

URGENCY OF EDUCATION COUNSELORS

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ABSTRACT

The aim of the current research is to measure concept of urgency, to there with educational counselors, researcher prepared a measure based on the theory (Siders and Smith, 2008), which he defined in two areas, negative urgency and positive urgency, and was formulated (32) paragraph and quadrature, given when correction grades (4,3,2,1) The researcher investigated the validity of the standard and the validity of the scale of the scale by applying the scale to (400) individuals. As a result, the measure consisted of (32) paragraphs to measure the urgency. The researcher verified the validity of the scale with two indicators: The paragraph link to the component to which it belongs and the link matrix For internal, and the researcher realized the stability of the scale using Alfa-Cronbach equation, and the method of re-testing The data were analyzed using the statistical package for the social sciences SPSS. The results showed the following weakness of the variable urgency in the sample members.

CHAPTER ONE

1.1 Research problem

The demands of the world we live in constantly change, and all individuals fall under the influence of this systematic and irregular change. The way in which individuals interpret internal and external changes directly affects the level of feeling of tension. As a result, individuals do not interpret events in the same way. , May not be the same for another individual (Ballesteros & Whitlock: 2009: 1).

Personality traits play a role in determining the behavior of the individual. They reflect the relative consistency of behavior for many situations. Among these features is the impulsive nature and its impulsiveness. It involves weak planning skills, a tendency to risk, and difficulty in maintaining attention. Has a negative or positive experience and is a major component of the group of mental disorders characterized by an act of impulsive behavior in the belief that it relieves internal tension and excitement or attempts to satisfy a particular need (Anestis, et al, 2007: 3021). Therefore, the researcher raises the following question (Do educational counselors are quick?).

1.2 Research importance

The professional reality of the educational counselor results in a lot of behavioral burdens and personal disorders on the one hand and the multiplicity of confrontation methods on the other. Both require a behavioral change in the mentor's personality as a kind of positive response to the

various kinds of problems that may hinder students and impede their progress. Of the educational counselor with these problems, and this may interfere with the personal construction of the same guide in terms of response in an urgent manner, depending on the extent of emotion associated with the guidance position or the previous emotions that formed a traditional experience of the guide in the confrontation in the guidance situation.

The study (Enstes et al. 2007) revealed a relationship between urgency and bad or non-adaptive behavior such as over-eating, over-eating, and addiction. Dick and his colleagues also linked higher levels of negative urgency to negative reinforcement. This means that when individuals engage in behaviors of passive urgency, they may do so based on a strong and immediate need to avoid undesirable stimuli such as negative feelings or physical pain. The behaviors driven by the negative necessity may stem from the "depletion of cognitive resources" A strong negative may reduce the ability of individuals to make adaptive choices or to interact effectively (Dick, et al., 2010: 223).

Friedman and Miyake showed a different importance to the act of urgency in terms of the practical consequences of behavior. They pointed out that although emotion is a key factor of rapid and unplanned responsiveness due to lack of time to think, it may lead to satisfactory results It has a realistic and stereotypical connotation. It is an indicator of spontaneity, speed of perception and intuition, and the other side is unsatisfactory to the individual or to others.298 (Friedman & Miyake, 2004).

It is possible to say that the importance of this study is reflected in the following aspects in the study of the concept of urgency, which is new - to the knowledge of the researcher - at the local and Arab levels, which has received considerable attention in recent years at the global level, as there is no local or Arab study dealt with this The concept is particularly the exception of the concept of rush as a cognitive method, and the provision of a measure with the characteristics of a suitable metrology suitable for the Arab environment in measuring the urgency of the sexes of educational counselors.

1.3 Aims

1. Construct ascale of urgency for educational counselors.
2. Recognize the urgency of educational counselors.

1.4 Search limits

The current research is limited to the educational counselors working in the public secondary schools of the general directorates of education in Baghdad governorate for the academic year (2017-2018).

1.5 Definitions of the basic terms

Urgent :

1. Friedman and Miyake (2004): Fast, spontaneous acts without sufficient thought, the results are either satisfactory to the individual or others or unsatisfactory to them, and have a real meaning that indicates the spontaneity,

2. Jackson (2005): acting without mastery when exposed to a learning experience, which makes the cognitive responses to the situation so quick and depends on the degree of arousal of the educational situation and the intensity of the emotional desire (Jackson, 2005: 20).
3. Instis (2007): Act recklessly, haste, and without thought, planned in response to a negative attitude experience (Anestis, 2007: 3).
4. Sieders and Smith (2008): An attribute of rapid and reckless behavior, in different contexts, linked to the general emotional state, whether negative or positive (Cyders & Smith, 2008: 16).

The researcher adopted the definition of Seder and Smith (2008 Smith & Cyders) as a theoretical definition of the concept of urgency for the current research.

counselor educational

Ministry of Education, 1986: A faculty member is qualified to study the students' educational, health, social and behavioral problems through the information related to these problems, whether this information is related to the student himself or the surrounding environment for the purpose of understanding his problem and helping him to think about suitable solutions (Ministry of Education, 1986).

CHAPTER TWO

2.1 Concept of urgency

There are many definitions of urgency in modern psychological research for a number of reasons, such as that, like other psychological concepts, a hypothetical component that expresses an internal situation that can be inferred through the apparent responses. The urgency expresses the speed of the apparent response to the individual when he is exposed to a situation. Many variables such as impulse, emotion, behavioral disorders, love of exploration and reconnaissance, and some set a personal style that overshadows the other methods of the individual and a distinctive son, which led to the emergence of two main assumptions depending on the situation where the urgency :

(Ciders & smith 2008, Fischer, 2004, selby, 2008) that urgency is a strong indicator of an individual's tendency to engage in various maladaptive behaviors in order to organize or liberalize emotional experience. (wan & chion, 2006) as an act without taking into account future outcomes in negative emotional contexts (Billieuxa, elat, 2010: 1087). This is supported by studies that show that high levels of urgency have accompanied a wide range of bad behaviors, including alcohol and drug addiction. The increasing tendency to smoke cigarettes, eating disorders, aggressive behavior, symptoms of instability disorder, involuntary purchasing, and poor use of mobile phones (Anestis, el, 2007: 3020).

The second view is the positive perception of the positive concept or attitude that drives the individual to hurry. It has been shown that urgency occurs not only in negative affective experiences, but also in the context of intense positive emotions. It is a manifestation of the impulse that refers to individual differences in personality traits of tendency to act In the

emotional contexts as a positive or necessary reaction to the catalyst, the urgency is known as the positive urgency, ie, the tendency to react quickly at the very positive impact, and I assume that it reflects a tendency to engage in bad behaviors to regulate the positive emotions through the Maintain or strengthen it (Whiteside et al., 2005: 579). The cognitive view presented by Friedman & Miyake (2004) is a new obligation or a third view of the urgency of carrying out response actions without taking the time to think, with two responses likely to produce unsatisfactory results for the individual or others. In this case, a negative indicator, but if the results provided by the individual as a result of urgency are satisfactory and have a realistic and typical meaning, this is an indication of the spontaneity and the speed of perception and the axiom, ie, it combines the positive and the negative, to reach the results 298 (Friedman & Miyake, 2004) .

2.2 Explained models for urgency

Despite the diligence of the researcher to obtain the most possible models and theories explain the urgency, but it did not find only a limited number to interpret this variable in a specialized manner, because the concept is part of some theories that address the concepts of impulse, so the researcher finds that the expansion of the interpretation of concepts More general on urgency may not serve the current research, as much as it serves the review of ideas and more specific models of the concept, and the most important of these models explained: First: Wastide and Lynn (2005), the authors have developed a model that describes the impulse behavior of individuals by summarizing a wide range of emotional attitudes that translate into why people rush impulsively to respond, using a global analysis to summarize the main components of impulse behavior, and identified the urgency factor as one of the main distinguishing features of impulse behavior, because urgency represents the tendency and personal tendency of individuals who are impulsively rushing to meet the requirements of the reactionary attitude. They have defined urgency as the trait of individuals in situations where they are unbalanced and emotional. This has been attributed to severe and rapid reactions that are not preceded by planning, The negative effect, as the urgency in this model expresses the role of emotion in the impulse behaviors associated with maladaptive behaviors only (Berg et al., 2015) . He identified two elements that must be met in the act that is being hastily addressed

- Failure to curb the motivation
- Power of motive

Second: The Jackson Model, 2005))

Jackson was influenced by the theory of sensation seeking and Elliott and Thrash's (2002) theory of sensation seeking (Elliot and Thrash's, 2002) in their social-personality model, which focused on linking social cognitive processes and physiological theories of behavior. This model is one of the modern cognitive models that focused on emotional processes during learning processes. It is characterized by its focus on the urgency associated with learning. This is justified by the relationship of the neurological dimensions associated with human learning processes and its model as an explanation for impulse-based learning. Considering that the urgency is to act

without mastery when exposed to a learning experience, which makes the cognitive responses to the situation fast, so this model attributes the reason for the disparity in the ratios of learning from experiences to the degree of urgency of the individual in the learning situations, depending on the degree of the impact of the educational situation and intensity. The desire of the individual to learn from the situation, which indicates the individual differences between individuals in learning in the same situation that the situation is the same intensity. (Jackson, 2005: 20). Third: Ceders & Smith (2008), this model conforms to the Wusted and Lennam model of 2005 that urgency is a manifestation of impulse and defines it as a trait of recklessness and speed, but they disagree with the "Stade and Lenam" model that it can occur in different situational contexts that may not be directly associated with situations Stress, or negative attitudes, as stated, and stated that urgency is linked to the general emotional attitude, whether negative or positive, is necessarily urgency in the situation of the compressor or which is a negative impact, as happens in situations that evoke positive emotions such as the expression of joy strongly and the reactions associated with success and excellence, Intensity and strength. For an expression of different individuals and the excitement and excitement of the quick response, The reason for the difference is due to the factors of the intensity of the situation itself and the degree of impact on the individual, it may be the announcement of the results of the final examinations of the Clorea is severe, but the student in the first row is not the same degree when the same sixth student, and classified the urgency according to the nature of the situation that occurs in two categories. Two key factors are the active indicator in the diagnosis of aggressive behavior:

1 - positive urgency: a rapid response that occurs as a result of positive positive high intensity and impact or experience positive emotional extremes such as celebrations associated with success, or crying and running towards the family and screaming loudly when seeing someone who has been absent for a while or participate in dangerous and difficult games as a result Risk appetite and risk appetite with friends.

2. Negative urgency is the rapid response associated with a strong, passive emotional event. The individual responds expeditiously to mitigate the negative impact of the situation or to extinguish it. Often it is characterized by negative adjustment or poorly adapted behaviors resulting from the negative events experienced by the individual, An unpleasant person tries to get rid of him or to alleviate an urgent or urgent response, such as an attempt to commit suicide, isolation, and screaming (Anestis et al. 2009: 65).

Cyders & Smith then developed a one-dimensional scale through the global analysis, and then analyzed their measure of positive acceleration along with the four measures referred to in the Whiteside and Lenam models and obtained a five-factor scale (Smith et al, 2007: 189).

Both Siders and Smith assume that the behavior of individuals involved in urgency is associated with or associated with a high-level focus on the present moment and a lack of focus on long-term outcomes, which in some way leads to maladaptive behaviors. As a result, The difficulty is not to take future outcomes into consideration for particular action in emotional contexts, meaning that individuals may have a tendency or inclination to make bad choices in such situations (Cyders & Smith, 2007: 844). Ceders and Smith (2008) have developed a version of the Positive Urgency Scale and the original scale has been reintroduced to include passive

urgency based on evidence that strong positive emotion can also lead to reckless action with adverse consequences.

The researcher adopted the Cedar and Smith 2008 model for the following reasons: 1. Siders and Smith are the first to point out urgency as a single variable in most of their studies. 2. Attributing this model to the behavior of urgency to more than one reason. 3- In this model we show the role of pressures and emotions in the effects of this impulse characteristic, which makes it related to the strategies of the first variable confrontation of the variables of the current study.

2.3 Previous Studies

1. Wattside et al. (Whiteside, et al., 2005)

Validation of the UPPS Impulsive Behavior Scale: A four-factor model of impulsivity

Check the integrity of the UPPS: the four impulse factors model

The study aimed to identify the multiple forms of impulse behavior of individuals. In order to identify these factors, the study determined the limit of the sample in question, a group suffering from personality disorders, gambling addiction, alcohol abuse and the use of the experimental method. The sample consisted of (122) participants from the treatment centers, the sample showed two experimental and control groups, and after the application of the impulse behavior scale that was built by Watideside and Lynam (2001), the results showed that many factors (The urgency, perseverance, inability to continue, and the search for sensation) are the basic components of the impulse behavior, which distinguishes between those suffering from personality disorders, such as gambling addiction and alcoholism, with some non-social characteristics and lack of existence for others (Or isolation and others).

2-Study of Belieux and Others (2006) Billieux, el at,

Which dimensions of impulsivity are related to cigarette craving?

What impulsive dimensions are associated with the desire to smoke?

The aim of the study was to identify the dimensions of the impulse behavior, which is associated with strong smoking cigarettes, considering that the theoretical models did not eliminate sugars, which made the rush of the main causes of smoking, 40 students were selected from the Department of Psychology at the University of Geneva distributed to 33 students (7) students, between the ages of 19 and 48 years, and after the application of the measure of impulse behavior (Whiteside and Linam, 2001), which identifies four distinct components associated with impulse behavior(urgency, lack of perseverance, lack of perseverance, and the pursuit of excitement or sensation) . Using regression analysis and regression analysis, correlation analysis revealed that urgency was positively correlated with negative withdrawal. Regression analysis showed that urgency was the single most important indicator of tobacco craving, while depression and anxiety were not. Results showed no significant correlation between intention and desire to smoke And other components of impulse behavior.

CHAPTER THREE: METHODOLOGY AND PROCEDURES

3.1 Population of the Research

The current research community has been identified by educational counselors of both sexes working in the schools of the six directorates of education in Baghdad governorate (Karkh I, II, III, RASAFI I, II and III). The number of educational counselors in the schools covered by the guidance for the academic year 2017-2018 and for all stages (1848) mentors and mentors distributed in the schools of the six directorates of education .

3.2 The Sample of the Research

The researcher took great interest in the selection of the sample to be representative of all educational counselors in the directorates, and it was based on the proportional stratified random method. This type of sampling is more representative of the original community, especially in societies where there is a variety of classes. 400) as guides and guides distributed in the schools of the six directorates of education in Baghdad, where the sample of males (140) and the sample of females about (260).

3.3 Research Tools Articles of the Research:

The measure of urgency

First / paragraphs of the scale (paragraphs):

The study of the literature and previous studies, in the concept of urgency and after extensive research did not find a local or Arab study dealt with this concept, has found this interest in the field of foreign studies, which dealt either as a component of the behavior of impulse, or the form of a sub-measure of behavior, Includes paragraphs that do not suit the local and Arabic environment as a study

(Berg, et al., 2015) and the study (Cyders et al., 2007).Anestis& Joiner, 2011). Based on this, the researcher decided to build the scale of urgency as an independent concept that suits the nature of the sample and the requirements of the local and Arab environment. And adopted the definition of urgency according to (model Smiters and Smith 2008), as a feature to act quickly and recklessly, and without planning in different contexts and position, and it is linked to the overall emotional situation, whether negative or positive, and has divided the urgency into two areas:

1. Passive urgency: The rapid response associated with a negative emotional event has a strong impact, as the individual responds expeditiously to mitigate the negative impact of the situation or extinguish it.

2. Positive acceleration: rapid response that occurs as a result of a positive, high intensity and impact or experience positive emotional extremes. The building of (16) paragraph for positive urgency and (16) paragraph for the urgency of the negative. The process of constructing the scale has gone through the following steps:

3.4. Validity of the scale and its paragraphs:

In order to verify the validity of the 32 items of the urgency scale, its instructions and alternatives, the researcher presented it in its preliminary form (Appendix 4) to (13) arbitrators of the specialists in psychology. The researcher obtained the approval of the arbitrators on the instructions of the scale and the formulation of its paragraphs, (100%). The researcher adhered to all the linguistic amendments proposed by the arbitrators. Some of the paragraphs were reworded as proposed. Thus, all the paragraphs of the scale (32) were met with the requirements of the apparent honesty of this procedure.

3.5. Sample instruction clarity and time calculation:

To ascertain the extent of clarity of the meter's instructions and its paragraphs from the respondents, as well as to determine the time required to answer the scale on a random sample of (20) mentors and instructors from the schools of the Directorate General of Education of Karkh II to indicate the ambiguities or lack of clarity in the paragraphs of the scale. Understandable, accurate average time required about (15) minutes.

3.6 Correction of scale:

(1-4) for the first alternative (not applicable), 2 for the second (slightly applicable), 3 for the third (sometimes applicable) and the third 4) for the fourth alternative (apply to), and these alternatives meet one of the conditions of building standards in a Likert method.

3.7 Statistical Analysis of Scale Clauses

The researcher calculated the statistical characteristics of the scales of the scale as follows:

Statistical indicators of the scale of urgency

It is known that the psychological concepts are distributed in the distribution, and to make sure the researcher that the degrees of the members of the sample of statistical analysis are distributed in a moderate, the researcher to extract statistical indicators of the sample grades so that the researcher to identify the near or after the degrees of moderate distribution and as shown in Table (1).

Table (1)

Statistical descriptive characteristics of the sample of statistical analysis on the scale of urgency

Characteristics	Values
The arithmetic average	70,67
Vein	70,39
Al Waseet	71,82
Contrast	202,763
Standard Deviation	13,078
Lowest Grade	38
Highest Score	116
Range	78
Altitude	-0,045

(0,045) and spacing (0,296) which approach the standard values of the mean distribution as they approach zero and the convergence between the central tendency measures (arithmetic average 70.67, median 71.82, and pattern 70.39) Of the characteristics of the distribution of moderate and therefore the measure is accurate in the measurement of the psychological concept and the sample is representative of the society studied.

3.8 Discriminatory power of paragraphs:

It was necessary for the researcher to perform the analysis of the paragraphs in order to extract the discriminatory force for each of the paragraphs of the test, the main objective of the analysis of paragraphs as (Ebel, 1972 is to retain the distinctive paragraphs in the scale (Ebel, 1972: 393). In the exclusion of paragraphs that do not distinguish between subjects with high levels of property and those with low levels on them, and keep those that distinguish them.

The researcher took the following steps in calculating the discriminatory power of the paragraphs as follows:

1. The researcher selected the sample of the educational counselors in Baghdad Education Directorate (Karkh I, II, III, and RASAFA I, II and III), which are (400) guide and guide from the research community, as in Table (1) As the specialists in the measurement and evaluation that the size of the appropriate sample in the process of statistical analysis of paragraphs preferably not less than (400) individuals are carefully selected from the original community.
2. The researcher chose the percentage of (27%) for the upper and lower group, and reached about (108) guides and guides for the upper group and similar to the minimum group of the sample of the research, and recommended most of the specialists when analyzing the test vocabulary rely on 27% of individuals in each of the extreme groups And this ratio makes the two groups in the best in size and contrast, and grades were ranked by the educational guides descending from the highest degree to the lowest degree on the scale.
3. After each statistical analysis, it was found that all the paragraphs of the scale were distinct at the level of (0,05). It was found that the extracted T values ranged from (4,513-13,135) is greater than the T-table value, where the table T value (1.96) is at the level of 0.05 and the freedom degree (214). Therefore the paragraphs are numbered.
4. P-value (Sig) is the abbreviation for Probare, meaning P-value is a reference and probability number, a purely statistical term used in the SPSS program for the purpose of interpreting and interpreting the statistical numerical values of variables The probability value of a zero-probability decision is used in terms of acceptance or rejection (Bashir, 2003, 96), and the rule of judgment on statistical significance using the probability p: If the probability p is less than (or equal to) the moral level determined by the researcher , We reject the zero hypothesis and accept the alternative hypothesis and vice versa (Amin, 2007: 118).

Second : Internal Consistency Method

The use of the method of internal consistency or the so-called relationship of the paragraph to the total degree of the scale, is a reference to the homogeneity of the vertebrae in the measure of the behavioral phenomenon, that is, each paragraph follows the same path as the scale of each, and the highest quality paragraphs are associated with a higher degree with the total score of the scale. Nunnally, 1978: 261) Using the same data as the two extreme groups, Pearson correlation coefficient was calculated using the SPSS to derive the correlation between the score of each scale and the total score of the scale, the correlation coefficients ranged from 0.559-0.229. After the correlation coefficient test, the results showed that all the correlation coefficients were statistically significant according to the P-value of the probabilities and were statistically significant when compared with the value of the Pearson correlation coefficient at the level of 0, 05) and the degree of freedom (398) of (0,098). It is known that the greater the correlation coefficient of the paragraph with the total sum, the inclusion in the scale increases the likelihood of obtaining a more homogeneous scale (return, and alkali, 1988: 304).

3.9 The relation of the paragraph to the overall degree of the field

The total score of the scale represents the behavioral content measured by the scale. A single paragraph represents a small aspect of this content. When the degree of correlation is high between the paragraph and the degree of the total measure, it results in homogeneity in the measurement measured by the test (Zubai et al., 1981: 36) In order to achieve the veracity of the paragraphs, Pearson correlation coefficient was used to derive the correlation between the score of each of the measures of urgency and the total score of the field for the sample of the statistical analysis. All the correlation coefficients were statistically significant at (0.05) and (398) The link is reserved Of all paragraphs greater than the value of Tabulated (0098) and the table (2) shows that

Table (2)

The coefficient of correlation of the degree of the paragraph to the total field of the scale of the urgency

Felid Negative Urgency				Felid Positive Urgency			
No	Person Correlation	P- value	Significance	No	Person Correlation	P- value	Significance
1	0.403	0.000	Significance	2	0.470	0.000	Significance
3	0.560	0.000	Significance	4	0.248	0.000	Significance
5	0.385	0.000	Significance	6	0.385	0.000	Significance
7	0.503	0.000	Significance	8	0.289	0.000	Significance
9	0.272	0.000	Significance	10	0.491	0.000	Significance
11	0.493	0.000	Significance	12	0.459	0.000	Significance
13	0.323	0.000	Significance	14	0.389	0.000	Significance
15	0.400	0.000	Significance	16	0.535	0.000	Significance
17	0.517	0.000	Significance	18	0.487	0.000	Significance
19	0.391	0.000	Significance	20	0.457	0.000	Significance
21	0.535	0.000	Significance	22	0.459	0.000	Significance
23	0.481	0.000	Significance	24	0.406	0.000	Significance
25	0.461	0.000	Significance	26	0.228	0.000	Significance
27	0.333	0.000	Significance	28	0.421	0.000	Significance

29	0.401	0.000	Significance	30	0.440	0.000	Significance
31	0.565	0.000	Significance	32	0.563	0.000	Significance

The researcher calculated the matrix of internal correlations between the domains of the measure of urgency. This is an indicator of the veracity of the building and the verification of the internal link matrix of the measurement constructs. The results of the sample of the statistical analysis were estimated at 400 and the correlation coefficients between the total grade of the first component and the second component of the (Anastasi&Urbina, 1997: 30). It was found that the correlation coefficients of the first component and the second component in the total degree of the scale are statistically significant. This indicates that the two components measure one thing is urgency. The correlation coefficients calculated are higher than the tabular value (0.098) at a level of significance (0.05) with freedom degree (398) and shows in Table (3)

The field correlation coefficients were evaluated by the total score of the scale

Fields	Negative Urgence	Positive Urgence
Total Degree	0.92	0.90
Negative Urgence	1	0.68
Positive Urgence	-----	1

3.10 Standard Properties

Reliability:

The researcher has followed two methods to establish the measure of urgency:

a. Test-Retest:

To calculate the stability coefficient in this method, the researcher applied the scale to a sample of (30) guides and guides, from the second Rusafa Directorate randomly selected. The stability factor value was 0.79, which is a good stability coefficient.

B. The Alpha-Cronbach coefficient was used to measure the internal consistency of the current scale. The results after applying the scale to the sample of the analysis of 400 individuals, showed that the Alpha Kronbach coefficient was 0.85.

3.11 Face Validity

In order to verify the validity of the scale, the researcher has found truth through:

This is achieved by means of the procedures carried out by the researcher to check the validity of the articles of the current standard and its instructions and alternatives by presenting it to a committee of experienced and competent Paragraphs and to make appropriate language for the meaning of the paragraph.

3.12 Construction Validity

In the light of this procedure, the paragraphs that showed good correlation coefficients were maintained at the macro level, and the scale whose paragraphs are selected according to this

index has a structural validity (Zobaie and others) , 1981, 136), and showed the items of the scale of urgency that it possesses the necessary force necessary, and also achieve the relationship of links to each function of each paragraph by the total score of the scale as indicated in the statistical analysis of paragraphs, and this measure is an indication of the validity of construction.

3.13 Final Search Tool Application

The research tool was applied to the sample of 400 researchers and guides, which were based on the data of the sample of the statistical analysis itself, because it did not fall any of the paragraphs of the three measures, in the period from 12/12/2017 to 22/3/0101, Meet the adults during the training courses and sectoral seminars for the counselors of the six directorates also meet with educational counselors in their field and explain to them how to answer and urges them to be accurate and frank in the answer after reassuring that their answers are for scientific research and has nothing to do with the evaluation of their performance guide, the six directorates,as well as meet the educational counselors in their field and explain to them how to answer and urges them to be accurate and frank in the answer after reassuring that their answers are for scientific research and has nothing to do with the assessment of their guidance performance, and facilitated the task of the researcher to the six directorates, And the researcher did not find any difficulty in applying the scale. The researcher noticed the response of the educational supervisors by their interest in answering the scales. Although the researcher did not specify the time to answer the scale, the average time For rapt to answer, ranging from (20-25 minutes).

CHAPTER FOUR: DATA ANALYSIS, DISCUSSION , RESULTS

4.1 Objective 1

Construct a scale of urgency . This objective was achieved in Chapter III (Research Procedures) The second objective: to identify the urgency of educational counselors:

In order to achieve this goal, the researcher applied the urgency scale to the 400 researcher's sample and guide. The arithmetic mean was 70.67 and the standard deviation was 13,078. The theoretical average (80), using the T-test for one sample, 14998) at the level of significance (0.01) and the degree of freedom (399) greater than the table T value (1.96). This shows a statistically significant difference in favor of the satisfactory mean.

Test results for one sample of the urgency scale

Variable	Sample	Average arithmetic	Standard deviation	Theoretical average	Freedom Degree	T- value	
Uergence	400	70.67	13.078	80	399	Calculated -14.268	Table 1.96

This result can be attributed to the cognitive and emotional maturity of the research sample and the good psychological and scientific numbers for them. What is done by the educational counselor inside or outside the school community requires him to control and control his behavior and emotions and avoid making quick decisions. Followed by guides in dealing with the problems of guides necessarily require careful and follow the steps of a series, which is consistent with the general social rules, and the special professional rules that must provide the educational guide good model in the work, and care guides, and not to rush In making decisions, although emotional attitudes are severe , Sieders& Smith (2008) noted that the intensity, intensity and degree of emotion that results from rapid response vary among individuals, their psychological states, their social role, and their ability to control emotions, asserting that the cause of the difference is due to factors of severity of the situation and degree of impact on the individual and emotional maturity This finding was not consistent with the results of Ceders and Smith, 2008, Aymer et al. 2012, and Anstis et al. 2007, which showed that negative and positive attitudes may lead to particular urgency in specific samples . The researcher believes that the reason for not agreeing this result with the results of previous studies, is the nature of the sample studied as well as the difference in the social environment of those studies on the Arab and Iraqi environment in particular.

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