

## The Effectiveness of a Training Program Based on Psychoanalytic Theory in Developing Psychological Adjustment among Students with Motor Disabilities at Al-Balqa Applied University

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### Abstract

*This study investigated the effectiveness of a psychoanalytic theory-based training program in enhancing psychological adjustment among students with motor disabilities at Al-Balqa Applied University. A quasi-experimental design was employed, with 33 participants (male and female) from various faculties. A newly developed, 25-item psychological adjustment scale assessed five key dimensions. The program's impact was evaluated through pre- and post-application assessments in both the experimental and control groups. The results revealed statistically significant improvements in psychological adjustment within the experimental group (pre- vs. post-application). Additionally, significant differences were found between the control and experimental groups in the post-application assessment, with the latter demonstrating higher levels of psychological adjustment. These findings suggest that the training program based on psychoanalytic theory may be beneficial for promoting psychological well-being among students with motor disabilities.*

**Keywords:** Psychological Adjustment, Psychoanalytic Theory, Training Program, Student with Motor Disabilities.

### INTRODUCTION

The concept of adjustment is a crucial psychological indicator of mental health, as it relates to an individual's ability to adapt to changes in their physical, occupational, and social environment throughout different stages of development. Successful adjustment is necessary for an individual to perform their required roles efficiently and live harmoniously with themselves and their social environment. Adjustment is one of the most prominent concepts in psychology related to human behavior that addresses the human ability to adapt to changes in their environment. It focuses on an individual's self-behavior and self-adjustment, and the nature of the processes by which compatibility or incompatibility takes place, and how to reach successful adjustment.

Various studies have emphasized the importance of successful adjustment in promoting mental health and overall well-being. For instance, a study by Korte et al. (2021) found that successful adjustment was associated with lower levels of depression and anxiety among college students. Similarly, a study by Garnefski et al. (2001) found that successful adjustment was positively correlated with emotional regulation, which is crucial for mental health.

Moreover, the role of adjustment in different contexts has been explored in various studies. For example, a study by Wu and Chiou (2013) examined the effects of work adjustment on job satisfaction and found that successful adjustment was positively associated with job satisfaction. Another study by Vélez-Toral et al. (2018)

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investigated the role of adjustment in the acculturation process of immigrants and found that successful adjustment was positively related to psychological well-being.

Psychological adjustment is a dynamic process that involves adapting to changes in the environment to achieve happiness and psychological health. It is a constant process that deals with an individual's behavior and their ability to achieve a state of relative balance with their environment through successful adaptation. The success of the methods used to achieve this balance determines the soundness of the individual's adjustment. Psychological adjustment varies by age stage and is accomplished through various mechanisms, such as satisfying needs, achieving harmony between various motives, and the consistency and integration of individual competencies and inclinations.

The importance of psychological adjustment in promoting mental health has been emphasized in various studies. For example, a study by Ciecuch et al. (2020) found that successful adjustment was associated with higher levels of life satisfaction and well-being. Similarly, a study by Kappes et al. (2018) found that successful adjustment was positively correlated with resilience, which is crucial for maintaining psychological health.

Moreover, the role of psychological adjustment in different contexts has been explored in various studies. For instance, a study by Bakhshi et al. (2019) investigated the role of psychological adjustment in the academic achievement of medical students and found that successful adjustment was positively associated with academic achievement. Another study by Kaur et al. (2021) examined the role of psychological adjustment in the well-being of cancer patients and found that successful adjustment was positively associated with better psychological well-being.

Adjustment is behavior to overcome obstacles imposed by the social environment or the psychological state of the individual, and the need to achieve successful adjustment applies to all groups of society, the disabled and the non-disabled. There is a reciprocal connection between the senses and the soul and having a motor disability may lead to disturbance and difficulties in achieving psychological adjustment (Al-Mahdi, 2020).

Psychoanalytic theory was first laid out by Sigmund Freud who believes that personality has three basic elements, namely, the id, ego, and the superego.

The Id is the aspect of personality that is motivated by internal and fundamental drives and needs. It includes two basic instincts, which are the instincts of sex and aggression. The id is also known as the unconscious, and it is derived from our instinctive abilities. The ego enlightens the individual with the consequences of his behavior, behavior mediation between the principle of pleasure and the external world, which appears according to real growth through the id, given the individual's need to address the facts that he lives in at the beginning of the second year when he begins to interact with the surrounding environment. The ego also tries to control the individual's energy and does not dispose of it unless an appropriate goal appears to satisfy his needs in the external reality, through the processes of comparison and balancing between the self and behavior.

The superego is driven by the morality principle prevailing in society supervisory and deterrent role is linked to internal individual control to represent the group of religion, values, morals, and conscience associated with the individual. The child learns during his growth period the difference between normal and abnormal behavior, whether from his family or through his society. The superego grows in him in comparison and balance.

Psychoanalysis followers believe that the person closest to the level of psychological adjustment is the one who sees himself as he is, without realistic self-deception. Adjustment is represented by his ability to carry out a series of psychological, mental, and social processes that allow him to feel happiness and satisfaction while not succumbing to the desires of the id or the superego. This necessitates the existence of a stronger ego capable of balancing the demands of the Id, the warnings of the superego, and the demands of reality (Mansour, 2007). If it is associated with people who have a disability as a result of a defect in the individual's psychological or physiological structure, it will have psychological effects on the individual's personality, or cause a state of inability to meet the requirements of his natural role in life as a result of the inability to perform physiological and psychological functions (Al-Sartawi, Al-Qaryouti, and Al-Qarsi, 2002). Therefore, the current study sought

to measure the efficacy of a training program based on Freud's psychoanalytic theory in developing psychological adjustment among students with motor disabilities at Al-Balqa Applied University.

## **LITERATURE REVIEW**

Olofintoye (2010) conducted a study in Nigeria to identify the trends of psycho-social adjustment among the hearing-impaired, the physical-impaired, and the students without impairment in Nigeria's junior secondary schools. To achieve the goals of the study, a sample of (1295) students was chosen including (782) non-impaired, (97) hearing-impaired physically-impaired students. The findings demonstrated that students with impairments have problems with psychological and social adjustment.

Zuhda & Shafrin's (2010) study aimed to identify the state of social isolation resulting from physical disability among physically-disabled students. The study sample consisted of (6) students with physical disabilities. The results indicated that the majority of the physically disabled respondents prefer to isolate themselves from the community, especially their peers and members of their community in the early stage after the onset of disability because of feeling ashamed and embarrassed. And one of the main factors that help them integrate with others, is their family through which they can gain personal and social success.

Al-Tarawneh (2018) conducted a study to investigate the level of psychological and social adjustment among students with disabilities at Mutah University and to identify the impact of the variables (gender, type of disability, age) on psychological and social adjustment. (26) Students with disabilities participated in the study. It was found that the level of the psychological and social adjustment of students with disabilities at Mutah University was very high and that statistically significant differences in the level of psychological and social adjustment were due to the gender variable in favor, and there were no statistically significant differences in the level of psychological and social adjustment due to the two variables (type of disability, and age).

Al-Mahdi (2020) aimed to identify the relationship between psychological and social adjustment and the level of academic ambition of adults with hearing impairment in the state of Gezira in the light of variables (gender, degree of disability). The sample consisted of (67) male and female students from the seventh and eighth grades and students from the first and second grades of secondary school. The descriptive correlative approach. The results showed a positive relationship between psychological and social adjustment and the level of ambition, and there were differences in the average degrees of the level of ambition attributed to gender variables in favor of the favor student (Jam, 2019). The results also showed differences in the average degrees of the level of ambition attributable to the degree of disability (severe, mild) in favor of mild favorite.

Al-Otaibi (2021) conducted a study to identify the effectiveness of selective counseling for pro-counseling development of psychological and social adjustment among orphans in the secondary stage. A sample of (20) orphans from the Social Welfare House in Jeddah participated in the study. The program consisted of (9) sessions. Selective counseling or pro-counseling is effective in developing psychological and social adjustment. The results demonstrated differences between the experimental and control groups in the post-application in favor of the experimental group and differences between the pre-and post-test of the experimental group in favor of the post-application.

Based on the review of previous studies, it is clear that studies on psychological adjustment based on Freud's psychoanalytic theory are scarce. It should be noted that some studies aimed to reveal the level of psychological adjustment, while others aimed to measure its relationship to some variables such as the study of -Tarawneh018; Olofintoye, 2010; Zuhda & Shafrin, 2010; al-Mahdi, 2020; Al-Otaibi, 2021) which aimed to measure and develop the psychological and social adjustment of individuals in their different age stages (school or university). The researcher benefited from the previous studies in determining the study sample.

## **Statement of Problem**

Psychological adjustment is a critical factor in dealing with the various situations that an individual encounters in his daily life, which boosts his self-confidence, tolerance for difficulties, self-reliance, and commitment to his duties. The researcher noticed through his observations of many people with motor disabilities at the university

that, many of them suffer from the difficulty of psychological adjustment and face difficult situations due to their inability to satisfy their psychological, educational, and social needs at this critical age stage, which is full of psychological disorders that require granting them a measure of respect, care, and special freedom and support them to strengthen their will in the face of disability. The researcher also noted, through his academic work and field visits to university faculties, that the degree of attention and support provided to the disabled in general, and the motorized disabled in particular, is still below the required level, as the motor disability imposes a set of psychological, social, and educational pressures on the person with a physical disability. Adjustment may lead to the weak will of the disabled person as it is inherent in his life and makes him feel frustrated and bored.

We conclude from the above that the psychological state of the person with a motor disability imposes on him a great burden as he may encounter psychological disorders such as isolation and aggressiveness. The development of psychological adjustment among individuals with motor disabilities is the first step in assisting them to resolve the challenges they suffer from. Hence, this study came to investigate the efficacy of a training program based on Freud's psychoanalytic theory in developing psychological adjustment among students with motor disabilities at Al-Balqa Applied University. The problem of the current study is manifested in answering the following questions:

**The First Question:** Are there statistically significant differences at the level ( $\alpha = 0.05$ ) between the pre and post-measure group (applying for the training program) in favor of the favored post-measure psychological adjustment?

**The Second Question:** Are there statistically significant differences at the level ( $\alpha = 0.05$ ) in the post-measure in both groups (control and experimental) in the development of psychological adjustment in the favored group?

### **Study Goals**

The study aims to reveal the efficacy of the proposed training program based on Freud's psychoanalytic theory in developing psychological adjustment among students with motor disabilities at Al-Balqa Applied University. It also seeks to elucidate the concept of psychological adjustment and to find out whether there are differences between the pre and post-measure of post-measurement respondents (applying for the training program) in favor sure in post-measurement psychological adjustment, and whether there are statistically significant differences in the post measure between both groups (control and experimental) in the development of psychological adjustment in favor the experimental group.

### **The Significance of the Study**

The study's significance manifested in the following:

The significance of this study is the target group, the students with motor disabilities in the faculties of Al-Balqa Applied University. It is hoped that the results of this study will help them reach an advanced level of psychological adjustment by providing them with psychological knowledge on psychological adjustment and the possible ways to achieve it.

It is a vital topic in identifying the concepts of psychological adjustment and people with motor disabilities, to contribute to the identification of psychological problems caused by disability.

Parents of students with motor disabilities may benefit from the current study by increasing their interest in the psychological aspects of this category at its different stages in their lives and considering their emotional and psychological needs.

Shedding light on the phenomenon of psychological adjustment as it did not receive great research interest in Arab and local societies. Adding new methods and tools that have a psychological impact on the psychological heritage to benefit from them in later studies.

Providing the Arab library with this diverse knowledge and scientific output, so that specialists and researchers can refer to it and use it in preparing training, rehabilitation, and counseling **concepts of the study**

**Psychological adjustment:** Al-Tarawneh (2018: 687) defined it as a state of contentment and acceptance emanating from the individual and reflected in his behavior relationship with others, that is, (between the individual and himself and between the individual and others). Procedurally, it is the score the respondents obtained on the measure of psychological adjustment.

**People with motor disabilities** are individuals who are different from ordinary individuals in some sensory and motor respects and who need medical, rehabilitative, educational, psychological, and social services in particular, due to their inability to do partial or full physical functions (Abu Mustafa: 2000: 29).

**The Training Program:** It is a systematic and organized process, through which the individual is provided with a set of experiences that enable him to perform certain tasks (Jaber, 2015). Procedurally, it is an organized systematic process that aims to provide people with motor disabilities with specialized knowledge in the cognitive and performance aspects of the field of psychology.

### **The Study Limitations**

The limits of the current study are represented by the following:

- 1- Human limits: Students with mobility disabilities.
- 2- Spatial boundaries: Faculties of Al-Balqa Applied University.
- 3- Time limits: the first semester of 2021/2022.

The results of the current study are determined by the validity and reliability of its tool, its psychometric properties, and its suitability for students of Al-Balqa Applied University.

### **METHODOLOGY**

The quasi-experimental approach by the equivalent group method (control group, experimental group, pre-test, and post-test) was used to determine the efficiency of a training program based on Freud's psychoanalytic theory in developing psychological adjustment among students with motor disabilities at Al-Balqa Applied University.

### **Population and Sample**

The study population included all students from various faculties and majors with motor disabilities at Al-Balqa Applied University, which counted (23) colleges, including (33) male and female students with motor disabilities, according to the statistics of the Deanship of Student Affairs for the year (2021) as shown in Table (1).

**Table (1): Distribution of study population**

Variables	Category	N	%
Gender	Male	19	58%
	Female	14	42%
Total		33	100%

The researcher applied the study measure after verifying its validity and reliability to the entire study population (N=33) male and female students from different faculties and majors, who were chosen by the intentional sampling methods. The sample was divided into two groups, the control group (n=16) of male and female students and the experimental group (n=17) male and female students who will be offered the educational material using a training program, (see Table 2).

**Table (2): Distribution of the study sample by gender**

Group	Gender		Total
	Male	Female	
Control	6	10	16
experimental	8	9	17

## Study Instrument

### 1.The Psychological Adjustment Scale

After reviewing the previous studies (Kahlout, 2011; Al-Tarawneh, 2018; Al-Mahdi, 2020), the researcher developed the study scale which consisted of (25) items, distributed over (5) dimensions: self-adjustment (5) statements, school adjustment (5) statements, family adjustment (5) statements, health adjustment (5) statements, and Social adjustment (5) statements.

The study instrument is a type of self-report in a five-point scale design. The researcher presented the questionnaire to a group of committees with expertise in psychological sciences and special education to check the integrity of its language and the appropriateness of its dimensions. All the committee’s suggestions were considered, and some linguistic modifications were made.

The significance of the internal consistency of the scale was also obtained by extracting the correlation coefficients of the scale items with the tool and with the dimension using a pilot sample (n=15) of male and female students with motor disabilities. It was found that they are statistically significant coefficients at significance levels  $\alpha = (0.05)$  and  $(0.01)$ . Therefore, none of them has been deleted, and the scale has an appropriate and high validity for the study (see Table. 2).

**Table (2) Correlation coefficients between items, dimensions and the tool**

Item	with dimension	with tool	Item	with dimension	with tool	Item	with dimension	with tool
1	.729**	.512**	10	.734*	.621**	18	.696*	.479**
2	.513**	.420*	11	.584*	.441*	19	.519*	.432*
3	.589*	.579*	12	.418*	.384*	20	.726*	.653**
4	.505**	.380*	13	.669**	.444**	21	.539**	.482**
5	.698**	.533**	14	.513**	.420**	22	.492**	*372.
6	.651**	.496**	15	.680**	.337*	23	.724*	.622**
7	.692**	.419**	16	.673**	.512**	24	.630**	.863*
8	.686**	.522**	17	.553*	.451**	25	.621*	.452*
9	.554*	.412*						

## Scale Reliability

To verify the reliability of the psychological adjustment scale, the reliability coefficient was obtained using Cronbach's Alpha method as shown in Table (3).

**Table (3) The Cronbach's reliability coefficients of the psychological adjustment scale**

N	Dimensions	Reliability coefficients
1	Self- adjustment	0.82
2	Social adjustment	0.84
3	Health adjustment	0.85
4	School adjustment	0.83
5	Family adjustment	0.86
6	Total	0.84

Data in Table (3) demonstrated that the reliability coefficient of the overall psychological adjustment scale reached (0.84). These values are considered acceptable for the current study. The reliability coefficient was calculated on the previous sample by using the test-retest method with a time difference of two weeks using the Pearson correlation coefficient as illustrated in Table (4).

**Table (4) Correlation coefficient of test-retest on a sample (n = 15) for the psychological adjustment scale**

Tests	Group	Mean	SD	Pearson's r,	Sig
psychological adjustment	Test	3.347	.364	.872**	.000
	Retest	3.237	.371		

\* Statistically significant at the level ( $\alpha = 0.05$ )

\*\* Statistically significant at the level of significance ( $\alpha = 0.01$ ).

Table (4) shows that there is a statistically significant correlation at the level of significance ( $\alpha = 0.01$ ) between the test and retest on the psychological adjustment scale, and this is evidence of its reliability.

To verify the equality of the research groups in the post-test, for verifying that the improvement of the study variables is attributed to the training program, the psychological adjustment scale was applied to the study sample from both groups before applying for the program. The Paired Sample T-Test was conducted to detect the statistical significance of the differences among the participants in both groups in the post-measure as indicated in Tables (5).

**Table (5). The Paired Sample T-Test to examine the differences between the experimental (n = 25) and control (n = 25) groups in the post-measure of psychological adjustment**

Psychological adjustment	Groups	Mean	SD	T value	Sig
	experimental	3.478	.452	.629	.634
	control	3.352	.491		

\* Statistically significant at ( $\alpha = 0.05$ )

Table (5) shows that there are no differences between the control and experimental groups according to the psychological adjustment scale based on Freud's psychoanalytic theory. This is evidence of the equality of both groups in these variables before starting the application of the training program.

## 2. The Training Program

The training program based on Freud's psychoanalytic theory in developing psychological adjustment for students with motor disabilities includes a set of skills and different sessions based on the selective theory. The researcher presented the sessions during a specific period. It consists of (8) training sessions, each session lasting for (60) minutes, two sessions held per week, for (4) continuous weeks, and intensively in a fully equipped training center at the university and coordination with the Deanship of Student Affairs. The training and application of the program were carried out using multiple training methods, and some activities were implemented through role-playing and group work. The program aims to achieve the following goals:

Training students to control their emotions to achieve emotional balance and psychological adjustment in all its dimensions.

Providing them with some skills to identify undesirable thinking that leads to the emergence of suspicion and adopting and supporting the desired thinking by promoting the positive aspects of people with motor disabilities.

Demonstrate their latent skills and abilities in various aspects of the activity.

Giving them some role models to encourage them to respond in the desired way, by inducing some positive behaviors.

### Program Validity

To check the validity of the training program in the development of psychological adjustment among students with motor disabilities, the program was presented to a committee of (6) experts in psychology, counseling, and special education to evaluate the appropriateness of the activities for the required goals. And to check the implications of the content validity in light of the characteristics of the participants. All their recommendations

(correcting linguistic errors, diversifying the training methods) were considered. The final program was designed as follows:

Sessions	Topic	Goals	Strategies	Period
First	Introduction	Getting acquainted with the participating students and introducing the program, its goals, and what can be achieved through it. Clarify and discuss the concept of psychological adjustment, psychoanalytic theory, and homework.	Discussion & dialogue	60ms.
Second	Psychological adjustment, definition, causes, & negative effects	Clarify the concept of psychological adjustment & identify its negative psychological, physical, social, and mental effects.	Explanation dialogue, discussion, role-playing & modelling.	60ms
Third	Causes of motor disability & its psychological effects	Identifying the causes of motor disability among the participants, and talking about the reasons that led to their motor disability	Explanation dialogue, discussion, & emphasis on the principle of absolute frankness in speaking	60ms
Fourth	Identify the characteristics of psychological adjustment among the participants	Open dialogue with the participants and the researcher, by helping the students to express their thoughts and feelings freely, and to identify the obstacles they face in their lives, and what is the impact of these aspirations after the injury, which led to their motor disability.	Theatrical presentation, explanation, dialogue & discussion.	60ms
Fifth	Relaxation training	Reducing stress, distrust, and anxiety. And to clarify the importance of the skill of relaxation in general for the individual to get rid of the problems and pressures they suffer from. And clarify the basic conditions for the skill of relaxation. And improving the psychological adjustment in the hearts of the members of the group, especially in difficult situations.	Listening to quiet music and doing a practical application to relax through some exercises.	60ms
Sixth	Positive thinking about oneself	By helping the participants with ways to develop a positive concept towards themselves, and the cognitive confrontation about the abilities they possess, especially the mental abilities that enable them to strive towards a better future, and to identify the difficulties they face, and what are the appropriate ways to overcome them.	Discussion and dialogue, presenting models from the Noble Qur'an and the Prophet's Sunnah, and local and Arab personalities about their challenge to difficulties.	60ms
Seventh	Develop social acceptance among the participants	Promoting healthy and sound customs and traditions within society and staying away from bad habits, showing the correct and sound ways and methods for social integration with members of society, methods of effective participation in social events	Explanation, dialogue, and discussion	60ms
Eighth	Closing session	Program competition & evaluation. Discuss with participants the advantages & disadvantages of the program. Find out the improvement they feel after completing the sessions. Identifying its strengths and weaknesses. Thanked the participants who participated in the program.	Lecturing. Dialogue and discussion.	60ms

## RESULTS AND DISCUSSION

**Results of the First Question:** “Are there statistically significant differences at the level ( $\alpha = 0.05$ ) between the pre and post-measure among the experimental group (using the training program) in favor of the post-measure in developing psychological adjustment?” To examine the validity of this question, the researcher measured the level of psychological adjustment before starting the application and after applying it, then used the Paired sample T-Test to examine the differences between the two applications as shown in Table (6).

**Table (6): Paired sample T-Test to examine the differences between the pre and post-applications of the experimental group's level of psychological adjustment**

	Measure	Mean	SD	Calculated value	T	Sig
Psychological adjustment	pre	2.671	.472	19.831		.000
	post	3.529	.287			

\*Statistically significant at ( $\alpha = 0.05$ ).



Statistically significant differences were found at the significance level ( $= 0.05$ ), as evidenced by the value of (T) and the level of significance of the experimental group in both applications. The mean of psychological adjustment in the post-application is higher than the mean in the pre-application, indicating that the proposed experimental program is more effective in developing psychological adjustment among students with motor disabilities.

The researcher attributes this result to the fact that adequate psychological services have been provided to students with motor disabilities to qualify them to improve their psychological condition and adapt to the various life conditions they experienced, taking into account the potential available to them, especially in light of the presence of a clear vision within the university to provide appropriate services for that segment, according to the laws that guarantee a decent life for the disabled. This naturally contributed to finding differences between the two experimental groups before the application of the program, and the control group. This emphasizes the significance of working to meet the general needs of the students with motor disabilities, particularly their psychological and physical needs, such as physical fitness and the provision of assistive devices. In addition to counseling needs such as psychological factors that aid in adaptation and personal development. Because educational needs are also basic needs, the disabled must have equal educational opportunities that provide them with a sense of freedom from anxiety, security, and reassurance about their health, future, work, rights, and social status.

**The Results of The Second Question:** “Are there statistically significant differences at the level ( $\alpha = 0.05$ ) in the post-measure between respondents’ scores in both groups (control and experimental) in the development of psychological adjustment in favor of the experimental group?”

To answer this question, the researcher measured the level of psychological adjustment of the respondents in both groups (experimental & control) in the post-application, and the Paired sample T-Test was applied to examine the differences between the two groups, as shown in Table (7).

**Table (7): The Paired sample T-Test for the differences among the experimental group (n = 25) & control (n = 25) groups in the post-measure**

	Groups	Mean	SD	Calculated t value	Sig
Psychological adjustment	Experimental	2.628	.230	13.491	.001
	Control	2.433	.452		

\*Statistically significant at ( $\alpha = 0.05$ ).

Data in Table (7) illustrate that there are statistically significant differences between the control and experimental groups in the level of psychological adjustment in the post-application and in favor of the experimental group, which is evidence of the existence of an effect of the proposed training program in developing psychological adjustment among students with motor disabilities.

The researcher attributes the reason for this to the fact that the counseling program used in the current study, which is characterized by its comprehensiveness, includes several techniques that are suitable for the physically disabled category. It aims to help them develop security, tranquillity, self-acceptance, and social acceptance in the community environment. It also seeks to train them on the necessity of striving to prove themselves and adopt ideas that suit them, as well as identifying the dimensions and characteristics of psychological adjustment and developing its aspects. Through dialogue and discussion, the participants were able to express their ideas fluently and freely and confront negative and inappropriate thoughts, especially since the training program allowed them to talk about the obstacles they face, and how to challenge and address such difficult circumstances and reduce their anxiety about their future. Accordingly, it is possible to achieve adjustment, including happiness, love, intimacy, and compatibility for the student with a motor disability, and to remove obstacles that hinder his development. Strengthening ways of self, social, health, school, and family adjustment will also enable him to achieve successful psychological adjustment. Accordingly, this person will become a righteous person who accepts his self-situation, and people accept him as a human being who does not differ from them except to the extent that some of them differ from each other when they contract a disease.

## RECOMMENDATIONS

1. Developing the abilities of students with motor disabilities to achieve psychological compatibility and adapt to the university environment and the local community, by increasing attention to them and trying to provide the necessary services and facilities that would develop the psychological compatibility of this segment of society and in coordination with the relevant authorities.
  2. Conducting early intervention to discover disability because of its positive and clear impact in enhancing the self-confidence of the physically disabled child.
- Preparing training programs that include counseling sessions for male and female teachers and parents of people with motor disabilities to clarify the most important aspects that help them feel the psychological adjustment.

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