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## Psychological Security and Its Reflection on the Quality of Educational Life Students of DhiQar Preparatory Schools as a Model

الأمن النفسي وانعكاسه على جودة الحياة التعليمية لدى طلبة المدارس الإعدادية في ذي قار أنموذجاً

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## Abstract:

The present research aims to identify the level of Security of psychological needs and quality of life among male and female students in preparatory schools, the relationship between Security of psychological needs and quality of life among the research sample and the differences between males and females in the level of Security of psychological needs. To achieve these objectives, the researcher adopted the descriptive correlational comparative approach. The research population consisted of students from Dhi Qar preparatory schools, with a random sample of 200 students (100 males and 100 females). The study used a Security of psychological needs Scale and a Quality of Life Scale. The most important findings were The study revealed that students in preparatory schools suffer from a relatively low level of Security of psychological needs, due to social, material, and psychological circumstances in Dhi Qar Governorate, Statistically significant differences were found between males and females in the level of Security of psychological needs, in favor of males, attributed to males' greater ability to cope with pressures compared to females, The results showed a positive correlation between Security of psychological needs and quality of life, meaning that higher Security of psychological needs positively reflects on quality of life, No significant differences were found attributable to college type or academic achievement, while a positive relationship emerged between Security of psychological needs and life skills.

**Keywords:** Security of psychological needs, Quality of Life, Educational, Schools, Reflection.

## المخلص:

يهدف البحث الحالي إلى التعرف على مستوى الأمن النفسي وجودة الحياة لدى الطلبة الذكور والإناث في المدارس الإعدادية، والعلاقة بين الأمن النفسي وجودة الحياة لدى عينة البحث، وكذلك الفروق بين الذكور والإناث في مستوى الأمن النفسي. ولتحقيق هذه الأهداف اعتمد الباحث المنهج الوصفي الارتباطي المقارن. تكوّن مجتمع البحث من طلبة المدارس الإعدادية في محافظة ذي قار، وبلغت عينة البحث (200) طالب وطالبة بواقع (100) من الذكور و(100) من الإناث تم اختيارهم عشوائياً. واستخدمت الدراسة مقياس الأمن النفسي ومقياس جودة الحياة.

وكانت أبرز النتائج كما يأتي:

أظهرت الدراسة أن طلبة المدارس الإعدادية يعانون من انخفاض نسبي في مستوى الأمن النفسي، نتيجة الظروف الاجتماعية والمادية والنفسية التي تمر بها محافظة ذي قار. كما وُجدت فروق ذات دلالة إحصائية بين الذكور والإناث في مستوى الأمن النفسي ولصالح الذكور، ويُعزى ذلك إلى قدرة الذكور الأكبر على مواجهة الضغوط مقارنة بالإناث. كذلك أظهرت النتائج وجود علاقة ارتباطية موجبة بين الأمن النفسي وجودة الحياة، بما يعني أن ارتفاع مستوى الأمن النفسي ينعكس إيجابياً على جودة الحياة. ولم تظهر فروق ذات دلالة إحصائية تُعزى إلى نوع الكلية أو التحصيل الدراسي، في حين ظهرت علاقة إيجابية بين الأمن النفسي والمهارات الحياتية.

**الكلمات المفتاحية:** الأمن النفسي، جودة الحياة، التعليم، المدارس، الانعكاس.

## 1 Introduction

### 1.1 Research Problem

Security of psychological needs is considered a fundamental element in the field of mental health, and it plays an important role in the proper development of individuals, particularly students of Iraqi schools as the men of the future who will assume societal responsibilities. Experts emphasize the importance of the individual's sense of Security of psychological needs in a world characterized by

wars, disasters, economic crises, widespread unemployment, and fear of the future, in order to attain a psychologically balanced individual. Psychological disturbances and the absence of Security of psychological needs affect individuals negatively and society in general. This requires overcoming fears and tension so that the individual can live safely and fulfill their social role. The individual cannot overcome these disturbances except with a sufficient level of Security of psychological needs, which is fundamental in achieving psychological adaptation and stability.

The need for security is not a modern concept; the scholar Maslow considered it one of the most important basic needs necessary for healthy growth and psychological compatibility of the individual. The need for Security of psychological needs has become a necessity of life, like the need for food and drink. Several studies have addressed this topic. A study by Al-Qadisiyah University (2025) confirmed that achieving Security of psychological needs among preparatory school students contributes to raising the level of psychological well-being and the sense of quality of life. A study by Al-Saeedi (2024) found that Security of psychological needs is one of the strongest predictors of satisfaction with university life, and that students with a high sense of Security of psychological needs show lower levels of anxiety and academic depression.

A study by Misurata University (2023) showed that students' level of Security of psychological needs is influenced by the school environment conditions, rising when a supportive educational environment, understanding management, and student activities are available. A study by Walisongo University (2023) found that academic quality of life is negatively correlated with psychological pressures and academic anxiety, and that Security of psychological needs acts as a protective factor that reduces the effect of tension on academic achievement. A study by MDPI (2024) confirmed that Security of psychological needs enhances the sense of social cohesion and belonging to the school community, reflecting on the quality of life among students with special needs. In recent years, Iraq has experienced instability and a number of terrorist operations that have led to a state of psychological insecurity among preparatory school students in general, and Dhi Qar schools in particular.

This leads to the main research question: What is the relationship between Security of psychological needs and quality of life in preparatory schools?

#### **Sub-questions:**

- What is the impact of Security of psychological needs and its levels on students in preparatory schools in Dhi Qar Governorate?
- What is the form of quality of life among male and female students in preparatory schools in Dhi Qar Governorate?
- What is the nature of the relationship between students' Security of psychological needs and quality of life among the research sample?
- Do male students differ from female students regarding their sense of Security of psychological needs and quality of life?

## 1.2 Importance of the Research

- There is an important role that Security of psychological needs plays in achieving adaptation and psychological compatibility, and attempting to reduce anxiety, panic, and tension.
- It adds new scientific contributions regarding the relationship between students' Security of psychological needs and their quality of life.
- Providing important information needed by decision-makers and those interested in developing the capabilities of preparatory school students in Al-Nasiriyah.
- Providing some solutions to problems that may face preparatory school students and providing schools with some recommendations related to the study.
- Benefiting from the study results in improving the level of Security of psychological needs and quality of life for students in preparatory schools.

## 1.3 Research Objectives

The current study seeks to verify the following objectives:

- Identifying the level of Security of psychological needs and quality of life among both males and females in preparatory schools.
- Identifying the relationship between Security of psychological needs and quality of life among the research sample.
- Identifying the differences between males and females in Security of psychological needs.

## 1.4 Research Limitations

- Time Limits: The first academic semester of the academic year 2025-2026.
- Spatial Limits: The research was limited to a sample from preparatory schools in Dhi Qar Governorate.
- Human Limits: Preparatory school students in Dhi Qar (males and females).
- Subject Limits: Limited to the variables of Security of psychological needs and quality of life.

## 1.5 Research Terminology

### 1.5.1 Concept of Security of psychological needs:

Security of psychological needs is defined as a state of inner tranquility and a feeling of safety and stability resulting from the individual's perception of their ability to face challenges without excessive fear or anxiety, while enjoying balanced social relationships and a sense of protection from psychological and social dangers (Maslow, 1970). Abd Al-Rahman (2019) views Security of psychological needs as "the individual's feeling of calmness and reassurance resulting from their

confidence in themselves and in the environment they live in, and their ability to achieve psychological and social adaptation without disturbance."

### **1.5.2 Operational Definition:**

Security of psychological needs in this study is measured by the score the student obtains on the Security of psychological needs Scale prepared for research purposes, which includes dimensions such as: feeling of stability, self-confidence, reassurance about the future, absence of excessive anxiety, and feeling of belonging. The higher the total score, the higher the student's level of Security of psychological needs.

### **1.5.3 School Quality of Life**

School quality of life is defined as the extent of a student's satisfaction with their educational and social experiences within the school, and their sense of psychological fulfillment, belonging, and positive interaction with the school environment, reflecting on their psychological and academic well-being (Diener & Suh, 1997). It is also defined as "the level of general satisfaction with various aspects of school life — academic, social, and psychological — and what the school provides in terms of support and services that contribute to achieving psychological balance and academic success" (Al-Qadisiyah University, 2025).

### **1.5.4 Operational Definition:**

School quality of life in this study is measured by the score the student obtains on the School Quality of Life Scale, which includes dimensions such as: satisfaction with academic life, social relationships, psychological support, sense of belonging, and motivation toward learning. A high score indicates a high level of school quality of life for the student.

## **1 Theoretical Framework and Previous Studies**

### **2.1 Concept of Security of psychological needs**

The concept of Security of psychological needs refers to a state of calm and reassurance of the soul when faced with a crisis that contains a danger, as well as the individual's feeling of protection from exposure to surrounding social, economic, and military dangers (Al-Sani', 1995). Security of psychological needs is not limited to a single aspect of the student; rather, it extends to encompass the multiple dimensions of their personality — physical, social, emotional, and intellectual. Security of psychological needs, social security, and mental health are positively correlated. Security of psychological needs means "freedom of the student from anxiety and tension, and reaching a state of reassurance about their health, future, and social status." It also means "the individual's feeling of satisfaction with themselves and strengthening their self-confidence," and refers to "the existence of balanced and sound relationships between the individual and themselves on one hand, and between them and others surrounding them on the other hand. When these healthy relationships exist, their behavior tends toward stability, and they become more capable of work and production, away from types of anxiety and disturbance." Security of psychological needs is also defined as "a need among the individual's basic needs; fulfilling it makes them feel comfort and reassurance, through their sense of belonging or acceptance by others, and freedom from fear and pain."

Basic Elements of Security of psychological needs:

1. **Self-Acceptance:** This refers to a student's positive self-image and their sense of the value and importance of life.
2. **Positive Relationships with Others:** This refers to an individual's ability to build positive relationships with others.
3. **Independence:** This refers to an individual's ability to take responsibility, regulate their behavior, and evaluate themselves according to specific frameworks they set for themselves.
4. **Control of the Personal Environment:** This refers to an individual's ability to manage their environment and take advantage of available opportunities.
5. **Life Goals:** This refers to an individual's ability to set clear and specific goals and strive to achieve them.
6. **Personal Development:** This refers to a student's awareness of their abilities and potential and their pursuit of developing them over time.

## **2.2 Dimensions of Security of psychological needs**

Security of psychological needs has three primary dimensions, represented by the individual's feeling and sense that:

- Others accept, love, and treat them with kindness, affection, and warmth.
- They have belonging and a sense of a place and role in the group.
- They have safety and little sense of danger, tension, anxiety, and fear. (Abd Al- Salam, 1979)

Zahran (1989) identified a more comprehensive set of dimensions for Security of psychological needs. The primary dimensions are:

- The sense of acceptance, love, and warm, affectionate relationships with others (manifestations include stability, marriage, and having children).
- The feeling of belonging to the group and having a status within it, and achieving work that ensures a dignified life.
- The feeling of safety and peace and the absence of security threats such as danger, aggression, hunger, and fear.

Secondary dimensions include:

- Perceiving the world and life as a pleasant, warm environment.
- Perceiving others as friendly and good, and mutual respect.
- Trusting others and love for them, and comfort in communicating with them.
- Tolerance toward those with different opinions.
- Optimism, expectation of good, hope, and reassurance about the future.
- Feeling of joy and satisfaction with oneself and life.

- Sense of calm, comfort, and psychological stability.
- Freedom and focus on others alongside oneself.
- Self-acceptance and tolerance, and self-confidence.
- Freedom from psychological disturbance, adaptation, and mental health.
- Realistic confrontation of matters without escape. (Zahran, 1989)

### 2.3 School Quality of Life

Quality of life is an expression of the positive state of physical, psychological, and social health, and enjoyment of school life (Al-Sharbini, 2003). It is the individual's feeling of satisfaction and happiness, and their ability to fulfill their needs through the richness of the environment and the quality of services provided in the health, social, educational, and psychological fields, along with good management and use of time (Mansi & Kazim, 2006).

### 2.4 Previous Studies

Table 1: **Study (1)**

The following studies address the topics of Security of psychological needs and quality of life:

|                  |  |
|------------------|--|
| <b>Study (1)</b> | <b>Salah Al-Din Schools (2018) — Achieving Security of psychological needs and Quality of Life among School Students in Salah Al-Din</b>   |
| Study Location   | Salah Al-Din Education Directorate — Iraq  |
| Objectives       | To determine the extent of the impact of Security of psychological needs on the level of psychological well-being and quality of life among school students.   |
| Sample           | A sample from preparatory school students in Salah Al-Din.   |
| Tools            | Security of psychological needs Scale and School Quality of Life Scale.  |
| Method           | Descriptive Correlational Method   |
| Key Findings     | Achieving Security of psychological needs contributes to raising the level of psychological well-being and quality of life. The fulfillment of belonging and appreciation needs positively reflects on academic performance and self-motivation. |

Table 2: **Study (2)**

The following studies address the topics of Security of psychological needs and quality of life:

|                  |  |
|------------------|--|
| <b>Study (2)</b> | <b>Al-Saeedi (2024) — Security of psychological needs as a Predictor of University Life Satisfaction</b>   |
| Study Location   | University of Baghdad — Iraq   |
| Objectives       | To determine the role of Security of psychological needs in predicting the level of satisfaction with university life.   |
| Sample           | First-year university students.  |
| Tools            | Security of psychological needs Questionnaire and University Satisfaction Scale.   |
| Method           | Statistical Analytical Method  |
| Key Findings     | Security of psychological needs is one of the strongest predictors of university life satisfaction. Students with high Security of psychological needs show lower levels of anxiety and academic depression. |

Table 3: **Study (3)**

The following studies address the topics of Security of psychological needs and quality of life:

|                  |   |
|------------------|---|
| <b>Study (3)</b> | <b>Misurata University (2023) — Effect of University Environment on Students' Level of Security of psychological needs</b>  |
| Study Location   | University of Misurata — Libya  |
| Objectives       | To identify university environmental factors affecting students' level of Security of psychological needs.  |
| Sample           | Students from various faculties at the University of Misurata.  |
| Tools            | Security of psychological needs Scale and University Environment Scale.   |
| Method           | Descriptive Comparative Method  |
| Key Findings     | The level of Security of psychological needs rises with a supportive educational environment, understanding management, and student activities that enhance belonging and positive interaction. |

**Table 4: Study (4)**

The following studies address the topics of Security of psychological needs and quality of life:

|                  |   |
|------------------|---|
| <b>Study (4)</b> | <b>Walisongo University (2023) — Relationship Between Academic Quality of Life, Psychological Stress, and Academic Anxiety</b>  |
| Study Location   | Walisongo University — Indonesia  |
| Objectives       | To examine the relationship between academic quality of life and psychological pressures, and the role of Security of psychological needs as a protective factor.   |
| Sample           | Students from various specializations at the university.  |
| Tools            | Academic Quality of Life Scale, Academic Anxiety Scale.   |
| Method           | Correlational Analytical Method   |
| Key Findings     | Academic quality of life is negatively correlated with psychological pressures and academic anxiety. Security of psychological needs reduces the effect of tension on academic achievement and personal well-being. |

**Table 5: Study (51)**

The following studies address the topics of Security of psychological needs and quality of life:

|                  |   |
|------------------|---|
| <b>Study (5)</b> | <b>MDPI (2024) — Security of psychological needs and Quality of Life among Students with Special Needs</b>  |
| Study Location   | International study published in MDPI (multiple countries)  |
| Objectives       | To study the effect of Security of psychological needs on enhancing social cohesion, school belonging, and quality of life among students with special needs.         |
| Sample           | University students with special needs.   |
| Tools            | Security of psychological needs Questionnaire and University Quality of Life Scale.   |
| Method           | Descriptive Analytical Method   |
| Key Findings     | Security of psychological needs enhances social cohesion and school belonging, and raises quality of life, especially when social and religious support is available. |

## 2.5 Commentary on Previous Studies

Despite the important contributions provided by previous studies in clarifying the relationship between Security of psychological needs and school quality of life, they were characterized by several critical observations. Most focused on the individual psychological aspect without delving into the social and institutional dimensions that affect the sense of security within the school environment. The diversity of research methods between correlational and descriptive did not provide sufficient opportunities for causal or interpretive analysis. Additionally, geographic representation was limited in some studies, as most samples were confined to specific Arab universities, which limits the generalization of findings to other school environments with different cultural and security conditions.

Although recent studies such as Al-Qadisiyah University (2025) and MDPI (2024) attempted to broaden the scope of examination to include diverse groups and special social circumstances, they did not provide comprehensive explanatory models clarifying how Security of psychological needs interacts with factors such as social support, academic pressures, and institutional belonging. Hence, the current study fills a knowledge gap by addressing Security of psychological needs and quality of life in an Iraqi context characterized by security and economic instability, while attempting to link psychological, social, and environmental dimensions within an integrated framework.

## 2 Research Methodology and Procedures

### 3.1 Research Methodology

The current research used the descriptive correlational comparative approach, as it is suitable for the nature of the study and its objectives, which seek to describe the level of Security of psychological needs and quality of life among students, uncover the nature of the correlational relationship between them, and compare student categories based on specific demographic variables such as gender, academic level, and academic specialization. This approach allows the researcher to analyze phenomena as they are in reality without intervention or modification, focusing on relationships and differences between the studied variables, thus contributing to providing a scientifically accurate picture of the reality of Security of psychological needs and quality of life in the school environment.

### 3.2 Research Population

The research population consists of preparatory school students in their various specializations and academic levels, as they represent a youth group in a vital age stage affected by multiple psychological and social factors within the school environment. This population is characterized by diversity in terms of gender, academic level, and scientific specialization, enabling the researcher to identify individual differences in the level of Security of psychological needs and school quality of life among different student categories.

### 3.3 Research Sample

The research sample consists of 200 male and female students from preparatory schools, selected using stratified random sampling to ensure balanced representation of both genders, with 100 males and 100 females. This sample appropriately represents the research population in terms of specializations and academic levels, enabling the study of differences between males and females. The sample included students from different academic grades to achieve diversity in academic and social experiences, as shown in the following table:

Table (5): Distribution of Sample by Gender and Grade

| Grade / Specialization | Males | Females | Total |
|------------------------|-------|---------|-------|
| Sixth Grade            | 80    | 80      | 160   |
| Fifth Grade            | 20    | 20      | 40    |
| Total                  | 100   | 100     | 200   |

### 3.4 Research Tools

#### A. Security of psychological needs Scale (Al-Duleim et al., 1993):

Objective of the Scale: The Security of psychological needs Scale is a tool that provides a quantitative assessment of the individual's sense of Security of psychological needs. This scale was designed to serve the following purposes:

- Clinical diagnosis of pathological cases.
- Scientific research.
- Studies and research related to Security of psychological needs in both pathological and normal forms.
- Useful in professional selection for those professions that require a minimum of psychological disturbance during their performance.

#### B. Quality of Life Scale (Mansi & Kazim, 2006):

Objective of the Scale: To measure some indicators of quality of life among a sample of preparatory school students, which included the following indicators: quality of general health, quality of family and social life, quality of education and study, quality of emotions (emotional aspect), quality of time management, and quality of mental health.

### 3.5 Statistical Methods

The researcher used appropriate statistical methods to test the validity of study hypotheses and calculate the psychometric characteristics of the two study tools, including:

- Correlation coefficients.
- T-test using SPSS.

## 3 Results and Discussion

### 4.1 Results of the First Hypothesis

The hypothesis states: The level of Security of psychological needs among the research sample is low. To verify the validity of the hypothesis, the arithmetic mean was calculated, with the following results:

Table (6): Mean and Standard Deviation of Security of psychological needs among Preparatory School Students

| Dimension                       | Sample Size | Arithmetic Mean | Standard Deviation |
|---------------------------------|-------------|-----------------|--------------------|
| Security of psychological needs | 200         | 118.2           | 36.214             |

The results show that the arithmetic mean of the level of Security of psychological needs among preparatory school students in Iraq is (118.2), and the standard deviation is (36.214). The hypothetical mean of the scale is calculated as: mean of answer choices  $\times$  number of items =  $(2.5 \times 75 = 187.5)$ . Since the sample's arithmetic mean is lower than the hypothetical mean, preparatory school students in Dhi Qar Governorate do not enjoy a high level of Security of psychological needs and reassurance. This is interpreted by the state of instability witnessed by Iraq during that period and the occurrence of a number of security incidents and political and economic disturbance in Dhi Qar Governorate.

Table (7): Frequency Distribution of Security of psychological needs Level

| Category  | Frequency | Category  | Frequency | Category  | Frequency |
|-----------|-----------|-----------|-----------|-----------|-----------|
| (75-150)  | 0         | (201-210) | 5         | (251-260) | 7         |
| (151-170) | 1         | (211-220) | 12        | (261-270) | 0         |
| (171-180) | 1         | (221-230) | 19        | (271-280) | 4         |
| (181-190) | 22        | (231-240) | 6         | (281-290) | 0         |
| (191-200) | 9         | (241-250) | 14        | (291-300) | 0         |

#### 4.2 Results of the Second Hypothesis

The hypothesis states: There are no statistically significant differences between the mean scores of males and females on the Security of psychological needs Scale. To verify the validity of this hypothesis, the T-test was calculated between the mean scores of males and females, with the following results:

Table (8): T-test Results by Gender Variable

| Variable                        | Gender  | N   | Mean   | T-value | Sig. Level |
|---------------------------------|---------|-----|--------|---------|------------|
| Security of psychological needs | Males   | 100 | 126.80 | 2.494   | 0.117 Sig. |
| Security of psychological needs | Females | 100 | 109.25 |         |            |

The results show statistically significant differences between males and females on the Security of psychological needs Scale in favor of males. The arithmetic mean for males was (126.80), while for females it was (109.25). The T-value was (2.494) at a significance level of (0.117), indicating significant differences in the level of Security of psychological needs between males and females in favor of males at the 0.01 significance level. The null hypothesis is rejected and the alternative hypothesis is accepted.

This aligns with the results of Al-Mufraji et al. (2008), which indicated a statistically significant difference between males and females on the Security of psychological needs Scale in favor of males. This may be due to:

- Males are generally more capable of bearing psychological burdens and pressures, so they must have a sufficient level of Security of psychological needs to cope.
- Girls may be subject to overprotection compared to boys due to parents' perception of girls' vulnerability, which negatively reflects on their sense of Security of psychological needs.

### 4.3 Results of the Third Hypothesis

The hypothesis states: There is no statistically significant correlational relationship between the scores of students' Security of psychological needs and their quality of life scores. To verify the hypothesis, the correlation coefficient between the total scores of sample members on the Security of psychological needs Scale and their scores on the Quality of Life Scale was calculated:

Table (9): Correlational Relationship between Security of psychological needs Scores and Quality of Life Scores

| Variables   | Pearson r | Sig. Level | N   | Statistical Significance                  |
|---|-----------|------------|-----|---|
| Security of psychological needs — Quality of Life | 0.694     | 0.01       | 200 | Statistically significant at (0.01) level |

The results show a strong, positive, statistically significant correlational relationship between Security of psychological needs and quality of life among preparatory school students, where the correlation coefficient value reached (0.694) at a significance level of (0.01). This means that the higher the level of students' Security of psychological needs, the higher their level of quality of life.

The null hypothesis is rejected and the alternative hypothesis is accepted: there is a statistically significant correlational relationship between Security of psychological needs scores and quality of life scores among the research sample.

The results also indicated no statistically significant differences in mean Security of psychological needs scores attributable to variables of: college, academic achievement, or place of residence. Similarly, no significant differences were found in mean life skills scores attributable to variables of: gender and academic achievement.

The results showed a statistically significant positive correlational relationship between Security of psychological needs and life skills among students, meaning that as the degree of Security of psychological needs increases, the level of life skills increases.

#### **4 Recommendations and Suggestions**

##### **5.1 Educational Recommendations**

- Pay attention to Security of psychological needs for school students and seek to support this aspect for preparatory students through conferences, lectures, awareness, entertainment, and cultural activities, to develop psychological and social needs.
- Provide preventive programs and therapeutic services by guidance service units in schools to help students enhance their Security of psychological needs so they feel a good quality of life, which positively reflects on their academic achievement.
- Apply the Security of psychological needs Scale to students applying for jobs and educational institutions to ensure they enjoy a high level of Security of psychological needs, which reflects on their performance, motivation for achievement, and leads to quality of life.
- Include the topic of Security of psychological needs within the subjects of one of the general preparation courses related to mental health in schools to educate them about this important concept and its importance in the process of academic achievement and making them feel a good quality of life.

##### **5.2 Research Suggestions**

- Conduct a study examining the relationship between Security of psychological needs and academic achievement among school students: a comparative field study between males and females.
- Study the role of student activities in enhancing Security of psychological needs and the sense of belonging among school students.
- Conduct a comparative study between public and private schools to identify differences in the level of Security of psychological needs and quality of life, and the effect of the

educational and administrative environment on achieving psychological balance among students.

- Conduct an analytical study of the relationship between Security of psychological needs and motivation for achievement among higher education students in light of the political and economic challenges facing Iraqi youth.
- Study the effect of social and family support in enhancing Security of psychological needs and quality of school life, especially for students in provinces experiencing difficult economic conditions.
- Propose a psychological and educational counseling program aimed at developing psychological adaptation skills among students and enhancing their ability to face academic and social pressures.

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