

Psychological Well-Being and Body Image among the Students of the Hashemite University in Jordan

¹Ziad M. Alkhazaleh, ²Fatin A. Mhaidat, ³Bassam H. Alharbi

ABSTRACT

The current study aimed at identifying the relationship between the psychological well-being and the negative body image among the students of the Hashemite University. on a sample comprising (726) students. The researchers used two study tools: Psychological well-being and the negative body image. The results of the study concluded that there was a negative correlation between the psychological well-being and the negative body image. It found that the higher the level of the psychological well-being the less the negative body image. Through the use of the Multiple Regression Analysis, the study results concluded that there were three dimensions of psychological well-being, that could predict the body negative image; positive relations with others, personal growth and purpose in life.

Key words: Psychological well-being; Body image; University students.

I. INTRODUCTION

Early adulthood is considered as a reflection of the needs of the young people at the university level, so it's important to get acquainted with their developmental characteristics, their motives and behavioral patterns, in order to measure their psychological well-being, in their capacity as an important segment of society youth (Almarsifi, 2018). University young people can only satisfy their needs through achieving the mental health criteria, which is a goal sought by all people, through one's self-acceptance and of others based on the principal of the social concern, which in turn, is based on the criteria of emotional balance. This will eventually lead them to the feeling of psychological well-being as well as comfort. (Alshariffayn & Alwahibi, 2018). Therefore, the concept of well-being emerged as an equivalent to the sense of mental health (Abbasi & Zbair, 2015).

¹ Assistant Professor of psychological and Educational Counseling, The Hashemite University, Faculty of Educational Sciences, Zarqa, Jordan.

² Assistant Professor of psychological and Educational Counseling, The Hashemite University, Faculty of Educational Sciences, Zarqa, Jordan.

³ Assistant Professor of psychological and Educational Counseling, The Hashemite University, Faculty of Educational Sciences, Zarqa, Jordan.

On the other hand, it's likely that students at the university level may not achieve some of the criteria of mental health or the sense of happiness, due to their low level of self-esteem, which may lead to a feeling of dissatisfaction with their life. This would, consequently reflect negatively on their behaviors and their adaptation to their own university environment. Therefore, studies have indicated that psychological well-being has a great impact on social performance. The decrease in the well-being level is attributed to the low level of self-esteem, as well as, poor adaptation to the local environment (Carrac, Markland, Silva, Coutinho, Vieira, Minderico, Sardinha & Teixeira, 2011).

Most middle-aged people are university students, with ages, ranging between 18- 26 approximately. This is a transitional period in the individual life cycle. When the young people have economic and emotional independence, they are more able to develop their social relationships. They are also more likely to practice predictable healthy social roles (Bonnie, Stroud & Breiner, 2015).

Participation in the university environment promotes the values of well-being among the university students. Yet we rarely find a real interest in the youth, in terms of their quest to self-acceptance up to the personal growth and self- achievement (Katz & Lamoureux, 2018) Thus, we can find that the theoretical model of the psychological well-being has six distinctive dimensions. These are as follows: Independency, environmental mastery, personal growth, positive relationships with others, life goals and self-acceptance (Ryff & Keyes, 1995).

The concept of psychological well-being is an indication of mental health. People differ in the way they look to life. (Bradburn.1968) The concept of well-being is correlated with both the mental health and psychology (Biddle, Fox & Boutcher, 2000). Officials at the World Health Organization, in their evaluation of disease, see health as not only being free of illness. Furthermore, it has been noticed recently that there was a decrease in the degree of psychological well-being and attitude towards life among peoples at a global level. (World Health Organization, 2005). Moreover, psychological well-being and satisfaction with life can be measured in reference to the individual's cognitive structure, in the way they realize the concept of happiness, which, in turn, comes as a result of achieving their goals in life, based on the relative absence of negative feelings, such as, frustration and desperation (Margitics & Pauwilk, 2009).

Lopez, Pedrotti & Snyder (2015) see that self-well-being is a fundamental feature in the positive psychology, where the judgment of the individual on his present condition is used as a synonym of happiness. It's the automatic reflections of the pleasant and unpleasant feelings ion the individuals immediate experience, as well as, an important representation of satisfaction with life.

Positive Psychology is one of the sciences that studied the concept of the psychological well-being (Winefield, Gill, Taylor, Pilkington, 2012; White, 2016; Wood & Johnson, 2016). It's a relatively recent concept in the field of psychology which measures psychological impact on the individual's behavioral patterns in several developmental areas, including cognitive, emotional, moral and physical ones (Shanad, Sulumah & Hybh, 2013; Kharnub, 2016).

Positive Psychology links the concepts of mental health with that of the psychological well-being. Decrease in their level for psychological well-being may lead to an increase in the level of psychological pressures as well as a decrease in the mental health, of which one of its causes could be the low self-esteem. (Aljundi & Talahumuh, 2017).

Thus, there is a close correlation between psychological well-being and some psychological disorders, which result from the individual's concept of themselves. There are several types of self-concepts such as, the social self-concept, the ideal self-concept, and the physical self-concept, which represent the individual's perceptions of themselves, including the personal traits. (Villanueva, 2010).

For many individuals, most experiences related to self- concept about the shape of the body, are full of dissatisfaction and resentment, Therefore, those individuals make many attempts to change their appearance and thus, live in a constant struggle, which may lead to the emergence of several psychological disorders (Aldasugi, 2006).

The way an individual respond to the daily life pressures, has an important criterion in measuring the effect of the body image on the behavior. Personal growth, environmental mastery, and independency are considered important factors in the individual adaptability with their environment which can be inferred from the concept of psychological well-being (Ryff & Keyes, 1999).

According to (Alearimi, 2008), the negative image of the individual towards their body or dissatisfaction and shame about them, might be one of the factors impeding their adaptation to themselves or their environment.

Body image is a key element in choosing the way in which an individual want to present their different responses. As the body image affects the behavioral side, the individual may avoid the social situations that exercise pressure or frustration on the negative body image (Abaza, 2014)

For example, to name just a few, we might find some new students suffering from social phobia vis-a-vis the body image they hold towards the body shape (Klingaman, 2012). Therefore, social anxiety can be one result of the negative body image on the part of some people (Smolak, 2002).

Some studies referred to the nature of the relationship between psychological well-being and other factors, including body positive image, and this consequently helped the scientists identify the protective factors against psychological disorders (Swami, Tran, Stieger, Voracek, 2015).

In our assessment of the relationship between the body image and psychological well-being, another factor comes into play here, to support the case. That factor is self – compassion that is positively linked to mental health (Abbasi, Zubair, 2015).

The individuals psychological well-being and its subsequent negative or positive behaviors are influenced by the beliefs and conceptions about the body image, (Cash & Smolak, 2004). The body image is a multi-dimensional

concept including the deep perception of the situational, emotional and behavioral aspects. Studies indicated the effect of body image on the individuals psychological well-being (Greene, 2011).

Body image is but the mental image or the mental conception, the individuals form about their shape, with feelings or ideas about themselves. These feelings or ideas are not fixed or specific, yet they affect the individual's behavioral patterns, bearing in mind, that the context of events may activate or stimulate that body image in either - negative or positive way (Aldasugi, 2006).

Healy (2004) sees that the body image includes the four aspects; the way you perceive yourself, the way you feel towards the body shape, the ideas and beliefs you have about your outward appearance, as well as, the behaviors you perform, based on the way you look at yourself.

Self-esteem is related to the image the individual holds of themselves, and there is a relationship between individual's behavior and their own body image, (Hutchinson & Calland, 2011; Khawajah, 2011).

Self-confidence may present beautiful image of the body, despite the diversity of beauty standards. Self – esteem may be based on special elements which constitute individual self- reference, and special criterion, without being affected by the external factors. Psychological well- being mainly depends on the inner feelings of happiness (Swami, Tran, Stieger & Voracek, 2015). The concept of well-being is closely related to the quality of life and happiness, where it can be inferred through the body image. Well- being is linked to perceptions and beliefs. Self-esteem increases, according to the image by which the individual perceives their shape (Pop, 2017).

Self-concept is influenced by the individual's preconceptions of the personal attractiveness regarding the concepts of beauty and agility, determined by the social norms (standards) or the social environment. The body attractiveness has a cognitive, an emotional and a behavioral component and it may be associated with attractiveness either as feeling of pride and happiness or as a feeling of unhappiness. Hence, this may lead to psychological hazards (Smolak, 2011).

Moreover, negative body image, in our discretion, has negative results, like sense of frustration, anxiety, upset, and low self-esteem and poor adaptability, which is more evident among women in the middle age (Woodside & Staab, 2006; Donaghue, 2009).

For example, some obese people often tend to follow practices and rituals to increase attractiveness such as, following certain diet so as to increase their self-esteem and improve self-image, depending on their level of motivation (Carraca, Markland, Silva, Coutinho, Vieira, Minderico, Sardinha & Teixeira, 2011).

But, there might be a conflict or contradiction between the self-criteria of the shape of body and its attractiveness, from one hand, and the criteria set by the societies with different cultures, on the other (Ibrahim, 2015).

There is no doubt that, culture plays a major role in the general impression of the body image, as well as, individuals interest in reducing weight, (Lee, Taniguchi, Modica, Park, 2013). Culture has a big role in the body image

(Walsh,2010). where the social and cultural criteria constitute instrumental and effective tools, regarding peoples shape- acceptance, particularly women, as it's known cross- culturally that women pay more attention to their image before the others, and they do their utmost to achieve the best possible shape or image (Miah, 2008).

It's thought that sociocultural factors play a prominent role in developing body image disorders. These factors include: cultural ideals, mass media, like television., magazines, the internet, and commercials. If these are disappointing on the body image, people will feel resentful (Healey, 2014; Northrop, 2012).

Nowadays, we find that the body image constitutes an increasing importance and a negative effect on some individuals, some of which is related to social relations or peer pressure. These individuals are but victims of the social norms seeking perfectness. We cannot ignore the negative effect of commercials and the prevalent culture of celebrities (Jobsky, 2013).

It is recognized that mass media and the culture of celebrities may lead to distorting body image and consequently a sense unhappiness of up to eating disorders (Fox-Kales, 2011). This might reinforce the concept of eating disorders among some individuals (Alexander, Goldschmidt & Grange, 2013).

Gender identity plays an important role, according to the social and cultural norms in the sense of manhood and womanhood among the males and females. It is a basic variable of the personal components. (Moin, Duvdevany & Mazor,2009). The body image represents an equivalent criterion of identity (Cabrera & Wierenga, 2013). We also find that the body gender identity, for males and females, is measured by the level of well-being, (Robertson, 2007). Previous researches indicated a strong relationship between the body image and both self-satisfaction and psychological well-being among both men and women. It is noteworthy that the relationship was more evident for women (Chung, 2014).

II. METHODOLOGY

To achieve the goals of this study, the descriptive survey method was used, hereby the researchers collected the data through introducing the study two scales (negative body image and psychological well-being) into the student's electronic portals. The study population comprised all the Hashemite University students (27451 male &female). Some students did not answer all the study items, so they were excluded from the study. Only those who answered all the study items were included in the current study. The number of the respondents who answered all the items was (6827) students. The percentage of male students was 33.48% where as that of the female students was (65.87%). The percentage of students affiliated to the Human Studies colleges was (31.45%) **and for the scientific colleges it was (67.91%)**. According to the academic rate ,the percentage for the academic cumulative average was as follows: excellent : (14.39%) those with very good was (31.38%) , good (31.95%) and those with satisfactory average was (20.99%) .Accordingly ,the study was conducted on a randomly selected sample of (726) male and female students at the beginning of the second semester of the academic year (2019/2020).

The researchers used the psychological well-being scale (SPWB) to evaluate several aspects of the well-being of the Hashemite University students (Ryff, 1989; Ryff & Keyes, 1995). The (SPWB) consists of six dimensions: Independence, personal growth, life goals, environmental proficiency (mastery) relationships with others, and self- acceptance. After checking (verifying) the criteria of validity and consistency, the scale finally comprised (40) items distributed on the six dimensions as follows: independency (5 items), personal growth (6 items), life goals (8 items) environmental mastery (5 items) positive relationships with others (10 items) and self- acceptance (5 items). The respondents were asked to estimate their agreement with the scale items. The answer weight s was distributed according to Lekert five- degree scale, starting with strongly agree, (5) agree (4) neutral (3) don't agree (2) and strongly don't agree (1). According to the averages, if the respondent's answers range between (3.41-- 5) this will indicate high -level of psychological well-being among them. The researchers developed the body image scale to evaluate several aspects about the negative body image among the students of the Hashemite University students, through conducting a review of the previous literature related to the concept of the body-image (Aldasuqi, 2006; Moin, Duvdevany & Mazor, 2009; Cash & Smolak, 2011; Chung, 2014).

Accordingly, the researchers defined the dimensions and formulated the important items included in the scale, taking into consideration the psychometric characteristic of the negative body image scale. Therefore, the scale in its final form, consisted of (38) items reflecting the negative body image and divided into three dimensions: cognitive (10) items, behavioral (14) items, emotional (14) items, taking into account, that the scale marking followed that of Kekerts five- degree scale. The answers weight ranging between strongly agree (5), agree (4), neutral (3), don't agree (2) and strongly don't agree (1). According to the averages if the answers range between (3.41-5), this indicates negative body image, between (1-2.60) positive body image, and between (2.61- 3.40) medium negative body image.

The researcher, in marking the two scales, relied on the equation: $(5-1=4-5=.80)$, consequently, the criterion of judgment on the level of well-being and negative body image was distributed as follows: (1- 1.80) very low, (1.81- 2.60) low, (2.61-3.40) medium, (3.41- 4.20) high and (4.21- 5) very high. The researchers used (SPSS) program to analyze the data of the answers to the following questions:

- 1- What is the level of psychological well-being among the students of the Hashemite University?
- 2- What is the level of the negative body image among the students of the Hashemite University?
- 3- What is the relationship between psychological well-being and negative body image among the students of the Hashemite University?
- 4- What is the predictive ability of the psychological well-being of negative body image among the Hashemite University students?

Accordingly, the researchers extracted (calculated) the means and the standard derivations of the psychological well-being and the body image. The researchers also extracted coefficient correlations between the variables, as well as the multi-dimension regression analysis.

III. RESULTS

In table1, the descriptive statistics of the level of the psychological well-being among the Hashemite University students are presented. The results generally, showed that the level of the psychological well-being among the students was medium, with an overall degree (3.40). Yet,there are two aspects with high level of well-being .It was noticed that the aspect of personal growth had the highest mean by (3.64), followed by, the aspect of autonomy with (3.56). While we notice that the rest aspects had medium degree in psychological well-being, the least of which was environmental mastery with (3.21)

TABLE 1: DESCRIPTIVE STASTICS

N	domains	mean	Std. Deviation	level of psychological well- being
1	Purpose in life	3.32	0.68	Moderate
2	Autonomy	3.56	0.56	High
3	Positive relations with others	3.38	0.53	Moderate
4	Environmental mastery	3.21	0.55	Moderate
5	Personal growth	3.64	0.65	High
6	Self-acceptance	3.31	0.66	Moderate

In table 2, the descriptive statistics of the level of the negative body image among the students of the Hashemite University are presented .The results showed that there was a decrease in negative body image among the students, that means they are satisfied with the body image, total degree (2.40) .It was noticed that the behavioral aspect (2.28) was a clear indication of the positive body image, while we see the highest medium in the negative body image ,was in the cognitive aspect with (2.60) degree followed by the emotional aspect with (2.39) degree.

TABLE 2: DESCRIPTIVE STTISTICS

N	domains	mean	Std. Deviation	Level of negative body image
1	Cognitive	2.60	0.44	Low
2	Behavioral	2.28	0.62	Low

3	Emotional	2.39	0.63	Low
Total		2.40	0.48	Low

In table 3, the descriptive statistics and correlative relations between psychological well-being and negative body image for the various dimensions, are presented. The results showed that all correlations were statically significant, in terms of, correlative relations among the various aspects of the two scales. Table 3 shows that there is a negatives correlation between psychological well-being and negative body image. That is the higher the psychological well-being, the less is the negative body image. The overall correlation between the psychological well-being and the negative body image was (- 55%). Whereas we notice that the overall correlation coefficence range between (-24%to -47%).

Table 3: CORROLATIONS

Domains of negative body image →	Cognitive		Behavioral		Emotional		negative body image (Total)	
Domains of psychological well-being ↓	Corrolation	Sig. (2-tailed)	Corrolation	Sig. (2-tailed)	Corrolati on	Sig. (2-tailed)	Corrolation	Sig. (2-tailed)
Purpose in life	-.201 **	.000	-.364 **	.000	.420 **	.000	-.421 **	.000
Autonomy	-.159 **	.000	-.239 **	.000	.307 **	.000	-.297 **	.000
Positive relations with others	-.252 **	.000	-.413 **	.000	.450 **	.000	-.471 **	.000
Environmental mastery	-.140 **	.000	-.195 **	.000	.250 **	.000	-.246 **	.000
Personal growth	-.288 **	.000	-.414 **	.000	.400 **	.000	-.456 **	.000
Self-acceptance	-.215 **	.000	-.158 **	.000	.342 **	.000	-.290 **	.000
psychological well-being (Total)	-.315 **	.000	-.459 **	.000	.550 **	.000	-.555 **	.000

In table 4 descriptive statistics and multiple Regression Analysis between psychological well-being and the negative body image, are presented. The results showed that there were three aspects of psychological well- being that could predict negative body image. These were: positive relations with others, personal growth and purpose in life. They altogether explained 33%. Relationships with others explained (22.2 %), while personal growth aspect explained (8.2%). Life goals aspect explained only (2.6%) of the discrepancy in negative body image. Moreover, it is noticed that the rest of aspects could not predict negative body image.

TABLE 4: MULTIBLE REGRESSION

Mod el	B	S td. Error	t	Si g.	R ²	F	Sig.
Cons tant	4 .43	0 .11	40 .66	0. 000		118. 371	0. 000
Posit ive relations with others	- 0.27	0 .03	- 8.66	0. 000	0. 222	- .307	
pers onal growth	- 0.18	0 .03	- 6.67	0. 000	0. 304	- .241	
Purp ose in life	- 0.13	0 .03	- 5.23	0. 000	0. 330	- .191	

IV. DISSCUSSION

The study results for the first question: What is the level of the psychological well-being among the Hashemite University students?

The results indicated a difference in the averages of the psychological well-being among the study subjects (population). That conforms with the study of (Alnnadir, 2017; Aleadini, 2018; Almasrifi, 2018). We find an overall medium degree of the psychological well-being. This conforms with the study of (Aljundi & Talahumuh, 2017)

The medium average of some aspects on the psychological well-being is explained due to changes in values and social system, and technological acceselation, according to the results of the present study, we found modest abilities to deal with the environmental changes among university students and this reflected on their future conceptions. Sometimes, we find them modest in drawing up future goals, on the other hand, they appeared relatively optimistic due to the volume of pressures they are subjected to. Some of these pressures come from the geographical location of the university being away from the city, this factor exhausted their time, so that they don't find sufficient time to spend with their colleagues, or to develop stable and purposeful friendships with others.

On different aspect, we notice an increase in the average means of the psychological well-being in two dimensions: personal growth and independency. That stems from the nature of their age stage and the developmental tasks in the early adulthood, compared to the stage of adolescence (Rice, 1992). They have established their identity and they have adequate opportunity to mature in all fields, particularly, emotional maturity or emotional intelligence, forming their own model of self- dependency. If we think carefully in the development needs in in the early adulthood, we find that they are consistent with the content of psychological well-being referred to by (Ryff, 1989). This also consist with the results of the study of (Kharnub,2016). But it does not consist with the study of (Wigtill & Henriques, 2015).

Results of the study on the second question: What is the level of the negative body image among the students of the Hashemite University?

The study results indicated a low average in the negative body image - That is there is satisfaction with the body image, regarding the three aspects: cognitive, emotional, and behavioral. This may be due to the stage of youth. It is expected that the students enjoy all the physical health elements. Therefore, their concept of the body identity is high, and this is an important cognitive component predicting the body image. In addition, it can be referred here to the fact that students belong to a conservative, with strong belief in the divine justice (Gods justice). We find also that their sub-culture calls for not being influenced with the global standards of the beauty and agility. This comes in agreement with, the study of (Lee, Taniguchi, Modica & Park, 2013), which studied the psychological well-being and fear of obesity in the American and Korean cultures.

On the other hand, we notice an increase in the average of the behavioral aspect of the body image. There are many behavioral indicators that are related to satisfaction with body image, which was measured through body image scale. Among these indicators are: self- confidence, and self- assurance. This agrees with the study of (Alsharari, 2019) as well as with the study of (Dutta, Sharma, Shah, Bharati, Sonavane, & Desousa, 2018). which indicated a positive relationship between body image and **boasting with taking selfie**). More ever, we can recognize the correlation between behavioral aspect with both the emotional and cognitive aspects. This was referred to by the study of (Alsharifayn & Alwahabi, 2018) which found out the prediction of body image & emotional balance through (Selfie) addiction among the university students.

The present study also consists with the study of (Blair, Aloia, Vallant, Knight, Garner & Nahar, 2017). which referred to the body image and behavioral patterns of eating. It also consists with the study of (Aljubori, 2007, Khatab, 2018, Alomari & Alwalidi, 2019). which referred to the existence of a relationship between social anxiety and body image among the university students . On the other hand, the results of this study differ from the study of (Allothman, 2018) that showed increasing fear of gaining weight (obesity) and an increase in looking for the ideal model of agility among the university students.

Study results of the third question: What is the relationship between the psychological well-being and the negative body image among the Hashemite University?

The result of this study indicated a negative correlation between psychological well-being and negative body image. that means the higher the level of psychological well-being the less is the negative body image. This can be explained by the fact that individuals satisfaction with life and feeling of happiness is reflected on the physical body image., so this study is consistent with the results of the of the study of (Almaesib, 2011; Rimawi & Hamarsheh, 2014; Sulaiman & Abuhumedan, 2014; Almarousy, 2015; Ali, 2015; Alghazali, 2017; Alnnadir, 2017; Abdulrahman, 2018).

The results of this study, regarding the negative correlation between psychological well-being and negative body image among the university students, consists with the study of (Bushraa, 2008), due to the existence

of a negative correlation between body image disorder and self-esteem among university students. It also consists with the study of (Hammouda, 2015) due to existence of negative relationship between positive body image and social phobia among university students, it also agrees with the study of (Atallah, 2018). which showed that positive body image reduces the withdrawal behavior.

On the other hand, the present study consists with the study of (Lemes, Camara, Alves & Aerts, 2018). which showed that the low body image led to low feeling of happiness. But the study differs from the study of (Hassan, 2019) which indicated low body image compared to the mental flexibility among university students.

The study results of the fourth question: What is the predictive ability of psychological well- being of the negative body image among the Hashemite university students?

The results of the study showed that there were three aspects of well –being which can predict negative body image. These aspects are: positive relationships with others, personal growth and life goals. It turned out that the other aspects couldn't predict negative body image. This can be attributed to the human nature, where the human being can't live in isolation from others, nor can they neglect the social norms that regulate their life. For example, students cannot go to the university without looking in the mirror, because they want to achieve social acceptance from others. Students adherence to social roles, according to their own self- concepts, constitutes an important starting point for their perceptions of physical self-identity.

According to (Alearimi, 2008) there are factors that have influence on the body image. These are: age, sex, mass media, peer-pressure, weight, parents in the family. Moreover, personal growth is related to emotional, social, cognitive, moral and physical development. As for life goals it usually predicts attitudes towards life including satisfaction with body image (Margitics & Pauwlik, 2009). Other aspects couldn't predict negative body image. This can be interpreted on the basis that, independency, self-acceptance, environmental mastery (proficiency), are factors that depend on the philosophy of individual differences among the students. Every one of them is self-independent, with their own style to formulate any situation to face in life. Furthermore, individuals have their own reference point to judge the behavior. This might be relatively true. It's impossible for the whole world to agree on one criterion of the ideal body image, so some students see that they achieve the beauty criteria regarding body image, but this might not find acceptance or support from others. On the other hand, we may find some students who are careless about their appearance in the university environment, that is because they have high self- confidence and can adapt easily. They believe that beauty is based on the sources of knowledge and culture, and not necessarily on shape. Consequently, the present study conforms with the study of (ALMASIB, 2011; CHUNG, 2014; WIGTIL & HENRIQUE, 2015)

V. Conclusions

Students, in the university stage, might find many challenges. Some of which are due to internal factors and others are due to external ones. The relationship between the external factors and the internal ones is reciprocal.

(the self –concept, for the university student, is influenced by the university environment including: buildings, facilities, colleagues and instructors and vice versa. Therefore, the students level of psychological well-being can be measured by several aspects. One of them is related to student's relationships with others. The other one can be identified by his ability to adapt with their environment (surroundings). Moreover, we can find the degree by which the students can measure their size of relations and ability to adaptation, through their level of personal growth, that is to what extent the student s enjoys integrated personality. We base our measures on their self- acceptance, faith in their various abilities, and their self- esteem. The degree they feel independent, the degree they practice their tasks independently, Hence, the students can formulate their goals in a clear, realistic and logical way. This can be considered a real reflection of psychological well- being aspects.

Moreover, the psychological well-being is implicitly influenced by the types of the self- concept. One of them is the concept of the physical-self, Undoubtedly, the way through which the students perceive themselves, is affected by the image they hold for their shape or body. But there are differences in the criteria they set for their satisfaction with their body-image. This would leave an effect on the concept of social-self. Social –self might be relatively affected by the standards of the beauty and the agility, determined by the social environment. Therefore, students as one component of the social fabric, should seriously take these considerations into their account. That is important in order to ensure their adaptation and conciliation with others.

RECOMMENDATIONS

In the light of the results, the study presented the following recommendations:

- 1- Making use of the present study to enable the university students to reach psychological well-being
- 2- Making use of the present study in conducting further studies and researches regarding the efficiency of psychological consultative programs on developing psychological well-being and improving body image among young university students.

ACKNOWLEDGMENTS

the researchers are extremely gratfull for the cooperation of all the students of the hashemite university, particularly, those who were closely involved in the present study.

REFERENCES

1. Almarsifi, H. (2018). "The Concept of Happiness and its Sources among the University Female Students: A Socio Anthropological Study." *Journal of the Faculty of Education in Human and Literary Sciences*. Vol. 24, N° 3: 148-203. Egypt.

2. Alshariffayn, A., & Alwahibi, E. (2018). "Predictive Ability of Body Image and Emotional Balance (through selfie-addiction among Jordan's Universities Students." *Hebron University Research Journal*. Vol. 13, N° 1: 1-26. Jordan.
3. ABBASI, A., & ZUBAIR, A. (2015). "Body Image, Self-Compassion, and Psychological Well-Being among University Students." *Pakistan of Social and Clinical Psychology*. Vol. 13, N° 1: 41-47. Pakistan.
4. Carraca, E., Markland, D., Silva, M., Coutinho, S., Vieira, P., Minderico, C., Sardinha, L., & Teixeira, P. (2011). "Dysfunctional body investment versus body dissatisfaction: Relations with well-being and controlled motivations for obesity treatment." *Motiv Emot*. Vol. 35: 423-434. Portugal.
5. Bonnie, R., Stroud, C., & Breiner, H. (2015). "Investing in the health and well-being of young adults." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 13:49:42. National academies pres. USA.
6. Katz, J., & LAMOUREUX, K. (2018). "Ensouling our schools: A universally designed framework for mental health, well-being, and reconciliation." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 14:06:47. Portage & Main Press. Canada.
7. Ryff, C., & Keyes, C. (1995). "The Structure of Psychological Well-Being Revisited." *Journal of Personality and Social*. Vol. 69, N° 4: 719-727. USA.
8. Bradburn, N. (1969). "The Structure of Psychological Well-Being." ALDINE Publishing Company. USA.
9. Biddle, H., Fox, K., & Boutcher, S. (2000). "Physical activity and psychological well-being." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 12:32:49. Routledge. USA.
10. World Health Organization. (2005). Promoting Mental Health: Concepts, Emerging Data, Practice: The Brief Report/ WHO, Regional Office for the Eastern Mediterranean.
11. Margitics, F., & Pauwlik, Z. (2009). "Depression, subjective well-being and individual aspirations of college students." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 08:58:24. Nova Science Publishers. USA.
12. Lopez, S., Pesrotti, J., & Snyder, C. (2015). "Handbook of Positive Psychology." Third Edition. SAGE Publications. USA.
13. Winefield, H., Gill, T., Taylor, A., & PILKINGTON, R. (2012). "Psychological well-being and psychological distress: is it necessary to measure both? Winefield et al. Psychology of well-being: Theory." *Research and Practice*. Vol. 2, N° 3: 2-14. Australia.
14. White, M. (2016). "Why won't it Stick? Positive Psychology and Positive Education." *White Psych Well-Being*. Vol. 6, N° 2: 5-16. Australia.
15. Wood, M., & Johnson, J. (2016). "The wiley handbook of positive clinical psychology: An integrative approach to studying and improving well-being." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 07:09:43. John Wiley & Sons. UK.

16. Shanad, S., Sulumah, H., & Hybh, H. (2013). "The Measure of Psychological Well-Being for the University Youth." *Journal of Psychological Counseling*. № 46: 673-694. Egypt.
17. Kharnub, F. (2016). "Psychological Well- Being and its Relationship with Emotional Intelligence and Optimism." *Journal of the Federation of Arab Universities for Education and Psychology*. Vol. 4, № 1: 1-26. Syria.
18. Aljundi, N., & Talahumuh, J. (2017). "Degrees of Feeling of Psychological Well –Being among Palestinian Universities Students in Hebron Governorate. " *Journal of Educational and Psychological Studies*. Vol. 11, № 2: 337-351. Oman.
19. Villanueva, P. (2010). "Personality traits: Classifications, effects and changes." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-24 00:56:31. Nova Science Publishers. USA.
20. Aldasugi, M. (2006). *"Body Image Disorders: Causes, Diagnosis, Prevention and Treatment."* a Series of Psychological Disorders 2. the Anglo Egyptian Library. Cairo. Egypt.
21. Alearimi, Z. (2008). *"Shyness towards Body Image among Adolescents, Causes and Effects."* National Center for Publishing. Oman.
22. Abaza, A. (2014). *"Body Image and its Relationship with Academic Compatibility among School Adolescents (Second Secondary Year)."* Unpublished Master Thesis, Kassidy MerbahUniversity of Ouargla. Algeria.
23. Klingaman, E. (2012). *Body Image And Social Anxiety: Integration, Comparison, And Extension Of Bioecological Models*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database. (35434668).
24. Smolak, L. (2011). *"Body image development in children: A handbook of theory, research, and clinical practice."* The Guilford Press. USA.
25. Swami, V., Tran, U., Stieger, S., & Voracek, M. (2015). "Associations between women's body image and happiness: Results of the youbeauty.com body image survey (YBIS)." *J Happiness Stud*. Vol. 16: 705-718. UK.
26. Cash, T., & Smolak, L. (2011). *"Body image: Handbook of science, practice, and prevention"*. 2nd. The Guilford Press. USA.
27. Greene, B. (2011). "Body image: Perceptions, interpretations and attitudes." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-19 04:57:21. Nova Science Publishers. USA.
28. Healey, J. (2014). *"Positive body image."* Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-19 06:14:19. The Spinney press. Ausrtralia.
29. Hutchinson, N., & Calland, C. (2011). *"Body image in the primary school."* Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-19 07:20:22. Routledge. USA.

30. Khawajah, A. (2011). "The Effect of a Proposed Sport Program on Improving Body Image and the Concept of Self-Esteem among a Group of Physically – Challenged people." *An-Najah University Journal for Research*. Vol. 25, N° 5: 1284-1336. Palestine.
31. Pop, C. (2017). "*Physical activity, Body Image, and subjective Well-Being*." Retrieved from <https://www.intechopen.com/books/well-being-and-quality-of-life-medical-perspective/physical-activity-body-image-and-subjective-well-being>. DOI: 10.5772/intechopen.68333.
32. Woodside, D., & Staab, R. (2006). "Management of psychiatric comorbidity in anorexia nervosa and bulimia nervosa." *CNS Drugs*. Vol. 20: 655-663.
33. Donaghue, N. (2009). "Body satisfaction, sexual self-schemas and subjective wellbeing in women." *Body Image*. Vol. 6: 37-42.
34. Lee, H., Taniguchi, E., Modica, A., & Park, H. (2013). "Effects of witnessing fat talk on body satisfaction and psychological well-being: A cross-cultural comparison of Korea and The United states." *Social behavior and personality*. Vol. 41, N° 8: 1279-1296. USA.
35. Walsh, S. (2010). "*The relationship between religious orientation and body image satisfaction and the thin body ideal among female college students*." (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database. (3455627). USA.
36. Miah, N. (2008). "*Body Image and its Relationship with Self- Esteem and Depression among High School Female Students in the Cities of Mecca and Jeddah*." Unpublished Master Thesis. Imam Muhammad Bin Saud Islamic University. Saudi Arabia.
37. Northrop, M. (2012). "*Reflecting on cosmetic surgery: Body image, shame and narcissism*." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-19 07:26:41. Routledge. USA.
38. Jobsky, A. (2013). "*The body-image meaning-transfer model: An investigation of the sociocultural impact on individuals body-image*." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 06:33:56. Anchor Academic Publishing. Germany.
39. Fox-Kales, E. (2011). "*Body shots: Hollywood and the culture of eating disorders*." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 05:22:55. State University of New York Press. USA.
40. Alexander, J., Goldschmidt, B., & Grange, D. (2013). "*A clinician's guide to binge eating disorder*." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 06:26:04. Routledge. USA.
41. Moin, V., Duvdevany, I., & Mazor, D. (2009). "Sexual identity, Body image and life satisfaction among women with and without physical disability." *Sex Disable*. Vol. 27: 83-95. Israel.
42. Cabrera, D., & Wierenga, T. (2013). "*Mom in the mirror: Body image, beauty, and life after pregnancy*." Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-21 04:54:59. Rowman & littlefield Publishers. UK.

43. Robertson, S. (2007). *"Understanding men and health: Masculinity, identity and well-being."*
Retrieved from <http://ebookcentral.proquest.com> Created from Hashemiteu-ebooks on 2020-02-24
01:50:42. McGraw-Hill Education. USA.
44. Ryff, D. (1989). "Happiness is everything, or is it? Explorations on the meaning of psychological well-being." *Journal of Personality and Social Psychology*. Vol. 57, N° 6: 1069-1081. USA.
45. Chung, R. (2014). *"The Association Between Body Image and Psychological Well- Being in Adult Women"*. (Doctoral dissertation). Available online at:
<http://dro.deakin.edu.au/eserv/DU:30072847/chung-theassociation-2014A.pdf>. Australia.
46. Aleadini, M. (2018). "The Psychological Hardness and Well-being among Qassim University students, in the light of some Demographic Variables. *Educational Sciences*. Vol. 26, N° 3: 254-299. Egypt.
47. Rice, P. (1992). *"Human Development. A life-span approach"*. 1st Edition. Macmillan publishing company. USA.
48. Wigtil, C., & Henriques, G. (2015). "The relationship between intelligence and Psychological well-being in incoming college students". *Psychology Well-Being*. Vol. 5, N° 4: 1-19. USA.
49. Alsharari, H. (2019). "Perceived Body Image and its Relationship with Self- Affirmation among Female Students at Taif University in the Kingdom of SAUDIA Arabia." *Journal of the College of Education*. Vol. 73, N° 1: 243-271. Saudi Arabia.
50. Dutta, E., Sharma, P., Shah, N., Bharati, A., Sonavane, S., & Desousa, A. (2018). "Attitude toward Selfie Taking and its Relation to Body Image and Narcissism in Medical Students". *Indian Journal of Psychological Medicine*. Vol. 40, N° 1: 17-21. Indian.
51. Blair, L., Aloia, C., Vallaint, M., Knight, K., Garner, J., & Nahar, V. (2017). "Association between athletic participation and the risk of eating disorder and body dissatisfaction in college students." *International Journal of Health Sciences*. Vol. 11, N° 4: 1-5. USA.
52. Aljubori, K. (2007). "Body Image and its Relationship with Social –Acceptance among University Students." *AL-Qadisiyah Journal for Human Sciences*. Vol. 10, N° 4: 351-383. Iraq.
53. Khatab, S. (2018). "Body Image , Anxiety and Social Concerns: A Comparative Psychological Study on a Sample of Female Students at Hail University." *Egyptian Psychologists Association*. Vol. 17, N° 1: 163-206.
54. Alomari, N., & Alwalidi, A. (2019). "Body Image and its Relationship with Social Skills among Female Students at King Khalid University in the City of Abha." *Association of Arab Educators*. N° 108: 308-364. Saudi Arabia.
55. Alothman, M. (2018). "Satisfaction and Attitudes towards Body Weight and Body Shape among University Female Students." *Al-Baath University Journal for Humanities*. Vol. 40, N° 46: 51-80. Syria.
56. Almaesib, H. (2011). "Body Image and its Relationship with Self- Confidence in a Sample of Kuwait University Female students." *Ain Shams University*. Vol. 39: 99-116. Kuwait.

57. Rimawi, O. and Hamarsheh, A. (2014). "Concept of Body Image as Perceived By Students of ALQuds University." *Sharjah Social Association*. Vol. 31, N° 122: 11-25.
58. Sulaiman, S., & Abuhumedan, Y. (2014). "*Cosmetic Surgery and its Relationship with Body Image and Self- Concept as Perceived by the Students of the University of Jordan.*" Unpublished Master Thesis, University of Jordan, Amman. Jordan.
59. Almarousy, N. (2015). "Body Image and its Relationship with some Psychological and Social variables among Female University Students in Saudi society." *The Arab Center for Education and Development*. Vol. 22, N° 99: 239-256. Saudi Arabia.
60. Ali, H. (2015). "Optimisms and Self- Esteem as Predictors of Body Positive Image among Female Teenage University Students." *Journal of Psychological Counseling*. N° 42: 1-49. Egypt.
61. Alghazali, A. (2017). "Body Image and its Relationship with Self –Esteem among University Students Practicing Physical Activity and Non- Practicing Physical Activity." *AL- Muhtaref Magazine*. Vol. 12: 67-81. Algeria.
62. Alnnadir, H. (2017). "Quality of Life among AlBalqa Applied University Students. *Mutah for Researches and Studies*. Vol. 32, N° 5: 91-118. Jordan.
63. Abdulrahman, W. (2018). "Body Image and its Relationship with life Orientation among a Sample of Married and Unmarried University Female Students." *The Arab Foundation for Education, Science and Arts*. Vol. 4: 217-240. Saudi Arabia.
64. Bushraa, S. (2008). "Body Image Disorder in a Sample of Assiut University Students." *Association of Modern Education*. Vol. 25, N° 78: 133-178. Egypt.
65. Hammouda, M. (2015). "Body Image, Self- efficiency and Social Anxiety among a Sample of Qassim University Female Students." *Journal of Psychological Guidance*. Vol. 41: 325-354. Saudi Arabia.
66. Atallah, M. (2018). "Body Image Disorder, and its Relationship with Emotional Sensitivity, Withdrawal Behavior and Illness Illusion among University Students: Clinical Psychometric Study. " *Journal of the College of Education*. Vol. 18, N° 1: 877-970. Egypt.
67. Lemes, D., Camara, S., ALVES, G., & AERTS, D. (2018). "Body image satisfaction and subjective wellbeing among ninth-grade students attending state schools in Canoas." *Ciência & Saúde Coletiva*. Vol. 23, N° 12: 4289-4298. Brazil.
68. Hassan, A. (2019). "Predicting the levels of Body Image among Female Students at Sultan Qaboos University through Psychological flexibility and some variables." *Ammar Thaliji University at Laghout*. Vol. 77: 93-113. Oman.