

The Relationship with Self Esteem Between Self Monitoring Levels of Sub Elite In-Door Soccer Players

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Abstract

The aim of this study was to investigate the relationship with self-esteem between self monitoring levels of sub-elite in-door soccer players.

For this aim, 86 male and 91 female athletes at the ages of 18–28 years were participated in this study voluntarily. The participants were studying at 7 different universities that joined the in-door soccer championship of Turkish University Sport Federation.

The Socio-demographic data form, Self-monitoring Scale, and Coopersmith Self-Esteem Inventory were performed by the participants. The data was analyzed by using IBM SPSS (version 20.0). The Spearman Correlation parameter calculated in order to comment the relationship with data, Multiple regression analysis were performed for the predictive power of self-esteem for self monitoring levels of the participants.

According to the analysis, a negative relationship was found among self-esteem, self-monitoring total score, and extraversion levels. And it was found that self-esteem levels predicted self monitoring levels substantially.

It was found that the self-monitoring and extraversion affected self-esteem negatively, it was thought that highly self-esteemed athletes have a tendency to see themselves as superior than the other athletes, ignore the extraneous criticism. No matter what self-esteem levels is that extraversion and acting altitude (attitude) ? has not change. Consequently, self-esteem has reverse relationship with self-monitoring properties since trainers and teachers both is raised self-esteem and is helped self-monitoring themselves.

Key words: Self-monitoring, Self-esteem, In-door Soccer, Extraversion

Introduction

Adolescence period can be expressed as a crucial turning point for the development of self-esteem. (Özdağ 1999). Therefore, the development of student's self-esteem should be given high priority during this period. Many studies address that high self-esteem is protective against stress (Yalim 2001, Lo 2002). Self esteem helps the development of one's self satisfaction, perceive himself/herself as a positive personality who worth to be valued, admired and loved without perceiving himself/herself downworth or superior. Self-esteem has emotional, mental, social / cultural, and physical elements. According to Odağ, personality helps to build the framework of an individual's mental structure and, starting from the early ages, form individual's core identity (Çuhadaroğlu 1986, Odağ 2001). The concept of self-esteem is a learned life and a lifelong process. (Adana&Kutlu 2006). Therefore, self-esteem is important for an individual in order to gain his/her autonomy, to live a quality life, to act in accordance with his/her objective, to establish healthy and sustained communication with others, show a high level conformity, to develop value systems, to be successful, to be able to plan the future correctly (King et al. 2000). Self esteem is also important in sports. It is suggested that sports make positive contribution to self-development, and high self-esteem ensures the success in the field of sports (Aşçı 1999, Gün 2006).

Self-adjustment is an ego-oriented concept related to one's attitude and behaviors by taking into account his/her presence in interpersonal relationships, his/her counterparts, and the situation of the environment. The capability of self-adjustment requires to have different skills in different relationships. The ability of showing appropriate behavior, attitude, and manner in line with expectations as verbal or behavioral at appropriate place and time; and the capability of practising this behavior at any level is indicated as "the capability of self-adjustment" (Bacanlı, 1997).

Everyone tries to self-adjust themselves during social interactions. However, some people exhibit higher level of adjustment while some show lower level of adjustment. Is the high or low level of self adjustment always good? When an individual adjusts himself/herself according to other people's reactions, these reactions may result that this individual becomes another personality that he/she does not want to be, then our behaviors are not seen as true reflections of real thoughts and feelings (Snyder, 1972). When the moral values are considered, it was found that as the level of self-adjustment gets higher, the level of honesty gets lower (Norris & Zweingehaft, 1999). According to the self-adjustment theory (Snyder, 1987), individuals with high level of self-adjustment improve themselves in line with the expectations and needs of the society whereas the individuals with low level of self-adjustment psychology give higher priority to their own expectations. Therefore, the people with high level of self-adjustment psychology can change their attitudes in order to contribute to the society whereas the individuals with low level of self-adjustment psychology are less affected by the behavior of the group and they give higher priority to their own expectations (Klein et al, 2004).

Methods

Sampling Group

The Sampling Group of this study consisted of 177 out of 188 students who participated in the Inter-University Saloon Football Tournament organized by the University Sports Federation of Turkey while the scales of 11 students deemed invalid.

Data Collection Tools

Personel Information form

A questionnaire which consisted of 5 questions was developed for this study by the researcher to collect data about the independent variables in order to determine the; age, sex, university, place of residence, and the level of welfare of the independent variables.

Tablo 1. Distribution of the participants for gender, age, and university variables

Variables	Groups	N	%
Gender	Male	86	48,6
	Female	91	51,4
Age	18-20	80	45,2
	21-23	75	42,4
	24-26	22	12,4
Universities	Aksaray	24	13,6
	Erciyes	29	16,4
	Gaziantep	18	10,2
	Karamanoğlu	17	9,6
	Mersin	36	20,3
	Mustafa Kemal	17	9,6
	Niğde	36	20,3

Self Esteem Scale

The Coopersmith Self-Esteem Scale (Coopersmith Self-Esteem Inventory = SEM) whose reliability study had been conducted by Flood and Turan in 1987 was used. The Coopersmith Self-Esteem Scale was developed and improved by Stanley Coopersmith in a way to be applied to various age groups, especially to adults. The alpha coefficient of the scale was

found by Tufan as $r = 0.62$. Also, the test-retest reliability of the scale was found by Turan and Tufan in an interval of one year as $r = 0.65$, $r = 0.76$

Self-Monitoring Scale

The Self-Monitoring Scale (Snyder-1974) is a 25-item scale and requires answers only as right or wrong. The scale was adapted to Turkish by Bacanlı (1997). The number of the items of the Scale was reduced from 25 to 20 items based on the results of the analysis performed. The questionnaire consisted of the choices only as right or wrong.

Data Analysis

Frequency (N), percentage (%), mean, and standard deviation were used for descriptive analysis of the data that valid and reliable with acceptable quality. The correlation between Self-Esteem and the Capability of Self-adjustment was decided by the Spearman correlation test, and Multiple Regression Analysis was applied for the procedure of Self-Monitoring Features of Self-Esteem. Statistical significance level of alpha (α) and the error level was accepted as $p < 0.05$. The results obtained from the distribution tabulated, the findings were interpreted, and the required suggestions for the solution were introduced.

Findings

Table 2. Descriptive Statistics of the points that the participants received from the scales

	N	Min.	Max.	X± SS
Self-Esteem	177	5	22	14,73±4,15
Self Monitoring	177	4	20	10,42±2,6
Extraversion	177	0	6	3,35±1,29
Other-Oriented	177	0	7	3,55±1,48
Acting	177	0	7	3,51±1,46

Table 2 shows that the scores from the scale are higher than the average scores.

Table 3. Correlation Between Self-Esteem and Self-Monitoring Feature

		1	2	3	4	5
Self-Esteem	r	1				
	p					
Self Monitoring	r	-,198*	1			
	p	,008				
Extraversion	r	-,260**	,415**	1		
	p	,000	,000			
Other-Oriented	r	-,033	,633**	-,096	1	
	p	,660	,000	,203		
Acting	r	-,070	,656**	,020	,146	1
	p	,351	,000	,793	,053	

* $p < 0,005$ ** $p < 0,001$

Table 3 indicates that there was a significant negative correlation with self-tuning and the extraversion subscale total scores while there was no significant relationship between other oriented and role-playing subscales.

Table 4. Prediction of Self-Monitoring Feature by Self-Esteem

		β	T	p	R	R ²	F	p
Self	Self Monitoring Properties				,285	,080	4,994	,002
	Extraversion	-,262	-3,578	,000**				
	Other-Oriented	-,045	-,606	,546				
	Acting	-,081	-1,093	,276				

Table 4 shows the prediction of Self-Monitoring Feature carried out by Self-Esteem, ($R=.285$, $R^2=.080$; $p<.01$) and was found that 8% of the variance was explained. $F(4,02) = 4,994p < .001$).

Discussion and Conclusion

Nowadays, the increasing importance of the sports and the features brought into our lives by the sports have initiated the promotion of sports organizations at the universities. One of these organizations are the intercollegiate sports games. While the objective of these games are to ensure the continuation of life of every individual, the main objective is socialization of the students, realization of themselves, and find a place the society. For this purpose, based on this objective, the relations between self-esteem of the saloon football players studying at the university and their self-tuning features have been investigated. This study shows that the average score of the students' self-esteem was higher than the average scale scores ($14,73 \pm 4,15$). A high self-esteem has positive effects such as an individual becomes feeling safer against himself and other people and developing more reliable, robust interpersonal relationships, and increasing compliance in general (Hearty et al., 2006, Weinberg & Gould, 1995). In addition to this overall positive effects, there is a positive relationship between doing individual sports and the level of self esteem. Accordingly, involvement in the sporting events increases self-esteem, and having high level of self esteem increases the success in the sporting (Day, 2006 Weinberg & Gould, 1995).

It can be said in the light of the literature that having high self esteem makes a number of positive impacts on personal characteristics of the saloon football players. The scores obtained from the self-tuning features are consistent with the average scale scores. The reason behind why these scores are not high has been explained according to the self tuning theory that individuals use thier self-tuning strategies against disapproval or exclusion resulting from their negative actions, but for social approval and positive relationships. (Let&Poppe, 1994). In line with this information, it is suggested that a football game is a team game it is because the level of communication among the players are high.

It was detected that the self-esteem and self-tuning total scores of the saloon football players studying at the university have a moderate level of significant negative correlation with extraversion feature while no significant correlation was detected between the others oriented and role-playing feature. There was no study found in the literature on self-esteem and self-tuning feature. However, as a result of a study conducted on university students by Kapıkıran A, N. (2009) indicates that a moderate negative and significant correlation was detected between empathic tendencies and extraversion feature while no significant correlation was detected between the others oriented and role-playing feature. This study supports the study presented.

As stated in the literature, the reason behind the negative correlation between self-esteem and extraversion feature is because the relation of extraversion with impulsivity, uncontrolled emotions, and sometimes showing unreliable personality (Eysenck & Eysenck, 1975).

It is defended that the state of self-esteem is a positive state of mind that an individual see himself/herself as self-satisfied, positive, worth to be valued and be loved in their environment and regarded as a reliable person that reassuring the environs without perceiving himself/herself lower or superior (Tufan&Yıldız, 1993).

In line with these two definitions in the literature, it was argued that the athletes with high level of self-esteem have lower extraversion feature, and this will have positive contribution on self-development of the athletes (Cooks in 1999, Day 2006) and will have negative effects on their extraversion feature.

Multiple regression analysis of the predictive power of self-adjustment feature of self-esteem is illustrated in Table 4. The results of analysis of variance $F(4,02) = 3.798$ $p < .001$. It was reported that the established regression model was overall significant. When the T-test results for the significance of the regression coefficients were analyzed, it was found that the self-esteem is a significant predictor of extraversion feature, but others oriented and role playing features are not significant predictors, and it was suggested that 8,1% of the observed variability was announced by the predicting variability ($R = .285$, $R^2 = .081$, $p < .01$). It was observed that the predictive power of self-esteem of the university saloon football players is not high.

It is argued that self tuning and extraversion feature has negative effects on self esteem; as a result, the athletes with high level of self esteem perceive themselves superior to the others and they ignore the criticism from outside due to their high level of self-centered thoughts. No matter what happens, self-esteem is an outside-centered feature and the role playing feature never changes. As a result, since there is an opposite relationship between the athletes' self-esteem and self-tuning features, it is suggested that the coaches and teachers should raise the self-esteem of the athletes and help them their self-tuning.

Recommendations

1. The teachers and coaches should engage in activities to help improving the self-tuning psychology of the students and athletes in order to increase both their sporting and academic achievements.
2. It is recommended that the teachers and coaches should engage in activities to help improving self-esteem of the individuals starting from their childhood.

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