

Effect of Recreational Activities on the Self-Esteem Level of High School Students

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Abstract

Article Info

Received: 21.09.2018
Accepted: 20.10.2018
Online Published:
20.10.2018

Keywords

Recreational activity, Self-esteem, Students

The purpose of this study was to determine the level of self-esteem and to examine the effects of socio-demographic features: gender, income, sports type and recreational participation in a high school population. A cross-sectional survey was conducted among 490 volunteer high school students (187 female, 303 male) aged between 14 and 19. Data were collected using a questionnaire prepared by the researcher to determine the socio-demographic characteristics of the students and the SERS-SF: Self Esteem Rating Scale-Short Form. The scale developed by Rossenberg (1965) and adapted to the Turkish population by Çuhadaroğlu (1986). The SPSS package program was used for the analysis of the data. According to research findings, it was found that there was a statistically significant difference in the self-esteem level of students according to participation status to recreational activities ($p<0.05$). When we examine students income, sports type, and gender there was not a significant difference in the self-esteem level ($p>0.05$).

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Introduction

Stress is a natural phenomenon that everyone experiences in his or her lifetime. How people cope with difficult or stressful circumstances have been the subject of a considerable amount of research over the past decade (Lo, 2002). Young people are future and promise of all societies. After the establishment of the approach of seeing the development of students as a whole rather than considering only their intellectual training, the relationship between extracurricular activities and their benefits gained attention (Kaas & Çerez, 2016). Education and the maturation process of young people are the concern of many people including teachers, sports coaches, and families who are closely around them. Recreation is the best conducive element of this process because recreational activities help people to excellently develop in of education and maturation (Luetkens, 2004). Therefore, it is useful spare time for entertaining and relaxing recreational activities in order to obtain an optimum development and education period. This is due to the fact that mental and physical health, individual skills and creativity (Karaküçük, 1999). Recreation could be defined as the pleasant activities done in spare times without obligation, with or without a group, indoor or outdoor, with or without a tool, in a city or out of a city, with an organization or without an organization (Karaküçük, 2005). Recreational activities have of feasibility to do them and this helps people to economically use time. Relevant literature shows that recreational activities positively affected many psychological and physiological variables. For instance, recreational activities positively contributed to making friends, new experiences, sense of success, the pleasure of creativity, physical endurance, sense of mission, mental capacities, emotional experience and mental rest. Self-esteem is one of the basic determinants of self-respect, self-confidence, self-worth and various psychological variables (Güçray, 1989). Literature confirms various factors that affect self-esteem (Baymur, 1990; Coopersmith, 1967). Also, lack of recreational activities may

decrease self-esteem level of people; people with low self-esteem could be more aggressive or asocial due to the fact that they do not actually trust themselves (Temel and Aksoy, 2001; Yavuzer, 1994). Therefore, participating to the recreational activities affect physical and mental health, and that contribute to the personal development of individuals could positively affect self-esteem (Temel and Aksoy, 2001).

Materials and Methods

This section includes the model of the research, the group of the research, the data collection tools, analyzes, methods, and techniques related to the determining of the data. The research was based on a quantitative research design. General screening model was applied. A total of 490 [(n=187) female, (n=303) male] high school students was chosen via the simple coincidence method from several schools of Kütahya city center in Turkey and they participated as a volunteer in the study.

Data Collection Tools

The first section of the questionnaire had the questions which determine the demographic characteristics of the participants. The second section had Self-esteem measures self-esteem. Rosenberg Self-esteem Short Form Inventory; was developed by Rossenberg (1965). It measures answerers' attitudes towards various areas regarding themselves. Language adaptation of this scale was made by Çuhadaroğlu (1986). The reliability of this scale was reported to be $r=0.76$ ($p<0.05$). The scale has 10 items 5 positives and 5 negatives.

Results

Table 1: Effect of participant gender on self-esteem

Variables	Gender	N	Mean	Sd	U	P
Self-Esteem	Female	187	244,39	7,09	28123	,891
	Male	303	246,18	7,56		
	Total	490				

According to the table above the results showed that there is no significant difference between female and male students. But male students (246,18) has more self-esteem level than female (244,39).

Table 2: Effect of recreational participation on students self-esteem

Variables	Recreational Participation	N	Mean	Sd	U	P
Self-Esteem	Yes	259	233,23	3,21	26737	,041
	No	231	246,18	2,59		
	Total	490				

According to the table above the results showed that there is a significant difference between students who participate in recreational activities and who does not ($p<0,05$).

Table 3: Effect of family income level on the student's self-esteem level

Variable	N	Mean	X ²	p	
Income	Up to1600	154	245,03	2,456	,293
	1601-2500	226	237,31		
	2500 +	110	262,98		
	Total	490			

According to table above the results showed that there is no significant difference between students family income level [$X^2 = 2,456$; $p=0,293$; $p>0,05$]. When we compare the difference between the groups' results showed that students who have a high-income level have more self-esteem level.

Tablo 4: Effect of sports type on the students' self-esteem level

	Variable	N	Mean	X ²	p
Sports Type	No sports activity	187	226,24	4,630	,099
	Team sports	162	251,96		
	Individual sports	141	257,31		
	Total	490			

According to table above the results showed that there is no significant difference between students sports type [$X^2 = 2,630$; $p = 0,099$; $p > 0,05$]. When we compare the difference between the groups' results showed that students who participate in individual sports have more self-esteem level than students who do team sport and students who don't do any sports activity.

Discussion and Conclusion

The aim of this study was to analyze the relationship of leisure negotiation strategies utilized by high school students with their level of self-esteem. Many studies have shown and their anxiety is at high levels. This situation negatively affects their level of self-esteem. that stress, anxiety, and perception affect self-esteem. Physical and mental states of people could positively or negatively affect self-esteem (Yiğiter, et al. 2011). Therefore, we proposed that participation in recreational activities will result in an improvement in physical and mental states of our participants and this will enhance their self-esteem levels. Self-esteem is related to many factors including age, gender, and physical capacity. According to the results, there is not a significant relationship between gender and self-esteem ($p > 0,05$). When we examine the literature some studies support our result (Akyüz, 2010; Kimter, 2008). But, the study of Aytan (2010) and Eşer (2005) showed that there is a significant difference between gender and self-esteem. According to Raymore et al. (2018) females were found to have significantly lower self-esteem and significantly higher amounts of intrapersonal and total constraints than males. According to analyze results there was a significant difference between recreational participation and self-esteem level of the students ($p < 0,05$). also some studies, similar to our study, sportive recreational activities and self-esteem. According to Yigiter and Bayazit, (2013), Gürhan (1986), Tiggeman and Williamson (2000) and Tiryaki and Morali (2000) suggested that recreational activities could positively affect the self-esteem of the participant. It was found in a study, conducted with 30.000 people (which consisted of people doing sports and not doing sports) by Women's Sports Foundation (1998), that women who do sports are better regarding their academic performance and are more social, they also feel more popular and their rate of graduation from high school is three times more than the others.

According to results, there was not any significant difference between self-esteem level of the students and their family income, sports type, and gender. However, according to the study of Gadbois and Bowker (2007), male students showed higher self-esteem levels with the higher level of competitive sports participation as extracurricular activities. According to the study of Lo (2002) with the undergraduate nursing students, there were not any statically significant differences between self-esteem and income level of the students.

Results of this study, which are supported by the relevant literature show that recreational activities could enhance self-esteem of individuals. It could also be suggested that students' participation to

recreational activities could positively affect other psychological and physical parameters, which will eventually result in an increased quality of their lives. Therefore, high schools should consider recreational activities and try to integrate recreational activities into educational curriculums as an educational activity. Moreover, high schools areas should also be redesigned in order to enable recreational activities

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Citation of this article

Ekinci, N.E. (2018). Effect of Recreational Activities on the Self-Esteem Level of High School Students, *Spor Eğitim Dergisi*, Special Issue (1), 09-13.



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