showed that the counseling program in the manner of emotional self-regulation has supported the level of psychological immunity among female teachers of special needs children, and this indicates the effectiveness of the program.

Keywords: emotional self-regulation, psychological immunity, parameters of special needs children.

The research problem:

The teacher's lack of psychological immunity may lead to physical and emotional damage to him, which negatively affects his professional duties, decreases his motivation, and makes it difficult for him to adapt to the stresses of life and work (Asfour, 2013: 17). Therefore, a person with a strong psychological immunity has confidence in his abilities and possesses tools such as perseverance and conscious gradation of thinking that helps him overcome academic problems. Other people quickly succumb to failure from the first experience they experience (al-Qadir and Abu Hashim, 24: 2006). This is due to the importance of psychological immunity in being a set of personality traits that make an individual able to withstand the effects of exhaustion and stress and integrate the experience gained from it which does not affect the effective functions of the individual. It produces psychological immunity that protects the individual from negative environmental problems and is necessary for female teachers of children with special needs due to the nature of working with this category of children (Shaban &Ahmed ,2020:345). On the other hand, most of the studies and analyses in the study of psychological immunity focus mainly on one type of intervention, such as counselling, cognitive-behavioral therapy, the use of meditation, mind-body interventions, lifestyle changes, body-mind therapies, and stress management. There is a modern analysis of the types of psychosocial intervention in psychoimmunology which consists of behavioral counselling, cognitive counselling, cognitive-behavioral counselling, in addition to some other counselling, telephone or video counselling seminars or sessions, supportive counselling, multiple or joint interventions, other psychological interventions and psychoeducation. highlights the lack of use of the method of emotional self-regulation in strengthening psychological immunity (Vasile,2020:2). Based on the foregoing, the problem of this research is determined by the answer to the following question: is there an effect of the method of emotional self-regulation in strengthening psychological immunity in female teachers of special needs children?

Research Significance:

The importance of the special education teacher stands out is highly represented in the quite a lot of attention they receive from many studies. This is due to the growing interest in disabled children where female teachers began to pay attention to children with special needs in educational institutions and charities. Universities have been active in studies and research that address the problems of disabled people, by providing competent teachers who can bear the burden of teaching this category of students (Abu al-hums et al., 95:1988). Therefore, the teacher must have extensive and deep knowledge in the field of the subject he is teaching. This knowledge includes the nature of this field and the methods of research in such a field. The teacher also has to have a full understanding of the psychological foundations of learning. This includes the foundations of quality learning and various learning theories, their application in the field of teaching, and physical and mental characteristics of students (Kandil, 177:1993). Therefore, the possession of the individual and his psychological immunity is of great importance. It is considered the force that makes an individual able to rise again and regain his psychological strength in case he faces difficulties and crises that are hardly devoid of human life (Abu Saada, 2020: 26). Maloud (2018) confirmed that the importance of psychological immunity lies in being a key factor in facing pressures and stressful and painful events that may lead an individual to aggression, indifference, surrender to dreams or withdrawal. Psychological immunity will push him to find certain solution that will relieve him of these stresses and restore his

psychological balance (Maloud, 4:2018). Due to the lack of local, Arab and foreign research and studies within the limits of the researcher's knowledge, she will work to strengthen psychological immunity among female teachers of special needs children using a guiding method, which is emotional self-regulation. It is a style that fits this category of society and is in line with the nature of the problem they are suffering from.

Research objectives:

The current research aims to identify: The impact of the method of emotional self-regulation on strengthening psychological immunity in female teachers of special needs children. Statistical hypotheses reveals that: 1-there are no differences between the grades of the pre-and post-measurement scores of the experimental group members on the scale of psychological immunity. 2-there are no significant differences between the scores of the post measurement scores of the members of the experimental and control groups on the scale of psychological immunity.

Research Limits:

Human limits:

- A sample of female teachers of special needs children.

Spatial boundaries: - Basra governorate

Temporal boundaries:

- Date of application of the experiment is 2022/2023

Definition of Terms:

First: the method of emotional self-regulation:

1-the indicative method is defined by: (Border&dryra, 1992) A a set of activities in which mentors work in interaction and cooperation. It leads to the employment of their energies and potentials in accordance with their needs, readiness and inclinations in an atmosphere of tranquillity and security. There is

a relationship between the mentor and the mentor (Border&dryra, 1992:461).

2-emotional self-regulation: Murray et al. (2015) define that emotional self-regulation as "the management of unpleasant emotions and access to conditioning in emotionally affecting situations where emotional regulation includes the ability to accept emotions, self-conditioning and anger management (Murrayer et al, 2015:12).

Second: psychological immunity:

Psychological Immunity: 1 - (Olah, 2005) Defines it as a unified integrated system of cognitive, behavioral, emotional, social and environmental personal dimensions. This should provide immunity against stress, promote healthy growth, and act as flexible and resistant sources that develop a person's ability, resistance, and psychological immunity to withstand stress, threats, and psychological and physical pressures facing him (Olah, 2005:31). The two researchers define the psychological immunity as the total score that female teachers get by their answer to the items of the psychometric immunometer .

Third: female teachers of special needs children:

(Manzi, 2016) says the special education teacher is the person responsible for providing instruction, planning educational resources and using appropriate media within the educational environment to suit the educational needs of students with learning disabilities (Manzi, 2016:341).

Theoretical Framework:

The first axis: the concept of emotional self-regulation: The acquisition of emotional self-regulation skills is one of the forms of behavior modification. It enables the individual to control and regulate his behavior, emotions and impulses, in an appropriate way that makes him more socially and emotionally adapted. This reduces the risk of developing many behavioral and academic problems and

contributing to dealing with and confronting them. Besides, it helps to adapt socially to individuals in different situations in a socially acceptable way (12: Luance.Kouacs;2009). Training in emotional self-regulation helps to control feelings and emotions and in emotional response in a socially acceptable manner up to the state of adaptation in various emotional situations. Thus, the individual is able to maintain his personal relationships well. The anxiety and tension arising decreases and the individual becomes more adaptive (44-37: 2018, Cornelia). Cross emphasized that emotional regulation is formed in adults by regulating their own subjective and external emotions. The children are raised through the family, although it is useful to distinguish between internal and external emotional regulation. However, in some cases it is necessary to use internal and external emotional regulation in individuals. Acute emotions are considered external regulation and calming the psyche is considered internal Regulation) (Gross, 2014:6).

Gross Sheppes & Urry (2011) also add that emotional regulation skills are one of the social emotional regulation skills. Through it, training in controlling emotions can be used to overcome social problems and situations that an individual may be exposed to in the future (Gross.sheppes&Urry, 2011:767). Because of the importance of emotional regulation, (2000, Gendolla) argues that emotion affects an individual in two ways: establishing/ failing to form a good relationship with others besides affecting educational performance and avoiding social situations. Therefore, emotional self-regulation programs help to develop a number of important self-management _ including: self-awareness-social aspects, awareness-decision-making-establishing relationships, empathy, motivation, cooperation, tolerance, courage and discipline(Gendolla, 2000:379).

The second axis (the concept of psychological immunity) Abelson, Frey and Gregg defined the concepts of psychological

immunity as " unconscious adaptive orientations that work on the balance between self-deception and reality testing to deal efficiently with the demands of life (Abelson, et.al ,2004: 37)). As defined by Ullah, it is a Multidimensional Integrated unit of personality resources associated with cognitive, behavioral and motivational aspects. The process facilitates the individual to cope with and even resist stress and strengthen mental health through three systems that include sixteen dimensions, interacting and integrating with each other to develop adaptive abilities that reconcile the principles of the individual and his environment (Olah, 2009). (Dubey and Shahi, 2011) define it as "an integrated system of personality dimensions aimed at balancing events between personality and context requirements in order to increase the process of psychological, social and physical adaptation (Dubey & Shahi, 2011:40). Albert et al., 2012, define it as "the sum of personality traits that make an individual able to withstand the effects of exhaustion and stress, and to integrate the experience gained from this in a pattern that does not affect the effective functions of the individual. It also produces an anti-psychological immunity that protects the individual from negative environmental influences (Albert ,et.al, 2012: 104).

Research methodology and procedures

First :research methodology:

The researcher adopted the experimental method in strengthening psychological immunity among female teachers of special needs children. The experimental method is one of the important research methods that try to address the problem in the same way as the research methods used in the natural sciences. It is the closest to solving problems by the scientific method.

Second: the research community:

By the research community, we mean all the items of the phenomenon that the researcher is studying (Melhem, 2016: 263).

The research community consists of (176) female teachers of special needs children, distributed among (101) female teachers from the educational schools of Basra governorate, (36) female teachers of the Jannat Institute for autism and speech production, (7) female teachers from the specialized Autism Center, (7) female teachers from the Rihanna center, and(25) female teachers from the Al-Amal Institute for the deaf and dumb. Due to the small number of the research community, the researcher took the research community as a sample for the research as shown in Table(1).

Table(1).
Number of Samples and place of work

Place of Work	Number			
Governmental schools	101			
Jannat Institute for autism and	36			
speech Production				
the specialized Autism Center	7			
Rihanna center	7			
Al-Amal Institute for the deaf and	25			
dumb				
Total	176			

Third: research sample:

The current research sample was selected from the parameters with special needs, and its size is (120) parameters, as a sample for the final application. the final application sample was selected according to the sample selection table from the communities (Krejcie, R. V., & Morgan, D. W, 1970:67)

Fourth: the research tool:

1- psychomotor immunometer: Since there is a modern instrument that measures the same trait and possesses psychometric characteristics, the researcher adopted a scale (Hakami, 2021), which consists of (29) items distributed over

five areas, namely (the first area :positive thinking, the second area : emotional control, the third area : self-efficacy, the fourth area : social competence, and the fifth area : resilience and psychological toughness) because the meter has not been built for more than five years. There is no need for the honesty procedure of distinguishing items or internal consistency. The researcher was satisfied with the apparent honesty, represented by the honesty of the arbitrators, the constancy only by the method of procedure and re-procedure.

A-virtual honesty:

Face validity: This type of honesty is represented by the researcher presenting the items of her scale, its alternatives and instructions to a group of arbitrators who are characterized by experience that enables them to judge the validity of the items of the scale in measuring the property to be measured and the validity of the instructions of the scale and its alternatives. So that the researcher can be reassured by their opinions and take the judgments that most of them agree with (Al-Kubaisi, 35:2010). In order to find out the validity of the items of the psychometric immunometer, its instructions and alternatives, the researcher presented the tool, which has a number of (29) items distributed over five areas. A group of arbitrators specialized in psychological counselling and educational guidance, numbering (15) experts, is consulted to make their comments on the validity of the items or not. Making amendments to some items or adding some items that they deem appropriate is considered an apparent honesty of the scale. After collecting the opinions of the arbitrators the researcher analyzed these opinions using the Chi square for one sample to find out the significance of the differences between the opinions of the arbitrators in terms of the validity of the items for the fields or not. The items in which the differences between supporters and opponents were statistically significant were retained at the level of

(0,05) and in favor of those who showed their validity. Thus, all items were accepted with some amendments to some items. Stability: reliability of scale:

The researcher has extracted the constancy by the test and retest method (method test &Retest: Dawas,1997:384)) by evaluating the performance of the members of one group on the two Tests, by calculating the Pearson correlation coefficient (Gregory, 1998:210). To find the stability by the retest method, the researcher applied the scale of psychological immunity to (30) female teachers of special needs chilren who were randomly selected. The scale was re-applied to the same sample after two weeks. While using the Pearson correlation coefficient between the first and second application, it turned out that the correlation coefficient has reached (0,87) and is a good stability coefficient that can be relied upon. Al-Issawi (1985) points out that the stability coefficient ranging from (0.70-0.90) is a good indicator for the stability test (Al-Issawi,1985: 58).

Sixth: statistical tools:

The researcher used the statistical programme (SPSS) to analyze the data, either at the stage of building the scale or by analyzing the final data and processing the research results. The following mathematical and statistical methods were used:

2- Pearson correlation coefficient to find the correlation coefficient and find the stability by the retest method. The next test is for a sample and a community to find out the significance of the difference between the arithmetic mean and the hypothetical average of the scores of the respondents on the research scale. The equation of the hypothetical mean — the average of the alternatives of the answer X the number of items of the scale. 5-arithmetic mean and standard deviation

1-Test (cha 2) For the purpose of finding the apparent truthfulness of the measures and of the current research program.

The Wilcoxen equation.

The Mann-Whitney equation.

Consulting program prepare

The concept of the extension program:

The counselling program is defined as the process of guiding an individual to the various ways by which he can discover his potentials and abilities, use them and teach him what enables him to live in the happiest possible state for himself and the society in which he lives (Al-Asmi, 112:2012). The researchers define the procedurally proposed extension program as a set of interrelated extension activities and trainings consisting of a number of 45-minute extension Sessions to strengthen psychological immunity among female teachers of special needs children.

Justifications for sample selection

- 1-after obtaining official approvals from the competent authorities, the researcher was able to reach the target sample in the current research within the locations of her presence in schools and institutes for people with special needs.
- 2 the sample of the experiment falls within an age level commensurate with the research objectives and tools
- 3-studies, literature and the results of the survey study on the current research have proved the importance of psychological immunity among female teachers of special needs children.

The application of the experiment

After selecting the research sample, determining the experimental design and preparing its tools, the researcher developed a schedule for the days of applying the extension program as shown in Table(2).

Table(2)
Counselling sessions, dates, and titles

No.	Counselling session	Date	Title
1	First session	Sunday 16/4/2023	Editorial
2	second session	Tuesday 16/4/2023	The need for reflection
3	third session	Tuesday 25/4/2023	Focus on positive thinking
4	fourth session	Thursday 27/4/2023	Expression of feeling
5	fifth session	Sunday 30/4/2023	Emotional restraint
6	sixth session	Tuesday 2/5/2023	Follow up of emotional control
7	seventh session	Thursday 4/5/2023	Emotion management training
8	eighth session	Sunday 7/5/2023	Self- management
9	ninth session	Tuesday 9/5/2023	Self- development skills
10	tenth session	Thursday 11/5/2023	How to develop oneself emotionally
11	eleventh session	Sunday 14/5/2023	Dealing with others
12	twelfth session	Tuesday 16/5/2023	Social interaction training
13	thirteenth session	Thursday 18/5/2023	Effective communication and connection
14	fourteenth session	Sunday 21/5/2023	Psychoimmune strategies
15	fifteenth session	Tuesday 23/5/2023	Strengthening psychological immunity
16	sixteenth session	Thursday 25/5/2023	Closing session

First: the results:

The researcher adopted scientific steps and systematic procedures to transfer the current research problem of standing on the impact of the self-regulation method in strengthening psychological immunity among female teachers of special needs children, into the field of research and application in order to achieve this a set of goals and assumptions that can be processed and verified.

Identifying the impact of the self-regulation method in strengthening the psychological immunity of the experimental sample .

The second objective was verified by testing the following void hypotheses:

1-the first hypothesis:

There are no significant differences between the average grades and scores of the pre-and post-measurement of the experimental group members on the scale of psychological immunity.

To test the validity of this hypothesis, the researcher used the rank test of two correlated medium-sized samples of Wilcoxen to find out the significance of the differences between the pre-and post-tests of the experimental group. It turned out that the calculated value (Wilcoxen), which is equal to (zero), is a function because it is smaller than the tabular value (Wilcoxen) which is equal to (8) at the level of significance (0,05). This means rejecting the zero hypothesis and accepting the alternative hypothesis. That is, there are significant differences between the ranks of psychological immunity scores of female teachers of special needs children of the experimental group in the pre-and post-test and in favor of the post-test. This indicates that the counselling program has supported the level of psychological immunity among female teachers of special

needs children. This indicates the effectiveness of the program and table (3) shows that:

Table (3)
Wilcoxen Test results of experimental pre-test and post test

Group	Te	Me	Standa	Rank		Rank		Wilcoxen value		Statistica
	st	an	rd	averag		total				1
			deviati	e						significa
			on	T	T+	T	T	calcula	tabulat	nce
				-		-	+	ted	ed	differenc
										e (0.05)
Experime	Pr	81.	3.70	0	5.5	0	5	0	8	Statistica
ntal	e-	2			0		5			lly
	tes									significa
	t									nce
	Po	112	4.30							differenc
	st	.1								e
	tes									
	t									

2-the fourth hypothesis:

There were no statistically significant differences between the average scores and the post measurement scores of the experimental and control groups on the psychoimmunometer scale.

To find the significance of the difference between the average scores of the post measurement scores of the experimental and control groups on the scale of psychological immunity, the researcher used the Mann-Whitney equation for two independent medium-sized samples. The researcher found the values of the sum of the ranks, their averages and the value (Mann and Whitney) for the dimensional test of the experimental and control groups. Then the calculated Mann-Whitney value of (Zero) was compared with the tabular value of (23) at 1N and 2 N (10-10) degrees of freedom

and a significance level of (0,05). It turns out that the calculated Mann-Whitney value is smaller than the tabular value. This means rejecting the zero hypothesis and accepting the alternative hypothesis. That is, there are significant differences between the ranks of psychological immunity scores of female teachers of special needs children of the experimental and control groups in the post-test and in favor of the experimental group. This indicates that the counselling program has supported the level of psychological immunity among female teachers of special needs children. This shows the effectiveness of the program and the table (4) shows that:

Table (4)
Post Test of experimental and controlling group following Mann and Whitney

Group	Te	Mea	Standa	Rank	Ran	Mann	and	Statistica
	st	n	rd	avera	k	Whitney value		1
			deviati	ge	tota	calculat	tabulat	significa
			on		1	ed	ed	nce
								differenc
								e (0.05)
Experime	Po	112.	4.30	155	15.	37	23	No
ntal	st	1			5			Statistica
	test							lly
Controllin	Po	81	4.37	55	5.5			significa
g	st		, ,					nce
0	test							differenc
	1350							e

Second: interpretation and discussion of the results:

After the application of the experiment, the results of the pre-and post-measurements of the experimental group showed qualitative differences. The difference in favor of the post measurement measure was scored by the higher scores of the parameters on the scale of psychoemotional immunity. The researcher attributes the

reason for this increase to the impact of the emotional selfregulation method that the experimental group was exposed to during (16) counselling sessions. The results of the control group confirm this result. The group maintained a low level of psychological immunity in both measurements. The researcher attributes the reason for this decrease to the withholding of treatment using the method of self-regulation from the female teachers of special needs children in the control group. Unlike the results of the experimental group, which showed a clear change before and after the application of the experiment, the results of the post measurement measurement of the two groups also showed the effect of the self-regulation method in strengthening psychological immunity. The differences between them were obvious. The favor of the post measurement measurement of the experimental group was recorded as an increase, while the control group members retained a low level of psychological immunity after the end of the experiment.

Third: conclusions:

1-the research sample is characterized by a low level of psychological immunity. It means that the research sample in general does not have a high ability to cope with the problems facing them. They cannot take advantage of the protective factors within their environment to heal, adapt and learn from the events and circumstances of everyday life.

2-The counselling Program of the method of self-organization has a clear positive effect in strengthening the psychological immunity of female teachers of special needs children.

Fourth: Recommendations:

1-preparing training courses and programs to develop skills (emotional control, self-efficacy, social competence, resilience and psychological toughness).

2-using the counselling program to address cases that suffer from behavioral problems by applying the program to them in order to reduce these behaviors.

Fifth: Suggestions:

1-conducting a study of psychological immunity among mothers of students with special needs.

2-attention to the counselling programs that seek to develop the efficiency of the psychological immune system, especially in adolescents boys and adolescent girls.

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