

IMPACT OF PROSOCIAL BEHAVIOR AND TEACHER'S SELF-EFFICACY ON SCHOOL ADJUSTMENT OF PHYSICALLY HANDICAPPED STUDENTS

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Abstract

The present study was designed to investigate the impact of prosocial behavior and the moderating role of teachers' self-efficacy on school adjustment of physically handicapped students. To assess the impact of prosocial behavior the sample of physically handicapped students (154 male students and 146 female students) ages ranged 11 to 17 ($M = 15.38$, $SD = 1.78$) was taken from different special education centres in Islamabad and Mardan district of KP. The data were analyzed in SPSS version-26. Findings show that there exists a significant positive relationship between prosocial behavior and school adjustment of physically handicapped students. Furthermore, the results show that if the teacher has high self-efficacy the number of school adjustments will be enhanced. The study has several implications in the special education sector and the daily life of physically handicapped students.

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Key Words: *physically handicapped, prosocial behavior, school adjustment, self-efficacy, disabilities, person fit environment.*

Introduction

According to the annual status of education report (ASER Pakistan, Annual Status of Education Report 2019, 2020), the total number of children with disabilities was 20.4% out of which only .02% enrolled in special education centers and some refused to get enrolled in school's others drop out after primary education in different provinces of Pakistan (Banerji et al., 2013). It seems a serious issue and needs to be handled at first-hand because all children, able and disabled, have the right to use education as a growth stepladder to rise to higher levels and accomplish their objectives.

Individuals are thought to be normal if he/ she is able to participate in a wide range of daily activities in the same way as others do without any effort from their significant others (Newman, 2012). Some individuals need the help of others in their daily and basic needs. However, with the passage of time, some individuals successfully overcome these weaknesses and become independent while others still need others because of deficits which results in a disability that leads to a handicap when it adversely affects, retarded, and distorted the normal development of an individual (Simpson, 2009). The term "handicapped" is one that is widely used by both experts and regular people. It describes the loss or absence of an ability or a function. In a sense, it is a restriction brought about by a condition, an incident, or heredity.

According to Simpson, it can be challenging to define what is meant by "handicapped." There is a biological or psychological dysfunction or loss, which

is one definition of it. Therefore, a person is considered handicapped if they have lost a limb or a portion of their nervous system due to surgery or an accident, or if they are blind, deaf, paralyzed, or have other physical impairments. (2) Long-term medical disorders including arthritis, TB, epilepsy, etc. that affect regular physiological or psychological functions (3) Whether performed separately or in combination, regular activity has functional constraints. It is considered handicapping when a person finds it difficult or impossible to dress, wash, and move around independently.

Children and adults with handicaps have a variety of challenges, not all of which are related to their impairment. One of these is social exclusion brought on by stigmatization. They aren't involved in making economic, social, or political decisions. In light of numerous difficulties, there is an urgent need to pay attention to the life prospects of people with disabilities and to put the concept of inclusive development into practice. The way forward is to increase awareness among the public, the media, governmental and non-governmental organizations, and also academic institutions, and other spheres of society (Sen & Yurtsever, 2007). If a child is prevented from reaching his or her complete physical, mental, and social potential, and is unable to play, learn, work, or do activities that other children of the same age can, then that child is deemed to be handicapped. It possesses specific conditions that have social and psychological effects (Hafidh et al., 2020)

Prosocial Behavior

The current article also explains the impact of prosocial behavior on the school adjustment of physically handicapped students. The capacity to comprehend and control one's emotions as well as establish social bonds and

interactions with those around them is referred to as prosocial behavior (Longobardi et al., 2020) A person with strong social and emotional health is able to incorporate their ideas, feelings, and behaviors in a way that encourages lifelong health and well-being (Wong, 2021). A child's capacity to seek out and develop wholesome, solid relationships with family and friends, and others is a measure of their social and emotional health. It involves the child's capacity to both express and control their emotions. It also includes having the confidence to explore their surroundings, solve difficulties that come up in daily life, cooperate with others, wait their time, and make decisions. These skills may all be imparted and exhibited via close bonds with members of the family (Orm et al., 2021).

Due to mobility restrictions, physical impairments they are negatively correlated with social skills. Children who have physical limitations may experience physical and social isolation. Their connections are defined by relatively little interaction with people outside of their peer group, little involvement in social events, and a strong preference for inactive pursuits (Gannotti, 2020). The present study focuses on the impact of prosocial behavior on school adjustments and the role of teachers.

School Adjustment

The word adjustment is gotten from a Latin word "Ad-justare" which is the individual's capacity to satisfy his requirements and eliminate those things that work as an obstruction in their way to adjustment (Mesidor & Sly, 2016). As indicated by Jae Seon Lee and Seung-IL Na (2011) adjustment is a person's capacity to choose powerful and suitable measures while keeping a solid mentality toward the climate to address the issues of the climate. Life adjustment is exceptionally significant. It is the term that alludes to adjusting one's

requirements through the social cycle or needs against obstacles in the climate further this is done by everybody whether human or creature on a normal premise (Bakker et al., 2007). The individual who failed to adjust in life faces psychological distress, a drop in health, worse work efficacy, and sometimes even exclusion from society because the adjustment is the result of the fulfilment of one's needs and if a need is not fulfilled, the individual may not resist his or herself to commit an unethical attempt such as robbery and even murder to fulfilment of his or her needs.

The definition of "adjustment" is that it is the outcome of a dynamic and multifaceted process that individuals go through in required to operate well in their everyday lives (Charitaki, 2018). The capacity of the student to accommodate the modifications and circumstances at school is what we mean when we use the phrase "school adjustment." The degree to which the children adjust is strongly correlated with their sense of self, as well as how they socialize with other people and teachers (Dockett & Perry, 2001).

Academic adjustment is the degree of student's success in coping with several educational needs such as performance, application, motivation, and satisfaction with the academic environment (Bakker et al., 2007). Students declassified from a specialized curriculum are scholastically, socially, and typically composed; however, educators or advocates of 11% of the declassified students felt that these students kept on requiring specialized curriculum administrations (Carlson & Parshall, 1996).

It is generally agreed upon that a student's ability to adjust socially, emotionally, and behaviourally is greatly influenced by the relationship between the instructor and the student. According to an attachment theory, kids who have

strong bonds with their parents also form better teacher-student bonds, which may improve their social and emotional wellbeing in the school (Verschuere & Koomen, 2012). Furthermore, empirical research has demonstrated that a healthy teacher-student connection is linked to a number of advantageous student outcomes, including the growth of children's communication skills (Cornelius-White, 2007), children's psychosocial adjustment in school (Buyse et al., 2009), and children's school motivation (Maulana et al., 2011).

Teacher Self-Efficacy

According to Bandura (1977), efficacy is the conviction that one can effectively carry out the behaviors demanded by a specific circumstance. Bandura (1986) went on to explain that self-efficacy is the conviction we have in our capacity to complete a task or achieve a goal. People's actions are influenced by their beliefs, attitudes, and behaviors.

Bandura (1986) asserted that a person's self-perception might influence how they act. He felt that people had a self-system that gives them some degree of command over their ideas, sentiments, and behavior. The capacity to symbolize, acquire from others, prepare alternative methods, manage one's conduct, and participate in self-reflection are all parts of the self-system that contains one's affective and cognitive structure. It also has a significant impact on perceptions, regulation, and evaluation of behavior, which is a result of an interaction between both the system and external environmental sources of influence. Through self-reflection, people assess their personal encounters and cognitive processes.

Self-efficacy, often referred to as self-assurance, is one of the most important allowing psychology paradigms to be adapted into positive psychology. Positive

self-belief in our capacity can impact our odds of successfully completing a project and producing a desirable outcome (Dullas, 2018). Self-efficacy has a significant role in determining our chances of success (Bandura, 2010). We need to reward greater attention to self-efficacy once backdrop objectives to ensure that our efficacy beliefs are align with our aims and not used in conflict. Presenting involvements or mastery experiences, vicarious experiences, verbal persuasion, imaginal experience, and emotional and psychological states all contribute to self-efficacy expectations (Joet et al., 2011).

In the framework of inclusive education, which includes students with special education needs (SEN), the emphasis has shifted to teaching efficacy of teachers, which includes efficacy of teachers in offering meaningful directions and paying extra focus to kids with special needs (Andrews, 2008). As noted in this study, the efficacy of teachers in inclusive education refers to their evaluation of their own abilities to instruct a combined class of typically developing and developmentally disabled kids in a general education setting (Andrews,2008).

The effectiveness of applying inclusive principles is significantly influenced by teachers' effectiveness in inclusive education (Sharma, 2011). Numerous studies have demonstrated the importance of instructors' effective instruction. Students' success and good conduct rise when teachers have strong self-efficacy in inclusive education because they are more adept at controlling the classroom and exhibit a positive outlook on the subject (Ahsan, 2012). Academic accomplishment of pupils is closely associated with a teacher's belief in their ability to teach effectively (Woolfolk, & Margetts, 2012). According to Nie et al. (2012), teachers with greater levels of teacher self-efficacy employ student-centered teaching approaches, group learning settings, constructive education, and

more trust when utilizing inquiry-based pedagogies (Palmer, 2011). Teachers who reported higher levels of teacher self-efficacy were also found to perform superior at adapting strategies and pedagogy to meet the specific requirements of students (Tschannen-Moran & Hoy, 2007) as well as more dedicated to and motivated to take part in highly qualified development (Thoonen et al., 2011). Furthermore, according to Mojavezi and Tamiz (2012), better teacher self-efficacy levels are associated with improved student enthusiasm and performance.

Study indicates that teachers with a powerful sense of self-efficacy tend to be better planners, more resilient by failure, and more open-minded and helpful with the students (Skaalvik & Skaalvik, 2014). Studies conducted in the Pakistani context also support the literature set pattern. As a teacher, self-efficacy affects academic ratings positively. In inappropriate circumstances that are relatively hard to manage, it is also useful. Shaukat and Furlonger (2013), studied that Pakistani pre-service educator had greater rates of self-efficacy in teaching kids with disabilities compared to Australian pre-service educators, especially when it comes to handling the inappropriate conduct of learners. Three factors were discovered: gender, level of training, and prior experience with disabled kids related substantially to the level of perceived learning self-efficacy of Pakistani teacher teachers (Shaukat, 2013).

The Person's Environment Fit Theory

Person's environment fit, as Parsons articulated in 1909, is a key idea in psychology research. It is belief that individuals achieve greater success and are happier when their characteristics and those of their surroundings match. Essentially, greater job achievements are associated with higher levels of

congruence between goals and the workplace environment (Bowman & Denson, 2013).

Lewin's field theory also claimed that behavior is a product of both persons and their environments, and Parsons' claim that people differ in their adaptability with different tasks as mentioned by (Dwertmann et al., 2021).

P-E fit has already been widely analyzed so far in a variety of contexts, encompassing educational institutions, communities, organizations, and personal settings (Wessel et al., 2008). The three fundamental structures that make up the P-E fit model are character and significant fit, expectations and ability fit, and requirements and resources fit. The extent under which a student's preferences and personality match the requirements and advantages offered by a subject or programme of study is referred to as personality and major fit (Vahidi et al., 2016), they look for settings where they can express their beliefs, make use of their talents and capabilities, and carry out legal obligations.

Furthermore, the needs-supplies fit occur whenever a person's demands are effectively met by their surroundings (Van Vianen, 2018). For example, when a person with a strong desire for success is in a setting that offers appropriate possibilities for success, or a someone who is introvert is situated in a setting that offers adequate social distance. The capacity of a person to fulfil the requirements of her or his surroundings also affects the demands-abilities fit (Bowe, 2020). Demands-ability fit, and need-supply are favourably linked to educational achievement, according to prior studies.

Chen and Yao feel that P-E fit qualities have a significant impact on children' educational success based on their evaluation of the academic achievement

literature (Chen & Yao, 2014). The grade point average grade, which is commonly determined at the completion of the year, is a common way to describe academic achievement. As a result, children who majored in fields related to their talents had higher grades than those who picked degrees unrelated to their preferences (Chen & Yao, 2014). It has been discovered that success and congruence are positively correlated. Higher grade was achieved by students who took subjects that were more closely related to their areas of interest than as compared to those whose choose subject in which they have less interests.

Additionally, prior study has demonstrated that every setting has a unique requirement that is related to the person's competencies and academic success and teachers play a significant role in their success (Etzel & Nagy, 2015).

Rationale of the Study

Prosocial behaviorist, a key aspect in academic success which leads to school adjustment in special education institution if teachers with high self-efficacy. Special education necessitates the development of learning environments that give disabled students the chance to study and participate in constructive social interactions and interpersonal connections (Gresham et al., 2001). Students with physical disability may struggle with issues including inadequate emotion control, a lack of comprehension of other people's actions, feelings, and motivations, or difficulty communicating with others. Environment is crucial for children to learn social skills. Therefore, schools are the perfect setting to adopt treatments that foster healthy interactions and connections to provide all kids with the necessary tools for their positive social, academic, and emotional development. Therefore, it is necessary to implement measures that foster positive interactions and prosocial behavior among students with disabilities, as the

improvement of children's prosocial behavior has been discovered to relate to both educational success and positive social development. Previously, several studies have been done to mainstream educational institutions on different problems they are facing in school adjustment but, there exists a lack of research in special education. Thus, it needs to be studied in relation to school adjustment. The present research aimed to identify this association in physically handicapped student and the moderating role of teacher's self-efficacy.

Objectives

1. To examine the relationship between socio-emotional health and school adjustment of physically handicapped students.
2. To investigate how teacher's self-efficacy improve the socio-emotional health of physically handicapped students.

Hypothesis

1. High school adjustment is positively related with prosocial behavior of physically handicapped students.
2. Low school adjustment is negatively related with prosocial behavior of physically handicapped students.
3. Teacher's self-efficacy moderates the relationship between social-emotional Health and school adjustment of physically handicapped students

Method

Procedure

The present study was conducted on physically handicapped students. Initially, Permission from the Directorate of Special Education Islamabad was taken for data collection. After permission from higher authority special education institutions were approached. Ethical considerations were taken into account while collecting the data for study. At first rapport was developed with the participant, they were briefed about the study and were reassured that their responses will be kept confidential. They were free to leave at any moment. After they showed their willingness, the researcher provided them a consent form to sign. Participants were provided with a booklet comprising of demographic sheets and questionnaires in Urdu version (translated). They were instructed to carefully read and tick every response according to their situation. After, they completed the questionnaire they were thanked for their cooperation and participation.

Sample

A sample of 300 students with physically handicapped students ($N= 154$ boys and $N= 146$ Girls) of age ranging from 11-17 years from four different special education institutes of Islamabad (Alfarabi Centre for physically handicapped Children, National Institute of Special Education), Rawalpindi (PAF School for Special Education), and Mardan (Special Education Complex Mardan) were approached.

Instruments

Academic Adjustment Scale (AAS)

The academic scale is a self-report measure scale that was designed by Anderson, Guan and Koc in 2006. It has a total of 9 items and the responses were evaluated on five Likert type scale. 1 for “rarely applies to me”, 2 is for “occasionally applies to me”, 3 is for “neither does nor does not apply to me”, 4 is for “sometimes applies to me”, 5 is for “always applies to me.” the item 2 and 3 is negatively scored. It has 3 subscales, academic lifestyle, academic achievement & academic motivation. Academic Lifestyles include items 1,2 and 3. Academic achievements consist of items 4,5 and 6. Academic motivation includes items 7,8, and 9. It has reliability above .70 (Anderson et al., 2016). For the present study the scale has been translated into the Urdu language by the researcher along with an Urdu language expert committee.

Strength and Difficulties Questionnaire (SDQ)

SDQ was developed by Goodman in 1997. It is designed to measure psychological adjustment and behavioral problems in children and adolescents. It has a total of 25 items divided into five subscales, all containing 5 items. The subscales include Emotional Problems (3,8,13, 16, 24), Conduct problems (5,7,12,18,22) and Hyperactivity (2,10,15,21,25), Peer Problems (6,11,14,19,23) and Prosocial behavior (1,4,9,17,20). The scale also provides an overall score for externalizing behaviors problems by summing the score of conduct problems and Hyperactivity subscales. And a total score of internalizing behavior problems, by summing the scores of Emotional Problems and Peer Problems. Its items are scored on a 3-point Likert scale from 1= not true to 3= certainly true. Items

7,11,14,21,21,25 are reverse scored. Psychometric evaluations of the instrument have shown satisfactory internal consistency coefficient of .73 and sound convergent as well as discriminant validity. For the purpose of this research, the Urdu version of SDQ was used (Amjad & Jami, 2020).

Teacher's Self-Efficacy Scale (TES)

The teacher's self-efficacy which was originally developed by Gibson and Dembo (1984), was adopted and modified by Ahmad (2000) was used in the current study to measure teacher's self-efficacy. The scale was translated into Urdu Language by (Ahmad, 1998). The scale has a total of 18 items which was originally developed (Gibson & Dembo, 1984). The modified version of the scale has two independent categories that is Teaching Efficacy (item No. 1,4,6,7,8,12,13,15) and Personal Efficacy (item No. 2,3,5,9,10,11,14,16). The scale is four Likert-scale. The Scores assigned to this rating were 1,2,3, and 4. The scores of a subject werethe sum of these scores on each item for total scale and subscales. The average score shows the low efficacy and high efficacy of the subject.

Analysis Plan

Statistical packages of social sciences software (SPSSIBM Version-26) were used to analyze the data from the current study. Descriptive statistics were computed to examine the distribution of the data. Scale and sub-scale psychometric characteristics and Cronbach's alpha reliability values were calculated. To evaluate the consistency of the items with the other scales, item-total correlation calculations were used. The link between the research variables was evaluated using Pearson product moment correlation analysis.

Results

Table 1

Descriptive Statistics of Socioemotional Health, Academic Adjustment, and Teacher Self-efficacy (N=300)

Variables	Items	α	M	SD	Range		Skewness	Kurtosis
					Actual	Potential		
SDQ	25	.81	45.73	5.79	25-64	25-75	.99	1.04
PSB	5	.87	32.92	7.74	5-15	5-15	1.22	1.15
TD	20	.89	12.82	2.38	23-56	20-60	-1.49	.62
AAS	9	.81	38.11	4.51	10-41	9-45	-1.21	.52
LS	3	.72	13.12	1.84	3-13	3-15	-2.96	9.50
AA	3	.65	11.90	1.8	3-15	3-15	-1.66	2.23
AM	3	.90	13.17	2.38	3-15	3-15	-1.16	-.04
TSE	16	.81	51.13	5.78	20-42	16-72	-1.47	.94
TE	8	.72	25.40	3.10	8-16	8-32	-1.77	1.73
PE	8	.75	25.73	3.23	12-26	8-40	-1.36	1.09

Note: SDQ=Strength and Difficulty Questionnaire, PBS= Prosocial Behavior, TD = Total difficulties, AAS=Academic Adjustment Scale, LS= Lifestyle, AA= Academic Achievement, AM= Academic Motivation, TSE= Teacher Self-Efficacy, TE=Teaching Efficacy, PE= Personal Efficacy

Table 1 shows the result of descriptive statistics and alpha reliability coefficients of all the instrument used in this study variables, Strength and difficulties questionnaire, Prosocial behaviour, Total difficulties, Academic Adjustment scale and Teacher Self-efficacy scale. All measures showing quiet

acceptable range of alpha reliability coefficients which show satisfactory internal consistency between the scale's items. The alpha coefficients range from .65 to .90 for the scales. Which are in acceptable range.

Table 2

Pearson Correlation between Socioemotional Health, Academic Adjustment, and Teacher Self-efficacy (N = 300)

S.No	Variables	1	2	3	4	5	6	7	8	9
1	PSB	-	.83**	.88**	.73**	.74**	.76**	.90**	.80**	.82**
2	TD		-	-.74**	-.59**	-.67**	-.61**	-.76**	-.67**	-.69**
3	AAS			-	.84**	.82**	.86**	.77**	.69**	.69**
4	LS				-	.53**	.54**	.62**	.57**	.55**
5	AA					-	.63**	.64**	.56**	.59**
6	AM						-	.69**	.62**	.62**
7	TSE							-	.89**	.90**
8	TE								-	.62**
9	PE									-

Note: PSB= Prosocial Behaviour, TD = Total Difficulties, AAS=Academic Adjustment, LS= Lifestyle, AA= Academic Achievement, AM= Academic Motivation, TSE= Teacher Self-Efficacy, TE=Teaching Efficacy, PE= Personal Efficacy.

Table 2 shows that the prosocial behavior has positive significant correlation with academic adjustment scale, lifestyle scale, academic achievement scale, academic motivation, teacher self-efficacy scale, personal efficacy, and teaching efficacy scale.

Academic adjustment scale has positive significant correlation lifestyle scale, academic achievement scale, academic motivation, teacher self-efficacy scale, personal efficacy, and teaching efficacy scale. Lifestyle scale has positive significant correlation with academic motivation, teacher self-efficacy scale, personal efficacy, teaching efficacy scale with academic achievement scale. Academic achievement has positive significant correlation with academic motivation, teacher self-efficacy scale and with teaching efficacy scale, and with personal efficacy scale. Academic motivation scale has positive significant correlation with teacher self-efficacy scale, personal efficacy, and teaching efficacy scale. Teacher self-efficacy scale has positive significant correlation with personal efficacy, and teaching efficacy scale. Teaching efficacy has positive significant correlation with personal efficacy scale.

Table 3 shows the Moderating effect of Teacher's self-efficacy on strength and difficulties (prosocial behavior) and Academic Adjustment. The findings revealed that the Teacher's self-efficacy effect positively on academic Adjustment. While the effect of strength and difficulties (prosocial behavior) is also positivity on academic adjustment. And the interaction effect is the combine effect of strength and difficulties (prosocial behavior) \times Teacher's Self-efficacy is significant positively on Academic Adjustment ($\beta = .10, p < .01$). finding shows that Teacher's self-efficacy has moderated the relationship between strength and difficulties (prosocial behavior) and Academic Adjustment.

Table 3

Moderation of Social and Emotional Health (Prosocial Behaviour) on School Adjustment (N=300)

Variable	B	School Adjustment 95% CL	
		LL	UL
Constant	35.91***	35.19	36.64
SD (PSB)	2.13***	1.87	2.39
TSE	.19**	.31	.07
SD (PSB)× TSE	.064***	.09	.03
R ²	.79		
F	13.67***		

Note. CI= Confidence Interval; LL= Lower Limit; UL=Upper Limit; SD = Strength and Difficulties, PSB= Prosocial Behavior, TSE= Teacher Self-Efficacy

Figure 1

Mod-Graph with Moderating Effect of Teacher's Self-efficacy Between Prosocial Behavior and Academic Adjustment

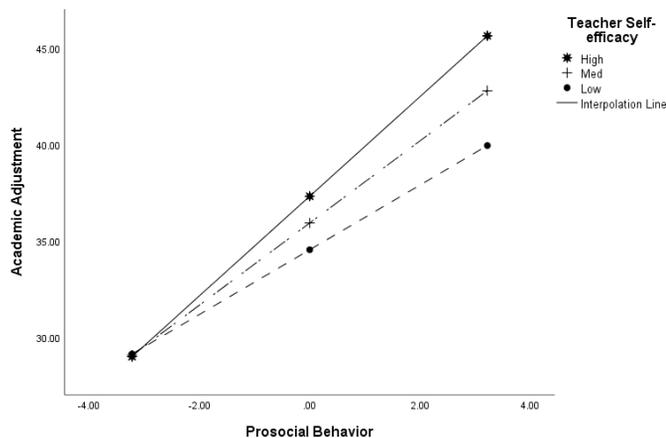


Figure 1

shows the moderating role of teacher's self-efficacy in relation with prosocial behavior and academic adjustment. Figure 1 indicates that with increase in prosocial behavior academic adjustment increases. It can be glammed from the three intercepts in Figure 2 that teacher self- efficacy shows low prosocial behavior at low level of teacher self-efficacy and high prosocial behavior at high level of teacher self-efficacy. Upon increasing, teacher self-efficacy significantly increases academic adjustment sharply at low followed by medium and high level of teacher self-efficacy

Discussion

The current study was conducted to examine the impact of prosocial behavior on school adjustment of physically handicapped students in which teachers' self-efficacy moderates the relationship. The study was conducted with physically handicapped students in which both teachers including their student's age range 11 to 17 years were taken as a sample to understand the relationship between prosocial behavior and how it impacts school adjustment of physically handicapped students and the moderating role of teachers' self-efficacy. To measure the prosocial behavior of physically handicapped students, strength and difficulties questionnaire was used in which total difficulties and prosocial behaviors were measured. The academic adjustment scale measured school adjustment in physically handicapped students.

The first hypothesis of the study was that high school adjustment is positively related with prosocial behavior of physically handicapped students. Result shows students whose prosocial behavior is high also having a high adjustment at school (see table 1), they are motivated towards learning and have a better outcome at school. Thus, the first hypothesis is accepted. Previous studies indicated that

children's entire development and learning are impacted by their socio-emotional health. Students who are psychologically healthy were healthier, more determined to study, have a good outlook toward learning, are actively encouraged students to participate in events, and outperform their less psychologically stable classmates intellectually, according to studies (Ho & Funk, 2018). Thus, it is confirmed that the findings support the previous research stated that prosocial conduct in the school reveal that boosting prosocial behavior are the predictor of performance than eliminating negative behavior. There are possibilities for the association between prosocial conduct and academic performance (Kusumaningrum, 2019).

The second hypothesis of the current study was that high school adjustment is negatively related with emotional problems of physically handicapped students. Past researches also gave evidences that children with mild physically disabilities frequently exhibit the behavioral issues. Due to their inability to walk without assistance, speak effectively, or have much use of his arms, a severely physically disabled child is typically unable to take care of all of his own physical requirements (Simeonsson et al., 2002). Another study indicated that no matter how severe their physical impairment, the youngster can operate at any level of intelligence. Furthermore, any kid with cerebral palsy may exhibit emotional dysregulation, such as worry, or behavioral disruption, such as hyperactivity, a limited attention span, or lethargy. In terms of psychological or social requirements (Wark et al., 2022).

The third hypothesis of the study was to focus on establishing that teacher's self-efficacy moderates the relationship between socio-emotional health and school adjustment of physically handicapped students. For this purpose, Process macro for SPSS by Andrew Hayes was selected so that results could be analyzed

to achieve the objective as hypothesized teachers' self-efficacy did play a moderating role. The students who are physically handicapped showed a low level of school adjustment and when added the teacher's self-efficacy as a moderator the relationship showed a minor enhancement in adjustment at school. The results are in line with the available literature. A teacher who has high self-efficacy in inclusive education has affected the increase of students' achievement and positive behavior as the teacher's skills in managing the class and displaying a positive attitude towards inclusive education also increase (Hitches, 2022). Another study advocated successful school adjustment in children is predicted by characteristics of the teacher-student interaction. Positive educational outcomes were linked to having a friendly, trustworthy, and low conflict connection with a teacher. There were certain impacts of moderation that were found, such as distinct effects of warmth on the reading success of children with externalizing distress and rivalry on the school adjustment of children with internalizing issues (Baker et al., 2008).

In addition to this, a study revealed that a teacher who believes in one's teaching efficacy is directly correlated to one's students' academic achievement (Benevene, 2019). Further analysis using moderated mediation revealed that instructors with high self-efficacy had a more notable favorable effect on the association between teacher job engagement and student academic success than teachers with low self-efficacy (Wang, 2021).

Conclusion

The current study aimed to see the impact of prosocial behavior and teacher's self-efficacy on school adjustment of physically handicapped students. Result indicates that students with higher prosocial behavior have a significant positive

relationship with school adjustment. If a prosocial behavior is high, he/she will perform better at school and will easily adjust in school. The findings also shows that students with low prosocial behavior perform poorly in academics activities which results in school failure and dropout (Chauhan, 2013).

Another possible explanation is that children who are more pro-social promote their academic achievement indirectly by exerting better cognitive self-control on academic task, which is of particular importance for their academic achievement. Although this factor was not examined in this research, however, according to Normandeau, & Guay (1998), children's pro-social behavior enhanced their self-cognitive control ability, which was an ability to make effective plans, to focus their attention on solving academic problems and to make reasonable academic evaluation when they engaged in academic routine, in turn, these abilities were significantly related to their subsequent academic performance.

Furthermore, Prosocial behavior can be broadly defined as actions aimed at favoring other people (Batson & Powell, 2003). Children with more prosocial behaviors tend to report greater adaptation and more positive outcomes, both in the social domain (e.g. peer acceptance or peer victimization) and in the non-social domain (e.g. academic success; Marengo et al., 2018). Different evidence suggests a link between a close relationship with the teacher and the increase in prosocial behavior in a child (Longobardi et al., 2020).

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