
The concept of the physical self and its relationship to social fears among female students at the College of Sports Sciences and Physical Activity at King Saud University

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Abstract

The study aimed to identify the concept of the physical self and the level of social fears among female students of the College of Sports Sciences and Physical Activity, and the relationship between the physical self and social fears, and to find out the extent of the influence of the physical self and its connection to social fears on female students of the College of Sports Sciences and Physical Activity .The study used the descriptive approach, and the study sample consisted of female students from the College of Sports Sciences and Physical Activity at King Saud University. The sample included (425) female students, who were selected by a simple random method. The study tools included a physical self-esteem scale, a social fears scale, and a data inventory form for female students .The results showed that the level of physical self-concept among the study sample was high, and the level of the degree of social fears was moderate, and it became clear that there was a statistically significant inverse correlation between the total degree of physical self-concept and social fears and their dimensions. This indicates that the higher the level of physical self-concept among female students at the College of Science Sports and physical activity The level of social fears decreased, and it was found that there were no differences according to the demographic variables (specialization - level) for the two scales: physical self-concept and social fears.

Keywords: the physical self, social fears ,Sports science.

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Introduction

The present age is witnessing a marked increase in the prevalence of idealism and the codification of the concepts of physical self-esteem, which have been triggered by technological diffusion in various aspects of life; physical objects are becoming gender-sensitive, and our Arab culture is showing new ideas, which until recently have not been regarded as an important part of our cultural heritage, especially with regard to consent to physical self-esteem, and which manifests itself in trying to achieve the best image in the eyes of others, and which have a concern, social fears and high ideal criteria, especially for girls; women are in general more interested in their appearance and concern than men; In most cultures, attention to the shape and appearance of the body and the evaluation of others are so important to women's physical well-being and preoccupation with it, that some believe that the perception and assessment of others depends so much on the external form (Statement 2017).

Physicals are among the most important subjects that have occupied psychologists and psychoanalyses in particular, and they have been directed to many and varied fields to reveal the relationship between them and other subjects and the mutual influences between them (Hashashi, 2011).

The body is a set of ideas and beliefs that an individual has about himself and his abilities, and it is an important indicator of an individual ' s mental health. It also represents an important aspect of the concept of the individual, which is one of the most important elements of human personality and the source of all his behavior.(Kadhim, 2023b) It is the result of the individual ' s experience gained through attitudes in his or her daily life and constant interaction with his or her environment. The body plays an important role in his or her life and in his or her relationship with himself and with others. It is a means of achieving emotional and emotional balance for the individual.

As Ghazels, 2017, states that we have emotional and emotional sources that are an essential component of our understanding of ourselves, a mental and mental image that an individual has of his or her body, whether in his or her external appearance, internal components or various organs, and his or her ability to employ and prove his or her competence, and the corresponding positive or negative feelings and attitudes that may be associated with that mental image of the body, and students are more concerned with their bodies, their manifestations and their families, as they are the cornerstones of their lives and futures, (Kadhim, 2023a) Since the individual ' s self-perception is based on the views and views of others about the individual, this is where the student ' s body plays a major role in identifying his or her social concerns, which affect his or her personality and the direction and future.(Abdulhussein et al., 2024)

Social concerns are one of the most prominent psychological disorders that have been classified as a social anxiety disorder, as they are rapidly spreading psychological disorders; they are chronic and disruptive with many symptoms to reach depression; these concerns occur in a variety of situations of social interaction, and these social concerns are manifested through abandonment resulting from an individual ' s presence in a particular social or public situation;

The most important of these is the fear of negative assessment, which is one of the most important reasons for social fears, so that individuals affected by them are highly sensitive and

afraid to deal with others; they seem to be being watched and surrounded by people ' s eyes (Hashashi, 2011).

Where social concerns hinder one ' s social interaction with others, those affected by those fears fear being assessed by others in social attitudes, as well as being afraid of their inferior view when engaging in certain activities in front of people, such as speaking in front of others, eating or drinking in front of them; which is causing them anxiety, confusion and distress, which is an automatic response to pressures such as dryness of the mouth, tremors and increased heartbeat, avoiding fearful attitudes, and social fears are among the most significant problems of a large group of society. Social concerns have received the attention of scientists and researchers, they have called them a number of labels, such as social anxiety, social fear and social fear, but all of these labels have the same meaning. (Salih, I. H., Yaseen, A. M., Naseer, K. J., Attieh, A., & Kadhim, 2024) One of the most significant definitions of social concerns is: "Unsatisfactory emotions that an individual experience as a result of fear of social assessment, causing frequent social interaction to be avoided, resulting in low social effectiveness and activities, little speech and low self-discovery" (Athra, 2017).

Many research has shown that there are close relationships between the concept of physical self-esteem, depression, social anxiety, and satisfaction with life, and the results have indicated differences in body self, depending on both cultural and age variables. (Tomlinson, 2005).

Given the paucity of research on the concept of physical self and its relationship to many psychological variables among university students, this research will focus on revealing the concept of physical self and its relationship to the social concerns of female students at the Faculty of Sports Science and Physical Activity - King Saud University.

Second, the importance of the study.

The importance of the study is as follows:

Theoretical importance:

1. It is one of the recent studies that has linked the variable of the concept of physicality to social fears.
2. The study makes an important contribution to reducing social concerns, which address an important and qualitative segment of society represented by female students of the Faculty of Sports Sciences and Physical Activity, and which will be the future of Saudi sports society, which gives particular importance and holds cultural and social value.
3. Enrichment of the Arabic Library, where current study variables are fundamental concepts in mathematical psychology.

Practical significance:

- 1- This study may be useful in adding a social cultural dimension in relation to the correlation between the concept of physical assets and social concerns.
2. The results of this study may be useful in changing and modifying the concept of physical

assets of female students at the Faculty of Sports Science and Physical Activity, King Saud University.

3. To contribute to the construction of counselling and treatment programmers for the treatment of cases of social fear and the negative perception of the concept of physical assets.

III. Objectives of the study.

1. Identification of the level of physical qualities of female students at the Faculty of Sports Sciences and Physical Activity.
2. To identify the degree of social concerns of female students at the Faculty of Sports Sciences and Physical Activity.
3. Knowledge of the relationship between physical and social concerns among female students of the Faculty of Sports Sciences and Physical Activity
4. Identification of differences in body in the light of demographic variables among female students of the Faculty of Sports Sciences and Physical Activity: (specialization-level).
5. To identify differences in social concerns in the light of demographic variables among female students of the Faculty of Sports Sciences and Physical Activity: (specialization-level).

Fourth: Questions of study.

1. What is the physical quality of female students at the Faculty of Sports and Physical Activity?
2. What is the degree of social concerns among female students of the Faculty of Sports Science and Physical Activity?
3. Is there a relationship between physical and social concerns among female students of the Faculty of Sports Science and Physical Activity?
4. Are there differences in body in the light of demographic variables among female students of the Faculty of Sports Sciences and Physical Activity: (specialization-level)?
5. Are there differences in social concerns in the light of demographic variables among female students of the Faculty of Sports Sciences and Physical Activity (specialization-level)?

Fifth: Study terminology.

- THE CONCEPT OF PERSONALS:

A person 's assessment of everything about his or her physical appearance; it is based on the cognitive content, which is precisely the understanding of the body ' s size and weight, the content of his or her body, the content of his or her personal content, which is concerned with both his or her satisfaction and concern for his or her body ' s appearance, and the behavioral content, which is based on avoiding situations that lead to a sense of dissatisfaction with the body ' s appearance.) Nope, 2011.

- Social concerns:

You know it's a constant irrational fear, a compelling desire on the part of the individual to avoid situations where he thinks he's going to be criticized by others, as well as situations where he thinks he's going to be noticed by others, or where he's going to behave inappropriately, embarrassingly. Elizabeth, Olendick, 2004)

Previous studies:

- First: studies of the concept of physical self-involvement:

The aim of the study (Ahmed, 2021) was to identify the level of psychological flexibility and its relationship with the body of a sample of students with higher basic education in Gersh governorate, Jordan. In order to achieve the objectives of the study, the study used a sample of 98 students with higher basic education (grades VIII, IX and X) with higher weight. The results of the study showed an average level of psychological flexibility in the study sample, a low level of body image, a correlation between most dimensions of psychological resilience and body image, and a lack of gender differences in psychological flexibility and body image in the study sample.

The study (Mahmoud et al., 2020) was aimed at: researching the relationship between body image and self-esteem, and the sense of depression among high school students. The study sample (200) consisted of students from the first secondary grade in Suez, Egypt. The results of the study showed that there was a correlation between body image, self-esteem and depression among first-grade secondary students, and differences between males and females in the study sample in body image, self-esteem and feeling depressed for males.

The aim of the study (Shams in, 2020) was to identify the level of psychological and social compatibility and body image of football-course students at a university based on variables (social, context, school year, place of residence), the correlation between the level of social and psychological compatibility and the body image of football-course students at a given university, the descriptive method was used, the study sample was made up of 144 students, the use of the 26-point psychological and social compatibility measure and the 30-point body image scale, The results of the study showed that the level of psychological and social compatibility and body image was moderate and that there were no statistically significant differences in the level of body image according to variables (gender, school year, distance, place of residence). The results also showed a correlation between psychological and social compatibility and body image.

A study (Ahmadi et al. 2020) aimed at identifying the degree of satisfaction with body image and its relationship to sports orientation through the exercise of physical and sports education. Researchers used the descriptive curriculum to verify the hypotheses of the study. The sample study consisted of 347 secondary school pupils. The analytical descriptive method was relied upon by building a specific definition of the subject of the study. The results of the study showed that the degree of satisfaction with the body image came at a high level. The results also showed a positive correlation between satisfaction with the body image and the mathematical orientation of the study sample members.

The aim of a study (Masauna, Salah, 2019) was to identify the body image level of female students enrolled in the gymnasium and the relationship between the body image and the social class of female students according to variables (monthly income of the family, place of residence, father ' s educational attainment and mother ' s educational attainment). The two researchers used the descriptive approach to suit the nature of the study, on a sample of 75 students, and the following statistical treatments were used: - Computation mediums, standard deviations, Pearson association coefficient. The results of the study found that the body image

level of female students was average, that there was an exotic relationship (loneness and body image), that of an inverse relationship (weight and body image), that of an inverse relationship (age group and body image), that of an exotic relationship (monthly income of the family and body image), that of an exotic relationship (place of residence and body image) and that of an excretive relationship (scientific attainment of the father, educational attainment of the mother and body image). - Computation mediums, standard deviations, Pearson association coefficient. The results of the study found that the body image level of female students was average, that there was an exotic relationship (loneness and body image), that of an inverse relationship (weight and body image), that of an inverse relationship (age group and body image), that of an exotic relationship (monthly income of the family and body image), that of an exotic relationship (place of residence and body image) and that of an excretive relationship (scientific attainment of the father, educational attainment of the mother and body image). The researchers recommended further research on the image of the body, class and level of improvement in some gymnastics skills, as well as further studies on other sports, on gymnastics for students and on other variables.

A study (The Speech, 2018) aimed to identify the differences between heights and low body image satisfaction in both social anxiety and fears, and the extent to which satisfaction with body image is predicted by both social anxiety and its sub-dimensionality and fears. The research sample consisted of 347 female students, from the Faculty of Education, Arts and Arts of the University of Hail, using the body image satisfaction measure, prepared by Samia Mohammed Abdel Nabi (2008), and the social anxiety measure, from the preparation of the building life and Ahmed Abdel Khalek.

The results showed significant differences between low and high body image satisfaction on the scale of social anxiety and its sub-dimensionality, and found a positive predictive relationship between body image satisfaction and social anxiety and its sub-dimensionality.

The aim of the study (Gazaly, 2017) was to identify the body image and self-esteem of university students, as well as the relationship between body image and self-assessment of the same sample of university students (male and female), as well as the differences between physical, sports and non-body-image practitioners and the estimation of excretion. The study sample consisted of 240 students and students from Hasiba Ben-Buali University, based on the application of two body image measures designed by Mohamed Hassan Alawi to measure the concept and the distinctive way in which the body is perceived. It can also be used to compare realistic physical and ideal physical qualities and includes 15 attributes. In contrast, the individual answers the phrases to the extent to which the character is applicable, according to the instructions of the scale on the seven-step scale, and the "Rosenberg head" scale to estimate the 10 items. The results showed that there was a positive correlation between the body image and the evaluation of the atoms. The results showed that there were no gender differences in the body image level, and gender differences in the level of self-evaluation in favors of females.

The aim of the study (Hammond, 2015) was to identify the differences between the heights and the hypotheses of the body ' s image in: the effectiveness of the body and social anxiety, and to identify the extent to which satisfaction with the body ' s image is predicted by both the efficacy of the body and the social anxiety and its sub-dimensional dimensions. The research sample consisted of 150 female students from the Faculty of Education of Al-Qasim University, aged

from 19 to 27 years, using the body image disorder measure of the glories of the al-Dowse, the measure of the effectiveness of the public qualities of the Shima Yusuf al-Mahmoud, and the social anxiety measure of the preparation of researchers. The results showed significant differences between lows and highs of satisfaction with body image on the measure of anemic efficacy in the direction of body satisfaction heights, significant differences between lows and highs of satisfaction with body image on the scale of social anxiety and its sub-Dimensional's in the direction of non-satisfactory image of the body, and a positive predictive relationship between body image satisfaction and anemic efficacy, and a negative relationship between body image satisfaction and social anxiety and sub-dimensionality.

II. Social concerns studies:

A study (Abdul Hamid, 2017) aimed at identifying the relationship between self-esteem and social concerns of kindergarten children, the differences between males and females in the study variable (social fears), and the differences between males and females in the study variable (salvation). The study sample consisted of 50 kindergarten children at the secondary and tertiary levels, a mental age (4-6 years), who received 75 or more from the kindergarten child ' s social concerns measure, and the two researchers prepared the following research tools: the kindergarten child ' s social concerns measure: the two researchers ' preparation, and the kindergarten child ' s self-assessment measure: the two researchers ' preparation. The results of the current research have concluded that there is a statistically significant negative correlation at the level of 0.05 between social concerns and self-assessment of kindergarten children, statistically significant differences between the average grades of the male and female group on the measure of social concerns in favors of females, and no statistically significant differences between the averages of the male and female group on the measure of self-assessment.

A study (Abu Sen; others 2016) aimed at: developing, preparing and legalizing a measure of social concerns; to be usable and applied in the Egyptian environment in the Demit governorate. To achieve this goal, the researcher developed this measure and applied it to a sample of 50 female high school students aged between 16 and 18 years, with an average age of 0,3,17 and a standard deviation. (0.81). The measure consisted of 37 words distributed in three dimensions, and the accuracy of the measure was calculated in its three dimensions in two ways: the sincerity of the arbitrators, the constructive honesty and the truth associated with the test; and the consistency of the measure in its three dimensions was calculated in two ways: internal consistency and the Alpha-Cronbach coefficient. The results of the codification of the measure have shown that it is characterized by a high level of stability and sincerity, indicating the validity of the measure for use and application in other new studies associated with the social concerns of female students at secondary level in the Egyptian environment. The aim of the study (Shama, 2015) was to identify the relationship between social anxiety and self-esteem among students of the first cycle of basic learning in Hom's city, and to assess the gender difference in their performance on both the social anxiety measure and the self-assessment measure. In order to achieve the objectives of the study, a sample of 426 pupils and pupils from the first cycle of basic learning was applied. The Social Statistical Analysis Package (Spas) was used to create mathematical parameters and correlation factors and to test (t-test) the differences between the means. A number of results were obtained. Most notably: there was a

statistically significant relationship between social anxiety and self-esteem among students from the first cycle of basic education. The study also found that there were no statistically significant differences between the averages of male and female students from the first cycle of basic education on the scale of social concern.

The aim of the study (Kim et al. 2012) was to identify the most prominent concerns of students at the Faculty of Education in Practice and to identify statistically significant differences between them according to two variables (sex and scientific specialization), with a research community of 642 students. A random class sample of 249 students was selected, representing 38.785 per cent of the size of this community, with 44 students, 205 of whom 90 were students in scientific departments and 159 in humanities, depending on the changing scientific specialization of students. Researchers have developed a tool to measure the concerns of applied students, which was finalized from 92 paragraphs divided into seven dimensions (areas), which represent the main dimensions of the process of practical application as a whole. The results have been: (5) there are prominent major concerns in the minds of students at the College of Education in Practice, and there is no statistically significant difference in (the fears) attributed to the student 's gender variable, or to the variable in scientific specialization.

A study (Abd al-Majid, 2010) aimed at identifying the relationship between social concerns and social skills of children in their age group. (10:14). The study was applied to a total sample of 320 primary and lower secondary school students aged 10-14, and the social concerns measure (preparation/faiza Yousef Abdel Majid) was used. There was a statistically significant correlation between social concerns and social skills (positive) between concerns about: social, social and school attitudes, emotional skills, concerns about friends, affirmative and emotional skills, and (negative) concerns about the lack of social skills and proven skills and self-control. The aim of the study (Süleyman, 2009) was to: attempt to distinguish between the concepts of social shame and fear at the theoretical and practical levels, through another concept of importance; the concept of social skills. The study was conducted on 200 university students aged 18-23 years, 100 males on average (20, 47), a standard deviation (1, 35) and 100 females on average (20, 25) and a standard deviation (1, 175) from English, Arabic, meeting and philosophy from the Faculty of Arts of the four divisions. The following tests and measures have been applied: the measure of shame, the test of social fears, and the test of social skills. Statistical findings and analyses have shown significant differences between social shame and fear in some aspects and dimensions of social skills, and there have been significant differences between males and females in social shame and fear.

The aim of the study (Masala, 2007) was to identify the incidence of social fear among Jordanian university students. It also aimed to identify the correlation of social fear with the estimation of the ancestry and the relationship of these variables to the variables of sex, age, college, university year and residential area. The sample study was composed of 944 students and students selected randomly, distributed between 352 students and 577 students. The identification was used as a study tool through two measures: the social fear of the Youth and the Guide to Estimation of the Deeds. The results of the study found that the prevalence of social fear among Jordanian university students was 3.9%, and the prevalence of social fear among female students was higher than among male students. The results also confirmed that there was a relationship between social fear and the housing area. The results also found that there was a

relationship between social fear and the school year; it was higher among first- and second-year students than among third- and fourth-year students. Finally, the results confirmed that there was a correlation between social fear and self-esteem, which was higher for males than for females.

Comment on previous studies:

Through the presentation of previous studies, it appears to have been concerned with the concept of self, body or social concerns, as follows:

The results indicated that there were no statistically significant differences in the concept of academic skills - age, statistically significant differences in the dimensions of moral, personal and social qualities for the benefit of the players, that the ranking of the dimensions of the concept of self-esteem was as follows: behavior, self-absorbing, identity, physical, moral, social, self-critic, personal and family, and that the level of the concept of self-esteem was medium-high among the sample members.

The results of the studies indicated that girls were more likely to have a negative image than boys, that the body had an impact on social relationships, and that there was a relationship between body mass and the concept of self-esteem, and that those who suffered from overweight tended to have low self-esteem. The existence of mental differences in body image (physical exquisites) between males and females, the positive correlation between body image and self-confidence, the existence of negative correlations and statistical function between body image and both: depression and social anxiety, as well as positive correlations between body image and both (consent, life and self-esteem), the relationship between self-assessment and physical and sports activity, the relationship between body image and self-evaluation among university students, the absence of differences in the level of self-evaluation and body image among students exercising physical, sports and non-practice activity, the existence of significant differences between low and high satisfaction with body image on the scale of social anxiety and its sub-dimensional dimensions, the existence of a positive predictive relationship between satisfaction with body image, social anxiety and its sub-dimensional dimensions. In general, the researchers have benefited from previous studies in enriching the conceptual framework through a deep understanding of the problem of the study, through the results of studies on the concept of body or body image, as well as other studies on social concerns and their relationship to certain relevant variables, the identification of the appropriate curriculum that can be used in the study, as well as access to and use of the various measures that have dealt with the satisfaction with body or social fears or psychological trends and social anxiety in relation to the present study, as well as the fact that these studies are recent references that support and enrich the problem of the study.

Search procedure:

I. Curriculum.

The researchers used the associated descriptive approach to suit the nature and objectives of the research, which is the type of search method by which it can determine whether there is a relationship between two or more variables, and then the degree of that relationship.

II. Society and sample of study.

All 609 students at the Faculty of Sports Science and Physical Activity, King Saud University, registered at the time of school application. The sample has reached 425 students.

- Description of the sample:

1. Specialization:

Table No. (1)

Repetition and percentage description of the sample of the study according to (specialization) variables (N= 425).

%	T	Specialized
41.6	177	Sports training
19.3	82	Sports and recreation department
37.9	161	Physical fitness
1.2	5	Not identified
100	425	Total

Table 1 shows that female college students (sports sciences and physical activity) in the sample study are from training in sports by 6.41 per cent, followed by fitness by 9.37 per cent, and finally from sports and recreational management by 3.19 per cent, while female students who did not specify specialization by 2.1 per cent.

:Level -1

Table No. (2)

Repetition and percentage of the sample profile according to (level) variables (N= 425).

%	T	Level
16.5	70	I
9.4	40	II
10.8	46	IV
9.9	42	V
13.2	56	VI
12.9	55	VII
27.3	116	VIII
100	425	Total

According to Table 2, the research sample of female college students (majoring in sport science and physical activity) has a teaching level of 8 for 27.3% of the students. The next most common teaching level is 2, which is seen in 16.5% of the students. The third most common teaching level is 6, observed in 13.2% of the students. Following that, 12.9% of the students have a teaching level of 7. Finally, 10.8% and 9.4% of the students have teaching levels IV and III, respectively.

IV. Research instruments.

To accomplish the study's aims, the researcher implemented two specific measures: The initial metric is the quantification of the notion of the physical self.

a. Scale description:

The purpose of this test (NOB 2011) is to assess both normal and physically challenged individuals. The terms of the measure are presented in a specialized manner and need a response in the form of an expert phrase. The measure includes five dimensions: approval of faulty body parts, general consistency of body parts, psychological perspective of body form, social perspective of body form, and intellectual content of body form. The scales are categorized as follows: consent, consent, neutral, severely disagree, and disagree. The set of positive expressions (1, 2, 3, 4, 5) has a maximum degree of measure of 150 and a minimum degree of measure of 150. (1)

b. Adjusting the scale: The scale was modified to suit the local environment by making changes to paragraphs that contained terms that could confuse the study sample. Additionally, the complex language in other paragraphs was simplified. The scale was also altered to have only two positive items, in line with the study's objective. Furthermore, efforts were made to reduce the number of similar items in order to avoid making the scale lengthy and tedious. Consequently, some paragraphs were deleted. The cellular length was measured on the five-year Lacerate scale.

Microscopic characteristics of the scale:

1. Accuracy of measuring the idea of tangible entities:

The researchers evaluated the reliability of the scale measuring the idea of the physical self by examining its internal consistency and design.

Table No. (3)

Pearson's coefficient value for the internal consistency of the meter of the concept of physicals between the dimension and the scale as a whole.

Scale	Dimensions
**0.87	Accept defective body parts
**0.57	General harmonization of body parts
**0.89	Psychiatric perception of body shape
**0.82	Social perspective of body form
**0.89	The intellectual content of the shape of the body.

Table 3 shows that the value of Pierson coefficients ranges from 0, 57, 0, 89, all of which are statistically significant at the level of 0.01, which is a high correlation between dimensions and the scale (the concept of physical self), indicating that the internal consistency of the scale is high.

Table No. (4)

Pearson's coefficient value for the internal consistency of the meter of the concept of physical egos between the term and the dimension and the scale as a whole.

Psychiatric perception of body shape			General harmonization of body parts			Accept defective body parts		
Scale	Dimension	The phrase..	Scale	Dimension	The phrase	Scale	Dimension	The phrase.
**0.50	**0.62	3	**0.43	**0.50	2	**0.59	**0.72	1
**0.51	**0.64	8	**0.58	**0.45	7	**0.58	**0.61	6
**0.52	**0.52	13	**0.51	**0.47	12	**0.73	**0.76	11
**0.66	**0.74	18	**0.31	**0.49	17	**0.68	**0.75	16
**0.74	**0.79	23	**0.57	**0.57	22	**0.45	**0.62	21
**0.67	**0.75	28	**0.39	**0.49	27	**0.43	**0.49	26
	**0.89	Total		**0.57	Total	-	**0.87	Total
The intellectual content of the shape of the body.					Social perspective of body form			
Scale		Dimension	The phrase.	Scale		Dimension	The phrase.	
**0.72		**0.74	5	**0.36		**0.53	4	
**0.72		**0.83	10	**0.53		**0.66	9	
**0.71		**0.78	15	**0.44		**0.64	14	
**0.76		**0.84	20	**0.50		**0.65	19	
**0.31		**0.25	25	**0.54		**0.65	24	
**0.52		**0.53	30	**0.63		**0.62	29	
		**0.89	Total			**0.82	Total	

Statistically, at a level. (0.01).

Table 2 indicates that among the female college students in the research sample who are studying sport science and physical activity, the majority (27.3%) are at level 8. This is followed by 16.5% at level 2, 13.2% at level 6, 12.9% at level 7, and lastly, 10.8% and 9.4% at levels IV and III, respectively.

IV. Research instruments.

To accomplish the study's aims, the researcher implemented two measures:

The initial metric is the quantification of the notion of the physical self.

a. Scale description:

The purpose of this test, conducted in November 2011, is to cater to both those with normal

physical abilities and those with disabilities. The terms of the measure are presented in a specialized manner and need a response in the form of an expert statement. The measure comprises five dimensions: approval of faulty body parts, general consistency of body parts, psychological perspective of body form, social perspective of body form, and intellectual content of body form. The scales are categorized as follows: The set of positive expressions (1, 2, 3, 4, 5) has a maximum degree of measure of 150 and a minimum degree of measure of 150. The user's text is empty.

b. Adjusting the scale: The scale was modified to suit the specific environment, resulting in the modification of certain paragraphs that contained terms that could confuse the study sample. Additionally, the language of other paragraphs that were deemed complex was simplified. The scale was designed with only two positive items and, in line with the study's objective, was converted to focus on the reduction of similar items. Consequently, some paragraphs were deleted to prevent the scale from The cellular length was measured on the five-year Lacerate scale.

Microscopic characteristics of the scale:

1. Assessment of the accuracy of measuring the notion of physical objects:
The researchers evaluated the credibility of the scale (which measures the idea of the physical self) by examining its internal consistency and structure.

Table No. (5)

Alpha Cronbach coefficient value to prove the study tool is a physical self-measurability measure.

The value of the alvaronbach coefficient	Dimensions
0.72	Accept defective body parts
0.66	General harmonization of body parts
0.76	Psychiatric perception of body shape
0.68	Social perspective of body form
0.73	The intellectual content of the shape of the body.
0.89	Total

Table 5 displays the Alakronbach coefficient values, which range from 0.66 to 0.76. These values indicate a favorable level of dimension stability in human studies. Additionally, the full-scale Alakronbach value of 0.89 is high, suggesting that the measure exhibits strong stability in human studies.

Second metric: metric of societal considerations.

The user did not provide any text. Explanation of the scale:

The concept of "social concerns" refers to the emotional, cognitive, and behavioral reactions that occur when individuals perceive a social situation as threatening their personal enjoyment and fear negative judgements from others. These reactions can manifest as anxiety and distress and may even result in social withdrawal, loss of self-control, and discontinuation of social

interactions (Catani, 2004).

The study conducted by Geffrey in 2013 specifically targeted female university students. The measure used in the study was carefully prepared, and the questions were formulated by experts. Participants were required to react to the questions in a certain manner. The measure includes five response options: strongly agree, agree, neutral, disagree, and strongly disagree. It comprises four dimensions, namely: continuation in social attitudes, fear of negative evaluation from others, and avoidance of initiative in speaking with others. The scales of the measure are further divided as follows: The set (1, 2, 3, 4) represents positive phrases.

Table No. (6)

Explains the dimensions of the scale, and the numbers of the items in each dimension.

Number of paragraphs	Poverty figures and trends	Dimension
8	29-25-21-17-13-9-5-1	Communication in social attitudes
10	36-33-30-26-22-18-14-10-6-2	Fear of negative evaluation of others.
11	39-37-34-31-27-23-19-15-11-7-3	Avoidance and withdrawal
10	38-35-32-28-24-20-16-12-8-4	Avoid initiative in talking to others
39	Total number of paragraphs	

Table 6 shows that social concerns consist of (4) dimensions, and in each dimension they range from 8 to 11 items or paragraphs.

- Symmetrical features of the scale:

1. Validity of the measure of social concerns: The researcher assessed the credibility of the scale of social concerns in her current study by using the credibility of internal consistency or the sincerity of the internal construction of the scale:

Table No. (7)

The value of Pearson's coefficient to see the internal consistency of the scale of social concerns between the dimension and the scale as a whole.

Scale (t)	Dimensions
**0.92	Communication in social attitudes
**0.94	Fear of negative evaluation of others.
**0.94	Avoidance and withdrawal
**0.95	Avoid initiative in talking to others

** Statistically at a level (0.01).

Table 7 shows the value of the Pearson coefficient; it ranges from 0.92 to 0.95, all of which are statistically significant at 0.01, which is a high correlation between dimensions and the measure of social concerns, indicating that the internal consistency of the scale is high.

Table No. (8)

Pearson's coefficient value for the internal consistency of the scale of social concerns between the phrase and the dimension and the scale as a whole.

Avoidance and withdrawal			Fear of negative evaluation of others.			Communication in social attitudes		
Scale	Dimension	The phrase	Scale	Dimension	phrase	Scale	Dimension	phrase
**0.55	**0.58	3	**0.58	**0.61	2	**0.59	**0.66	1
**0.43	**0.44	7	**0.69	**0.72	6	**0.70	**0.71	5
**0.69	**0.66	11	**0.68	**0.68	10	**0.54	**0.57	9
**0.73	**0.72	15	**0.42	**0.47	14	**0.74	**0.76	13
**0.69	**0.64	19	**0.75	**0.78	18	**0.41	**0.43	17
**0.42	**0.50	23	**0.72	**0.73	22	**0.34	**0.42	21
**0.61	**0.62	27	0.03	0.07	26	**0.79	**0.79	25
**0.60	**0.68	31	**0.61	**0.64	30	**0.67	**0.65	29
**0.59	**0.66	34	**0.63	**0.68	33			Total
**0.44	**0.55	37	**0.54	**0.62	36			
**0.53	**0.59	39		**0.94	Total			
	**0.94	Total						

The initiative to talk to others.					
Scale	Dimension	The phrase	Scale	Dimension	The phrase
**0.68	**0.69	24	**0.74	**0.76	4
**0.48	**0.52	28	**0.60	**0.62	8
**0.72	**0.73	32	**0.67	**0.70	12
**0.32	**0.31	35	**0.74	**0.77	16
**0.53	**0.48	38	**0.39	**0.44	20
	**0.95		Total		

** Statistically at 0.01.

1. Persistence of the measure of social concerns:

To verify the social concerns scale calculated in the Alpha Kronbach method, the statistical results are as follows:

Table No. (9)

Alpha Cronbach coefficient value to prove the study tool "Measure Social Fears"

Alpha Cronbach coefficient value	Specialized
0.75	Communication in social attitudes
0.80	Fear of negative evaluation of others.
0.82	Avoidance and withdrawal
0.83	Avoid initiative in talking to others
0.95	Total

Table 9 shows the value of the Alakronbach coefficient, ranging from 0.75 to 0.83, which is a high level of stability in human studies, while the value of Alpha Cronbach to the full scale (0.95), which is very high, indicating that the scale has a high persistence in human studies.

Presentation and discussion of the results of the study:

- The results of the first question, which states: What is the degree of the concept of physical self of female students of the Faculty of Sports Science and Physical Activity?

To answer the question, which states, "What is the level of the concept of self-inflicted female gymnasium and physical activity?" I used the arithmetical medium searcher, the standard deviation and table 10 explains this.

Table No. (10)

The mathematical medium and the standard deviation of the level of the concept of physical self. I have college students (sport science and physical activity) (N= 425)

Level	A	M	Dimensions
FIRST	0.65	3.93	Accept defective body parts
second	0.67	3.77	Psychiatric perception of body shape
Third	0.64	3.66	The intellectual content of the shape of the body.
Forth	0.67	3.64	Social perspective of body form
Fifth	0.55	3.16	General harmonization of body parts
High	0.52	3.63	General average

The study reveals that the number of arousal levels for the "return to the original state" is higher than the "return to the original state" and "return to the original state" levels, indicating that the arousal levels for the "return to the original state" are higher than the arousal levels for the "return to the original state".

According to the researchers, female students at King Saud University's Faculty of Sports Science and Physical Activity exhibit a significant degree of physical self-empowerment. This can be attributed to their surroundings, which include a prevalent societal emphasis on physical self-worth, as well as the influence of their families and peers. This finding aligns with the results of a study conducted by Achmadiya et al. (2020), which found that most students in their

study had a strong positive regard for their physical self-esteem. In contrast, a study by Judges (2022) revealed that female students enrolled in gymnasiums at state universities had a moderate level of physical self-esteem. These findings contradict the results of a study by Ahmad (2021) and another study by Suleiman (2022), both of which reported a significant decrease in students' physical self-esteem.

Results on the second question, which states: What is the degree of social concerns among female students of the Faculty of Sports Science and Physical Activity? To answer the question, which states: "What is the level of social concerns of college students (sport science and physical activity)?" The average researcher used the standard deviation and table 11 explains this.

Table No. (11)
 Calculus and the normative deviation of the level of social concerns
 Female students at the Faculty of Sports Science and Physical Activity (N= 425)

Level	A	M	Specialization
First	0.73	2.76	Fear of negative evaluation of others.
Second	0.76	2.69	The initiative to talk to others.
Third	0.72	2.65	Communication in social attitudes
forth	0.72	2.57	Avoidance and withdrawal
middle	0.67	2.67	General average

Table 11 displays the median values for various dimensions of social concerns among female college students, specifically in the fields of sport science and physical activity. The dimension with the highest average score (2.76) was "afraid of negative assessment of others," followed by "initiative to talk with others" with a median score of 2.69. The dimension of "interfacing with social attitudes" ranked third with a median score of 2.65, and "avoidance and withdrawal" had the lowest median score: The dimensions of social concerns among female college students in the fields of sports sciences and physical activity are measured at the median level. The average general calculation of their social concern level is 2.67, which indicates an intermediate level. Therefore, female college students in the fields of sports sciences and physical activity have an intermediate level of social concerns.

The researchers attribute this outcome to the fact that female students enrolled in the Faculty of Sports Science and Physical Activity at King Saud University exhibit a moderate degree of social anxiety, which might potentially be linked to:

1. Limited social engagement in individuals with behavioral problems
2. Inadequate evaluation of student performance or compromised physical well-being
- Genetic agent
4. Environmental Factors

Each of these factors has a substantial influence on the individual, and the findings of this study

align with the research conducted by Dra Gama (2018). The degree of social worry among students has been shown to be moderate.

The user did not provide any text. The third question investigates the correlation between the idea of physicality and social concerns among female college students in the fields of sport science and physical exercise.

To investigate the correlation between the physical and social anxiety experienced by female students in the Faculty of Sports Science and Physical Activity at King Saud University in Saudi Arabia, Pearson's correlation coefficients were employed. The findings are displayed in the subsequent table:

Table 12 Value of the Pearson coefficient to determine the relationship between the concept of physical delicacy and "social concerns" for female college students (sport science and physical activity) (N= 425)

Social concerns	Start talking to others.	Avoidance and withdrawal	Fear of negative evaluation of others.	Communication in social attitudes	Dimension
**0.29-	**0.24	**0.33-	**0.29-	**0.24-	Accept defective body parts
0.06	0.05	0.08	0.03	0.08	General harmonization of body parts
**0.36-	**0.29-	**0.37-	**0.36-	**0.32-	Psychiatric perception of body shape
**0.35-	**0.30-	**0.41-	**0.31-	**0.30-	Social perspective of body form
**0.25-	**0.21-	**0.26-	**0.24-	**0.22-	The intellectual content of the shape of the body.
**0.30-	**0.25-	**0.33-	**0.30-	**0.26-	The concept of physical self.

** Statistically at a level (0.01).

Table 12 shows that the value of PERSON coefficients was 0.30 to determine the relationship between the concept of physical self and the social fears of female college students (sport science and physical activity), a statistical function at the level of significance (0.01), which indicates that the relationship between the concept of physical self and social fears is less

inverse than the average (vulnerable), and that the value of PERSON coefficients is between 0.33- (0.25-), all statistically at the level of significance (0.01), to determine the relationship between the scale of the concept of physical self and the dimensions of the scale of social concerns, the inverse relationship is less than the average of all variables, and the value of PERSON coefficients is between 0.36-0.36-0. (-0,25), Table 11 displays the median values for various dimensions of social concerns among female college students, specifically in the fields of sport science and physical activity. The dimension with the highest average score (2.76) was "afraid of negative assessment of others," followed by "initiative to talk with others" with a median score of 2.69. The dimension of "interfacing with social attitudes" ranked third with a median score of 2.65, and "avoidance and withdrawal" had the lowest median score: The dimensions of social concerns among female college students in the fields of sports sciences and physical activity are measured at the median level. The average general calculation of their social concern level is 2.67, which indicates an intermediate level. Therefore, female college students in the fields of sports sciences and physical activity have an intermediate level of social concerns.

The researchers attribute this outcome to the fact that female students enrolled in the Faculty of Sports Science and Physical Activity at King Saud University exhibit a moderate degree of social anxiety, which might potentially be linked to:

1. Limited social engagement in individuals with behavioral problems
2. Inadequate evaluation of student performance or compromised physical well-being
Genetic agent
3. Environmental Factors

Each of these factors has a substantial influence on the individual, and the findings of this study align with the research conducted by Dragomen (2018). The degree of social worry among students has been shown to be moderate. The user did not provide any text. The third question investigates the correlation between the idea of physicality and social concerns among female college students in the fields of sport science and physical exercise.

To investigate the correlation between the physical and social anxiety experienced by female students in the Faculty of Sports Science and Physical Activity at King Saud University in Saudi Arabia, Pearson's correlation coefficients were employed. The findings are displayed in the subsequent table:

Presentation and discussion of results related to the fourth question, which states: Are there differences in the concept of physicality's in the light of demographic variables among female students of the Faculty of Sports Sciences and Physical Activity (specialization and level)?

To answer the question, which states: "Is there any difference in the concept of physical egos in the light of demographic variables among female students of the Faculty of Sports Sciences and

Physical Activity (specialization - level)?" The researcher used the single variance analysis test to identify differences, and table 13 explains that.

Table No. (13)

Testing of single-directional variation analysis to determine differences in the concept of physical self-perception according to variable (specialization) (N= 425)

Significance level	Value F	Moderate squares	Degree of freedom	Total squares	
0.38	0.96	0.26	2	0.53	Among groups
		0.27	417	114.36	Within groups
			419	114.86	Total

Table 13 shows that there are no statistically significant differences at the level (0.05) of the concept of physical self, depending on the variable (specialization) of female college students (sports sciences, activity and physical sciences); it was F (0.96), which indicates that there are no differences between the disciplines in the concept (physical).

Table No. (14)

Testing of single-directional variation analysis

To see the differences in the concept of physical self-according to the variable (school level) (N= 425)

Significance level	Value F	Moderate squares	Degree of freedom	Total squares	
0.75	0.57	0.15	6	0.93	Among groups
		0.27	418	114.10	Within groups
			424	115.03	Total

Table 14 shows that there are no statistically significant differences at the level (0.05) of the concept of physical excreta according to the variable (school level) of female students at the Faculty of Sports, Activity and Physical Sciences, where the value (F, 0.57), indicates that there are no differences at the school level in the concept of physical self-esteem. With a view to achieving more accurate results, we will present a table for all specializations: Table 15. Calculus and standard deviation of the level of the concept of physical aerobics Female college students (sport science and physical activity) according to specialty (N= 425)

Physical fitness		Division of Athletics		Sports training		Dimensions
A	M	A	M	A	M	
0.65	3.98	0.71	3.95	0.62	3.88	Accept defective body parts
0.55	3.16	0.65	3.24	0.51	3.12	General harmonization of body parts
0.65	3.80	0.77	3.77	0.65	3.74	Psychiatric perception of body shape
0.69	3.64	0.70	3.72	0.65	3.60	Social perspective of body form
0.63	3.67	0.71	3.71	0.63	3.62	The intellectual content of the shape of the body.
0.52	3.65	0.57	3.68	0.50	3.59	General average

With a view to achieving more accurate results, we will present a table for all levels:

Table No. (16)

The mathematical medium and the standard deviation of the level of the concept of physical self. Female students at the Faculty of Sports Science and Physical Activity according to the school level (N= 425)

General average		The intellectual content of the shape of the body.		Social perspective of body form		Psychiatric perception of body shape		General harmonization of body parts		Accept defective body parts		Level
A	M	A	M	A	M	A	M	A	M	A	M	
0.45	3.60	0.57	3.63	0.62	3.62	0.57	3.66	0.54	3.19	0.56	3.91	Second
0.61	3.58	0.81	3.60	0.72	3.52	0.79	3.72	0.54	3.28	0.77	3.77	Third
0.57	3.72	0.63	3.61	0.79	3.52	0.70	3.78	0.67	3.16	0.66	3.89	forth
0.55	3.72	0.72	3.70	0.73	3.75	0.70	3.92	0.51	3.22	0.60	4.01	fifth
0.42	3.70	0.51	3.81	0.51	3.63	0.59	3.87	0.55	3.10	0.57	4.09	sixth
0.53	3.64	0.67	3.66	0.78	3.67	0.65	3.81	0.52	3.09	0.64	3.96	Seventh
0.53	3.61	0.64	3.62	0.63	3.68	0.70	3.71	0.54	3.15	0.69	3.89	Eight
0.52	3.63	0.64	3.66	0.67	3.64	0.67	3.77	0.55	3.16	0.65	3.93	General average

Table 16 shows that the general average value of the dimensions of the concept of "physically" ranges from 3,16.393 according to specialization; the dimension of "accepting defective body parts" first comes from the highest mathematical average and ranges from 3,93 for all levels of education; the sixth level was the highest mathematical average (4,09), the lowest mathematical average of the third level (3,77), followed by the second dimension of "psychological perspective of the shape of the body" from 3,77 for all, and the fifth level was the highest mathematical average (3,92) and the lowest mathematical average of the second level (3,61), Thus, the third dimension of the "intellectual content of the body form" is mathematically medium (3.66), the sixth level was mathematically higher (3.81) and the third level (3.60) and the fourth level of the "social perspective of the body" was mathematically medium (3.64), the fifth level was mathematically higher (3.75) and the fourth level was mathematically lower (3.52). The level of dimensions of the concept of "physically" was high, while the "general consistency of body parts" was finally mathematically medium (3.16) was at the median level of all levels of education, and the third level was mathematically higher. (3,28) The lowest mathematical average for the seventh level (3.09) indicates that the measure of the concept of physical self-perception for all levels of education was high, the highest mathematical average was for the fourth and fifth level (3.72), the third level was for the calculation medium (3.58), and generally the level of the concept of physical self-perception was high.(Kadhim, 2024a)

Results on the fifth question, which states: Are there differences in social concerns in the light of demographic changes among female students of the Faculty of Sports Science and Physical Activity: (specialization - level)?

To answer the question, "Are there differences in social concerns in the light of demographic variables among female students of the Faculty of Sports Science and Physical Activity (specialization - level)?" The researcher used the one-way differential analysis test to identify differences, and table 17 illustrates this:

Table No. (17)

Testing one-way variance analysis for variances

Social concerns according to variable (specialization) (N = 425)

Significance level	Value f	Moderate squares	Degree of freedom	Total squares	
0.56	0.57	0.27	2	0.54	Among groups
		0.47	417	197.36	Within groups
			419	197.90	Total

Table 17 shows that there are no statistically significant differences at the level (0.05) of social concerns according to the variable (school level) of female students at the Faculty of Sports, Activity and Physical Sciences, where the value was F (0.57), indicating that there are no differences between the specializations in social concerns.

Table No. (18)

Testing one-way differential analysis to identify differences in social concerns
 Depending on the variable (school level) (N= 425)

Significance level	Value F	Moderate squares	Degree of freedom	Total squares	
0.25	1.31	0.62	6	3.71	Among groups
		0.47	418	197.31	Within groups
			424	201.02	Total

Table 18 shows that there are no statistically significant differences at the level of 0.05 social concerns according to the variable (school level) of female students at the Faculty of Sports, Activity and Physical Sciences, where the value was F (1.31), indicating that there are no differences at the school level in social concerns.

With a view to achieving more accurate results, we will present a table for all specializations:

Table No. (19)

Calculus and the normative deviation of the level of social concerns
 Female students at the Faculty of Sports Science and Physical Activity according to specialty (N= 425)

Physical fitness		Department of Sports		Sports training		Dimensions
A	M	A	M	A	M	
0.72	2.66	0.81	2.72	0.68	2.59	Communication in social attitudes
0.72	2.70	0.77	2.82	0.72	2.77	Fear of negative evaluation of others.
0.71	2.54	0.77	2.66	0.71	2.54	Avoidance and withdrawal
0.75	2.68	0.79	2.73	0.74	2.65	The initiative to talk to others.
0.67	2.65	0.74	2.74	0.67	2.64	General average

Table 19 shows that the value of the general average calculation of social concerns according to specialization ranges from (2.64 \square 2,74); the dimension of "afraid of negative assessment from others" was first, to the highest, and ranged from (2.82 - 2.70) to all specializations, physical fitness was lower, (270) and sports management was the highest mathematical average (2.82), followed by "Initiative to talk with others" with an average of between (2.73 - 2,65) for all specializations, and sports training was the lowest mathematical average (2.65), and sports management was the highest mathematical average (2.73), Thus, the third dimension of "connectivity in social attitudes" is mathematically medium (2.59 x 2,72). Sports training was less mathematically intermediate (2,59), sports management was higher mathematical average (2,72), and finally, "avoid and withdrawal" was mathematically medium ranging from (2,66 x 2,54) to all specializations, and sports training and fitness were less mathematically intermediate (2,54) and sports management.

The highest mathematical average (2.66) indicates that the measure of social fears was medium for all specializations, the specialization was first the management of sports (2.74), physical fitness (2.65) and finally the training of sports (2.64), and generally the level of social concerns is medium. (Kadhim, 2024b)

With a view to achieving more accurate results, we will present a table for all levels:

Table No. (20)

Statistical average and standard deviation of the level of social concerns of female students of the Faculty of Sports and Physical Activity according to the school level (N= 425)

General average		The initiative to talk to others.		Avoidance and withdrawal		Fear of negative evaluation of others.		Communication in social attitudes		Level
A	M	A	M	A	M	A	M	A	M	
0.61	2.72	0.70	2.74	0.62	2.64	0.67	2.85	0.64	2.65	Second
0.75	2.75	0.83	2.78	0.73	2.70	0.80	2.75	0.78	2.78	Third
0.78	2.84	0.83	2.88	0.76	2.74	0.88	2.96	0.86	2.76	Fourth
0.67	2.55	0.72	2.54	0.68	2.37	0.72	2.65	0.69	2.63	Five
0.60	2.69	0.65	2.74	0.59	2.57	0.65	2.78	0.70	2.67	Six
0.76	2.68	0.83	2.71	0.87	2.64	0.77	2.72	0.77	2.65	Seven
0.67	2.56	0.75	2.56	0.72	2.44	0.70	2.68	0.70	2.56	Eight
0.67	2.67	0.76	2.69	0.72	2.57	0.73	2.76	0.72	2.65	General average

Table 20 shows that the general average value of social concerns ranged from (2.57 - 2.76) depending on specialization; the "risk of negative assessment from others" was first the highest and ranged from (2.76) to all academic levels; the fourth level was the highest mathematical average (2.96) and the lowest mathematical average of the fifth level (2.65), followed by the second dimension "Initiative to talk with others" with an arithmetic average of (2.69) for all, and the fourth level was the highest mathematical average (2.88) and the lowest mathematical average of the fifth level. (2,54), (Salman et al., 2022) Thus, the third dimension of "reconnection in social attitudes" is mathematically medium (2.65), and finally the second dimension of "disruption and withdrawal" is mathematically medium (2.57), the fourth level was mathematically higher (2.74) and the least mathematical average of the fifth level (2.37). All dimensions were average level of social concerns other than "disruption and withdrawal" were weak, the highest level of calculation was fourth level (2.84) and the fifth and eighth level was mathematically lower (2.55, 2.56). The weak, and generally the level of social concerns is average.

Conclusions:

Based on the study's aims, questions, methodologies, results, and discussions, the following conclusions have been drawn:

The level of physical self-esteem among female students in the Faculty of Sports Science and Physical Activity at King Saud University has reached a significant degree.

The degree of social concern among female students in the Faculty of Sports Science and Physical Activity at King Saud University was modest.

The user did not provide any text. The correlation between the size of the physical self-perception concept and the dimensions of the social fears measure was less negative compared to the average of all variables, except for the dimension of "general harmony of body parts." There was no correlation between this dimension and the measure of social concerns.

The user did not provide any text. There are no variations in the idea of physical self-esteem among female students based on their specialization.

There are no disparities among female pupils in their understanding of physical attributes based on the demographic factor of school level.

There is no variation among female students in their social concerns based on their specialization.

The user did not provide any text. There are no variations among female pupils in terms of their worries based on the demographic variable of school level.

The dimension of social concerns related to the fear of negative evaluation by others is calculated as the average score of female students at Levels II, IV, V, VI, VII, and VIII. On the other hand, the dimension of social attitudes and reconnection has the highest statistical average among female students at Level III. Overall, the level of social issues at all levels is moderate.

The factor of social concerns related to the fear of negative evaluation by others is shown to be highest among female sports management students and lowest among those with a mathematical background in physical fitness. Overall, the number of social issues in all specializations is moderate.

The dimension involved assessing the presence of faulty bodily components in relation to the highest mathematical average of sixth-level students and the lowest mathematical average of third-level pupils. Overall, there is a high degree of self-empowerment across all levels.

The dimension involved incorporating imperfect physical attributes into self-assessment, comparing them to the greatest mathematical average among female students and the lowest mathematical average among sports trainees. Overall, the degree of self-concept is excellent across all disciplines.

Recommendations:

conducting the study on diverse cohorts of female students from various colleges and contrasting them with female students from the Faculty of Sports Sciences and Physical Activity. Addressing social problems by organizing seminars and promoting more social contact among female students in the Faculty of Sports Science and Physical Activity at King Saud University. Additional study is needed to explore the process of physical self-change and its correlation with other psychological factors, as this topic has a profound influence on an individual's life.



Additional study and studies are needed to examine the variable of social concerns and its correlation with other psychological factors, as this topic has a substantial influence on an individual's life. Utilize the findings of the study to enhance the understanding of female students at Saudi and Arab institutions about the notion of physical self-improvement and societal issues, with the aim of mitigating these concerns.

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