

RESPOND TO STRESSFUL ATTITUDES OF EDUCATIONAL COUNSELORS

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ABSTRACT

The current research aims to identify the response to the stressful directorates. In order to achieve the objectives of the current research, the situations of educational counselors in Baghdad governorate and its six researcher built the response scale for the pressure positions, which consisted in its final form (52) paragraph after extracting the force of excellence, and complete the conditions of honesty and consistency. The sample consisted of (300) mentor and mentor selected from the original community of educational counselors in Baghdad, The researcher used a set of statistical fluids including (T-test for two independent samples t.test to extract the force of excellence and one sample and correlation coefficient Pearson and the calculation of stability and the coefficient of Vcronbach, has been used statistical bag (SPSS) to reach the results required in the research procedures and The result of the research is that the response to stressful situations is the reaction of individuals to painful or stressful environmental stimuli that exceed their ability to adapt to these pressures and that all members of the research sample in response to stressful situations and vary from one individual to another according to age, duration of service and personality and social status. And that the educational guide has the possibility of psychological compatibility with stressful events, whether economic, social or professional work and social environment.

CHAPTER ONE: DEFINITION OF RESEARCH

Research problem :

Langford finds that the most stressful areas of work are those areas that have a direct enTeachers and counselors psychotherapists counter with peopleIn which individuals devote themselves to the service of others Educators and social workers, administrators, doctors and nursesAre more susceptible to psychological stress than others,Where they choose their professions and have a strong desire to help others, But they soon realize the magnitude of the problems and the individuals who are asking for help are doing their utmost to find outThat the problems continue, then they become exhausted and feel the psychological combustion of their feeling that they are useless.(Nada, 1998: 4)Psychological pressures adversely affect the performance and effectiveness of the counselorsThus adversely affecting the outcome of the indicative process,The career of extension is a stressful occupation in which many sources of psychological pressure are availableWhich prevent the counselors from playing their role fully and thus make some of them

Dissatisfied and unsatisfied with their profession, resulting in dramatic negative effects reflected on their satisfaction and their psychological, social and professional compatibility(Muhammad, 1999: 196)The counseling profession is a social service that relies on the human element qualified to carry out its responsibilities in an effective manner, and this effectiveness in the performance of work tasks is the basis for the success of the extension process.(Askar and Abbas, 1983: 65)

The researcher has decided through her work and specialization in the field of psychological guidance and educational guidance and professional relations between adultsThat there are different responses to situations and stressful events when exposed to events or stressful situations and traumatic events and hardships and life experiences difficult and stressful circumstances left by the wars of power on individuals and society. The current research problem can be summarized by answering the following question: What is the response to the stressful positions of educational counselors?

Research Importance

People face in their lives many events, problems and conflicts and challenges due to the nature of the life that the individual lives in today's world - with all the problems and demands that are imposed on him a lot. Of the pressure that must stand up in the face of positive ways and methods that help him to get rid of them continuously, so as not to accumulate on those problems and increasing pressure. People include their knowledge and skills in trying to control such situations. Compressive life events are many and varied. It does not survive any individual of them in the march of his life, whatever style or his lifestyle being experienced. (Al Hashimi, 2006: 2)

The nature of the guide's work is reflected in the educational field and deals with people of specific age groups and different social, cultural and economic environments. Problems and crises may arise. And crises clearly to those who deal with them and may be subjected to many shocking events and undoubtedly, which are almost an integral part of their lives and many of them suffer from psychological disorders that may be serious detrimental to their development. (Kanani, 2009: 26) That what is caused by difficult conditions and troubled conditions of trauma and psychological pressure for students. And thus reflected on the educational counselors, which is to help students solve their problems. It itself affects and is affected by stress. Therefore, his response to these pressures does not affect the performance of his work to provide. In a serious way, a safe world and an atmosphere of reassurance for students. Nokes sees in his theory of coping with life stress that personal factors of individuals, through which the method or strategy is appropriate to adapt to stressful situations, according to their personalities and the amount of psychological or social support available to them and that life events are very stressful can make. The methods of adaptation are difficult and make it difficult to focus on work, problem solving and dealing with frustration. Knox believes that learning the individual to use the best methods in responding to the compressor event goes through three stages: diagnosing the compressor position, classifying the compressor position and reviewing the classification. Response after these three stages based on the individual's perception of his ability to address the

situation or event compressor and the importance of the event for him. (Saleh, 2002: 19) Extension services are increasing under the pressures of contemporary life, while the picture can still be negative for extension services and is a major impediment to benefiting from them. The extension services provided by the guide are not the required level, since the image of the mentor with those who deal with them from the students or co-exist with them is represented by the teachers and the principal is not integrated or mature and this results in a weak demand of students to benefit from these services.

The guiding capacity or the fact that it is done by unqualified guides, or by poor understanding of the important role that the guide can play. (Atwi, 2008: 28) The importance of research can be summed up as:

Of importance by highlighting the theory that dealt with the response to stressful situations and the annexation of the Iraqi Psychological Library and guidance in the theoretical frameworks of that variable

Search Goal:

The current research aims to identify:

Respond to stressful attitudes of educational counselors

SEARCH LIMITS :

The current research is limited to the male and female educational supervisors of Baghdad governorate in its six general directorates (Karkh1, Karkh 2, Karkh 3, Rusafa1, Rasafa2, and Rasafa 3) for the academic year 2017-2018.

Define terms:

1. Response to the positions of the pressing / defined by:

(Dictionary of Psychology, 1989):

A series of verbs and thought processes are used to counteract a compressor position or are unpleasant or to modify an individual's response to such situations. (Jaber and Kafafi, 1989: 39)

Middle and Heath, 1981):

A physiological, psychological, emotional and mental reaction resulting from individuals' exposure to

environmental stimuli, conflicts and various stressful events. (Abd al-Jawad, 1994: 11)

(Oddie, 2000):

Are the non-conforming responses to the stressful events that we face and that if an individual succeeds in using effective strategies, he or she will not have symptoms. (Esawi, 1997: 99)

The researcher adopted the definition of Lazarus (1966) as a theoretical definition of the concept of response to stressful situations. (A series of cognitive and behavioral reactions physiological and emotional that the individual when exposed to different types of stress stimuli and considers it part of the process of interaction of the individual with the social environment). (Lazarus, 1966: 212)

The researcher defines the response to procedural stress positions as the total score obtained by the respondent by answering the paragraphs of the response scale of the stressful situations that she has constructed in this research.

Counselor defines:

Abu Abada and al-Niazi (2001):

A person scientifically qualified to provide specialized assistance to individuals and groups who face some difficulties and psychological and social problems. (Abu Obadah and al-Niazi, 2001)

SECOND CHAPTER: THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

First: Responding to stressful situations:

In our time, life is accelerating so that some people can no longer cope with the needs and needs of the time they live in, which makes them subject to the pressures of life and responds to many manifestations of various mental disorders from anxiety, fear and depression. Some stressors can not cope with these pressures to commit suicide. This is what we read or see in the media from time to time, and others flounder in the face of many of their personal, practical, professional and family, so we note that every day many of them suffer from various organic diseases such as heart disease, colon and stomach ulcers and shortness of breath and high pressure and others of them psychotherapy And their response to these pressures accumulated surrender to illusions and obsessive compulsions mostly due to the wrong types of negative thinking and ignore these people that life and

life events go side by side and that the human in this world seeks to adapt to the events surrounding it, and Dr. Allah said majesty (We created man in the liver) (Surat country state 4) to be so that the human suffer and suffer many hardships in this world, and that he should seek to work relieve him of this adversity, and requires him joy and lasting pleasure. (Saadi, 1998: 295).

The theories that explain the response to stressful situations:

The theories that concerned the study of the pressures differed depending on the different theoretical frameworks adopted and launched from them. Thus, the forms of response to these attitudes differed on the basis of: 1. Physiological 2. Psychological 3.Social 4.Psychological 4. Interactive:

1. The theories that explained the physiological response (Hans Sealy) The nature of Sealy's specialty was a major influence in the formulation of his theory of stress interpretation. He specialized in the study of physiology and neurology, and this effect was demonstrated by his attention to the physiological responses of the compressor. And the use of poison and electric shocks to animals as compressors and see (Celi) that the unresolved response is a set of general diseases to adapt to the requirements of the urgent requirements, explaining that the person who can not solve a problem or avoid an imminent threat to resort to the use of defense capabilities, A defensive action in the form of mental activity, which is often performed in the subconscious, results in the possibility of reaching compromises of the non-personal problem. These symptoms are manifested in three stages:

1. The reaction phase:

It is the stage of the alert reaction, which is the warning or sense of the existence of the problem or the compressor position and the body is alert and a catalyst for the impending situation leading to psychological pressure.

2. Resistance phase:

It is the stage of resistance or trying to respond to the reasons for adapting to the urgent demands and the body tries to restore its balance and return to its natural description.

3. Exhaustion of physical, mental and emotional energy Which is the stage of full stress and continuous exposure to psychological pressure, it is associated with the inability to adapt and the symptoms are similar to the

symptoms of the first phase and so the person will suffer from psychological pressure to the extent that prevents the adaptation to the urgent requirements. (Al-Rashidi, 1999).

Canon Theory

Second, from a cognitive point of view,

The theory of Gestalt is very important in the process of perception of stimuli, which makes us benefit from this theory and used in the perception of psychological pressure and respond to the compressor position, and the owners of this theory that the general perception of the former analysis and identification of parts, and the questions that are trying to answer them supporters of the theory of Gestalt is the question following:

How does the individual understand the situation in him?

How will a knowledge framework respond?

Third: From the social point of view (Murray theory)

Murray's Concept of Need and Psychological Stress are two fundamental concepts as the concept of "need" represents the fundamental determinants of behavior and the concept of pressure are the defining and fundamental determinants of behavior in the environment. Murray defines pressure as an attribute of an environmental issue or a person who facilitates or impairs an individual's efforts to reach a goal Moin and Miz (Murray) have two types of pressure:

1. Beta pressure Beta stress: refers to the significance of environmental subjects and people as perceived by the individual.

Alpha Stress: refers to the properties of the subjects and their significance.

Murray explained that the behavior of the individual is related to the first type and to limit the individual's experience reaches the link of specific topics to specific needs and called this concept (integration of need) when the interaction between the situation and motivation and pressure and active need and this is expressed in the subject (alpha) 96).

There is another classification when Murray's pressure and need and how to respond to her are two:

- Pragmatic Patterns
- Reactive modes

Nokes Theory:

In his theory of coping with life stress, Knox believes that the personal factors of individuals can determine or choose the appropriate method and strategy to adapt to stressful situations, according to their personalities and

the amount of psychological or social support available to them, and very stressful life events can make adaptation It is difficult, and it makes it difficult to focus on work, problem solving and coping with frustration (Nokes, 1998: p. 1) (Saleh, 2002: 19).

This theory is called the general adaptive syndrome theory, as well as the biological theory, the response model, and the adaptation model of adaptation (Al-Obeidi, 2003: 79).

Hans Sealy, a Canadian physician who founded this theory in 1956, relies on his explanation of pressure as a stimulant for the individual on a psychosocial basis, and he constructs it as a dependent variable and in response to a compressor. The individual is described according to his response to the stressful environment and determining its type as well, which can be inferred from the fact that the individual is under the influence of the situation or event compressor. Therefore Sealy believes that the basic idea of his theory when determining the type of psychological and physical response occurring within the individual, based on the fact that environmental events no matter how different They are at the same time stressful factors that trigger the same responses in the body, leaving the chemical effects, although temporary accumulate in the body threatened to collapse mental or physical and therefore they represent the common link between stress and mental-physical diseases and reflected the physiological interpretation of the I in theory will be followed by the extent of his specialization being influenced by a doctor (Rashidi 1999: 55).

The theory of cognitive appreciation:

The theory of Lazarus (1970) is the result of great interest in the process of cognition, sensory therapy, and cognitive appreciation, which is a fundamental concept that depends on the nature of the individual. Their assessment of the threat is not only a simple understanding of the constituent elements of the situation but an association between the environment surrounding the individual and his personal experiences with the pressures. Interpretation of the situation The individual's assessment of the situation depends on several factors: personal factors, external factors of the social environment, and factors related to the situation itself.

(Abd al-

Muti, 1992: 47)

Lazarus asserts that the pressures are the reactions of members of the community to the painful and exhausting

environmental stimuli that exceed their ability to adapt to these pressures and pose a danger and a threat to them.

(Lazarus, Folkman, 1981: p. 13)

Types of responses to stressful situations:

The response to the stressful situations of the individual varies according to the type of psychological, behavioral, social and occupational characteristics of the individual, as well as by age, social status, and the type and severity of the compressor position.

Since the response to pressure is a specific reaction of the individual to meet the stimuli and stressful situations in the environment and whether the individual can overcome the pressure and get rid of the state of compression that occurred under its influence or that he realized this situation and felt it will respond to include the dimensions of psychological, or psychological, or Social, even spiritual, and the individual responds to pressure in many forms and images depending on its characteristics on the one hand, and the nature and intensity of those pressures on the other can be divided responses to:

1. Voluntary Responses: The individual is aware of and feels about a reaction such as his response to his clothing when he feels the heat rise.

2 - Non-feedback responses: reactions of some body organs that are difficult to control such as trembling when exposed to a position can not control or sweating because of shyness. (Kamel, 2004: 16).

Lazarus stressed that stressful events are the consequences of an individual's assessment process, and whether the individual's sources are sufficient to keep the requirements imposed on him by the environment. Stress is determined by the degree of coordination between the person and the environment. When individual sources are adequate and appropriate to deal with The compressor position will feel a little pressure and when the individual realizes that his or her sources are not enough to deal with the event or situation only with great effort and effort will feel an average amount of pressure and when the individual realizes that his sources were not enough to meet the requirements of the environment will feel tremendous pressure .

(Lazarus &Folkman, 1984: 191).

- Effects of stressful situations:

When an individual is exposed to stressful life events, he is different physiologically, emotionally, cognitive, psychological, behavioral and social than in the usual cases. The effects of these events include various aspects of his personality. These effects may develop to cause diseases. Therefore, researchers are interested in studying the effects of stressful events.

1 - physiological effects: Stressful positions affect the physiological aspect of the individual because it changes the functions of organs and secretion of the glands in the nervous system. Among the physiological effects increase the secretion of adrenaline in the blood and upset stomach and intestines. (Hussein, 2006: 44)

2 - Cognitive effects: Stress affects the cognitive structure of the individual where many mental functions become ineffective and show these effects in many symptoms, including lack of attention and concentration and lack of memory and the inability to make a decision. (Mustafa, 2002: 205)

3 - psychological effects: including fatigue, fatigue, boredom and depression.

4. Social effects: Among these are the disintegration of social relations, isolation and the inability to take responsibility. (Arabs, 1994: 7)

5 - emotional effects: These effects include the speed of arousal and fear and the inability to control emotions, anger and aggression. (Muhammad, 1994: 25)

6 - Behavioral effects: The signs and signs of reactions to stressful situations usually appear in the behavioral response in the sense that they appear in the views of individuals and their words and actions. (Muhammad, 1995: 25-26)

Behavioral effects include low performance and the emergence of undesirable behavioral responses and language disorders.

(Hussein, 2006:46)

Factors influencing the severity of psychological stress:

There are many factors and variables that will increase or reduce the sense of the individual events of life stress, which displays his mental and physical health to fall into turmoil, the most important

First, the characteristics of the compressor position

The following characteristics include:

a. Multiple types of psychological pressure there are high and low pressure through medium pressures and the greater the severity of the pressure increased the likelihood of negative effects in individuals or institutions of work and also classified the pressures according to severity to:

a. The pressure is blunt and produces minor responses with a range of stress signs and symptoms that are not easily observed.

B. The intensity of the stressful event depends on the individual's assessment, personality and perception of the compressor position, which is considered severe in an individual who is considered light or moderate in another person.

(Mary

am,2006,58)

2- Repeat compressor position:

The number of stressful situations and sources exposed to the individual increases the intensity of his sense of psychological stress, especially when faced in a short period of continuous and where some researchers believe that repeated exposure to stressful situations have negative effects in life. Numerous studies have shown that psychological stress increases in a cumulative manner (Samadouni, 1993: 39).

Duration:

The effect of psychological pressure in the individual varies depending on the duration. The effect of the compressor may be transient or dangerous depending on the length of time in which the individual is exposed to pressure and depending on the types of pressure the period of time in which there is temporary pressure corresponding to chronic or permanent pressure, 2008: 84).

Second: Characteristics of the individual:

The following characteristics include:

1. Age of the individual:

It was found that the age of the individual affects the extent of his psychological stress. Teens are more affected by sources of stress than adults, and less evaluation of stressful life events. It also shows that the emotional exhaustion is increasing for younger workers. The psychological pressure increases for the less experienced workers and fewer in terms of good

professional preparation and training programs , 1998: 53).

2. Education of the individual:

Of the variables that affect the degree of the individual's sense of psychological stress level of education as the holders of high qualifications are more susceptible to the sense of pressure than those with less educational qualifications

3. Previous experience:

It turns out that the individual's assessment of the position that he is subjected to as a compressor or a non-compressor is based on his previous experience of the situation with similar positions that he has already experienced (David, 1991: 25).

4. Individual differences:

The differences between the needs, values and abilities of the individual affect the level of the individual's perception of the stressful situations. Some researchers believe that the assessment of the positive or non-stressful situation varies from individual to individual. There are also individual differences attributed For example, a student who gets a low mark on an exam may not be stressed if this is attributed to the difficulty of the questions or the failure of the rest of the students, while this may cause stress to the student who attributes the low mark to their weak learning abilities. (Maryam, 2006: 58)

5. Sources of support and support available:

The provision of support resources to the individual by the family, neighbors, friends and colleagues work as well as social support by others, as they all provide different types of support, which may provide them with some kind of ability to cope with the pressures resulting from various life events, it provides protection and prevention And the way to deal with these pressures, and social support is the main source of mitigating and mitigating the psychological and physical effects resulting from various environmental pressures by reducing, removing, isolating and protecting the individual from the negative factors and effects (Insurers and Zaghoul, 2009: 242).

6. Level of ambition:

Some researchers have pointed out that the extent of the individual's realism in his expectations and ambitions is one of the individual and influential factors in the intensity of the individual's psychological stress. The higher the level of an individual's ambition to make

social changes, the more likely he is to be pressured. (Jabari, 1998: 5).

previous studies :
(Norris 1984)

The impact of the sense of self to respond to stressful life events

One of the objectives of the study was to know the effect of the sense of self in assessing the events of the stressful life experienced by the individual. The study hypothesized that individuals with higher self-esteem were more capable of processing information about stressful life events through the use of self-schemas and to achieve research objectives. The researcher designed three experiments in which the self-sense scale was used to determine and evaluate stressful life events, The higher self use self-schemas effectively, helping them to remind and predict the events of stressful life.

(Norris,

1984, p.169)

(Al-Rawishdi, 2001):

Responding to stressful life events of anti-narcotics officers and patrol officers in the city of Riyadh (field study)

The study aimed at identifying the knowledge of the stressful events facing the anti-narcotics officers and the patrol officers and the poverty between the two groups in responding to these stressful events according to the variables of experience and age. The research sample consisted of 45 anti-narcotics officers in Riyadh city and 28 officers Periodicals. The researcher used the measure of the life events of Constance Hamen and the researcher reached the following results:

1. The response to stressful life events varies significantly between drug control officers and patrol officers with different experience.
2. There is no statistical significance in the response of the anti-narcotics officers and the patrol officers to the life of a different age. (Al-Ruwaisdi, 2001, 77)

(Hassan 2005):

The research sample consisted of (513) individuals from four social groups distributed among (110) faculty members and (160) employees at the University of Baghdad, Technology and Mustansiriya And (143) teachers in middle schools and (100) of the workers in the professions and the free sex (male and female). In order to achieve the hypotheses of the study, the tools consisted of (the list of life pressures) covered (6) areas

of psychological, social, economic, health, educational and work and list of psychological disorders, which are prepared by Crown - to measure psychological disorders and the adoption of a number of indicators to measure the social and economic level of the sample and showed The results of the study are the prevalence of life pressure among the sample of the study, with a high degree, while the economic field ranked first, followed by psychology, health, social quarter, and fifth education. The study concluded that the vagina in Iraqi society lives a life full of stress, and the study concluded that the man is more vulnerable to life pressure. (Hassan, 2005, pp. 180-214).

(Dham 2013):

Stressful events and its relation to self-efficacy among middle school students

The study revealed the identification of stressful events and its relation to the self-efficacy of middle school students. The study sample was determined by students of the preparatory stage in the scientific and literary branches of both the male and female departments of the first, second and third directorates of the academic year 2010-2011, There is an inverse correlation between the variables of stressful events and self-efficacy. The higher the stressful events, the lower the self efficacy and vice versa. The lower the stressful events, the higher the self-efficacy of the students (Daham, 2013, 14).

THE THIRD CHAPTER: RESEARCH METHODOLOGY AND PROCEDURES

First: Research Methodology.

In the current research, the researcher used the descriptive descriptive approach because the descriptive research does not seem to stop, and from the description of the limits of the description of the phenomenon of the subject of the research, it goes further than that and analyzes and evaluates the results of the study.

Second: the research community.

The research community shall mean all members or elements of a proportionate choice whether they are objectives, subjects or individuals that we wish to disseminate the results of their studies. (Al-Manizel and Al-Atoum, 2010: 101).

The current research community consists of educational counselors of both sexes (males and females) working in middle, high and middle schools in the directorates of public education in Baghdad governorate (Karkh 1,

Karkh 2, Karkh 3), Rusafa 1, Rusafa 2, Rusafa 3) The number of the original community of (1848) mentor and mentor from the six directorates in the province of Baghdad and distributed by sex by (1197) guides and (651)Guide

Third: Research Sample.

Since the research contains several samples, each sample will be clarified according to the procedure followed. The sample of the statistical analysis was chosen in random stratified form with (300) guides and guides, (105) guides and (195) guides distributed to the general directorates of Baghdad education (2) shows that, and the ratio (16%) is the total society.

Table (1): Sample of the research distributed by directorates of education in Baghdad governorate by sex variable

	Female	Male	Total number	
Rusafa(1)	40	14	54	1
Rusafa(2)	36	18	54	2
Rusafa(3)	15	18	33	3
Karkh (1)	29	13	42	4
Karkh (2)	40	17	57	5
Karkh (3)	39	21	60	6
Total	195	105	300	

Table (2): The research sample distributed by the general directorates of education in Baghdad governorate according to the variable duration of service

	Directorates	5-1years	15-6years	16years and over	Total
1	Rusafa(1)	15	25	14	54
2	Rusafa(2)	16	29	9	54
3	Rusafa(3)	6	18	9	33
4	Karkh(1)	11	17	14	42
5	Karkh(2)	13	21	23	57
6	Karkh(3)	10	27	23	60
	Total	71	137	92	300

Fourth: the research tool.

- Pressure response scale:

The researcher relied on the construction of paragraphs of the response scale of the pressure positions on the theoretical framework according to the theory of Lazarus has been known to respond to stressful situations are (a series of reflexes behavioral, behavioral and cognitive by the individual when exposed to different types of stress stimuli and it is part of the process of interaction with the individual social environment). (Murgatoryd, 1985: 27)After studying the literature related to the current

research topic and a number of measures, she built the paragraphs of the response scale for the pressure positions of the guides. It may be from (52) paragraphs covering most of the characteristics and attitudes that reveal the response to the pressures of the educational counselors

- Steps to build a measure of response to stressful situations:

First, defining the concept of response to stressful situations.

1. To rely on the definition of Lazarus (1985) in defining the concept of response to stressful situations and its

areas, which represent the sector of behavior to be measured. This is the most widely used method in constructing psychological standards for clarity, accuracy and procedures.

(Sundberge, 1977: 71)

2. Synthesis of the mental or logical approach and the method of experience in building the response scale for the current pressure situations.

3. Adopting the self-report method according to the Likert method in constructing the response scale for the pressure positions.

4. Determining the components of the response scale for stressful situations: For the purpose of determining the components of the scale covered by its paragraphs. Responding to the pressure positions of the educational counselors according to the theoretical framework and the theoretical definition of the response to the stressful situations, the researcher was able to identify the dimensions that will be adopted as components of the scale. Before educational counselors. These areas were identified as:

First: the field of knowledge.

Second: the behavioral field.

Third: The field of physiology.

Fourth: the emotional field

5. Formulation of the measures of response to stressful situations.

The researcher prepared all the paragraphs of the scale based on the theoretical and tariff framework to respond to the pressure situations. In light of the above, 52 paragraphs were formulated in the initial form in the form of the five

6. Presentation of the tool to the arbitrators.

In order to determine the validity of the theoretical definition of the response to the stressful situations and their fields, and to define the validity of the scale and to judge the validity of each of the scales in measuring what was set for it and its suitability for the field it represents, the researcher presented the scale in its preliminary form to a group of Educational and psychological sciences to take their opinions and guidance and after reviewing their views and guidance and make amendments:

A number of paragraphs were amended as directed by the arbitrators to make them more understandable and clear. Keep all paragraphs with a calculated value higher than the value of the square (3.84) squared square (52).

- Sample clarity Instruction:

In order to identify the veracity of the paragraphs, the answer instructions on the scale and the time taken to answer, the researcher applied the scale to a survey sample of (20) guides and guides drawn from the original community and according to the random method of one of the directorates of Baghdad governorate (first Karkh). The researcher explained the instructions to answer the scale of the guides and guides by giving a simple example easy to answer. Through the experiment, the researcher found that the length of the response to the paragraphs of the scale between (15 - 35) minutes and a rate of (25) minutes, (2). The correction of the research tool depends on the status of the appropriate grade for each paragraph.

(5) and the lowest possible grade of the paragraph is equal to (1) degree and the mean value is (156) as shown in Table (4).

Table (4): Alternatives to answer weights of alternatives

The alternatives	apply to me to a large extent	apply to me to a degree	applies to me to a very small extent	apply to me to a very small extent	does not apply to me at all
weights	5	4	3	2	1

Indicators of honesty:

The researcher relied on verifying the validity of the scale in two ways to verify the indicators of the validity of the measure of response to pressure are honesty and virtual honesty of construction.

Virtual honesty:

This type of honesty was verified in the present research when the researcher presented the standard to a group of arbitrators (16) arbitrators in the field of guidance, educational psychology, measurement and evaluation. The number of paragraphs of the scale reached (52) paragraphs, and in view of their opinions and observations, (13, 48). The researcher used a square of

Kai to know the powers of the paragraphs in measuring what was set for measuring and became the measure in its final form of (52) paragraph.

(B) The distinct power of the paragraphs:

To investigate the statistical characteristics of the paragraphs, the researcher carried out the following procedures:

The primary purpose of calculating the discriminatory power of paragraphs is to exclude the paragraphs that do not distinguish between subjects using the use of force majeure using the two extremes.

The researcher has taken the following steps:

After applying the standard to the sample of the statistical analysis (300), guide and guide and determine the total score for each form.

(B) To arrange the forms from the highest grade to the lowest descending grade.

(27%) of the forms with the highest grades in the scale, and (27%) of the forms with the lowest grades in the scale. The upper group forms ranged between (81) form,

(81) The T-test was used for two independent samples.

The T-table value was (1.96) at the degree of freedom (160) and the level of significance (0.05). The scores of the top group ranged between (4.4198 - 2.9136), and the minimum group scores ranged from (3.321 - 1.8642) to a

score where all the positive and distinct points were accordingly calculated Style, because the T value calculated for all the paragraphs were higher than Tabulated

Honest construction

A- The relation of the degree of the paragraph to the total degree of the scale:

Using the same data that were adopted in the method of distinguishing paragraphs, according to Pearson correlation coefficient using SPSS to derive the correlation between the score of each scale and the total score of the scale, the results showed that all correlation coefficients were statistically significant when compared (0,05) and the freedom score (298) of (0.113)

(B) Relationship of the degree of the paragraph to the total degree of the field:

The researcher extracted the correlation between the score of each paragraph and the total score of the field in which it is located. In order to achieve this, 300 questions were selected. The questionnaire forms were completed. The answers were based on lists prepared for this purpose. The correlation coefficients for all paragraphs were greater than the tabular value of (113, 0) as in Table (8)

Pearson correlation coefficient values for the relation of the degree of the paragraph to the total degree of the field

Domain number	Domain	Number of paragraphs	Paragraph numbers	Pearson correlation coefficient values
1	Cognitive	13	1	0.572
			5	0.571
			9	0.523
			13	0.525
			17	0.551
			21	0.575
			25	0.640
			29	0.590
			33	0.560
			37	0.557
			41	0.514
			45	0.515
			2	behavior
6	0.515			

			10	0.538
			14	0.515
			18	0.525
			22	0.665
			26	0.662
			30	0.644
			34	0.553
			38	0.568
			42	0.539
			46	0.501
			50	0.604
3	physiological	13	3	0.547
			7	0.556
			11	0.595
			15	0.516
			19	0.555
			23	0.595
			27	0.559
			31	0.560
			35	0.565
			39	0.512
			43	0.640
			47	0.615
			51	0.586
3	Emotional	13	4	0.516
			8	0.525
			12	0.554
			16	0.651
			20	0.587
			24	0.638
			28	0.589
			32	0.548
			36	0.572
			40	0.506
			44	0.578
			48	0.586
			52	0.546

The researcher has relied on two methods to verify the validity of the scale:

1. **Authentic honesty, which was previously mentioned and detailed previously.**

2. **Construct validity**

The researcher relied on this type of truth by associating the paragraph with the overall degree, and linking the

paragraphs to the field in which it belongs as. The researcher calculated the matrix of internal correlations between the domains of the pressure response scale The correlation coefficient was positive and all the correlations were function at a mean level (0,05) and a degree of freedom (298). The correlation coefficients calculated for all paragraphs were greater than the table

value Adult (113, 0) indicating the genuineness of the construction

Stability of the scale:

The researcher decided to use more than one indicator to calculate the stability for the purpose of verification more accurately, including:

Method of retesting:

Stability was calculated in this manner after the re-application of the scale on a sample of (20) guides and guides after (14) days after the first application. After the completion of the first application and the second and the analysis of the answers and calculation of grades, the researcher used Pearson correlation coefficient, (0.82) This indicates a good index of stability of the scale.

ALPhachronbach Method:

Stability was measured in this way by random withdrawal of 200 samples from the analysis of the vertebrae, followed by the Vaccronbach equation (ALPhachronbach Formula) for the internal modes. The value of the scale is (0.84.)

Final version of the response scale for stressful situations:

The response scale of the stressful positions in its final form, as shown in Appendix (6) prepared by the researcher, consists of (52) paragraphs divided into four areas (cognitive, behavioral, physiological, emotional) Alternatives to response to the five-paragraph sections (apply to me to a large extent, apply to me to a medium degree, apply to me to a small degree, apply to me very little, do not apply to me at all). Response ranges range from 1-5 degrees, By measuring the scores obtained is (260) score and the lowest score is (52) and the mean center of the scale (156) degree, and when the completion of the construction of the scale and verify the enjoyment of the characteristics of the psychometric force of discrimination and honesty and stability, the tool is finally ready to be applied to the sample Basic search.

Final Search Tool Application:

The final research tool applied to the sample of 300 researchers and guides, which was based on the data of the sample of the statistical analysis itself, because it did not drop any of the paragraphs of the scale, in the period from 8/5/2018 to 15/5/2018, During the training sessions and the sectoral seminars for the counselors, the six directorates also meet with the educational counselors in their schools and explain how to answer them and urge them to be credible and committed to answering after

being informed that their answers are a service for scientific research and not related to evaluation of performance within their schools. Mission The researcher approached the six directorates of the governorate of Baghdad, facilitated the researcher's task by the extension staff in the directorates, and provided assistance and assistance as much as possible, and applied the scale with ease. The researcher noticed the interest of the educational counselors and their response to answer the measurement paragraphs. Although the researcher did not specify the time to answer the scale The average time taken to answer, (25) minutes.

Statistical means:

Use the statistical program (SPSS) to achieve the current research objectives.

FOURTH CHAPTER: VIEW AND INTERPRET RESULTS

This chapter deals with the main findings of the current research as follows:

Objective of the research: Identify the response to the pressure positions of the educational counselors.

To achieve this goal, the researcher used the T-test for one sample, with the calculated T value (18.770), the table (1.96) at the level of significance (0.05), the research sample (300) guide and guide, the mean (188.700), the standard deviation (29.59320) (156).

This indicates that the members of the research sample were their responses to the pressure positions function.

The result of this goal can be explained by the fact that the response to stressful situations is the reaction of individuals to painful or stressful environmental stimuli that exceed their capacity to adapt to these pressures. All members of the research sample are responsive to stressful situations and vary from individual to individual depending on age, duration of service, Social. And that the educational guide has the possibility of psychological compatibility with stressful events, whether economic, social or professional work and social environment.

The response to the stressors to which the individual is exposed varies according to the type of psychological, behavioral, social and occupational characteristics of the educational counselors, as well as by age group and the type and intensity of the compressor position (Rashidi, 1997: 55).

CONCLUSIONS:

In the light of the findings of the present study, the following can be derived:

- The responses of educational counselors of both sexes (males, females) have been convergent in behavioral, emotional, cognitive and physiological responses at one level. That is, there is no difference in response, which in the opinion of the researcher see the nature of Iraqi women to bear the pressure on them.

PROPOSALS:

To complement the current research results, the researcher proposes the following studies:

- Conducting a study dealing with the response relationship to stressful situations in other samples such as forced displacement and displaced persons.

RECOMMENDATIONS:

In the light of the findings of the current research, the researcher recommends the following:

1. The need to hold seminars for the development of educational counselors by professors specializing in the field of psychological guidance and mental health in order to raise the level of psychological factor and increase their ability to cope with stressful situations.
2. Intensify activities in cooperation with other ministries through coordination between the Ministry of Education and Guidance and other ministries in order to keep up with the latest developments in society.

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