Psychological Security among the lecturers in Faculty of Pure Sciences- Ibn al-Haytham University of Baghdad

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Abstract: *This research was conducted in Iraq education faculty of pure Sciences - University of Baghdad which had targeted to identify the: 1. security level among teaching faculty of Sciences to University of Baghdad, Ibn al-Haytham. 2. are there differences in the level of psychological security educational College of Education Sciences- Ibn al-Haytham according to the variable gender (male, female). However, the sample consisted of teaching staff in a faculty of Education for pure Sciences - Ibn al-Haytham according to the variable gender (male, female) which contains of (120) male teachers and 80 female teachers of the whole teaching staff for the academic year 2015-2016 . the two researchers have used the scale of (Ayeez in 2011) to achieve the objectives of their research, and he researchers also verified the honest of scale of psychological security And consistency and then apply it to the appropriate sample with reliability coefficient (0.89) (alphakronbakh) and (0, 90) by using testing and retesting methods. Moreover, the correlation coefficient was equal to(0, 90). The researchers has adopted the appropriate statistical methods to get the results and the most important research findings are: 1. the level of the sense of security among teachers in faculty of pure Sciences- Ibn al-Haytham University of Baghdad, tends to decrease somewhat. 2. the results showed statistically significant differences in psychological security depending on the gender variable and for females. In the light of the findings were offered a number of recommendations and proposals that have enriched the search more scientific ideas.*

Keywords: Psychological security ,statistical methods ,Lecturers, Security level

1. Research Problem

Iraq has passed through a long history of wars and the many challenges that have appeared negative effects on most segments of society particularly educational University where captured lonely not accustomed, they had to study and persevere to get scientific status as well as provide a living to Their families. All these wars and conflicts led to counterproductive and damaging to human and physical side as well as the economic and psychological side .Saleh study in (1988) , Al-Musawi study (1993) and (1994) and study of Gargis (2000 m) have confirmed that the wars is the most threats to security of the society . Every day, the Iraqi people are subjected to armed conflicts as shelling and bombing, extortion and murder, destruction and other all these circumstances threaten the mental health of the individual responds to fear and helplessness and horror all these appearances indicate psychological insecurity among individuals.

Erickson has shown in his study that the war can effect negatively on the the psychological entity of the society and it exposed severe shake leads him to a neurological disorder and myself reflected in the form of a struggle within the human psyche (Yassin and Marwan, 1982:23-24), a study of Sanders in (1985) has confirmed that there are many disturbances resulting from the lack of a sense of psychological security (Seligman * Garber, 1989:148-156), this study also also showed that that many cases of theft of the juvenile delinquents caused by loss of psychological security. (Aldabagh, 1975:64) . The two researchers have noted that there are many notes of poorly or complaint within the University community and the absence of security

and it's derived from the Iraqi reality and it is studying an important segment of society was a teaching college who are part of the Iraqi society. And those facing the requirements of contemporary life full of stress. So the researchers decided to study the current research in order to answer the following question: is there a psychological security among teachers of the faculty of Education - pure Sciences/Ibn Alhaitham /University of Baghdad?

2. Research Importance

At the present time, the level of university education occupies a prominent place among the other stages of education because of the leading role played by this type of cultural growth movement of societies. Thus, the interest in teaching and caring for the university became a subject of interest to the Ministry of Higher Education and the Ministry of Education and the current government in Iraq and directing their energies and potentials to serve the community, they represent the most rewarding category in societies and human power influential by virtue of their high level of scientific change in the various areas of life (Helmi, 1973 122).

And the university stage is an important stage because it is the final stage in education for most students who represent the intelligentsia (Al-Amiri, 1998). And that higher education is the instrument of development to which societies aspire and play a role in achieving their goals through the provision of life resources. In all disciplines, the responsibility of the universities is to lead the scientific renaissance, expand the horizons of knowledge, disseminate it and address the problems facing societies (Al-Amiri,

1998).In order to better understand the personalities of the university's teaching, we are able to estimate the sources of motivation behind their apparent behavior as well as the study of their real needs. The most prominent of these needs is the need for psychological security (Al-Khalidi, 1990). The individual finds his psychological security in joining a group that feels his psychological security, where he finds comfort and security in the company of others and needs them to be next to him when faced with danger and when the disaster is solved because their presence with him reduces the danger even if not prevented (Zahran, 1978 31)

The problems of psychological security experienced by the university's teaching are characterized by the observation of the field of emotional fluctuations and psychological tension that affects their level of science. For all colleges, including the Faculty of Education, the issue of studying psychological security is important and necessary for two reasons. The first is the reflection (feeling, lack of feeling) of psychological security on the performance of teachers as leaders in the construction of the personality because the motivational aspects of human behavior is one of the most important personal factors and most related to the mental aspects (Hamza,1994 358).

To meet the psychological needs and diagnose them and then work to satisfy them as the satisfaction of psychological needs is a necessity for the emotional and mental development of the individual in general and the student in particular to achieve psychological stability and adaptation, which makes him out of his innovative tendencies and makes it able to cope with the constant conditions of change and pressures of the social environment (Good, 1973 537). The second is a description of the teaching of the Faculty of Education teacher of today. The second is to describe the teaching of the Faculty of Education today and tomorrow and to pay attention to its performance. If he is suffering from fears and insecurity and does not enjoy friendly relations and friendship that is free of fear, his scientific level will be low and this necessarily reflects on his future student in there low level of educational comprehension, Moreover, the psychological teacher is confident of himself and able to perform his leadership role in the educational institution (Al-Khalidi, 1990 16-17). Some studies indicate that the teacher's sense of psychological security is reflected in his attitudes and attitudes of educational renewal (Lovey, 1980:152).As well as to consider psychological security as an important factor of mental health that the individual needs to enjoy a mature, balanced, productive and adaptive personality (Alhabed, 1987, 191).

But is one of the pillars of mental health that affect the health of the individual and personal, social and productive adjustment because the sense of psychological well-being makes the individual an effective actor of useful productivity, contrary to the individual is anxious and troubled and psychological and tense and unstable and uncertain of himself (Mutlaq, 1994:1).

The researchers believe that the importance of psychological security lies in the need for security and the need to feel that the social environment friendly environment and the sense of the individual that others respect and accept within the group. It is one of the most important basic needs of normal psychological development, psychological compatibility and mental health of the individual (Zahran, 1978 35-36).The individual's sense of psychological security changes the individual's view of himself and of the world around him. He tends to generalize this feeling and sees the social environment saturated with his needs and sees in the people good and love and cooperate with them and is appreciated by others, and this is reflected in his acceptance of himself because there is a positive relationship between the self acceptance and the acceptance of others (Hussain , 1987:108).

Psychological security is also of great importance in the Islamic religion. Security in the Holy Quran is mentioned in approximately 63 different places (Al-Watari, 1994, 109).The reference to the importance of psychological security in human life in the Holy Quran in many verses, including - the Almighty said (Let them worship the Lord of this house * Who fed them hunger and safe from fear) (Quraish verse 3-4).

- The God said (not in the remembrance of God reassures the hearts) (Surat Al Raad 28).
- The God said the Almighty (and made us a house for the people and safe) (Surat Al-Baqarah verse 125).
- The God also said (interpretation of the meaning): 'When Abraham said, 'Lord, make this a safe country, and give its people wealth from the fruits of those who believe in Allah and the Last Day." (Al-Baqarah, verse 126).
- The importance of security in the Holy Qur'an was not only emphasized, but Christian law included everything that emphasized its establishment of security, love and peace, as well as Jewish law, and included orders and prohibitions concerning his education (Zahran, 1989, 294).

The importance of the current

The importance of the current research lies in the following indicators:
1. The importance of psychological security in the teaching of the university and especially teaching the Faculty of Education for pure science Ibn al-Haytham that the role of psychological security in shaping the personality of teaching and educational and professional role in the present and future because they are the foundation of the future and society leaders.

As the interest in teaching the university and the study of their problems, but reflect the interest in human beings and society to understand the wealth of the nation and ensure the future of the bright and have a key role in building. Several studies have confirmed the importance of psychological security, including the study of (Stein , 1975, 9).

1) Alexander study confirms the importance of the psychological security (Alexander, 1962, 33).
2) The importance of research in our Iraqi society is that it is experiencing abnormal conditions due to armed conflicts and may result in damage and negative effects that lead to loss the Psychological security and reflected negatively on Iraqi society and living conditions.

Research Aim

The current research seeks to identify the level of psychological security in the teaching of the College of Education for Pure Sciences Ibn Al-Haytham / University of Baghdad. 2. Are there differences in the level of psychological security in the teaching of the College of Education for Pure Sciences Ibn Al-Haytham / University of Baghdad by Gender variable (Male- Female).

Research Limitations
The research is determined by teaching the College of Education for Pure Sciences - Ibn Al-Haytham / University of Baghdad for the academic year 2015-2016.

Research terms
Scale's seems that most of the definitions do not distinguish between the Scale and the Psychometric Test, as one is often used in the other, so the two researchers will refer to the scale even if the term refers to the test. The main definitions of the scale as the following:
1) Gauges defined it as a set of measured stimuli to obtain a representative sample of the behavior to be measured, often in the form of verbal questions (English, English, 1958, 547).
2) Tyler (1971) defined it as a standardized position designed to obtain a sample of an individual's behavior and is expressed in figures (Tyler 1971, 36). 3. Wolman (1973) suggests that a measure is a series of paragraphs that measure the value of a property (Wolman, 1973).
3) Wolman (1973) suggests that a scale is a series of paragraphs that measure the value of a property (Wolman, 1973, 333).
4) Van Dalen 1977) as a set of carefully chosen and carefully selected stimuli with the aim of collecting the necessary data on respondents (van Dalin 1977, 431).
5) Faraj (1980). The scale is defined as a descriptive tool for a particular phenomenon, whether this phenomenon is the individual's ability or characteristic behavioral characteristics (Faraj, 1980, 103).

And the definition of procedural as 'a set of paragraphs prepared according to the method of reporting statements to measure the psychological security in the teaching of the university'.

Security: Known by many theorists and researchers and the following definitions
1) Zahran (1985) It is (security against fear and security of men, which is safe and the residence of his heart, he is safe, and the security of the country, which lived in safety) (Al-Rihani, 1985 294).
2) Al-Yasiri (1990) as a 'state of calm and a state of harmony and balance of security, a society of stable security' (al-Yasiri, 1990).

Theoretical definition (is a state of feeling of confidence and satisfaction resulting from satisfying the individual's different needs and stability and non-aggression on the individual and freedom from fear and anxiety and the rule of law).

Thirdly, psychological security is defined by many theorists and researchers. These are the definitions
1) Zahran (1989) that it is 'security against fear and the security of men which secure and inhabit his heart, it is the security and security of the country, that is, his family lived in safety' (Al Saadi 2005 11)
2) Al Deeb (1990) as 'the process of satisfying the individual needs that are motivated by self - satisfaction and satisfaction to get rid of tension arising from the sense of need and provide relative calm and stability' (Al Deeb, 1990 33).
3) Sharabasi (1971) as 'non-disturbance and anxiety, and the silence of the human thought to something that believes him do not doubt, and no doubt' (Saadi 2005 12). 4 - Abdul Sattar (1987) as' the desire to avoid pain and get rest and freedom from fear, anxiety, insecurity and look for protection3 - Sharabasi (1971) as 'non-disturbance and anxiety, and the silence of the human thought to something that believes him do not doubt, and no doubt' (Saadi 2005 12).
4) Abdul Sattar (1987) as' the desire to avoid pain and get rest and freedom from fear, anxiety, insecurity and look for protection.
5) Hamza (1994) as 'freedom from danger and aggression in ways that strengthen self-esteem, and increase feelings of security and reassurance' (Hamza, 1994).
6) Hassani (1995) that it includes physical and psychological needs such as freedom from fear and avoid pain and a sense of security and reassurance (Hassani, 1995 41) .
7) Al Jumaili (2001) as 'the individual's sense of stability and freedom from fear and anxiety to fulfill his requirements, help him to realize his abilities, and make them more adaptive' (Al Jumaily, 2001).

The theoretical definition of psychological security 'is the feeling of reassuring teachers, a sense of stability and calm and ensure access to the needs and the absence of threats, and the threat and anxiety'. Procedural definition 'is the degree to which a teacher receives a psychological security measure'.

Teaching Assistant (Makhzoumi 1992) defined it as one of the faculty members of the university which consists of 1 - assistant teachers. 2. Teachers. 3 - Assistant professors). 4. Professors. (Al-Makhzoumi, 1992) The procedural definition of teaching is that every member of the teaching staff at the university holds a master's degree (doctorate) and has the title of assistant teacher, teacher, assistant professor or professor.

Theoretical framework and previous studies

I. Introduction to Psychological Security The complexity of social life and the development of technological innovations have increased human control and made it lose itself and security in certain situations (Kubaisi, 1995). The new behavioral school owners, including Shafer, Dollard, and Miler. Examples of normal situations that can lead to anxiety, including situations where there is no satisfaction, the individual may be exposed since childhood to situations in which there is intense fear and threat is not accompanied by a successful adaptation and the result of emotional

stimuli, the most important emotional discomfort and the attendant tension and lack of stability (Mutalk, 1994). Thus, the problems of insecurity and anxiety are related to individuals who are dominated by fears of varying degrees, as well as lack of self-confidence and are usually based on previous attitudes and experiences. These problems include anxiety, fear, low self-esteem, shyness, withdrawal and sensitivity (Samara, 1992).

The need for security is the first need that a person seeks to achieve after satisfying his basic biological needs. If a person does not achieve his need for security, the whole world will not be able to see a world of fear and threat And will not be able to achieve a higher level of self-realization or knowledge needs or aesthetic needs, as Maslow put it (Lindgren, 1975)

The theoretical implications of Huiz in politics were based on the premise that peace, security and tranquility are available in societies where there is a government and that security at different levels and manifestations is individual security, community security and state security (Almarayate, 1997).

The Concept of Psychological Security The linguistic sources point out that the word 'security' corresponds to one other which is fear (Al-Razi, 1981, 25). Therefore, security means the elimination of fear and anxiety and provide safety and tranquility has gone some researchers in their interpretation of the meaning of security doctrine, Professor Manning believes that security is the absence of fear and anxiety, an objective feeling of trust (al-Baghdadi, 1985, 23).

Kaufman emphasizes this in saying that most views on the concept converge at the core of a common denominator: the realization that security is evidence of something that indicates freedom from fear (Muhammad, 2004). Security and fear are mutually exclusive concepts, each affected by a number of factors or the subjective and subjective variables that increase or decrease the area of one. Therefore, it is possible to say that there is no absolute security, and that fear may become fearful of fear itself in many cases (Shami, 1986, 135), and psychological security in Arabic means reassurance and stability (Alrazi, 1981).

Requirements of psychological security
- The ability to assume responsibility and withstand crises, as well as satisfy basic needs, provide justice and equal treatment, a sense of dignity, social and economic well-being, good organization of society, clarity of rights and duties, and the availability of guarantees Such as insurance against sickness, disability, old age and unemployment (Magarious, 1974, 42) (Zahran, 1989, 295)..
- The dominance of the human trend in public relations and in the field of work, especially where the study of (Duani and Dirani) that this not only works to unleash creative energies, but also provides individuals and the organization with psychological security, which is the basis of interaction, belonging and satisfaction (Duani and Dirani), 1984).

- Dealing with democracy and caring for and caring for human rights at home, at school or at work (Fahmi, 1976, 289). 4. Membership of clubs, trade unions and institutions that are concerned with providing the needs of individuals of all ages (Magharyos, 1974, 42).Because it provides opportunities for mixing with others and providing artistic, cultural and recreational activities, as this contributes to the alleviation of psychological tensions and provides opportunities for self-expression and helps in the integration of personality (Taylor, 1982 45-46).
- The ability to work properly or the appropriate profession that allows the individual to exploit his abilities and achieve his vital goals that bring him satisfaction, happiness and security (Fahmi, 1976 383).
- Family cohesion, whether in childhood, adolescence or old age (Zahran, 1989, 30).
- The individual is a strong bond that is constantly used if things are narrowed, if one feels this strong bond. . . Is one of the most important factors that make him feel happy, safe, mental, and mental peace (Fahmi, 1976 444). In particular, the group of religious values, The study of Wahib (1991) confirmed the relationship between psychological security and values and that the group with higher values was higher in its level of psychological security than others (Wahib,1991).

The effects of weak psychological security
1. The individual remains captive to his basic needs There are many people who can not reach what they are capable of and are engaged in satisfying or satisfying a basic need such as security, love and appreciation to the extent that they can not reach a higher need(Dwayne, 1983, 49), which in turn leads to a subsequent lack of self-development. Maslow believes that when a person encounters adulthood without proper love, security and respect in childhood, it is very difficult for the self to grow into adulthood To the extent to which the self achieved (Schlitz, 1983 305).
- The individual finds that he does not have the ability to control events or predict them, leading to learning disability and surrender and then to weak motivation and to stop issuing consensual responses. His reactions often take pictures of withdrawal, isolation and depression as a logical alternative., And fears and anxieties become dominant as a result of the world perceiving it as a source of threat (Stanley * Knneth, 1972, pp. 40-61).
- Behavioral Disorders and Social Disagreement Clinical research confirms that many symptoms of behavioral disorders and social incompatibility arise from insecurity (Alexander, 1962, pp. 148-56).
- Lack of self-confidence. Some studies have confirmed that those who do not have psychological security are often self-confident (Fahmi, 1976).
- Personal and emotional disorders. The study (Shumeni, Nasr and Khalifa) confirmed that those who lost their psychological security showed symptoms of tension, depression, depression and aggression. (Chimienti * Khalifeh, 1989 282-287), and the Krishna study confirmed that emotionally disturbed adolescents (Lazarus , 1971: 135-138).
- Deterioration of mental health. Where (Horny) that the individual who did not satisfy his needs to satisfaction and security will be exposed to nerve and the main concern.

(Hitti, pp. 125-126). 6. Lack of adaptation, poor coordination, inability to participate, inability to belong, and then anxiety, fear and lack((Kamel: 84).

- The deterioration of public health as insecurity is associated with stress, and thus exposure to heart disease (Sumerlin * Bundrik, 1996, 27-34).
- Behavioral Deviations and the Rise of Anti-Social Behavior Studies indicate that many cases of theft and delinquency are caused by loss of security(Aldabag, 1975).
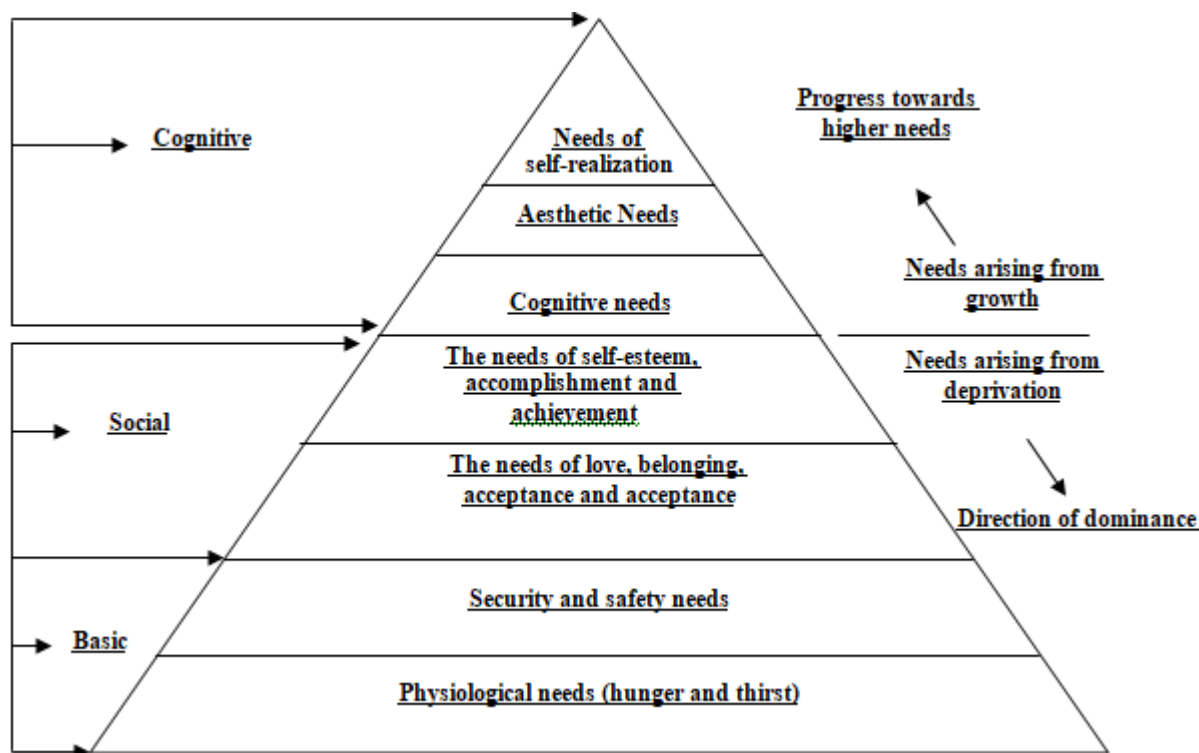
B. Some of the theories that explained psychological security Most psychologists stressed the importance of psychological security in building the psychological entity of the individual and achieve normal mental health, but the researchers will briefly review some of these scientists, especially those who referred in one way or another to the direction of self-confidence

1- (Abraham Maslow):The scientist Abraham Maslow, is the most prominent of the talk about psychological security in his theory and pointed out that psychological security is psychological or emotional reassurance, a situation in which the satisfaction of the needs are guaranteed and not at risk and psychological security composed of self-confidence and confidence with belonging to a secure group (Alyaseri, 1990).

The psychologically safe person feels that his needs are saturated and that the basic elements of his life are not at risk is in a state of balance or security consensus and that frustrating the security needs is the cause of the development of many of the symptoms and personal disorders.

Maslow stressed that the need for security is the most important psychological needs and the most important drivers of life-long behavior and are closely linked to the instinct of survival and these requirements require the individual to continue to maintain the conditions that satisfy his needs and aims to develop his future, To invest all his energies and abilities for the better and there is no doubt that the individual's association with the community or central authority depends on satisfaction of his motives and basic needs that enable him to live in safety and seek to provide his livelihood and secure his livelihood and develop and raise his life (Seligman * Garber, 1989).

In other words, the relative liberation of man from the control of physiological needs allows for the emergence of social goals and needs. Maslow has developed these needs in the form of a hierarchy based on physiological needs and the value of self-realization.

And that the concept of emotional reassurance developed by (Maslow) has an initial fundamental dimensions and its positive aspect is in

1) The sense of acceptance and love and relationships of brotherhood and affection with others.
2) Sense of belonging to the community and its status.
3) Sense of safety and absence of security threats. (Seligman * Garber, 1989, 126).
4) These three basic dimensions result in eleven secondary sub-dimensions, which are:

- The positive side of which is the perception of the world and life as a warm, warm place.
- Perception of the individual to other people as friendly and good.
- Sense of the individual towards others with confidence and lack of hatred and tolerance with others.
5) The tendency to expect to get good.
6) The individual's feeling of happiness and satisfaction.

7) A sense of calm, satisfaction, emotional stability and freedom from conflict. 7. The tendency to start and release instead of concentrating his thinking about himself.

8) Self acceptance and tolerance.

9) The individual's desire for competence and ability to solve problems.

10) The relative emptiness of the neurotic or psychic tendencies and the quest for real confrontation of things.

11) Concentrating on society and the community

- **Sigmund Freud:** Freud has linked psychological security with physical security and the fulfillment of the needs associated with them, as the human being is driven to achieve his needs in order to reach stability, and when failing to do so, the individual feels threatened and suffers and feel distress and anxiety and concern.Freud was one of the most prominent scientists who emphasized the sources of internal danger in the human being led to the maladaptation and instability with its surroundings, confirming the aggressive tendencies of evil sensuality that is generated with the human and therefore the man holds the reasons for his insecurity with him. (Saad, 1999).

-**Alfred Adler:** Adler connects human psychological security to the extent of his ability to achieve adaptation and happiness in the fields of work, love and society, and this is through the ability of man to overcome the sense of inferiority because any social or moral shortcomings result in a sense of reassurance, Because any social or moral deficiencies result in a lack of feeling of reassurance and so the psychological security of the individual depends on a real awareness of the issue of the sense of lack of life style driven by a reasonable level of ambition. (Saad, 1999, 27-28).

-**William Platz**: in his theory of safety, pointed out that safety is natural for one and can not be avoided. When an individual encounters a state of safety that can be overcome in a complementary way, that is, the use of others to intervene in good and to achieve Dependent Security, But what is required for mature growth is the search for independent security (ie, a state of awareness that accompanies the desire to accept the results of individual decisions and actions).

It is necessary to learn a new skill to satisfy one's needs and solve problems independently of others. Platz did not make self-reliance worshiped but acknowledged that man can not face life without the help and love of others. He emphasized that independent security is a guiding goal for parentsAnd teachers in their efforts and in their struggle to influence the development of the child in a healthy manner Baltz distinguished between the immortal dependency security that appears to those who do not go out of the childish patterns of dependency on parents or on the role of parents and those who represent power during his lifeAre all about Mature Dependent Security in the relationships of mutual love as each person relies on others, To meet those needs that can not be satisfied in solitude or without the help of others such as sexual love and companionship looking for complacency (Gorard, 1988 39-40).

The new behavioral school Schafer, Dollard, and Miller reminded the owners of this school of the usual situations that can lead to anxiety, such as situations where there is no satisfaction. Since childhood, the individual may be exposed to situations in which there is extreme fear and threat,. And is not accompanied by successful adaptation. This results in emotional stimuli, the most important of which is emotional discomfort and the accompanying tension and instability (Fahmi, p. 21).

Thus, the problems of insecurity and anxiety are linked to individuals who are dominated by fears of varying degrees, as well as lack of self-confidence, and are usually based on previous attitudes and experiences. These include anxiety, fear, low self-esteem, shyness, withdrawal and sensitivity (Samara, 1992).

C. Balancing the theories that interpreted psychological security

Through the review of theories that explain psychological security, it has been found that there are many views contributed to the interpretation of psychological security, but these theories almost meet in the emphasis on the following:

1) The importance of the sense of psychological security of the individual and society in general.

2) Consciousness of the world and life as a warm and warm place and ability to achieve adaptation and happiness.

3) The individual's feeling of satisfaction and happiness.

4) Man is motivated to achieve his needs in order to achieve psychological stability.

The views of researchers differed in their theories on several axes of the concept of psychological security as the concept of hope for success in scientific and practical life, which is based on these theories

1) They reflect only the beliefs and attitudes of the author and his scientific background.

2) It emphasizes only the methods by which psychological security is gained and does not consider ways to modify what needs to be modified of the components of psychological security.

3. Literature Review

A - Arabic Studies

1. Khalidi study (1990) This study aimed to identify the level of teachers' sense of psychological security and whether there are differences of significant statistical significance depending on the gender variable and identify the nature of the relationship between psychological security and gender change, and educational rehabilitation,The study was limited to teachers in the schools of Amanah Baghdad for the academic year (1989/1990).

Thirty-six schools were selected according to administrative regions. The number of teachers in these schools reached 531 teachers. The test (Maslow) was used to sense and not feel psychological security in the study after adapting to the reality of Iraq and find the truth of the scale 1 - honesty apparent

Discriminatory honesty. To find the stability of the test follow the researcher-2 (54.4) of the sample of teachers and teachers to the lack of sense of psychological security and the absence of significant differences in the sense of teachers psychological security depending on the gender variable,

The results showed that there is a significant correlation between the sense of psychological security and the variables of educational qualification, educational experience, gender variables, monthly income, and social status. The association with the sense of psychological security was not significant differences (Al khaledy, 1990)

2- Mutlaq (1994) The purpose of the study was to construct a standardized psychological security measure for the students of Baghdad University and benefited from the Maslow (psychological sense of insecurity) measure. The researcher defined the concept of psychological security and its behavioral components to reach (12) components.. Mutlaq (1994) The purpose of the study was to construct a standardized psychological security measure for the students of Baghdad University and benefited from the Maslow (psychological sense of insecurity) measure. The researcher defined the concept of psychological security and its behavioral components to reach (12) components.2)) the validity of the construction (3) the validity of the correlation.

The stability calculation was done in (1) retesting (2) internal consistency (alpha-cronbach) (3) midterm fragmentation. Where the researcher concluded through the statistical indicators of the sample derivation of the criteria that the students of the scientific specialization better than the students of human specialization in psychological security.

While gender (male and female) and the school stage did not have an impact on psychological security. (Mutlaq, 1994a). B. Foreign Studies 1. Owens 1971 (Owens CE) conducted a study on the relationship between student activity, values and psychological security, aimed at revealing the nature of the The relationship between these variables was used to measure the psychological security (Security - Insecurity Inventory) and also used a measure (Polyphasi Values Inventory) and applied the tests on a sample of 150 students at the University of New Mexico in America.For the purpose of data processing statistically, variance analysis and correlation coefficient (Pearson) and Fisher equation were used. The study showed the following results: First, there are no differences in psychological security among the group that does not practice the activities.

Second, there were statistically significant differences in the values between the group practicing the activities and the group that did not practice them. Thirdly, there is no relationship between feeling (feeling) and psychological insecurity (Owens, 1971).

2. Study (Joshi 1985):Josh, D and D conducted a study aimed at revealing the relationship between feeling and feeling of psychological security and academic achievement. The researcher used the measure of feeling and feeling of psychological security and applied the test to a sample of 240 students, 120 students who received on high grades and prepared with high psychological security and (120) who counted their psychological security is low, The results of the Tiwart and Singhs Security Insecurity Inventory were based on the scores of the achievement scores and their averages. The results indicated that the scores of the group receiving the psychological security were higher than those of the group that do not feel psychological security,where higher than those of the group that did not feel psychological security but the correlation was statistically insignificant (Joshi, 1985 63-64).

Research Procedures

This chapter includes the most important current research procedures in terms of defining the community and the procedures of accreditation of the measure of psychological security in the teaching of the university, which included verification of the stability and accuracy of the scale, as well as the statistical means used in this research. The research community includes the teaching of the University of Baghdad for the academic year 2013/2014 and the size of this community (5752) teaching and teaching distributed to the University of Baghdad and scientific titles (Professor, Assistant Professor, lecturer, and assistant lecturer)the number of sample(548, 1140, 1510, 2554) teaching and teaching respectively and gender (3083) teaching and (2669) teaching and table (1) shows that.

Table 1: The size of the research community disaggregated by gender and scientific title

total			Assistant Lecturer Professor			Lecturer			Assistant Professor Professor			Professor Professor			university
Total	Female	male		Female	male	Total	Female	male	Total	Female	male	Total	Female	male	
5752	2669	3083	1554	424	1130	1510	726	784	1140	402	738	548	117	431	Baghdad

Second: the research sample, since the current research aims to measure the psychological security in the teaching of the College of Education for Pure Sciences / Ibn al-Haytham / Baghdad University, so the two researchers chose to select a sample of (200) teaching and teaching Faculty of Education for Pure Sciences / Ibn al-Haytham by (120) male teachers and (80) female teachers.

Third: Measures of the scale
1) **Preparation of the instructions of the scaleand the answer sheet**: The researchers prepared the instructions of the scale, which included how to answer the paragraphs, and urged the respondent to the accuracy and speed to answer, although the answer time is not specified, The Cronbach 'Cronbach' indicates that the correct and explicit label of the personal scale may render the respondent false (Cronbach, 1970, 40). The scale instructions included how to use the scale sheet.
2) **Correction of the scale**: The scales of the scale were formulated in a negative and positive manner. Three scores were given for the answer (yes), 2 for non-answer,

The scale (50) degree and the highest score gets(150) degrees and the mean of the scale was (100) degrees.

3) The veracity of the paragraphs and the veracity of the paragraphs in the measurement of psychological security, presented with the behavioral components of psychological security, to a group of experts in educational and psychological sciences, the number of (12) experts (Annex 1) and asked them to assess the validity of paragraphs, and to verify the validity of the paragraphs in measuring security as it seems logical in measuring the components that were prepared to measure them. In the light of their observations and opinions, and after making some minor amendments to some paragraphs, it became clear that the experts agreed on some paragraphs and by 80 or more.

Fourth: The Psychometric Characteristics of the Scale
Psychologists emphasize the necessity of verifying some of the standard characteristics of the scale such as honesty and consistency, whatever the purpose of its use (Alam, 1986, 209). Therefore, the two researchers achieved these measurements of the scale as follows:

A) The stability of the scale is a constant condition of the standard of the scale (Imam and others, 1990 143), although every standard is sincere, but honesty is a relative rather than absolute, there is no measure of honesty or honesty (Abu Luba, 1987 244), So the stability account is necessary, Stability refers to the accuracy and consistency of the scale of the scale that is supposed to measure what must be measured, that is, the scale gives the same results almost if applied to the same group of individuals.

Since consistency is the consistency of the total score of the scales, it is supposed to measure what should be measured, so it can be on two types: 1. External homogeneity, which is achieved when the scale continues to produce constant results by repeating it over time. 2. Internal consistency achieved through the fact that all paragraphs of the scale measure the same concept (Fransella, 1981, 47)

To calculate the stability of the scale, the scale was applied to a sample of (200) teaching and teaching from the University of Baghdad.

A-The method of retesting the two researchers applied the scale on a sample of (200) teaching and teaching from the University of Baghdad, from the sample of honesty and consistency, and after two weeks, the scale was reapplied on the same group, a suitable period (Firkson, 1991 527), The coefficient of stability is 0.90, and from this result it can be inferred that the scale has a high degree of stability.

B-- The Alpha-Cronbach method For the purpose of determining the stability of the scale, the researchers used another parameter, the alpha coefficient of internal consistency, where Cronbach indicates that this is derived from a coefficient of stability, and shows that this coefficient refers to the internal property that it enjoys Which is derived from the statistical relationship between the paragraphs. It also indicates that the scale is homogeneous. This means that all the paragraphs measure a general variable. This is why the two researchers used this type of stability. The

coefficient of alpha stability of the scale reached 0.89), That (Cronbach, 1984, 63), which is an indicator of the internal homogeneity of the measure in the measurement of psychological security in the teaching of the Faculty of Education for pure science Ibn al-Haytham / Baghdad university.

2 - Validation of the Standard Honesty is one of the most important indicators of the scale (Maloney * Ward, 1980, 29), because it indicates the ability of the scale to measure the attribute that has been prepared for measurement (Tyler, 1971 29), And the Association of American Psychologists that there are three indicators of the credibility of psychological standards, namely 1 - the truth of content 2 - honesty associated with the test 3 - the validity of the construction. The researchers sought to verify the truthfulness of the current research measure is the honesty associated with the test (concordance truth) finding Concurrent Validity, because it is a kind of honesty appropriate to the standards of personality, as well as being indicators or common types used in the calculation of truth of these standards, especially when an honest test measures the property itself or is associated with it and indicates it (Ellis, 1976 183) (Ownership, 1977 111).

The researchers considered that the calculation of honesty depends on the self-assessment of the respondent, which has been used in many studies, such as the Eysenck study, 1972, Abu Alam, 2000 90)And the study of the solar (Alshamsy, 1990 144) and the study of Jabari (Jabari, 2000 90).

In order to achieve this, the researchers prepared a quintile pentameter (Annex 4). Grade (1) represents the minimum requirement of the respondent. Grade 5 represents the upper limit of the availability of the need. The other degrees of availability are between these two grades. , And after the two researchers included a measure of psychological security and to verify the validity of the measure in the measurement of what was described for measurement, presented to twelve experts from the specialists in educational and psychological sciences (Annex 1). Which agreed on the validity of its use in the self-assessment of psychological security and after verifying the validity of the self-assessment scale, applied to the research sample of the size of (200) teaching and teaching from the Faculty of Education for Pure Sciences Ibn al-Haytham. The self-assessment scale of the respondent immediately after the end of the answer to the psychological security measure and then Pearson correlation coefficient between the scores of the sample (0.90) on the scale of psychological security and grades on the scale of self-assessment.

Sixth: Statistical Means:
The statistical means used in the current research are: 1) Sample test

1) Sample sample used to determine the difference between the number of approved and non-approved experts on the components of the measure of psychological security at the university, and the validity of its paragraphs (Harnet, 1982, 714).

2) T-test for tow independent samples Use the calculation of the differential force between the two extreme groups in the total score by the computer program (Spss).

3) Pearson correlation coefficients Correlation coefficient: used in the calculation of the coefficient of integrity of the psychological security measure with the self-assessment test by the computer program (Spss)

4) The coefficient of stability (alpha-kronbach) was used in calculating the coefficient of the scale, by the computer program (Spss).

The results and their interpretation and summary of conclusions, recommendations and proposals

1-The Results: This chapter includes the findings of the current research and then interpreting and commenting on these results. First, to identify the level of psychological security in the teaching of the College of Education for Pure Sciences Ibn al-Haytham. In order to achieve the first objective, the researchers calculated the total score of 100,082 by a standard deviation of (12.534) and when compared to the mean (100) using the T-test of one sample. The results showed that the calculated T value was (0.0925)) When compared to the tabular value (1.96)It was shown that the results of the study were not statistically significant. Table 2 shows that the study sample suffers from a decrease in psychological security. This result was agreed with the study of Mutlaq (1994), which was conducted at the University of Baghdad and confirmed that half the sample of each study tends to feel low Psychological security, As well as with the result of the study Khalidi (1990), which showed a weak sense of psychological security of the teacher.

The researchers stress the psychological and social pressures suffered by my teaching in Iraqi universities as a result of the military operations in Iraq and the armed conflicts and the numerous challenges through their long history (social upbringing, wars, etc.) affected their Psychological formation and economic siege, which showed its negative impact on most segments of Iraqi society, especially university teaching, as well as the occupation of Iraq on 9/4/2003, which led to the absence of security and stability, and others, led to a decrease in the level of psychological security in the In the teaching of the faculty of Education for Pure Sciences / Ibn al-Haytham.

Table 2: The level of psychological security for the research sample

Level of significance	Tabular T value	Calculated T value	Average mean mean	Standard deviation	Median mean	Sample
Not significant in (0.05)	1.96	0.092	100	12.534	100.08	**2200 2**20

Second, differences in the level of psychological security in the teaching of the Faculty of Education for Pure Sciences Ibn al-Haytham according to the variable sex (males, females). To achieve this goal, the researchers used the test for two independent samples to identify the significance of differences in psychological security and table (3).

Table 3: The results of the test of two independent samples to detect the significance of differences in psychological security in the teaching of the Faculty of Education for Pure Sciences Ibn al-Haytham

Calculated T value	Standard deviation	Mean	Number	Gender
2.446	14.067	132	80	Female
	12.265	102	120	Male

There were statistically significant differences in psychological security according to the gender variable. The calculated T value was 2,446, which is higher than the table T value of (1.96) at the level of (0.05) and the degree of freedom (198).

The results indicate that there is a statistically significant effect of the gender variable in the psychological security of the students of the Faculty of Education for Pure Sciences / Ibn Al-Haytham to identify the significance of the differences in psychological security according to the gender variable. The results indicate that there is a statistically significant effect of the gender variable in the psychological security of the students of the Faculty of Education for Pure Sciences / Ibn Al-Haytham to identify the significance of the differences in psychological security according to the gender variable.The absence of significant differences in the sense of psychological security, and with the result of the study (Mutlaq, 1994), which pointed to the lack of sex variable in psychological security.

The researchers conclude that this result was consistent with Maslow's view that males are more self-fulfilling than females (Al-Naqshbandi, 2000, 85). This is due to the socialization of our society, given that males have more social and varied roles than menAnd more diverse than it is in the females also gives them the freedom to make the decision even in the choice of work that they wish to satisfy their needs and this leads to satisfaction of the many male needs that are not able to satisfy the female.

4. Recommendations

In the light of the findings revealed by the research, the following recommendations were made.
1) Care and attention to psychological security through the attempt to provide justice and equality of treatment within the university, and the clarity of rights and duties and the sovereignty of the humanitarian and democratic direction in dealing between studentsOn the one hand, and the faculty and administrative staff at the college on the other hand, supporting cultural, social, artistic and sports activities, activating the role of specialized associations within the university, and spreading the correct religious awareness.
2) The application of the measure of psychological security to the teaching of newcomers to diagnose the level of feeling of each teaching of psychological security, most studies rely on the diagnosis of mental health through psychological security measures, because psychological security is synonymous with mental health.
3) The possibility of benefiting educational institutions- The application of the measure of psychological security to the teaching of newcomers to diagnose the level of

feeling of each teaching of psychological security, most studies rely on the diagnosis of mental health through psychological security measures, because psychological security is synonymous with mental health. 3 - the possibility of benefiting educational institutions.

Future Works

1) Conduct a similar study on the teaching of Iraqi universities to ascertain the relationship between psychological security and social compatibility and compare them with the results of studies.
2) Conducting a study on the relationship of psychological security and social compatibility to some other variables in the university.
3) Conducting a study dealing with the relationship of psychological security to other variables such as economic and social level and creative capacities ...

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Annexes (1)
Names of experts who used the researcher's views in the research procedures

Expert address	The Experts'names	ت
Ibn Rushd University of Baghdad	Dr. Saad Ali Zairiklia 4.A.D	1.
Faculty of Education / Ibn Rushd University of Baghdad	Dr.. Mohammed Anwar	2.
Faculty Education / University of Mustansiriya	Prof.Dr. Amal Ismail Aizklip	3.
Faculty of Education for Pure Sciences Ibn al-Haythem	Prof.Dr. Fadel Jabbar Jouda	4.
Faculty of Education for Pure Sciences Ibn al-Haythem	Associate Prof. Dr. Laith Mohamed Ayash,.D. Kamal Ismail Hussein	5.
Faculty Education / University of Mustansiriya	Associate Prof Dr. Bashry Kazem Salman.	6.
Faculty Education / University of Mustansiriya	Associate Prof. Dr. Rahim Abdulla Jabr	7.
Faculty Education / University of Mustansiriya	Associate Prof. Dr. .Shaila Abd El-Rida	8.
Faculty of Education for Pure Sciences Ibn al-Haythem	Associate Prof Dr. Muntaha Moutcher Abd El-Saheb	9.
Faculty Education / University of Mustansiriya	Associate Prof Dr. Amal Ismail Hussein	10

Annexes (2)
Psychometric security measure as a preliminary Baghdad University College of Education for Pure Sciences / Ibn Al-Haytham Department of Educational and Psychological Sciences

Subject / Scale and Expert opinions on the validity of the paragraphs of the measure (psychological security)

Dear professor
The two researchers conducted a study aimed at measuring the psychological security of the university teaching. The two researchers were informed of a number of previous studies and related theoretical literature. They adopted the psychological security measure for researcher (Ayez 2011) and defined psychological security as '(Sense of security, stability, protection of law and order, avoidance of pain and freedom from fear and anxiety, or anything that may harm the individual).

(7) components of (the reassurance of teaching has been identified to satisfy the basic needs, the sense of belonging to the community, the sense of threats and external and internal dangers, the sense of law protection system, the sense of faith and adherence to his scientific message, the impact of cultural variables, , and respect for the intellectual freedom of university education and the sense of democracy in dealing), and the researcher prepared a set of variables for each component of the concept formulated in the manner of the terms of the report with three alternatives (Yes, I do not know, no).

Since you are an experienced expert in the field, please kindly indicate your opinion on the validity of each paragraph in the measure of the component that has been developed to measure it with the appropriate modification if required, and thank you and thank you both and God reward you for the service of knowledge.
Researchers

Modification	Not Valid	Valid	Paragraphes
			'the reassurance of teaching to satisfy his basic needs' I feel bad from the scarcity of drinking water in college. I am worried about daily life needs I feel bad from the suffocating and polluted atmosphere of the university environment. I am ashamed that there is no special club for teachers. I am concerned that I do not have a home. I am worried about the insufficient monthly salary to meet my basic needs The second component (sense of belonging to the community) I feel bad because there are no social activities among the teachers. I am disturbed by the lack of social solidarity fund. I am concerned about the lack of a social recreational club. I have shared ideas with my colleagues. I can easily interact in the university. I easily feel the interaction between my friends. I feel teachers interact with each other Component 3 'Feelings of External and Internal Threats and Threats' I feel at risk when the underdog is held accountable. I am very worried about the dismissal of the professors. I am afraid of the bad behavior of the outlaws. I am bothered by the presence of threatening writings on the campus. I expect to be attacked at any moment. I fear the war. The phenomenon of carrying arms frightens me. I am afraid that the law will not protect me. It bothers me to disrespect others to the system. I am disturbed by the instability of the security situation. I resorted to my family to protect me. It bothers me not to hold those who are not in compliance with the laws of the university.

			It occupies my thinking of the future. The fourth component 'the impact of cultural variables' I feel happy when I am invited by a visiting professor who is annoyed by the presence of uncivilized aspects of the university. My thinking is how to get to my college. It bothers me not to allocate enough transportation to the college. I feel that my family is helping me. Fifth Component Family Compatibility I feel happy when I am in the middle of my family. I feel that my family is understanding and cohesive. I am worried about differences within the family. I feel happy when they wait for me to start a family ceremony that I feel comfortable to assess my achievements by those around me. I am happy to take my family with my thoughts. Respect for the intellectual freedom of teaching and the sense of democracy in dealing with 'I feel that I have freedom of opinion. I am concerned about the existence of undemocratic ideas in my academic environment. It bothers me that others do not accept constructive criticism. It bothers me to misuse democratic dealings. I feel comfortable when students have freedom of expression. My thinking is that someone misplaced my thoughts. I am disturbed by the inhuman exploitation of human relations I am worried about the demonstration by a person who is far from democracy. Component 7 'Sense of Faith and Adherence to His Scientific Mission' I feel successful in my university life. I am worried about losing someone dear. I feel like I am leading within the classroom.

Annexes (3)

Psychometric security measure in its final form Baghdad University College of Education for Pure Sciences / Ibn Al-Haytham Department of Educational and Psychological Sciences

Dear Professor
Greetings
In order to know your opinion about some of the issues that concern certain aspects of social life, the researchers hope to cooperate in answering the paragraphs of the scale accurately and explicitly, especially that your answer is confidential not seen by any individual except the researchers. Answer instructions
1) The answer on the scale sheet is to select one of the answer alternatives (yes, no, do not) that you perform and apply to you more than others.
2) Place a () in front of the phrase you choose.
3) Do not leave any paragraph is not answer and remember that each paragraph answer or one signal.
4) There is no specific time to answer, but answer quickly and accurately after reading each paragraph.
5) Please be filled with information installed at the bottom of the sheet.
Note / Please fill in the data.

No	Do not know	yes	Paragraph
			I feel bad about drinking water in college. I am worried about daily life needs. I feel bad from the suffocating and polluted atmosphere of the university environment. I am ashamed that there is no special club for students. I am concerned that I do not have permanent housing . I am worried about the insufficient monthly salary to meet my basic needs. I am upset that there are no social activities among the teachers. I am troubled by the college's lack of social solidarity fund. I am troubled by the university's lack of a recreational social club. I have shared ideas with my colleagues. I can easily interact in the university. I easily feel the interaction of my friends house. I feel teachers interact with one another. I am at risk when the underdog student is held accountable. I am very concerned about the dismissal of professors. I feel threatened by the bad behavior of the outlaws. I am bothered by the presence of threatening writings on the campus. I expect to be attacked at any moment. I fear the war. The phenomenon of carrying arms frightens me. My thoughts occupy my privacy. I am afraid that the law will not protect me.

			It bothers me to disrespect others to the system.
			I am disturbed by the instability of the security situation.
			I resorted to my family to protect me.
			It bothers me not to hold those who are not in compliance with the laws of the university.
			It occupies my thinking of the future.
			I feel happy when I am invited by a visiting professor.
			I am disturbed by the presence of uncivilized manifestations in the university.
			My thinking is how to get to my college.
			It bothers me not to allocate enough transportation to the college.
			I feel that my family is helping me.
			I feel happy when I am in the middle of my family.
			I feel that my family is understanding and cohesive.
			I am worried about differences within the family.
			I feel happy when they wait for me to start a family party.
			I am relieved to assess my achievements by those around me.
			I am happy to take my family with my thoughts.
			I feel that I have freedom of opinion.
			I am concerned about the existence of undemocratic ideas in my academic environment.
			It bothers me that others do not accept constructive criticism.
			It bothers me to misuse democratic dealings.
			I feel comfortable when students have freedom of expression.
			My thinking is that someone has misplaced my thoughts.
			I am disturbed by the inhuman exploitation of human relations.
			I am worried about the demonstration by a person who is far from democracy.
			I feel successful in my university life.
			I persevere to achieve my scientific ambitions.
			I am worried about losing someone dear.
			I feel like I am leading within the classroom.

Annexes(4)
Psychometric Self-Assessment Scale Dear Instructor ...

Dear all,
Greetings
For the purpose of conducting a practical study to determine the degree of psychological security in teaching the university and as part of the requirements of this research, the two researchers hope to assist in assessing the degree of psychological security. (5) represents the highest level of psychological security, the lowest level (1), and the other degrees between these two levels.Psychological security is meant to be a sense of confidence, a sense of stability and tranquility, ensuring access to needs, and not anticipating threats, threats and anxieties.
Researchers

5	4	3	2	1	Degree of psychological security
					Choices