



Analysis of Self-Esteem Situations of Physical Education and Sports Students in Terms of Different Variables*

Research Article

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ABSTRACT

It is clear that there is a close relationship between self-esteem and participation in sports and physical activities. Therefore, the aim of this study is to examine self-esteem of the students attending Kastamonu University School of Physical Education and Sports in terms of gender, age, year, department and monthly income. Quantitative research techniques were used in the research. The population of the study is 878 students attending the following departments of Kastamonu University School of Physical Education and Sports; Physical Education and Sports Teaching, Coaching Education and Sports Management. For this purpose, a total of 267 students including 64 from the Coaching Education Department, 56 from the Sports Management Department and 147 from the Physical Education and Sports Teaching (PEST) Department participated in the research. Personal information forms and "Self - Esteem Scale" that was developed by Tafarodi and Swan (2011) and adapted into Turkish by Doğan (2011) were used to provide the data. Descriptive statistics, t test and ANOVA tests were used to analyze the data. Difference was found between gender ($p < 0.05$). No difference was determined in such variables as monthly income, department, grade and age levels ($p < 0.05$).

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Keywords:

Self - Esteem, Physical Education, Sport

Introduction

"Self" refers to an individual's feelings, opinions and trust about his/her own inner potential in line with his answers provided for the questions: "Who am I?" and "What am I?". "Self-Esteem" is about how an individual sees himself and his expectations about to what degree he will be accepted or rejected by the people

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around him. It is also about whether he finds himself valuable or how much valuable he thinks he is. Self-esteem is a learnt experience and a lifelong process (Karaaslan, 1993; Yılmaz, 2000; Adana and Kutlu, 2006).

Self-esteem refers to an individual's satisfaction with his current position and his feeling valuable, positive and worth being liked and loved. It involves many emotional, mental, social/cultural and physical components. Therefore, it can be said that the person's self forms the basis of identity development starting from childhood.

Rosenberg (1965) defines self-esteem as individuals' positive and negative attitudes about themselves. It can also be defined as self-judgment about being valuable, significant and respectable resulting from self-evaluation of individuals based on satisfaction, honor, self-value and respect (Arıcağ, 1999). Self-esteem is developed and shaped during childhood with the help of their interactions with other people. The positive evaluations, feedback, unconditional acceptance and empathetic approaches of other people are effective and determining factors in the formation of positive and high "self" structure (Rosenberg, 1990). The individuals with high social intelligence are more successful in their relationships and interactions with other people, which is likely to affect self-esteem positively (Doğan et al., 2009).

Self-esteem is important for individuals in terms of autonomy, satisfaction with life, taking action towards goals, establishing a healthy, continuous and congruent communication, developing a value system, achieving success and the ability to plan the future effectively (Aşçı 1999). In addition to many other factors, family life is an important factor for self-esteem. As the education level of parents increases, their children's self-esteem and self-confidence increase (Demiriz and Öğretir, 2007). Physical self or physical self-perception, which is the most important dimension of "self" related to physical actions, is crucial for our interactions and relationships with the physical environment, our skills and healthy development starting from our childhood, and it can be defined as an individual's self-perception and self-evaluation in psychomotor terms (Fox, 1990). Self-esteem plays an important role in sports activities as well. It is claimed that the participation in sport activities contributes to the development of positive self, and high levels of self-esteem lead to achievement in sport activities (Aşçı, 1999). Also, Kulaksızoğlu (2005) points out that the individuals with a moderate body image in physical terms have high levels of positive self. There is also a positive relationship between exercising and self. An increase in the participation in exercise programs result in significant increase in self-esteem levels (Weinberg and Gould 1995). There are some studies focusing on this issue. For instance, İtten et al. (2006), in their study, found that six-week exercise program for children had a positive effect on their self-esteem and on maintaining their self. This finding clearly shows the effect of exercising on self-esteem just like on other fields.

Tiryaki (2000) states that the individuals who do sports are more outgoing and emotionally more balanced when compared to those who do not. Similarly, Aşçı et al. (1993) found that the students who participated in sport-related activity and skill development programs increased their self-esteem scores. In another study, it was concluded that the sport competence and total self-esteem scores of athletes were significantly higher when compared to those of non-athletes (Yegül, 1999).

The studies examining the effects of sport on mental health often focus on the following four concepts: mood, fear, depression and ego functions (İkizler, 2002). Tufan (1988) found that the students with obvious psychiatric symptoms have low levels of self-esteem. Gür (1996), in his study conducted with a sampling consisting of participants from different age groups, found a negative relationship between depression and self-esteem in teenagers. There are also some studies that found a positive relationship between "sport and physical activities" and self-esteem and self-perception (Çam et al., 2000; Garry and Morrissey 2000; Pınar, 2002; Karakaya et al., 2006; Erşan et al., 2009).

It is clear that there is a close relationship between self-esteem and participation in sports and physical activities. Therefore, the aim of this study is to determine self-esteem levels of the students attending Kastamonu University School of Physical Education and Sport and examine the issue in terms of gender, age, year, department and monthly income.

METHOD

Research Design

The studies aiming to collect data to determine the characteristics of a particular group are called survey studies (Büyüköztürk, 2016). Therefore, the survey method, which is one of the qualitative research designs, was used in this study.

Participants

The population of the study is 878 students attending the following departments of Kastamonu University School of Physical Education and Sports; Physical Education and Sports Teaching, Coaching Education and Sports Management. 300 students attending different departments were given the survey since this number is believed to be sufficient for the sampling. However, 33 students were excluded from the study since they were not suitable for the analysis. As a result, 267 students (129 female and 138 male) were included in the analysis.

Data Collection Instruments

Demographic Information Form: Developed by the researchers, demographic information form includes questions aiming to obtain data about the participants' gender, age, year (class), department and monthly income.

Self-Esteem Scale: The study used Self-Esteem Scale which was developed by Tafarodi and Swan (2001) and adapted to Turkish language by Doğan (2011) in a study carried out with 604 students from Sakarya University and Hacettepe University. The scale consists of 16 items which are classified into two dimensions: "Self-liking" (Items 1, 3, 5, 6, 7, 9, 11, 15) and Self-competence (Items 2, 4, 8, 10, 12, 13, 14, 16). The items 1, 6, 7, 8, 10, 13, 15, ve 16 were scored in reverse. Cronbach Alpha Value for the sub dimension of the scale was found to be .83 and .74 for each dimension respectively.

Data Analysis

The data obtained from the participants were analyzed through SPSS 22 program, and the level of significance was taken as $[p < .05]$ for calculations. The presence of normal distribution was checked for each variable, and it was found that the data displayed normal distribution. Accordingly, the researcher decided to use parametric tests. T-test was applied for the variables "age" and "gender", and ANOVA test for the variable "year", "department" and "monthly income". The internal consistency was calculated through Cronbach Alpha internal consistency analysis.

FINDINGS

This section presents data about the self-esteem levels of pre-service teachers and whether they significantly differ according to the scores obtained for the variables "gender", "age", "year", "department" and "monthly income". The results of Cronbach Alpha internal consistency analysis of the scale are displayed in Table 1 below.

Table 1. Cronbach Alpha Values for Self-Esteem Dimensions

Dimensions	Cronbach Alpha
Self-Liking	,674
Self-Competence	,723
Total	,839

When Table 1 is examined, it is seen that Cronbach Alpha values range between ,674 and ,839, which are above the threshold level (Özdamar, 2004).

The descriptive statistics about the variables in “demographic information form” are displayed in Table 2.

Table 2. The Distribution of Pre-service Teachers in terms of Independent Variables

	Variable	n	%
Gender	Female	129	48,3
	Male	138	51,7
Age	18 - 22	126	47,2
	23 and above	141	52,8
Year	1 st year	45	16,9
	2 nd year	53	19,9
	3 rd year	63	23,6
	4 th year	106	39,7
Department	Coaching Education	64	24
	Sport Management	56	21
	PEST	147	55,1
Monthly Income	0 – 250 TL	58	21,7
	251 – 500 TL	85	31,8
	501 – 900 TL	59	22,1
	901 – 1250 TL	33	12,4
	1251 TL and above	32	12
Total		267	100

T-test results for Self-Esteem Scale dimensions according to gender variable are shown in Table 3 below.

Table 3. T-test results and Self-Esteem Mean Scores according to Gender Variable

Scale	Sub-Dimensions	Gender	N	X	Ss	t	p
Self-Esteem	Self-Liking	Female	129	31,55	5,21	2,348	,020*
		Male	138	30,03	5,32		
	Self-Competence	Female	129	28,62	4,90	1,861	,064
		Male	138	27,50	4,86		
	Total	Female	129	60,17	9,19	2,318	,021*
		Male	138	57,54	9,31		

*p<,05

Table 3 presents the scores obtained by pre-service teachers from Self-Esteem Scale and its two dimensions according to the variable “gender”. The results revealed that the mean scores of “female” students

($X=31,55$) from “self-liking” dimension is higher than those of “male” students ($X=30,03$). Similarly, as for the other dimension “self-competency”, the mean scores of females ($X=28,62$) is higher than those of males ($X=27,50$). Finally, the total scores of females ($X=60,17$) are also higher than those of males ($X=57,54$)

T-test was applied to check whether the participants differ in their self-esteem level according to “gender” variable. The results revealed significant differences among the groups in both “self-liking” dimension ($t_{(265)} = 2,348$; $p < ,05$) and total scores ($t_{(265)} = 2,318$; $p < ,05$). Therefore, the female pre-service teachers can be said to have developed higher self-esteem when compared to the male ones.

T-test results for Self-Esteem Scale dimensions according to “age” variable are shown in Table 4 below.

Table 4. T-test results and Self-Esteem Mean Scores according to Gender Variable

Scale	Sub-Dimensions	Age Groups	N	X	Ss	t	p	
Self-Esteem	Self-Liking	18 – 22	126	31,31	4,98	1,602	,110	
		23 and above	141	30,27	5,56			
	Self-Competence	18 – 22	126	28,07	4,67	,083	,934	
		23 and above	141	28,02	5,12			
	Total		18 – 22	126	59,38	8,79	,953	,341
			23 and above	141	58,29	9,79		

The table displays the scores obtained by pre-service teachers from Self-Esteem Scale for the variable “age”. Accordingly, the mean scores of the students in “18-22 age group” ($X=31,31$) for “self-liking” dimension are higher than those in the “23 and above age group” ($X=30,27$). As for the self-competency dimension, the mean scores of “18-22 group” ($X=28,07$) are higher than those of “23 and above group” ($X=28,02$). Finally, total scores of “18-22 age group” ($X=59,38$) are higher than those of “23 and above group” ($X=58,29$).

Independent sample t-test was applied to check whether self-esteem levels of the participants differ according to the variable “age”. The results did not reveal a significant difference among the groups ($t_{(265)} = ,953$; $p > ,05$). Thus, it can be said that age variable does not have an effect on pre-service teachers’ self-esteem.

The Table 5 presents the results of One-Way ANOVA Test applied to see whether self-esteem of physical training pre-service teachers differs according to “year” variable.

Table 5. Self-Esteem Scores and One Way ANOVA Test Results according to Year Variable

Sub-Dimensions	Year	N	X±SS		Sum of Squares	sd	Mean Square	F/Sig.
Self-Liking	1 st year	45	31,42±5,40	Between groups Within groups Total	60,826 7452,777 7513,603	3 263 266	20,275 28,338	,715 ($p = ,543$)
	2 nd year	53	30,00±5,20					
	3 rd year	63	31,14±4,53					
	4 th year	106	30,65±5,75					
Self-Competence	1 st year	45	28,46±4,84	Between groups Within groups Total	93,161 6306,300 6399,461	3 263 266	31,054 23,978	1,295 ($p = ,277$)
	2 nd year	53	26,88±5,49					
	3 rd year	63	28,11±4,37					
	4 th year	106	28,40±4,90					
Total	1 st year	45	59,88±9,53	Between groups Within groups	267,275 22915,362	3 263	89,092 87,131	1,023 ($p = ,383$)
	2 nd year	53	56,88±9,91					
	3 rd year	63	59,25±7,99					

4 th year	106	59,05±9,68	Total	23182,637	266
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*p<.05

According to Table 5, there is not a significant difference between self-esteem scores obtained by pre-service teachers of physical training and sport according to the variable "year" ($F_{(3,263)} = 1,023, P > ,05$). Although the self-esteem scores of 1st year students were relatively higher than other groups, "year" variable is not a factor affecting self-esteem levels.

One-way ANOVA test was used to check whether self-esteem scores of pre-service physical training and sport teachers differ according to "department" variable, and the results were presented in Table 6.

Table 6. Self-Esteem Scores and One Way ANOVA Test Results according to Department Variable

Sub-Dimensions	Department	N	X±SS		Sum of Squares	sd	Mean Square	F/Sig.
Self-Liking	Coaching Education	64	30,60±5,69	Between groups	19,815	2	9,908	,349 (p=,706)
	Sport Management	56	30,33±6,09	Within groups	7493,788	264	28,386	
	PEST	147	31,00±5,27	Total	7513,603	266		
Self-Competence	Coaching Education	64	27,70±4,75	Between groups	20,251	2	10,125	,419 (p=,658)
	Sport Management	56	27,78±4,95	Within groups	6379,210	264	24,164	
	PEST	147	28,29±4,96	Total	6399,461	266		
Total	Coaching Education	64	58,31±8,70	Between groups	76,340	2	38,170	,436 (p=,647)
	Sport Management	56	58,12±10,11	Within groups	23106,297	264	87,524	
	PEST	147	59,29±9,32	Total	23182,637	266		

*p<.05

According to Table 6, there is not a significant difference among the self-esteem scores of physical training and sport pre-service teachers for the variable "department" ($F_{(2,264)} = ,436; p > ,05$). It was found that the students attending Department of Physical Training and Sports Teaching obtained relatively higher scores from Self-esteem Scale.

One-way ANOVA test was used to check whether self-esteem scores of pre-service physical training and sport teachers differ according to "monthly income" variable, and the results are presented in Table 7.

Table 7. Self-Esteem Scores and One Way ANOVA Test Results according to Monthly Income Variable

Sub-Dimensions	Monthly Income	N	X±SS		Sum of Squares	sd	Mean Square	F/Sig.
Self-Liking	0 – 250 TL	58	31,06±5,62	Between groups	258,263	4	64,566	2,332 (p=,056)
	251 – 500 TL	85	31,87±4,91					
	501 – 900 TL	59	30,37±4,65					
	901 – 1250 TL	33	28,84±5,55					
	1251 TL and above	32	30,00±6,15					
Self-Competence	0 – 250 TL	58	28,15±5,19	Between groups	60,923	4	15,231	,630 (p=,642)
	251 – 500 TL	85	28,63±4,50					

	501 – 900 TL	59	27,57±4,95	Within groups	6338,538	262	24,193	
	901 – 1250 TL	33	27,33±4,53	Total	6399,461	266		
	1251 TL and above	32	27,87±5,71					
	0 – 250 TL	58	59,22±10,02					
	251 – 500 TL	85	60,50±8,63	Between groups	554,047	4	138,512	
Total	501 – 900 TL	59	57,94±8,78	Within groups	22628,590	262	86,369	1,604
	901 – 1250 TL	33	56,18±8,60	Total	23182,637	266		(p=,174)
	1251 TL and above	32	57,87±11,03					

*p<.05

Table 7 reveals no significant differences among self-esteem scores of physical training and sport pre-service teachers for the variable “monthly income” ($F_{(4, 262)} = 1,604$, $p>.05$). The self-esteem scores of the participants from “251-500 TL group” are relatively higher than other groups.

DISCUSSION AND CONCLUSION

Self-esteem of individuals affects their participation in sports and physical activities, and their participation in such activities affects their self-esteem in turn. In addition, high esteem levels of students attending School of Physical Education and Sports will result in more quality teaching process when they become teachers in the future. Therefore, this study aims to determine self-esteem levels of students attending Kastamonu University School of Physical Education and Sports and examine the results in terms of gender, age, class level and monthly income. The population of the study is 878 students attending the following departments of Kastamonu University School of Physical Education and Sports; Physical Education and Sports Teaching, Coaching Education and Sports Management. The participants of the study are 267 students including 64 from the Coaching Education Department, 56 from the Sports Management Department and 147 from the Physical Education and Sports Teaching Department. The data collection instrument used in the study was Self-Esteem Scale developed by Tafarodi and Swan (2001) and adapted to Turkish language along with its reliability and validity studies by Doğan (2011). Descriptive statistics, t-test and ANOVA were used for the analysis of the data.

Doğan et al. (2009), in their study focusing on self-esteem levels of students attending different departments of a university, did not find a significant difference for the “age” variable; however, it was found that female students obtained higher scores than male ones. Similarly, Dursun et al. (2014), Abbasoğlu and Öncü (2013), Gündoğdu (2013), Kong et al. (2015), Oğuz Duran and Tezer (2009), Gürşen Otacıoğlu (2009), Baybek and Yavuz (2005), Aral et al. (2009), DiStefano and Motl (2009), Başçiftçi, et al. (2010), Güleç and Özbek Ayaz (2017) and Özşaker (2013), in their studies conducted with university students and physical training and sport department students, concluded that self-esteem scores did not differ significantly in terms of “gender” variable. However, Soytürk et al (2015), Aşçı (2004), Altiok et al (2010) and Küçükosmanoğlu (2013) found a significant difference in self-esteem scores, males having higher scores. In addition, Gül (2013), Ünal and Şimşek (2008), Arcaç (2007) and Uslu (2015), in their studies, found higher scores by female participants, which is consistent with the results of this study.

This study found no significant differences among self-esteem scores of students attending physical training and sport department in terms of “age” variable. In addition, it was observed that as the age increases, the scores obtained get lower and lower. Başçiftçi, et al. (2010), Güleç and Özbek Ayaz (2017), Negovan and Bagana (2011), Baybek and Yavuz (2005), Kaçan Softa et al. (2015), Küçükosmanoğlu (2013) also concluded

that “age” variable did not have any effects on self-esteem, which is consistent with the findings of this study. Gürşen Otacıoğlu (2009), on the contrary, found that self-esteem scores differ significantly according to “age” variable. This result might be due to the fact that as students get older, they become more apprehensive about their future employment. In fact, especially older students have lower levels of self-esteem because of their high levels of anxiety resulting from their possibly belated university education.

The findings of the current study revealed no significant differences among self-esteem scores in terms of “year” variable. Soytürk et al. (2015) and Altıok (2010), in their studies, found a significant difference for this variable, in contrast to the findings of this study. According to the results, the self-esteem scores of 3rd year students were higher than those of 2nd year students. Similarly, Abbasoğlu and Öncü (2013) found significant differences and stated that 4th year students had the highest mean scores. However, Uslu (2015), Güleç and Özbek Ayaz (2017), Başçiftçi et al. (2010), Körükçü and Oğuz (2011), Baybek and Yavuz (2005), Aral et al. (2009) and Gürşen Otacıoğlu (2009) did not report any significant differences in self-esteem scores regarding the “year” variable. In contrast, this study revealed higher scores for 1st year students. It can be normal for 1st year students to have high scores due to the excitement of winning the department. Also, when the effect of family and the people around them is considered, we can say that it is quite normal for 1st year students to have high levels of self-esteem. However, as they are closer to graduation, their self-esteem scores might decrease because of the busy schedule of the curriculum, the high stake exam waiting for them for employment in state-run schools and the anxiety and the stress it causes. Moreover, the apprehension about transition from school life to a challenging working life might lead to low levels of self-esteem.

The results of the study show that there is not a significant difference in self-esteem scores for “department” variable. This finding was supported by the study conducted by Ünal and Şimşek (2008). However, Arıcağ (2007), in his study carried out with the university students attending various departments, found that vocational self-esteem levels differ according to the departments; English language teaching department having the highest level and physics department the lowest. In the current study, the scores of physical teaching and sport teaching department students were found to be higher than the students of other departments in the school. The students of the teaching department enter the department by obtaining higher scores from the qualifying talent exams held by the department. Therefore, this might be the reason for the students of this department to have higher self-esteem scores.

As for the relationship between self-esteem and “monthly income” variable, the study did not find any significant differences. However, the self-esteem scores of the group with low-levels of monthly income were relatively higher. The results of the study conducted by Balat and Akman (2004) also revealed that monthly income did not affect self-esteem scores, which is consistent with the finding of the current study. However, the studies by Erşan et.al and Abbasoğlu and Öncü (2013) concluded that the students with higher monthly income had higher self-esteem. This finding can be explained by the fact that the students with higher monthly income have a more active social life and participate in social activities more often. The lack of significant difference in this study can be explained by the fact that the participants often come from similar geographical locations and socio-economic backgrounds. Since the students with low monthly income feel obliged to start to work as soon as possible, this situation might have affected their academic achievement, and their self-esteem might have been high.

In conclusion, this study aimed to examine the self-esteem of the students attending the school of physical training and sport according to different variables. While the study found significant difference in gender variable for females, no significant difference was found for age, year, department and monthly income variables. Self-esteem of individuals are affected by their life experiences and help them to look at their future more optimistically. Since being employed in teaching profession requires challenging procedures in Turkey, it causes apprehension in pre-service teachers and affects the process negatively. Therefore, it will be useful to

increase pre-service teachers' education and working life experiences through implementing different educational environments in order to improve their self-esteem since such experience will help them socialize and improve their communication skills.

Life experiences of individuals, the current situation they are in and to what extent their expectations are met considerably affect their self-esteem. Accordingly, certain educational programs might be implemented to help pre-service teachers to develop more positive attitudes towards teaching profession. For instance, instructors in the field might offer more practical courses aiming to increase self-esteem. Also, school administrators can organize seminars in which experienced instructors share their experiences and knowledge with pre-service teachers. In addition, new courses and programs aiming to increase self-esteem might be integrated into curricula. Finally, Council of Higher Education and Ministry of National Education might collaborate in order to organize in-service training programs for newly employed teachers in the education system. It is possible to develop self-esteem during childhood and improve it later on. Therefore, administering a test to pre-service teacher candidates in order to measure their self-esteem levels might provide valuable information about them. Finally, the study is limited to Kastamonu University, so it might be replicated at different universities and with pre-service teachers in different branches.

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