

Correlation Between Special Education Teachers' Self-efficacy and Work Stress

Sakta khudair Ahmed, MSc* Zeyad Tariq Madallah, PhD**

ABSTRACT

Work stress in the educational field is defined as a series of physical and psychological reactions that occur when teachers must cope with occupational demands. It is a natural reaction to the pressures of the job, but prolonged exposure can severely affect health, leading to issues such as anxiety, depression, and burnout. The aim of objective to find out the Correlation Between Special Education Teachers' Self-efficacy and Work Stress. The current study adopted a quantitative and descriptive approach to achieve its objectives, through collecting and analyzing data in a way that allows for describing the phenomenon under study. The study was conducted in a number of schools in the city of Mosul, which include staff of special education teachers. These schools included diverse selections to ensure appropriate representation of the special education environment in the city. The data collection process done during the period from 15 October to 10 December 2025, The study employed two standardized instruments to assess teachers' occupational stress and self-efficacy. First, the Teacher Stress Inventory (TSI) developed Second, the Muteveri Teacher Self-Efficacy Scale (MTSES). The study found out the regarding age, half of the participants (50%) were between 30–39 years, followed by those aged 40–49 years (24%). Participants aged 20–29 years accounted for 16%, while smaller proportions were aged 50–59 years (9%) and 60 years or older (1%). In terms of sex, the majority of participants were female (56%), while males represented 44% of the sample. Most participants were married (82%), whereas 18% were single. Regarding years of experience, 43% of participants had less than 5 years of experience. About 24% had 16–20 years, while 18% had 6–10 years of experience. Smaller proportions had 11–15 years (12%) and 21 years or more (3%). Finally, the majority of participants were permanently employed (90%), while 10% were working on a contract basis. The study concluded that the show that there is an inverse correlation between teachers' stress and the teacher's self-efficacy.

Keywords: *Special Education, Teachers', Self-efficacy , Work Stress.*

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* University of Mosul, College of Nursing , Iraq.
Email: sakta.khudair@uomosul.edu.iq

** Assistant Professor, University of Nineveh
College of Nursing, Iraq.
Email: zeyad.madallah@uoninevah.edu.iq