

Level of Social Adaptation and its Relation with the Self-Esteem among the Volleyball Players in Jordan

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Abstract

The study aimed at identifying the level of the social adaptation and its relation with the self-esteem among the volleyball players in Jordan. The sample comprised all players of the premier class volleyball clubs in Jordan during 2015/2016, who are already listed in the Jordan Volleyball Federation (n=145). Following the data analysis, the results showed that the social adaptation level among the volleyball players in Jordan was high. There were statistically significant differences in the social adaptation among the players ascribed to the academic degree and the years of experience variables. On the other hand, as for the self-esteem, the results showed a high degree of self-esteem among the players. There were statistically significant differences in the self-esteem level among the players attributed to the academic degree and the years of experience variables. The results further showed a positive correlation between the social adaptation and self-esteem.

Keywords: Social Adaptation, self-esteem, volleyball, players.

Introduction

The biologists were the first who used the adaptation concept within the adaptation term, then it was used within the psychological term "adjustment" (Abdullah, 2001). In the education dictionary, "adjustment" comes with the meanings of (adaptation, harmony, congruence). The use of adaptation concept is found in biology in compliance with Darwin's theory, which provides that the organism attempts to harmonize itself with the natural world for survival. Then, this concept appeared in the social sciences to indicate the individual's ability degree to adapt to the social factors and variables. Social sciences emphasized the adaptation issue between the individual and the community; and, terms expressing the social adjustment concept appeared. This term indicated the individual's adjustment degree with all the social variables that surround her (Al-Dahiri, 2005; Al-Rosan, 2003).

Adaptation is a dynamic process of the individual's reaction with the surrounding, aiming at achieving an equilibrium between the individual, on one hand, and the external surroundings, on the other. Adaptation includes two basic elements: the inner psychological area, and the outer area, which include all whatever surrounds the individual of natural and social environments. Social adjustment is an ongoing dynamic process, through which the individual aims at changing his/her behavior or community, so that a more congruent relation is created between him/her and his/her community (Alan, 2009; Al-Habit, 2003; Al-Anani (2000).

Shihadeh (2012) asserted that the social adjustment is a set of processes and activities, through which the individual tries to achieve harmony with him/herself, realize her/her needs, and harmonize with his/her environment and its different conditions. And is a pool of activities carried out by the individual to satisfy a need, overcome a difficulty or obstacle, or return to the state of compatibility, harmony and consistency with the surrounding environment.

The human has ability react with the different conditions, and respond to the latest development of the life, with its social and natural variables. This response and interactivity of the different conditions is termed as "social adaptation"; represented in liberation from the anti-social tendencies, and enjoying positive relations, both inside the family and in the school environment, in addition to possessing different social skills. and there are many factors having the largest effect in creating the social adaptation with the individuals. Without such factors, they would not be able to adapt and engage within the group (Adnan & Ja'afer, 2015).

The relationship between the individual and the community is of a reactional nature, based on give-and-take and mutual influence, which is positive in its essence. The community affects the individual and imprints him/her with the general nature that suits this community. In turn, the individual affects the community through what he/she imprints in the social life of products, philosophies, systems, inventions, and other actions that lead to the change of the life shape in the community (Ahmad Abdul Lateef, 2001).

Social adaptation also refers to the individual's ability to respond to others, accept them, and work toward accepting him/herself since the beginning. It also includes the individual's attempt to engender a type of compatibility, balance and commitment with the community he/she lives in, and thus feeling happiness and psychological comfort in his/her life, due to compatibility to the community and its members (Al Ata, 2014; Ghabari, 2010).

The social adaptation achieves equilibrium between the individual and the surrounding area where he/she lives. In other words, satisfying the individual's needs in a manner suitable for the community criteria and values. Social adaptation also refers to the congruence process carried out by the individual between his/her reality, thought and inner culture, on one hand, and the social, cultural environment, on the other, which could emerge from ideological and thought differences between the individual and the community (Al-Uraimi, 2007; Dina & Zaid, 2008).

Al-Jazi (2013) sees that self-concept is formed through many variables that face and surround the human, which could be entirely separated one from the other. They are in common in varying degrees, as one affects the other. The individual's perception of his/herself makes him/her a person with high trust in the self. We can define the individual's personality through behavior. In this aspect, the role of the family is critical in developing the self-concept with its children, through enhancing their abilities and encouraging them. Lateefah and Hayat (2011) indicated that self-esteem is one of the most important concepts widely spread recently. For years, researchers are interested in exploring the self-related theories; as self-esteem and feeling the self are most important psychological experiences of the human. The human is the focus and he/she sees the self as a valued subject by others. The human changes his/her behavior types in an ideal manner, when shifting from a different role; even though, he/she does not usually think of having multiple self.

Self-concept is commonly used in the education field. It is well held that self-concept is a mere psychological shape or imaginary structure aiming at helping psychology in thinking of the phenomena under study. In the light of the modern psychology, it is not easy to define the concept practically without resorting to the theory idea and psychological structure. However, there is no visible or measurable inner entity, definite material or psychological factor. Nonetheless, self-concept (as an abstract concept) is evident through the apparent behavior (Al-Omariah, 2007; Al-Taweel, 2006).

Volleyball is one of the collective sports that enjoy high popularity, through which the individual is affected and affects in his relations with others. This is reflected on the individual to gain social experiences that help in forming his/her personality for the group life or reliance on appropriate behaviors through social interaction with his peers. It also allows the individuals an opportunity for social adaptation, positive social relations, feeling their self-importance and self-appreciation to a high degree. All these elements propelled the researcher to conduct this study.

The Study Problem

The aim of the current study is to identify the social adaptation level and its relation with self-esteem among the volleyball players in Jordan, through answering the following questions:

- 1- What is the social adaptation level among the volleyball players in Jordan?
- 2- What is the self-esteem level among the volleyball players in Jordan?
- 3- Are there statistically significant differences in the social adaptation level among the volleyball players in Jordan, attributed to the (academic degree, years of experience) variables?
- 4- Are there statistically significant differences in the self-esteem level among the volleyball players in Jordan, attributed to the (academic degree, years of experience) variables?
- 5- Is there a statistically significant correlational relation at the significance level, between the social adaptation and self-esteem among the volleyball players in Jordan?

Study Significance

The study significance stems from its topic, which is identifying the social adaptation level and its relationship with the self-esteem among the volleyball players in Jordan. It also stems from the fact that the study will provide the Arabic library, in general, and the psycho educational library, in particular, with two subjects of vital importance, namely: social adaptation and self-esteem. The study further explores an important segment of the athletes, who are the volleyball players of the first-class clubs in Jordan.

Objectives

This study aims at identifying the following:

- Social adaptation level among the volleyball players in Jordan.
- Self-esteem level among the volleyball players in Jordan.
- Differences in the social adaptation level among the volleyball players according to the academic degree and gender variables.
- Differences in the self-esteem level among the volleyball players according to the academic degree and gender variables.
- Relationship between the social adaptation and self-esteem among the volleyball players in Jordan.

Study Limits

The study was applied during the 2015/2016 academic year. This study was applied on the premier volleyball clubs, which are members of the Volleyball Federation, spread over the Governorates of Amman, Irbid, Zarqa, and Wadi Mousa (Jordan). The study was applied on the players of the premier volleyball clubs in Jordan.

Methodology

The researcher employed the descriptive method in the survey studies style, since it is suitable for the study nature. The sample consisted of all the study population; i.e. the premier volleyball clubs' players in 2015/2016, who are enlisted in the Jordan Volleyball Federation (n=145), as shown in Table (1).

Table (1). Distribution of the Study Population Participants.

No.	Name of the Club	No. of Players	%
1	Shabab Al-Hussein	18	12.4%
2	Al-Wehdat	18	12.4%
3	Wadi Mousa	10	7%
4	Al-Awdeh	12	8.2%
5	Al-Mohandeseen	12	8.2%
6	Al-Baqa'a	14	10%
7	Al-Mashar'e	12	8.2%
8	DairA'llah	12	8.2%
9	Al-Mahatta	9	6.2%
10	Eira	10	7%
11	Al-Karmel	9	6.2%
12	Imleih	9	6.2%
Total		145	100%

Study Instrument

The researcher employed a questionnaire to measure social adaptation, which comprised (29) items, and another questionnaire to measure self-conception, and Tennessee Scale, consisting of (36) items, distributed over two dimensions (Physical self and Social self). The response scale consisted of 5 responses as per Likert's five-point scale.

The researcher presented the social adaptation questionnaire to a panel of arbitrators and experts in the physical education area (n=10), who are faculty members in the Jordanian universities. As for the self-conception scale, it enjoys high validity and reliability levels in the Arab environment, as stated in Alawi Kamdoun (1978), and the Jordanian environment (Abu Halimeh, 1986) and (Baker, 2001). The reliability coefficient of the social adaptation scale was obtained through the internal consistency of Cronbach Alfa equation, applied on an exploratory sample of (30) players from outside the study population. Reliability coefficient was (0.88).

Results and Discussion

Results of Questions One: What is the social adaptation level among the volleyball players in Jordan? To answer this question, the means (M's) and standard deviations (SD's) of the sample participants' responses were calculated, as shown in Table (2).

Table (2). M's and SD's of the Sample Participants' Responses to the social Adaptation Items.

No.	Item	M	SD	Level
1	I feel fully stable in my relations.	4.35	0.57	High
2	I enjoy sharing my colleagues their joys and sorrows.	4.33	0.64	High
3	I quickly feel impatient with my colleagues when discussing a subject.	4.32	0.67	High
4	I like knowing certain notable athletes because this makes me feel important.	4.29	0.70	High
5	I find no difficulty in expressing my view before my colleagues.	4.27	0.64	High
6	I dislike presence of the athletes around me.	4.26	0.69	High
7	I prefer avoiding my colleagues in the team whom I did not see since long.	4.25	0.73	High
8	My participation in the match distances me from selfishness.	4.24	0.67	High
9	I feel much confused when in a situation where I am supposed to start talk with a number of players.	4.22	0.69	High
10	I feel much embarrassed due to my little experience in social situations.	4.18	0.75	High
11	I have ability and intelligence that make me adapt to my friends.	4.17	0.77	High
12	I feel solitude most of the time even when I am with my colleagues.	4.14	0.68	High
13	I don't mind being introduced to new friends.	4.13	0.78	High
14	When I am insulted, I remain in distress for a long time.	4.11	0.80	High
15	I feel that my relations with others are very good.	4.10	0.61	High
16	I feel that I have many friends.	4.09	0.73	High
17	I feel that my friends pay attention to my performance.	4.08	0.74	High
18	I tend to abandon training because of my bad relations with others.	4.04	0.78	High
19	I feel happy to do anything to bring to success the activities I share.	4.03	0.67	High
20	I like initiating the first step to be introduced to friends.	4.02	0.68	High
21	I am much bothered being criticized.	4.00	0.76	High
22	I like sports meetings because they allow me to be among people.	3.98	0.58	High
23	I don't care for the others.	3.96	0.56	High
24	I feel myself an integrated part of the others.	3.87	0.86	High
25	I like collective play.	3.80	0.78	High
26	Cooperation with others make me feel the importance of winning.	3.76	0.57	High
27	I don't care for the transient social relationships.	3.64	0.70	High
28	My teammates are themselves my teammates off the pitch.	3.58	0.54	High
29	I don't mingle with players from outside the team.	3.55	0.70	High
Overall Mean		4.06	0.69	High

Table (2) shows that the overall mean of the social adaptation level was (4.06), with a high degree; indicating a high level of social adaptation among the volleyball players in the Jordanian clubs. The means of the items ranged between (3.55-4.35), and the item providing, "I feel fully stable in my relations" ranking first, with (4.35) mean; followed by the item providing, "I enjoy sharing my colleagues their joys and sorrows", which ranked second with (4.33) mean. The item providing, "I don't mingle with players from outside the team", ranked last with (3.55) mean.

This result could be attributed to the strong belonging of the study participants (volleyball players) to their game, which requires a high level of consistency between the teammates. Therefore, the adaptation level was high, because if the teammates of this type of sports are not of a high degree of consistency and adaptation, their results would be negative. Our study is in line with that of Shehadeh (2012), but not in line with that of Al-Jazi (2013), which indicated a medium level of social adaptation.

Results of Questions two: What is the self-esteem level among the volleyball players in Jordan? To answer this question, the (M's) and (SD's) of the sample participants' responses were calculated, as shown in Table (3).

Table (3). M's and SD's of the Sample Participants' Responses to the Self-Esteem Items.

No.	Item	M	SD	Level
1	I feel I am under the mercy of others.	3.84	1.08	High
2	I believe I am not happy in my life.	3.82	1.07	High
3	I don't prefer being assisted by others.	3.83	1.09	High
4	I feel that others are valuable.	3.98	0.99	High
5	I need being more accepted by others.	3.80	1.12	High
6	I prefer being far from others.	3.70	1.03	High
7	I don't trust others much.	3.46	1.24	Medium
8	I like myself as I like others.	3.93	1.02	High
9	I feel I am in need for safety and peace of mind.	3.91	1.08	High
10	I feel little acceptance and help from others.	3.90	0.99	High
11	I feel others having ill intention.	3.79	1.03	High
12	I try making relations and friends with others.	3.67	1.13	Medium
13	I feel that I nearly doubt in myself.	2.78	1.09	Medium
14	I refuse being helped by others.	3.00	1.12	Medium
15	I don't trust others.	2.59	1.18	Medium
16	I feel happy in my life.	4.52	0.66	High
17	I undervalue myself less than its real value.	4.28	0.85	High
18	Sometimes, I feel rejecting myself.	2.89	1.16	Medium
19	I am independent and feel that I am not in need for others' help.	4.00	0.98	High
20	I feel that life is meaningful and valuable.	4.15	1.38	High
Overall Mean		3.69	1.11	High

Table (3) shows that the overall mean of the self-esteem level was (3.69) with a high rank; i.e. the self-esteem level among the volleyball players in the Jordanian clubs is high. The means ranged between (2.59-4.52), and the item providing, "I feel happy in my life", ranking first with (4.52) mean. Meanwhile, the item providing, "I don't trust others", ranked last with (2.59) M.

This high level of self-esteem among the volleyball sample players in the premier volleyball clubs, could be explained by that the psychological preparation of the players has significant effect, through charging the players and enhancing their self-confidence. This will reflect on their self-esteem, as their self-confidence and valuing their abilities also reflect on their performance in the matches, which also urge them to achieve positive results in their sports contests. This study is in line with that of Al-Rahahleh (2009), but not in line with that of Al-Jazi (2013), which found a medium self-esteem degree.

Results of Questions three: Are there statistically significant differences, at ($\alpha \geq 0.05$) level, in the social adaptation level among the volleyball players in Jordan, attributed to the (academic degree, years of experience) variables? To answer this question, the researcher employed the One-Way ANOVA analysis, to identify the differences significance in the M'S of the two study variables' effect on the social adaptation level among the volleyball players in Jordan, as shown in Table (4).

Table (4). One-Way ANOVA Analysis of the Players' Responses on the Social Adaptation Level Among the Volleyball Players in Jordan, by the Variables of (Academic Degree, Years of Experience).

No	Variance Source	Square Total	Freedom Degree	Square Mean	F Value	Sign
1	Academic Degree	5.411	2	2.706	9.548	0.000
2	Experience Years	4.491	1	4.491	15.848	0.000

Table 4 showed statistically significant differences at ($\alpha \geq 0.05$) level in the player's responses means on the social adaptation level among the volleyball players in Jordan, which could be attributed to the academic degree variable. To locate the differences in the means of the responses representing the social adaptation among the volleyball players in Jordan, which are attributed to the academic degree variable, the researcher carried out the Tukey test for the post-comparisons, as shown in Table (5).

Table (5). Locations of the M's Differences at the Social Adaptation Level Among the Volleyball Players, by the Academic Degree Variable

Groups	Academic Degree	No	Qualification (1)	Qualification (2)	M	SD	Sign
Group One	Gen. Secondary and Less	59	1	2	-0,0201	0,0369	0,847
				3	*-0,1143	0,0320	0,001
Group Two	BA	54	2	1	0,0201	0,0369	0,857
				3	*-0,941	0,0362	0,026
Group Three	Higher Studies	32	3	1	*-0,1143	0,0320	0,001
				2	*-0,941	0,0362	0,026

Table (5) indicates the following. Mean of the interaction of the first group (general secondary and less) with the second group (BA) was (-0,0201), and was (*-0,1143) with the third group (higher studies). The interaction M of the second group (BA) with the first group (general secondary and less) was (0,0201), and (*-0,941) with the third group (higher studies). Meanwhile, the interaction M of the third group (higher studies) with the first group (general secondary and less) was (*-0,1143), and (*-0,941) with the second group (BA).

These results indicate statistically significant differences at ($\alpha=0.05$) level, when the first group interacted with the third group ($\alpha=0.001$), and statistically significant differences were also found when the second group interacted with the third group ($\alpha=0.026$).

This could be explained by the existence of a difference in the social adaptation degree among the volleyball players in Jordan attributed to the academic degree variable. The differences were in favor of the higher studies degree. It is quite a logical result, since the higher the academic education is, the more positive reflection will be on their abilities to adapt to the rest of their colleagues; whether during training, social meetings or sports meeting with the players of other clubs.

On the other hand, One-Way ANOVA analysis, (Table 6), showed statistically significant differences at ($\alpha=0.05$) level in the M's of the players' responses on the social adaptation level attributed to years of experience, in favor of those with five and more years. The M of the players' responses with less than five years was (3.86). Meanwhile it was (3.98) for those with more than five years of experience, as shown in Table (6).

Table (6). Means of the Effect of the Years of Experience Variable on the Level of the Social Adaptation of the Volleyball Players in Jordan.

No.	Experience	M	SD
1	Less than five Years	3.86	0.02
2	More than five years	3.98	0.024

Table (6) shows statistically significant differences in the social adaptation degree of the premier volleyball clubs' players in Jordan, attributed to the years of experience, in favor of those with more than five years.

Naturally, the more the players possess field experience, the more benefit is reflected on their social adaptation degree, whether with their colleagues, audience, referees, or the competing teams.

Results of Questions four: Are there statistically significant differences at ($\alpha=0.05$) level in the self-esteem level among the volleyball players in Jordan, attributed to the (academic degree, years of experience) variables? The researcher employed One-Way ANOVA analysis to identify the significance of differences among the M's of the effect of the two variables of the study, on the self-esteem degree among the volleyball clubs' players in Jordan, as shown in Table (7).

Table (7). Means of the Players' Responses in the Self-Esteem Degree with Volleyball Players in Jordan, by the Two Variables of the Study.

No.	Variance Source	Square Total	Freedom Degree	Square Mean	F Value	Significance
1	Academic Degree	6,705	2	3,353	9,965	*0,000
2	Experience Years	20,511	1	20,511	60,964	*0,000

Table (7) show in statistically significant differences at ($\alpha=0.05$) level in the M's of the players' responses, on their self-esteem among the volleyball players in Jordan, attributed to the academic degree variable. Tukey test was carried out for the post-comparisons, as shown in Table (8).

Table (8). Means of Differences at the Self-Esteem Level Among the Volleyball Players, by the Academic Degree Variable

Groups	Academic Degree	No.	Qualification (1)	Qualification (2)	M	SD	Sign
Group One	Gen. Secondary and Less	59	1	2	-0,0105	0,0399	0,963
				3	*0,1070	0,0349	0,006
Group Two	BA	54	2	1	0,0105	0,0399	0,963
				3	*-0,965	0,0395	0,039
Group Three	Higher Studies	32	3	1	*-0,107	0,0349	0,006
				2	*0,965	0,0395	0,039

Table (8) shows that the interaction of the responses of the first group (general secondary and less) with the second group (BA) was(-0,0105),and (*0,1070) with the third group (higher studies). The interaction M of the responses of the second group with the first group was (0,0105), and (*-0,965) with the third group. On the other hand, the of the third group responses interaction with the first group was (*-0,1070), and (-*0,965) with the second group. The results show statistically significance in the differences at ($\alpha=0.05$) level when the second group interacted with third group ($\alpha=0.039$). Moreover, there were statistically significant differences at ($\alpha=0.05$) level when the third group interacted with the first group, where the significance was($\alpha=0.001$).

The statistically significant differences in the level of the volleyball players' self-esteem was attributed to the academic degree variable, in favor of the higher studies group. This means that players obtaining higher studies qualifications reflect on their personally, and subsequently on their self-confidence, with higher self-esteem as well. This is further explained by that they are exposed to various courses during their study, according to the major of the study, which will create a cognitive accumulation that reflects on their selves. Our study is not in line with that of Hammad (2003) and Al-Jazi (2013), which both did not find statistically significant differences attributed to the academic degree variable.

Table (9) show in statistically significant differences at ($\alpha=0.05$) level in the M's of the players' responses on the self-esteem degree, attributed to the years of experience ($\alpha=0.00$), in favor of those with more than five years of experience. On the other hand, the M of the players' responses with less than five years was (3.56), and was (3.82) for players with more than five years of experience.

Table (9). Means of the Effect of the Years of Experience Variable on the Self-Esteem Level of the Volleyball Players in Jordan

No.	Experience	M	SD
1	Less than five Years	3.56	0.022
2	More than five years	3.82	0.026

Table(9) show in statistically significant differences in the self-esteem level among the volleyball players in Jordan, attributed to the years of experience, in favor of the players with more than five years. In other words, the more the experience is, the more it positively reflects on their self-esteem and confidence.

On the other hand, the more their self-esteem is, the more the positive reflection on their performance is, producing a high-performance level, which leads to winnings in the sports contests. However, our study is not in line with both studies of Bakeer (2001) and Al-Jazi (2013), which did not show statistically significant differences attributed to experience variable.

Results of Questions five: Is there a statistically significant correlational relation, at ($\alpha=0.05$) level, between the social adaptation and self-esteem degrees among the volleyball players in Jordan? For answering this question, the researcher obtained Pearson Correlational Coefficient to identify the type and direction of the relation, as shown in Table (10).

Table(10). Correlational Coefficient Between the Two Variables (Social Adaptation and Self-Esteem)

Social Adaptation	Self-Esteem
	*0.664

Table (10) shows a positive correlation between social adaptation and self-esteem, which amounted (0.664). This result could be explicated by that the existence of high positive correlation between social adaptation and self-esteem, among the volleyball players in Jordan, is related to the nature of the volleyball sport, which requires cooperation, solidarity and motor synergy, which are found among the one team members. It also reflected on the self-esteem level with them. Thus, this correlation reflects on the players' performance to obtain the objective, namely winning the sports contests in which the club participates. This study is in agreement with that of Al-Rosan (2010), but not in agreement with that of Al-Jazi (2013), which did not find statistically significant differences between the self-esteem and social adaptation.

Conclusions

- 1- The concept of social adaptation among the volleyball players in Jordan was high, with (4.06) mean and (0.69) standard deviation.
- 2- The self-esteem among the volleyball players in Jordan was high, with (3.69) mean and (1.11) standard deviation.
- 3- There are statistically significant differences in the social adaptation level among the volleyball players in Jordan, attributed to both the academic degree and years of experience variables, in favor of those with higher studies degrees and those with more than five years of experience.
- 4- There are statistically significant differences in the self-esteem level among the volleyball players in Jordan, attributed to both the academic degree and years of experience variables, in favor of those with higher studies degrees and those with more than five years of experience.
- 5- There is a high, positive statistically significant correlation between the social adaptation and self-esteem among the volleyball players in Jordan.

Recommendations

- 1- Volleyball players should communicate one with the other and with the local community, as this has a major role in raising the social adaptation level.
- 2- Self-esteem should be enhanced among the volleyball players.
- 3- Providing continuous courses to the players on the social adaptation and the self-esteem and enhancing them.
- 4- Conducting further studies on the players of other games, whether the collective or individual games.

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