

## The Psychological Security and the Life Skills of the Blind Students in Jordanian Schools

Asma Abdul Rahman, Ibrahim Aljamal

**ABSTRACT:** This study aimed to identify the performance of life skills and their relationship to the psychological security of blind students in Jordan, and to identify the extent of the difference in the strength of the correlation between the level of psychological security and the life skills of blind students due to variables (sex, conservative, and the school stage). In order to achieve the study objectives. The researcher used the descriptive and analytical field of the relational, which is considered the most appropriate method in this type of studies, through the adoption of the questionnaire, where the researcher used the psychological security measure of (31) Paragraph which was developed by the researcher for the purposes of the current study, in addition to the 27-paragraph life-skills measure from the adaptive measure of behavior with some modifications, both scales have appropriate and stable coefficients. The study sample consist of blind students (male, female) in private and government schools in Jordan, specifically in Irbid and Amman governors, where the number of students with visual disabilities (blind) of both sexes was (350) male and female, according to the statistics of the Ministry of Social Development for the year (2017), where the researcher selected a random sample from the study community, where the study sample (190) students and students in the governors (Amman and Irbid). The study found that the level of psychological security for blind students in public and private schools in Jordan was average. The level of life-skills for blind students was high. The results showed a statistically significant positive correlation between the level of psychological security and the level of performance skills in blind students. The results showed a statistically significant difference at ( $\alpha$  0.05 0.05) in the strength of the correlation between the level of psychological security and life skills of the blind according to the governorate variable that the level of psychological security for blind students in public and private schools in Jordan was average. The level of life-skills for blind students was high. The results also showed, that there statistically significant differences between the level of psychological security and the life skills of the blind according to the variable of the governorate. The differences came in favor of the Governor of Amman, and there was a difference depending on the variable of the educational stage and the differences came in favor of the secondary stage, as it turns out there is no difference depending on the sex variable. Based on the findings of the study, the researcher recommended the need to integrate the blind into society, and to involve them in various activities that improve their social relations with the people. The need to conduct training programs and workshops for the blind to train them in skills that develop a sense of psychological security and development of life skills such as self-reliance and social network.

**KEYWORDS:** Psychological Security, Life Skills, Blinds, and Jordan.

---

Date of Submission: 25-02-2020

Date of Acceptance: 11-03-2020

---

### I. INTRODUCTION

The subject of life skills is the basis of human life, it is a social organism by nature, man needs a set of skills to be able to communicate with people and society around him and interact with them, life skills help to achieve the goals of the person successfully, and create an atmosphere of happiness in his life Daily, and the degree of happiness varies as much as it teaches life skills; Therefore, the schools provide the learner with an adequate set of skills that will help the learner to deal with different life situations, meet the daily challenges, as well as, the potential for stress, and help him solve the problems he faces, whether they are social or personal. And to respond to them with full awareness; one of them is self-confidence, as well as, a sense of happiness and comfort. Training of people with disabilities in such skills is one of the best training methods by employing the strategies of evaluation, education and modern techniques in the resource rooms and applied laboratories (Al-Assaf and Muzahirah, 2010).

Special education is considered one of the issues that attracted great interest among scientists, and from the beginning of the twenty century to the present, where the work to care for persons with special needs, and to provide them with educational programs, as well as the existence of international legislation that cares and preserves the rights of people with needs, As they are people who need lifelong services or a period of life to improve their natural development or to share life skills and help them to learn more;In order to be compatible with the rest of the community in developing their life skills and the ability to coexist with them, and to be able

to exercise a certain function or profession, in order to contribute to economic and social sustainable development (Hamdawi, 2015). Attention to persons with special needs is necessary, as are the teaching methods of special needs and the processing of their curriculum according to their needs, which is confirmed by special education, as well as their integration with their parents of ordinary students in the general learning programs. While special learning purposes to help persons with special needs to adapt social and psychological, as well as, to improve their interactions and relationships with life performance skills through their various programs (Abogla, 2012).

In this context, the phenomenon of disability is not a hopeless problem, as persons with disabilities can acquire everyday life skills, such as eating meals, self-care, attending school, and establishing social relationships with others and also personal care, as well as new skills in social behavior accepted and other skills. Based on the above, it has become necessary to teach the life-skills of persons with special needs, such as the blind to help them to exercise their normal lives with their parents and ordinary persons as well; For that, they must be created with psychological security; Mental security focuses primarily on the disabled and works to improve their life-performance skills; whenever a safe environment is available to persons with disabilities, they are able to feel the psychological security, which in turn reduces all the reflections on life skills, and also affects performance. Psychological security is also one of the most basic, psychological and health requirements that they need in order to enjoy the positive, balanced and productive personalities of the disabled (Osman, 2011).

As a result of the dynamic and effective role of psychological security, attention and emphasis must be placed on the life skills of the disabled, especially the blind, in order to keep up with the challenges of the times so that they can have access to the ways and means to help them deal with the changes in their lives, they will also be able to achieve flexibility, adaptability and successful coexistence in their personal, practical and scientific lives, as well as to reach all areas of different life. In order for blind persons to be able to do the necessary work to the fullest, they must be informed of the quality of life, which is a set of abilities and skills to be able to be self-reliant to meet their daily needs and routine requirements; This leads to improved psychological skills and motor that will help them to continue their social and daily life naturally without encountering any problems (Al-Jawladah, 2014).

Yahya (2011) indicates that persons with special needs are a group in any society, and despite their multiple disabilities, this study focuses only on visually disabilities persons because of its importance to the human being, because a disabled child who does not have a sense of vision loses all his experiences life and daily experiences in all its qualities, wherever in shape, image and color, which makes them to face the weakness in their life skills. In this, the disabled persons depend on their remaining senses, such as hearing, touching, understanding, and sensing, in order to understand the world around him, and works to adapt himself so that he can continue to live and communicate with Buffy the members of the community he belongs to, including to understand the outside life around them.

The purposes of educating blind and visually disabilities students are not different from those of sighted students. The goals are effective communication, social competency and personal autonomy. In order to achieve those goals, some of the necessary developments and considerations must be made on the regular school programs or their curricula to be achieve those provisions. The most important role of educational and training programs for visually disabilities individuals is to assist them in acquiring, as much information as, possible that can help them in their daily, social, practical, scientific life, and may focus educational programs on the main areas of education, such as cognition using auditory senses, touch, and other areas. (Al-Khatib, 2013).

If seeing children are able to learn daily life skills and self-care through imitation and observation, blind children are unable to do so. Blind children need systematic training programs that regard, and they also need social skills and work to train them for social skills since social interaction often involves verbal and non-verbal communication, as blind children need direct education to acquire effective communication skills, and even to reach the stage of independence and self-reliance of the blind, they need to be taught mobility and movement skills independently and safely (Al-Khatib, Al-Hadidi, 2014).

The visually disabilities child has the right to education and education like other sighted people, but his education needs to be dependent on certain educational considerations, which is to take into account the skills of self-care and social skills through the senses of touch and hearing, and some development is carried out in the content of the general curriculum so that it is omitted what is not commensurate with the possibilities of the blind, and that there are devices and audio tools that make it easier for the blind to understand the subjects of the study, and we must take into account the individual differences between the blind in terms, and must provide appropriate educational means for the blind examples and models that represent visual concepts to save as much realism as education (Kadawi, 2016; Alaarj et al., 2016a; 2016b; 2017a; 2017b).

Visual disabilities affects the social life of the blind, as they feel that they are different from their peers and can create psychological stress for them, which negatively affects them socially; Often the social services provided to the blind are less than the introduction to the blind, where the visually impaired person suffers from

non-adaptation in social and family environment, and that the human being is a social being not able to live away from his family and friends and colleagues this is also true of individuals with visual disabilities, and the blind must be provided with a set of basic skills, such as the ability to solve problems according to their own potential, and work to strengthen some other skills, such as self-confidence and self-awareness and enable them to use the different social skills that make them able to interact even at the level Little with others by acquiring a blind person's life skills. The most important of which are the daily life skills that make him live life like any sighted person, he needs to take care of the self, bathing, brushing teeth, storing clothes, eating food, and knowing the movement inside the house (Hatemiya, 2016; Alaarj et al., 2015). Visual disabilities effects on the social behavior of the individual, where the disabled individual faces difficulties in the process of growth and social interaction. The acquisition of social skills is necessary to achieve independence. The sense of self-sufficiency and independence is one of the most important factors affecting social skills and the individual. The lack of experience of the blind in the environment, the lack of external sensory information, the inability to build concepts, and the lack of self-reliance and independence skills all affect their social relations (Haj Musa, 2015). Social adaptation of the blind is affected by the imposition of the social interaction available on the one hand, and the degree of acceptance or modification of the individual, on the other hand. The social trends and the nature of the training received by the blind in regular schools, special education schools or residential schools are causes to enrich the social interaction opportunities available, and that social interaction in everyday life is not only about verbal communication, but includes a lot of symbolic contents that are expressed in the expressions of the face and eyes and signs that are difficult for the blind to understand them for not seeing them (Al-Qamash, and Al-Mu'amaita, 2013; Alaaraj et al. 2018; Alaaraj, 2018).

The following is a list of previous studies related to the topic of psychological security and life skills:

Sefat et al. (2016) conducted a study entitled "Assessing the needs and problems of students with visual disabilities in Tehran", which was studied in Iran, where the study relied on the descriptive research methodology, and the interviews were the main tool for data collection. The study shown that improving services for persons with visual impairment, depending on the adaptability of services to their needs, reduce poverty, build cooperation, and improve the quality of life for disabled and blind students.

Al- Zaboon(2016) also conducted a study aimed at detecting children concerns in blind children from the perspective of teachers of the blind in Jordan, where the study relied on qualitative research design, and organized interviews were the primary tool in the collection of study data. The study found that the fears of blind children arise as a result of fear of animals, transport and the environment, as the study confirmed that there are other fears in children stemming from the lack of training processes, as well as internal causes of hearing, orientation, mobility, social skills, and skills training Life performance as well.

Hatemiya (2016) pointed out that a positive relationship between the levels of thinking and problem solving skills, which were aimed at identifying the level of problem-solving skill and the level of thinking of adolescents with visual disabilities and reading them sighted, given the importance of these variables in achieving the social and psychological compatibility of adolescents with visual impairment, the researcher used the meditative thinking and problem-solving skill scales, where the study also showed the high dimensions of problem solving in the study sample, as well as, their high levels of meditative thinking. The results indicated there are no statistically significant differences between adolescents with visual disabilities and their sighted peers in level of thinking and problem-solving skills.

Breslin and Liu (2015) was aimed at detecting strategies used in estimating the performance skills of students with autism, where the researcher relied on a critical descriptive approach based on the interpretation and discussion of previous studies to detect the performance skills of students with disabilities, where the study was based on a series of educational and psychological databases. The results of the study indicated that the direct observation by teachers, teachers, and parents is one of the most important strategies used in estimating the performance skills of students with disabilities. The results of the study confirmed that the use of a set of tasks requiring the hiring of a set of performance skills in the estimation processes.

Al-Qahtani (2015) also showed a study aimed at identifying the impact of the play-based mentoring program in the development of social skills, communication skills, understanding, and life skills, such as sharing skills, happiness, self-restraint, and reducing the sense of shame of children with needs. In order to achieve the objectives of the study, the researcher built a social skills measure and built a life skills program. So, the study found that the play-based mentorship program is effective and good in social skills, and the study also confirmed the effectiveness of the existing mentoring program to play in the life skills of children with special needs.

Among the studies that examined the effectiveness of the training programs was Keenan et al. (2014). Their study showed that the use and adoption of the pilot training program, based on the teaching of life skills in providing the level of ownership of students with special needs for the skill of achieving the goals that has a strong and positive impact, and that the gender of the students had no effect on the effectiveness of the pilot program.

The study was conducted in the United States of America by Nonis and Jernice (2014) to reveal the level of ownership of students with learning difficulties for performing skills. The study found that the level of ownership of students with learning difficulties for performing skills was weak, and that the longer the age group of students with disabilities to possess the performance skills the less the level of response, which means that the least-aged disabled possess the performance skills to the degree the oldest doubled, regardless of the gender of the student.

Suwerki (2013) also showed that the level of psychological security of the visually disabilities is very high, and that the quality of life was good for the blind, while the level of independence and reliability of the visually impaired is available moderately. The study of the confirmed a strong correlation between quality of life and psychological security of the educational stage that has a significant and important role.

Chien & Yu (2012) in Australia, which was aimed at identifying the level of ownership of life skills and performance skills by students with disabilities and ordinary students. The study revealed statistical differences in the level of ownership of performance skills and life skills among ordinary students and students with disabilities and for the benefit of ordinary students. There are differences in the level of ownership of students with disabilities in life skills and performance skills.

King & McPherson (2012) stated that there was a strong positive impact on the use of the training program in improving the life skills of students, as well as differences in the arithmetic average of marks on the scale CRTs for the benefit of the students of the experimental group, and that there were no differences due to Age or gender in the positive impact on training programs to improve the life skills of students with disabilities.

Van Waelvelde Pieters (2012), conducted in Belgium, and found that the level of ownership of students with learning difficulties of visual perception and performance skills ranged from low to moderate, and also showed that there were no differences due to gender in the level of skills acquisition, visual perception, and performance skills of students learning difficulties. The results indicated that there were statistical differences due to age and to the benefit of older students in the level of acquisition of learning difficulties of visual perception and performance skills.

Abu Zeitoun and al-Baghdadi (2012) stated that the degree of security was moderate for the visually disabilities, and that there was no statistical indication at the level ( $\alpha \leq 0.05$ ) of the disability severity variables, and also indicated that there were statistically significant differences ( $\alpha \leq 0.05$ ) at the variable of the severity of disability interaction and the use of technology.

Agha study (2012) found that no correlation at the level of significance ( $0.01 \alpha \leq$ ) in measuring performance environmental skills and choosing communication skills. The results showed that decision-making skills, communication skills and connectivity were a high, while the skills of the performing environment were average, when the study recommended that students should be given opportunities to explore and expand scientific knowledge and link it to the attitudes they face through the exercise of life skills.

In the same context, Abu Zeitoun and Aliwat (2010) conducted a study that aimed at designing a training program in the skill of hearing visually disabilities students, and measuring their effect on improving the academic self-concept, as well as improving their daily listening skills. The study showed an important and positive relationship for the benefit of the experimental group on the skill scale listening and academic self-concept.

Aql (2009) showed a study that aimed at detecting the level of psychological security for the visually disabilities, as well as revealing its relationship with self-esteem, and adopted the study on the scale of their own self-concept, as well as a special measure of psychological security in students of visual disabilities. The results of the study showed a statistically significant correlation between the full degree of the mental security measure and the full measure of the self-concept of the visually disabilities, the study confirmed that there are no statistically significant differences in the level of mental security of the blind, due to the variables of gender, school, and disability. Finally, the study reached the lack of statistically significant differences in the level of self-perception in visually disabilities persons are attributed to gender variables and the degree of disability.

Through a review of previous studies, it was found that:

## **II. METHODOLOGY**

Previous studies agree with this study in their affiliation to the descriptive studies, and use each of the sample survey method to the study community, as the researcher used the relational approach along with the descriptive approach. The study of Keenan et al. 2014, King & McPherson (2012) and (Abu Zaitoun and Aliwat, 2010), the experimental approach was used through that studies, while the study of Breslin and Liu (2015) were used the critical descriptive approach, and while the study (Al-Qahtani, 2015) was used the guidance approach.

**Research Objective:** This study aimed to examine the relationship between mental security and the performance life skills of blind students, which were similar to the studies of Breslin and Liu (2015), Keenan et al (2014), Chien & Yu (2012), King & McPherson (2012), Van Waelvelde Pieters (2012) and Agha (2012) in the identification of performing life skills. In addition to the studies (Suwerki, 2013) and (Zeitoun and Baghdadi,

2012) and (Aql, 2009) which aimed to identify the level of psychological security, the study of Sefat et al. (2016) was eager to assess the needs and problems of blind students, while the study of (Al-Zaboon, 2016) was aimed at detection of childhood concerns in blind children, and finally the study of (Al-Hatemiya, 2016) which aimed to examine the relationship between contemplative thinking and problem-solving skill.

**Research Instrument:** the researcher used the questionnaire as a tool for collecting data from the study sample. The study tool was similar to all the previous studies in its use of the questionnaire except for the studies of Sefat et al. (2016), and (Al-Zaboon, 2016), which were used the method of interviews. The study of King & McPherson (2012), Keenan et al. (2014) and Abu Zeitoun and Aliwat, (2010), and the study of Breslin and Liu (2015), which were used the educational and psychological databases. Finally, the study (Al-Qahtani, 2015), which used the guidance program.

**The Study Sample:** The present study agrees with most studies in its treatment of the blind as a sample of the field study, such as the study of Sefat et al. (2016), Al-Zaboon (2016), Hatemiya (2016), Sawirki (2013), Chien & Yu (2012), Zeitoun and Al-Baghdadi (2012), Abu Zeitoun and Aliwat, (2009). However, some studies chose a different sample, such as Breslin and Liu (2015). The study sample consisted of students with autism, Al-Qahtani (2015), Chien & Yu (2012) and the study of Peters & Vanewell (2012) applied to students with learning disabilities.

**Place:** This study was implemented in Jordan, where the study agreed with the study of the (Al-Zaboon, 2016) in the place, but some of the previous studies were applied in other countries, such as the study of Peters, Vanelle (2012) in Belgium and Sefat et al. (2016) in Iran. The study of Chien & Yu (2012) in Australia, and the study of Nonis & Jernice (2014) in the United States of America.

**Time Domain:** The time domain of previous studies differed from the time domain of the current study. Previous studies were conducted between 2009 and 2016, and the present study was conducted during the year of 2018. Finally, the researcher tried to benefit from the previous studies in the current study in that it helped in formulating the problem of the study, and put its questions, and also in building the scale of the study.

### III. PROBLEM STATEMENT

This study seeks to shed light on one of the most important inputs in guiding parents of the blind and society, namely the need for psychological security for the blind in Jordan, which affects their life skills, and parents while visiting their blind children that work to provide them with a measure of love and affection. Life skills are not only about physical things, but also about social things that enable an individual to interact with others and establish good relationships with them in love and emotion. The life skills required by the blind are varied in all aspects of life, whether they are in school, with the family or in the community, so owning these skills is a way to succeed to accept others and be accepted by them (Al-Jawaldeh, 2014).

Through the work of the researcher in the field of special education, the researcher noted that the blind people are suffered from a short performance of their life skills, and the most important of which are self-care, communication skills, personal and social skills, communication skills and dealing with others; Communicating with the blind and having a critical need for their life-performance skills, which are enabling them to perform the necessary tasks, as well as helping them to cope with the changes and challenges of the times to feel the concept of the nature and the thrill of life, and the performance of life skills plays an important role in achieving successful coexistence and flexible adaptation in the lives of people with disabilities.

The problem of the study is the delay in the training processes of blind children, which hinders the process of training and responsiveness by the disabled itself, especially since age plays an important role in the process of parenting in children so that they can be self-reliant to meet their daily needs. In this context, the previous studies and literature did not address the psychological security and life-skills of the blind, especially in the early ages, and the subject of the present study did not obtain the abundant fortune of studies. The study sheds light on social skills and their relationship with the life skills of the blind. Based on the above, the current study problem can be translated into the following main question:

**The key question:** what are the performance skills of life and what is their relationship to the psychological security of the blind people in Jordan?

#### Research Questions

Through the key question of the study, the following sub-questions are emerged:

1. What is the level of psychological security of blind students in public or private schools in Jordan?
2. What is the level of life-skills of blind students that enrolled in public or private schools in Jordan?
3. Is there a correlation between the level of psychological security and the level of performance skills of blind students?
4. Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the strength of the correlation between psychological security and life skills of blind students?

### **Research Objectives**

The objectives of the study are as follows:

1. To identify the level of psychological security of blind students in public or private schools in Jordan.
2. To identify the level of life-skills of blind students that enrolled in public or private schools in Jordan.
3. To identify the extent of correlation between the level of psychological security and the level of performance skills of blind students.
4. To determine whether there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the strength of the correlation between psychological security and life skills of the blind students according to the variables of (gender, grade, and governorate).

### **Significance of the Study**

- 1- This study complements to the previous studies, since foreign, Arab and local studies dealing with the subject of life-skills and psychological security of blind students, especially at the Jordanian level and still limited, and have not addressed all dimensions. The present study it is held that this study would add a modest contribution at the theoretical and practical levels in the field of special education.
- 2- According to the researcher's knowledge, this study is the only study that has linked to the psychological security and life skills of blind students.
- 3- The current study attempted to provide a scientific reference, data, information, and statistics on the psychological security and life-skills of the blind, which that helps parents, teachers, educational supervisors, and those who responsible for this group to avoid problems suffered by the blind, and to provide them with all the necessary psychological security, and provide special education programs to train them in life skills.
- 4- The study is also relevant to the need for the field of special education in Jordan for studies, which provide the community and the families of the blind with sufficient information regarding the need of psychological security to the blind. The current study also is important because it will draw the attention of educational institutions in general and special education centers to the need to pay attention to the life-skills of blind students and provide them with psychological security.

### **Definitions of the Key Terms**

**Life Performance Skills:** It is a "set of actions and activities performed by man in everyday life and requires the interaction of the individual with things, people, institutions and equipment, where these interactions enable the individual to deal with the accuracy and skill" (Al-Jawaldeh: 2014). It is procedurally defined as the degree to which visually and audibly impaired individuals obtain the life-skills tool of the adaptive behavior scale that adopted in this study.

**The Psychological Security:** "The individual signs that is being loved and accepted to others, and has a place among them by perceiving the surrounding environment as a friendly and untrusting friend, in which he pays the scarcity of danger, anxiety, and threat" (Al- Shahidi, 2009). It is procedurally defined as the overall degree to which an individual obtains the psychological security scale that adopted in this study.

**The Blinds:** they are children or people who need special education because of their visual problems (Al-Hadidi, 2014). **Visual Disabilities:** a situation in which an individual loses the ability to use the vision effectively, which negatively affects its performance, growth and daily life skills (Al-Hadidi, 2014). **Deaf:** Individuals who have an audit impairment that hinders the successful processing of language information through hearing with or without a stethoscope (Khatib et al.: 2013). **The visibly and audibly disabilities** are defined as individuals enrolled in schools and special education centers to receive personal care and social skills and who have been diagnosed with visual and hearing impairment and have there ever been enrolled in these centers and orbit.

### **Limitation of the Study**

The limits of the study are as follows:

**Thematic Limits:** the study that the role of life-performance skills and their relationship to the psychological security of blind students in Jordan.

**Spatial Limitations:** this study is limited to private and public schools in Jordan, specifically in Irbid and Amman governorates, so it is assumed that caution should be exercised when circulating this study to other governorates in Jordan.

**Time Limits:** the study tools were applied in the period between 2018 & 2019.

**Human Limits:** The sample of this study is limited to blind students (male, female) in the Jordanian private and public schools.

### **Methodology**

The current study relied on the descriptive analytical field-based approach, where this is the most appropriate approach in this type of study, and where it is based on the reality of a problem that the researcher believes to exist and analyze the social and human phenomena and describe them, as well as quality and quantity. The questionnaire was relied upon to gather information from participants in the study, in order to be able to analyze it statistically and to reach the results associated with the subject of the study.

### Population

The study population consists of blind students in private and public schools in the governorates of Irbid and Amman, and the number of blind students is estimated at (350) students, according to the statistics of the Ministry of Social Development (2017).

### Sample of the Study

A random sample of the study population was selected to represent the study variables. The study sample was 190 students in Amman and Irbid governorates. The characteristics of the study sample are described in the following iterations and percentages according to the personal variables of the two respondents:

**Table (1): Frequency and Percentages According to the Study Variables**

Variable	Categories	Frequency	Percentage
School	The Arab Escophate of the Blind	40	21.1
	Abdullah bin Maktoum	150	78.9
Governorate	Irbid	40	21.1
	Amman	150	78.9
Educational level	Primary	155	81.6
	Secondary	35	18.4
Gender	Male	122	64.2
	Female	68	35.8
	Total	190	100.0

### Study Variables

- **Independent Variable: Psychological security:** The following dimensions emerge (a sense of community and self-realization, a sense of acceptance, love and affection, a sense of safety, and peace).
- **Dependent Variable: life-performance skills.**
- **Demographic variables:**
  - \* **School:** (The Arab Escophate of the Blind, Abdullah bin Maktoum)
  - \* **Governorate:** (Irbid, Amman)
  - \* **Educational Level:** (Primary, Secondary)
  - \* **Gender:** (Male, Female)

### The Information Sources

The primary sources of the questionnaire were relied upon to obtain the preliminary data of the study, which was developed by the researcher based on the theoretical literature, and previous studies to measure psychological security and its relationship to the life skills of the blind students. The secondary sources were obtained from published sources Such as books, theoretical and applied scientific studies, university letters and magazines).

### Instrument

For the purposes of achieving the objectives of the study, the researcher prepared a measure on psychological security by relying on the Maslow measure of psychological security, where the measure was used in the building of the scale from the study Majzoub (2015), which was titled "Psychological Security and self-esteem and its relationship with the trends of the child-survey on University students Dongola the faculties of education and arts", so that the measurements of the scale are proportional to the nature of the Jordanian environment, and the resolution has become the final form of (31) paragraphs. The distribution of the measurement paragraphs to the Psychological security of blind students is described below and divided into three areas as follows:

- **The first field:** the sense of belonging to the group, and self-realization, and are represented in paragraphs (5, 3, 15, 21, and 25).
- **The second field:** the feeling of acceptance, love and affection, and are represented in paragraphs (1, 2, 6, 8, 14, 18, 20, 26, and 27).
- **Third field:** feeling of safety and peace, paragraphs (4, 7, 9, 10, 11, 12, 13, 16, 17, 19, 22, 23, 24, 28, 29, 30, 31).

The researcher also prepared a measure on life performance skills, which was prepared by the researcher based on previous studies such as the Study of al-Jawaldeh (2014), which was titled "The Effectiveness of an educational program based on the theory of mind in the development of the life performance skills of mentally handicapped children in Jordan ", where the measure of life performance skills was built by the researcher, and the paragraphs were chosen from the field of self-care and the field of social skills from the measure of adaptive behavior developed and modified on the Jordanian environment, and where the final form of (27) paragraphs.

The researcher used the (Likert / five Point Scale) to measure the opinions of the study sample, by placing a signal (X) in front of the answer that reflects their degree of approval, strongly agree (5), agree (4), sometimes (3), disagree (2), strongly disagree (1).

The researcher has relied on the following classification for the level of arithmetic means of the results of the different answers, with the aim of judging the levels of these results:

**Low** From 1 to 2.33

**Average** 2.34 to 3.67

**High**

The length of the category was calculated as follows:

Category Length = (maximum limit of scale - minimum scale / number of degrees) =

$(5 - 1 / 3) = (4 / 3) = 1.33$ .

And then add the answer (1.33) to the end of each category.

### **Reliability of the Research Instrument**

The sincerity of the psychological security measure was verified by the presentation of the initial image of the scale on (10) specialists in special education, psychology and psychological counseling at the University of Islamic Sciences Malaysia and Jordanian universities such as (University of Jordan, Amman Arab University, Irbid National University, Jadara University, Ajloun National University and other universities. They were asked to give their opinion on the affiliation of the paragraphs to the areas. The accuracy and fairness of the wording of the scale paragraphs, and the writing of any new notes on the scale, and the percentage of agreement (80%) as a criterion determining acceptance of the paragraph, and in the light of what the arbitrators saw was adopted the scale, all the required amendments were made, and the all paragraphs, and the arbitrators were unanimous on the validity of the measure.

### **Validity**

To extract the semantics of the construction sincerity of the scale, the correlation coefficients of the scale paragraphs were extracted with the total degree in a sample survey from outside the study sample from (50) students of the blind, where the scale paragraphs and calculation of the correlation coefficient of each paragraph were analyzed, as the correlation coefficient here representations Indication of the silence for each paragraph in the form of a correlation coefficient between each paragraph and the total degree on the one hand, and between each paragraph and its relation to the domain to which it belongs, and between each field and the total degree on the other hand. The correlation coefficients of paragraphs with the tool ranged from the psychological security measure as a whole between (0.30-0.64) and with domain (0.28-0.69). With regard to the life skills measure, and the correlation of paragraphs with the instrument as a whole ranged from (0.29-0.67) and it should be noted that all correlation coefficients for scale were of acceptable and statistically significant grades, and therefore none of these paragraphs were deleted.

### **Stability**

To ensure the reliability of the tool, the internal consistency was calculated on an outside sample of 50 of the blind students (male & female), and according to the equation of the Cronbach Alpha, as the internal consistency of the psychological security measure (0.88), and the value of the life skills measure (0.83), and considered these ratios Suitable for the purposes of this study.

### **Research Procedures**

In order to prepare the study and get the results, the researcher carried out the following procedures:

1. The review of theoretical literature and previous studies, such as books, letters, periodicals and various sources that related to the subject of the study, and relating to the role of life performance skills and their relationship to the psychological security of blind students, and relied on theoretical literature and previous studies in the design of the two study tools in their initial form, and then check the semantics of the sincerity of the study instrument and its persistence by introducing it to a group of arbitrators specialized in the field of specialists in special education, educational psychology and psychological counseling, and their opinions and suggestions were taken, and the coefficient of the Cronbach Alpha was calculated for internal consistency.



2. Permission and official communications have been obtained from the concerned authorities to facilitate the task of applying the study instruments in the educational areas that include the study community.
3. The researcher applied the measure to the students personally in the public and private schools that deal with the blind located in the governership of Amman and Irbid during the first semester of the Year (2018/2019). The meeting was conducted with the blind students and explained the scale to them adequately. It was also confirmed that the atmosphere and the appropriate time were provided to fill the scale in an appropriate manner and to confirm the answer with all objectivity, credibility and away from the haste, with the help of teachers of blind students, and were collected by the researcher, and sorted them so that the researcher was keen to retrieve all the questionnaires from the members of the study sample.
4. The data was emptied by using computer, and the appropriate statistical analysis was carried out using the statistical analysis program (SPSS), thus analyzing the results and discussing them in the light of the theoretical literature and previous studies.
5. The appropriate recommendations and suggestions were presented in light of the findings of the study.

**Statistical methods that used:**

In order to achieve the objectives of the study and to answer its questions and test its hypotheses. The questionnaire data were processed after ensuring that all the required conditions were met; by using the statistical analysis program (SPSS) through:

1. The coefficient of stability of the Cronbach's Alpha (Cronbach's coefficients alpha): to determine the internal consistency of the terms of measurements of life performance skills and psychological security of blind students in Jordan.
2. Descriptive Statistic Measures: The percentages and frequencies to describe the characteristics of the study sample, as well as the mathematical averages and standard deviations to measure the level of life performance skills, and the level of psychological security of the blind students in Jordan.
3. Pearson correlation coefficient of the relationship between the level of psychological security and the level of the performance skills of blind students.
4. Correlation between the level of psychological security and the performing life skills of blind students, according to the categories of variables of gender, stage, and governorate.
5. Z test for the difference between correlation coefficients

**IV. RESULTS**

**First question: What is the level of psychological security of blind students in public or private schools in Jordan?**

To answer this question, the arithmetic means and standard deviations of the level of psychological security for blind students in public or private schools in Jordan have been extracted, and the table below illustrates that.

**Table (2): arithmetic means and standard deviations of the level of psychological security of blind students in public or private schools in Jordan, ranked in descending order of arithmetic means**

Category	Num	Field	Arithmetic Means	Standard Deviations	Level
1	3	The feeling of belonging to the community and self-realization	3.76	.483	High
2	2	The feeling of acceptance, love, and affection.	3.64	.504	Average
3	1	The feeling of safety and peace.	3.58	.399	Average
		Psychological security measure	3.62	.363	Average

Table (2) illustrates that the arithmetic means ranged from (3.58-3.76), where the feeling of belonging to the group and self-realization ranked first with the highest arithmetic means (3.76), while the feeling of safety and peace came in the last place and the average arithmetic means (3.58), and the arithmetic means for the psychological security measure as a whole (3.62).

The arithmetical means and the standard deviations of the estimates of the individuals of the study sample, and were calculated according to the paragraphs of each field separately, as follows:

**First field: the feeling of safety and peace**

**Table (3): The arithmetical means and the standard deviations of the paragraphs related to the field of feeling of safety and peace descending order by the arithmetic means**

Category	Num	Paragraphs	Arithmetic Means	Standard Deviations	Level
1	19	I feel a high spirits in general	4.23	.912	High
2	9	I have high spirits	4.21	.934	High
3	10	I feel happy and satisfied with my colleagues	4.20	.856	High
4	11	I feel safe with my collections.	3.97	1.295	High
5	13	I behave as normal	3.96	1.117	High
6	29	I can be comfortable with myself	3.89	.972	High
7	4	I feel like the people around me treats me as a normal treat.	3.82	1.136	High
8	22	I able to practice my favorite hobbies by myself.	3.81	1.131	High
9	16	I feel calm and stable	3.66	1.232	Average
10	7	I feel like I cannot control my feelings..	3.60	1.199	Average
11	17	It hurts your feeling so easily.	3.52	1.280	Average
12	31	I consider myself a kind of nervous person.	3.47	1.344	Average
13	12	I'm constantly fades worried.	3.30	1.553	Average
14	30	I feel that life does not deserve to be lived by man.	2.94	1.584	Average
15	23	I find it difficult to express my feelings.	2.83	1.390	Average
16	28	I feel lonely even if I'm among people.	2.78	1.377	Average
17	24	I seem a little self-confident.	2.64	1.525	Average
		A feel of safety and peace	3.58	.399	Average

Table (3) illustrates that the arithmetic means ranged from (2.64-4.23), where paragraph (19), which states that " I feel a high spirits in general " in the first place and the arithmetic means reached to (4.23), while the paragraph (24) read "I seem a little self-confident." in the last place and the arithmetic means reached to (2.64). The arithmetic means was for safety and peace as a whole (3.58).

**Second field: the feeling of acceptance, love, and affection**

**Table (4): arithmetic means and standard deviations of paragraphs relating to the field of feeling of acceptance, love and affection are arranged descending according to arithmetic means.**

Category	Num	Paragraphs	Arithmetic Means	Standard Deviations	Level
1	2	I have close friends	4.35	.907	High
2	6	I have the attention of others.	4.14	.833	High
3	8	I feel friendly with the others.	4.06	.949	High
4	18	I show my happiness to others.	3.87	1.048	High
5	26	I feel people love me	3.87	1.325	High
6	14	I feel in love of the people that I meet for the	3.85	.931	High

		first time.			
7	1	I'd rather to be isolated from others.	2.95	1.821	Average
8	27	I tend to avoid unpleasant things	2.93	1.531	Average
9	20	I often feel neglected, and I do not have the necessary attention.	2.69	1.516	Average
		Feelings of acceptance, love, and affection.	3.64	.504	Average

Table (4) illustrates that the arithmetic means that ranged from (2.69-4.35), where paragraph (2) "I have close friends" in the first place and the arithmetic means reached to (4.35), while paragraph (20) "I often feel neglected, and I do not have the necessary attention " rank in the last arithmetic means and reached to (2.69). The arithmetic mean of the feeling of acceptance, love and affection as a whole (3.64).

### The third field: the feeling of belonging to the group and self-realization

**Table (5): arithmetic means and standard deviations of paragraphs relating to the field of feeling of belonging to the group and self-realization ranked descending according to arithmetic means**

Category	No	Paragraphs	Arithmetic Means	Standard Deviations	Level
1	15	I feel happy with my family.	4.26	.863	High
2	3	I comfort for social attitudes	3.97	1.150	High
3	21	I feel safe when I'm with the others.	3.97	1.056	High
4	25	I feel myself a useful person in this world.	3.81	1.111	High
5	5	I running away of activities and mixing with others.	2.78	1.547	Average
		The feeling of belonging to the group and self-realization	3.76	.483	High

Table (5) illustrates that the arithmetic means ranged from (2.78-4.26), where paragraph (15) "I feel happy with my family" in the first place and the arithmetic means reached to (4.26), while paragraph (5) "I running away of activities and mixing with others" ranked the last with arithmetic means reached to (2.78). The arithmetic means of the feeling of belonging to the group and self-realization as a whole (3.76).

### The second question: What is the level of life-skills of blind students that enrolled in public or private schools in Jordan?

To answer this question, the arithmetic means and standard deviations of the level of life performance skills for blind students enrolled in public or private schools in Jordan have been extracted, and the table below illustrates that.

**Table (6): arithmetic means and standard deviations of the level of life performance skills of blind students enrolled in public or private schools in Jordan, ranked in descending order of arithmetic means**

Category	No	Paragraphs	Arithmetic Means	Standard Deviations	Level
1	19	I take care of my-dressed.	4.32	.996	High
2	6	I rely on myself on the move inside the house.	4.26	1.000	High
3	15	I can go up and down the stairs using my feet alternately.	4.25	1.027	High
4	16	I move easily in school without helping of anyone.	4.20	1.004	High
5	4	I see the rules of hygiene in an acceptable way while eating different kinds of foods.	4.19	1.093	High
6	20	Keep you clean on your own.	4.16	.937	High
7	23	I see the clean is acceptable while eating food.	4.14	.898	High
8	10	Take care of cleaning your teeth	4.08	1.093	High
9	11	I'm arranging myself.	4.01	1.323	High
10	13	I use lanes and drawers safely	4.01	1.132	High

11	24	I use the electrical tools in a safe and sound manner.	3.94	1.153	High
12	27	I protect myself from danger.	3.93	1.310	High
13	5	I can choose my clothes carefully.	3.84	1.297	High
14	22	I consult with parents when I do something.	3.82	1.239	High
15	7	I can tie my shoes easily and without any help	3.78	1.380	High
16	17	I can do homework without relying on others.	3.77	1.241	High
17	2	I can take liquids and drinks from all kinds of cups easily.	3.74	1.307	High
18	3	I feel sorry for myself when I walk wrongly.	3.71	1.167	High
19	9	I feel nervous when I'm late for home, and I do not tell my dad.	3.68	1.280	High
20	18	I can pour fluids without shedding anything.	3.68	1.300	High
21	25	I ask others to help while walking on the way.	3.63	1.252	Average
22	8	I depend on my family very much.	3.59	1.403	Average
23	12	I realize there's danger.	3.52	1.450	Average
24	21	I ask others for help when I'm having a problem.	3.52	1.328	Average
25	1	When I meet with others for the first time, I feel like they do not like me.	3.29	1.622	Average
26	26	I can hold my shoelace easily.	3.22	1.445	Average
27	14	I cross the street safely without any help	2.96	1.585	Average
		Measurement of life performance skills	3.82	.377	High

Table (6) illustrates that the arithmetic means ranged from (2.96-4.32), where paragraph (19), which states "I take care of my-dressed" in the first place and the arithmetic means reached to (4.32), while paragraph (14) "I cross the street safely without any help" in the last place and the arithmetic means reached to (2.96). The arithmetic means of the Measurement of life performance skills was as a whole (3.82).

**Third question: Is there a correlation between the level of psychological security and the level of performance skills of blind students?**

To validate this hypothesis, the Pearson correlation coefficient was extracted between the level of psychological security and the level of the performance skills of the blind students, Table (7) illustrates that.

**Table (7): Pearson correlation coefficient for the relationship between the level of psychological security and the level of performance skills of blind students**

		Measurement of life performance skills
The feeling of safety and peace	T correlation coefficient	** .275
	Statistical significance	.000
	Number	190
The feeling of acceptance, love, and affection	T correlation coefficient	** .428
	Statistical significance	.000
	Number	190
The feeling of belonging to the group and self-realization.	T correlation coefficient	** .466
	Statistical significance	.000
	Number	190
The measurement of Psychometric Security	T correlation coefficient	** .438
	Statistical significance	.000
	Number	190

\* Statistical sign at the level of significance (0.05).

\*\* Statistical sign at the level of significance (0.01).

Table (7) illustrates a statistically significant positive relationship between the level of psychological security and the level of performance skills of blind students, and that indicating to the acceptance of the hypothesis.

**Fourth question: Is there a statistically significant difference in the correlation between the level of psychological security and the life performance skills of blind students according to variables (gender, stage, and governorate)?**

To answer this question, the correlation between the level of psychological security and the life performance skills of blind students was created by gender variables (male & female), stage (primary & secondary), and governorate (Irbid & Amman), and the value of Z to indicate differences in correlation strength among the categories of these variables, and as shown in the table below.

**Table (8): the correlation coefficients between the level of psychological security and the life skills of blind students according to the categories of gender, stage, and governorate variables, and Z-test for the difference between correlation coefficients**

Variable		T	Number	Z	Statistical significance
Gender	Male	** .372	122	0.6	0.5485
	Female	** .449	68		
Stage	Primary	** .265	155	4.85	0.000
	Secondary	** .838	35		
Governorate	Irbid	.161	40	2.08	0.037
	Amman	** .497	150		

Table (8) illustrates the following:

- There is no statistically significant difference at ( $\alpha = 0.05$ ) in the strength of the correlation due to gender effect, with a value of Z 0.6 and a statistical significance 0.548.
- There is a statistically significant difference at ( $\alpha = 0.05$ ) in the strength of the correlation due to the effect of the stage where the value of Z 4.85 and a statistical significance 0.000, and the differences were in favor of the secondary stage.
- There is a statistically significant difference at ( $\alpha = 0.05$ ) in the strength of the correlation due to the effect of the governorate with a value of Z 2.08, and a statistical significance 0.037. The differences came in favor of the Governorate of Amman.

## V. DISCUSSION

**Discuss the findings on the first question, which say: “What is the level of psychological security of blind students in public or private schools in Jordan?”**

The results of this question indicate that the level of psychological security for blind students in public or private schools in Jordan came on average, with an arithmetic means is (3.62), where the field of "I feel of belonging to the group and self-realization" was ranked first with an arithmetic means is (3.76) and a high level, followed by the second place is the "I am feeling of acceptance, love, and affection" with the arithmetic means reached to (3.64), and at an average level, followed by the third and final field "The feeling of safety and peace" with an arithmetic means (3.58) and an average level. The researcher attributes these high results to the efforts made by the institutions, whether public or private in providing the needs of the visually impaired, since there is great interest in this segment, whether by the family, schools, or the society as a whole.

This result is consistent with the study (Abu Zeitoun & al-Baghdadi, 2012) that the degree of security was moderate for the visually disabled. This result differs from the study of (Swirke, 2013) which illustrated that the level of psychological security of the visually disabled is very high.

With regard to the area of "I feel of belonging to the group and self-realization", which came in the first place with the arithmetic means is (3.76) and at a high level, paragraph (15) received the first place and provides "I feel happy with my family", and at a high level, the researcher attribute this result to the great support provided by the families of blind students to their children, and where they realize that their children will not be able to adapt to the conditions of life without they have the care and psychological support. So parents work hard to help their children to adapt their visual aids, and this indicates the full awareness of the families of this group of visually disabled people, followed by paragraph (3) and provides for the "I comfort of the social positions", and at a great level the researcher attributes this result to the integration of the blind in society thanks to the great efforts made by the public and private schools of the blind. In addition, to the community that support of this group, which shows the great awareness for members of the Jordanian community. So the blind sample study feels comfortable with social attitudes, as for paragraph (5) which states "I running away of activities and mixing with others", and has obtained the last rank and the average level is nearly the low level, and the researcher attribute this result to that blind students are subject to training workshops and psychological sessions that help them to adapt to the environment and deal with others. In addition, to supporting their families and helping their children to adapt social, expand their social relationships, and involve them in various activities, as well as various activities provided by schools for this segment of students.

As for the field of "I feel of acceptance, love, and affection", which came in the second place with an arithmetic means is (3.64) and at an intermediate level, paragraph (2) was ranked first and states, "I have close friends" and at a high level. The researcher attributes this result to the fact that the blind students are studying in their own schools, and where all blind students merge together, engage in a lot of activities together, and as a result of the similarity of their problem of visual disabled, and they feel close to each other, and make friends with each other, followed by paragraph (6) "I get the attention of others" and the level was high. The researcher attributes this result to the community's awareness of the importance of caring for this group of disabled people,

and that they need to support and help to adapt their life. Therefore, the blind feel the existence of interest from everyone, as for paragraph (20) which provides "I often feel neglected and I do not have the attention", it has got the last rank and the average level is almost near the low level, and the researcher attributes this result to the fact that the blind people receive attention from all categories of society, the state, the family, school, and the people around them, and give them support that they care about them greatly and work to meet their needs and provide all the services to them. The researcher finds that there is some deficiency by the State in providing appropriate care for this group of people.

As for the field of "I feel of safety and peace", it came in the third and last place with an arithmetic means is (3.58) and at an average level. Paragraph (19) received the first place and states "I feel high spirits in general", and at a high level, followed by paragraph (9) and states "I have high morality" at a high level, the researcher attributes these positive results to the support provided by the community members to the blind, and they feel the love of everyone around them, and the interest they receive from everyone without any pay increases the sense of happiness of the blind and improves their morale, and feel their importance in society. As regards paragraph (24), which states that "I feel a little self-confidence", I got the last rank and the average level is almost near the low level, and the researcher attributes this positive result to the trust cultivated by the parents and the surrounding the blind, which pushes them to do the effort to prove themselves, and to fulfill all their aspirations, and the socialization and the family atmosphere in which the blind is created contributions to the confidence of the blind themselves and their abilities and increase the rate of psychological security.

**Discussion of the findings on the second question: What is the level of life performance skills of blind students that enrolled in public or private schools in Jordan?**

The results of this question indicate that the level of life performance skills of blind students enrolled in public or private schools in Jordan came high, with an arithmetic means is (3.82), where paragraph (19) ranked first, which provides "I take care of my dressed", and the researcher attributes this result is that blind students seek to prove themselves to the community and assert their ability to take care of themselves, whether externally, or through the clothes they wear, their will is high, and followed by the second paragraph (6), which states that "I depend on myself while moving inside the house" and at a high level, the researcher attributes this result to the attempt of the blind to liberate themselves from their restrictions, which is on parents and family members to help them to move and provide their needs, so they try to rely on themselves especially, in their places as a home, so as to relieve the burden of their parents, and then followed by the third paragraph (15), which states that "I can climb and descend the stairs by using my feet alternately" and at a high level, and the researcher attribute this result to the habit of blind students to move inside the house and try to memorize the number of degrees so they do not face any problem, so that they can self-reliance. Finally, followed by fourth paragraph (16) which states that "I easily move to the school without the help of one" and at a high level, the researcher attributes this result to the desire of blind students to rely on themselves and all the obstacles that are resolved from their visual disabled, so they are trying to find alternatives to sight, such as keeping places, and navigating them without any help, especially at home and school, where they are accredited to these places, because of their daily presence.

Followed by the fifth place paragraph (4), which provides for "the rules of hygiene in an acceptable manner during the intake of different types of foods" and at a high level, and followed by the sixth place paragraph (20) which provides "keep you clean on your own" and high level, followed by the rank the seventh paragraph (23), which provides for "the clean in an acceptable manner during the eating of foods" and at a high level, followed by the eighth place paragraph (10), which states "I take care of my teeth" and at a high level, followed by the ninth place paragraph (11) which provides "I arrange myself" at a high level, and the researcher attributes this result to the maintenance of schools for the blind and the families of these blind to train the blind to take care of themselves, and to train them in different life performance skills. In addition to trying the blind to adapt to their lives and learn everything they can learn to get a measure of Independence and non-dependence on others, especially with regard to the daily activities that perform, such as bathing, dressing, self-arranging, eating, drinking, and keeping in mind the rules of hygiene while eating, so as not to feel adhere and not to be dependent on their families, especially the parents, and blind people like others seek independence and reduce dependence on others.

As for the last-ranked paragraph is paragraph 14, which provides for "I cross the street safely without any help", and at an intermediate level, the researcher attributes this result to the fact that the blind can safely cut the street where they are trained in this skill, but cannot be overlooked the need for the blind to help when cross the street in the places they visit for the first time, and they are not accredited to it, and needs help from the people sighted to guide him, and prevent his exposure to a traffic accident.

Through the high results of the life performance skills of blind students, the researcher argues that the blind tries to compensate for the lack of vision loss by relying on the rest of the senses, such as hearing, touching, and smelling to realize everything surrounding him and meet all his needs. It also seeks to prove to others that it has high capabilities and possibilities, and it is not something to be like any natural person.

These findings are consistent with the study of (Hattamia, 2016), and that showed the high dimensions of problem solving among the visually disabled, as well as their high levels of meditative thinking, as the results indicated that there were no statistically significant differences between adolescents with visual disabled and their sighted peers in meditative thinking levels and problem solving skill.

The previous findings differed with the study of (AL-Zaboon, 2016), which showed that the fears of blind children arose as a result of fear of animals, transport, and the environment, and the results also, showed that there were other fears in children stemming from the lack of training processes, as well as from internal causes of hearing guidance, mobility, social skills, and life performance skills training.

**Discuss the findings of the third hypothesis: is there a correlation between the level of psychological security and the level of the performance skills of blind students?**

The results illustrated that a positive statistically correlation between the level of psychological security and the level of performance skills of blind students, and that suggesting acceptance of the hypothesis. The researcher attributes this result to the fact that the psychological security and the presence of social support by the family, school, and society and that will reflect on the performance skills of the blind, and their sense of satisfaction with life, and they will have a strong desire to prove themselves, and that they will not prevent them from relying on themselves and practicing their natural life as other people. The assistance provided by the family and school, and the training offered to the blind help them to master life skills without having to see what surrounds them. The support provided to the blind contributes significantly to the improvement of their abilities and life performance skills.

This result is consistent with the study (Swirke, 2013), which showed a strong correlation between the quality of life and the psychological security of the blind. These findings are also consistent with the study (Abu Zeitoun, and Aliwat, 2010), that the results of which showed an important and positive relationship and the benefit of the experimental group on the scale of listening skill and the concept of academic self in blind students . This result is also consistent with a study (Aqel, 2009) where the results showed a statistically significant correlation between the full degree of the psychological security measure and the full degree of self-concept of the visibly disabled.

**Discussion of the findings related to the question four: Is there a statistically different difference at ( $\alpha \leq 0.05$ ) in the strength of the correlation between the level of psychological security and the performing life skills of blind students depending on the variables (gender, stage, and governorate)?**

- With the regard to the gender variable, it has been shown that there is no statistically significant difference at ( $\alpha \leq 0.05$ ) in correlation strength due to the effect of gender. This result means that blind males and females do not differ in their views on the positive relationship between their level of psychological security and life skills. This result is consistent with a study (Aqel, 2009) which showed that there are no statistically significant differences in the level of psychological security of the blind due to the gender variable. This result is also in line with the study of King & McPherson (2012), which showed that there are no gender differences in the positive impact on training programs to improve the life skills of students with disabilities. This result is also consistent with the study of Peters and Van Waelvelde Pieters (2012), which showed no differences due to gender in the level of acquisition of visual perception skills and the performance skills of students learning difficulties.

**As for the stage variable:** it was found that a statistically significant difference at ( $\alpha \leq 0.05$ ) in the correlation strength was due to the impact of the stage, and the differences were in favor of the secondary level. The researcher attributes this result to the fact that students at the secondary level receive their eyes more than the students of the basic stage, they are at a sensitive stage that need psychological support, and the secondary stage is a critical stage for them and their parents, so they get more care, also their life skills, and determination to do more in the study are great. This finding is different with the study of (Aqel, 2009) that showed there is no statistically significant differences in the level of psychological security of the blind due to the variable of the school stage. This result is also consistent with the study of Peters and Van Waelvelde Pieters (2012), which showed statistical differences due to age and for older students in the level of owning students learning difficulties for visual perception skills and performance skills.

**As for the governorate variable:** there was a statistically significant difference at ( $\alpha \leq 0.05$ ) in the power of the relational relationship due to the effect of the governorate, and the differences came in favor of the governorate of Amman. The researcher attributes this result to the fact that blind children in the governorship of Amman receive psychological support through psychological awareness sessions in schools, and provide them a lot of support both through training courses and workshops and psychological and educational sessions for them and their parents to support this group psychologically, and to improve their life skills, the governorship of Amman is the capital, in which services are provided to the more and better blind.

## RECOMMENDATIONS

In the light of the researcher findings, there was possible to make some of the following recommendations:

1. Holding training programs and workshops for the blind to train them in skills that develop a sense of psychological security and development of life skills, such as self-reliance and social networking, and the use of modern technological methods.
2. Motivate schools for the blind to attend regular meetings with the parents of blind students to make them aware of the importance of providing psychological security for their children, and ways to improve the life skills of their disabled children.
3. Increase the awareness of the community and try to change its negative perception towards the blind, and the need to take care of them through the media and the social media.
4. Integrate the blind into society, and involve them in various activities that improve their social relations with people.
5. Conduct further studies to find out the main problems facing the blind and try to propose solutions to these problems.

## REFERENCES

- [1]. Abu Zeitoun, Gamal Abd Allah; Makdai, Yousef Farhan, (2012), Psychological Security for visually impaired students in the light of some variables, research published in the Journal of Damascus University Volume 28, third issue, Damascus Syria.
- [2]. Abu Zeitoun, Jamal; and Aliwat, Shaden, (2010), a training program in the development of listening skills and academic self-concept of blind students, research published in the Journal of Damascus University Volume 26 Issue No. 4.
- [3]. Al Khatib, Jamal, (2013), Amani, Special Education, Al Otaibi Library for Publishing, Dammam, Saudi Arabia.
- [4]. Al-Agha, Hamdan Yousef, (2012), Effectiveness of employing the Seven E, s strategy in the development of life skills in the Palestinian general sciences in the fifth grade students, unpublished research Al-Azhar University, Gaza Palestine.
- [5]. Al-Qahtani, Hanan Bint Mubarak, (2015), Effectiveness of an educational and training program for developing life skills in a sample of children with special needs. Vol. 4. Issue 4, Northern Border University.
- [6]. Al-Qamsh, Mostafa Nuri, (2013), Multiple Disabilities Dar Al-Masirah for Publishing and Distribution, Amman, Jordan.
- [7]. Al-Swirki, Ramzi Shathoud, (2013), Psychological Security and its Relation to the Independence / Reliability and Quality of Life of the Visually Impaired in the Gaza Governorates Palestine, MA unpublished / Islamic University, Gaza Palestine.
- [8]. Alaaraj, S., Mohamed, Z. A., & Bustamam, U. S. (2018). External Growth Strategies and Organizational Performance in Emerging Markets: The Mediating Role of Inter-Organizational Trust. *Review of International Business and Strategy*, 28(2), 206–222. <https://doi.org/10.1108/RIBS-09-2017-0079>
- [9]. Alaarj, S., Abidin-Mohamed, Z., & Bustamam, U. S. B. A. (2016a). Mediating Role of Trust on the Effects of Knowledge Management Capabilities on Organizational Performance. *Procedia - Social and Behavioral Sciences*, 235(2016), 729–738. <https://doi.org/10.1016/j.sbspro.2016.11.074>
- [10]. Alaarj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2017b). Do Knowledge Management Capabilities Reduce the Negative effect of Environment Uncertainties on Organizational Performance? A Study of Public Listed Companies in Malaysia. *International Journal of Economic Research*, 14(15), 443–456.
- [11]. Alaarj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2017a). The Effect of Knowledge Management Capabilities on Performance of Companies : A Study of Service Sector. *International Journal of Economic Research*, 14(15), 457–470.
- [12]. Alaarj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2016b). The Mediating Role of Inter-Organizational Trust between External Growth Strategies and Organizational Performance of Malaysian Companies. *Advances in Global Business Research*, 13 (1), 26-38.
- [13]. Alaaraj, S. (2018). Knowledge Management Capability , Trust , and Performance of Manufacturing Companies in Emerging Economies. *International Journal of Management and Applied Science*, 4(8), 45–53.
- [14]. Alaarj, S., Zainal, A. M., & Bustamam, U. (2015). The Effect of Knowledge Management Capabilities on the Performance of Malaysian Large-Scale Organizations: An Empirical Study. *Advances in Global Business Research*, 12(1), 1024–1038.
- [15]. Alaarj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2016c). Knowledge Management Capabilities, Environment Uncertainties; Their Influence on Organizational Performance. The 2nd International Conference on Islamic Perspective of Accounting, Finance, Economics and Management (IPAFEM)
- [16]. Alaaraj, S., Mohamed, Z. A., & Bustamam, U. (2018). Growth Strategies and Organizational Performance of Service Companies in Malaysia: The Mediating Role of Knowledge Sharing. *Advances in Global Business Research*, 15(1).
- [17]. Aqel, Wafaa Ali Sulaiman, (2009), Psychological Security and its Relation to the Concept of the Self for the Visually Impaired, unpublished research, Islamic University Gaza Palestine.
- [18]. Breslin, C. & Liu, T. (2015). Do you know what I'm saying? Strategies to assess motor skills for children with autism spectrum disorder. *The Journal of Physical Education, Recreation & Dance*, 86(1), 10-15.
- [19]. Chien, C., Brown, T. McDonald, R. & Yu, M. (2012). The contributing role of real-life hand skill performance in self-care function of children with and without disabilities. *Self-care Function and Hand Skills*, 40: 134-144.
- [20]. Hadidi, Muna, (2014), Introduction to Visual Disability, Dar Al Fikr Publishing and Distribution, Amman, Jordan.
- [21]. Hatemiya, Asmaabint Saud, (2016), Reflective Thinking among Adolescents with Visual Disabilities and its Relationship to Problem Solving Skills, Research published at the 17th Forum Gulf Disability Society, Kuwait.
- [22]. Keenan, S., King, G., Curran, C. & McPherson, A. (2014). Effectiveness of experiential life skills coaching for youth with a disability. *Physical & Occupational Therapy in Pediatrics*, 34(2), 119-131.
- [23]. Khatib, Jamal; and Hadidi, Mona, (2014), Introduction to Special Education, Dar Al Fikr Publishing and Distribution, Amman, Jordan.
- [24]. King, G., Currant, C. & McPherson, A. (2012). A four-part ecological model of community-focused therapeutic recreation and life skills services for children and youth with disabilities. *Community-Focused Recreation and Life Sills Services*, 39(3), 325-336.
- [25]. Majdoub, Ahmed Amar, (2015), psychological security and self-esteem and its relation to the trends of fanaticism (a survey of the students of the University of Dongola College of Education and Literature), research published in the Journal of Economic and Social Studies at the University of Dongola – Sudan.
- [26]. Nonis, K. & Jernice, T. (2014). The gross motor skills of children with mild learning disabilities. *International Journal of Special Education*, 29(2), 92-97.



- [27]. Othman, Ghada Ahmed, (2011), Degree of Ownership of the Educational Advisor for Effective Communication Skills and its Relationship to Psychological Security among Ninth Grade Students, Unpublished Master Thesis, Amman Arab University for Graduate Studies, Amman, Jordan.
- [28]. Pieters, S., Desoete, A., Roeyers, H., Vanderswalmen, R. & Van-Waelvelde, H. (2012). Behind mathematical learning disabilities: What about visual perception and motor skills? *Learning & Individual Differences*, 22(4), 498-504.
- [29]. Shaheiri, Abdullah Mohammed Ali, (2009), school abuse and its relation to psychological security in the eye of the primary school students in Taif governorate, unpublished master thesis, Umm al-Qura University.

Asma Abdul Rahman. "The Psychological Security and the Life Skills of the Blind Students in Jordanian Schools." *International Journal of Humanities and Social Science Invention (IJHSSI)*, vol. 09(2), 2020, pp 57-73.