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Psychological Security and Its Relationship with Self-Esteem among Students of Faculty of Physical Education and Sports Sciences University of Misan

[1]Ali Talib Muhammad[*]
[1]Department of Primary School Teachers - Faculty of Basic Education - University of Misan
alitalib5@gmail.com

Abstract
The aim of this study is to investigate the degree of psychological security and the level of self-esteem of the students of the Faculty of Physical activity and Sport Sciences, Misan University. Also, to examine the type of correlation between psychological security and the students' self-esteem, and identify any differences according to the variables of the students. The study used descriptive correlational design because this is suitable for the nature and objectives of the study.
The sample of the study was selected by a suitable sampling on 120 male and female students who were enrolled in the Faculty of Physical Activity and Sports Sciences in Misan University. The researcher developed a suitable psychological security scale to the context of an Iraqi university to achieve the objectives of the study. After evaluating the psychometric properties, the researcher also developed a self-esteem scale after determining the validity and reliability of both the research instruments by appropriate statistical procedures.The general purpose of this study was to create a scientific structure that helps to comprehend the impact of psychological safety on the improvement of the self-esteem of the students participating in this study in order to help experts in educational, psychological and sport areas to design guidance and psychological programs that would enhance the mental health of the students and improve their adaptability to the academic requirements.Student results indicated that the Misan University Faculty of Physical Education and Sports Sciences students have a good psychological security and a positive result in the event they were asked about their self-worth. They were found to have positive correlation between the psychological security of the students and their self-esteem as they expected psychological security with self-esteem.The researcher recommended to focus on the guidance and psychological programs in universities that make psychological security a priority and to make a special effort to create a supportive environment in the university to help increase the psychological security of students, and to carry out further studies in the future in other educational environments on other psychological variables among students..

Keywords: Psychological Security, Self-Esteem, Students, University of Misan.

Introduction

There is an increasing interest in mental health in modern university education as it is directly related to quality of education, and is one of factors that contribute to shaping personality and psychological, social, and academic well-being of an individual, especially in university environment where the students go through more mental, emotional, and social pressures. University students are viewed as

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human capital on which the society's development relies, so paying attention to their mental health is one of priorities of the educational institutions since it is one of factors that enhance level of academic achievement, motivation to achieve more, and ability to deal with different challenges. According to the foregoing, psychological security is one of factors that contribute to shaping self-esteem among university students, which is why it is important to study the relationship between the two variables among Iraqi university students as psychological security reflects individual's sense of safety, stability, tranquility, and life satisfaction, it helps them to adapt to different situations and cope with psychological and social pressures, it also enhances emotional balance, confidence, and ability to build social relationships, which directly influences their quality of life and academic performance.

One of the psychological variables that have attracted much attention in psychological literature is self-esteem which is an evaluation of one's self and one's personal worth, competence and ability to manage life situations. Self-esteem is one of the factors that form a healthy personality since it is related to motivation, achievement, and psychological and social adjustment, and also enhances self-confidence, decision-making and coping with different pressures.

It has been established that there is a high correlation between psychological security and self-esteem. The psychological security and stability of a person determine whether he or she will have a positive or negative self-image and lack of psychological security will make him or her lose confidence in their own self. A higher degree of psychological security will, thus, strengthen the positive aspects of the personality of a student and his or her ability to adapt to the university requirements.

Students in Faculty of Physical Education and Sports Sciences are exposed to academic, practical and field difficulties which require high levels of emotional stability, confidence and flexibility to situations, making psychological security and self-esteem important to study and research. Thus, this study aims to unveil the levels of psychological security and self-esteem among the students in Faculty of Physical Education and Sports Sciences, reveal the nature of relationship between the two and demonstrate the extent to which psychological security predicts self-esteem to enrich the scientific knowledge and provide indicators to design guidance and psychological programs that support the mental health of university students.

The psychology and education related literature suggest that the attention to the mental health of the students of universities is becoming more and more important, as it influences psychological well-being, academic performance and preparedness to the university life.

The students of Faculty of Physical Education and Sports Sciences are academically, practically and in the field exposed to conditions which demand emotional balance, self-confidence and adaptability. This implies that psychological security and self-esteem are variables of importance to be studied and researched. Consequently, the present study aims to examine the level of psychological security and self-esteem of the students of Faculty of Physical education and Sports sciences, to determine the characteristics of the relationship between the two variables and to reveal the extent to which psychological security is a predictor of self-esteem. This will assist in enhancing the scientific knowledge and in providing indicators that can be employed to design counselling and psychological programs to promote mental health of university students.

Psychological and pedagogical science is interested in studying mental health problems among students at the universities and colleges since they influence the psychological state of the student, his results, and his ability to overcome the difficulties of the university life. In the Faculty of Physical Education and Sports Sciences in particular, the students face academic, practical and sporting pressures that require high levels of psychological and emotional adjustment, and psychological security and self-esteem are considered factors that affect their adjustment and success.

Psychological security is a positive indicator of the psychological state resulting in the feeling of being secure, stable, and happy, as well as the development of the person's ability to cope with stress and

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adjust to different situations. Self-esteem is related to the value and competence of a person and their motivation to achieve, self-confidence and level of psychological and social adjustment.
Despite the increased attention given to the psychological well-being and self-esteem of university students in the literature, there are limited studies that examine the relationship between the psychological well-being and self-esteem in the context of physical education and sports disciplines, particularly in the Iraqi university context. The researcher had noticed while reading literature that there is a difference in the psychological security and self esteem given to students by their university depending on their academic experience and field observation. Therefore, it is important to determine the nature of the relationship between these two variables and assist in formulating scientific indicators that can be used to formulate counselling and psychological support interventions to enhance the mental health of students in the academic environment.
That, on this basis, the study problem is the answer to the following questions: What is the degree of psychological security of the students of the Faculty of Physical Education and Sports Sciences, Misan University? What is the degree of self-esteem of the students of the Faculty of Physical Education and Sports Sciences, Misan University? What is the nature of the correlational relationship between psychological security and self-esteem among the students of the Faculty of Physical Education and Sports Sciences, Misan University? How well does the construct of students' psychological security predict self-esteem of the students of the Faculty of Physical Education and Sports (PES) Sciences at Misan University?
This research is aimed to investigate the level of psychological security of students of the Faculty of Physical Education and Sports Sciences, as well as the level of self-esteem of the students of the Faculty of Physical Education and Sports Sciences with respect to the relationship between psychological security and self-esteem of students studying at the Faculty of Physical Education and Sports Sciences. The study is also aimed at elucidating the relationship between the two psychological variables in the university setting.

The level of psychological security of students attending the Faculty of Physical Education and Sports Sciences: The level of psychological security of the students studying at the Faculty of Physical Education and Sports Sciences: What is the students' self-esteem in the Faculty of Physical Education and Sports Sciences? In Physics Education and Sports Sciences, psychological security is correlated with students' self-esteem significantly? What is the extent of psychological security that can predict the students' self-esteem in the Faculty of Physical Education and Sports Sciences?

Study terms
Psychological security: score obtained by student on psychological security scale used in this study. (Operational definition)
Self-esteem: Score of a student on self-esteem scale used in this study. (Operational definition).

Theoretical studies and previous studies
Psychological security: The psychological security is one of the main concepts of positive psychology, which can be described as the feeling of emotional stability, security and peace that allows a person to adapt to different life situations and react to the stress in a balanced way. It is considered one of the main aspects of psychological functioning and its connection to personal and social adjustment, emotional control and positive interaction with others.
World Health Organization. (2022).
The factors that affect psychological security are nature of family environment, social relationships, level of psychological support, academic situation, and individual's personal characteristics. Evidence

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indicates that people with enhanced psychological security show greater capacity to cope with stress, as well as greater balance with themselves and their social surroundings.
(Abdel-Khaleq, 2016) stated that psychological security is one of the major signs of psychological well-being as it is the feeling of security, stability and confidence of the person that influences his psychological and social adjustment and enables him to deal with the challenges of everyday life. (Ryff, 1989) has also explained the correlation of psychological security and quality of life.
Ryff, CD (1989

Importance of psychological security
Psychological safety is thought to be one of the contributing factors of positive psychological state and it affects the psychological and social adaptation of the person, his life satisfaction, his self-confidence and ability to deal with the daily stresses that help him achieve his objectives and keep on moving forward. World Health Organization. (2022).
It is also important in relation to the psychological security which is related to enhanced students' learning motivation, higher academic performance, enhanced social relations among the students and enhanced adaptation capacity of the students to the demands of the University studies and in sports activities, it makes this variable very important in the studies of students of the Faculty of Physical education and sports sciences in American (2023).

Dimensions of Psychological security
Psychological security is a set of dimensions that are linked to each other and help provide a balance for the individual, and the most important of which are:
Psychological security: This is represented by individual's feeling of safety and freedom from feelings of anxiety and threat.
Emotional stability: Reflects the ability to control emotional responses and to cope with demanding situations in a relaxed way.
Satisfaction with life: This dimension is related to how individuals feel about their life, their accomplishments and themselves.
Social compatibility: This is seen in an individual's capability to create positive social relationships with others on respect, co-operation and trust.
Positive attitude and hopefulness: This is the positive expectations of a person for the future and his or her ability to look forward positively. All of these contribute to enhance mental wellbeing, someone's ability to adapt to the environment, or to feel psychologically calm and stable.

Theories explaining psychological security
Theory of psychological security of (Ryff, 1989). Carol Ryff's theory is one of the most complete theories of the psychological well-being. According to this theory, the security is not only the feeling of happiness or pleasure, but it also involves positive functioning and realization of one's potential. Ryff used the concepts of humanistic psychology, existential theory, and theories of psychological development to create a multidimensional model of how an individual achieves the holistic psychological security. The model indicates that the psychological security is acquired slowly as an individual copes with his/her social environment and life demands through positive coping and interaction with his/her environment.
Ryff, CD (1989) 57.
Seligman's PERMA (Seligman, 2011): Seligman proposed the PERMA model as one of the major models of positive psychology. Seligman suggests that the five elements of positive emotion, integration and positive relationships, meaning, and accomplishment provide psychological security.

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He implies that the presence of all these elements helps an individual live a prosperous and psychologically stable life.
Seligman MEP (2011): To explain the differences in the level of the psychological well-being among the students, as well as how social relations, academic achievement, and positive emotions affect the mental health improvement in a similar manner as students of the Faculty of Physical Education and Sports Sciences. Donaldson SI, et al. (2022): The Perma model was used by the researcher since it is one of the most common models used to explain psychological disorders and it is an entire explanation of the emotional, social and cognitive aspects related to the study variable.

Self-esteem

Self-esteem is a term used in psychology to describe an individual's self-assessment and their value, capability, and self-respect. Self-esteem is an important determinant of mental health since it determines the manner in which an individual thinks, behaves, is motivated and copes with issues and changing situations. The high self-esteem enhances self-confidence, responsibility and better decision making whereas low self-esteem is connected with anxiety, frustration and low self-esteem, which affects academic and social performance. Morris-Rosenberg Self-Esteem Scale is one of the most common scales that are used to measure self-esteem in psychological research and it has high scientific validity as well as being employed in many studies.
First: concept of self-esteem: Self-esteem is a concept in the psychology which describes the general evaluation of oneself and the level of worth, competence and importance of a person. It is the attitudes and beliefs an individual has about themselves that affect the way they act, feel and relate to other people. High self-esteem results in a higher level of confidence and the ability of the individual to meet the challenges and achieve their goals. Self-esteem is regarded as an important factor of mental health since it is related to life satisfaction, psychological well-being, personal competence and emotional well-being. Mruk, CJ (2013).
Dimensions of self-esteem: Self-esteem is a group of dimensions that represent how an individual views themselves, the main ones are: Personal dimension: It is reflected in how an individual views themselves and their ability to perform and achieve. Social dimension: It represents the ability of an individual to establish positive relations with others and feel accepted socially. Academic Dimension: This refers to the awareness of an individual of their ability to achieve and be successful in their studies. Emotional dimension: It is the ability of an individual to control their emotions and face different pressures and situations positivel

These dimensions are integrated into overall self-image that an individual holds, which directly affects their psychological and social adjustment. Fairlamb, S. (2022)

Relationship between psychological security and self-esteem

Psychological security and self-esteem have been of interest in the field of positive psychology. According to studies, the psychological safety, emotional stability, and life satisfaction of a person is a factor in building a positive sense of self and in improving the sense of capability and value. Conversely, high self-esteem enables people to manage stress and challenges without being overwhelmed, and this enhances their psychological and social adaptation. (Nguyen, TD & McGregor, M). (2025).
Recent literature has confirmed that there is a reciprocal positive relationship between two variables, namely, the greater the self-esteem that people have, the more psychological well-being, well-being and psychological security they will experience, and the smaller the self-esteem they have, the more

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anxiety, emotional instability and psychological insecurity they will experience, which will reduce their academic and social performance. (Saruhan, V., & Çinar, SE (2022).
This connection is very important in the university environment, especially in terms of the difficulties being experienced, such as academic pressure, university and social connection. It has been found out that students with greater self-esteem in university are more likely to keep their psychological balance, belonging and satisfaction, thus enhancing their psychological state. Nguyen, T. D., & McGregor, M. (2025).

Previous studies

Psychological security and self-esteem are also of interest to positive psychology. The sense of psychological safety, the emotional stability and life satisfaction of an individual is a factor that builds a positive sense of self and a sense of capability and value to the individual. The high self-esteem will allow people to withstand the pressures and challenges without being overpowered, and this will enhance their psychological and social adaptation (Nguyen, TD & McGregor, M). (2025).
Recent papers have verified that there is a mutual positive correlation among the two variables: the greater self-esteem students have the greater psychological well-being, well-being and psychological security they experience and the weaker self-esteem the greater anxiety, emotional instability and psychological insecurity that adversely impact their academic and social performance are. (Saruhan, V., & Çinar, SE (2022).
This relationship is especially important in the university context, considering the types of difficulties the students experience, such as academic pressure, university transition and social connection. It was found that the more self-esteem the university students had, the more they could sustain their psychological equilibrium, the higher belongingness and satisfaction they had, the better their psychological state was. Nguyen, T. D., & McGregor, M. (2025).

General commentary on previous studies

In reviewing the Arabic and international studies, the idea of self-esteem has been accorded much attention by the psychological and educational studies. The self-esteem has been the subject of several studies and is regarded as one of the important indicators of the psychological health and social and psychological adjustment of the person. Most of the research findings have also demonstrated that self-esteem is positively related to the positive psychological attributes like psychological well-being, resilience, mental health, quality of life and so on. Conversely, lower self-esteem scores have been associated with higher anxiety, depression, psychological stress and adjustment issues among the college students.

It has also been discovered in recent studies that students who feel good about themselves are able to overcome academic and social problems as well as deal with mental and emotional health, healthy relationships and overall psychological health. There are also studies which have established that psychological hardiness and interpersonal support can mediate the association linking individuals' self-worth with their perceived psychological safety among students enrolled in higher education institutions.

For mental and emotional health, books say that the most crucial components of psychological well-being are feeling psychologically safe, emotionally satisfied and happy with life. Pupils with a greater sense of psychological security will be in a position to better meet the requirements of school and social lives, and have greater self-confidence. The relationship that the two variables have in common, which is the positive association linking personal self-esteem with psychological well-being, and the contribution to better academic achievement and social adjustment, is also confirmed by studies.

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Even though the previous studies were important, they did not directly study the relation between perceived psychological security and the development of self-esteem among learners in the Faculty of Physical Education and Sports Sciences of the University of Baghdad in the Iraqi education system. So this research work is scientifically original in terms of filling the present research gap and adding to the knowledge base of the science of sports psychology.

Research Methodology

The descriptive correlational research design was employed as the nature and aim of the investigational study necessitated this type of research. It was anticipated that it would investigate the role of psychological security in improving students' self-esteem in the Faculty of Education and Sports Sciences, and elucidate the relationship between psychological security and students' self-esteem in this faculty. This is the best method for studies which focus on revealing the nature of the relationships between variables and predicting one of them from the others.

The study community consisted of students who were studying at the Faculty of Education and Sports Sciences in the academic year (2025-2026). The randomly selected participants of both genders were selected, that is, 65 males and 55 females, to ensure adequate representation of the research population, which aims to achieve the objectives of the study. Some demographic factors like age and level of education were also considered throughout the research process, for the purpose of homogeneity.

Table 1. Shows homogeneity of sample

Variable	Arithmetic mean	Standard deviation
Age (years)	21.18	1.37
Academic stage	2.58	1.09

Results in table indicate an acceptable degree of homogeneity among members of sample.

Procedures for constructing Psychological Security Scale

Because there was no scale designed especially for the Iraqi environment and students of the Faculty of Education and Sports Sciences, in order to reach the goals, the researcher constructed a scale of psychological reassurance according to the scientific steps of building scales and psychological and educational steps as follows:

First: Definition of the concept of psychological tranquility: Psychological literature, the theories and the previous studies related to concept of psychological tranquility, especially those written by Ryff (1989) and Abdel-Khaleq (2016) and some of the recent studies, have been relied on to build a theoretical frame that clarifies scientifically the concept of psychological tranquility and its dimensions. The researcher has defined psychological tranquility as follows: "Security, emotional stability and psychological comfort, where individual feels self-confident, satisfied with life and holds himself in the position of facing with pressures and adapting to different situations."

Second: Dimension of Scale After studying the literature and the previous studies, the researcher found that the psychological security of the students who study in the Faculty of Education and Sports Sciences can be measured in the following dimensions:

Psychological security: It is student's feeling of inner peace and confidence in himself and others, and his feeling of safety and stability away from anxiety and perceived threats, which helps him to perform his academic and social duties efficiently.

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Emotional stability: It is student's ability to control and manage emotional responses so that he can control and handle the situation calmly and in balance, thereby reducing the intensity of tension and agitation, and making appropriate decisions.
Life satisfaction: Student's positive assessment of his life overall, his sense of belonging and happiness with his academic and personal accomplishments, and his sense of his life having purpose or meaning.
Social compatibility: This is the ability of the student to have positive relationships, interact positively with peers and staff and act in a socially acceptable way to feel accepted.
Optimism about future: It is student's belief that his future holds positive opportunities, and his confidence about his ability to achieve personal goals and overcome challenges which leads him to persevere and plan for a positive future.
Such dimensions were chosen because they are part of the nature of the life and environment of the students of the Faculty of Education and Sports Sciences.
Third: Formulating scale items: According to the above dimensions, the researcher developed initial paragraphs on the basis of scientific principles.
So initial number of items in scale was (30) items spread across five dimensions and (6) statements were given to each dimension.
Fourth: Response format: Likert rating scale of five points was used by the investigator to assess the response of participants which is the most common scale in the field of psychological and educational research.
The answers were marked out of 5 marks, with Strongly Agree = 5, Agree = 4, Neutral = 3 and Disagree = 2.
Strongly disagree (1 mark). Opposite way to correct negative statements.
Fifth: Apparent truthfulness (truthfulness of arbitrators). The face validity of the scale was achieved by the investigator bringing the preliminary version of the instrument to a panel of experts and specialists to determine the clarity of item, correctness of linguistic formulation and extent of item to dimension.
The researcher used an agreement rate of 80% or more to accept the item and the experts' comments were used to make some changes in some items and items that were not approved by the required agreement rate were not included and the number of items in the scale became 25 items on five dimensions of 5 items.
In this respect, the researcher filled in the first version of the psychological reassurance scale, then followed by conducting a preliminary study with (20) male and female students out of the sample from the Faculty of Education and Sports Sciences.
It was found out of the pilot study that there were no problems in understanding the items nor in answering the items and the average time needed to answer the items was (10-15) minutes; hence, the scale could be used on the main sample.
Second: Internal Consistency: The internal consistency of the instrument was determined using Pearson's correlation coefficient test between the score of each item with the score of the corresponding dimension. The value of the correlation coefficient was (0.56-0.87), which are all significant at 0.05 level, meaning that all items measure the dimension they belong to. Thus, the researcher kept all items of the final version of the scale.
Third: Paragraph's relation to overall score: The Pearson's correlation coefficient was calculated between the score of each item and the overall scale score. The coefficients were between (0.49-0.78), all significant at the 0.05 level, so all items are evidence that psychological security is measured.
The researcher took the sample of (120) male and female students and applied the scale to investigate its construct validity, and he computed the correlation coefficients between the individual dimensions of the measuring instrument and the total score of the instrument. The results revealed that all the coefficients obtained were positive and statistically significant at the (0.05) level, which means that all

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the dimensions reflect the theoretical construct of psychological security and each of them contribute positively in measuring it.
The correlation coefficient was (0.815) to (0.873) with all reported statistically significant at 0.001 level ($p < 0.001$).
The internal consistency of the different items in the measurement scale and the total score was adequate since the correlations between them were statistically significant at level Sig. = 0.001. The results support the scale dimensions used for the assessment of psychological security further.
The Psychological Tranquility Scale has a reliability of .83.
The researcher assessed validity of the measuring tool and estimated the reliability to confirm that it was reliable and stable. For this purpose two statistical procedures were used: Cronbach's alpha coefficient to measure the scale items' internal consistency and split-half reliability method with the coefficient corrected by the Spearman–Brown correction formula. The reliability coefficient values of the dimensions used in the psychological security scale were all high, where the reliability coefficient value of the psychological security dimension was (0.861), and the emotional stability dimension (0.879), and the life satisfaction dimension (0.887), and the social adjustment dimension (0.846), and the future optimism dimension (0.871), and the value of the whole scale (0.917).
Second: Half-division: Another way of testing the reliability of scale is to divide the items of scale into two halves (odd and even) and then calculate the correlation coefficient of the scores of two halves and then correct it using the Spearman-Brown equation. It was found that the instrument has high reliability and can be used on members of the core sample. After all scientific procedures were conducted for the creation of the scale, the items were presented to the experts and arbitrators to make sure of the face validity of the instrument, item analysis of discriminatory power and internal consistency and the test-retest reliability of the instrument was done by calculating Cronbach's alpha coefficient and split-half procedure and the scale was set in its final version.
The last psychological security instrument includes (25) items classified into five dimensions: (psychological security, emotional stability, life satisfaction, social excellence, optimism about the future). The researcher developed the items to suit the nature of the students in the Faculty of Physical Education and Sports Sciences, then he used response alternatives to five-point Likert response scale with the following meaning: Always applies to me: (5 points). Often applies to me: (4 points). Occasionally applies to me: (3 points). Seldom applies to me: (2 points). Never applies to me: (1 point). The negative items were corrected in reverse (i.e. The scores were given in this order: (1) Always applies to me. (2) Often applies to me. (3) Occasionally applies to me. (4) Only very seldom applies to me. (5) Never applies to me. The total scores of the scale are ranged between (25-125) points, the higher the score the more secure is the student psychologically, and the lower the score the less secure he is. Once the items of this tool were found to be acceptable in validity, reliability and discrimination, this scale can be used to the main sample.

Applying psychological tranquility scale to the main sample
When all the processes of construction of the psychological reassurance scale and the determination of its psychometric properties concerning validity and reliability were accomplished the scale was ready to be used by the main research sample. The researcher used the finalized scale which included (25) items and five dimensions on the main study sample of (120) male and female students of the Faculty of Physical Education and Sports Sciences. Each student took about (15-20) minutes to apply the scale. All forms were retrieved and checked for data and suitability for statistical analysis and the data were processed using the Statistical Package for Social Sciences (SPSS) in order to get the results of the research objectives.
Statistical methods used

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The investigator analysed and explained the research data using statistical techniques suitable to the research purpose and procedures and the SPSS statistical software was used to process and analyse the collected data.

Steps in the Creation of the Self-Esteem Scale:

In light of the objectives of the current study, and because of the absence of any instrument that covered all the dimensions of the current study, the researcher adopted the following steps to develop the self-esteem measurement instrument, according to the scientific principles of building psychological measurement scales, as well as the dimensions of the current study.

The first step was to define self-esteem, including carrying out a literature review and presenting previous studies and theories about self-esteem, including some of the most recent international and Arabic research on the topic.

The researcher used the following definition: Self-esteem refers to an individual's favorable perception and assessment of personal worth, which includes an appreciation of his value, skills and ability to succeed and relate to others. This is a reflection of how far people have come in understanding themselves, how far they have come in positive attitude towards themselves.

Second: Dimensions of self-esteem scale: The researcher examined the scientific articles, studies and talked to professionals and experts in sports psychology and measurement and evaluation field to review the literature and previous researches. It is found that there are four main dimensions based on the common concepts.

First dimension: Personal self-esteem: It means that student's positive attitude toward himself, his level of self-esteem, self-confidence, facing different situations, making decisions, and accepting responsibility.

Second Dimension Academic self-worth is the student's assessment of his capabilities, his confidence in his academic performance and his capacity to learn, perform and succeed at the university.

Third dimension: Social self-esteem: Students' awareness of their competency in establishing social relationships, their feeling of competence in interaction with others, their sense of being accepted and respected by others in the group.

Fourth dimension: Physical self-worth: student's perception of his/her own physical characteristics, physical and skill abilities and satisfaction with his/her physical fitness, confidence in motor abilities. From the point of view of the degree of this dimension, it is appropriate for students studying in the Faculty of Physical Education and Sports sciences. The components have been chosen based on the attributes and requirements of learners attending the Faculty of Education and Sports Sciences.

Third: Presenting dimensions to experts: After determining 4 dimensions, the researcher presented the dimensions to a panel of experts, and the experts agreed with the dimensions with agreement rate >80% showing good face validity, appropriate for construction of the scale.

Create items that measure self-esteem on a 1-10 scale.

After determining the major dimensions of the self-esteem scale, the researcher developed the self-esteem scale items based on the theoretical and operational definition of the variable, scientific texts and previous studies and adapted them to the physical education learners' attending the Faculty of Physical Education and Sports Sciences characteristics. The researcher created (40) items for the scale, evenly spread across the four main factors of the measurement instrument, (10) items for each factor. The total score will be (40–200) points. A higher score indicates a higher level of self-esteem in students and lower scores indicate a lower level of self-esteem in students.

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One of the early stages in the process of developing a psychological measurement tool is face validity of the self-esteem scale. It is interested in the appropriateness of the scale's items to measure that variable, and also in the wording of the items, as well as the dimensions that they measure. Regarding this, the researcher presented the first version of the self-esteem scale and asked the experts to give their comments on the items, and considered the level of agreement (80%) or more as acceptable criteria for acceptance of the items and took into account the comments of the experts on the deletion, modification and reformulation of the items. After this review process, the scale remained with 40 items as it was originally

.

Pilot study

The researcher has checked for face validity of the scale and then conducted a pilot study to ensure that the instructions and items on the scale are clear, the time taken to complete the scale and what problems sample members might have encountered while applying the measurement instrument. A preliminary sample was made up of 20 students who were randomly selected from outside the construction and application sample at the Faculty of Physical Education and Sports Sciences and the instrument was administered to this sample. Results from the pilot experiment revealed that the items were clear and understandable, and that the students had no difficulty in answering the items and the time required was (12-18) minutes, which showed the suitability of the scale for further data analysis using statistics.

Internal Consistency of Items on Self-Esteem:

As the self-esteem instrument was researcher-made, and 40 items were included, the internal consistency table of the items indicates the correlation coefficient of each item with the total score earned from the measurement instrument by using Pearson's correlation analysis.

As shown in Table (3-8), the value of each of the items used in the measurement instrument of self-esteem was found to be positively correlated with the scale score, and ranged from (0.463) to (0.761). The reported significance value (Sig.) for all items were statistically significant at 0.05 level, with Sig. 0.000. Moreover, the correlation coefficients derived were greater than the critical value of the correlation coefficient at 118 degree of freedom (d.f.) of 0.179.

This means there is good internal consistency within these items, and they are suitable to measure the dimension they were developed to measure. Therefore, none of the items was removed from the scale and all 40 items were used for the subsequent statistical analyses.

Correlation coefficient of dimensions of self esteem scale with total score of scale

One of the indicators of the validity of the instrument is the correlation of each scale dimension with the overall score, and the consistency of the dimensions with the overall score earned from the scale. The researcher thus used Pearson correlation analysis to look into the correlation between the score of each dimension and the score of the general scale of self-esteem, which was obtained from the sample of the students (120) who participated in the process of making the scale.

Results indicated that all four dimensions were statistically significant and postive in the relationship at 0.05 level, which means that these dimensions contribute in meaningful ways to the measurement of the concept of self-esteem.

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In contrast, the correlation between the dimensions of the self-esteem scale and the overall score showed positive correlations with values between (0.784–0.829) for all the dimensions of the scale. All the above mentioned coefficients were statistically significant at 0.05 level, meaning that there is a good correlation between each of the dimensions of the scale and the overall score of the instrument. This shows that the scale used in measuring the concept of self-esteem is valid in a construct sense because the dimensions of the scale used are able to represent the theoretical framework of the concept of self-esteem among the subjects of the study who are students of the Faculty of Physical Education and Sports Sciences.

Reliability of the Self-Esteem Scale: Reliability is one of the basic psychometric properties of a measurement scale and it demonstrates consistency and stability of the scores obtained by repeated administration of the scale under identical testing conditions. To check the reliability, the researcher used two commonly used methods: Cronbach's alpha coefficient for checking the internal consistency of the items used in the scale and the split-half method by checking the consistency of the instrument through the Spearman–Brown correction formula.

The results showed that the instrument for measuring self-esteem has high reliability (0.921) for cronbach's alpha coefficient and the split-half reliability coefficient corrected with the spearman brown formula (0.921). Thus, the reliability co-efficients are above the usually accepted threshold of 0.6 in psychological and educational research, which demonstrates satisfactory consistency for the instrument in measuring the level of self-esteem among the subjects who participated in the research sample.

Final version of self-esteem scale

After conducting all the psychometric valid and reliable procedures of the scale and instrument, the researcher then gave the self-esteem instrument to the main research group which consisted of 120 students in the Faculty of Physical Education and Sports Sciences (FPES). Questions were then reviewed and finished, coded and entered in SPSS program for statistical analysis to achieve the aims of the research and to test the hypotheses.

Results and Discussion

This part is an overview of the results of the research carried out by the researcher based on the objectives of the study, statistical tests and then an interpretation and discussion of the results based on the literature and previous studies.

First: Showing Results of the First Goal

Assessment of students' psychological security level among the students of Physical Education and Sports Sciences Faculty with focus on psychologically reassuring level among the students of the faculty. The One-Sample t-test was used by the investigator to compare the arithmetic mean of the sample with a hypothesized mean of the psychological reassurance scale..

Table 2. t-test results for single sample of psychological security scale

Variable	Sample size	meanb	Standard deviation	Hypothetical mean	Calculated (t) value	Sig. level
Psychological tranquility	120	161.82	14.67	120	31.27	0.000

Interpretation of result

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From Table (2) it is observed that the mean score of the sample members on the psychological reassurance scale is (161.82) which is higher than the expected mean score (120). The t-value calculated was (31.27) which was statistically significant at the (0.05) level, with a reported significance (Sig.) of (0.000).

The result shows that students studying Physical Education and Sports Sciences in the Faculty had a relatively high level of psychological wellness and emotional security. This may be attributed to the impact of the sense of psychological security, emotional stability and self-confidence, manifested in psychological health created by the conditions of the university, the nature of sporting activities and attending sporting events.

The results for the Second Research Objective are presented below.The results for the Second Research Objective are detailed below.

The results for the second objective are shown and discussed below.

It is also connected with the estimation of the level of self-esteem of people studying at the Faculty of Physical Education and Sports Sciences. For this purpose, the investigator used One-Sample t-test to find out if there is any statistically significant difference between the arithmetic mean of the scores attained by the members of the sample and the hypothesized mean for the self-esteem scale. The aim of this statistical procedure was to assess the students' overall level of self-esteem objectively.

Table 3. Results of a one-sample t-test for Self-Esteem Scale

Variable	Sample size	meanb	Standard deviation	Hypothetical mean	Calculated (t) value	Sig. level
Psychological tranquility	120	154.38	15.26	120	24.66	0.000

Interpretation of results

From the above information in Table (3), there is a higher mean of scores of the sample members on the scale related to self-esteem which is (153.94) compared with the hypothetical mean which is (120), and the calculated value of (t) is (22.94) which is statistically significant at (0.05) level with a reported value of (0.000). People who study in the Faculty of Physical Education and Sports Sciences have a relatively high self-esteem, which is the reason of the nature of the university environment in which the students have opportunities to achieve in their academic, social and sports activities, which increases their self-esteem and confidence in their ability and competence to achieve. The same can be understood with reference to the sporting activities that the Faculty offers to students to enrich their physical and social life, fostering a positive perception of oneself and its value.

Results of the Third Goal

To find out how psychological security affects self-esteem of the students of the Faculty of Physical Education and Sports sciences. For this purpose, Pearson's correlation coefficient was used for determining the type of relationship between psychological security and self-esteem. The results indicated that the value of the Pearson correlation coefficient between psychological security and self-esteem was (0.736) indicating strong positive correlation and statistically significant at the level of (0.05). It can be concluded that the higher the level of psychological security of students, the higher

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their level of self-esteem, which supports the fact that there exists a positive relationship between both variables.
This is because if a student feels safe, stable and happy about his life, he feels confident about himself and how useful and capable he is in various areas of his life.
The results of the fourth goal are posted below.Below are the results of the fourth goal.
To reveal the role of perceived psychological safety in the development and level of self-esteem of students in the Faculty of Education and Sports Sciences. In this goal, the researcher applied simple linear regression analysis to determine the degree of contribution of psychological security to the explanation of the variance of students' self-esteem, and the level of significance of the regression model and regression coefficient..

4. Results of simple regression analysis of role of psychological security in predicting self-esteem Table

Independent variable	Dependent variable	R	R2	Beta	Value of (F)	Sig. level
Psychological tranquility	Self-esteem	0.741	0.549	0.741	134.67	0.000

Interpretation of results
The result as shown in Table (4) shows that the multiple correlation coefficient (R) was (0.741) and the coefficient of multiple determination (R^2) was (0.549). This means that in psychological security, 54.9% of the variance in self-esteem among people studying at the Faculty of Physical Education and Sports Sciences was explained, whereas the other 45.1% was explained by other factors, which are not included in the present research. The value of (F) is (143.67) with statistical significance (0.05) and the value of (Sig.) is (0.000) which indicates that the regression model is statistically significant.

Conclusions

The students of the Faculty of Physical Education and Sports Sciences have a satisfactory psychological well-being. The level of self-esteem of the people of the Faculty of Physical Education and Sports Sciences is at a good level. There is a positive correlation between the level of self-esteem of learners who are studying at Faculty of Physical Education and Sports Sciences and their psychological security. Among students of the Faculty of Physical Education and Sports Sciences, psychological security is one of the factors that could predict self-esteem among the students, as it adds explanatory power to the statistical model and explains variations in students' self-esteem..

Recommendations

The administrations of colleges that offer specializations in physical education and sports sciences are interested in supporting the psychological security of the students and creating a safe atmosphere in colleges. Developing counselling programmes and psychological interventions to enhance the self-esteem of learners, especially at the early stage of learning. The psychological level of students was diagnosed using psychological tranquility scale and self-esteem scale. Developing opportunities for the faculty to use teaching strategies to help their students in the development of self-confidence and feeling of achievement.

Proposals

Psychological security and its relationship with other psychological variables including achievement drive, psychological resilience and emotional intelligence. A comparative study between the scientific

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and the humanities disciplines in other Iraqi universities. Developing guidance programmes to create psychological security and evaluating their impact on improving the self-esteem of students in universities. Researching the differences between psychological security and self-esteem regarding gender, educational level and level of achievement.

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