

Babylon University / College of Education for
Humanities / Department of Educational and
Psychological Sciences

Self-protection and its relationship to
emotional duality among middle school
teachers
Present it

Prof. ¹Ali Hussein Al-Mamouri,

Abstract: *The current research boils down to two basic concepts: Self-protection and Emotional duality. Self protection represents "moving away from embarrassing situations, and avoiding conditions that may lead to miniaturization, contempt, ridicule, and indifference on the part of others. Emotional duality is a contradiction or an internal struggle of an individual between what he wishes to express about his immediate feelings and fear of the consequences or consequences of such an experience current research aims to identify 1 - Self-protection among middle school teachers. 2- Emotional duplication among middle school teachers. 3- Differences in the correlation between self-protection and emotional duality among middle school teachers (by gender). 4- Differences in the correlation between self-protection and emotional duality among middle school teachers (according to specialization). 5 - The correlation between self-protection and emotional duality among middle school teachers. The two researchers followed the descriptive, relational approach. The research sample: The two researchers built the standards of self-protection and emotional duplication on a sample of (420) teachers and schools. After extracting honesty and consistency, the two research tools were applied to an applied sample that was number ((520 teachers and middle schools in schools) The center of Babil Governorate, by the stratified random method, with a proportional distribution research tools: The measure of self-protection and emotional duplication was built, and the validity of the two tools was performed, as the two measures were presented to a group of arbitrators, after which the psychometric properties of the two measures were extracted. Statistical means: The research data has been processed by statistical means that are appropriate to the nature and objectives of the research through the Statistical Package for Social Sciences (Spss) Research results: The results of the research indicated that middle school teachers enjoy self-protection and emotional duality, and that there is a positive correlation between self-protection and emotional duality, but this relationship is weak between the two variables, there are no statistically significant differences in the correlation between self-protection and emotional duality, according to gender (male - Female), there are no differences in a statistically significant function in the correlation between self-protection and emotional duplication according to the specialty (scientific - human)*

¹ Ass.Lect. Shaima Majeed Hameed Bahya

keywords *Babylon University / College of Education for Humanities / Department of Educational and Psychological Sciences*
Self-protection and its relationship to emotional duality among middle school teachers
Present it

:

I. INTRODUCTION.

The results of the research were interpreted according to the theories adopted by the research, and the research concluded several recommendations, including:

- Take advantage of the results of the current research by changing the research sample and society with positive characteristics through seminars and courses, as well as bypassing negatives.
- Holding seminars to shed light on the negative effects and their impact on the education profession.

And proposals, including:

- Conducting a study similar to the current study on educational supervisors.
 - Conducting a study similar to the current study on male directors and general managers.
 - Conducting a study similar to the current study on university professors
- Conducting an evolutionary study for self-protection and emotional duplication and conducting similar research, in light of a number of variables, such as: age, moral reasoning, decision-making, and self-regulation.

Chapter One (Introduction to Research)

First: the research problem

The intellectual, ideological and social changes that our modern world is witnessing have brought societies into various challenges to different social cultures, which has put pressure on man that may exceed his endurance or potential and put him in conflicts on various levels, including personal, social and intellectual, so the human self has become in a state of attraction and dealing With attitudes in a manner that does not achieve the individual's aspirations and aspirations as a result of the absence of a clear vision of his energies and capabilities. It is no longer possible to control all these changes except through the optimal organization of all joints of life for the individual, and thus dealing with these challenges varied from culture to another, some of which are positive and some are negative. This has been reflected on social life, so individuals are living in a contradiction between what they hide and what they appear, from their feelings and their own concepts and between the wills and requirements of society, between what they aspire to and the reality imposed by this extended conflict that has disturbed the lives of individuals and reflected on their methods of dealing with reality in addition to Values and principles contradicted contemporary societies, and the phenomenon of unconscious duplication of personality crystallized, and it was clearly evident in our time (Al-Hussaini 2008: 12). Man by nature seeks to balance between his behavior, beliefs and knowledge, which may be contradictory to a particular idea, which occupies the individual to end this contradiction, and reach a state of balance and satisfaction with his behavior (Allahyani, 2012: 663). Hornay and Sullivan emphasized the importance of an individual's relationship with others, and they found that social life sometimes restricts it to restrictions that impede personal growth and limit its capabilities, and that any disruption in a person's social relations is reflected negatively in his relationships with others. The human being constantly seeks to interact and communicate with the environment and the conditions in which he lives in order to reconcile with it, he may succeed in his endeavor or may sometimes fail in the confrontation with those circumstances and this failure generates a state of frustration and psychological disturbances that negatively reflect on his behavior

and dealing with others, which leads the individual to a feeling Confused, confused, helpless, and anxious, due to the increasing ambiguity in life and the unknownness of fate. The lives of individuals today may become full of anxiety and fear from the feeling of loss of happiness, as they complain of fatigue to the extent of fatigue, misery and loss of meaning in everything in their lives, because they are always in a state of frustration and a sense of despair in life. This is consistent with Rogers' argument that the need for positive respect and self-protection exists for every individual, and when one gets it he feels satisfied, and if he does not get it it leads him to frustration (Scheltz 1983: 271). All of these behaviors and others have entered some in conflicts and resort to devious methods to get rid of cases of frustration and psychological defeat and the state of oppression or revenge for what the person was exposed to from weakness, defeat and crushing his dignity, which in turn leads to wasting his energies and his professional giving to his sense of insecurity and psychological disturbance Which may reflect negatively on his professional performance and the educational process, since the teacher's personality is an example after the parents, with many studies stressing the seriousness of this aspect, as the disorders that may affect the emotional side or the ability to understand emotions and express them in a manner that is appropriate to the situation lead to results Negative as loss of social support, dissolution of groups, and failure to achieve mental competency (Paula2010: 285). This is consistent with the study of E. Baum & A. Becker2010, as it found a correlation between the feelings of contradiction and the increase in the negative impact on the individual and his exposure to stressful events, which compels him to resort to non-consensual methods such as emotional duplication, especially the active groups in society, including middle school teachers. This is because it faces difficulties and challenges in their professional work, and they may resort to duplication in dealing with their peers, teachers or students. (Al-Ubaidi 1999: 3). When their desires contradict society's constraints or when opposing forces gravitate to them and conflict intensifies and they are unable to reach their goals here, everyone works with a special response that responds to the act of conflict and frustration (Serban2003: 751). This is what Fromm emphasized that society seeks to make individuals fulfill their desires in the way that society desires, as it destroys the will of its members without being aware of it through the methods of tyranny, persecution, humiliation, punishment and other ideology, which causes them to follow their desires while they are not aware. Their desires themselves are determined by conditions and constantly fluctuating (Lindsay, Hall 1969: 86). From the foregoing, the current research problem can be summarized by answering the following question: Are there differences in the emotional duality of middle school teachers according to gender and specialization?

II. SECOND: THE IMPORTANCE OF RESEARCH

The self is the focus of personality and its core, and it has an important role in the process of social interaction and the relationship of the individual with others (Shukair 1994: 66). It crystallizes from the experiences that one gets with others, so merging with and separating from others may achieve self-control and protection (Unger 2010: 184). Sullivan emphasized the importance of the relationship of the individual with others, as he sees that a positive concept of the self adds to the social life of the individual and contributes to his personal growth and increases his capabilities, and that any imbalance in social relations with members of his community is a reflection of the individual and his evaluation of it (Al-Haiti 1985: 102). The human being continuously seeks to interact and communicate with the environment and the conditions in which he lives in order to agree with it, so the individual

in his endeavor is able to face these conditions and this results from a careful understanding of himself and his capabilities that generates a psychological happiness that is reflected in his behavior and dealing with others, which leads him to feel the ability to Confronting ambiguous situations in life and anonymity. His life may become full of optimism and a sense of happiness. Life may have meaning in everything in his life, so a sense of life will be positive. This is consistent with Rogers' argument that the need for positive self-esteem and self-protection exists for everyone, and when he does get it he feels good about life, and if he does not, it leads him to frustration, tension and anxiety (Scheltz 1983: 271). Individuals may protect themselves by selectively opening up experiences and actions that negatively affect the way others see them. They may suppress or suppress some of their emotions repeatedly for external reasons in order to avoid rejection or criticism, but rather in order to comply with the requirements of conscience (Jurard 1988: 278). . Whatever the contradictions of the individual, the self is a source of activity, vitality, and good thinking at best, that is, the individual learns from his daily experiences a number of security operations that enable him to successfully confront others 'threats. The human being is by nature a social being, and communication with others is an essential axis in the process of social interaction and its relations with others, and in the midst of this social interaction the self plays the primary role in this interaction and caring for others or ignoring them and this depends on the stimuli that the individual receives through others if these behavioral stimuli are negative In turn, it leads to a lack of interaction with others that leads to isolation and loneliness. In turn, they are a way of depression, and this leads to abnormal personalities (Shukair 1994: 16). Self-protection contributes to preserving mental and physical health, and is at the forefront of the road to resisting psychological stress, as it maintains good performance and increases productivity at work. (Alicke, M., and Sedikides, 2009) concluded that self-protection contributes to maintaining health Psychological and physical, and a positive view of the circumstances surrounding the individual and away from fatigue and disease, and facing adversity and stressful life events (Bloom and Hanali 2013: 201). Kobasa (1982) indicated that our exposure to stress is inevitable and there is no life without pressure. Hanton indicated that a self-protecting individual evaluates events objectively and uses coping strategies effectively, which indicates that the individual has a high level of Self-confidence and able to face stressful situations and feel less threatening, and deals with situations positively, self-protection is important for the individual to successfully face the multiple and successive pressures of life (Abbas 2010: 175). This confirms what existentialists went to that the individual in his search for meaning for his life makes multiple decisions, these decisions constitute the cornerstone of everything in life, and whether we realize it or not, all our behaviors result from decisions that we make to conform to our adaptation to society and the environment around us. Lang sees that each individual shows some levels of self-protection, and that depends on the position and time that the individual is going through, and that difference can be due to the method and practice he learned, which affects the type of his experiences and what is ultimately reflected on his personality, and thus Self-protection is an important source of personal cohesion for the individual (Abbas 174: 2010).

III. Third - Research Objectives:

The current research aims to identify:

- 1- Self protection for middle school teachers.
- 2- Emotional duplication among middle school teachers.

- 3- The correlation between subjective protection and emotional duality among middle school teachers.
- 4- The differences in the correlation between self-protection and emotional duality among middle school teachers (according to gender)
- 5- Differences in the correlation between self-protection and emotional duality among middle school teachers (according to specialization.)

IV. Fourth - Research Limits:

The current research is determined by studying the variables of self-protection and its relationship to emotional duplication among middle school male and female teachers, and to scientific and human specialties in the Babylon Governorate Center for the year 2018-2019.

Fifthly, to define the terms:

The current search has identified the following terms (self-protection, emotional duplication)

First: Self-protection:

1- Murray knew her

" Avoid embarrassing situations, and avoid circumstances that might lead to miniaturization, contempt, ridicule, and indifference on the part of others (Murray: 2002: 573).

2- Theoretical recognition:

The researchers adopted the definition of Murray, a universe characterized by clarity and inclusiveness in the definition of the variable.

3- Procedural definition

It is the total score that the respondent obtains from their responses to the paragraphs of the scale used in the current research.

Second: Emotional duality

-1 Definition of emotional duality

Known by Liu and others (2015):

An individual's contradiction or struggle between what he wishes to express about his immediate feelings and fear of the consequences or consequences of such an expression (Liu et al 2015: 118).

2- Theoretical definition:

The researchers adopted the definition of Liu et al. (2015), being the only definition obtained by the researcher for repeated studies on this variable, according to the researcher's knowledge.

3- Procedural definition

It is the total score that the respondent obtained through their responses to the paragraphs of the scale used in the current research.

Chapter Two: Theoretical Framework

The current research came with two axes, the first on self-protection and the second on emotional duplication.

First: self-protection

The researchers adopted the Murray Theory (1988) as it dealt with the variable directly and explained that the needs represent a "possibility or willingness to respond in a specific way under certain conditions." He added that the motivations in our personalities are a reflection of the behaviors controlled by the needs. Although some needs are temporary and variable, others are more profound in nature. According to Murray, these psychological needs often work at the subconscious level but play a major role in our personality.

Murray identified needs as one of two types:

1- Basic needs: Basic needs are basic needs that are based on biological demands, such as the need for oxygen, food and water.

2- Secondary needs: General secondary psychological needs, such as the need for upbringing, independence and achievement. While these needs may not be essential to basic survival, they are essential to psychological well-being.

He has compiled a list of psychological needs that includes 24 needs identified by Murray and his colleagues. He emphasized that all people have these needs, but each individual tends to be at a certain level of every need and the unique levels of each person's needs constitute a role in shaping his individual personality and among these needs: the needs of ambition and these needs are related to the need for achievement and recognition and often is expressed On the need to achieve through success, achieving goals, and overcoming obstacles. The need for recognition is met by gaining social standing and displaying achievements. Raising the value of this value system and achieving coherence and harmony with other formats or opposing it, it may seem like an ambitious, isolated, social, or even aggressive person, but it is necessary to look at values, tendencies and attitudes in exchange for other negative phenomena, and the person may aim to achieve a prominent position but he is incapable On achieving success in everything that is presented to him, he must choose from among the alternatives, i.e. between what he hates and what he prefers, and between what he succeeds and what he fails in, with the aim of reaching self-protection from insults, blame and criticism, and concealing or justifying failure or failure or self-support and support (Abdul Rahman 1988: 347).

v. SECOND: EMOTIONAL DUALITY

The researchers adopted the King Wimmons theory 1990 to address the research variable directly. A paradoxical theory of emotional expression emerged from the previous work King and Emmons did (1990) on conflict of goals. The theory developed by King and Emons states that the paradox in emotional expression can reflect a state of internal conflict between an individual's need to express emotions and The current situation and what this situation requires, and the desire not to show emotions or self-agitation and express them, as this internal contradiction - with regard to showing emotions and emotions in certain situations or not showing them - is stressful and is a source of abnormal psychological processes, especially if failure is not Showing this emotional expression is merely a modification or short-term inhibition of behavior, but a usual or permanent cognitive mechanism (Emmons, RA & King, LA 1988: 1040). King and Simons assumes that individuals who use such abnormal psychological mechanisms have difficulties communicating or expressing their emotional needs clearly, and that they face more problems in relationships that may lead to harmful social consequences. This, in turn, can increase the level of stress, and thus lead to decreased social support and less self-esteem. King Wimmons believes that the

paradox of emotional expression can manifest itself in different ways: people who use these mechanisms may want to express their emotions, but they feel they are unable to do so, or they may be able to express them but they have no desire to do so, Or they may regret having expressed their emotions later. Emmons, R. A. & King, L. A. 1988)). The primary component of emotional expression is the motivation to express it, since any goal is associated with a desire to discourage it, it is likely that this leads to devastating physical and psychological consequences for the individual. They assumed that the emotional incoherence in which the individual is located is a critical element in distinguishing the healthy and unhealthy style of expressing emotions "(King & Emmons1990: 4) because it is not only that the individual expresses emotions or does not express them. Also, this conflict in Expressing emotions can manifest itself within any of the individual's emotional states, whether positive or negative, as it is the result of expressing feelings. Weakness or lack of expressing emotions is suppressing them and not showing them in front of others, while the contradiction in expressing them is seen as a deficit. My interaction in the relationships between individuals who suffer from this contradiction in expression, because either they cannot express their emotions completely, or they express them but regret this expression after a short time. Thus, they fall into a self-contradictory or inner struggle as a result of expression or fear that their emotions will not be expressed. Thus, emotional expression is seen as socially inappropriate but beneficial in terms of the health of an individual. The owners of this theory made it clear that each individual has his own specific goals and it may happen sometimes that there is a conflict or conflict between these goals with other goals, and therefore, discouraging such goals and not achieving them or expressing them will lead to its chronic involuntary effects and psychological collapse of the individual in end of the day. When these goals conflict with social norms or other goals, the individual may suffer from the harmful effects of this, whether these expressions are expressive or meaningless. Whereas, such conflict leads to the individual feeling a contradiction, which can be in direct contact with his physical and psychological well-being, as emotional dampening undermines psychological well-being (King & Emmons1990: 86). King and Emmons (1990), through their research, have found that paradoxes of emotional expression can predicate negatively about life satisfaction, while positively depression and anxiety when one controls their emotional, emotional expressions. Therefore, inconsistency or inconsistency in emotional expression is closely related to psychological well-being and not to expression or lack of expression of emotions. However, they argue that individuals with inconsistencies in sentimental expression may misinterpret the social situation or position (1995 Emmons & Colby). Where paradoxical individuals tend to show less social support and interaction compared to others even when their social group actually supports others.

VI. CHAPTER THREE (RESEARCH METHODOLOGY AND PROCEDURE)

The research method used in this research is the relational descriptive approach in the process of data collection and analysis to suit this approach, which is being studied in the current research.

Research community:

The current research community in middle school teachers in the Babil Governorate Center for the academic year (2018-2019) is male and female. And they numbered (2177) distributed over (53) schools.

The research sample

The sample of the research was chosen by the random stratified method with a proportional distribution of middle school teachers in the schools of Babel Governorate Center. The total sample of teachers is (420) male and female teachers (167) male and 253 female, 197 scientific specialization and 223 human specialization.

VII. SEARCH TOOL:

First: The measure of emotional duality:

To achieve the research objectives, and after defining the theoretical definition of the variable emotional duplication based on the theory of (King & Emmons 1990), a measure of emotional duplication among middle school teachers was composed of (41) paragraphs. As for the balance of response: a response balance was established in front of each paragraph consisting of five alternatives (applies to me completely, frequently, sometimes, rarely, never apply to me) and the degree (applies to completely / 5) and the alternative (frequently / 4) and the alternative (sometimes / 3) The alternative is rarely (2) and the alternative does not apply at all to (1). Accordingly, the highest grade a teacher can obtain is 205 and the lowest degree can be obtained (41). Statistical analysis of the paragraphs of the measure of emotional duplication: For the purpose of statistical analysis of the paragraphs, find their distinctive strength and the degree of their internal consistency, and find the sincerity of the scale and its stability, and then identify the emotional double standard among teachers in the preparatory stage. The scale was applied in its final form to a sample consisting of (420) teachers and schools. The two end samples: A- The discriminatory power of the paragraphs of the emotional duplication: In order to extract the discriminatory power of the paragraphs of the double standard, the scale was applied to the statistical analysis sample of (420) teachers and schools. Upon testing the significance of the differences between the upper and lower groups, it was found that the values of the paragraphs ranged between (2.597 - 24.756), which is greater than the tabular value of (1.96), so it is statistically significant at the level of significance (0.05) and degree of freedom (218). This indicates that all the paragraphs in the emotional duplication scale were distinct. B-The relationship of the degree of the paragraph with the total degree of the scale. Statistically at the level of significance (0.05) and degree of freedom (419) as it ranged between (0.121-0.731) because its degree of correlation is greater than the tabular value (0.098), thus the number of paragraphs of the measure of emotional duplication reached (41) items. The metric characteristics of the scale: A- Validity of the scale: Two types of honesty were found for the current scale: apparent honesty: apparent honesty was achieved by introducing the scale paragraphs to (30) of the arbitrators in educational and psychological sciences and psychological measurement. To judge the scale's validity. Either extract the sincerity of the building by finding: • discriminatory force in the manner of the two groups. • Relationship of degree to the total score of the scale. B - Persistence: The two researchers followed the alpha-Crowbakht equation to find the scale stability factor: by relying on the data of the statistical analysis sample according to the stability coefficient of the duality measure according to the alpha-cru-nebach equation, when the coefficient of stability reached (0,83), so the scale has the stability according to this method.

Second: The Self-Protection Scale: In order to achieve the goals of the research, and after defining the theoretical definition of the self-protection variable based on (Murray 1988), a self-protection scale was established for middle school teachers consisting of (44) paragraphs.

As for the balance of response: a response balance was established in front of each paragraph consisting of five alternatives (applies to me completely, frequently, sometimes, rarely, never apply to me) and the degree (applies to completely / 5) and the alternative (frequently / 4) and the alternative (sometimes / 3) The alternative is rarely (2) and the alternative does not apply at all to (1), according to which the highest grade a teacher can obtain is (220) and the lowest can be obtained (44).

Statistical analysis of the paragraphs of the self-protection scale: For the purpose of statistical analysis of the paragraphs, to find its distinctive strength and the degree of its internal consistency, and to find the validity of the scale and its stability, and then to identify the self-protection among middle school teachers, the scale was applied in its final form to a sample consisting of (420) teachers and schools. After collecting the data, the researchers adopted a method The two end samples: A- The discriminatory power of the self-protection measure paragraphs: In order to extract the discriminatory force of the self-protection measure paragraphs, the scale was applied to the statistical analysis sample of (420) teachers and schools. Upon testing the significance of the differences between the upper and lower groups, it was found that the values of the paragraphs ranged between (2.597 - 24.756), which is greater than the tabular value of (1.96), so it is statistically significant at the level of significance (0.05) and degree of freedom (218). This indicates that all the paragraphs in the self-protection scale were distinct. B- Paragraph score relationship to the overall degree of the scale: The relationship of the paragraph degree to the overall degree of the self-protection scale was calculated using the Pearson correlation coefficient, for the statistical analysis sample of (420) teachers and schools and all correlation coefficients were Statistically significant at the level of significance (0,05) and degree of freedom (419) as it ranged between (0.121-0.731) because its degree of correlation is greater than the tabular value (0,098) and thus the number of paragraphs of the measure of self-protection reached (44) items. The metric characteristics of the scale: A- Validity of the scale: Two types of honesty were found for the current scale: apparent honesty: apparent honesty was achieved by introducing the scale paragraphs to (30) of the arbitrators in educational and psychological sciences and psychological measurement. To judge the scale's validity. Either extract the sincerity of the building by finding: • discriminatory force in the manner of the two groups. • Relationship of degree to the total score of the scale. B - Persistence: The two researchers followed the alpha-Crowbakht equation to find the scale stability factor: by relying on the data of the statistical analysis sample according to the stability coefficient of the duality measure according to the alpha-cru-nebach equation, when the coefficient of stability reached (0,83), so the scale has the stability according to this method.

Instructions for the research criteria:

The researchers were keen that the scale instructions be clear and accurate, whereby the members of the sample were asked to answer them honestly and frankly for the purpose of scientific research, and he stated that there is no need to mention the name, and that the answer will not be seen by anyone except the researchers, in order to assure individuals of the confidentiality of the answer

The validity of the paragraphs for the two measures of research: The paragraphs were presented to (30) experts in psychology and psychological measurement to judge the extent of their validity in measuring what was put in order to measure it, and after taking into account the experts indicated by the observations and the validity of each paragraph in the measurement of self-protection, all paragraphs got On the approval of the experts, the scale thus consisted of (44) items.

The final application of the two standards of research: The research tools were applied by the researchers on 2/19/19/28/29/2019 for the individuals of the sample for the purpose of answering some of the inquiries or clarifications that the sample members need. Chapter Four (Presentation, interpretation, and discussion of research results)

This chapter includes the presentation, interpretation and discussion of results, based on the results of statistical analysis and according to the research objectives, conclusions, recommendations and proposals

VIII. FIRST - DISPLAY THE RESULTS

The first goal - to identify the self-protection of middle school teachers: To achieve this goal, the self-protection measure was applied to the research sample, after correcting the scale and conducting statistical analysis of the data that showed that the mean of the degrees (161.492) degrees and standard deviation of (10.321) and the hypothetical average (132) Degree, to find out the significance of the difference between the mean and the hypothetical mean, the T-test for one sample was used. The results showed that the calculated T value reached (65,730) degrees. It is greater than the tabular T value of (1.96). Therefore, it is statistically significant at the level of significance (0.05) and degree of freedom (519), and Table (1) shows that.

Table (1)

The mean, hypothetical mean and T value are shown on the self-protection scale

level indicat ion (0.05)	Drege Freedom	Z value		deviatio n The normati ve	The verge The premise	The average Arithmeti c	Number the sample	variable
		Tabu lar	Calc ulat ed					
Function	519	1.96	65.7 30	10.321	132	161.492	520	Self protectio n

From Table (1) it becomes clear to us that the middle school teachers segment, like others, are affected by the changes that are taking place around them and are exposed to various problems and pressures that can hinder them in their performance, and when they arm themselves with self-protection in the face of the pressures of the teaching process, this will be a greater factor in their confrontation with the sources of pressure resulting from Work and avoid social pressure for fear of negative evaluations. Eric From (1980 - 1900) believes that facing the world independently reveals to the individual his impotence and therefore feels that himself is threatened by the anxiety between what he wants to accomplish from the works and the incompleteness of his abilities to accomplish these works. He feels a responsibility and also feels that he is not sufficient to bear it. This is consistent with what Harry Sullivan said (Sullivan, 1949-1892). The approval of others for their actions leads to a feeling of relief. As for those that do not receive approval, they generate a feeling of anxiety and therefore acquire a certain behavioral trend that they maintain throughout their lives to face any experience that threatens themselves in the future. . He agrees with what Murray has put in place for a list of psychological needs, so these needs are met to be recognized

by gaining a social standing and displaying achievements. Therefore, the teaching process is not an easy process, but rather includes many variables, and it requires efforts and hard work in order to succeed in this task. It needs to provide an appropriate educational environment, the weakness in schools from infrastructures on the one hand, lack of attention to the general situation of the teacher (from the viewpoint of middle school teachers) creating something of poor consistency between ideal trends and realistic trends, which prompted middle school teachers to protect themselves.

.The second goal - to identify the emotional duality of middle school teachers

To achieve this goal, the measure of emotional duplication was applied to the sample. After correcting the scale and performing the statistical analysis of the data, it was found that the mean of the scores (164.37) degrees and a standard deviation of (9.184) and the hypothetical average (123) degrees, and to know the significance of the difference between the achieved mathematical average and the hypothetical mean. One sample was used T test. The results showed that the calculated T value reached (102.723) degrees. It is greater than the tabular T value of (1.96). Therefore, it is statistically significant at the level of significance (0.05) and degree of freedom (519), and Table (2) shows that.

Schedule (2)

The mean, hypothesis, and T value are shown on a measure of emotional duplication

Significance at a level or less 0.05	T value		The average The premise	standard deviation	SMA	Number of individuals in the sample	variable
	Tabular	Calculated					
Function	1.96	102.723	123	9.184	164.37	520	Emotional duplication

It can be seen from the table) 2 (The teachers of middle school with emotional duality and the reason for this to the nature of the surrounding circumstances and Mahristithm of contradictions and this is what confirmed its Kink and Emmons of the emotional duality is the result of exposure to conditions or psychological pressure or responsibilities over the possibility of the individual, so the solution Duplicity , in order to He agreed with reality and escaped from the experience that prevented the individual from conforming to himself . Excess suppression creates duplication . This is consistent with what put Jonk Jonk) Carl Gustav JungThe contrast loses energy in the struggle between the different parts. The cold individual uses his psychological energy in the wrong direction in an attempt to suppress instinctive instincts, which nullifies the principle of energy distribution . Or it may be the result of work stress, as mentioned by Maslach and Jackson . Maslach and Jckson, 1981: 113 (Middle school teachers have various emotional emotions such as anger, anxiety, helplessness, discomfort, or discouragement, and these people are described as suffering from work stress, which shows emotional duplication . In addition to the change in contemporary society is another factor in

the duplication of g the t conscious in the personal when individuals . And this is in line with what it says) Van.Di.Bearg (That the duplication source of emotional is the civilized society its context

The third goal - to identify the correlation between self -protection and emotional duplication among middle school teachers.

To find the correlation, the researcher used the Pearson correlation coefficient, as the correlation coefficient value) 0.051)Which is less than the tabular value of the adult parameter(0.098)At the level of significance(0.05)And degree of freedom(518)As shown in a table(3).

Schedule (3)

The correlation between self -protection and emotional duality

Significance level 0.05	The tabular value of the correlation coefficient	Correlation coefficient value	Eye of	Variables
Non - Function	0.098	0.051	520	Emotional duplication
				No self-protection

From the table (3The relationship is weak between the two variables, and this is consistent with Murphy's view and as a failure Murphy & Kupshil, 1992)) That the individual within the acceptance criterion of social seeks to maintain the same protection, but if he feels the competition and the low acceptance of socially , it begins with social withdrawal gradually the protection of the same or begin to take another 's behavior shows him properly, either in the event of failing to take the behavior to protect itself , it enters in the case of an internal conflict with itself and re - balance for himself in order to adapt to the society that surrounds him , he is denying the same to show the same form in which it bent but remains in permanent conflict with itself . This is consistent with what referred to him Vohs and Bamstr and Kiarko (Vohs , Baumeister & Ciarocco , 2005) The distance between the perceived behavior and objective behavior know the instability of self - concepts . Moral hypocrite, for example, who declares a model of behavioral norms but whose actual behavior contradicts these statements becomes an uphill battle to preserve his delusions . While the contradictions between the perceived and the aspiring levels constitute dilemmas about how to achieve one's goals, there are significant inconsistencies between the perceived and objective levels that threaten a person's ability to test reality . Maintaining the desired belief in the face of the pressure of not asserting the goal for self-protection, therefore it doubles the resources used for self-control .

T e fourth goal - to identify the differences in the correlation between self -protection and emotional duplication among middle school teachers ,on gender poverty:

To identify the differences in the correlation between self -protection and emotional duality , according to gender) male , female ,(the researcher used the Pearson correlation coefficient , and then the values were converted into standard zerscopic degrees and then an equation was applied:

As it reached its value (0.34(Which is less than the critical critical Z value)1.96(Thus, it is not statistically significant as shown in Table (4).

Schedule (4)

Differences in the correlation between self- protection and emotional duplication , according to gender

The value of the difference in correlation	Sample number	Z score	Correlation coefficient value	Variables	
0.34	260	0.030	.031	Emotional Duplication * Male Self Protection	Emotional Duplication * Self-protection according to gender
	260	0.000	.002	Emotional Duplication * Self Protection Female	

From the table) 4 (Shows us there is no statistically significant differences in the relationship correlation between self - protection and duplication emotional by sex) males - females (and attributed this result to the environment had to be women equal to men and bear the same responsibilities under it, all of the teachers working in the same conditions for them Roles they perform do not differ, they are subject to the same laws and lived in the same conditions in addition to the weak correlative relationship between self-protection and emotional duality. The two variables separated their relationship to weak, so the differences were not statistically significant . This is consistent with what Rollin said) Micheal I.Raulin (The degree to which the end of any co - existence in the unconscious or unconscious will affect how partners deal with the conflict between them . If there were two people linked by a relationship determine their nature by the context of society.

A goal for the fifth - to identify the differences in the correlation between the protection of self -duplication emotional among teachers of middle school on and Vq specialization:

To learn about the differences in the relationship between the correlation protection and duplication according to specialization) the scientific , human , (the researcher used the Pearson correlation coefficient , and then values have been converted to standard grades Zaiah then applied the equation Alzaia test as worth) 1.45)Which is less than the critical critical Z value(1.96)Thus, it is not statistically significant as shown in Table (5).

Schedule (5)

The differences in the correlation between self- protection and emotional duplication according to specialization

The value of the difference in correlation	Sample number	Z score	Correlation coefficient value	Variables
--	---------------	---------	-------------------------------	-----------

1.45	197	0.136	.33	Emotional Duplication * Self-protective, Scientific	Emotional Duplication * Self-protection according to specialty
	323	0.005	-007	Emotional Duplication * Human Self Protection	

Table (5) Shows us there is no difference in statistically significant in the relationship correlation between self - protection and duplication emotional according to specialization (scientific - humanist) , and attributed this result to that self - protection is one of the psychological variables that do not Taatot t much specialization , whether scientific specialization or humanitarian protection is Subjectivity is more related to the circumstances surrounding the individual and what he is exposed to than attitudes and frustrations more than it is related to the nature of the subjects taught in the scientific specialization or human specialization , in addition to the weak correlation between self-protection and emotional duality, the two variables separation and their relationship are weak so the differences were not statistically significant for that . This is consistent with the study (Michael R. Ransom 2015: 56) Where he confirmed that he could for individuals to strengthen their self - respect and protect Tha and engage them through their group and social provisions and the need to belong is a human fundamental motivation, whether c CM O or psychologically . It also agrees with the study of Sidckey , Mark and thee (Sedikides and Mark D. Alicke 2012: 115) It has concluded that the self - protection T refers to the desire and preference to minimize possible negative self - views . And self-protection has an effective impact on the tendency of individuals to amplify their strengths and underestimate them and their weaknesses more than objective criteria because they enhance mental health .

IX. SECOND - CONCLUSION :

- 1 -school teachers enjoy junior high self - sufficient protection and awareness of the events around them.
- 2 -The junior high school teachers have an emotional duality in the performance of their compatibility with the school climate.
- 3 -There is a positive correlation between self - protection and duplication emotional , but this weak relationship between the two variables .
- 4 -There is no statistically significant differences in the correlation between self - protection and emotional duplication according to sex) males - females. (
- 4- There is no differences in statistically significant in the correlation between self - protection and emotional duplication according to specialization) scientific - humanist. (

X. THREE - RECOMMENDATIONS

- 1 -Take advantage of research tools with other studies dealing with the same fields.
- 2The necessity of middle school teachers to take care of themselves and protect them from external threats.
- 3 -Organizing seminars to highlight the emotional duality and its impact in the educational process.

4 -Directing those in charge of the educational process to work on designing educational programs that develop self-protection.

5- Increasing awareness of middle school teachers of the importance of self-protection and duplication by engaging them in programs that work to raise their level and improve their performance.

XI. FOURTH - PROPOSALS

-1Conducting a study similar to the current one on educational supervisors.

2 -an evolutionary study of self - protection and duplication emotional Wa caused by similar research, in the light of a number of variables, such as : age, moral thinking, and take the decision, and the organization of the same.

3 -a study similar to the current study of managers and directors general.

4 -find the relationship between self - protection and emotional duplication among university professors.

5 -Developing the spirit of social responsibility among middle school teachers by enriching educational and instructional courses with topics aimed at cultivating social responsibility.

REFERENCES

1. Al-Hussaini, Muhammad Muslim (2008). *Civilized Dialogue*, Dar Al-Kutub for Printing and Publishing, Baghdad, Iraq.
2. Schultz-Doan (1983). *Personality theories*, translation, Dr. Muhammad al-Karbouli, and Abd al-Rahman al-Qaisi, Baghdad University Press, Baghdad, Iraq.
3. Abu Darwish, Mona Ali, (1996). *Self-esteem and loneliness among drug users and non-users of the same family in Jordan*, unpublished Master Thesis, University of Jordan.
4. Lindsey, Hall (1969). *Personality theories*, translation of Faraj, Qadri Hanafi and Lutfi Al-Futtaim, The Anglo-Egyptian Library, Cairo, Egypt.
5. Unger, Roberto Roma Ngabira (2010). *Self-awakening, pragmatic without restrictions*, translated by Dr. Ehab Abdul Rahim Muhammad, Knowledge World Series, No. (375), National Council for Culture, Arts and Letters, Kuwait.
6. Shukair, Zainab Mahmoud, (1994). *The effectiveness of psychological counseling in influencing shy behavior of university students in the Kingdom of Saudi Arabia*, *Journal of Contemporary Education, Quantity of Education*, No. (34), Tanta University. ,Egypt.
7. Al-Hiti, Mustafa Abdel Salam (1985). *Personal Science*, New Al-Shorouq Library, Baghdad, Iraq.
8. Gerrard, Sydney, M. and Landsmann, 1988. *Healthy Personality: A Study of Personality from the Viewpoint of Human Psychology*, translated by Dr. Muhammad Daly al-Karbouli and Dr. Mowaffaq al-Hamdani, Higher Education Press, University of Baghdad, Iraq.
9. Bloom, Mohamed, and Hanassali, Mariama (2013). *Theoretical approach to one of the characteristics of the immune personality: psychological resilience*, *Journal of Human and Community Sciences*, University of Mohamed Khidr Biskra, Algeria.

10. Abbas, Medhat (2010). Psychological stiffness as a predictor of reducing stress and aggressive behavior among prep teachers, College of Education Journal, Volume 1, Number 26, Tanta University, Egypt.
11. Abd al-Rahman, Muhammad al-Sayyid, (1998). Personality theories, Dar al-Quba` for printing, publishing and distribution, Cairo, Egypt.
12. Ezzat, Dri Hussain (1982). Psychiatry, Dar Al-Qalam, Kuwait.
13. Kafafi, Aladdin (1990). Mental Health, 1st Floor, Dar Hajar, Cairo. Egypt.
14. Al-Ubaidi, Saleh, Nazem, Al-Dahouri (1999). Personal and Mental Health, Dar Al Kindy, Cairo, Egypt.
15. Allahyani , MHA (2012). The relationship between Cognitive Dissonance and Decision-Making Styles in a Sample of Female Students at the University of Umm Alqura . The Education Journal.
16. Paul A. Schutz & Jessica T. DeCuir , (2010), Inquiry onEmotionsinEducation , Educational psychologist.
17. Serban Lonescu et autre (2003): Les mecanismes de defense, heorie et clinique , imprime en France par europe media duplication .
18. Raulin, ML, & Henderson, C. (1987) Social perception in Schizotypic college students, Vol. 43, Journal of Clinical Psychology
19. Sedikides and Mark D. Alicke (2012). Self- Enhancement and Self- Protection Motives Constantine, Ohio University.
20. Michael R. Ransom (2015). Self-Enhancement, Self-Protection and Ingroup Bias, Fairmont State University.
21. MICHAEL HARRIS BOND, 2005, Decomposing the Construct of Ambivalence over motional Expression in a Chinese Cultural Context, Chinese University of Hong Kong, China
22. Baum & A. Becker2010, The contradiction in emotional expression and negative life events: and are active in autoimmune diseases in autistic and self-critical individuals, Universidad Marburg.
23. King, L. & Emmons, R. (1991). Psychological, physical, and nterpersonal correlates of emotional expressiveness, conflict, and ontrol . European Journal of Personality, 5, 131-150.
24. 10-Emmons, RA & King, LA (1988). Personal striving conflict: Immediate and longterm implications for psychological and physical well-being. Journal of Personality and Social Psychology, 54, 1040.
25. 11-King, LA & Emmons, R. (1990). Conflict over emotional expression: Psychological and physical correlates. Journal of Personality and Social Psychology, 58 (5), 864-877.
26. 12-Aino Ugaste, 2012. The role of emotions in student teachers' professional identity. Tallinn University.
27. 13- Maslach, D. and, C. and Jackson, SE, (1981): The measurement 10-of experiences burnout. Journal of Occupational Behavior, Vol.2, pp. 99-113.