

Level of athletic identity and its relationship with self-esteem among students of the Institute of Physical Education and Sports Sciences in Ouargla - Algeria - Dr. Herti Sidahmed

HERTI SIDAHMED¹, ZINAI BILLAL²

¹University of Algiers 3, Institute of Physical Education and Sports (Algeria).

²University of kasdi-merbah-ouargla- Algiers, Institute of Physical and Sports Activities Sciences and Technologies (Algeria).

The Author's E-mail: hrtssidahmed@gmail.com¹, zinai.billal@univ-ouargla.dz²

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Abstract:

This study investigated the impact of teaching in university sport and physical education departments on the development of sport identity and self-esteem in sport and physical education students. The study analysed the relationship between these concepts and reviewed recent scientific evidence. It aimed to provide a comprehensive understanding of the effect of teaching on the development of athletic identity and self-esteem in students. This was done by measuring levels of athletic identity and self-esteem among students at the Institute of Physical Education and Sports Sciences in Ouargla, Algeria. The study also aimed to identify the nature of the relationship between the level of athletic identity and self-esteem among students, as well as to determine the differences in the level of athletic identity based on academic level (bachelor's and master's degrees). The researchers used a descriptive approach to test the hypotheses of the study. The study sample consisted of 120 undergraduate and postgraduate students from the Institute of Physical Education and Sport Sciences. The researchers used two scales: the Athletic Identity Scale and the Self-Esteem Scale. The data were statistically analysed using mean scores, Pearson correlation coefficients and t-tests. The researchers found that the level of athletic identity among the students was very high and their self-esteem was also high. Furthermore, the results indicated that there were no statistically significant differences in the level of athletic identity attributed to academic level between the two programmes, and there was no correlation between the level of athletic identity and self-esteem among the students.

Keywords: Athletic identity, self-esteem, academic level, Institute of Physical Education and Sport students.

Introduction:

The role of a professor of Physical Education and Sports Science is considered noble and honourable, contributing to the building and development of society. Students in this field have the power to enhance or diminish its importance through self-respect and appreciation, both for themselves and for the mission embodied in their athletic identity, as well as for their various abilities, competencies and motivations towards the profession. Unfortunately, there are significant negative perceptions and attitudes

towards physical education and sport compared to other disciplines. The researchers believe that one of the main reasons for this is that, unlike other professions such as medicine and law, there is a high level of unpaid voluntary work among graduates. To ensure the future of the profession, there must be a sporting identity among graduates from different institutions and a respect for themselves, their profession and their future.

Athletic identity is the degree of strength, importance and uniqueness that reflects an individual's attachment, love and commitment to sport. According to the Pro-Quest and Corlens scale, athletic identity consists of three dimensions: social identity, which highlights how the athlete perceives him/herself as an athlete in the eyes of others; exclusivity, which sheds light on the athlete's self-image; and negative affectivity, which focuses on the athlete's fear of underperforming and not fulfilling the expected role. (Al-Qadumi, 2013).

The importance of athletic identity is demonstrated by its association with several vital issues, such as levels of physical activity, optimism, adaptive strategies, self-regulation, cultural and social factors, and psychological variables that negatively affect performance, reduce pressure and levels of anxiety.

Regarding self-esteem, Al-Qadumi, Al-Qadumi, and Abdulhak define it as "the overall evaluation of an individual's self in its entirety, including their mental, social, emotional, moral, and physical characteristics. This evaluation is reflected in their self-confidence, their feelings about themselves, their perception of their importance, their worthiness and their expectations of themselves in different life situations" (Al-Qadumi, Abdulhak, 2000).

The concept of self and its development is considered an important issue that researchers have tried to understand and analyse, as it has a significant impact on an individual's personality and education. The concept of self is one of the important dimensions that shape human personality, as it has a significant influence on an individual's behaviour and actions. The concept of self plays an important role in guiding and determining behaviour. A student who perceives himself as intelligent, hardworking and dedicated will tend to act on this perception. The process is also reciprocal, as the behaviour of an individual affects how they perceive themselves.

Given the importance of athletic identity and self-esteem, we felt it was necessary to shed light on an important issue that was the focus of our study: to assess the level of athletic identity and self-esteem among students at the Institute of Physical Education and Sports Sciences, and to understand the nature of the relationship between them.

1. Problem Statement:

The field of Physical Education is often perceived by some as less important in society than other disciplines, despite its importance in today's world. Sport is food for the mind, body and soul and Institutes and Colleges of Physical Education strive to produce graduates who have the theoretical and practical scientific competence to teach and coach after graduation.

In reviewing previous research and studies in the field of sport psychology and social sciences, the researchers found that there are few studies directly related to measurement methods and their impact in sport.

On the other hand, identity is considered a fundamental concept in developmental psychology. Hentig defines identity as an individual's or group's sense of self as a result of self-awareness that I or we possess distinctive characteristics that distinguish me/us from others.

According to Abdul Nasser Abdul Rahim Al-Qadumi, "self-esteem is one of the important aspects of self-concept". Previous studies have shown a consensus that participation in sports programmes improves self-concept and self-esteem, which has been confirmed by studies conducted by Martin Laim, Coffey Martinez, Parker, Marsh and Jackson.

Cheryl (1998) believes that "self-concept can be developed at different stages of life, depending on the circumstances and situations an individual experiences".

Abdul Khalik (1995) adds that "self-concept is what an individual perceives about himself and how he views himself and others as a result of his interaction with them and the environment, his continuous efforts to adapt to the environment and the external world surrounding him, including family, school, university, social institutions, and the individual's role in society and his influence on others and being influenced by others".

Sport identity and self-esteem are seen as fundamental concepts that are an integral part of an individual's sporting life and physical activity. In this regard, Marsh and Kleitman (2008) point out that sport identity is a fundamental factor that influences an individual's experience of sport. It represents the sense of belonging and integration within the sport culture and the individual's personal identity. On the other hand, self-esteem is a crucial element in personality development and identity formation. According to Shavelson et al. (1976), it significantly influences the behaviour and attitudes of an individual.

Despite the importance of these concepts, the relationship between them and their mutual influence remains a subject of study and research. The results of studies on the nature of this relationship are mixed. Some studies show a positive relationship between sport identity and self-esteem, while others show no significant relationship or even a negative relationship. It is important to understand the factors that determine this relationship and to interpret the variation in results.

The problem of our study arises from the desire to understand the relationship between sports identity and self-esteem among students of the Institute of Physical Education and Sports Sciences. Therefore, this study aims to answer the following research questions:

- What is the level of sport identity among students of the Institute of Physical Education and Sports Sciences?
- What is the level of self-esteem among students of the Institute of Physical Education and Sports Sciences?

- Are there statistically significant differences in the level of sports identity among students of the Institute of Physical Education and Sports Sciences?
- Is there a relationship between the level of sports identity and self-esteem among students of the Institute of Physical Education and Sports Sciences?

2. Hypotheses of the study:

- The level of sports identity among students of the Institute of Physical Education and Sports Sciences is high.
- The level of self-esteem among students of the Institute of Physical Education and Sports Sciences is high.
- There are no statistically significant differences in the level of sports identity among students of the Institute of Physical Education and Sports Sciences that can be attributed to the variable of educational level.
- There is a positive correlation between the level of sports identity and the level of self-esteem among students of the Institute of Physical Education and Sports Sciences.

3. Aims of the study:

The current study aimed to achieve the following objectives:

- To measure the level of sports identity among students of the Institute of Physical Education and Sports Sciences.
- To measure the level of self-esteem among students of the Institute of Physical Education and Sports Sciences.
- To determine the relationship between sports identity and self-esteem among students of the Institute of Physical Education and Sports Sciences.
- To identify differences in the level of sports identity among students of the Institute of Physical Education and Sports Sciences that can be attributed to the variable of educational level.

4. Importance of the study:

- The current study helps to open new horizons for researchers and individuals interested in conducting research in the field of sport psychology.
- Specifically, the study helps to identify differences in the levels of both sport identity and self-esteem.
- It also helps to determine the nature of the relationship between sport identity and self-esteem.
- In addition, the study helps to identify strengths and weaknesses and to look for remedies.

5. Definition of concepts and terms:

5.1 Identity:

Sporting identity is defined as the degree of strength, importance and uniqueness attributed to an individual on the basis of their sporting role. It consists of three main dimensions: social identity, which revolves around the athlete's perception of himself or herself in the eyes of others; individual distinctiveness, which relates to the athlete's self-knowledge and self-perception; and negative affect, which involves the athlete's

fear of underperforming and failing to live up to expectations. Sport identity is a measure of the athlete's strength, distinctiveness, love and commitment to sport.

Ahmed (2005) states that "the concept of identity in sport lies in the integration of identity, leading to higher levels of personal independence and distinctiveness from others. The athlete's self-perception is separate from his or her environment, and his or her perception of himself or herself within a specific framework is of paramount importance in ensuring the determination of performance behaviour in the sports field, tailored to each situation and through the self-formation of the athlete's personality, without being influenced by any external factors on the nature of his or her behaviour. Sport identity is often associated with motivation to engage in sport activities."

Boylef Mohammed (2013) refers to sports identity as "a set of traits or general characteristics that represent the common minimum of all individuals who belong to it, distinguishing them and differentiating them from individuals of other nations".

It refers to the score obtained by the study participants on the sports identity scale used in the current study.

5.2 Self-esteem:

Self-esteem is the individual's sense of self-worth, and its elements encompass mental competence, self-reliance, self-confidence, as well as physical competence in terms of strength, beauty, body structure, and attractiveness (Shaban, 1994).

It is a general assessment that describes how individuals perceive themselves in terms of their importance and value. It includes their positive and negative aspects, as well as their knowledge of their capabilities, satisfaction with them, and self-confidence (Bushndoub, 2009).

It refers to an individual's sense of personal value, which arises from internal thoughts and values, rather than solely relying on external and constant recognition from others (Shafik, 2000).

Self-esteem is a general evaluation that individuals place on themselves, including the positive aspects that lead them to respect themselves and the negative aspects that diminish their standing among others. The higher an individual's self-esteem, the more socially successful they tend to be. Conversely, lower self-esteem correlates with less social success (Majdi, 2004).

It is the overall assessment an individual holds about themselves, encompassing their mental, social, emotional, ethical, and physical characteristics. This assessment reflects their self-confidence, feelings towards themselves, thoughts about the importance and worthiness of their being, and their expectations of themselves in various life situations. It is the individual's sense of personal value, which arises from internal thoughts and values, rather than primarily relying on external and constant recognition from others.

6. Presentation and analysis of previous results:

6.1 Study by Daraji and Dibaa (2017) at Djelfa University: The role of adapted physical activity in enhancing the sporting identity of physically disabled people. This study aimed to:

- Identify the objectives of adapted physical activity in enhancing the status of physically disabled individuals, highlighting their abilities and integration into society on an equal footing with able-bodied individuals.
- To provide an overview of the positive effects of physical activity on physically disabled people from different perspectives. The researchers used a sample of 65 physically disabled people for their study. They used a descriptive methodology, as this was a requirement of the research, and arrived at the following findings
 - Adapted physical activity is of great importance.
 - Social interaction processes are necessary and fundamental in a positive sense.
 - Creating a dynamic in terms of the identity of social relationships.
 - Strengthening the self-confidence of physically disabled people.

6.2 Study by Al-Qudomi and Al-Amdeh (2016) in Palestine: "The level of sports culture and its relationship to sports identity among physical education students at An-Najah University, Palestine. "The study aimed to determine the level of sports culture and its relationship to sports identity, as well as the differences according to gender and academic year. To achieve this, the study was conducted on a stratified random sample of 152 male and female students from the Physical Education Department.

The researchers used a descriptive methodology and the study yielded the following results:

- The level of sports identity was found to be high among the students.
- There is a statistically significant positive relationship between the level of sports culture and sports identity.
- There were statistically significant differences in the level of sports identity attributed to the gender variable, in favour of male students.
- There were no statistically significant differences in the level of sports culture based on the variables of gender and academic year.

6.3 Study by Al-Zubaidi, Muteer and Kazem (2013): "Sport identity and its relationship with creative thinking and free throw performance among basketball players". This study aimed to explore sports identity and creative thinking among basketball players, and to examine the relationship between sports identity and free throw performance in basketball. The researchers adopted a descriptive methodology to suit the research conditions. The study included 24 players who represented Al-Tawr Sports Club during the 2011/2012 academic season. The results of the study were as follows:

- There is a clear influence of sport identity on creative thinking.
- There is a positive effect of sport identity on the level of free-throw shooting in basketball.

7. Research methodology:

Since the aim of the study is to examine the relationship between the level of sports identity and self-esteem among students of the Institute of Physical Education and Sports Sciences, the descriptive-analytical methodology is appropriate for the nature

of this current study. This methodology describes and interprets the object of study, focusing on the identification of common or prevailing practices. Descriptive research goes beyond the collection and tabulation of data, as it involves some interpretation of these data.

8. Survey study:

The importance of the survey study lies in our attempt to ensure the psychometric characteristics of the study tools and to assess their reliability and validity. The survey sample consisted of 20 students from the Institute of Physical Education and Sports Sciences at the University of Ouargla who met the criteria and conditions of the main sample.

8.1 Results of the survey:

8.1.1 Reliability of the study tools:

8.1.1.1 Internal consistency method:

Table 1 shows the coefficient of internal consistency reliability (Cronbach's alpha), and the results were as follows:

The Scale	Cronbach's Alpha Coefficient
Sports Identity	0.76
Self-Esteem	0.88

8.1.1.2 Median split method:

Table No (02): Presents the stability coefficient using the median split method.

	Correlation Coefficient between Parts of the Questionnaire	Spearman-Brown Correlation Coefficient after Correction	Significance Level
Sports Identity	0.53	0.68	0.05
Self-Esteem	0.91	0.95	0.05

8.1.2 Validity of the study tools:

We calculated the discriminant validity using the convergent validity method and the results are presented in the following tables:

Table 3: Shows the validity of the Sport Identity Scale using the method of convergent validity.

Category	Number of Individuals	Mean	Standard Deviation	t-value	Degree of Freedom	Significance Level
Low	6	3.30	0.21	9.63	10	Significant at 0.05 level
High	6	4.40	0.16			

Based on the results in Table (03), it is evident that the value of (t) is equal to (9.63) at a significance level of (0.05). Therefore, the research instrument has discriminant validity.

Table (04) shows the validity of the self-esteem scale using the convergent validity comparison method.

Category	Number of Individuals	Mean	Standard Deviation	t-value	Degree of Freedom	Significance Level
Low	6	3.66	0.44	5.79	10	Significant at 0.05 level
High	6	4.75	0.10			

Based on the results in Table 4, it is evident that the calculated value (t) is 7.90, which is significant at 0.05 level of significance. Therefore, the tool has discriminant validity. It is clear from the above that the study tools have a high degree of validity and reliability and we can rely on them in the main study.

9. Study population and sample:

9.1 Study population:

The study population consists of all students of the Institute of Physical Education and Sports Sciences at the University of Ouargla for the academic year 2022/2023, estimated at 420 students.

9.2 Study sample:

The research sample included 120 students of the Institute of Physical Education and Sports Sciences at the University of Ouargla for the academic year 2022/2023, representing 28.57% of the study population. They were selected randomly and the following table illustrates the characteristics of the study sample.

Table 5: Educational level of the study sample.

Educational Level	Frequency	Percentage
Bachelor's Degree	71	59.16%
Master's Degree	49	40.84%
Total	120	100%

10. Study limitations:

10.1 Spatial limitations:

The study was carried out at the Institute of Physical Education and Sport Sciences, University of Ouargla.

10.2 Temporal limitations:

The study instruments were administered during the period from 10 April to 30 April 2023.

10.3 Human limitations:

This study included a sample of 120 students from different levels of undergraduate and masters programmes.

10.4 Subject limitations:

The study focused on the variables of sports identity and self-esteem among students of the Institute of Physical Education and Sports Sciences.

11. Study procedures:

A total of 135 questionnaires containing the study instruments, the Sport Identity Scale and the Self-Esteem Scale, were distributed to the students of the Institute of Physical Education and Sports Sciences at the University of Ouargla. The distribution took place between the 10th and the 30th of April. Only 120 questionnaires were retrieved and 15 questionnaires were excluded for objective reasons such as incomplete answers, inconsistent answers or poor completion.

12. Data collection tools:

12.1 Sports Identity Scale:

The researcher relied on the sports identity scale used by Al-Qudomi (2013) in his study entitled "The relationship between sports identity and self-esteem among physical education students in Palestinian universities". The scale consists of 7 statements divided into three dimensions (social identity dimension, uniqueness dimension, negative affect dimension). Participants respond to each statement by placing an 'X' in front of the answer they feel is appropriate. This follows a five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). The highest score on the scale (35) indicates a high level of sporting achievement motivation, while the lowest score (07) indicates a low level of sporting identity. The validity and reliability of the scale were ensured in the survey study.

Table 6: Presents the dimensions and number of statements in the Sport Identity Scale.

Number	Dimension Title	Item number	Total Items
01	Social Identity Dimension	1.2.3	3
02	Uniqueness Dimension	4.5	2
03	Negative Affect Dimension	6.7	2

12.2 Self-Esteem Scale:

The researcher relied on the self-esteem scale used by Abdul Nasser Abdul Rahim Al-Qudomi in his study entitled "The Relationship between Sports Identity and Self-Esteem among Physical Education Students in Palestinian Universities". The scale consists of 10 statements divided into positive and negative statements. Participants respond to each statement by placing an 'X' in front of the answer they feel is appropriate. This follows a five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). The highest score on the scale (50) indicates a high level of sporting achievement motivation, while the lowest score (10) indicates a low level of self-esteem. The validity and reliability of the scale were ensured in the survey study.

Table 7: Number of statements in the self-esteem scale.

Scale	Positive Statements	Negative statements	Total statements
Self-esteem	1.2.4 .6.7	3.5.8.9.10	10

"Table No. (08): Presents the Likert pentascale where the range of the weighted mean is as follows:".

Weighted Arithmetic Mean Range	Corresponding Level
From 1 to 1.79	Very Low
From 1.80 to 2.59	Low
From 2.60 to 3.39	Average
From 3.40 to 4.19	High
From 4.20 to 5.00	Very high

13. Statistical analysis methods:

The following methods of statistical analysis were used:

- Mean: Calculation of the arithmetic mean of the data.
- Standard deviation: Measures the dispersion or variability of the data.
- One-sample t-test: Test the mean of a single sample against a hypothetical value.
- Independent samples t-test: Tests the difference between the means of two independent samples.
- Pearson's correlation coefficient (R): measures the linear relationship between two variables.
- After collecting the data through the responses of the study sample, the data were processed using the Statistical Software Package for Social Sciences (SPSS) version 19.

14. Presentation and analysis of the study results according to the hypotheses:

14.1 Presentation and analysis of results for hypothesis 1:

"The level of sports identity among students of the Institute of Physical Education and Sports Sciences is high".

The data were analysed by calculating the t-test between the hypothetical mean and the sample mean and determining its statistical significance. The results are shown in the table below:

Table 9: Presents the hypothetical mean, the sample mean, the t-value and its statistical significance.

Variabl e	Hypothetica l Mean	Sampl e Mean	Standard Deviatio n	Calculate d (t) Value	Significanc e Level	Decision
Athletic Identity	3	4.25	0.42	32.50	0.000	Significan t

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The table above shows that the sample mean is greater than the hypothetical mean. The calculated t-value was 32.50, indicating a significance level of 0.05. This means that there are statistically significant differences in favour of the sample mean in the level of sport identity. Therefore, it can be concluded that the level of sports identity among the students of the Institute of Physical Education and Sports Sciences is high.

Table 10: Means and standard deviations for the items of the Sport Identity Scale.

N°	Statements	Mean	Standard deviation	Rank	Level
01	Consider myself athletic	4.57	0.57	1	Very high
02	I have many sports related goals	4.27	0.60	4	Very high
03	The majority of my friends are athletes	4.16	0.73	5	High
04	Sports are the most important thing in my life	4.13	0.74	6	High
05	I spend a lot of time thinking about sports more than anything else	3.99	0.77	7	High
06	I feel upset when my athletic performance is weak	4.30	0.69	2	Very high
07	I feel depressed when I get a sports injury that prevents me from continuing practical courses (practical activities)	4.30	0.71	2	Very high
Instrument as a whole		4.25	0.42	///	Very high

The above table shows that the statements (1, 2, 6, 7) regarding the perspectives of students at the Institute of Physical Education and Sports Sciences on their level of sports identity were rated at a very high level. The mean scores were between 4.27 and 4.57, with standard deviations between 0.57 and 0.71. On the other hand, the statements (3, 4, 5) regarding the students' perspectives on their level of sports identity were also rated at a high level, with mean scores ranging from 3.99 to 4.16 and standard deviations ranging from 0.73 to 0.77. The overall mean score was 3.58 with a standard deviation of 0.35, indicating a high level.

In conclusion, the level of sports identity among students at the Institute of Physical Education and Sports Sciences is very high.

14.2 Presentation and analysis of results for hypothesis 2:

"The level of self-esteem among students at the Institute of Physical Education and Sports Sciences is high".

The data were analysed by calculating the t-test between the hypothetical mean and the sample mean and determining its statistical significance. The results are shown in the table below:

Table 11: Presents the hypothetical mean, the sample mean, the t-value and its statistical significance.

Variable	Hypothetical Mean	Sample Mean	Standard Deviation	Calculated (t) Value	Significance Level	Decision
Self-esteem	3	4.23	0.38	35.22	0.000	Significant

The table above shows that the sample mean is greater than the hypothetical mean. The calculated t-value is 35.22, indicating a significance level of 0.05. This means that there are statistically significant differences in favour of the sample mean in the level of self-esteem. Therefore, it can be concluded that the level of self-esteem among the students of the Institute of Physical Education and Sports Sciences is high.

Table 12: Means and standard deviations for the items of the self-esteem scale.

N°	Statements	Mean	Standard deviation	Rank	Level
01	I feel that I have value like other individuals	4.48	0.54	1	Very high
02	I feel that I have several good qualities	4.23	0.63	5	Very high
03	I often feel like a failure	4.08	0.78	9	High
04	I have the ability to accomplish tasks properly like most individuals	4.09	0.79	8	High
05	I don't have anything to be proud of	4.18	0.77	6	High
06	My overall thoughts about myself are positive	4.17	0.63	7	high

07	I feel satisfied with myself	4.31	0.66	4	Very high
08	I wish I had greater respect for myself	4.39	0.71	2	Very high
09	I feel like I can't do anything right	4.08	0.71	10	High
10	I feel inferior to others	4.32	0.72	3	Very high
Instrument as a whole		4.23	0.38	//	Very high

From the table above it can be seen that the statements (1, 2, 7, 8, 10) regarding the perspectives of students at the Institute of Physical Education and Sports Sciences on their level of self-esteem were rated at a very high level. The mean scores were between 4.23 and 4.48, with standard deviations between 0.54 and 0.72. On the other hand, the statements (3, 4, 5, 6, 9) regarding students' perspectives on their level of self-esteem were also rated at a high level, with mean scores ranging from 4.08 to 4.18 and standard deviations ranging from 0.63 to 0.79. The overall mean score was 3.58 with a standard deviation of 0.35, indicating a very high level.

In summary, the level of self-esteem among students at the Institute of Physical Education and Sports Sciences is very high.

14.3 Presentation and analysis of results for hypothesis 3:

"There are statistically significant differences in the level of sports identity among students at the Institute of Physical Education and Sports Sciences due to the variable of educational level".

We used the t-test to determine the existence of differences in the responses of the sample individuals and the results are presented in the following table:

Table 13: Represents the t-value for calculating the differences in the level of sports identity among students at the Institute of Physical Education and Sports Sciences according to the variable of educational level.

The variable	Education Level	Number	Mean	Standard Deviation	Calculated t-value	Degrees of Freedom	Significance Level
Athletic Identity	Bachelor's Degree	71	4.19	0.45	1.67	1.18	Significant at 0.09
	Master's Degree	49	4.32	0.35			

Based on the data in the table above, it is evident that the mean score for undergraduate students was 4.19 with a standard deviation of 0.45, while the mean score for master's students was 4.32 with a standard deviation of 0.35. The calculated t-value was 1.67, which is not significant at the 0.05 significance level. Therefore, there are no

statistically significant differences in the level of sports identity among students at the Institute of Physical Education and Sports Sciences based on the variable of educational level.

Based on the above, we accept the null hypothesis stating that "there are no statistically significant differences in the level of sports identity among students at the Institute of Physical Education and Sports Sciences based on the variable of educational level" and reject the alternative hypothesis stating that "there are statistically significant differences in the level of sports identity among students at the Institute of Physical Education and Sports Sciences based on the variable of educational level."

14.4 Presentation and Analysis of Results for Hypothesis 4:

"There is a negative correlation between the level of sports identity and the level of self-esteem among students at the Institute of Physical Education and Sports Sciences." Table 14 represents the correlation between the level of sports identity and the level of self-esteem among students at the Institute of Physical Education and Sports Sciences.

Self-Esteem Level	Athletic Identity Level	
	Total Sample n=120	
	Pearson Correlation Coefficient (R)	Significance Level
	0.008	0.93

Based on the data in the table above, the correlation coefficient between the level of sports identity and the level of self-esteem was found to be 0.008, which is not significant at the 0.05 level of significance. This means that there is no correlation between the level of sports identity and the level of self-esteem among the students of the Institute of Physical Education and Sports Sciences.

Based on the above, we accept the null hypothesis that "there is no correlation between the level of sports identity among students at the Institute of Physical Education and Sports Sciences and the level of self-esteem" and reject the alternative hypothesis that "there is a correlation between the level of sports identity among students at the Institute of Physical Education and Sports Sciences and the level of self-esteem".

15. Discussing and interpreting hypotheses:

15.1 Discussion and interpretation of hypothesis 1:

"The level of sports identity among students at the Institute of Physical Education and Sports Sciences is high".

The results of the first hypothesis, as shown in the table, showed that the mean values of the study sample in the dimensions of sport identity (social identity, uniqueness, negative affect) were higher than the hypothetical mean values for these dimensions. Furthermore, the calculated t-values for the dimensions of sport identity were 32.50, which is significant at the 0.05 level of significance. This confirms that students at the Institute of Physical Education and Sports Sciences have chosen their specialisation

freely, in accordance with their personal desires and their sense of belonging and attachment to sport as a hobby and identity. This indicates that sport will play a significant role in their daily lives, through involvement in recreational activities, teaching and professional sports training. Moreover, sports activities have specific characteristics that distinguish them from others, as they are suitable for all age groups and different circumstances (health, social and economic), as shown by a study conducted by Al-Qudomi in 2014. The study found a high level of sports identity among students majoring in physical education in Palestinian universities, with a response rate of 76.29%.

15.2 Discussion and interpretation of hypothesis 2:

"The level of self-esteem among students at the Institute of Physical Education and Sports Sciences is high".

The results of the second hypothesis showed that the mean values of the study sample in the self-esteem dimensions were higher than the hypothetical mean values for these dimensions, as shown in the table. In addition, the calculated t-values for the students' self-esteem level were approximately 32.50, which is significant at the 0.05 level of significance. This suggests that the students' high sense of pride and self-confidence motivates them to prove themselves by demonstrating their values, principles and behaviours and by engaging in sporting activities and achieving their goals and dreams. They consistently emphasise their abilities and demonstrate a sense of responsibility. This finding is in line with a study conducted by Al-Qudomi in 2014, which found a high level of self-esteem among students majoring in physical education in Palestinian universities, with a response rate of 78.25%.

15.3 Discussion and interpretation of hypothesis 3:

"There are no statistically significant differences in the level of sports identity among students of the Institute of Physical Education and Sports Sciences due to the variable of academic level".

The results of the third hypothesis showed that the calculated t-value (1.67) is not significant at the 0.05 level of significance. Therefore, there are no statistically significant differences in the level of sports identity among students at the Institute of Physical Education and Sports Sciences based on their academic level. This finding suggests that students at different academic levels in the institute have a high level of sports identity. The student believes that this is a positive result because it confirms that students at the institute at different stages of their education have a high sporting identity. The student personally experienced that in the first years of his specialisation he had a high sports identity. The more their knowledge and involvement in sporting activities increased, the stronger their love and attachment to sport became. This finding is consistent with the study conducted by Al-Qudomi in 2014, which found no statistically significant differences at the 0.05 significance level in the level of sports identity among students attributed to variables such as university, academic level, and cumulative GPA. However, statistically significant differences were found between males and females.

15.4 Discussion and interpretation of hypothesis 4:

"There is no correlation between the level of sports identity and the level of self-esteem among students at the Institute of Physical Education and Sports Sciences".

General conclusion of the study:

After presenting and discussing the results in relation to the hypotheses of the study, the following conclusions were drawn:

- The level of sports identity among students at the Institute of Physical Education and Sports Sciences is very high.
- The level of self-esteem among students at the Institute of Physical Education and Sports Sciences is very high.
- There are no statistically significant differences in the level of sports identity among students at the Institute of Physical Education and Sports Sciences that can be attributed to the variable of academic level.
- There is no correlation between the level of sports identity and the level of self-esteem among students at the Institute of Physical Education and Sports Sciences.

On the basis of the aims and results of the study, the researchers recommend that:

- The need for colleges and departments of physical education and sport to focus on students' professional awareness, as it has an impact on graduates' professional belonging, sports identity and self-esteem.
- Helping students to understand their career prospects after graduation and preparing them for potential professional challenges through appropriate training.
- To carry out further studies on the relationship between the level of sports identity and psychological variables.

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Appendix No. 01:

Sport Identity Scale

Dear Student,

The purpose of this questionnaire is to measure the level of sports identity among students. To achieve this goal, we expect your sincere contribution to the success of this study by objectively answering some statements that represent your level of sports identity. Please mark (X) in the box that corresponds to your opinion. Please note that your answers will remain confidential as they will only be used for scientific research purposes.

Note: Please do not repeat the same answer more than once and do not leave any statement unanswered.

Your cooperation and help will be greatly appreciated.

Preliminary information:

Educational level:

N°	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
01	I consider myself athletic.					
02	I have many goals related to sports.					
03	Most of my friends are athletes.					
04	Sports are the most important thing in my life.					
05	I spend a lot of time thinking about sports more than anything else.					
06	I feel upset when my athletic performance is weak.					
07	I feel depressed when I get injured in sports that prevent me from continuing practical activities					

Appendix No. 02:

Self-Esteem Scale

Dear Student,

The purpose of this questionnaire is to measure the level of self-esteem among students. To achieve this goal, we expect your sincere contribution to the success of this study by objectively answering some statements that represent your level of self-esteem.

Please mark (X) in the box that corresponds to your opinion. Please note that your answers will be kept confidential as they will only be used for scientific research purposes.

Note: Please do not repeat the same answer more than once and do not leave any statement unanswered.

Your cooperation and help will be greatly appreciated.

Preliminary information:

Educational level:

N°	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
01	I feel that I have the same value as other people.					
02	. I feel that I have many good qualities.					
03	I often feel like a failure.					
04	Like most people, I have the ability to do things well.					
05	I don't have anything to be proud of.					
06	I have a generally positive view of myself.					
07	I feel satisfied with myself.					
08	I wish I had more self-esteem.					
09	I feel incapable of doing anything right.					
10	I feel inferior to others.					