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## **Problems psychological and academic for some students in the class with requirements for the stage university المشاكل النفسية والأكاديمية لبعض طلبة فئة ذوي الاحتياجات الخاصة في المرحلة الجامعية**

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### **Abstract**

Consequently, this study aimed to investigate the problems of some students with special needs, depending on the nature of the disability, whether visual, kinesthetic, learning difficulty ... etc., and in various universities as well as various colleges, and to achieve this purpose, a questionnaire was designed that summarized in two axes (psychological and academic), And distributed to a sample of students from some colleges who graduated before and now trained in the various poles of the country, which was estimated at 30 students, as the study population was university students in Algeria, the study concluded that there are psychological problems to a very large degree And academic problems to a small degree, and the researcher recommended the need to pay attention to students' problems from a psychological point of view first and to integrate this group that he considered marginalized with society, and the need to develop a psychological counseling.

### **Keywords**

Psychological problems;  
academic problems;  
people with special needs;  
university level.

### **المخلص**

جاءت هذه الخطوة لتحديد المشكلات النفسية والأكاديمية التي يقابلها الطلبة ذوي الاحتياجات الخاصة في العديد من الجامعات، والتعرف على مطالبهم ومشاكلهم وما يحتاجون له من دعم ورعاية في المرحلة الجامعية، وبالتالي هدفت هذه الدراسة إلى تقصي مشكلات بعض طلبة ذوي الاحتياجات الخاصة وهذا حسب طبيعة الإعاقة سواء بصري، حركي، صعوبة التعلم... الخ، وفي مختلف الجامعات وكذا مختلف الكليات، ولتحقيق هذا الغرض، فقد تم تصميم استبيان تلخص في محورين (النفسية والأكاديمية)، وتوزيعها على عينة من طلبة بعض الكليات المتخرجين من قبل والمتدرسين الآن وفي مختلف أقطاب الوطن والتي قدرت بـ: 30 طالبا، حيث كان مجتمع الدراسة الطلبة الجامعيين في الجزائر، وبعد استخدام الأساليب الإحصائية المناسبة، توصلت الدراسة إلى أنه توجد مشكلات نفسية بدرجة كبيرة جداً، ومشكلات أكاديمية بدرجة قليلة، وقد أوصى الباحث بضرورة الاهتمام بمشكلات طلبة من الناحية النفسية أولاً ودمج هذه الفئة التي اعتبرها مهمشة مع المجتمع، وضرورة وضع برنامج للإرشاد النفسي وتوفير المناصب لها والاعتراف به كإطار في المستقبل، وتأسيس مركز للإرشاد.

### **الكلمات المفتاحية**

المشاكل النفسية؛  
المشاكل الأكاديمية؛  
ذوي الاحتياجات  
الخاصة؛  
المرحلة الجامعية.

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## 1. Introduction

It represents the stage university phase transition and turn sharply in the life of the student, which involves the problems of special can be shown on the image of difficulties in adjustment, because the student at this stage need because take decisions important relate to the future is his academic such as selection of specialization and method of study, and carry out the duties of self to the requirements of Scheduled school, in addition to the need to make decisions and other related to his life and where the institution of education higher is considered an indicator of strong about the evolution of society and its capabilities, as a source of competencies and needs of the community of resources and human able to contribute to the development of society and the development of through cost - effective scientific, it must be the care of the character and status of the student collectors are integrated, and all dimensions of mental and physical ... etc. , this building , which must be dependent on providing students the expertise and skills of purposeful .

Since the problems that faced by students in the university are reflected on the trends of ho future and their expectations for him, the these expectations are linked positively to their future personal and Ptkadirhm self - esteem, and are associated negatively Ptotruthm and the pressures that they face.

Indicates " Kelly 2006" to be a lot of students in the stage of secondary stage university face many of the problems and obstacles that stand in those stages, including problems related aspect of social, personal and academic, vocational and other, and these problems may differ from the terms of type and severity depending on age, sex , Life experiences, and socioeconomic status.

And from the identification problems, psychological and academic is something very important, because it will contribute to the identification of strategies that can be help in solving those problems, which confirms the need for students with needs for the stage university to the guidance and direction .

## The problematic

Filled the subject of the problems of psychological and academic from the side with needs for the stage university attention to a researcher at the end itself and some of the researchers who preceded us in this confusion and face specifically are the problems of psychological episode lost class needs special .

This students with needs for their abilities especially also including creative, understand the need for those who take their hands and give them an opportunity to express all their talents; That is why we need to activate the decisions of government to support people with needs special and integrate them into the fabric of social and career, Valmthel says do not give me a fish , but taught me how to hunt fish, and that is the strategy best to create a path organizational to serve these students to open the doors to integrate them into schools and memorization of their energy potential , whether practical or scientific to be in addition to the balance of the social is not a constraint and a burden Nkhbi our heads in the sand about .

The" Kitzero 2003" to the occurrence of transformation and change significantly in the problems of the students of university, after that were problems confined to the problems of development and academic, became include the problems of mentalmost units, these problems will have the effect of significantly on the performance of the student university in the aspects of academic , cognitive , social , emotional, and His relationships with colleagues .

Based on the foregoing, this intervention came to identify the psychological and academic problems that students with special needs face in various universities, and to identify their problems and demands at the university. .

## Assumptions

There are psychological problems that create stress for students with special needs at the university level.

There are academic problems that create stress for students with special needs at the undergraduate level.

## Study objectives

The study aimed to determine the academic psychological problems that students with special needs face and whether the psychological aspect affects their academic abilities. The study also aimed to develop a questionnaire to determine the psychological and academic problems that students with special needs face at the university level.

Identify the problems psychological which faced some students stage university.

Identify the problems and academic, which faced some students stage university.

## Importance of the study

This study is considered one of the important studies on the psychological and educational levels for students with disabilities, due to the following considerations :

- received a light on the side of the aspects of the process of educational university.
- enables the results of the study owners decision educational decision - making and procedures necessary that have nothing directly to the nature of the work and the care of persons with disabilities and guide them in the university.
- provides study proposals for ways to reduce the problems of psychological among disabled persons in the university.

The attention of those communities for children with disabilities linked to change perception of social them and the shift from considered a burden on the society to view them as part of the wealth of human, which necessitates development of this wealth and take advantage of them to the farthest border. (Abd Rahim, Fathi Sayed, 1983, p. 13).

## Define concepts and terminology

### The problem

Ever known " Code " as " any position vague, complex and emitter on the challenge, whether it was a stand second nature or position artificiality requires dissolved in thinking " 1973; 438 Good Carter.

## Problems psychological

(Procedurally) is that faced with needs special that relate to emotions and feelings, which express them from through the questions questionnaire topic tool to study.

## Problems Academy

(Procedurally) is that faced with needs special related to domain scientific in the university and crossing them from through the questions questionnaire topic as a tool to study.

## Disabled

The person who suffers from the lack of physiologically, whether Lacan genetically or acquired turns without his work (Ihsan Mohammad Hassan, 1999, p. 467).

## People with needs special

That the term needs special refers to the existence of differing materially from the person average or a person normal and face specifically intended for children of people with needs special, that a child who is different from the child 's normal or average of where the capacity of mental or physical or sensory, or from where the characteristics of behavioral or linguistic or educational to the degree it becomes the necessary provision of services education special services support to meet the needs unique to the child, preferably most educators currently use the term with the needs of special because it does not involve the contents of the negative which intends the terms disability or disability and to it . (Iqbal Muhammad Bashir, Iqbal Ibrahim Makhlof, 1983, p. 32).

## People with special needs (procedurally)

As it is known , the members of society are not all of them normal and that a percentage of them may get bigger or smaller. They are usually those with special needs or what was previously known as the disabled. The name has changed in consideration for them and to relieve them because the name of the disabled has a kind of Defaming them, and

thus some definitions can be provided for people with special needs (disabled).

This definition means that people with needs for perceived them community on they are individuals not misfits from various aspects and so they need to the attention of a special about through the provision of means of treatment appropriate.

#### **Students with special needs (procedural)**

They are those students who are enrolled in the university and have a disability, whether it is movement, physical, visual, auditory, health, or multiple disabilities. .

#### **Stage university (procedurally)**

Is the period of time that spent the student with needs for the seats in the study at the university last 3 years Bachelor and 2 Master, and 3 years PhD like him like a student who 's health is good .

## **2. Methods**

### **Curriculum**

Are considered this is studying From Studies Descriptive Analytical and aiming to describe And analyze Psychological problems And the Academy For students with disabilities special needs at Stage University, and accordingly, the curriculum adopted in the descriptive and analytical study.

### **Society study**

Included Society studying On Students with special needs Private enrolled at Faculties University graduated by and allocated from various universities in Algeria.

### **Sample studying**

Done distribution Questionnaire on a group of Society students The study, numbering 30 students From People with special needs From different universities, as for the study sample Lost Done Her choice randomly.

### **Study Tool**

In his study, the researcher used the questionnaire to measure psychological / academic problems.

### **Believe a tool Study**

To be sure From Truth Content For the tool (questionnaire) to identify psychological and academic problems For people with needs Own At the undergraduate level, it was done Sample preparation For arbitrators It includes Specify Their opinion of all questions regarding the hypothesis From Where appropriate, And clarity Language, affiliation, For students with Needs Own at Stage Undergraduate.

The sincerity : adopted a researcher at the sincerity of calculating the questionnaire on one type of honesty, which is called the virtual truth is meant by that measure measures the What is the status for which measures the capacity to be measured after the presentation to the committee of arbitrators specialists to measure the extent of virtual honesty to measure.

Became the number Macro For the questionnaire 20 Question distributor On Grammar next one:the problems Mental And number His questions 10 questions, academic problems and a number Her questions 10 Questions, from which he relied on apparent honesty (the veracity of arbitrators)

### **Stability instrument**

This means that gives the test or questionnaire the same results if they have been applied to the same individuals and the same conditions and can extract stability coefficient by calculating the correlation coefficient in performance between the two applications first and second. (Gharib, 1977, p. 561).

### **Statistical treatment**

The researcher used in his study on the following: percentages and K squared.

## **3. Results**

Use researcher Questionnaire to identify the problems Mental And the academy to collect

data From Students People with needs Own in Stage Undergraduate Around the problems Which They face at Aspects Psychological and academic, And that To answer On Questions studying.

**The first axis :** What are the most important psychological problems that create stress for

students with special needs at the university level?

**The question01 :**Do you think you are more concerned than students who are like you in your age?

**Its purpose :** To find out the degree of anxiety of a student with special needs compared to others.

**Table 1: The degree of anxiety for students with special needs**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	13.32	83.33%	25	Yes
			16.66%	05	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the predominant percentage (yes) was estimated at: 83.33 ,followed by) no) by: 16.66 .Consequently ,anxiety among students with special needs is very large, as they are always in a state of internal anxiety that they do not express in a visible way.

**Conclusion :** We conclude that students with special needs are characterized by anxiety and disorders that impede his psychological state.

**Question : 02** Sometimes some students in your situation feel melancholy and sad, or they feel that their lives are misery and injustice. Do you feel that much?

**Its purpose :** To know the degree of depression and sadness corresponding to their feeling of misery and injustice among students with special needs compared to others.

**Table 2 : The degree of depression and sadness corresponding to their feelings of misery and injustice among students with special needs**

indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	19.20	90%	27	Yes
			10%	03	No
			100%	30	Total

**Analysis :** Through the above table, we note that the predominant percentage (yes) was estimated as:90 Followed by (no) with :10Thus, the degree of depression and sadness, as well as misery and injustice, is large and clear through their interrogation by the researcher of students with special needs, as they are always in a state of misery, injustice, contempt and marginalization on the part of society.

**Conclusion :** We conclude that students with special needs feel great injustice, misery and sadness and are rejected in the society in which they live.

**Question 03 :** When you are angry and tense, do you act in a way that harms your relationship with others?

**Its purpose :** to know the degree of anger and tension and the way he deals with others in this situation.

**Table 3 : The degree of anger and tension and the way he deals with others**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	19.20	90%	27	Yes
			10%	03	No
			100%	30	Total

**Analysis :** Through the above table, we note that the predominant percentage (yes) was estimated as:90 Followed by (no)

with :10Consequently, the degree of anger and tension was great through their interrogation of students with special needs, and accordingly, the behavior that occurs from him is that he is

not distinguished by the fortunes of a normal person or that he does not want to integrate into his society.

**Conclusion :** We conclude that students with special needs behave in a way full of anger and tension, and this leaves their hearts deficient through the society's view of them.

**Question 04 :** Do you think that you are a stubborn person who does what you want and not what others want?

**Its purpose :** to know the degree of stubbornness that characterizes a student with special needs, and does he want to impose his logic or take the opinion of others.

**Table 4 : The degree of stubbornness that characterizes students with special needs**

indication	Scheduled k	Calculated k	Percentage	Repetition	the answers
Significant function	3.84	4.80	%70	21	Yes
			30%	09	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the predominant percentage (yes) was estimated at: 70, followed by (no) by: 30. Thus, the degree of stubbornness and imposing opinion came through their interrogation of students with special needs, and therefore the stubbornness that arises from him is that he wants to impose Himself in society, standing on his feet, and explaining that disability is nothing but a push and force to work.

**Conclusion :** We conclude that students with special needs behave in a stubborn manner and want to show society their right to speak and give solutions.

**Question 05 :** When you encounter problems, do you want someone to fall into them instead of you?

**Its purpose :** to know the problems that people with special needs fall into, whether or not they want them to others.

**Table 5 : The problems that people with special needs fall into or not**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%00	00	Yes
			100%	30	No
			100%	30	Total

**Analysis :** Through the above table, we note that the overwhelming percentage (no) was estimated at: 100, followed by (yes) with a zero percentage. Consequently, the problems that people with special needs go through do not want them to others and never wish them.

**Conclusion :** We conclude that students with special needs deal with their problems on their own and do not want others to fall into them.

**Question 06 :** Do you want to sit alone for hours?

**Its purpose :** to know his condition in society, is he integrated or isolated.

**Table 6 : His condition in society**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	13.32	%16.66	05	Yes
			83.33%	25	No
			100%	30	Total

**Analysis :** Through the above table, we note that the predominant ratio (no) was estimated at: 60, followed by (yes) by 40, and therefore integration was a minor thing. As for most of the students, they were in a state of complete isolation from society and the students who study with him, and this is possible due to the aforementioned problems.

**Conclusion :** We conclude that students with special needs are isolated from their classmates and sit for long hours and do not want to engage in conversation with others.

**Question 07 :** Do you sit in the classroom while at rest or go out to talk to others?

**Its purpose :** to know his reaction during the break time, does he sit in the section or exchange the conversation with others.

**Table7 : His reaction during recess. Should he sit in the classroom or talk to others?**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	16,12	%86.66	26	Yes
			13.33%	04	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the predominant percentage (yes) was estimated at: 86.66, followed by (no) with a ratio of 13.33 .Therefore, the answer according to the students 'opinions was to sit in the classroom and not leave it to find comfort and relax well and stay away from the noise of people.

**Conclusion :** We conclude that most students with special needs want to isolate themselves and sit in the classroom to rest and not engage in conversation with others.

**Question 08 :** Sometimes when some students are in your case, they think if they died that they should live like this. Do you always think of death?

**Its purpose :** to know whether negative thinking leads them to a living thinking about death or otherwise.

**Table 8 : Negative thinking**

Indication	Scheduled k	Calculated k	Percentage	Repetition	the answers
Significant function	3.84	16.12	%86.66	26	Yes
			13.33%	04	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the predominant percentage (yes) was estimated at: 86.66, followed by (no) with a ratio of 13.33 .Therefore, the answer is according to the students 'opinions, thinking if they died and did not live this bad life and thinking came from compelling and difficult psychological problems for them.

**Conclusion :** We conclude that most students with special needs think negatively 100%And they don't want to be in trouble in the future.

**Question 09 :** Are there things that always worry you and irritate you?

**Its purpose :** to know the things that lead to anxiety and mood disturbance.

**Table 9 : The things that lead to anxiety and moodiness**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%100	30	Yes
			00%	00	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the overwhelming percentage (yes) was estimated at: 100 .Therefore, here are things that irritate him and leave him in a state of great anxiety. According to the students 'opinion, the things are that they are subject to bad speech by society and that they see us themselves as a burden on the society in which they live and that The whole world wronged them.

**Conclusion :** We conclude that students with special needs experience great turmoil, terrible time, and anxiety that they cannot express.

**Question 10 :** When you are angry, does it last all day?

**Its purpose :** to know the degree of anger, whether it lasts or not.

**Table 10 : the degree of anger, whether it lasts or not**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%100	30	Yes
			00%	00	No
			100%	30	Total

**Analysis :** Through the above table, we note that the overwhelming percentage (yes) was estimated at: 100, and therefore anger is a permanent state in it and he cannot control it, and the length of the day is in a bad and turbulent state.

**Conclusion :** We conclude that students with special needs live in anger all day long and do not control themselves in this situation.

**The second axis:** What are the most important academic problems that create stress for students with special needs at the university level?

**Question 01 :** Are you a lot of argument and debate with the professor inside and outside the university? ?

**Its purpose :** to know if there is an argument and discussion among the students during the dialogue with the professor.

**Table 1 : An argument and discussion among students during the dialogue with the professor**

indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	13.32	%16.66	05	Yes
			83,33%	25	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the predominant percentage (no) was estimated at: 83.33, followed by (yes) by 16.66. Consequently, debate and discussion do not depend on it either inside or outside the university.

**Conclusion :** We conclude that students with special needs have little argument and discussion with the professor.

**Question 02 :** Do you experience disruption or failure when you do not understand the lesson well? ?

**Its purpose :** to know the degree of disruption and failure when the lesson is not well understood.

**Table 2 : The degree of disruption and failure when not properly understanding the lesson**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	22.52	%93.33	28	Yes
			06.66%	02	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the percentage is very close, so it came (yes) with ,%93.33 :followed by (no) by ,%06.66 and therefore the disorder or failure is little and does not affect much of them during their lack of good understanding of the lesson.

**Conclusion :** We conclude that students with special needs are not affected much when they do not understand well the lesson.

**Question 03 :** When the teacher asks you to answer, do you answer calmly? ?

**Its purpose :** to know how to answer how to be with the student.

**Table 3 : The way the answer should be to the student**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30,00	%100	30	Yes
			00%	00	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the percentage was overwhelming (yes)

with: 100, followed by (no) by 00, and therefore the answer on the part of the students



was all calm, sobriety and self-confidence, and they did not rush to implement the thing.

**Conclusion** : We conclude that students with special needs have a great spirit in giving answers and calm in dealing with them.

**Table 4 : The motivation and ambition of the student, unlike other students**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%100	30	Yes
			00%	00	No
			100%	30	Total

**Analysis** : Through the above table, we notice that the percentage was overwhelming (yes) with: 100, followed by (no) by 00, and therefore the answer on the part of the students was that they have ambitions and a future that they think about every step and wish to invent things that a normal person cannot do as is the case with some The misfits, such as Taha Hussein, for example, and others.

**Table 5 : The obstacles encountered during the exams**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%00	00	Yes
			100%	30	No
			100%	30	Total

**Analysis** : Through the above table, we notice that the ratio was overwhelming (no) with: 100, followed by (yes) by 00, and therefore there is no obstacle that stands as an obstacle for him during the exams and that everything walks as he wants.

**Table 6 : You feel the professors 'injustice during the correction in the exams**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%00	00	Yes
			100%	30	No
			100%	30	Total

**Analysis** : Through the above table, we notice that the percentage was overwhelming (no) with: 100, followed by (yes) by 00, and therefore there is no sense of injustice in correcting the exams according to their opinion. Therefore, satisfaction with what God wrote to him and then the professor was a positive aspect that the researcher observed.

**Conclusion** : We conclude that students with special needs do not have any problem while correcting the examination papers.

**Question 04** : Do you have ambition and desire to do some of the things that others are unable to do? ?

**Its purpose** : to know the motivation and ambition of the student, unlike other students.

**Conclusion** : We conclude that students with special needs have extraordinary ambitions and things they want to implement to teach people that they are an integral part of society.

**Question 05** : Are there any obstacles standing in front of you during the exams and irritating your mood?

**Its purpose** : to know the obstacles that stand in front of it during the exams.

**Conclusion** : We conclude that students with special needs do not have any obstacle standing in front of them during the exam.

**Question 06** : Do you feel the professors 'injustice to you while correcting in the exams? ?

**Its purpose** : To know if there is injustice during the correction by the professors.

**Question : 07** Do you always feel that you are better than healthy people in studying and working in the department? ..

**Its purpose** : to know what a disabled person feels while studying.

**Table 7 : The feeling of the handicapped person during the study**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%100	30	Yes
			00%	00	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the percentage was overwhelming (yes) with: 100, followed by (no) with a zero percentage, and therefore ambition, as we said earlier, is a positive thing that distinguishes the student and is better than a normal person in studying and in many things.

**Conclusion :** We conclude that students with special needs are extraordinarily ambitious, and that the motivation to work and study

prevails over their psyche to appear in a good face, and society's knowledge that they are a rare piece.

**Question 08 :** Do you feel that you can outrun your friends and occupy an honorable position? ?

**Its purpose :** to know the feeling of achieving an honorable degree and outperforming everyone.

**Table 8 : The feeling of being honored and outperforming everyone**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%100	30	Yes
			00%	00	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the percentage was overwhelming (yes) with: 100, followed by (no) with a zero percentage. Consequently, ambition, as we said earlier, is a positive thing that distinguishes the student and is better than a normal person in studying and in many things.

**Conclusion :** We conclude that students with special needs are extraordinarily ambitious,

and that the motivation to work and study prevails over their psyche to appear in a good face, and society's knowledge that they are a rare piece.

**Question 09 :** Do the professors of the college or institute help you with work and encouragement?

**Its purpose :** To know the teacher's role in dealing with students with disabilities.

**Table 9 : The teacher's role in dealing with a student with a disability**

Indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%100	30	Yes
			00%	00	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the percentage was overwhelming (yes) with: 100, followed by (no) with a zero percentage, and therefore good and constructive dealing by the professor helps him put a veil for his psyche and encourage him to study and work and develop it and consider him a disabled person in a normal dress.

**Conclusion :** We conclude that students with special needs feel comfortable with the way the teachers deal with them and encourage them to work and study

**Question 10 :** Do you have a wish in life that you present to the parents? ?

**Its purpose :** to know the wish requested by the disabled and present it to the parents.

**Table 10 : The security required by the disabled**

indication	Scheduled k	Calculated k	percentage	Repetition	the answers
Significant function	3.84	30.00	%100	30	Yes
			00%	00	No
			100%	30	Total

**Analysis :** Through the above table, we notice that the percentage was overwhelming (yes)

with: 100, followed by (no) with a zero percentage, and therefore there is one wish

through questioning them that it is represented in the success of studying and obtaining higher degrees and presenting them to the parents for what they sacrificed dearly and precious towards them.

**Conclusion :** We can conclude that students with special needs have one wish, which is to succeed and put a smile on the lips of honorable parents.

### **General summary**

The researcher concludes with the following :

- The Handicap Suffers From Anxiety And tension And not Satisfaction The resulting About Non His ability On The performance With tasks Which get up By people Ordinary So He is To worry On Receiving and on His life Form Year, And from Reasons Anxiety Non Persistence In the transaction inside Family and university And feeling Guilt Where it's a look For himself On it's a dependent On the society.

- The isolation she one Problems The disabled Especially And that calendar For weakness Interaction With Others, And not Ability On setting up Friendships And not Sharing at Events And activities Form Year And can that is being From Reasons isolation So is fear From Others And that To avoid Feelings Negative feedback Which Expect that Come From Others As well Their lack For social skills And not Their ability On Communicate With Others.

## **4. Discussion :**

### **The first hypothesis**

There are psychological problems that create pressure on students with special needs at the university level:

To verify the validity of this hypothesis, that there are psychological problems experienced by the disabled student, and this is shown in tables (01 to 10), and therefore psychological problems experienced by the disabled or those with There are many special needs, but the researcher decided to summarize them in points as follows:

- The anxiety and turmoil they experience every moment, and this is due to the researcher's opinion of disability and society's rejection of these cases.
- Students feel in such cases melancholy and sadness and feel that their lives are misery and injustice and they are not better than the healthy ones.
- They act angry, nervous, and in a way that harms their relationship with others.
- They are distinguished by stubbornness and you find them isolated from society and impose their logic, even if he is wrong in that.
- If they died, they think that they should live such a life, and their thinking is always focused on death.
- Being introverted and not chatting with people.

**Accordingly, the hypothesis was positive and realized, because there are psychological problems experienced by students with special needs.**

### **The second hypothesis**

There are academic problems that create pressure on students with special needs at the university level :To verify the validity of this hypothesis, the researcher found that there are no academic problems experienced by the disabled student, and this is shown in the tables (01 to 10) except for Table No. (02) Where it was found that there is a slight disorder that does not significantly affect his understanding of the lesson, and therefore the academic problems experienced by the disabled or those with special needs are non-existent, and this is what the researcher touched upon in points as follows:

- There is no argument and heated debate with the professor inside and outside the university.
- The answer is calm and calm, which is positive.
- Ambition and desire to do some of the things that others are incapable of doing.
- The absence of injustice during the correction of the examination papers by the professor.
- Always feeling better than healthy people in studying and working in the department.

- Feeling that you can outrun your friends and occupy an honorable place.
- A good way to deal with the teacher by raising the spirits and continuous encouragement.

**Accordingly, the hypothesis was negative and unfulfilled, because there are no academic problems experienced by students with special needs.**

### The main hypothesis

The psychological and academic problems of some students of the special needs category in Algeria :To make sure the main hypothesis is correct, we resort to the following partial hypotheses.

The first hypothesis: investigated. There are psychological problems that people with special needs suffer from.

The second hypothesis: It is not fulfilled, and therefore there are no academic problems for people with special needs.

**Accordingly, the main hypothesis was mixed.**

Verification	Hypotheses
Detective	There are psychological problems that create stress for students with special needs at the university level
Unrealized	There are academic problems that create stress for students with special needs at the university level
Differentiated	Psychological and academic problems for some students with special needs in Algeria

## 5. Conclusions

### Results reached her

1-There are psychological problems that people with special needs face at the university level.

2-There are no academic problems experienced by students with special needs at the university level.

### Suggestions and recommendations

Than Previously Could Arrive to me several

## Recommendations

-Prepare Cadres Specialist at field Students With Needs Own at People Colleges.

-Preparing training courses centered around the most important methods of dealing with students with special needs Own.

### *. Conflict of interest*

The authors declare that there is no conflict of interest

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A questionnaire for students with special needs at the university level Preparation Dr : Gagaa Tawfiq

**Initial data:**

**The name :**

**Gender Male Female (...)**

**The University :**

**Division :**

**Age :**

**Instructions:**

**Dear Student:**

This questionnaire has been specially prepared for you to identify the psychological and academic problems that you encounter in your life, so we hope that you will cooperate with us so that we can know the problems and find solutions to them.

- **To read each question and answer it by choosing the correct answer and putting an (x) sign in front of it.**
- **To answer all the questions and not leave a question unanswered.**
- **To express your opinion and feeling, not the opinion and feeling of others.**

**Example :** Do you feel sad when you see someone else do all the things against you?

**As a was hurt and feel sad mark (x) in front of the proposal (yes):** Yes(...) (x)

**The first axis: the psychological problems that students with special needs face at the university level.**

No	Yes	Questions	M
		Do you think you are more anxious than students your own age?	01
		Sometimes some students in your condition feel melancholy and sad, or they feel that their life is misery and injustice. Do you feel that much?	02
		When you are angry and tense, do you act in a way that harms your relationship with others?	03
		Do you think you are a stubborn person doing what you want and not what others want?	04
		When you encounter problems, do you hope that someone will fall into them instead of you?	05
		Are you integrated with people or do you want to sit alone for hours?	06
		Do you sit in the classroom while resting or go out to chat with others?	07
		Sometimes when some students are in your condition, they think if they died, that they should live like this. Do you always think of death?	08
		Are there things that always worry you and irritate you.	09
		When you are angry, will it last all day?	10

**The second axis: the academic problems that students with special needs face at the university level.**

No	Yes	Questions	M
		Are you a lot of argument and debate with the professor inside and outside the university?	01
		Do you get upset or failure when you do not understand the lesson?	02
		When the professor asks you to answer, do you answer calmly?	03
		Do you have ambition and desire to do some of the things that others are unable to do?	04
		Are there any obstacles that stand in front of you during the exams and irritate you?	05
		Do you feel the teachers' injustice to you during the correction in the exams?	06
		Do you always feel that you are better than healthy people in studying and working in the department?	07
		Do you feel that you can outperform your friends and occupy an honorable position?	08
		Do the professors of the college or institute help you with work and encouragement?	09
		Do you have a wish in life that you present to the parents.	10

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