Psychological Safety among Orphan Students in the High schools Stage

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Abstract

The current study aims to investigate the level of psychological safety among orphan students in the preparatory stage. It also aims to identify the significance of differences in psychological safety among orphan students in the preparatory stage based on gender (male, female). The researcher selected a sample of 100 orphan students in the preparatory stage using a random sampling method, consisting of 50 males and 50 female students from four schools in the Baqubah district. To achieve the research objectives, the researcher adopted Maslow's scale of psychological safety needs, which was revised by Al-Dulaimi et al. (1993) to clarify the concept of psychological safety. The research followed scientific procedures after verifying the scale's validity through face validity and reliability through test-retest, with a reliability coefficient of 0.80. The findings of the study showed that the sample of the study exhibited a high and positive level of psychological safety. It is also shown that there are no statistically significant differences in psychological safety between males and females.

الملخص

يهدف البحث الحالي التعرف على:

1 – مستوى الطمأنينة النفسية لدى الطلبة الايتام في المرحلة الاعدادية.

2 – دلالة الفروق في مستوى الطمأنينة النفسية لدى الطلبة الايتام في المرحلة الاعدادية وفق متغير النوع (ذكور، اناث).

قامت الباحثة باختيار عينة البحث بالطريقة العشوائية وقد بلغت عينة البحث (100) طالب وطالبة من الطلبة الايتام في المرحلة الاعدادية وبواقع (50) طالب و (50) طالبة من اربع مدارس من مدارس قضاء بعقوبة، ولتحقيق اهداف البحث تبنت الباحثة مقياس ماسلو للطمأنينة النفسية والذي تم اعادة صياغته من قبل (الدليم واخرون 1993) في تفسير وتوضيح ماهية الطمأنينة النفسية ، واتباع الخطوات العلمية بعد التحقق من الصدق بطريقة الصدق الظاهري وثباته بطريقة الاختبار واعادة الاختبار حيث بلغ معامل الثبات (0,80) .

وكانت نتائج البحث كما يأتي:

1 – ان عينة البحث تتمتع بمستوى عال وايجابي من الطمأنينة النفسية.

2 - لا توجد فروق ذات دلالة احصائية بين الذكور والاناث في مستوى الطمأنينة النفسية.

The Research Problem

Childhood is a crucial and fundamental stage in a person's life, during which the formation and development of personality begin. The family, as the primary social unit, plays a key role in this process, as it is through the family that the child first starts to connect and interact with the external world. The family is primarily responsible for imparting to the child the basic social traits and characteristics necessary for interacting with the outside world (El-Khouly, 1982: 5). This highlights the significant role that the family plays in a child's life and personality formation. Deprivation of parental care or the natural environment in any form of deprivation may lead to a lack of a strong relationship that provides love and security, which can hinder natural development and result in an unbalanced personality (Rabea, 2001: 69). Furthermore, deprivation of family due to orphanhood may cause a child to feel a lack of psychological security and a profound sense of loneliness, even if the child is part of a group. Psychological safety is considered one of the most important needs and is closely tied to each individual (Moussa, 1986: 207).

The feeling of psychological safety is one of the positive aspects of mental health and its primary indicators. This is characterized by an individual's sense of security and success, the establishment of relationships with others, achieving psychological harmony, and avoiding rigidity and intellectual stagnation. It involves openness to others, as well as to self-directed and pleasant experiences, and its positive and healthy development (Mogariyos, 1974, p. 27). The lack of fulfillment of the need for psychological safety can make an individual more tense and anxious about everyday life situations, less capable of initiative and flexibility compared to others, more susceptible to suggestion, and more rigid, cautious, and hesitant. Consequently, such an

individual responds to life situations driven by feelings of fear and insecurity, leading to disorganized, ineffective, and illogical behavior (Qasem & Ahmed, 2008, p. 6).

The loss of psychological safety and the increasing intensity of psychological loneliness among adolescents, youth, and students have become common issues noted by mental health professionals. Research and studies indicate that younger age groups (17-30) experience the lowest levels of psychological safety. This has been attributed to the psychological pressures faced by adolescents and youth in Arab societies due to economic and social conditions, the demands for academic success, and the need to secure suitable employment opportunities (Jabir, 1996: 80). Therefore, an individual who does not feel stable and secure is unable to face life's challenges and problems effectively, especially if they belong to the orphaned category.

Do orphan students have Psychological Safety ?

The Research Importance:

The family is the first and most important institution in society, providing children with the ideal natural environment for growth and development throughout their early years and into adulthood. In a balanced family environment, free from psychological and behavioral problems, the family acts as an exceptional place whereby children acquire a fundamental understanding of societal norms, rules, and acceptable behaviors. This knowledge equips them to interact successfully with others outside the family. Families undergo complex interactions that contribute to shaping a child's personality, such as stimulation, response, and mutual influence at the psychological, social, and cultural levels. These interactions give rise to the child's basic emotional, social, and cultural needs. Parents play a crucial role in fulfilling these needs and raising their children properly. The father, in particular, serves as a great role model for his children and significantly influences their personality development. The family, consisting of a father and a mother, is the oldest educational institution known to humankind and continues to play a vital role in raising generations and providing them with the essential knowledge and skills for life. (Abu Daf, 2004: 126).

Adolescents, who are less capable of coping with such circumstances, require extensive care and rely heavily on others, particularly their family and parents, to meet their material, psychological, and educational needs. Thus, the absence of the natural family environment, such as the loss of both parents, poses significant challenges. The loss of a family member, particularly parents, causes adolescents to feel insecure, inadequate, and distrustful. This can lead them to overestimate the pressures they encounter, feeling overwhelmed and unable to cope with these challenges. As a result, they become more anxious, anticipating

danger and harm both to themselves and their family. This anxiety and expectation of harm extend into both the present and the future (Al-Sharif, 2002: 3).

Psychological safety holds a prominent position among researchers as a crucial pathway to achieving psychological adjustment. The need for security is one of the most fundamental psychological needs, upon which other psychological needs are established. Psychological safety involves satisfying an individual's needs, which in turn stimulates their motivation towards self-satisfaction, and comfort, reducing tension arising from unmet needs, and providing mental calmness and reassurance (Al-Tal & Abu Bakr, 1997: 136).

A sense of psychological safety is a necessary condition for mental health, and fear is a source of many psychological disorders and troubles. While individual security is the foundation of psychological balance, collective security is essential for any social reform (Ragih, 1995: 113). Furthermore, a person who does not feel stable and secure cannot effectively confront life's challenges and difficulties, which require psychological effort to address. An emotionally secure person responds not only to external situations but also integrates their fears, anxieties, and various internal conflicts into their responses (Othman Farag, 1970: 115).

Zahran (1984) argues that a sense of psychological safety reflects an individual's feeling that the social environment is friendly, and that others respect and accept them within the group. This is one of the fundamental needs essential for psychological development and mental health. This need manifests in avoiding danger and risk, exercising caution, and maintaining safety. An individual who feels secure and satisfied in their immediate social environment, such as within the family, tends to generalize this feeling and perceive the social environment as fulfilling their needs. He/she views people positively, with goodwill and love, and is more likely to cooperate with others (Zahran, 1984: 520).

Adler and Sullivan address psychological safety from a social perspective. Adler argues that humans, by nature, are social beings who continuously seek to fulfill their psychological and social needs through the development of their social interests and the creation of a lifestyle that allows them to interact effectively with others. This interaction helps achieve the needs for psychological safety, belonging, love, companionship, and overcoming feelings of loneliness, alienation, and estrangement (Adler, 1991: 138). Sullivan, on the other hand, emphasizes that anxiety arises from the lack of reassurance in reciprocal interpersonal relationships, which are crucial for personality development and determining the level of mental health during early adulthood (Sullivan, 1991).

Emotional security encompasses a broad spectrum of psychological, behavioral, and cognitive processes, including an individual's sense of self, emotional maturity, psychological stability, problem-solving abilities, conscious and organized perception, and accurate insight into their needs as an individual with distinct requirements. It becomes evident that psychological safety is a fundamental pillar of mental health and a distinguishing feature of human behavior. Moreover, it does not negate the presence of fear and anxiety, psychological security tends to exhibit relative stability depending on the surrounding environmental conditions (Al-Juhani, 2010: 68).

Therefore, orphaned students are a specific group that requires a strong sense of social and psychological safety and the fulfillment of their unmet needs, whether due to the death of one or both parents. They continuously seek happiness and mental health that align with their basic needs and levels of satisfaction. They aim to be loved and accepted by others, and have friends who help them explore alternatives, assess themselves, make decisions, and take responsibility, with the freedom to choose. The family plays a crucial role in developing an individual's personality, instilling habits, values, and social skills necessary for social integration, achieving goals, and personal growth.

The presence of parents is essential in family upbringing as they contribute to instilling values and concepts in their children, thereby fostering positive mental health and psychological and social adjustment. However, despite this, children may experience deprivation of either or both parents due to death, transforming their family environment into an unstable and anxiety-ridden atmosphere with disrupted social relationships. This leads to poor adjustment and disturbances (Alnajar & Alodwan, 2016: 87).

The Research Objectives

The current research aims to identify the following:

1- The level of psychological safety among orphaned students in the High School stage.
2- The significance of differences in psychological safety levels among orphaned students in the High School stage based on gender (male, female).

The Research Limits

The research is limited to government intermediate school students in Baqubah city, under the Directorate General of Education in Diyala, including both genders (male and female) for the academic year 2022-2023.

Definition of Terms

Psychological safety:

1. Maslow (1972) defined psychological safety as the need for stability and security, reliability, protection, and freedom from fear, anxiety, and

disorder. It encompasses the need for organization, order, law, knowledge, a sense of peace, independence, and the absence of danger and threat. Additionally, it involves avoiding pain, disability, and excitement, and includes needs for strength and protection (Maslow, 1972: 251).

2. According to Rajih (1973), psychological security is defined as freedom from fear, regardless of its source. A person feels secure when they are assured of their health, future, and social status. If any event threatens these aspects or even if there is a mere expectation of such a threat, the person loses their sense of security, which is a condition for mental health (Rajih, 1973: 76).

3. Zahran (1989) stated that the need for security is described as the child's need to feel secure and reassured through belonging to their family, school, and social peers. It involves the need for care in a safe environment that protects them from external factors, providing them with a sense of security for both their present and future (Zahran, 1989: 43).

4. Ouda (2002) defined psychological safety as a relative sense of comfort and tranquility that varies from person to person. It is experienced when an individual is free from tension, conflict, and psychological pain, and is devoid of intense emotional disturbances. It involves self-confidence, satisfaction with oneself, the ability to meet both physiological and non-physiological needs (such as social esteem, belonging, self-esteem, and self-actualization), optimism about life, trust in others, and feeling loved by them (Ouda, 2002: 10).

The Procedural Definition of Psychological Safety:

The total score obtained by the respondent through their responses to the items on the psychological safety scale applied in this research.

Theoretical Framework:

The concept of psychological safety is a comprehensive one that has been addressed by various psychological theories in different ways, with some specialized studies focusing on mental health. Given the wide range of behavioral, cognitive, and humanistic theories that have studied and analyzed this concept, one of the key figures in this field is Maslow, who is considered one of the founders of humanistic psychology. According to this theory, human activities should be viewed from the perspective of the individuals, with a strong emphasis on relying on their ability to develop themselves, meet their needs, and realize their essence (Jaber, 1982: 50).

First: Maslow's Humanistic Theory:

Maslow emphasizes the importance of the need for psychological safety through his motivation theory, which is based on the premise that needs differ in their importance, driving force, and urgency for satisfaction. Maslow proposed a hierarchical arrangement of needs, forming a hierarchy structure. At the base of the hierarchy are physiological needs such as the need for water, food, oxygen, and sleep. These are the most fundamental needs necessary for the survival of living beings, whether human or animal. After meeting physiological needs, the need for psychological safety ranks second, involving the avoidance of anything that causes fear, confusion, pain, and danger. When an individual satisfies their need for security, they then seek to fulfill the other needs that follow in the hierarchical order: the need for love and belonging, followed by the need for esteem and respect. At the top of the hierarchy is the need for self-actualization. Failure to satisfy any of these needs affects the attempt to fulfill the subsequent needs in Maslow's hierarchy of needs, Figure (1) shows it all. (Al-Khalil, 1991, p. 118). (Al-Khalil, 1991: 118).

Figure (1): Hierarchy of Maslow

1- **Physiological Needs:**

These are needs directly related to an individual's survival and are shared by both humans and animals. They include the need for food, air, drink, and sex. If these needs are not met, they completely dominate the individual's life (Rabee, 2013, p. 292). Additionally, if these needs are not satisfied, the individual will not progress toward fulfilling higher needs on Maslow's hierarchy (Ghabari & Abu Shaira, 2010, p. 254).

2- **Safety Needs:**

This includes a range of needs related to maintaining the current state and ensuring a certain level of physical and psychological security, such as the need for stability, order, safety, predictability, reliance on a satisfying source of needs, and relief from fear and anxiety. Students who fear school, their peers,

teachers, or parents have their safety needs threatened, and this fear, of course, affects classroom performance (Abu Asaad, 2010, p. 147).

Maslow believes that the need for safety is more important for children, adults, and neurotics. For healthy adults, this need is well met, and fulfilling this need requires reassurance, stability, protection, order, and freedom from fear and anxiety. For children, however, safety needs are more evident; young ones respond more visibly to threats and fears compared to adults, who have learned to manage their fears to a certain extent (Schultz, 1983, p. 292).

3- Love and Belonging Needs:

Once our physiological needs and safety needs are adequately addressed and satisfied, a subsequent level of needs emerges. A person starts to feel the need for friends, intimate relationships with others, and to be part of an organized group. There is also a need for a social environment or framework where one feels a sense of familiarity, such as family, neighborhood, or various forms of social systems and activities. A person derives his/her sense of humanity through interactions with others; he/she needs these relationships to sustain his/her existence and to enrich being. As Murray suggests, a person's presence in a material, social, and cultural environment is essential, and isolation is not feasible. Deprivation of communication and participation with others strips a person of their humanity, and feelings of satisfaction, love, safety, and friendship can only be achieved through belonging to a group, which is fundamental to their psychological makeup (Al-Suhaili, 2004, p. 11). This need is also reflected in our desire to belong to family and peers. Healthy individuals generally wish to avoid loneliness and isolation. Students who feel lonely or lacking in belonging often lack relationships with others, which in turn affects their classroom performance (Ghabari & Abu Shaira, 2010, p. 255).

4- Self-Esteem Needs:

Afterward, we begin to seek some degree of self-esteem. Maslow identified two types of esteem needs: lower and higher. The lower level of esteem needs includes the need for respect from others, status, fame, recognition, attention, reputation, admiration, dignity, and even control. The higher level of esteem needs includes the need for self-respect, which involves feelings such as confidence, competence, achievement, mastery, independence, and freedom. Thus, we desire positive judgments from others after achieving notable accomplishments, as our sense of adequacy involves feedback from others to develop our self-esteem. Therefore, teachers need to provide sufficient opportunities for students to meet these needs and also assist them in achieving and offering appropriate reinforcement for their accomplishments (Hreidi, 2011, p. 259).

5- Self-Actualization Needs:

One of Maslow's most important concepts is self-actualization, which means using our abilities to their fullest extent. Self-actualization is a fundamental concept in humanistic psychology and is the driving force within every individual. It forms the basis of self-confidence (Abdel-Ghaffar, 1988, p. 27). Maslow believed that self-confidence and a person's esteemed social status in society come through fulfilling the most important need, which is self-actualization, positioned at the top of his hierarchy of needs (Maslow, 1972, p. 162). These needs include not only how others respond to us as individuals but also how we view ourselves. We seek positive judgments from others following notable achievements, as our sense of adequacy involves feedback from others to develop our self-esteem. Therefore, teachers should provide sufficient opportunities for students to meet these needs and assist them in achieving their goals, offering appropriate reinforcement for their accomplishments (Rabee, 2013, p. 293).

Second: Freud's Theory

Freud explained psychological safety by proposing that personality is composed of three components: the id, the ego, and the superego. These components are in constant competition to dominate the individual and their psychological energy. Psychological safety is achieved when the ego successfully mediates between the demands of the id and the superego, resolving conflicts that arise between them and reality. When the ego fails to balance these demands and the equilibrium is disrupted, it threatens the sense of security, leading to a lack of psychological safety and causing deprivation and repression during the individual's development stages. Freud believed that the absence of neurosis indicates a high level of psychological security, as neurosis arises from past experiences and childhood-related conflicts and desires (Corey, 2009, p. 34).

Freud identified two primary forms of motivation:

1- Life and Survival Drives: These are centered around sexual drives.
2- Death Drives: These are centered around aggressive drives.

In Freud's theory, the relationships between these drives are characterized by conflict and struggle rather than harmony and accord. A psychologically balanced individual is one who can both love and work effectively. This perspective on psychological adjustment within Freud's framework tends to overlook the role of the individual in a social context, distancing the person from their humanity and making them a slave to fulfilling their needs. It undermines individual autonomy by linking behavior to responses that adapt to external changes, trapping the individual in a perpetual state of primal and selfish instincts. Thus, in Freud's theory, the life drives represented by the ego, as a component of personality, are responsible for achieving psychological comfort (Saad, 1999, p. 132).

Third: Behavioral Theory

The behavioral theory of psychological safety posits that anxiety and fear, which threaten psychological security and tranquility, are linked to the reinforcements and conditioning that individuals encounter throughout their lives. It suggests that classical conditioning is how individuals learn pleasant or painful experiences. Psychological security and tranquility result from various forms of erroneous learning from stimulus-response associations or incorrect reinforcement. The theory also asserts that feelings of insecurity and fluctuations in psychological tranquility are due to maladaptive behavior patterns established since early childhood. Psychological tranquility is achieved through acquiring appropriate habits that help individuals interact with others, face situations, and achieve harmony with themselves and their surrounding environment (EL-Shennawy, 1994, p. 24).

Fourth: Existential Theory

Existential theory categorizes individuals into two types regarding their psychological security: those who are psychologically secure and those who are not. Psychologically secure individuals are described as being able to effectively satisfy their psychological needs, which positively impacts their social and psychological experiences. This creates a balance between their personal existence, the presence of others around them, and their shared existence in the world. They strive to achieve their personal goals, and they are capable of taking responsibility, making decisions, and facing future challenges through self-awareness and understanding their potential. On the other hand, individuals who are not psychologically secure feel compelled to play roles imposed upon them. Their behavior is characterized by exploiting others to fulfill their desires, dominated by materialistic concerns accompanied by tension and anxiety about the future (Al-Khawaja, 2009, p. 65).

Psychological safety reflects an individual's perception that their social environment is genuine, showing concern for them and accepting them within the group. This is crucial for healthy psychological development and mental health. This need manifests in avoiding risks and exercising caution. Moreover, an individual who feels secure and fulfilled in their social environment tends to generalize this feeling to various life situations, viewing their social environment as satisfying their needs and seeing people as benevolent and loving. Conversely, an insecure person is in a constant state of fear, feels dissatisfaction, and perceives their environment as a threat and danger to himself/herself (Zahran, 2006, p. 56).

The researcher has relied on Maslow's theory to interpret the research.

The Research Procedures

This section includes a description of the research community, sample selection, the tools used, and the statistical methods employed to analyze the current research data.

First: Research Community

The research community is defined as all individuals, persons, or entities that constitute the problem being studied (Obeidat et al., 1996, p. 113). The research community in this study consists of four schools selected from the Baqubah district for the academic year 2022-2023.

Second: Research Sample

A sample refers to a portion of the research community chosen to represent the whole community with all its characteristics (Al-Khatib et al., 1985, p. 39). Random sampling is considered one of the best and most accurate methods for representing the community (Al-Mashhadani & Hormuz, 1989, p. 33). The sample was selected randomly The total number of orphans in the four schools was 365 students, making up 28% and consisted of 100 students from orphaned students in the intermediate stage, with 50 male students and 50 female students from the four schools in the Baqubah district. Table 1 illustrates this.

Table (1): Statistical analysis sample

No	School	Sample		
		Males	Females	Total
1-	Al-Khansa Secondary School for Girls		25	25
2-	Jumana Secondary School for Girls		25	25
3-	Al-Jawahiri Secondary School for Boys	25		25
4-	Al-Sadrain Secondary School for Boys	25		25
		50	50	100

The Research Tool

To select an appropriate scale for achieving the research objectives, the researcher reviewed various relevant literature and scales. The researcher adopted Maslow's theory (1972) to interpret and clarify the concept of psychological security as encompassing the need for security and stability, dependability and protection, freedom from fear, anxiety, and disturbance, as well as the need for organization, order, law, knowledge, and a sense of peace. This also includes the need for independence, lack of danger and threat, avoidance of pain and disability, arousal, and the need for power and protection (Maslow, 1972, p. 251).

B – Previous Literature and Studies

The researcher reviewed previous studies and literature on the concept of psychological safety and used Maslow's psychological safety scale, which was revised by Al-Dulaimi et al. (1993) to fit the Arab context. The scale consists of 75 items divided into three domains:

First: Lack of Love (Items 1-25)

Second: Feeling of Isolation (Items 26-50)

Third: Feeling of Danger (Items 51-75)

The scale consists of 75 items with four response options: (Always, Often, Sometimes, and Rarely). The grades (1, 2, 3, and 4) are assigned respectively for positive items. Conversely, the grades are reversed for negative items, which include items 2, 4, 12, 13, 17, 19, 20, 25, 27, 28, 30, 31, 34, 37, 43, 45, 48, 52, 58, 59, 62, 68, and 71. The score for each respondent is calculated by summing their responses to the items on the scale.

Validity and Reliability

Validity

Validity is one of the most fundamental concepts in the field of measurement scales, if not the most important (Ouda, 2002, p. 340). It refers to the extent to which an instrument measures what it is intended to measure (Al-Zubaidi, 1981, p. 39). To assess the content validity of a test, it is often reviewed by a panel of experts in education and psychological sciences.

Reliability

Reliability refers to the consistency of the scale's items in measuring what it is designed to measure and the coherence of its items (Al-Rousan, 1991, p. 85). It indicates the stability of the test results. To determine the reliability of the scale, the researcher employed the following method:

Test-Retest Reliability

This involves administering the same measure twice to the same sample. The scale is first applied to a group of individuals, and then, after a specific period, it is re-administered under the same conditions as the first administration (Eisawi, 1989, p. 109). Therefore, the scale was administered to a random sample of 30 students, with 15 males and 15 females from the research population. The scale was applied initially, and then re-applied to the same sample after a two-week interval. The Pearson correlation coefficient between the first and second administrations was calculated, yielding a correlation coefficient of 0.80, which is considered a good and reliable correlation.

Statistical Methods

1- Pearson Correlation Coefficient: This was used to calculate reliability through the test-retest method.

2- T-Test for one sample: This test was used to determine the significance of the differences between the sample's mean scores on the psychological stress scale and the hypothetical mean.

Results and Interpretation

First Objective: To assess the psychological safety of orphaned students at the preparatory level.

To achieve this objective, the mean score of the sample on the psychological safety scale was calculated. The mean score was (21.659) with a standard deviation of (25.586). To determine the significance of the difference between the mean score of the sample and the hypothesized mean of the scale, which was (187.5), a one-sample t-test was used. The calculated t-value was (11.369), which is greater than the table value of (1.65) at a significance level of (0.05) with (99) degrees of freedom. This indicates that the difference is statistically significant, as shown in Table (2).

Sample	Arithmetic mean	Standard deviation	Hypothetical mean	T- value		Level of sig. 0.05
				Calculated	Tabular	
100	21.659	25.586	187.5	11.369	1.65	Sig.

The results indicate that the calculated t-value was higher than the table value, which means that the sample generally has a high level of psychological safety. The researcher interprets this finding as evidence that the research sample exhibits a high and positive level of psychological safety. This is naturally a result of individuals, from their stages of development and psychological, social, and emotional lives, having developed their perspectives, attitudes, and situations that provide psychological security and emotional safety in various life situations. Psychological safety is a complex feeling that includes an individual's sense of happiness and satisfaction with life, achieving a sense of security and reassurance, and feeling loved by others, which enables them to achieve a sense of belonging. It involves recognizing the care and trust of others, leading to significant warmth and affection, resulting in stability and calmness, emotional consistency, and self-respect, all of which contribute to psychological safety. This was reflected in the statistical results, which indicated that the individuals enjoyed this positive level of psychological safety.

Second Objective: To examine the significance of differences in psychological safety levels among orphaned students at the preparatory level based on gender (male, female).

To assess the significance of the differences in psychological safety levels based on gender, the researcher used a one-sample T-test. Table 3 illustrates the results of this analysis.

Gender	Number	Arithmetic mean	Standard deviation	T- value		Level of sig. 0.05
				Calculated	Tabular	
Male	50	218.460	27.586	0.729	1.98	Non-sig.
Female	50	214.720	23.550			

The results showed that there were no statistically significant differences between males and females in the level of psychological safety. The calculated value was 0.729, which is less than the table value of 1.98 at a significance level of 0.05 with 98 degrees of freedom. The table above indicates that there are no differences in psychological safety based on gender among orphan students. The researcher believes that the socialization processes and social formation provided by the community to the sample of both males and females enable them to develop positive pathways to psychological safety. Therefore, psychological safety is related to socialization processes and successful social interactions within educational and training institutions. It arises as a result of the individual's interaction with their school and the surrounding environment through the experiences they encounter.

This analysis helps to understand if there is a notable difference in psychological comfort based on gender among the orphaned intermediate students.

Recommendations

1- It is recommended to educate parents and educators about the importance of children feeling psychologically safe by fostering self-confidence, acceptance, and a sense of responsibility.

2- Pay serious attention to various activities both inside and outside the classroom and during school hours to provide opportunities for orphaned students to express themselves in ways that alleviate psychological crises, regardless of their severity or source.

3- Parents and society as a whole should work to provide a suitable environment for their children to meet their psychological needs in a healthy manner.

Suggestions:

1- It is suggested to conduct a field survey of a larger sample of students within the governorate and compare the results between boys' and girls' schools for more comprehensive findings.

2- It is suggested to study the relationship between psychological safety and personal variables such as self-esteem, self-control, and social phobia.

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male student / Dear female student,

We present to you a set of paragraphs that might describe your situation or condition accurately. Please mark only one of the statements by placing a checkmark (√) next to the option that best reflects your behavior or situation.

Gender: Male ☐ Female ☐

	Paragraphs	Alternatives			
		Always	Often	Sometimes	Rarely
1	I usually like to be around people rather than being alone.				
2	Being around people makes me feel happy.				
3	I lack self-confidence.				
4	I feel that I receive enough praise and compliments.				
5	I often feel upset with life.				
6	I see that people are drawn to me as much as they are to others.				
7	I feel sad for a long time from situations where I am insulted.				
8	I find comfort when I am alone.				
9	I am a person who loves others.				
10	I prefer to escape from unpleasant situations.				

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		Always	Often	Sometimes	Rarely
11	I feel lonely even when I am among people.				
12	I feel that my luck in life is fair.				
13	I accept the criticism my friends direct at me.				
14	I always surrender easily.				
15	I usually feel friendly toward others.				
16	I often feel that I don't like life.				
17	I am generally optimistic.				
	Paragraphs	Always	Often	Sometimes	Rarely
18	I get angry easily.				
19	I am a generally happy person.				
20	I am usually confident enough.				
21	I feel embarrassed and sensitive.				
22	I feel dissatisfied with my actions.				
23	I feel a change in my mood.				
24	I feel that people are distancing themselves from me.				
25	I am confident enough in myself.				
26	I can trust most people.				
27	I feel that I am useful and helpful in life.				
28	I can interact with others with love.				
29	I think a lot about the future.				
30	I usually feel healthy and strong.				
31	I am a good speaker and able to express my opinions well.				

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	Paragraphs	Always	Often	Sometimes	Rarely
32	I feel that I am a burden on others.				
33	I find it difficult to express my feelings.				
34	I feel happiness when others are happy.				
35	I feel that others do not care about my opinion.				
36	I am a very doubtful person.				
37	I see the simple worker as having a suitable place for living.				
38	My mood changes easily.				

	Paragraphs	Alternatives			
		Always	Often	Sometimes	Rarely
39	I think about myself a lot.				
40	I live the way I like, not the way others want me to.				
41	I feel sad when I experience misfortune.				
42	I feel that I am a successful person in my studies.				
43	I prefer people to see me as I truly am.				
44	I feel that I am not compatible with life.				
45	I assume that everything will end well.				
46	I feel that life is heavy.				
47	I am bothered by feelings of inadequacy.				
48	I feel that I am in good condition.				
49	I handle dealing with children well.				
50	I feel that people are watching my actions.				
51	My feelings are easily hurt.				
52	I feel stable in my studies.				

53	I feel anxious about my intelligence.				
54	People feel calm when they are with me.				
55	I have an unfounded fear of the future.				

	Paragraphs	Alternatives			
		Always	Often	Sometimes	Rarely
56	I usually act in a natural way.				
57	I generally feel that my luck is good.				
58	My childhood was happy.				
59	I have a large number of true friends.				
60	I often feel uneasy.				
61	I am afraid of competition with my colleagues.				
62	My family is happy.				
63	I feel anxious about something bad happening to me.				
64	I feel discomfort from others.				
65	I feel content and satisfied.				
66	My mood often shifts from extreme happiness to deep sadness.				
67	I feel respected by others in general.				
68	I can work harmoniously with others.				
69	I cannot control my emotions.				
70	I feel that people are making fun of me.				
71	I am generally a relaxed person, not tense.				
72	I feel treated kindly by others.				

73	I feel discomfort from what happens around me.				
74	I have been subjected to contempt many times.				
75	I feel that people think I am abnormal.				