



RESEARCH ARTICLE

Psychological Security and Its Relationship to Professional Self-Efficacy among the Faculty Members at Jadara University

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ARTICLE INFO	ABSTRACT
Received: Nov 30, 2024	This study aims to identify the relationship between psychological security and professional self-efficacy among the faculty members at Jadara University. The study relied on the correlative descriptive approach. The study sample consisted of (105) faculty members who are working in the first semester of the academic year (2024/2025). They were chosen in Convenience sampling. The results revealed a statistically relevant correlation at the indicative level ($\alpha = 0.05$) between the dimensions of psychological security and professional self-efficacy (as a whole), ranging from 0.515- 0.749. Besides, the results indicated a statistically relevant correlation at the indicative level ($\alpha = 0.05$) between the dimensions of professional self-efficacy and psychological security (as a whole) ranging from (0.554- 0.789), and a statistically positive correlation at the indicative level ($\alpha = 0.05$) between professional self-efficacy (as a whole) and psychological security (as a whole) with a value of (0.740).
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INTRODUCTION

Professional self-efficacy is a psychological concept that demonstrates one's self-confidence and ability to accomplish fundamental tasks of his/her work. Thus, faculty members' possession of a high level of professional self-efficacy is considered a positive indicator that contributes to improving the educational process quality and fostering the effectiveness and efficiency of the educational outputs (Al-Najjar, 2022).

According to Boltaea and Abu Bakr (2022), official authorities and supporters are required to make firm efforts to foster academic work, such as providing ideal training for faculty members to successfully handle their teaching tasks, motivating them to work with generosity, and achieving their well-being and psychological security.

The psychological security aspect has an optimal foundation and priority in psychology and psychological health fields, whereby a normal personality characterizes a person who possesses a high level of psychological security, and in contrast, a person with a low or sometimes no level of psychological security is considered to be losing his/her psychological health. Consequently, psychological security is an important factor and a powerful influence on a person's firmness and psychological health (Arishi, 2022).

Talking about an individual's firmness and psychological health as an indicator of his/her high level of security, it can also be noted that this indicator leads to the individual's ability to cope with life difficulties and obstacles with high efficiency; thus, the individual can good planning for his/her future, build friendly social relationships, establish a strong motivation for achievement, work and progress, and create a family free from any disorganizations and disorders (Iskandarani, 2016).

Psychological Security:

Adler refers to psychological security as the state in which the individual is free from challenges, free from threats, and safe from danger (Wang *et al.*, 2021). Psychological security is also viewed as a basic feeling for achieving the individual's self-realization and the safety of his psychological health by achieving his/her various related needs, making him more motivated, happy, and closer to normal behavior (Radu *et al.*, 2023).

Psychological security provides individuals with a positive outlook towards their life and others around them, self-acceptance, and awareness of the meaning and purpose of life, which leads to setting their goals according to their abilities and achieving them, and managing their time and environment efficiently (Rubin *et al.*, 2013). Psychological security also helps the individual feel clear-minded, have inner peace, and have peace of mind. In a more accurate interpretation, it is the opposite of feelings of anxiety and fear (Al-domi, 2012). Psychological security also enables the individual to realize that his/her basic needs are satisfied, combined with a sense of confidence, warmth, and appreciation (Nashwa & Nagla, 2011).

The individual's psychological security includes two essential elements: internal and external elements. The internal element is the individual's ability to deal with life difficulties and obstacles (i.e., the individual's self-compatibility). The external element is concerned with the individual's compatibility with the surrounding world and ability to adapt and harmonize in his/her relations with others (Tatiana *et al.*, 2022).

The following are some of Among Maslow's psychosocial security indicators (Turliuc & Candel, 2022):

- Feeling the love, affection, and acceptance of others.
- I want to belong to the group, have a place among them, and feel that the world is a home.
- Rare feelings of anxiety and threat versus increased feelings of security.
- Realizing the positive side of life and people as a source of love, warmth, and goodness.
- Expecting the best and tending towards optimism and happiness.
- Interacting with the world and avoiding self-centeredness.
- Facing problems with sufficient strength, accepting and respecting oneself, and controlling personal impulses.
- Social cooperation and caring for others.
- Facing reality rationally and being free from psychotic or neurotic disorders

Professional self-efficacy:

Bandura referred to self-efficacy in the *Social Learning Theory* as one of the most essential and prominent concepts in the psychology field, whereby Bandura pointed out that the individual's motivation, pursuit, and performance are the sum of his/her thoughts and perceptions of his/her skills and competence in dealing with the requirements and challenges of the entrusted tasks to him/her (Bandura, 1997).

Self-efficacy has two key principles. The first principle cares about personal self-efficacy, which indicates the individual's belief and assurance of his/ her possibility to perform the tasks successfully. The second principle is concerned with the monitoring of outputs, which indicates the individual's belief that accomplishment of the determined task will enable him/her to achieve the desired and most efficient results (Bandura, 1977).

More specifically, professional self-efficacy is one of the most significant factors that influence individuals' performance in different occupations in general and the academic teaching profession in

particular. Professional self-efficacy enables faculty members to cope with work problems and difficulties, enhance their skills and abilities to deal well with the students, and effectively teach their courses (Alnajjar, 2022).

Professional self-efficacy refers to the individual's perception and thoughts about his/her professional possibilities and capabilities that qualify him/her to provide the best services for their specific tasks and duties (Spring et al., 2015). The individual's recognition and consciousness of his/her high level of self-efficacy leads to maximising their skills and abilities positively and correctly, in a manner that achieves their goals and healthy growth, and increases their level of self-confidence; thus, guaranteeing their life success (Al-Atoum et al, 2018).

Professional self-efficacy is achieved through one's confidence and positive view of him/herself by being able to control events and attitudes that confront them in various career aspects and overcome them to accomplish the tasks effectively (Mohammed, 2018). Professional self-efficacy also requires individuals to have a good level of emotional and mental abilities, which allows them to overcome the obstacles and challenges of work circumstances in a way that enables them to present proposals and solutions for the problems they might encounter in the future away from receiving assistance from others (Ooi et al., 2018).

In the same vein, Suleiman (2022) viewed professional self-efficacy as a set of the individual's perceptions and awareness of his/her abilities and capabilities in the planning and implementation stages of the tasks required from them, accompanied by his/her high confidence, which ultimately reaches their performance with high efficiency, and accomplish these tasks effectively and successfully. Besides, professional self-efficacy expresses the individual's experiences and abilities represented by measurable and evaluable actions and behaviors that help him/her to overcome the difficulties and obstacles associated with the task to reach the desired conclusion (Alkhatib, 2020).

Bargsted et al. (2019) stated that definitions of Professional self-efficacy come together on a key common factor, namely that the individual has the capabilities and skills to enable him/her to overcome obstacles and challenges in his/her work. Indeed, the level of Professional self-efficacy varies according to the individual's profession.

According to the researchers' knowledge, there are no studies that have addressed the variables of the current study together; thus, the studies related to each variable were mentioned separately. The study of Gazi and Shemal (2017) is among the studies that targeted the Psychological Security variable. The study revealed that the level of Psychological Security among faculty members at *the College of Education for Pure Science (Ibn Al-Haitham University)* was somewhat declining. Also, the results revealed statistically significant differences in psychosocial security depending on gender variables in favor of females.

In the same vein, Al-Oun's (2016) study sought to investigate the psychosocial security level among the teaching staff at Jordanian universities. The results revealed that the psychosocial security level was high. Besides, there were statistically significant differences in the psychosocial security level among the study sample attributable to the experience variable in favor of the professor's category. Also, there were statistically significant differences attributable to the variable's experience in favor of the category of <5 years and the absence of differences attributable to the gender variable.

The study of Al-Sarayrah (2009) aimed to measure the level of professional security of the teaching staff at the official universities in Jordan. The results indicated a high professional security level among the sample, and the level of staff performance was also high. The results revealed a statistically significant correlation between professional security and job performance.

On the other hand, Boltaea and Abu Baker (2022) targeted professional self-efficacy among a sample of faculty members at Derna University. The results revealed a high level of Professional self-efficacy among the academic staff. At the same time, there were no differences among faculty members in the level of Professional self-efficacy attributed to gender (male-female), specialization, scientific

qualification, and degree.

Along the same line, Alnajjar (2022) confirmed that academic excellence, professional self-assertion, and academic -efficacy of faculty members at *Al-Aqsa University* were at high levels. Besides, there was a statistically significant correlation between professional self-assertion and self-efficacy.

Al-Suwairki (2018) targeted the teaching staff at *King Abdul Aziz University* in Saudi Arabia. The study aimed to investigate the level of professional self-efficacy and revealed varied degrees with statistically significant differences between the means of teaching professional self-efficacy in the light of the changing academic degree, which is attributed to the experience variable in favor of 10 years and more. The study of Abdel-Hadi (2017) revealed a high level of professional self-efficacy for Arabic-speaker faculty members at the *University of Abu Dhabi*. The results revealed no statistically significant differences among faculty members attributable to the gender variable (male-female), scientific qualification, specialization, or years of experience.

Statement of the Problem

Emphasizing that psychosocial security is a fundamental pillar for various types of human behavior, believing that an individual's ability to accomplish the professional tasks and requirements successfully depends on his/her level of professional self-efficacy and concerning in the performance level of the teaching staff at the Jadara University; the current study seeks to answer the following questions:

1. What is the psychological security level of the faculty members at Jadara University?
2. What is the professional self-efficacy level of the faculty members at Jadara University?
3. Is there a statistically significant correlation ($\alpha=0.05$) between the level of Psychological Security and the level of professional self-efficacy of the faculty members at Jadara University?

RESEARCH METHODOLOGY

The study adopted the correlative descriptive approach to analyze the results associated with the study questions in a sample of faculty members at Jadara University in the Hashemite Kingdom of Jordan. Two tools were utilized in this study: The psychological Security scale (Vera et al., 2011) and the professional self-efficacy scale (Plouffe et al., 2023).

Research population and sample

The study population is (337) faculty members at Jadara University working in the first semester of the academic year (2024/2025). The study sample was (105) faculty members who were selected by the convenience sampling method, which represents (31%) of the overall population.

RESULTS AND DISCUSSION

Question 1: “What is the psychological security level of the faculty members at Jadara University ?”

To answer this question the means and standard deviations of the psychological security variable as a whole and its sub-dimensions among the study sample, taking into account the arrangement of the dimensions of psychological security in descending order by means, as shown in Table (1).

Table (1): Means and standard deviations of Psychological Security of the faculty members at Jadara University in descending order by means

Rank	Psychological Security and Dimensions	Mean	S.D.	Level
1	Interpersonal risk-taking	4.10	0.59	High
2	Organizational/structural support	4.05	0.77	High
3	Supportive leadership	4.04	0.71	High
4	Mutual trust/respect	3.99	0.73	High

5	Identity and clarity in a team context	3.91	0.67	High
	Psychological Security (as a whole)	4.02	0.60	High

Table (1) shows that the level of Psychological Security (as a whole) among faculty members at Jadara University was high with a mean (4.02). The means of the scale dimensions ranged between (3.91) and (4.10), and all were at a high level, whereby the dimensions of Psychological Security came in the following order: Interpersonal Risk-Taking is first rank, organizational/structural support in the second rank, supportive leadership third rank, mutual trust/respect in the fourth rank, and followed by identity and clarity in the team context in the fifth and last rank.

Concerning the results that the Psychological Security level of (as a whole) among faculty members at Jadara University was high with a mean of (4.02), the researchers interpret these results to the positive perception and normal orientation of faculty members, as well as to their sense of a stable, strengthened and safe environment (Abbas, 2012), whereby the professional safety factor at Jadara University plays an essential role in promoting this feeling among the faculty members, and these results are consistent with the studies of (Al-Sarayrah, 2009) and (Al-Oun, 2016).

Regarding interpersonal risk-taking, the researchers attribute these results to the spirit of teamwork among faculty members at Jadara University and the interest of each of these members in benefiting from the experiences of their colleagues in order to develop themselves. Furthermore, these results can be attributed to the freedom of speech and opinion discussion before colleagues, which is productively and constructively given to faculty members by management/officials.

Regarding the organizational/structural support, the researchers interpret these results by having various resources and training workshops that would improve the performance of faculty members, in addition to the constant guidance given by management/officials to faculty members to avoid problems or resolve them immediately as they occur.

Concerning the results of the supportive leadership dimension, the researchers attribute these results initially to the existence of wise and inspiring leadership that is close to faculty members and to having direct channels of communication with their managements and with the university governors as well, which enhances faculty members' access to appropriate and faster feedback, which improves the nature of their work, and increases mutual trust among faculty members and their managements.

In terms of the mutual trust/respect dimension, the researchers attribute these results to the desire of faculty members to build affection and respect-based relationships with co-workers as they are a prestigious group within the society, as well as ideal models for their students, in addition to the efforts of Jadara University to promote effective communication between faculty members and their managements through regular formal and informal meetings.

Regarding the results of identity and clarity in the team context dimension, the researchers attribute these results to the role played by the governance of Jadara University to provide professional safety to the faculty members and activate their partnership in the success and prosperity of the University; thus, enhancing the visibility of the faculty member's identity among his/her colleagues and his/her constant endeavor to distinguish among faculty members.

Question 2: "What is the professional self-efficacy level of the faculty members at Jadara University?"

To answer this question, means and standard deviations of the professional self-efficacy in their total indication and sub-dimensions among the faculty members (study sample), taking into account the arrangement of the dimensions of professional self-efficacy in descending order by means, as shown in table (2).

Table (2): The means and standard deviation of professional self-efficacy among the faculty Members at Jadara University sample are arranged descending by mean.

Rank	Professional Self=efficacy and its dimensions	Mean	S.D.	Level
1	Self-Efficacy Of Teaching	4.31	0.44	Very High
2	Self-Efficacy Of Management	4.16	0.42	High
3	Self-Efficacy Of Scientific Research	4.10	0.53	High
	Professional Self=efficacy (as a whole)	4.19	0.45	High

Table (2) shows that the level of professional self-efficacy (as a whole) among faculty members at Jadara University was high at a mean of (4.19), as the dimension (self-efficacy of teaching) was very high at a mean of (4.31), and the dimensions (self- efficacy of management, self-efficacy of scientific research) were at a high level and their means were 4.16 and 4.10 respectively. The dimensions of professional self-efficacy are as follows: self-efficacy in teaching is the first rank, followed by self-efficacy of management in the second rank, followed by self-efficacy of scientific research in the third rank, and last.

The researchers attribute this result to the faculty members' comprehension of their tendencies, experience, and knowledge and investing their private capabilities in the optimal method to prove their professional self-efficacy (Youssef, 2020). These results can also be attributed to faculty members using various teaching methods and techniques provided by Jadara University during lectures. Furthermore, Jadara University periodically provides workshops and training courses for faculty members. These results are also explained by the faculty's participation in local and international seminars and conferences, and the majority of them are under the sponsorship and supervision of Jadara University.

Regarding the results of self-efficacy of the teaching dimension, the researchers attribute this result to the careful selection of Jadara University management for the faculty members according to high standards that will select the most efficient faculty members. Besides, Jadara University always follows up to enable faculty members to give their best to the students and the University. Furthermore, Jadara provides the teaching members with feedback from their students, which allows them to know their strengths and weaknesses to evaluate their work better, thus promoting their teaching efficiency. Besides, Jadara University provides evaluations for the outputs by the end of each semester to promote the faculty members and evaluate him/her in preparation for an appropriate scientific climate, as upgrading the level of teaching performance elevates the academic level of the University (Golsha et al., 2020).

Regarding the self-efficacy of management, the researchers attribute this result to the clear managerial instructions to faculty members, as well as faculty members who are able to consult their colleagues with prior management experiences.

Regarding the self-efficacy of scientific research, although preparing and publishing research in international journals that are classified among Scopus databases is a prerequisite for the promotion of faculty members, as well as the support and motivation given by the University's position and classification with its scientific research (Zayed & Ghozzy, 2021); however, the researchers explain the results by the lack of joint research teams within the faculties to draw on colleagues' research experiences and strengths, as well as the lack of competitiveness among colleagues in the scientific research at some University faculties.

Question 3: "Is there a statistically significant correlation ($\alpha=0.05$) between the level of Psychological Security and the level of professional self-efficacy of the faculty members at Jadara University?"

To answer this question, Pearson Correlation between Psychological Security and Professional self-efficacy has been computed among faculty members (study sample) at Jadara University, as shown in Table (3).

Table (3): Pearson Correlation between Psychosocial security and professional self-efficacy of the Faculty members at Jadara University.

variable	Psychological security (dimensions)					Psychological security (as a whole)
	Mutual Trust/Respect	Supportive Leadership	Identity and Clarity in the Context of Team	Organizational/Structural Support	Interpersonal Risk-Taking	
Self-Efficacy Of Teaching	*0.368	*0.481	*0.359	*0.483	*0.796	*0.554
Self-Efficacy Of Scientific Research	*0.782	*0.766	*0.572	*0.581	*0.657	*0.789
Self-Efficacy Of Management	*0.596	*0.646	*0.456	*0.559	*0.725	*0.687
professional self-efficacy (as a whole)	*0.662	*0.697	*0.515	*0.579	*0.749	*0.740

* Statistical function at the indicative level (0.05).

Table (3) shows the existence of statistically relevant correlations at the indicative level ($\alpha = 0.05$) between the dimensions of Psychological Security and the dimensions of Professional Self-Efficacy, with values ranging from (0.359-0.796). Besides, the existence of statistically relevant correlations at the indicative level ($\alpha = 0.05$) between the dimensions of Psychological Security and Professional Self-Efficacy (as a whole) ranged from 0.515-0.749. The existence of statistically relevant correlations at the indicative level ($\alpha = 0.05$) between the dimensions of professional self-efficacy and Psychological Security (as a whole) ranged from (0.554 to 0.789). A statistically positive correlation at the indicative level ($\alpha = 0.05$) between professional self-efficacy (as a whole) and Psychological Security (as a whole) was valued at (0.740).

The results indicate the existence of statistically relevant correlations at the indicative level ($\alpha = 0.05$) between the dimensions of psychological security and the dimensions of professional self-efficacy, with values ranging from (0.359-0.796). The researchers attribute this result to the fact that psychological security in the work environment is considered one of the essential factors for enhancing professional self-efficacy, as it is correlated with the extent to which employees feel safe and comfortable while expressing their opinions and trying new ideas without hesitation or fear of negative criticism or penalties. As the individuals feel psychological security, they are able to develop their self-confidence and professional abilities, which directly contributes to raising their level of self-efficacy.

Psychological security also encourages individuals to experiment and innovate in completing tasks and preparing to face challenges without worrying about not being able to overcome them. This continuous experiment enhances the individuals' professional self-efficacy as they acquire new skills and refine their current ones. Also, it allows them to learn from their mistakes without fear, as mistakes are treated as opportunities for learning rather than failures, which increases their confidence in their ability to succeed and contributes to building their self-efficacy.

Psychological safety also enhances professional self-efficacy by reducing stress and psychological pressure, providing an encouraging and supportive work environment that allows individuals to focus on developing their skills, experimenting with new ideas, continuously learning, and encouraging open communication that allows individuals to receive support, advice, and constructive feedback (Al-Oun, 2016). In the psychologically safe environment, employees feel comfortable and confident, which enhances their self-efficacy and drives them towards achieving outstanding performance and continuous professional growth.

The results also indicated statistically significant positive correlations at the significance level ($\alpha = 0.05$) between the dimensions of psychological security and professional self-efficacy (as a whole), with values ranging between (0.515 and 0.749). Suppose professional self-efficacy refers to the individual's belief in his/her ability to succeed in the work tasks and achieve the desired professional goals efficiently. In that case, the researchers explain the existence of a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between (Interpersonal Risk-Taking) and professional self-efficacy (as a whole) with a value reached (0.749); that professional self-efficacy helps in enhancing the individual's ability to make decisions, the desire and courageous to experiment, and his/her tendency towards the studied risks, because it gives him/her self-confidence and ability to face challenges and overcome obstacles. In contrast, the studied risks enhance self-efficacy through successful experiences and learning from failure, creating a cycle of continuous growth and development.

Also, there is a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between (supportive leadership) and professional self-efficacy (as a whole) with a value of (0.697). The researchers attribute this result to the impact of supportive leadership, which positively affects professional self-efficacy by creating an environment that motivates employees to grow and innovate, provide them with moral support, encourage them to learn continuously and independently and develop their self-confidence and their ability to accomplish tasks and achieve goals. Besides, leaders who support their teams effectively contribute to building a positive work culture that leads to a rise in the level of professional self-efficacy, which raises the level of performance and creativity at work.

The results indicated a statistically significant positive correlation at the significant level ($\alpha = 0.05$) between (Mutual Trust/Respect) and professional self-efficacy (as a whole), the value of which reached (0.662). The researchers attribute this result to the mutual trust/respect in the work environment, which creates a positive professional climate that supports professional self-efficacy by enhancing self-confidence, encouraging cooperation, building trust between colleagues, and providing the psychological security that individuals need to be able to develop their capabilities without hesitation (Wang et al., 2021). Furthermore, it allows learning from colleagues and professional models, as individuals are more open to learning from each other, which contributes to improving skills and acquiring new experiences, thus enhancing their professional self-efficacy.

The results revealed a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between (Organizational/Structural Support) and professional self-efficacy (as a whole), with a value of (0.579). The researchers attribute this result to organizational structural support, which contributes to building and enhancing professional self-efficacy by providing a supportive environment that enables employees to access resources, training, guidance, and independence. When individuals feel the University supports them and provide them with the tools and structure necessary for success, in addition to the clarity of roles and responsibilities assigned to them, this support will foster the individuals' confidence in their abilities, motivate them to achieve outstanding performance, and continuous growth in their professional career.

The results also indicated a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between (Identity and Clarity in Context of Team) and professional self-efficacy (as a whole) with a value of (0.515). The researchers attribute this result to the role of identity and clarity in the team context in enhancing the professional self-efficacy of individuals. As the team has a clear identity

and specific roles, the team members feel psychologically secure and become more able to focus on developing their skills and self-confidence, which could be achieved by building a supportive and stable work environment in which individuals feel a sense of belonging, and in which work is characterized by clarity. This clarity in roles and goals enhances the individuals' self-confidence, reduces stress and confusion, and motivates them to do their best; thus, it leads to continuous growth in self-efficacy and the development of professional performance that serves the work environment and students.

Psychological security means that faculty members feel reassured, stable, and calm in the work environment, away from fear of negative criticism, failure, or frustration due to mistakes (Boltaea & Abu Bakr, 2022). This helps in interpreting the correlation between the dimensions of professional self-efficacy and psychological security (as a whole) as follows:

There is a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between (self-efficacy of scientific research) and psychological security (as a whole), with a value of (0.789). The researchers attribute this result to faculty members' feeling of psychological security increases his/her ability to explore new ideas and put forward innovative hypotheses, which is the basis for any effective scientific research (Gazi & Shemal, 2017); this allows faculty members to conduct researches with high scientific risks or unconventional ones that might have various challenges, which supports the development of his/her self-efficacy in research and enhances his/her confidence in the results of his research.

The work environment at Jadara University also supports and encourages scientific research, thus significantly enhancing both psychological security and self-efficacy. Faculty members, when they feel supported by their colleagues and appreciated by their administration for their research efforts, will be motivated to conduct deep research and gain confidence in their abilities.

Overall, psychological security creates a fertile environment to promote self-efficacy in scientific research and enables faculty members to be creative and innovative with confidence, which positively reflects scientific productivity and enhances the rank of the academic institution.

The results also indicated a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between (self-efficacy of management) and psychological security (as a whole) with a value of (0.687). The researchers attribute this result to the fact that when faculty members feel psychologically secure, this will enable them to make administrative decisions and direct their teams with confidence because this feeling of security reduces stress and enhances their ability to focus. Besides, psychological security helps them to be creative, take initiative, and implement administrative policies efficiently and without hesitation; they are more prepared to take responsibility and present administrative initiatives that contribute to improving the work environment (Boltaea & Abu Bakr, 2022). Besides, the work environment that provides administrative support and appropriate training for the faculty member helps to enhance both psychological security and self-efficacy; thus, self-efficacy enhances the faculty members' ability to solve administrative problems quickly, while psychological security allows them to make more independent decisions, which supports their efficiency and effectiveness in leadership.

The results also indicated a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between (self-efficacy of teaching) and psychological security (as a whole), the value of which reached (0.554). The researchers explain this result as the faculty members feel psychologically secured will motivate them to interact positively with students and help them to develop flexible and effective teaching methods; thus, they will be more prepared to deal with questions or open discussions, which enhances their educational experience and confidence in their teaching abilities, preparing and presenting lectures effectively, evaluating students fairly, and dealing with classroom challenges and obstacles that they may encounter. Therefore, psychological security allows faculty members to provide rich educational content without fear of failure or criticism. At the same time, self-efficacy enables them to manage the lectures with flexibility and high efficiency (Wang et al., 2021).

Furthermore, there is a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between psychological security (as a whole) and professional self-efficacy (as a whole), which reached a value of (0.740). The researchers explain this result as psychological security refers to the feeling of inner peace and security, where the individual does not feel fear of failure or threat from others within the work environment; thus, it enhances his/her ability to try new methods and take the studied risks, which increases his/her confidence in their own abilities and professional competence. Also, psychological security reduces the pressures of anxiety and tension, which allows faculty members to focus on their tasks and master them and raises the level of belief in their own ability to succeed and excel in their work.

Professional self-efficacy also means the individual's confidence in his/ her ability to perform specific tasks efficiently and masterfully. It is an essential element for achieving progress and success at work, as the faculty member feels more in control and able to face work challenges. This feeling of competence enhances psychological security because the individual would be more prepared to deal with difficult situations, work pressures, and challenges. Also, suppose the faculty member realizes that he/she can succeed and accomplish his/her tasks effectively. In that case, he/ she becomes less likely to worry about failure or give up to the stresses resulting from the performance expected of him/her.

In conclusion, faculty members with both psychological security and professional self-efficacy tend to perform better in their jobs because they have the confidence and motivation to explore new approaches and develop their skills. Psychological security motivates the faculty to share their opinions and creativity at the workplace, while professional self-efficacy helps them to turn these ideas into tangible accomplishments (Al-Oun, 2016).

RECOMMENDATIONS

Based on the results of this research, we recommend the following:

- Conduct training courses for newly appointed faculty members on the nature of academic work.
- Promote a sense of psychological security among faculty members by enhancing their affiliation with their workplace.
- Conduct further research that is interested in studying the administrative body's role in promoting faculty members' professional self-efficacy.

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