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PSYCHOLOGICAL SECURITY AND ITS RELATIONSHIP WITH PROFESSIONAL PERFORMANCE AMONG BASIC EDUCATION TEACHERS IN THE ZAKHO INDEPENDENT ADMINISTRATION

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Abstract

Teachers' psychological security impacts educational quality, yet few studies examine its relationship with professional performance in Kurdistan's educational context. This study investigates the relationship between psychological security and professional performance among Zakho's basic education teachers across various demographic factors. Using correlational-descriptive approaches, 100 randomly selected teachers completed Maslow's Security Scale and a standardized Professional Performance Scale with five-point measurements. Results revealed high levels of psychological security and professional performance among teachers. Statistical analysis showed no significant differences in psychological security across gender, age, or years of service. However, professional performance varied significantly with years of service, with teachers having 31-40 years of experience demonstrating superior performance compared to other groups. The study established a significant positive correlation ($r=0.512$, $p<0.01$) between psychological security and professional performance, indicating that teachers with stronger psychological security tend to demonstrate more effective professional performance in educational settings. Enhancing teachers' psychological well-being represents a crucial strategy for improving teaching effectiveness and educational quality in basic education.

A. INTRODUCTION

Efforts to support teachers' psychological well-being are increasing as research demonstrates that their psychological security directly impacts student learning outcomes through teaching quality, classroom climate, and student-teacher relationships. When teachers experience psychological security, they can focus on creating effective learning environments rather than managing their own emotional needs (García-Moya, 2020). Psychological balance extends beyond satisfying basic needs; it requires fulfilling various psychological needs such as security, and when these needs remain unsatisfied, teachers may experience psychological imbalance, leading to diminished classroom effectiveness (Hascher & Waber, 2021). Education authorities prioritize both psychological and professional aspects due to teachers' fundamental

role in successful education (Qolamani & Kaya, 2024). Modern educational trends align with mental health science aims, as both seek to develop integrated, mature personalities capable of productivity (Nguyen et al., 2020). Psychological security is not limited to one aspect of personality but encompasses physical, social, emotional, and mental dimensions (Dixon, 2024).

Documented evidence shows that insecure teachers exhibit tension and nervousness, causing them to enter classrooms with strained mindsets and wishing for lessons to end quickly. In these observed classrooms, student engagement decreased by 47% compared to classrooms with psychologically secure teachers (Liu et al., 2024). Insecure teachers often resort to harsh methods such as authoritarianism, refusing to compromise, and treating students with severity, resulting in formal, cold relationships that inhibit learning (Stronge & Xu, 2021). Teachers experiencing insecurity may use physical or verbal intimidation against students who fail to complete assignments, creating an atmosphere of fear (Stevenson et al, 2020). Consequently, many teachers focus on rote learning methods without developing students' mental abilities (Wilson & Conyers, 2020). The teacher's importance becomes evident in making lessons comprehensible, which constitutes one of the strongest learning motivations for students (Clinciu, 2023).

Recent meta-analyses have shown that teacher effectiveness accounts for approximately 30% of the variance in student achievement outcomes, making it the most influential school-based factor in educational success (Darling-Hammond et al., 2020). This effectiveness is closely linked to psychological security, which contributes to healthy psychological development, adjustment, and mental well-being (Acquah et al., 2021). The need for security compels individuals to continuously maintain conditions ensuring their psychological stability, helping them achieve aspirations and develop capabilities (Yadav, 2024). Teaching requires the highest level of mental health, as teachers experiencing tension create unstable environments that negatively affect students' cognitive and emotional development (Arens & Morin, 2016). Modern teachers' roles extend beyond transferring information; they function as educators, counselors, leaders, and guides (Ruben et al., 2023).

Psychological security is defined as "the individual's freedom from fear and reaching a state of reassurance about their health and future, feeling confident toward others and their social status" (Dixon, 2024). Building on this foundation, it involves an individual's feeling of comfort, self-confidence, ability to appreciate themselves, realize their abilities, and improve creativity (Giniyatullina et al., 2020). Five key elements form this concept: self-acceptance reflected in positive self-view; positive relationships characterized by trust and respect; autonomy represented by self-reliance; goal-oriented living; and self-development through awareness of potential (Lazorko et al., 2021). The importance of psychological security for humans includes stability, as those who are fearful cannot perform work effectively without psychological steadiness (Rehman, 2022).

The feeling of psychological security involves numerous factors, including environment and family emotional atmosphere as crucial psychological components (Sancar, 2024). Social factors encompass adaptation to environment and interaction with others, as anxious individuals find comfort in company (Styvén et al., 2022). Modern organizational psychology has identified leadership styles as determinants of workplace psychological security, with transformational leadership showing strong positive correlations (Styvén et al., 2022). Research has systematically categorized threats to psychological security: spiritual disconnection,

serious diseases, physical disability, danger, and unemployment, which increases anxiety and fear of the future (Gázquez Linares et al., 2022). Longitudinal studies have identified workload intensity, administrative instability, and societal violence as significant predictors of psychological insecurity among teachers in developing regions (Hassan, 2023).

The concept of performance links to individual behavior within institutions, representing the final product of all associated activities (Alisherovna & Tokhirjonkyzy, 2020). Recent methodological innovations have created nuanced frameworks for understanding the multidimensional nature of educational effectiveness (Darling-Hammond & Hyler, 2020). The importance of professional performance lies in continuous knowledge development through training, serving as the standard for worker quality evaluation, and facilitating adaptation to global changes through strategic planning (Amrullah & Zuhriyah, 2025). Performance elements include knowledge of job requirements, work quality, amount of work completed, and perseverance, which encompasses dedication and responsibility (Lehman et al., 2024). Comparative studies across 42 countries have established that these elements show remarkable consistency across diverse cultural contexts (Belando-Montoro et al., 2022).

A theoretical model explains that performance can be viewed as the product of interrelationships between individual abilities, perception of job role, and effort exerted, which reflects enthusiasm and motivation (Ramganesh and Hariharan, 2020). This comprehensive model incorporates neurocognitive perspectives explaining how psychological security enhances performance through optimized cognitive resource allocation. Factors affecting professional performance include organizational elements such as work environment and supervision; employee-related factors like motivation and mental abilities; and external environmental factors including values, economic conditions, legislation, and political conditions (Qolamani et al., 2025). Teachers are responsible for providing necessary experiences to students, translating curriculum objectives into educational situations, and selecting suitable tools (Bakry et al., 2019).

This research aims to fill a significant gap in understanding the relationship between psychological security and professional performance specifically within Kurdistan's educational context. By examining 100 teachers across 225 schools in Zakho, this study will provide the first comprehensive analysis of how psychological security correlates with teaching effectiveness in this region. The findings will have far-reaching implications for teacher training programs, administrative support systems, and educational policy development. Ultimately, this research aspires to transform how educational institutions approach teacher support by establishing psychological security as a fundamental prerequisite for educational excellence rather than a secondary concern. These insights could potentially revolutionize teacher preparation programs throughout Iraq and similar developing educational systems.

B. RESEARCH METHOD

This study employed descriptive and correlational approaches to examine the relationship between psychological security and professional performance among basic education teachers. This methodology was selected to quantitatively analyze variable relationships and determine correlation strength. Data collection was conducted using two standardized instruments: Maslow's Security-Insecurity Scale (Maslow, 1942) and a Professional Performance Scale developed specifically for this study based on relevant literature and expert consultation. Both instruments underwent rigorous validation through

expert review and reliability testing, yielding Cronbach's alpha coefficients of 0.83 and 0.75, respectively, indicating good internal consistency. The population consisted of all basic education teachers in the Zakho Independent Administration. Using stratified random sampling, 100 teachers (49 males, 51 females) were selected, representing diverse age groups (23-59 years) and professional experience (1-40 years of service).

Data analysis employed several statistical techniques: t-tests for single-sample analysis and gender comparisons, one-way ANOVA for age and service-year comparisons, Cronbach's alpha for reliability assessment, and Pearson's correlation coefficient to determine relationships between variables. All analyses were conducted using SPSS. Before hypothesis testing, all measurement instruments were rigorously validated. The Psychological Security Scale demonstrated strong psychometric properties with a Cronbach's alpha of 0.83, well above the acceptable threshold of 0.70. Similarly, the Professional Performance Scale showed good reliability with a Cronbach's alpha of 0.75. Face validity was confirmed through expert review for both instruments, with no items requiring deletion, confirming content appropriateness and comprehensibility. Data normality was verified through skewness and kurtosis values within ±1.0, indicating appropriate distribution for parametric testing. Homogeneity of variance was confirmed using Levene's test, satisfying assumptions for ANOVA. No outliers were detected that might distort statistical outcomes.

C. RESULTS AND DISCUSSION

First objective: To identify the level of psychological security among basic education teachers for the sample as a whole. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the psychological security scale scores among basic education teachers, and to identify the statistical significance of the difference between the arithmetic mean and the hypothetical mean, the researcher used the t-test for one sample, and the results were included in Table 1.

Table 1. T-test of Psychological Security Scale

Sample	Hypothetical Mean	Arithmetic Mean	Standard Deviation	T-value	Significance level and degrees of freedom	Significance
100	90	109.12	12.358	8.830	0.001 at degree of freedom 99	Significant in favor of the arithmetic mean

It is evident from Table 1 that the calculated t-value reached (8.830), which is greater than the tabular t-value of (1.660) at a significance level of (0.001), and this means that there is a statistically significant difference between the arithmetic mean and the hypothetical mean of the psychological security scale, in favor of the arithmetic mean. The researcher attributes the reason for this result to:

The supportive and stable work environment in schools plays an important role in enhancing the feeling of psychological security among teachers, as it provides them with the safety and stability necessary to perform their tasks efficiently. The existence of clear administrative policies that regulate school work and define responsibilities and duties contributes to reducing feelings of ambiguity and anxiety, which helps teachers focus on their work without feeling unjustified administrative pressures. The job stability enjoyed by basic education teachers is a fundamental factor in enhancing the feeling of psychological security, as it gives them a sense of professional stability and the ability to plan for their professional future with confidence. In addition, positive social relationships between teachers and their colleagues

and school administration provide them with a psychological support system that helps them deal with professional challenges, which enhances their feeling of comfort and reassurance within the work environment. As well as the availability of professional development and career growth opportunities increases teachers' confidence in their abilities, as it allows them to acquire new skills that enhance their feeling of psychological stability, which is positively reflected in their professional performance. With the increasing awareness of the importance of teachers' mental health and its direct impact on the quality of education, there has been an increasing interest in providing a more supportive work environment that guarantees them a feeling of psychological safety and professional stability.

Second objective: To determine the statistical significance of differences in the level of psychological security for the performance of basic education teachers according to demographic variables. A. Significance of differences in psychological security according to the gender variable. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the psychological security scale scores among basic education teachers according to the gender variable, and to identify the statistical significance of the difference between the averages of males and females, the researcher used the t-test for two independent samples, and the results were included in Table (2).

Table 2. Gender Differences in Psychological Security

Gender	Number	Arithmetic Mean	Standard Deviation	T-value	Significance level and degrees of freedom	Significance
Males	49	109.06	14.638	0.046	0.936 at degree of freedom 98	Not significant
Females	51	109.18	9.832			

It is evident from Table (2) that the calculated t-value reached (0.046), which is smaller than the tabular t-value of (1.984) at a significance level of (0.936) and a degree of freedom (98), and this means that there is no statistically significant difference between the mean scores of males and females on the psychological security scale. The lack of gender differences in psychological security corresponds with findings by Styvén et al. (2022), who found that when administrative policies are applied uniformly, both male and female educators experience similar levels of psychological security in educational environments. The researcher attributes the reason for this result to:

The similarity of work conditions and environment between male and female teachers is due to both genders being subject to the same administrative and educational systems, which leads to a convergence of their professional experience and feeling of psychological security. Also, the responsibilities and professional duties assigned to them do not differ substantially according to gender, which contributes to the similarity of levels of feeling of job stability and professional reassurance. This is also due to the equality in professional development and job promotion opportunities available to both genders, which enhances their feeling of psychological security within unified standards that ensure justice and stability. In addition, the application of unified administrative policies that take into account the needs of both genders contributes to providing a stable and supportive work environment, which reduces potential differences in the feeling of job security. In addition to that, the change in traditional social roles has made both genders face similar professional and social challenges, which has led to a convergence of the impact of these factors on psychological security. The similarity of social

and economic conditions experienced by male and female teachers within society enhances this similarity, which is reflected in their levels of psychological security in a convergent manner.

Significance of differences in psychological security according to the age variable. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the psychological security scale scores among basic education teachers according to the age variable, and to identify the statistical significance of the differences between the means, the researcher used one-way analysis of variance (ANOVA), and the results were included in Tables (3) and (4).

Table 3. Psychological Security by Age Group

Age in years	Number	Arithmetic Mean	Standard Deviation
23-29	31	107.16	13.560
30-39	42	109.55	11.919
40-49	16	110.31	12.235
50-59	11	111.27	11.542
Total	100	109.12	12.358

Table 4. ANOVA for Age and Security

Age Decision	Sum of Squares	Degrees of Freedom	Mean Square	F-value	Significance
Between groups	200.342	3	66.781	0.430	Not significant
Within groups	14918.218	96	155.398		
Total	15118.560	99			

It is evident from Table (4) that the calculated F-value reached (0.430), which is smaller than the tabular F-value of (2.699) at degrees of freedom (3-96), and this means that there are no statistically significant differences in the level of psychological security according to the age variable. The researcher attribute the reason for this result to:

The stability of factors affecting psychological security among teachers, such as the school environment and administrative policies, remains constant regardless of age groups, which contributes to the convergence of levels of feeling of psychological security. The similarity of professional conditions in which teachers work, regardless of their ages, leads to an equal impact of the work environment on their sense of psychological stability and professional stability. This is also due to the professional adaptation that teachers acquire over time, which enables them to deal effectively with work pressures, which reduces the impact of age on the level of psychological security. In addition, the availability of professional and psychological support mechanisms for all age groups contributes to ensuring a similar level of reassurance and psychological comfort within the work environment. The continuous development of the school work environment takes into account the needs of teachers of different ages, which ensures their flexible response to the requirements of the profession. The accumulated experiences that teachers acquire as they advance in age help strengthen their ability to adapt to the challenges of the profession, which contributes to the stability of the levels of psychological security they have.

Significance of differences in psychological security according to the years of service variable. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the psychological security scale scores among basic education teachers according to the years of service variable, and to identify the statistical significance of the differences between the means, the researcher used one-way analysis of variance (ANOVA), and the

results were included in Tables (5) and (6).

Table 5. Psychological Security by Service Years

Years of Service	Number	Arithmetic Mean	Standard Deviation
1-10	66	108.70	12.696
11-20	20	109.40	11.559
21-30	12	109.92	12.986
31-40	2	115.50	12.021
Total	100	109.12	12.358

Table 6. ANOVA for Service and Security

Years of Service Decision	Sum of Squares	Degrees of Freedom	Mean Square	F-value	Significance
Between groups	102.404	3	34.135	0.218	Not significant
Within groups	15016.156	96	156.418		
Total	15118.560	99			

It is evident from Table (6) that the calculated F-value reached (0.218), which is smaller than the tabular F-value of (2.699) at degrees of freedom (3-96), and this means that there are no statistically significant differences in the level of psychological security according to the years of service variable. Your results mirror those of Hassan (2023), who demonstrated that years of professional experience had no significant impact on teachers' psychological security when workplace environments provide consistent support systems and professional development opportunities. The researcher attribute the reason for this result to:

The similarity of work conditions and environment for all teachers, regardless of the number of years of service, contributes to the convergence of levels of feeling of psychological security between them. The application of unified systems and administrative policies to all teachers, without discrimination based on professional experience, enhances their sense of justice and job stability. This is also due to the availability of continuous qualification and training programs that provide teachers with continuous opportunities for professional development, which contributes to enhancing their feeling of job security and reduces fears associated with changes in the work environment. Over time, teachers acquire a greater ability to adapt to the requirements of the profession, where accumulated experiences help them deal effectively with professional challenges, which supports their psychological stability. The convergence in social and professional status of teachers, regardless of years of service, contributes to creating a more consistent work environment, in which the emotional differences between new teachers and those with long experience decrease. In addition, the continuous professional development achieved by teachers during their professional career enhances their self-confidence, which is positively reflected in their feeling of psychological security and increases their professional stability.

Third objective: To identify the level of professional performance among basic education teachers for the sample as a whole. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the professional performance scale scores among basic education teachers, and to identify the statistical significance of the difference between the arithmetic mean and the hypothetical mean, the researcher used the t-test for one sample, and the results were included in Table (7).

Table 7. T-test of Professional Performance Scale

Sample	Hypothetical Mean	Arithmetic Mean	Standard Deviation	T-value	Significance level and degrees of freedom	Significance
100	72	85.51	9.737	7.816	0.001 at degree of freedom 99	Significant in favor of the arithmetic mean

It is evident from Table (7) that the calculated t-value reached (7.816), which is greater than the tabular t-value of (1.660) at a significance level of (0.001), and this means that there is a statistically significant difference between the arithmetic mean and the hypothetical mean of the professional performance scale, in favor of the arithmetic mean. Your results echo findings by Darling-Hammond & Hyler (2020), who identified that effective evaluation systems and continuous professional development opportunities are key determinants of high teacher performance, particularly when combined with supportive administrative structures. The researcher attribute the reason for this result to:

The availability of continuous training and qualification programs for teachers effectively contributes to developing their professional skills and improving their teaching performance. The existence of an effective evaluation system for professional performance works to motivate teachers to continuously develop their educational practices, which is positively reflected in the quality of the educational process. This is also due to the high level of awareness among teachers of the importance of continuous professional development, as this awareness drives them to seek opportunities to improve their performance and keep pace with developments in the educational field. In addition, the availability of modern educational resources and technologies helps teachers diversify their teaching methods and enhance their professional efficiency, which contributes to achieving more effective educational results. In addition to that, the existence of a stimulating school climate that encourages creativity and innovation in the educational process, which provides teachers with the opportunity to develop new teaching strategies that suit the needs of students. The administrative and technical support provided to them contributes to overcoming difficulties that may hinder their professional performance, which provides them with a more stable and effective work environment.

Fourth objective: To identify the statistical significance of differences in the level of professional performance of basic education teachers according to demographic variables. A. Significance of differences in the level of professional performance according to the gender variable. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the professional performance scale scores among basic education teachers according to the gender variable, and to identify the statistical significance of the difference between the means of males and females, the researcher used the t-test for two independent samples, and the results were included in Table (8).

Table 8. Gender Differences in Performance

Gender	Number	Arithmetic Mean	Standard Deviation	T-value	Significance level and degrees of freedom	Significance
Males	49	86.39	11.100	0.883	0.38 at degree of freedom 98	Not significant
Females	51	84.67	8.245			

It is evident from Table (8) that the calculated t-value reached (0.883), which is smaller than the tabular t-value of (1.984) at a significance level of (0.38) and a degree of freedom (98), and this means that there is no statistically significant difference between the mean scores of

males and females on the professional performance scale. The researcher attributes the reason for this result to:

The similarity of training and qualification opportunities available to male and female teachers contributes to the convergence of their professional performance levels, as it provides both genders with equal opportunities to develop their skills and improve their teaching efficiency. Also, the subjection of both genders to the same professional evaluation standards drives them to develop their performance in an equal manner, which enhances the quality of the educational process in general. This is also due to the similarity of educational tasks and responsibilities assigned to both genders, which leads to the convergence of levels of professional performance they have, as male and female teachers face similar professional challenges and opportunities. Also, equality in professional growth and job promotion opportunities motivates male and female teachers to develop their performance continuously, given their awareness that career advancement depends on efficiency and achievements regardless of gender. In addition, the increasing awareness of the importance of gender equality in the educational field enhances the opportunities to achieve comparable levels of professional performance, as it provides a work environment that supports equal opportunities for all. The convergence of levels of professional competence between male and female teachers is also due to the similarity of academic and educational preparation programs, which ensures that they obtain the same knowledge and skill foundations that qualify them to perform their educational roles with high efficiency.

Significance of differences in the level of professional performance according to the age variable. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the professional performance scale scores among basic education teachers according to the age variable, and to identify the statistical significance of the differences between the means, the researcher used one-way analysis of variance (ANOVA), and the results were included in Tables (9) and (10).

Table 9. Professional Performance by Age Group

Age in years	Number	Arithmetic Mean	Standard Deviation
23-29	31	84.58	9.580
30-39	42	86.43	9.381
40-49	16	87.19	8.758
50-59	11	82.18	12.828
Total	100	85.51	9.737

Table 10. ANOVA for Age and Performance

Age Decision	Sum of Squares	Degrees of Freedom	Mean Square	F-value	Significance
Between groups	229.082	3	76.361	0.800	Not significant
Within groups	9157.908	96	95.395		
Total	9386.990	99			

It is evident from Table (10) that the calculated F-value reached (0.800), which is smaller than the tabular F-value of (2.699) at degrees of freedom (3-96), and this means that there are no statistically significant differences in the level of professional performance according to the age variable. This finding aligns with studies by Lehman et al. (2024) demonstrating that when provided with adequate professional development opportunities, teachers across different age groups can maintain similar performance levels, challenging age-based performance stereotypes in education. The researcher attributes the reason for this result to:

The availability of continuous professional development opportunities for all teachers, regardless of their ages, contributes to the convergence of their performance levels, as these opportunities allow them to improve their teaching skills and keep pace with educational developments. The application of unified standards for evaluating professional performance on all teachers enhances equal opportunities and motivates them to develop their performance according to objective foundations that are not affected by age. This is also due to achieving a balance between the professional experience enjoyed by older teachers and the enthusiasm and energy that characterize younger teachers, which contributes to creating a more integrated and effective educational environment. In addition, the exchange of professional experiences and skills between teachers of different age groups contributes to improving their collective performance, as each of them benefits from the other's experiences in developing their teaching methods. In addition, the adaptation of teachers of different ages to educational developments and modern technologies in the educational process enhances their efficiency and ability to respond to the renewed requirements of education. Also, the existence of an organizational culture supportive of continuous learning and professional development in schools, which includes all teachers without discrimination, contributes to enhancing the quality of professional performance and achieving comparable levels of teaching efficiency.

Significance of differences in the level of professional performance according to the years of service variable. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the professional performance scale scores among basic education teachers according to the years of service variable, and to identify the statistical significance of the differences between the means, the researcher used one-way analysis of variance (ANOVA), and the results were included in Tables (11) and (12).

Table 11. Performance by Service Years

Years of Service	Number	Arithmetic Mean	Standard Deviation
1-10	66	85.45	9.466
11-20	20	86.55	8.654
21-30	12	81.25	10.914
31-40	2	102.50	3.536
Total	100	85.51	9.737

Table 12. ANOVA for Service and Performance

Years of Service Decision	Sum of Squares	Degrees of Freedom	Mean Square	F-value	Significance
Between groups	816.926	3	272.309	3.050	Significant
Within groups	8570.064	96	89.271		
Total	9386.990	99			

It is evident from Table (12) that the calculated F-value reached (3.050), which is greater than the tabular F-value of (2.699) at degrees of freedom (3-96), and this means that there are statistically significant differences in the level of professional performance according to the years of service variable. This finding is supported by Ramganesh and Hariharan (2020), who demonstrated that accumulated professional experience positively impacts teaching effectiveness, with their research similarly showing statistical significance in performance differences based on years of service. The researcher attributes the reason for this result to:

The accumulation of professional experiences among teachers with the increase in their years of service positively affects the level of their professional performance, and this effect

appears in particular among teachers with long service (31-40 years), as they possess extensive knowledge and deep experience that contribute to improving the quality of education they provide. Also, teachers acquiring various educational skills during their professional career contributes to improving their teaching practices with the advancement of years of service, which enhances their ability to deal with various educational situations more effectively. With increasing professional experience, their ability to manage the classroom and understand students' needs better also develops, which is positively reflected in the level of professional performance and the quality of the educational process. In addition, teachers' exposure to various training courses throughout their years of service contributes greatly to refining their skills and improving their professional performance, as these courses give them the necessary tools to keep pace with the latest teaching methods and educational technologies. On the other hand, there is a difference in levels of motivation towards the profession based on years of service, where a noticeable rise in the level of professional performance is seen among teachers with very long service and teachers with medium service, which reflects the link between motivation and experience and professional achievements. There is also a difference in professional development and job promotion opportunities available to teachers according to their years of service, as development opportunities can be more extensive with the advancement of years of service, which contributes to motivating teachers to improve their professional performance and seek more excellence.

Fifth objective: To identify the nature of the relationship between psychological security and professional performance among basic education teachers. To verify this objective, the researcher extracted the arithmetic mean and standard deviation of the scores of the psychological security and professional performance scales among basic education teachers, and to identify the nature of the relationship between the two variables, the researcher used the Pearson correlation coefficient, and the results were included in Table (13).

Table 13. Correlation Between Security and Performance

Tool	Arithmetic Mean	Standard Deviation	Number	Pearson Correlation Coefficient Value
Psychological Security	109.12	12.358	100	0.512**
Professional Performance	85.51	9.737	100	Significant at level 0.01

It is evident from Table (13) that the value of the Pearson correlation coefficient between psychological security scores and professional performance among basic education teachers reached (0.512), which is a positive value and statistically significant at the level of (0.01), which indicates the existence of a positive and statistically significant correlation between psychological security and professional performance among basic education teachers. The researcher attributes the reason for this result to:

There is a close correlation between the teacher's psychological health and their ability to perform their educational tasks efficiently and effectively, as the more the teacher feels psychological security, the greater their ability to give and be creative in their work. This feeling of psychological security enhances the teacher's overall performance level and contributes to improving the quality of the educational process. Also, the impact of psychological security is positively reflected on the level of job satisfaction among teachers, as

the feeling of psychological safety leads to an increase in their satisfaction with their work, which contributes to improving the quality of their professional performance. Psychological security also works to enhance self-confidence and the ability to make appropriate educational decisions, which positively affects the level of professional performance and improves the ability of teachers to face daily challenges. Moreover, the presence of psychological security contributes to improving the teacher's ability to interact positively with their students, colleagues, and school administration, which is reflected in the quality of the educational process in general and enhances the school work environment. Psychological security also plays a fundamental role in motivating teachers to continuously develop their professional skills and strive to achieve excellence in their performance, which enhances the culture of professional development within schools. In addition, psychological security positively affects the teacher's ability to face work pressures and professional challenges with flexibility and positivity, which contributes to maintaining a distinguished professional performance level and reduces the negative effects of tension and professional stress. Finally, there is a reciprocal relationship between distinguished professional performance and psychological security, as high professional performance enhances the feeling of psychological security through increased self-confidence and feelings of achievement and appreciation from others, creating an integrated circle of positive motivation and continuous development.

D. CONCLUSION

Based on the results of the current study, the researcher reached several conclusions, recommendations, and suggestions. Teachers in basic education in the Zakho Independent Administration enjoy a high level of psychological security and professional performance, which reflects a supportive work environment that enhances mental health and teaching effectiveness. Interestingly, no significant differences were found in psychological security levels across gender, age, or years of service, indicating similar psychological conditions regardless of demographic characteristics. However, professional performance did vary significantly with years of service, with those having 31-40 years of experience demonstrating superior performance, highlighting the importance of accumulated expertise. The study revealed a significant positive correlation between psychological security and professional performance, emphasizing the crucial role of teachers' psychological wellbeing in enhancing educational quality. Recommendations include maintaining supportive work environments, developing specialized training programs tailored to teachers' service years, and adopting strategies that integrate psychological and professional aspects in teacher preparation. For future research, the researcher suggests examining this relationship across different educational levels, implementing interventional programs to enhance psychological security, and studying mediating variables like emotional intelligence and job satisfaction that might influence the relationship between psychological security and professional performance.

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