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" (American red cross, " 1996)

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(Sherrill, 1998) .(2001

" (1990) "

.(2000)

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(Sir Ludwig Guttmann)

.2004 1948

$\geq \alpha$

0.05

(2001)

(Herbert, 1998)

"(Sherrill, 1998)

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(0.91-0.5)

(0.90)

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(20)

.(2)

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(2)

(3)

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(3)

(3±)

0.66	
0.32	
0.75	
0.67	
0.65	
0.63	
0.82	

(47)

.(25.5)

:(4)

(4)

(3 ±)

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(0.82)

(0.75 0.32)

(54.07)

.(31.64)

SPSS

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(5)

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(3)

0.22	2.41	47	
- 1.32	1.82	30.50	
- 0.18	2.23	31.35	
0.11	2.13	25.50	
- 1.21	2.77	32	
0.28	1.81	37.07	

(4)

- 0.56	2.21	54.07	
0.64	2.81	40.64	
0.33	2.84	38.07	
0.54	1.73	31.64	
- 0.30	2.56	37.42	
- 1.33	1.86	39.35	

(5)

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	()		-	-		
000*	9.22	7.07	2.21	54.07	2.41	47
000*	14.28	10.14	2.81	40.64	1.82	30.50
000*	7.27	6.71	2.84	38.07	2.23	31.35
000*	9.78	6.14	1.73	31.64	2.13	25.50
000*	5.32	5.42	2.56	37.42	2.77	32
0.02*	3.82	2.28	1.86	39.35	1.81	37.07

.13 =

0.05 ≥ α

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(10.14) (1.82 ± 30.50)
(2.81 ± 40.64)

(5) 0.05 ≥ α

(6.71) (2.23 31.35) ±47) (2.41
(2.84 ± 38.07) ± 45.07) (7.07) (2.21

(10.14) 31.6) (2.31 ± 25.5)
 (6.14) (1.73 ±
 (2,77 2)
 (5.42) (2.56 ± 37.42)
 ± 39.35) (1.81 ± 37.07)
 : (11-6) (2.28) (1,86)

(6)

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	()							
				-		-		
*0.01	2.85	0.64	0.73	2.92	0.91	2.28		1
0.08	1.83	0.5	0.8	4.21	0.72	3.71		2
*0.00	2.46	0.5	0.69	4.21	0.72	3.71		3
0.08	0.23	-0.07	0.91	3.71	0.8	3.78		4
*0.00	3.22	0.64	0.92	3.35	1.32	2.71		5
*0.00	4.2	0.78	0.49	2.64	0.66	1.85		6
*0.04	2.28	0.28	0.46	4.71	0.5	4.42		7
*0.01	2.78	0.5	0.46	4.71	0.42	4.21		8
0.2	1.14	0.21	0.66	2.85	0.74	2.64		9
*0.00	3.92	0.78	0.57	4.21	0.51	3.42		10
0.12	2.49	0.53	0.66	3.75	0.73	3.27		

.005 ≥ α

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(15)

(7)

(12)

(4.46)

(6)

(4.42)

(15)

(1.42) (7,8)

(1.85)

(16)

(4.85)

(6)

(4.71)

(2.35)

(2.64)

(7)

(4)

(7)

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	()							
				-		-		
*0.00	5.7	1.42	0.66	3.14	0.72	1.71		11
*0.00	6.74	1.0	0.5	2.42	0.5	1.42		12
*0.00	4.19	0.92	0.46	2.71	0.69	1.78		13
*0.00	4.37	0.71	0.61	2.92	0.41	2.21		14
0.00	1.14	0.21	0.36	4.85	0.49	4.64		15
*0.00	3.23	0.71	0.63	2.35	0.49	1.64		16
*0.00	4.2	0.78	0.47	4.07	0.46	3.28		17
*0.00	4.22	0.82	0.52	3.2	0.53	3.38		

.005 ≥ α *

(8)

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	()							
				-		-		
*0.00	5.5	1.0	0.5	2.42	0.5	1.42		18
*0.00	3.68	0.71	0.49	2.64	0.47	1.92		19
*0.05	2.09	0.64	0.75	2.57	0.73	1.92		20
*0.02	2.5	0.71	0.51	2.57	0.77	1.85		21
*0.02	2.5	0.71	0.8	3.21	0.51	2.5		22
0.6	0.43	0.14	0.53	3.14	0.87	3.00		23
1.0	0.00	0.00	0.49	2.64	0.63	2.64		24
*0.00	13.4	2.0	0.49	4.64	0.49	2.64		25
*0.00	5.46	1.35	0.86	2.85	0.42	4.21		26
0.7	0.26	0.07	0.87	2.0	0.82	2.07		27
*0.00	3.22	0.64	0.93	2.57	0.61	1.92		28
0.82	0.22	0.07	0.66	1.85	0.8	1.78		29
0.78	3.27	0.67	0.65	2.75	0.63	2.32		

.005 ≥ α *

(9)
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	()						
				-		-	
*0.00	8.33	1.78	0.64	3.42	0.49	1.64	30
0.20	1.16	0.35	0.77	3.14	0.69	2.78	31
*0.00	5.46	0.64	0.86	4.85	0.42	4.21	32
0.60	0.52	0.14	0.77	3.14	0.55	3.0	33
*0.00	3.66	0.78	0.72	3.28	0.5	2.5	34
0.73	0.34	0.14	0.86	3.14	1.03	3.00	35
*0.00	4.02	1.07	0.66	4.14	0.82	3.07	36
*0.02	2.48	0.42	0.42	3.78	0.49	3.35	37
0.51	3.24	0.66	0.71	3.61	0.62	2.94	

.05 ≥ α *

(10)
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	()						
				-		-	
*0.02	2.46	0.5	0.55	4	0.5	3.5	38
*0.03	2.38	0.64	0.51	3.42	0.8	2.78	39
*0.00	4.19	-0.92	0.82	2.07	0.39	3.0	40
*0.00	6.16	1.46	0.46	3.28	0.74	1.64	41
*0.00	3.82	1.21	1.05	3.78	0.51	2.57	42
0.11	1.66	-0.78	0.82	2.28	1.14	3.07	43
*0.00	4.41	1.35	0.49	3.35	0.78	2.0	44
0.27	1.14	0.42	0.92	3.35	0.82	2.92	45
*0.01	2.74	0.00	0.94	3.85	0.87	3.85	46
*0.01	2.85	0.64	0.46	4.28	0.63	3.64	47
0.19	3.18	0.77	0.70	3.36	0.71	2.89	

.05 ≥ α *

(11)

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				-		-		
0.8	0.24	-0.07	0.51	3.57	1.15	3.64		48
0.23	1.23	0.35	0.75	3.42	0.73	3.07		49
*0.00	8.25	1.64	0.53	4.14	0.5	2.5		50
*0.00	4.77	1.0	0.51	4.5	0.51	3.5		51
*0.00	6.49	-1.21	0.61	3.07	0.46	4.28		52
*0.00	3.29	0.78	0.86	2.14	0.47	2.09		53
*0.00	6.09	1.64	0.49	3.35	0.72	1.71		54
*0.00	4.77	0.04	0.49	3.68	0.49	3.64		55
0.51	4.39	0.90	0.59	3.48	0.62	3.05		

.0.05 ≥ α *

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(46)

(26)

(41)

(3.85)

(18)

(4.21)

.(1.64)

(25)

.(1.42)

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(4.64)

.(2.07)

(40)

.(1.85)

(52)

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(4.28)

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$0.05 \geq \alpha$

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(1980)

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(American Red cross 1996)

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1980

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2003

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The Effect of Swimming Activity upon Developing Self-concept among the Blind Students at the Hashemite University

*Faleh S. Abu Eid**

ABSTRACT

This study investigated the effect of swimming activity on self-concept scale among the blind students at the Hashemite University.

The sample of this study consisted of fourteen blind student at the Hashemite University. The researcher used the approach to test self-concept. The scale contained 55 statements distributed over six dimensions (behavior, appearance, anxiety, popularity, happiness and satisfaction and perception). The experimental method was utilized and a teaching developed by the researcher which aimed to teach every one of the sample the basic skills of swimming. The program contained twenty four, seventy five minute educational unites, with three weekly units.

Data was statistically treated using SPSS. Results indicated significant differences between pre and post test of the self-concept of the blind students. Also results showed significant differences between pre and post test of the swimming skills upon blind students.

The researcher recommended using the swimming activity to enhance self-concept for blind students. Also the researcher recommends similar studies on different samples from other categories of disabilities.

Keywords: Swimming, The Blind Students, Self-Concept.

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