

The Relationship between the Feeling of Psychological Security among Talented Adolescents at Gifted and Talented Schools in Ajloun Governorate in Jordan and Academic Achievement Level

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Abstract

This study aims to disclose the relationship between the feeling of psychological security among talented adolescents at Gifted and Talented Schools in Ajloun Governorate/Jordan and Academic Achievement level, and its relationship to some demographic factors: (gender, class). In order to achieve the objectives of the study, it was used Maslow scale of feeling of security, and it was developed by Al-diwani and Al-dirani (1983) to match the Jordanian Arab environment, and to identify and ensure validity and reliability, the sample consisted of 100 talented students were selected randomly from class of supreme basic and secondary schools. It was analyzed the data through the arithmetic averages standard deviations and value of (t), the multi variance analysis correlation coefficient between psychological security & academic achievement, and the study came up with some results including: that the level of psychological security between the talented students ranged between medium, high. And there is statistically significant effect when ($\alpha \leq 0.05$) between psychological security and its dimensions at class factor for the seventh class (12 years) and there is statistically significant effect when $\alpha \leq 0.05$ between psychological security and its dimensions at the gender factor in favor of females. And there is a positive correlation relationship between psychological security and its dimensions and academic achievement among the talented. And the results were discussed in the light of the theoretical framework & previous studies, it was suggested some recommendations on the basis of the results of the study.

Keywords: psychological security, academic achievement, multiple intelligences, talented adolescents

1. Introduction

Human beings live in this century in a case of disorder resulting from the rapid changes in the world with the evolution of technology means of modern communication, and that the adolescents suffer from a change in the mood, loss of self-confidence and a feeling of inferiority which affects the level of psychological security.

The need for psychological security is considered as one of the most important needs in building Personality and providing them with values, norms, behavior and positive trends. Those are one of the most important conditions for the mental health, and the psychological security is the source to make child feels self confidence, and whom they around, and parents are the main source of feeling of psychological security (Eldeeb, 2002).

Psychological Security is one of important aspects of mental health and the important needs to build the human personality, and psychological security is threatened if an individual is exposed to a huge social and psychological pressure (Al-Agraa, 2005). It also includes psychological security also includes individual feeling that the environment saturated to the needs and that others are fond of and accepting him/her which leads to psychological stability, social harmony, resolving psychological and social problems and avoiding the danger (Zahran, 2002).

The Psychological Security contains the individual's feeling of self-confidence, Maslow sees that when needs are satisfied of psychological security, feeling of security and tranquility lead to search for the other social and psychological needs, such as the needs of emotion, loyalty and the need to build emotional and social relationships with others (Allaboon, 2009). So psychological security is individuals feeling that they are beloved and receptive to others, and they realize that the environment is friendly and hopeful, and they do not feel with the danger, threat and anxiety (Dirani, 1983).

Many psychologists such as Freud, Skinner, Ericsson, Thorndike and Maslow interpreted the human behavior. They presented human behavior theories, Maslow assures the impact of humanitarian needs theory that is interested in physiological and social aspects, and this theory came up after the behavioral theory and the psychological analysis theory. Porter agreed with Maslow at the impact and relevance of the needs of human beings but he disagreed in its arrangement in terms of the need for the security as a first emergent need.

Porter added the need for independence, which wasn't mentioned by (Maslow) as independent (Allaboon, 2009). And the base of the hierarchy at Maslow (Maslow, 1970) depends on the physiological needs, then the need for security, the need for love, affiliation and hence the need for self-esteem and self-realization. Maslow says (Maslow, 1970) that achieving self-reliance, and describing it in hierarchy regulation summit which comes after the satisfaction of the minimum needs.

The talented category is the most students who need the support and investing their potential, and the family and school environment are supporting the psychological security and achievement, the researcher uses humanitarian needs scale by Maslow.

As Abaza (1988) indicated that there are some psychological characteristics of talented adolescents: tendencies toward the neurotic perfection, a feeling of alienation, feelings of depression and excessive emotional sensitivity, identification problem, conflict roles and expectations of adults extraordinary feeling of dissatisfaction and fear of failure and poor walk to risk.

Psychological Security is one of the most important aspects of Personality which was built from the birth during childhood experiences, and psychological security is a important in developing stages of the individual's life to face the psychological, social and intellectual pressures. Maslow mentioned that feeling of psychological security is a composite feeling that includes three preliminary dimensions: the feeling of being beloved, receptive to others, and the individual recognition that environment is friendly and hopeful, and the individual doesn't feel that he's/she's threatened or in danger (Maslow, 1970) .

2. The Psychological Security Dimensions

Zahran (Zahran, 1989) assures the basic dimensions of psychological security:

- 1) The feeling of acceptability, love and the marks of warmth and friendliness with others, and some aspects of this dimension are stability and marriage, and it's secure, love, mercy, intimacy and satisfying the needs of parents, care and upbringing of children.
- 2) The feeling of loyalty, and the self-reliance achievement and work for a decent life in the present and the future.
- 3) The feeling of safety, peace and the absence of threats, fear and aggression.

2.1 The Secondary Dimensions Contains

- 1) The world awareness that it's a warm and happy environment, which leads individual to feel of dignity, justice and satisfied.
- 2) The other were described as friendly and respected.
- 3) Trust in others, love them, satisfaction, communication with them and deal with them.
- 4) Tolerance with others and intolerance.
- 5) Optimism, hope and confidence for the future and good luck.
- 6) Feeling of happiness and self-satisfaction in life.
- 7) The feeling of calm, satisfaction, emotional stability and free of conflicts.
- 8) Freedom, self-reliance and a feeling of social responsibility.
- 9) Accepting self-reliance, tolerance, self-confidence and a feeling of benefit and interest

2.2 The Affecting Factors in the Psychological Security

Researchers differed on the affecting factors in the psychological security but there is general agreement on several factors:

3. Inheritance and the Environment

Cattle assured that anxiety is one of the Psychological security dimension, where 35% due to inheritance, and that 65% to the impact of the environment. And other studies assured that poor environmental conditions has the basic role in developing global anxiety, and this indicates that the interaction of factors of inheritance and the environment for the individual be one of the effects of psychological security (Aql, 2009).

4. The Socialization

The childhood experience and patterns of family upbringing and methods of treatment of the child has a significant impact at the feeling of security. Mussen (Mussen, 1977) confirms the importance of the family's sympathy in developing psychological security among children, and that the individual who feel secure in the family environment tends to circulate this feeling to the social environment. This is showed through the feeling of emotionalism and when individuals enjoy it, it is a product for social interaction between the individual and the social environment (Abdul Salam, 1989).

Psychological security is the level of the individual's feeling of psychological security, freedom from fear, anxiety, and disorder, and it is one of the pillars of the mental health of the individual.

Talented and Gifted children are those who give evidence of their ability to high performance in the areas of substances, creative and artistic leadership and special Academy, are in need of services and activities that aren't provided by the school normally, for the full development of such preparations or capabilities (Clark, 1992; Jarwan, 2004, p. 55).

5. The Problem of Study

The societies violence started spreading in all types of Jordanians, the civilized Jordanian had cultural boom in population growth, the movement of refugees from neighbouring states and the technological revolution, the world became a small village which affected the family and caused changes in the stability of society.

Talented are national treasure that must have care and attention, And in all stages of individual growth especially in adolescence, so this study, came to disclose the relationship between psychological security and the educational achievement among talented, and some demographic factors (variables), and the study participated in presenting mental health scale to suit the Jordanian environment.

5.1 The Purpose of the Study

The study aims to disclose the relationship between the feeling of psychological security among talented adolescents at Gifted and Talented Schools in Ajloun Governorate in Jordan and Academic Achievement level.

5.2 The Study Limits

* Publicize the results of this study with what search tools offer of psychometric indications such as validity and reliability.

* The dissemination of results adopts on the characteristics of the sample and the degree of representation of society that is taken from.

* The sample of study consists of a group of talented students enrolled in schools in the King Abdullah for Gifted and Talented-Ajloun and the ordinary students as randomly stratified sample of the same department of education in Ajloun.

5.3 The Study Questions

This study tried to answer the following questions:

- 1) Are there any differences statistically function at the level of the significance ($\alpha \leq 0.05$) at the level of feeling in psychological security and its dimensions among talented students, gender and class?
- 2) Are there any differences statistically function at the level of the significance ($\alpha \leq 0.05$) at the level of feeling in psychological security and its dimensions among talented students and educational level of the father and the mother?
- 3) Is there a relationship statistically function at the level of the significance ($\alpha \leq 0.05$) between the level of feeling in psychological security dimensions and the academic achievement at school?

5.4 The Importance of the Study

The natural distribution of human beings reflects the extent of different people in mental levels including talented, ordinary and slow learning and mentally handicapped, the gifted children are a national wealth with their energies, outstanding performance, and also people differ in the availability of psychological security due to different demographic factors (Population) represented with gender, class, and the academic achievement. The researchers interested in the developmental crises such as differences in class and gender (males and females), the crises increased when the degree of talent increased (Jarwan, 2002).

5.5 Previous Studies

In a study carried out by (Al Rihani, 1985) aimed to study the impact of family upbringing in feeling of psychological security among adolescents and the extent of the difference in feeling due to different teenagers gender and place. It's a randomly survey (45 students) of middle school students in Amman and its suburbs, and it was used a scale of family upbringing and psychological security. The results indicated that the group of teenagers who belong to democratic family upbringing have more feeling of security than who belong to the suzerain families. Also it indicated that females have more feeling of psychological security than males.

Hussein (Hussein, 1989) talked in his study about a feeling of psychological security in the light of the factors; level, specialization and educational achievement of the secondary stage students in the city of Riyadh consisted of 183 students, where he used Maslow psychological security scale, where the results showed that there are no statistically significant differences in the class factor and scientific specialization factor.

In an article by Jacobson and Bar-Tal (1998) entitled of "description of psychological security", after the revision of several studies on the psychological security, the psychological security depends on the experience and processes of the knowledge, the fields of psychology and the impact of the surrounding environment.

Saad (Saad, 1998) assured in his study the relationship between psychological security and academic superiority, the sample formed of 255 students from ordinary and talented adolescents and 83 of them were talented students. It shows that there is a correlation coefficient between the level of the psychological security and educational achievement.

Hamdan (Hamdan, 2001) aimed in his study to know the relationship between psychological security and educational achievement among students in the orphans care, the sample formed from 95 students. He used a scale of tranquility (psychological security) by Fahd Al-dalim and others, the results showed that the psychological security level is high to sample and there is a negative correlation relationship between the level of the psychological security and educational achievement.

In a study assured by Al Anzi (Al Anzi, 2004) aimed to define the relationship between the extent of the students participation in the activities and the degree of their feeling of psycho-social schooling security. The sample was from following school to the center of the kindergarten, the center of the Middle in the city of Riyadh where the sample taken regularly and divided into two groups, the 1st group (30 students) have an effective participation in student activity, and the 2nd Group 30 students are not involved in any activity in the school. The results showed there were statistically significant differences between the participants and non- participants in the Student Activity in the level of the psychological security and social security. The results also indicated the statistically significant differences between the participants and non-participants in religious activity, cultural, social and scientific activity and sports Scouting activity for students who carried out these activities.

Al-Agraa (Al-Agraa, 2005) aimed in a study to identify the feeling of psychological security and its influence with some of the factors among students at Al- Najah National University, the sample chosen randomly from university students formed from 1002. And he used Maslow scale of psychological security, the results indicated that there were no statistical significant differences at $\alpha=0.05$ in the level of the feeling of security of psychology in Al-Najah National University due to gender, college, place of residence or accrual rate and educational level and interaction between the gender factor and the other factors.

Al-Qasem (Al-Qasem, 2006) assured in a study entitled the relationship between psychological security and educational achievement and some demographic factors, the sample formed of 1299 selected randomly, it was used the socio-economic assessing situation scale and the students' academic records. The study shows that psychological security is high with the students and there are differences in the psychological security and its dimensions (accepting others, psychological comfort and psychological stability) between males and females and in favor of females and there were no differences in psychological security attributed to class. And there were no correlation relationship between economic and social level and psychological security.

In an article by Kulivkova (Kulivkova, 2008) entitled the role of psychological culture for instructor in maintaining psychological security modern childhood, the article showed the role of cultural and social reality and teaching methods in the provision of a psychologically secure educational environment .

In a study asserted by Aql (Aql, 2009) aimed to disclose the level of psychological security for the Visually Impaired in Gaza Strip and the extent of its relationship to the concept of self-reliance, where the sample formed of 56 male and female students of the visually impaired in the academic year 2008/09. It was used a psychological security scale consisting of 73 paragraphs. The results indicated that there is a correlation relationship between the psychological security and the concept of self-reliance. It also showed that there were no differences in the level of psychological security and the level of the gender and there were no differences attributed to a stage seminar factor.

In a study confirmed by Neisa (Neisa, 2012) aimed to disclose the correlation relationship between the feeling of psychological security and psychiatric alienation, it was used a psychological security and alienation scale, the sample formed of 370 students. It indicated there was a self-alienation among students of the university at a degree of medium and a negative correlation relationship between psychological security and psychological alienation, and there are differences between the average degrees of psychological security attributed to educational level factor for postgraduate students.

In a study carried out by Abu Amra (Abu Amra, 2012) aimed to identify the relationship between the psychological security, the ambition and the educational achievement among a sample composed of 320 students from ordinary adolescents and sons of martyrs. The use of a psychological security scale, the ambition scale detection and rate of a student, Pearson correlation coefficient, arithmetic averages, test (T) and the variance analysis of multi cooperation. The study indicates a lack of the differences at statistical significance among students from the ordinary adolescents and sons of martyrs on the psychological security scale, the ambition scale and educational achievement and shows that there are differences on the psychological security on a factor gender among ordinary adolescents. While there are no differences in the psychological security between males and females among the sons of martyrs.

In a study showed by Alzahra (2013) aimed to know the relationship between the psychological Security and the academic achievement of the secondary students which showed that there was a correlation relationship statistically function between the Psychological security and the academic achievement of the secondary students, and also that there was no differences statistically function in the correlation relationship between the Psychological security and the academic achievement of the secondary students vary according to gender and there were differences statistically function in the difference of specialization in favor of scientific departments. It was used the questionnaire "Maslow psychological security" on a sample of 202 students of the secondary stage, and the records of the academic achievement of students in the sample.

Bani Mustafa and Al-Sharefain (2013) assured in their study which aimed to disclose the relationship between the feeling of psychological unity and psychological security of a sample of students arrivals at Yarmouk University formed of 158 students were selected from Yarmouk University 2011/12. It were used two scales, the results indicated that the level of psychological unity among students arrivals was moderate and correlation coefficients between both scales were statistically function with the exception of the subjective feelings with the scale of the psychological security and its dimensions, and it had an opposite direction. The results also indicated the statistically significant differences in the level of total psychological unity in the area of family relations and self-feelings attributed to gender in favor of female, and there are differences in the level of psychological unity attributed to educational achievement in favor of high and accepted achievement. The results also indicated there are differences in the level of psychological security on the total scale and its attributed to gender in favor of males.

In a study composed by (Omar, 2014) aimed to disclose the feeling of psychological security and motivation for learning among students of the sections in secondary education in the light of two factors gender (male & female) and specialization (Literary, Scientific). The sample consisted of 306 students, it showed that the feeling of psychological security has relationship with motivation for learning, and this relationship did not differ due to gender & specialization (males and females, scientific, literary) and that the mentioning factors did not affect the feeling of psychological security and motivation for learning.

5.6 A Society and a Sample of the Study

A society of the study contains all talented students at Ajloun directorate of education for 2014/2015, the sample formed from talented adolescents of available stratified sample, and consisted of 100 students (male and female)

from the seventh class, ninth and first secondary school of King Abdullah for Talented and Gifted/Ajloun, as it was shown in Table 1.

Table 1. Students' numbers according to independent factors

The factor	Gender	The class			The total	
		7 th	9 th	1secondary		
Talented	Gender	Male	16	22	14	52
		Female	20	10	18	48
The total			36	32	32	100

5.7 The Study Tool: Psychological Security Scale

Sullivan Confirms that the main purpose of human behavior is satisfying needs (Freedman, 1972) in this context, Al Desouki (1979) indicated that children psychologically need the feeling of emotional security, the feeling of being lovely and that they were in love and pride, and the parents are the best to satisfy it. And Zahran (1977) assured that is a fundamental duties of the family is providing individual with psychological security and the mental health where individuals need to have positive and productive personality.

It was used Maslow scale of security which is translated to Arabic by Al-diwani and Al-dirani (1983) and developed to catch and the Jordanian environment. The test contains 75 paragraphs distributed on 3 dimensions, each dimension has 25 paragraphs. Some of the them were positive and some of the them were negative, validity and reliability of the scale were found, and finding the reliability of the scale through the re-application. And the correlation coefficient is 0.84 at the level of the significance of the 0.03 and finding the reliability of the scale at midterm manner. The scale showed high reliability of 0.86 at the level of the significance of 0.02 and finding the validity of the scale through the extraction of indications of concurrent Validity with the Indicative Minnesota scale where the correlation between the degree of both scales was 0.46, and Allaboon used this scale in his study (Allaboon, 2009).

6. Validity and Reliability of the Scale

Validity and reliability of the scale were achieved for the purposes of the current study:

6.1 Content Validity

The scale was showed on the committee of specialists in psychology and Special Education, consisting of 6 experts from members of the teaching staff of Ajloun University, National Islamic Science University and Yarmouk University. It was indicated that there is an agreement on the 95% of the paragraphs, and two paragraphs were deleted, and 73 paragraphs and every paragraph could be answered by 5 answers are (always, often, sometimes, rarely, never) where the distribution of the degrees of pieces ranging between (0-2.5 low) (2.5-3.5 medium) (3.5-5 high), paragraphs dimensions are as following:

- 1) The feeling of security dimension consists of paragraphs 1 to 25.
- 2) The feeling of loyalty dimension consists of and paragraphs 26 to 50.
- 3) The feeling of love dimension consists of paragraphs 51 to 73.

6.2 Construct Validity

The scale was applied to exploratory sample consisting of 30 students of talented students who had been excluded from the sample, it was found the values of correlation coefficients between every dimension, the total scale and the dimensions' correlation with each other, as shown in the Table 2.

Table 2. Correlation coefficient between the dimensions and the total mark of total psychological security

Dimension	The feeling of security	The feeling of loyalty	The feeling of love
The feeling of security	1		
The feeling of loyalty	(.791)**	1	
The feeling of love	(.598)**	(.546)*	1
The total Psychological security	(.913)*	(.892)**	(.816)**

** statistically function at the level of the significance ($\alpha=0.01$)

Table 2 showed that all the values of correlation coefficients ranged between (0.456, 0.913), and all these values statistically function at the level of the significance ($\alpha=0.01$).

6.3 The Scale Reliability

The reliability of the psychological security scale was found through applying to the exploratory sample consists of 30 students (male and female) from talented students, and then re-test application after two weeks on the same group. Then it was found Pearson correlation coefficient, and also it was found stability factor in the way the half split (individual, multi) the results of the application showed the correlation coefficient as in Table 3.

Table 3. Correlation coefficient between the dimensions and the total mark of total psychological security

Dimension	Re-test reliability	Proof of half split
The feeling of security	0.81	0.79
The feeling of loyalty	0.85	0.78
The feeling of love	0.82	0.82
The total Psychological security	0.87	0.83

The table showed that re-test reliability correlations ranged between 0.81-0.85 between the dimensions and 0.87 on the reliability factor of total psychological security and the correlation coefficient in half split ranged from the link between 0.79-0.82 between the dimensions and 0.83 on the reliability factor of total psychological security. This is acceptable correlations for the purposes of the present study.

7. Statistical Treatment

The data was statistically analyzed using the SPSS program in order to:

- Measure reliability coefficient of the study scale by re-application by using Pearson correlation coefficient, and it was found validity of the scale through finding the correlation coefficient between dimension and the total scale, the extent of the significance statistically.
- Measure the arithmetic averages and standard deviations for performance degrees at the psychological security scale and its dimensions.
- Use (T.test) to identify the level of statistical significance of the differences between the arithmetic averages.
- Find a correlation coefficient between the performance of the sample (Talented) at the total psychological security scale and its dimensions and the level of academic achievement represented in the rate of the student in the class.
- Use the 4th variance analysis of gender and class.

8. The Study Factors

The study included the following factors:

The independent factor: level of students (Talented), gender (female, male), class (VII, IX, 1st Secondary).

The following factor: the degrees obtained in class at the total psychological security scale and its dimensions (the degrees obtained in class in educational achievement).

9. Study Design

It was used the quantity survey studies curriculum, and in the light of it the discovery of the differences in the psychological security between different groups of the study. Both male and female, within the stages of different class groups, because the role of this approach is not limited to the description of the psychological phenomena only, but extends to the classification, analysis and comparison. So it was found arithmetic averages, standard deviations at the feeling of psychological security, due to the level of each factor study, and it was found the 4th variance analysis impact of gender, class, educational level of the family (the father and the mother) and the feeling of total psychological security.

10. The Results of the Study and Discussion

10.1 Results on the First Question

The first question was in the study of the text (Are there any differences statistically function at the level of the significance ($\alpha \leq 0.05$) at the level of feeling in psychological security and its dimensions of the talented students, gender and class factors)?

To answer this question, it was found arithmetic averages and standard deviations at the feeling of total psychological security and its dimensions, as it was shown in Table 4.

Table 4. The arithmetic average and standard deviations at the total psychological security and its dimensions

Dimension	The number	Arithmetic	The standard deviation
The feeling of security	100	3.59	0.673
The feeling of loyalty	100	3.63	.540
The feeling of love	100	3.18	.565
The total Psychological security	100	3.43	.472

Table 4 showed that the values of arithmetic averages of psychological security and its dimensions between talented students was 3.59 at the feeling of security, and this is high, and 3.63 at the feeling of loyalty, and this is high at the point cut 3.5, and 3.18 for feeling the love, and 3.43 at the feeling of total psychological security, and this is medium at the point cut 2.5-3. And also find a level of the psychological security and its dimensions among talented adolescents (males and females), as shown in the Table 5. And the level of the psychological security and its dimensions among talented adolescents according to class factor as shown in the Table 6 and also Find the multi variance analysis of the impact of gender and class at the feeling of total psychological security scale.

Table 5. The level of the total psychological security and its dimensions among talented adolescents at gender (males and females)

Gender	The number	User statistical	The feeling of security	The feeling of loyalty	The feeling of love	The total Psychological security
Male	52	Arithmetic	3.33	3.51	2.96	3.27
		The standard deviation	.379	.500	.453	.364
Female	48	Arithmetic	3.59	3.76	3.42	3.59
		The standard deviation	.554	.557	.582	.521
Total	100	Arithmetic	3.45	3.63	3.18	3.43
		The standard deviation	.486	.540	.565	.472

It was shown at Table 5 that the values of arithmetic averages between talented adolescents (male) was 3.33 at the feeling of security, and this is medium and 3.51 at the feeling of loyalty, so this is high at the point cut (3.5), and 2.96 at the feeling of love, and 3.27 at the feeling of total psychological security, and this is medium at the

point cut (2.5-3), and it's based between medium and high. It was shown that the values of the arithmetic averages between talented adolescents (female) was 3.59 at the feeling of security and this is high, and 3.76 at the feeling of loyalty and this is high at the point cut (3.5), and 3.42 at the feeling the love and this is medium at the point cut (2.5-3), and 3.59 at the feeling of total psychological security and this is high at the point cut (3.5).

Table 6. The level of the total psychological security and its dimensions among talented adolescents according to the class factor

The class	The number	User statistical	The feeling of security	The feeling of loyalty	The feeling of love	The total Psychological security
7th	36	Arithmetic	3.71	3.87	3.35	3.65
		The standard deviation	.542	.588	.676	.541
9th	32	Arithmetic	3.30	3.47	2.98	3.26
		The standard deviation	.360	.426	.488	.358
1 st secondary	32	Arithmetic	3.32	3.51	3.19	3.35
		The standard deviation	.416	.506	.441	.400
The total	100	Arithmetic	3.45	3.63	3.18	3.43
		The standard deviation	.486	.540	.565	.472

Table 6 assured that the values of the arithmetic averages between talents in the seventh class was 3.71 at the feeling of security and this is high. And 3.87 at the feeling of loyalty and this is high at the point cut (3.5), and 3.35 for feeling the love this is medium, and 3.65 at the feeling of total psychological security, this is high at the point cut (3.5). It was shown that the values of arithmetic averages between talents in the ninth class was 3.30 at the feeling of security and this is medium, and 3.47 at the feeling of loyalty and this is high at the point cut (3.5), and 2.98 at the feeling of love and this is medium, and 3.26 at the feeling of total psychological security and this is medium at the point cut (2.5-3.5), and the values of the arithmetic averages between talents in the first secondary class was 3.32 at the feeling of security and this is medium, and 3.51 at the feeling of loyalty and this is high at the point cut (3.5), and 3.19 at the feeling of love this is medium, and 3.35 at the feeling of total psychological security and this is medium at the point cut (2.5-3.5), and there were statistical differences between the dimensions of psychological security and its factors (gender and class). It was found the multi variance analysis as in Table 7, and there were a statistical differences between the level of the total psychological security and gender factor (male and female) and class factor.

Table 7. The multi variance analysis for gender and class at the dimensions of psychological security of talented adolescents

The factor	Dimensions	Sum of Squares	Degrees of freedom	The average squares	The value of P	Statistical Significance
Gender Wilks=.864 Significance=.004	The feeling of security	1.130	1	1.130	5.675	.019
	The feeling of loyalty	1.104	1	1.104	4.163	.044
	The feeling of love	3.884	1	3.884	14.424	<-.000
The class Wilks=.818 Significance=.006	The feeling of security	3.298	2	1.649	8.278	<-.000
	The feeling of loyalty	2.866	2	1.433	5.404	.006
	The feeling of love	1.201	2	.601	2.230	.113

Table 7 showed statistically significant differences at ($\alpha \leq 0.05$) at gender factor and the dimensions (the feeling of security, the feeling of loyalty and the feeling of love), and there were statistically significant differences at ($\alpha \leq 0.05$) at the class factor and the dimensions of the total psychological security scale (the feeling of security and the feeling of loyalty).

Table 8. The multi variance analysis of gender and class on the feeling of total psychological security

The source of the Variance	Sum of Squares	Degrees of freedom	The average of squares	The value of P	Statistical Significance
Gender	1.809	1	1.809	9.680	.002
The class	2.274	2	1.137	6.085	.003
Wrong	17.190	92	.187		
The total	1196.085	100			

Table 8 assured a statistical significant differences at the level of the significance ($\alpha \leq 0.05$) at the total psychological security and gender factor in favor of females among gifted students.

10.2 Discussion of the 1st Question Results

It was shown at Tables (4, 5, 6, 7, and 8), the study is consistent with the study of (Al Rihani,1985) which indicated that females have more feeling of psychological security than male. And the study (al-Al-Qasem, 2006) indicated that there were differences in the psychological security and its dimensions (accepting others, psychological comfort, psychological stability) at the gender factor in favor of females, and this agreed with Abu Amra (2012) study which indicated that there were differences in gender among the sons of martyrs. And it agreed with the study by Bani Mustafa and Al-sharefeen (2013), which showed that there were differences in psychological security and all its dimensions attributed to gender in favor of males. And the results of the study it hadn't agreed with Mahmoud (1989), Saad (1998), Al-aqra (2005), Agl (2009) and Alzahra (2013) that there weren't statistically significant differences at the level of psychological security and due to gender. The researcher had interpreted the results of this study that males are more inclined to clash others, especially in adolescence, they are more aggressive and facing the Authority, which makes them in the quarrels and unacceptable, males are more spacious in social interaction with others, which makes them have less feeling of psychological security. Female are more inclined to withdraw at an expression of refusal in the social attitude of the confrontation and clash of female in the eastern community is contrary to the customs and values which makes females have more feeling of psychological security than males. The researcher found that this result consistent with the background of the Arab Education eastern, males are more anxiety and fear from the future, which make the feeling of psychological security weak. And Tables (4, 5, 6, 7, and 8) that there were differences in the level of the total psychological security and feeling of security and feeling of loyalty for the seventh class. And that the results of the study agreed with Al Anzi (2004), which indicated there were differences in psychological security between the participants and non-participants in extracurricular activities. It also agreed with Jacobson and Bar-Tal (1998), which assured that the psychological security depended on the experiences, knowledge and processes, which were different from class, and consistent with the results of Kulivkova (Kulivkova, 2008), which referred to the importance of the role of cultural and social reality to provide a psychologically educational secure environment. And that is incompatible with the results of Mahmoud (Mahmoud,1989), Al-Agraa (Al-Agraa,2005), Al-Qasem (Al-Qasem, 2006), Agl (Agl, 2009) and Omar (Omar, 2014) studies which indicated that there weren't statistically significant differences at the level of Psychological security. And its dimensions between the ordinary adolescents and talented, and the researcher interpreted the results of the study that the feeling of psychological security depends on available psychological secure environment and developmental stage of the adolescents, the child in the seventh class will be at the beginning of adolescence and not facing identity conflict referred to the psycho-social theory by Ericsson. So it is natural that the child in the seventh class (12 years old) is more careful to be calm and less rashness to face problems that make them have more feeling of psychological security than students from the first secondary (17 years old). Although the privacy of the sample the talented and ordinary adolescents passing the same developmental stages, and the adolescents in the first secondary (17 years old) were in a stage of identity conflict, physical and gender mature stage .

11. The Results of the Second Question

The second question was (Are there any differences statistically function at the level of the significance ($\alpha \leq 0.05$) at the level of feeling of psychological security and its dimensions of the talented students and educational level of the father and the mother)?

To answer this question it was found the values of arithmetic averages, standard deviations of the level of the feeling of psychological security and its dimensions among talented students according to mother's educational level factor, as it was shown in Table 9. It was found the values of arithmetic averages, standard deviations of the level of the psychological security and its dimensions among talented students according to the educational level of the father factor, as it was shown in Table 10. It was found the multi variance analysis of the educational level of the father and mother at the dimensions of psychological security of talented adolescents, as it was shown in Table 11. It was found the multi variance analysis of the level of total psychological security of talented adolescents at the educational level of the father and mother, as it was shown in Table 12.

Table 9. Arithmetic averages and standard deviations of the level of the feeling of psychological security and its dimensions of among talented students according to mother's educational level factor

Education of the mother	The number	User statistical	The feeling of security	The feeling of loyalty	The feeling of love	The total Psychological security
General secondary what without	28	Arithmetic	3.45	3.59	3.27	3.44
		The standard deviation	.575	.580	.623	.537
The University	60	Arithmetic	3.45	3.64	3.15	3.42
		The standard deviation	.462	.540	.557	.461
Postgraduate studies	12	Arithmetic	3.46	3.65	3.13	3.42
		The standard deviation	.411	.480	.479	.395
Total	100	Arithmetic	3.45	3.63	3.18	3.43
		The standard deviation	.486	.540	.565	.472

Table 9 showed that the arithmetic averages at the level of psychological security and its dimensions at the educational level of the mother (general secondary what without) ranged between 3.27-3.59, which based within (medium and high). The arithmetic averages in the level of the psychological security and its dimensions at the educational level of the mother (a university study) ranged between 3.15-3.64, which based within (medium and high). And that the arithmetic averages at the level of the psychological security and its dimensions at the educational level of the mother (postgraduate studies) ranged between 3.13-3.65, which based within (medium and high).

Table 10. Arithmetic averages and standard deviations of the level of the feeling of psychological security and its dimensions of among talented students according to father's educational level factor

Father's education	The number	User statistical	The feeling of security	The feeling of loyalty	The feeling of love	The total Psychological security
General secondary what without	35	Arithmetic	3.42	3.60	3.16	3.40
		The standard deviation	.525	.577	.603	.514
The University	49	Arithmetic	3.50	3.65	3.21	3.46
		The standard deviation	.480	.531	.530	.450
Postgraduate studies	16	Arithmetic	3.39	3.60	3.13	3.38
		The standard deviation	.430	.515	.614	.466
Total	100	Arithmetic	3.45	3.63	3.18	3.43
		The standard deviation	.486	.540	.565	.472

Table 10 assured that the arithmetic averages at the level of the psychological security and its dimensions at the educational level of the father (general secondary what without) ranged between (3.16-3.60), which based within (medium and high). The arithmetic averages in the level of the psychological security and its dimensions at the educational level of the father (a university student) ranged between (3.21-3.65), which based within (medium and high). And that the arithmetic averages at the level of the feeling of psychological security and its dimensions at the educational level of the father (postgraduate studies) ranged between (3.13-3.60), which is located within the level medium and high.

Table 11. The multi variance analysis the educational level of the father and educational level of the mother on the psychological security and its dimensions among talented

The factor	Dimension	Sum of Squares	of Degrees freedom	The average of squares	The value of P	Statistical Significance
The educational level of the Father Wilks=.981 Significance=.944	The feeling of security	.083	2	.042	.209	.812
	The feeling of loyalty	.005	2	.002	.009	.991
	The feeling of love	.125 m	2	.062	.231	.794
The mother's level of education Wilks=.950 Significance=.593	The feeling of security	.108	2	.054	.271	.763
	The feeling of loyalty	.180	2	.090	.340	.713
	The feeling of love	.455	2	.227	.845	.433

Table 11 showed that there weren't any statistically significant differences at ($\alpha \leq 0.05$) at the dimensions of the feeling of psychological security, the educational level of the father and the educational level of the mother.

Table 12. The multi variance analysis of the level of feeling of total psychological security at the educational level of the father and mother among talented adolescents

The source of the Variance	Sum Squares	of Degrees freedom	of The average squares	The value of P	Statistical Significance
Father's education	.028	2	.014	.076	.927
Mother's Education	.075	2	.037	610,200	.819
Wrong	17.190	92	.187		
The total	1196.085	100			

Table 12 assured that there weren't any statistically significant differences at ($\alpha \leq 0.05$) at the feeling of total psychological security and the educational level of the father and the mother among talented students. The researcher didn't find any Arab or foreign studies support or oppose the results of this study. Only a study of Kulivkova (2008), which showed the importance of the role of cultural and social reality, and teaching methods in providing a psychologically educational secure environment, this based within the educational level of the family (the father and the mother). And Al-Qasem's (2006) study which assured that there wasn't a correlation relationship between social and economic level of the family and psychological security. Al-Aqraa's (2005) study which showed that there were statistically significant differences at the level of psychological security due to the place of residence and level of education of the family.

11.1 Discussion of the 2nd Question Results

The researcher explained the results of this study that the members of the study sample live the same social and economic conditions. The members of the study sample were classified as one of rural communities, which provide psychological support and social control between its members, and the customs, values, traditions, the methods of socialization. And ambition between parents are the cause of this similarity between the members of the sample.

12. The Results on the Third Question

The third question was (Is there a relationship statistically function at the level of the significance ($\alpha \leq 0.05$) between the level of feeling of psychological security and its dimensions and the academic achievement)?

To answer this question, it was found Pearson correlation coefficient of the relationship between the level of psychological security and its dimensions and educational achievement among the talented adolescents, as it was shown in Table 13.

Table 13. Pearson correlation coefficient of the relationship between the level of psychological security and its dimensions and educational achievement among the talented adolescents

Dimension	User statistical	The Student Rate
The feeling of security	Correlation coefficient	.268(**)
	Statistical Significance	.007
The feeling of loyalty	Correlation coefficient	.228(*)
	Statistical Significance	.022
The feeling of love	Correlation coefficient	.156
	Statistical Significance	.122
The total Psychological security	Correlation coefficient	.243(*)
	Statistical Significance	.015
The number		100

Table 13 showed there were a positive correlation statistically function at ($\alpha \leq 0.05$) at the level of the total psychological security of feeling, and the dimensions of the feeling of security and the feeling of loyalty, and there weren't a correlation statistically function at ($\alpha \leq 0.05$) at the feeling of love.

12.1 Discussion of the 3rd Question Results

The results of the study agreed with Al-Zahra (Al-Zahra, 2013), which indicated that there were a correlation relationship statistically function between degrees of learning achievement for students in the secondary stage and the level of the psychological security. And the results of the study were incompatible with Al-aqraa's (2005) study, which showed that there weren't statistically significant differences at the level of psychological security attributed to the accrual rate.

The researcher explained the results of this study that the availability of psychological security support and increase Academic progress, and improve the educational performance. And this agreed with the theory of Maslow that showed the importance of the availability of psychological security in achieving the needs of the individual (self-assessment, love of knowledge and self-reliance), which improves the performance, and when the security haven't been achieved, the individual seek for achieving saturation intellectually and psychologically that affect the school performance and capabilities in the school achievement.

13. Recommendations

The researcher recommends that

- It is necessary to prepare programs to improve the psychological security among talented students.
- It is necessary to do more studies about the psychological security and its relationship with the family and social anxiety.
- It is necessary to do more studies of the psychological security and its relationship to the level of satisfaction in life and religious observance.

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