

Job Security and Its Correlation to Smart Thinking for Primary School Teachers in the City Of Baghdad

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Abstract:

This research aims to investigate the correlations between the job security and smart thinking of primary schools teachers in the city of Baghdad through answering the following hypothesis:

- 1- There is no statistically significant difference at the level of (0.05) between the average of teachers' job security degrees and the average of female teachers' job security degrees in the primary schools.
- 2- There are no statistically significant differences at the level of (0.05) between the average of teachers' smart thinking and the average of job security for female teachers in the primary schools.
- 3- There is no correlation between job security and smart thinking for male and female teachers at the primary schools.

In order to achieve the objectives of this research, the researcher designed the job security and smart thinking tests. These two tests were applied on a sample of primary schools teachers in Baghdad. The size of the sample were (254) teachers from the total community of the study. Teachers have been selected randomly to represent (127) male and (127) females. Moreover, after data collection and the carrying on the procedures of statistical analysing, the researcher found out the following results:

1. There are statistically significant differences in favor of female teachers regarding the job security variable.
2. There are statistically significant differences in favor of female teachers regarding the smart thinking variable.
3. There is a correlation between job security and smart thinking for the teachers in primary schools in Baghdad.

Key words: (job security, smart thinking)

Research problem:

The importance of this study derives from its connection with an important need of the human psyche, namely, job security which is related to the security of the teacher and his future. As the absence of security may cause anxiety and tension for the teacher. The lack of job security may lead also to poor performance of teachers, or they might attempt to get rid of current situation to get a safer future.

Job security is the teacher's sense of reassurance about the source of his income, his stability at work, and his lack of exposure to organisational and personal conflicts and work pressures (Al-Kharb, 2006: 18). It is also the most basic component of the educational process, as it affects the teacher's performance positively and negatively, and the level of motivation. Since the teaching career is considered as one of the most professions that are associated with a high level of societal pressures and work pressures at the same time. (Al-Salim and Al-Ali, 2012: 179-205)

The researcher believes that the teacher who loses a sense of security appears to be anxious about daily life situations, and shows less ability to initiate and has less flexibility than others, more suggestible, and more rigid, hesitant and cautious. He responds to life situations driven by the fears and insecurities that he feels. This is what most studies have indicated, as it has shown that individuals who have lost their security, whether psychological, social or functional security, they have symptoms of mental illness, and the teacher needs to have his tasks clear and explicit. He also needs to be given his right of appreciation if he makes an effort and performs the role assigned to him properly.

Furthermore, Training teachers on smart thinking will give them a sense of conscious control over thinking, and enable them to make judgments and generate new ideas which will be reflected in improving their level of

performance and self-confidence (Al-Zyoud, 1999: 117). The problem of this study stems from the presence of a problem in one of these matters:

First: The presence of some teachers who need more job security in their work environment, through the achievement of organisational policies that would meet the preventive needs of the teacher which protect him from the occurrence of injustice, bullying, harm, or even just anxiety. Even when the teacher performs his job, he may be subject to some anxiety, which could affect his performance. Therefore, the researcher hopes, through this research, to reveal the fact that these matters exist or not in the reality of teachers' career. Whether in terms of the wage that the teacher receives and his sufficiency to secure a decent life for him and his family members, or in terms of his safety from the domination of his administration. So that there are regulations that protect him from any unfair administrative decisions, or in terms of the existence of regulations that protect him from any bad behaviour that may be conducted by his students. All of these matters may have implications on teacher's performance, directly or indirectly, at a time when we relies heavily on the educational role of the teacher in serving his country and nation.

Second: The presence of exaggeration in job security among some teachers, in the sense that the teacher feels that administrative decisions are incapable of affecting him, and that he can fall short in performing his duty without being deterred. Thus, this issue makes us wonder: Is job security a blessing that has implications positivity on the performance of teachers, or is it a negative impact.

Third: Thinking of ordinary daily life is typical thinking that usually does not lead us to a significant growth in our experiences and information, while smart thinking leads us to growth in our experiences and knowledge as it results in a deep understanding of the phenomena of our lives and we have come to new conclusions and inferences, so we seek to learn this kind of thinking for teachers.

Research importance:

The interest of countries in educational affairs increased after they perceived the extent of the influence of this sector in the economic, social, scientific and cultural aspects. Moreover, the effective role of educational sector in changing the reality of these nations and developing them. Therefore, many educational and psychological research papers and studies highlighted the role of teachers in terms of preparing them and building their personality. This means they are the key to the success of the educational process, which is indispensable in the formulation of its various dimensions and to achieve best results. The researcher believes that the role of the teacher is one of the most powerful roles in raising minds and forming competent citizens. In addition, educational institutions also seek to form the teacher comprehensive training in various social, moral, physical, scientific, emotional and other aspects, and this comprehensive formation is achieved by education through building an integrated teacher. Among the aspects that we have mentioned have their value in this general formation and without them the personality of the teacher is not integrated. Since the world today is witnessing a wide movement towards the improvement of teachers. Alongside with this, a general and relative movement in our country, and one of the signs of this movement represents by the emergence of a new intellectual pattern that gives teachers more attention as they are a distinctive stage in the general growth of the human being.

The teacher has rights and duties. One of these duties is to perform his work properly and to do his best to fulfill it. Moreover, among his rights is to be treated well, and to receive the wage that he deserves, in addition to the right of being secure in his job. Also, to feel that his job will not be taken away from him and to assure him always and guaranteed his work.

Job security is the one that makes the teacher feel reassured about his future career and provides him with fertile soil in which to grow, develop himself and improve his performance. One of what the teacher fears most is to be dismissed from his job (early retirement). As it is the source of his livelihood on which he lives, and many institutions are keen on take care to provide the teacher with a sense of stability.

The educational organisations are keen to provide stability to the teacher, they are also emphasis on the teacher to perform his work, and fulfill his duty, not to be negligent or careless. Hence, they make his good performance in return for notifying him of this stability. The most important success factors of notifying the teacher about the assurance is to let him know these procedures when he is recruited and realizes these rights are set in exchange for his duties towards work "(Abdel-Wasei, 1999: 40).

What is more, smart thinking is one of the types of thinking that represents one of its highest levels of cognitive organization, because it is based on perception as it requires from individual to have a mental activity that is more complex and difficult than the activity required by other levels. Through the connected understanding with its use and convey it to others, having determining the form of knowledge that intended to use. The relationships and connections between ideas, events and actions become meaningful only in their context (how, where, when, and why) (Allen, 2004: 3-6).

Teaching skillful thinking to the teacher may be the most important work that can be done for many reasons. One of these reasons represented by raising the level of thinking competence of the student (Feuerstein. 1980: 63), and improves the academic level aligned with teaching thinking processes and skills that lead to higher achievement, as measured by final exams or quarterly, compared with content education (Estes, 1972: 28). If we teach students how to think, then in this case we must not be concerned only with what our students know, but rather we have to care about what their behaviour will be in matters that they do not know. As the smart behaviour appears clearly when we face issues and problems that we do not know how to deal with. We always aim for the teacher to employ what he previously learned in solving the problems and issues he faces, old or recent (Adas, 2000: 65).

Therefore, the need seems urgent to pay attention to this educational issue, as well as the importance of this research and the need for it as a starting point for new visions for education and requirements, which is what the researcher aspired to in identifying job security and its relationship to the smart thinking of primary school teachers in Baghdad.

Based on what have been mentioned above, the importance of this research is represented in the following points:

1. Motivating male and female teachers, in order to focus on producing creativity, creative energies and innovation, which appear to contribute in raising the quality of educational performance.
2. The importance of teachers' security, as well as being part of the basic pillars of the national economy, to provide it with human minds.
- 3- It is considered one of the most important topics in the educational institutions environment. Due to sending intellectual and cognitive dimensions to enrich the library with new topics and it may raise the interest of researchers and practitioners, as a starting point for other studies.

Research goal:

To identify job security and its relationship to the smart thinking of primary school teachers in Baghdad.

1- Research Hypotheses:

- 1- There is no statistically significant difference at level of (0.05), between the average of male teachers' job security degrees and the average of female teachers' job security degrees.
- 2- There is no statistically significant difference at level of (0.05), between the average of teachers' smart thinking degrees and the average of female teachers' smart thinking degrees.
- 3- There is no correlation between job security and smart thinking for the teachers of primary school in Baghdad.

Terms Definitions:

First - Job Security: It is defined by:

(Sarayra, 2009): Employees' feeling of a sense of security expressed in all forms of tranquility and serenity, which are the needs that appear in human pollution, especially within the work environment. (Sarayra, 2009: 6)

A-Maghribi (2010) defined it as a set of assurance and job benefits required by the workers such as securing from losing job without legal cover. Also feeling safe from tough administrative procedures, the matter that leads to psychological serenity and raising morale, thus improving performance and enhancing organisational loyalty. (Al-Maghribi, 2010:307)

Al-Twajjiri (2017) defined it as that common manner for the organisation when the teacher feels safe as long as doing his job, and decrease the odds of termination. Also, feeling in the suitable environment to work positively with high productivity. (Al-Twajjiri, 2017:34)

However, the researcher defines it procedurally as: Satisfying the immediate and future needs of teachers socially, psychologically and financially, in a way that reflects positively on their feeling about their jobs, their stability at work, and their lack of exposure to pressures as a result of organisational and personal conflicts that make them feel unqualified for the job, which is determined by the sample responses to the tool prepared for the research.

Second - Smart Thinking: it has defined by:

1. (Matthew 2004) as: the understanding associated with using and presenting knowledge and delivering it to others. Once we understand that knowledge contains countless links between pieces of information, then we are able to determine the form of knowledge we want to use. (Matthew 2004: 5)

2. Costa & Kalick (2005) defined it as the individual's tendency to act in an intelligent way when confronting a problem that the answer or the solutions is not available in the individual's cognitive structure, It also refers to the employment of intelligent behaviour when the individual does not know the appropriate answer or solution. (Costa & Kalick, 2005: 28).

3. Razooqi and Jamila (2016) defined it as a type of thinking that the learner possesses through experience or skill in any field, in which he uses groups of intelligent behaviour just like using thinking in flexibility, fluently, listening, and communication with others, perseverance, accuracy, clarity, questioning in posing problems, curiosity and adventure to face problems and solve it. (Razuki and Jamila, 2016, 109-111).

The researcher defines it procedurally as: Teachers' behaviour employment to face problems when they do not know the appropriate solution by smart actions, and it can be inferred through the total score obtained by the respondent through his response to the statements of the skillful thinking scale that the researcher prepared for this purpose.

Literature review and previous studies:

First: Job Security:

Job security is one of the most important pillars of success in any organisation. There is no successful and high-productive organisation, unless job security is achieved and exist in it and vice versa. As the lack of job security or its low grade in the any organisation always reflects on its productivity and success, even though if the organisation includes highly qualified and specialized staff in its field of work.

Job security assures the continuity of teacher's job due to the general economic conditions in the country. It means the possibility of retaining his job for the longest period of time in the educational organisation, and it is a human need that the individual always seeks to satisfy, which is one of the basic and very important requirements for the individuals (Ibrahim, 2003: 21). While Al-Kharab (2006) believes that job security is the employee's sense of reassurance about his source of income, his stability at work, and his lack of exposure to organisational and personal conflicts and work pressures (Al-Kharab, 2006: 36). Moreover, Al-Shahrani (2005: 14) stated that it is a need, and a destination, a psychological and material form that represents one of the most important human needs, and security is the opposite of fear. Individuals and community could be safe or afraid according to the threats they face in life. For instance, life, religion, and money. The less individual or community fear, the greater the security and reassurance of souls, and vice versa.

The importance of job security:

The importance of job security derives from its consideration as one of the basic requirements that the individual needs, as it is related to his security and continuity with his work and securing his source of livelihood, in addition, it develops the spirit of cooperation, belonging and a sense of responsibility between him and the employees. The management who thinks that sacking employees is an easy way is considered as unqualified management. This kind of actions reflected on individuals perspectives about their organisation. The following points can explain the importance of job security:

- 1- It provides an appropriate environment for creativity and innovation, and increases the ability of teachers to discover new solutions to the problems they face at work in an innovative way that saves time, effort and cost. (Al-Douri, 2005: 32).
- 2- Job security contributes in achieving job satisfaction for the teacher. Confidence, calmness and motivation help teachers to carry out the workloads and effectively face its problems (Al-Shammari, 2002: 56). Additionally, decreasing anxiety that affects teachers from the fluctuations of political and economic situations, leaderships and changes in departments, which causes the termination of their services. (Al-Tuwaijri, 2017: 34).
- 3- Achieving psychological and social stability in the institution in which the employee works (Simsim, 1424:11). The teacher who does not feel stable as a result of lack of job security or his low level is less able to perform well or face contemporary problems that require innovative methods and solutions. (Abu Shama, 1999: 73).
- 4- It is a way of improving performance. As when the employee feels that there are strong assurance at work, and that the work satisfies his physiological, psychological and social needs and gives him the rightful place in society. The employee will strive to develop his performance towards better. This is

due to these guarantees increase the perception of security and decrease the anxiety and fear from future (Al-Hazazi, 2015:27).

Through what has been mentioned, the importance of job security increases when there are mutual human and social relations between the administration and the teachers, which motivates them to persevere and work with honesty to achieve a high level of loyalty, commitment and confidence. As teachers realize that there is a high level of job security in the environment they work in, and this environment is stable, secure, and able to protect them and fulfill their hopes and future aspirations.

Job security dimensions:

1- The human dimension:

Job security is considered as an important and basic requirement for teachers as it is related to the concept of a decent life that it strives for, which is based on three important pillars, namely: the employee's ability to satisfy his basic needs such as food, housing, medicine and education. Also, his freedom from illegal restrictions on his personal status and moral rights. However, the second pillar is the organisation which provides acceptable level of job security has fewer obstacles that prevent the achievement of its objectives. While the third pillar relates to their right to invest what remains of their energy and time after satisfying their basic needs for the requirements that complete their happiness. For example, the practice of political, social, and intellectual activities. (Al-Hazimi, 2010: 84)

2- The ethical dimension

It represented by the awareness of educational institutions about the relationship of job security morals which has a cause and an effect. As it has a major role in its stability or instability, because the emergence of the moral ideals in the practices and behaviours of the teachers is connected with a high level of their stability and vice versa.

3- The social dimension:

The existence of a system based on equality in the distribution of salaries and profits to tie the differences between different social classes would lead to the consolidation of job security. While social injustice for a specific portion of the society would lead to losing its job security. For instance, actions such as giving them fewer incentives, placing them in low employment positions, or not granting them a salary, would result in losing job security. (Al-Hazmi, 2010: 86)

4- The ideological dimension:

It refers to the organisational culture prevailing in organisations, and the organisational values that contribute in identifying appropriate and inappropriate behaviours that shape and affect the way in which members of the organisation behave. This done by establishing and supporting rules of behaviour that require teachers to be creative and proactive while giving them freedom to act. Furthermore, promote their values and ethics which enhance the necessity of negotiation and consultation among themselves when making important and appropriate decisions that serve the goals and objectives of the organisation. In other words, establishing the essential social preparation rules for the organisation that describe how individuals learn the organisational culture. This could be occur through the integration of individuals and teach them the behavioural rules and values related to the organizational culture. Then, they become active members and participants, which contributes to raising their levels of job security. (Will and Jarrett, 2001: 651)

Second: smart thinking:

The need has arisen in this era to train the individual skilful thinking and other types of thinking in order to have a skill that enables him to keep pace with current challenges. This could help him to generate new and growing solutions that qualify him to dive into the depths of the issues. Even when we think about our daily life, we do not only have to solve problems, but we also have to find them among the stream of continuous and complex stimuli that impose upon us demands and concerns and find appropriate solutions to them.

Thinking represents one of the highest levels of cognitive coordination, because it is based on perception and its use and requires mental activity that is more complex and difficult. One of its most important functions is to find solutions to problems and obstacles that prevent the individual from doing his psychological and physiological needs. In other words, it is a behavior or a mental activity that is generated and activated due to the existence of a problem. Where this problem has cause a failure to previous common behavioural patterns in finding remedy. Therefore, thinking is a key factor to human cognitive constructivism. In addition, it is distinguished among other cognitive processes by its complexity and it has a higher levels and more capable to penetrate through the

depth of phenomena. So the employment of this kind of thinking would transfer idle processes into a mental activity.

Smart thinking also means:

- Expressing main ideas.
- Ideas planning in order to communicate and understand them clearly.
- Covering all important parts of the topic.
- Setting out the pillars that proves facts with evidence and logic.
- Presenting ideas by linking them together to convince the reader by the obtained result. (Allen, 2004:1)

A clever teacher needs to separate his thinking from himself. This can be done when he can observe the relationship between his thinking about the event and observing the places of error in it. Debono believed that the self is the mediator of thinking activity, as it needs to remove its thinking from the ego in order to be able to notice his thinking and notice its mistakes. This is necessary for the distinguished and those who can fall into the errors of hasty thinking, the quick logical answer and easy conclusions in reaching results. Also, there is the problem of falling into mistakes and always believing that he is right (Al-Sorour, 2005: 137).

Smart thinking properties:

Key characteristics of smart thinking	Qualifications of a smart teacher
1. Knowledge and Science are two sides of the same coin.	1. His five senses are in a good health
2. Examine the issues from all angles.	2- Has a reasonable means in investigating and following up issues and their effects, relying on information and evidence.
3. Linking texts with their content that could be done through showing texts and presenting them or use them.	3- Possesses extensive experience of his environment and has the ability to remember accidents and experiences that he went through.
4. Doing data evaluation in a critique way without depending totally on anything or correlate between them. (Allen, 2004:2)	4. Known as "Dynamic", then he changes in typical methods and transform them into better results. (Nofal and Rimawi. 2008: 82).
	5- Has flexibility and objectivity in order to reach the truth. (Al-Qaisi, 2008: 173)

The importance of teaching and learning smart thinking skills:

The researcher believes that smart thinking skills are important and they represent by the following points:

- 1- It has a vital role in learners' success and their progress inside and outside the educational institution. Because their performance in educational academic tasks, school tests, and life situations pre-study and post-study (such as relationships with others and work requirements) are representing the products of their thinking and according to that the extent of their success or failure is determined.
- 2- It improves the academic level in addition to teach processes and skills of thinking which resulting in higher achievement, as measured by the final or semester exams, if compared with content learning.

What is more, it gives the learner the basis of conscious control over his thinking, and when this learning is associated with academic level improvement, learners' self-confidence feeling will grow to face school and life tasks. Furthermore, it helps in employing all what have been mentioned in problems solving whatever they are old or new issues. Moreover, this contribute in an essential role for the learner in performing activities and adaptations that cannot be done perfectly. Where thinking is the highest level of cognitive organisation because it is based on perception, and its use needs form learner a complex mental activity. That usually be harder than what other activities require.

Previous studies:

The researcher reviewed many previous studies, and she found few studies have carried out in this field. Some of them were related to some extent to the topic of this study. A number of studies have been selected which were the most related to research topic.

First: studies related to job security:**1- Study of Al-Mahdi et al.(2018)**

This study aimed to reveal the reality and the dimensions of job security availability to the teachers of private schools in the Sultanate of Oman. It aimed to determine its impact and its influence on some variables (type, sex). In addition, to investigate the challenges and the recommendations that achieve job security dimensions for private school teachers from their perspectives. A questionnaire have been designed with four main sections: The first one was related to job continuity, the second was related to security that connected with job changes, third connected with employee caring, and the last section linked with economic needs. Research sample included 324 teacher who work at private schools. The outcomes of this study revealed that the degree of job security availability which based on the fifth scale is moderate and high in some other sections. It was also ordered in descending order starting from the job security domain which linked with employee's caring 3.76. Then job security domain that linked with job continuity 3.75, and job security domain that related to job changes 3.71, and lastly job security domain that connected with economical needs 2.96. The research indicated a statistically significant differences in two dimensions on female's behalf. The most important recommendations were securing the rights of Omani teachers in private schools, issuing fair and stable salary system for all teachers in private schools (Al-Mahdi et al., 2018: 46).

Second: Studies related to smart thinking:**Study of Al-Saffar(2008):**

The title of this research was smart thinking and its correlation with cognitive preference and the capability of problems solving for university students. The aim of the study was to identify the level of smart thinking of university students, and measure cognitive preference, and the ability to solve problems among university students. The researcher designed scales to measure smart thinking, cognitive preference, and also adopted the problem-solving scale (Al-Kubaisi, 1989).

The researcher applied the three scales on his sample which included (405) students. The selection of the sample was randomly which represent a rate of (10%) from the total sample community of (4054) student. Research sample involved fourth stage students of Education College at both Al-Mustansiriya University, and the University of Baghdad. The statistical analysis of this research revealed that most research sample possessed smart thinking with a high degree. The smart thinking is neither affected by gender (males and females) nor by specialization. The outcome of the relationship between smart thinking and cognitive preference, smart thinking with the retrieval pattern was an inverse relationship. However, the correlation with the rest of the patterns was positive, and it did not affect or affected by the smart thinking. Also, there were an existence of a relationship between smart thinking and the ability to solve problems. (Al-Saffar, 2008: h - i).

The benefit from reviewing previous studies:

In light of what has been reviewed from previous studies, the researcher has benefited the following:

- 1- Identifying the tests and scales that adopted in these studies and using them to design tools for this research, such as the smart thinking test, and the job security test.
- 2- Previous studies revealed the lack and scarcity of studies that dealt with smart thinking and its relationship to job security.
 - 2- Choosing the appropriate and reliable statistical means in order to find the results of this research.

Research procedures:**Research Methodology:**

In line with the objectives of current study, the descriptive approach has been used, specifically the relational approach. This is because it is concerned with collecting accurate and scientific descriptions of the phenomenon under investigation. Also, it describes the current problem, its interpretation, and propose solutions to the problem.

Research sample:

The population of current study consists of all primary school teachers in the city of Baghdad (morning study) for the academic year (2019-2020). The total number is 714 teachers. The selected sample for this research conducted by using intentional stratification method. The number of primary school teachers were (254) which selected randomly from the total community. Moreover, this number is divided into (127) male teachers and (127) female teachers which represents (29%) from the total number of female teachers.

Research tools:**First: Job security test:**

The researcher depend on the questionnaire as a main tool to collect the data, therefore, she designed the statements align with the environment of the research. The questionnaire consists of (43) various statements that measures job security. The researcher intentionally extracted the psychometric properties of the test having applied it on exploratory sample.

A- The exploratory application of the test: It had two phases:

- **First exploratory Application:**

In order to make sure that test instructions are clear especially test's statements and test's period, the researcher conduct a pilot survey on exploratory sample includes (20) randomly selected teachers. Under the supervision of the researcher, it has been found that the statements were clear and the instructions were obvious. The average time of test responses was (58) minutes.

- **Second exploratory application:**

After completing the process of statements clarification and examine test instructions, the test has been applied again on another exploratory sample. This time the sample size was (100) teachers who were randomly selected according to their gender. This process done under the supervision of the researcher himself with assist of some teachers.

Psychometric characteristics of job security test:**Validity:**

The researcher verified the validity of job security test by using two methods:

1- Face validity:

It has been achieved by presenting the current test to a group of arbitrators, including specialists in education, psychology, teaching methods, and educational management to judge it on specific points such as:

- Clarity and validity of the statements and instructions for what they were designed for.
- The validity of each statement of the test and identify its extent to measure job security.
- Adaptation of the test statements to the research sample.

All test statements have been accepted by the arbitrators with (100%) percentage, and few amendments have been done including paraphrasing to some sentences. However, there was not any deletion process for test statements.

2- Construct validity:

In order to calculate the correlation between test statements and the score, (40) questionnaires were randomly selected from the sample. Then, their scores were arranged in ascending order. Correlation coefficients have been extracted and it has been found that they are ranged between (0.74- 0.87). These correlation coefficient are considered as high indicators for statement internal consistency of the test.

Consistency:**The researcher used two methods to find consistency:****Test-Retest method**

The test was applied to the exploratory sample that was mentioned previously. The sample re-tested again two weeks later. The correlation coefficient between teachers' score for the first and second attempts calculated by

using Pearson's correlation coefficient. The result showed a number of (0.90) which represents an excellent correlation coefficient.

1- Using the Kuder-Richardson-20 equation

Another method adopted for calculating the consistency coefficient which is finding the homogeneity coefficient. By applying the (Kuder-Richardson-20) equation in order to find the consistency coefficient for the job security test, it was found that it is equal to (0.79) and this is considered as a good consistency coefficient.

Smart Thinking Scale:

A- Formulating test items:

The researcher first drafted the test statements and did the following:

- The statement should express only one idea, and it is subject to only one interpretation, that the content of the statement is clear, explicit, and direct. It should be suitable for the level of understanding of sample members. Moreover, excluding the negation tools as much as possible to avoid confusion in their answer. It is worth mentioning that the test statements were (35) statements.
- Presenting questionnaire statements to experts:

The researcher presented the test statements to a group of (12) arbitrators who were experts in the field of education, psychology, and educational management in order to express their opinions by judging the extent of the validity of the statements. Then, an agreement percentage of (80%) was approved so that the tool is considered acceptable, and the agreement was confirmed for (30) of test statements.

B- Test exploratory application: Formulating test instructions:

Having done the necessary adjustments in the light of the experts' opinions, instructions were prepared for the test that explain to the respondents how to answer its statements, and it was taken into consideration in that they should be suitable for the participants. Also, they have to be easy to understand, clear, and the purpose of the test was clarified. The participants have been informed about the purposes of the test which is only for scientific research. They also have been asked to answer all test items frankly and honestly.

C- Conducted through two phases:

1- The first exploratory application:

In order to ensure the clarity of test instructions, the clarity of its statements and test duration, the researcher applied it to an exploratory sample consisting of (20) teachers who were chosen randomly. The researcher supervised on the implementation, and it was found that the test statements were understandable and the answer instructions were clear. Furthermore, the researcher noted the time of the first and the last answer to the test which was (45-55) minutes. Hence, the average time taken to answer the test was (50) minutes.

2- The second exploratory application:

Having confirmed the clarity of the test statements, and test instructions, the test was applied again on another exploratory sample differs from the first sample. It consisted of (100) male and female teachers, who were randomly selected and according to their gender.

D- Statistical analysis of the statements:

In order to analyse each of test statement, the researcher followed the following steps:

- Determine the total score obtained by each respondent.
- Ranking the scores of the participants in ascending order to determine the upper and lower groups.
- Selecting the highest (27%) of the scores of participants to represent the higher group.
- Choosing the lowest (27%) of the scores to represent the lowest group.

The following are the results of the statistical analysis of the test items:

1- Paragraph difficulty level:

In order to identify the difficulty level of each statement, the researcher applied the test to a pilot sample consisting of (100) teachers. After that, the answers have been examined, and the scores were arranged in descending order. Then, higher and lower (27%) of the scores were chosen as they represent the best ratio for comparison between two disparate groups from the total group to study statements characteristics. This percentage is supported by most examination professionals.

After calculating the difficulty level of each statement, it was found that it ranges between (0.11 – 0.63). Therefore, the researcher deliberately omitted the statements which have a difficulty factor less than (20.0), which were only two statements. Hence, the statements became adequate in terms of difficulty and ease. This is what has been asserted by Bloom when he stated that the test items are acceptable if the difficulty ratio ranges between (0.20- 0.80).

2- Item Discriminant Power:

The researcher calculated the discriminant strength for smart thinking test statements by ranking the participants of exploratory sample in ascending order. In addition to identifying the lower and higher degrees group at a ratio of (27%). Then, calculating statements' discriminant by using quadratic equation.

It has been found that statement discriminant coefficient ranges between (0.15 and 0.70). So, according to Abel who highlighted that as long as discriminant coefficient is larger than (20%) it is considered acceptable.

3- Effectiveness of distractors:

To ensure the effectiveness of test distractors, the responses of the survey's sample (100) were analyzed using the effectiveness of distractors between the two extreme groups in the overall score in each statement. Also, with each wrong alternative in it, as the outcome of this equation must be negative in order to ensure the alternative effectiveness. Finally, it was clear that all test distractors of smart thinking test are effective.

E- Psychometric properties of smart thinking test:

1- Validity:

For the purpose of verifying test validity, the researcher used face validity method.

Face validity:

To verify this, the researcher presented the test in its preliminary form to a group of experts specialized in educational and psychological sciences in order to express opinions by judging:

- The clarity of the instructions and questions and the extent to which they achieve the required purpose.
- The validity of each statement in its measurement of smart thinking.
- Judging the rationale of the proposed distractors.

The researcher also held individual meetings with some of the judges to discuss about some test statements regarding their structure and validity. It was noticed that all the statements have obtained the approval of all the arbitrators with (100%) degree of agreement. Accordingly, there was no radical change made on test statements, except few simple amendments in the language wording.

2- Reliability

To calculate the reliability coefficient, the researcher used the Cronbach's alpha method.

Split-half correlation:

The researcher deliberately used the Split-half correlation as one of the methods used to calculate the consistency coefficient between test statements. Thus, to find the test reliability in this way, (50) answer sheets were calculated from the first application of the test on the pilot sample which were randomly selected. Pearson correlation coefficient was used to calculate the reliability, which was (0.85). Later, it has been corrected with the Spearman-Brown equation to find out the test length. Finally, reliability coefficient calculated and it was (0.92) which is considered high reliable coefficient, and thus the scale has completed all its construction procedures.

Presenting and discussing the results

Results presentation:

- 4- There is no statistically significant difference at the level of (0.05) between the average of teachers' job security scores and the average of female teachers' job security scores.

By looking to table (1), it is clear that there is a difference between the mean of female teachers and the mean of male teachers regarding job security. Besides, there is a difference in terms of standard deviation of job security between female teachers and male teachers.

(Table 1) The mean and standard deviation of job security for the gender variable

No.	Gender	Number	Mean	Standard deviation	Freedom degree	T value		Significance level
						Calculated	tabular	
1	Male teachers	127	66.16	16.89	126	4.40	1.65	0.05
2	Female teachers	127	57.50	14.24	126	4.40	1.65	0.05

To examine the significance of the difference between the two averages, the t-test was used for two independent, equal samples. The outcomes of T-test revealed that the value of calculated (T) is (4.40) which is higher than the value of tabular (T) which equals to (1.65) at (0.05) level and freedom degree of (126). Consequently, it is obvious that there is a statistically significant difference in favor of female teachers.

- 5- There is no statistically significant difference at level of (0.05) between the average of smart thinking of male and female teachers. Table (2) clarifies that there is a difference between the mean of smart thinking to both male and female teachers.

(Table 2) The mean and standard deviation of smart thinking for gender variable

No.	Gender	Number	Mean	Standard deviation	Freedom degree	T value		Significance level
						Calculated	tabular	
1	Male teachers	127	57.51	14.24	126	36.30	1.65	0.05
2	Female teachers	127	10.22	3.33	126	36.30	1.65	0.05

To examine the significance of the difference between the two averages, the t-test was used for the two independent, equal samples, as the results of the t-test showed that the value of calculated (t) is (36.30) which is higher than the tabular value of (t) which is equal to (1.65) at level of significance (0.05), and a degree of freedom (126). This means that there is a statistically significant difference in favor of the female teachers. Therefore, this hypothesis is rejected and the alternative hypothesis is accepted.

- 6- There is no correlation between job security and smart thinking of male and female teachers. For the purpose of identifying the relationship between job security and the smart thinking of male and female teachers, the means of sample degrees have been extracted for both tests (smart thinking and job security). The outcomes were as shown in table (3):

Table (3) means and correlation coefficient for sample participants

No.	Test	Number	Mean	Correlation coefficient	Square of Correlation coefficient	Correlation type
1	Job security	254	61.83	0.22	0.05	Positive
2	Smart thinking	254	7.84	0.22	0.05	Negative

To find out the significance of correlation, the researcher used T-test of the correlation coefficient. The value of calculated (t) was equal to (16.29), which is greater than the tabular (T) value. This means rejecting the null hypothesis and accepting the alternative hypothesis, In other words, there is a correlation.

Interpretation of the results:

The results are attributed to the following reasons:

- 1- The perception of job security is linked to smart thinking, as smart thinking needs a stimulating climate to achieve smart thinking, and the sense of job security is the main engine for achieving smart thinking, whether for the teacher or the average person.
- 2- Teachers, regardless of their gender, perceive job security through the uniform regulations, laws and instructions for all teachers, what is more, a uniform salary is a good reason for teachers regardless of their gender. As for the result of smart thinking, the outcomes exposed that females are better than males. This lies behind the fact of females who have a highly smart thinking level because of their contribution to increasing thinking and analysis, innovating new working methods, spreading awareness in the field of work. In addition, they feel proud of their belonging to the teaching profession and their desire to make an extraordinary effort to maintain the success at work.
- 3- The high level of job security and smart thinking of female teachers is also due to the comprehensive and clear vision for the problems they face in performing the work. They have ability to predict their occurrence, and on the other hand there was almost a consensus by sample members that they are able to organize their thoughts and discover the risks at work.
- 4- Job security leads to the achievement of smart thinking for teachers, as a result of opening intellectual and practical outlets in their work.

The most important results of the study:

- 1- The individuals of the research sample perceive job security and smart thinking at a high level.
- 2- Job security and smart thinking regarding gender variable (males - females) were in favor of females.
- 3- The results of the correlation of job security with smart thinking was a positive direct relationship

Recommendations

In light of the previous results reached by the researcher, the following recommendations are proposed:

- 1- Conducting more studies in the field of job security, smart thinking, with more comprehensive variables such as creative thinking and scientific thinking.
- 2- Pay more attention to job security at the educational settings through improving its knowledge to ensure development and growth and to achieve sustainable levels of excellence in the educational body.

Suggestions:

In light of previous outcomes, the researcher suggests the following:

- 1- Conducting a similar research clarifies the correlation between job security and innovating thinking.
- 2- Examines the impact of job security in achieving both strategic thinking and future thinking.

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