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Self-Security and its Relation to Decision Making in Teachers at the College of Education for Humanities

Seguridad personal y su relación con la toma de decisiones en los maestros de la Facultad de Educación de Humanidades

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ABSTRACT

The objective of this research is to identify the relationship between personal security and decision making among the teaching staff of the Faculty of Education of Human Sciences in light of the variables: displacement, sex and marriage. The research sample consisted of 54 teachers who were displaced outside the city of Mosul during their occupation: Those who remained in the city for the academic years 2014 - 2017, and those who did not move. The results were analyzed using the Pearson correlation coefficient and its T value.

Keywords: Decision making, faculty of education, personal security, teachers, University of Mosul.

RESUMEN

El objetivo de la presente investigación es identificar la relación entre la seguridad personal y la toma de decisiones entre el personal docente de la Facultad de Educación de Ciencias Humanas a la luz de las variables: desplazamiento, sexo y matrimonio. La muestra de investigación consistió en 54 maestros que fueron desplazados fuera de la ciudad de Mosul durante su ocupación; aquellos que permanecieron en la ciudad para los años académicos 2014 - 2017, y aquellos que no se desplazaron. Los resultados se analizaron utilizando el coeficiente de correlación de Pearson y su valor T.

Palabras clave: Facultad de educación, maestros, seguridad personal, toma de decisiones, Universidad de Mosul.

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INTRODUCTION

Psychological security is a state of feeling of psychological comfort and tranquility facing the individual in his daily life, despite the circumstances of the environment, social, economic and political that have passed in the years prior to our beloved Iraq in general and our city Mosul humpback in particular. It has a role in the instability Psychological comfort. Decision-making is an individual's access to a good level of puberty in the mental, cultural, social, political and economic aspects of the judgment of daily life situations, despite the difficult circumstances that once, the frequent psychological tensions, and disorders, faced the individual during these periods. They saw the scenes that affect the individual psychologically and those real scenes directly or in the form of transmission via television or the Internet.

It led to the feeling of the individual in society in general psychological instability because of those circumstances. In addition, my colleague and I were part of this small society. We were suffering from psychological disturbances and severe psychological tensions. They played a big role in its impact on all aspects of social, economic and cultural life. It led to a negative reflection on how to make the appropriate fateful decision in the daily life of security and socially unstable. It attracted our attention as researchers in this topic. We could identify the extent of psychological security and its relationship to make the fateful decision appropriate timely teaching of the Faculty of Education for Humanities at the University of Mosul, being part of this society, which has undergone the same conditions.

The importance of the research

In the name of God the Merciful ((and the same and what else), the inspiration of her wicked and strengthened her. Who hid himself in sins (Koran, Surat al-Shams verse 7-8-9-10).

The university teacher and student are essential in achieving the economic, social and cultural development of the society. The university is a platform for thought, literature, educational behavior, and a beam for scientific research, and a wheel for innovation, renewal of science and knowledge, and trying to work to solve the problems facing society. In addition, it is a scientific institution responsible for developing, preparing scientific and vocationally trained cadres and qualifying them to the labor market, as well as purifying and preserving cultural heritage from impurities and continuing its survival amid political changes (Al-Salami, 2019, p.5).

The mission of the university is mainly to develop human resources, and to build the individual's intellectual, scientific, and cognitive abilities in all disciplines in order to improve the quality of work that emphasizes the integrated tool, and to achieve the development of the aspirations of the citizen present and future for theoretical, applied and technical fields (Idris and Morsi, 2002: 41).

Psychological security is a comprehensive concept addressed by many theories in psychology, and the first to talk about the concept of psychological security is the world (Maslow), where he defined as a central axis of the psychological state as a case does not mean symptoms of disease, but the ability of the individual to face the emotions and frustrations, psychological means the absence of a sense of fear, danger, anxiety, and psychological security a sense of tranquility and emotional stability and material and reasonable degrees of acceptance and acceptance in the relationship with the human environment and society in a relatively stable psychological state (Al-Tayyar, 2017: 48).

The decision-making for psychology is relatively recent under non-psychological theories such as the theory of economic benefit of Daniel Mernoli 1738. It is the basic profit in his theory, i.e. the possibility of improving options and alternatives and rationality in the connection to take the appropriate decision for the purpose of obtaining the greatest benefit, and in 1960 Levine stressed his theory on the level of Aspiration, which represented a non-distorted realistic picture of the expected self-benefit when making a decision in any situation (Doski, 2017: 31).

Research objectives

The aim of the present research is to identify the relationship between psychological security and decision making in teaching the Faculty of Education for Human Sciences in the light of two variables (sex and displacement) by answering the research questions.

Research questions

Q1 - What is the level of psychological security when teaching the Faculty of Education for Humanities?

Q2 - What is the level of psychological security when teaching the Faculty of Education for Humanities according to the variables of sex and displacement?

Q3 - What is the level of decision-making when teaching the Faculty of Education for Humanities?

Q4: What is the level of decision-making when teaching the College of Humanities according to the variables of sex and displacement?

5 - Is there a correlation between the variables of psychological security and decision-making?

6 - Is there a correlation between the variables of psychological security and decision-making depending on the displacement variable?

7 - Is there a correlation between the variables of psychological security and decision-making depending on the sex variable?

8. Is there a statistically significant difference between the correlation coefficients according to the displacement variable?

9. Is there a statistically significant difference between the correlation coefficients according to the sex variable?

Is there a statistically significant difference between the correlation coefficients of the two variables of psychological security and decision-making?

search limits

The present research is determined by all teaching staff of the Faculty of Education for Humanities at the University of Mosul who were displaced and non-displaced for the year 2018-2019.

Definition of terms

Psychological security

- Everyone knew him as

1 - (Adler Adler): - The individual feeling that he is safe and free from danger and threat in the course of his life without the presence of challenges (Fatil & Keddy; 12).

2 - (Naima, 2012): - Is a group of feelings and feelings of the individual feel accepted and loved by the community, and the lack of sense of danger and threat, and awareness of the importance of others in his social and psychological pills (Naima, 2012: 120).

3- (Ahmed Zaki 2003): - The stillness of the heart, the Covenant, protection, safety, security, and away from the threat, fear and the ability to face the unexpected and unexpected surprise without disturbance or disruption in the situation (Noureddine, 2017: 7).

The theoretical definition of research: - Is the genetic and environmental stock of emotions and feelings, emotions, love, hatred and other feelings appear when external and internal stimuli that are within the joyous and sad situations and the ability of the individual to feel the high or low feeling and lack of support by the social, economic and cultural side.

Procedural definition of research: - Is the response of teachers with feelings and sensations working on security and psychological protection by answering the paragraphs of the measure of psychological security, which is the total degree obtained by the teaching.

Decision Making

Both knew him as

1- (Hamad and Haytham 2014): - The process by which an alternative is selected from a group of alternatives is the potential that can be exposed to the individual through the activities of life and conflict (Al Doski, 2016).

2- (Al-Masgouni, 2015): - It is a selection process in an alternative position of alternatives according to the available verifiable materials (Salami, 2019).

3 - (Albram. 2016): - is the mental ability that leads to testing the appropriate alternative of many alternatives is the final choice may be a position, or work, or an opinion (Albram, 2016).

Theoretical definition of research: - is the accumulated genetic and environmental information, experiences and ideas formed during the course of life, appear when external positions that are within the positions of joy and sad and the ability of the individual to behave and take a specific position on a particular problem.

Procedural definition of the research: - Is the response of the teaching positions to take the appropriate decision to solve the problem by answering the paragraphs of the decision-making scale, which is the total degree obtained by the teaching.

Previous Studies

1- (Dosky, 2016)

(Psychological endurance among Mosul University students and their relationship to their ability to make decision)

The research aims to identify the level of psychological endurance among the students of the University of Mosul and its relationship with the ability to make decision in the alternative site Duhok and Kirkuk according to sex variables (males and females), specialization (scientific, human) and the impact of these variables on psychological endurance and decision-making, and used the first tool to measure psychological endurance In the form of (46) positions and each position has three alternatives (A_B_C) and the researcher extracted virtual honesty and distinguish paragraphs and stability in a re-test method if the tool obtained a ratio of stability (72%), and the second tool to measure decision-making capacity, consisted of (20) Each position has four alternatives (a_b_c_d) and one of these primitives True, according to the correction key. The apparent validity was verified, and according to the stability of the re-test method, the tool obtained a stability rate (72%), the research community consisted of students of the University of Mosul for the first and fourth grades for the academic year 2015_ 2016, and the number (294) students, including (166) students (128) students (135) of them with scientific specialization and (159) of human specialization. The necessary statistical treatments were used using arithmetic averages, T - test for one sample, T - test for two independent samples, as well as Pearson correlation coefficient. The study reached the most important results, including the psychological endurance of university students at a good level, the university students enjoy an average level in the ability to make a decision (Al-Doski, 2016: AB).

2- (Salami, 2019)

(Strategic Management and its Relationship with Decision Making by Heads of Mosul University Colleges Department)

The aim of the present research is to identify the level of strategic management among the heads of the departments of the colleges of Mosul University in general and the level of decision-making among the heads of the departments of the colleges of Mosul University in general and the correlation between the variables of strategic management and the decision-making variable among the heads of departments of the colleges of Mosul University. The head of a department comprising 61% of the research population, of which 58 are scientific and 19 are humane, of which 60 are male heads, representing 78% of the sample and 17 female

heads. (22%) of the sample, in order to achieve the objectives of the research requires the researcher to build the basic management scale. The research tools were characterized by honesty, distinction and consistency and became finalized consisting of (60) paragraphs for the strategic management scale and (38) for the choice of decision-making, and applied research tools. During the academic year (2017_2018), the duration of application took (28) days. After collecting and analyzing the data, the results showed that there is a statistically significant difference in favor of the arithmetic mean of the sample responses. This means that the heads of the departments of the colleges of Mosul University possess a good level of strategic management. In their work ed In my opinion, the presence of a statistically significant difference can be attributed to the gender variable between the heads of the departments of the colleges of Mosul University in the level of strategic management and for the benefit of males. , The presence of a statistically significant difference can be attributed to the variable of specialization between the heads of departments of the colleges of Mosul University in the level of decision-making and for the benefit of scientific specialization. Relationship Correlation between the variables of strategic management and decision-making.

3- (Noureddine, 2017)

(Psychological security and its relationship to motivation for achievement)

The study aims to reveal the relationship between psychological security and motivation for achievement among employees of the Department of Commerce of Mostaganem. In (70) employees of the Directorate of Commerce of Mostaganem, the student reached through this study the following results, the level of psychological security of the directorate staff is very high, the level of motivation for achievement of the directorate staff is very high, there is a positive correlation with a statistically significant relationship between the psychological security of parents. There are statistically significant differences in the responses of employees to psychological security attributable to (years of experience, family situation), there are statistically significant differences in staff responses to motivation for achievement attributed to (years of experience, family situation). (Nour El Gene, 2017: c).

METHODOLOGY

This chapter includes a description of the research community, the method of selecting the research sample, and methods of preparing the two research tools used to measure variables, data collection, and statistical methods used to process the data.

1- Society: -

The society is all the vocabulary of the phenomenon that the researcher wants to identify to study (Melhem, 2009: 149), the research community included teaching and teaching faculty of the Faculty of Education for Humanities at the University of Mosul for the displaced and non-displaced, and (272), including (179) teaching, (93) teaching and table (1) Explain this.

Table 1
The research community represents the teaching staff of the College of Education for Human Sciences
University of Mosul

Total		Non-displaced		Displaced		sections
Non-displaced	Displaced	Females	Males	Females	Males	
36	25	18	18	10	15	Educational and psychological sciences
12	13	2	10	5	8	English language
10	12	5	5	4	8	Sciences of Geography
40	21	14	26	8	13	Sciences of History
29	10	5	24	0	10	Sciences of Quran
40	24	14	26	8	16	Arabic language
167	105	58	109	35	70	Total

-The research sample:-

The research sample represents a part of the total research community, and represents the characteristics of that society, and benefit from it in short for money, effort and time (David, Anwar, 1990: 87). The consistency of (27) teaching and teaching, and the second sample final application (54) teaching and teaching and table (2) illustrates this.

Table 2
Represents the research sample of the teaching staff of the Faculty of Education for Humanities
University of Mosul

Total		Non-displaced		Displaced		sections
Females	Males	Females	Males	Females	Males	
10	10	5	5	6	4	Educational and psychological sciences
4	5	1	3	3	2	English language
4	6	2	2	3	3	Sciences of Geography
9	8	5	4	4	4	Sciences of History
6	3	2	4	0	3	Sciences of Quran
8	8	5	3	4	4	Arabic language
41	40	20	21	20	20	Total

3- Search Tool: -

It is necessary to provide in the current research is the preparation of two tools through which to achieve the objectives of the research, namely the preparation of the measure of psychological security as well as the decision-making scale and the following procedures for the preparation of measures.

First: - The psychological security tool

Through the study of the researchers on several studies, literature and metrics, such as the study (pilot, 2016), the study (Noureddine, 2017), the study (Saqqa, 2018), and study (Alon, 2015) and consult several experts in the field of psychology, measurement and evaluation To prepare a measure of psychological security consisting of (24) paragraphs and five alternatives (strongly opposed - opposed - neutral - agree - strongly agree).

1- Virtual Certification of the tool

Honesty is the validity of the scale and its ability to measure what it prepared to measure (Harrison, 1983; 11) the use of virtual honesty, because honesty is one of the characteristics necessary to build tests and psychological and educational measures (Muhammad, 2004: 399), where the tool was distributed as a preliminary to a group of experts And the arbitrators in the competence of educational and psychological sciences and in the competence of measurement and evaluation in order to indicate their views on the validity of paragraphs of the scale and the extent of agreement between the experts on the accuracy of the paragraphs and validity of application and then extracted the rate of agreement of experts and arbitrators on the scale and the rate of agreement (90%), where some paragraphs have been modified and deleted From the curator Where the scale settled on (22) paragraph.

2- Stability

Stability means the stability of the test or the scale that the relationship of the individual does not change fundamentally by the frequency of the test or measure and is expressed as the coefficient of correlation of individual scores and the different methods of conducting the test (apparent, 2002: 14). To find the coefficient of stability, the researchers used the mid-segmentation where the scale was divided into even paragraphs and individual paragraphs. After processing the paragraphs with the Pearson correlation coefficient test, the correlation coefficient reached 89% and eighty-nine, which is good and reasonable stability. Between (70% - 90%) of seventy to ninety percent (Abu Hweij, 2002: 139), and thus the coefficient is good for stability and after the questionnaire is ready for final application.

3- Application tool

After completing the scale, the scale was distributed to the research sample of (45) teaching and teaching distributed across six departments of the Faculty of Education for the Humanities for the academic year (2018-2019), where the meter provided for the request to answer the scale form and therefore give an explanation of the title of the research and the answer and gives full information , And read the paragraphs well before answering them, so please do not, leave any question unanswered, and finally ask the respondent at the end of the answer to mention the section and sex and displaced or non - displaced, continued to apply the scale for a month.

Second: The decision-making tool

1- The sincerity of the tool

Honesty is the first, last and most important condition of the validity of the scale (Mikhail 2001, p. 255) to verify the truthfulness of the researchers virtual honesty where the test is apparently sincere if the paragraphs go to measure the objectives of the research and consistent with the title of the scale (Samara 1989, p. 110) if the researchers presented Paragraphs of the scale in its initial form, which consists of image (A) and image (B) on a group of experts in the educational and psychological sciences, measurement and evaluation and experienced and know-how, and after taking their observations and opinions made some minor adjustments to some paragraphs have obtained the agreement rate (81%) .

2- Stability of the tool:

Stability of the instrument is a prerequisite of the objectivity of the research instrument (Al-Rousan, 1999: 3). Stability refers to the degree of stability of the results in estimating an attribute or behavior (Al-Nabhan, 2004, 229). By isolating individual and even paragraphs and conducting a statistical process, the Pearson correlation coefficient between the individual and even paragraphs reached 84%, and the Spearman test coefficient of 76%.

3 - Application tool:

The researchers distributed the scale and its final form to the members of the research sample consisting of (54) teaching and teaching at the Faculty of Education for Human Sciences University of Mosul and when the distribution of the scale and asked them to answer the same paper scale by indicating the alternative that suits them, as they see fit with emphasis on the attached data On the scale related to the identity of the respondents.

DISCUSSION

This chapter includes an explanation of the results reached by the researchers by unloading the data from the two tools to search and analyze the data according to the research variables and to detect the correlations between the two tools according to the research variables.

First: - Results related to the first question

(Identify the level of psychological security when teaching the Faculty of Education for Humanities)? To answer this question and achieve the first goal, the researcher extracted the arithmetic mean, standard deviation and T-tst test for one sample of the total sample of the psychological security variable and the results are listed in Table (3).

Table No. (3)

It shows the mean, standard deviation, and T-tst value for the psychological security variable

level Significance	T value		standard deviation	Arithmetic mean	Theoretical mean	number	variable
	Tabulated	Calculated					
Function	2.00	11.171	7.784	77.833	66	54	Self-Security

It is clear from table (3) above that the mean of the sample of the sample as a whole was (77.833), with a standard deviation (7.784) and when compared with the hypothetical average of (66) using T-test of one sample shows the calculated value was (11.171) while the tabular value (2.00) at the level of significance (5%) and the degree of freedom (35) This means that the calculated T value is greater than the tabular T value, that is, there is a statistically significant difference with a high level of psychological security and for the benefit of the sample. Humanity with a high level of psychological security in general.

Second: - Results related to the second question

What is the level of psychological security when teaching the College of Education for the Humanities according to the variables of sex and displacement), and to answer this question, the researchers applied the T test for two independent samples of displacement and sex and table (4) shows that.

Table No. (4)

The mean, standard deviation and T-test value for psychological security are shown according to the displacement and gender variables

T value	T value		standard deviation	Arithmetic mean	number	variable
	Tabulated	Calculated				
Is a function	2.00	0.31	8.8180	78.0333	30	Displaced
			6.4398	77.5833	24	Non-displaced
Function	2.00	2.44	7.7703	79.3667	30	Males
			7.5233	75.9167	24	Females

It is clear from Table (4) that the t-value calculated according to the displacement variable was (0.31), which is less than the tabular value of (2.00), which means that there is no statistically significant difference between the displaced and non-displaced, while the t-value calculated for the sex variable was (2.44) which is greater than the t-tabular value of (2.00) This means there is a statistically significant difference between males and females and in favor of males. In order to clarify the researcher's conclusion in the first question, he extracted the arithmetic averages and standard deviations according to the sex and displacement variables to identify the location of the psychological security force.

Table No. (5)

It shows the mean and standard deviations of the psychological security variable according to the gender and displacement variables

Total	Females	Males	Sex / Displacement	
			Sex	Displacement
30	11	19	Displaced	
78.0333	75.5455	79.4737		
8.81802	9.46957	8.33579		
%70.9	%68.6	%72.2	percentage	
24	13	11	Non-displaced	
77.5833	76.2308	79.1818		
6.43980	5.79013	7.06850		
%70.5	%69.3	%71.9	percentage	
54	24	30	Total	
77.833	75.9167	79.3667		
7.78424	7.52339	7.77034		

It is clear from Table (5) when comparing the arithmetic averages that the displaced teachers enjoy more psychological security than the displaced teachers, as well as the non-displaced teachers have more psychological security than the non-displaced teachers, and in general that the displaced and non-displaced teachers have better psychological security. The researcher attributes that the teachers have more ability to face difficult situations than the teaching staff, while the displaced teachers and teachers were more concerned with the psychological security of the non-displaced. The IDPs were far from the psychological pressures faced by non-IDP teachers.

Third: - Results related to question III

(Identify the level of decision-making when teaching the College of Humanities)? To answer this question and achieve the first goal, the researcher extracted the arithmetic mean, the standard deviation and the T-tst test for one sample of the total sample of the decision-making variable and listed the results in Table (6).

Table No. (6)
The mean, standard deviation and T-tst value for the decision variable are shown

level Significance	T value		standard deviation	Arithmetic mean	Theoretical mean	number	Variable
	Tabulated	Calculated					
Function	2.00	8.808	15.496	171.579	153	54	Make decision

It is clear from table (6) above that the mean of the individuals of the sample as a whole was (171.579), with a standard deviation (15.496) and when compared with the hypothetical average of (153) using the T-test of one sample showing the calculated value was (8.808) while the tabular value (2.00) at the level of significance (5%) and the degree of freedom (53) This means that the calculated T value is greater than the tabular T value, that is, there is a statistically significant difference and a high level of decision-making ability for the benefit of the sample, and the researcher finds the result to the enjoyment of teaching and faculty Education for the humanities with a high level of decision-making ability in general .

Fourth: - Results related to question IV

(What is the level of decision-making when teaching the College of Humanities according to the variables of sex and displacement)? To answer this question, the researchers applied the T test for two independent samples of displacement and sex. Table (7) shows that.

Table No. (7)
It shows the mean, standard deviation, and T-tst value for decision-making, depending on the displacement and gender variables

level Significance	T value		standard deviation	Arithmetic mean	number	variable
	Tabulated	Calculated				
Is a function	2.00	1.30	14.129	170.233	30	Displaced
			17.215	173.950	24	Non-displaced
Is a function	2.00	0.50	17.181	170.633	30	Males
			13.362	172.075	24	Females

It is clear from Table (7) that the t-value calculated according to the displacement variable was (1.30), which is less than the tabular value of (2.00), which means that there is no statistically significant difference between the displaced and non-displaced. This means that there is no statistically significant difference between males and females. The researcher attributes this result to the equal ability to make equal decision between displacement and sex variables.

To illustrate the researcher's conclusion, he extracted the averages and standard deviations according to the sex and displacement variables to identify a position of strength in decision-making.

Table No. (8)

It shows the mean and standard deviations of the decision-making variable depending on the gender and displacement variables

Total	Females	Males		Sex / Displacement
			N	
30	11	19	N	Displaced
170.233	169.459	170.682	X	
14.129	10.318	16.1831	S	
%68.6	%68.3	%68.8		
24	13	11	N	Non-displaced
173.950	175.538	170.545	X	
17.215	15.333	19.613	S	
%70.1	%70.7	%68.7		
54	24	30	N	Total
171.574	172.0750	170.633	X	
15.496	13.362	17.181	S	
%68.1	%69.3	%68,8		

It is clear from table (8) when comparing the averages in general that the displaced teachers have the ability to make the decision more than the teaching displaced women, while the teaching of non-displaced women have the ability to make more decision than the teaching non-displaced, and in general that the teaching displaced and non-displaced They have better decision-making ability than displaced and non-displaced teaching staff.

The researcher attributes that female teachers are more able to face difficult situations and bear the pros and cons of decision making more by having more emotional aspects than Because the teaching is more scrutinizing the difficult situations and the lack of emotional side of the teaching, while the decision-making ability of non-displaced was higher than the displaced, and the researcher attributes this result to the non-displaced from the teaching and teaching staff was the decision not to displace them to take responsibility for up to cases Losing their lives due to stressful conditions, while IDPs have made less decision than non-IDPs is feeling after the displacement of health and psychological security, and on the other hand to keep the self from destruction and keep away from severe psychological pressure.

Fifth: - Results related to the fifth question

(Is there a correlation between the variables of psychological security and decision-making) By answering this question the researcher extracted the correlation coefficient between psychological security and decision-making and Table (7) shows that.

Table No. (9)

It shows the correlation coefficient between the psychological security and decision-making variables

level Significance	T value		Correlation Factor	number	variable
	Tabulated	Calculated			
Function	2.00	2.270	0.3002	54	Total

It is clear from Table (9) that the calculated T value was (2.270), which is greater than the T-value of (2.00), that is, there is a strong correlation between the degrees of psychological security and decision-making of the total research sample, and the researcher attributes this result to The more teachers feel psychological security, the greater the ability to make the right decision.

Sixth: Results related to the sixth question

(Is there a correlation between the variables of psychological security and decision-making according to the sex variable), by answering this question the researcher extracted the correlation coefficient between psychological security and decision-making according to the sex variable and table (10) shows that.

Table No. (10)

The coefficient of correlation between the psychological security and decision-making variables according to the sex variables

level Significance	T value		Correlation Factor	number	Sex	variable
	Tabulated	Calculated				
Function	2.05	2.316	0.401	30	Males	Sex
Is a function	2.07	1.247	0.257	24	Females	

It is clear from table (10) that the calculated t-value for males was (2.316), which is greater than the t-tab value (2.05), while the calculated value for females (1.247), which is lower than the t-tab value of (2.07), that is, There is a strong correlation between the degrees of psychological security and decision-making of the research sample according to the sex variable and for the benefit of males.

Seventh: - Results related to the seventh question

(Is there a correlation between the variables of psychological security and decision-making according to the displacement variable), by answering this question the researcher extracted the correlation coefficient between psychological security and decision-making according to the displacement variable and table (11) shows that.

Table No. (11)

It shows the correlation coefficient between the psychological security and decision-making variables according to the displacement variables

level Significance	T value		Correlation Factor	number	Displacement	variable
	Tabulated	Calculated				
Is a function	2.05	1.181	0.218	30	Displaced	Displacement
Is a function	2.07	2.022	0.396	24	Non-displaced	

It is clear from Table (11) that the calculated t-value of the displaced was 1.181, which is less than the t-tab value of 2.05, while the calculated value of the non-displaced is 2.022, which is lower than the t-tab value of 2.07, ie There is a weak correlation between the degrees of psychological security and decision-making of the sample according to the displacement variable.

Eighth: Results related to the eighth question

(Is there a statistically significant difference between the correlation coefficients according to the displacement variable)? By answering this question, the researchers extracted the difference between the correlation coefficient according to the displacement variable and Table (12) shows that.

Table No. (12)
 The difference is shown for correlation coefficients by displacement variables

level Significance	Z value		value Standard	Correlation Factor	number	Displacement	variable
	Tabulated	Calculated					
Is a function	1.96	0.584	0.335	0.218	30	Displaced	Displacement
			0.505	0.396	24	Non-displaced	

It is clear from Table (12) that the calculated T value was (0.584), which is lower than the tabular T value of (1.96), ie there is a weak correlation between the difference of the sample of the research according to the displacement variable, and the researchers attribute this result weak relationship according to the variable Displacement.

Ninth: - Results related to the ninth question

(Is there a statistically significant difference between the correlation coefficients according to the sex variable) By answering this question, the researchers extracted the difference between the correlation coefficient according to the displacement variable and table (13) shows that.

Table No. (13)
 The difference shows the correlation coefficients according to the sex variable

level Significance	Z value		value Standard	Correlation Factor	number	Sex	variable
	Tabulated	Calculated					
Is a function	Is a function	0.872	0.515	0.401	30	Males	Sex
			0.261	0.257	24	Females	

It is clear from table (13) that the calculated T value was (0.872), which is less than the tabular T value of (1.96), that is, there is a weak correlation between the difference of the sample of the research according to the sex variable, and the researchers attribute this result weak relationship according to variable Sex.

Tenth: - Results related to the tenth question

(Is there a statistically significant difference between the correlation coefficients of the variables of psychological security and decision-making)

To answer this question, the researchers extracted the difference between the correlation coefficient according to the displacement variable and table (14) shows that.

Table No. (14)
 The T-Test illustrates the significance of the difference between the two coefficient of correlation of the psychological security and decision-making variables

level Significance	T value Correlation		Correlation Factor	number	The correlation between decision making and psychological security
	Tabulated	Calculated			
Function	2.00	2.270	0.3002	54	

It is clear from Table (14) that the calculated T value was (2.270), which is greater than the T-value of (2.00), that is, there is a strong correlation between the difference of the research sample according to the variables of psychological security and decision-making, the researchers attribute this result relationship. The researchers attribute that whenever the teachers, IDPs and non-IDPs feel safe, comfortable and support, and no fear of sensations may be real or imaginary, and linked to the ability to make the appropriate decision without restriction or pressure.

By discussing the results in general, the researchers believe that there is an internal force full of love and affection and a sense of love towards himself and others, making the person able to make the right decision to go to safety.

CONCLUSIONS

A high sense and feelings and internal feelings developed full of love and tenderness dominate the hearts of teaching at the Faculty of Education for Humanities at the University of Mosul.

Teachers in the Faculty of Education for Humanities enjoy security and psychological comfort.

Teachers of displaced and non-displaced enjoy an equal degree of psychological security.

Teachers of displaced and non-displaced enjoy a wide range of information about any position on the situation facing them and make the right decision.

The greater the security and psychological comfort of teachers and teachers displaced and non-displaced increases the ability to make the right decision in the situations facing them.

Organizing training courses for teachers on spreading the spirit of tolerance, cooperation, love and kindness in order to promote a homeland of security and safety.

The establishment of training courses for students at the university on spreading the spirit of tolerance, cooperation, love and kindness in order to promote a homeland of security and safety.

Conducting a similar study among university students.

Conducting a study for the development of psychological security among teachers.

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