Measuring the ideal self-image for university students

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ABSTRACT

The current research aims to measure the level of the ideal self-image among university students, and the research was conducted on a sample consisting of (600) students from the scientific and human departments of both gender and from the second and fourth grades. A paragraph of the answer (it applies to me strongly, it applies to me, I do not know, does not apply to me, it does not apply to me strongly) and the scores range between (1-5), and despite the novelty of the scale, the apparent validity measures were carried out and the stability was calculated by re-testing and the strength was calculated Discrimination of the paragraphs, and no paragraph was omitted for the scale, and the highest score was on the scale paragraphs (225) and the minimum score (45) and in the middle of hypothesis (135). The results reached that university students fell below the hypothesis level on the ideal self scale, as there was a statistical significant difference in favor of males and the absence Differences for the variable of specialization (scientific / humanitarian). There were also differences that were statistically significant for the variable of the grade in favor of the second grade.

Keywords: Ideal , Self-image

A number of recommendations and proposals have been formulated.

1. The problem of the research

Through interacting with students an obvious change in the student's view of themselves that heads significantly toward being idealistic due to the Arabic and Iraqi social development and the cultural and social variables that are generated from globalization and social media. Therefore, the two researchers thought of measuring the ideal self-image for university students from the two genders. The problem in brief is:

a. What is the ideal self of the university students?

b. Are there any differences in the level of the ideal self-based on gender, specialization, and grade?

2. The importance of the research

The self-image is one of the most significant topics that has been studied by many researchers and psychologists. It represents the frame reference to understand personality and explaining human behavior. Studies have conducted that our personalities are the outside look of our self-image because emotions and actions are always in corresponding with the self-image. It is clear that self-image is affected by the social environment of an individual. Consequently, the individual relationship with the others and their appreciation and impression of him plays a major role in clarifying the individual's self-image. I.e. our self-image is a reflection of our view of the way others see us, or it's the result of the experiences of our relationships and interaction with others. The self-image is formed depending on our beliefs about ourselves which are the ideas that dwell in the mind and which are thought to be right. This belief about the self was quite formed through the realization of our past experiences of failure or success and how the others judgement influences on the self depending on their importance for an individual. We usually see ourselves as others see us and this is reflected in praises and compliments (Al-Meysoom, 2016, 128-131).

The self-image is another concept of the basic self-concepts of understanding in positive psychology. In

spite of its connection with the others, it is a distinct concept that has its special position and significance.

The self-image and the self-concept are connected firmly but they are not exactly the same concept. The self-concept is a more holistic construction than the self-image. It includes how the self is seen by the individual and how it is thought and felt about. I.e. the self-image is a component that forms the self-concept.

The self-image has a great relation to self-esteem. After all, the individual seeing of himself is a great contributing factor of how an individual feels about himself. However, the self-respect, which is much deeper than the self-image, is the general sense of respecting the self and involves feeling positively toward it (Ackerman, 2011). In psychology, the self-image is the visualization that an individual imagine or make by himself. This concept may intersect with the largest aspects of personality. Yet the self-image concept largely refers to the psychological aspects and sentimental conditions. As well as, it expresses the perceptual self-realization that finally pours into the area of self-concept. The components that form the self-image self are either internal made by the individual himself about his self, or external that is conducted either by the experiences of the others' treatment with the individual or by self-understanding of others' perception of that individual (Wikipedia, 2020).

Each individual has his own perception about his self like the perception that he is a social, shy, hard worker, or adventurer...etc. But this is not necessary that this perception will reflect the reality of the individual's self. For example, people who suffer from Anorexia nervosa have visual disturbance of seeing their appearances accompanied by severe weight loss and losing the appetite to eat. The patient feels he is overweight though he is slim. Therefore, the self-image of the personality is affected by many aspects like; parents, friends, media effects...etc. (Ackerman, 2011). Raymond Cutle divides the self to realistic self and ideal self. The realistic self is true and authentic represents the level of capability, while the ideal self is an aspirational self that is hoped to be. I.e. it represents what an individual aims to be or become. On the other hand, the understanding of the individual about his

social attitude represents the social self. The psychologists focus on building the self through experiences that grow through the human interaction with his social surrounding and this perceptual process in human personality is called the perpetuated self, through which the experiences are gathered. Therefore, the self is built and the individual forms an understanding about his self. While the self is the individual realization of his entity as he realize it and it is his identity and personality, understanding the self is about the individual's evaluation of himself. In other words, it is a collection of realizations or feelings of every individual about himself. As a result, the building of self is influenced by the social criterion in society hence the individual affects the others and is affected by them and by this affection his self is formed. (Clinical Psychology Forum, 2011).

From the socio-psychological view, people look at themselves in a certain way and act in another that opposites their look at themselves. This is measured by the individual representation of his self-according to Huygens' self-contradiction theory and his colleagues of socio-psychologists which is;

1. The realistic self: features that an individual beliefs he has (the present self-concept)

2. The ideal self: features that an individual hopes he has (self-motives)

3. The ought self: feature thought to be necessarily acquired (the self-motives) (Al Manara Consulting, 2018).

The ideal self depends in its formation on Knowledge with its three types:

1. the perceptual Knowledge: information about object's appearances

2. The mental knowledge: the beep information about the features and laws of objects.

3. The verbal knowledge: statistical Knowledge about objects and verbs names and sources that fall from things and on them.

While the personal self-features is formed through the daily attitude of an individual which is his repetitive

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attempts to adjust the circumstances to be appropriate with his requirements (Clinical Psychology Forum, 2011).

From a socio-psychological view, many theories denote the importance of the harmony in the human being beliefs of himself. Self-contradiction theory supposes that as much contradiction among the realistic self and any self-motives (ought - ideal) he will suffer from emotional problems that fit the type of opposition. Additionally, there are two main hypotheses of the socio-psychological self-contradiction theory which are; "the individual will be exposed to feelings of depression when there are contradictions in the ideal and realistic self."

"The individual will be exposed to feelings of anxiety when there are contradictions between ought and realistic self (Al Manara Consulting, 2018).

The theoretical importance

It discusses a significant psychological research topics which is the self-image in its ideal form that is considered an important variable to university students and its formation in them and its correct expansion.

It presents information about the family, social and educational institutions roles in depict a good self-picture depending on the university students capability to have an ambitious self in harmony with the reality of the university student.

The practical importance

The results of this study are useful in directing parents and members of society to be able to practice their proper role, depict an acceptable positive self-image, and achieve a good ambitious self-image.

Psychologists, educational consultants, and administrators in educational institutions benefit from the results of this study in dealing with and guiding students and knowing the obstacles that prevent them from forming a positive self-image.

It took into consideration the curriculum preparation and teaching methods that contribute in a way or another in forming a proper self-image depending on their abilities and depicting a futuristic ambitious self-

image that suits their abilities and capabilities.

3. The research aims

This research aims at measuring:

•   The ideal self-level of Mosul university students.

•   The ideal self-level based on gender variable.

•   The ideal self-level based on specialization variable.

•   The ideal self-level based on grade variable.

4. The limitation of the research

This research is limited at:

•   Human limits: represented by Mosul university students from the scientific and humanitarian specialization, gender (males and female), and grade (fourth and second).

•   Special limits: represented by the University of Mosul

•   Temporal limits: represented by 2020-2021 school year

•   Knowledge limits: represented by the variable of ideal self image

5. Defining terms

The two researchers defined the mentioned terms in their research as follows:

The ideal self-image is defined by:

•   Allport (1961): is the cognitive factor in the effort to preserve unity of personality in the manner that the individual recognize himself in its present and reality, and this individual perceptions is formed from his interaction with his environment and the image that he wishes to obtain in the future, and according to the perceptions he has (Allport, 1961, 382).

•   Horny (1970): is the final goal that a normal person aims to achieve to accomplish his goals, and how an individual feels it should be or how it actually should be (Schultz, Dawn, 1983, 108).

•   Yahya (2000): is the picture that generates as a result of experiences that is experienced by the

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realistic self due to its contact with the social reality
including its criterions, values, systems… etc. (Al-
Asadi, 2018, 7)

The researcher and the research title	The aim of the study	The sample	The study tool	The results
Al-Meysoom (2016) the Self-image of the girl's in the family in light of some variables.	Identifying the effect of parents' educational level and family kind on the image that the girl herself forms. Knowing whether the ideal self-image differs from the realistic self-image of the students, workers and home staying girls. Identifying the differences among the three categories (students, workers and home staying girls).	It consists of 150 students, workers and home staying girls from University of Oran and the city of Rhio Valley and its environs, that the self-image scale in its two kinds have been applied on (Realistic and idealism).	The self-image scale that the researcher made was used.	There are differences among sample members depending on interaction between the parent's educational level and family kind in both the physical self-image and realistic self-image. There is no significant difference among the sample individuals of self-acceptance of the girl concerning the interaction of the variables of the parent's educational level and family type. There are differences among the three groups in realistic self-image. There are no differences among the three groups in ideal self-image. The ideal self-acceptance can be predicted in the three groups. Self-acceptance can be predicted from realistic self-image of the working girl. There are differences among realistic and ideal self-image in the three samples.
Al-Asadi (2018) the self-image of Education College students.	Identifying the self-image (realistic - ideal) of university students. Identifying the self-image (realistic - ideal) of university students depending on variable of gender and specialization.	The sample consisted of 20 (male and female) students from scientific specialization and 20 (male and female) students from humanitarian specialization.	Kaeloid scale 2009.	The students have acceptance of their realistic selves more than their idealistic selves. There is a difference of statistical significance for the males in realistic self-image. There is no difference of self-image of university students depending on the specialization (scientific and humanitarian).
Gosling 2014 self-image depending on Gender and age variables.	Identifying self-image level depending on the variable of gender and age.	It consists of 985937 males and females from different ages from the internet.	The self-image scale that the researcher has made was used.	There is a connection between the self-image and the late adolescence till middle age. The males have more scores than females in self-image level.

Table (1) summary of previous studies

The theoretical definition: is the individual image of himself as it should be.

The practical definition: is the group of responses that expresses the ideal self-image of university students and is measured by the degree that the students get after answering the scale.

6. Previous studies

The two researchers have looked at many studies that talks about the self-image and it is summarized in table (1)

7. Discussing previous studies

a) Concerning the goal :

Al-Meysoom 2016 study aimed at identifying the effect of parents' educational level on self-image and if the realistic self-image differs from the ideal self-image of the research variables. As well as, Al-Asadi 2018 study aimed at identifying the realistic and ideal self-image and Gosling 2014 study aimed at identifying self level.

While this study aimed at measuring the ideal self-image of Mosul university students.

b) Concerning the sample

The sample of previous studies consisted of (40 - 985937) male and female students.

While the sample of this study consisted of (600) male and female students of Mosul university.

c) Concerning the tool

Most studies have made and developed self-image scales like Al-Meysoom 2016 Study, Gosling, 2014 study, and Al-Asadi 2018 study. While this study the two researchers have used Al-Meysoom 2016 scale

d) Statistical means

Many studies have used statistical means appropriate for the research aims (Pearson Correlation Coefficient, the T-test, Cronbach's alpha coefficient, and the spss statistical package).

While in this study the two researchers used a statistical package it appropriate for its statistics

e) The results

The previous studies have shown that there are differences between males and females in self-image as in Al-Asadi 2018 study and Gosling, 2014 study. The students have had a high self-image. Al-Meysoom 2016 study has shown that there are differences between ideal and realistic self-image of the research variables.

While in this study the two researchers will compare and contrast the results with a previous studies

8. The research procedures
First: the research methods

The two researchers searcher used the descriptive method which is concerned in revealing the studied variable level. (Abbas, Muhammad Khalil and others, 2007, 76)

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Second: the research population

The research population, which is considered to be a significant step in educational research, requires a high accuracy. The making, designing, and results of the research depends on it (Al-Helah, Muhammad Mahmoud, 2001, 184). The two researchers have collected data and information of the society which includes Mosul university students with all its scientific and humanitarian colleges and departments of second and fourth grade of 2020-2021 school year which are 23846 of 12423 male students and 11423 female students.

Third: the basic sample

It consists of 600 male and female students who were chosen randomly of the second and fourth grades.

Measuring the ideal self-image

The two researchers have looked at many studies about the ideal self-image for choosing an appropriate scale for measuring the ideal self-image. They chose Al-Meysoom 2016 ideal self-image scale for their study (the self-image of a girl in the light of some variables - family kind and parents' educational level) because of its appropriateness for the sample nature.

The scale description

The scale consists of 45 paragraphs with certain answers (strongly represents me, represents me, I don't know, doesn't represent me, strongly doesn't represent me). In Spite of the novelty of

the scale, the two researchers followed the following procedures:

A. the ideal self-image validity

Validity: is to measure what is supposed to be measured using a test, i.e. it determines its scores' soundness (Omar, Mahmoud Ahmad and others, 2010, 189).

Due to the many types of validity the two researchers used the following types:

1. **Face validity**:

This simply means the way the test looks to the examinees and supervisors. Therefore, it is a kind of social acceptance of the test, but not a true technical validity as in content validity. (Omar, Mahmoud Ahmad and others, 2010, 196) For measuring the face validity the scales paragraphs were shown to 25 experts in psychology and education appendix (2) and they agreed 100%. Bloom had suggested that if the measurement had 75% or more agreement from experts the validity is valid (Blume, Benjamin and others, 1983, 126).

2. **Content Validity:**

This type of validity can be measured by accurate defining of a phenomenon through the designing of the paragraphs that covers the whole area of the phenomenon (Odeh, Ahmad and Hassan Makkawi Fathy, 1998, 52)

3. **Construct validity:**

It is considered the most acceptable type of validity. Many specialists think that it agrees

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with the essence of Ibel validity concept of establishing the overall validity (Al-Imam, Mustafa and others, 1990, 131). It is measured by the correlation coefficient of each paragraph with the final score. The two researchers have applied the test on 50 males and females of Mosul university students of the scientific and humanitarian specialization sample. As in table (2).

Table (2) construct validity table-the total correlation paragraphs of the ideal self-scale

	Correlation coefficient	The T-test score	The paragraph	Correlation coefficient	The T-test score	The paragraph	Correlation coefficient	The T-test score
1	0.62	7.87	16	0.72	10.27	31	0.68	9.18
2	0.68	9.18	17	0.86	8.32	32	0.64	8.24
3	0.72	10.27	18	0.64	8.24	33	0.72	10.27
4	0.74	10.89	19	0.63	8.03	34	0.67	11.58
5	0.72	10.27	20	0.68	9.18	35	0.87	12.58
6	0.82	14.18	21	0.72	10.27	36	0.42	5.45
7	0.64	8.24	22	0.62	7.82	37	0.87	12.58
8	0.68	9.18	23	0.74	10.89	38	0.82	14.18
9	0.63	8.03	24	0.74	10.89	39	0.81	13.68
10	0.82	14.18	25	0.72	10.27	40	0.87	12.58
11	0.84	14.18	26	0.56	6.69	41	0.73	10.57
12	0.48	5.45	27	0.78	12.58	42	0.81	13.68
13	0.87	58,.12	28	0.76	11.58	43	0.80	13.20
14	0.87	12.58	29	0.72	10.27	44	0.74	10.89
15	0.87	12.58	30	0.74	10.89	45	0.72	10.27

Due to positive correlation coefficients and its T-test calculated scores which is more than the T-test tabular scores, the correlation coefficient is statistically significant i.e. the scale has construct validity.

B. The distinction of the ideal self scale:

It means that the paragraph can distinguish between the individuals at the feature measured by the test (Al-Zobaei, Abdul-Jalil and others, 1981, 79). The two researchers applied the test on 400 male and female students from many colleges of humanitarian and scientific specialization at Mosul University. Then, they score the answers and after that sequenced them from the highest to the lowest score and took 27% of high scores and 27% from the low scores. i.e. 108 students of the high scores and 108 students of the low score of the whole 400 sample members. Finally, the T-test was calculated to calculate the distinction after scoring the answers as in table(3).

Table (3) the T-test for ideal self-paragraph distinction

The paragraph	The high scores	The low scores	The T-test calculated scores	The paragraph	The high scores	The low scores	The T-test calculated scores
1	3.53	1.79	5.962	23	4.09	1.85	7.67

2	3.98	1.68	7.88	24	4.16	2.03	7.29
3	3.59	1.48	7.32	25	3.87	1.88	6.81
4	3.72	1.66	7.05	26	3.37	1.83	5.207
5	3.77	1.88	6.47	27	3.96	1.77	7.50
6	4.407	2.57	6.29	28	4.27	1.76	8.60
7	4.185	1.74	8.37	29	4.44	1.76	9.18
8	4.05	1.62	8.32	30	4.05	1.74	7.91
9	4.518	1.64	9.86	31	4.29	1.61	9.18
10	3.92	1.7	7.60	32	3.907	1.77	7.32
11	4.074	1.61	8.44	33	4.22	1.83	8.19
12	3.907	1.5	8.24	34	4.185	1.57	8.96
13	4.092	1.68	8.26	35	4.33	1.57	9.45
14	4.07	1.51	8.77	36	4.31	1.5	9.62
15	4.37	1.83	8.70	37	4.518	2.16	8.08
16	2.77	1.77	3.42	38	4.11	1.55	8.77
17	4.518	1.79	9.34	39	3.03	1.76	7.77
18	4.129	1.74	8.18	40	3.814	1.59	7.62
19	4	1.7	7.88	41	4.03	1.64	8.19
20	4.05	2.12	6.61	42	4.48	1.38	10.62
21	4.44	1.85	8.87	43	4.72	1.75	10.17
22	2.24	1.64	2.05	44	3.85	1.57	6.88
				45	4	1.62	8.15

In all paragraphs, the T-test scores is higher than the tabular scores (1.960). Therefore all the paragraphs are distinctive and accepted as it is.

C. Stability:

The two researchers use the re-test and calculated the stability factor by testing 50 male and female students of Mosul university students from the scientific and humanitarian specialization of Art and Science college on 17/11/2020 and the retest was on 2/12/2020. I.e. after two weeks of applying the first test . (Al-Zahir, Fikriya Muhammad and others (1999)) suggest that the time between two test must be (10-20) days and it depends on the students' age and the number of questions (Al-Zahir, Fikriya Muhammad and others, 1999, 140-141).

The correlation coefficient calculated the scores of the sample member between the first and the second test. Correlation coefficients between the two tests neared to (0.83) and for knowing the correlation coefficient significant, the T-test scores of the correlation coefficient was calculated and it equaled (3.8) which is more than the T-test tabular scores that equals (2.24) and on a significant level of (0.05) and freedom degree (48). Therefore, the stability factor is considered of statistical significant which denotes that the test is stable (Odeh, Ahmad and Hassan Makkawi Fathy, 1998, 24) as in table (4)

Table (4) illustrates the T-test calculated score of the correlation coefficient for stability.

Correlation coefficient	The T-test calculated score	Freedom degree	Significant level	the T-test tabular scores
0.83	3.8	48	0.05	2.24

The final picture of the ideal self-image:

45 paragraphs each has certain answers (strongly represents me, represents me, I don't know, doesn't represent me, strongly doesn't represent me) and the scores for each paragraph are around (1-5) and by this the total scores of the test is (225) and the lowest is (45) with an average of (135) score. These scores have been divided into levels as follows: the high level (180-225) scores, the average (90-180) scores and the lowest (45-90) scores.

The final application of the research tool

Corona pandemic concerns scale have been applied on the basic sample of the research which is 600 male and female students on (17/1/2021-24/1/2021).

The statistical means

The statistical means appropriate for the nature of the research have been used to achieve the research aims by using statistical program (spss)

9. Research results presented and discussed

- **The first aim result**

That is to identify (the ideal self-level of Mosul university students)

From the table it has been found that the arithmetic average of the sample members equals (131.4283) and with standard deviation of (42.64535) and when comparing it with hypothesized average that equals (135). It has been found that the T-test calculated scores equals (2.052) which is more than the tabular T-test scores which equals (1.960). Therefore, there is a statistical significant difference for the hypothesized average, i.e. the members were at a lower level than the hypothesized average for the ideal self,. As in table (5)

The number of members were at a lower level than the hypothesized average as in figure (1)

Table (5) the results of T-test of one sample for measuring the ideal self level of the whole sample

Number	Arithmetic average	Hypothesized average	Standard deviation	The T-test score		Significance
				Calculated	Tabular	
600	**131.4283**	**135**	**42.64535**	**2.052**	**1.960**)599()0.05(	there is no difference

Figure (1) illustrate the position of the resulted arithmetic average for the ideal image
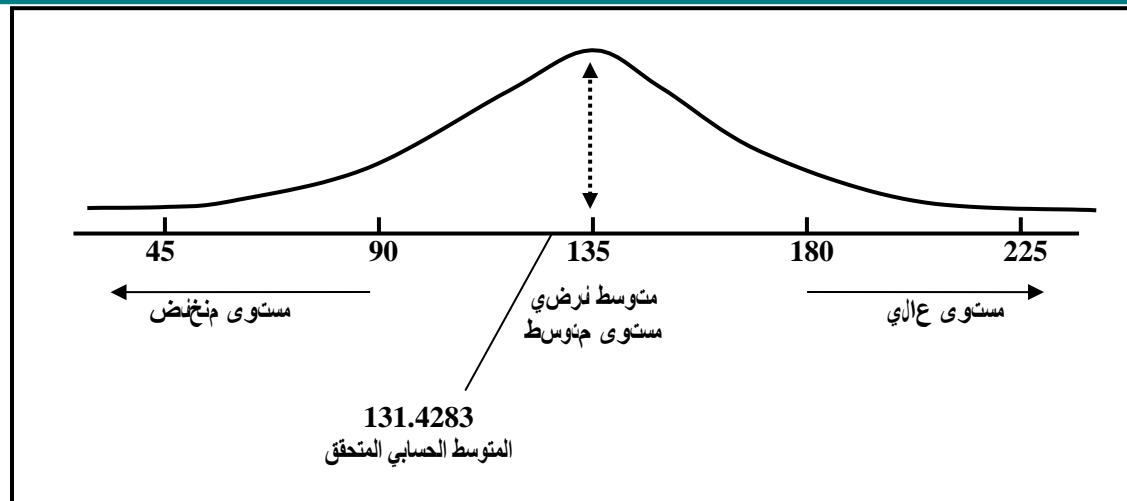
This result agrees with Al Meysoom 2016 study in the absence of differences among the three groups in the ideal self-image. As well as, Al-Asadi 2018 study do not agree that the students have an idea self-image at an mid level i.e. they have self-acceptance

1. The second aim results

That is to identity (the ideal self-level based on gender variable)
It has been found that arithmetic average for the gender variable 137.0614 males with standard deviation that equals (42.10924) and the arithmetic average of the females (126.5975) with standard deviation that equals (42.57364). It has been found that the T-test calculated scores (3.016) which is bigger than the T-test tabular score (1.960). Therefore, there is a statistical significant difference for the males in the ideal self level. Noting that the freedom degree (598) at significant level (0.05). As in table (6)

Table (6) the result of the T-test for significant differences in the ideal self level concerning gender variable.

Variables	Number	Arithmetic average	Standard deviation	The T-test score		The significant
				calculated	Tabular	
male	277	137.0614	42.10924	3.016	1.960	There is a difference for the males
female	323	126.5975	42.57364			

This study agrees with gosling 2014 that resulted in that there is a significant difference for the males

The two researchers see that the males have more courage and venture in achieving their futuristic goals because of the social

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environment that gives wide space for achieving it.

The third aim result

That is to identify (the level of the ideal self-based on specialization variable).

It has been found that the arithmetic average for the scientific specialization equals (132.1279) with standard deviation that equals (42.89.676)

and the arithmetic average for the humanitarian specialization equals (130.1196) with standard deviation that equals (42.24221). It has been found that the T-test calculated scores (0.549) which is bigger than the T-test tabular score (1.960). Therefore, there is no difference in the statistical significance between the scientific and humanitarian specialization, as in table (7).

Table (7) the T-test results for the significance of the scientific and humanitarian level concerning the variable of specialization.

Variables	Number	Arithmetic average	Standard deviation	The T-test score		The significant
				Calculated	Tabular	
scientific	391	132.1279	42.89676	0.549	1.960	there is no difference
humanitarian	209	130.1196	42.24221			

This study agrees with Al-Asadi 2018 study that resulted at that there is no statistical significant difference in the level of the ideal self level based on specialization variable (scientific and humanitarian).

The fourth aim result

That is to identify (the ideal self-level based on grade variables).

It has been found that the arithmetic average for the grade variable equals of the second grade

(135.7599) with standard deviation that equals (42.51246) and the arithmetic average for the fourth grade equals (127.4569) with standard deviation that equals (42.44701). It has been found that the T-test calculated scores (2.392) which is more than the T-test tabular score (1.960). Therefore, there is a difference in the statistical significance for the second grade, as in table (8)

Table (8) the T-test results concerning the level of the ideal self based on grade variable.

Variables	Number	Arithmetic average	Standard deviation	The T-test score		The significant
				Calculated	Tabular	
second	287	135.7599	42.51246	2.392	1.960	there is a difference for the second grade
fourth	313	127.4569	42.44701			

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The two researchers see that there is a difference in the second grade because the students are at the begging of achieving their dreams and ambitions

Conclusions, recommendations, suggestions

1. conclusions

From the results conducted by the two researchers, the following conclusions was made:

- The ideal self-image was less than the hypothesized average with some differences in the ideal self-image for the males and the second grade.

2. Recommendations

- University administration has to give students the opportunity to discover their abilities and strengths. It is a reliable way to reinforce their self-image. Those who know their strengths feel happy, follow their goals, and have a higher self-esteem.

- Supervisors have to help students to reconsider his basic firm beliefs about their selves especially the negative ones by writing three clues that make them doubt their basic negative belief and completely contradicts.

3. Suggestions

- Conduct a study that carries the title (the relation between the psychological health and self-image of university students)

- Conduct a study that carries the title (the effect of ideal self-development program of university students)

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