



PSYCHOLOGICAL HAPPINESS AMONG PHYSICAL EDUCATION AND SPORTS  
SCIENCES STUDENTS AT UNIVERSITY OF MAYSAN

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**ABSTRACT**

**Background.** Psychological happiness is a dynamic state that reflects an individual's sense of will, ambition, self-confidence, self-awareness, and ability to grow and adapt. In the context of physical education and sports sciences, such psychological traits are essential, as students often demonstrate optimism, perseverance, a sense of responsibility, and interpersonal skills that contribute to their overall well-being. **Objectives.** This study aimed to identify the level of psychological happiness among students of physical education and sports sciences at the University of Maysan and to construct a reliable and valid measurement scale for assessing this construct. **Method.** The research employed a descriptive survey design. The study population consisted of 488 male and female students enrolled in the Faculty of Physical Education and Sports Sciences at the University of Maysan. A total of 300 students (61.48% of the population) were selected as the research sample. The researchers developed a psychological happiness scale, and statistical analyses were performed using SPSS software to assess the scale's validity, reliability, and to determine standard levels. **Results.** The findings revealed that students in the physical education and sports sciences program at the University of Maysan demonstrated a generally high level of psychological happiness. The developed scale showed acceptable psychometric properties. **Conclusion.** Students of physical education and sports sciences at the University of Maysan are characterized by positive psychological well-being. The study recommends conducting similar research at other Iraqi universities to further understand and support student mental health in this academic field.

**Keywords;** sports psychology, psychological happiness, physical education, sports science students

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## A. INTRODUCTION

Sport is an activity that involves the holistic development of the body, both physically and mentally, through systematic, directed, and measurable movement of all parts of the body. According to Mudzakir (2020), sport is a fundamental need for every human being. It can be categorized based on its purpose into recreational sports, competitive sports, health-oriented sports, and educational sports. Educational sports refer to the teaching and learning of sports-related activities, both formally and informally, within the educational system to improve knowledge, skills, fitness, and health. Defines educational sports as physical and sports education carried out in a structured and continuous educational process to acquire knowledge, personality traits, skills, and physical health and fitness (Mubarok 2021).

Positive psychology is an important branch of general psychology that focuses on the positive psychological traits individuals possess, closing the gaps between negative traits, and how to deal with them to improve their understanding and the way they interact with society with flexibility and positivity (Maitham Al-Krizi, 2024). It can be said that it is a science in which positive emotions outweigh negative emotions, leading an individual to feel content, have a positive personality, reassurance, optimism, happiness, and more among these important positive emotions is psychological happiness, which is a dynamic state inspired by the person's true will, ambition, self-confidence, self-knowledge, and ability to develop and innovate is the main concept in positive psychology because of its prominent position in the history of human thought (Breux et al., 2021).

Everyone in different cultures has sought happiness as a supreme goal of life because of its connection to a positive mood, satisfaction with life and its quality, self-realization, and optimism (Mutair & Al-Krizi, 2025). Physical Education and Sports Science students at Maysan University are characterized by several factors, such as a sense of optimism, hope for academic excellence, faith, a sense of responsibility, citizenship, love for others, interaction, and perseverance (Vasileva & Chumakov, 2024). All of these factors contribute, in one way or another, to their psychological happiness, which plays a prominent role in a life full of happiness, tolerance, altruism, excellence, creativity, adapting to pressures and events, and facing difficulties with confidence and determination (Möding et al., 2022). There is no doubt that sports help students stay cheerful and emotionally fit by reducing

stress, mental depression and self-esteem. Because it helps in positive guidance in other stages of their lives and facing everything with a happy face, and it also helps develop self-confidence to move forward in the face of problems and obstacles and never back down (Cronin et al., 2022).

If psychological happiness is achieved, it contributes to students enjoying good emotional and mental health. This can also help in their studies and help them achieve their goals.(Bozdarov et al., 2023) It plays a role in enhancing teamwork through its presence and participation in various activities inside and outside the college, as well as in matches and races that require good teamwork, coordination, and cooperation with everyone (Ahmed et al., 2022). Psychological happiness has strong positive effects on individual behavior, including positive thinking. People think in different and more positive ways when they are happy compared to when they are sad and depressed (Fujii, 2021). Happy people are also more self-confident, have higher self-esteem, are more socially competent, and are more willing to solve their problems in better ways. They are also more willing to provide social support to others (Brun et al., 2021).

And from here it emerged idea and importance of the research is to identify psychological happiness among students of physical education and sports science at the University of Maysan and its role in achieving their goals and aspirations. Psychological happiness has not received the sufficient attention it deserves from the researchers, given its important role in changing the life of the physical education and sports science student. It contributes many positive psychological qualities to gain psychological satisfaction, self-confidence, perseverance, reassurance, hope, optimism, independence, thinking about the future, and achieving goals without looking at and thinking about obstacles and negatives.

Given the importance of psychological happiness in the lives of students, the researchers decided to study the variable of psychological happiness and identify the psychological changes that can result when students enjoy psychological happiness (Constans et al., 2021). Hence, the problem of the research came to identify the role of psychological happiness on physical education and sports science students at the University of Maysan. The current research aims to identify psychological happiness scale among students of physical education and sports sciences at University of Maysan. And to identify the results The impact

of psychological happiness on students of physical education and sports science at University of Maysan.

### *Psychological happiness*

A positive emotional and mental state that a person experiences on his or her own, including feelings of satisfaction, pleasure, optimism, hope, and the sense of being able to positively influence events surrounding the individual in the environment in which he or she lives (Frey & Gullo, 2021b). A state of internal balance that is characterized by a number of positive feelings such as joy, satisfaction, and pleasure. Such feelings are related to the basic aspects of life, such as a person's relationship with his family members, his colleagues at work, and members of his community (Lera-López et al., 2021). The score obtained by physical education and sports science students through their answers to the psychological happiness scale used in the current study.

## **B. METHOD**

### *Participant*

The survey sample included 20 Male and female students in the College of Education in the College of Physical Education and Sports Sciences at the University of Maysan. They were deliberately selected at a rate of 4.1% from the original community. The application sample included 280 Male and female students in the College of Education in the College of Physical Education and Sports Sciences at the University of Maysan , and thus the percentage is 57.38% and they were chosen intentionally according to what the research procedures require.

### *Research Design*

What is compatible with achieving the research objectives requires the researcher to choose the appropriate research method to follow. Therefore, the researchers used the descriptive method with the survey method. "Descriptive research is one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively by collecting standardized data and information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to precise study."

(Oliinyk et al., 2021). The research community is “all the individuals or things that constitute the subject of the research and to which the researchers seek to generalize the results of their research.” (Yang et al., 2022) as the research community includes students of physical education and sports sciences at Maysan University , numbering 488 male and female students.

As for the research sample, the researchers followed the random method in selecting it, which is represented by students. Physical Education and Sports Sciences at the University of Maysan , numbering 300 Male and female students. This makes the percentage 61.48% of the original community, and they were chosen according to the research procedures requirements.

#### *Psychological happiness scale*

The researchers adopted the psychological happiness scale that was prepared by Ahmed Hassanein and others (2022), and the scale consists of 36 paragraphs distributed over six areas, which are (independence - environmental empowerment - personal development - positive relationships with others - purposeful life - self-acceptance), and a key for the scores is composed as follows (does not happen, happens sometimes, happens always) and scores are given (1, 2, 3).

#### *Pilot experiment*

The pilot study was conducted for the period from (10/20/2024 to 10/21/2024) on a sample consisting of 30 male and female students. Discussions were then conducted with the survey sample after completing the response to the scale paragraphs regarding the clarity of the instructions, the wording of the paragraphs, and the clarity of the meanings to avoid errors.

#### *Scientific basis of the scale*

The scientific foundation of the psychological happiness scale is supported by two key indicators: validity (honesty) and reliability (stability). To establish content validity, the scale was presented to a panel of experts in psychology, testing, and measurement. The evaluation by these experts resulted in a 90% agreement rate, confirming that the scale was appropriate and suitable for the target sample and research objectives. In terms of reliability,

two methods were employed. First, the internal consistency of the scale was measured using Cronbach's alpha through the SPSS software. The overall reliability coefficient obtained was 0.877, indicating a high level of internal consistency and suggesting that the scale can be reliably used to assess psychological happiness. Second, the split-half method was applied to further confirm reliability. This method involved dividing the 36-item scale into two equal halves: one containing the odd-numbered items and the other containing the even-numbered items. The Pearson correlation coefficient between the two halves was 0.756. This value, representing the raw reliability of the split halves, was then adjusted using the Spearman-Brown correction formula, resulting in a corrected reliability coefficient of 0.861 for the entire scale. These findings confirm that the psychological happiness scale possesses both strong validity and high reliability, making it a scientifically sound instrument for use in this research.

#### *Practical experience of the scale*

After the scale was ready for application, the researchers began applying the scale for the period from ( 10/31/2024 to 12/20/2024 ) on a sample of 280 male and female students. The researchers collected the data, tabulated it, and placed it in statistical tables for the purpose of statistical processing.

#### *Scale correction*

After collecting the sample's answer sheets, their total scores were extracted using the correction key prepared for this purpose. In order to extract the total score for the scale, the scores obtained by the student on 36 paragraphs of the psychological happiness scale were collected after the scores were given for responding to the paragraphs in front of which the examiner placed a mark ( $\sqrt{\quad}$ ). The weights were determined from (1,2,3). Marks for each paragraph according to the alternatives chosen by the examiner.

## **C. RESULTS AND DISCUSSION**

### **Results**

Presentation, analysis and discussion of psychological happiness scale results. In order to verify the research hypothesis and after statistically processing the data obtained by the researchers, we review Table 1. to interpret the results:

**Table 1.** Represents statistical data of the students of Physical Education answers

No.	Paragraphs No.	Fields	Middle Hypothetical	Mean	St.d	Sig. level	Calculated (t)
1	7	Independence	14	19.01	1.16	0.00	10.33
2	7	Environmental empowerment	14	18.85	1.55	0.00	9.04
3	5	Personal development	10	13.76	1.92	0.00	5.81
4	6	Positive relationships with others	12	16.45	1.89	0.00	7.87
5	5	Purposeful Life	10	15.88	1.77	0.00	6.74
6	6	Self-acceptance	12	17.52	1.43	0.00	8.22

It is noted from Table 1. that the field of (Independence) appears with a hypothetical mean (14) and an arithmetic mean (19.01) and a standard deviation (1.16); as the calculated (t) was between the hypothetical mean and the arithmetic mean of the research sample (10.33), and with a significance level of (0.00), which indicates its significance at a significance level of (0.05). It was found that the arithmetic mean (19.01) is greater than the hypothetical mean (14), meaning there are significant differences in favor of the arithmetic mean.

## Discussion

Through this, the researchers see that students enjoy independence and complete freedom to practice their duties in order to manage their affairs, achieve their goals, and engage in sports activities within the college and external participation after official approvals to fulfill their desires (Frey & Gullo, 2021a). Independence is one of the qualities that are usually acquired as a result of being influenced by multiple environments such as the role of parents and the way of dealing with children to give them freedom of expression and some freedoms that give an independent character in several matters, as well as the influence of social relations with relatives and friends and the way of dealing and coexisting with (Kim et al., 2021).

All of these things contribute in one way or another to the independence of physical education and sports science students. This was confirmed by Furtado (2021) "Independence is a characteristic achieved through the individual's interaction with the

environment and grows through the processes of maturity and learning.” (Furtado et al., 2021). It is noted from Table 1. that the field of (Environmental empowerment) appears with a hypothetical mean (14) and an arithmetic mean (18.85) and a standard deviation (1.55); as the calculated (t) was between the hypothetical mean and the arithmetic mean of the research sample (9.04), and with a significance level of (0.00), which indicates its significance at a significance level of (0.05). It was found that the arithmetic mean (18.85) is greater than the hypothetical mean (14), meaning there are significant differences in favor of the arithmetic mean.

Thus, the results of this study showed that students are characterized by environmental mastery. The researchers explain this by saying that life is full of difficulties and daily problems here and there, and the difference in people’s styles and moods, which requires more challenge and dealing with all flexibility, positivity and intelligence in overcoming obstacles and coexisting in a way that enables to highlight himself in a medium of complex environmental aspects, including cultural, social and educational (Durand-Bush et al., 2023). Student must interact in all of these aspects with full awareness and perception, to be able to realize himself and achieve what he aspires to in the future. This is what Núñez (2021) indicated: “Environmental variables have an important impact on the mental and behavioral performance of students, and the educational environment is one of the most important environments that plays a fundamental role in shaping the personality of its students, determining their future, and enabling the student to achieve himself and achieve social competence.” (Núñez-Barriopedro et al., 2021).

It is noted from Table 1. that the field of (Personal development) appears with a hypothetical mean (10) and an arithmetic mean (13.76) and a standard deviation (1.92); as the (calculated t) was between the hypothetical mean and the arithmetic mean of the research sample (5.81), and with a significance level of (0.00), which indicates its significance at a significance level of (0.05). It was found that mean (13.76) is greater than the hypothetical mean (10), meaning there are significant differences in favor of the arithmetic mean. Thus, the results of this study showed that the students of physical education and sports sciences at Maysan University are characterized by personal development as a result of their distancing themselves from negative things and striving for

knowledge and progress in several fields for the purpose of improving their personal skills to achieve goals, whether personal, professional or academic.

They became close to self-improvement, which helps them balance between work and life and possess enthusiasm, motivation and full readiness to advance in the field of science, knowledge, various sports activities, positive social relationships and dealing flexibly with different situations. This is what was confirmed by Luedi (2022) " that personality and its development are achieved in the freedom to express feelings of love, admiration and friendliness and distancing themselves from aggression and dealing positively with others." (Luedi, 2022). It is noted from Table 1. that the field appears (Positive relationships with others) with a hypothetical mean (12) and an mean (16.45) and a standard deviation (1.89); as the calculated (t) was between the hypothetical mean and the arithmetic mean of the research sample (7.87), and with a significance level of (0.00), which indicates its significance at a significance level of (0.05), it was found that the arithmetic mean (16.45) is greater than the hypothetical mean (12), meaning there are significant differences in favor of the arithmetic mean.

Results of this study showed that physical education and sports science students at Maysan University enjoy social relationships with others. The researchers explain this by saying that positive social interaction between them and colleagues and friends is the most important source of excellence in all fields, as it provides them with regular positive experiences and a set of roles that are rewarded by society and the college. These relationships provide a positive state of conscience and a sense of psychological stability, thus mitigating the harmful effects of isolation and loneliness and strengthening and correcting the student's concept of himself and respect for himself within the college and the group, thus performing his ideal role and achieving the goals of physical education.

The process of social interaction strengthens relationships and connects individuals and groups with each other. Therefore, the university environment is responsible for taking into account purposeful educational methods in order to form the student with a cognitive formation, through positive social upbringing. "Social interaction helps in the social upbringing of individuals and instilling common characteristics among student." (Zhang et al., 2022). It is noted from Table 1. that the field appears (Purposeful life) with a hypothetical mean (10) and an mean (15.88) and a standard deviation (1.77); as calculated (t) was

between the hypothetical mean and the mean of the research sample (6.74), and with a significance level of (0.00), which indicates its significance at a significance level of (0.05), it was found that the arithmetic mean (15.88) is greater than the hypothetical mean (10), meaning there are significant differences in favor of mean.

Results of this study appeared that students of physical education and sports sciences at Maysan University are characterized by a purposeful life. The researchers explain this by saying that individuals' awareness of the meaning of life and positive connection with all its components, such as self-understanding, satisfaction, happiness, psychological health, facing various pressures, raising their level of ambition, staying away from depression, and closing the doors of obstacles and negative factors that individuals may be exposed to in their daily lives are all factors and motives that help them to be a purposeful source in living in luxury, happiness, and vitality, which works to direct goals and strive to achieve them is inevitable.

We must not forget that positive experiences and positive social relationships with others are important pillars in the lives of individuals to plant confidence, optimism, and reassurance to enhance, in one way or another, the continuation and insistence on having a purposeful life and clear future visions. The individual's appreciation of life's circumstances and surroundings, especially his successes and positive experiences in life, stems from the feeling of satisfaction and contentment that stems from commitment, striving, persistence, and achieving goals." (PRUSAK III et al., 2013)

It is noted from Table 1. that field appears (Self-acceptance) with a hypothetical mean (12) and an mean (17.52) and a standard deviation (1.43); as calculated (t) was between the hypothetical mean and the mean of the research sample (8.22), and with a significance level of (0.00), which indicates its significance at a significance level of (0.05), it was found that the arithmetic mean (17.52) is greater than the hypothetical mean (12), meaning there are significant differences in favor of mean. The researchers attribute this to psychological readiness, developing students' abilities, compatibility with others, self-confidence, psychological health, security, happiness, and a sense of satisfaction with their daily lives, including faults and negatives, not denying, trying to correct, and striving to achieve desires.

All of these positive qualities contribute to making them more accepting and aware of themselves, so that they can bear all responsibilities for their actions, which are based on willpower, self-confidence, determination, and possessing the abilities and potential to

achieve the goals they seek. This is what Akintuyi (2024) indicated: “Self-acceptance is the unconditional positive consideration of the individual’s self as a whole (his experiences, thoughts, and emotions), and the individual’s understanding of himself, accepting his faults, not denying them, and not justifying students.” (Akintuyi, 2024).

#### **D. CONCLUSION**

The results of this study indicate that students of Physical Education and Sports Sciences at the University of Maysan possess a high level of psychological happiness, as reflected in all measured dimensions, including independence, environmental empowerment, personal development, positive relationships, purposeful life, and self-acceptance. These findings suggest that the academic and social environment within the faculty may play a supportive role in enhancing students' overall psychological well-being. The presence of such positive psychological traits is crucial for academic success, social integration, and personal growth. In light of these findings, the researchers recommend conducting similar studies at other Iraqi universities to examine whether similar patterns of psychological happiness are observed among students in comparable academic fields. This would contribute to a broader understanding of student well-being and support the development of targeted mental health and educational programs across institutions.

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#### **F. AUTHOR CONTRIBUTION STATEMENT**

The SIA is responsible for designing the content and direction of the research and is responsible for the research. The WHM assists in data selection, data analysis, and manuscript finalization.

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