

Psychological security for blind and deaf students in Jordan

Ibrahim AlJamal, Asma Abdul Rahman, Nadia Zaiti Mohamed Zein, Nour

Azila Noah, Abdullah Saleh

Corresponding author: Ibrahim AlJamal

ABSTRACT: This study aimed to identify the level of psychological security for blind and deaf students in Jordan, and to detect the existence of a statistical significant differences at the level of significance ($\alpha = 0.05$) in the level of psychological security for blind and deaf students according to the variables (governorate, type of disability, and school stage). To achieve the objectives of the study, the researcher used the descriptive method, which is the most appropriate method in this type of studies, through the preparation of a questionnaire to collect data from the sample of the study. The study population consists of blind and deaf students (males and females) in private and public schools in Jordan, specifically in the governorates of Irbid and Amman, where the number of students with visual disabilities (blind) and hearing disability (deaf) of both sexes was (600) students. The sample of the study consists of (210) deaf students, while the blind students were (190) students. The study found that the level of the psychological security of the blind and deaf students in public and private schools in Jordan was medium. The results showed that there were statistically significant differences at the level of significance ($\alpha = 0.05$) due to the effect of (the governorate), the differences were in favor of Amman governorate, and there were no statistically significant differences at the level of significance ($\alpha = 0.05$) due to the effect of (the type of disability and the school stage). Based on the results of the study, the researcher recommended the need to intensify the activities that promote mixing of blind and deaf students with the community and strengthen their skills of social communication, and the need to provide psychological services and guidance for the blind and deaf students to help them adapt to the environment, and to increase their sense of psychological security.

KEYWORDS: Psychological Security, Students, Blind, Deaf, Jordan.

Date of Submission: 25-02-2020

Date of Acceptance: 11-03-2020

I. INTRODUCTION

The phenomenon of disability is a global phenomenon, as all societies suffer from it to varying degrees under a set of factors such as health, social and cultural factors, and that disabilities involve under the section of special education such as hearing, movement, visual, mental and other disabilities (Kawafih: 2011). Also, the phenomenon of disability is one of the most important phenomena that occupy a vital and fundamental position in human resource development programs, as it is a social phenomenon and acquires economic, political and social effects that will affect all development processes, and to reduce and eliminate this phenomenon, we must focus on An integrated approach in which the social, health and cultural dimensions are mixed, which requires early comprehensive care of all kinds to avoid complications arising from the disabled (Abdulaziz, 2015).

Attention to disability people is necessary, as are the methods of teaching disability people and preparing their curricula according to their needs, which was confirmed by special education, and also confirmed their integration with their relatives of ordinary students' in general learning classes. Whereas, special education aims to help disability people in social and psychological adaptation as well as improving their interactions and skills through its various programs (Abu Qula, 2012).

The need for security is one of the most basic and necessary needs for psychological growth, healthy growth and psychological compatibility for the individual, where the need for security lies in avoiding the individual in danger and in caring for others, and the need for security requires the necessity of social stability and family security, and all individuals need physical security, physical health and avoid danger and pain. And the feeling of internal security, the safe person is the person who feels the satisfaction of his health, social and physical needs and feels reassured and confident, while the insecure person is in constant concern from the loss of acceptance of social relations as well as the loss of the satisfaction of others, so what a sign of non-acceptance or dissatisfaction sees a serious threat to itself, leading to meet the needs to achieve psychological security; the need for psychological security is the need to feel that the social environment-friendly and friendly environment, and the individual's sense that others respect and accept him within the group (Al-Zaqeba, Hamid, & Muhammad, 2018; Alaaraj, 2018a, 2018b; Alaaraj, Mohamed, & Ahmad Bustamam, 2018; Alaarj, Abidin-

Mohamed, & Bustamam, 2016; Alaarj, Mohamed, & Bustamam, 2017a, 2017b; Alaarj, Zainal, & Bustamam, 2015; Alaarj, Mohamed, & Bustamam, 2016a, 2016b)

Thus, psychological security is considered one of the most basic, psychological and health requirements that people with disabilities need in order to enjoy the positive, balanced and productive personalities of the disabled. Psychological security focuses primarily on the disabled and works to improve their skills. (Othman, 2011). Both Imam and Jawaldh (2010) see that achieving psychological security affects positively on individuals' live, and so that, there is an imperative to focus on achieving psychological security among the visually and visually impaired to enable them to face the changes and challenges of the times.

The visual and auditory impairment affects the social behavior of the individual as the disabled person with that disability faces difficulties in the process of growth and social interaction, and the acquisition of social skills is necessary for achieving independence, a feeling of self-sufficiency, and independence is one of the most important reasons affecting social skills and the individual (Haj Moussa, 2015). The social adjustment is also affected by the imposition of the available social interaction on the one hand and the degree of acceptance or modification of the individual with his disability on the other hand, and social trends and the nature of training received by the blind in regular schools, special education schools or residential schools are among the main reasons for enriching the available social interaction opportunities, and that interaction The social in daily life is not only related to verbal communication, but also includes many symbolic contents that are expressed in facial and eye expressions and signs that are difficult for the blind to understand because they are not seen (Al-Qamish, 2013).

As for individuals with hearing impairment, they suffer from difficulty in linguistic communication, they suffer from adaptive problems where there is a lack of their linguistic abilities, and this affects their social maturity. Hearing impairment obscures those with it from active participation with those around them, so the hearing impaired must try to adapt to the world in which he lives in various ways, such as accepting to live as an individual with a disability and interacting with the surrounding community. Also, these people suffer from a clear deficiency in social skills and try to avoid social situations in a group, and tend to individual interaction situations. In general, it can be said that the hearing impaired tend to isolate and are considered more feeling of psychological solitude compared to their usual peers (Moussa, 2015), as They have bad self-adaptation, scholastic and social adaptation, and the difficulty of changing behavior to change circumstances, in addition to the problem of introversion and withdrawal from society, and the level of ambition they have is either very high or very low on the possibilities and capabilities they enjoy, and the hearing impaired are often hasty In excitement for any reason, regardless of its severity or intensity, they suffer from the intentional emotional equilibrium, and the psychological impact on them causes aggression, rebellion, disobedience, suspicion, distrust, love of control, fear and insecurity (Al-Mallah, 2016).

Kaddal and Makhloufi have concluded that psychological security has several dimensions, and these dimensions are divided into two main parts. The first section, which is the primary section and involve under it a sense of peace and safety and a feeling of security such as danger, aggression, hunger and fear, a feeling of love and a sense of warmth and affection in relationships with others, such as stability and marriage, Self-realization, completion of work, obtaining a decent life and a sense of belonging to and standing in the group. As for the second section, which is the secondary section, which includes the dimensions represented in possessing intensity and adequacy in front of problems and solving them, feeling comfortable, calm and relaxed, feeling good and tolerating with others, living in brotherhood and friendship, realizing people as being experienced in terms of substance, and as friendly and tolerant, and a sense of optimism on the whole and a tendency to happiness and contentment Collaboration, kindness, caring for others, and realizing the world and life are an enjoyable environment (Kaddad, Makhloufi, 2014).

The following is a presentation of the studies that dealt with psychological security in general and for disability students in particular: The study of Bilal and Muhammad (2016) aimed to identify the level of social and psychological compatibility among hearing-impaired students, and the researchers applied a measure of social and psychological compatibility, which showed a rise in psychological and social compatibility among students with hearing disabilities, and the absence of statistically significant differences between the average of students with hearing disabilities and Psychological and social compatibility, and this is due to the gender variable as well as the level of severity of disability, as well as the study showed that the age period (11-15 years) had statistical differences between psychological and social compatibility among students. While the study recommended the need to diagnose the condition of the hearing impaired, as well as the need for early intervention in this and take the necessary action for them.

Sefat and others. (2016) performed A study titled "Evaluating the Needs and Problems of Students with Visual Disabilities in Tehran", and the study was in Iran, where the study relied on the descriptive research approach, and interviews were the main tool for data collection, where the study showed that improving the services provided for people with visual impairments according to the adaptation of services For their needs it

works to reduce poverty, build cooperation and improve the quality of life for the disabilities and blind students.

Likewise, a study was conducted by AL-Zaboon (2016) whose goal was to reveal childhood concerns among blind children from the viewpoint of teachers who teach the blind, as the study relied on qualitative research design, and structured interviews were the primary tool in collecting study data, and the study reached that the concerns of blind children arise as a result of fear of animals, transportation and the environment. The study also emphasized that there are other concerns among children stemming from a lack of training processes, as well as from internal reasons, which include hearing, guidance, mobility, social skills, and skills training of life as well.

The study of Moussa (2016) was also conducted in the state of Al-Jazeera, which aimed to identify the impact of visual and auditory disabilities on the personality of the disabled person in WadMedani. Where the study used the Eysenck scale to collect data, and the study found that there were no statistically significant differences between the visually impaired and the hearing impaired in the neurotic, mental, lying and extravagant dimensions.

While the Majzoub's (2015) study aimed to identify the relationship of self-esteem and psychological security with an estimate of the nervous trends of students, the study relied on a descriptive correlative approach in data collection and analysis them, and a measure of self-estimation and a measure of negative security was used, and the results showed a positive correlation Between psychological security and students' self-esteem.

The Abdullah's and Al-Arja's (2015) study, which aimed to identify psychological security, indicated its relationship to the national affiliation of the National Security Forces in Bethlehem, where the study relied on a scale related to psychological security and the other linked to national security, and the study found a relationship between psychological security and national affiliation with forces Palestinian National Security, as well as the presence of a statistical significance of psychological security attributable to the variable of military rank. The results also showed that there were no statistically significant differences in the mean differences in the degrees of the individuals of the study sample in the psychological security scale due to the place of residence, age and marital status.

Omar's study (2014) stated that the level of psychological security among students was average and that the level of motivation for learning among students ranged between medium and high. The study also confirmed the existence of a positive correlation between the level of psychological security and the motivation for learning. The results also indicated that there are no statistical differences in the level of psychological security attributable for specialization, and that there is a difference in the level of learning motivation attributable to specialization and for the benefit of scientific students. Whereas, Al-Madhoun's study (2014) showed that the level of psychological security among students is high and that the role of educational institutions in strengthening psychological security among students was average.

While the Al-Swirki's study (2013) shows that the level of psychological security among the visually impaired is very high, and that the level of quality of life was good for the blind, while the level of independence and reliability of the visually impaired is available at a moderate degree, and the Al-Swirki's study confirmed a strong correlation between the quality of life and The psychological security stage that the educational stage has a big and important role in determining their levels, and the study denied the relationship between dependency, independence and psychological security.

Abu Zaitoun and Al-Miqdadi (2012) stated that the degree of feeling of security was moderate for the visually impaired, and that there was no statistical significance at the level ($\alpha \leq 0.05$) of the severity of disabilities, and also indicated the presence of a statistical significance ($\alpha \leq 0.05$) for the variable of the severity of disability interaction and use the technology.

Aqel's study (2009) was conducted to reveal the level of psychological security for the visually impaired, as well as to reveal the extent of its relationship to self-esteem, and the study relied on a measure of their self-concept as well as a special measure of psychological security among visual impairment students, and the results of the study showed a statistically significant correlation between the full degree of a scale Psychological security and the full degree of the scale of the self-concept of the visually impaired, and the study emphasized the absence of statistically significant differences in the level of psychological security among the blind and this is due to gender, study period and disability percentage variables, and finally the study concluded that there are no statistically significant differences At the level of the self-concept of the visually impaired due to the gender variations and degree of disability.

II. COMMENT ON PREVIOUS STUDIES:

Previous studies that are relevant to the topic of the current study have been presented. As far as the methodology is concerned, this study used the descriptive approach by relying on the questionnaire to collect data from the members of the study sample, where previous studies were similar to this study in using the questionnaire as a tool to collect data except AL-Zaboon studies (AL-Zaboon2016). Sefat and others (2016)

which relied on personal interviews. As for the aims, the researcher has noted that previous studies are consistent with the current study in several aspects such as their approach to theories of psychological security and differed in other aspects, as a few of the studies concerned with linking the subject of psychological security to the category of people with special needs, especially the blind and deaf, and that previous studies It linked psychological security and external influences such as self-esteem and neurological trends such as the Majzoub's study (2015), national affiliation as the Abdullah's and Al-Arja's study (2015), the motivation of learning as Omar's study (2014), independence and quality of life as a study of Al-Swirki (2013) and the concept of self among the visually impaired as a study of Aqel (2009) .

As for the study sample, the current study differed from the other previous studies that the study was applied to, as this study was applied to the category of the visually and hearing and to reveal the level of psychological security they have, unlike most previous studies that were applied to ordinary society groups such as university students as Majzoub's study (2015) and National Security Forces as Abdullah's and Al-Arja's (2015) study and high school students as Omar's study (2014). The current study was similar to some previous studies with two places such as psychological security and visual disability, such as the study of Abu Zaitoun, Al-Baghdadi (2012), Aqel (2009) and Al-Swaiki's study (2013); but the current study differs from all previous studies in the time period that the study will be applied and also differed in the number and location of the study sample.

As for studies related to the blind and deaf, most of the Arab and foreign researchers did not have a study dedicated to the blind and deaf and measuring the level of psychological security with a dedicated research study. However, most Arab and foreign studies dealt with some of the topics of the current study, some of them only dealt with visual impairment, such as AL-Zaboon's study (2016). As for the studies that dealt with more than the current study topics, such as psychological security for the blind, the following studies: Al-Swaiki's Study (2013), Abu Zaitoun's and Al-Baghdadi's Study (2012) and Aqel's Study (2009). Studies that examined the subject of deaf are very few, such as the study of Bilal and Muhammad (2016), which aimed to know the level of psychological and social compatibility among students with hearing impairment. As for the studies that talked about the topic of the blind and deaf together, it is the study of Moussa (2016). The current study is distinguished from previous studies in used the sample (blind and deaf students). The current study benefited from the previous studies in enriching its theoretical literature, in amending and developing the psychological security scale, and in choosing the appropriate statistical examination.

2.1 The study problem and its questions

Studies and scientific research in psychology and special education as well as in mental health have developed at the international and local levels, especially in Arab and foreign societies, but they have not touched on psychological security for the blind and the deaf. Likewise, there is a lack of services provided for people with special needs (Ghanem: 2015). The study problem arises in the need for special education in Jordan to studies that provide society and families of disability persons with sufficient information regarding psychological security for the blind and deaf, As this study attempts to draw the attention of educational institutions in general and special education centers to the need to pay attention and provide psychological security for blind and deaf students through its focus on the disabled from the blind and deaf category; in addition to drawing the attention of specialists in special education programs to train blind and deaf children psychologically before training them physically, to achieve Successful coexistence and flexible adaptation in the life of the deaf and blind person. The researcher also noted that previous studies and literature did not address psychological security for the blind and the deaf, and in early age stages, and that the subject of the current study did not obtain a lot of luck from the studies.

From this study, it focuses on psychological security for the blind and the deaf. Based on the above, the current study problem can be translated into the following main question: -

The main question: What is the level of psychological security for the blind and the deaf in Jordan?

Through the main question of the study, the following sub-questions arise:

1. What is the level of psychological security of blind students in public and private schools in Jordan?
2. What is the level of psychological security among Deaf students in public and private schools in Jordan?
3. Are there statistically significant differences in the level of psychological security of the blind and the deaf according to the variables (type of disability, governorate, and educational stage)?

2.2 Objectives of the study:

The main objective of this study is to:

1. Identify the level of psychological security of blind students in public or private schools in Jordan.
2. Knowing the level of psychological security of deaf students in public or private schools in Jordan:
3. Identify the extent of the presence of statistically significant differences in the level of psychological security for the blind and the deaf, according to the variables (type of disability, governorate, and educational stage).

2.3 The importance of the study

- This study tries to focus on one of the most important inputs in guiding parents and society through the need for psychological security among the visually impaired and hearing impaired in Jordan, and the importance of this study comes from the role that parents play during their visit to their disability children and providing a measure of love, tenderness and affection for them.
- This study is very great importance because it depends on the scale of psychological security, as well as its focus on adopting Maslow's scale. In the same context, the approach used is of an important nature to test the level of psychological security, as the results of this study can be generalized to the societies with the need to take the same characteristics among the members of the study community.
- The study also draws its importance for the need of the field of special education in Jordan to studies that provide the society and families of the disabled with sufficient information, regarding the need for psychological security among the blind and deaf; the study may contribute by adding more new knowledge and statistics to the scientific field and all Arab libraries And Jordanians in particular.
- It is hoped that this study will add to educational literature, literary concepts that related by psychological security, so that this study will try to focus on one of the most important inputs in directing parents and society to the need for psychological security among blind and deaf students, as it affects their lives.

III. METHODOLOGY

This study adopted the descriptive analytical field approach, as this approach is considered the most appropriate in this type of studies, as it examines the reality of a problem that the researcher believes is based and analyzes social and human phenomenas and describes them in quantity and quality. An applied field study method has been used by relying on the work of a questionnaire that collects information from participants in the study in order to be able to analyze it statistically and reach the results related to the subject of the study.

3.1 Population

The study community consists of blind and deaf students (male and female) in private and public schools in Jordan, in the governorates of Irbid and Amman, and the number of study members with visual impairment (blind) and hearing impairment (deaf) of both sexes is estimated at 600 male and female students, According to the statistics of the Ministry of Social Development (2017).

3.2 Sample

The researcher randomly selected the study sample from the study community to be representative of the study variables, as the study sample reached (400) male and female students, as the researcher selected a sample consisting of (210) male and female students from the deaf students, and (190) male and female students from blind students, In the governorates of (Amman and Irbid). The following is a description of the characteristics of the study sample through repetitions and percentages according to the personal variables of the respondents, which are (governorate, type of disability, gender, and educational stage):

Table (1): Frequency and percentages according to the study variables

variable	categories	Frequency	Percentage
Governorate	Irbid	110	27,5
	Amman	290	72,5
Type of disability	Blind	190	47,5
	Deaf	210	52,5
Gender	Male	224	56,0
	Female	176	44,0
Educational stage	Primary stage	322	80,5
	Secondary stage	78	19,5
	Total	400	100,0

Table No. (1) Shows the following:

a. Governorate: The number of individuals in the sample from Irbid Governorate reached (110) male and female students, with a percentage of (27.5%), and their number from Amman Governorate (290) male and female students, with a percentage of (72.5%).

b. Type of disability: The number of individuals in the sample of blind students reached (190) male and female students, with a percentage of (47.5%), and deaf people reached (210) from the study sample, with a percentage of (52.5%)

c. Gender: The number of males in the study sample reached (224), with a percentage (56%), while the number of females (176), and with a percentage (44%).

d. Educational stage: The number of students from the class reached the basic stage (322), with a percentage of (80.5%), and the number of students from the secondary stage (78), and with a percentage of (19.5%).

3.3 Study variables:

The independent variable: psychological security: from which the following dimensions emerge (a feeling of belonging to the group and self-realization, a feeling of acceptance, love and affection, a feeling of safety and peace).

Taxonomic variables:

- **Governorate:** (Irbid, Amman).
- **Type of disability:** (deaf, blind).
- **The educational stage:** (the primary stage and the secondary stage).
- **Gender:** (Male, Female).

3.4 Sources of information:

The researcher relied on two types of information sources.

First: primary sources:

The questionnaire was relied upon to obtain the preliminary data of the study, as the researcher designed it based on what was presented by theoretical literature and previous studies to measure the impact of knowledge management on organizational performance.

Second: Secondary sources:

It was obtained from published sources (such as books, theoretical and applied scientific studies, university theses and journals).

3.5 Study tool:

In order to achieve the goals of the study,, the researcher has prepared a scale related to psychological security through relying on Maslow's scale of psychological security , where the benefit was gained when the scale was building from a Majzoub's study (2015) that was entitled: "Psychological security and self-esteem and its relationship to fanatic trends -a survey study on Students of Dongola University, Faculties of Education and Arts, "so that the scale paragraphs are commensurate with the nature of the Jordanian environment, and the questionnaire has become in its final form of (31) paragraphs.

The researcher used Likert / Five Point Scale to measure the opinions of the study sample, by placing a sign (X) in front of the answer that reflects their degree of approval, strongly agree (5), agree (4), sometimes (3), not Agree (2) Strongly Disagree (1)

The researcher relied on the classification shown in Table No. (2) For the level of mathematical averages for the results of the various answers, the aim is to judge the levels of these results.

Table No. (2): a scale for judging the opinions of the respondents towards the fields of study

Score	Averages
Low score	From 1-2.33
Average score	2.34-3.67
High score	3.68-5

The category length was calculated as follows:

$$\text{Category Length} = (\text{Maximum Scale} - \text{Minimum Scale} / \text{Number of Degrees}) = (5-1 / 3) = (4/3) = 1.33.$$

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

3.5.1 Content Validity

The validity of the psychological security scale has been verified by presenting the initial image of the scale to (10) specialists in special education, educational psychology and psychological counseling at the Malaysian Islamic University of Jordan and Jordanian universities such as (University of Jordan, Amman Arab University, Irbid National University, University of Jadara, Ajloun National University and other universities), and they were asked to express their opinion on the affiliation of the paragraphs to the fields, the accuracy and integrity of formulating paragraphs of the scale, and writing any new notes on the scale, and an agreement rate (80%) was adopted as a standard that determines the acceptance of the paragraph, and the researcher has set a table that includes Ratios of agreement and amendment of the arbitrators about paragraphs of the scale, The most important adjustments of the arbitrators are taken into consideration in the study measures; according to what the arbitrators saw, the scale was adopted. The following is a description of the distribution of the scale paragraphs on psychological security among blind and deaf students, as they were divided into three fields as follows:

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

All required amendments have been made, all paragraphs have been retained, and the arbitrators have agreed on the validity of the scale.

3.5.2 Construct validity:

To extract the significance of construction validity for the scale, the correlation coefficient of the scale paragraphs with the total score in an exploratory sample from outside the study sample consisted of (50) students from the blind and deaf, where the paragraphs of the scale were analyzed and the correlation coefficient of each of the paragraphs was calculated, as the correlation coefficient Here represents a sign of honesty for each paragraph in the form of a correlation coefficient between each paragraph and the overall degree on the one hand, and between each paragraph and its association with the field to which it belongs, and between each field and the overall degree on the other hand, and the correlation coefficients of paragraphs with the tool as a whole ranged between (0.30-0.64), and with the range (0.28-0.69) and the following table This shows that.

Table (3): Correlation coefficients between the paragraphs, the total score and the field to which they belong

Paragraph number	Correlation coefficient With the domain	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the domain	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the domain	
** .52	** .59	23	** .43	** .46	12	** .49	** .50	1
** .53	** .59	24	** .46	** .48	13	** .57	** .69	2
** .47	** .69	25	** .64	** .65	14	** .39	** .528	3
** .46	** .56	26	** .50	** .64	15	** .55	** .58	4
** .42	** .41	27	** .61	** .63	16	** .63	** .59	5
** .47	** .48	28	** .38	* .32	17	** .41	** .52	6
** .49	** .45	29	** .41	** .43	18	** .41	** .40	7
** .47	** .57	30	** .62	** .55	19	** .41	** .47	8
** .39	** .49	31	** .57	** .56	20	* .30	* .28	9
			* .33	** .459	21	** .48	** .52	10
			** .56	** .55	22	** .60	** .57	11

* Statistical significant at the level of significance (0.05).

** Statistically significant at the level of significance (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these paragraphs was deleted.

Table (4): Correlation coefficients between domains and the overall score

	Feeling of safety and peace	Feeling accepted, love and affection	A sense of community and self-realization	Psychological security scale
A sense of safety and peace	1			
A sense of accepted, love and affection	** .795	1		
A sense of community and self-realization	** .668	** .763	1	
Psychological security scale	** .962	** .920	** .801	1

* Statistically significant at the level of significance (0.05).

** Statistically significant at the level of significance (0.01).

The reliability of the study tool (psychological security)

To ensure the reliability of the tool, internal consistency was calculated on a survey sample from outside the study sample of (50) male and female students who are blind and deaf, according to the Kronbach alpha equation, and the table below shows these coefficients , and these ratios were considered appropriate for the purposes of this study.

Table (5): Coefficient of internal consistency of Cronbach Alpha

fields	Internal consistency
A sense of safety and peace	0.81
A sense of accepted, love and affection	0.66
A sense of community and self-realization	0.60
Psychological security scale	0.89

3.5.3 Study procedures

In order to prepare the study and produce the results, the researcher undertook the following procedures:

1. Reviewing theoretical literature and previous studies such as books, letters, periodicals and various sources related to the subject of the study, and related to psychological security among blind and deaf students in Jordan. Theoretical literature and previous studies were relied on in designing the study tool in its initial form. And then to verify the significance of reliability and validity of the study tool by presenting it to a group of arbitrators specialized in the field of special education, educational psychology and psychological guidance, and their views and suggestions were taken, and the Kronbach alpha coefficient of internal consistency was calculated.
2. Permission and formal communications were obtained from the relevant authorities to facilitate the task of applying study tools in educational areas that include the study community.
3. The researcher applied the scale to students personally, in public and private schools that deal with the blind and deaf and spread in the cities of Amman and Irbid during the first semester of the year 2018/2019, as the meeting was held with blind and deaf students and the scale was explained to them adequately, and it was also confirmed Providing the appropriate place and time to fill the scale, in the appropriate form and manner, and emphasizing the answer objectively, credibility and away from rushing with the help of teachers of blind and deaf students, as questionnaires were collected by the researcher, and sorted them so that the researcher was keen to retrieve all questionnaires from the members of the study sample.
4. The data was computerized, and then the appropriate statistical analyzes were made using the Statistical Analysis Program (Spss), and then the results are analyzed and discussed throughout theoretical literature and previous studies.
5. The appropriate recommendations and proposals were presented throughout the results of the study.

3.5.6 The statistical methods that were used:

In order to achieve the aims of the study, to answer its questions and test its hypotheses, the questionnaire data was processed after ensuring that it fulfills all the required conditions by using the statistical analysis program (SPSS) through:

1. The reliability coefficientCronbach’s Alpha : to identify the extent of the internal consistency of the terms of the psychological security scale for blind and deaf students in Jordan.
2. Descriptive statistics measures: They are the percentages and iterations to describe the characteristics of the study sample, in addition to the arithmetic averages and standard deviations for measuring psychological security of blind and deaf students in Jordan.
3. Triangular variance analysis of the effect of disability type, governorate and educational level of the psychological security level of the blind and deaf.

IV. THE STUDY RESULTS:

The first question: What is the level of psychological security for blind students in public or private schools in Jordan?

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

Table (6): The Arithmetic Averages and Standard Deviations for the Level of Psychological Security for Blind Students in Governmental or Private Schools in Jordan Sorted Descending by the Arithmetic Averages

Rank	Number	Field	Arithmetic Averages	Standard Deviations	Level
1	3	A sense of community and self-realization	3,76	.483	High
2	2	A sense of accepted, love and affection	3,64	.504	Average
3	1	A sense of safety and peace	3,58	.399	Average
		Psychological security scale	3,62	.363	Average

Table (6) shows that the arithmetic averages ranged between (3.58-3.76), as the sense of community and self-realization came in the first place with the highest arithmetic average of (3.76), while a sense of safety and peace came in the last rank with an arithmetic average of (3.58), The arithmetic averages of the psychological security scale as a whole was (3.62).

The arithmetic averages and standard deviations for the study sample estimates were calculated on the items of each field separately, as they were as follows:

The first field: a sense of safety and peace

Table (7): Arithmetic averages and standard deviations for paragraphs related to the field of a sense of safety and peace in descending order according to the arithmetic averages

Rank	Number	Paragraphs	Arithmetic Averages	Standard Deviations	Level
1	19	I feel generally with high spirits	4.23	.912	High
2	9	I have high morale	4.21	.934	High
3	10	I feel happy and satisfied with my colleagues	4.20	.856	High
4	11	I feel at ease with my colleagues	3.97	1.295	High
5	13	I act on my nature	3.96	1.117	High
6	29	I can be comfortable with yourself	3.89	.972	High
7	4	I feel the world around me treats me like normal	3.82	1.136	High
8	22	Capable of practicing my favorite hobbies on my own	3.81	1.131	High
9	16	I feel calm and stable	3.66	1.232	Average
10	7	I feel that I cannot control my feelings	3.60	1.199	Average
11	17	It hurts you easily	3.52	1.280	Average
12	31	I consider myself a rather nervous person	3.47	1.344	Average
13	12	The anxiety is constantly diminishing	3.30	1.553	Average
14	30	I feel that life does not deserve to be lived	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 feel low on self-confident	2.64	1.525	Average
		A sense of safety and peace	3.58	.399	Average

Table (7) shows that the arithmetic averages ranged between (2.64-4.23), as paragraph (19) which states "I feel generally with high spirits" came first and with an average of (4.23), while paragraph (24) It read, "I feel low on self-confidence," at the last rank, with an average score of (2.64). The arithmetic averages of a feeling of safety and peace as a whole was (3.58).

The second field: a sense of acceptance, love and affection

Table (8): Arithmetic averages and standard deviations for paragraphs related to the field of a sense of acceptance, love and affection, arranged in descending order according to the arithmetic averages.

Rank	Number	Paragraphs	Arithmetic Averages	Standard Deviations	Level
1	2	I have close friends	4.35	.907	High
2	6	Attention of others	4.14	.833	High
3	8	I feel friendly with others	4.06	.949	High
4	18	I express my endeavors to others	3.87	1.048	High
5	26	I feel people love me	3.87	1.325	High
6	14	I feel the love of the people I meet for the first time	3.85	.931	High
7	1	I prefer being 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 that I am being neglected and do not the necessary attention	2.69	1.516	Average
		a sense of acceptance, love and affection	3.64	.504	Average

Table (8) shows that the arithmetic averages ranged between (2.69-4.35), as paragraph (2) states that "I have close friends" came first and with an average of (4.35), while paragraph (20) and its text came "I often feel that I am being neglected and do not get the necessary attention" with the last rank and my average score was (2.69). The arithmetic averages of a sense of acceptance, love, and affection as a whole was (3.64).

The third field: a sense of community and self-realization

Table (9): The arithmetic averages and the standard deviations of the paragraphs related to the field of a sense of community and self-realization in descending order according to the arithmetic averages

Rank	Number	Paragraphs	Arithmetic Averages	Standard Deviations	Level
1	15	I feel happy with my family members	4.26	.863	High
2	3	Relax in social situations	3.97	1.150	High
2	21	I feel safe when I am with others	3.97	1.056	High
4	25	I feel that I am a useful person in this world	3.81	1.111	High
5	5	I escape from activities and mixing with others	2.78	1.547	Average
		A sense of community and self-realization	3.76	.483	High

Table (9) shows that the arithmetic averages ranged between (2.78-4.26), where paragraph (15) that states "I feel happy with my family members" came first with arithmetic averages was (4.26), while paragraph No. (5) It reads: "I avoid activities and mixing with others", with arithmetic averages of (2.78). The Arithmetic Averages of a sense of community and self-realization as a whole was (3.76).

The second question: What is the level of psychological security among Deaf students in public or private schools in Jordan?

To answer this question, the arithmetic averages and standard deviations for the level of psychological security of deaf students in public or private schools in Jordan were extracted, and the table below shows that.

Table (10): Arithmetic Averages and Standard Deviations for the Level of Psychological Security among Deaf Students in public or Private Schools in Jordan, Descending order according to the Arithmetic Averages

Rank	Number	Field	Arithmetic Averages	Standard Deviations	Level
1	3	A sense of community and self-realization	3.63	.517	Average
2	1	A sense of safety and peace	3.57	.507	Average
3	2	A sense of acceptance, love and affection	3.48	.446	Average
		Psychological security scale	3.55	.420	Average

Table (10) shows that the arithmetic averages ranged between (3.48-3.63), a sense of community and self-realization came in the first rank with the highest arithmetic average of (3.63), while a sense of acceptance, love and affection came in the last rank and with an arithmetic average of (3.48) The arithmetic averages of the psychological security scale as a whole was (3.55).

The arithmetic averages and standard deviations for the study sample estimates were calculated on the items of each field separately, as they were as follows:

The first field: a sense of safety and peace

Table (11): Arithmetic averages and standard deviations for paragraphs related to the field of a sense of safety and peace in descending order according to the arithmetic averages

Rank	Number	Paragraphs	Arithmetic averages	standard deviations	Level
1	13	I act on my nature	4.03	.830	High
2	10	I feel happy and satisfied with my colleagues	3.84	.907	High
3	16	I feel calm and stable	3.78	.953	High
4	11	I feel at ease with my colleagues	3.75	.956	High
5	12	The anxiety is constantly diminishing	3.73	1.275	High
6	4	I feel the world around me treats me like normal	3.71	1.143	High
7	29	I can be comfortable with yourself	3.71	.888	High
8	22	Capable of practicing my favorite hobbies on my own	3.65	.993	Average
9	19	generally, I feel very spirited	3.62	1.043	Average
10	9	I have high morale	3.61	1.031	Average
11	17	It hurts you easily	3.60	1.116	Average
12	23	I find it difficult to express my feelings	3.45	1.158	Average
13	28	I feel lonely, even if I'm among people	3.34	1.160	Average
14	31	I consider myself a rather nervous person	3.31	1.168	Average
15	24	I feel a little self-confident	3.25	1.197	Average
16	7	I feel that I cannot control my feelings	3.19	1.059	Average
17	30	I feel that life does not deserve to be lived	3.06	1.222	Average
		A sense of safety and peace	3.57	.507	Average

Table (11) shows that the arithmetic averages ranged between (3.06-4.03), as paragraph (13) its text "I act on my nature" came the first rank with the arithmetic average of (4.03), while paragraph (30) and its text "I feel that life does not deserve a person to live," "came the last rank with the arithmetic averages score was 3.06. The arithmetic averages of a sense of safety and peace as a whole was (3.57).

The second field: a sense of acceptance, love and affection

Table (12): Arithmetic averages and standard deviations for paragraphs related to the field of a sense of acceptance, love and affection in descending order according to the arithmetic averages

Rank	Number	Paragraphs	Arithmetic Averages	Standard Deviations	Level
1	27	I tend to avoid unpleasant things	3.92	1.113	High
2	2	I have close friends	3.88	1.035	High
3	18	I express my endeavors to others	3.80	.949	High
4	26	I feel people love me	3.77	.917	High
5	6	Attention of others	3.76	.993	High
6	8	I feel friendly with others	3.74	.999	High
7	14	I feel the love of the people I meet for the first time	3.66	.966	Average
8	20	I often feel that I am being neglected and not receiving the necessary attention	3.17	1.399	Average
9	1	I prefer being isolated from others	1.59	1.100	Low
		A sense of acceptance, love and affection	3.48	.446	Average

Table (12) shows that the arithmetic averages ranged between (1.59-3.92), as paragraph (27) stated that "I tend to avoid unpleasant things" in the first rank with an arithmetic average of (3.92), while paragraph No. (1) It reads, "I prefer to be isolated from others" in the last rank with an arithmetic average of (1.59). The arithmetic averages of a sense of acceptance, love, and affection as a whole was (3.48).

The third field: a sense of community and self-realization

Table (13): Arithmetic averages and standard deviations for paragraphs related to the field of a sense of community and self-realization in descending order according to the arithmetic average

Rank	Number	Paragraphs	Arithmetic Averages	Standard Deviations	Level
1	15	I feel happy with my family	4.00	.936	High
2	25	I feel that I am a useful person in this world	3.68	.928	High
3	3	relaxation of social attitudes	3.67	1.081	High
4	21	I feel safe when I am with others	3.64	1.073	Average
5	5	I escape from activities and mixing with others	3.14	1.271	Average
		A sense of community and self-realization	3.63	.517	Average

Table (13) shows that the arithmetic averages ranged between (3.14-4.00), as paragraph (15) which states "I feel happy with family members" came at the first rank with an arithmetic average of (4.00), while paragraph (5) which states: "I avoid activities and mixing with others" came at the last rank, with an arithmetic average of (3.14). The arithmetic averages of a sense of community and self-realization as a whole was (3.63).

The third question: Are there statistically significant differences in the level of psychological security of the blind and the deaf, according to the variables (type of disability, governorate, and educational stage)?

To answer this question, arithmetic averages and standard deviations for the level of psychological security of the blind and deaf were extracted according to the variables of type of disability, governorate, stage and the table below shows that.

Table No. (14): Arithmetic averages and standard deviations for the level of psychological security of the blind and deaf, according to the variables of type of disability, governorate and stage

		Arithmetic averages	Standard deviations	Number
type of disability	Blind	3.62	.363	190
	Deaf	3.55	.420	210
governorate	Irbid	3.27	.364	110
	Amman	3.71	.336	290
educational stage	Primary	3.58	.360	322
	Secondary	3.62	.520	78

Table (14) shows an apparent variation in arithmetic averages and standard deviations for the level of psychological security for blind and deaf people due to the difference in the categories of disability type, governorate, and educational level variables. To demonstrate the significance of the statistical differences between the arithmetic averages, a triangular variation analysis Table (-) was used.

Table No. (15): Triangular variation analysis to the effect of disability type, governorate, and stage on the level of psychological security for blind and deaf people.

Source of variance	sum of squares	degrees of freedom	average squares	Value P	statistical significance
Type of Disability	.042	1	.042	.351	.554
Governorate	14.874	1	14.874	125.671	.000
Educational level	.130	1	.130	1.094	.296
The error	46.868	396	.118		
Total summation	62.395	399			

The following table (15) shows:

- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of the type of disability, as the value of P was 0.351 with a statistical significance of 0.554.
- There are statistically significant differences ($\alpha = 0.05$) due to the effect of the governorate, as the value of P was 125.671 with a statistical significance of 0,000, the differences came to favor Amman.
- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of the educational stage, as the value of P was 1.094 with a statistical significance of 0.296.

Discuss the results:

Discussing the results related to the first question, which states: "What is the level of psychological security for blind students in public and private schools in Jordan?"

The results of this question indicated that the level of psychological security of blind students in public or private schools in Jordan came as an intermediate level, with an arithmetic average of (3.62), as the field of "a sense of community and self-realization" came at the first rank and with an arithmetic average of (3.76) with a high level, It was followed in the second rank the field of "a sense of acceptance, love and affection" with an arithmetic average of (3.64), and at an intermediate level, followed by the third and final field of "a sense of safety and peace" with an arithmetic average of (3.58) and at an intermediate level. The researcher attributes these high results to the efforts are made by institutions, whether governmental or private, in providing the needs of the visually impaired, as there is great interest in this segment, whether by the family, schools, or society as a whole.

This finding is consistent with a study (Abu Zaitoun, Al-Baghdadi, 2012) which showed that the degree of feeling of safety was moderate for the visually impaired.

This result differs with the study (Al-Swairki, 2013), which showed that the level of psychological security among the visually impaired is very high. This result also differs with Al-Madhoun's study (2014) whose results showed that the level of psychological security among students was high.

With regard to the field of "a sense of community and self-realization", which came at the first with an arithmetic average (3.76) and at a high level, paragraph (15) got the first rank and states "I feel happy with my family members" and at a high level, and the researcher attributes this result to the great support provided by the families of blind students to their children, as they realize that their children will not be able to adapt with the conditions of life unless they are provided with psychological care and support, so parents work hard to help their children to adapt with their visual disability, This indicates the full awareness of the families of this category of the visually impaired, followed by paragraph (3) and which states "relaxation of social positions" at high level. The researcher attributes this result to the integration of the blind in society, and this is thanks to the great efforts made by public and private blind schools, in addition to Community support for this category, which indicates the great awareness of Jordanian community members, therefore, the blind in the study sample feel comfortable with social situations, but with regard to paragraph (5) which states "I escape from activities and mixing with others", I got the last rank and at an intermediate level almost near to the low level, the researcher attributes this result to blind students being subjected to training workshops and psychological sessions that help them adapt to the environment and interact with others, in addition to supporting their families and helping their children to socially adapt, expand their social relationships, and involve them in various activities, in addition to activities The various schools provide for this segment of students.

As for the field of "a sense of acceptance, love and affection", which came in the second rank with an average of (3.64) and at an average level, paragraph (2) got at the first rank and states "I have close friends" and

at a high level, and the researcher attributes this result to the students The blind study in their own schools, where all blind students integrate together, and do a lot of activities together. As a result of the similarity of their problem of visual impairment, they feel close to each other, and they make friends with each other, followed by paragraph (6) which states "I receive attention Others, "and at a high level, the researcher attributes this The society is conscious of the importance of caring for this group of disabled people. They need support and assistance in adapting to life, and so the blind feel the presence of attention from everyone, but with regard to paragraph (20) which states, "I often feel neglected and do not receive the necessary attention." that got at the last rank and at an average level that is almost close to the low level. The researcher attributes this result to the blind receiving attention from all groups of society. The state, the family, the school and the society support them, they take care them greatly and work to meet their needs and provide all services to them, except a researcher believes that there are some shortcomings by the state in providing adequate care for this group of society.

As for the field of "a sense of safety and peace", it came in the third and last rank with an arithmetic average (3.58) and at an average level, paragraph (19) got the first rank and states " generally, I feel high spirits" and at a high level, followed by paragraph (9) It states "I enjoy high morale" at a high level, and the researcher attributes these positive results to the support provided by members of society to the blind, They feel the love of all those who surround them, and the attention that receive from everyone without any return increases the feeling of happiness to the blind and raises their spirits, and makes them feel important in society, but with regard to paragraph (24) which states "I feel less self-confident" It got the last rank and at an average level that is almost near to the low level, and the researcher attributes this positive result to the trust that the parents and those around the blind cultivate, which encourages him to make an effort to prove himself and achieve his aspirations. The social upbringing and the family environment in which the blind grow up contribute to enhancing the confidence of the blind person himself and his abilities and increases his psychological security.

Discussing the results related to the second question which states: What is the level of psychological security among Deaf students in public or private schools in Jordan?

The results of this question indicated that the level of psychological security to deaf students in public or private schools in Jordan came as an average level, with an average of (3.55), as the field of "a sense of community and self-realization" came at first rank with an average of (3.63) and at an average level, It was followed in the second rank by the field of "a sense of safety and peace" with an arithmetic average of (3.57), and at an average level, followed by the third and last field of "a sense of acceptance, love and affection" with an arithmetic average of (3.48) and at an average level.

This result differs with the study (Bilal and Muhammad, 2016), which showed the results of an increase in psychological and social compatibility among students' hearing disabilities.

With regard to the field of "a sense of community and self-realization" which came at the first rank with an arithmetic average (3.63) and at an average level, paragraph (15) got the first rank and states "I feel happy with my family members", and the researcher attributes this result to that Deaf people get support from all their family members, as family members try to help them to overcome obstacles, and that deaf person feels happy that someone cares and loves him, followed by paragraph No. (25) which states, "I feel I am a beneficial person in this world" with a high level, and he attributes This researcher is the result of the great confidence that deaf people enjoy as a result of the attention are given to this category by Families and society , which motivates them to make an effort to achieve their dreams, and to be active individuals in this society, but with regard to paragraph (5) which states "I escape from activities and mixing with others" got the last rank at an average level, and the researcher attributes This medium result indicates that practicing some activities and mixing with others requires a great sense of hearing. Therefore, the deaf are trying to reduce their mixing with others and do not favor practicing activities significantly, especially activities that depend on the hearing sense.

As for the field of "a sense of safety and peace", which came in second rank with an arithmetic average(3.57) and at an average level, paragraph (13) got the first rank and states "I act on my nature" at a high level, and the researcher attributes this result to the positive to not Deaf students are ashamed of their disabilities, and they have great confidence in themselves, as they are persons who are psychologically normal because of the support of all those around them, and as a result of this confidence they possess, they act on their nature without any obstacles, followed by paragraph (10) which states: "I feel happy and satisfied with my colleagues And at a high level, the researcher attributes this result to the deaf students in school have the same disability, and this increases their closeness to each other, they can dialogue together easily with the use of sign language, and they also have the same feelings because of the similarity of disability, so they feel happy and satisfied with these colleagues, but with regard to paragraph (30) which states "I feel that life does not deserve a person to live." its got the last rank with an average level, and the researcher attributes this average result to the fact that deaf people sometimes have feelings of anger because of their disability, and because they are unable to

do all things as easily as a normal person. Therefore, they often feel depressed and believe that life does not deserve to be lived.

As for the field of "feeling acceptance, love and affection" which came in the third rank with an average arithmetic (3.48) and at an average level, paragraph (27) got the first rank and states "I tend to avoid unpleasant things" and at a high level, and the researcher attributes this result Until the nature of any human being, whether he is a normal person or has any disability, he tends to move away from everything that is not pleasant, and therefore deaf people away from everything that sad them, they are trying to be positive in this life, followed by paragraph (2) which states " I have close friends "at a high level, and the researcher attributes this result to the mixing of deaf students with other students In schools devoted to the deaf, where they feel close to these colleagues, because all of them suffer from the same problem, and they have the same feelings, and this leads all to their closeness to each other and the formation of friendships among them, As for paragraph (1), which states "I prefer to be isolated from others", it got the last rank at a low level, The researcher attributes this result to the fact that the deaf proximity to people makes them feel that they have value among others. Positive relationships with those around him increase their adaptation and integration into the society in which they live, in addition to increasing their appreciation for themselves.

Discuss the results related to the third question, which states: Are there statistically significant differences in the level of psychological security of the blind and deaf, according to the variables (type of disability, governorate, and stage)?

- With regard to the type of disability variable, it was found that there were no statistically significant differences ($\alpha = 0.05$) due to the effect of the type of disability, and this result means that the blind and deaf have the same level of psychological security, and this means that the type of disability does not have an impact on the level of psychological security of The blind and the deaf, and the researcher attributes this result to the support that the blind and the deaf receive from those who surround them from a family, school and society, due to the nature of their disability that deprived the blind of seeing what surrounds them and the deaf from hearing all that surrounds them, so they need to feel the attention of those around them And they do not like isolation from others. This result differs with the study (Bilal and Muhammad, 2016) whose results showed that there were no statistically significant differences between the average of hearing impaired students and psychological and social compatibility.

- As for the governorate variable, it was found that there were statistically significant differences ($\alpha = 0.05$) due to the effect of the governorate, as the value of P was 125.671 and with a statistical significance of 0,000, the differences came in favor of Amman. The researcher attributes this result to the fact that the students who live and study in the Amman governorate receive more support, guidance and training services than the students residing in the other governorates, therefore we find that the differences came in favor of the students residing in the capital Amman.

- As for the variable of the educational stage, it was found that there were no statistically significant differences ($\alpha = 0.05$) due to the effect of the educational stage, and this result means that students in the primary and secondary stages do not differ in their views about the level of psychological security they have. That is, the educational stage has no effect on psychological security for all students, and this is due to the fact that all students receive psychological support from parents and the school and enjoy a good amount of psychological security.

This result is consistent with the study (Abdullah and Al-Arja, 2015) that showed that there were no statistically significant differences in the mean differences in the degrees of the individuals in the study sample in the psychological security scale due to the age variable. This result is also consistent with a study (Aqel, 2009) which showed that there were no statistically significant differences in the level of psychological security of the blind according to the variable of the educational stage.

RECOMMENDATIONS:

Based on the results of the study, the researcher recommended the following:

1. Intensification of activities that enhance the mixing of students and the deaf with the community and enhance their social communication skills with others.
2. The need to provide psychological and counseling services for the blind and deaf to help them adapt to the environment and increase their sense of psychological security.
3. Holding regular meetings with the parents of blind and deaf students to make them aware of the importance of providing psychological security for their children, because of its importance in improving their lives.
4. Conduct studies to find out the most prominent problems facing the blind and the deaf, and try to suggest solutions to these problems

REFERENCES

- [1]. Abdullah, Tayseer Muhammad; and Al-Arja, Nahedah Saba, (2015), Psychological security and its relationship to the national affiliation of the Palestinian National Security Forces in the Bethlehem region, research published in the Arab Millia for Security and Training studies Vol. 31 No. 62.
- [2]. Abu Zaytoun, Jamal Abdullah, and Al-Muqdad, Youssef Farhan, (2012), Psychological security of visually impaired students in view of some variables, research published in Damascus University Journal, Volume 28, No. 3, Damascus, Syria.
- [3]. Al-Mallah, Tamer Mohamed, (2016), Hearing Impairment between Rehabilitation and Technology, Alouka Network www.alakah.net.
- [4]. Al-Qamish, Mustafa Nouri, (2013), Multiple Disabilities, Al-Masirah Publishing and Distribution House, Amman, Jordan.
- [5]. Al-Swairki, Ramzi Shasoud, (2013), Psychological security and its relationship to independence / reliability and quality of life for the visually impaired in the governorates of Gaza, Palestine, unpublished Master Thesis / Islamic University, Gaza Palestine.
- [6]. Al-Zaqeba, M. A. L. I. A., Hamid, S. A., & Muhammad, I. (2018). Tax compliance of individual taxpayers: a systematic literature review. Proceedings of The IIER International Conference, (April), 42–52. Retrieved from http://www.worldresearchlibrary.org/up_proc/pdf/1515-152827669742-52.pdf
- [7]. Alaaraj, S. (2018a). Knowledge Management Capability, Trust, and Performance of Manufacturing Companies in Emerging Economies. In Proceedings of 177 th The IIER International Conference (pp. 1–9). Istanbul.
- [8]. Alaaraj, S. (2018b). Knowledge Management Capability , Trust , and Performance of Manufacturing Companies in Emerging Economies. International Journal of Management and Applied Science, 4(8), 45–53.
- [9]. Alaaraj, S., Mohamed, Z. A., & Ahmad 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>
- [10]. Alaarj, S., Abidin-Mohamed, Z., & Bustamam, U. S. B. A. (2016). Mediating Role of Trust on the Effects of Knowledge Management Capabilities on Organizational Performance. Procedia - Social and Behavioral Sciences, 235, 729–738. <https://doi.org/10.1016/j.sbspro.2016.11.074>
- [11]. Alaarj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2016a). Knowledge Management Capabilities, Environment Uncertainties; Their Influence on Organizational Performance. In The 2nd International Conference on Islamic Perspective of Accounting, Finance, Economics and Management (IPAFEM).
- [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. In Advance in Global Business Research (Vol. 13, pp. 26–38).
- [13]. Alaarj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2017a). 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.
- [14]. Alaarj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2017b). The Effect of Knowledge Management Capabilities on Performance of Companies : A Study of Service Sector. International Journal of Economic Research, 14(15), 457–470.
- [15]. 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.
- [16]. Aqel, Wafa Ali Suleiman, (2009), Psychological security and its relationship to the concept of self among the visually impaired, unpublished research, the Islamic University of Gaza, Palestine.
- [17]. Bilal, Al-Darderi Ismail, Muhammad, Bakhita Muhammad Zain Ali, (2016), Psychosocial compatibility and its relationship to some variables among students with a hearing impairment in one of the special education institutes (Al-Amal Institute for Teaching and Rehabilitating the Deaf) in Khartoum State, research published in the Journal of Educational Sciences No. 17, Khartoum Sudan.
- [18]. Imam, Muhammad Saleh, Al-Jawaldah, Fouad Eid, (2010), Mental Disability and Life Skills in view of Mind Theory, Dar Al-Thaqafa for Publishing and Distribution, Amman, Jordan. .
- [19]. Kaddad, Louisa, Makhloufi, Sarah (2014), Psychological security for violent students in middle school, research paper published at KassadiMerbah University, Ouargla, Algeria.
- [20]. Majzoub, Ahmed Qamar, (2015), Psychological Security and Self-Esteem and its Relationship with Fanatic Trends (A Survey Study on Students of Dongola University, Faculties of Education and Arts), research published in the Journal of Economic and Social Studies at Dongola University - Sudan.
- [21]. Musa, Ikhlas Muhammad Abdul Salam, (2016), the Impact of hearing and Visual Disability on personality of Disability, Wad Medani National University, Journal of Psychological and Educational Sciences, Sudan.
- [22]. Musa, Sami Abdul Salam, (2015), Self-efficacy for the hearing impaired, Al-Warraq Institution for Publishing and Distribution, Amman, Jordan.
- [23]. Omar, Hajjaj (2014), psychological security and its relationship to the motivation to learn. Journal of Humanities and Social Sciences, 16: 191-221.
- [24]. Othman, Ghada Ahmad, (2011) Degree of educational counselor's having effective communication skills and its relationship to psychological security among ninth grade students, unpublished master's thesis, Amman Arab University for Higher Studies, Amman, Jordan.

Ibrahim AlJamal. "Psychological security for blind and deaf students in Jordan" *International Journal of Humanities and Social Science Invention (IJHSSI)*, vol. 09(3), 2020, pp 16-31.