Investigation of self-esteem for university students in terms of doing sports

Fadime CIMEN, Mehmet KUMARTASLI, Senem SOYLEYICI

Department of Sport Sciences, Health Sciences Faculty, Suleyman Demirel University, Isparta, Turkey.
Address correspondence to Mehmet Kumartasli, mehmetkmrtsl@hotmail.com.

Abstract

The aim of this study was to investigate self-esteem of university students in terms of doing exercise variable. Totally 300 students from Suleyman Demirel University voluntarily participated in the research. The students were grouped into two: doing exercises (n: 150) and not doing exercises (n: 150). In the research, Self-respect scale developed by Arıcak (1999) was used. In the analysis of findings obtained, frequency analysis, independent ''t'' test and One Way ANOVA statistical methods were applied. As a result; a significant difference was found between self-esteem values of students doing exercises and not doing exercises in the research. It was determined that there was a relationship between doing exercises and self-esteem. Moreover, it was also indicated that there was a relationship between age group variable and self-esteem and as people got older, the grades for self-esteem of individuals increased.

Keywords: Sports, self-esteem, university student.

INTRODUCTION

It's a well-known fact that sports and physical activities have positive effects on body health as well as on mental health. When the literature was searched, it was determined that most of the studies in this field were belonging to adulthood. Recently, it was indicated in the studies carried out with adolescents that physical activities had positive effects on sense of self, relationships with peers and parents, and academic success. While sports and physical activities are inversely proportional with stress, anxiety and depression levels, they are directly proportional with self esteem and sense of self (15).

Self esteem for an individual is to be glad with himself and is to see himself valuable, positive and worth approving and liking without getting above oneself or deprecating. Self esteem has emotional, intellectual, social and physical factors (6). The factors of self esteem constitutes of academic, athletic, social, artistic and moral fields. Self-concept indicated the idea of the person related with who he is. Self esteem, on the other hand, is the result of as what he sees himself and is the result of his acceptance or rejection expectations. It is a concept indicating whether he feels himself worthful or how much he feels worthful. The concept of self esteem is a learned experience and is a period continuing lifelong (14).

Coppersmith used the concept of self esteem as in the meaning of about oneself and evaluation having continuity. This evaluation is related with some properties that the person approved or did not approve for himself. This presents his attitude towards properties such as what an individual can overcome, what he can succeed, what he regards at what levels. This subjective evaluation is transformed to the environment either orally or via behaviors. Healthy self esteem permits a person for the possibility of making a mistake and provides him to function effectively as a person being pleased with him, to know how he can achieve his aims, to take the responsibility of what he makes, to be in one's glory and to manage him (23).

The level of self esteem affects the ability and success of an individual at work/school, his competence for overcoming stress, the development of the relationships between friends and fellows, the level of liveness and playfulness (21).

The researchers within the frame of researches performed in order to reveal the effect of doing exercises on pleasure with body image and self esteem reported that there might be a relationship between self esteem, body image pleasure and doing exercises indirectly. However, there are also studies not supporting this (1).

Valley (1992) determined that doing exercises has positive effect on self esteem. At the same time,

the institution supporting this idea performed researches in many fields such as fitness, running, taekwondo and game sports. However, as an exception, it was determined that there was a positive relationship between self esteem and exercises for males and a negative relationship for females (19,21).

In the light of this information, the aim of this study was to investigate self esteem of university students with respect to doing exercises.

MATERIALS AND METHOD

The students getting education in the Department of Sports Sciences (n: 150) and doing sports professionally at Suleyman Demirel University and the students from different departments of the university (n: 150) all of whom were 18-27 years old participated in this research in which the self esteem of university students was investigated with respect to doing exercises.

Self esteem scale developed by Aricak (1999) was used as data collecting tool in the research which constituted of 32 items. The scale is a five point likert scale based on marking one of the choices such as "definitely agree", "agree", "undecided", "disagree" and "definitely disagree". Cronbach Alpha coefficient of internal consistency and test repetition techniques were used for the reliability calculation of the scale. The coefficient of internal consistency and reliability coefficient of test repetition of the scale were calculated as 90 (n=152, p<.001) and 70 (n=92, p<.001), respectively. In the validity studies of the scale, the opinions of 34 experts from nine different universities were asked and accordingly, the items of the scale were rearranged. The questionnaires formed to obtain data were applied by the researcher himself in the class after giving necessary information.

In the analysis of the data obtained, SPSS 16.0 packaged software program was used. In the evaluation of general information, to understand whether there is a significant difference between two groups, "independent t-test" was applied to independent groups to compare frequency analysis, self esteem grades of individuals both doing and not doing sports together with the self esteem grades of individuals both doing and not doing sports in terms of their genders. In order to compare the self esteem grades of individuals both doing and not doing sports in terms of their ages, ANOVA test was used to test whether there is a significant difference between the distributions of two groups.

RESULTS

44% of the students participated in the research were females and 56% of them were males. Moreover, 49.3% of individuals not doing sports were females and 50.7% of them were males.

In the group of individuals doing sports, it was determined that 5.3% of the participants were in the group of 15-18 years old, 57.3% of them were in the group of 19-22 years old, 28.7% of them were in the group of 23-26 years old, 8.7% of them were in the group of 27 years old and over 27. For the individuals not doing sports, it was indicated that 7.3% of them were in the group of 15-18 years old, 52.3% of them were in the group of 19-22 years old, 33.3% of them were in the group of 23-26 years old, 7% of them were 27 years old and over 27.

Table 1. Gender Distribution of students participated in the research.

Gender	Sportsmen		Sedentary		Total	
	f	%	f	%	f	%
Female	66	44	74	49.3	140	46.7
Male	84	56	76	50.7	160	53.3
Total	150	100	150	100	300	100

Table 2. Age Distribution of students participated in the research.

Age	Sportsmen		Sedentary		Total	
	f	%	f	%	f	%
15-18 years old	8	5.3	14	9.3	22	7.3
19-22 years old	86	57.3	71	47.3	157	52.3
23-26 years old	43	28.7	57	38	100	33.3
27 years old and over	13	8.7	8	5.3	21	7
Total	150	100	150	100	300	100

It was determined that 10.7% of individuals doing sports were married and the rest was single. On the other hand, it was stated that 8.7% of the individuals not doing sports were married and the rest of them was single.

It was indicated that 49.3% of individuals doing sports were born in city and 24% of them were born in the village. In addition to this, 44% of individuals not doing sports were born in the city, 21.3 % of them were born in big city and 21.3% of them were born in the village

18% of the sportsmen participated in the research had an income of 250 tl and less, 26% of them had an income between 251-350 tl, 26.7% of them had an income between 351-450 tl, 14.7% of them had an income between 451-550 tl and 14.7% of them had an income of 551 tl and more. For sedentary, it was determined that 24.7% of them had an income of 250 tl and less, 23.3% of them had an income between 251-350 tl, 20.7% of them had an income between 351-450 tl, 16.7% of them had an

income between 451-550 tl, and finally 14.7% of them had an income of 551 tl and more.

The self-esteem grade of sportsmen participated in the research was found as 114.7±22.4 and that of individuals who are not doing sports was found as 102.2±16.1. When average self-esteem grades of individuals both doing sports and not doing sports were compared, a significant difference was found (p<0.01). While self-esteem grade of students doing sports was 114.7, that of students who are not doing sports was determined as 102.2.

A significant difference was not found between self-esteem and gender variable for students both doing sports and not doing sports (p>0.05).

Table 6. Comparison of self-esteem grades of students who are

Groups	N	Mean ± SD	t	p
Sedentary	150	102.2 ± 16.1	-5.516	p<0.01
Doing	150	114.7 ± 22.4		

Table 3. Marital status of students participated in the research.

Marital Status	Sportsmen		Sedentary		Total	
	f	%	f	%	f	%
Married	16	10.7	13	8.7	29	9.7
Single	134	89.3	137	91.3	271	90.3
Total	150	100	150	100	300	100

Table 4. Distribution of students participated in the research according to their quality of residential area.

Quality of Residential Area	Sportsmen		Sedentary		Total	
	f	%	f	%	f	%
Big city	23	15.3	32	21.3	55	18.3
City	74	49.3	66	44	140	46.7
Town	17	11.3	20	13.3	37	12.3
Village	36	24	32	21.3	68	22.7
Total	150	100	150	100	300	100

Table 5. Monthly income distribution of students participated in the research.

Monthly Income	Sportsmen		Sedentary		Total	
	f	%	f	%	f	%
250tl and less	27	18	37	24.7	64	21.3
Between 251-350 tl	39	26	35	23.3	74	24.7
Between 351-450 tl	40	26.7	31	20.7	71	23.7
Between 451-550 tl	22	14.7	25	16.7	47	15.7
551 tl and more	22	14.7	22	14.7	44	14.7
Total	150	100	150	100	300	100

Table 7. Comparison of self-esteem averages in terms of gender.

Groups	Gender	N	Mean ± SD	t	p
Not doing sports	Female	74	103.2 ± 17.4	.715	p>0.05
	Male	76	101.3 ± 14.8		
Doing sports	Female	66	116.3 ± 21	.769	p>0.05
	Male	84	113.5 ± 23.6		

Table 8. Investigation of self-esteem grades of students both doing sports and not doing sports in terms of age variable.

Groups	Gender	N	Mean ± SD	t	p
Not doing sports					
	15-18 years old	14	96.6 ± 10.1	3.505	p<0.05
	19-22 years old	71	98.3 ± 13.3		
	23-26 years old	57	99.8 ± 16.1		
	27 years old and over	8	106.6 ± 18.1		
Doing sports					
	15-18 years old	8	99.5 ± 18.5	2.355	p<0.05
	19-22 years old	86	111.6 ± 26.7		
	23-26 years old	43	113.7 ± 21.9		
	27 years old and over	13	117.6 ± 22.3		

A significant difference was observed between self esteem grades of students both doing sports and not doing sports in terms of age variable (p<0.05). While average self esteem grade of individuals who are not doing sports between 15-18 years old was 96.64±10.16, that of individuals who are 27 years old and over was found as 106.6±18.1. While average self esteem grade of individuals who are doing sports between 15-18 years old was 99.5±18.5, that of individuals who are 27 years old and over raised to 117.6±22.3. It can be concluded that the grade of self esteem increases with respect to age variable and there is direct proportion between them.

DISCUSSION

In this study where self esteem of university students was investigated in terms of doing sports variable, the following results were obtained:

It was determined that 18.3% of the participants were born in big city, 46.7% of them were born in the city, 12.3% of them were born in town and 22.7% of them were born in the village. It was determined that 10.7% of individuals doing sports were married and the rest (89.3%) was single. On the other hand, it was stated that 8.7% of the individuals not doing sports were married and the rest of them (91.3%) was single (Table 3). In a similar study, the psychological and social properties of married and single individuals were examined and it was determined that married ones had better psychological and social properties than single ones. The difference between two groups was found statistically significant in this study (5). According to the findings of the research, it can be presented that married individuals had higher self esteem grades psychologically. Thus there is direct proportion between self-esteem and psychological structure.

The monthly income of students were investigated and it was determined that 21.3% of participants had an income of 250 tl and less, 24.7%

of them had an income between 251-350 tl, 23.7% of them had an income between 351-450 tl, 15.7% of them had an income between 451-550 tl, 14.7% of them had an income of 551 tl and more (Table 5). In a similar study performed on self esteem of university students, it was stated that 10.5% of students were in low income group, 85.7% of them were in middle income group and 3.8% of them were in high income group. In other similar studies, it was determined that there wasn't a significant relationship between level of income and self esteem (18). The self esteem level of students coming from low socioeconomic level families was found as low. According to the data, significant differences were found between self esteem of groups both doing sports and not doing sports from low socioeconomic level. It was found that the level of participation for social activities was high for ones who had high socioeconomic level and high self esteem (9). The income directly affects the self esteem in adolescents. The children of families having middle and high income do not have low self esteem (11). In another study carried on self esteem of students in school of nursery, it was determined that 50.9% of subjects had low income, 43.1% of them had middle income and 6.0% of them had high income. It was also determined in this study that the income status affected the self esteem grades of students (15).

It was found that the average self esteem grade of students doing sports was 114.75±22.49 and that of students not doing sports was 102.29±16.13. It was indicated that the self esteem grades of individuals doing sports were higher. According to these findings, it was determined that the difference between self esteem grades of individuals both doing sports and not doing sports was significant in terms of statistics (p<0.05). In a study performed on self esteem of university students, the average values of self esteem grades in experimental group and control group were indicated as 45.35±6.90 and 39.43±7.99, respectively and the difference between

them was found statistically significant (16). The findings of this study are in furtherance of our research.

In a research based on self esteem of adolescents doing sports and not doing sports, statistically significant differences were determined between self esteem grades of groups both doing and not doing sports (11). In another study performed to investigate the effect of activities aimed at developing skill training and self esteem on self esteem, it was determined that general, social, parent, school and total self esteem grades of students participated in skill and activity program increased. In the study where self-concepts of male high-school students being sportsmen and not were compared, it was stated that sportsmen had higher self concept (11).

A significant difference was not found between average self esteem grades and gender variable of students doing sports and not doing sports (p>0.05). It was found that average self esteem grade of females doing sports was 103.2±17.4 and that of males was 101.3±14.8. While the average self esteem grade of females not doing sports was found as 116.3±20.9 that of males was found as 113.5±23.6. It was determined that self esteem of females doing sports increased, however, a statistical difference was not found for males (11). In a study performed with 1000 high school students in Ankara, a significant difference was not determined between self esteem levels of female and male students (12). Significant differences in terms of statistics were not found in self esteem of female and male sportsmen groups (22). In a similar study carried out with university students, self-esteem grades of females were determined as 60.7±41.9, while those of males were indicated as 62.1±21. It was stated that the average values of self esteem levels belonging to male participants were higher than those of female participants; however, this difference between them was not significant in terms of statistics (20). The findings of this study showed parallelism with the findings of our research.

A significant difference was found in self esteem values of students participated in the research who are doing and not doing sports with respect to age groups (p<0.05). In the research, it was found that the average self esteem grade of individuals doing sports between 15-18 years old was 99.5±18.5, that of 19-22 years old group was 111.6±26.7, the average value of the group between 23-26 years old was 113.7±21.9 and that of

individuals being 27 years old and over was 117.6±22.3. In the group of individuals not doing sports, the average self esteem grade of individuals between 15-18 years old group was indicated as 96.6±10.1, that of 19-22 years old group was 98.3±13.3, the average value of the group between 23-26 years old was 99.8±16.1 and that of individuals being 27 years old and over was 106.6±18.1. In another study performed on university students, it was determined that as the ages of students increased, the grades of self esteem also increased. In increasing of self esteem as classes pass, it was stated that the increase in experience and information while continuing on university education might have positive effect, final year students being more informed and more experienced, having more years with teaching fellows and medical staff increased their self esteem. Moreover, it was also indicated that higher education experience provides an environment which develops self esteem (16). In the study carried out with the students in high school of nursing, it was determined that as classes pass, the self esteem grades of students also increase (18). In a similar study, as classes of students pass, it was determined that persistence of self concept and participation in discussions increase, susceptibility to criticism decreases and self esteem of students increases (7). The studies in literature indicated that individuals having high self esteem levels had positive mental qualities such as self confidence, optimism, ambition, standing up to difficulties as well as they were in tendency of considering themselves as having self esteem and worth of being admitted and as important and beneficial individuals. Moreover, the researches presented that such individuals undertake more active roles in society due to their easy going, responsive, receptive, and successful in interpersonal and intra-group relations, active, challenger, researcher and creative properties (13). The findings of this research are in furtherance of the findings of our study.

Consequently; when the averages of self esteem of students participated in the research who are both doing sports and not doing sports were compared, a significant difference was found (p<0.01). While self esteem grade of students doing sports was 114.7, that of students who are not doing sports was determined as 102.2. A significant difference was also determined between self esteem values of students doing sports and not doing sports in terms of age group variable (p<0.05). In the group of individuals not doing sports, the average self esteem

grade of individuals between 15-18 years old group was indicated as 96.64±10.16 and that of individuals being 27 years old and over was 106.6±18.1. While the average self esteem grade of individuals doing sports between 15-18 years old was 99.5±18.5, that of individuals being 27 years old and over was 117.6±22.3. The self esteem value increases with respect to age variable. It was considered that self esteem values of university students participated in the research that are doing and not doing sports were affected according to the situation of doing sports.

REFERENCES

1. Aine D, Lester D. Exercise depression and self-esteem. Perceptual and Motor Skills, 1995:81.

2. Aksaray S. Ergenlerde Benlik Saygısı Geliştirmede Beceri eğitimi ve Aktivite Merkezli Programların Etkisi. Yayınlanmamış Doktora Tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana, 2003.

3. Altunay A, Öz F. Hemşirelik Yüksekokulu Öğrencilerinin Benlik Kavramı. Hemşirelik Yüksekokulu Dergisi, 2006; 46–59.

4. Aşçı FH. Fiziksel benlik algısının cinsiyete ve fiziksel aktivite düzeyine göre karşılaştırılması. Hacettepe Journal of Sport Science, 2004; 15(1): 39-48.

5. Avcı K, Kayhan P. Uludağ Üniversitesi Tıp Fakültesinde çalışan araştırma görevlisi ve uzman doktorların yaşam kalitesinin değerlendirilmesi, Uludağ Üniversitesi Tıp Fakültesi Dergisi.2004; 30(2): 81-85.

6. Cuhadaroğlu F. Adolesanlarda benlik saygısı. Uzmanlık Tezi. Hacettepe Üniversitesi. 1986.

7. Çam O, Khorshid L, Özsoy SA. Bir hemşirelik yüsekokulundaki öğrencilerin benlik saygısı düzeylerinin incelenmesi. Hemşirelikte Araştırma Dergisi, 2000: 1(8): 33-40.

8. Demiriz S, Öğretir AD. Alt ve üst sosyo-ekonomik düzeydeki 10 yaş çocuklarının anne tutumlarının incelenmesi. Kastamonu Eğitim Dergisi, 2007; 15(1): 105- 122.

9. Doğan O, Doğan S, Çorapçıoğlu A, Çelik G. Aktif sosyal etkinliklere katılmanın beden imgesi ve benlik saygısına etkisi. 3P Dergisi, 1994; 2(1): 33-38.

10. Erhan EE, Doğan O, Doğan S. Beden eğitimi ve antrenörlük bölümü öğrencilerinde benlik saygısı düzeyi ve bazı sosyodemografik özelliklerle ilişkisi. Klinik Psikiyatri Dergisi, 2009; 12: 35-42

11. Erman K, Şahan A, Can S. Sporcu Bayan ve Erkeklerin Benlik Saygısı Düzeylerinin Karşılaştırılması. http://www.bilalcoban.com/index.php?id=dokuman&islem=o ku&yer=2&kat=14&no=97, 03/03/2010 tarihinde indirilmiştir.

12. Gün E. Spor yapan ve yapmayan ergenlerde benlik saygisi. Yayımlanmamış Yüksek Lisans Tezi. Çukurova Üniversitesi Sağlık Bilimleri Enstitüsü Beden Eğitimi ve Spor Anabilim Dalı. Adana, 2006.

13. Güngör A. Lise Öğrencilerinin Öz saygı Düzeyini Etkileyen Etmenler. Yayınlanmamış Doktora Tezi, Hacettepe Üniversitesi, Ankara, 1979.

14. Gürhan C. Lise Öğrencilerinin Benlik Tasarımlarını Etkileyen Bazı Etmenler. Yayınlanmamış Doktora Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara, 1986.

15. Karaaslan A. Öğrenci hemşirelerin benlik saygısı düzeyleri ve bunu etkileyen etmenlerin incelenmesi. Ege Üniversitesi H.Y.O. Dergisi. 1993; 9(2): 21-29.

16. Karadağ G, Güner İ, Çuhadar D, Uçan Ö. Gaziantep Üniversitesi Sağlık Yüksekokulu hemşirelik öğrencilerinin benlik saygıları. Fırat Sağlık Hizmetleri Dergisi, 2008; 3(7): 29-42.

17. Karakaya I, Coşkun A, Ağaoğlu B. Yüzücülerin depresyon, benlik saygısı ve kaygı düzeylerinin Değerlendirilmesi. Anadolu Psikiyatri Dergisi, 2006; 7: 162-166.

18. Kutlu Y, Buzlu S, Sever AD. İstanbul Üniversitesi Florence Nightingale Hemşirelik Yüsekokulu Öğrencilerinin 4 Yıllık Eğitim Süresi İçindeki Atılganlık Düzeyi ve Benlik Saygılarının Araştırılması, İstanbul Üniversitesi Florence Nightingale Hemşirelik Yüsekokulu IV. Ulusal Hemşirelik Eğitimi Sempozyumu, Uluslar Arası Katılımlı, Kıbrıs, 1997.

19. Sam N, Sam R, Öngen KB. Üniversite öğrencilerinin çevresel tutumlarının yeni çevresel paradigma ve benlik saygısı ölçeği ile incelenmesi. Uluslararası Hakemli Sosyal Bilimler E-Dergisi, 2010; (21).

20. Sungur P, Yüksek S. Beden eğitimi ve spor öğretmenlik bölümü son sınıf öğrencilerinin benlik tasarımı ve kendini gerçekleştirme düzeylerinin incelenmesi. Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi, 2009; 3(3): 190-195.

21. Tiggeman M, Williamson S. The effect of exercise on body satisfaction and self-esteem as a function of gender and age. Sex Roles, 2000: (1/2): 119-127.

22. Tiryaki Ş, Morali S. Liseli sporcuların benlik saygılarının karşılaştırılması. Buca Eğitim Fakültesi Yayın Organı, Beden Eğitimi ve Spor Özel Sayısı, 1992; 1(1): 35-36.

23. Ünsar S, İşsever H. Trakya Üniversitesi Sağlık Hizmetleri Meslek Yüksek Okulu öğrencilerinin benlik saygısını etkileyen faktörlerin incelenmesi. Hemşirelik Forumu, 2003; 6(1): 7-11.