Emotional Security in Relationship to Tikrit University Students' Emotional Efficiency

Ibtisam Mahmoud Mohammed Sultan

Abstract—The present research aims at identifying the level of both emotional security and emotional competence among Tikrit University students. It also meant to know the statistically significant differences according to variables such as gender variables (m-f) and specialization variables (scientific-humanities). The research also attempts to learn what kind of relationship is there between emotional security and emotional efficiency Tikrit University students have achieved. We constructed emotional security measure which consists of 54 items as well as a measure of emotional competence consisting of 46 items. We extracted full psychometric characteristics of both scales. The research sample consisted of 600 students selected randomly and applying the scales on a basic research sample and processed statistical data using a variety of methods, including statistical measure Pearson correlation coefficient, we found a set of results as follows: Tikrit University students possess a high level of emotional security, males enjoy more emotional security than females, there is no difference between students of scientific and humanitarian specialization in variable emotional security, Tikrit University students enjoy a high level of emotional competence, females outperform males in emotional competence level, the humanitarian specialization students excel in emotional competence more than those specialized in non-humanitarian sciences. Furthermore, the research comes up with a positive correlative relationship between these two variables. Through research results, we developed a set of conclusions, proposals, and recommendations.

Keywords—Emotional security, gender variable, specialization variable, Tikrit University students.

I. INTRODUCTION

YOUNG people, especially college students, are the most important segments of society who are highly aware of cultures and can be considered as instruments of change, construction, and progress. The emotional security, more particularly in Iraq where we have suffered from the effects of wars and conflicts and large economic and psychological pressures, has a clear impact on the security system of intellectual and social, emotional and ethical society. At present, university community is affected by several factors and this has a great impact on university education, preparations and tendencies; here a university student needs to make clear his/her personality and stands ready and strong in front of all the challenges facing him/her during his studies. Students vary among themselves in their characters for each individual has a unique personality which makes him/her different from other individuals. College students are the most important human powers for any community for they represent the source of energy, renewal, change and production. The German philosopher, Goethe is of the view that the future of the nation stems from the energies of the young college students and their prominent roles in the growth and progress. They are the center of the community's energies that are capable of change in all areas of life. People interested in the history of civilizations pay attention to the process of upbringing and education of students [1] knowing that the individual psychological environment affects the way they perceive the results (positive, negative); they face positive feelings generated by feelings of satisfaction, self-confidence, a sense of efficiency and professionalism to confront circumstances and situations surrounding them therefore they deal with them without anxiety or fear and all this helps to develop feelings of security and reassurance whereas negative concepts drive the individual to perceive other environment as a source of anxiety, threat and frustration and this affects his/her sense of security and tranquility he/she has [2].

The political, economic and social changes our society has gone through bring them to lose security. Maslow stresses that a sense of security occurs when there is law, order, and stability in an environment free from danger and threat. Furthermore, he sees that any failure to secure the needs will make the individual nervous psychologically and socially disorient [3]. We believe that the insecurity can generally cause many problems especially if this insecurity is emotional or linked to the emotions and feelings of individuals. Emotional security needs to be enhanced and must be fed in a positive manner or else it will result in an intellectual and behavioral deviations. If emotional security is employed negatively, this will give vent to the problem of mistrust and fear of the future, which is usually spread among college students. Emotional security requires skills and many variables, including the psychological and emotional competence. Emotional competence is critical and important in all areas of life. Individuals who are able to manage their emotional experiences can be more successful in their social relationships. This increased the interest in the study of emotional competence among many researchers for its role cannot be denied in influencing developmental areas either in childhood or adolescence. The emotional competence development is the process of acquiring a set of interrelated skills that improve and strengthen the emotional management, controlling compassion for others, increasing positive social relationships and becoming responsible and capable of taking decisions [4]. The main problem is summed up in the following questions: what is level of emotional security and emotional competence in undergraduate university students? Is there a relationship between these two variables?

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II. IMPORTANCE OF RESEARCH AND RESEARCH OBJECTIVES

The current era we are living and its rapid and unprecedented changes contribute to reduce the chances to develop familial ties. It even limits domestic dialogue and constructs barriers between fathers and sons. All this leads to lessen emotional security and increase vulnerability in young people, making them lose mental peace and feel emotionally alienated. As a result, many adults search for glow of emotions outside the family. Many social deviants and adolescents appeal to incorrect relationships as a means to satisfy their psyche. Emotional security is given prominence for satisfying the psychological as much as social needs in the individual's stages of growth. Warmth and security are responsible for sound growth physically, psychologically and socially. Fear is one of the most important factors that affect the growth of individual and may cause his/her personality to suffer from disorder. Emotional factors play a big role in the sense that positive interaction with individuals, positive expression of self and emotional knowledge and ability to learn emotional security are all often linked to academic success whereas when the individual gets disturbed emotionally and socially, he/she will find it difficult to achieve adaptation for he/she will be prone to a potential danger and a series of problems that might make them drug addicts in the future. The emotional competence development is the process of acquiring a set of interrelated skills that improve and enhance emotional regulation, control empathy, increase healthy social networks, and afford responsibility and decision-making [4]. School managers and decision makers recognize the importance of efficiency enhancement and development of early childhood emotional competence, and in the meantime the meaning of emotional and cognitive processes in children has become a factor in their success at school. There was a study by Maria Rogers et al. in 2009 which aimed to reveal the relationship between parental treatment and emotional competence in children in the first years of primary school and also to expose the relationship between behavioral reactions expressed by children and the emotional and social competence level in different positions. The results showed a relationship between emotional and social factors and prediction of success in school [5].

The current research aims to identify and study: emotional security Tikrit University students have, the statistical significant differences in emotional security among Tikrit University students according to gender variables (male, female), statistically significant differences in emotional security among Tikrit University students according to specialization variables (scientific, humanities), emotional competence among students in Tikrit University, important different statistics in emotional competence among students in Tikrit University according to variables of gender (male, female), fundamental statistical variations in emotional strength among students in Tikrit University with specialization variables (scientific, humanities), drawing the nature of the relationship between emotional safety and emotional ability among students in Tikrit University.

III. RESEARCH LIMITATIONS AND IDENTIFYING TERMINOLOGY

The current research studies Tikrit third year university students (academic year 2018-2019) morning studies for both genders (male-female) and specialization (scientific-humanities).

1. Emotional Security: In 2014, Abdat defines [5] emotional security as a need of psychological and social support achieved by love and affection received by the individual during the years of his life, especially early age. It requires from the individual to be psychologically fit in the environment, express his/her emotions and has others who can listen to them and understand their needs and with ease feel secure, stabile and able to adapt himself/herself to the surrounding environment and the social environment [5]. It is theoretically defined as a social psychological need, which requires from the individual to satisfy and which depends on how much they receive from love and compassion and how it relates to the other persons, especially in early childhood. It also requires maintaining a familial and psychological environment which enables him/her to express conveniently his/her outbursts. When one lacks this security and confidence among partners, this will lead to negative reactions in behavior and mood which in turn result complaint and dissatisfaction. As for procedural definition, it is defined as the degree to which the responder gets emotional scale designed for research purposes.

2. Emotion competence: According to Saarni et al. [6], emotional competence refers to the ability to recognize and understand the emotions and feelings of others as well as the ability to organize and express one's emotions and to use appropriate methods appropriate and socially. Mikolajczak et al. [7] also defined it as the ability of an individual to process, identify, understand and manage his outbursts and others' emotions in expression and employment. Theoretically defined, it is a set of abilities and skills that helps a person to understand his feelings and emotions and control them, comprehend the feelings and emotions of others and deal with them, and realize their ability to exploit their emotions in their performances and relationships they develop with others. As for its procedural definition, emotional competence is the total degree that a person obtains by answering the items of the measure of emotional efficiency prepared by the researcher for that purpose.

IV. LITERATURE REVIEW

A. Emotional Security

Anselm Astrauss [8] is the first scholar who refers to emotional safety in studies conducted in 1945 on the most important needs which he hoped that married couple will satisfy through love. The need for emotional security is the first of these emotional needs. He sees that these needs can reach the level of satisfaction and gratification when the couple expresses their emotional feelings toward each other in a way that allows to understand his/her partner's emotions

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until they reach highest satisfaction [8]. Henry Bowman refers to this concept (emotional security) in 1942 and regards it as one reason that leads one to marry whereby, he/she can meet his/her needs [9]. Emotional security model in the treatment of relations is developed by the psychologist Don Catherall [10]. This model focuses on both sides (attachment) and (appreciation), stressing that every partner can measure his/her safety through awareness of the feelings of his/her partner in these two sides. If each individual realized that the other is deeply attached, and has a great deal of appreciation, then he/she will feel emotionally secure, but if he/she feels threatened in any of these two sides, he/she will lose his/her emotional security. If a negative reaction (in the image of an attack on the other side or get away from him), this reaction will be a threat to public safety. If the other party reacted negatively, in turn a series of abuse will develop between the partners and it will be difficult to regain their sense of emotional security [6].

A sense of emotional security cannot be achieved unless this need is satisfied up until it reaches complete satisfaction. The satisfaction of this need is one of the major goals of human endeavor, and the psychologically healthy person will realize that life is to give and take, and that there are others who have needs they want to satisfy, and he respects these needs simply for realizing that humanity is to be delivered from the community [7]. Accordingly, the satisfaction of the need for emotional security will be attained when one starts to open the lines of communication and deepen friendship between the parties which requires listening to other's thoughts and feelings, without commenting, criticizing, and attacking them. This will allow one to express himself/herself safely in the presence of loved ones without fear of rejection or aversion. This requires assurance that everyone has his/her own response towards love for it is as a process can perhaps be the only process by which man can reach the deepest depths of his character. So, love is the finest human exercised process because of which physical, psychological and mental components can exercise its highest functions [8]. Given that the sense of emotional security requires the ability to declare love verbally and through actions, it is urgent to address, through this study, the importance of love as a concept and an emotional need [9]. The first thing kids need psychologically to feed is the feelings of emotional security, meaning that they need to feel that they are loved and they are the subject of love and pride for their parents [10]. The individual's experience plays an important role in the growth of his/her sense of security among the individuals. This is based on the confirmation of a team of scientists and researchers that the impact of childhood experiences on developing feelings of security is of high importance. Saad refers how those who do not get adequate family kindness were less secure, less confident and more anxious, less compatible than those who get familial and emotional support [15]. Rihani's study in 1985 confirmed [16] that the parental democratic upbringing leads to develop a sense of security among sons more than using authoritarian methods. Based on the quality of the relationship between the child and the parents and the responsibility of parents to children's needs, children develop internal working models regarding their security and safety, which is similar to that acquired by their parents [12].

B. The Concept of Emotional Competence

Emotional competence refers to one's ability to articulate internal feelings (emotions), which implies conveniences around others and determines one's ability to command and express effectively and successfully. In addition, it is a basic social skill that helps perceiving, interpreting, and responding emotionally towards oneself and others. The concept of emotional competence is rooted in understanding emotions as normal and useful aspects of being human. Anger is defined as a reaction to aggressive behavior, although anger is usually seen as a negative thing but it gives a person the power to repel the aggression, and sometimes can reflect the purpose of protection, and grief reaction [4]. From here we could see that the suppressing certain emotions can be useful to avoid hurt and embarrassment. The suppression of others' feelings is to avoid conflict or discomfort that can lead to control them, which in turn may be unhealthy for them and for all parties involved. Eligible persons can emotionally express their feelings and their need for others in an appropriate manner so as to appropriately communicate with others. [13]

Emotional Competence: Goleman [18] proposed this frame which contains two main components: 1. Self-efficiency (personality): the way we conduct ourselves in our daily life. 2. Social competence: the way we conduct ourselves when dealing with others.

Emotional Competency Skills: 1. Awareness of the person's emotional state, including the possibility that one is suffering from multiple sensibilities. 2. Skill to distinguish the feelings of others, based on situational and expressive cues with a degree of cultural consensus regarding emotional meaning. 3. Skill in using the terminology of passion and common expressions in one (subculture) and more mature in skills levels in getting cultural texts that connect passion with social roles. 4. The ability to empathize and participate in other emotional experiences. [13] 5. The skill in understanding the internal emotional state does not need to correspond to the outer expression, both in oneself and in others. In more mature levels, one needs to understand that person's emotional behavior which affects the other thus takes into one's account the self-presentation strategies. 6. Skill in adjustment with emotions encouraging or frustrating by using self-regulation strategies that limit the duration of these emotional situations (for example, 'audacity and stress'). 7. The recognition of how the structure or nature of the relations is determined in part by both the degree of passion and the degree of interchangeability. For example, mature intimacy is defined through mutual participation or mutual feelings. 8. Ability to one's emotional effectiveness: the individual sees himself, in general, in the way he/she wants. Emotional self-potentiality means that one is aware of his/her emotional experience and feel satisfied with it, be it singular or peculiar cultural or conventional. This awareness is in line with the individual's recognitions concerning what constitutes ' emotional ' balance that is desirable. [4]

V. RESEARCH METHODOLOGY

The subsequent paragraphs include a set of steps followed to provide a validation of the research aims and its foundations – starting with the research methodology the research community chosen, tools used in research and the statistical methods used to analyze the data to achieve the objectives of the research

A. Research Methodology

The current research aims to know the relationship between emotional competence and emotional security variables. It is one of the types of descriptive studies (relational) that emphasize finding the relationship between two variables, which is to say that there is a link between the first variable and the second variable.

B. Research Community

We choose the morning-class students of Tikrit University as the research community (both males and females) whose fields of study are either scientific or humanities. The number of students is 19765 students with 21 from colleges of scientific and humanities examined according to variables of type and specialization with 11087 males and 8678 females.

C. Research Sample

We choose third year students from different colleges that belong to Tikrit University as a society to apply on both sexes (male-female). The number of students at this stage is 3750 students whose disciplines is either scientific or humanities. Research sample which consisted of 600 students selected from Tikrit University from several faculties and research sample is divided, depending on gender and specialization variables, in a random way as in Table I.

TABLE I
DISTRIBUTION OF RESPONDENTS ACCORDING TO GENDER AND SPECIALIZATION

Specialization	Male	Percentage	Female	Percentage	Total
Scientific	174	29%	121	20%	295
Humanities	180	30%	125	21%	305
Total	354	59%	246	41%	600

D. Research Tools

We followed certain steps in the preparation of this tool as covenant with variants of this research, as follows:

The First Tool: The Measure of Emotional Security

We are keen on building emotional security measure suitable in terms of standards of honesty, firmness and discrimination. The following are the steps followed:

A. Defining the concept of emotional security after surveying some previous studies and relevant measures, we managed to define the concept of the variable. It is one need of psychological and social needs, which depends on love and human warmth to the individual during the years of his life, particularly early stage of life, which also includes securing psychological environment for the individual to express his emotions with comfort, when he/she engages with others whereby he/she can feel secure and stabile alone or in social environment.

B. Drafting Scale's Items: We prepared 64 items to measure the emotional security and each item has five alternatives or options to choose from. These are: apply perfectly, apply to many, sometimes apply, apply to a little, and does not apply at all. We took into account in the preparation of the scale: 1. construction of the items, using simple language to be understood by all research sample group; 2. making sure that no one item carries more than one meaning.

- Face Validity: We exposed this tool in its first form once to a group of experts and specialists in educational and psychological sciences for their opinions and guidance and the items reach percentage more than 80%. Ebel declared that the best way to make sure of the face validity of the tool is to take into account the decision of the number of experts who agree on how much these items are of the case to be measured'. [14] The scale is applied to a sample of 600 students from Tikrit University, chosen randomly and from both sexes and disciplines. Based on the results of the application, it has been shown that the items are clear and understandable. The average time spent in answering the scale's items is 35 minutes.

- Statistical Analysis of the Test: To achieve this purpose, the scale or measure has been applied to a random sample of college students 300 students from the research community. After applying to the sample, we corrected students' answers and then extracted the total grade for each member of the sample statistical analysis, and then arranged the grades in descending order and proportion (27%) as the top group f (27%) as the minimum proportion and excluded middle group (46%). Thus, the total number of individuals in the upper and lower sets 162 students (males and females). We studied the level of discriminatory power of the items and the item faculty rank correlation coefficient as follows:

- Discriminatory Power of Items: Discrimination was calculated (difference) between the two extremes by using two independent t-test, items statistically function when balancing t values calculated indexed value (1.96) and when the level indicates 0.05, while the degree of freedom is 160. This indicates that all paragraphs are with a good distinction, except five items which were deleted. With five items were deleted, the scale's items became 54.

- The Relationship of Items with the Scale's Total Grade: Pearson correlation coefficient is used to find the relationship between each item of the scale and total grade scale, ranging between the values of correlation coefficients 0.30-0.57. To judge their meaning ethically speaking, the correlation coefficients were converted to t values calculated by the use of equation of moral significance of the correlation coefficient. The result was that that all emotional passages function well. The t values' calculated range between 5.23-11.98 is greater than the value of table t (1.96) and degrees of freedom (298).

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- Reliability: Scale stability has been calculated in two ways:
A. Re-test: to evaluate consistency, the scale is applied to a random sample consisting of 600 students then we reapplied the same scale 15 days after its first application. After correcting the answers, the researcher found the correlation coefficient between students' grades in the first application and their grades in the second application using correlation Pearson coefficient (0.85).
B. Internal Consistency: We checked the fortitude of the persistence sample subjected to statistical analysis of 600 students and reliability coefficient of 0.81 so the test building was completed. The scale in its final shape consists of 54 items without any deletion of paragraphs. This was confirmed by analysis of marking paragraphs.
- Correction of Items: We followed a method to correct measure, giving alternatives (perfectly applies, applies a lot, applies sometimes, applies a little, never applies) ratings (1, 2, 3, 4, 5) respectively, and lowest possible degree taken is 54, the highest degree is 270, the average or middle degree is 162.

The Second Tool: Emotional Competence Scale

We surveyed a range of foreign literature and previous studies in English and modern Arabic that addressed the concept of emotional competence and its relationship with some variables.

A. Defining the Concept of Emotional Competence: After defining emotional competence in light of what the theoretical heritage of variable and fixed four areas (self-awareness, management of emotions, self-assessment, and understanding social relations), we presented it to the group of experts and arbitrators in educational and psychological institutions, and sought their opinion regarding the validity of these areas.
B. The Design of the Scale's Items: We designed an open questionnaire for the students and asked them to answer questions after explaining the concept of emotional competence and distributed it to a random sample of 40 students in their third year (stage), chosen in equal numbers from the faculties (engineering and science; we collected questionnaires and got 56 items.
- Preparation of Alternatives Answer: We used Likert scale to prepare alternatives for the metric, so we put five alternatives: (applies, applies a lot, applies largely, moderately applies, applies a little, never applies) and correct them in a descending way (5, 4, 3, 2 1) respectively for the positive paragraphs, while the grades (1, 2, 3, 4, 5) for negative paragraphs.
- Face Validity: We presented the scale in its initial shape to a group of experts in the field of education and psychology to express their opinions about the validity of items to measure emotional competence among students in Tikrit University and suitability of specific alternatives to answer, and see how fit the scale is or if it needs amendments. In the light of their opinions and their feedback, the researcher modified and deleted some items

to finalize the scale component to be of 48 items.
- Clarity of the Scale's Items and limiting Time for Answering: In order to know how clear or ambiguous the instructions and items of the scale in terms of language for students, as well as to determine the time needed to answer the scale, we selected a random sample of students and asked them to identify whatever they find vague and unclear in the measure as a whole or in some of its items or substitutes. It was found that the instructions were clear and understandable to students. It consumed time around 15 to 20 minutes with average of 18 minutes.
- Correction of the Scale's Items: To get a total degree for the metric, the weights of alternatives are selected (1-5) depending on the quality of the item as positive or negative (applies to a certain degree, applies so largely, applies largely, moderately applies, applies a little, never applies) and give the weights (1, 2, 3, 4, 5) for the positive items respectively while the weights (5, 4, 3, 2, 1) for the negative items again respectively.
- Statistical Analysis of Emotional Competence:
A. Two Groups Contrasted movements method: for the purpose of verifying the discriminatory power of the items, we applied them to a sample of 300 students from both disciplines (scientific and humanities). After correcting responses, they were arranged in a descending order. In the light of this order, it was decided to choose 27% of the higher and 27% of the lower degrees and to include (81) forms thus got two groups; the first is the upper, and second group represents the lower. We used a statistical (bag program SPSS) to deal with the data using (T test) for testing two independent items and the results showed that all items have valid value with a t-value is larger than tabular or table t (1.96) at a value level that indicates 0.05 except for two items, thus the number of scale's items becomes 46.
B. Internal Consistency: The Relation of Degree of Scale's Items to Total Grade: In order to examine the link between the degrees of all scale's items with total grade, we used Pearson correlation. To achieve this purpose is to extract correlation coefficients between each item of the scale with total grade. After applying the t-test to calculate correlation, it appeared that all correlation coefficients' statistically function well when comparing values calculated indexed value of t (1.96) when the level indication is 0.05 and degrees of freedom are 298.
1- Face Validity: In 1987, Kidder saw that to get face validity is one of the necessary procedures to come up with a sincere measure. [20] For this purpose, it is necessary to present the scale's items and alternatives to a group of experts in the field of educational and psychological sciences wherein they assess the validity of emotional competence items.
2- Reliability: Reliability refers to the consistency of the test with itself in the measurement of any value [16]. The constant scale is the one which is reliable [17]. In order to verify the consistency of the scale, we applied the emotional competence scale to the sample of 40 students,

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selected randomly in a simple way. We achieved reliability using two ways:

a. Test-Retest Method: It is to calculate the reliability by repeating the test method which points to outer harmonies through stability through time [18]. The reliability coefficient we get through this way is Index of Stability, [19] by applying twice the same sample to the same individuals [20]. After 15 days on the first application, the test was reapplied to the sample itself and in the same conditions. For the purpose of calculating stability in this way, we applied the test to the sample of 40 students, and extracted the correlation coefficient using equation (Pearson) between student grades in the two applications was (0.88) degree. This is an acceptable result. In 2000, Issawi stated that the correlation coefficient was between (0.70-0.90) if the tool was to be described as an acceptable stability [21].

b. Fortitude to find a Cronbach's alpha: The emotional competence scale stability modulus Cronbach's alpha is extracted which also measures the internal consistency and coherence between the vertebrae, and the reliability in this way was equal to 0.92 degree.

Final Version of the scale

The test consists in its final image of 46 items, distributed on four areas according to Table II.

TABLE II
SPLITTING ITEMS FIELDS FINALIZED

No.	Space	Items
1	Self-awareness	12
2	Emotions management	10
3	Self-assessment	13
4	perceive relationships	11
	total	46

VI. RESULTS AND DISCUSSION

A. First Objective: Displaying the Results

Emotional security measure was applied to 120 university students (males and females). To achieve the objectives of the present research, the sample as a whole (175.51) and standard deviation (7.35) are carefully chosen. To know the emotional security level, one sample t-test is used to compare the sample with medium of this speculation (162), the calculated t value (45.02) is greater than the value of table t (1.96) when the level indicates 0.05 and the degree of freedom is 599. Table III illustrates this. The table shows that the Tikrit University students possess high level of emotional security.

TABLE III
THE ARITHMETIC MEAN AND STANDARD DEVIATION CALCULATED T VALUE INDEXED SAMPLE STUDENTS DEGREES AND IN A MEASURE OF EMOTIONAL SECURITY

Signification	Tabular T Value	Calculate T Value	Supposed Mean	Standard Deviation	Arithmetic Mean
Significant at level (0.05)	1.96	45.02	162	7.35	175.51

B. Second Objective: Knowing the Emotional Security Level between Students According to their Gender

Table IV shows that the arithmetic mean of the males on the scale of emotional security measures 137.75 when the standard deviation is 15.07 while the arithmetic mean of the females measures 134.13 when the standard deviation is 13.39. The use of two independent t-test found that the calculated t value (3.098) is greater than the value of the indexed (1.96) and is statistically significant level function (0.05) and through the arithmetic degrees students found that males enjoy more emotional security than females.

TABLE IV
DIFFERENCE BETWEEN MALE AND FEMALE SCORES ON A MEASURE OF EMOTIONAL SECURITY

Sample	Number	Arithmetic Mean	Standard Deviation	Calculate T Value	Tabular T Value	Signification
Male	354	137.75	15.07	3.098	1.96	0.05
Female	246	134.13	13.39			

C. Third Objective: Knowing the Emotional Security Level between Students According to the Variable of Specialization (Scientific, Humanities)

Table V shows that the arithmetic mean of scientific specialization students on a scale of emotional security measures 135.30 when the standard deviation is 14.79 while the arithmetic mean of humanities specialization students measures 136.67 when the standard deviation is 13.92. The use of two independent t-test indicates that the value calculated t (1.16) and it is greater than the value of the indexed (1.96) and is statistically significant level function (0.05). This indicates that there is no difference between scientific specialization students and students of literary specialization in emotional security variable.

TABLE V
THE DIFFERENCE BETWEEN SCIENTIFIC AND HUMANITARIAN SPECIALIZATION STUDENTS' GRADES ON A SCALE OF EMOTIONAL SECURITY

Sample	Number	Arithmetic Mean	Standard Deviation	Calculate T Value	Tabular T Value	Signification
Specialization Scientific	295	135.30	14.79	1.16	1.96	0.05
Humanities Specialization	305	136.67	13.92			

TABLE VI
ONE SAMPLE T-TEST RESULTS DENOTING DIFFERENCES BETWEEN MIDDLE ARITHMETIC AND CENTER THIS SPECULATION TO EMOTIONAL COMPETENCE

Variable	Arithmetic Mean	Standard Deviation	Supposed Mean	Freedom Degree	T Value Tabular	T Value Calculate	Signification
Emotional competence	17.75	17.75	138	599	34.55	1.96	Significant

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D. Fourth Objective: Identifying the Emotional Level of Competence among Tikrit University Students

To detect the level of emotional competence test sample, one sample t-test is used to find the difference between a sample mean and supposed mean loyalty to gauge which equals 138. Table VI demonstrates this.

Table VI calculated value of t (34.55) is greater than the Tabular value (1.96) at a significance level of 0.05 and the degree of freedom measures 599. Comparing the arithmetic mean (168.67) when the standard deviation is 17.75 with the supposed mean which measures 138, a difference between mediocre is revealed and for arithmetic, this means that respondents' emotional efficiency is high. This result suggests that the Tikrit University students enjoy a high level of emotional competence. Such result is a call for optimism: despite the ill-psychological, social and economic conditions faced by university student and daily pressures, he/she has emotional efficiency. This results in positive repercussions that allow him/her to accommodate with problems. This may be because college students enjoy a degree of maturity that enables them to hold their emotions and be so efficient emotionally in control of their feelings and behaviors;

especially their negative emotions. They understand and know the feelings of others and have the ability to live in harmony in environment, and contribute positively, achieving satisfaction and happiness. They possess the ability to solve problems, have the ability to precisely control and appropriate emotions and face difficult situations with confidence, look at life with optimism and positively, and express their feelings in a socially acceptable manner.

E. Fifth Objective: Signifying the Differences in Emotional Competence among Tikrit University Students Depending on the Variable of Gender

To achieve this goal, two independent t-test are used, and after processing the data statistically, the results showed statistically differences between males and females in emotional competence for females: the arithmetic mean for girls measures 168.94 when the standard deviation is 16.89 degree while the mean male measures 165.12 when the standard deviation is 19.25. The calculated t value which measures 2.98 is greater than the value of table t (1.96), when the level indicates 0.05 and degrees of freedom is 598, as shown in Table VII.

TABLE VII
THE RESULTS OF THE T-TEST FOR EQUALITY SEPARATE INDICATING DIFFERENCES IN EMOTIONAL EFFICIENCY DEPENDING ON THE VARIABLE GENDER (MALE/FEMALE)

Variable	Number	Arithmetic Mean	Standard Deviation	Freedom Degree	T Value		Signification
					Tabular	Calculate	
Female	246	168.94	16.89	598	2.98	1.96	Significant
Male	354	165.12	19.25				

TABLE VIII
T-TEST RESULTS OF TWO SEPARATE INDICATIONS: DIFFERENCES IN EMOTIONAL EFFICIENCY DEPENDING ON THE VARIABLE (SCIENTIFIC/ HUMANITIES)

Variable	Number	Arithmetic Mean	Standard Deviation	Freedom Degree	T Value		Signification
					Tabular	Calculate	
Scientific Specialization	305	170.65	16.92	598	3.16	1.96	Significant
Humanities Specialization	295	166.70	18.39				

The results shown in Table VII indicate that females outperform males on the emotional level. It is assumed that this is due to the inherently feminine nature females possess when compared to males, and this is consistent with the nature of her function and her pivotal role in the family. This regulation of emotions has a positive impact on her personality, and this in turn has impact when decision making as an activity is considered.

F. Sixth Objective: Indications of Differences in the Level of Emotional Competence among Tikrit University Students According to the Variable of Specialization (Scientific/ Humanities)

To see the differences in the level of emotional competence in light of variable theme, results show that the arithmetic mean of the human emotional competence level according to scientific specialization measures 170.65 when the standard deviation is 16.92. The results also indicate that the arithmetic of scientific specialization in emotional efficiency measures 166.70 when the standard deviation is 18.39. The t-value is calculated for the two independent samples used. It is found

that t value which measures 3.16 is greater than indexed value 1.96 when the level indicates 5.0 and the degree of freedom is 598, as shown in Table VIII.

The results shown in Table VIII signify that humanitarian specialization students excel scientific specialization students in their emotional efficiency.

G. Seventh Objective: Identify the Nature of the Relationship between Emotional Security and Emotional Competence among Tikrit University Students

Pearson correlation is used to uncover the relationship between emotional security and efficiency. It is found that the value of the correlation coefficient is equal to 0.71. This indicates the presence of a correlation between variables, and any increase in one of the variables is to be accompanied by an increase in other variable.

VII. CONCLUSIONS

1. It is found that there is a high level of emotional security in university students.

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2. Statistically significant differences exist among middle grades of respondents depending on the variable of gender and such differences serve males more than females.

3. There are no statistically significant differences between respondents depending on variant of specialization.

4. It is found that there is a high emotional competence level and lower emotional competence (b).

5. Statistically significant differences exist among middle grades of respondents depending on the sample variable of gender and for the interest of male in pattern (b).

6. There is a relative contribution of variable scalper (emotional competence (a-b) in the dependent variable (emotional security).

VIII. RECOMMENDATIONS AND SUGGESTIONS

A. Recommendations

1. Be prepared to an emotional life built on psychological and social compatibility.

2. Identify the concept of emotional security in general and particularly emotional competence to university students.

3. Conduct training seminars and courses around the concept of emotional security and recognize the emotional problems of students.

4. Access emotional security measures conducted by educational guides to determine who can suffer from emotional in/security.

5. Organize meetings with parents to make them aware of how to deal with their children.

B. Suggestions

1. One can conduct a study similar to current research on other samples and compare their results with the results of the current search.

2. One can conduct an experimental study with the purpose of developing emotional security among junior students.

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