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Original article

EXAMINATION OF SELF-ESTEEM LEVELS ACCORDING TO SOME VARIABLES

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Objective: Aim of this study is to examine self esteem levels of student-athletes who are studying in university according to some variables.

Methods: Participants of this research are composed of 120 student athletes who are studying in university and selected with availability sampling method. Survey model was used in research. In order to collect data, developed by Rosenberg (1965) and adapted to Turkish by Çuhadaroglu (1986), Rosenberg Self Esteem Scale was used. Statistics of the data were performed with SPSS 22 program. To analyze the data, Independent-Samples T-Test, One-way ANOVA and Pearson Correlation tests were used.

Conclusions: In conclusion, general self esteem scores of participants are 0.9817 ± 0.721 . According to scoring key, it had been determined that participants had high self esteem level. It was understood that statistically significant difference didn't exist at self esteem levels of student-athletes according to sex, branch of sports and playing sports at national team level ($p > 0.05$). But it was understood that significant difference existed at self esteem levels of student athletes according to age ($p < 0.05$). Also, it had been determined that there was a negative relationship between grade point average and self esteem level of participants but this relationship wasn't significant.

Keywords: self esteem, student-athletes, nationality athletes

Introduction

Self-esteem is a liking situation resulted from one's approving the self-concept reached by evaluating oneself. One can criticize oneself or find oneself totally positive (Kahriman, 2005). In the broadest sense, self-esteem is that one feels proud, valuable, diligent, active and successful (Özkan, 1994).

To be able to make a mention of self-esteem, it is necessary to create primarily a self-concept on individual. Attitude, developed by individual regarding this created self-concept, determines also his/her self-esteem level. Self-concept is a form of self-perception and self-understanding (Bal, 2003). Rosenberg (1965) handles the self-esteem as a positive and negative attitude of individual to oneself. One can see oneself superior than many other people, but see oneself incompetent according to his/her own standards. If one has a positive attitude while assessing oneself, his/her self-esteem is high; if one has a negative attitude through self-assessment, his/her self-esteem is low. One having a high self-esteem has positive spiritual qualifications like confidence, optimism, ambitious, not giving up challenges. On the contrary, one having a low self-esteem has a low self-confidence, easily gets desperate, briefly tend to have negative spiritual symptoms (Yörükoğlu, 1988). There are lots of factors that increase the one's self-esteem. One of these factors is

sport.

University life is a period where important changes occur on individuals' life. University education years lead individual to gain a professional formation and also to changes on individual's development, personal life and general attitudes. Young's attitudes and behaviors about health affect in private him/herself personally, in general the current and future family in other words the society (İlhan, 2012).

Sport is a personal and social phenomena created by which individual gives physical, motoric and mental performance (Hasırcı, 2000). Assistant et. al (2009) state that 61.7% of the university students don't play sports regularly.

According to İlhan, playing sports and doing physical activities consciously, balanced and regularly create an environment far away from stresses due to daily life and also help the protective medicine by providing healthy life form. Beside these functions of sport, it is obvious that sport has a positive influence on individual's social and personal character development.

Sport is one of the important subjects for the gaining of self-esteem. When comparing sport with human activities, sport is not a activity obligated with daily life requirement; on the contrary, it is an activity, purpose of which is free and excessive. Playing a type of sport is relatively decided freely and liberally and

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this situation differs from current and compulsory acts in terms of consciousness and enthusiastic life. It can be set bounds with sport against life problems and heavy pressures in working process (Murath, 1997). Vincent (1976) and Solokun (1990) determined that athletes have a higher self-esteem (self-respect) level than nonathletes. Smith mentioned in 1979 that youth baseball seasons changes the players' self-esteem (self-esteem) in a positive way. Hawkins and Gruber (in 1982) found the similar results on high school baseball players.

The relationship between self-esteem concept and sport was handled in so many studies. However, these studies can't be regarded as each other's repetition; hence nowadays modern life witnesses the quite fast developments; from this aspect, youth is affected by different movements; social and cultural changes increases day after day. It is thought that these developments can affect the perceptions of youth and results obtained from study, contributes to literature. Accordingly, the purpose of this study is to analyze the university students' self-esteem levels in terms of different variables.

Methods

Research model, research group, data collection tool, informations about data analysis are included in this chapter.

Research Model

Screening model (Büyüköztürk and his friends, 2008; Karasar, 2009) and relational screening model (Büyüköztürk and his friends, 2008; Karasar, 2008) were used in this study. Screening model is a research approach that aims to describe a situation existed in past or existing still in form of its existence (Karasar, 2002). (2006). Relational screening model is according to Fraenkel and Wallen to research the relationship of two or more variables without interfering the variables. In addition, it was tried to reveal the existence of relationships between dependent and independent variables in accordance with this model (Crano and Brewer, 2002). Within the current study, athlete individuals' self-esteem were analyzed according to independent variables (age, gender, national athlete status, situation of playing team or individual sports, academic average).

Research Group

Research was conducted in the second half of 2014-2015 academic year. The sample of the study consisted of 120 students studying in Gazi University Physical Education and Sport Academy. 68 of the participants (51.66%) are female students and 52 of the participants (48.33%) are male students. Research group was divided into 3 categories according to age variable [17-20 age range (N; 36, 30%), 21-22 age range (N; 39, 32.5%), 23 and above age range (N; 45, 37.5%)]. Easily accessible sampling method from purposeful sampling methods was used in selection of the study group. This is because in this method researcher selects a close and easily accessible situation (Yıldırım and Şimşek, 2014).

Data Collection Tools

"Personal Information Form" built by researchers and "Rosenberg Self-Esteem Scale" developed by Rosenberg (1965), adapted by Çuhadaroglu (1986) to Turkish was used for the purpose of data collection. Personal Information Form was prepared for the purpose of collecting personal information about the students in research group. Form includes the statements about age, gender, national athlete status, situation of playing team or individual sports and academic average. Rosenberg Self-Esteem Scale (RSES) is a ten item Likert scale with items answered on a four point scale, 5 of questions was reverse coded. Test-retest reliability of this scale is 0.89. Scale is one-dimensional and gives a general self-esteem point. In this research, for internal consistency reliability of the whole scale, Cronbach Alpha coefficient was calculated as 0.89.

Data Analysis

Descriptive statistics, internal consistency reliability coefficient (Cronbach Alpha) analysis, t-test for independent groups to test the significance of difference between point averages of 2 groups, variance analysis (ANOVA) for the significance of difference between point averages of 2 or more groups, and Tukey test and Pearson Correlation to reveal among which groups there is significance, were preferred in this study. Significance level of the difference among variabilities was tested at the level of 0.05 and 0.01.

Findings

Findings, arisen as a result of the analysis conducted, are included in this chapter.

Table 1: Distribution of self-esteem points of participants

Self-Esteem Scale	n	X	SD	Min	Max
	120	0,98	0,72	,00	3,84



When analyzed the Table 1, while the average of participants' self-esteem points was found to be $X=0.98$ and standard deviation was found to be $SD=0.72$, it was seen that the maximum point received from the scale is 3.84, minimum point is 0.00.

According to this finding, when looking at the average of participants' self-esteem points, it was determined that participants had high self-esteem level. (Participant who got 0-1 point is "high"; 2-4 point is "medium" and 5-6 point is "low")

Table 2: Participants' Self-Esteem According to Gender

	Sex	n	\bar{X}	SD	t	p
Self-Esteem Scale	Male	58	,861	,672	-1,780	,078
	Female	62	1,09	,752		

When analyzed, according to gender, the t-test results for independent groups of discrepancy of points belonging to athlete students' self-esteem level; between male ($X=0.86\pm0.67$) and female

($X=1.09\pm0.75$), statistically significant discrepancy related to self-esteem points wasn't figured out [$t(\text{self-esteem})=1.780$; $p>0.05$].

Table 3: Participants' Self-Esteem According to Age

	Age Categories	n	\bar{X}	SD	F	p
Self-Esteem Scale	17-20 range	36	,93	,623	4,517	0,13
	21-22 ages	39	1,24	,945		
	23 age and above	45	,79	,474		

In Table 3, one-way ANOVA statistic results are seen to determine discrepancy, according to age, of points belonging to athlete students' self-esteem level. As a result of variance analysis conducted, it was

figured out that points, belonging to athlete students' self-esteem level, didn't display significant discrepancy according to gender [$F(\text{self-esteem})=4.157$; $p>0.05$].

Table 4: Participants' Self-Esteem According to Their Branches

	Form of Playing Sport	n	\bar{X}	SD	t	p
Self Esteem	Team	48	,87	,632	-1,266	,208
	Individual	72	1,04	,771		

When analyzed, according to team or individual sport branches, the t-test results for independent groups of discrepancy of points belonging to athlete students' self-esteem level; between students who

play team sports ($X=0.88\pm0.63$) and students who play individual sports ($X=1.05\pm0.77$), statistically significant discrepancy related to self-esteem points wasn't figured out [$t(\text{self-esteem})=1.266$, $p>0.05$].



Table 5: Participants' Self-Esteem According to National Athlete Status

	National Athlete Status	n	\bar{X}	SD	t	p
Self-Esteem Scale	National Athlete	48	,86	,629	-1,451	,149
	Non-national Athlete	72	1,06	,773		

When analyzed, according to national athlete status, the t-test results for independent groups of discrepancy of points belonging to athlete students' self-esteem level; between national athletes

($X=0.87\pm0.63$) and non-national athletes ($X=1.06\pm0.77$), statistically significant discrepancy related to self-esteem points wasn't figured out [$t(\text{self-esteem})=1.451, p>0.05$].

Table 6: Self-Esteem and Point Average Correlation

	n		Self – Esteem Scale
Academic Point Average	120	Pearson Correlation	-,095
		Sig.	,304

According to Table 6, directly away, low and statistically insignificant relationship was figured out between athlete students' point averages and self-esteem ($r= -0.95, p>0.05$].

Discussion

In this study, athlete students' self-esteem level points' relationship with different variables (age, gender, national athlete status, situation of playing team or individual sports, academic average) was analyzed.

As a result of statistical analyses conducted, it was figured out that points belonging to athlete students' self-esteem levels don't display significant discrepancy according to gender. However, it was determined that females' self-esteem averages ($X=1.09\pm0.75$) are higher than males' self-esteem averages ($X=0.86\pm0.67$). In the study conducted by İlhan and Gencer (2009), it was found that self-esteem points display significant discrepancy in favor of females according to gender. This result doesn't match up with our study results. Despite that, there are studies that show many similarities to results acquired from our study (Balat and Akaman, 2004; Kawabata, Cross, Nishioka and Shimai 1999; Reynolds, 2001; Erman, Şahan and Can 2008; Ayyash-Abdo and Allumiddin, 2007).

In our study, it was concluded that self-esteem points don't create a significant difference according

to age. This situation can be interpreted as increase and decrease of athlete students' age levels don't create significant changes on self-esteem points. It was determined that self-esteem averages of individuals in research group who are in 21-22 age category ($X=1.25\pm0.95$) are higher than averages of individuals who are in 17-20 (0.94 ± 0.62) and 23 age and above ($X=0.79\pm0.47$) categories. Aşçı and his friends (1993) stated that self-concept is affected by many factors such as age, gender, success, socio-economic status, body image, ethnic group, interaction with environment. Similarly, in the study conducted by İlhan and Gencer (2009) it was figured out that there is a positive, low and significant relationship between age and self-esteem points. In other words, it was concluded that the more level of age increases, the more self-esteem increases correspondingly.

It was figured out that situation of playing team sports or individual sports don't create significant change on self-esteem points. However, it was determined that self-esteem averages of ones who play individual sports ($X=1.05\pm0.77$) are higher than self-esteem averages of ones who play team sports ($X=0.88\pm0.63$). This situation can be interpreted as there is no significant difference between self-esteems of athlete students who play team or individual sports. In the study of Certel and Bahadır (2012), discrepancy between self-esteem levels of



individuals who plays team or individual sports wasn't figured out.

As a result of analysis conducted according to national athlete status, it was figured out that between national athletes ($X=0.87\pm0.63$) and non-national athletes ($X=1.06\pm0.77$), there is no significant difference in terms of self-esteem points. In the study of İlhan and Gencer (2009), it was determined that there is a significant discrepancy according to national athlete status in favor of national athletes. This situation doesn't match up with our study results. In the study of Certel and Bahadır (2012), significant discrepancy between self-esteem levels according to national athlete status wasn't figured out. In the study of Karakoç, Çoban and Konar (2012), it was figured out that individuals having impaired hearing who are national athletes have higher self-esteem than individuals who aren't national athletes.

Conclusions

In conclusion, general self esteem scores of participants are 0.9817 ± 0.721 . According to scoring key, it had been determined that participants had high self esteem level. It was understood that statistically significant difference didn't exist at self esteem levels of student-athletes according to sex, branch of sports and playing sports at national team level ($p>0.05$). But It was understood that significant difference existed at self esteem levels of student athletes according to age ($p<0.05$). Also, it had been determined that there was a negative relationship between grade point average and self esteem level of participants but this relationship wasn't significant.

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When analyzed the Pearson Correlation coefficient used to reveal the relationship between academic success and self-esteem, directly away, low and insignificant relationship between academic point average and self-esteem points was figured out. In the study conducted by Otacıoğlu (2009), it was determined that academic success affects the self-esteem points. As a result of her study conducted, Gürşen-Otacıoğlu (2009) figured out that there is a significant discrepancy between self-esteem points of teacher candidate and academic success points. Also in other studies in which self-esteem and academic success status are compared, it was concluded that students with a high self-esteem level have a high academic success status (Yenidünya, 2005; Kahrıman, 2005; Altınbaş, 2006; Hall, 2006; Çankaya, 2007 and Göktaş, 2008). This situation doesn't match up with our study results.

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