

Psychological security its relationship to motivation for achievement among schooled adolescents from the point of view of psychology and its relationship with positive psychology

الشعور بالأمن النفسي وعلاقته بالدافعية للإنجاز لدى المراهق المتمدرس
من وجهة نظر علم النفس وعلاقته بعلم النفس الإيجابي

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Abstract:

The aim of the article is to research the impact of the individual's loss in general and the adolescent in particular to feel secure and psychological reassurance on his motivation to accomplish the various jobs and jobs assigned to him, whether this teenager is an expert or a worker or unemployment based on research in some previous studies that dealt with the topic and most of them unanimously That the loss of a sense of security leads to a major hindrance if not transferring all the activities of life and causing an imbalance in the individual's balance.

Keywords: Psychological security; motivation for achievement; adolescence; human needs.

الملخص باللغة العربية:

هدف المقال إلى البحث في تأثير فقدان الفرد بشكل عام والمراهق على وجه الخصوص للشعور بالأمن والطمأنينة النفسية على دافعيته لإنجاز مختلف الوظائف والأشغال المسندة إليه، سواء أكان هذا المراهق متمدرساً أو عاملاً أو بطالاً انطلاقاً من البحث في بعض الدراسات السابقة التي تناولت الموضوع والتي أجمعت في معظمها بأن فقدان الشعور بالأمن يؤدي إلى عرقلة جل أن لم نقل جميع أنشطة الحياة وإحداث خلل في توازن الفرد،
الكلمات المفتاحية: الأمن النفسي؛ الدافعية للإنجاز؛ المراهقة؛ الحاجات الإنسانية.

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***- Introduction**

Security is a feeling as old as the person who was found with him as a constant feeling in the face of loneliness and fear of dangers, so the first concern of man after achieving food security was to protect himself from the environment and from people, which prompted him to live with others, seeking the lady and fleeing loneliness, so the family, tribe and clan appeared, and then The state later, so the concept of self-security was limited to protecting the individual for himself and his family, and with the development of human societies and the increase in the number of their members, the security need became everything related to the human being and his property, from security for his body to security for his being, security for his freedoms and rights, and security became a pillar of human and social existence. And with the development of human societies and the development of their living patterns, maintaining their security, monitoring the behavior of their members and controlling them in them has become a very complex matter, in addition to confronting other human societies wishing to occupy and control them. As we hear about many types of security that the general public and their own are talking about, such as food security (availability of food and its relationship to security), social security (providing social security and well-being and overcoming disease and ignorance). Intellectual security (the absence of an external intellectual invasion), economic security (stability of income or material stability) and psychological security (a sense of security and psychological reassurance), and the latter arises as a result of the human interaction with his surrounding environment through experiences and experiences he goes through, and as a result of environmental and social factors and political and economic that affect it. Psychological security is considered one of the important needs for building the human personality, as its roots extend from childhood to old age through different age stages, and a person's security becomes threatened if he is exposed to psychological or social pressures that he is unable to face, which leads him to various behavioral disorders. Psychological security is one of the needs of the highest order of the human being, which can only be achieved after fulfilling his lower needs (Jabr, 1986, p. 80).

It has been shown that the individual's compatibility in the different stages of growth depends on the extent of his feeling of security and reassurance in his childhood, so if the individual is raised in a safe atmosphere, he grows normally and becomes able to achieve what he wants, and here are many

evidences in clinical psychology that neuroses and delinquents suffer from loss of feeling With safety, Maslow explained that there are certain types of neurotic adults, especially those with OCD, who are highly motivated to seek satisfaction of their security needs (Col et hall, 1970).

The feeling of psychological security is shaped by the factors of social upbringing, experiences, methods of treatment, circumstances and attitudes surrounding the individual. The average person who lives in a safe environment develops a chain of psychological safety. He longs to wake up every morning, takes a car or a taxi to reach his workplace or Study him on time, so that he can return in the evening to his home without obstacles and without problems that disturb him in his day, and he can do whatever he wants outside of his shift, such as practicing sports or meeting friends without effort, all because he lives in a safe environment, while he can lose all of that just to live In an insecure environment, you find him going in a spiral of frustrations that are reflected in his confusion in psychological, social and relational problems that prevent him from achieving goals and completing educational or professional tasks.

Motivations are also considered one of the most important topics that have occupied the researchers 'interest because of its great impact on enriching the educational attitudes of pupils and students in the various educational stages, because the motives represent the general foundations of the learning process, methods of adaptation to the outside world, the acquisition of skills and experiences, and the achievement of educational and professional goals. The important social motives that guide the individual's behavior towards achieving himself through the actions he accomplishes and the goals he achieves .The achievement motivation is considered one of the motives of the person, and people differ in their acceptable level of this motivation, some of them see the need to confront difficult tasks and reach excellence, and some of them are satisfied with the least amount of success. Motivation, then, is considered one of the most important factors that have a direct relationship to the entity of the individual, whatever his role, position and activity in society is driven by motives that make him continue to search and discover to achieve happiness and psychological comfort. (Grand Larousse, 1994, p96).

His study indicated that the feeling of psychological security leads to an increase in achievement and achievement. Individuals who feel psychological security have higher levels of success for tasks than those who do not feel it (Josh 1985, p 63, 64).

It can be said that the school is the second institution after the family in which the adolescence exercises, his independence and between new human and social relations in which he seeks to prove himself and rely on himself, as the psychological and social climate inside the school can play an important role in pushing the teenager to learn, develop and enhance his drive towards achieving Underlined educational goals, as many theories affirmed that the learner does not respond to learning topics without the presence of motivation, The latter makes the educated adolescent distinguished from others, including the aspirations, desires and dreams they reinforce within them. Based on this, the motivation for achievement has become a meeting point for researchers and workers in the educational field, where we find the researcher study (Dweik 1986) in which she studied the effect of motivation on learning within the framework of the theory of goals and concluded that motivation affects children's acquisition of various skills, knowledge and experiences (Abdul Latif Muhammad Khalifa, 2000, p.83).

We also find a study (Muhammad Al-Tawab 1990), which aimed to find out the difference in academic achievement as a result of the difference in levels of motivation among a sample of adolescent students studying in secondary education, which concluded that there is a good and high achievement among adolescents with high motivation, compared to their peers with low motivation. Perhaps the most important principle of learning and achieving educational or professional goals, is the existence of motivation for achievement, but the latter can be controlled by the mental health of the adolescent, given that the latter is considered the main pillar in society because of the services it provides to it and its effective role in building it, which required and calls for attention to In order to ensure their psychological and social stability, numerous research and studies have confirmed that the problems of adolescence are in fact due to the conditions, social relations and cultural trends in which he lives, the rapid growth process that he goes through leads to feelings of anxiety, discomfort, psychological reassurance and constant tension, due to The conflicts that arise as a result of the disparity between his realistic physical and psychological capabilities and the idealistic image (Ramadan Muhammad Qaddafi 1997, p. 344).

And since the adolescence period is considered one of the critical periods that the individual passes through, parents should work to guide and guide the teenager so that he passes this stage calmly and

without disturbances and deviations, so that it remains one of the most important stages in which the adolescent seeks liberation and independence in making decisions and taking responsibilities.

What is psychological security:

The need for security is one of the most important needs of man and the focus of his behavior activity, as he harnesses all his muscular and physical strengths and potentials to satisfy them, and the human feeling of the need for security controls him and determines his views, philosophy and outlook on what is around him from the surrounding environment, and that he lives for security alone in search of it. Less important than security (Nasser, 1994, p. 15).

Feeling of security is an important need for all individuals and at different ages, The child is in need of security in childhood due to his weakness and lack of resourcefulness, and this need is achieved by fulfilling and satisfying his physiological needs, and for him to be the subject of sympathy, friendliness and attention by his parents, and the teenager is in dire need of Security is one of the most important stages of life as it is the transitional stage from childhood to self-reliance, in which the individual desires to be independent from his family, which provides him with spiritual and guiding support. He also fears in adolescence the tyranny of the sex drive, and therefore the adolescent needs at that stage to a friend or guide or a religious group or belief that makes him feel safe (Rajeh 1977, p. 114).

Psychological security is defined as psychological and emotional reassurance, which is personal security or the security of each individual separately, and it is a state in which the satisfaction of needs is guaranteed and not exposed to danger, such as physiological needs, the need for security, love and affection, the need for belonging, status and the need to prove oneself, and sometimes this is the satisfaction of The needs are without effort, but sometimes it needs striving and exerting effort to achieve it, and psychological security is composed of self-confidence and confidence in it, and belonging to a safe group (Zahran 2003, p.86).

And psychological security - according to Maslow 1972 - is the individual's feeling of acceptance, belonging, familiarity, and the scarcity of feeling threatened, dangerous and anxious, and in a way that reflects the reality of the human race that it is friendly and benevolent and feels confident with tolerance towards others, sympathy and cooperation with them, happiness, emotional stability, and

the tendency to set off and experiences with reality and freedom from disturbances Al-Asabiyah (Al-Adaili 1986, p.11).

Maslow indicates that there are basic dimensions to the concept of psychological security, which are the feeling of acceptance, love, affection and cooperation with others, and its concept also includes the process of satisfying the individual to the needs, that raise his motives in order to achieve self-satisfaction and comfort, and then get rid of the tension arising from the feeling of need, and provide calm and reassurance, he has a psychological feeling of belonging to the group and his place in it, and the reassurance and absence of threats to security (Razzouki, 2000, p.33).

Psychological security and its relationship to some concepts:

1- Self-confidence:

Self-confidence appears in a person's sense of his physical, psychological and social competence, and his ability to do what he wants to realize in order to accept and trust others in him, the self-confident person is characterized by emotional balance, social maturity and acceptance of reality, and his ability to face crises with rationality, thinking and deliberation (Razzuq 2002, p.38).

A document between self-confidence and mental health, as the latter is a prerequisite for self-confidence, as a psychologically healthy person is characterized by absolute self-confidence, while the mentally ill person is characterized by a loss or vibration of his self-confidence, as it is evidence of good harmony and realism in thinking and a sense of competence, vitality and activity that leads The individual has to work under the umbrella of security and safety, whereby his mental health is stabilized, increases his self-confidence and strengthens (Al-Qais 1998, p. 98).

2 -Optimism:

It is the individual's view of the future, expecting the best, seeking success and excluding what is not, and although it is a feeling related to what is expected to happen in the future, it affects the behavior of the next or present individual, and it has positive effects on his psychological and physical health, which is reflected positively on the individual's feeling with security and psychological reassurance (Salah Abu Jad 1998, p. 17).

3 -Anxiety:

It is a general feeling of fear of an impending calamity, or an unknown threat with a feeling of tension and fear of the future and the unknown, Anxiety also includes an exaggerated, excessive response to situations that do not represent a real danger and may not in fact go outside the framework of normal life, except that the individual who He suffers from anxiety and often responds to it as if it represents a certain danger or situations that are difficult to confront (Zintani 1986, p. 32) Feeling anxious in different life situations is considered one of the main threats to psychological security, as it can destroy a person and spread misery in his life and in his surroundings, but that high anxiety is the main obstacle to every performance or achievement, which means a direct threat to the most important need of the basic needs of the individual, which is the need for security It reflects negatively on the individual's psychological and behavioral health (Muhammad Qutb, 1983, p. 40).

Explaining psychological security theories:

1-Human needs theory:

The owners of the humanist direction (Rogers, Albert, Maslow) envisioned the concept of psychological security on the individual's realization of himself, and that he feels threatened and helpless when he is unable to satisfy his needs and face his problems, and Maslow spoke more than others about the need for psychological security, and developed a test to measure it as an outcome of theoretical and clinical research About him, believing that there are 14 symptoms and aspects of psychological security, and that the first three elements of these aspects have a positive side, which is the feeling of love, belonging and safety, and a negative side is the feeling of guilt, isolation and threat (Dawani Dirani 1983, p. 47).

Maslow has arranged the human needs in a hierarchical and hierarchical manner according to the most urgent and controlling feelings, which moves the individual towards the appropriate path to satisfy them, and the need for security comes second in his hierarchy, which makes it a basic need based on satisfying the rest of the human needs described in his pyramid.

2 - Psychoanalytic theory:

It is one of the important theories brought forth by the famous psychologist Freud, and is based on the fact that the individual is born equipped with certain instincts and motives, and that life is a series of conflicts followed by frustrations or gratifications, and Freud reminds that the individual is in a struggle between two forms of motivation, as the first form represents motives Life and survival crystallizes around sexual motives, while the second form is represented by death motives and crystallizes around aggressive motives (Saad 1999, p. 26), Accordingly, the focus of psychological security among the owners of this school neglects the role of the individual in the group, and it also removes the individual from his humanity, and makes him a slave to his instincts and desires, thus making his behavior associated with a response that adjusts according to external variables, and thus the motives of life, are represented in the ego as a component of personality, which is responsible for achieving psychological security (Al-Jumaili 2001, p. 48).

3 -Social learning theory:

This theory appeared at the hands of the psychologist Albert Bandura, and the social learning theory conception of the concept of psychological security, is based on the latter being a behavior based on observational learning, and that the individual feels threatened, helpless, and uneasy when there are people who feel the same feeling, such as parents, for example (Rihani, 1985, p.18).

What is the motivation for achievement:

According to the Dictionary of Educational and Psychological Sciences Terms 1997, motivation as a general term includes motives and motives that may be internal or external, innate or acquired, emotional or subconscious, and it is the movement of behavior towards achieving a specific goal or purpose, and it works to maintain its continuity to achieve the desired goals. It refers to an internal psycho physiological state, whose degree varies from person to person and works to move the individual, to perform a specific behavior to achieve a specific goal, The motivation for achievement is the individual's desire to perform well in order to satisfy his needs for appreciation, pride and pride when completing a successful job. This desire - as McClelland describes it - is characterized by ambition and enjoyment in competitive situations, and an unbridled desire to work independently

and in the face of problems and solve them, and a preference for tasks with medium risk, Instead of tasks that involve little risk or very high risk (Qatami and Adas 2002, p. 42).

It should be noted that achievement motivation according to some studies has a close relationship with socialization practices, as individuals who are characterized by high motivation are those who enjoyed in their childhood, more independence at home, and those who were characterized by low motivation are those who missed it in their childhood (ibid., Previous reference, page 44).

Theories explaining achievement motivation:

1- The theory of human motives:

Which its owners see that the emergence of human behavior does not come from nothing, but there is a reason that led to its emergence, and there is a motive that drives the need that exists in man and directs his behavior, so that the goal is the final point that a person hopes to reach, and if he is trying to know the factors that help him to achieve This goal, he exhibits a certain behavior and perseveres with it, and from here we can find out the motivation behind this behavior.

2- Maslow's theory of needs:

Where the owners of this theory assume that individuals are in a constant state of motivation, but its nature is complex and volatile, so man rarely reaches a state of complete satisfaction except in short times, as a result of the fulfillment of a desire and soon replaces it by the urgency of another desire, so that this endless sequence remains in a person's life, the basis on which Maslow's theory of motivation was based was the hierarchy of human needs.

3- Attribution theory:

According to their owners, the problem arises when the individual attributes his failure to constant and uncontrollable characteristics and characteristics such as ability, the individual may exhibit indifference behavior because he is accustomed to failure and frustrated, and then confirming the relationship between his efforts in the past and, the success he achieved is bound to lead him inevitably to do more, and do more in the future, without needing to hang failure on the hook.

As a comment on the previous studies, it can be said that, given the great importance that the subject of psychological security acquires, and its impact on the individual's motivation for achievement, many schools have studied the two concepts, the individual's life through his inability to satisfy his

needs and face his problems and solve them, and this is what made Maslow arrange human needs in a hierarchical manner, so that the need for security comes second in his hierarchy after Whereas, we find the pioneers of the psychoanalytic school, headed by Freud, who recognized that the individual's behavior is associated with responses that adjust according to external variables, and that the ego is the basic component of the human personality and is responsible for achieving psychological security.

However, Albert Bandura and the owners of social learning theory believe that the individual may feel threatened, and insecure when there are people in his surroundings who feel the same feeling, based on the idea that the concept of psychological security - according to them - is a behavior based on observational learning.

Speaking about the concept of motivation for achievement, we find the theory of human motives, which its owners see that there are motives that drive the needs in the human being and direct his behavior, in a specific and specific manner towards the established goals to achieve them, and persevere in order to achieve his goals. While we find Maslow, in his theory of needs, he proceeded from the fact that human needs are the basis upon which the motives are based to achieve self-satisfaction and achieve educational or professional goals and objectives. Failure and frustration are what makes him attribute his failure and attribute it to constant characteristics and variables, such as his inability to work and his weak willingness to perform the various jobs assigned to him.

Between psychological security and the motivation for achievement of the adolescent:

The Elizabethan researcher Hierlock (1980) focused on the fact that adolescence is an important stage, that distinguishes certain characteristics from the stages that preceded it and the stages that followed it, because it has no effects on the trends and behaviors in an individual's life in addition to being a combination of physical and psychological influences, as these influences affect In terms of the individual's behavior and leading him to re-evaluate his trends, and carry out all his consensual processes, This age period is also characterized by an increase in emotional intensity that depends on the rate of physical and psychological changes in addition to the presence of conflicting feelings in the teenager, that makes him want independence on the one hand, and his collision with the weight

of responsibilities that are not consistent with what he desires and aspires to, as well as a major change in values, what seemed to be important in a teen's childhood and adolescence, became less important to him while he was on the verge of adulthood (Hamed Abd al-Salam 1995, p. 108).

The need for belonging, love and social acceptance is considered one of the most important needs that characterize adolescence, and in the end it is what is known as psychological security, the teenager's feeling of parent's, acceptance of him in the family and acceptance of him in school, and among friends and colleagues is one of the most important motives, and factors leading to success, as for his feelings of rejection and hatred before, these are considered among the reasons for failure to achieve goals, if we do not say the most important ones, social acceptance enters safety and psychological reassurance so that the teenager feels important and acceptable, which is a strong incentive for him to work and succeed, as for his academic, professional or life failure in many cases due to lack of He enjoyed this love and this support (ibid., Pp. 66, 67).

The views differed in the interpretation and identification of the relationship between psychological security, and the motivation for achievement of the adolescent, so we find some opinions concerned with highlighting the relationship between satisfaction as a factor of psychological security and performance, which is represented in the adolescent's motivation for achievement, as we find other opinions that linked incentives as a factor of Psychological security factors, and between performance and achieving goals.

The relationship between satisfaction as a factor of psychological security, and performance is a direct relationship, as the availability of psychological, family, social and school satisfaction for a teenager leads to high performance at the educational or professional level, the first is independent and it is satisfaction and the second is dependent, which is performance, on himself and on his environment, his performance rates have increased and vice versa, and this satisfaction can be a dependent variable for an independent variable, which is performance, this is on the basis that the good performance of a teenager in his school or elsewhere, and the material or moral rewards and encouragements that follow leads to an increase in his ability, to satisfy his needs and thus increase his degree of satisfaction, and vice versa, the morale of a teenager refers to the total emotional feelings that he feels towards the tasks, that he With its achievement, and the goals that he seeks to achieve, which may be - meaning feelings - negative or positive, and it expresses the extent of

satisfaction he has achieved in his work, the more he imagines that his work achieves a great satisfaction for his needs, the more positive his feelings towards him and the more he is satisfied with himself and his work, the more His spirits rose, and vice versa (Ashour Ahmad 1996, p. 138).

In addition, incentives and rewards have the main role in guiding the behavior of a teenager and thus his psychological stability, which leads to an increase in his achievement motivation, so motivation - from his point of view - is that feeling that he feels as a result of an unsatisfied need that he wants to satisfy, and the motivation is that thing that is presented to satisfy This need, and thus the motivation is internally felt by the individual (adolescent) and shapes his behavior, and the stimulus is external to the motivation and directs the behavior towards a specific direction, And in order to make the teenager a person who behaves in the behavior of success and brilliance, it is necessary for his family or school environment to establish sound rules for incentives and rewards, which are done by studying the factors affecting their motivation, positively or negatively, to enhance or reduce them, in order to choose the appropriate method for motivation that follows the requirements of non-needs Saturated, which generates motivation in the individual (Abd al-Khaliq 1982, pp. 79, 80).

Incentives are also considered an important factor to satisfy the individual's need when he is in his adolescence stage of psychological security, and sensitize him to its importance and the love and friendliness that others have for him, as it does not hide that the adolescent at this stage is at the beginning of the transformation from limited family relations to new, unlimited social relationships represented in school and the street. And this is what he feels afraid of entering into it, lack of psychological reassurance, psychological instability and failure in understanding with teachers and classmates, as he finds it difficult to act with new situations and take appropriate decisions, so incentives of whatever nature - material or moral - are a strong motivation to weave relationships Social work and benefiting from it, and a motivation for achieving and achieving educational goals (Ahmed Kamal and Suleiman Adly 1976, p.65).

The adolescent's sense of belonging to his community and the love of others for him, and his tendency for stability, and emotional equilibrium leads him to increase motivation, success and brilliance in completing the tasks assigned to him, which makes him satisfied with himself saturating his needs, fulfilling his social compatibility, the latter which is one of the urgent images in the life of the teenager, where The researchers mention that the personality and behavior of the individual, are

affected in adolescence by the first life experiences, the method of education and the environmental conditions surrounding him, and if he agrees with them, he can agree in any society and at any stage of development, which enhances his motivation to achieve goals, as well as satisfy his needs for psychological security and satisfaction From himself (Hussein Muhammad Ghoneim 1975, p. 135).

In addition to all of the aforementioned, psychological security has a profound impact on behavior and on the performance of individuals, which can be explained in the following points:

- Psychological security increases work turnover rates and achievement motivation, and vice versa.
- Psychological security attracts qualified personnel as it affects individuals' motivation in a predictable manner and thus can be used to attract these elements.
- Individuals in general, and adolescents in particular, turn to the path that brings them a reward, and thus psychological security is a driver of performance.
- Psychological security helps to reinforce educational behavior patterns, as it deals with unsatisfied needs that guide the individual to choose from alternative behavior patterns.
- Psychological security: The individual feels love and the friendliness of others for him, which increases their love and desire for glory and success and increases their motivation to achieve goals.
- Psychological security guarantees stability and psychological comfort, which increases the levels of satisfaction that are reflected in performance and task completion.

Positive psychology and its relationship to psychological security and achievement motivation.

Since psychological security was one of the important psychological variables, that attracted the attention of researchers, especially since losing it generates negative perceptions that lead to the emergence of behavioral styles that may be deviant and socially unacceptable values , such as the individual's loss of his motivation to achieve and achieve the required educational and educational goals, it was an obligation for researchers Students in the educational field, and psychology directing attention to the strengths of individuals and enhancing them instead of focusing on studying and diagnosing disorders, and so in order to develop the positive aspects and invest in them to renew life and develop societies within the framework of a new stream or specialization termed science The positive psyche, which is considered a gateway to restore balance, correct the course, and a preventive and curative approach for individuals and through them to societies.

Positive psychology is called by many designations, the most famous of which is the science of human power or the science of strengths and the science of happiness, which is considered a preventive and therapeutic approach to discovering, and developing human strengths. It also helps in treatment that protects against disease, which constitutes a model of health by enhancing the capabilities of Individuals instead of paying attention to treating impotence.

Positive psychology has roots and links with the humanitarian school or the people of the humanist direction, such as Slow, Roger, and Albertuddin, who acknowledge that the individual's feeling of threat, helplessness, and security in his environment leads him to the inability to perform the various functions and tasks assigned to him, and the need to enhance the sense of security By providing various mechanisms and means that guarantee this in order to increase the readiness and motivation of individuals to accomplish educational, and professional jobs and achieve goals. And based on the close relationship between the concepts of psychological security, and the motivation for achievement, which most studies have unanimously agreed that the more a person feels safe in his environment, the greater the motivation for achievement, and vice versa, positive psychology works to reinforce everything that would raise the level of psychological and personal readiness, And the development of motivation and various positive, emotional and creative aspects and improving the performance and scientific, professional and scientific competence of individuals, in addition to enhancing the capacity for innovation and initiative and achieving educational and professional satisfaction.

Moreover, talking about positive psychology and its relationship with the two concepts of the study leads, us to talk about another concept that must be referred to - even if briefly - which is the concept of satisfaction, which is intended in our research the individual's perception that he has been provided with capabilities and preparations in all aspects of his personality, and in his behaviors and emotions And that he has succeeded in investing them according to his desires, achieving his goals, what he often feels happy and loving life and the demand for it to achieve more goals and objectives, which is precisely what positive psychology seeks, and is consistent with what the owners of the attitude theory have made clear that the individual If he lives in a good and safe environment in which he feels safe and successful, it makes him enjoy mental health and lasting satisfaction with

performance and the completion of educational and employment tasks with skill and brilliance. (Hassan Abdel-Fattah, p. 96).

Accordingly, it can be said that positive psychology works to enhance the concept of psychological security in the individual, by directing his behavior and emotions in a sound direction that makes him perform the various functions, and tasks assigned to him and increase his motivation to do so, which leads to more commitment and achieving self-satisfaction and Increasing, the quality of educational production and contributing to achieving personal goals, and making the right and effective decisions to reach them, as the individual's possession of positive ideas and feelings and enhancing this with the services provided by positive psychology makes him more flexible in outlining goals and dealing, with various circumstances to achieve satisfaction And adapt to the requirements of the surrounding environment.

Recommendations and proposals:

Through preparing this article, we aimed to clarify the relationship between psychological security and achievement motivation and its impact on the life of a teenager, and this research paper came in view of the importance of the concepts of psychological security and motivation for achievement in the lives of individuals and societies, and the target sample in it is the adolescent category, which represents an important category, and sensitive in societies because of their effects on determining trends and behaviors in the individual's future life, and because of the psychological, physical, emotional and relational changes that characterize this stage, and accordingly and after researching previous studies and literature, the following suggestions and recommendations can be made that may contribute, to helping achieve psychological security and enhancing adolescents' motivation to achieve and achieve their educational goals, and to succeed in performing the various tasks assigned to them.

1- Taking care of the adolescent as an individual with his psychological and social needs and problems, by understanding and knowing the various characteristics of the stage he is going through and helping him to pass it, in a way that guarantees increased effectiveness, motivation and good psychological and social compatibility.

2- Accepting and modifying the teenager's behavior and helping them to integrate and weave correct and beneficial relationships with his peers and with other community activities

- 3- Staying away from the method of intimidation, brandishing punishment and ruggedness in dealing, and avoiding the principle of direct punishment, because that could make the teenager follow the method of deliberate wrongdoing to defame his family or his teacher.
- 4- Providing incentives of whatever kind - material or intangible - to satisfy their needs, increase their self-satisfaction, and enhance their motivation.
- 5- Providing continuous psychological care and support for this group and engaging them in community activities and events.
- 6- Carrying out and contributing to the preparation of psychological counseling workshops, with the aim of reaching useful standards that help alleviate the psychological effects that may result from the trauma faced by the adolescent and how to prepare for, confront and solve them.
- 7 - Encouraging the teenager to be independent and self-reliant in the completion of projects, so that each individual depends on himself in preparing his own project, to enhance his self-confidence to increase his satisfaction and motivation for achievement.
- 8- Choosing educational programs and lessons suitable for the adolescent to stimulate their motivation, provided that these programs contain lessons that help the teenager achieve compatibility and balance between what he learns in school and the circumstances he faces outside it.
- 9 - Show confidence in the teenager, listen to his preoccupations and listen to them, and avoid hurtful criticism, what makes him feel love, friendliness, belonging to a group and a loving environment that strengthens him and his activities.
- 10- Organizing periodic meetings between parents and between educators and teachers to learn about the social and family conditions of the adolescent in order to cooperate together to solve problems and achieve psychological and emotional balance for him.

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