

The School Administration Role In Enhancing The Psychological Security For Primary School Pupils In Wasit Governorate Center According To Male And Female Teachers' Point Of View

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Abstract: The researcher believes that the research importance deals with an essential topic. Psychological security is a key requirement for each student. It is clear that the significance of dealing with it in Iraqi society has gone through dangerous turns represented by terrorism, which generated fear among the general spectrum of society, especially children. According to research results, interested psychological counselors and social workers, working in elementary schools, should deepen pupil's ideological understanding and needs, which will help in developing appropriate psychological and social programs for them. As for the objectives of the research, they should identify the following:

What is the level of psychological security for primary school students?

2- Are there statistically significant differences in the level of psychological security of primary school pupils due to the gender variable (male – female)?

3- Are there statistically significant differences in the level of psychological security of primary school pupils due to the location of the school (urban - rural)?

4- Are there statistically significant differences in the level of psychological security of primary school pupils due to the type of education (governmental - private)? The research community consists of directors, assistants, male and female teachers in Wasit Governorate who practice their work in primary schools for the academic year (2018-2019). The research community reached (4996) male and female teachers by (3706) female and (1290) teachers, where the number of male and female teachers in private schools reached (174) male and female teachers, by (79) male and (104) female teachers. The research was applied to a sample consisted of (359) male and female teachers, by (189) female teachers and (170) male teachers. The statistical methods used are:

1- Averages and percentages for calculating the relative weight of psychological security

2- Pearson correlation coefficient.

3- A (T) test to calculate the differences between the average scores of the sample members.

Research problem:

Psychological security is one of the basic psychological needs necessary for the growth, harmony, and mental health of every student. The educational institutions have gone through a turbulent political and social atmosphere, especially primary schools, through several years of devastating wars and an abominable economic blockade that affected most of the school infrastructure, and led to weakness in the performance of educational cadres, and the lack of simple requirements of the educational process. This atmosphere made the researcher feel the importance of conducting a study to know the psychological security of primary school students in Wasit Governorate and to determine the research problem lies in the following question:

What is the level of psychological safety for primary school students?

Research Significance:

"The researcher believes that the importance of the research is that it deals with an important topic. Psychological security is a requirement for every student and no one conceals the importance of dealing with it in Iraqi society, which has gone through a dangerous juncture represented in terrorism, which generated a sense of fear and risk and anticipation of dangers in the Wasti people. The results of the research benefit educational counselors and specialists. Psychologists working in primary schools in deepening the psychological understanding of pupils and their needs, which helps in setting up suitable psychological and social programs for them.

Research objectives:

The research aims to identify the following:

1- What is the level of psychological security for primary school students?

2- Are there statistically significant differences in the level of psychological security among primary school pupils due to the gender variable (male - female)?

3- Are there statistically significant differences in the level of psychological security among primary school pupils due to the school location variable (urban - rural)?

4- Are there statistically significant differences in the level of psychological security among primary school pupils due to the type of education variable (governmental - private)?

Research limitations:

The research is determined by the following:

- 1- Human limits: male and female teachers
- 2- Spatial boundaries: Elementary schools in Al Kut District Center
- 3- Time limits: 2018-2019

Defining terms:

The basic concepts of research are as follows:

Emotional Security

- 1- Al-Kanani, 1985

The student's feeling of reassurance, whether in the absence of threats and quality, or as a result of having the means to confront these dangers as soon as they arise." (Al-Kinani, 1985, 78)

3- Theoretical definition:

The amount of elementary school student needs in terms of protection for himself and from conditions that pose a danger to him, such as the psychological and social climate, natural conditions, epidemics, diseases, wars, and economic and political instability that pose a danger to him.)

6- Procedural definition:

It is the total score that the respondent obtains on the research tool (questionnaire) designed to achieve the research objectives.

Previous studies:

Kafafy's Study, 1998)

Psychological security and its relationship to socialization among secondary school students in the State of Qatar.

The research sample consisted of (153) high school students in the State of Qatar, and the researcher used the Psychological Security Scale (Iddah Al-Essawi). The results showed a negative correlation between social upbringing and psychological security (control, discrimination and fluctuation in treatment) (Kafafi, 1998: 6) (Abu Bakr's Study, 1993)

The relationship between religious values and psychological security among Yarmouk University students in Jordan.

The study aimed to reveal the relationship between religious values and psychological security among a sample of (560) male and female students from Yarmouk University in Jordan. The researcher used the Maslow scale of psychological security, and the results showed a significant relationship between religious values and psychological security, meaning that students who adhere to religious values have a greater sense of psychological security. (Abu Bakr, 1993: 67). (Attia :1994)

The study aimed to identify the psychological needs of high school students in Alexandria)

The research sample consisted of (176) male and female students from the secondary stage. The researcher used a scale from his numbers for psychological security, and the results showed that the most important psychological needs of the study sample are the need for psychological security, and there were no statistically significant differences in terms of security between males and females. (Attia 1994: 7)

Research Methodology:

The researcher used the descriptive and analytical method, through which he described the phenomenon under study and analyzed its data.

Research Community:

The procedures for a complete description of a research community help in choosing the appropriate method for selecting the sample. In this regard, (Brog, 1981) says the researcher cannot use any of the methods of sample selection, no matter how accurate the selection is if he does not possess accurate knowledge of the research community on the hand of size and characteristics, because each society has its own characteristics and descriptions (Brog, 1981: 170)

The research community consists of male and female teachers in Wasit Governorate of both types who practice their work in elementary schools for the academic year (1019-2018). Female and male teachers in private schools (183) male and female teachers, there are (79) male and (104) female teachers.

Research sample:

1- The exploratory sample

The exploratory sample consisted of (30) female and male teachers who work in primary schools in the Al-Kut district from outside the statistical analysis sample in order to standardize the study tool and verify its validity and reliability.

2- Statistical analysis sample:

The study was conducted on a random sample consisting of (359) female teachers and (189) male and female teachers as shown in Table (1).

Table (1) shows the study sample members by gender

Total	Rural schools	Urban schools	Priv. schools	Gov. schools	Gender
189	30	52	37	70	Male
168	20	46	38	66	Female
359	50	98	75	136	Total

Research tool:

The researcher used the following tools to achieve from the study hypotheses of the Psychological Security Scale:

Description of the scale: It is a tool to measure the extent of the student's sense of psychological security, and the researcher has benefited by examining several measures of psychological security. The paragraphs have been formulated in accordance with the Iraqi environment and the specificity of the political and social climate for research with interest in life in primary schools.

Tool validation:

The researcher was interested in apparent validity to ensure the correctness and clarity of the paragraphs. The scale was presented to a group of experts who work in the Department of Educational and Psychological Sciences and their number was (12) experts and those with experience in the educational field. The researcher took amendments and proposals. To ensure the structural validity of the scale, the validity of the internal consistency between each paragraph of the scale and the overall score of the scale was calculated, and the paragraph correlation coefficients express a meaningful internal consistency.

The method of the two extreme groups:

To find out the discriminatory strength of the paragraphs, the total grades obtained by the sample members after correcting the scale were arranged in descending order from the highest degree to the lowest degree. The researcher deducted a percentage (27%) from the higher group and (27%) from the lower group i.e. (54) forms from the upper group and (54) from the lower group in order to subject them to the statistical analysis process to obtain the maximum extremes in the response between the two groups. The arithmetic mean, the standard deviation of the upper group, the arithmetic mean, and the standard deviation of the lower group were calculated on the (25) paragraphs of the scale. Apply the T-test for two independent samples to identify the significance of the difference between the upper group and the lower group according to each paragraph, then compare the calculated T value with the tabular T value and judge the degree of distinction of the paragraph according to that. Table (2) illustrates that.

(Table 2 .

The arithmetic mean and the standard deviations of the paragraphs of the scale of administrative engineering constraints and the T-value the computed function to distinguish the scale paragraphs

The computed T-value	Inferior group		Superior group		Paragraph No.
	standard deviations	arithmetic mean	standard deviations	arithmetic mean	
9,283	1,2397	2,6848	0,7712	4,0978	1
12,352	1,1910	2,7935	0,6368	4,5326	2
10,563	1,1188	3,3913	0,4712	4,7283	3
10,104	1,2639	3,0652	0,6978	4,5870	4
10,991	1,1477	2,8215	0,8569	4,4565	5
9,218	1,2324	2,6739	0,8624	4,1196	6
11,038	1,2176	2,4674	0,8466	4,1739	7
11,466	1,0739	2,5217	0,9679	4,2500	8
14,546	1,1914	2,6413	0,5313	4,6196	9
14,878	1,0938	2,6522	0,6282	4,6087	10
12,689	1,1085	3,0435	0,5194	4,6630	11

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11,995	1,2366	2,8587	0,5973	4,5761	12
12,433	1,1882	2,5761	0,7568	4,4022	13
9,856	1,2036	3,0435	0,6866	4,4674	14
12,130	1,1410	2,8043	0,6709	4,4783	15
14,340	1,1177	2,6196	0,6524	4,5543	16
11,498	1,3003	2,8152	0,6013	4,5326	17
13,539	1,1397	2,7717	0,6282	4,6087	18
12,670	1,2018	2,6304	0,7631	4,5109	19
14,895	1,1141	2,5217	0,7001	4,5652	20
12,378	1,1300	2,7717	0,7187	4,5000	21
12,839	1,0283	2,6739	0,7536	4,3804	22
13,503	1,0508	2,8043	0,6198	4,5217	23
14,206	1,0453	2,6304	0,7335	4,5217	24
11,922	1,2211	2,6196	0,8169	4,4457	25

Through the table, it becomes clear that all the scale paragraphs amounting to (25) are statistically significant and distinct because all their values are higher than the tabular T value of (1.96) at a level of significance (0.05) and with a degree of freedom (106)

Reliability

The concept of reliability is one of the basic concepts in measurement and it must be available in the scale in order for it to be usable (Forward, 1990: 143). Stability is intended to give the scale the same results if it is re-applied to individuals themselves and in the same circumstances, and that stability means consistency in the test results (Marshal, 1972: 104)

To extract the stability of the tool, several methods, including half segmentation, retesting, equivalent images, the method of consistency of estimation, and to extract the stability of the resolution, the researcher relied on the method of testing and retesting (Test-r test) and used the method of re-testing on a sample size of (60) male and female teachers from the study community. After two weeks, the test was re-applied to the same sample, and after correcting the answers and unloading the scores for the two tests, the correlation between the answers of the individuals was calculated in the two tests, using the Pearson correlation equation.

The internal consistency coefficient, Cronbach Alpha, ensures consistency in calculating the reliability of the resolution through the SPSS program. The final value of the reliability coefficient was (0,83), which indicated that the reliability scores were high and could be trusted to achieve the research objectives. (Dance and Reid, 2002: 39) indicate that if the alpha coefficient reached (0.89) as a minimum, then this is evidence of the stability of the resolution tool.

(Table 3)

Values of stability coefficients for the study instrument according to the test-retest method and internal consistency (Alpha Cronbach)

internal consistency (Alpha Cronbach)	test-retest method	Psychological Security Scale
0.89	0.83	

It is evident from the results of Table (3) that the search tool has values of acceptable stability coefficients for the purposes of the study. It is evident from the retest results, and the stability factor resulting from the half-segmentation, that the Psychological Security Scale has a high degree of stability, which the researcher could use in the current study.

Statistical tools used:

The researcher completed the data using the (spss) program, and then analyzed it through a set of statistical tools appropriate to the nature of the data and the type of variables to achieve the research objectives:

- Pearson Correlation Factor to find out the validity of the internal consistency of the scale paragraphs.

Reliability test - A method of retesting to calculate the degree of reliability of a scale used using the Cronbach Alpha

The one sample statistics T-test to know the research objectives

Presentation and discussion of results:

The first goal stipulates that there are no statistically significant differences in the psychological security of primary school pupils, as shown in Table (4)

Table (4) shows the value of "T" for the Psychological Security Scale

Level of significance	T-Value	Standard deviation	Medium	Sample	Statement
Statistically non-significant	2.00	12.58	89.72	357	the Psychological Security

Psychological security 357 89,72 12,58 2,00 Not statistically significant

The tabular value of "t" is at the degree of freedom (357) and at the level of significance (0.05) = 1.96

The sample members showed a high degree of psychological security with an arithmetic average of (89,72) and a standard deviation of (12,58) with a percentage as much. During the continuous follow-up and supervision by the principals and supervisors and the directives issued by the General Directorate of Education, and urged the school administrations to provide the elements of the appropriate school environment for pupils and to refrain from the use of methods of violence against them.

The second goal:

It is assumed that there are no statistically significant individual differences in the level of psychological security among primary school students due to the gender variable (male - female), as shown in Table (5)

Table (5) shows the value of "T" for the Psychological Security Scale by gender (males, females)

Statement	Level of significance	T-Value	Standard deviation	Medium	Sample	Statement
Statistically non-significant	-,976	13,02	88,73	170	Males	Psychological security
		11.97	90	189	Females	

The tabular value of "t" is at the degree of freedom (357) and at the level of significance (0.05) = 1.96

It is evident from the table that the "calculated" value is less than the tabular value of T in the overall score of the Psychological Safety Scale, and this indicates that there are no statistically significant individual differences in the pupils' sense of psychological security and this is due to the educational environment one for both sexes and the educational policies and methods are the same in general elementary schools because the educational system is a central one.

Third goal:

There are no statistically significant differences in the level of psychological security among primary school pupils due to the location of housing (urban - rural)

Table (6)

The value of "T" for the Psychological Security Scale, according to the location of the student's home (urban - rural)

Level of significance	T-Value	Standard deviation	Medium	No.	Home site	Statement
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Statistically significant	2,02	11,87	93,93	180	Urban	Psychological security
		12,25	86,20	179	Rural	

The tabular value of "t" is at the degree of freedom (357) and at the level of significance (0.05) = 1.96

It is evident from the table that the "calculated value of T" is greater than the tabular value of T in the total score of the Psychological Security Scale. This indicates that there are statistically significant differences in the pupils' basis for psychological security in favor of urban pupils. This is due to the constant monitoring and follow-up of the employees and parents of the students by providing the appropriate psychological climate for them, but in rural schools usually the supervision is less due to the spatial conditions and the nature of their educational staff, usually they are teachers who are new to education and lack experience.

(Table (7

The value of "T" for the Psychological Security Scale, according to who belongs to the school (government / private)

Level of significance	T-Value	Standard deviation	Medium	No.	Home site	Statement
Statistically significant	2,02	10,27	80,75	210	Government	Psychological security
		12,25	93,43	147	Private	

The tabular value of "t" is at the degree of freedom (357) and at the level of significance (0.05) = 1.96

As shown in Table (7), the calculated value for each of the government and private schools variables was greater than the tabular value (93,43). The standard deviation (12,25), higher than the tabular value of (2,02) under the significance level (0,05), which indicates that there are no differences between the respondents' answers about the return to schools (government - private) with primary school principals in Al-Kut district, it was found through the above results that private school pupils feel more secure than government schools.

The researcher attributes this to the availability of some basic requirements that encourage security, such as the small number of students in one class, continuous follow-up and monitoring by the responsible staff in private schools. The availability of an appropriate climate environment comes from an appropriate psychological climate, such as adaptation, cooling, and psychological climate in the classroom, and the availability of appropriate educational media and means for them.

Enhancing psychological security for primary school students:

- 1- The necessity of good treatment of teachers, management and those in charge of the education process for students and providing them with assistance and assistance to achieve the objectives of the educational process and the continuation of scientific and technical progress.
- 2- Emphasis on following up the students, their movements, spending their free time, and how to benefit from it in developing their activities, activities and creativity in various fields.
- 3- Paying attention to teaching students correct behavioral habits in how to deal with others and how they acquire the correct habits and behaviors that help them integrate with society.
- 4- Establishing educational programs that help pupils to achieve educational, social and psychological goals related to students 'needs, preferences, desires and orientations.
- Preparing a safe environment in which students can interact with the conditions that the pupils live in and the problems that affect their academic level.
- 6- Preparing an integrated work team that helps students according to their social, educational, health and psychological conditions.
- 7 - Paying attention to the development of pupils from the mental, cultural, educational and health aspects, and trying to make use of the maximum energies available to students in the service of society.

Results: The researcher reached the following results

- 1- There is psychological security for elementary school students in Wasit Governorate center.
- 2- The results showed that self-security was more evident in private schools, because teachers followed democratic and diplomatic educational methods and provided the requirements of the educational process in a better way and dealt with students well.

3 - It was found that the psychological security of pupils in rural areas is less than it is in schools in the city, and this appeared due to the lack of material and human resources qualified to teach in rural areas, since most of them are new to education.

4- It was found that female pupils feel less secure than male pupils, due to the restrictions imposed on female students and the strict supervision and societal values that made them little movement and behavior.

Recommendations: The researcher recommends the following:

1- Providing a psychologically safe atmosphere for students, whether at home, school or in the street, because it is one of the basic needs of life in order to allow the student to achieve levels of scientific and behavioral success.

2- Providing reassuring rest for students in this age period, as it passes through adolescence.

3- Providing psychological security will further satisfy the cognitive and scientific needs of students.

4- The necessity of holding frequent and continuous meetings and continuing cooperation between the school and the family through holding meetings of parents 'and mothers' councils to achieve better psychological security for students.

Suggestions: The researcher suggests the following:

1- Conducting more studies to find out the level of psychological security and its relationship to the loss of a parent to primary school students.

2- Conducting a study to find out the level of psychological security of middle school students.

3- Conducting a study of the psychological climate identifier for middle school students in urban and rural areas. An analytical study

4- Conducting a comparative study between psychological security and achievement for elementary school students.

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