

THE SELF-CONCEPT ACCORDING TO GENDER & ACADEMIC YEAR FOR STUDENTS OF DEPARTMENT OF PHYSICAL EDUCATION– PALESTINE TECHNICAL UNIVERSITY

Thabet Eshteewe

Department Of Physical Education Palestine Technical University – Kadoorie

thabettu@yahoo.com

Abstract

The current study aims to determine the level of self-concept for students of the Department of Physical Education – Palestine University and the level of self-concept according to gender and academic year variable for students of the Department of Physical Education – Palestine University and used the descriptive method as it is appropriate to objectives of the study. Among the most significant findings of the study there are: the total level of self-concept for students of physical education in the Palestine Technical University was high as the respond percentage was (82.60%). In addition, there are statistically significant differences at significance level ($0.05 \geq \alpha$) in self-concept for students of physical education in the Palestine Technical University at physical and ethical aspects among male and female students in favor of female ones, while there were no statistically significant differences at significance level ($0.05 \geq \alpha$) in self-concept for students of physical education in the Palestine Technical University due to the academic year variable. Among the most significant recommendations by the researcher is that it is necessary for teachers to consider the development of physical characteristics of students, especially self-concept for their positive role in developing fighting spirit and courage to achieve goals and solidarity.

Keyword: Education appropriate , Physical, self-concept

1. INTRODUCTION

Self-concept is one of the important physical concepts for each person who exerts more effort in order to protect oneself. Mostly, efficient educators seek to support self value inside students as they believe that a student's self value is the key for motivation. Motivation towards achievement increases by the increase in this value. Moreover, they believe that self-confidence is like expression of one's self value as well as early sport experiences that are crucial in forming self-confidence for young individuals. People with early success experiences are more self-confident than others and this makes them feel more value and more motivated to continue success. In contrast, People with early failure experiences are less self-confident than others and this makes them less value for themselves. A lot of studies such as (Al Rousan, 2010, Al Emria, 2005, Hussein, 1998 and Aniloff, 2003) found that most students tend to assess their self-value and personality through the level of their performance as they set a value for themselves with improvements in their performance. It should be stressed that it is important for a student to define aspects of errors in performance as sometimes errors are related to a student's performance as it is important for him to determine aspects of errors in performance. Sometimes errors are related to the student's performance level as a kind of devaluation to his personality and self.

Problem of the Study:

In the light of the previous, despite the importance of studying personality represented in self-concept in sport, studies that tackled this topic by students in Palestinian universities in general and Palestine Technical University in particular are almost limited. This motivated the researcher as a previous lecturer of sport psychology to conduct his study in an attempt to determine self-concept for students of the Department of Physical Education (Khadouri) hoping that our findings contribute to help officials of sport education in Palestinian universities to focus on study contexts and requirements that contribute to develop and consolidate the personality of students of the Departments of Physical Education to build a generation that is able to face requirements of the modern age.

Objectives of the Study:

The current study sought to determine the following goals:

- Self-concept for students of the Department of Physical Education at Palestine Technical University.

- Self-concept according to gender and academic year variables for students of the Department of Physical Education at Palestine University.

2. QUESTIONS OF THE STUDY:

The current study sought to answer the following questions:

- What is self-concept for students of the Department of Physical Education at Palestine Technical University?
- What is self-concept according to gender and academic year variables for students of the Department of Physical Education at Palestine University?

Limitations of the Study:

Human Limits: the current study is limited to students of Bachelor of Physical Education (the four years).

Spatial Limits: the study was adopted on students of Bachelor of Physical Education (the four years).

Temporal Limits: the study was conducted in the first term of the academic year 2015 – 2016.

Terminologies of the Study:

Self-concept: it is a person's self-concept as independent with human abilities and special characteristics (Al Rimawi, 1993).

3. METHODOLOGY:

The researcher used the descriptive method by survey as it is appropriate for the purposes of the study.

Population & Sample of the Study:

The study was conducted on a sample of (85) male and female students of Department of Physical Education at Palestine Technical University (Khadouri). They were selected using the classification random method from the population of the study (198 male and female students) according to the Deanship of Admission and registration (2015 – 2016). Table (1) shows the distribution of the study sample according to variables of gender, academic year and residence place.

Table (1): Distribution of the study sample according to independent variables (N = 85)

Independent Variables	Variable Levels	Frequency	Percentage %
Gender	Males	57	67.1
	Females	28	32.9
Academic Year	1 st Year	19	22.4
	2 nd Year	25	29.4
	3 rd Year	21	24.7
	4 th Year	20	23.5

Tool of the Study:

The researcher designed a scale for self-concept for students of Department of Physical Education for self-concept as this scale consisted of (34) paragraphs in its initial form and two paragraphs were omitted based on arbitrators' decision to become (32) paragraphs in its final form as shown in annex No. (1). Paragraphs are distributed to the following fields:

- 1- Physical aspect (6) paragraphs.
- 2- Ethical aspect (10) paragraphs.
- 3- Family Self aspect (6) paragraphs.
- 4- Social aspect (6) paragraphs.
- 5- Self-criticism (5) paragraphs.

The respond rate included (5) answers prepared by Likert Scale: strongly agree (5 marks), agree (4 marks), neutral (3 marks), disagree (2 marks) and strongly disagree (1 mark) and answers ranged between 1 and 5 marks.

Scale Validity & Reliability:

The scale is reliable in Palestinian environment as the total reliability coefficient of the scale was (0.90) using Alpha Cronbach equation and good for the purpose of the study. Table (2) shows reliability of fields of the self-concept scale and total mark.

Table (2): Reliability of Self-Concept Scale

Number	Fields	Alpha Cronbach Coefficient
1	Physical Aspect	0.910
2	Ethical Aspect	0.977
3	Family Self Aspect	0.829
4	Social Self Aspect	0.771
5	Self-criticism	0.787
Total Mark		0.912

Discussing the Findings:

Results related to the first question (What is self-concept for students of the Department of Physical Education at Palestine Technical University?)

To answer this question, arithmetic means, standard deviations (S.D), percentages for each field and total mark for self-concept level as shown in results of table (3) and the following percentages were adopted to explain results:

- Less than 2.33 (46.6%) – low self-concept level.
- From 2.33 to 3.66 (73.2 – 46.6%) – average self-concept level.
- Less than 3.66 (73.20 %) – High self-concept level.

Table (3): Arithmetic Means, percentages of self-concept measurement fields, total mark of self-concept for students of Physical Education at Palestine Technical University (N = 85)

Fields	Respond Average	Percentage %	Self-concept Level	Rate
Physical Aspect	3.98	79.61	High	Fourth
Ethical Aspect	3.89	77.84	High	Fifth
Family Self Aspect	4.41	88.19	High	First
Social Self Aspect	4.27	85.49	High	Second
Self-criticism	4.11	82.20	High	Third
Total Mark	4.13	82.60	High	

Table (3) shows that the total level of self-concept for students of the Department of Physical Education – Palestine Technical University was high with a respond percentage of (82.60%) and fields were ordered as follows:

- Family self (88.19%) high self-concept.
- Social self (85.49%) high self-concept.
- Self-criticism (82.20%) high self-concept.
- Physical Field (79.61%) high self-concept.
- Ethical Field (77.84%) high self-concept

The researcher found that the self-concept was high for students of Physical Education Department through the nature of theoretical and practical contexts studies by students in Physical Education Department which is reflected in their self-concept. Positive characteristics such as self-confidence, responsibility, courage, initiative, cooperation spirit and decision making are developed in addition to accept criticism by lecturers which is positively reflected on them through getting rid of anxiety, fear and self-doubt. This result is consistent with the studies of Khasawna (2011), Al Zoabi et al (2006) and Al Kadoumi (1998) which showed that the level of self-concept for the selected samples was high, while the findings disagreed with studies of Bandey (2002) and Al Basoul (2008) that found average self-concept level.

Results related to the second question (What is self-concept according to gender and academic year variables for students of the Department of Physical Education at Palestine University?)

To answer this question, the researcher used (T) test for the independent sample for significance of differences in self-concept according to gender in addition to the use of one way ANOVA analysis for significance of differences in self-concept according to the academic year. The following is the study findings according to variables sequence:

1- Gender

Table (4) Results of (T) test for the independent sample for significance of differences in self-concept according to gender (N = 85)

Fields	Male Students		Female Students		T value	Significance *
	Mean	S.D	Mean	S.D		
Physical Aspect	3.83	1.02	4.28	0.78	2.070 -	*0.042
Ethical Aspect	3.67	1.39	4.33	0.81	2.306 -	*0.024
Family Self Aspect	4.40	0.62	4.41	0.60	0.056 -	0.960
Social Self Aspect	4.27	0.58	4.28	0.59	0.058 -	0.954
Self-criticism	4.11	0.63	4.10	0.85	0.053	0.958
Total Mark	4.05	0.52	4.28	0.45	1.920 -	0.058

* Statistically significant at significance level ($0.05 \geq \alpha$), tabulated T value (1.988) and freedom degrees (83)

Table (4) shows that there are statistically significant differences at significance level ($0.05 \geq \alpha$) in self-concept for students of the Department of Physical Education at Palestine Technical University at physical and ethical fields among male and female students in favor of female ones, while there were no statistically significant differences in other fields and total mark of self-concept. The researcher found that these differences in the ethical field are because most female students of the Department of Physical Education at Palestine Technical University come from conservative environments and are characterized by adherence to habits and traditions related to religion. As for physical field, the researcher attributes these differences to the fact that most female students consider physical aspects to keep their aesthetic, healthy and social sides for their good influence on the psychological aspect which, in turn, helps in self-confidence and raise the level of self-concept for them. Findings of the study were also consistent with the study of Basoul: 2008, Barakat: 2009 and Al Kadoumi: 1998 whose findings found that there are statistically significant differences at self level attributed to gender, while there are no statistically significant differences in other fields and in total mark. The researcher found that the reason for this is due to the fact that the conditions lived by students in Palestinian universities are similar as they are similar in their equal opportunities inside the department regardless of their educational level, gender, the student's position in the department which is related to adherence to apply and follow instructions of the lecturer concerning practical aspects inside playgrounds completely, students' tasks inside the class and its effect on their outcomes. The current study disagreed with studies of Al Zoubi et al (2006), Al Kadoumi et al (1998) and Barakat (2009) which showed differences in self-concept level due to gender.

2- Academic Year

Table (5) Results of the ANOVA analysis for significance of differences in self-concept according to academic year (N = 85)

Field	Variance Source	Total Deviation Squares	Freedom Degree	Deviation Mean	F value	Significance
Physical Aspect	Inter-groups	2.871	3	0.957	1.014	0.391
	Intra-groups	76.430	81	0.944		
	Total	79.301	84			
Ethical Aspect	Inter-groups	0.592	3	0.197	0.119	0.984
	Intra-groups	133.892	81	1.653		
	Total	134.484	84			
Family Self Aspect	Inter-groups	0.543	3	0.181	0.470	0.704
	Intra-groups	31.209	81	0.385		
	Total	31.752	84			

Social Self Aspect	Inter-groups	1.332	3	0.444	1.328	0.271
	Intra-groups	27.096	81	0.335		
	Total	28.428	84			
Self-criticism	Inter-groups	1.709	3	0.570	1.131	0.342
	Intra-groups	40.818	81	0.504		
	Total	42.527	84			
Total Mark	Inter-groups	0.719	3	0.240	0.908	0.441
	Intra-groups	21.373	81	0.264		
	Total	22.092	84			

* Statistically significant at significance level ($0.05 \geq \alpha$)

Table (5) shows that there are no statistically significant differences at significance level ($0.05 \geq \alpha$) in self-concept for students of the Department of Physical Education at Palestine Technical University due to academic year. The researcher attributed this result to the fact that all students, whether 1st, 2nd, 3rd or 4th years are subject to the same academic programs adopted by lecturers since long times without any updating or change in curricula and method of educational process which, in turn, makes equal levels among newcomer students or students with limited experience and those with lone experience. The current study agreed with the study of Al Kadoumi et al (1998) that found no statistically significant differences in self-concept due to the academic year.

4. CONCLUSIONS:

- Total level of self-concept for students of the Department of Physical Education at Palestine Technical University was high with a response percentage (82.60%).
- There are statistically significant differences at significance level ($0.05 \geq \alpha$) in self-concept for students of the Department of Physical Education at Palestine Technical University at physical and ethical fields among male and female students in favor of female ones, while there were no statistically significant differences in other fields and total mark of self-concept.
- There are no statistically significant differences at significance level ($0.05 \geq \alpha$) in self-concept for students of the Department of Physical Education at Palestine Technical University due to academic year.

5. RECOMMENDATIONS:

In the light of objectives and findings of the study, the researcher recommends the following:

- Teachers should consider the development of psychological characteristics for students, especially self-concept, for their positive role in developing the fighting spirit, courage, achieve goals and solidarity.
- Conducting similar studies on various games with younger age categories.
- Conducting studies about self-concept with other variables.

6. REFERENCES:

- Barakat, Ziad (2009): “**The Relation of Self-Concept with Ambition Level for Students of Al Quds Open University in the Light of some Variables**”, Palestinian Journal for Open Education, 1(2) – 255 – 219, Al Quds Open University, Palestine.
- Al Basoul, Magdolin (2008): “**A Comparative Study on the Effect of Gymnastics & Swimming Distances on Developing Self-Concept for Female Students of Physical Education in Jordanian Universities**”, Master Thesis, Unpublished, Al Yarmouk University, Jordan.
- Rimawi, Mohame Awda (1993): “**Psychology of Growth**”, Zahran Institution, Amman.
- Hussein, Ahmed Hassan (1998): “**The Relation between Emotional Intelligence, Ambition Quality, Life Satisfaction and Academic Achievement for University Students**”, Unpublished Master Thesis, Ain Shams University – Egypt.
- Khasawna, Ghada (2011): “**Studying the Level of Self-Concept for Registered Students in Gymnastics in the Faculty of Physical Education**”, Al Yarmouk Researches (Social and Human Sciences Series), (27) (4).
- Al Rousan, Adullah (2010): “**Social Adaptation and Self-Concept for Tennis Male and Female Players AT Education Directorate Northern Jordan**”, PhD Thesis, the Jordanian University – Jordan.
- Al Zoubi, Zohair, Hatamla, Mahmoud and Abo Tabanga, Abdelmoneim (2006): “**Self-Concept for Male & Female Players of National Teams with Motor Challenges in Jordan**”, Al Nagah Journal (Human Sciences), the Hashemite University – Jordan.
- Al America, Salah El Din (2005): “**Self-Concept**”, 1st Edition, Amman, Arab Society Library, Jordan.
- Al Qadoumi, Abdelnasser, Walid Khanfar and Yehia Khedr (1998): “**Physical & Skill Self-Concept for Volleyball layers of Governorate Teams in the West Bank**”, Al Yarmouk Research Journal, (Human and Social Science Series). 15 (4).



- Aniloff, L. (2003).The relationship between high school program and self concept occupational aspiration. Diss, abst, int. 40, (A) N.124564. .
- Bandy·B. (2002). Level of aspiration of science and arts college student in relation neuroticism an extraversion. Indian psychological review. V,32,N,7,P 44-67.