Psychological security and social acceptance for secondary school students with disabilities who are integrated in regular schools in Khartoum from their point of view

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Abstract

This study aimed to identify the level of psychological security and social acceptance and the relationship between them for students with disabilities in secondary schools in Khartoum, The relational descriptive approach was used, The sample is (34) students with motor, visual and verbal disabilities, The psychological security scale was used by Naissa (2014), and the social acceptance scale was prepared by Atoum (2016), some of which were presented to a group of arbitrators in the field of psychology and special education, The study reached a set of results, the most important of them; The level of psychological security and social acceptance of students with disabilities is very low, there is a direct relationship between psychological security and social acceptance, the absence of differences in psychological security and social acceptance due to a variable of the type

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of disability, and based on the results of study, a set of special recommendations

Keywords: psychological security, acceptance, verbal disability, Khartoum ,disability.

* Introduction

Feeling psychological security is one of the conditions of mental health. Since fear is the source of many psychological ills and troubles, Security is the individual's liberation from fear, regardless of its source and location, just as fear is the other face of feelings of inferiority, inferiority, and weak self-confidence. When a person feels that he is psychologically safe, his confidence and confidence in himself and others increases. Maslow's department of psychological needs, where he focused on placing the feeling of psychological security in the second place in the hierarchy immediately after the physiological needs, which shows that the failure to satisfy this need finds it difficult for the individual to move to satisfy other needs, which affects his behavior later. The feeling of psychological security is a permanent and continuous psychological need to confront the dangers and situations that threaten the person, and the insecure child is the one who feels emotional neglect and feels emotional inferiority, meaning that he does not feel the protection of those around him, and this child, during his growth, tends to see his environment full of dangers and fears, which gradually generates selfishness, fear and strangeness. Psychology and fear of the future, thus losing the feeling of psychological security and people see evil and that there is no one in this world who deserves trust and confidence in him, especially if this feeling is confronted by society's complete disregard for this individual and its unwillingness to actually participate with him and mix with him, which increases the individual's disapproval of this society.

The lack of a sense of security makes the individual find it difficult to face life, including difficulties and problems, as when facing the external situation and his responses to it, his fears, anxiety and the types of conflict he suffers from overlap, as Zahran (1998) mentions that psychological security is one of the most important components of life for all individuals, as he looks the individual is to it at every time and place. The psychologically secure person is the one who feels that his needs are

satisfied and that the basic components of his life are not threatened and not endangered, as well as the psychologically secure person is balanced and psychologically compatible (Zahran, 1998).

The social acceptance and the need for it for individuals with disabilities by the society in which they live is a force that has a great impact in moving these individuals towards the behaviors and behaviors that they perform within the framework of society, as the human being is a social being who seeks the acceptance of the other and the satisfaction and participation of those around him for social interaction, which in turn The individual feels psychological security and that he is in the midst of a group of individuals, and he is an authentic, influential and affected part of it. As the psychologist - Abraham Malow - defined in his hierarchy, that a person needs psychological security as well as a need for love and belonging in order to become a person characterized by mental health, and given the members of the current study sample and the researcher's knowledge of the social frameworks that surround these individuals, the researcher decided to do this study in order to get acquainted with On psychological security and social acceptance of them, because psychological security is linked to the social acceptance of individuals in general, and the concept of psychological security is a comprehensive concept addressed by psychology theories in general and mental health studies focused on it in particular. Maslow (1970) is considered the first to talk about the concept of psychological security and defines it as an essential axis of mental health. Mental health as a condition does not mean the absence of pathological symptoms only, but it is also one's ability to face the frustrations, to which he is exposed, i.e., his ability to personal adjustment. Psychological security is the psychological and mental state through which the individual's relationship with society is determined, which achieves the ability to confront the frustrations he is exposed to in a way that guarantees him compatibility. The feeling of psychological security involves multiple feelings based on similar connotations. The absence of anxiety and morbid fear and the dissipation of the manifestations of threats and dangers to the components

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of the personality from the inside or from the outside with a sense of reassurance, emotional and material stability, and reasonable degrees of acceptance and acceptance in the relationship with the components of the psychological and human environment are all indicators indicated according to the literature Psychology on the concept of psychological security. (Al-Mohammed, 2003).

Psychologists point out that psychological security is achieved through the satisfaction of basic psychological needs, such as the need for love, acceptance, belonging, and self-esteem and respect. A person who is psychologically secure is the one who feels that his needs are satisfied and that the basic components of his life are not in danger. The person who is psychologically safe is in a state of balance or security agreement (Zahran, 2003).

The need for security is a need that lies at its roots in the depths of the child and gradually grows, and it is difficult to predict what this need will result in behavior in the future, and this may differ from one person to another. In order to obtain people's satisfaction, while the other has rebelled and claimed a gang of criminals as a satisfactory attempt by a perpetrator to attack this society, which deprived him of the sense of security he needed (Al-Ziyadi, 1980).

Disability is a term that means the inability of the individual to acquire full energies or accomplish the tasks or natural functions of this person, which leads to a decrease in his ability to perform his social role as a result of weakness or inappropriate training for this role. It hinders the child's normal growth or ability to learn (Tahir, 2017).

Physical and movement disability can also be defined as: loss of the body's motor ability as a result of reasons such as amputation, spinal injuries, muscle atrophy, muscle relaxation and rheumatic diseases. Sensory disability: It is the disability resulting from injury to the vertical nerves of the sensory organs, the eye, the ear, and the tongue, resulting in a visual, auditory or speech sensory disability (Tahir, 2017).

It also means speech disability: it is the language and speech disorders related to language and speech in terms of the appearance of speech or language, their delay, poor composition of meaning and grammar,

or difficulty reading or writing for this language (Mohammed, 2017).

In the absence of studies that dealt with this phenomenon for the intended community, the researcher saw the necessity of carrying out this study and presenting its results to the competent authorities so that they could be used to improve the conditions of the sample members.

* Dimensions of psychological security

1- Feeling of belonging to and standing in a group.

2- Feeling of safety and protection.

3- Play the appropriate role in the group.

4- Confidence, love, comfort and good dealings with others.

5- Feeling and exercising social responsibility.

6- Self-acceptance and tolerance for it, self-confidence, and a sense of benefit and interest in life and serving others (Al-Zuhaili, 1993).

* Means of achieving psychological security

Zahran (2002) mentioned that there are many means and methods through which psychological security of the individual is achieved in his society. And some through building a home and freedom of movement, travel and trade, and the Palestinian student through his education, graduation and employment within his specialization, establishing a home and helping him to be associated with his life partner, satisfying his psychological needs, appreciating him, and achieving himself. The economic, political, social, educational, psychological methods and all the measures taken by the security services, and to achieve psychological security the individual must:-

1- Self-confidence, which is one of the most important supports for an individual's sense of security and vice versa. One of the reasons for losing a sense of security and personal disturbances is a loss of self-confidence (Rajah, 1992).

2- Satisfaction of the individual's primary needs is an important basis in achieving security and psychological tranquility, and this was confirmed by psychological theories and the Islamic conception, which placed it in the first place among the human needs without which there is no life (Al-Sanea, 1995).

3- Self-esteem and development, which is a method based on the individual's abilities, and relies on them in times of crises, then he

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develops himself, by working to provide them with new skills and experiences that help him to face the difficulties that are renewed in life.

4- Work to win people's satisfaction, love and social and emotional support so that they find someone to turn to when needed, and the community has a role in providing services that guarantee security to the individual through equal treatment of all individuals regardless of their social status because justice is the basis of security.

5- Acknowledgment of deficiency and imperfection: as the individual's awareness of not reaching perfection makes him understand the nature of his abilities and weaknesses, and therefore he exploits those abilities appropriately without wasting them without benefit so as not to lose them when he is in dire need, and from here he seeks to fill what he has From contradictions through cooperation with others, and this makes him feel secure because this makes him believe that he cannot face dangers alone without the help and cooperation of others.

6- Knowing the truth of reality: this falls on the shoulders of society and it has a great role in providing it, especially in contemporary life in which the individual has become dependent on the media to know the various facts, and the importance of style appears in the case of wars, as individuals who know the truth of what happened around them make them more solid in the face of war crises, unlike misguided individuals who do not know what is happening around them (Abdul Baqi, 2002).

Referring to psychological literature, we find that there are some theories that talked about psychological security, including:-

1- Psychoanalytic theory: Freud addressed the personality as consisting of three basic components (the id, the ego and the superego). Based on this, an internal conflict in the depths of the unconscious, and as a result of the fear of (the ego) that instinctive tendencies (for amusement) will appear, the personality lives in constant anxiety through the causes of not issuing orders and prohibitions that take a satisfactory form, and the individual possesses urgent thoughts of self-accusation and lack of feeling security and tranquility, and as a result of the anxiety of the conscience, which becomes something unbearable (Al-Khuzai, 2002).

Freud hypothesized that man is motivated by the desire for pleasure and the avoidance of pain, i.e. a sense of security and tranquility, and this may happen through resorting to defensive tricks and excessive use of them, which negatively affects the interaction of the individual with life, and indicates the relative weakness (of the ego), however, the lack of a sense of security It is the result of deprivation and repression in childhood, Horney emphasized the social context of growth, and that experiences produce different types of conflicts in the personality. , As for Fromm, he believes that man is an animal and a human being at the same time. He is an animal with his biological needs that must be satisfied. He is a human being with his sense of self, reason and imagination. Fromm has five needs that result from the regression between the need for security and freedom, which are the need for belonging, the need for transcendence, the need to relate to roots, the need for identity, and the need for a frame of reference. Sullivan has emphasized that feelings of insecurity and anxiety in the individual distort his perception of reality and affect the development of his personality (Jaber, 2004).

2- Behavioral theory: Behaviorists focus in describing personality on mechanical environmental determinism and reduce the influence of structural and biological factors. They have certain, which makes them reduce the severity of the stimuli that cause these responses, and relieve the tension in the individual, which weakens the link between stimuli and responses, and mentions the (Gathry) theory that adopts the assumption of immediate association or coupling as a prerequisite for a new association between the stimulus and the response, while Some, including Do, emphasize that reinforcement or reward accompanies response (Al-Sharif, 2009).

While (Watson) emphasizes that anxiety and fear are threats to security and tranquility, and are related to the reinforcements and requirements that the individual has faced during his educational history, while Skinner emphasized the procedural requirement, as he believes that the reinforcements faced by individuals in their environment are random and unpredictable. It leads to neurosis, and Skinner hypothesizes that the individual's belief in the performance of a particular response contributes to

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bringing reinforcement, although the relationship here may be illusory, and also stresses that the individual focuses on the results that follow the response and not on the stimulus that precedes the response (Al-Khuzaie, 2002).

The personality of the disabled child in general and the visually impaired in particular is exposed to many conflicts, as he is in a conflict between the motive to enjoy the joys of safety, the motive for life, the motive to withdraw in order to seek independence and the motive for care. 2000). Social interaction, which is the disabled's feeling that he is accepted by his classmates, and the process of integration must take into account the process of social interaction between peers in childhood, affects social development and plays a major role in the adaptation of the individual at all stages of his life, and the individual learns social, cognitive and physical skills. Through interaction with peers, social development also affects a child's ability to interact and make friends(Horowitz,2000).

Hunt (1961) believes that persons with disabilities face persecution and abuse by others, and the manifestations of this are evident in the phenomenon of discrimination and

exclusion from the activities of normal social life. of disability using the terms restrictions and limits, and the obstacles that are imposed on the disabled by social institutions, At the beginning of the seventies of the twentieth century, the disabled used their personal experiences with disability and their lives in institutions (care, accommodation and isolation-based institutions) to show that their injury or their disability is not the cause of the many problems they face in their lives or the psychological and behavioral repercussions associated with disability. And that the main reason for this disability and these problems is due to the society's failure to tolerate them and accept the differences and differences between the disabled from the normal participation in the activities and activities of the experiences of daily social life.

This way of thinking about social acceptance, discussion and analysis of disability has been called the social model of disability or disability, as it explains the disability or disability as the product of any behavior or obstacles that prevent or prevent the disabled from participating in life activities in society and it is not

understood that the model The social overlooks or denies the impact of injuries and physiological differences, but it treats this effect without adherence or commitment to judgments of a corrective nature, so it is conceivable that the use of the social model leads to acceptance and social empowerment of people with special needs in the societies to which they belong (Al-Qassas, 2015).

There are many previous studies that dealt with psychological security and social acceptance, but there is no study that linked the two variables, so the researcher will report these studies that dealt with psychological security and studies that dealt with social acceptance, including: Al-Shamiri and Al-Siaghi study (2020) The study aimed to identify the nature of the relationship between The level of psychological security and perceived adequacy of visually impaired children in the Republic of Yemen. It also aimed to identify the differences in the level of psychological security and perceived adequacy of visually impaired children; According to a number of variables: (Governance, gender, academic achievement, level of education of the father and mother,

economic level of the family, degree of disability), the study reached the most important results: there is a direct relationship between psychological security and perceived adequacy, and that the level of psychological security and perceived adequacy is high among visually impaired children, and there is no There are differences in the level of psychological security according to the variable of conservatism, but there are differences in the perceived competence; In favor of the governorates of (Al-Hodeidah and Ibb), gender differences were also found in the level of psychological security in favor of males. The study concluded that there are differences in the level of psychological security according to the father's education; In favor of (university education, diploma), and there are no differences in the level of psychological security and perceived adequacy according to the variables (family economic level, degree of disability, and academic achievement).

The study of Abdul Karim (2018) The aim of the research is to know the relationship of psychological security with behavioral and emotional disorders among children with disabilities in the basic stage in the

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light of the appreciation of their teachers in Port Sudan, and the level of psychological security and behavioral and emotional disorders. The researcher used the descriptive approach, and the number of sample members was (58) disabled and handicapped and a psychological security questionnaire was used, prepared by the researcher. The results of the research concluded that there is a direct correlation between the level of psychological security and behavioral and emotional disorders among children with disabilities in schools in the basic stage, and their low level of psychological security.

Al-Zoubi study (2015) The study aimed to know the relationship between psychological security and ego effectiveness among a sample of Damascus University students. The study sample consisted of (372) male and female students. The researcher used the Psychological Security Scale prepared by Shukair (2002). The most important of them: the presence of an average level of both psychological security and ego effectiveness among university students, and the existence of a relationship between psychological security and ego effectiveness. Gibran's study (2017),

which aimed to reveal the relationship between the perceived self and psychosocial adjustment for visually impaired students in Algeria, the study sample (82) students. Individuals with disabilities in self-perceived and psychosocial adjustment.

Aqel study (2009), which aimed to know psychological security and its relationship to the self-concept of the visually impaired in the Gaza Strip, the most important results are: the existence of a relationship between psychological security and the self-concept of the visually impaired, the absence of a relationship between psychological security and a variable (gender, degree of disability/educational level

The study of Abu Zaitoun and Miqdadi (2012), which aimed to identify the psychological security of visually impaired students in the light of some variables, as well as to identify the impact of disability severity variables (visually impaired, blind), use of technology, achievement, interaction between disability severity, use of technology, and interaction Between the severity of disability, and achievement on their sense of security. The study sample consisted of 46 visually impaired students enrolled in

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a special school for the visually impaired. The study reached the most important results: The degree of feeling of security was moderate among the visually impaired. The results also indicated that there was no statistical significance for the variables of disability severity, technology use, and achievement.

Among the studies that dealt with social acceptance is the study of Al-Atoum and Tamilah (2017). The study aimed to identify the level of social acceptance of visually impaired students integrated in regular schools. The sample consisted of (90) blind male and female students integrated together from the Catholic Episcopal School in the city of Irbid. A tool was prepared to measure the level of social acceptance. Social acceptance, and the results indicated that the highest level of acceptance of others by the visually impaired from the viewpoint of the visually impaired came first with a mean score of 3.66, Then the level of social acceptance of blind students from the perspective of sighted students came with an average of (3.62) and an average degree in the second rank, while it came in the third and last rank in the level of social acceptance of other sighted people with an arithmetic average of (3.46), and there were differences attributed to the degree of disability and in favor of the partially disabled in the field of Acceptance of the disabled to others and the absence of differences in the level of social acceptance of the visually impaired due to gender.

Schneekat study (2014) This study aimed to identify the level of acceptance and social interaction of blind students integrated in public schools, in addition to knowing the effect of the study variables, namely gender, grade, level of disability, on the level of acceptance and social interaction of blind students. The study members consist of (100) male and female students. The social acceptance tool was applied to the study sample, and the results showed that the level of acceptance of the visually impaired in the second rank came in the first rank with the highest arithmetic mean (82.2), while the level of acceptance of the visually impaired came with an average of (52.2). The results also showed the presence of statistically significant differences attributed to the levels of disability in all dimensions and in the total degree, the differences came in favor of the level of partial disability. The results also showed that

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there were no statistically significant differences on the variables of gender and grade on the sub-dimensions and the total degree.

Driggers (1983, Driggers) titled the relationship between the behavior of a blind and low-vision child at the primary school level and his social acceptance by his sighted peers. The sample consisted of (16) blind, and (191) children. The researcher used the observation method, and the study found that the blind suffers from a lack of social acceptance by their sighted peers in the normal class, and it was found that there are inappropriate behaviors by the blind that are considered as a lack of social acceptance by sighted people.

And a study (1999 al, et huurr) aimed at finding out the extent of the difference in self-esteem and social support provided by family and friends between the blind and their sighted peers, in the United States of America. The study sample may consist of (115) blind and visually impaired participants of both sexes, and also from (607), sighted of both sexes The results showed no difference between sighted males and blind males, also the social support provided to sighted women is greater than the social

support provided to blind women. What distinguishes the current study from previous studies is: It deals with psychological security and its link to social acceptance. Also, the study is considered one of the first studies in the current study community, which the researcher hopes to be the beginning and starting point for the Sudanese society in caring for individuals with disabilities and their care.

Procedural definition of psychological security: It is the degree obtained by the student with disabilities in the psychological security scale prepared for this study.

Procedural definition of social acceptance: It is the degree that a student with disabilities obtains in the social acceptance prepared for this study.

* The study Problem

Disability imposes a critical situation on its owners and restrictions on behavioral performance of all kinds, especially academic performance, which makes learning in the ordinary classroom and by regular educational methods a hope that is sometimes difficult or impossible to achieve unless some aids are available that help in the learning process, and

the disability may be a single disability. such as visual, motor, hearing or mental disabilities, Or several different disabilities - multiple disabilities - for the child, such as: mental disability, as well as hearing or visual / or movement disability and with it another sensory disability, It may cause complete or partial disability for the individual, and this situation requires the members of society as a whole, individuals and groups, psychological and social acceptance of these individuals as they are and as their disability is, in order to notify these individuals with disabilities that they are part of this society, as the social acceptance of them helps them In social integration and positive interaction between them and the rest of the community, which increases their sense of psychological security for them, The current study searches for the variables of psychological security and social acceptance of individuals with disabilities, trying to answer the question (Is there a relationship between psychological security and social acceptance of individuals with disabilities in Khartoum secondary schools?).

* Objectives of the study
* Knowledge
1- The level of psychological security and social acceptance of students with disabilities in Sudanese schools in Khartoum.
2- Exploring the relationship between psychological security and social acceptance of students with disabilities in Sudanese schools in Khartoum.
3- Exploring the differences in psychological security and social acceptance of students with disabilities in Sudanese schools in the city of Khartoum, which are attributed to the variables (gender / type of disability).
* Study hypotheses
1- The level of psychological security and social acceptance of students with disabilities in Sudanese schools in Khartoum is characterized by a low level.
2- There is a statistically significant relationship between psychological security and social acceptance of students with disabilities in Sudanese schools in Khartoum.
3- There are differences in the psychological security and social acceptance of students with disabilities in Sudanese schools in the city of Khartoum, which are due to the variable of the type of disability.

4- There are differences in the psychological security and social acceptance of students with disabilities in Sudanese schools in the city of Khartoum, which are attributed to the gender variable.

* Study method

To achieve the objectives of the current study, which dealt with the topic (psychological security and social acceptance of individuals with disabilities in secondary schools in Khartoum), the researcher used the descriptive correlative approach for its relevance and the variables and hypotheses of the current study.

* Study population and sample

The study population consists of students with disabilities who are present in secondary schools in the city of Khartoum, which consist of ten schools with students with different disabilities.

* The study samples

The study sample consists of students with motor, visual and speech disabilities. Table No. (1) shows the distribution of sample members according to gender and type of disability:-

Table No. (1) Shows the distribution of sample members

sample type	no	percentage
		Type of Disability
motor disability	13	%38
Visual disability	16	%47
speech impairment	5	%15
		gender
male	19	%55.88
female	15	%44
total	34	100%

* Study tools

First: The Psychological Security Scale: The Psychological Security Scale prepared by Naissa (2014) was used after it was modified and presented to a group of arbitrators with experience in the field of special education and psychology. Instead of (52) paragraphs.

Apparent honesty: which means to what degree the scale or tool measures what the research was apparently designed for.

Correlative honesty: The meaning of the correlative honesty of the scale is to what degree can the research scale distinguish between people who are known to differ in the original.

The internal consistency was calculated by finding the correlation coefficient between each phrase of the psychological security scale and the total score of the scale by applying it to

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an exploratory sample that consisted of (30) individuals from the study sample, and Table No. (2) at the end of the study shows that:

Table No. (2) shows the Pearson correlation coefficient for each item in the psychological security scale with its total score

no	Correlation value	no	Correlation value
1.	0.650	26	0.156
2.	0.256	27	0036
3.	523.	28	0.354
4.	0.434-	29	0.056
5.	0.621	30	0230
6.	0.169	31	0.354
7.	0.446	32	0.464
8.	0.864	33	0.566
9.	0.680	34	0.126
10.	0.521	35	0.394
11.	0.542	36	0.384-
12.	0.356	37	0687
13.	0.243	38	0764-
14.	0.359-	39	0.254
15.	0.452	40	0.721
16.	0.286	41	0.169
17.	0.264-	42	0.346
18.	0.621	43	0.564
19.	0.169	44	0.870
20.	0.646	45	0.621
21.	0.364	46	0.842
22.	0.880	47	0.656
23.	0.321	48	0.243
24.	0.742	49	0.421
25.	0.556	50	0.369-

From Table No. (2), which shows the correlation coefficient of the scores of the psychological security scale items with the total score of the scale, it is noted that the items (6.13.16.19.26.30.34.41) are weakly correlated, and that the items (4.14.17.36.38.50) are negatively correlated, so they were deleted so that the scale becomes (36) paragraphs instead of (50) paragraphs, where the stability of the scale was (0.88) and the validity was (93.).

Second: The measure of social acceptance the researcher used the social acceptance scale prepared by Otoum and Tammala (2016) for their study (social acceptance of the visually impaired integrated in regular schools).

Table (3) correlation of the paragraphs of the social acceptance scale with its total awareness

no	Correlation value	no	Correlation value
1.	0.568	26	0.238
2.	0.645	27	0.021
3.	0.268	28	0.513
4.	0.369	29	0.286
5.	0.542	30	0.564-
6.	0.241	31	0.256
7.	0.364	32	0.215
8.	0.156	33	0.879
9.	0.541	34	0.310
10.	0.341	35	0.323
11.	0.543	36	0.026
12.	.897	37	0.812-
13.	.756	38	0.283
14.	0.812	39	0.345-
15.	0.569	40	0.253
16.	0.791	41	0.867-
17.	0.276	42	0.380
18.	0.541	43	0.128
19.	0.971	44	0.182
20.	0.372	45	0.342-
21.	0.672	46	0.581-

From Table No. (3), which shows the correlation coefficient of the scores of the items of the social acceptance scale with the total score of the scale, it is noted that the items (8.27.36.43.44.) are weakly correlated, and that the items (30.37.39.41.45.46) are negatively correlated, so they were deleted so that the scale became (35).) paragraph instead of (46) paragraph,

where the stability of the scale was (0.85), and the validity was (0.92).

* Results

Hypothesis1: To test the validity of the first hypothesis, which states that (the level of psychological security and social acceptance of students with disabilities in Sudanese schools in Khartoum is characterized by low). The researcher used a one-sample t-test to find out the general characteristic of the variables, and the following table No. (4) illustrates this.

Table (4) shows the t-test to find out the general characteristic of the variable

variable	sample	degree of freedom	value (t)	standard deviation	hypothetical mean	Arithmetic mean	Indication level	inference
Psychological security	34	33	-7.416	7.42311	72	62.5588	0.000	The characteristic is low
social acceptance	34	33	-10.817	6.89655	70	57.2059	0.000	The characteristic is low

From Table No. (4), which shows the one-sample t-test to know the general feature of the psychological security and social acceptance variable - each separately - it is clear that the variables are characterized by a decrease in the study sample members by comparing the hypothetical mean of the psychological security variable (72) with their arithmetic mean (62.5588), which is a statistically significant value at the level of significance (0.05), as well as by comparing the hypothetical

mean of the social acceptance variable, which was (70) with the arithmetic mean (57.2059) and a standard deviation (6.89655), which is a statistically significant value at the level of significance (0.05).

This result is consistent with the study of Abdel Karim (2018), Jubran study (2017) and Abu Zeitoun study (2012), Al-Zoubi (2015), whose results showed that the psychological security of disabled individuals was low.

This result differs with the study of F. Al-Shamiri and Al-Siaghi (2020), whose result showed that the psychological security of disabled individuals is characterized by high.

The researcher believes that the feeling of psychological security means the absence of a feeling of fear and dangers that result from not helping other individuals and their acceptance of the disabled individual, which increases the social distance between them, as well as the individual's feeling of not belonging to the community in which he lives, his sense of persecution and the absence of what links him to this community effectively, such as Securing the life of the disabled individual, and the presence of close individuals and

friends who share with him playing and all social activities, whether inside or outside the school, which makes the psychological needs of these individuals with disabilities saturated, and this in turn achieves them psychological compatibility and acceptance of society.

Second: With regard to social acceptance

This result is in agreement with the study of Otoum and Al-Tamla (2017) and the Al-Shinikat study (2014), which found that the degree of social acceptance of visually impaired individuals from their point of view was average, and the Deir Jaras study (1983) and Hawr study (1999), which found that the degree of social acceptance of the visually impaired individuals from Their viewpoint was low.

It was stated in the psychological literature that social acceptance means the relationship between individuals with disabilities and their colleagues, which is characterized by positive interaction, and the normal child's awareness that the disabled child is acceptable as a playmate, or work, and routine integration in the classroom and playground and all activities that bring

them together, and interaction refers to the education of the disabled with their peers. non-disabled people in public schools,

The researcher believes that the study sample members, based on this result, lack this acceptance by their ordinary colleagues, and that the interaction between them and ordinary students is negative, that is, there is no interaction from the point of view of students with disabilities in secondary schools, as a result of the lack of awareness by the community that works to enlighten Ordinary students in society with disabilities and individuals with disabilities and how to deal with them, accept them and integrate them into society.

Hypothesis 2: (There is a statistically significant relationship between psychological security and social acceptance of students with disabilities in Sudanese schools in the city of Khartoum) the researcher used Pearson's correlation coefficient to find out the relationship between the two variables, and Table (5) illustrates this.

Table (5) shows the Pearson correlation coefficient to know the relationship between the variables of psychological security and social acceptance

variable	sample	Correlation value	probability value	inference
Psychological security/social acceptance	34	0.632	0.017	There is a relationship between the two variables

From Table No. (5), which shows the Pearson test to find out the relationship between the variables of psychological security and social acceptance, it is clear that there is a direct statistically significant relationship between the two variables, which means that the higher the degree of social acceptance, the higher the degree of psychological security among the study sample. Psychological security is closely related to social acceptance, because the individual who finds himself accepted by members of society feels that he is psychologically secure and has something to protect him, and there is nothing threatening his life or has no fears, because his need for belonging has been fulfilled, as the human being is a social being who is unable to He lives in isolation from the members of the community, so the researcher believes that the psychological security, which is low or nonexistent for the members of the current study

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sample, is related to their social acceptance, which is also low, which is what the researcher expected, and this is evidence of the association of students with special needs not feeling belonging to the environment in which they live. In it, which explains social acceptance, as well as their lack of reassurance and love, and this represents the aspect of psychological security for them.

Hypothesis 3: There are differences in the psychological security and social acceptance of students with disabilities in Sudanese schools in the city of Khartoum, which are attributed to the variable of the type of disability.

Table (6) shows the one-way analysis of variance test to find out the differences in psychological security and social acceptance that are attributed to the type of disability variable

variable	probability	value (f)	mean squares	Degree of freedom	Total square	مصدر التباين	inference
Psychological security	0.202	1.686	89.184	2	178.368	between squares	There are no differences
			52.904	31	1640.014	In squares	
				33	1818.382	total	
social acceptance	0.733	0.314	15.563	2	31.125	between squares	There are no differences
			49.627	31	1538.433	In squares	
				33	1569.559	total	

From Table (6), which shows the one-way variance analysis to find out the differences in psychological security and social acceptance of students with disabilities according to the type of disability, it was found that there were no differences in the two variables, psychological security and social acceptance among the categories of individuals with disabilities (motor disability / visual disability / speech disability) .

This result is consistent with the study of Abdul Karim (2018), whose result found that there are no differences in psychological security due to the variable of the type of disability, and it differs with the study of Sheneekat (2014).

The researcher believes that the need for psychological security and the need for belonging and acceptance are among the most important basic psychological needs as mentioned by many psychologists, including (Maslow) in his hierarchy and one of the most important motives that drive behavior throughout human life, and it is one of the basic needs necessary for normal psychological development, social harmony and health his psychological, The need for security is also considered the motivation of the individual to achieve his security and psychological stability, and it is closely related to the instinct to maintain survival and a sense of confidence and reassurance. Therefore, there are no differences

between them in psychological security and social acceptance.

Hypothesis 4: There are differences in the security and social acceptance of students with disabilities in Sudanese schools in the city of Khartoum, which are attributed to the gender variable.

Table (7) shows the t-test for two independent samples to find out the difference between males and females in the variables of psychological security and social acceptance

variable	comparison on groups	sample	value (f)	standard deviation	Arithmetic mean	Degree of freedom	probability value	inference
Psychological security	male	19	1.005	7.85170	64.2634	32	0.04	There are statistically significant differences in favor of males
	famale	15		6.45645	60.4000			
social acceptance	male	19	2.091	5.90173	57.526	32	0.158	There are no statistically significant differences
	famale	15		8.20105	57.4000			

From Table (7), which shows the t-test for two independent samples to find out the differences between males and females in the variables of psychological security and social acceptance, it was found that there are statistically significant differences in the psychological security variable in favor of males by comparing their mean (64.2634) with the mean of females (60.4000). They are statistically significant values at the level of significance (0.05), while there are no statistically significant differences in the social acceptance variable.

This result differs with the study of Al-Shamiri and Al-Siaghi (2020) and Abdul Karim (2018), which did not find differences in psychological security attributable to gender, and it agrees with Gibran study (2017) and Akl study (2009), which found differences in levels of psychological security due to a variable Gender, and the researcher attributes this difference to the different environments and societies and ways of caring for individuals with disabilities.

The researcher believes that there is a difference between males and females in psychological security due to the lack of psychological security for all groups. They belong to it as a social group that participates in all social activities, as well as males are better than females in psychological security, because males are due to the processes of social and family upbringing that impose restrictions on the female, causing her a kind of tension and fear and not imposing these restrictions on males, and this increases the feeling the psychological insecurity of the female is more than the male.

As for social acceptance, this result agrees with the study of Shneikat

(2014) and the study of Al-Atoum and Tamla (2017), which found no differences in social acceptance due to the gender variable.

Psychologists and sociologists state that persons with disabilities face persecution and abuse by others, and the manifestations of this are evident in the phenomenon of discrimination and exclusion from the activities of normal social life. imposed on the disabled by social institutions, and the researcher believes that the members of the study sample suffer from a feeling of lack of social acceptance, and they are equal in this feeling, males and females.

* Recommendations

1- Paying attention to individuals with disabilities and activating the laws of their rights and protection.

2- Work to educate community members about disability and deal with people with disabilities.

3- Work to empower individuals with disabilities in society and its various institutions.

4- Work to socially integrate individuals with disabilities by participating in the attic in social activities.

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