*Full Length Research Paper*

# The degree of psychological security among a Sample of the children at villages of Madaba Government

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The purpose of this study is to investigate the degree of psychological security, and determine the effect of gender and age on psychological security at a sample of the children of Madaba villages. The sample of the study consisted of (150) children, the validity and reliability of the scale were ensured, as "T" test and means were used, the results showed that: The degrees of psychological security were high, there were statistical significant differences in psychological security at the children (mothers' image) due to gender for male, there were no statistical significant differences in psychological security at the children (fathers' image and total degree) due to gender, there were statistical significant differences in psychological security at the children (mothers' image and total degree) due to age for (8-9) years, there were no statistical significant differences in psychological security at the children (fathers' image) due to age.

## INTRODUCTION

In this age in which many forces struggle and are subjected to various changes in the material, cultural, social and psychological aspects, attention to individuals and their psychological compatibility becomes a necessity of life and the responsibility of every individual belonging to his country and people. Care for children is a binding obligation for everyone at the local and global levels because they are the leaders of the future, and the progress of society and its progress lies with them.

Islam has defined children before their formation and birth. The affirmation of true marriage based on affection and mercy and the legal relationship between men and women, only to protect the child's ratios and rights and mental health and placed in the family and society. The Almighty says: "And God made you from yourselves wives, and made you from your husband sons and your descendants and your sustenance from the good ones" (Al Nahl, Aya 27) "The Islamic Shari'a was considered a manifestation of mankind and joy in life.(Al Kahf, Aya 46).

Scientists and researchers have also made a great effort to study the child in order to improve his growth and development (Melhem, 2013).

The researcher of the heritage of education and psychology notes that it revolves around two main themes: intolerance, hatred, anger and aggression, and the second is the subject of attraction and love and the resulting sense of trust and assistance and security (Abdulla, 1998). Finally, psychologists stressed the need to focus on psychological and social phenomena which make people's lives more joyful, happy and productive (Harker, 2014). Psychological security is a positive theme that contributes to enriching people's lives and increasing their happiness. The sense of psychological security is a cherished demand, which is the strength of human life, and psychological security is a requirement for every individual, family, society and nation. It is an indispensable necessity for humanity. The Islamic Sharia has fulfilled this demand in many ways. Islam has taken great care to respect the psychological security of

children and women, and appreciation, they need more than others (from strong men) to security, and this is reflected in the stability of the child's personality later and on women and their upbringing of their children (Saifi, 2010).

The need for psychological security is one of the most important needs behind the continuum of human behavior. The need can be understood as a fundamental factor under which all kinds of behavior occur. When the needs of an individual are satisfied, he feels secure and attentive about those needs (Naesa, 2012).

There are several theories interpreted psychological security, including:

## The theory of psychoanalysis

In 1923, Freud introduced a simple prototype called Synthetic and Structural Hypothesis and divided the personality into three systems: Id, Ego, and the Super Ego. Each of these systems represents a principle different from the principle represented by the other two systems (Hoffman Paris, Hall and Sead, 1988).

The dynamics and security of the personality are concentrated in the interaction between the three systems of the Id, the ego and the super ego (Abu Eita, 1997). Freud has linked psychological security with physical security and the fulfillment of the needs associated with them. He believes that man works to achieve his needs in order to reach stability and achieve himself. But if he fails, the sources of internal danger in man lead to his maladaptation and instability with his surroundings. Aggressive aggressiveness that is born with man is one of the reasons for his insecurity (Eita, 1997; Zahran, 2001).

## New Behavioral School (Dollar and Miller)

The owners of this school believe that the individual's lack of psychological security is related to emotional problems such as anxiety, lack of self-confidence and fears that control individuals to varying degrees, and these problems are based on previous positions and experiences (Samara, 1992). Since childhood, the individual may be exposed to situations in which severe fear and threat are not accompanied by successful adaptation, and this results in emotional stimuli, including emotional discomfort and the accompanying tension and instability (Zahran, 2001).

## Humanitarian theory

In his theory, Karl Rogers argues that psychological security is the individual's need to feel loved and socially acceptable. The root of this need lies deep in our long lives. This feeling is reflected in the social environment, which is saturated with its needs. People are supposed to be in love and good and cooperate with each other and

are appreciated by others. This is reflected in their self-acceptance because there is a positive relationship between acceptance of the self and acceptance of others. The unsafe child is the one who feels emotional neglect and lack Emotional, ie, he does not feel protected around him, this child during his growth tends to see his environment full of risks and fears gradually generated by selfishness and fear of the future, thus losing his sense of psychological security and see people are evil and that there is no one in the world worthy of trust (Sarsi and Abdul Maqsoud, 2001)

## Attachment theory

Bulbi sees that the physical and psychological presence of the parents to satisfy the basic needs of the child helps the child to form a safe attachment. He feels confident in himself and in the efficiency of parental care, especially motherhood, which allows the child to start and discover the environment,exploration and a source of confidence in situations of tension and distress (Mukhaimer, 2003).

Bulbi believes that a child who is aware of the parents' responsiveness to their needs, appreciation and respect for him has a model of self-image that is loved and deserves care and trust, and has a positive model of others who feel that they love him and appreciate him when needed, making him feel optimistic and safe and vice versa. (Veschueren and Marcoen, 1996).

## LITERATURE REVIEW

Several studies dealt with psychological security, including:

Mutlaq (1994) conducted a study aimed at building a scale of psychological security for students of Baghdad University, and the sample of the study was (652) students, the study found that the students of the scientific specialization were the highest level in the psychological security of the students of human specialization and gender variables (male and female) and the school stage didn't have any impact on psychological security.

Saad, referred to in (Zayed, 2007), identified the levels of psychological security among the university youth. The research population consisted of students of the second and final stages and of both sexes from the Faculty of Education at the University of Damascus and Kuwait and the College of Psychology at the University of Edinburgh, Britain. Maslow for security and psychological insecurity reached several results, including: the existence of differences of statistical significance between students of the Faculty of Psychology in Edinburgh and education in Kuwait for Edinburgh and between the males of Damascus and Kuwait in favor of Kuwait and the females of the last year at Kuwait and Edinburgh in favor of Edinburgh.

Al-Anani (2007) examined the motive of belonging among a sample of children's teachers. The feeling of security was one of its dimensions. The sample consisted of (168) teachers selected from kindergartens and basic schools in the Wadi Al-Sir area in Jordan. In order to achieve the objectives of the study, a questionnaire was designed including (105) items divided into three topics (family, national and functional belonging), and the study reached several results, including: The degree of feeling of psychological security in the sample was high, and there were no differences in the sense of security attributed to gender and age.

The study of Zini, Cicognani and Albnesi (2001) aimed to identify the sense of safety and awareness of the society and the expectations of the sample to the extent of social support in urban society. The study population reached (823) male and female adolescents selected from the age of (14-19) Northern and central Italy. The results showed that there were differences in the sense of security and awareness of society due to the size of urban society and gender towards males.

Al-Ghraibeh (2004) conducted a study to reveal the degree of psychological security and its relation to some variables among Al-Bayt University students. The number of sample (218) students. The results showed a high degree of student confidence and no gender differences.

Aqrae study (2008) aimed to identify the psychological sense of security among An-Najah National University students. The sample consisted of (1002) students. The study found the following results: There are no significant differences in the psychological security of university students due to gender, college, place of residence, and achievement. The level of feeling of psychological security was low in the sample (49.9%).

The study of Sherit and Abdullah (2006) aimed to reveal the dimensions of psychological safety and the path of ascension from childhood to adulthood, and the differences that are attributed to gender, age and interaction between them. The sample consisted of (600) children, adolescents and adults in Egypt. There have been several dimensions of psychological security, including: tranquility, acceptance, social support, and ambition. It also found that there are differences of statistical significance in the sense of security attributed to gender for the benefit of females, age for the benefit of the older, and the interaction of gender with age.

The study of Naesa (2012) aims to reveal the relationship of alienation to psychological security in a sample of Damascus University students, and identify the differences that are attributed to gender and educational level. The sample included (370) students. The most important findings were: the presence of alienation and psychological security to a moderate extent, the existence of a negative correlation between alienation and psychological security, and significant differences in the sense of security attributed to the level of education for postgraduate students.

Al-Anani (2015) conducted a study to identify parental abuse and its relation to psychological security among the children of Amman and the Jordan Valley. The sample consisted of 207 children between the ages of 5-10 years. There were several results, including: the existence of a moderate degree of abuse and high degree of security in children, the absence of significant differences in abuse and security due to age of the child, differences in psychological security towards males, and a negative correlation between parental abuse and psychological security.

**Comment on previous studies**

- Most of the previous studies have examined the security of university students (Mutlaq, 1994; Saad, 1999, referred to in Zayed, 2007; Gharaybeh, 2004; Aqrae, 2005; Naesa, 2012).
- The results of the previous studies differed on the degree of security in the samples, of which the average was (Naesa, 2012), and the lowest among them (Aqrae, 2005), and some was high such as (Al-Anani, 2007, Al Anani, 2015) (Al-Gharaybeh, 2004).
- The results of previous studies have varied on the gender-related psychological security differences, where Sherit and Abdullah (2006) were in favor of female, Zaini et al (2001), and Al Anani (2015) in favor of males, and there were no differences in Psychological security analysis of gender in studies: Mutlaq (1994), Alani (2007), and Gharaibeh (2004).
- Some studies have examined the differences in psychological security attributed to age, the studies of Sherit and Abdullah (2006) show that the differences towards the older age group. The studies of Anani (2007) and Al Anani (2015) showed no significant differences in security due to age.

**The problem of the study and its questions**

Psychological security is a necessity for every individual because of its impact on his psychological health and mental well-being, his ability to give and benefit his society and his country, and since children are the future of the nation, it is necessary to achieve security for them to be able to delight themselves and others. Due to the specialization of the researcher and her work in the field of child education and interests, the researcher decided to carry out this study in order to reveal the level of feeling of psychological security among children in the villages of Madaba governorate by answering the following questions:

1. What is the degree of feeling of psychological security of children in the villages of the province of Madaba?
2. Are there statistical differences in the sense of psychological security in children due to gender variable?

3. Are there statistical differences in the sense of psychological security in children due to the age variable?

## Objectives of the study

The aim of this study is to reveal the degree of psychological security in children in the villages of Madaba governorate, to reveal the level of psychological security in children and to identify the statistical differences in psychological security in children that are related to gender and age.

## The importance of the study

The importance of this study stems from the following:

## The importance of security

## Psychological security as a key factor of compatibility and mental health

The concept of psychological security is a comprehensive concept that was addressed in psychology theories in general and focused on mental health studies in particular. Maslow (1970) is the first to speak about the concept of psychological security and defines it as a central axis of mental health because it is a condition that not only means the absence of symptoms but also the ability to cope with the frustrations of any ability to personal harmony. The psychological and mental state through which the relationship of the individual with the community is determined and that he is able to face the frustrations that are exposed to him in a manner that ensures his compatibility.

The feeling of psychological security means a lack of feeling of pain of any kind, fear or danger, and the sense of psychological security involves multiple feelings based on similar meanings, the absence of anxiety and fear of illness and the dissipation of the threat and risk on the components of personal from the inside or from the outside with a sense of tranquility and emotional stability and material and reasonable degrees of acceptance in the relationship with the components of the mental and human environment are all indications according to the literature of psychology on the concept of psychological security. (Al-Aqili, 2004).

## Psychological security as a result of satisfaction of psychological needs

Maslow (1970) points out that psychological security is achieved by satisfying the basic psychological needs such as the need for love, acceptance, belonging, self-esteem and respect. It is located in the forefront of psychological needs, and is almost agreed upon by a large number of workers in psychology and mental

health. It is a psychologically secure person who feels that his needs are saturated and that the basic elements of his life are not at risk. A psychologically safe person is in a state of balance or security (Zahran, 2003).

## Psychological security as a result of the social environment reassuring

The social environment plays an important and vital role in achieving the psychological security of the individual since childhood. If the child is raised in a family atmosphere characterized by love, stability, tranquility and safety, he or she will experience a sense of psychological security. If raised in an atmosphere of rejection, instability, anxiety and tension, he will lose psychological security and become vulnerable. The psychological security refers to the sense of safety and confidence and freedom from fear and threat, a feeling that is believed to be generated by factors such as the attention and acceptance of parents and friends and the development of abilities and tasks appropriate to age as well as experiences that measure the strength of the ego (Abdel Hamid and Kafafi, 1995).

## Research limits and determinants

**Spatial boundaries:** This study was conducted in children in the villages of Madaba governorate.

**Time Limits:** Second Semester 2015/2016.

## Determinants of the study

The study is determined in the sample (8-11) years, as determined by the study instrument which has been verified for its validity and reliability.

## Terms of study and procedural definitions:

## Psychological Security

General definition:
1. Hamza (1994) defines it as freedom from danger and aggression in ways that strengthen self-esteem and increase feelings of security and tranquility.
2. Al-Aqili (2004) defines it as a person's sense of being loved, accepted and appreciated by others and his sense of non-threat and the realization that others will respond to his needs and support him in times of crisis.

## Procedural definition

Psychological security in this study is defined as the child's feeling of tranquility, calmness, stability and distance from anxiety and danger. This is expressed in terms of the degree to which the child obtains on the psychological security scale,  which consists of two

images: the father's image and the mother's image, which was prepared to achieve the objectives of the current study.

**Children:** They are children aged between 8-11 years who attend basic schools in some Madaba villages: Maeen, Thiban, and Malih.

**Madaba Area:** It is one of the governorates of Jordan and includes many archaeological and natural landmarks. The governorate is located south of the capital Amman 33 km. The villages of Madaba governorate refer to the villages that were selected from the study sample: Maeen, Thiban and Melih.

## METHOD AND PROCEDURES

### Study Approach

The descriptive survey approach was used as a means of data collection, in order to meet the objectives of the present study.

### Study population and sample

The sample of the study was selected from three villages in Madaba governorate: Maeen, Thiban and Melih. The sample included (164) randomly selected children from the basic stage, from (8-11) years and during the first semester of 2016 /2017, and the number of correct questionnaires (150) questionnaire, and Table (1) shows the distribution of the sample members according to the variables of the study.

**Table (1):** Distribution of Study Sample Individuals by gender and Age Variables

| Variable | Variable levels | N | Total |
|---|---|---|---|
| Gender | Male | 83 | 150 |
|  | Female | 67 |  |
| Age | 8-9 years | 87 | 150 |
|  | 10-11 years | 63 |  |

### Study tool

The current study tool consists of two images, one on the father and the other on the mother, each one containing (15) paragraphs or items, each of which is answered using a triple estimate (always, sometimes, never).

### Tool validity

The researcher used the psychological security measure for Al-Anani (2015), which she developed after studying the previous scales and theoretical literature in the field, and applied it to children from the city of Amman and the Central Jordan Valley. The researcher presented the tool to (10) Arbitrators specialized in the field of education and psychology, and the construct validity of the tool was verified by applying it to a survey sample of (25) children.

Using Pearson correlation coefficient, the values ranged between (0.43-0.81) all of which are at the level of (0.01), this shows the validity of the current study tool and its ability to measure what was prepared for its measurement.

### Reliability of the study tool

To verify the reliability of the study tool, it was applied to (25) students from the study population and outside the sample of the study, and by the calculation of the coefficient of reliability "Kronbach" alpha for each of the areas of the study tool, and use the repeatability Reliability of the application of the tool on the sample after two weeks of the first application, Table (2) illustrates these results.

**Table 2:** Coefficients of alpha kronbach and repeatability reliability of the study tool domains

| Domain | Number of items | Cronbach Alpha Coefficient reliability | Repeatability reliability |
|---|---|---|---|
| Fathers' image | 15 | 0.78 | 0.85 |
| Mothers' image | 15 | 0.81 | 0.79 |
| **Total tool** | 30 | 0.84 | 0.82 |

The results in Table (2) show that all the values of the coefficients of Alpha-Cronbach reliability and the repeatability reliability are high, indicating high reliability in the study tool.

**The criterion for judging the level of psychological level in children according to the arithmetic mean:**

2.34 - 3.00 high degree
1.67 - 2.33 medium degree
1.00 - 1.66 low degree

**Study Procedures**

The researcher did the following to complete the current study:- Access to theoretical literature and previous studies.
-        Selection of the tool and ensure its validity and reliability through the pilot study sample.
-        Selection of members of the study and application of the tool on them.
-        Collect and review questionnaires.
-        Input data to computer and extract results.
-        Discuss results and make recommendations.

**Statistical Processes**

The following was used:
-        Mathematical averages and standard deviations to determine the degree of psychological security.
-        "T" Test to find out the differences that are attributable to gender, age.
-        Pearson correlation coefficient to detect the reliability and stability of the tool.
-        The coefficient of alpha "Kronbach" to detect the stability of the tool.

**RESULTS OF THE STUDY AND ITS DISCUSSION**

**Results related to the first question:** "What is the level of feeling of psychological security among children in the villages of Madaba governorate?"
To answer this question, the arithmetical averages, standard deviations, and degree of psychosocial confidence in children were extracted. Table (3) shows that:

**Table 3:** Means, standard deviations and degree of feeling of psychological security in children according study tool domains

| Domain | Mean | Standard deviation | Degree of feeling |
|---|---|---|---|
| Father's image | 2.69 | 0.20 | High |
| Mother's image | 2.89 | 0.14 | High |
| **Total tool** | 2.79 | 0.13 | High |

Table (3) shows that the mean of the responses of the sample members (children) on the total score of the instrument reached (2.79), with a standard deviation of (0.13) which indicates high degree of appreciation. The field of the mother's image was in the first and highest rank. The arithmetic average of the responses of the sample members in this field was (2.89), with a standard deviation of (0.14). The field of the father's image came in second and lowest, with the arithmetic average of the responses of the sample members in this field (2.69) with a standard deviation of (0.20) which indicates high appreciation degree.

This result means that parents give their children a good deal of psychological security, and that the mother's sense of security is greater than that of the father. This result is explained in light of the fact that the children are closer to mother and more present, while the father takes some time to work or with his friends.

This result is consistent with the overall degree of feeling of security with the studies of Al Gharaybeh (2004) and AlAnani (2015), and it differs with the Naesa (2012) study, which showed a moderate degree of security and Aqrae (2005) . The difference between the results of the present study and the previous two studies may be due to the difference in samples. The sample of the studies was from university students. The difference between the results of this study and the study of Aqrae (2005) may be due to the difficult circumstances and the anxiety of students under Israeli occupation.

The responses of the sample to the paragraphs of the study, Tables (4), (5) show that:

**Table 4:** Means, standard deviations, grade and degree of psychological security in children in the first field (father's image), in a descending order

| N | Items | Mean | Standard deviation | Rank | Degree of feeling |
|---|---|---|---|---|---|
| 5 | I feel happy because my father is near me | 2.96 | 0.20 | 1 | High |
| 15 | My father cares about me when I get sick | 2.95 | 0.21 | 2 | High |
| 6 | I feel my father's love for me | 2.95 | 0.23 | 2 | High |
| 8 | My father let me feel his tenderness | 2.87 | 0.38 | 4 | High |
| 7 | I know that my father will never leave me | 2.86 | 0.38 | 5 | High |
| 4 | I need my father in many things | 2.78 | 0.60 | 6 | High |
| 14 | My father embraces me and kisses me | 2.75 | 0.57 | 7 | High |
| 11 | My father helps me solve my problems | 2.66 | 0.62 | 8 | High |
| 9 | My father listens to me well | 2.65 | 0.49 | 9 | High |
| 12 | I tell my father what is happening with me at school | 2.64 | 0.59 | 10 | High |
| 10 | My father always gives me advice | 2.63 | 0.52 | 11 | High |
| 2 | I feel that my father spends enough time with me | 2.47 | 0.64 | 12 | High |
| 13 | I go to my father when I feel scared | 2.45 | 0.64 | 13 | High |
| 3 | I talk to my father about my feelings and thoughts | 2.38 | 0.65 | 14 | High |
| 1 | I ask for help from my father when I need it | 2.31 | 0.66 | 15 | Moderate |
| **Total** | | **2.69** | **0.20** | - | |

It is clear from Table (4) that the mean of the degree of feeling of psychological security in children in the father's image as a whole was (2.69) and by a standard deviation of (0.20) to a large extent. The arithmetical mean of the degree of psychological security in children has ranged between (2.69-2.31). All paragraphs in the field received a significant degree of psychological security, except for paragraph (1), which obtained a middle degree from the point of view of the sample members of the study.

The fact that all the paragraphs in the father's image have a great degree of psychological security, except for one paragraph that is average, means that the father is a basic and important source of the child's sense of security and that the father meets all the needs of the children so that there is no need for the children to ask him, or it means a strong sense of his personality and prestige, which makes them reluctant to ask anything of him.

**Table 5:** Mean averages, standard deviations, grade and degree of psychological security in children in the second study (mother's picture), descending order

| N | Items | Mean | Standard deviation | Rank | Degree of feeling |
|---|---|---|---|---|---|
| 7 | I know that my mother cannot leave me | 3.00 | 0.00 | 1 | High |
| 10 | My mother always gives me advice | 2.99 | 0.08 | 2 | High |
| 15 | My mom cares about me when I get sick | 2.99 | 0.08 | 2 | High |
| 8 | My mother let me feel of her tenderness | 2.95 | 0.23 | 4 | High |
| 5 | I feel happy because my mother is near me | 2.93 | 0.37 | 5 | High |
| 6 | I feel my mother's love for me | 2.91 | 0.29 | 6 | High |
| 2 | I feel that my mother spends enough time with me | 2.90 | 0.30 | 7 | High |

**Table 5 Cont'd**

| 14 | My mother hugged me and kissed me | 2.90 | 0.30 | 7 | High |
|---|---|---|---|---|---|
| 9 | My mother listened to me well | 2.89 | 0.31 | 9 | High |
| 1 | I ask for help from my mother when I need her | 2.89 | 0.37 | 9 | High |
| 4 | I need my mom in many things | 2.87 | 0.39 | 11 | High |
| 11 | My mother helps me solve my problems | 2.86 | 0.37 | 12 | High |
| 12 | I tell my mother what's happening to me at school | 2.83 | 0.51 | 13 | High |
| 3 | I tell my mother about my feelings and thoughts | 2.74 | 0.58 | 14 | High |
| 13 | I go to my mother when I feel scared | 2.66 | 0.62 | 15 | High |
| **Total** | | **2.89** | **0.14** | **-** | **High** |

Table (5) shows that the mean of the psychological security in children in the mother's image as a whole reached (2.89) and by a standard deviation of (0.14), that is to a large extent. The arithmetic mean of the degree of psychological security in children ranged between (3.00-2.66). All the paragraphs in the field received a significant degree of psychological sense of security from the point of view of the study sample.

This result is due to the fact that the mother is closer and closer to her children, and more interested in their affairs than the father, which makes them feel a great source of security and reassurance to them.

After the children obtained high grades in the total degree of psychological security and its scope reflect the social and economic conditions experienced by the people of the villages of Madaba and Jordan in general, which is relatively better than some conditions of the country's fellow citizens.

**Results for the second question:** "Are there significant differences ($\alpha = 0.05$) in the degree of psychological security in children, due to the gender variable?"

To answer this question, the T-test of independent samples was used to compare the degree of psychological confidence in children according to gender, and table (6) shows that:

**Table (6):** T-test results for independent samples to compare the degree of psychological security in children by gender variable

| Domain | Gender | N | Mean | Standard deviation | T value | Sig |
|---|---|---|---|---|---|---|
| Father's image | Males | 83 | 2.68 | 0.20 | 0.219 | 0.827 |
| | Females | 67 | 2.69 | 0.20 | | |
| Mother's image | Males | 83 | 2.86 | 0.15 | 2.468 | 0.015* |
| | Females | 67 | 2.92 | 0.12 | | |
| Total tool | Males | 83 | 2.77 | 0.13 | 1.474 | 0.143 |
| | Females | 67 | 2.80 | 0.12 | | |

* Significant at the significance level ($\alpha = 0.05$)

Table (6) shows that there are statistically significant differences in the degree of feeling of psychological security among children according to the gender variable in the field of mother image, in favor of females compared with males, while there were no statistically significant differences in the degree of this feeling in the field of father image and in the total tool.

Differences in the sense of security (mother image) can be explained by gender in favor of females in view of the fact that the girl is closer to her mother than the male, and that the mother is the primary source of psychological security.

As for the result of the absence of significant differences in the sense of psychological security (father image) and the total degree of security, it means that the children are male and female similar in this feeling, and that gender in this area has no significant impact on the sense of psychological security in children.

As for the result of the absence of significant differences in the total degree of psychological security

attributed to gender, this result is consistent with the studies: Mutlaq (1994), Aqrae (2005), Gharaybeh (2004) and Al-Anani (2007). It differs from the findings of Zaini et al. (2001), which showed that there are significant differences in the sense of psychological security attributed to gender in favor of males, as differ from Sherit and Abdullah (2006), which indicated that there are significant differences in psychological security is attributed to gender in favor of females.

The results of the differences in the sense of psychological security were different because it is related to many things, including the characteristics of samples and the cultural and social environment of samples of studies, and qualities of both mother and father, which give a sense of security for children.

Results on the third question: "Are there any statistically significant differences (α = 0.05) in the level of feeling of psychological security in children, due to the variable age?"

To answer this question, a T-test of independent samples was used to compare the level of psychosocial confidence in children, and Table (7) shows that:

**Table (7):** T-test results for independent samples to compare the degree of psychological security in children according to the age variable

| Domain | Age | Mean | Standard deviation | T value | Sig |
|---|---|---|---|---|---|
| Father's image | 8-9 years | 2.72 | 0.21 | 1.069 | 0.287 |
| | 10-11 years | 2.68 | 0.20 | | |
| Mother's image | 8-9 years | 2.94 | 0.10 | 2.310* | 0.022* |
| | 10-11 years | 2.87 | 0.15 | | |
| Total tool | 8-9 years | 2.83 | 0.12 | 2.075 | 0.040* |
| | 10-11 years | 2.78 | 0.13 | | |

* Significant at the significance level (α = 0.05)

Table (8) shows that there are statistically significant differences in the degree of feeling of psychological security in children according to the age variable in the field of mother image and in the total instrument for children aged (8-9) years compared to children aged (10-11) years. There are statistically significant differences in the level of psychological security in children according to age variable in the field of father's image.

The absence of differences in the sense of psychological security (father image) due to age means that the degrees of this feeling are similar in children aged (8-9) and (10-11), and that age does not significantly affect the children's sense of psychological security (fathers' image).

For the result, which showed that there are differences in the sense of psychological security (mother's image) due to age in favor of the category (8-9) years can be explained in the light of the age of children and the fact that this category (8-9) more closely related to their mother of the largest children (10-11) who are close to a teenage age in which friendships grow with friends, which may affect children, making them feel less secure (mother's image) than younger children.

As for the differences in the overall degree of psychological security attributed to age in favor of the category (8-9) years, this may be due to differences in the sense of security (mother's image) attributed to the benefit of this category.

The results differ in terms of the existence of significant differences in psychological security in the overall grade in children due to age, with the study of Sherit and Abdullah (2006) and Naesa (2012). It also differs with Al-Anani (2007), which showed that there are no significant differences in the sense of psychological security due to age. Differences in this study result and the results of previous studies can be explained by differences in the characteristics of some samples, and further studies are needed to test the impact of age-related psychological security differences.

## RECOMMENDATIONS AND PROPOSED RESEARCH

The following recommendations can be made:
- Maintaining and caring for community security by supporting development and stability.
- Conducting qualitative research on psychological security and its relation to family support or adaptation.
- Conducting studies in psychological security to address the variables studied in this study and other variables.
- Provide training programs for parents to maintain and develop the psychological security of children whenever possible.

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