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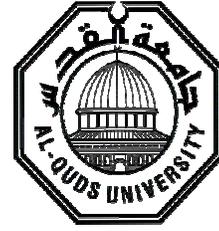
Attitudes of universities' students toward marriage and self-concept

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Attitudes of universities' students toward marriage and self-concept

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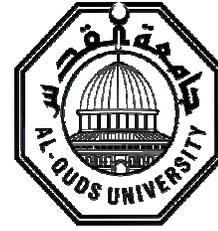
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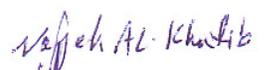
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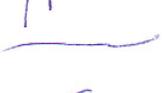
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Dedication

To my great father the man who made me this ambitious women;
the one who taught me the value of science and encouraged me to
take this degree.

To my caring mother, who had never stopped helping and assisting
me to continue this program

To my "soul mate" my husband "Ismael", the one who invested
unknown abilities inside me I couldn't know without his patience
and cooperation.

To my lovely son "Ibraheem", who enlighten my way to continue
and take this degree.

To my precious sisters and brothers, who didn't stop understanding
and helping me through my hard days, and always had faith of me.

To my kind mother and father in low, who encouraged and believed
on me.

<div align="right">Noor Asem Hammori/Abu-Ghannam</div>

Declaration:

I certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed:

Name: Noor Asem Awny Hammori/ Abu-Ghannam

Date: 24/8/2013

Acknowledgements

Abstract:

This study aimed to investigate the attitudes toward marriage and self-concept among Al-Quds University and Bethlehem University students..

In order to achieve the study aim, a cross-sectional study was conducted. The population of the current study was 426 undergraduate students of Al-Quds and Bethlehem Universities of the academic year 2011-2012. A stratified sample using a probablilty to size distribution was done. From each strata students were selected using a convenient sample method.

Two questionnaires were used. These questionnaires were built on the Marital Attitude Scale (MAS) developed by Braaten and Rosen and the Tennessee self-concept scale (TSCS) developed by William Fitts . The questionnaire was then translated to Arabic.

Collected data was entered and analyzed using SPSS software. Spearman correlation test and Chi-square test were used to find the correlation between the MAS and TSCS scores. Mann Whitney and Kruskal-Wallis Tests were used to find the differences between the attitudes towards marriage among the participants and the study variables, as well as T-tests. ANOVA Test, means and standard deviation were used to find out the association between self-concept scores and the study variables, multiple regression analysis was also used to find the predicting factors in the study that would affect MAS and TSCS among the participants in the study sample.

The outcomes of the study showed that 86.5% of the participants had positive attitudes towards marriage, whereas 13.5% of them had negative attitudes. 93.1% of the participants have a positive self-concept, whereas 6.9% of them have a negative self-concept. Nevertheless, on the dimensions of participants' self-concept, it was noticed that all the dimensions results, were more towards positive self-concept, than those of negative self-concept. The dimensions have the following order from the more positive to the less positive: Personal self-concept (91.1%), then social self-concept (90.1%), physical self-concept (88.5%), self-criticism (87.3%), moral self-concept (84.0%) and familial self-concept (82.4%). Finally, there were significant positive associations at (p value <0.05) between the students' attitudes towards marriage and their Self-Concept. There are also significant positive association at (p value<0.05) between the students' attitudes towards marriage and their self-concept dimensions on all the different dimensions.

In the stepwise regression analysis, variables that were significantly associated with the outcome variables were included in the models. The MAS model included specialty, age, religion, number of family members, participants' marital status, location of living, mothers' working status, fathers' working status, fathers' and mothers' educational level and the income. And for the TSCS; the predictors were mothers' age at marriage, specialty, university, participants' academic level, gender, participants' marital status, living region, living location, both father and mothers' educational level and family income.

Based on the findings, the researcher came up with some recommendations for policy makers, researchers and clinicians. Where, the study recommends to encourage high education through media and emphasis its importance on self-concept and marriage satisfaction. Also there is a need to compose institutions that interest is to help youth modify and build their personalities and self-concept.

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Abbreviations

Marital Attitude Scale……………………………………………. (MAS)

Ministry of Health……………………………………………...(M.o.H)

Palestinian Central Bureau of Statistics……………………………..(PCBS)

Tennessee self-concept scale………………………………………. (TSCS)

Chapter one:

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Introduction

1.1 Introduction

In the Arab countries at large, and in the Palestinian context, marriage is the cornerstone in creating families. Hart states that marriage can be seen as a social arrangement and contract between adults. It includes the recognition of rights and sharing duties of parenthood, common residence, economic obligations, intimacy and companionship (Haralambos & Holborn, 1994). Marital expectations depend on four aspects: personal experience, family, culture and the couples themselves (Larson & Holman, 1994).

Each one of the spouse has his/her own expectations from this marriage. Differences in personal attitudes, values, and beliefs can cause stress in the new family system (Carter & McGoldrick, 1989), particularly if the couple does not possess the resources to manage differences. Additionally, difficulties to fulfill each spouse expectations of the marriage, assumed to lead to family problems on the long term (Fincham and Grych), found that many mental problems arise from marital conflicts. Including, depressive symptoms, eating disorders, addictive behavior and some alcoholic problems. As a mental health practitioners our concern -in the family or couple therapy- is to help couples in avoiding and solving the emerged problems and open or re-open communication channels to keep normal family`s life development cycle and prevent psychopathologies.

Generally, marriage mostly happens during the early adulthood period of development in human`s life cycle. Where in this phase of life, according to Erickson's theory, marriage and relations are the most significant interest for the individual. Arnett determined early adulthood between the ages of 18 to 25 years old. The individual become more

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independent and explore various life possibilities at this phase (Henig, Augest 2010). Many young individuals go to colleges and universities, others start working and having jobs.

Another paradigm of this study is "self-concept". Many previous studies showed that there is a significant relationship between marital relationship and self-concept such as studies done by Gecas and Schwalbe (1986), Nemzer (1986), Manasra (2003) and others. The family is generally considered an important context for the development of a child's self-concept (Gecas and Schwalbe, 1986). Therefore, the current study will investigate the attitudes toward marriage and self-concept

Many researchers had defined the self-concept in different aspects, and some agreed that self-concept has a vital role on the mental and academic fields for university students. It is believed that a negative self-concept lead to psychological and behavioral problems, and a positive self-concept leads to well development and good adaptation for the different life developmental stages (Ha et al., 2005).

The dynamic property of self-concept appeared through examining university students' self-concept by many social and personality psychologists. Researchers found that university students, in particular, respond to different situational demands (e.g., success vs. failure), through modifying the structure and context of their self-concept according to the needed situation. In addition, they may change the structure of their self-concept to counteract the effects of stress and negative mood. These findings suggest that individuals organize and reorganize the structure of their self-knowledge in response to situational or age-related challenges (Diehl, 2007).

1.2 Statement of the Problem

Many students got engage or marry throughout the university period. A student whether a male or female has different attitude toward marriage; i.e. between positive or negative attitude. This attitude is affected by person self-concept which affects the success in the relation afterwards or even throughout the engagement period. Self concept affects the psychological and behavioral attitude of a person, which ultimately affects his/her attitude towards marriage. Therefore, we are investigating this association, i.e. self concept and marriage, to find out the needs, interests, expectations of marriage, and identifying those attitudes towards marriage and self-concept among university students. This study results

might help counselors to adapt a therapy strategy to help couples in relationship and marriage crises.

1.3 Study expected outcome

- From the researcher's own experience, and through her work with newlyweds; she noticed that there is a lack of awareness towards marriage and marriages` needs; (rights and duties between couples, and some marital concepts). Thus; she conducted this research to help counselors of couples and family therapy and clarify ambiguous events.

- To help policy makers in the mental health sector to design programs to modify the attitudes of individuals on the verge of marriage -interpersonal, emotional and social skills- which will help in promoting mental health and decreasing rates of divorce, since those individuals may represent the parents of the future.

- The study population is the youth of the Palestinian society, some are either married others are not, thus; it is important to identify their attitudes towards marriage. In addition, to measure if those attitudes are positive or negative attitudes. As a consequence, the outcome, may be a guide to help in modifying those attitudes and improving them as needed.

1.4 Study Justification

The significant of attitudes toward marriage was discussed by many previous researches, as a result the researcher reported, attitudes and expectations about relationships are important cognitions regarding perceptions of and behaviors in personal relationships (Riggio & Weiser, 2008). Al-Qashan (2010) agreed that it is essential to understand attitudes toward marriage and divorce because they serve as key mechanisms for predicting actual marital behavior (Glenn & Kramer, 1987). Thus, the significance comes from predicting behaviors in marriage.

About 29.4% of the Palestinian population are young . A 45.4% of the youth represent the educated people, and more than the half educated stratum are university students i.e.; individuals will be spending these years of living on studying at the university (PCBS, 2009). Thus, exploring the variety of attitudes toward marriage among university students, which may be a consequence of a range of different motives, that can be either conscious

or unconscious is essential. Since, the importance to have attitudes toward an object in general, and toward marriage in specific- regardless the attitude type -, is to explain the one`s behavior and may predict the future reactions (Abu-Jado, 1998) of those students assumed to be the parents of the future or some are already are. Moreover, through the researcher reviewing of the literature, there shown a need for a data about students attitudes as far as the researcher noted. Designing programs and promoting marriage and couples counseling need to have this data base to use it as a reference that professionals can refer to.

Different Palestinian studies was conducted regarding "attitudes toward marriage" (Manasra, 2003), (Abu-Rmeileh, 2008) and (Jarallah, 2008) but none of those studies investigated the attitude toward marriage as the main study purpose.

Conducting a study that combines attitudes toward marriage and the self-concept among university students at this time may help to understand the changes in self-concept that students go through or already did, and the feelings, thoughts, and behaviors towards marriage.

1.5 Research purpose and objectives

1.5.1 The main aim of study

The purpose of the study is to investigate attitude towards marriage among University students and their self-concept.

1.5.2 The objectives are:

1. To assess the attitudes towards marriage among the students of Al-Quds and Bethlehem universities.
2. To assess self-concept in marriage among the students of both Al-Quds and Bethlehem universities.
3. To investigate the relationship between students' attitudes towards marriage and their self-concept.

1.5.3 The specific objectives are:

1. To assess the relationship between independent demographic variables (age, gender, religion, university`s name and academic year of study, participant`s specialize,

participant`s marital status (single, married, engaged, and divorced), region of living (north, south, middle), and location of living(city, village or camp) and the dependent variables which are (self-concept and attitudes towards marriage) .

2. To assess the relationship between other variables; parental marital status, number of family members, birth`s order (first, middle, or last), parental`s education level, parental work status, and family`s income, and the dependent variables which are (self-concept and attitudes towards marriage).

1.6 Research questions

1. Are the attitudes of (Al- Quds and Bethlehem Universities) students towards marriage positive?
2. Is self-concept of (Al- Quds and Bethlehem Universities) students positive?
3. Is there any association between student's attitudes toward marriage and their self-concept?
4. Is there any association between independent demographic variables (age, gender, religion, university`s name and academic year of study, participant`s specialize, marital status (single, married, engaged, and divorced), region of living (north, south, middle), and location of living (city, village or camp)) and the dependent variables (self-concept and attitudes) ?
5. Is there any association between some variable (parental`s marital status, number of family  members, birth`s order (first, middle, or last), parental`s education level, parental work status, and family income, and the dependent variables which are (self-concept and attitudes)?

1.7 Definition of terms

1.7.1 Attitudes:

Allport stats a mental or a neural state of readiness, organize through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related Shwarz & Bohner (2001),

1.7.2 Attitudes towards marriage:

Radiness, emotions, acquired thoughts during the lifetime of the individual and individual`s interactions at home, school, work and social life, where this may direct his/

her responses positively or negatively towards marriage, are the attitudes towards marriage (Fowers, 2003).

Operational definition of attitudes toward marriage is : the obtained score for the participant through completing Marital attitudes scale developed by Braaten and Rosen (1998).

1.7.3 Self-concept:

a person's sense of self, that is shaped through interaction with the environment and other people(Abu-Jado, 1998). According to Purkey it is defined as the totality of a complex, organized, and dynamic system of learning beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (Purkey, 1988).

Operational definition of self-concept is: the obtained score for the participant by completing the Tennessee self-concept scale **(**William Fitts,1965) the Arabic copy.

1.8 Summery

This chapter represented the background of the study, main aim and objectives, also the research questions and finally the definition of terms in this study, the second chapter represents the literature review related to attitudes toward marriage, self-concept and theoretical framework, the methodology is described in the third chapter, results in the fourth and finally the fifth chapter is going through the discussion of the results.

Chapter Two:

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Literature review

2.1 Introduction

This chapter gives an overview of the theoretical perspectives of the current study as well as, the conceptual framework and a cross section of the related previous studies.

2.1 Attitudes:

Attitudes are identified by early writers since 1920s' as foundational concept in social psychology (Ritzer, 2007). In fact, early writers have defined social psychology as "the scientific study of attitudes "for example, Thomas & Znaniecki (Ritzer, 2007). Intrinsically; individuals hold many attitudes toward different things; the self, the environment and the others, and there is always trials to change others attitudes toward us (Pennington et al., 1999). Allport (1954) declared about attitude, "this concept is probably the most distinctive and crucial concept in contemporary American social psychology" (Bohner and Wanke, 2002).

The social psychologists emphasis that the importance of attitudes comes from considering attitudes as "the motivation for any behavior one acts", and because it is the product of socialization (Abu-Jado, 1998). Through the development stages of an individual, attitudes toward things, people and self will be composed, as was found, and every element in the individual environmental field may also be a subject of attitude at the individual attitudes (Muhammad, 2008).

Spencer was the first psychologist who used the concept of attitudes at his book "first principles", cited (Murchison, 1935) originally published in 1862. When discussing the conflict between science and religion, he wrote "Arriving at correct judgments on disputed questions much depends on the attitudes of mind we perceive while listening to, or taking part in, the controversy…"(Spence, 1896).

Many scientists defined attitudes in different manners, but none is a definite definition. Since Thomas and Znaniecki, stated: an attitude is "a state of mind of the individual toward a value"(Allport, 1935), which implies that social environment influence individuals. In the opinion of Bain (1927) and North (1932), the attitude is the dynamic element in human behavior, the motive for an activity, but an attitude doesn't only represent the behavior others review. Also, it is how one judges any person, situation or object (www.wikipedia.com).

Alport agreed with them in, an attitude influence one's respond to all objects and situations with which is related, but also he added the combination effect between the behavior and the cognitive part, when he said in defining an attitude "a mental and neural state of readiness" (Schwarz and Bohner, 2001),where also Jung agreed with him on this point. And Alport added, the effect of environment in composing attitudes , is organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related (Schwarz and Bohner, 2001).

later, Krech and Crutchfield (1948) wrote, "an attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to any aspect of the individual's world" (Schwarz and Bohner, 2001). These definitions emphasized the enduring nature of attitudes and their close relationship to individuals' behavior. Some sociologists (e.g., Fuson, 1942) and psychologists (e.g., Campbell, 1950) even defined attitudes simply in terms of the probability that a person will show toward a specified behavior in a specified situation, where here, the probability to predict a behavior in a certain event for a certain individual appears by knowing his attitudes toward that subject. However, Rokeach in (1968), found out an important characteristic of an attitude, attitudes are learned.

An attitude can be an association between a given object and a given evaluation (Fazio, 1989)(www.wikipedia.com).

Another important definition was presented by Carl Jung -a Swiss psychiatrist- who found analytical psychology, and influenced by his work in psychiatry in defining attitude. He described an attitude as a "readiness of the psyche to act or react in a certain way" (Jung, 1971), the psyche is meant by "mind". Attitudes very often come in pairs, one is conscious and the other is unconscious. Within this broad definition, Jung defines several attitudes (www.wikipedia.com).

Kartz, Bem and chaiken defined an attitude as a favorable or unfavorable evaluative reaction toward something or someone (Fishbein & Ajzen, 1975), i.e. our response to an *object* is often in line with what we believe about and how we feel toward that object. Attitudes are, thus, said to have a knowledge/belief (*cognitive*) component, an emotional or *affective* component and a *conative* or behavioral component.

Also an attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in one's environment. This definition is lighting a path that there are two ways of showing an attitude toward a subject either positive or negative. A person is also conflicted or ambivalent toward an object. But generally people possess either positive or negative attitude toward an object (Cacioppo et al., 1994)

Having an idea or belief about the object is the minimum condition for having an attitude with regard to it. When the object of which a person has an idea, becomes associated with pleasant or unpleasant events or with aspirations and goals, the individual attach a corresponding affect or an emotional tinge to that object. This *affected* belief energies and directs the individual response with regard to the object. According to the researcher's viewpoint "An attitude may thus be understood as an enduring idea or belief charged with emotion predisposing, an individual to act in a particular way to persons, things, situations, issues, etc, where those attitudes can be demonstrated positively or negatively, and can be measured in several ways".

Attitudes towards marriage identified by many researchers and scientists in many studies one , Memani (2003) "denoting the individuals' inclinations and feelings, prejudice or bias, preconceived notions, fears and convictions about marriage" (Memani, 2003, p. 6). Thus; ones' attitudes about marriage will be all that students feel and think about marriage. In addition; marital attitudes can be positive or negative, and can be held by an individual of

any marital status. A positive attitude toward marriage usually includes an idealistic notion of a model marriage (Al-Qashan and Al-Kandari, 2010).

Thus, attitudes toward marriage can be identified as "all that enduring ideas or beliefs charged with emotions predisposing an individual to act in a particular way to marriage, where those attitudes can be demonstrated positively or negatively, and can be measured in several ways".

2.1.1 Characteristics of an attitude:

Characteristics can be known from the previous definitions of attitudes, which can be summarized as the following

- Attitudes are either acquired or learned, though, according to learning theories (as Skinners' and Bandura's theories), the attitude may be either enforced or extinct.

- It can be predicted, and may be measured.

- An attitude, is a relation between the individual and an object or a person, and the behavior is the indicator of an attitudes.

- An attitude is the product of "Individual Experiences", where those experiences may also influence the attitude. It can also be changed or developed under certain circumstances.

- It is dynamic, as it shifts the individuals' behavior toward the selected object.

- It may be positive or negative and may also be neutral. Though, it may be strong or weak toward an object.

- Many people may carry the same attitudes. Since attitudes are composed due to a specific stimuli or social event.

- Attitudes do not come out from air, there is always a relation between an attitude and an object.

- Attitudes vary in clarity, some are clear while others are ambiguous (Abu-Jado, 1998).

2.1.2 Importance of studying attitudes:

Attitudes are used in many sciences, like personality studies, socialization, and in many others as Press, Education, Business, Leading, Counseling, Agricultural counseling, Health education, Religious counseling, Commerce, Politics and some others.

All those fields depend on individual attitudes. To achieve these fields' and goals the pro-attitudes are supported, and the adverse are rejected and weakened. In addition, the main goal of psychological treatment is to change ones' attitudes toward him/her self, others or the world.

Having a set of attitudes in each one of us and working toward them means a routine behavior to act through. Since that, it is easy to predict others behaviors according to his/her attitudes (Muhammad, 2008).

And so studying attitudes is considered an important component to explain the one's behavior and to predict the one's reaction in future and also to interpret the behaviors (Abu-Jado, 1998).

2.1.3 The functional approach:

The development or formation of attitudes may be a consequence of a range of different motives the person has, either conscious or unconscious motives. They are developed, maintained and may be changed because of the functions they serve. Katz (1960) suggests that every attitude serves at least one of four functions. First; it is a source of knowledge about events. Attitudes are short-cuts, helping us to simplify our perceptions of the world, so that it becomes more manageable, predictable and more safe, and so give a sense of control. They can help in organizing and structuring our experiences. In addition, they function as a way to adapt, through behaving according to the social expectations, to gain positive outcomes and avoid negative ones. Moreover, an ego-defensive function an attitude may have, by protecting ones' self-esteem and keeping ones' self image. Finally, attitudes function as a self-expressive way, as it is a part of our individual identity and values, also they establishes identity in groups (Brown, 2006).

The basic idea behind the functional approach is that attitudes help a person to mediate between his own inner needs (self-expression, ego-defense), and the outside world (adaptive and knowledge functions) (Mcleod, 2009).

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2.1.4 The structural approach of attitudes:

Components of an attitude:

Simply attitudes are made up of a feeling toward an object, a positive or a negative evaluation of this object, in addition it is a mental state of readiness, and therefore guides some evaluation or response towards an object. Moreover, an attitude include feelings (affective), behavior (actions), and cognitions (thoughts) (Brown, 2006).

And for the tripartite components of an attitude, which are called the ABC of an attitude or CAB (taxi) that "takes the individual where ever he/she wants to be". This model is the most influential model (Eagly and chaiken,1993; Zanna and Rempel,1988):
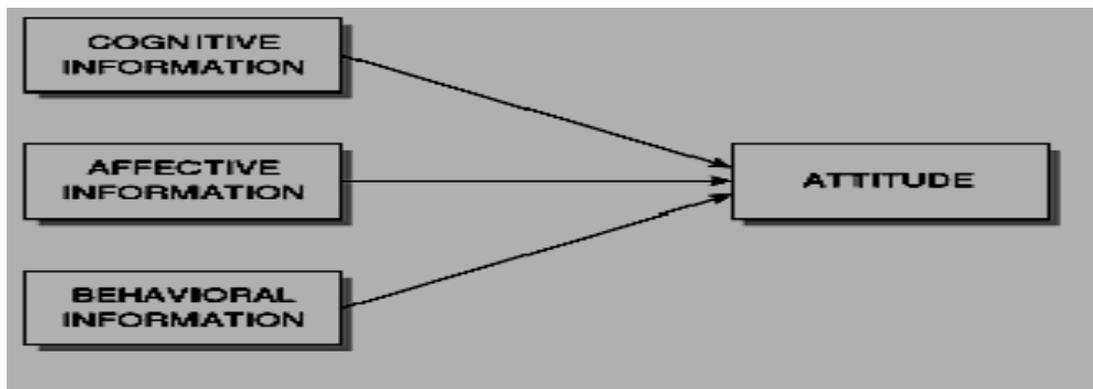
Figure (2.1): Components of an attitude

Resource: Breckler S & Wiggins E (1992). **On defining attitude and attitude theory: Once more with feeling**. (pp.407-427).Hillsdale, NJ:Erlbaum.

- Affective response (feelings): an emotional response that expresses an individual's degree of preference for an entity.

- Behavioral intention (responses): is a verbal indication or typical behavioral tendency of an individual.

- Cognitive response (thoughts): is a cognitive evaluation of the entity that constitutes an individual's beliefs and thoughts about the object (Breckler and Wiggins, 1992).

The following is a detailed description for the ABC model:

As cited in (Abu-Jado, 1998), before composing attitudes toward an object or person, one should know first of all about the existence of that object or person, and it is not necessary to know everything about it (Mousa,1987). And the cognition part consists of the information, facts or any data about the subject of the attitudes, this is for the cognitive part, for the affective part; which is the one that is composed of the like and dislike feelings. The individual may like an object and feel a positive feeling toward that object. On the contrarily, individuals may dislike an object and have a negative feeling toward it. Thus, we can evaluate the intensity of those feelings between the like and dislike scale, through defining the position on that scale by special methods that will be mentioned later by the researcher (Merei` and Balqees,1984).

Finally, for the behavioral tendency component, where here, we should be aware of the tendency word, and not the actual behavior, where it is not necessary for an individual to act according to an attitude he/she have. As some say, the behavior is not always an indicator of what the individual attitudes are (Lieberman, 1956).

According to Pennington, the components are structured in such a way that the beliefs and values (cognitive and affective) combine to give the attitude which is a negative or positive evaluation of something about which we hold certain beliefs. This, then, gives rise to an intention to behave in a certain way resulting, in appropriate circumstances, in behavior.

2.1.5 Attitudes formation:

2.1.5.a Origins of attitudes:

There are many factors that influence forming an attitude. There are six major factors that play role in forming an attitude through individuals' development of stages of life as the following:

- **Civilization**

This is through many social organization; mosque, school and the environment of living for each one, although those associations may direct the individual to different attitudes. In general, those attitudes may be conflicting, therefore, the individual has to choose a direction toward his own attitudes and leaves the rest.

- **The family**

As a child is newly born, he doesn't have any attitude and is still a blank page, the ones who are always close to most of the newborns are parents, thus, they will influence the child's views and attitudes as well as the rest of the family members. The child here develops different attitudes toward different objects and people. The two ways used by the child to form attitudes are either imitation or learning from the others.

As the researcher noticed, the first two factors may also compose an attitude by watching what people do, and whether they are rewarded or punished, then imitating that behavior, which is called observational learning.

Research shows that children may learn to act aggressively by watching violent movies or by seeing their friends fight (Bandura,1977). Therefore, learning can also be through seeing the others or the media; and then modeling or imitating their behaviors.

- **The individual's own characteristics**

For each individual, the specifier in composing personality is the way of socialization. Thus, it differentiate each individual from others in what attitudes he/she had acquired through. Each individual has a different way of interaction through the society, which will differentiate him from others, and this will then distinguish that individual (Abu-Jado, 1998).

- **The affective experience**

The affect of the experience plays a major role in forming positive or negative attitude toward the objects or persons. Since attitudes are learned, the classical and the operant conditioning learning processes are two-well known ways influence an attitude formation.

In operant conditioning, the individual's behavior is strengthened or weakened by means of reward or punishment. Each time the parents reward the child, the attitude will be stronger. Simply rewarding people due to expressing an attitude can affect what they believe.

In classical conditioning, a stimulus come to evoke response it previously did not call up. Classical conditioning occurs by repeatedly pairing this stimulus (the conditioned stimulus)

with a stimulus that does   have the power to evoke the response (the unconditioned stimulus).

In explaining how this way of forming an attitude will be done; in an experiment when an attitude of an object (a person) was paired with positive or negative stimuli, participants came to associate the person with the positive or negative emotions (Krosnick et al., 1992). Participants were shown nine different slides in which a target person was engaged in different activities, such as walking on a street or getting into a car. Immediately before each slide there were very short exposure (13 milliseconds) of positive slides (e.g. newlyweds, a pair of kittens) or negative slides (e.g. a face on fire, a bloody shark). The participants then reported their impressions of the person . Generally, participants who had seen the person paired with warm , positive stimuli rated the person as having a better personality and as a more physically attractive than did those who had seen the person paired with violent negative stimuli (Bordens & Horowitz, 2009). Several experiments have shown that classical conditioning can produce negative attitudes toward groups (Lohr & Staats, 1973; Staats, 1958) cited in (Bordens and Horowitz, 2009).

- **Higher authority**

This factor composes attitudes through respect and fear, since it imposes on an individual a commitment of laws, and implementing them, since getting out of order means punishment (Abu- Jado, 1998).

- **Others satisfaction**

When a player, for example, follows the instructions in a game to gain others satisfaction, he will compose attitudes of commitment in this game and other games Furthermore, when a man follows the traditions in his society , and select a women to marry whom his parents approve to satisfy them, he will compose attitudes of commitment to this society roles.

In addition to the factors mentioned by Abu-Jado, there are other factors as the literature shows; these includes the following:

- **Heritability factor**

When studying the origins of a trait or behavior, genetics try to calculate what proportions of it may be determined by heredity rather than by learning or other environmental influences involved. Heritability refers to the extent to which genetics account for

differences among people in a given characteristic or behavior. If the heritability of a characteristic is less than 100%, then, other influences are involved. As the complexity of an attitude shows the heritability the role may take, in an indirect effect, the biological base may predispose us to certain behaviors and attitudes (Bordens & Horowitz, 2009).

As we see, forming attitudes is multi-factorial and thus; studying an attitude and changing this attitude needs an intensive work to determine the exact point one should work on.

When applying this on attitudes towards marriage studies pointed that there is many factors influence the formation of attitudes toward marriage.

The most significant are:

1. Attitudes and beliefs of marriage are formed by having marriage modeled through parental relationships or through the media (Trotter, 2010) (Weber et al., 2011, p.4). Likewise, attitudes and beliefs toward marriage affect marital success or failure (Riggio &Weiser, 2008).

2. Marital attitudes and expectations form a cognitive schema about relationships brought about by experience (Fletcher & Thomas, 1996; as cited in Riggio & Weiser, 2008). Highly embedded positive marriage attitudes may influence behavior and highly embedded negative marriage attitudes may also affect beliefs about relationships (Riggio & Weiser, 2008).

3. Age has significant influence on one's expectation to marry. Recent studies show that on average, emerging adults identify 25 as the ideal age for marriage (Carroll et al., 2007; Plotnick, 2007) cited in (Park, 2012).

4. Ethnicity also appears to play a role in expectations to marry (Park, 2012).

5. Higher religiosity is also associated with greater expectations to get married (Manning, Longmore & Giordano, 2007). As in Islam and Christianity higher religious affiliations lead to greater marital attitudes.

6. Gender is also a factor that some studies agreed on its influence as in Al-Qashan (2010) and Willoughby (2010) studies, gender was found to be an important factor in shaping

attitudes toward marriage. But for Weber (2001) and Memani (2003) no significant influence shown by this factor.

2.1.5.b Stages of forming an attitude:

The interaction between individuals and their environment is the fundamental step to form an attitude; either positive or negative attitudes. Those are the products of interacting with the environment (Muhammad, 2008).

The figure below summarizes the way of forming attitudes:
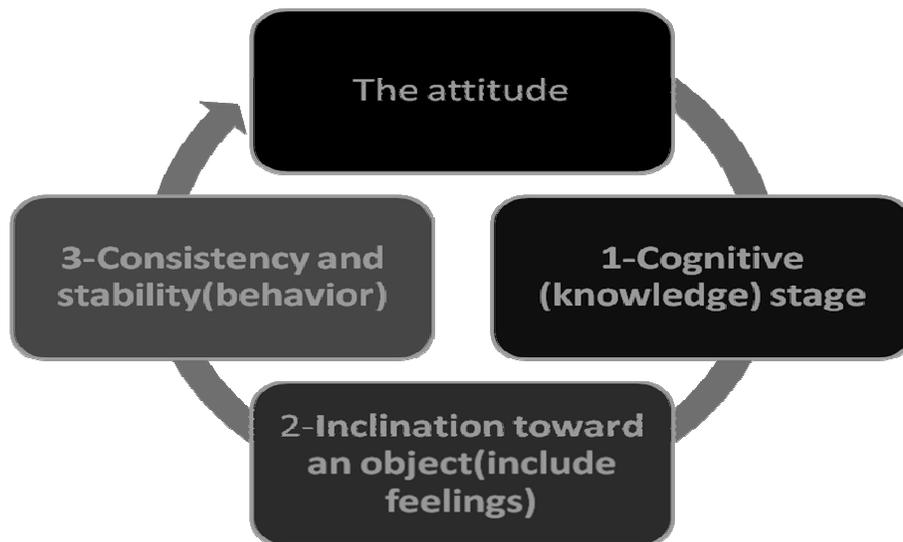
Figure (2.2): Attitudes formation process

Resource: Muhammad. S (2008). **Kindergarten teacher's attitudes toward working with children**. Cairo University. Egypt

To own an attitude; one should go through three basic stages, which are:

1. Cognitive (knowledge) stage:

First, at this stage, the individual will recognize the environment around, then next; building the knowledge frame through the experience the one lives. As seen here, the attitude is a cognitive phenomena in the individual's life, and this attitude is mainly obtained from the local environment where the individual lives, thus, one may have attitudes as "comfy home", "lovely friends", social values, honor and sacrifice.

2. Inclination toward an object

This stage is considered an evaluative stage, where individuals will evaluate the sum of interaction between a person and the environment. Since the base for this evaluation process is the frame of knowledge including objective variables as properties of the object and their components, self variables; (like self-image) the self in general is the one where those variables fall below and include the individual's feelings.

Since it is an evaluative stage as we mentioned, an individual may incline to especial issues, for example, a person who want to marry can marry any woman but one can select a woman with specific characteristics, one he love and trust, as we can see here, the logic or cognitive processes is associated with emotions and feelings.

3. Consistency and stability

The final stage of finishing an attitude formation is the judging stage; here, the individual will judge and organize all those information in addition to liking and disliking of things, i.e. the person's relation to his environment will be arranged, so an attitude will appear clear.

As seen above, the three components that compose an attitude are the ABC of the attitude, thus no attitudes are formed if those components are not available, or a shortage is found in one of them.

According to the researcher's view, working in attitudes is difficult and trying to find out persons' attitudes is a multi dimensional process, and so predicting, measuring and changing an attitude is a process that needs a precise study. The following paragraphs will clarify; how to shape the attitude, in addition, to spotting a light at some theories that are considered the main interpreter in the subject of attitudes.

2.1.6 Measuring attitudes

Talking about "measurement", means the assignment of numbers or symbols to objects according to rules, in such a way that properties of numbers reflect certain relations of the objects to each other (Bohner & Wanke, 2002).

Attitudes are complicated. People can have a wide range of thoughts and feelings about an attitude object, and these reactions may change over time. The first task in attitude

measurement is to simplify this complexity. However, most attitude measures are designed to assess the evaluative property of attitudes, either positive or negative attitudes (Brock & Green, 2005).

There are two ways to measure attitudes: the direct measures: which is the easiest way to assess an attitude. The second: the indirect measures: which is designed to identify attitudes that the person is not aware of, so-called implicit attitudes (Bohner & Wanke, 2002)

Theories of attitudes:

1- Learning theory:

This approach began with Carl Hovland and associates at Yale university (Hovland, Janis, and Kelley,1953). Many known pioneers of this theory such as Skinner and Pavlov.

The assumption behind this approach is that attitudes are acquired in much the same way as other habits. Thus, basic learning processes should be applied to the formation of attitudes. Therefore, individuals can acquire information and feelings by the process of "association:; when being in similar conditions and places. For instance, if a mother shows a child the picture of a mean-looking man, and says the word "rapist" in a hostile voice, the child form an association between negative feelings and the word "rapist", and vs. when watching a film of adorable missions, the positive feelings will be associated with this film (Abu-Jado, 1998 & Taylor et al., 2006).

In addition, learning can occur through reinforcement and punishment. As when a women see her parents treating each other with love, she thinks that marriage is good and like it, the act of marrying is reinforced, and the individual would like to go through this experience in the future. If an individual saw her parents arguing, not respecting each other, and humiliating one the other, it would make him/her favors to stay away from similar situations in the future. Finally, attitudes can also be learned through imitation, as people imitate others, especially strong, important others. Consequently, a major source of social attitudes in early life is the family. Children would rather like to imitate the attitudes of their parents, and in adolescence, they are more likely to imitate attitudes of their peers. Nevertheless, association, reinforcement, and imitation are the ways the one acquires

attitudes through, and therefore, the learning approach to attitudes views people as primarily passive agents in attitudes formation. Nevertheless, individuals are exposed to stimulus in order to learn the attitude, thus, the final evaluation to an object depends on the intensity of the positive or the negative learned factors about that object (Taylor et al., 2006).

2- Cognitive consistency:

The cognitive consistency tradition depicts people as striving for harmony and consistency between their cognitions and attitudes, and the followers of this approach emphasize on accepting the attitudes that congruent with one's total cognitive structure (Muhammad, 2008).

However, several specific theories emphasize the importance of cognitive consistency as the most significant as:

a- Cognitive dissonance theory:

This theory was proposed by Leon Festinger (1957). Like other cognitive consistency theories, this theory assumes that there is a pressure to be consistent, especially with inconsistencies between people's attitudes and their behavior (Muhammad, 2008).

Dissonance is defined as an aversive motivational state that results when some behavior the individual engages in, is inconsistent with his/her attitudes. The most dissonance attitudes and behaviors are those important to the self (Taylor et al., 2006).

This theory predicts that attitudes and behavior are most likely to be congruent between each other, to the extent that the individual would be aware of the dissonance happening between the attitudes and the behavior. Thus, he tends to reduce this dissonance by reducing the dissonant between the two of them (Semin & Fiedler, 1996).

There are three ways of achieving the consonance:

1- To revoke or change our behavior in some way, although this is not often feasible.

2- Sometimes individuals underestimate the dissonance, so that they do not have to change their attitudes.

3- People resolve dissonance between their attitudes and their behavior by changing their attitudes (Taylor et al, 2006).

b- Cognitive affective consistency

The affective-cognitive consistency theory by Rosenberg, examines the relationship between attitudes and beliefs. This theory holds individuals need to maintain coherence between their cognition on and attitude towards specific objects and situations. This coherence contributes to an affect characterized by stability. On the other hand, an unstable state occurs when an individual's knowledge about and attitudes towards an object or situation are inconsistent. For example; when a social student learns about the importance of marriage and being a member on a family, but in the same time she have negative attitudes towards marriage. Then, persuasive communications attempt to change the affective component of an attitude system by changing the cognitive component of attitude, and provide the individual with new information that changes the cognitive component of attitude, which will tend to cause that individual to change overall attitudes toward an object. The greater the consistency between the affective and cognitive components of an attitude, the truer is the disposition implied by that attitude (Langreo , 2010).

2.2 Marriage

The bedrock of this research is "the marriage", how the attitudes toward marriage appear, and how attitudes towards marriage and self-concept may be related to each other. Therefore; identifying the marked concept "marriage", and why it is important to conduct research about this topic; is worthy.

2.2 Marriage and the significant need for marriage in society:

The crude marriage rate in Palestine in 2009 was about 8.1 % per 1000 of the Palestinian marriages. About 1.3 % per 1000 marriages ended in divorce (Palestinian M.o.H, 2011). Divorce rates are increasing universally; presumably due to lack of adequate awareness of marriage and its responsibilities (Williams et al., 1992). Thus, identification of marital attitudes is assumed to provide guidance for future intervention and managing marital problems instead of breaking the marriage by divorce. Interventions before and during marriage is essential to help marriage to continue. For example, interventions before

marriage, such as preparing couples for marriage programs, while interventions during marriage may include counseling when having marital discord. Subsequently, designing programs to modify the attitudes of individuals on the verge of marriage -interpersonal, emotional and social skills- will help in promoting mental health and decreasing rates of divorce, since those individuals may represent the parents of the future.

However, marriage institution is one of the ancient relationships as far as the human kind existence is. Hence, many of the researchers and scientists tried to study this spontaneous phenomena from different perspectives, as anthropologists, psychologists, social-psychologists and some others. Still, there float the need for further modern studies due to economical, political and social dynamics consistency, to assess if there is a change has appeared in marriage related concepts (Rashad et al., 2005).

Through studying marriage as an institution, many different concepts and definitions appeared. One of the most significant definitions that the current study will depend on is Al-Muhaimeni (1980); where she pointed that marriage is a social institution, assumed to be enduring and cope with social standards. In addition, it is a way through which the society will preserve the human kind. Finally, marriage is a contract between two different persons, each has his own history and characteristics, and the family is the outcome of the inherited characteristics from both parties (Al-Kindery, 1992).

Another definition by Hart (cited in Haralambos & Holborn, 1994) states that marriage can be seen as a social arrangement and contract between adults. It includes the recognition of rights and sharing duties of parenthood, common residence, economic obligations, intimacy and companionship. However, as any institution, a mission should be achieved by the institution; on this definition one can see that it includes different concepts, and those assumed to be achieved when entering the institution of marriage.

Finally, this study is taking place on a society, the majority of which are Muslims. The percentage of Muslims is 98% while the Christians represents 2% of the population (Laham, 2012) Therefore it is important to discuss the Islamic definition of marriage; which is "a civil contract, where its' validity depends on the capacity of the contracting parties, and which according to Islamic law, should be adult (bulugh) and discretion. Mutual consent and public declaration of the marriage contract are its essentials". Validity of the marriage depends on proposition on one side (ijab) and acceptance (QubuI) on the other. This offer, and the acceptance can take place directly between the parties, or through

an agent (Wakil). Normally, there are at least two witnesses to this matrimonial contract, entered into by a family ceremony. There is also a dowery (mahr) which a husband pays to the wife and which is for her sole and exclusive use and benefit. This last (i.e. dowery) is an important part of the scheme, but it is not essential for the legality of the marriage and its' amount must be pre-fixed. As such its absence would not render the marriage invalid, although the husband is expected to pay it according to custom (Ahmad, 2009) Furthermore, Muslim women (unlike Muslim men) cannot marry non-Muslims (Halim, 1993).

2.2.1 Significance of marriage:

As it has been presented in the previous definitions of marriage, there is a significant importance of the marriage institution for both the individuals and the society, especially in the Arab society. Marriage and family are considered a safe way for actualizing stability for the elderly, disabled and any other dependent individuals (Rashad et al., 2005). As been mentioned on Manasra (2003); "marriage is seen by some people as the usual way of establishing independence for young people" (p.74). Glider says that "any adult needs to know how to take care of others besides himself in order to be credible as an independent person at all"(www.hppub.com) (Manasra, 2003). However, marriage is serving different goals as preserving human kind and achieving emotional, social and economic stability. It is also a rite of passage to a socially, culturally, and legally acceptable sexual relationship (Rashad et al., 2005). In addition, it is also a way to invest the good human characteristics down-ward the human hierarchy (parents, children, grandparents and so). As we can see, the importance of marriage can be divided into categorise; It's the first: significant for both society and families of the couples, the second: It's significant for the couples and their future children.

Despite the controversial opinions about the advantages of marriage, sociologists and psychologists have emphasized its value to human beings (Al-Kouli,1989; Abbas, 1987; Hall,1975; Sder,1996; Nilson, 1978; Shukri,1981; Zahran, 1982 in Manasra (2003). The importance of the marriage system as a main component in the development of the family is emphasized by contemporary sociologists and anthropologists Shukri, 1981; Al-Khouli , 1989; Al-Qaradawi, 2004; Hall, 1975; Sader;1996 in Manasra, (2003). Since , this social institution is one of the most crucial institutions composing the society. Moreover, many

scientific experiences supported the assumption that "A family has the significant role in shaping future children's characters" (Al-Kindery, 1992, p. 17).

Finally, Al-Khouli (1989) in Manasra (2003) summarized the reasons of marriage as the following:

- " The reciprocation of love with others.
- Social and financial security.
- Independence.
- Reproduction.
- Emotional intimacy and security.
- Fulfilling sexual needs.
- Escape from loneliness.
- Companionship.
- Compliance with the wish of the family.
- Escape from house chores and the burdens of a big family" (p: 80).
- Another additional factors are cultural norms and religion (Saxton, 1996).

2.2.2 Characteristics of a successful marriage

The researcher would rather like to call it a successful marriage than a happy marriage only, since a successful marriage is not only achieved by a happy marriage. However; as been cited in (Manasra, 2003) "to derive happiness from marriage, there should be common grounds for the partners and collaboration. There should also be mutual agreement and mutual respect for the other's desires"(p.75). Moreover; happiness does not come from space, it needs hard work and the persistence of the spouses. Happiness in marriage requires achieving many things such as sexual harmony; common interests between the spouses, help and collaboration, honesty and loyalty; good communication; intimacy, tolerance and acceptance of the spouses by one another (Al-Isawi, 2003).

Not only those are the base of successful marriage, but it also needs a mature personality, mutual trust and satisfaction about the spouse; respect among spouses; honor and chastity; willingness to sacrifice; activity and energy; letting go in some situations; sharing and catharsis; forgiving, patience and being persistence (Al-Isawi, 2003). However, if marriage

is based on materialism and superficial exhibitionism and excessive spending, it doesn't guarantee equity for men and women (Al-Isawi, 2003).

2.2.3 Marriage in the Arab society:

Historically, the Arab societies in general are considered tribal ones; where a family and children means a lot to this society, and marriage is the approach to achieve a huge tribel through children. A tribal society is also characterized by patriarchal relations, endogamous marriages, and congruence between tribe and locale (Halim, 1993).

Rashad and colleges (2005) confirmed that major changes and new patterns of marriage and family formation emerged across the Arab world. For instance, early marriage is no longer the standard it once was in Arab countries. The average age at marriage for both men and women is generally rising, and more Arab women are staying single longer or not marrying at all. Although, these trends are part of a general global phenomenon, they are also introducing new issues into Arab societies—issues that can confront deeply rooted cultural values and raise legal and policy challenges.

Changing demographic patterns of marriage in the Arab world reflects broader social and economic changes taking place throughout the region. Arab economies have increasingly moved away from an agrarian system, which supported both early marriage and an extended family structure (Rashad et al., (2005), Inglehart & Welzel (2009). However, the majority of the Arab world's population now live in cities and are involved in the industrial or service sectors. Arab youth are more educated today if compared with previous generations, and young Arab women are more likely to work outside their homes in paid jobs. These changes challenge women's traditional roles in the house-hold and society as a whole (Rashad. et al, 2005).

Understanding how Arab marriage patterns are changing is now particularly important because Arab countries are seeing unprecedented numbers of young adults entering their 20s, when the great majority of people worldwide marry and start families. Nearly one in every five Egyptians is between ages 20 and 29, and the United Nations projects that the population in this age group will grow by 20 percent between 2005 and 2025, from13.5 million to 16.3 million. On the other hand, Palestinians appear to have a unique marriage pattern: they marry relatively early. According to the 2004 Palestinian Demographic and Health Survey, while 14 percent of 15-to-19-year-old and nearly 60 percent of 20-to-24-

year-old Palestinian women are married, 12 percent of Palestinian women ages 35 to 39 had never been married. However, Gaza and the West Bank have two different marriage patterns. While marriage for women in Gaza is generally early and universal, the opposite is the case for Arab women of the West Bank (including East Jerusalem). One reason for the Palestinian situation could be the fact that only men and not women of the West-Bank can marry Jordanian women and bring them to the West Bank, which means a higher percentage of female residents of the West Bank will never marry. Overall, more than one-half of married Palestinian women ages 15 to 54 had married by the age of 19. Finally, the marriage-age gap (women marrying older men) is no longer pronounced on the Arab world (Rashad et al. , 2005).

2.2.4.a The significance of studying marriage

Two main reasons to study marriage were mentioned by the Palestinian Central Bureau of Statistics (2009); the first: to monitor the changes on the attitudes towards marriage, the social, economic and health consequences that follow the attitudinal change; since marriage reflects the strength of the social structure, and this reason is one of the current study goals .

The Second: comes from the belief that marriage is one of the primary factors influencing reproduction patterns and levels, as it is the only socially acceptable way to have children in Arab societies.

2.2.4.b The significance of studying attitudes toward marriage:

The significant of attitudes toward marriage was discussed by many previous researches, as a result the researcher reported, attitudes and expectations about relationships are important cognitions regarding perceptions of and behaviors in personal relationships (Riggio & Weiser, 2008). Al-Qashan (2010) agreed that it is essential to understand attitudes toward marriage and divorce because they serve as key mechanisms for predicting actual marital behavior (Glenn & Kramer, 1987). Thus, the significance comes from predicting behaviors in marriage.

2.3 Self-concept

The last important paradigm used at this study, is the "self-concept", and the following section provides more information about this paradigm, how it was composed and what forms it has.

2.3.1 Defining self-concept:

Self-concept in contemporary psychology is becoming the most important construction in the explanation of human behavior. However, one definition of the self-concept is promoted as "the set of attitudes a person holds towards himself". Nevertheless, the psychologists claim that the self-concept is the operational approach to the perennial philosophical question 'Who am I?' (Burns et al., 1984). James mentioned the answer to this question as "the motivational force in our lives" (Bordens & Horowitz, 2002, p.38). What the individual expects from himself, he acts. Most used answers about the self contain the words , I, me, mine, and myself (Cooley,1902; Schweder, Much, Mahapatra, and Park, 1997).

Many researchers and scientists studied the term "self-concept"; and many synonyms where also used to define this concept as "self-perception", "self- description", "ego". In addition, in reviewing the literature, the most common terms used to describe and measure one's self-awareness are self-concept and self-esteem. However, the definition of self-esteem differs from self-concept as it measures one's self-worth in relation to what is socially desirable (Oakes, 2007).

Various definitions of self-concept has been found through the literature. William James proposed a global concept of self composed of spiritual, material, and social aspects. All of these components act to preserve and enhance one's self-concept. He also suggested that, one's perception of self involves both personal introspection and observation of other's behaviors. One's self, he proposed, includes both one as a knower and object of knowledge. (Beane & Lipka, 1986).

In 1902, Cooley estimated that the "self" was actually a "looking-glass self" with self-perceptions being a function of feedback from others. Thus, one perceives how others view them and this, in turn, influences their behavior (Beane & Lipka, 1986).

Mead continue what Cooley found and introduced an important aspect of social interaction, one's perception of others' responses, as being integral to one's self-concept. He advocated that individuals are significantly influenced by those considered to be significant and then change their actions accordingly. Thus, he supported both the multidimensional and hierarchical perspectives of self-concept due to the various roles individuals have and their relative importance (Oakes, 2007). Not only others view of the person is important to self concept, but also one own self view, where, Allport introduced his term "proprium" to indicate self-awareness. This included "bodily sense, self-image, self-esteem, and identity as well as thinking and knowing" (LaBenne & Greene, 1969). Later, Freud offered the "ego" as the central of his "personality structure" theory. Contrasting James and Allport, Freud didn't confirm the self-image. Ego; according to Freud is a functional agent of the personality which makes rational choices and controls actions in a healthy person. Mead, is unlike Freud's conception of the "ego as a system of processes", he described the ego as an object of awareness. Nevertheless; Mead believed in multidimensional self-concept; home self, school self, social self,..etc (LaBenne & Greene, 1969).

According to Purkey (1988), self-concept may be defined as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

Summarizing all the previous self-concepts definitions, self-concept will be the person's total appraisal of his appearance, background and origin, abilities and resources, attitudes and feelings which culminate as a directing force in behavior (LaBenne & Greene, 1969)

2.3.2 Characteristics of the self-concept:

Shavelson et al. (1976) identified seven critical features of the self-concept:

- Self-concept is systematized and planned: Individuals categorize the enormous amount of information they have about themselves and relate those information to one another.

- It is multidimensional: The specific components symbolize a self-referent category system adopted by an individual. As there are different dimensions, the sum of all is the general self-concept. self-concept can be divided according to William Fitts (1965), physical, moral, personal, family, social, and self-criticism.

- It is hierarchical: It perceives the personal behavior in specific situations at the base of the hierarchy, inferences about the self in broader domains (i.e. academic, social, and physical) at the middle of the hierarchy, and a global, general self-concept at the apex.

- General self-concept is constant: Descending the hierarchy, self-concept becomes increasingly situation-specific and less stable.

- As an individual grows up, self-concept becomes increasingly multifaceted as the individual moves from infancy to adulthood. Preadolescents have self-concepts that are global and undifferentiated. However, self-concept becomes differentiated and integrated into a multifaceted, hierarchical construct with increasing age.

- Self-concept has both an expressive and an evaluative features as individuals may describe themselves ("I am happy") and evaluate themselves ("I do well in gymnastics"). Evaluations can be made against some absolute ideal, comparisons with peers, or expectations of significant others.

- Self-concept can be distinguished from other constructs to which it is theoretically related: For instance, academic achievement should be more highly correlated with academic self-concept than with social or physical self-concept, and self-concepts in specific school subjects should be more highly correlated with achievement in matching school subjects than achievement in other school subjects (Zahra, 2010).

2.3.3 The development of self-concept:

As mentioned by (Oakes, 2007); William James, proposed that individuals are born without a self-concept. later self-concept originates in the early months of life and is modeled and remodeled through repeated experiences, particularly with significant others, because the self-concept is learned (Purkey, 1988). There are different processes and experiences in life that could shape one's self-concept, which include the following:

- Early socialization:
- Reflected appraisals of others:
- Direct feedback from others:
- Self-perception:
- Environmental distinctiveness:
- Social identity:

- culture:

2.3.4 Types of self concept:

Self-concept can be classified according the scientists point of view, into two ways:

2.3.4.1 Positive self-concept:

A positive self-concept was "defined as a growing belief about one's self that helps the individual to cope successfully with the events in (his/ her) life, and then to make a positive impact on the lives of others" (Bergmann, 2000, p.417).

According to Zed a positive self-concept has different characteristics one can distinguish where, a positive view of self makes one confident, and gains secure feelings after bad experiences.

- A positive self-concept is combined with a high self-esteem.
- Positive self-concepts make one feel capable and competent.
- It leads to well adjusted social behavior.
- High regards for others; some scientists as Rogers and Snygg assume that "one's self-perception is related to one's attitudes and beliefs about others" (Richmond, Mason & Padgett, 1972).

Zahra (2010) pointed that a person with a high self-esteem would:

- Act independently.
- Assume responsibility.
- Take pride in his accomplishments.
- Tolerate frustration.
- Attempt new tasks and challenges.
- Handle positive and negative emotions.
- Offer assistance to others.

2.3.4.2 Negative self-concept:

Rogers'; hypothesized that children can evaluate who they are through the response of their parents in every action that is taken. Thus, the parental conditional love toward the

child, as a result of specific behaviors the child acts, will teach the child that if he is disappointed by others inferior feelings, it may be reflected into his self (Adila, 2012).Therefore, if a child lives in a confused and negative parental upbringing, this child tend to develop a negative self-concept, as a result.

Negative parental upbringing can be shown through beating without mercy, neglecting, paying less attention, unfairness, humiliating and unsatisfactory responses towards their child's attitude. When this occurs, they often assume these as punishment caused by their fault or stupidity (Azizi Bin Yahaya, 2004).

 Features of having a negative self-concept:

- Low love of one's self.
- Lack of positive opinion about self.
- A lot of criticism and judgment, blaming one self and having self-doubt would contribute to a negative self-concept.
- A person experiences uncertainty and lack of self-confidence in his capabilities which may result in general anxiety in situations, these negative feelings affect ones' actions and others' reactions.
- Validating doubting feelings about self.
- The adolescent's personal and social conduct loses its balance (Jerajani, 2006).

Zahra (2010) pointed that a person with a low self-esteem would:

- Avoid trying new things.
- Feel unloved and unwanted.
- Blame others for his own shortcomings.
- Feel, or pretend to feel, emotionally indifferent.
- Be unable to tolerate a normal level of frustration.
- Put down his own talents and abilities.
- Be easily influenced.

2.3.5 Theories interpreting self concept:

Many scientists tried to study self-concept from different aspects. The next part of this chapter will discuss those theories:

- **Abraham Maslow (The hierarchy of needs theory):**

Maslow, one of the humanistic approach pioneers, studied the human behavior that is affected by a set of human needs (Sapru, 2006).

According to Maslow, human being is an organism which is driven into action to satisfy its needs. Moreover, he arranges the human needs in order of hierarchy of prepotency. At the lowest end, are the physiological and security needs, and at the highest end, is the self-actualization need. In between, there are social and self-esteem needs. Once the needs at the lower order are satisfied, the needs at the higher order arise (Sapru, 2006).

According to Adileh (2012), a description of a particular type of maximally healthy personality called "self-actualizing" which also have positive regard to self, have realistic personality, accepting their selves and others, spontaneous, focusing on solving their own problems, independent, democratic, and creative.

- **Social learning theory:**

Bandura thinks that ones' thinking and emotional responses are influenced by their self-concept. Self-efficacy influences tasks undertaken, and the continued duration of the task in the face of adversities. High self-perceptions of efficacy can either sustain one's efforts for optimal performance or decrease the preparatory effort for the targeted behavior (Bandura, 1977). As Bandura (1977) indicated that people's judgments of their capabilities additionally influence their thought patterns and emotional reactions during anticipatory and actual transactions with the environment. Therefore; those who judge themselves inefficacious in coping with environmental demands, dwell on their personal deficiencies and imagine potential difficulties as more terrifying than they really are (Beck, 1976; Lazarus & Launier, 1978; Meichenbaum, 1977; Sarason, 1975).

One's self-efficacy is evidenced by one's coping efforts, which include choices, effort exerted and persistence. Bandura and Adams (1977) outline that personal efficacy expectations come from four types of information:

 (a) Mastery of skills or accomplishments.
 (b) Observations made during vicarious experiences.
 (c) Verbal persuasion.
 (d) States of physiological arousal.

These different types of information influence one's personal efficacy. In turn, one's self-concept influences his persistence in his overall performance.

- **Carl Rogers (Humanistic pioneer- Self Theory):**

In Carl Rogers (1947) theory; the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developed out of interpersonal relationships and striving for consistency. He maintained that there is a basic human need for positive regard, both from others and from oneself. He also believed that in every person, there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey & Schmidt, 1987).

He defines self-concept as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (Purkey & Schmidt, 1987). Moreover, the self-concept is developed in early childhood and includes the idea of oneself as the "I"; the decision maker, and the "me" that is seen and thought about. In addition, Rogers added that a mentally healthy individual has a solid sense of personal worth (having positive self-concept, and liking the "me") (Nevid, 2009).

To achieve self-worth, the child must be treated with unconditional positive regard. Unconditional positive regard ,means unconditionally loving without reservation, no matter what, and without conditions. From this humanistic point of view, a child must be brought up with unconditional positive regard, but this is not easy to do. It is not just that the child cannot be criticized or corrected, as necessary on occasion (Adeila, 2012), it is that when a child is shown what is not acceptable, which is done in such a way to show that the child is still loved, even though the child's behavior at that time is not loved. Rogers thought people often do set conditions for their love (for example; if parents love a child when he is good, but only if he is good and do as he is told) and that when this happens, children are likely to suppress some part of themselves in order to be loved. This suppression might make them doubt their self-worth (Mukherji et al., 2005).

- **Sullivan theory (Interpersonal theory):**

Sullivan believed that self-concept of the child starts to take its shape after birth, and through the mother-child relationship. He added that: the way biological needs are met in the inter-personal situation, will determine sense of satisfaction and security and will

provide avoidance of anxiety. The concept of anxiety states that "emotional tension or discomfort of anxiety has its origin in the prolonged dependency of infancy, urgency of biological and emotional needs, and how the mothering person meets these needs". The self-esteem is an organization of experiences that exists to defend against anxiety and to secure necessary satisfaction. One aspect of the self-system is known as good-me, bad-me and not me (Basavanthappa , 2007).

1. **Good-me** : Is the behaviors the child learns and approved of by parents.
2. **Bad-me:** It is the behaviors received and disapproved by mother and that generate anxiety to the child and identified as bad-me.
3. **Not-me:** the behaviors generating an extreme level of anxiety, are denied by mother and identified as not-me. Moreover, the self-system is dynamic , changeable, and positively directed, lifelong, and those aspects such as good, bad, not-me may change according to interpersonal relationships between the individual and others (Basavanthappa, 2007).

Therefore; a positive self-concept results if the child has consistent positive interpersonal experiences. And negative self-concept results if the child has consistent bad-me experiences (Basavanthappa, 2007).

- **Symbolic interactionism theory:**

Mead (1934) often cited as the main contributor to symbolic interactionism (Plunkett, 2009). Symbolic Interactionism Theory, claimed that the person responds to himself with certain feelings and attitudes as other respond to him. He becomes self- aware by the way people react to him as an object (LaBenne & Greene, 1969). However, self-concept is formed from the perception of other's reactions, and it directs one's behavior. In addition, self-perception is selective and is based on interpersonal feedback. Therefore, a positive self-perception is correlated with acceptance of others, approval of significant others, and respect and appreciation of social environment of the individual (Manasra, 2003).

2.4 Previous Studies

Jennings et al. , (2012)

Study title: "The Effect of Parents' Attitudes on Sons' Marriage Timing"

The researchers had investigated the association of specific parental attitudes, rather than broad ideational domains, about childbearing and old-age care with sons' subsequent marriage behavior. This article uses measures from a 10-year family panel study featuring independent interviews with mothers and fathers in rural Nepal to investigate these issues. The sample obtained was 205 unmarried men on 1996. The results indicate that both mothers' and fathers' attitudes have important and independent influences on sons' marriage behavior. Simultaneous study of both parents' attitudes reveals that gender-specific parenting contexts can shape the relationship between parental attitudes and children's behaviors. This crucial mechanism of intergenerational continuity and change is strong in this non-Western setting, with substantial implications for studies of intergenerational influences on behavior in all settings.

Weber et al. , (2011)

Study title "The Relationship between Gender and Attitudes towards Marriage"

The researchers examined if there is a relationship between gender and attitudes towards marriage. The sample obtained was 135 undergraduate college students who were surveyed in general education classes, 66 were male and 69 were female. This study was conducted at a Midwestern university in the United States. Using a tool developed by the researcher. The results showed both males and females were in support of marriage, and thus, no gender differences were found. Although, both genders agreed that people marry mostly for love, however, females expressed stronger attitudes towards marriage.

Al-Qashan et al. ,(2010)

Study title "Attitudes of Kuwaiti Young Adults toward Marriage and Divorce"

The researchers aimed to investigate whether parental marital status affects young adult's attitudes toward marriage and divorce. The sample consisted of 661 young adults from Kuwait University (sons of divorced and intact families). Using the attitudes towards marriage scale by Braaten & Rosen, (1998) and the attitudes towards divorce scale by Kinnaird and Garrard (1986). The findings revealed that adults whose parents were

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divorced show fewer positive attitudes toward marriage than do those individuals from intact marriages. The study also suggests that adults whose parents were divorced carry more positive attitudes toward divorce compared with individuals from intact marriages. Furthermore, gender was found to be an important factor in shaping attitudes toward marriage and divorce.

Willoughby (2010)

Study title "Marital attitudes trajectories across adolescence"

The researcher conducted a study to test the assumption that "marital attitudes are static", by observing the change on marital attitudes across adolescence. Longitudinal change for three marital attitudes in relation to family structure, educational aspiration, race and gender. The sample utilized 1,010 high school students recruited from a Midwestern metropolitan area. The sample was followed for 4 years from ages 14 until 18. The latent growth models were used to model marital attitude trajectories across adolescence. Results revealed that adolescents place a higher priority on marriage as they prepared to transition into young adulthood but that gender, race and educational aspirations all altered the degree in which marital attitudes changed across the time period of this study. Thus, results highlight the importance of considering multiple constructs of marital attitudes.

Harper (2010)

Study title "The relationship between individualistic attitudes and attitudes towards traditional marriage in contemporary American society"

The purpose of this study was to examine the attitudes toward marriage institution. The sample was conveniently gathered of a 100 student from the private catholic collage in the Northeast of the USA. Two surveys were administered – one testing individualistic versus collectivistic attitudes, and the second testing marriage orientations and motivations. Qualitative and quantitative questions,(Likert scales, short answer questions, multiple choice) were used. The results indicated that   the rise of individualistic attitudes was statistically significant with positive correlation to the rise in negative attitudes towards traditional marriage

Margret (2011)

Study title "Attitudes to Family Formation in Ireland"

The researcher aimed to examine people's attitudes to family formation in the context of changes in gender role attitudes and behavior and the profound demographic changes that are taking place in Ireland. The sample consisted of 48 male and female. A semi-structured questionnaire for the qualitative interviews was designed by the author, and some questions about well being were used ,also they used United Nations Generations and Gender Programme Wave I questionnaire (Vikat et al., 2005), measuring social integration and loneliness. The results showed: weddings are less important than they used to be, but marriage is a more serious step although it is postponed as having children does, even some viewed that not having children doesn't matter since there will be more freedom for both parties.

Ahmad (2009)

Study title "Factors affecting Al-Najah National University female students' point of view about the ideal age of marriage and the number of children they would like to have"

The investigator aimed to investigate Al-Najah National University in Palestine female students' point of view about the ideal age of marriage as well as their future children bearing behavior. The sample was 628 female students. The used tool was created by the author. The findings showed: The average ideal age considered by the female students is 22.1 year. This number varied according to demographic, economic and social variables of the female student and her parents. However, regarding their stand about some other issues related to marriage, no real differences were detected. The average desired number of children the students want to have was 4.3 children. This number varied according to demographic, economic and social variables of the student and her parents. The number of children a student had in her family had a direct effect on the number of choice of the students' future children. It was also found that most female students would rather have male not female children.

Scott (2009)

Study title "Young Adult Attitudes About Relationships and Marriage"

The researchers aimed to provides a portrait of the attitudes and opinions of young adults about relationships and the importance of marriage. The sample obtained included 11,988 young adults between the ages of 20 and 24. Women accounted for 53 percent of the sample. The data analyzed was taken from Wave III of the National Longitudinal Study of Adolescent Health by gender, race/ethnicity, and relationship status in USA. Results of analysis indicate that most young adults have high expectations for marrying someday, though fewer wish to be married currently. Moreover, many young adults are currently in a marital relationship. Results showed also that young adults value love, fidelity, and commitment as part of successful relationships.

Mosko (2008)

Study title "College Students' Marital Attitudes and Readiness"

The researcher aimed to study the marriage-related attitudes and perceived marital readiness of college students. The sample of 249 participants was taken from Purdue University, women (51.8%) and men (48.2%). Using (A) Experiences in Close Relationships (ECR, Brennan, Clark, & Shaver, 1998),(B) Marriage Attitudes Scale (MAS, Braaten & Rosen, 1998),(C) Readiness subscale from the Preparation for Marriage questionnaire (PREP-M, Holman, Larson, & Harmer, 1994) and Hoge Intrinsic Religious Motivation Scale (IRM, Hoge, 1972) to achieve the aim. Results showed the following: secure attachment group reported more positive marital attitudes than the other attachment groups and the preoccupied reported more positive attitudes than the attachment avoidant (i.e., fearful and dismissing) groups. Christian affiliation predicted positive attitude. More committed relationship status predicted readiness Finally secure and the preoccupied attachment groups reported more marital readiness than the avoidant (i.e., fearful and dismissing) groups.

Johnson (2007)

Study title "An exploration of marital attitudes held by African American men"

The researcher aimed to explore marital attitudes held by happy married African American men. The sample was 6 African American men committed in a focus group for qualitative research. The results showed that those positive attitudes held by participants toward marriage are due to observing their own parents, also they showed hesitation to go

through pre-marital programming but felt that it may be beneficial for other African American men.

Qahtani (2006)

Study title "Factors Affecting in Youth Attitude Toward Marriage and Job"

The researcher applied the study on a sample of students in Buraidah city. The aim of the study was to determine the factors affecting youth attitudes toward marriage and job. It focused on the familial and economic factors, in addition to the type of study for each individual in order to explain each job influence separately. The study sample was 560 students from Al-Qadeem University and Technology College in Buridah city-at Saudi Arabia, using self-reported questionnaire to achieve the study aim. The results showed high influence of familial factors; (family size and father`s education level). The results showed the positive attitudes toward job lead to positive attitudes toward marriage.

Cunningham and Thornton (2006)

Study title "The Influence of Parents' Marital Quality on Adult Children's Attitudes toward Marriage and Its Alternatives: Main and Moderating Effects"

The researcher aimed from the study to investigate the linkages between parents' quality of marital life and adult children's attitudes towards a range of family issues; (including premarital sex, cohabitation, lifelong singlehood, and divorce). The findings were; some evidence that parents' quality of marital life influences children's support for divorce and premarital sex. Also, results showed parents' quality of marital life facilitates the intergenerational transmission of attitudes. Parents' attitudes toward premarital sex, cohabitation, and being single are more strongly linked to those same attitudes among their young adult children when parents' quality of marital life is high than when it is low.

Moats (2004)

Study title "The effect of parental marriage, divorce and conflict on college students' attitudes toward marriage and divorce"

The researcher focused mainly on college student's attitudes and perceptions of marriage and divorce in today's society based on their experience, or lack of experience, with parental divorce. The sample was taken in a convenient sample, done on 386 undergraduate student at Miami University, where Three research scales were distributed

to the participants; The Attitudes Toward Marriage Scale by (Kinnard & Gerrard, 1986) and The Attitudes Toward Divorce Scale by (Kinnarid &Gerrard 1986) . The Conflict Resolution Style Inventory by (Kurdek, 1994) and The Relationship Questionnaire by (Braiker & Kelley, 1979) , and all were formed to make one Conflict Resolution Scale. The results showed that perceived parental conflict is a strong indicator of how college students form their attitudes of marriage and divorce.

Memani (2003)

Study title "The marital attitudes of students from divorced, intact and single-parent families marriage"

The researcher aimed to explore the marital attitudes of students from divorced, intact and single parent families. A convenient sampling method was used to select a sample of 209 participants from the Community and Health Science Faculty. A Marital Attitudes Scale (MAS, Braaten & Rosen, 1998) and a questionnaire were used to collect data. The results showed that there was no statistically significant difference on the marital attitudes when compared on such variables as gender, religion and age there was a statistically significant difference among different racial groups. The results also showed that participants had relative positive attitudes towards marriage and that these attitudes did not differ according to parental status. Generally, the students showed positive attitudes towards marriage.

2.4.1 Studies conducted on Self-concept:

Lsgaa (2012)

Study title "Self-concept and its relationship to maternal perceptions for university female student"

The researcher aimed to investigate the female university students' self-concept and to measure the relationship between the self-concept and the perception of maternity. The sample included (360 female students) from Wahran University, ages between; (22-25). The researcher prepared a questionnaire to measure the maternal perception, and depending on Tennessee Self Concept scale and J ,Michau et H , Begin for self-esteem she prepared the tool measuring the self-concept. finally, results showed that being a mother is crucial even if the girl have succeeded vocationally. Positive self-concept is associated with being a mother and make balance with successful vocational life.

Hamuri (2011)

Study title" Self concept of social studies students in Al-Qasim university according to selected demographic variables"

This study aim was to investigate self concept for social studies students in Al-Qasim university. The sample was chosen randomly which contain (300) students of Social Studies in the first semester 2007/2008, the researcher used Tennessee scale as study instrument. The results showed; there are statistically significant differences between students whom live in the cities and whom lives in the villages, was for students whom live in the cities in the fields(self personality, identity) and favor students whom live in the villages in the field(physical self, family self, social self, behavior), and favor students whom family numbers less than five persons in the fields (physical self, self personality, social self, behavior, and favor students whom order in the family was the first in the fields (family self, social self, personality self, self acceptance).Also there were statistically significant differences between level of parents education, which was in favor of students whom fathers` education level bachelor`s and high studies in the fields (self personality, identity, self acceptance), and in favor students whom fathers education level secondary study and less in the fields (physical self, family self) and in favor students` whom mothers` education level bachelor`s in the fields (self moral, self family, social self, behavior), and in favor students whom mothers` education level was less than secondary study in the fields (social self).

There are statistically significant differences between students who has excellent average in the fields (moral self, family self, social self, behavior, personality self, self acceptance).

Sethi (2011)

 Study title "Life satisfaction and self-esteem in married and unmarried working women"

 The researcher aimed to find out the difference between married and unmarried, working and non-working woman on life satisfaction and self-esteem in New Delhi. The sample consisted of 80 women, 40 working and 40 non-working. And among each there were 20 married and 20 unmarried women. However, the instruments used on this study where the Self-esteem inventory Adult Form by Coopersmith (1981) which was used to measure the self-esteem, and the Life Satisfaction scale by Singh and Joseph (1996). The results showed no significant difference was found between married and unmarried women on

both life satisfaction and self-esteem. Also the interactional effects of working status and marital status were found non-significant for both life satisfaction and self-esteem.

Sangeeta et al. ,(2011)

Study titled "Adolescent's self-concept: Understanding the role of gender and academic competence"

The researcher aim was to examine the effect of gender and academic competence on the self-concept of adolescents. The study adopted a 2 (academically competent versus academically less-competent adolescents) × 2 (boys versus girls) factorial design. The sample was two hundred forty adolescents (120 academically competent adolescents securing 80% or more marks and 120 academically less-competent adolescents securing 50% or fewer marks) are randomly sampled from different urban colleges of Odisha (Indian state). In each group of 120 adolescents, there are 60 boys and 60 girls. All the subjects are first year graduate students. The participants of all the four groups are compared with respect to their self-concept. The result indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less-competent ones.

The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self- concept and overall self-concept, as well as social self-concept and overall self-concept is higher in girls than that of the boys.

Sharabati (2011)

Study title: "Self-concept and its relatedness to mental health among students of Al-Quds University"

The researcher aim was to identify the level of self-concept, and the level of mental health among the BA students of Al-Quds university and to examine the relation between those two factors. The researcher took a sample of 2.9% of the total population, particularly from only four faculties. The returned questionnaires were 294 from 300. The researcher used Tennessee measure for self concept, and Brief Symptom Checklist which tests the brief list of mental state. The results showed a positive relation between each of the self-

concept, and mental health dimensions. The self-concept was positive for most of the participants about 53% of them, no gender differences in self-concept, and no significant differences according to the college, the academic year and life stressors level, there was a significant difference in the income variable and the "relationship with colleagues" variable that predict self-concept.

Zhang et al., (2010)

Study titled " The Study of University Students' Self-Concept"

The researcher aim from this study was to discussed the development of self-concept of university students from China. The sample was 426 university student. Instrument used "Tennessee Self Concept Scale (TSCS)", measured participants self-concept status. Results showed in the dimension of physical, moral, self-criticism, self-satisfaction, there were gender differences in university students' self-concept. Males' physical-self, self-criticism and self-satisfied were higher than females', while females' morals were higher than males'. When referred to social self-concept, there were special differences. Students majored liberal arts had a higher score than the students of science. There were also differences in self-criticism axis, for example, the home location, whether only child or not, and the grades of the participant. Thus; university students had developed relatively stable self-concept in university level.

Barakat (2008)

Study titled "Self Concept and Level of Aspiration among Al-Quds Open University Students"

This study aimed to investigate the self concept and the level of aspiration among Al-Quds Open University students due to variables: sex, specialization, and academic achievement. For this purpose the researcher constructed two scales to measure the self concept and level of aspiration. The sample consisted of (378) students (197 females, and 181 males) from five educational regions: Nablus, Tulkarm, Jenin, Qalqilia, and Salffit. Results showed that the level of self concept and aspiration among the study sample was moderate, and there was a positive relationship between self concept and aspiration among students. Furthermore, results showed that there were statistical significant differences in students scores at the scales of self concept and level of aspiration due to academic achievement variable in favor of high achievement students, and there were no statistical significant differences in these scores due to sex and specialization.

Fallata (2008)

Study title "Marital Adjustment Among Parents and its Relationship with Teenagers' Self-Concept in Al-Madina AL-Munawarah"

The researcher aims to measure adjustment between husbands and wives in "Madina" and studying the effect of husband –wife adjustment on their teenagers' self-concept –males and females-. The sample included 113 wife, 113 husband, 113 male teens, and 113 female teens. Each family was represented by father, mother, male teen and female teen. In order to conduct this research, the researcher prepared two Marital Adjustment scales – one for the husbands and another for the wives. Also, he prepared a scale to measure the teenagers' self-concept. The results showed that the interaction between father marital adjustment and mother marital adjustment has an effect on female self-concept concerning self respect and the academic Self-Concept.

Manasra (2003)

Study title "The Effect of Remaining Unmarried on Self Perception and Mental Health Status: A study of Palestinian Single Women

The researcher aimed to investigate the influences of remaining unmarried on Palestinian women's self-perception and mental health status. Three-hundred, never-married women between the ages of 25 and 50 years were selected using a convenience sampling technique. All these unmarried respondents filled in the Derogatis SCL.90-R (a self report measure of mental health symptomatology) by themselves. One hundred and sixty three participants of the 300 were successfully interviewed by means of a face-to face, semi-structured, tape-recorded interviews with 15 open-ended questions.

The results showed that most of the respondents approved that marriage is better than singlehood despite its difficulties and excessive responsibilities. The majority of the respondents were harassed, restricted in living and movement, were censured by their families and society in general, which augmented their feeling of estrangement and alienation in their society. The respondents of the current study varied in their feelings and self-perception as a reaction to remaining unmarried. Some were proud, satisfied, and assertive about themselves, while the others had feelings of sadness, inferiority, worry, over-sensitivity, loneliness, insecurity, pessimism or uncertainty about their future and their families. Somatization, withdrawal, interpersonal difficulties, aggression, and escape mechanisms were common reactions and behaviors that were reported by the respondents. However, the feelings and reactions of the unmarried women to remaining unmarried were

related to the manner in which they were treated by society and their families, and their own attitudes about remaining single.

Hanoon (2001)

Study titled "Al-Najah National University Students' Self-Concept"

The researcher purpose of this study was to investigate self- concept of An-Najah National University in Palestine, in addition, to determine the effect of gender, college, academic level, place of living, and achievement average variables on self- concept. However, to achieve that purpose the study conducted on (774) students, and Abu-Nahyeh (1999) self-concept scale was used. The results indicated low degree of self-concept, and there were significant differences at (α = 0.05) in self-concept due to gender, place of living and achievement average variables. While there are no significant differences in self- concept due to collage and academic level variables. The researcher recommended to increase attention to Co-Curricular activities to develop student personality.

Gigy (1980)

Study title: "Self-Concept of Single Women"

The researcher aim was to explore the differences and similarities in the self-concepts of single and married women in San Francisco. The samples of 66 childless, never-married women and 37 currently married women and 29 of whom had children was taken. The questionnaires including a 70–item adjective checklist, a value sort, the "Who Am I?" Twenty Statements Test, measures of morale, and questions about attitudes toward marriage and demographic characteristics were administered to the sample. The results showed there was little difference in morale between the groups. Single women had more psychiatric symptoms of obsessive-compulsive personality type. Although the single women valued personal growth and achievement, the married women valued personal relationships. Single women were higher on assertion and poise clusters of adjectives. On the "Who Am I ?" test, the married women were more likely to identify with ascribed characteristics, kinship roles, and household activities, whereas the single women identified as self-determined.

2.4.3 Studies conducted on attitudes and self-concept

Kay (1988)

Study title: "Attitudes toward women and self-concept in college women"

The researcher conducted this study to investigate the relationship between attitudes toward women and self-concept. Many investigations have shown that women with traditional values have lower self-concepts than women with more liberal, pro-feminist attitudes. For the purposes of this study, attitudes toward women's roles were measured by Attitudes Toward Women Scale (AWS), and self-concept was measured by the Tennessee Self-Concept Scale (TSCS). It was hypothesized there would be a significant positive correlation between traditional scores on the AWS and low self-concept scores on the TSCS. The sample were 198 women college seniors from business , education, and psychology departments. Findings showed that there was no significant positive relationship between traditional scores on the AWS and low self-concept scores on the TSCS. Descriptive statistics revealed subjects tobe almost equally divided between traditonal and non-traditional attitudes toward women's roles (traditional = 98, non-traditional = 100). However, the majority of the sample fell into the high self-concept group (high self-concept = 182, low self-concept = 16). It was concluded that this particular group of college women were different from research samples described in the literature since most of both the traditional and non-traditional women had high self-concepts.

Jaradat (2006)

Study Title "The Relationship between Self-Esteem and Irrational Attitudes in University Students"

The researcher aimed of this study to investigate the effects of gender and academic level on students' self-esteem and irrational attitudes. A sample of 397 university students at Al-Yarmouk University in Jordan, aged 18-23 years, completed the Rosenberg self-esteem scale and the irrational attitudes questionnaire. The results showed no significant differences in self-esteem due to gender or academic level. For irrational attitudes, there were significant main effects for gender with higher levels of irrational attitudes for females. No significant effect for the academic level was found. Correlational analyses indicated that for females, self-esteem correlated significantly with the global measure of

irrational attitudes and with three subscales: negative self-evaluation and internal attribution of failure and irritability. For males, self-esteem was significantly correlated with the global measure and with the subscale of negative self-evaluation. All correlations were higher among females than among males.

2.5 Summery of the Previous Studies:

After the review of the previous studies of attitudes towards marriage and self concept, and the studies conducted on the relation between attitudes and the self-concept, the findings summarized into the following:

- When discussing attitudes towards marriage, the youth generally have positive attitudes towards marriage as in Weber (2011), Scott (2009), Mosko (2008), Johnson (2007), Memani (2003).

- There are usually some factors influencing those attitudes towards either more positive or more negative scores. For instance, the influence of the relationship or quality of parental marital relationship, as in Jennings (2012), Johnson (2007) and Cunningham and Thornton (2006) studies. All those studies assured that there is a significant influence on sons' and daughters' attitudes towards marriage due to the parents. Johnson (2007); agreed that positive attitudes towards marriage held by the participants are due to observing their own parents relationship. For Cunningham (2006), he confirmed that the association between fathers' marital attitudes and their children marital attitudes increased in higher levels of parental marital relationship. The results of Moats (2004), Cunningham (2006), and Jennings (2012) emphasized that parental marital relationship quality facilitates the intergenerational transmission of attitudes and shaping their attitudes towards marriage.

- As for the influence of parental marital status, Al-Qashan (2010) and Moats (2004), confirmed that there is a significant influence of the divorce of parents on their children's negative attitudes towards marriage, whereas Memani (2003); found no influence, and all of the participants' attitudes in general are positive regardless of the parental status.

- Moreover, attitudes towards marriage were studied in relation to some variables, as in Weber (2001) who studied gender. He found no gender differences in attitudes towards marriage,as for Memani (2003), who found that students show positive attitudes towards marriage and no statistically difference according to sex. To the contrary, in Al-Qashan

(2010) and Willoughby (2010) studies, gender was found to be an important factor in shaping attitudes towards marriage.

- The attitudes towards marriage and some other variables where reviewed, as in Margret (2011). On her study, she found that "the marriage ceremony" is now considered less crucial than before. The "traditional way of mate selection" is rejected in Harper (2010) study. Another two important variables as "best age of marriage" and "having children or not", were presented by Harper's study (2010). He claimed that postponing or not having children at all is favorable, whereas, Ahmad (2009) mentioned that the desired average of children is 4.3 child, and the origin of the family has an influence and is the reason of favoring this number of children.

- Results have showed that young adults value love, fidelity, and commitment as part of successful relationships.

- Moreover, results have also showed that the size of the family and the father`s educational level have a positive significant influence on attitudes , which mean that an increase in each factor means more positive attitudes. The results also showed that positive attitudes towards job have a positive correlation, with the positive attitudes toward marriage, Qahtani (2006).

- Different tools and different methods were used on previous studies to assess the attitudes towards marriage. Some used a semi-structured questionnaire, others used the Attitudes Towards Marriage Scale (Kinnaird and Gerrard, 1986) and Marriage Attitudes Scale (MAS, Braaton and Rosen, 1998).

- As for self-concept of youth and university students, and the variables that may have a significant influence on this construct, researches have showed that different demographic factors had significant contributions in shaping the dimensions of self-concept in general, which are (gender, location of living, higher education, academic achievement, individual specialization). As in Hanoon (2011), Sangeeta (2011) and Fallata (2008), gender had significant effect on self-concept and its dimensions, contrarily to Sharabati (2011), Barakat (2008), who found no significant difference in favor to gender. For example, Fallata found that females can be more influenced in some self-dimensions than males, such as self-respect and academic self. However, Hanoon (2001), Hamuri (2008) and Zhang (2010), found that there is a significant relationship between self-concept and

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location of living. City students differ from village students in self-dimensions. However, in Bajawi (2011), higher education is a contributing factor as it increases self-concept.It appears to be more positive as well. The individual's academic achievement, as in Hamuri (2008), Sangeeta (2011), Zhang (2010), Barakat (2008)and Hanoon (2001), as grades increase, the self-concept gets more towards the positivity. Finally, the individual's specialization was not significant as reported by Hanoon (2011), Barakat (2008) and Sharabati (2011). On the other hand, in Zhang (2010) it has significant influence where students who major in liberal arts had a higher score than the students of science. And the same for academic level, no significant influence on self-concept in Zhang's (2010) study, but in Fallata (2008), it has a significant influence.

- Another different variable showed a significant effect on general self-concept, and self-concept dimensions, as in Hamuri (2008), Zhang (2010), were number of family members and participant's order in house in favor to "less than five members" and "the first child".

- Moreover, parental education influences self-concept. As self concept is better in those parents who have bachelor degree and higher on the fields of self identity, personality, acceptance, moral, family, social and behavioral self. Family income is a contributing factor as in Hamuri (2008) and Sharabati (2011). The higher the income the more the positive self-concept is.

- As well, participant's marital relationship has a significant influence in identifying the self-concept, as in Gigy (1980). Married and unmarried participants identify their self-concepts according to their marital status, which Manasra (2003), also confirmed in her study. The unmarried tend to have more mental and psychological problems which are due to negative self-concept, but this self- perception is influenced by family and society. Ho's study (2008) showed that , a positive self concept had a positive correlation with enhanced family functioning .

- Furthermore, there is a significant relationship in the interaction between father marital adjustment and mother marital adjustment, and the female self-concept concerning self esteem and the academic self-concept. The more adjusted are the parents, the better are the outcomes, i.e., higher marks and higher self-esteem.

- Sethi (2011), finds out no significant difference on unmarried working and single working females concerning self-esteem. The interactional effects of working status and marital status were also found non-significant for self-esteem.

- Studies find out that there is a significant positive relationship between family income and self-concept as is Sharabati (2011).

- The results showed that there is a significant correlation between negative self esteem and negative irrational attitudes for both males and females, as in Jaradat (2006).

- Different tools and different methods were used on previous studies to assess self-concept. Each study had its own aims and objectives in order to achieve them. Many studies used the Tennessee Self Concept Scale by William Fitts, 1996, for example, as in Local Studies Sharabati(2011), Arabic studies as Hamuri (2008) at Saudi Arabia and International as Lsgaa (2012), in Iran and Zhang (2010), in China. Other tools such as Abu-Nahya self-concept scale, and self-constructed scales were used by other researchers.

Chapter Three:

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Methodology

3.1 Introduction

Chapter three previews the steps of creating the study. Therefore, study design, sampling and sample size will be presented:

3.2 Study design

A descriptive cross sectional design was used, to elicit the expected results from the current study.

3.3 Study setting

Al-Quds and Bethlehem Universities; those two settings were chosen due to the variability in student's quality at each, and easiness of accessibility . Al-Quds University have a variety of students, which are from different settings in Palestine, and for Bethlehem University it has variety also in quality and it has many Christian students, According to Bethlehem University Vice Chancellor, the percentage of Christian students of the university population is 30% (Bray, 2010)

3.4 Study population

The target population of this study are all registered undergraduate students of Al-Quds and Bethlehem Universities for the academic year 2011-2012, in the second academic

semester. All Faculties and academic years of study are included. The students of Al-Quds university were 8285 students, and Bethlehem students' were 3013 students.

For Al-Quds university, the main campus is in Abu-Deis and the other minor faculties as Beit-Hanina, Hind Al-Hussaini and the part of Art college in Ramallah, all were included. The faculties that give Bachelor's degree at Al-Quds university are twelve faculties, and at Bethlehem university, are five faculties as shown at the table below.

The following table represents the characteristics of the population in each university:

Table (3.1) Characteristics of the population of each university

Number of students according to name of University		Faculty Name	Sex & number of students according to sex	
Al-Quds University	8285	Aldaa'wa & Qura'an , Art(includes education), Science, Law, Health Professions, Engineering, Management and Economics, Medicine, Dentistry, Pharmacy,	Female	3936
			Male	4349
Bethlehem University	3013	Art(Education was included), Science, Health Professions, Management and Economics.	Female	2251
			Male	762

3.5 Target sample (study sample)

A Convenient stratified sample was obtained, from both Al-Quds and Bethlehem universities. Approximately 4% of each college students' were taken, (this percentage was determined according to previous studies and the researcher supervisor), where this distribution was proportional to size.

Table (3.2): Characteristics of the study sample

University	college	No. of students in Colleges	No. of Respondents	Percent from University	Percent from Total
Al-Quds	Art (press and media, Bard and education)	3693	83	26.69%	19.48%
	Science	1006	72	23.15%	16.90%
	Law	849	45	14.47%	10.56%
	Health Professions	603	23	7.40%	5.40%
	Engineering	453	22	7.07%	5.16%
	Management and Economics	741	27	8.68%	6.34%
	Medicine	240	7	2.25%	1.64%
	Dentistry	346	7	2.25%	1.64%
	Pharmacy	129	13	4.18%	3.05%
	Aldaa'wa and Qura'an	225	12	3.86%	2.82%
	Total	**8285**	**311**	**100.00%**	**73.00%**
Bethlehem	Art (also education)	1454	42	36.52%	9.86%
	Science	507	23	20.00%	5.39%
	Health Professions	365	30	26.09%	7.04%
	Management and Economics	687	20	17.39%	4.69%
	Total	**3013**	**115**	**100.00%**	**27.00%**
Grand Total			**426**		**100.00%**

3.6 Sample size:

The sample size of this study has been determined by 95% confidence level, and an error margin of less than 10% of the populations` standard deviation. According to the following formula, the sample was determined:

$$n \geq \left[\frac{Z_{\alpha/2}\,\sigma}{0.10\,\sigma}\right]^2 = \left[\frac{1.96}{0.10}\right]^2 \cong 384$$

Sample size distribution was proportional to size of stratification groups, then each sample taken from each group as convenient one.

3.7.1 Inclusion criteria:

The following are the criteria for inclusion of the participant:

All undergraduate students at Al-Quds and Bethlehem Universities, are registered at the time of obtaining the sample; "May.2012".

3.8.2 Exclusion criteria:

- Students at Al-Quds and Bethlehem Universities but not undergraduate students "Bachelor degree", such a**s** postgraduate and Masters students.

- Bachelor degree students but not registered at the university at the period of obtaining the sample (May.2012).

3.9 Demographic characteristics of the participants:

The descriptive statistic of the demographic and non-demographic variables in the study were presented in the following figures:

3.9.1 Age group:

Table (3.3): Distribution of participants according to age

Item	Mean	Min	Max	Range	STD
Respondent	21.09	17.00	32.00	15.00	9.24

Ages were between 17 and 32 years, Results in table (3.3) show that the mean age of the respondents was 21.09 years with a standard deviation of 9.24 years.

3.9.2 Gender:

Table (3.4): Distribution of respondents by gender

Gender	Count	Percentage
Male	151	35.4
Female	275	64.6
Total	**426**	**100.0**

Results in table (3.4) show that 64.6% of the respondents were female students and 35.4% of them were male students.

3.9.3 Religion:

Table (3.5): Distribution of Respondents according to Religion

Religion	Count	Percentage
Muslim	409	96.0
Christian	16	3.8
Missing	1	.2
Total	**426**	**100.0**

Results in table (3.5) show that the majority of the respondents were Muslims 96%, and 3.8% of them were Christian.

3.9.4 University and specialty:

Table (3.6): Distribution of Respondents according to University and specialty

University	Specialty	No. of Respondents	Percent from University	Percent from Total
Alquds	Art	83	26.69%	19.48%
	Science	72	23.15%	16.90%
	Law	45	14.47%	10.56%
	Health Professions	23	7.40%	5.40%
	Engineering	22	7.07%	5.16%
	Management and Economics	27	8.68%	6.34%
	Medicine	7	2.25%	1.64%
	Dentistry	7	2.25%	1.64%
	Pharmacy	13	4.18%	3.05%
	Aldaa'wa	12	3.86%	2.82%
	Total	**311**	**100.00%**	**73.00%**
Bethlehem	Art	42	36.52%	9.86%
	Science	23	20.00%	5.39%
	Health Professions	30	26.09%	7.04%
	Management and Economics	20	17.39%	4.69%
	Total	**115**	**100.00%**	**27.00%**
	Grand Total	**426**		**100.00%**

Results in table (3.6) show that the total number of respondents in the study was (426). 73% of them are from Al-Quds university, most of the participants from this university belong to Art faculty (26.69%). The second largest group belong to the faculty of Science (23.15%), and the smallest group belong to Aldaa'wa faculty (3.86%).Table (3.5) further shows that (27%) of the respondents from Bethlehem university. Most of the participants from this university belong to the faculty of Art (36.52%), the second largest group belong to the faculty of Health professions (26.09%), and the smallest group belong to the faculty of management and economics.

3.9.5 Academic year of study:

Table (3.7): Distribution of Respondents according to Academic year of study

Academic Level	Count	Percentage
First	98	23.0
Second	90	21.1
Third	138	32.4
Fourth	71	16.7
Above Four	24	5.6
Missing	5	1.2
Total	**426**	**100.0**

Results in table (3.7) show that respondents in the third academic year are the largest group 32.4%. The first academic year "freshman" is the second largest group 23%, and the smallest group was the respondents of higher than four years education (seniors but their specialty is more than four years like medicine and engineering or late students) .

3.9.6 Participant marital status:

Table (3.8): Distribution of Respondents according to Martial Status

Marital Status	Count	Percentage
Single	344	80.8
Engaged	54	12.7
Married / Prev. Married	28	6.5
Total	**426**	**100.0**

Results in table (3.8) show that most of the respondents "80.8%" are singles. 12.7% of them were engaged. 6.5% of them were married or previously married

3.9.7 Region of living :

Table (3.9): Distribution of Respondents according to Living region

Living region	Count	Percentage
Northern West Bank	53	12.4
Central West Bank	226	53.1
Southern West Bank	137	32.2
Missing	10	2.3
Total	**426**	**100.0**

Results in table (3.9) show that more than half of the respondents "53.1%" live in the middle of West Bank. 32.2% of them live in the South, and 12.4% of them are in the North.

3.9.8 Location of living:

Table (3.10): Distribution of Respondents according to location of Living

Location of living	Count	Percentage
Camp	193	45.3
Village	201	47.2
City	31	7.3
Missing	1	.2
Total	**426**	**100.0**

Results in table (3.10) shows that 47.2% of the respondents live in Villages. 45.3% of them live in Camps, and 7.3% of them are in Cities.

3.9.9 Parental marital status:

Results in table (3.11) show that the majority of the respondents' parents "89.7%" are married. 6.8% of them are widows, and 3.1% of them are divorced.

Table (3.11): Distribution of Respondents according to Parents` Martial Status

Parental marital Status	Count	Percentage
Married	382	89.7
Divorced	13	3.1
Widow	29	6.8
Missing	2	.5
Total	**426**	**100.0**

3.9.10 Number of family members:

Table (3.12): Distribution of participants according to number of Family members

Number of family members	Count	Percentage
Less than 5	55	12.9
5 to 8	260	61.0
more than 8	110	25.8
Missing	1	.2
Total	**426**	**100.0**

Results in table (3.12) show that largest group of participants "61%" have 5 to 8 family members. 25.8% of them have more than 8 members, and 12.9% have less than 5 members.

3.9.11 Birth order:

Table (3.13): Distribution of Respondents according to birth order

Birth order	Count	Percentage
Oldest	125	29.3
Middle	231	54.2
Youngest	70	16.4
Total	**426**	**100.0**

Results in table (3.13) show that more than half "54.2%" of the respondents fall in the middle position between the siblings 29.3% of them were the eldest, and 16.4% of them are the youngest.

3.9.12 Fathers' educational level:

Table (3.14): Distribution of Respondents according to Father's Educational Level

Father`s educational Level	Count	Percentage
Less than 6 years	18	4.2
Between 6 and 9 years	54	12.7
Between 10 and 12 years	137	32.2
University or College	217	50.9
Total	**426**	**100.0**

Results in table (3.14) show that 50.9% of the respondents fathers have an educational level of University or College, 32.2% of them have 10 to 12 years of education, and 16.9% of them have less than that (less than 12 years education).

3.9.13 Mothers' educational level:

Table (3.15): Distribution of Respondents according to Mother's Educational Level

Mother`s Educational Level	Count	Percentage
Less than 6 years	31	7.3
Between 6 and 9 years	65	15.3
Between 10 and 12 years	154	36.2
University or College	174	40.8
Missing	2	.5
Total	**426**	**100.0**

Results in table (3.15) show that 40.8% of the respondents` mothers have an educational level of University or College, 36.2% of them have 10 to 12 years of education, and 23.6% of them have less than that (less than 12 years education).

3.9.14 Fathers' work status

Results in table (3.16) show that 82.4% of the respondents fathers do have work, 8.2% of them are unemployed, and 6.8 are died.

Table (3.16): Distribution of Respondents according to Father's status

Do Father Work	Count	Percentage
Yes	351	82.4
No	64	15.0
Missing	11	2.6
Total	**426**	**100.0**

3.9.15 Mothers' work status:

Results in table (3.17) show that the majority of the respondents mothers 74.9% do not have work, and 24.4% of them are employed.

Table (3.17): Distribution of Respondents according to Mother's work status

Do Mother Work	Count	Percentage
Yes	104	24.4
No	319	74.9
Missing	3	.7
Total	**426**	**100.0**

3.9.16 Family income:

Table (3.18): Distribution of Respondents according to Family's Income

Income	Count	Percentage
Less than 1500	42	9.9
Between 1500 and 3000	170	39.9
between 3000 and 5000	110	25.8
More than 5000	99	23.2
Missing	5	1.2
Total	**426**	**100.0**

Results in table (3.18) show that about 40% of the respondents family's incomes are between 1500 and 3000 NIS, 25.8% of them are between 3000 and 5000 NIS, 23.2% of them earn more than 5000 NIS, and 9.9% of them earn less than 1500 NIS.

3.9.17 Participants` parents` age at marriage:
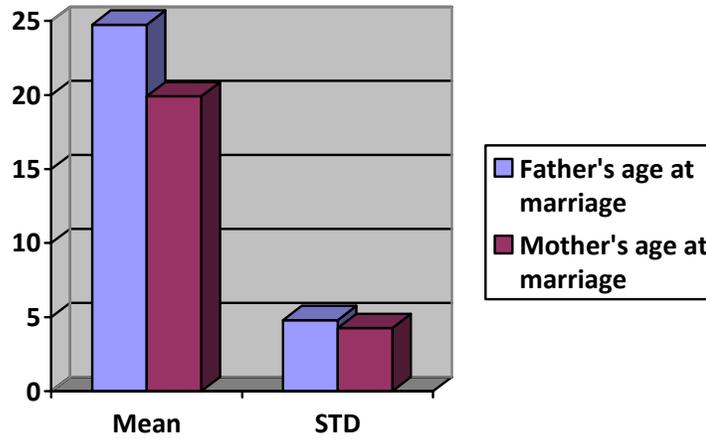
Figure (3.1): Descriptive Statistics of ages

Results in figure (3.1) show that mean average of fathers' age at marriage was 24.75 years with a standard deviation of 4.8 years, and the mean average of mothers' at marriage was 19.9 years with a standard deviation of 4.56 years.

3.10 Study variables

This study includes the following variables:

3.10.1 Independent variables:

1. Age: a-(18-20), b-(21 and above)
2. Gender: a-male, b- female
3. Religion: a-Muslim, b-Christian
4. University: a-Al-Quds b-Bethlehem
5. Academic level: a-first year, b-second year, c-third year, d-forth year, e-above forth year.
6. Participant specialty(faculty):
a) Art faculty(includes education).
b) Science faculty.
c) Health professions faculty.

d) Law faculty.

e) Medicine faculty.

f) Dentistry faculty.

g) Pharmacy faculty.

h) Alda'wa and Qura'an faculty.

i) Engineering faculty.

j) Management and Economics faculty.

7. Participant marital status: (single, married, engaged, and divorced).

8. Region of living: (north, south, middle).

9. Location of living: (city, village or camp).

10. Parental marital status: (married, divorced, widow).

11. Number of family members: ((less than 5),(5 to 8), (more than 8)).

12. Birth order: (first, middle, or last).

13. Parental educational level: (less than 6 years, between 6 and 9 years, between 10 and 12 years, university or college.

14. Does the parents work: Yes, No.

15. Family income: (less than 1500NIS, between 1500 and 3000NIS, between 3000 and 5000NIS, more than 5000NIS.

16. Participant parents' age at marriage.

3.10.2 Dependent variables:

1. Attitudes toward marriage.

2. Self-concept

3. Dimensions of self-concept.

3.11 Study instrument

The instrument used was a self-reported questionnaire, based on previous studies.

The questionnaire was divided into three parts. The first part consists of questions about the independent variables and demographic data, as (age, gender, location of living,…..). Those were sixteen variables (see 3.10 study variables).

The second part: represents attitudes toward marriage scale:

A Marital Attitude Scale (MAS) developed by Braaten and Rosen (1998) was used in this study. The scale consists of 23 items. Six of the items require participants to rate their feelings regarding their own present or possibly future marriage, while the remaining items require participants to react to statements dealing with general concepts regarding marriage.

For each item, participants are expected to rate their opinions or feelings on certain statements (see Appendix 2) on a scale from 1(strongly agree) to 4 (strongly disagree). The total MAS score ranges from a minimum of 23 to a maximum of 92(4*23). There are 15 negative statement, and 8 positive statements. The statements that need to be reversed, when calculating the instrument score are the positive ones, as shown below:

 1.3.5.8.12.16.19.23

Higher scores indicate a more positive attitude towards marriage. The MAS is also suitable for the use with persons who are both married and unmarried (Bassett, Braaten, & Rosen, 1999). In order to determine whether participants have negative or positive attitudes towards marriage, a midpoint value of 58 was used. Scores below 58 were regarded as indicative of negative attitudes and scores from 58 and above would indicate positive attitudes.

The third part represents the Tennessee self-concept scale:

The original copy for this instrument was developed by William Fitts,1965; and translated to Arabic by Safwat Faraj and Suhair Kamel , as was used in the current study.

The scale is suitable for the age group of 12-86 years, and it is consisted of 100 descriptive items. Participants have to respond and rate according to how they perceive themselves, through a scale from 1(If the statement is always false) to 4 (If the statement is always true). The TSCS is multi- dimensional scale where it measures nine dimensions for the self-concept as shown below:

o   Physical: which is representative by the sentences between 1-18
o   Moral: which is representative by the sentences between 19-36
o   Personal: which is representative by the sentences between 37-54
o   Family: which is representative by the sentences between 55-72

o Social: which is representative by the sentences between 73-90

o Self-criticism: which is representative by the sentences between 91-100

o In addition to Total self-concept, which include, the items between 1-90, but doesn't include the self-criticism items. Total self-concept is considered the most important part of the scale. A high total self-concept score is between (60-70), "those who tend to define themselves as generally competent and to like themselves". They feel that they are people of value and worth; they have self-confidence and they act accordingly. But scores above 70 or below 30 mean "having ego problems, either superior or inferior images" (pathological results).

For the other three component below they were not calculated through this study, since they are considered supplementary:

o Behavioral self

o Identity

o Self-satisfaction

The scale have 45 positive and 45 negative items. Below are numbers of negative items:

4,5,6,10,11,12,16,17,18,22,23,24,28,29,30,34,35,36,40,41,42,46,47,48,52,53,54,58,59,60,64,65,66,70,71,72,76,77,78,82,83,84,88,89,90

The rest are positive items, in addition to the items between 90-100 which represent the self-criticism. But those scores are negative; the one can criticize himself, and according to the guide of TSCS, taking high score on TSCS means a healthy personality as it shows the awareness for the self.

3.12.1 Validity and Reliability in previous studies:

As was mentioned before, the study instrument is mainly divided into two scales; the marital attitude scale, and the self-concept scale. The marital scale, was used in many previous studies, one is a study done in south Africa it was also demonstrated in english. In a study conducted by Mathiti in 2003. Another study conducted by Al-Qashan in 2010, which was at Kuwait also used the MAS scale, and to ensure the validity of the translated form, the Arabic version was reviewed by several experts.

For the self-concept scale, a study conducted by Sharabati in 2011 on the Palestinian community, and found the internal consistency by cronbach alpha was .92 which is considered high consistency. Another study conducted by Barakat in 2008 used the Tennessee self concept scale as the study tool where the researcher used the test-retest way, the internal consistency for the scale was .81 (Cronbach Alpha). And finally Adeila in 2012 conducted a study where she used the TSCS also and to ensure the validity (person correlation) was calculated for the statements of the scale, where the score was between (0.760- 0.000) which indicate high consistency. Also, when calculating the Cronbach Alpha for the scale to ensure the internal consistency the results was (.94) i.e., the scale have high reliability.

Concerning the two tools used at the current study, validity was assured by judges and pilot study done for both, where the sample of student who was involved agreed that it is clear and understandable except for one word on the 23rd question in the MAS part, and was modified .

3.12.2 Validity and reliability in current study:

3.12.3 Validity:

To ensure the validity of this instrument-the attitude toward marriage part-, the researcher had four experienced and specialized judges, where the aim here was to judge the instrument language, congruence, clarity and validity needed to measure. All judges agreed on this instrument. There were some little language modification that was done by the researcher.

Then, a pilot study was conducted by the researcher on ten students of Bethlehem university, who helped the researcher to make sure that the instrument is clear for this group in specific, and can be generalized to the rest of the sample. Those students were removed from the sample.

Concerning the self-concept part, it was judged in previous studies conducted by other Palestinian researchers as Adileh (2012), Barakat (2008) and Sharabati (2011) whom mentioned before.

3.12.4 Reliability:

Reliability coefficiency was calculated for the dimensions of the tool and the whole tool. Results are shown in Table (3.19).

Table (3.19): Reliability Statistics

Tool	Cronbach's Alpha	Number of Items
(attitudes toward marriage scale)	.769	23
(self-concept scale)	.878	99

Table (3.20) self-concept dimensions reliability

	Physical	.815	18
	Moral	.725	17
Self-Concept	Personal	.832	18
	Family	.813	18
	Social	.877	18
	Self-criticism	.891	10
Total Self-Concept		**.878**	**99**

Cronbach's alpha of the internal consistency for the scale was calculated, for the attitudes towards marriage were 0.769 and 0. 878 for the total self-concept, which indicates high reliability and consistency for the tool of the study, in addition the different dimensions of self-concept also showed a high reliability as shown in the table above (3.20)

3.13 Data collection procedure

The researcher went through few steps in order to collect the needed data for the current study, summarized as:

1. A pilot study was conducted by the researcher on ten students of Bethlehem university. This is done to make sure that the instrument is clear for this group in specific and to generalize it to the rest of the sample.

2. The data was collected during "May".2012; the researcher continued collecting (convenient samples), till the assigned number was completed.

3. Some colleagues helped in distributing the questionnaire. They were trained and all the questions were explained to them, since collecting the data was self-administration for the questionnaire.

4. After collecting all the data, spoiled questionnaires were removed. The remaining number was 426 questionnaire.

3.14 Ethical consideration

- A formal permission to conduct the research was obtained from the school of Public Health at Al-Quds University, and sent to both universities registration deans to help the researcher to conduct the research and obtain data from the students.

- A cover letter was administered to participants, that no names are needed, and that the information will remain confidential for scientific use only.

3.15 Data analysis:

Analytical plan was according to the order of the questionnaire:

1- For descriptive analysis, all variables had frequencies and data was presented in figures.

2- To answer third research question spearman correlation coefficient was used to assess the association between attitudes toward marriage and self-concept.

3- To answer the fourth question Mann Whitney and Kruskal- Wallis was used This test was used on the current study to find the differences between the attitudes towards marriage among the participants and the mentioned independent variables while Kruskal Wallis used to find the difference between the attitudes towards marriage and (participants` specialty, academic level, number of family members, birth order, participant`s marital status, region of living, location of living, parental marital status, family income, mother`s educational level, father`s educational level, father's age and mother's age) and Mann Whitney test was used to find the differences between the attitudes towards marriage among the participants and some of the mentioned independent variables(university, gender, mother`s working status, father`s working status, participants` age and religion) .

4- To answer the fifth question and find the difference between self-concept of the participants and some independent variables The T-test (university, gender, religion, mother's work status, father's work status and participant's age.) was done and one way ANOVA was used by the researcher to find the differences between the self-concept among the participants and some of the mentioned independent variables (participant's

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specialty, academic level, number of family members, birth order of the participant and own marital status, living region and parental age at marriage).

5- Multiple Regression analysis

The researcher used this statistical technique to measure the degree of influence of the independent variables of the study on the dependent variables on the current study (attitudes toward marriage and self-concept). Variables included in the model were those with a statistical significance p value less than 0.05 in the previous analysis.

3.16 Limitations of the study:

While conducting the current study, the researcher faced obstacles and limitations, since :

- Only students of two universities, may leave out many other students in the same age group from other universities who may have very different attitudes toward marriage, thus the results can be generalized on university students and not all this age group in the Palestinian society which may include the uneducated group.

- As the constant of the study is sensitive, some of the participants may not be very truthful.

- Since it is a self-reported questionnaire, the subjectivity in answering the questionnaire can limit the validity

- Limitation of time: since the sample was taken only through one semester of the whole academic year, and an academic year can have different properties and may have different registered students

Chapter four:

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Results

Introduction

This chapter represents the results of the study according to the research questions and the study hypothesis.

4.1 Research question one:

Are the attitudes of (Al- Quds and Bethlehem Universities) students towards marriage positive?

This question was answered according to the Marital Attitude Scale (MAS) developed by Braaten and Rosen (1998). The total score ranges from a minimum of 23 to a maximum of 92, with a cutoff point of 58, (above = positive attitudes, below= negative attitudes) the descriptive statistics of this scale presented in the following table and appendix 5 show the whole scale, (3.11) study instrument describes the statistical analysis .

Table (4.1): Scale Attitudes Towards Marriage

Scale	Count	Percentage	Valid percent
Negative Attitude	54	12.7	13.5
Positive Attitude	346	81.2	86.5
Missing	26	6.1	
Total	426	100.0	100.0

Results in table (4.1) show that 86.5% of the respondents have positive attitudes towards marriage while 13.5% of them have negative attitudes towards marriage.

4.2 Research question two:

Is self-concept of (Al- Quds and Bethlehem Universities) students positive?

This question was answered according to Tennessee self-concept scale developed by William Fitts,1965; and translated to Arabic by Safwat Faraj and Suhair Kamel.

In this scale, the total score ranges from a minimum of 99 to a maximum of 396, with cut point of 248, the descriptive statistics of this scale and its axis is presented in table (4.2), and appendix 6 show the whole scale.

The results of self-concept dimensions' are showed on the following table:

Table (4.2): self-concept dimensions'

Axis	Scale	Count	Percentage	Valid Percent
Physical	Negative self-concept	43	10.1	10.2
	Positive self-concept	377	88.5	89.8
	Missing	6	1.4	
Moral	Negative self-concept	61	14.3	14.6
	Positive self-concept	358	84.0	85.4
	Missing	7	1.6	
Personal	Negative self-concept	34	8.0	8.1
	Positive self-concept	388	91.1	91.9
	Missing	4	.9	
Family	Negative self-concept	68	16.0	16.2
	Positive self-concept	351	82.4	83.8
	Missing	7	1.6	
Social	Negative self-concept	34	8.0	8.1
	Positive self-concept	384	90.1	91.9
	Missing	8	1.9	
Self-criticism	Negative self-concept	48	11.3	11.4
	Positive self-concept	372	87.3	88.6
	Missing	6	1.4	
General Self-Concept	Negative self-concept	28	6.6	6.9
	Positive self-concept	379	89.0	93.1
	Missing	19	4.5	

Results in table (4.2) show that 93.1% of the respondents have a positive self-concept while 6.9% of them have a negative self-concept.

Nevertheless, in regards to the dimensions axis of self-concept all the dimensions were more toward positive self-concept, the axis have the following order from the more positive to the less positive:

Personal self-concept (91.1%), then social self-concept (90.1%), physical self-concept (88.5%), self-criticism (87.3%), moral self-concept (84.0%) and familial self-concept (82.4%).

4.3 Research question three:

Is there any association between student's (positive or negative) attitudes toward marriage and their (positive or negative) self-concept?

To answer this question, Spearman correlation and Chi square test were used. Results are shown in table (4.3):

Results showed that there were **significant positive association** at ($\alpha \leq 0.05$) between the students (positive or negative) attitudes towards marriage and their (positive or negative) Self-Concept. Also there were **significant positive association** at ($\alpha \leq 0.05$) between the students (either positive or negative) attitudes towards marriage and their (positive or negative) Self-Concept dimensions on the different dimensions.

Table (4.3): Chi square test and Spearman association between the students attitudes towards marriage and Self-Concept

Self concept	Attitudes Towards Marriage
Dimension	p-Value
Physical	0.000
Moral	0.000
Personal	0.001
Family	0.002
Social	0.003
Self-criticism	0.046
General Self-Concept	0.000

.4.4 Research question four

To answer the question four each variable was tested using a sub hypothesis as the following:

Is there a significant association between attitudes towards marriage, demographic and non demographic variables?

*Demographic and non demographic variables: gender, religion, participant's university name, age, academic level, student`s marital status, participants' specialty, region of living, location of living, order of birth, number of family members, parental marital status, parental educational level, family`s income, mother`s work status, father`s work status and parental age at marriage.

4.4.1 Sub hypothesis one:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage scale and University, Gender and Religion among the participants.

To test this hypothesis, Mann Whitney Test was used to find the differences between the attitudes towards marriage among the participants and the mentioned variables, as shown on table (4.4):

Table (4.4): Results of Mann Whitney Test for the attitude toward marriage scale with regard to University, Gender and Religion

Variable	Item	Count	Mean Rank	Z-Score	p-Value
University	Al-Quds	293	196.78	-2.098	0.032
	Bethlehem	107	210.68		
Gender	Male	138	195.62	-.850	.395
	Female	262	203.07		
Religion	Muslim	384	201.54	-2.282	.022
	Christian	15	160.50		

Results showed that there are no significant difference at($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students' Gender. That is students' gender (male, female) had no influence on their attitudes towards marriage, which is positive as shown in

table (4.1). Nevertheless, results showed that there were **significant difference**, at (α≤0.05) in the attitudes of students toward marriage with regard to students' University, and religion. Students in Bethlehem University had more positively attitudes toward marriage than in Al-Quds University, and Muslim students had more positive attitudes toward marriage than Christians.

4.4.2 Sub Hypothesis two:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants' specialty.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and the participants' specialty, as shown on table (4.5):

Table (4.5): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to participants' specialty

Specialty	Count	Mean Rank	Chi-Square	p-Value
Art	119	193.89		
Science	86	211.22		
Law	45	196.39		
Health Professions	50	211.50		
Engineering	20	207.50	14.925	0.092
Management and Economics	44	177.50		
Medicine	6	160.83		
Dentistry	7	227.50		
Pharmacy	12	210.83		
Aldaa'wa	11	227.50		

Results showed that there are no significant difference at (α≤0.05) in the attitudes of students toward marriage with regard to students' specialty. Which mean, students' specialty had no influence on their attitudes towards marriage.

4.4.3 Sub Hypothesis three:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants' academic level.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their academic level, as shown on table (4.6):

Table (4.6): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to academic level

Academic Level	Count	Mean Rank	Chi-Square	p-Value
First	93	192.56		
Second	83	191.10		
Third	132	205.00	7.769	.100
Fourth	66	203.50		
Above 4	22	197.50		

Results showed that there are no significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students' academic level. That is students' academic level had no influence on their attitudes towards marriage.

4.4.4 Sub Hypothesis four:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and number of family members of the participants'.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and number of family members of the participants', as shown on table (4.7):

Table (4.7): Results of Kruskal-Wallis Test for the attitude towards marriage with regard to Number of family members

Number of Children	Count	Mean Rank	Chi-Square	p-Value
Less than 5	53	192.62		
5 to 8	241	199.18	.546	.561
More than 8	105	205.60		

Results showed that there are no significant difference at (α≤0.05) in the attitudes of students toward marriage with regard to number of family members of the participants. That is, number of family members had no influence on their attitudes towards marriage.

4.4.5 Sub Hypothesis five:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and order of birth of the participant.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their orders' of birth , as shown on table (4.8):

Table (4.8): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to order of birth of the participant

Birth order	Count	Mean Rank	Chi-Square	p-Value
Oldest	114	202.94		
Middle	220	202.95	2.696	0.267
Youngest	66	188.11		

Results showed that there are no significant difference at (α≤0.05) in the attitudes of students toward marriage with regard to participants' order of birth. That is, students' order of birth, had no influence on their attitudes towards marriage.

4.4.6 Sub Hypothesis six

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participant marital status.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their marital status , as shown on table (4.9):

Table (4.9): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to marital status

Marital Status	Count	Mean Rank	Chi-Square	p-Value
Single	323	203.97		
Engaged	52	181.35	4.709	.194
Married / Prev. Married	25	187.64		

Results showed that there are no significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students' marital status. That is students' martial status had no influence on their attitudes towards marriage.

4.4.7 Sub Hypothesis seven

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and region of living.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their region of living , as shown on table (4.10):

Results showed that there are no significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students' region of living. That is, students' region of living had no influence on their attitudes towards marriage.

Table (4.10): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to region of living

Region of living	Count	Mean Rank	Chi-Square	p-Value
Northern West Bank	49	186.59		
Central West Bank	211	198.41	1.255	.576
Southern West Bank	131	195.64		

4.4.8 Sub Hypothesis eight:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and location of living of the participant.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their location of living , as shown on table (4.11):

Table (4.11): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to location of living

Location of living	Count	Mean Rank	Chi-Square	p-Value
Camp	176	202.06		
Village	192	221.02	7.187	0.022
City	31	181.95		

Results showed that there are significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students' location of living. students living in villages had the highest positively attitudes toward marriage, followed by students living in camps; students living in city had the least positive attitudes toward marriage.

4.4.9 Sub Hypothesis nine:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants' parental marital status.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their parents' marital status, as shown on table (4.12):

Table (4.12): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to parental marital status

Parental marital status	Count	Mean Rank	Chi-Square	p-Value
Married	358	202.48		
Divorced	13	134.92	12.118	0.002
Widow	28	198.50		

Results showed that there are significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students' parents' marital status. Students with married parents had the highest positive attitudes toward marriage, followed by students with widow parents. The students with divorced parents had the least positive attitudes toward marriage.

4.4.10 Sub Hypothesis ten:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and their mothers' working status.

To test this hypothesis, Mann Whitney Test was used to find the differences between the attitudes towards marriage among the participants and their mothers' working status, as shown on table (4.13):

Table (4.13): Mann Whitney Test for the attitude toward marriage with regard to Mothers' working status

Mothers' Occupation	Count	Mean Rank	Z-Score	p-Value
Yes	98	212.07		
			1.91	0.027
No	299	200.11		
Total	397			

Results showed that there are significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students mothers' working status. Students with working mothers had more positive attitudes toward marriage than the students with non-working mothers.

4.4.11 Sub Hypothesis eleven:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants' fathers' working status.

To test this hypothesis, Mann Whitney Test was used to find the differences between the attitudes towards marriage among the participants and their fathers' working status, as shown on table (4.14):

Table (4.14): Results of Mann Whitney Test for the attitude toward marriage with regard to fathers' working status

Fathers' Occupation	Count	Mean Rank	Z-Score	p-Value
Yes	333	213.73	1.82	0.024
No	57	194.13		
Total	390			

Results showed that there are significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students fathers' working status. Students with working fathers had more positive attitudes toward marriage than the students with non-working fathers.

4.4.12 Sub Hypothesis twelve:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants' family income.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their family's income, as shown on table (4.15):

Table (4.15): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to Income

Income	Count	Mean Rank	Chi-Square	p-Value
Less than 1500	40	185.00		
Between 1500 and 3000	166	200.70	1.679	.642
between 3000 and 5000	103	199.57		
More than 5000	86	196.94		

Results showed that there are no significant difference at (α≤0.05) in the attitudes of students toward marriage with regard to students' family income. That is students family income had no influence on their attitudes towards marriage.

4.4.13 Sub Hypothesis thirteen:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants' mother educational level.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their mother's educational level, as shown on table (4.16):

Table (4.16): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to mother's educational level

Mother's Educational Level	Count	Mean Rank	Chi-Square	p-Value
Less than 6 years	31	202.19		
Between 6 and 9 years	62	178.23	8.532	0.042
Between 10 and 12 years	149	204.40		
University or College	157	217.90		

Results showed that there are significant difference at (α≤0.05) in the attitudes of students toward marriage with regard to students mother's educational level. The respondents`

mothers who have an educational level of university or college had the best attitudes toward marriage, and respondents' mothers who have an educational level between 6 and 9 years had the least positive attitudes toward marriage.

4.4.14 Sub Hypothesis fourteen:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants father's educational level.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their father's educational level, as shown on table (4.17):

Table (4.17): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to Father's educational level

Father's Education Level	Count	Mean Rank	Chi-Square	p-Value
Less than 6 years	18	194.17		
Between 6 and 9 years	50	199.50	1.878	.598
Between 10 and 12 years	132	206.29		
University or College	200	197.50		

Results showed that there are no significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students' father educational level. That is students' father educational level had no influence on their attitudes towards marriage.

4.4.15 Sub Hypothesis fifteen:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants' age groups.

To test this hypothesis, Mann Whitney Test was used to find the differences between the attitudes towards marriage among the participants and their age groups, as shown on table (4.18):

Table (4.18): Results of Mann Whitney Test for the attitude toward marriage with regard to participants' age groups

Fathers' Occupation	Count	Mean Rank	Z-Score	p-Value
20 or below	221	194.46	-1.63	0.041
Above 20	176	204.70		
Total	397			

Results showed that there are significant difference at (α≤0.05) in the attitudes of students toward marriage with regard to students ages. Students of the age group (Above 20 years) had the more favorable attitudes toward marriage than the students in age group (20 years or below)

4.4.16 Sub Hypothesis sixteen:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants father's age at marriage.

To test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their father's age, as shown on table (4.19):

Table (4.19): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to students father's age at marriage

Fathers' age at marriage	Count	Mean Rank	Chi-Square	p-Value
19 or below	30	199.25		
20 to 24	158	192.91		
25 to 29	157	192.75	3.771	0.478
30 to 34	31	199.87		
35 or above	9	154.33		

Results showed that there are no significant difference at (α≤0.05) in the attitudes of students toward marriage with regard to students father's age at marriage. That is students father's age at marriage had no influence on their attitudes towards marriage.

4.4.17 Sub Hypothesis seventeen:

There is no significant correlation at the 0.05 level of significance between attitudes towards marriage and participants' mother's age at marriage time.

test this hypothesis, Kruskal-Wallis Test was used to find the differences between the attitudes towards marriage among the participants and their mother's age, as shown on table (4.20):

Table (4.20): Results of Kruskal-Wallis Test for the attitude toward marriage with regard to students Mother's age at marriage time

Mother's age at marriage	Count	Mean Rank	Chi-Square	p-Value
16 or below	65	191.35		
17 to 20	193	200.05	4.415	0.147
21 to 24	90	181.64		
25 or above	37	186.78		

Results showed that there are no significant difference at ($\alpha \leq 0.05$) in the attitudes of students toward marriage with regard to students mother's age at marriage. That is students mother's age at marriage had no influence on their attitudes towards marriage.

To find out the significant factors on attitudes toward marriage, stepwise multiple linear regression analysis was carried out. The statistic procedure used after the non significant coefficients were excluded from the model, and only the significant coefficients were included in the model. The new results of the analysis were as follows:

Results in table (4.21) show all the significant coefficients in the model; all of these variables contribute to the model. In order to determine the relative importance of the significant predictors, the researcher looked at the standardized coefficients (Beta), a predictor with the largest absolute standardized coefficient contributes more to the model. Thus, predictors were arranged according to importance as follows:

Table (4.21): Coefficients of regression model

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	61.848	5.064		12.214	.000
Specialty	.256	.152	.090	2.687	.009
Age group	1.515	1.057	.110	2.433	.015
Religion	-1.600	1.943	-.047	-1.823	.041
Number of members in family	1.734	.618	.157	2.806	.005
Participants' marital status	-1.302	.673	-.111	-2.933	.015
Location of living	-.692	.595	-.063	-2.162	.024
Mother's work status	.476	.920	.030	2.518	.006
Father's work status	.998	1.179	.051	1.846	.031
Father's Educational Level	.825	.568	.101	2.452	.014
Mother's Educational Level	1.138	.558	.253	2.038	.032
Income	-.373	.428	-.051	-1.870	.038

- The predictor "mothers' educational level" contributes more to the model than the other variables because it has a larger absolute standardized coefficient (0.253); the coefficients (B) of this predictor are positive, which indicates that there is a direct relationship between this predictor and the dependent variable. In other words, a one unit increase in "mothers' education level" would yield a 1.138 unit increase in the predicted MAS scores.

- The predictor "no. of members in family" has the second larger absolute standardized coefficient (0.157); the coefficients (B) of this predictor are positive, and this indicates that there is a direct relationship between this predictor and the dependent variable, that is, a one unit increase in "no. of members in family" would yield a 1.734 unit increase in the predicted MAS scores.

- The predictor "participant's marital status" has the third larger absolute standardized coefficient (0.111); the coefficients (B) of this predictor are negative, and this indicates that there is an inverse relationship between this predictor and the dependent variable, that is, a one unit decrease in "participant's marital status" would yield a 1.302 unit increase in the predicted MAS scores.

- The predictor "age" has absolute standardized coefficient (0.110); the coefficients (B) of this predictor are positive, and this indicates that there is a direct relationship between this predictor and the dependent variable, that is, a one unit increase in "age" would yield a 1.515 unit increase in the predicted MAS scores.

- The predictor "fathers' educational level" has absolute standardized coefficient (0.101); the coefficients (B) of this predictor are positive, and this indicates that there is a direct relationship between this predictor and the dependent variable, that is, a one unit increase in "fathers' education level " would yield a 10.825 unit increase in the predicted MAS scores.

- The predictor "specialty" has absolute standardized coefficient (0.090); the coefficients (B) of this predictor are positive, and this indicates that there is a positive relationship between this predictor and the dependent variable, that is, a one unit increase in "specialty" would yield a 0.256 unit increase in the predicted MAS scores.

- The predictor "location of living" has absolute standardized coefficient (0.063); the coefficients (B) of this predictor are negative, and this indicates that there is an inverse relationship between this predictor and the dependent variable, that is, a one unit decrease in "location of living" would yield a 0.692 unit increase in the predicted MAS scores (participants living in a city have lower scores than camp, village lower than camp and camp higher than city .

- The predictor "father's work status" has absolute standardized coefficient (0.051); the coefficients (B) of this predictor are positive, and this indicates that there is a direct relationship between this predictor and the dependent variable, that is, a one unit increase in "father's work" would yield a 0.998 unit increase in the predicted MAS scores.

- The predictor "income" has absolute standardized coefficient (0.051); the coefficients (B) of this predictor are negative, and this indicates that there is an indirect relationship between this predictor and the dependent variable, that is, a one unit decrease in "income" would yield a 0.373 unit increase in the predicted MAS scores.

- The predictor "religion" has absolute standardized coefficient (0.047); the coefficients (B) of this predictor are negative, and this indicates that there is an inverse relationship between this predictor and the dependent variable, that is, a one unit decrease in "religion" would yield a 1.600 unit increase in the predicted MAS scores

- The predictor "mother's work status" has absolute standardized coefficient (0.030); the coefficients (B) of this predictor are positive, and this indicates that there is a direct relationship between this predictor and the dependent variable, that is, a one unit increase in "mother's work" would yield a 0.476 unit increase in the predicted MAS scores.

- *Note: for the qualitative variables, one unit decrease or increase means an increase or decrease in the level of the variable.

4.5 research question five

Is there a significant association between demographic and non demographic variables at the level of significance 0.05 and self-concept among the students
*Demographic and non demographic variables: academic level, specialty, gender, marital's status, university`s name, region of living, location of living, family`s income, number of family members, marital`s status for parents and parents` education, mother`s work status.
To test this question, t-test and ANOVA were used. Results explained through sub hypothesis as shown in the following section:

4.5.1. Sub hypothesis eighteen:
There is no significant correlation at the 0.05 level of significance between self-concept of participants' and university, gender, religion, mothers' work status, fathers' work status, and students age groups.

To test this hypothesis, t- Test was used to find the relationship between self-concept of the participants and their university, gender, religion, mothers' work status, fathers' work status, and students age groups, as shown on table (4.22).

Results showed that there were no significant difference at (α≤0.05) in the self-concept of students with regard to students' religion and students age groups. That is students' religion (Muslim, Christian) and students' age (20 years or below, above 20 years) had no influence on their self-concept. on the other hand, results showed that there were significant difference at (α≤0.05) in the students self-concept with regard to students' university, gender, mothers' work status, and fathers' work status. Students at Bethlehem University had more positive self-concept than those at Al-Quds University by a mean of 3.450 scale points. Female Students had more positive self-concept than in male students by a mean of 8.793 scale points.

Students with a non-working mothers had more positive self-concept than the students with working mothers by a mean of 4.031 scale points. Students with working fathers had more positive self-concept than the students with non-working fathers by a mean of 2.761 scale points.

Table (4.22): Results of t- Test for the Self-Concept with regard to university, gender, religion, mothers' work status, fathers' work status, and students age groups

Variable	t	Df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
University	-4.105	406	.037	-3.450	2.775	-4.390	-2.520
Gender	-13.452	406	.001	-8.793	2.547	-13.800	-3.786
Religion	.902	405	.368	5.739	6.365	-6.774	18.251
Mothers' work status	-7.107	403	.015	-4.031	2.866	-6.942	-1.120
Fathers' work status	-3.774	397	.039	-2.761	3.439	-4.424	-1.098
age groups	-.711	402	.478	-1.781	2.506	-6.708	3.146

4.5.2 Sub hypothesis nineteen:

There is no correlation between demographic and non demographic variables at the level of significance 0.05 and self-concept among the participants.

One-Way ANOVA test was conducted in order to judge the hypothesis. However, the results were shown in the table (4.23).

Results showed that there are no significant difference at ($α≤0.05$)in the students self-concept score with regard to students' specialty, students' academic level ,number of members in family ,students' birth order, participants' marital status, living region, father's age at marriage, mother's age at marriage. That is, these variables had no influence on the self-concept score of the participants.

Table (4.23): Results of One-Way ANOVA Test for the Self-Concept with regard to Different Study Variables

Variable	df	Mean Square	F	Sig.
Specialty	10	894.870	1.453	.155
Academic Level	4	319.181	.914	.325
Number of members in family	2	296.168	.474	.623
Birth order	2	468.899	.752	.472
Marital Status of the participant	3	294.109	.471	.703
Living region	2	718.796	1.153	.317
Living location	2	1227.171	5.978	.029
Parents' Martial Status	2	279.441	8.449	.018
Income	3	788.094	5.267	.031
Mother's educational level	3	408.607	5.657	.030
Father's educational level	3	725.644	5.167	.032
Fathers' age at marriage	4	254.503	.413	.799
Mothers' age at marriage	3	823.517	1.352	.257

*Note: The descriptive statistics tables downward, describes and discuss the results shown on the table (4.23).

However, the results in table (4.24) show that there is a significant correlation between self-concept and the following demographic variables:

a- Results showed that there are significant difference at $(\alpha \leq 0.05)$ in the students self-concept with regard to students' living location. Moreover, results in table (4.25) show that students living in villages had the highest score of self-concept with a mean of 299.99 and SD 23.519, then students living in camps with a mean of 284.51 and SD 25.811, and students living in cities had the lowest score of self-concept with a mean of 277.79 and SD of 27.864.

Table (4.24): Results of Descriptive statistics of Self-Concept with regard to location of living

Location of living	Count	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Camp	186	284.51	25.811	1.893	280.77	288.24
Village	192	299.99	23.519	1.697	271.64	288.34
City	29	277.79	27.864	5.174	267.19	288.39
Total	407	281.90	24.968	1.238	279.46	284.33

b- Results showed that there are significant difference at $(\alpha \leq 0.05)$ in the participants self-concept score with regard to parents' marital status. Results in table (4.25) show that participants with married parents had the highest score of self-concept, then those with widow parents; however participants with divorced parents had the lowest score of self-concept.

Table (4.25): Descriptive statistics of Self-Concept with regard to Parents' Martial Status

Parents' Martial Status	Count	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Married	366	282.73	24.654	1.289	279.70	284.77
Divorced	13	265.59	27.849	7.724	253.76	297.42
Widow	27	282.17	27.475	5.287	271.60	293.33
Total	406	282.04	24.912	1.236	279.61	284.47

c- Results showed that there were significant difference at $(\alpha \leq 0.05)$ in the participants self-concept with regard to family income. Results in table (4.26) show that participants whose income was more than 5000 shekels had the most positive self-concept, in comparison to those with an income between 3000 and 5000 shekels. The participants with the lowest income had the least positive self-concept.

Table (4.26): Descriptive statistics of Self-Concept with regard to Income

Income	Count	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Less than 1500	40	278.74	31.035	4.907	268.82	288.67
Between 1500 and 3000	166	280.87	22.478	1.745	277.42	284.31
between 3000 and 5000	103	286.01	25.952	2.557	280.94	291.08
More than 5000	95	286.13	25.109	2.576	271.01	291.24
Total	404	282.03	24.969	1.242	279.59	284.47

d- Results showed that there are significant difference at $(\alpha \leq 0.05)$ in the participants self-concept with regard to participants mother's education level. Results in table **(4.27)** show that participants with mother's educational level university or college had the highest self-

concept score, and participants whose mother's educational level was between 6 and 9 years had the lowest self-concept score.

Table (4.27): Descriptive statistics of Self-Concept with regard to mother's educational level

Mother's Educational Level	Count	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Less than 6 years	29	284.66	29.042	5.393	273.62	295.71
Between 6 and 9 years	63	279.16	25.583	3.223	272.72	285.61
Between 10 and 12 years	146	283.72	23.981	1.985	279.80	287.64
University or College	168	286.30	24.765	1.911	272.53	290.07
Total	406	282.08	24.906	1.236	279.65	284.51

e- Results showed that there are significant difference at $(\alpha \leq 0.05)$ in the participants self-concept with regard to students father's educational level. Results in table **(4.28)** show that participants whose fathers' educational level was university or college had the highest self-concept score with a mean 285.09 and SD 24.380, and students whose fathers had an educational level that was less than 6 years had the lowest self-concept score with a mean of 278.27and SD 30.551, which mean that the most positive self-concept was for participants whose father's educational level is university or college.

Table (4.28): Descriptive statistics of Self-Concept with regard to father's educational level

Father's Educational Level	Count	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Less than 6 years	18	278.27	30.551	7.201	263.07	293.46
Between 6 and 9 years	50	283.32	23.893	3.379	276.53	290.11
Between 10 and 12 years	131	284.87	25.380	2.217	280.48	289.26
University or College	209	285.09	24.380	1.686	271.77	298.41
Total	408	281.94	24.951	1.235	279.51	284.37

*To find out the significant factors on self-concept, stepwise multiple linear regression analysis was carried out. The statistic procedure used after the non significant coefficients were excluded from the model, and only the significant coefficients were included in the model. The new results of the analysis were as follows:

Table (4.29): ANOVA for Multilinear regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20307.552	19	1068.819	2.839	.001
	Residual	199344.627	343	581.180		
	Total	219652.179	362			

The results in table (4.29) show the ANOVA table which tests the acceptability of the model from a statistical perspective. The significance value of the F statistic is less than 0.05, which means that the model, as a whole, fits the data in a perfect way and it can also be considered as an excellent predictor of the dependent variable (self-concept) from the independent variables.

Results in table (4.32) show all the significant coefficients in the model; all of these variables contribute to the model. In order to determine the relative importance of the significant predictors, the researcher look at the standardized coefficients (Beta), a predictor with the largest absolute standardized coefficient contributes more to the model. Thus, predictors were arranged according to importance as follows:

- The predictor "fathers' educational level" contributes more to the model than others because it has a larger absolute standardized coefficient (0.980); the coefficients (B) of this predictor are positive, which indicates that there is a direct relationship between this predictor and the dependent variable. In other words, a one unit increase in "fathers' educational level" would yield a 2.332 unit increase in the predicted TSCS scores.
- The predictor " location of living" has the second larger absolute standardized coefficient (0.868); the coefficients (B) of this predictor are negative, which indicates that there is an indirect relationship between this predictor and the dependent variable.

In other words, a one unit decrease in "living location" would yield a 2.696 unit increase in the predicted TSCS scores,(city students have the lowest scores).

- The predictor " mothers' educational level" has the third larger absolute standardized coefficient (0.750); the coefficients (B) of this predictor are positive, which indicates that there is a direct relationship between this predictor and the dependent variable. In other words, a one unit increase in "mothers' educational level" would yield a 0.263 unit increase in the predicted TSCS scores.

- The predictor " gender of the participant" has an absolute standardized coefficient (0.218); the coefficients (B) of this predictor are positive, which indicates that there is a positive relationship between this predictor and the dependent variable. In other words, a one unit increase in "gender of the participant" would yield a 11.145 unit increase in the predicted TSCS scores, (females has more positive self-concepts than males) .

- The predictor " university" has an absolute standardized coefficient (0.125); the coefficients (B) of this predictor are negative, which indicates that there is an indirect relationship between this predictor and the dependent variable. In other words, a one unit decrease in "university" would yield a 6.797 unit increase in the predicted TSCS scores,(Al-Quds University students had more positive self-concepts than Bethlehem University).

- The predictor " academic level of the participant" has an absolute standardized coefficient (0.105); the coefficients (B) of this predictor are positive, which indicates that there is a positive relationship between this predictor and the dependent variable. In other words, a one unit increase in "academic level of the participant" would yield a 2.203 unit increase in the predicted TSCS scores.

- The predictor " participants' marital status" has an absolute standardized coefficient (0.104); the coefficients (B) of this predictor are negative, which indicates that there is an inverse relationship between this predictor and the dependent variable. In other words, a one unit decrease in "participants' marital status" would yield a 4.330 unit increase in the predicted TSCS scores.

- The predictor " mothers' age group at marriage" has an absolute standardized coefficient (0.099); the coefficients (B) of this predictor are negative, which indicates that there is an inverse relationship between this predictor and the dependent variable. In other words, a one unit decrease in "mothers' age group" would yield a 2.823 unit increase in the predicted TSCS scores.

- The predictor " specialty" has an absolute standardized coefficient (0.072); the coefficients (B) of this predictor are negative, which indicates that there is an inverse relationship between this predictor and the dependent variable. In other words, a one unit decrease in "specialty" would yield a 0.728 unit increase in the predicted TSCS scores

- The predictor " living region" has an absolute standardized coefficient (0.052); the coefficients (B) of this predictor are positive, which indicates that there is a direct relationship between this predictor and the dependent variable. In other words, a one unit increase in "living region" would yield a 1.953 unit increase in the predicted TSCS scores, (as observed in figure (3.6), the participants who live in the Southern region of West Bank had the most positive self-concepts).

- The predictor " family income" has an absolute standardized coefficient (0.047); the coefficients (B) of this predictor are positive, which indicates that there is a direct relationship between this predictor and the dependent variable. In other words, a one unit increase in "family income" would yield a 1.219 unit increase in the predicted TSCS scores.

Table (4.30): Coefficients of regression model

Variable	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	277.939	17.665		15.733	.000
Mother age group	-2.823	1.780	-.099	-2.586	.011
Specialty	-.728	.538	-.072	-2.352	.017
University	-6.797	3.039	-.125	-2.236	.014
Participants' academic level	2.203	1.537	.105	1.434	.015
Gender	11.145	2.888	.218	3.859	.000
Participants' marital status	-4.330	2.351	-.104	-2.841	.016
Living region	1.953	1.997	.052	1.978	.032
Living location	-2.696	2.131	-.868	-2.265	.020
Father's educational Level	2.332	1.998	.980	2.167	.024
Income of the family	1.219	1.487	.047	1.420	.041
Mother's educational Level	.263	1.963	.750	1.721	.031

Chapter five:

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Discussion and recommendations:

5.1 Introduction

In this chapter the research results reported in the previous chapter was discussed and interpreted. An attempt was made to understand the results pertaining to the marital attitudes of participants and self-concept and there interrelatedness. Furthermore, the results of other significant variables such as gender, religion, age, specialty at university and many other factors influence on attitudes toward marriage and self-concept was discussed.

5.2   Discussion of the first question of the study:

Are the attitudes of (Al- Quds and Bethlehem Universities) students towards marriage positive ?

Results of the study revealed that the nature of attitudes toward marriage yes was positive, where 86.5% of the respondents have positive attitudes towards marriage. The results of this study supported the findings of many international studies results, such as, Weber (2011), Scott (2009), Mosko (2008), Johnson (2007) and Memani (2003) who confirmed that youth in general have positive attitudes towards marriage. And it's important to mention that the cut point was used in the study is 58, as used internationally Memani (2003) so it can be suitable and easier to compare between local and national results, note that statistically the sample of the current study was found 65 but we can't generalize this result and if we will use it in further studies it should be used cautiously and preferable to make further studies on the Palestinian society to determine the most related and suitable cut point for this society.

On the viewpoint of the researcher, since the respondents were Palestinian, they value and consider marriage as the cornerstone in creating families among the society and becoming independent as an adult person (Abu-Rmeilah, 2008). Therefore, these attitudes are indicators of how society views marriage as an institution and its' significance on the adults eyes. Furthermore, these social norms among youth may eventually affect social behaviors regarding marriage in the future.

However, different variables influence attitudes toward marriage, and holding either positive or negative attitudes as it will be presented. Most of the studies agreed on attitudes toward marriage as an acquired element. Through socialization (parental relationship with the child and together, school, media, peers and religious institutions) the individual will learn the significance of marriage, and build his/ her own attitudes towards marriage. Social learning theory by Bandura, agreed on that socialization is a learning process, where one can modify and change one's behavior, through different experiences he/she goes through in life, through the learning methods, modeling, imitating, reinforcement and punishment(Abu-Jado,1998). Therefore, learning through observing models, assumes that the human being is a social object, can be influenced by others attitudes, feelings and behaviors, and learn them (Abu-Jado,1998).. However, socialization through the Palestinian society, encourage individuals to marry due to religious affiliations, traditions and customs. Abu-Jado (1998), Moats (2004), Johnson (2007) and Al-Qashan (2010) agreed on the importance of socialization in shaping the individual's attitudes towards marriage.

On the other hand, as adolescents become young adults, they begin to explore various aspects of life that include dating, intimate relationships and thoughts about future marriage. Since the sample of the study consisted of university students, whose ages between (18 and above 21), therefore it is the age in which it is normally to like and desire to marry, thus, positive attitudes toward marriage is an expected outcome, regardless of the factors that may contribute to any negative outcomes.

5.3 Discussion of the second question of the study:

Is self-concept of (Al- Quds and Bethlehem Universities) students positive?

The self-concept of the participants generally was positive, where 93.1% of them have positive self-concept . In addition, the dimensions of self-concept scores were also more

toward positive, the axis have the following order from the more positive to the less positive: Personal self-concept (91.1%), social self-concept (90.1%), physical self-concept (88.5%), self-criticism (87.3%), moral self-concept (84.0%), familial self-concept (82.4%).The study results were consistent with Sharabati (2011), whose results showed a positive self-concept scores on the TSCS on Al-Quds University students of about 53% of her sample. On contrast with Hanoon (2001) who found a low degree of self-concept, among Al-Najah University students. And for the dimensions of self-concept Hamouri (2011) agreed with results of the current study and Zhang (2010) in China.

A high percentage of the sample has a positive self-concept (91.1%), which is a good sign and hopeful percent among Al-Quds and Bethlehem universities students, for the development of the society. Where a positive self-concept is a growing belief about one's self that helps the individual to cope successfully with the events in (his/ her) life, and then to make a positive impact on the lives of others" (Bergmann, 2000, p.417). Sharabati (2011) related a high percentages of self-concept among the educated group, to their high level of education since "education" strengthen their resilience, and coping abilities. However, the university is an educational institution, where the student learns not only different sciences but also gains different experiences. Those experiences can makes the individual grows and influences the person as a whole and the self-concept in particular. Dealing with different new environments and people, can make an educated individual different than a non- educated person, who didn't have the first experiences.

Moreover ,the sample represents a facet of the educated section in the Palestinian society, which is considered a collective society that influence one another. The self-concept will be the sum of one's early experiences and socialization before entering the university. In addition, previous learning experiences by parents, school teachers, peers and siblings, take a place in shaping the self-concept of the individual. And (cited in Sallay, 2000. P: 2) the theoretical perspective of the symbolic interactionism theory (Cooley, 1902; Mead, 1934) have proposed that one's self-concept is primarily affected by social interactions in the way and to the extent that one perceives those interactions. "Our imputed sentiments (Cooley, p.152) of others appraisals of us are more closely related to our self-concepts than are their actual appraisals of us", thus , the results is a sign that students had understood and rebuild those early experiences in a congruent way with the new experiences. The research also can add a note that this maybe the sign of the degree the society is developing through years, in spite of the crisis the society went through, and despite that those students

were children during the second Intifada this didn't weakened them, contrarily this contributed in strengthening their resilience and self-concept.

When discussing the results of self-concept dimension, all dimensions' results where positive, as showed in table (4.2), where the results ranges was between (91.1%- 82.4%). However, the following order from the more positive to the less positive: Personal self-concept, social self-concept , physical self-concept , self-criticism , moral self-concept , familial self-concept .

The results of the current study, can be interpreted as university students are in their early adulthood period of development for most of them or at the end of adolescent, where identity had been built and they can evaluate their selves, where the self-criticism axis showed the fourth highest score. Therefore, individuals are aware to their abilities and self-evaluation is merely very close to reality. The equity of personal and social self concept, is a sign of that the individual is a part of a society, thus, the society have the same role in shaping and perceiving the self-concept of the individual as the individual's own experiences. The Arabic society in general and Palestinian society in specific is a collective society(Dwairy, 2005). What influence the one influence the whole. In addition, the Islamic religion in the society encourage this idea of collectivity. Prophet Muhamed said " The believers in their mutual kindness, compassion & sympathy are just like one body ,when one of the limbs is afflicted ,the whole body responds to it with Wakefulness & fever" Narrated by: Al-Bukhari, Muslim & Ahmad" (Nabulsi.M, 2010). Moreover, the traditions of the society influence the individual's self-perception. Although early adulthood period individuals starts to seek societal acceptance and avoid being rejected, so to actualize the self and move toward their aspirations, and this was obvious through the results.

Furthermore, social and physical self-concept are correlated in all ages, as we see the physical self comes after the social one in positivity order as the results showed. Relations, societal acceptance and interactions are indicators that the individual's idea about one's body, health status, appearance and body's status is accepted. Finally, the familial self-concept was the least positive scored, the researcher assume that this is the outcome of a trial to be independent, self-reliant individual, and a beginning of achieving the future goals. The researcher assume that it is a temporary stage, where later, belonging to the family will be stronger after achieving independency and recognizing that a family is an institution one needs in different ways at different life stages.

5.4 Discussion of the Third question of the study:

Is there any association between student's attitudes toward marriage and their self-concept?

Results showed that there are significant positive correlations at ($\alpha \leq 0.05$) between the students attitudes towards marriage and their self-concept. Also there are significant positive correlations at ($\alpha \leq 0.05$) between the students attitudes towards marriage and their self-concept axis on the different dimensions as shown in table (4.3). Spearman correlation test score between attitudes toward marriage and self-concept was 0.611, and between the dimensions of self-concept and attitudes was between (0.201 - 0.414) except on self-criticism dimension which was -0.107(the negative relationship between self-criticism and attitudes is a good sign of self-awareness).

Attitudes in general and self-concept are outcomes of socialization(Abu-Jado, 1998). Many previous studies conducted on attitudes found out that there is a significant positive correlation between attitudes and self-concept. Positive attitudes increases the tendency for the self-concept toward being positive (Ho, 2008), (Jaradat, 2006) , the same for the self-concept dimensions (Abu-Daif, 1994). On the other hand, no significant correlation between attitudes and self-concept shown by Kay (1988).

Attitudes can be acquired through different methods, one is through the others eyes (family, peers, teachers, environment)(Shaffer, 2005) ; described by Self-perception theory, developed by Daryl Bem, which claims that people will look at their own behavior to determine their attitude when they are unsure of their attitude (Nier, 2007). Therefore, if a person wants to experience a more positive self-awareness, he can simply seek out a social environment that provides him with positive reflective feedback.

Moreover, the researcher found that positive self-concept will lead to positive attitudes toward marriage, which emphasized by Rogers (1961), Combs and Snygg (1959), that behavior is influenced by one's self-concept and also that attitudes and beliefs about other people (spouse and relations) are directly related to self-perception (Richmond, 1972).

Another approach to acquire marital attitudes, is through ones' parents marital quality of living. Most of the sample was offsprings of married parents, thus this encourage the individual, and make him/her see that this marriage and their parents relationship is the ideal relation, which emphasizes that marriage is a good institution to belong to. However,

those positive attitudes held by participants toward marriage are due to observing participants own parents attitudes and marital relationships (Al-Qashan, 2010)

5.5 Discussion of the fourth question of the study:

Is there a significant association between attitudes towards marriage, demographic and non demographic variables?

*Demographic and non demographic variables: gender, religion, participant's university name, age, academic level, student`s marital status, participants' specialty, region of living, location of living, order of birth, number of members in family, parental marital status, parental educational level, family`s income, mother`s occupation, father`s occupation and parental age at marriage.

In the current study, eight different variables were found as absolute factors influencing the attitudes towards marriage among the participants. Those are (University , religion, location of living, parental marital status, mother's work status, father's work status, mother's education, age).

in addition to university in favor for Bethlehem, parental marital status which appeared by other statistical ways. The following section presents a discussion of the results presented in the previous chapter.

Religion

The religion of the participants was found to be one of the significant factors contributing to attitudes towards marriage. Muslim attitudes were more positive with a mean rank of 201.54 compared to Christians with a mean rank of 160.50. Mosko (2008) assured that religious affiliation predicted more positive attitudes toward marriage but among Christians. On the other hand, Al-Qashan (2010) mentioned that attitudes toward marriage among young adults could be influenced by the teaching of their religion. Where, Islam encourages its adherents to carry positive attitudes toward marriage (Alqaradawi, 1997). Despite that marriage regarded highly in Islam, it doesn't make it obligatory. But since Islam encourage youth to marry this is a way to gain Allah and prophet Muhammed blessing, therefore, this will increase the desire to get into the marriage institution, and achieve the purpose of marriage which every individual need to gain equilibrium in life as

the researcher see. Moreover, the main purpose of marriage in Islam, aside from human reproduction, is love, mercy, mutual respect, justice, emotional well being, and spiritual harmony (Khan, 2006).

Location of living of the participant

Students living in Villages had the highest positively attitudes toward marriage with a mean rank of 221.02, then Students living in Camps with a mean rank of 202.06, and students living in City had the lowest positively attitudes toward marriage with a mean rank of 181.95.

The researcher believed that socio-economical status is different between villages, camps and cities. However, there is no such big variation between people in village and camps, therefore attitudes of them will have approximately similar patterns. However, as socio-economical status get better, attitudes toward marriage and marriage delay will be obvious (Palestinian Central Bureau of Statistics, 2008)

Universally, the US. Department of health and human services, support that marriage is stronger among teens living in rural areas than it is for those living in more urban area. Even so, most teens expect to get married regardless of where they live (http://aspe.hhs.gov/hsp/08/pathways2adulthood/ch3.shtml). The researcher assumes that the social ties among camps and village residents are higher than city ones, therefore, encouraging individualistic life a phenomena seen among city residents contrast cam and village residents who encourage collective life, getting married and compose a family.

Participant's mother work status

The highest positive attitudes toward marriage were among students with working mothers than the students with non-working mothers. Also stepwise multi linear regression analysis found that mother's occupation is a strong predictor of attitudes toward marriage (Axinn and Thoronton, 1992) assured that mother's occupation had influenced students attitudes towards marriage.

Students with a working mother already went under the pressure, and labor division at the house, so they can depend on their selves and are more independent. In addition, they have more assertiveness. Daughters of employed mothers have been found to be more independent, also, daughters with employed mothers, across the different groups, showed

more positive assertiveness as rated by the teacher (that is, they participated in class discussions, they asked questions when instructions were unclear, they were comfortable in leadership positions), and they showed *less* acting-out behavior. They were less shy, more independent and had a higher sense of efficacy. Working-class boys also showed more positive social adjustment (Hoffiman, 1998). All those characteristics prepare and qualify the individual to gain more positive attitudes towards marriage and one can be capable to expect what does really marriage mean and what are the needed requirements of marriage.

Participant's fathers work status.

Stepwise multi regression analysis test confirmed that student's fathers occupation is a strong predictor of his/her marital attitudes. Students with working fathers had a higher positive attitudes toward marriage than the students with non-working fathers. (Axinn and Thoronton, 1992) assured that father's occupation had influenced students attitudes towards marriage.

A working father can provide a welfare life to the family, as well as he may represent a model for his off-springs since they can see his success in composing and invest on this family. However, in the Palestinian society a working father can help and encourage the marriage of his both female and male children. The social learning theory and through the modeling way of learning interpret this important variable as a predictor of attitudes towards marriage. Bandura suggested in social learning theory that as children, adolescents, and young adults observe their parents' marital relationship, they begin to develop their own perceptions and beliefs about what marriage is like and what it entails (Willoughby, 2011).

Participant's mother education level

The educational level of the participant's mother was found to be the first related factor to the attitudes towards marriage. The highest positive attitudes toward marriage was among respondents' whose mothers have an educational level of university or college with a mean rank of 217.90 and the participant's whose mothers have an educational level between 6 and 9 years had the lowest positive attitudes towards marriage with a mean ranks of 178.23. This result may be attributed to that the education of parents is linked to their children's educational attainment, and the mother's education is usually more influential than the father's. where, an educated mother's greater influence in household negotiations

and problem solving may allow her to secure more resources for her children *(*United Nations Population Fund, 2008*)* Moreover, high mother's education probably influence her children aspirations (Axinn & Thoronton, 1992). However, there was no effect of a mother's who have higher education on her parenting in terms of emotional warmth towards her children (Leon and Duckworth, 2006). Through the researcher literature review, it has been found that attitudes development in general is influenced by the family in general and the mother in specific, especially for male children (Powell & Steelman, 1982).

Participant's father education level

Results showed that no significant influence due to this variable, but when applying Stepwise Multi Regression analysis it was a strong predictor, therefore, it may didn't showed that level of significance accidentally. Qahtani (2006) agreed also on this result, where higher levels of education associated with higher positive attitudes toward marriage. However, as father's education levels increase, their problem solving abilities and techniques increase, also different styles of parenting will be associated. In addition, the higher socio-economical parents can influence more in their offspring's attitudes towards marriage (Axinn & Thoronton, 1992).

Age

Students in age group (Above 20 years) had a higher positively attitudes toward marriage than the students in age group (20 years or below). At this age many students have went through many relationships, and experienced the meaning of being responsible to a relation therefore, they will prefer to get into a serious relation and achieve homeostasis in life.

This goes with, students above 20 years in the development stage of life that according to Erickson is the stage they become interested in vocational life and relationships (Engler, 2009). In addition, age has significant influence on one's expectation to marry. Recent studies showed that on average, emerging adults identify 25 as the ideal age for marriage (Carroll et al., 2007; Plotnick, 2007, as cited in Park, 2012)

University

Participant's university was found to be one of the significant factors contributing to attitudes towards marriage. Participants of Bethlehem University had more positive attitudes toward marriage with a mean rank of 210.68 compared to those at Al-Quds University. University is a high education institution where students gain different experiences and different characteristics due to interacting with others and entering many social relationships. Between Al-Quds and Bethlehem universities there are differences, in location, student characteristics, students' living regions and so.

As the sample was gathered most of Bethlehem university participants was from the south, which is a protective environment where also they encourage marriage and having children (Halim, 1993) more than other Palestinian environments.

Parental marital status

There was a significant difference due to parental marital status. Therefore, the highest positive attitudes toward marriage was among respondents whose parents are married with a mean rank of 202.48 compared to participants whose parents marital status was divorced with a mean rank of 134.92.

Those results congruent with Jennings (2012), Johnson (2007) and Cunningham and Thornton (2006) studies. All those studies assured that there is a significant influence on sons' and daughters' attitudes toward marriage due to quality of parental relationship. Also one of the most significant factors influencing attitudes toward marriage as Cited by (Weber et al., 2011, p.4), attitudes and beliefs of marriage are formed by having marriage modeled through parental relationships or through the media (Trotter, 2010). Thus, parental relationship is a model for the children, and it is a basic element that shape the transmitted attitudes from generation to generation either in a positive or negative way.

Al-Qashan (2010) and Moats (2004), confirmed that there is a significant influence of divorce of parents on their children's negative attitudes towards marriage to the contrarily Memani (2003); found no influence and all of the participants' attitudes in general are positive regardless of the parental status.

Stepwise Multi Regression Analysis test was done to find out the most predicting variables of attitudes toward marriage. Variables found through the model were (specialty, number

of family members, participants' marital status, father's educational level, income, age, religion, mother's work status, father's work status, mother's educational level and location of living).

Participant's specialty

The results of Stepwise Multilinear Regression analysis showed that college variable can predict one's attitudes towards marriage, this indicate that non-significant relationship result appeared before maybe due to accident. The researcher interpret the absence of any significant difference between different specialties despite that this variable "specialty" is an important predictor of attitudes towards marriage, that establishing and maintaining an intimate relationship is a core component of development, especially during young adulthood for all young.

All collage students have common interests regardless their specialties, and they have enormous expectations for themselves. They strive to achieve certain grades, pursue a particular professional interest, acclimate to the college environment, adapt socially, and even engage in romantic relationships. The attitudes and beliefs a young adult has about his or her abilities to succeed in these areas can directly impact the outcome (Shurts et al, 2012).

Number of family members of the participants

The second major predictor of the attitudes toward marriage was the number of family members ; despite no difference found between the ranks of number of family members, but it has a positive relationship as it increase .

Qahtani (2006) and Ahmad (2009), results showed that family size have a positive significant influence on attitudes , which mean that an increase in this factor means a more positive attitudes. According to the researcher, a large number of family members may encourage the participant to get marry ,so as to have children, which is one of the important, preferable causes of marriage among Palestinian society (Halim, 1993). Moreover, having children is one of the nine items on a list of items that people associate with successful marriages– well behind "sharing household chores," "good housing," "adequate income," "happy sexual relationship," and "faithfulness." (Richardson and McCabe, 2001). In addition, an increase of siblings number, may encourage youth to marry since marriages link people together by creating extended families, thus, widen their

support systems and increases available resources (Harper, 2010). Those siblings themselves also are a support system, and one can count on them , take advices, express one's feelings and many other ways of support and help . However, some previous literature emphasized on family of origin influences on marital attitudes and readiness for marriage in late adolescents (Larson et al., 1998; Cunningham and Thornton, 2006; Memani , 2003).

Participant's marital status

Another predictor of attitudes toward marriage is participant's marital status, despite that no significant difference   at ($\alpha\leq0.05$) in the attitudes of students toward marriage with regard to students' marital status.

When discussing attitudes toward marriage, generally youth have positive attitudes towards marriage as in Weber (2011), Scott (2009), Mosko (2008), Johnson (2007), Memani (2003). there are many different ways to gain marital attitudes, one may form attitudes and expectations regarding marital life through personal experiences with a partner (Park, 2012). So highly embedded positive marriage attitudes may influence behavior and highly embedded negative marriage attitudes may also affect beliefs about relationships (Riggio & Weiser, 2008) all depends on the experience itself. In the other hand, a study for Barakat (2006) found, the unmarried female university students are more adjusted than married students.

Participant's family income

Multilinear regression analysis showed that there is an inverse correlation between attitudes towards marriage and family income. Literature showed, the highest positive attitudes were among those poor families. Contrarily, Taylor et al. (2007) found that adults with lower socioeconomic status – reflected by either education or income levels –are less likely than others to marry, perhaps in part because they can't meet this economic bar.

The researcher think that as socioeconomic levels of the family increase, more welfare gained in the family house, more aspiration to achieve the same welfare by their own, so the intentions and attitudes towards marriage are positive but marriage delay will appear. Literature pointed that, young people growing up in homes with high parental educations, income, and consumption levels may be less motivated to leave the parental home and, therefore, marry later. Also cited in (Axinn & Thoronton, 1992), the

parental home is a socializing agent, with children who grow up in wealthier homes having higher consumption aspirations. With higher consumption aspirations children from wealthier homes would be expected to delay marriage until they could maintain a high standard of living on their own (Easterlin, 1980).

And for those in lower socioeconomic status they prefer, and have more expectations from marriage, therefore they get marry earlier than those in higher socioeconomic status (Kato, 2006).

Discussion of the fifth question of the study:

Is there a significant association between self-concept of the participants and demographic and non demographic variables?

*Demographic and non demographic variables: gender, religion, participant's university name, age, academic level, student`s marital status, participants' specialty, region of living, location of living, order of birth, number of family members, parental marital status, parental educational level, family`s income, mother`s occupation, father`s occupation and parental age at marriage.

In the current study, nine different variables were found as absolute factors influencing the self-concept among the participants. Those are (University , religion, location of living, parental marital status, mother's work status, father's work status, mother's educational level, father's educational level, income).

participant's university

The highest positive self-concept where among students of Bethlehem university with a mean of 3.450 , and SD 2.775 than Al-Quds university. While Sharabati (2011), found that only about 53% of Al-Quds university students have positive self-concept.

The researcher interpret this positive self-concept among Bethlehem and Al-Quds university students due to the social class they belong to, which is the educated one, according to Rogers theory which considered the self-concept as an acquired element learned by going through different experiences and interactions between the person and his/her living environment, therefore, one can develop a different personality and self-

concept in comparison to who didn't go to university and gain this experience (Sharabati, 2011). When justifying the reason that made Al-Quds university students self-concept less positive than Bethlehem students, the researcher suggested that there is a lack in the institutions that care about youth and the development of their personalities at the local area of the university "Abu-Deis". In addition to lack of encouraging creativity, development and independency, those important elements that involve in having a positive self-concept, and those elements may be encouraged by teachers, doctors at university in addition to different teaching methods.

Location of living:

The highest positive self-concept was among respondents' live in villages who had the least positive self-concept with a mean of 299.99 and SD 23.519, then students living in camps with a mean of 284.51 and SD 25.811, and students living in city had the lowest positive score of self-concept with a mean of 277.79 and SD of 27.864. Those results were congruent with Hanoon (2001), Hamuri (2011) and Zhang (2010) where they found that there is a significant relationship between self-concept and location of living. City students differ from village students in self-concept dimensions. Different socio-cultural values among those three categories of the Palestinian society, create this bias in favor to village students Swalha (1992), emphasized this (cited in Hanoon, 2001), the self-concept is a result of socialization patterns and social interaction, different experiences and events, different parental styles, rewards and punishments, and social or cognitive experiences one went through as success or failure, social roles, in addition to the socio-economical situations, and some other matters related to conflict. Camps and villages people in Palestine raise the independency and self-reliance among their children due to the difficult situations they grow in, and this may influence their self-concept in a positive way. Therefore socialization plays the major role in building a bringing up a positive self-concepts among village and camps residents. This is going with the symbolic interactionism theory. Symbolic interactionists (e.g., Cooley, 1902; Mead, 1934) have proposed that one's self-concept is primarily affected by social interactions in the way and to the extent that one perceives those interactions. Since one can't live by him/her self, and of course one can define his/her self through the relationship, acceptance and dealing with others.

Parental educational level

Father's educational level, which was found to be the first predictor of self-concept. The highest positive self-concept was among respondents whose fathers' educational level was university or collage, with a mean of 285.09 and SD 24.380, and the lowest self-concept was among students whose fathers had an educational level less than 6 years with a mean of 278.27and SD 30.551.

When talking about mother's educational level, where, the highest positive self-concept was among respondents' whose mothers' educational level was university or college with a mean of 286.30 and SD 24.765, and the lowest positive self-concept among students whose mothers had an educational level between 6 and 9 years with a mean of 279.16 and SD 25.583. Hamuri (2011), agreed with the results that is, parental education influence self-concept; as general self concept, where, better in those parents who have Bachelor degree and high on some of the dimensions as self identity, personality, acceptance, moral, family, social and behavioral self. Highly educated parents, have more information and different styles in dealing with their children problems and conflict, from an educated perspective, while lower educated parents deal and upbring their children according to social norms and their own experiences, therefore, they may miss the pedagogical ways that develop an independent, differentiated offspring as an outcome of socialization between two educated parents and on the same time distinguish and respect social norms. This was emphasized by Rogers, where he hypothesized that children can evaluate who they are through the response of their parents in every action that is taken (Adila, 2012).

Gender of the participants

Female students were found to had more positive self-concept than male students by a mean of 8.793 and SD of 2.547. This result is congruent with Hanoon (2011), Sangeeta (2011) and Fallata (2008) ,who found that gender has a significant effect on self-concept and its dimensions. However, Fallata and Hanoon agreed that the difference was in favor to females. Contrarily, Sharabati (2011) and Barakat (2008) found no significant difference in favor to gender on general self-concept. This result show that there is a change in the inferior view of females, which is due to showing their inner abilities. Since the presence of females in different educational and labor force fields, and their existence in different positions where they were creative in achieving their roles raise also this look to them. Therefore, females started to have their weight in the Palestinian society. Which

emphasized by some previous studies that females have unique positive psychological properties, that encourage them to overcome different challenges and hard life situations that they face.

Family income

There has been a significant difference in self-concept due to participant's family income in favor to student's whose family income is more than 5000 shekels with a mean of 286.13 and SD 25.109, compared to those who have less than 500 shekels. The highest the family income the more positive the self-concept.

Family income, is also a contributing factor in Hamuri (2011) and Sharabati (2011), the higher the income the more positive the self-concept of the individual will be. This can be interpreted according to the humanistic approach. Maslow declared that human being is an organism which is driven into action to satisfy its needs. Thus, once the needs at the lowest end of the hierarchy are satisfied (physiological and security needs), -which are most often depends on the economical status of the individuals, the need at the higher order arise(self-concept, self-esteem and self actualization) (Sapru, 2006).

Parental marital status

Results showed that there has been a significant difference at ($\alpha \leq 0.05$) in the participants self-concept score with regard to parents' marital status. Where participants with married parents had the highest positive self-concept with a mean of 282.73 and SD 24.654, compared to those with widow or divorced parents, however participants with divorced parents had the least positive self-concept with a mean of 265.59 and SD 27.849.

McMillan(1980) agreed on participants of single parent families have lower self-concepts. There was also a significant relationship between self concept and the adolescents' perceptions of their parents. However, a person raised in a stable house with two parents with a good relationship, tends more to evaluate his/her self in a positive way as his/her parents reflect their love, confident and secure feeling on this person. This interpretation was confirmed by Roger's theory when he said that parents have a major role in teaching the child how to perceive his self. Therefore, if a child lives in a confused and negative parental upbringing, this child tend to develop a negative self-concept (Adila, 2012).

In addition in our Palestinian society there is a bad look to those whose parents are divorced, that cause an inferior feeling and that they are not accepted socially her again this will lead to negative or very low positive self-concept (Arafa, 2012).

Sullivan stated that self-system is dynamic, changeable and positively directed, lifelong. Thus, a consistent negative interpersonal experiences results a negative self-concept (Basavanthappa, 2007).

Father's work status

There has been a significant difference due to father's work status in favor to students with a working father by a mean of 2.761 and SD 3.439. Those participants with a working father have more positive self-concept than those with a non-working father.

As the researcher see, father's work is directly associated with socio-economical status of the family, where high socio-economic means higher levels of income which attribute positively in one's self-concept and self-esteem. Moreover, the feelings of non- productive or low productive father will not be good toward himself since he is not able to accomplish the wanted mission as a father, which also will influence his relationship with his sons and daughters and their self concepts in particular more toward the negative.

This was confirmed by a research done at Lancaster University, where results showed, any men – including those who are sick and disabled, unemployed, and low-paid – felt that being unable to provide for their families severely affected their confidence in their ability to be 'good fathers'(Warin et al, 1999).Also , (cited in Allen and Daly, 2007) research consistently documents that poverty has many detrimental effects on child development outcomes, putting them at greater risk of poor nutrition and health problems (Klerman, 1991), low school grades, dropping out of school (Levin, 1986), emotional and behavioral problems such as depression, low self-esteem, conduct disorders, and conflict with peers (Brooks-Gunn, Britto, & Brady, 1999; Duncan & Brooks-Gunn, 1997; Klerman, 1991; Marsiglio et al., 2000; Mayer, 1997; McLoyd, 1989; McLoyd & Wilson, 1991).

Mother's work status

Results showed that there has been a significant difference due to mother's work status in favor to students with a non-working mothers by a mean of 4.031 and SD 2.866. Those participants with a non-working mother have more positive self-concept than those with a working mother.

This noted relationship between mother's work status and self-concept of the respondents tend to validate the established belief that mothers play very significant roles in the personality development of their children. Mother's education is important for self-concept development but it is not connected with work, therefore higher education is crucial and improve the abilities and bring new skills to deal with children which is not found among lower educated mothers (Cusworth, 2006).

As the researcher see, the family is the first institution the child deals with, especially the mother where the child can take many of his/her personality features through the mother. However, the working mother may spend less time with her children than the house worker, especially in early years of development which may have a negative impact on self-concept of the children.

This was emphasized by Biehler; self-concept is the outcome of socialization and environmental interaction, however this environmental interaction is identified through the type of one's experiences through the environment, where poor experience and educational deprivation will affect negatively on self-concept of the child. In addition, parental loss especially the mother may be a cause of depriving the child from important emotional experiences needed in composing his/her personality and adaptation (Sawalha and Kawasma, 1994).

Stepwise Multi Regression Analysis test was done to find out the most predicting variables of self-concept, where some variables went out from the model maybe due to other variables existence and some new variables were added. Variables found through the model were (specialty, mother's age at marriage, participants' marital status, living region, participant's academic level, university, gender, location of living, income of the family and mother's educational level).

Living region

Living region was an important predictor of self-concept, as been found by the Multilinear regression analysis test.

The environment plays a major role in forming self-concept, different adaptive ways appear according to the lived environment, where adapting to one's environment is very important to shape and build a healthy positive self-concept (Zed, 2008). The West Bank regions (North, South and Middle) vary in their residents characteristics. Generally,

individuals define their selves according to feed back from others, for example the South of West Bank is a tribal society, that have their own customs and since childhood raise the boy as you are a man, and give him the authority and the roles of a man, therefore, one can see that there is a difference between the areas in socialization and parenting styles which influence self-concept. Which was approved by Taylor (2006), where he described Social identity as one of the life experiences one can build his self-concept through. Where he defined it as the "part of an individual's self-concept which is derived from (his or her) membership in a social group (or groups) together with the value and emotional significance attached to that membership". Since childhood, many groups a person may be born into, such as a particular family ,and sometimes a particular religious group, culture and tribal.

Thus, the different roles a person plays into those groups, will influence the future preferences and choices he takes, as those groups clarify to the individual social values and other expectations from the different roles held inside the group

Mother's age at marriage

Mother's of the participant age at first marriage is a strong predictor of self-concept as been found by the Multilinear regression analysis test.

The family is the first institution raise the child, especially the mother which is the caregiver for this child , where self-concept of the child starts to develop since the child born, so age of the mother and her experiences in life will play a role in raising this child, moreover, many other factors depend on the age, as health status of the mother, ability to bring and raise children, ability to breast feed, and the way of breast feeding, also experiences and ideas to deal with those children , develop their abilities, so mother's age is important in socialization and parenting styles.

Sullivan emphasized that self-concept of the child starts to take its shape after birth, and through the mother-child relationship. He added that: the way biological needs are met in the inter-personal situation, will determine sense of satisfaction and security and will provide avoidance of anxiety. The concept of anxiety states that "emotional tension or discomfort of anxiety has its origin in the prolonged dependency of infancy, urgency of biological and emotional needs, and how the mothering person meets these needs (Basavanthappa. , 2007).

Participant's specialty

 Faculty is another predictor of self-concept found by the Stepwise Multi regression analysis test. Where there was no difference between the different specialties but the existence of this variable had its weight in predicting self-concept. However, the individual's specialization, was not significant as reported by Hanoon (2001), Barakat (2008) and Sharabati (2011). On the other hand, in Zhang (2010) it has significant influence where students majored liberal arts had a higher score than the students of science.

(cited in Sharabati, 2011) the more the world became open and the more the communication skills become wider, the less the gap between personality patterns and self-concept. Historically, Art students were more social but now there is no difference between the specialties. Therefore, we can see that the development of the world play a role in making students regardless specialty mostly with a positive self-concept which is good.

Participant's marital status

The results of Stepwise Multilinear Regression found that this variable is an important predictor of self-concept, despite that no significant difference was found among participants' marital status and self-concept .

However, development of self-concept comes through many different methods one is social identity "part of an individual's self-concept which is derived from (his or her) membership in a social group (or groups) together with the value and emotional significance attached to that membership" (Taylor et al, 2006).Where becoming a wife, mother or any different roles due to marriage will influence the self-concept of the student. Therefore, participant's marital relationship has a significant way in identifying the self-concept, Gigy (1980) announced married and unmarried participant identify their self-concepts according to their marital status.

Academic level of the participant:

Academic level of the participant is a strong predictor of general self-concept as been found by the Multilinear regression analysis test. As students enter the university a small package of experiences that shape their self-concept which is the outcome of socialization within the family and their environment. As the existence at university continue, and an

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increase in student's academic level, will lead to more positive self-concept, but no significant difference between the levels themselves. As emphasized that there was no significant influence of the academic level on the general self-concept in Zhang's (2010), Sharabati (2011) and Hanoon (2001). The researcher interpret this result , while the participant's is located in higher educational levels, they become more aware of their selves. Different experiences and experiments they had went through, therefore, higher levels of maturity are found, and mostly they are passed the stage of immaturity.

Suggestions and Recommendations:

As a result of this study, and what found of outcomes related to attitudes towards marriage, self-concept and the association between them, among Al-Quds and Bethlehem universities students. Number of recommendations came out, directed toward different groups of people with different authorities and levels.

5.6 Recommendations for policy makers

- Provide marriage counseling programs pre- and post-marital programs for young students at universities, which enhance also the positive self-concept as there is a positive association between attitudes toward marriage and self-concept.

- Encourage high education through media and emphasis its importance on self-concept and marriage satisfaction, since highly educated parents had more positive self-concepts and more positive marital attitudes.

- Provide a suitable environment and provide youth institutions for students to understand and strength the positive self-concept part and personalities.

5.7 Recommendations for researchers

- There is a need to do further researches by different tools measuring specific marital attitudes influence in self-concept.

- Further researches should be done on the impact of parental divorce on marital attitudes and self-concept among their offspring's.

- A longitudinal study to explore the change in young adults' attitudes toward marriage over time will help to identify the influences of other factors than those included in this study.

- Investigate more about the effect of mother's work on attitudes toward marriage and self-concept, since mother's work is a significant factor in positive attitudes but less positive self-concept.

5.8 Recommendations for clinicians and mental health experts

- Organizing seminars and workshops at large city population to enhance positive attitudes towards marriage among young city habituates through different clarification methods of what is marriage and what rights and duties are related to.

- Organizing programs enhancing self-concept of different students in universities.

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http://www.nabulsi.com/blue/ar/art.php?art=6026&id=212&sid=1207&ssid=1208&sssid= 1209#

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Appendix1

برنامج الصحة النفسية

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تعليم الأم: ☐ أقل من ست سنوات

☐ 6-9 سنوات

☐ 10-12 سنة

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تعليم الأب: ☐ أقل من ست سنوات

☐6-9 سنوات

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ينطبق علي تماما	ينطبق علي	لا ينطبق	لا ينطبق تماما		
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ينطبق علي تماما	ينطبق علي	لا ينطبق	لا ينطبق تماما	العبارة	الرقم
				امتلك جسما سليما	1
				أحب أن أبدو وسيما وأنيقا في كل الأوقات	2
				أنا شخص جذاب	3
				أنا مثقل بالأوجاع والآلام	4
				اعتبر نفسي شخصا عاطفيا	5
				لا أتمتع بصحة جيدة	6
				لست بدينا جدا أو نحيفا جدا	7
				لست طويلا جدا أو قصير جدا	8
				أحب مظهري كما أنا الآن	9
				لا اشعر أنني على ما يرام كما يجب أن أكون	10
				أتمنى أن أغير بعض الأجزاء من جسمي	11
				يجب أن يكون لدي جاذبية أكثر	12
				اعتني بنفسي جيدا من الناحية البدنية	13
				اشعر بأنني سعيد اغلب الوقت	14
				أنا اهتم جدا بمظهري	15
				مستوى أدائي الرياضي ضعيف	16
				قد أتصرف كما لو كنت غير ماهر	17
				نومي قليل	18

ينطبق علي تماما	ينطبق علي	لا ينطبق	لا ينطبق تماما	العبارة	الرقم
				أنا شخص مهذب	19
				أنا شخص تقي	20
				أنا شخص أمين	21
				أنا شخص إرادتي الأخلاقية ضعيفة	22
				أنا شخص سيء	23
				أنا شخص ضعيف الإرادة	24
				أنا راضٍ عن سلوكي الأخلاقي	25
				أنا متدين كما أريد أن أكون	26
				أنا راضٍ عن علاقتي بالله	27
				بودي أن أكون جديرا بالثقة	28
				قد اذهب إلى المسجد أو مكان العبادة	29
				أنا أقول الأكاذيب كثيرا	30
				أنا مخلص نحو ديني في كل يوم من حياتي	31
				افعل ما هو صواب معظم الوقت	32
				أحاول التراجع عندما اعرف أنني أقوم بأشياء غير صحيحة	33
				استخدم وسائل غير عادلة لتحقيق هدفي	34
				افعل أشياء سيئة	35
				أجد صعوبة في أن افعل ما هو صحيح	36
				أنا شخص مرح / مبتهج	37
				لدي قدرة على ضبط نفسي	38
				أنا شخص هادئ ومن السهل مصادقتي	39
				أنا شخص حقود	40
				أنا لا شيء	41
				لم اعد أستطيع أن أفكر بشكل صحيح	42
				أنا الآن راض عن نفسي	43
				أنا أنيق كما أود أن أكون	44
				أنا لطيف تماما كما يجب علي أن أكون	45
				أنا لست الشخص الذي أود أن أكونه	46
				احتقر نفسي	47
				أنا شخص استسلم بسهولة	48

ينطبق علي تماما	ينطبق علي	لا ينطبق	لا ينطبق تماما	العبارة	الرقم
				أستطيع العناية بنفسي في أي وقت	49
				احل مشاكلي بسهولة	50
				لدي استعداد للاعتراف بخطئي بدون الشعور بالغضب	51
				أغير رأيي كثيرا	52
				افعل أشياء بدون تفكير مسبق/ أنا مندفع	53
				أحاول أن اهرب من مواجهة مشاكلي	54
				لدي أسرة تساعدني دائما عندما أواجه مشكلة ما	55
				أنا مهم بالنسبة لأصدقائي وأسرتي	56
				أنا من أسرة سعيدة	57
				أنا غير محبوب من عائلتي	58
				أصدقائي لا يثقون بي	59
				اشعر أن أسرتي لا تثق بي	60
				أنا راضٍ عن علاقات أسرتي	61
				أعامل والدي كما يجب علي معاملتهما	62
				افهم أسرتي تماما كما يجب علي أن أكون	63
				أنا حساس جدا لما تقوله أسرتي	64
				يجب علي أن أزيد من إيماني بأسرتي	65
				كان علي أن أحب عائلتي أكثر من حبي للآخرين	66
				أحاول أن أكون عادلا مع أصدقائي وأسرتي	67
				أنجز حصتي من العمل المنزلي	68
				أعطي الاهتمام الكامل لعائلتي	69
				أتشاجر مع عائلتي	70
				ارضي كلاً من والداي	71
				لا أتصرف بحكمة كما ترى عائلتي	72
				أنا شخص ودود/ محبوب	73
				لي شعبية اكبر عند النساء	74
				لي شعبية اكبر عند الرجال	75
				أنا غاضب من كل الناس	76
				لا اهتم بما يفعله الآخرون	77
				أجد صعوبة في التصادق أو الاقتراب من الآخرين	78
				أنا اجتماعي كما أود أن أكون	79

ينطبق علي تماما	ينطبق علي	لا ينطبق	لا ينطبق تماما	العبارة	الرقم
				أنا راض عن الطريقة التي أعامل بها الآخرين	80
				أحاول أن ارض الآخرين ولكني لا أبالغ في ذلك	81
				أحتاج أن اكونا أكثر أدبا مع الآخرين	82
				أنا لست صالحا إطلاقا من وجهة نظر الآخرين	83
				لست راضيا عن الطريقة التي أتعامل بها مع الآخرين	84
				أحاول أن افهم وجهة نظر الآخرين	85
				لدي احترام لجميع من التقي بهم	86
				أتعامل بسهولة مع الآخرين	87
				لا اشعر بالراحة أثناء التعامل مع الآخرين	88
				لا أسامح الآخرين بسهولة	89
				أجد صعوبة بالتحدث مع الغرباء	90
				لا أقول الصدق دائما	91
				في بعض الأحيان أفكر في قول أشياء سيئة	92
				يعتريني الغضب أحيانا	93
				اغضب عندما اشعر أنني لست على ما يرام	94
				لا أحب كل من اعرفهم	95
				أروج الشائعات قليلا في بعض الأحيان	96
				استمتع بالنكت التي تخرج عن حدود اللياقة	97
				أفضل الفوز على الهزيمة في الألعاب	99
				أؤجل عمل اليوم إلى الغد	100

Appendix 2

MARITAL ATTITUDE SCALE

Please indicate by ticking how strongly you agree or disagree with each of the following statements regarding marriage:

1. People should marry
Strongly Agree Agree Disagree Strongly Disagree

2. I have little confidence that my marriage will be a success
Strongly Agree Agree Disagree Strongly Disagree

3. People should stay married to their spouses for the rest of their lives
Strongly Agree Agree Disagree Strongly Disagree

4. Most couples are either unhappy in their marriage or are divorced
Strongly Agree Agree Disagree Strongly Disagree

5. I will be satisfied when I get married
Strongly Agree Agree Disagree Strongly Disagree

6. I am fearful of marriage
Strongly Agree Agree Disagree Strongly Disagree

7. I have doubts about marriage
Strongly Agree Agree Disagree Strongly Disagree

8. People should only get married if they are sure that it will last forever
Strongly Agree Agree Disagree Strongly Disagree

9. People should very cautious about entering into a marriage
Strongly Agree Agree Disagree Strongly Disagree

10. Most marriages are unhappy situations
Strongly Agree Agree Disagree Strongly Disagree

11. Marriage is only a legal contract
Strongly Agree Agree Disagree Strongly Disagree

12. Marriage is a sacred act
Strongly Agree Agree Disagree Strongly Disagree

13. Most marriages aren't equal partnerships.
Strongly Agree Agree Disagree Strongly Disagree

14. Most people have to sacrifice too much in marriage
Strongly Agree Agree Disagree Strongly Disagree

15. Because half of all marriages end in divorce, marriage seems futile

Strongly Agree Agree Disagree Strongly Disagree

16. If I divorce, I would probably remarry
Strongly Agree Agree Disagree Strongly Disagree

17. When people don't get along, I believe they should divorce
Strongly Agree Agree Disagree Strongly Disagree

18. I believe a relationship can be just as strong without having to go through the marriage ceremony
Strongly Agree Agree Disagree Strongly Disagree

19. My lifelong dream includes a happy marriage
Strongly Agree Agree Disagree Strongly Disagree

20. There is no such a thing as a happy marriage
Strongly Agree Agree Disagree Strongly Disagree

21. Marriage restricts individuals from achieving their goals
Strongly Agree Agree Disagree Strongly Disagree

22. People weren't meant to stay in one relationship for their entire lives
Strongly Agree Agree Disagree Strongly Disagree

23. Marriage provides companionship that is missing from other types of relationships
Strongly Agree Agree Disagree Strongly Disagree

Appendix 3

Names of judgments of the questionnaire:

Prof. Ahmad Faheem Jaber………………………Al-Quds University

Dr. Michael Sansour …………………………...Bethlehem University

Dr. Najah Al-Khatib……………………………. Al-Quds University

Dr. Tayseer Abdalla…………………………….Al-Quds University

Appendix 4

Letters to facilitate the missions of the researcher:

Al-Quds University

Jerusalem

School of Public Health

جامعة القدس

القدس

كلية الصحة العامة

التاريخ: 2012/2/12

الرقـم: ك ص ع/ه/ه/ه/2012

حضرة أ. ماري جحا المحترمة

مديرة التسجيل/ جامعة بيت لحم

الموضوع: مساعدة الطالبة نور حموري.

تحية طيبة وبعد،،

تقوم الطالبة نور عاصم حموري/ ماجستير صحة نفسية مجتمعية/ كلية الصحة العامة/ جامعة القدس، بإعــداد رســالة الماجستير بعنوان:

"اتجاهات طلاب جامعتي القدس وبيت لحم نحو الزواج وعلاقته بمفهوم الذات"

نرجو من حضرتكم مساعدة الطالبة وتسهيل مهمتها في جمع معلومات عامة عن الطلبة وذلك لإنهاء متطلبات مــشروع التخرج. وستكون الدراسة لأغراض البحث العلمي فقط.

مع فائق الشكر والاحترام،،

د. أسمي الإمام
Faculty of Public Health
كلية الصحة العامة

نسخة: الملف

Al-Quds University

Jerusalem

School of Public Health

جامعة القدس

القدس

كلية الصحة العامة

التاريخ: 2012/2/12

الرقم: ك ص ع /٥/٤//2012

حضرة أ. محمود قطيط المحترم

مدير التسجيل/ جامعة القدس

<u>الموضوع: مساعدة الطالبة نور حموري</u>

تحية طيبة وبعد،،

تقوم الطالبة نور عاصم حموري/ ماجستير صحة نفسية مجتمعية/ كلية الصحة العامة/ جامعة القدس، بإعـداد رسـالة الماجستير بعنوان:

"اتجاهات طلاب جامعتي القدس وبيت لحم نحو الزواج وعلاقته بمفهوم الذات"

نرجو من حضرتكم مساعدة الطالبة وتسهيل مهمتها في جمع معلومات عامة عن الطلبة وذلك لإنهاء متطلبات مـشروع التخرج. وستكون الدراسة لأغراض البحث العلمي فقط.

مع فائق الشكر والاحترام،،

نسخة: الملف

Appendix 5:
Attitude toward marriage scale

Q1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	2.8	2.8	2.8
	Disagree	26	6.1	6.1	8.9
	Agree	195	45.8	45.9	54.8
	Strongly Agree	192	45.1	45.2	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	65	15.3	15.3	15.3
	Disagree	99	23.2	23.2	38.5
	Agree	151	35.4	35.4	73.9
	Strongly Agree	111	26.1	26.1	100.0
	Total	426	100.0	100.0	

Q3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	2.6	2.6	2.6
	Disagree	89	20.9	20.9	23.5
	Agree	159	37.3	37.3	60.8
	Strongly Agree	167	39.2	39.2	100.0
	Total	426	100.0	100.0	

Q4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	9.6	9.7	9.7
	Disagree	105	24.6	24.8	34.5
	Agree	210	49.3	49.6	84.2
	Strongly Agree	67	15.7	15.8	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
Total		426	100.0		

Q5

Q1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	2.8	2.8	2.8
	Disagree	26	6.1	6.1	8.9
	Agree	195	45.8	45.9	54.8
	Strongly Agree	192	45.1	45.2	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	2.6	2.6	2.6
	Disagree	37	8.7	8.7	11.3
	Agree	222	52.1	52.5	63.8
	Strongly Agree	153	35.9	36.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
Total		426	100.0		
Q6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	11.3	11.3	11.3
	Disagree	106	24.9	25.0	36.3
	Agree	169	39.7	39.9	76.2
	Strongly Agree	101	23.7	23.8	100.0
	Total	424	99.5	100.0	
Missing	System	2	.5		
Total		426	100.0		
Q7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	10.3	10.5	10.5
	Disagree	124	29.1	29.5	40.0
	Agree	168	39.4	40.0	80.0
	Strongly Agree	84	19.7	20.0	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q8		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	49	11.5	11.5	11.5
	Disagree	159	37.3	37.4	48.9
	Agree	119	27.9	28.0	76.9
	Strongly Agree	98	23.0	23.1	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q9		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	207	48.6	48.6	48.6
	Disagree	167	39.2	39.2	87.8
	Agree	45	10.6	10.6	98.4
	Strongly Agree	7	1.6	1.6	100.0
	Total	426	100.0	100.0	

Q 10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	6.8	6.8	6.8
	Disagree	111	26.1	26.1	32.9
	Agree	205	48.1	48.2	81.2
	Strongly Agree	80	18.8	18.8	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q11		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	5.6	5.6	5.6
	Disagree	30	7.0	7.0	12.7
	Agree	155	36.4	36.4	49.1
	Strongly Agree	217	50.9	50.9	100.0
	Total	426	100.0	100.0	

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	3.3	3.3	3.3
	Disagree	40	9.4	9.4	12.7
	Agree	196	46.0	46.1	58.8
	Strongly Agree	175	41.1	41.2	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	5.2	5.2	5.2
	Disagree	137	32.2	32.2	37.4
	Agree	222	52.1	52.2	89.6
	Strongly Agree	44	10.3	10.4	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	122	28.6	28.8	28.8
	Disagree	217	50.9	51.2	80.0
	Agree	73	17.1	17.2	97.2
	Strongly Agree	12	2.8	2.8	100.0
	Total	424	99.5	100.0	
Missing	System	2	.5		
Total		426	100.0		

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	5.2	5.2	5.2
	Disagree	73	17.1	17.1	22.3
	Agree	224	52.6	52.6	74.9
	Strongly Agree	107	25.1	25.1	100.0
	Total	426	100.0	100.0	

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	61	14.3	14.4	14.4
	Disagree	97	22.8	22.8	37.2
	Agree	193	45.3	45.4	82.6
	Strongly Agree	74	17.4	17.4	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	74	17.4	17.4	17.4
	Disagree	189	44.4	44.4	61.7
	Agree	127	29.8	29.8	91.5
	Strongly Agree	36	8.5	8.5	100.0
	Total	426	100.0	100.0	

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	61	14.3	14.4	14.4
	Disagree	149	35.0	35.1	49.4
	Agree	130	30.5	30.6	80.0
	Strongly Agree	85	20.0	20.0	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	3.5	3.5	3.5
	Disagree	51	12.0	12.1	15.6
	Agree	150	35.2	35.5	51.1
	Strongly Agree	207	48.6	48.9	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
Total		426	100.0		

Q20

Q16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	61	14.3	14.4	14.4
	Disagree	97	22.8	22.8	37.2
	Agree	193	45.3	45.4	82.6
	Strongly Agree	74	17.4	17.4	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	4.5	4.5	4.5
	Disagree	44	10.3	10.4	14.8
	Agree	191	44.8	44.9	59.8
	Strongly Agree	171	40.1	40.2	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		
Q21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	40	9.4	9.5	9.5
	Disagree	136	31.9	32.2	41.6
	Agree	171	40.1	40.4	82.0
	Strongly Agree	76	17.8	18.0	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
Total		426	100.0		
Q22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	9.2	9.2	9.2
	Disagree	93	21.8	21.9	31.1
	Agree	143	33.6	33.6	64.7
	Strongly Agree	150	35.2	35.3	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	5.2	5.2	5.2
	Disagree	81	19.0	19.1	24.3
	Agree	182	42.7	42.9	67.2
	Strongly Agree	139	32.6	32.8	100.0
	Total	424	99.5	100.0	
Missing	System	2	.5		
Total		426	100.0		

Appendix 6

Self-concept scale:

Q1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	26	6.1	6.2	6.2
	not apply	18	4.2	4.3	10.5
	apply	207	48.6	49.2	59.6
	Absolutely apply	170	39.9	40.4	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	14	3.3	3.3	3.3
	not apply	34	8.0	8.1	11.4
	apply	189	44.4	44.8	56.2
	Absolutely apply	185	43.4	43.8	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		
Total		426	100.0		

Q3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	17	4.0	4.1	4.1
	not apply	46	10.8	11.0	15.1
	apply	234	54.9	56.0	71.1
	Absolutely apply	121	28.4	28.9	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	51	12.0	12.1	12.1
	not apply	106	24.9	25.2	37.3
	apply	183	43.0	43.5	80.8
	Absolutely apply	81	19.0	19.2	100.0

Q1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	26	6.1	6.2	6.2
	not apply	18	4.2	4.3	10.5
	apply	207	48.6	49.2	59.6
	Absolutely apply	170	39.9	40.4	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q5		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	97	22.8	23.1	23.1
	not apply	201	47.2	47.9	71.0
	apply	92	21.6	21.9	92.9
	Absolutely apply	30	7.0	7.1	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q6		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	26	6.1	6.2	6.2
	not apply	78	18.3	18.7	24.9
	apply	191	44.8	45.8	70.7
	Absolutely apply	122	28.6	29.3	100.0
	Total	417	97.9	100.0	
Missing	System	9	2.1		
Total		426	100.0		

Q7		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	20	4.7	4.8	4.8
	not apply	81	19.0	19.4	24.2
	apply	240	56.3	57.4	81.6
	Absolutely apply	77	18.1	18.4	100.0

Q1			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply		26	6.1	6.2	6.2
	not apply		18	4.2	4.3	10.5
	apply		207	48.6	49.2	59.6
	Absolutely apply		170	39.9	40.4	100.0
	Total		421	98.8	100.0	
Missing	System		5	1.2		
	Total		418	98.1	100.0	
Missing	System		8	1.9		
Total			426	100.0		

Q8			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply		27	6.3	6.5	6.5
	not apply		71	16.7	17.1	23.6
	apply		247	58.0	59.4	82.9
	Absolutely apply		71	16.7	17.1	100.0
	Total		416	97.7	100.0	
Missing	System		10	2.3		
Total			426	100.0		

Q9			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply		18	4.2	4.3	4.3
	not apply		55	12.9	13.3	17.6
	apply		220	51.6	53.1	70.8
	Absolutely apply		121	28.4	29.2	100.0
	Total		414	97.2	100.0	
Missing	System		12	2.8		
Total			426	100.0		

Q10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	33	7.7	7.9	7.9
	not apply	85	20.0	20.3	28.2
	apply	167	39.2	39.9	68.0
	Absolutely apply	134	31.5	32.0	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	32	7.5	7.6	7.6
	not apply	119	27.9	28.4	36.0
	apply	191	44.8	45.6	81.6
	Absolutely apply	77	18.1	18.4	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	21	4.9	5.0	5.0
	not apply	108	25.4	25.7	30.7
	apply	212	49.8	50.5	81.2
	Absolutely apply	79	18.5	18.8	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		

Q10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q14		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	38	8.9	9.0	9.0
	not apply	100	23.5	23.8	32.9
	apply	215	50.5	51.2	84.0
	Absolutely apply	67	15.7	16.0	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q15		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	32	7.5	7.7	7.7
	not apply	62	14.6	14.8	22.5
	apply	224	52.6	53.6	76.1
	Absolutely apply	100	23.5	23.9	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q16		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	38	8.9	9.1	9.1
	not apply	168	39.4	40.2	49.3
	apply	153	35.9	36.6	85.9
	Absolutely apply	59	13.8	14.1	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		

Q10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	14	3.3	3.3	3.3
	not apply	156	36.6	37.1	40.5
	apply	191	44.8	45.5	86.0
	Absolutely apply	59	13.8	14.0	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	48	11.3	11.5	11.5
	not apply	146	34.3	34.8	46.3
	apply	144	33.8	34.4	80.7
	Absolutely apply	81	19.0	19.3	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	32	7.5	7.6	7.6
	not apply	32	7.5	7.6	15.3
	apply	191	44.8	45.6	60.9
	Absolutely apply	164	38.5	39.1	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		

Q10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	30	7.0	7.1	7.1
	not apply	33	7.7	7.8	14.8
	apply	253	59.4	59.5	74.4
	Absolutely apply	109	25.6	25.6	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	17	4.0	4.0	4.0
	not apply	26	6.1	6.1	10.1
	apply	234	54.9	55.1	65.2
	Absolutely apply	148	34.7	34.8	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	25	5.9	5.9	5.9
	not apply	49	11.5	11.6	17.5
	apply	200	46.9	47.2	64.6
	Absolutely apply	150	35.2	35.4	100.0
	Total	424	99.5	100.0	
Missing	System	2	.5		

Q10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	22	5.2	5.2	5.2
	not apply	36	8.5	8.5	13.6
	apply	193	45.3	45.4	59.1
	Absolutely apply	174	40.8	40.9	100.0
	Total	425	99.8	100.0	
Missing	System	1	.2		
Total		426	100.0		

Q24					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	19	4.5	4.5	4.5
	not apply	68	16.0	16.1	20.6
	apply	186	43.7	44.0	64.5
	Absolutely apply	150	35.2	35.5	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
Total		426	100.0		

Q25					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	22	5.2	5.2	5.2
	not apply	39	9.2	9.2	14.4
	apply	215	50.5	50.7	65.1
	Absolutely apply	148	34.7	34.9	100.0
	Total	424	99.5	100.0	
Missing	System	2	.5		

Q10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q26					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	29	6.8	6.9	6.9
	not apply	116	27.2	27.4	34.3
	apply	193	45.3	45.6	79.9
	Absolutely apply	85	20.0	20.1	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
Total		426	100.0		

Q27					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	28	6.6	6.7	6.7
	not apply	108	25.4	25.7	32.4
	apply	185	43.4	44.0	76.4
	Absolutely apply	99	23.2	23.6	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q28					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	123	28.9	29.1	29.1
	not apply	205	48.1	48.5	77.5
	apply	66	15.5	15.6	93.1
	Absolutely apply	29	6.8	6.9	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		

Q10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q29		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	110	25.8	26.1	26.1
	not apply	213	50.0	50.5	76.5
	apply	72	16.9	17.1	93.6
	Absolutely apply	27	6.3	6.4	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		
Total		426	100.0		

Q30		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	20	4.7	4.7	4.7
	not apply	59	13.8	13.9	18.7
	apply	211	49.5	49.9	68.6
	Absolutely apply	133	31.2	31.4	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
Total		426	100.0		

Q31		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	49	11.5	11.7	11.7
	not apply	102	23.9	24.3	36.0
	apply	202	47.4	48.2	84.2
	Absolutely apply	66	15.5	15.8	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		

Q10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q32					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	26	6.1	6.2	6.2
	not apply	89	20.9	21.1	27.3
	apply	253	59.4	60.0	87.2
	Absolutely apply	54	12.7	12.8	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		
Total		426	100.0		

Q33					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	26	6.1	6.2	6.2
	not apply	68	16.0	16.1	22.3
	apply	215	50.5	50.9	73.2
	Absolutely apply	113	26.5	26.8	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		
Total		426	100.0		

Q34					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	16	3.8	3.8	3.8
	not apply	73	17.1	17.3	21.1
	apply	207	48.6	49.1	70.1
	Absolutely apply	126	29.6	29.9	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		

Q10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q35		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	22	5.2	5.2	5.2
	not apply	75	17.6	17.8	23.0
	apply	180	42.3	42.8	65.8
	Absolutely apply	144	33.8	34.2	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q36		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	29	6.8	6.9	6.9
	not apply	121	28.4	28.7	35.5
	apply	190	44.6	45.0	80.6
	Absolutely apply	82	19.2	19.4	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		
Total		426	100.0		

Q37		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	21	4.9	5.0	5.0
	not apply	69	16.2	16.3	21.2
	apply	211	49.5	49.8	71.0
	Absolutely apply	123	28.9	29.0	100.0
	Total	424	99.5	100.0	
Missing	System	2	.5		

Q10						
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply		42	9.9	10.0	10.0
	not apply		137	32.2	32.7	42.7
	apply		186	43.7	44.4	87.1
	Absolutely apply		54	12.7	12.9	100.0
	Total		419	98.4	100.0	
Missing	System		7	1.6		
Total			426	100.0		

Q38						
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply		25	5.9	5.9	5.9
	not apply		56	13.1	13.2	19.1
	apply		228	53.5	53.9	73.0
	Absolutely apply		114	26.8	27.0	100.0
	Total		423	99.3	100.0	
Missing	System		3	.7		
Total			426	100.0		

Q39						
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply		30	7.0	7.1	7.1
	not apply		77	18.1	18.3	25.4
	apply		183	43.0	43.5	68.9
	Absolutely apply		131	30.8	31.1	100.0
	Total		421	98.8	100.0	
Missing	System		5	1.2		
Total			426	100.0		

Q40						
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply		28	6.6	6.6	6.6
	not apply		50	11.7	11.8	18.5
	apply		157	36.9	37.2	55.7
	Absolutely apply		187	43.9	44.3	100.0
	Total		422	99.1	100.0	
Missing	System		4	.9		

Q10			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply		42	9.9	10.0	10.0
	not apply		137	32.2	32.7	42.7
	apply		186	43.7	44.4	87.1
	Absolutely apply		54	12.7	12.9	100.0
	Total		419	98.4	100.0	
Missing	System		7	1.6		
Total			426	100.0		

Q41		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	21	4.9	5.0	5.0
	not apply	37	8.7	8.8	13.8
	apply	115	27.0	27.3	41.1
	Absolutely apply	248	58.2	58.9	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q42		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	21	4.9	5.0	5.0
	not apply	94	22.1	22.3	27.3
	apply	177	41.5	42.0	69.4
	Absolutely apply	129	30.3	30.6	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q43		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	34	8.0	8.1	8.1
	not apply	79	18.5	18.7	26.8
	apply	199	46.7	47.2	73.9
	Absolutely apply	110	25.8	26.1	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		

Q10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q44		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	17	4.0	4.0	4.0
	not apply	56	13.1	13.3	17.3
	apply	220	51.6	52.3	69.6
	Absolutely apply	128	30.0	30.4	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q45		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	27	6.3	6.4	6.4
	not apply	52	12.2	12.3	18.7
	apply	228	53.5	54.0	72.7
	Absolutely apply	115	27.0	27.3	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		
Total		426	100.0		

Q46		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	23	5.4	5.5	5.5
	not apply	84	19.7	19.9	25.4
	apply	218	51.2	51.7	77.0
	Absolutely apply	97	22.8	23.0	100.0
	Total	422	99.1	100.0	
Missing	System	4	.9		

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	42	9.9	10.0	10.0
	not apply	137	32.2	32.7	42.7
	apply	186	43.7	44.4	87.1
	Absolutely apply	54	12.7	12.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q47

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
Total		426	100.0		

Q48

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	19	4.5	4.5	4.5
	not apply	81	19.0	19.4	23.9
	apply	173	40.6	41.4	65.3
	Absolutely apply	145	34.0	34.7	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q49

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	19	4.5	4.5	4.5
	not apply	71	16.7	16.8	21.3
	apply	228	53.5	54.0	75.4
	Absolutely apply	104	24.4	24.6	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	422	99.1	100.0	
Missing	System	4	.9		
Total		426	100.0		

Q50					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	24	5.6	5.8	5.8
	not apply	101	23.7	24.2	30.0
	apply	240	56.3	57.6	87.5
	Absolutely apply	52	12.2	12.5	100.0
	Total	417	97.9	100.0	
Missing	System	9	2.1		
Total		426	100.0		

Q51					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	30	7.0	7.2	7.2
	not apply	87	20.4	20.8	27.9
	apply	219	51.4	52.3	80.2
	Absolutely apply	83	19.5	19.8	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q52					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	45	10.6	10.7	10.7
	not apply	171	40.1	40.6	51.3
	apply	150	35.2	35.6	86.9
	Absolutely apply	55	12.9	13.1	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q53					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	45	10.6	10.7	10.7
	not apply	148	34.7	35.3	46.1
	apply	156	36.6	37.2	83.3
	Absolutely apply	70	16.4	16.7	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q54					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	36	8.5	8.6	8.6
	not apply	117	27.5	28.0	36.6
	apply	189	44.4	45.2	81.8
	Absolutely apply	76	17.8	18.2	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q55					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	37	8.7	8.9	8.9
	not apply	67	15.7	16.1	25.0
	apply	186	43.7	44.7	69.7
	Absolutely apply	126	29.6	30.3	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	416	97.7	100.0	
Missing	System	10	2.3		
Total		426	100.0		

Q56					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	15	3.5	3.6	3.6
	not apply	47	11.0	11.2	14.8
	apply	219	51.4	52.4	67.2
	Absolutely apply	137	32.2	32.8	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q57					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	41	9.6	9.8	9.8
	not apply	59	13.8	14.0	23.8
	apply	201	47.2	47.9	71.7
	Absolutely apply	119	27.9	28.3	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q58					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	23	5.4	5.5	5.5
	not apply	46	10.8	11.1	16.6
	apply	151	35.4	36.3	52.9
	Absolutely apply	196	46.0	47.1	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	416	97.7	100.0	
Missing	System	10	2.3		
Total		426	100.0		

Q59					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	21	4.9	5.0	5.0
	not apply	52	12.2	12.4	17.3
	apply	151	35.4	35.9	53.2
	Absolutely apply	197	46.2	46.8	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q60					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	21	4.9	5.0	5.0
	not apply	53	12.4	12.6	17.7
	apply	161	37.8	38.4	56.1
	Absolutely apply	184	43.2	43.9	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q61					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	29	6.8	7.0	7.0
	not apply	56	13.1	13.5	20.5
	apply	190	44.6	45.8	66.3
	Absolutely apply	140	32.9	33.7	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	415	97.4	100.0	
Missing	System	11	2.6		
Total		426	100.0		

Q62					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	17	4.0	4.1	4.1
	not apply	55	12.9	13.1	17.2
	apply	200	46.9	47.7	64.9
	Absolutely apply	147	34.5	35.1	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q63					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	18	4.2	4.3	4.3
	not apply	68	16.0	16.4	20.8
	apply	207	48.6	50.0	70.8
	Absolutely apply	121	28.4	29.2	100.0
	Total	414	97.2	100.0	
Missing	System	12	2.8		
Total		426	100.0		

Q64					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	111	26.1	26.6	26.6
	not apply	179	42.0	42.8	69.4
	apply	102	23.9	24.4	93.8
	Absolutely apply	26	6.1	6.2	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q65					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	87	20.4	20.9	20.9
	not apply	174	40.8	41.8	62.7
	apply	121	28.4	29.1	91.8
	Absolutely apply	34	8.0	8.2	100.0
	Total	416	97.7	100.0	
Missing	System	10	2.3		
Total		426	100.0		

Q66					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	70	16.4	16.7	16.7
	not apply	155	36.4	36.9	53.6
	apply	136	31.9	32.4	86.0
	Absolutely apply	59	13.8	14.0	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q67					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	16	3.8	3.8	3.8
	not apply	65	15.3	15.6	19.4
	apply	222	52.1	53.1	72.5
	Absolutely apply	115	27.0	27.5	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q68					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	36	8.5	8.6	8.6
	not apply	87	20.4	20.8	29.4
	apply	201	47.2	48.1	77.5
	Absolutely apply	94	22.1	22.5	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q69					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	27	6.3	6.4	6.4
	not apply	111	26.1	26.4	32.9
	apply	189	44.4	45.0	77.9
	Absolutely apply	93	21.8	22.1	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q70					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	45	10.6	10.7	10.7
	not apply	147	34.5	34.9	45.6
	apply	153	35.9	36.3	81.9
	Absolutely apply	76	17.8	18.1	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q71					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	139	32.6	33.1	33.1
	not apply	206	48.4	49.0	82.1
	apply	42	9.9	10.0	92.1
	Absolutely apply	33	7.7	7.9	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q72					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	39	9.2	9.3	9.3
	not apply	128	30.0	30.4	39.7
	apply	192	45.1	45.6	85.3
	Absolutely apply	62	14.6	14.7	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q73					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	17	4.0	4.1	4.1
	not apply	34	8.0	8.1	12.2
	apply	235	55.2	56.2	68.4
	Absolutely apply	132	31.0	31.6	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q74					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	31	7.3	7.4	7.4
	not apply	85	20.0	20.4	27.8
	apply	205	48.1	49.2	77.0
	Absolutely apply	96	22.5	23.0	100.0
	Total	417	97.9	100.0	
Missing	System	9	2.1		
Total		426	100.0		

Q75					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	54	12.7	13.0	13.0
	not apply	145	34.0	34.9	47.8
	apply	159	37.3	38.2	86.1
	Absolutely apply	58	13.6	13.9	100.0
	Total	416	97.7	100.0	
Missing	System	10	2.3		
Total		426	100.0		

Q76					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	25	5.9	6.0	6.0
	not apply	78	18.3	18.6	24.6
	apply	184	43.2	43.9	68.5
	Absolutely apply	132	31.0	31.5	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q77					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	55	12.9	13.2	13.2
	not apply	170	39.9	40.9	54.1
	apply	129	30.3	31.0	85.1
	Absolutely apply	62	14.6	14.9	100.0
	Total	416	97.7	100.0	
Missing	System	10	2.3		
Total		426	100.0		

Q78					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	40	9.4	9.5	9.5
	not apply	98	23.0	23.4	32.9
	apply	174	40.8	41.5	74.5
	Absolutely apply	107	25.1	25.5	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q79					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	28	6.6	6.7	6.7
	not apply	84	19.7	20.0	26.6
	apply	208	48.8	49.4	76.0
	Absolutely apply	101	23.7	24.0	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q80					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	17	4.0	4.1	4.1
	not apply	57	13.4	13.6	17.7
	apply	236	55.4	56.3	74.0
	Absolutely apply	109	25.6	26.0	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q81					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	27	6.3	6.5	6.5
	not apply	73	17.1	17.5	24.0
	apply	235	55.2	56.4	80.3
	Absolutely apply	82	19.2	19.7	100.0
	Total	417	97.9	100.0	
Missing	System	9	2.1		
Total		426	100.0		

Q82					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	44	10.3	10.5	10.5
	not apply	102	23.9	24.4	34.9
	apply	188	44.1	45.0	79.9
	Absolutely apply	84	19.7	20.1	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q83					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	24	5.6	5.7	5.7
	not apply	56	13.1	13.4	19.1
	apply	186	43.7	44.4	63.5
	Absolutely apply	153	35.9	36.5	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q84					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	21	4.9	5.0	5.0
	not apply	80	18.8	19.0	24.0
	apply	193	45.3	46.0	70.0
	Absolutely apply	126	29.6	30.0	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q85					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	18	4.2	4.3	4.3
	not apply	53	12.4	12.6	16.9
	apply	267	62.7	63.4	80.3
	Absolutely apply	83	19.5	19.7	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q86					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	16	3.8	3.8	3.8
	not apply	48	11.3	11.4	15.2
	apply	245	57.5	58.3	73.6
	Absolutely apply	111	26.1	26.4	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q87					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	19	4.5	4.5	4.5
	not apply	80	18.8	19.1	23.7
	apply	236	55.4	56.5	80.1
	Absolutely apply	83	19.5	19.9	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		

Q88					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	26	6.1	6.2	6.2
	not apply	94	22.1	22.4	28.6
	apply	213	50.0	50.8	79.5
	Absolutely apply	86	20.2	20.5	100.0

Q47					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	12	2.8	2.8	2.8
	not apply	40	9.4	9.5	12.3
	apply	150	35.2	35.5	47.8
	Absolutely apply	221	51.9	52.2	100.0
	Total	423	99.3	100.0	
Missing	System	3	.7		
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q89					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	50	11.7	11.9	11.9
	not apply	130	30.5	31.0	42.9
	apply	156	36.6	37.1	80.0
	Absolutely apply	83	19.5	19.8	99.8
	12	1	.2	.2	100.0
	Total	420	98.6	100.0	
Missing	System	6	1.4		
Total		426	100.0		

Q90					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	28	6.6	6.7	6.7
	not apply	129	30.3	30.6	37.3
	apply	185	43.4	43.9	81.2
	Absolutely apply	79	18.5	18.8	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q91		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	105	24.6	24.9	24.9
	not apply	171	40.1	40.6	65.6
	apply	123	28.9	29.2	94.8
	Absolutely apply	22	5.2	5.2	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q92		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	87	20.4	20.7	20.7
	not apply	170	39.9	40.4	61.0
	apply	137	32.2	32.5	93.6
	Absolutely apply	27	6.3	6.4	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q93		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	33	7.7	7.8	7.8
	not apply	59	13.8	14.0	21.9
	apply	240	56.3	57.0	78.9
	Absolutely apply	89	20.9	21.1	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q94		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	33	7.7	7.9	7.9
	not apply	73	17.1	17.4	25.3
	apply	226	53.1	53.9	79.2
	Absolutely apply	87	20.4	20.8	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		

Q91					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	105	24.6	24.9	24.9
	not apply	171	40.1	40.6	65.6
	apply	123	28.9	29.2	94.8
	Absolutely apply	22	5.2	5.2	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		

Q95					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	62	14.6	14.8	14.8
	not apply	98	23.0	23.4	38.2
	apply	204	47.9	48.7	86.9
	Absolutely apply	55	12.9	13.1	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

Q96					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	142	33.3	34.1	34.1
	not apply	187	43.9	44.8	78.9
	apply	76	17.8	18.2	97.1
	Absolutely apply	12	2.8	2.9	100.0
	Total	417	97.9	100.0	
Missing	System	9	2.1		
Total		426	100.0		

Q97					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	96	22.5	23.0	23.0
	not apply	159	37.3	38.0	61.0
	apply	113	26.5	27.0	88.0
	Absolutely apply	50	11.7	12.0	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		

Q91					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	105	24.6	24.9	24.9
	not apply	171	40.1	40.6	65.6
	apply	123	28.9	29.2	94.8
	Absolutely apply	22	5.2	5.2	100.0
	Total	421	98.8	100.0	
Missing	System	5	1.2		
Total		426	100.0		
Q99					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	27	6.3	6.5	6.5
	not apply	52	12.2	12.4	18.9
	apply	212	49.8	50.7	69.6
	Absolutely apply	127	29.8	30.4	100.0
	Total	418	98.1	100.0	
Missing	System	8	1.9		
Total		426	100.0		
Q100					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely not apply	61	14.3	14.6	14.6
	not apply	97	22.8	23.2	37.7
	apply	162	38.0	38.7	76.4
	Absolutely apply	99	23.2	23.6	100.0
	Total	419	98.4	100.0	
Missing	System	7	1.6		
Total		426	100.0		

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(%86.5)

(%93.1)   .   (%13.5)

(6.9%)   .

(91.1%)   :

(90.1%),   (88.5%)   (87.3%)

(84.0%)   .(82.4%).

(α≤0.05)   .

(α≤0.05)   .

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