

Self-esteem and its relationship to the level of ambition and self-confidence Students of the Faculty of Physical Education, Minia University

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Introduction and research problem:

Today, the world is witnessing rapid developments in various fields of life and a huge accumulation of knowledge and technology, as we find that the countries of the world seek to keep pace with these changes and keep pace with them to improve their reality and reach quality in all fields. This happens only with the suitability of the university's outputs for the modern labor market, and students become able to perform effectively in the positions they assume in the future

The university is a new experience for students, different from previous educational experiences, as it contains many problems and new experiences, which they must pass, confront and adapt to, such as getting acquainted with the university's systems and regulations, choosing a specialization and adapting to it, vocational selection and preparing for a future profession, and related decision-making. The importance of the future of students and their scientific life (15: 55)

believe that self-esteem has received many studies and the attention of researchers and scientists, which made it more evident in the field of psychology . A self-image in his imagination formed with him from childhood , and it may be negative or positive, and it also contributes effectively to the formation of personality and determining his behavior

Richard Robbins (2010) states that self-esteem is included in all the emotional traits and aspects of the individual, and that the individual's self-evaluation plays a key role in determining his behavior, and that the main purpose of all types of activity is an attempt to raise self-esteem, just as self-esteem affects determining The goals, directions, and responses of the individual towards himself and towards others. Therefore, self-esteem is a prerequisite for productive and constructive behavior and psychological toughness in general. Our performance is better in everything we do when we consider ourselves worthy to accomplish what we started and worthy of success. Significance and importance (24: 645)

Suheir Kamal (2010) indicates that self-esteem is an individual's self-evaluation, his knowledge of the limits of his capabilities, his satisfaction with them, his confidence in himself and his abilities, to take responsibility and face different situations with others for him. It is a personal experience expressed using different expressive methods, including the individual's positive attitudes. Or negativity, towards himself .and his belief in the extent of his importance and value (10: 98)

Ali Askar (2009) explains to individuals who have a high self-esteem, we find that they believe that they are of value and importance and that they are worthy of respect and appreciation, as they trust the correctness of their ideas and always emphasize their abilities, strengths, good characteristics, and the participation of others in social activities, and they can break into situations And they have curiosity and a high level of .ambition (15:55)

Nibal Nader (2005) indicates that the level of ambition receives great attention from researchers and practitioners in the field of psychology, as the level of ambition of individuals sheds light on the features of the future, and the problems of development and backwardness of society, and it can also shed light on the extent of the differences that exist between individuals in Intelligence and personality, so the level of ambition may become a predictive diagnostic method for .the individual's behavior in the future (20: 135)

Kamalia Abdel-Fattah (1994) also mentions that the level of ambition plays an important role in the life of the individual and society, given that it is one of the variables that have a great influence on human activity. Perhaps many of the achievements of individuals and the progress of nations and peoples are due to the availability of the appropriate level of ambition As well as the level of ambition being linked to productive competencies, quantity and quality are positively correlated with the high .level of ambition (17:17)

Amal Abaza (2004) defines ambition as the goal that the individual sets for himself in the educational, professional, family or economic fields and tries to achieve it, and is affected by many influences related to the .individual's personality or the surrounding environmental forces (5: 7)

Self-confidence is an aspect of personality and plays an important role in determining human life in general, and its importance is highlighted in shaping and modifying the life of a university student in particular , and it is an important matter for every individual, whatever he is, as self-confidence is the individual's belief in his capabilities, capabilities, goals . and decisions, i.e. faith By itself

Ahmed Amin (2016) indicates that self-confidence is one of the basic components of a normal personality, and it is the basis of all success and achievement. It is also considered one of the most important emotional characteristics that an individual acquires from the environment in which he lives. Whether in their university life or their public life, as it helps them achieve the goals and objectives that they aspire to, and also to face the difficulties and pressing situations that they may be exposed to .effectively and competently (2: 125)

Sunder Land mentions that the concept of self-confidence (2004) means the ability to correctly assume a certain situation, or rid the individual of any lack of skills necessary to complete his tasks, taking into account the possibility of the difference in those tasks from one social activity to another (209: 25). . **Mahmoud Annan (1995)** also adds that self-confidence is the athlete's belief and his feeling of his abilities and faith in them when facing sports competition, and this is evident when the student, whether athletic or non-athlete, is exposed to situations in which he acts with high confidence and without hesitation, and the practice of sports activity wins the individual Many psychological and physical .characteristics, the most important of which is self-confidence (19:184)

Through the work of the researchers as faculty members and through teaching the courses of the Department of Sports Psychology, the researchers noted the frequent exposure of students to a number of psychological problems. The university student must have some features and characteristics that achieve success and adapt to the university environment, and focus on the variables that would make the student maintain good psychological health. All these obstacles stand as a stumbling block in front of him, preventing him from satisfying his motives and limiting his desires, so he feels a special emotion that makes him feel helpless and helpless, and the ability of students to bear the hardships and difficulties that they face in life differs. Within the group, it enables them to face troubles and overcome the obstacles of daily events with a high degree of endurance The self is one of the positive variables of personality, hence the idea of the current research, which is to know the relationship between self-esteem and the level of ambition and self-confidence for .students of the Faculty of Physical Education, Minia University

Research importance and need:

- This study attempts to reveal the relationship between self-esteem and the level of ambition and self-confidence
- The results that the current research can reach, can be used when building counseling programs, the aim of which is to raise the level of self-esteem among students

research aims:**The current research aims to identify :**

1. The relationship between self-esteem and the level of ambition among the outstanding and lagging students in the Faculty of Physical Education, Minia University
2. The relationship between self-esteem and self-confidence among the outstanding and lagging students in the Faculty of Physical Education, Minia University
3. The differences between the outstanding and the late students in self-esteem and the level of ambition and self-confidence
4. Differences between students who excel and are lagging behind in self-esteem, level of ambition and self-confidence

Research hypotheses : In light of the research objectives, the researchers assumed the following

- 1- There is a statistically significant correlation between self-esteem and the level of ambition among the outstanding and lagging students of the Faculty of Physical Education, Minia University
- 2- There is a statistically significant correlation between self-esteem and self-confidence among the outstanding and late students of the Faculty of Physical Education, Minia University
- 3- There are statistically significant differences between students who excel and are lagging behind in self-esteem , level of ambition and self-confidence
- 4- There are statistically significant differences between the outstanding and the late students in self-esteem and the level of ambition and self-confidence

Terms included in the search:

-Selfconcept It is the positive or negative image that a student of the Faculty of Physical Education, Minia University perceives of himself, the evaluation he places for himself, the extent of his acceptance or rejection of himself, and the extent to which he believes that he is successful, capable, and has value (**procedural definition**)

Aspiration level : It is the goals that the student of the Faculty of Physical Education, Minia University sets for himself and aspires to reach them, whether in his academic achievement or scientific achievement, and seeks to achieve them according to his abilities and capabilities and to benefit from his past experiences (**procedural definition**)

Self confidence- – Confidence It is the realization of the student of the : Faculty of Physical Education, Minia University, of his physical, psychological, social and motor abilities and skills, and his reliance on these abilities and skills in dealing effectively with the various situations he is exposed to during his college years to achieve his goals (**procedural .definition**)

Previous studies:

The first study : conducted by " **Omar Obaid Basaad and Ahmed Ashour Bin Shams**" (2022) (16) entitled "Self-Esteem and its Relationship to Learning Motivation in the English Language Subject for Students of Hadramout Governorate." The study aimed to reveal the relationship of self-esteem to learning motivation in the English language subject Among the students of Hadramout, "The researcher used the descriptive method, the survey method, on a sample of (235) male and female students, with (122) male and (113) female students. The research tools included two measures of self-esteem and learning motivation. The statistical results of the research indicated that there is a correlation between self-esteem The motivation of learning English among .high school students

The second study : conducted by " **Alia Abdullah**" (2017) (14) "Self-esteem and its relationship to positive thinking among female students of the Arabic Language Department, Qatar University, a field study at the Faculties of Arts and Education" and aimed at "identifying the relationship between self-esteem and positive thinking among female students of the Faculties of Arts and Education, University of Qatar" and the researcher used the descriptive approach, the method of surveying a sample of (303) three hundred and three female students from the Department of Arabic Language in the Colleges of Education, Arts and Sciences, Qatar University. The research tools included measures of self-esteem and .positive thinking. Self and positive thinking among university students

The third study : conducted by " **Kamal Burezq and Ahmed bin Saad**" entitled "Self-Esteem and Social Support and its Relationship (18) (2017) to Emotional Balance among Schooled Adolescents" and aimed at Identifying the relationship between self-esteem, social support and " emotional balance and its sub-dimensions". The researchers used the descriptive approach The survey method was conducted on a sample of twenty-five hundred male and female students . The research tools (520) included measures of self-esteem, social support and emotional balance. The most important statistical results of the research indicated that there is a statistically significant positive relationship between self-esteem, .social support and emotional balance among schooled adolescents

The fourth study : conducted by "**Zainab Hadar**" and "**Jamila Suleiman**" entitled "Self-esteem and its relationship to the level of (9) (2016) ambition among a sample of university students in Ghardaia in the light of some variables" and aimed "to identify the relationship between self-esteem and the level of ambition and reveal Differences in self-esteem and the level of ambition according to the variables of gender, specialization, and academic level. The two researchers used the descriptive method, the survey method, on a sample of (200) two hundred male and female students. The research tools included two measures of self-esteem and the level of ambition. Self-esteem and level of ambition .among the study sample

The fifth study : conducted by "**Othman Mahjoub**" (2016) (13) entitled "The characteristic of self-confidence and its relationship to self-esteem " among students of swimming courses in the College of Sports Sciences at Mutah University" and aimed "to identify the characteristic of self-confidence and its relationship to self-esteem among students of swimming courses in the College of Sports Sciences at Mu'tah University. The researcher used the descriptive survey method on a sample of (142) one hundred and forty-two male and female students enrolled in swimming courses. The research tools included measures of self-confidence and self-esteem. The most important statistical results of the research indicated that there is a statistically significant positive relationship between self-confidence and self-esteem. Self-esteem among students of swimming courses in the College of Sports Sciences at .Mutah University

The sixth study: conducted by "**Gil-Flores et al**" (21) (2011) " The influence of gender, academic achievement and family on the level of ambition" and aimed to identify "the effect of gender, academic achievement and family-related variables on the level of academic ambition" and the researchers used The descriptive method is the method of the survey on a sample of (3963) three thousand nine hundred and sixty-three male and female students from the secondary stage and three thousand eight hundred and forty-two families. The research (3842) tools included the results of students' tests and the social and educational resources of their families. The variables are related to the ambition of the students, but the academic achievement and the level of education of the parents were the most influencing factors on the level of ambition among .the students and for both sexes

" **The seventh study** : conducted by "**Pokrajac & Zivic** " (2005) (23) entitled "**Self-Esteem and Physical Dissatisfaction**" and aimed at identifying "testing the differences in the level of self-esteem between male and female students". (717) Seven hundred and seventeen Croatian university students, and the research tools included a measure of self-esteem. The statistical results of the research indicated that there were statistically significant differences between males and females in favor of .males

plan and actions : search

an investigation to aim search And a test For its hypotheses, according to the researchers steps following:

Method : search The researchers used the descriptive approach, the survey method", as it is the appropriate method for the nature of the " .research

Community and sample Research: The research community included students of the Faculty of Physical Education Minia University Outstanding and lagging students in the second, third, and fourth semesters of the academic year 2021 AD / 2022 AD . The size of the community has reached (2067) two thousand and sixty-seven students, with (558) five hundred and fifty-eight male students, (470) four hundred and seventy female students who are academically outstanding, (785) seven hundred and eighty-five male students, and (254) two hundred and fifty-four students who are lagging behind. . The researcher chose a deliberate sample of (305) three hundred and five male and female students from the research community with a percentage of (14.76%), where (15.08%) were taken from the outstanding students with (85) eighty-five students and (70) seventy A female student, and (14.44%) were taken from the late students, with (110) one hundred and ten male students and (40) .forty female students from the latecomers

Table (1) shows the size of the research community, the distribution of the .sample among the different academic teams

Schedule (1)**Statistical description of the research community and sample in the different academic groups**

% percentage		The research sample				research community				Study teams
Latecomers	High achievers	Latecomers		High achievers		Latecomers		High achievers		
		student	Student	student	Student	student	Student	student	Student	
		24	65	16	20	158	453	109	137	the second band Third Division Fourth Division the total
		9	25	8	15th	56	195	53	83	
		7	20	46	50	40	137	308	338	
%14.44	15.08 %	40	110	70	85	254	785	470	558	

The moderation of the sample distribution was calculated in the variables under study (self-esteem - level of ambition - self-confidence). Tables :and (3) show the results, respectively (2)

schedule (2)

The arithmetic mean, median, standard deviation, and skewness coefficient for the research sample as a whole in the variables under investigation

torsion modulus	standard deviation	Mediator	SMA	variants
0.64-	28.2	15.00	51.14	Self-esteem
0.27-	10.06	49.00	48.10	level of ambition

0.05-	8.94	56.00	55.85	Self-assurance
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It is clear from Table (2) that:

The values of the torsion coefficient for the research sample as a whole in the variables under study (self-esteem, level of ambition, self-confidence) ranged between (0.01, - 27.0) , and it ranged between (+3, -3), which indicates the moderation of the distribution The research sample as a whole in these variables

table (3)

The arithmetic mean, median, standard deviation, and skewness coefficient for a sample of outstanding students And those who are academically late in the variables under study

Latecomers (n=150)				High achievers (n = 155)				variants								
female students (n=40)		(n=110) students		female students (n=70)		(n=85) students										
torsion	standard deviation	Median	SMA	torsion	standard deviation	Median	SMA									
0.05-0.55	1.49	13.50	13.23	0.06-0.10	0.47	13.00	13.03	0.0-0.57	1.16	16.00	16.15	16.00	16.20	Self-esteem		
1.08	8.71	48.00	44.88	0.62-0.89	45.00	43.15	43.15	0.83-0.93	9.35	55.00	52.41	52.41	52.48	level of ambition		
0.23	7.17	51.00	51.55	0.01-0.75	51.00	50.96	50.96	0.17-0.81	8.01	60.00	60.46	60.16	60.74	60.00	60.41	Self-assurance

It is clear from Table (3) that:

The values of the torsion coefficient for a sample of outstanding students in the variables under study (self-esteem, level of ambition, self-confidence) ranged between (0.38 , - 0.82) , and they ranged between (+3, -3), which indicates a moderation distribution. A sample of outstanding students in these variables

The values of the torsion coefficient for a sample of outstanding female students in the variables under study (self-esteem, level of ambition, self-confidence) ranged between (-57.0, -83.0) , and it ranged between (+3, -3), which indicates moderation. Distribution of the sample of outstanding students in these variables

The values of the torsion coefficient for a sample of late students in the variables under study (self-esteem, level of ambition, self-confidence) ranged between (0.06, - 0.62) , and they ranged between (+3, -3), which indicates a moderation distribution. A sample of late students in these variables

The values of the torsion coefficient for a sample of late female students in the variables under study (self-esteem, level of ambition, self-confidence) ranged between (- 1.08 - 0.55) , and it ranged between (+3, -3), which indicates a moderation distribution. A sample of late students in these variables

search tools:

To collect data for the research, the researcher used the following tools

- . Self-Esteem Scale prepared by / Cooper Smith (1999 AD)
- .Ambition level scale, prepared by Amal Abdel Samie (2004)
- .The self-confidence scale, prepared by Sydney Schroeger (1990)

First: Self-Esteem Scale: Appendix (1)

Description of the scale: This scale was prepared by "Cooper Smith " and translated into Arabic by " **Dwidar Abdel-Fattah" (1999) (8)**

- Positive expressions with the following numbers (1 - 4 - 5 - 8 - 9 (20 - 19 - 14 - 11 -
- Negative expressions with the following numbers (2- 3- 6- 7- _ _ _ (25 -24 -23 -22 -21 -18 -17 -16 -15 -13 -12 -10

The scale contains a set of statements, answering them helps to know what you like and don't like. If the statements describe what you feel, put a mark (x) in the box in the "applies" field. If the statements do not describe what you feel, put a mark (x) inside the box in the "does not apply" field, there are no right or wrong answers, but the correct answers are the ones that the person expresses his true feeling

Scale scores can be obtained by following the following:

- If the answer "does not apply" to the negative statements, a score of .is given, but if the answer is "applicable", a score of (0) is given (1)
- If the answer to the positive statements "applies" a score of (1) is awarded, but if the answer is "does not apply" a score of (0) zero is .awarded

Psychometric analysis of the scale : The Coopersmith scale was used in many studies, such as the study of "Omar Obaid and Ahmed Ashour" (2022) (16), "Alia Abdullah" (2017) (14) and "Kamal Burizq" All studies indicated The scale has a high degree of .(18) (2017) .validity and reliability

:Scientific transactions of the scale in the current research**أ- :sincerity: sincerity**

To verify the validity of the scale, the validity of the internal consistency was calculated by means of hypothetical formation, by applying it to a sample of (30) thirty male and female students from the research community and from outside the basic sample, and the correlation coefficient was calculated between the degree of each statement and the total score of the scale, and a table of (4) Explains the result

table (4)
Correlation coefficients between the degree of each of the expressions of a scale Self-esteem and the total score of the scale (n = 30)

correlation coefficient	phrase number	correlation coefficient	phrase number	correlation coefficient	phrase number	correlation coefficient	phrase number
0,84	22	0,82	15th	0,77	8	0,72	1
0,64	23	0,74	16	0,83	9	0,80	2
0,81	24	0,87	17	0,56	10	0,71	3
0,78	25	0,60	18	0,74	11	0,73	4
		0,73	19	0,65	12	0,59	5
		0,81	20	0,57	13	0,62	6
		0,79	21	0,82	14	0,69	7

Tabular t value at (28) degrees of freedom and significance level 0.361 = (0.05)

:It is clear from Table (4) that

The correlation coefficients ranged between the degree of each statement of the scale and the total score of the scale between (0.87: 0.56), which are statistically significant and strong correlation coefficients, which indicates that the scale has a high degree of validity

ب- constancy

The value of Cronbach's alpha coefficient for the total score of the scale - was (0.92), which is a strong and statistically significant correlation coefficient, which indicates that the scale has a high degree of stability

Second: Ambition Level Scale: Appendix (2)

Description of the scale: It was prepared by " Amal Abdel Samie Abaza" (2004) . The scale consists of (52) statements to include the level of ambition related to academic achievement and personal relationships with others. and the individual's ability to achieve his goals. This scale was prepared for adolescents and young adults of both sexes. The answer to the scale is located in five levels, starting from (0 - 5) in degrees, never - rarely - sometimes - often - completely. The scale was applied to (148) male and (315) female students from the Faculty of .Education in Kafr El-Sheikh

Psychometric analysis of the scale: Validity was calculated in two ways

The validity of the judges : The validity of the scale was calculated (1) by presenting it to professors specialized in mental health, and the items that did not receive sufficient agreement from the judges of the scale were .excluded

Discriminatory validity : Discrimination validity was calculated using (2) contrasting or opposing groups using those with high scores (the upper quartile) and (the lower quartile). And finding differences between the two groups. The value of (T) for the group of female students was (2, 8), which is a function at the level (01, .), and the value of (T) for the group

of male students was (8), which is a function at the level (01, .), which .indicates the ability of the scale to distinguish between individuals
The stability of the scale was calculated by reapplying it on a sample of male and female students from the Faculty of Education in Kafr El-Sheikh, Tanta University, and it consisted of (50) male and (50) female students after (20) days from the first application. The stability coefficient for the group of students reached (79.00) and the stability coefficient for the group of female students reached (81.00), which indicates that the .scale has an appropriate degree of stability

:Scientific transactions of the scale in the current research

A - Validity : To verify the validity of the scale , the internal consistency validity was calculated by means of hypothetical formation , by applying it to a sample of (30) thirty male and female students from the research community and from outside the basic sample, and the correlation coefficient was calculated between the score of each statement and the . total score of the scale . , and table (5) It explains the result

table (5)

With - Fill in the correlation between the degree of each phrase of the scale Ambition level and overall score for the scale (n = 30)

correlation coefficient	phrase number	correlation coefficient	phrase number	correlation coefficient	phrase number	correlation coefficient	phrase number
0,75	40	0,72	27	0,68	14	0,71	1
0,77	41	0,85	28	0,77	15	0,70	2
0,76	42	0,70	29	0,66	16	0,68	3
0,62	43	0,62	30	0,62	17	0,65	4
0,59	44	0,78	31	0,84	18	0,68	5
0,73	45	0,71	32	0,62	19	0,72	6
0,72	46	0,82	33	0,66	20	0,61	7
0,65	47	0,62	34	0,71	21	0,60	8
0,68	48	0,78	35	0,64	22	0,64	9
0,60	49	0,81	36	0,82	23	0,65	10
0,64	50	0,84	37	0,71	24	0,59	11
0,67	51	0,71	38	0,80	25	0,65	12
0,78	52	0,78	39	0,63	26	0,62	13

The tabular t value at a degree of freedom (28) and a level of . significance (0.05) = 0.361

It is clear from Table (5) that

Correlation coefficients ranged between the degree of each statement of - the scale and the total score of the scale between (0.59 : 0.85) , which are statistically significant and strong correlation coefficients , .which indicates that the scale has a high degree of validity

B- Stability: The value of Cronbach's alpha coefficient for the total score of the scale was (0.97) , and it is a statistically significant and strong correlation coefficient , which indicates that the scale has a high degree of .stability

Third: the measure of self-confidence: Appendix (3)

Scale description: This scale was prepared by C.J. Deny Schroeger Sidney Shrauger in order to measure and evaluate the (AD 1990) "individual's self - confidence", and he defined self-confidence as "the individual's awareness of his competence or skill and his ability to deal effectively with different situations." When designing this scale, he aimed to use it on a large scale. It is global, and the standard in its current form. Half of it is a collector and half The other is . consists of (48) phrases negative. In front of each of them, there are five choices, which are completely apply - apply to a large extent - apply to some extent - do not apply much - do not apply at all). Positive grades are obtained from them . (4-3-2-1-0) respectively, And positive positive expressions, which bear the numbers (1, 4, 5, 6, 9, 10, 15, 16, 19, 21, 22, 26, 28, As for The negative .(47, 45, 44, 42, 41, 40, 37, 36, 35, 32, 31 expressions that bear the numbers (2, 3, 7, 8, 11, 12, 13, 14, 17, 18, 20, then follow this (48, 46, 43, 39), 38, 34, 33, 30, 29, 27, 25, 24, 23 gradation, which is: (completely applicable - applies to a large extent - applies to some extent - does not apply much - does not apply at all) negative grades are obtained from them to grades (zero - 1-2-3-4) respectively, and thus the total score for the scale between (0 - 192) degrees. A high score indicates a high level of confidence with the same, and vice versa.

Psychometric analysis of the scale The preparer of the scale calculated the validity of the scale on a sample of university students using the validity of differentiation, which clearly differentiated between individuals with low scores and individuals with high scores. University students By calculating Cronbach's alpha coefficient, the results showed that the scale .has an appropriate degree of stability

: Scientific transactions of the scale in the current research

A - Validity : To verify the validity of the scale, the internal consistency validity was calculated by means of hypothetical formation, by applying it to a sample of (30) thirty male and female students from the research community and from outside the basic sample, and the correlation coefficient was calculated between the score of each statement and the . total score of the scale ., and table (6) It explains the result

table (6)

With - Fill in the correlation between the degree of each phrase of the scale Self-confidence and overall score for the scale (n = 30)

correlati on coefficie nt	phrase number	correlati on coefficie nt	phrase number	correlati on coefficie nt	phrase number	correlati on coefficie nt	phrase number
0,72	37	0,81	25	0,55	13	0,65	1
0,69	38	0,82	26	0,65	14	0,59	2
0,65	39	0,72	27	0,81	15	0,61	3
0,70	40	0,81	28	0,76	16	0,54	4
0,58	41	0,75	29	0,66	17	0,75	5
0,83	42	0,81	30	0,77	18	0,63	6
0,65	43	0,71	31	0,79	19	0,75	7
0,53	44	0,71	32	0,75	20	0,55	8
0,62	45	0,53	33	0,75	21	0,74	9
0,55	46	0,72	34	0,89	22	0,70	10
0,71	47	0,80	35	0,68	23	0,53	11
0,53	48	0,61	36	0,86	24	0,83	12

The tabular t value at a degree of freedom (28) and a level of . significance (0.05) = 0.361

It is clear from Table (6) that:

Correlation coefficients ranged between the degree of each statement of - the scale and the total score of the scale between (0.53 : 0.86) , which are statistically significant and strong correlation coefficients , .which indicates that the scale has a high degree of validity

B- Stability: The value of Cronbach's alpha coefficient for the total score of the scale was (0.96) , and it is a strong and statistically significant correlation coefficient , which indicates that the scale has a high degree of .stability

:Search execution steps

A - Exploratory study: The two researchers conducted an exploratory study on a sample of students of the Faculty of Physical Education from the research community and outside the basic research sample, consisting of (30) thirty male and female students, with the aim of identifying the appropriateness of the used standards, their clarity, and their suitability for application to the sample under study. The results of the study indicate the clarity of the phrases and the sample's understanding of the application instructions, which indicates its suitability .for application to the sample under study

B- Application of the research: The two researchers applied the psychological measures under discussion (psychological hardness, self-esteem) to the outstanding and poor students of the College of Physical Education in the academic teams (second, third, fourth) during the period from Sunday 4/10/2022 AD to Wednesday. Corresponding to 5/25/2022 :AD, as follows

- Students of the second year, outstanding male and female students, .from 4/10/2022 AD to 4/14/2022 AD
- Students of the second year, male and female students, are in .difficulty, from 4/17/2022 AD to 4/25/2022 AD
- Third year students, outstanding male and female students, from .AD to 5/1/2022 AD 2022/26/4
- Students of the third year, male and female students, are in .difficulty, from 2/5/2022 AD to 5/5/2022 AD
- Fourth year students, outstanding male and female students, from .AD to 15/5/2022 AD 2022/5/8
- Students of the fourth year, male and female students, are in .difficulty, from 16/5/2022 AD to 25/5/2022 AD

:The statistical method used

:The researchers used the following statistical methods

- Arithmetic mean, median, standard deviation, skewness coefficient, percentage, correlation coefficient, Cronbach's alpha coefficient, t- .test for significance of differences

The researchers accepted the level of significance at (0.05) to ensure the significance of the statistical results of the research, and the

researcher used the Spss program to calculate some statistical coefficients

**Show Results a _ _ Researcher that Results own by searching :
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- 1- transactions The engagement _ Between self-esteem and the level of ambition among outstanding and underachieving male and female students at the Faculty of Physical Education, Minia University
- 2- transactions The correlation between self-esteem and self-confidence among the outstanding and lagging students in the Faculty of Physical Education, Minia University
- 3- Significance of statistical differences Among the outstanding and academically lagging female students in self-esteem, level of ambition and self-confidence
- 4- Significance of statistical differences between students who excel and fall behind in their studies in self-esteem and the level of ambition and self-confidence

Schedule (7)

transactions link between Self-esteem and the level of ambition among outstanding and underachieving male and female students at the Faculty of Physical Education, Minia University (n = 305)

Latecomers (n = 150)		High achievers (n = 155)		variants
female students (n=40)	students (n=110)	female students (n=70)	students (n=85)	
0.749	0.783	0.452	0.779	Self-esteem level-of ambition

tabular value of (t) . when Degree Freedom (83) and level Significance (0.05) = 0.217

tabular value of (t) . when Degree Freedom (68) and level Significance (0.05) = 0.232

tabular value of (t) . when Degree Freedom (108) and level Significance (0.05) = 0.174

tabular value of (t) . when Degree Freedom (38) and level Significance (0.05) = 0.304

It turns out From Schedule (7) what follows:

First: For academically outstanding students:

There is a positive and statistically significant correlation between the self-esteem scale and the students' ambition level scale -

There is a positive and statistically significant correlation between the self-esteem scale and the level of ambition for female students -

: Second: For those who are late in studies

There is a positive and statistically significant correlation between the self-esteem scale and the students' ambition level scale -

There is a positive and statistically significant correlation between the self-esteem scale and the ambition level scale_for female students

schedule (8)

transactions link between Self-esteem and self-confidence for outstanding and late students Studying at the Faculty of Physical Education, Minia University (n = 305)

Latecomers (n = 150)		High achievers (n = 155)		variants
female students (n=40)	students (n=110)	female students (n=70)	students (n=85)	
0.804	0.776	0.590	0.775	Self-esteem Self-assurance

tabular value of (t) . when Degree Freedom (83) and level Significance (0.05) = 0.217

tabular value of (t) . when Degree Freedom (68) and level Significance (0.05) = 0.232

tabular value of (t) . when Degree Freedom (108) and level Significance (0.05) = 0.174

tabular value of (t) . when Degree Freedom (38) and level Significance (0.05) = 0.304

: It turns out From Schedule (8) What follows

:First: For academically outstanding students

There is a positive and statistically significant correlation between the self-esteem scale and the students' self-confidence scale

There is a positive and statistically significant correlation between the self-esteem scale and the self-confidence scale of female students

:Second: For those who are late in studies

There is a positive and statistically significant correlation between the self-esteem scale and the students' self-confidence scale

There is a positive and statistically significant correlation between the self-esteem scale and the self-confidence scale of female students

Schedule (9)

indication differences Among the outstanding and lagging female students in terms of self-esteem and level of ambition and self-confidence (n = 110)

The probability of error	Calculated (v) value	Standard error	The difference between the two averages	Arrears (n=40)		High achievers (n=70)		variants
				standard deviation	average	standard deviation	average	
0.00	5.33	0.43	2.30	1.49	13.22	2.49	15.52	Self-esteem
0.00	4.17	1.81	7.54	8.71	44.88	9.35	52.41	level of ambition
0.00	5.82	1.53	8.91	7.17	51.55	8.01	60.46	Self-assurance

tabular value of (v) . when Degree Freedom (108) level Significance 1.658 = (0.05)

It turns out From consequences Schedule (9) the following :

There are spreads Same indication Statistic Among the outstanding and academically lagging female students in self-esteem, the level of .ambition and self-confidence, and in favor of the outstanding students that all possibility The error less than level .Significance 0.05

schedule (10)

indication differences between the outstanding and the underachieving students in self-esteem and level of ambition and self-confidence (n = 195)

The probability of error	Calculated (v) value	Standard error	The difference between the two averages	Latecomers (n=110)		High achievers (n=85)		variants
				standard deviation	average	standard deviation	average	
0.00	14.44	0.22	3.17	1.47	13.03	1.58	16.20	Self-esteem
0.00	7.16	1.30	9.33	8.89	43.15	9.20	52.48	level of ambition
0.00	8.58	1.10	9.45	7.53	50.96	7.74	60.41	Self-assurance

tabular value of (v) . when Degree Freedom (193) level Significance 1.645 = (0.05)

It turns out From consequences schedule (10) the following :

There are spreads Same indication Statistic Among the outstanding and academically lagging students in self-esteem, the level of ambition and self-confidence, in favor of the outstanding students Where that all possibility The error less than level .Significance 0.05

Second : Discussion and interpretation of the results

It is clear from the results of Table (7) that there is a positive correlation between the self-esteem measure and the level of ambition for male and female students who are out of school , as the calculated (R) value is .greater than the tabular (R) value at the significance level of 0.05

- There is a positive correlation between the measure of self-esteem and the level of ambition among students who are lagging behind in school, as all the calculated (r) values are greater than the tabular .(r) value at the significance level of 0.05

The researchers attribute the existence of a positive correlation between the measure of self-esteem and the level of ambition among the academically outstanding male and female students, to the fact that students who have a high degree of self-esteem are always looking for self-development and upgrading. He respects and appreciates himself, and can deal efficiently with new situations, and always has curiosity, and this is provided by the nature of the study at the Faculty of Physical Education, Minia University, as it includes individual and group practical courses that allow a large area for students to achieve self-esteem. In this regard, he mentions " **Ali Askar**" (2009) That individuals who have a high self-esteem believe that they are of value and importance and that they are worthy of respect and appreciation (15: 55). This is consistent with what was indicated by the study of " **Omar Obaid and Ahmed Ashour**" (2022) (16), whose results indicated that there is a positive correlation and a statistical function of self-esteem and motivation to learn.

The researchers attribute this result also to the fact that students who have a high degree of self-esteem are characterized by a strong personality that is characterized by perseverance and the strength of endurance that can bear the negative effects caused by the life circumstances in which you live, and that this personality can face these pressing circumstances in a positive way that is characterized by optimism so there is no limit to the level of They are ambitious, they are distinguished by adventure, competition, bearing responsibility, defining their goals accurately, and they are not satisfied with the status quo and always strive to advance it, and this is what meets the nature of the study at the Faculty of Physical Education, Minia University, and they believe that the human future is not limited and can be changed for the better, and this is consistent with what was indicated by " **Kamalia Abd Al-Fattah** (1994) , where he indicated that individuals who have high self-esteem tend to estimate and define their goals in life in an estimate characterized by excessive ambition (17: 35)

The researchers also attribute the existence of a positive correlation between self-esteem and the level of ambition among students who are lagging behind in school, because the students who are lagging behind in school do not have enough self-esteem, which makes them always lack confidence in their abilities, their inability to solve the problems they face, and they always feel frustrated and feel helpless and weak among Others and the inability to accept others and influence them

The researchers believe that the students' lack of self-esteem makes them non-targeted in their lives, and they do not have a specific goal in life that they seek to achieve, and they are unable to define their goals accurately and clearly, or they may set distant goals and aspirations that are not commensurate with their current abilities and capabilities, and they cannot achieve them, which makes them non-defeatists. Self-esteem lose emotional balance

This result is consistent with what was indicated by the results of the study of " **Zainab Hadar and Jamila Suleiman**" (2016) (8), where the

most important results indicated that there is a positive correlation and statistical significance between self-esteem and the level of ambition among their study sample and the study of "Kamal Bu Rizk and Ahmed bin Saad" (2017), where the results of their study mentioned the existence of a positive and statistically significant correlation between self-esteem and emotional balance

It is clear from the results of Table (8) that there is a positive correlation between the measure of self-esteem and self-confidence for male and female students who are out of school, as the calculated (R) value is greater than the tabular (R) value at the 0.05 level of significance

- There is a positive correlation between the measure of self-esteem and self-confidence for students who are lagging behind in school, as all calculated (R) values are greater than the tabular (R) value at a significance level of 0.05

The researchers attribute this result to the fact that students who have a high degree of self-esteem have the ability to rely on themselves and make decisions. All of this is in achieving success and this is evident through the students' study of the practical and theoretical courses included in the Faculty of **Physical Education** , Minia University, which include many challenges and **difficulties** .) that self-confidence is one of the personal qualities that gives the individual a sense of strength and security, and they are two essential elements for the success of the individual's relationship with others (12: 142)

The researchers attribute this result also to the fact that high self-esteem makes its owners characterized by creativity, perseverance, compatibility and harmony between the dimensions of their personality, and their view of themselves in a degree of balance, so they do not exaggerate their view of themselves, seeing it as more than its truth, and they do not diminish their view of themselves, seeing it as less than its truth, so they are always on the same level. High self-confidence

The researchers also attribute this result to the fact that students who have a high estimation are able to define their goals accurately and take the necessary procedures and steps to achieve these goals, which makes them always have a high degree of self- **confidence** . Self-confidence is one of the basic components of a healthy personality, and it is the basis of all success and achievement (3:89)

The researchers attribute the existence of a positive correlation between self-esteem and self-confidence among students who are lagging behind in school , to the fact that students who have a low level of self-esteem are characterized by weakness in facing stressful events and problems that they face during their studies at the Faculty of Physical Education, Minia University, and this is consistent with what **Anwar indicated. Al-Sharqawi" (2003)** , where she indicated that the personality that does not have a good self-esteem cannot resist the negative effects of life's pressures and does not accept the changes and pressures that it is exposed to and views it as a kind of threat and danger .(22 :4)

The researchers attribute this result also to the fact that students who are lagging behind academically and who lack self-esteem, their interaction with the university environment is not positive and they always feel shy and inferior. The inability to make decisions and the lack of harmony with the group, and this is evident through team sports taught by students at the Faculty of Physical Education, Minia University. In this regard, **Abdel Latif Abdel Aziz (2008)** mentions that a person who is not confident in himself is psychologically incompatible and becomes more vulnerable to disorder. And that mental health can only be achieved through the permanent and continuous effort to raise the level of self-esteem to achieve compatibility with the constantly evolving social and psychological variables to maintain the level of self-confidence (11: 54)

This result is consistent with what was indicated by the results of the study of **"Othman Mahjoub" (2016)** (13), where the most important results of his study indicated that there is a statistically significant correlation between self-esteem and self-confidence among university students

are differences It is clear from Table (9) that there Same indication Statistic Among the outstanding and academically lagging students in self-esteem, the level of ambition and self-confidence, and in favor of the outstanding students that all possibility The error less than level Significance 0.05

The researchers attribute this result to the enjoyment of the academically outstanding students with high self-esteem, which reflected positively on raising their level of ambition and their continuous pursuit to achieve their goals, especially that the university education of the outstanding students is linked to their self-esteem and society's view of them and their attainment of a better position in life

The researchers also attribute this result to the fact that the outstanding students' awareness of stressful events and their reliance on their abilities in facing these events give them a sense of self-esteem and their ability to set goals that they work to achieve according to their capabilities and capabilities. They always expect success, which leads to raising their level of ambition and increasing their self-confidence. In addition to their feeling of value, sufficiency and competence, and this is what is not available to students who are lagging behind in their studies and who lose self-esteem, who always feel defeat, frustration and a sense of despair. This is consistent with what **Boutros referred to. Hafez (2010)** where he indicated that people with a high level of self-esteem are characterized by perseverance and determination to achieve the goal regardless of the obstacles and problems they face, and that they always expect success, which increases their motivation to achieve the best possible performance to reach good solutions, compared to people with low esteem. The self who always expect failure in the various tasks that fall upon them (6:67)

are differences Table (10) shows that there Same indication Statistic Among the outstanding and academically lagging students in psychological hardness, self-esteem, level of ambition and self-

. confidence, and in favor of the outstanding students that all possibility
The error less than level .Significance 0.05

The researchers attribute this result mainly to the outstanding students' possession of a high degree of self-esteem, as it is the source of everything that a student can be characterized by, including a high level of ambition and a great deal of self-confidence. Self-esteem plays the main role in enhancing the level of ambition and self-confidence, and this is consistent with what he said. **Ali Askar (2005)** quoting Hamsik that individuals who have a high self-esteem believe that they are of value and importance and that they are worthy of respect and appreciation. They .break into new situations and have curiosity (15:55)

The researchers also attribute this result to the nature of the study at the Faculty of Physical Education, Minia University, which depends on discipline, commitment, order, and the nature of the theoretical and practical courses included in the college, which require special physical, motor, and mental capabilities, and this exposes students to many stressful situations and psychological problems to reach an advanced level in motor performance. For the many motor skills that students study in addition to the high cognitive achievement of theoretical courses, which necessarily leads to the development of self-esteem, which helps outstanding students achieve their goals and aspirations while they are confident of themselves in achieving these goals, and this is what is not available to students who are lagging behind in studies, as it represents the nature of the study in the college Physical education, Minia University, is a kind of threat to students who are lagging behind in their studies, and we find that they do not have the desire for self-esteem and do not have the ability to set specific goals that they seek to achieve. This is " consistent with what was indicated by **Christ Leqerste , (2010)** " where he indicated that the self-esteem of the individual athlete means excellence with confidence that makes him face any situation with a high degree of positivity during competition and the ability to continue with the highest degree of capabilities and potential that he possesses, regardless .of the pressures in Competition positions (22:260)

This result is consistent with the result of the study of "**Othman Mahjoub**" where the most important results of his study indicated that , **(13) (2016)** the students of the Faculty of Physical Education had a high degree of .self-esteem and self-confidence

Abstracts :And recommendations

First: conclusions In light of the results of the study, the researchers : reached the following conclusions

- 1- There is a positive and statistically significant correlation Between self-esteem and the level of ambition among the outstanding and lagging students in the Faculty of Physical Education, Minia University
- 2- There is a positive and statistically significant correlation Between self-esteem and self-confidence among the outstanding and lagging students in the Faculty of Physical Education, Minia University

- 3- There are statistically significant differences Among the outstanding and academically lagging students in self-esteem , the level of . ambition and self-confidence, in favor of the outstanding students
- 4- There are statistically significant differences between the outstanding and the late students in self-esteem, the level of . ambition and self-confidence, in favor of the outstanding students

Second: Recommendations : In the light of the results of the study, the :researchers recommend the following

- 1- The need to provide programs that work to raise the self-esteem of .university students
- 2- Helping university students to know their capabilities and potential for .self-realization
- 3- Establishing a psychological support center for students of the Faculty of Physical Education, Minia University, to help students solve their problems and help them determine their goals according .to their capabilities and potential
- 4- Providing support for students who are lagging behind in studies and working to solve their problems to continue their academic career at .the Faculty of Physical Education, Minia University

existing : the reviewer

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Research Summary

Self-esteem and its relationship to the level of ambition and self-confidence Students of the Faculty of Physical Education, Minia University

*Ibrahim Rabih Shehata

*Dina Salah Makhoulouf

Aim to this search current to identify on me :

- The relationship between self-esteem and the level of ambition among outstanding and lagging students at the .Faculty of Physical Education, Minia University
- The relationship between self-esteem and self-confidence among the outstanding and lagging students in the Faculty .of Physical Education, Minia University
- The differences between the outstanding and the late students in self-esteem and the level of ambition and self-.confidence
- Differences between students who excel and are lagging .behind in self-esteem, level of ambition and self-confidence

The researchers used the descriptive approach due to its suitability research community included to the nature of this research, and the students of the Faculty of Physical Education Minia University outstanding and disadvantaged students in academic teams (second, third, fourth) for the academic year 2021 AD / 2022 AD . The size of the community reached (2067) two thousand and sixty-seven students, as the number of outstanding students in the three teams reached (558) males and (470) students, and the number of latecomers in the three teams reached (785) males and (254) females . The researcher chose an intentional sample of (305) three hundred and five male and female students from the research community with a percentage of (14.76%), where (15.08%) were taken from the outstanding students (85) male and (70) female

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students. The percentage of (14.44%) students who are lagging behind in school is (110) male and (40) female students who are lagging behind. The most important data collection tools were estimation scales The self-esteem of Cooper Smith , the level of ambition by Amal Abdel-Samie, and the self-confidence of Sydney that there was a The most important results were . Schroeger positive correlation and statistical significance between the self-esteem measure and the two measures of the level of ambition and self-confidence for male and female students who were late or late in studies at the Faculty of Physical Education, Minia University, and there were significant differences. Statistical data between the outstanding and the academically lagging students in self-esteem, the level of ambition and self-confidence, in favor of the academically outstanding students