

Effect of the Contemporary Global Variables on the Self-Concept of the Physical Education Faculties' Students in the Jordanian Universities

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Abstract

This study aimed at identifying the effect of the contemporary global variables on the self-concept of the physical education faculties' students in the Jordanian Universities according to gender, family monthly income, student's education level and student's accumulative average. The study sample consisted of (700) male and female students of those who were enrolled in the first semester of the academic year 2011/2012. The study sample was selected through the stratified random method, and Tennessee self-concept scale. The study concluded to There are statistically significant differences between male and female student in dimensions self concept: ethical self, familial self, social self, behavior, personal self, self-criticism, identity, physical self and self acceptance.

Keyword: self acceptance, ethical self, familial self, social self, physical self, self acceptance

1. Introduction

Self concept is a social product affected by the childhood experiences, socialization methods and evaluations of others, especially parents, peers and teachers. Self concept further works as a directing and beneficial drive of the individual's behavior, as the positive self and individual concepts motivate to face the life and engage in worthwhile situations courageously. On the other hand, individuals who think of their selves negatively feel incapacitated and failing and they behave according to such feelings. Negative self-concepts are connected to the deviated behaviors and psychological disorders; meanwhile, positive self-concepts are connected to the right behavior. In addition, the concept is an ongoing growth process leading to amending or changing the self concept of the individual, and sometimes leaving it unchanged (Sawalheh, 2002).

Self concept emerges from the relation between the perceived self and the environment surrounding the individual, that is what the individual internally thinks of him/herself, meanwhile the environment concept is all whatever surrounds him/her, such as the family, the school, (Sharma, 2005). Al-Shinnawi, (2001) defined it as the total perceptions of the individual, which are a complex image, consisting of his/her thought about the self, achievement, characteristics, physical, mental, and personal qualities, attitudes toward him/herself, thought of what the others think of him/her, and the state he/she prefers to be. Al-Ahmad, (2004) defined it as a compound that comprises many components such as: psychological, cognitive, emotional, social and ethical, all working in a synchronized and integrated manner one with the other. This concept in its growth and development goes side by side with the developmental stages of the persons, begins since the first year of the child life, then gradually upgrades as a result of maturity, experience, education and social raising processes.

The familial influences are of extreme importance in the child psychological growth and his/her personal configuration. This clearly exhibits when the child loses his/her parent/s in the early childhood, which leads to feeling of insecurity, worry, dependency, in addition to influences on the personality which may become perilous. However, it is not easy to detect this influence as it depends on the interaction between many factors such as: sex, biological heritage, age, who of the parents is lost, substitute of each, and the type of the care provided during the growth period (Swalheh, 2002).

Individual's self concept may be changed or modified through adjusting the behavior, in an attempt to realize his/her self in harmony with the surrounding environment. If the environment is inappropriate, then the individual's problems will increase, and the solution of such problems require the therapist to provide the person with such disorder a social atmosphere in which he/she can express the feelings, such as announcing them, and taking the right decision on then. This will lead into the self growth toward more welfare and strength, and increasing its efficiency to initiate better relationships with others (Al-Shinnawi, 2001).

Self concept develops from the partial experiences and situations the individual encounters, while attempting to adapt to the surrounding environment. These experiences are the foundations for the growth of the different behavioral regulations based on the learning process. The effect of these situations and experiences is not confined to particular behavioral regulations or separate individual motives only, but also it extends to include the whole individual through generalizing the perceptual emotional experiences on this individual, which ultimately leads to the self concept development (Bani Jaber et al, 2002).

Self concept occupies a large part of the individual's concerns. It affects his abilities to comply with the environment in which he/she is living and practicing his/her activities and experiences. The results of this study are anticipated to reveal the nature of the self concept of the faculties of the physical education students in the Jordanian universities, in the light of the contemporary global variables, depending on some factors influencing the self concept. We aim to regulate situations that develop and foster the positive self concept of the these students, and introduce these results to the teachers, administrators and curricula developers as well as the educational process officials to focus their efforts on increasing the positive self concept of the students. Furthermore, this study may introduce the students to their selves in a manner that may show them their weaknesses in order to minimize them, and create positive substitutes of these weaknesses. The results may further help in introducing the teachers, administrators, parents and counseling specialists to the anticipated behavior styles of each and every student, and his/her method of adaptation to the different situations in the light of the concept he/she formed on him/her self.

In summary, there are many factors influencing the self concept. Some are internal such as the mental power affecting the individual's assessment to him/her self, and some are external, such as the view of others to him/her. In other words, self concept is influenced by genetic and environmental factors. Thus, the child, in his/her social development, is influenced by persons with whom he/she deals and interacts, with the society he is living within its framework and with the culture that impacts his school, family and country. All the effects of this dealing are reflected on his/her behavior, mental and emotional activity and on his/her developed personality.

1.2 Objectives and Question Study

This study aimed at identifying the effect of the contemporary global variables on the self concept of the faculties of physical education students in the Jordanian universities, through answering the following two questions:

- 1) What is the order of the self concept dimensions of the faculties of physical education in the Jordanian universities in the light of the contemporary global variables?
- 2) Is there a difference in the self concept of the faculties of physical education students in the Jordanian universities in the light of the contemporary global variables attributed to the differences in their sex, family income average, student's academic level, and the student's accumulative average?

2. Methodology

Researchers employed the descriptive analytic method, and the study population consisted of all the BA degree students enrolled for the first semester of the university academic year 2011/2012, (n=3490), 1312 male and 2178 female students, in the faculties of physical education in the Jordanian universities. This method was applied on a sample of male and female students (n=715) who were selected using the stratified random method. Table 1 indicates the distribution of the study population and sample.

Table 1. Distribution of the study population and sample by gender and the university

Total Study Population				Study Sample			Rate %
University	Males	Females	Total	Males	Females	Total	
University of Jordan	407	493	1000	80	120	200	20%
Yarmouk	411	589	1000	92	118	200	20%
Mutah	336	714	1050	67	143	210	20%
Hashemite	176	264	440	36	54	90	20%
Total	1330	2160	3490	265	435	700	20%

2.1 Study Variables

The study included four independent variables: gender (male, female), family income average, academic level of the student (first years, fourth year), and the accumulative average of the student (low, medium, high). And Dependent Variable: the self concept of the BA students of the faculties of physical education in the Jordanian universities, which included nine dimensions: self acceptance, physical self, social self, familial self, personal self, behavior, identity, self criticism, and ethical self. The researchers use Tennessee Scale which was developed by Fitts, and they established the content validity and reliability functions to suit the Jordanian environment. The scale consisted of 100 descriptive items to be used by the examinee so as to evaluate his/her image about him/her self.

2.2 Data Analyses

The researchers used the means, standard deviations, t-test, a nova analysis and scheffe test.

3. Results

Results related to the first question "What is the order of the self concept dimensions of the faculties of physical education variables in the Jordanian universities in the light of the contemporary global variables?" To answer this question, the degrees of the different dimensions were unified to become (100); table 2 illustrates the order of the self concept dimensions arranged in a descending order.

Table 2. Dimensions of self concept in descending order

Dimension	Initial Mean	Mean after Unification	Standard Deviation
Ethical Self	57.21	73.67	5.71
Familial Self	57.46	73.45	6.12
Social Self	56.09	72.86	5.84
Behavior	104.14	71.20	8.52
Personal Self	53.46	65.31	6.31
Self Criticism	32.72	61.18	5.13
Identity	96.41	61.07	7.98
Physical Self	55.81	60.81	5.73
Self Acceptance	107.23	60.78	10.16

Table 2 indicates the order of the self concept dimensions of the faculties of physical education students in the Jordanian universities in the light of the contemporary global variables.

Results related to the second question: "Is there a difference in the self concept of the faculties of physical education students in the Jordanian universities in the light of the contemporary global variables attributed to the differences in their sex, family income average, student's academic level, and the student's accumulative average?" are illustrated in Tables 3-8.

Table 3. Self-concept scale by variable sex means

Dimension	Male		Female		T Value	P. Value
	M	SD	M	SD		
Physical Self	54.18	5.86	55.15	5.92	-0.97	0.31
Ethical Self	58.25	5.88	57.16	5.94	1.09	0.75
Personal Self	51.69	6.24	52.50	5.97	-0.18	*0.04
Familial Self	57.90	6.35	58.15	5.67	-0.25	*0.003
Social Self	55.57	6.29	5.21	6.31	0.32	*0.02
Self Criticism	32.65	5.46	31.42	5.83	1.23	*0.02
Identity	95.20	8.70	95.10	7.90	0.20	0.49
Self Acceptance	108.16	10.06	106.73	10.03	1.43	0.13
Behavior	103.67	8.65	105.92	7.26	-2.25	0.27

Table 3 shows statistically significant differences between males and females (in favor of the males) on the two dimensions of social self and self criticism, but was in favor the females on the two dimensions of personal self and familial self.

Table 4. Self-concept scale depending on the rate of household income

Dimension	Less than 200 JD	200-400 JD	More than 400 JD	F Value	P. Value
	SD	SD	SD		
Physical Self	58.14	59.31	59.60	0.75	0.14
Ethical Self	56.30	56.41	57.01	0.91	0.38
Personal Self	57.67	57.16	57.70	0.84	0.24
Familial Self	52.31	52.36	53.14	2.18	*0.011
Social Self	59.37	59.20	59.91	2.75	*0.03
Self Criticism	32.18	32.77	33.14	1.03	0.19
Identity	97.40	98.12	98.10	1.38	0.51
Self Acceptance	111.51	110.87	111.76	1.45	0.65
Behavior	100.30	101.06	101.40	1.12	0.44

Table 4 shows that (F) calculated value on the two dimensions of familial self and social self were statistically significant at ($\alpha=0.05$) level. However, no statistically significant differences were found on the rest of the dimensions. To reveal the source of differences, Scheffe test was employed and Table 5 illustrates them.

Table 5. Test scheffe to the statement of the source of the differences in the rate of household income on family self and social self

Dimension	Family Income Average	M	Less than 200 JD	200-400 JD	More than 400 JD
Familial Self	Less than 200 JD	52.31			
	200-400 JD	52.36			
	More than 400 JD	53.14	*	*	
Social Self	Less than 200 JD	59.37			
	200-400 JD	59.20			
	More than 400 JD	59.91	*	*	

Table 5 illustrates the results of Scheffe test which indicated that the differences in the family income average on the two dimensions of Familial Self and Social Self of the self concept were statistically significant, in favor of families with more than 400 JD monthly incomes, as compared with those having less than 400 JD monthly incomes. In other words, the familial self and social self of the students of high income families (more than 400 JD monthly) are more positive than the familial and social selves of the students of families with less than 400 JD monthly incomes.

Table 6. Self-concept scale depending on academic level variable

Dimension	First Year		Fourth Year		T Value	P. Value
	M	SD	M	SD		
Physical Self	59.70	5.84	59.28	6.01	0.42	*0.01
Ethical Self	58.60	5.97	58.30	5.61	0.30	0.92
Personal Self	57.57	5.14	57.23	5.71	0.34	0.4
Familial Self	51.70	6.38	50.17	5.53	1.53	*0.02
Social Self	55.61	6.31	55.96	5.89	-0.36	0.71
Self Criticism	31.34	5.14	30.81	5.87	0.53	*0.01
Identity	97.74	8.78	96.18	7.91	1.56	*0.03
Self Acceptance	110.72	9.45	109.06	10.01	1.66	*0.03
Behavior	103.57	8.66	101.84	9.21	1.73	0.44

Table 6 indicates statistically significant differences between the students of the first and fourth academic years, in favor of the first year students, on the dimensions of: physical self, familial self, self criticism, identity and self acceptance.

Table 7. Self-concept scale depending on rate of student accumulative

Dimension	Low	Medium	High	F Value	P. Value
	SD	SD	SD		
Physical Self	50.19	51.40	52.01	0.86	0.20
Ethical Self	53.20	52.76	54.01	0.77	0.56
Personal Self	58.16	59.20	59.60	3.96	*0.023
Familial Self	54.91	53.30	54.99	0.98	0.36
Social Self	59.41	59.80	59.96	4.16	*0.031
Self Criticism	30.40	31.01	31.39	2.34	0.16
Identity	96.40	97.25	98.05	0.69	0.74
Self Acceptance	110.81	111.34	108.41	1.75	0.42
Behavior	100.16	100.86	101.47	1.39	0.25

Table 7 indicates that F calculated value on the two dimensions of personal self and social self was statistically significant; and no statistically significant differences were found on the other dimensions.

Table 8. Test scheffe for revealing the difference source in rate of student's accumulative on personal self and social self

Dimension	Student's Accumulative Average	M	Low	Medium	High
Personal Self	Low	58.16			
	Medium	59.20			
	High	59.60	*	*	
Social Self	Low	59.41			
	Medium	59.80			
	High	59.96	*	*	

Table 8 illustrates the results of Scheffé test which indicated that the differences in the student's accumulative average on the two dimensions of personal self and social self of the self concept were statistically significant, in favor of students with high averages, as compared with those of medium and low average students.

4. Discussion

Researchers attribute the distinction of male students over female students on the two dimensions of social self and self criticism by gender to that it is a reflection of an actual image. This is due to the fact that the Jordanian society is of a masculine tendency, which gives the man a higher value than that of the woman. As a result, the man's (university student) feeling of himself makes him criticize this self on certain dispositions, without making others feel or note doing so. This further reflects an impression of self satisfaction through his self acceptance.

On the other hand, the results showed the distinction of females on the personal self and familial self. This may be due to that the female in the university feels her value as a person receiving the attention of others, such as students, staff and faculty members. This is further reflected in her dealing with the others as she feels high personality efficiency, quite the opposite of that experienced by the male students through dealing of the university community as a whole, as compared with that of the female students. This is in line with the study of Al-Hamawi (2010) and Çağlar (2009) and Thomas et al (2006) where they indicated the existence of differences between the male and female achievement grades averages, in favor of the females. The researches ascribe the excellence of the females over the males on the familial self to the attention of the parents to the females more than the males, based on the popular saying the female is a "short rib", who should be taken care of and continuously observed in terms of her behavior, activity and academic progress.

The researchers ascribe the occurrence of the difference in the self concept; among the students by the family income average on the two dimensions of the familial self and the social self, to many reasons. Families with high monthly income (higher than 400 JD) are more positive than families with monthly income lower than 400 JD. Families of high income may be able to meet the needs of their children in the light of the difficult economic conditions. The needs of the youth and living are increasing, especially in the universities, which are no longer sources of knowledge only, but also fashion shows and display places of different items, which concern the students, no matter necessary or not necessary, which in turn became another burden over the budget of the family. It is not at all easy for all the families to meet these expenses as compared with the high income families (more than 400 JD), which can afford meeting their ongoing needs.

On the other hand, researchers attribute the differences between the 1st and 4th university years students by the academic level variable (which results were in favor of the 1st year students on: physical self, familial self, self criticism, identity and self acceptance) to that the first year students do not yet acquire full knowledge about the university community and life. Thus, they make their very best to have better appearance and be more attractive, which may help them achieve coherence, adaptation, involvement and acceptance into the university environment. This explains the results of the 4th year student who are no longer interested in their appearance; they have much more important matters at this point of time, such as thinking about the unknown future. Therefore, 1st year students were more distinct than the 4th year students in terms of the physical self.

As for the familial aspect, first year student is still close to the family atmosphere and more connected to the family, quite the contrary of the fourth year student who looks forward for autonomy, self-dependence and building his/her entity outside the control of the family. In terms of self criticism, identity and self acceptance, as mentioned earlier, the first year student is not much acquainted to the university environment, he/she seeks to be able to live and socialize in the university atmosphere. Given this element, he/she becomes more critical to him/herself, and seeks to form a special identity, and thus he will be satisfied by himself as he/she evaluates his/her behaviors as soon as possible, so as not to be criticized by others. This is quite the opposite of the 4th year students, who own their orientation, especially they are just about to move into the future and labor world. All the above contributed in the distinction of the first year students over their 4th year students. This result is in line with the results of Al-Wuhaibi (1999) study concerning the physical, familial, and self acceptance dimensions, and the excellence of the 1st year students over the 4th year students. It is also in line with the study of Marsh and Alexander (1998) on that the self concept inclines with increase of age.

Researchers attribute the occurrence of difference in the accumulative average on the two dimensions of personal self and social self of the self concept, in favor of students with high averages, as compared with the medium and low average students, to that students with high average feel more secure concerning their academic situation, which is the main test for the continuity of the university study. Therefore, we see the strength of their personalities and ability to schedule times for practicing activities that show their personalities, and follow their studies to maintain their academic record. This very aspect provides them a social status among the student

circles, enhances their role and underlines their personality more than other of the lower and medium average students, who are seeking to improve their average in order to continue their university study. In this concern, the higher achiever the student is the more positive the view of his/her colleagues toward him/her will be. This in turn reinforces the successful social relationships with their families and friends, as well as the university staff and teachers. This is in line with the study of Juan et al. (2012), Al-Hamawi (2010) and Issa (2006) which showed that students having high and positive self-concept are the higher achievers, as this is connected to their positive view toward themselves and toward trusting their abilities, preparation, capabilities and feeling able to succeed and overcome the obstacles. On the other hand, high achievement with the resulting feeling of success, excellence and social status, also enhances the positive self concept.

5. Recommendations

In the light of the study results, the researchers recommending:

- 1) Holding courses on the self concept by specialists of the universities, in which the alternatives gate is wide open before the students, so that they are allowed to think of the present and the future in as much reality as possible, away from pessimism, which will enhance their positive self concept.
- 2) Reduction of the study burdens on the students, so that they will be able to maintain their accumulative averages at high levels. In addition, placing more attention to the social and physical aspects of the students and developing them to avoid isolation from the society.
- 3) Supporting the graduates and working toward feeling of their identity as active members of the community.

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