

# Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University

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## ABSTRACT

The current study aimed to identify the level of psychological happiness and the concept of self-concept among a sample of law school students and to identify the relationship between psychological happiness and the self – according to some variables. To achieve the objectives of the study, use the descriptive correlation method on a sample selected in a random way of (247) students and the study reached the most important results: The study found that there were no statistically significant differences at the level of statistical significance (0.05) and lower in the respondents of the study sample on (the level of psychological happiness) according to the variable type, the absence of statistically significant differences at the level of statistical significance (0.05) and lower in the respondents of the study sample on (the level of self-concept among according to the variable of the type). There are no statistically significant differences at the level of statistical significance (0.05) and fewer in the respondents of the study sample on (the level of psychological happiness) depending on the variable of the study level. The lack of statistically significant differences at the level of statistical significance (0.05) and lower in the respondents of the study sample on (the level of self-concept) according to the variable level of study.

**Keywords:** Psychological happiness, self-concept, law school students

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## INTRODUCTION

The human being always tries to improve his life by treating the problems that he faces and turns his attention to a wider, more flexible and positive field in all aspects of life. Martten Seligman and McDougall referred to the concept of authentic happiness as life and the real energy of its continuation, which varies from individual to individual, from age to age, and from one culture to another. The sources of happiness vary from individual to individual, but self-affirmation remains the main source of it and a sense of tranquility and security is happiness itself (Al-Asmi, 2014).

Abdul Wahab (2006) believes that happiness is a relative matter, the patient sees his happiness in wellness, the poor see it in the rich, and the prisoner sees it in freedom. (Abdul Wahab, 2006). The concept of psychological happiness overlaps with many positive concepts such as psychological wellness, sense of reassurance, psychological well-being, life satisfaction, psychological compatibility, pleasure in life, conviction and good living (Al-Jundi and Abd Talama:2017). More than 350 studies on Psychological Well-Bing have shown that psychological happiness is associated with the biological markers of an individual's physical health as a protective factor against mental illness, (Cweis, Westerhof and Bohlmeijer, 2016). Anyone can develop the attributes of psychological happiness if they have information and motivation, control anxiety, and continue to work, enjoy a good personality (Rashidi, 2017).

Abu Amasha (2013) added additional features such as self-confidence and the power of religious beliefs, and a love of fun and a smile. This positive change included all academic programs in Saudi universities, at Prince Mohammed Bin Fahd University in the eastern region, the law program is a fundamental pillar in the programs, where the university is interested in its academic

management and students' concern to invest the potential of students on a larger scale, believing in the importance of the role and community responsibility that lies with them in achieving justice and restitution of rights. Law school students are an important part of the university community at Prince Mohammed Bin Fahd College, and have a lot of human potential, talent and abilities to open up the prospects of overcoming the current problems facing their society.

## Study problem

Destreno and Slovey (1997) conducted a study entitled "The effect of Mood on the Construction of Self-Concept does an Individual's Mood Affect Self-Regulation?" A sample of (60) people who had different experiences of happiness, sadness and normally mood has been subjected to this study. He concluded that the individual's emotion for happiness or sadness helps to organize his self-concept and organize information about others. He also argues that the resolution of internal conflicts helps to achieve personal integration and a sense of high degrees of psychological happiness (Al-Zuabi, 2014).

It is noted from the two previous studies, and through the observation of the community of students of the College of Law at Prince Muhammad bin Fahd University, that they suffer from some psychological and academic pressures, and this may affect their educational achievement and thus affect their satisfaction with their lives and threaten their psychological happiness, knowing that psychological happiness plays a great positive role in achieving a successful and balanced personality, and that the student who lacks these elements will reflect negatively on his self-concept. The fact that law school students are going through a major in a field of high legal importance, community sensitivity and psychological sensitivity that leads to internal psychological conflicts, most notably personal responsibility and behavioral

# Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University

integrity. Law field requires them to have a balanced personality. Hence, the idea of the current study crystallized, and within the extent of the researchers' knowledge that no study was conducted for this society and measures the two variables together. The current study sought to answer the main question by measuring the level of :( Psychological happiness and its relationship to the self-concept among students of the Faculty of Law at Prince Mohammed Bin Fahd University in Khobar) and the following study questions branched out:

- 1- What is the level of psychological happiness among the students of the Faculty of Law?
2. What is the level of self-concept among students of the Faculty of Law?
3. Is there a relationship between psychological happiness and self-concept among students of the Law?
4. Are there statistically significant differences between the average degrees of law school students in psychological happiness attributable to the type change?
5. Are there statistically significant differences between the average degrees of law school students in the concept of self-attribution to the variable type?
6. Are there statistically significant differences between the average degrees of law school students in psychological happiness due to the change in the academic level?
- 7- Are there statistically significant differences between the average grades of law school students in the concept of self-condolence for the variable and the level of study?

## The objectives of the study

The current study aims to achieve the following:

- 1- To identify the level of psychological happiness in a sample of students of the Faculty of Law.
- 2- To know the level of self-concept among students of the Faculty of Law
- 3- To know whether the level of psychological happiness varies among law
- 3- To know whether the level of self-concept varies among students of the Faculty of Law depending on the different level of study.
- 4- To identify whether there is a statistically significant relationship between psychological happiness and self-concept among students of the Faculty of Law.

## The importance of the study

The importance of the current study stems from the fact that it is focused in two topics of great importance: psychological happiness and the concept of self at the university level, and the importance of the study can be considered through:

Scientific importance: Providing the Saudi Arabian Library with research in the humanities and law related to psychological happiness and the self- concept.

Applied Importance: To benefit from the results of the current study in acknowledging the both level of the psychological happiness and the self-concept among the students of the law Faculty of Prince Mohammed Bin Fahd University, and the relationship of feeling of psychological happiness and self-concept of an important segment of society worthy of study and research for their greatest and most important role in society.

The current study will help to guide academic officials to the rules to be observed in dealing with the students in general and law school students in particular and to invest the results in curriculum development and study plans.

## Study limits

- 1- Temporal limits: - The current study tool was applied during the summer semester of the academic year 1441H.
- 2- Spatial boundaries: College of Law at Prince Mohammed Bin Fahd University in Khobar.

## Study terms

### 1. Psychological Well-Being Happiness, defined by

Arhail (1993, 24): It is a repetition of the occurrence of pleasant emotions in three elements: satisfaction with life, enjoyment and a sense of joy with its anxiety and depression.

Dictionary of Psychology: A state of fun and bliss, the result of satisfying motives and transcending the level of psychological satisfaction (Al-Mahrouqi, 2012, 3).

Veenhoven (1993, 17): is the degree to which a person is positively judged on his current quality of life. Accor

(2010): It is a test of positive emotions (pleasure) that are mixed with the deep feelings of the target and the meaning (Achor, 2010:48).

Salem: It is a positive internal feeling expressed by the individual in a verbal or non-verbal manner accompanied by internal and external physiological changes (Al Qasim, 2011, 41). Yang: The individual's sense of satisfaction and pleasure in different aspects of life (Yang, 2008, 1237).

The two researchers: define it as moderate in mood, a sense of pleasure, joy, self-satisfaction and reassurance with self-realization.

Procedurally: Is the degree that the student receives in the standard for this study.

### 2. Self-concept is defined by

McCarter and his colleagues, M.C. Aruther, etal, 2016): is aware of one's self and that perception is carried out through the experience and environment in which the individual is located and influenced by the assessment of others, and their promotion of certain considerations of individual behavior. The positive perception of self-concept is linked to a number of aspects of quiet life such as academic achievement, economic success, emotional conditioning, happiness, health, and on the other hand refers to the perceptions of the individual about himself and his level in a particular field academically and socially. March and his colleagues, (March etal) noted the impact of the self-concept on our depths and actions. We can distinguish between self-esteem and self-perception. The self-concept is divided into components directly related to results such as academic achievement (Snyder, 2016) whereas self-esteem is universal and has several characteristics:

- 1- Organized: in which individuals gather a lot of information through which they show their self-awareness so that they can get a general picture of themselves from their classification of this information.
2. Multifaceted: includes many dimensions, meaning that individuals classify themselves in the light of many dimensions such as physical attractiveness, social acceptance, academic and mathematical abilities.
3. Hierarchical: the self-concept is at the top of the pyramid from which the experiences of the individual branch in special situations.
- 4- Stable and steady.
5. Grows and develops with age.

6- It is subject to evaluation, which means that the student who finds himself good in his studies evaluates the individual on a reference basis and others see the opposite.

The characteristics of self-investigators can be summed up in the acceptance of themselves, others and the world at large, by their proper understanding of the real world,

*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

the renewed enthusiasm for privacy and exploitation, the need for democracy, social inclination, and creativity (Qnita, 2016).

**Previous Arab studies**

The Study of [The Sawaf \(2019\)](#): Which aimed to identify the level of psychological happiness of a sample of the ninth grade students in the state of Al-Mudhabi ; also to identify the level of self-concept; and to study the relationship between psychological happiness and self-concept in the study sample and to identify the level of indication in the differences in the answers of the sample of the study on the scale of psychological happiness and the measure of the concept of self-according to the variable of the gender. To achieve the goals, the descriptive correlation method was used and applied the study tools (measure of psychological happiness, self-concept) to (300) students. The result of the study is a high level of psychological happiness and the self-concept; the existence of a positive and positive correlation relationship with a statistical significance between psychological happiness and the self-concept; and the absence of statistically significant differences in the answers of the sample on the scale of psychological happiness and the self-concept according to the gender variable.

[Al-Mutairi Study \(2017\)](#): Which aimed to build a negative and structured model of the relationship between psychological happiness, self-esteem and aggressive behavior of drug patients.It was applied to addicts in Buraida Central Prison (295) addicts. The study found that there is a statistically negative effect of self-esteem on psychological happiness, and that psychological happiness can be predicted from self-esteem in drug addicts.

[Al-Obaidi Study \(2015\)](#): The study aimed to identify wisdom and its relationship to psychological happiness in a sample of students at The University of Baghdad. The study was applied to a random sample consisting of (365) students. The study found that the university students with wisdom and psychological happiness, and the absence of differences in psychological happiness console the type, and the existence of a positive correlation statistically between wisdom and psychological happiness.

[Al-Qatawi Study \(2014\)](#): The study aimed to reveal the relationship between happiness, self-esteem, economic level, social support, and identify variables that are more likely to be associated with the happiness of the hearing impaired, and to see if the sex variable, and its impact on happiness. The study was applied to a sample of (160) students. The study found that there were no statistically significant differences between the averages of female and male degrees in psychological happiness, and that there was a positive correlation between happiness, self-esteem, economic level and social support.

[Study \(Mahanty and Sahoo, 2015\)](#): Which aimed to identify the role of personality, sex on the concept of self and psychological happiness (psychological well-being) in a sample of university youth reached (200) students. The study revealed that the female students enjoy a concept of higher happiness compared to males as well as the existence of a great positive relationship between psychological happiness and the concept of self.

[\(Chui and Wang Study, 2015\)](#): The study aimed to identify the gender differences of adolescents in psychological happiness, their satisfaction with life and their relationship to the self- concept. The study sample consisted of (1428) adolescent and adolescent. The study found that self-esteem and the existence of a goal of life leads to the increased psychological happiness and satisfaction of life, and the presence of friends leads to a high level of sense of psychological happiness. The study also revealed that males with higher academic achievement are happier and the opposite applies to females.

**Chapter 3**

**Study Methodology and Procedures**

The researchers used the descriptive correlation method to suit the objectives and questions of the study.

Study Community: student of the Faculty of Law at Prince Mohammed Bin Fahd University in Khobar during the summer semester of the academic year 1441 H.

Study sample: (247) students of the Faculty of Law

The study tool: -

1.Oxford Happiness Inventory: Written by Argyle and Martine Lu, translated by Ahmed Abdul Khaleq and reviewed by specialists in psychology and languages. Amendments were made to the list and five-year alternatives were introduced from (1 to 5), where the lowest score was (29) and the highest (145), which indicated a high degree of happiness. ([Abd al-Khaleq, Ahmad, Al-Thweini, Al-Dheb, Saidi, Al-Shati, and Abbas: 2003](#)).

2. Measure of the self-concept of [Barakat \(2008\)](#): which consists of 32 paragraphs, half of them positive and negative, and it is answered according to the 50-degree Likert scale (32 to 160) where the high degree indicates the positive direction of self -concept and vice versa.

**The sincerity of internal consistency**

After ascertaining the apparent reliability of the study tool applied by the researchers in the field and on the data of the study sample, the researchers calculated the correlation coefficient Pearson to find out the internal reliability of the questionnaire where the coefficient of correlation between the degree of each of the questionnaires was calculated to the total degree of the axis to which the term belongs as illustrated by the following tables:

**Table 1.** Pearson correlation coefficients for the expressions of the level of psychological happiness among students at the College of Law

Correlation Coefficients	Number of Expression	Correlation Coefficients	Number of Expression
**0.558	16	**0.460	1
**0.598	17	**0.627	2
**0.464	18	**0.662	3

*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

**0.719	19	**0.552	4
**0.545	20	**0.592	5
**0.659	21	**0.651	6
**0.529	22	**0.653	7
**0.558	23	**0.717	8
**0.683	24	**0.372	9
**0.710	25	**0.438	10
**0.669	26	**0.416	11
**0.517	27	**0.586	12
**0.503	28	**0.591	13
**0.715	29	**0.642	14
-	-	**0.529	15

D at the significance level 0.01 or less \*\*

**Table 2.** Pearson correlation coefficients for self-concept level expressions among female students at the College of Law

Correlation Coefficient	Number of Expression	Correlation Coefficient	Number of Expressions
**0.557	16	**0.563	1
**0.218	17	**0.621	2
**0.540	18	**0.508	3
**0.332	19	**0.570	4
**0.652	20	**0.321	5
**0.418	21	**0.385	6
**0.618	22	**0.362	7
**0.401	23	**0.473	8
**0.619	24	**0.620	9
**0.512	25	**0.407	10
**0.488	26	**0.643	11
**0.523	27	**0.528	12
**0.552	28	**0.652	13
**0.326	29	**0.395	14
-	-	**0.373	15

D at the significance level 0.01 or less

It is clear from the previous two tables that the values of the coefficient of correlation of each statement with the scale are positive and statistically functioning at the indicative level (0.01) which indicates that they are consistent with the scale to which they belong. The stability of the study too

Measuring the stability of the study tool (the questionnaire), used Cronbach's Alpha ( $\alpha$ ) to ensure the stability of the study tool. Table (3) shows the stability parameters of the study tool (the study tool's stability coefficients).

**Table 3.** Cronbach's Alpha Coefficient to measure the stability of the study tool

Questionnaire axes	Number of Expressions	Axle stability
The level of psychological happiness among students	29	0.931
Level of self-perception among students	29	0.887

Table three shows that the stability factor of the psychological happiness measure was (0.931), while the self-concept measure stability factor (0.887) indicated that the scales had a high degree of reliability in the field application of the study.

**The criterion for judging the results of the study**

To facilitate the interpretation of the results, used the following method to determine the level of answer to the

alternatives of the scale, by giving weight to the alternatives: (always apply=5, apply frequently = 4, sometimes apply = 3, apply slightly = 2, never apply =1), as shown from table 4, and then classified those answers to five levels of equal range by the following equation:  
Class length = (largest value-lowest value) ÷ Number of scale alternatives = (5-1) ÷ 5 = (0.80)

**Table 4.** Degrees of the study results criteria categories and their limits according to the five-year Likert scale

Class	standard judging on average class results	Average Class from	To
1	Never apply	1.00	1.80
2	Apply a little	1.81	2.60
3	Sometimes apply	2.61	3.40
4	Apply very much	3.41	4.20
5	Always apply	4.21	5.00

**Chapter 4:** Analysis, Discussion and Interpretation of the Results of the Study:

First: Results for the description of the characteristics of the study sample:

**Table 5.** Distribution of the study sample according to the gender variable

	Category repeat	The Ratio
Male	24	9.7
Female	223	90.3
The Total	<b>247</b>	<b>100%</b>

It is clear from table 5 that: (223) of the study sample members represent 90.3% of the total study sample members are female, while (24) of them represent 9.7% of the total study sample members are male students.

**Table 6.** Distribution of study sample members according to the study level variable

	The percentage	Iteration
first - second	12.6	31
third - fourth	17.4	43
Five - Six	23.5	58
seventh-eighth	46.6	115
Total	100%	249

It is clear from Table No. (6) that: (115) of the study sample represent 46.6% of the total study sample members at the seventh-eighth level, while (58) of them represent 23.5% of the total number of the study sample in the fifth-sixth level, and (43) of them represent 17.4% of the total study sample members at the third-fourth level, compared to (31) of them representing 12.6% of the total members of the study sample at the first-second level.

Second: Results related to the study questions:  
Question 1: "What is the level of psychological happiness among students of the Faculty of Law?"

To identify the level of psychological happiness among students of the Faculty of Law, the arithmetic means, standard deviations, and ranks of the answers related to the study sample members on the level of psychological happiness among the students were calculated, and the results were as shown in the following table:

**Table 7.** Responses of the study sample on the expressions of the level of psychological happiness among students at the College of Law, arranged in descending order according to the average of the answer

الترتيب	Standard	the	Degree of Responses	Repetition	The	The
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*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

			Never Apply	Apply a little	Sometimes Apply	Apply too much	Always Apply	The Percentage		
12	1.044	3.28	6	47	109	41	44	R	I feel happier most of the time	1
			2.4	19.0	44.1	16.6	17.8	%		
2	1.118	3.66	7	36	61	74	69	R	I feel that the future is full of hope and goodness	2
			2.8	14.6	24.7	30.0	27.9	%		
9	1.066	3.49	4	44	79	67	53	R	I am satisfied with everything in my life	3
			1.6	17.8	32.0	27.1	21.5	%		
24	1.002	2.91	19	63	100	50	15	R	I feel in control of all aspects of my life	4
			7.7	25.5	40.5	20.2	6.1	%		
7	1.139	3.55	6	47	63	67	64	R	I feel that life has given me so much	5
			2.4	19.0	25.5	27.1	25.9	%		
19	1.083	3.19	12	55	87	59	34	R	I am happy with my lifestyle	6
			4.9	22.3	35.2	23.9	13.8	%		
11	1.015	3.34	11	34	94	76	32	R	I can influence events beautifully	7
			4.5	13.8	38.1	30.8	13.0	%		
4	1.153	3.60	10	33	73	60	71	R	I love life	8
			4.0	13.4	29.6	24.3	28.7	%		
1	.9970	3.85	1	24	65	77	80	R	I take care of others	9
			.4	9.7	26.3	31.2	32.4	%		
25	1.019	2.91	15	71	104	34	23	R	I can easily make all decisions	10
			6.1	28.7	42.1	13.8	9.3	%		
3	1.111	3.63	10	21	91	53	72	R	I feel able to do any work	11
			4.0	8.5	36.8	21.5	29.1	%		
16	1.021	3.22	14	35	111	57	30	R	I wake up from my sleep and I feel comfortable	12
			5.7	14.2	44.9	23.1	12.1	%		

*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

الترتيب	Standard Deviations	the Arithmetic Means	Degree of Responses					Repetition	The Statement	The statement Number
			Never Apply	Apply a little	Sometimes Apply	Apply too much	Always Apply	The Percentage		
21	1.098	3.04	20	52	106	37	32	R	I feel I have a limitless activity	13
			8.1	21.1	42.9	15.0	13.0	%		
23	1.178	2.94	34	51	82	55	25	R	It seems to me that the whole world is beautiful	14
			13.8	20.6	33.2	22.3	10.1	%		
17	1.051	3.21	14	43	96	64	30	R	I feel mentally overwhelmed	15
			5.7	17.4	38.9	25.9	12.1	%		
29	1.147	2.34	69	76	65	23	14	R	I feel like I own this world	16
			27.9	30.8	26.3	9.3	5.7	%		
26	1.150	2.86	30	71	70	55	21	R	I love all people	17
			12.1	28.7	28.3	22.3	8.5	%		
28	1.056	2.67	37	67	96	34	13	R	All events past have been very happy	18
			15.0	27.1	38.9	13.8	5.3	%		
22	1.015	2.96	20	49	122	33	23	R	I am in a state of joy and rejoicing	19
			8.1	19.8	49.4	13.4	9.3	%		
27	1.063	2.70	37	63	97	37	13	R	I accomplished everything I wanted	20
			15.0	25.5	39.3	15.0	5.3	%		
18	1.007	3.21	7	52	100	57	31	R	I adapt to everything I want to do	21
			2.8	21.1	40.5	23.1	12.6	%		
8	1.118	3.50	10	38	72	72	55	R	Enjoy and joke with other people	22
			4.0	15.4	29.1	29.1	22.3	%		
5	1.075	3.57	8	34	68	83	54	R	I have a positive effect on others	23
			3.2	13.8	27.5	33.6	21.9	%		
10	1.128	3.40	13	34	96	50	54	R	My life is of	24

*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

الترتيب	Standard Deviations	the Arithmetic Means	Degree of Responses					Repetition	The Statement	The statement Number
			Never Apply	Apply a little	Sometimes Apply	Apply too much	Always Apply	The Percentage		
			5.3	13.8	38.9	20.2	21.9	%	full meaning and a clear goal	
13	.9870	3.28	8	38	111	57	33	R	Integrate into everything around me and stick to it	25
			3.2	15.4	44.9	23.1	13.4	%		
20	1.055	3.12	16	50	96	59	26	R	I think the world is a great place	26
			6.5	20.2	38.9	23.9	10.5	%		
6	1.017	3.57	9	23	81	87	47	R	I laugh on many occasions	27
			3.6	9.3	32.8	35.2	19.0	%		
14	1.104	3.28	13	41	102	46	45	R	I think I'm as attractive as	28
			5.3	16.6	41.3	18.6	18.2	%		
15	1.080	3.26	8	51	103	40	45	R	I find pleasure in everything	29
			3.2	20.6	41.7	16.2	18.2	%		
.6330		3.24	Overall average							

It is evident from Table No. (7) that: The study sample individuals sometimes agree on the level of psychological happiness with an average (3.24 out of 5.00), which is an average that falls in the third category of the five-scale categories (from 2.61 to 3.40) which is the category that indicates an option "applies Sometimes" in the study tool, and this indicates that the level of psychological happiness is average among students of the College of Law.

From the results described above, it is clear that there is a disparity in the approval of the study sample members at the level of psychological happiness, as the averages of their consent to the level of psychological happiness ranged from (2.34 to 3.85), which fall in the second and fourth categories of the five-year scale and also indicate (apply little / apply a lot) in the study tool. This shows the disparity in the approval of the study sample at the level of psychological happiness. It is clear from the results that: the study sample individuals agree that there are nine levels of psychological happiness that apply a lot to students of the College of Law, the most prominent of which are the statements No. (9, 2, 11, 8, 23), which were arranged in descending order according to the approval of the study sample, that it applies a lot as follows:

1. The phrase no. 9: "I take care of others", came first in terms of the approval of the sample members of the study as applying frequently with an average of 3.85 out of 5.

2. The phrase "2": "I feel that the future is full of hope and goodness", second in terms of the approval of the members of the study sample as applying frequently with an average (3.66 out of 5). The phrase "11" three. The phrase no. 11: "I feel able to do any work" came in third place in terms of the approval of the sample members of the study as applying frequently with an average (3.63 out of 5).

4. The phrase "8": "I love life" came in fourth place in terms of the approval of the sample members of the study as applying a lot with an average of 3.80 out of 5.

5. The phrase "23": "I have a positive effect on others" ranked fifth in terms of the approval of the sample members of the study as applying frequently with an average (3.57 out of 5).

While the results show that: The study sample members agree that there are twelve levels of psychological happiness sometimes apply to students of the Law, most notably in phrases No. (24, 7, 3, 28, 29), which were arranged down according to the approval of the study sample members as follows:

1. The phrase "24": "My life is of full meaning and a clear goal", came first in terms of the approval of the sample members of the study as sometimes applicable with an average (3.40 out of 5).

2. The phrase "7": "I can influence events beautifully", came second in terms of the approval of the sample



*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

members of the study as sometimes applicable with an average (3.34 out of 5)

3. The phrase "3": "There is no need to hear the opinions of other groups as long as we are confident of the views of our leaders (" in terms of the approval of the sample members of the study as sometimes applicable with an average (2.43 out of 5)(

4. The phrase "28": "I think I am most attractive to the extremes" is the fourth in terms of the approval of the sample members of the study as sometimes applicable with an average (3.28 out of 5)

5. The phrase "29": "I find pleasure in everything" is the fifth place in terms of the approval of the sample

members of the study that it sometimes applies with an average (3.26 out of 5).

It is also evident from the results that: The study sample individuals agree that there is one level of psychological happiness that applies slightly to students of the College of Law represented in the statement no. (16), which is: "I feel that I own this world" with an average of (2.34 out of 5).

To identify the level of self-concept among students of the Faculty of Law, standard deviations, and ranks of the answers of the sample members of the study were calculated at the level of the self-concept of the students of the Faculty of Law. The results were as illustrated by the following table.

**Table 8.** the answers of the study sample members to the expressions of the level of self-concept among students of the Faculty of Law Salary descending according to the averages of the answer

الترتيب	Standard Deviation	the Arithmetic Means	Degree of Responses					Repetition	The statement	The statement Number
			Never Apply	Apply a little	Sometimes Apply	Apply too much	Always Apply	Percentage		
19	1.030	3.44	5	44	77	80	41	R	I feel good about myself	1
			2.0	17.8	31.2	32.4	16.6	%		
9	1.008	3.68	4	29	66	91	57	R	I am loved by others	2
			1.6	11.7	26.7	36.8	23.1	%		
18	1.264	3.45	26	27	65	68	61	R	I lack self-confidence	3
			10.5	10.9	26.3	27.5	24.7	%		
3	1.197	3.85	15	17	56	60	99	R	I am ashamed of my personal appearance	4
			6.1	6.9	22.7	24.3	40.1	%		
29	1.093	2.90	28	55	98	45	21	R	Accept the criticism directed at me by others	5
			11.3	22.3	39.7	18.2	8.5	%		
25	1.152	3.27	20	36	92	56	43	R	Take good care of my body	6
			8.1	14.6	37.2	22.7	17.4	%		
13	1.123	3.62	9	28	81	58	71	R	I am embarrassed when I speak to my teachers	7
			3.6	11.3	32.8	23.5	28.7	%		
1	1.104	4.01	9	16	47	67	108	R	I expect to always fail in my future work	8
			3.6	6.5	19.0	27.1	43.7	%		

*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

الترتيب	Standard Deviation	the Arithmetic Means	Degree of Responses					Repetition	The statement	The statement Number
			Never Apply	Apply a little	Sometimes Apply	Apply too much	Always Apply	Percentage		
6	1.115	3.77	9	20	74	60	84	R	I feel that my colleagues are better than me	9
			3.6	8.1	30.0	24.3	34.0	%		
10	1.141	3.67	12	27	61	77	70	R	I deserve the trust of the people for my loyalty in my work	10
			4.9	10.9	24.7	31.2	28.3	%		
12	1.267	3.64	16	35	56	54	86	R	I feel like I'm important member of my family	11
			6.5	14.2	22.7	21.9	34.8	%		
20	1.365	3.42	36	25	52	68	66	R	I hate myself whenever I remember my flaws	12
			14.6	10.1	21.1	27.5	26.7	%		
22	1.136	3.36	15	40	77	70	45	R	I think my life is purposeful and with what interests me	13
			6.1	16.2	31.2	28.3	18.2	%		
14	1.184	3.61	16	25	69	67	70	R	14 I always feel that people are watching me on the way	14
			6.5	10.1	27.9	27.1	28.3	%		
16	1.137	3.58	10	32	76	62	67	R	I am dissatisfied with all people	15
			4.0	13.0	30.8	25.1	27.1	%		
21	1.178	3.37	15	45	73	62	52	R	I can make new friends	16
			6.1	18.2	29.6	25.1	21.1	%		
28	1.112	3.06	28	42	83	75	19	R	I get annoyed quickly when someone blames me	17
			11.3	17.0	33.6	30.4	7.7	%		
27	1.129	3.26	19	43	73	79	33	R	I feel good in my social life	18
			7.7	17.4	29.6	32.0	13.4	%		
26	1.026	3.27	9	51	78	82	27	R	I have no difficulty in convincing others from my point of view	19
			3.6	20.6	31.6	33.2	10.9	%		
5	1.141	3.81	10	25	53	73	86	R	I feel worthy of respecting myself	20

*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

الترتيب	Standard Deviation	the Arithmetic Means	Degree of Responses					Repetition	The statement	The statement Number
			Never Apply	Apply a little	Sometimes Apply	Apply too much	Always Apply	Percentage		
			4.0	10.1	21.5	29.6	34.8	%		
17	1.128	3.55	11	30	81	62	63	R	Most people are more loved than me	21
			4.5	12.1	32.8	25.1	25.5	%		
11	1.271	3.66	19	25	66	48	89	R	I often wish I was someone else	22
			7.7	10.1	26.7	19.4	36.0	%		
4	1.080	3.83	5	23	69	62	88	R	I hold my mind in the discussions as long as it is true	23
			2.0	9.3	27.9	25.1	35.6	%		
15	1.025	3.61	9	18	88	77	55	R	I feel I can achieve my goals	24
			3.6	7.3	35.6	31.2	22.3	%		
23	1.102	3.36	12	41	85	65	44	R	I am popular among people myself	25
			4.9	16.6	34.4	26.3	17.8	%		
24	1.034	3.33	13	38	77	92	27	R	I feel that my thoughts are accepted by others	26
			5.3	15.4	31.2	37.2	10.9	%		
8	.9580	3.70	4	17	86	82	58	R	I find it difficult to talk to most people	27
			1.6	6.9	34.8	33.2	23.5	%		
7	1.135	3.71	10	25	70	64	78	R	I get confused when someone I don't know asks me	28
			4.0	10.1	28.3	25.9	31.6	%		
2	1.071	4.01	8	14	50	71	104	R	I rely a lot on others in my work	29
			3.2	5.7	20.2	28.7	42.1	%		
.5560		3.54	Overall average							

It is clear from table (8) that: the study sample members are very much in agreement with the level of self-concept with an average of 3.54 out of 5.00), an average that falls in the fourth category of the five-year scale (from 3.41 to 4.50), which indicates the option of "applying a lot" in the

study tool. This practice indicates that the level of self-concept is high among students of the Faculty of Law. From the results described above, it is clear that there is a disparity in the approval of the study sample at the level of the self-concept, with their levels of self-esteem

*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

ranging from (2.90 to 4.01), which fall in the third and fourth categories of the five-year scale, which indicate (sometimes apply / apply a lot) in the study tool. This explains the discrepancy in the approval of the study sample on the level of self-concept

It is clear from the results that: the members of the sample study agree that there are twenty concepts of self-approved to a high degree by students of the Faculty of Law, the most prominent of which are the phrases (8, 29, 4, 23, 20), which were arranged down according to the approval of the members of the study sample as applying a lot as follows:

1.The phrase "8": I expect to always fail in my future work" came first in terms of the approval of the sample members of the study as applying a lot with an average (4.01 out of 5).

2.The phrase "29" which is: "I depend a lot on others for what I do," came second in terms of the study sample's approval that it applies a lot, with an average of (4.01 out of 5)

3. The phrase "4" "I am ashamed of my personal appearance " came in third place in terms of the approval of the members of the study sample as applying a lot with an average (3.85 out of 5).

4. The phrase "23" which is: "I hold my mind in the discussions as long as it is correct ", came forth in terms of the approval of the sample members of the study as applying frequently with an average (3.83 out of 5

5. The phrase "20" is "I feel worthy of self-esteem" ranked fifth in terms of the approval of the sample members of the study as applying frequently with an average (3.81 out of 5).

While the results show that: The members of the study sample agree that nine of the concepts of self sometimes

apply to students of the Faculty of Law, the most prominent of which are the phrases No. (16, 13, 25, 26, 6), which were arranged in descending order according to the approval of the study sample that it sometimes applies as follows:

1.The phrase "16": "I can make new friends" is number one in terms of the approval of the sample members of the study as sometimes applicable with an average of (3.37 out of 5).

2. The phrase "13": "I think my life is purposeful and has something that interests me", came in the second place in terms of the approval of the sample members of the study that it sometimes applies to an average (3.36 out of 5).

3. The phrase "25 is: "I enjoy popularity among people from my age", came in the third in terms of the approval of the study sample members that it sometimes applies with an average (3.35 out of 5).

4. The phrase "26" is: "I feel that my thoughts are accepted by others" ranked fourth in terms of the approval of the sample members of the study as sometimes applicable with an average (3.33 out of 5).

5. The phrase "6" is: " I take good care of my body", came in fifth place in terms of the approval of the study sample members as sometimes applicable with an average (3.27 out of 5).

**Question 3:** Is there a relationship between psychological happiness and self-concept among students at the Law School?

To answer this question, the nature of the relationship between psychological happiness and self-concept was identified among students of the Faculty of Law, and the Pearson Correlation Coefficient was used to measure the relationship between the two variables.

**Table 9.** Pearson Link Transactions to illustrate the relationship between psychological happiness and self-concept among students at the Law School

		Future Leaders
Administrative Empowerment	Correlation Coefficient	0.572
	Statistical indication	**0.000

(\*\*) Having an indication at (0.01)

The results shown in Table 9 indicate that there is a direct (positive) correlation between psychological happiness and self-perception among students of The Law School, which means that the higher the level of psychological happiness among students, the higher the level of self-perception they have.

Question 4: Are there statistically significant differences between the average grades of law school students in psychological happiness attributable to the type change?

To find out if there were statistically significant differences in the averages of the respondents' responses according to the different type variable, the researchers used the "Independent Sample T-test" test, and the results were as indicated in the following table:

**Table 10.** Independent Sample T-test the type of average number of arithmetic deviation criteria value

	The type	The Number	The Mean	Statistical Significance	The Value of T	Arithmetic Deviation
The level of psychological happiness among students	Male	24	3.14	0.449	0.758-	0.720
	Female	223	3.25			0.624

It is clear from table 10: There are no statistically significant differences at the level of (0.05) and fewer in the respondents of the study sample on (the level of psychological happiness among students of the Law School according to the variable type.

Question 5: Are there statistically significant differences between the average degrees of law school students in the concept of self-attribution to the variable type?

To find out if there were statistically significant differences in the averages of the respondents' responses

*Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

according to the different type variable, the researchers

used the "Independent Sample T-test" test, and the results were as indicated in the following table:

**Table 11.** Test Results, Independent Sample T-test" Differences in the averages of respondents of the study sample according to the variable type

	The Type	The Number	Statistical Significance	The Value of T	Arithmetic Deviation	The Mean
Level of self-concept among students	Male	24	0.723	0.355	.6380	3.58
	Female	223			.5480	

It is clear from table 11: there are no statistically significant differences at the level of statistical significance (0.05) and fewer in the respondents of the study sample on (the level of self-concept among students according to the variable type.

Question 6: Are there statistically significant differences between the average grades of law school students in psychological happiness due to the change in the school level?

To find out if there were statistically significant differences in the respondents' responses to the study sample according to the variable study level variable in the work, the researchers used the

"One Way ANOVA" to explain the differences in the respondent's responses according to the variable of the study level, and the results were as indicated by the following table:

**Table 12.** Results "Differences in the respondents' responses according to the different level of study (One Way ANOVA) "

	Statistical Significance	Value F	Average of Squares	Degrees of Freedom	Sum of Squares	The source of variation
Level of self-concept among students	.9240	.1590	.0640	3	.1930	Within Groups
			-	246	98.480	Total

It is clear from table 12: there are no statistically significant differences at the level of statistical significance (0.05) and fewer in the respondents of the study sample on (the level of psychological happiness among students of the Law School according to the variable level of study.

Question 7: Are there statistically significant differences between the average grades of law school students in the concept of self-attribution to the change in the academic level?

To find out if there were statistically significant differences in the respondents' responses to the study sample according to the variable study level variable in the work, the researchers used

"One Way ANOVA" to illustrate the differences in the respondent's responses according to the variable of the study level, and the results were as indicated by the following table:

**Table 13.** Results: Differences in the respondents' responses according to the different level of study(One Way ANOVA)

	Statistical Significance	Value F	Average of Squares	Degrees of Freedom	Sum of Squares	The source of variation
Level of self-concept among Students	.2200	1.482	.4560	3	1.367	Among Groups
			.3070	243	74.685	Within Groups
			-	246	76.052	Total

It is clear from table 13 that there are no statistically significant differences at the level of statistical

significance (0.05) and fewer in the respondents of the

# *Psychological Happiness and its Relationship to the Self-Concept among Students of the Faculty of Law, Prince Mohammad Bin Fahd University*

study sample on "the level of self-concept among students of the Law School according to the variable level of study.

## **Chapter 5: Summary of the study and its most important results and recommendations**

First: Results for the description of the characteristics of the study sample:

(223) of the study, sample members represent 90.3% of the total sample members of the study are female students.

(115) of the study, sample members represent 46.6% of the total sample members of the study in the seventh-eighth level.

Second: Results related to study questions:

The study sample members agree that there are nine levels of psychological happiness that apply greatly to students of the Faculty of Law, most notably:

- Take care of others.
- I feel that the future is full of hope and goodness.
- I feel able to do anything.
- I love life.
- I have a positive impact on others.

The study sample members agree that there are twelve levels of psychological happiness that sometimes apply to students of the Law Faculty, most notably:

- My life has a full meaning and a clear goal.
- I can influence events beautifully.
- There is no need to hear the views of other groups as long as we are confident in the views of our leaders.
- I think I am as attractive as I am.
- I find pleasure in everything.

The study sample members agree that there is one level of psychological happiness that applies little to students of the Law School "I feel like I have this world."

The members of the sample of the study agree that there are twenty concepts of self-concept that have been highly approved by students of the Faculty of Law, the most prominent of which are:

- I always expect to fail in my future work.
- I rely a lot on others in my work.
- I am ashamed of my personal appearance.
- I stick my mind to the discussions as long as it is right.
- I feel worthy of myself.

The members of the study sample agree that nine self-concepts sometimes apply to students of the Law Faculty, the most prominent of which are:

- I can make new friends.
- I think my life is purposeful and interesting to me.
- I am popular among people of my age.
- I feel that others accept my thoughts.
- Take good care of my body.

The lack of statistically significant differences at the level of statistical significance (0.05) or less in the respondents of the study sample on "the level of psychological happiness among students at the Law School according to the gender variable.

The lack of statistically significant differences at the level of statistical significance (0.05) or less in the respondents of the study sample on (the level of self-concept among students at the Law School according to the gender variable.

There are no statistically significant differences at the level of statistical significance (0.05) or less in the respondents of the study sample on (the level of psychological happiness among students of the Law School depending on the variable of the study level.

The lack of statistically significant differences at the level of statistical significance (0.05) or less in the respondents

of the study sample on (the level of self-concept among students at the Law School according to the variable level of study.

## **CONCLUSION**

The two researchers conclude, based on the results of the current study, of the importance of spreading positivity among students of the College of Law at Prince Muhammad bin Fahd University to enjoy psychological happiness and self-esteem. The optimistic student is the one who looks on the bright side and benefits from pleasant experiences as a source of psychological happiness and self-esteem.

## **RECOMMENDATION**

- 1- Strengthening curricula and courses with topics related to psychological happiness.
- 2- Organizing training programs and workshops for students on psychological happiness.
3. Spreading the culture of the importance of mental happiness to mental health through media and social media.

## **Proposals**

- 1- Conduct a study on psychological happiness and its relationship to emotional intelligence.
- 2- Conduct a study on psychological happiness and its relationship to the five major personal factors of the personality of university students.
- 3- Conducting a study on psychological happiness and its relationship with the motivation of achievement of the university student.

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