

## **Life Space and Its Relationship to Empathy for Teachers with Disabilities**

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### **Abstract:**

The research aims to identify:

- 1-The associative relationship between life space and empathy for teachers of people with disabilities.
- 2-The significance of the differences in the relationship between life space and sympathy according to the variable of gender and specialization.

The sample is teachers with disabilities were chosen from the institutes of special education in Qatar. The number of the sample members was (230) male and female teachers in special education who were chosen randomly. The two research tools: To achieve the objectives of the research, the researchers prepared a life space scale, whose items amounted to (32) items, and it consists of two domains. The first domain: the behavioral domain and it consists of (13) items. The second field: the psychological environment and consists of (19) items, and the empathy scale reached (31) items and includes three dimensions:

- 1-Caring for the other. It consists of (11) items,
- 2-Feeling the suffering of the other and consists of (9) items,
- 3-Providing help for the other. It consists of (11) paragraphs. The apparent validity and the structural validity of the two scales were extracted, and its stability was calculated by using the alpha-Cronbach equation, and the alternatives for each quintuple scale are (applicable to me a lot, apply to me, sometime apply to me, rarely apply, do not apply to me). Never) and their weights range between (1,2,3,4,5).

The researchers adopted the following statistical methods using the statistical package SPSS. The results showed that teachers with disabilities enjoy the life space, there are no statistically significant differences in the sex variable in the life space of teachers with disabilities, and there are no statistically significant differences between teachers with disabilities according to the specialization variable that disability teachers enjoy sympathy towards the special education categories, and there are differences.

There are no statistical differences according to the specialization variable in empathy, the results indicate the existence of a direct correlation between life space and empathy for teachers with disabilities. There is no difference in the relationship between life space and sympathy according to the variable of gender and specialization.

The researchers came up with some recommendations: The Ministry of Education should pay attention to the psychological environment of special education teachers. Providing everything that teachers with disabilities need within the environment of special education institutes so that they can master their work. In light of the results of the research, the researchers suggested: conducting a study on the life space of university students and its relationship to cognitive wandering. Conducting an empirical research in enhancing empathy for teachers of special education categories. Research abstract: The research aims to identify:

- 1-The associative relationship between life space and empathy for teachers of people with disabilities
- 2-The significance of the differences in the relationship between life space and sympathy according to the variable of gender and specialization.

**The samples:** teachers with disabilities were chosen from the institutes of special education in Qatar. The number of the sample members was (230) male and female teachers in special education who were chosen randomly. The two research tools: To achieve the objectives of the research, the researchers prepared a life space scale, whose items amounted to (32) items, and it consists of two domains. The first domain: the behavioral domain and it consists of (13) items.

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The results showed that teachers with disabilities enjoy the life space, there are no statistically significant differences in the sex variable in the life space of teachers with disabilities, and there are no statistically significant differences between teachers with disabilities according to the specialization variable, that disability teachers enjoy sympathy towards the special education categories, and there are differences. There are no statistical differences according to the specialization variable in empathy, the results indicate the existence of a direct correlation between life space and empathy for teachers with disabilities. There is no difference in the relationship between life space and sympathy according to the variable of gender and specialization.

The researchers came up with some recommendations: The Ministry of Education should pay attention to the psychological environment of special education teachers, providing everything that teachers with disabilities need within the environment of special education institutes so that they can master their work. In light of the results of the research, the researchers suggested: a study on the life space of university students and its relationship to cognitive wandering. Conducting an empirical research is used in enhancing empathy for teachers of special education categories.

**The most prominent foundations and postulates of field theory:**

1- A person: is a limited entity within the larger outer field than it. Exactly within a larger area than him even. Levin asserts that the structure of the person is a differentiated structure that is divided into separate parts and connected parts at the same time (Rabee, 2008: 91).

The life space: Levin sees that the concept of the life space includes the following: 2- goals that an individual seeks to achieve - negative goals that an individual tries to avoid. Obstacles that restrict the movement of the individual within the scope of the space that it contains, the ways that the individual must follow in order to reach the goals that he desires to achieve, and which represent the purpose of the behavior, (Ahmed, 2010: 295).

3-The psychological field: there is an interaction between the person and his psychological field, namely (the person and the psychological field), which depend on each other within the space of life, or within them (Al-Ziyadi and Al-Khatib, 2000: 49). It is the sum of various factors consisting of physiological and environmental forces that determine the behavior of a person at a particular time.

4-The objective domain: It is the objective, material environment that may enter the behavioral domain of the individual, and which emerges from the behavioral and psychological domain of the person and may affect him in direct ways and may affect him in indirect ways, (Sufyan, 2004: 97).

5-Regions: The total field is divided into regions, and each region contains facts and facts. Therefore, zoning is determined by the number of discrete psychological facts that exist at any given time, (Al-Hayani, 1989: 83).

6-Communication between regions: There are borders between regions whose most important characteristics are permeability and exchange of communication. As there is interaction and mutual influence between those regions, resulting in the so-called event, and the extent of communication depends on two factors (proximity - distance) and (flexibility - inertia), the borders between areas may be highly permeable and may be rigid and resistant to permeability, if the borders are difficult to permeate, the communication and mutual influence are difficult and small, and thus the person is expected within his psychological field, and his contact with the physical reality is minimal, as in the case of schizophrenia. Always.

As Levin says, fixed traits or rigid habits in the personality can be transformed into a flexible medium where the fixed traits are not trusted, (Zahran, 1980: 97-98).

7-The person in the field: the person's position in his psychological field is consistent and different from his position in the physical field. The person may be sitting in class, at school or at the university, while psychologically he is in the ball court, so the facts in the class do not affect him as the teacher explained for the study subject. The person and the total sphere depend on each other and form a system that constantly affects the person's position in his physical and psychological spheres, (Al-Maarouf, 1986: 111).

8-Movement and communication: It is one of the important properties of the psychological field, where movement and communication are a product of the interaction between facts. Event is the result of the interaction of any movement and communication between two or more facts.

9-Reality: Levin emphasized a lot on the concept of realism and unrealism. Realism, from his point of view, is an actual movement, and unrealism includes an illusory movement based on imagination. A person may be able to

solve a problem with a realistic solution, and he may solve it with an unrealistic solution in an imaginary way in a daydream and within the framework of imagination, (Rabee, 2008: 92).

10-Time: (Levin) confirms that what happened in the past does not affect the present and mentions that what happens now can cause behavior in the present parallel to it, and what happened in the past does not affect the present. What happened during childhood does not affect the behavior of the adult unless its presence remains influential throughout the period of his development.

The attitudes, thoughts and feelings of a person on the past, present, aspirations and hopes for the future may have an impact on his present behavior, which is worth noting that this happens through remembrance, so the present must be represented as It contains the psychological past, the psychological future. (Al-Maarouf, 1986: 112-113).

The researchers adopted Levin's theory in building a life space tool for teachers of disabilities, as it is the only theory that touched on the concept of life space and expanded to give a comprehensive description of this concept and dealt with it in a measurable way.

**Second:** Empathy: Some of the theories that explain empathy: Psychoanalytic theory: (Freud) looks at empathy as autism. (Freud) that empathy is a way to communicate, because it links understanding with a feeling of similarity or similarity, when an individual feels that he has become less similar or similar to other people, he finds that empathy has become unreliable, so autism makes the individual feel his value, and teaches him how to enjoy intimacy and connection With others, and makes him able to communicate with them through his sense of his own needs and the needs of others, and through sympathy he can move from one personality to another, (Katz, 1963, P: 71).

2-Theodor Lips Theory (Lips) sees that empathy results from a traditional response, when someone notices that he is under the influence of a feeling, he automatically imitates it with a small change in position, and facial expression that gives signs that contribute to his understanding of the other person's feelings As well as a mental calendar is necessary for the emergence of a state of empathy, (Hoffman, 1977, P: 717), and sympathy when (obsolete) is a description of the feelings and tendencies that are awakened by what surrounds them (actually or imaginatively) for a subject or action, (Desouki, 1988: 473).

Empathy is an effective expressive response on behalf of others, and depends to a large extent on the individual's ability to occupy cognizant of the other person's location, and (Hoffman) puts four basic stages of empathic development:

**-General Empathy:** The empathic response is comprehensive, general, and involuntary, using the least amount of cognitive processes.

**-Self-centered empathy:** in which the child responds to the suffering of others despite his awareness of only himself and others is unclear, but the main thing at this stage is his knowledge that the other is suffering.

**-Empathy for the feelings of others:** in which the self-centeredness appears to diminish gradually.

**-Sympathy for some general life circumstances** in which the child is in the late childhood stage, and is aware that people feel joy and sadness (Hoffman, 1978: 240) not only in current situations but in the context of extensive life experiences

### **The researchers adopted an integrative view of theories**

#### **Previous Studies:**

The researchers did not find a study that includes the two variables.

**First** - life space studies, the researchers found, to their knowledge, only one study, which is:

-Khalaf 2019: The life space and its relationship to the motive of mastery among kindergarten teachers.

The aim of the research is to identify: the life space of kindergarten teachers. - The difference in the life space of kindergarten teachers according to the variable (specialization / service) - The relationship between the life space variable and the motivation to mastery among kindergarten teachers.

The researchers prepared a measure of life space, and the researcher used the statistical bag to extract the validity and reliability of the scale. The results showed that there are no statistically significant differences between the two variables according to the variable of service and specialization.

-Al-Obaidi, 2011: The nature of the correlation between empathy and aggressive behavior among a sample of middle school students

The aim of the research: To determine the nature of the correlation between empathy and aggressive behavior among a sample of middle school students. The sample of the research was the students of the first intermediate grade from the education of Baghdad, Al-Rusafa, whose number was (218) male and female students. The researcher prepared the empathy scale consisting of (24) items. The results showed that the students of the first intermediate grade had a tendency or tendency to sympathize, and that females are more sympathetic than males.

-Shehadeh, Al-Asmy, 2016: Attachment to peers and its relationship to emotional empathy among a sample of master's students at the Faculty of Education at the University of Damascus. Merbian and Epstein, after its translation, consists of (63) paragraphs. The results showed a positive relationship between the two variables, and there are no differences between master's students in attachment to peers and emotional sympathy among the research sample.

-Hilal, Abu Hamza 2018: Cognitive and emotional empathy as perceived by parents and teachers and its relationship to aggressive behavior in a sample of the preparatory stage. 83), of the middle school students, (43) males, (40) females. Third semester: First. Research community: The research community consisted of (650) male and female teachers of special education distributed over three institutes in Qatar.

**Second:** The research sample The number of the sample members was (230) male and female teachers in special education who were chosen randomly.

**Third.** Research tools: In order to measure the variables included in this research, which is the space of life and empathy, the researchers found the necessity of preparing a scale for each of the two variables. The following is a presentation of how to prepare these two scales, as follows:

The two research tools: life space and empathy scale: In order to prepare the life space and empathy scale, the researchers followed the following steps:

1. Determine the variable theoretically and procedurally with the theoretical framework adopted in this research.

2. Preparing the paragraphs of the two scales.

3- For the purpose of preparing the paragraphs of the two scales, the researchers reviewed a number of scientific studies, literature and standards, and then the paragraphs were formulated.

**-Honesty:** The logical analysis of the paragraphs is necessary, because it indicates the extent to which the paragraph apparently represents the characteristic that was prepared to measure it.

In raising its discriminatory power and validity coefficient (Ghisel et.al, 1981: 427), the researchers presented the two scales to a group of arbitrators and specialists in special education, measurement and evaluation. It consists of (15) paragraphs, and the second field (the psychological environment) consists of (19) paragraphs with a definition of the life space, and they agreed on all the paragraphs except for two paragraphs that were deleted from the first field, the scale became consisting of (32) paragraphs.

The Sympathy Scale consists of (38) items, and it consists of three dimensions, the first dimension (caring for the other) and it consists of (14) items, the second dimension (feeling the suffering of the other) and it consists of (13) items, and the third dimension (providing help to the other) consists of ( 11) Paragraphs, with the definition of empathy, (and answer alternatives, weights and instructions) and they were asked to express their opinions on the validity and clarity of their formulation, amending paragraph (9) of the third field.

#### **Statistical analysis of items:**

Statistical analysis aims to prepare items that have appropriate psychometric properties and therefore have good standard characteristics, so the standard characteristics of the good test items must be checked and the inappropriate items should be modified or excluded (Ghiselli, 1981:422).

The paragraphs are as follows:

A- The discriminatory power for each item. The two scales were applied to a sample of (302) teachers of special education, and after applying the tool and correcting the answers, the scores of the forms were arranged in descending order from the highest degree to the lowest degree, and the percentage (27%) was the best percentage to determine the number of members of the upper and lower groups in large samples with a normal distribution, according to what was determined by Kelley, (1939)) (Anastasi, 1976: 208 and it amounted to (124) forms, with (62) forms for each group, and after using the t-test ) for two independent samples to test the significance of the statistical differences between the average scores of the upper and lower groups for each of the 32 items of the life space scale. 11.28 ), and the empathy scale, which numbered (36) items, and it became clear that all items were distinct at the level of significance (05, 0) and the degree of freedom (122), except for the paragraph (4, 6, 16, 19, 20) that were not distinguished, and the T for the distinct items reached (3.66),(10.75).

B - Relationship of the item with the total score of the scale: Pearson's correlation coefficient was used to extract the correlation between the score of each paragraph of the life space scale and the empathy scale and the total score of (230) forms for each scale, which are the same forms that were subjected to statistical analysis and it appeared that the correlation coefficients for all items are significant Statistics at the level (0.05), the degree of freedom (228), and tabular (0.13).

C- The relationship of the paragraph degree with the field degree of the life space scale and the empathy scale:

Anastasia, (1976) indicated that the correlation coefficient between the degree of the paragraph with the degree of the field is an indicator of the validity of the scale construction (Anastasia, 1976: 154). The researchers used the Pearson correlation coefficient, as the relationship between each paragraph of the life space scale and the degree of the domain to which it belongs, the empathy scale and the degree of the domain to which it belongs was calculated. The value of the tabular correlation coefficient with a degree of freedom (228) at a significance level of (0.05) equals (0.13), and all correlation coefficients were statistically significant when compared with the tabular value of Pearson's correlation coefficient at the level of significance (0.05) and the degree of freedom (228) which is (0.13).

The relationship of the domain to the domain and the domain to the total score of the life space scale and the empathy scale:

To calculate the relationship of the domain to the domain and the domain to the total degree of the life space scale and the empathy scale, the researcher used the Pearson correlation coefficient and it was found that the correlation coefficients are statistically significant, meaning that the scale can be calculated with a single total score for the existence of a relationship between the domains, where the Pearson correlation coefficient was used to extract the matrix of correlations. And the life space reached a value of (0.92) degrees, and the correlation coefficient of the psychological environment field with the life space reached a value of (0.96) degrees, and the value of the relationship of the field to the field (0.78) degrees, all of which are a function at the level of significance (0.05).

The correlation coefficient of interest in the other and empathy reached a value of (0.88) degrees, and the correlation coefficient of the domain of feeling the suffering of the other with sympathy reached a value of (0.89) degrees, and the coefficient of the correlation coefficient of the domain of providing aid with sympathy reached a value of (0.84) degrees, and the value of the domain's relationship with the domain was (0.65). ) The degree of all of them is significant at the significance level (0.05). The tabular value is equal to (0.13) and the degree of freedom is (228).

To calculate the stability of the life space scale and empathy, the researchers adopted: Alfa-Cronbach (Alfa): This method depends on calculating the correlation coefficients between the scores of all the scale items on the basis that the item is on a self-contained scale and the correlation coefficient indicates the consistency of the individual's performance, that is, the homogeneity between The paragraphs of the scale (Allam, 2000:354), and to extract the stability of the life space scale, that is, the stability of the scale, the Facronbach equation was applied and it was found that the stability coefficient is equal to (0.93), and the empathy stability coefficient is equal to (0.83) and this indicates that it is very good stability.

**Final Formula for the Life Space Scale and the Empathy Scale:**

The life space scale in its final form consists of (32) items and the empathy scale consists of (31) items as shown in Appendix (1) and the alternatives to the life space scale and the empathy scale (applies to me a lot, applies to me, applies to me sometimes, applies to me rarely, Never apply) and their weights range between (1,2,3,4,5) respectively, and the total score of the respondent is calculated by adding the scores obtained by each paragraph of the scale, and thus the highest score obtained by the respondent on the life space scale is (160) degrees and the lowest degree is (32) degrees and the hypothetical mean is (96) degrees. The highest score obtained by the respondent on the empathy scale is (155) degrees, the lowest score is (31) degrees, and the hypothetical mean is (93) degrees.

**Research Objectives:**

The research aims to identify:

**The first objective:** the life space of teachers of people with disabilities:

- To achieve this goal, the researchers applied the life space scale to the research sample members, which numbered (230) teachers with disabilities, and the results showed that the average Their scores on the scale amounted to (128.02) degrees with a standard deviation of (18,43) degrees, and when balancing this average with the hypothetical average of the scale of (96) degrees, and using the t-test for one sample, it was found that the difference is statistically significant and in favor of The hypothetical mean, as the calculated t-value was (26,344) higher than the tabulated t-value of (1.96) with a degree of freedom (229) and a level of significance (0.05), and table (1) shows this.

**Table (1)**

T-value to indicate the difference between the arithmetic mean and the hypothetical average of the life space scale for teachers with disabilities

Sig. level	Degree of freedom	Tabulated t-value	Calculated t-value	Hypothesis mean	Standard deviation	Arithmetic mean	Sample size
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Sig.	229	1.96	26,344	96	18,43	128,02	230
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The results appeared in Table (1) that teachers of disabilities enjoy the space of life, and this was confirmed by (Levin) that behavior is a function of both the psychological individual and the psychological environment. Life is the nature of the function determined by these interrelationships between the individual and the environment.

**The second objective:** the significance of differences in the life space of teachers of people with disabilities according to the gender variable (males, females) To verify this goal, the t-test was used for two independent samples. The results showed that the calculated T-value (0.124) was less than the tabular value (1.96) when Significance level (0.05) and degree of freedom (228), that is, there are no statistical differences in the sex variable in the life space of teachers with disabilities, and Table (2) shows this.

**Table (2)**

It shows the arithmetic mean and standard deviation of the life space for teachers with disabilities according to the gender variable.

Sig. level	t-value		Degree of freedom	Standard deviation	Arithmetic mean	Sample size	sex	Alternative
	Tabulated	Calculated						
<b>0,05</b>	<b>1,96</b>	<b>0,124</b>	<b>228</b>	<b>19,917</b>	<b>128,147</b>	<b>136</b>	male	Life space
				<b>16,150</b>	<b>127,840</b>	<b>94</b>	female	

The result of Table (2) showed that there are no statistically significant differences between disability teachers according to the gender variable in the life space, and this means that all the research sample enjoy the life space according to the scale applied to them.

**Third Objective:** the significance of differences in the life space of teachers with disabilities according to the specialization variable (disability specialist, non-disability specialist) To verify this goal, the t-test was used for two independent samples, and the results showed that the calculated t-value (0.618) is less than the tabular value (1.96) when The significance level is (0.05) and the degree of freedom is (228), that is, there are no statistical differences in the specialization variable in the life space, and Table (3) shows this.

**Table (3)**

It shows the calculation of the arithmetic mean and standard deviation of the life space for teachers with disabilities according to specialization.

Sig. level	T-value		Degree of freedom	Standard deviation	Arithmetic mean	Sample size	specialization	Alternative
	Tabulated	Calculated						
<b>0,05</b>	<b>1,96</b>	<b>0,618</b>	<b>228</b>	<b>19,362</b>	<b>448,128</b>	<b>174</b>	specific	Life space
				<b>15,271</b>	<b>126,696</b>	<b>56</b>	Non-Specific	

The result of Table (3) showed that there are no statistically significant differences between disability teachers according to the variable (specialized, non-specialized) for life space, and this means that all research sample enjoy life according to the scale applied to them. This is because the educational system is always keen to develop its cadres, as the special education teacher is considered one of the most important and effective real resources in this category. At the same time within the larger field, and the important feature of this description is that the individual is completely defined within a larger area than him and (Levin) stresses that the structure of the person is a differentiated structure divided into separate parts and parts connected at the same time.

**Fourth Objective:** Empathy for teachers of people with disabilities: To achieve this goal, the researchers applied the empathy scale to the members of the research sample, which numbered (230) male and female teachers with disabilities, and the results showed that their average score on the scale amounted to (122,947) degrees with a standard deviation of (13). 40) degrees, and when balancing this average with the hypothetical average \* of the scale of (93) degrees, and using the t-test for one sample, it was found that the difference was statistically significant in favor of the hypothetical mean, as the calculated t-value was (33.885) higher than the value The T-tabular value of (1.96) with a degree of freedom (229) and a level of significance (0.05), and Table (4) illustrates this.

**Table (4)**

It shows the T- value of the difference between the arithmetic mean and the hypothetical mean of the empathy scale for teachers of persons with disabilities.

Sig. level	Degree of freedom	Tabulated t-value	Calculated t-value	Hypothesis mean	Standard deviation	Arithmetic mean	Sample size
Sig.	229	1.96	33,885	93	13,40	122,947	230

The results in Table (4) showed that teachers of disabilities have sympathy towards special education categories, this was confirmed by (Freud) and (Hoffmann). This sympathy was emphasized by all the heavenly religions with sympathy and interest in special education categories.

**Fifth Objective:** Significance of differences in empathy for teachers of people with disabilities according to the gender variable (males, females): To verify this goal, the t-test for two independent samples was used. The results showed that the calculated T-value (2,211) is greater than the tabular value (1.96) at the level of Significance (0.05) and degree of freedom (228), that is, there are statistical differences in the gender variable in sympathy and in favor of males, and the table (5) shows this;

**Table (5)**

It shows the calculation of the arithmetic mean and standard deviation of sympathy according to the gender variable

Sig. level	t-value		Degree of freedom	Standard deviation	Arithmetic mean	Sample size	sex	Alternative
	Tabulated	Calculated						
0,05	1,96	2,221	228	13,803	124,558	136	male	Life space
				12,151	120,617	94	female	

The result of Table (5) showed that there are statistically significant differences between disability teachers according to the gender variable of empathy, and this means that males enjoy the highest degree of empathy according to the scale applied to them.

This result did not agree with the study (Al-Obaidi, 2011) and the study (Shehadeh, Al-Asmy, 2016). These differences appear according to the environmental conditions experienced by the teachers of people with disabilities.

**Sixth Objective:** Significance of differences in empathy according to the variable of specialization (disability specialist, non-disability specialist).

To verify this goal, the t-test was used for two independent samples. The results showed that the calculated T-value (0.378) is less than the tabular value (1.96) at the significance level (0.05) and the degree of freedom (228), meaning that there are no statistical differences according to the specialization variable in empathy. Table (6) illustrates this.

**Table (6)**

It shows the calculation of the arithmetic mean and standard deviation of empathy for teachers of people with disabilities by specialization

Sig. level	t-value		Degree of freedom	Standard deviation	Arithmetic mean	Sample size	specialization	Alternative
	Tabulated	Calculated						
0,05	1,96	0,378	228	13081	123,137	174	specific	Life space
				14,466	122,357	56	Non-Specific	

The result of Table (6) showed that there are no statistically significant differences between teachers of disabilities according to the specialization variable for empathy, and this means that all the research samples enjoy empathy according to the scale applied to them.

This was confirmed by (Freud) empathy as autism, as autism is an unconscious activity based on instinct, and conditioned by childhood experiences, as man has an instinctive need for autism, and this need makes him defend himself. Similarity or similarity, when the individual feels that he has become less similar or similar to other people,

he finds that empathy has become unreliable, as autism makes the individual feel his worth, and teaches him how to enjoy familiarity and connection with others.

**The seventh goal:** the correlation between life space and empathy for teachers of people with disabilities To verify this goal, the correlation coefficient was extracted using the Pearson correlation coefficient, as the calculated correlation coefficient reached (0.434), which is higher than the tabular value of (0.13) at the level of significance (0. ,05) and a degree of freedom (228), as the results indicate the existence of a direct correlation between life space and empathy for teachers of disabilities.

**The eighth goal:** the significance of the differences in the relationship between life space and empathy according to the gender variable (males, females).

To achieve this goal, the researcher extracted the values of the Pearson correlation coefficients between life space and empathy according to the gender variable (male - female) separately, and then the researchers used the Z test for the Pearson correlation coefficient to reveal the significance of the differences between the correlation coefficients, and table (7) shows that;

**Table (7)**

It shows the statistical test for the differences in the relationship between life space and empathy for teachers of disabilities according to the gender variable (male – female).

Sig. (0,05) level	Tabulated z-value	Calculated z- value	Correlation coefficient R	No.	sex	Relationship between the two variables
Non-sig.	1,96	0,36	0,453	174	male	Life empathy /space
			0,409	56	female	

The result in Table (7) indicates that there is no difference in the relationship between life space and sympathy according to the gender variable (male - female), because the calculated z-value of (0.36) is less than the tabular z-value of (1.96) at the level of significance (0.05) and the degree of freedom (228). This indicates that the teachers of disability and the environment are in a process of mutual interaction and in a continuous movement of interdependence, as the essence of the vital space is the nature of the function determined by these mutual relations between the individual and the environment (Muhammad, 2004: 226), and all religions emphasized love and sympathy among members of society, without distinguishing between one category and another.

**The ninth goal:** the significance of the differences in the relationship between life space and empathy according to the variable of specialization (specialized, non-specialized).

To achieve this goal, the researchers extracted the values of the Pearson correlation coefficients between life space and empathy according to the specialization variable (disability specialist - non-disability specialist) separately. Table (8) explains it.

**Table (8)**

It shows the statistical test for the differences in the relationship between life space and empathy according to the specialization variable.(specialized - non-specialized).

Sig. (0,05)level	Tabulated z-value	Calculated z- value	Correlation coefficient R	No.	specialization	Relationship between the two variables
Non-sig	1,96	0,24	0,427	174	Disability specialist	Life empathy /space
			0,474	56	Disability specialist	

The above result indicates that there is no difference in the relationship between life space and empathy according to the variable of specialization (disability specialist - non-disability specialist), because the calculated z-value of (0,24) is less than the tabular z-value of (1.96) at the level of significance (0.05) and the degree of freedom (228).

**The ninth goal:** the significance of the differences in the relationship between life space and empathy according to the variable of specialization (specialized, non-specialized)



The results in Table (8) indicate that there is no difference in the relationship between life space and empathy according to the variable of specialization (disability specialist - non-disability specialist).

**Recommendations:**

In light of the results, the researchers came up with some recommendations:

- 1- The Ministry of Education should pay attention to the psychological environment of special education teachers.
- 2- The necessity of paying attention to special education teachers and encouraging them financially and morally because of this positive impact on their sense of social appreciation and respect that this profession requires from society.
- 3- Providing all that is needed by teachers of disabilities within the environment of special education institutes so that they can master their work.
- 4- Encouraging special education teachers to empathize with these groups.
- 5- The media should educate people and urge them to sympathize with and respect special groups because they have the right to live a decent life.

**Suggestions:**

- 1- Conducting a study on the life space of university students and its relationship to cognitive wandering.
- 2- Conducting a comparative study between special education teachers in government and private institutes in the life space and its relationship to empathy.
- 3- Conducting a similar study to the current research and balancing its results with the current research.
- 4- Conducting an empirical research in enhancing empathy among teachers of special education categories.

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