

Relationship between Sports and Self-Esteem among University Students

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ABSTRACT--This study explores the relationship between Positive self-esteem and sports participation among adolescent students. One of the most prominent extracurricular activities is sports. It will teach about teamwork and also boost self-esteem among the students. This data was collected from a sample of 319 sports participant's and non- participants' students in the age range of 15 – 27 and above. The survey varied from fresher's to senior students of different Universities all over the Emirates of Abu Dhabi. The participants were requested to reply to a series of statements on the self-esteem scale which is an adapted version of the Rosenberg's Self-Esteem scale (The Morris Rosenberg Foundation). Higher scores on this variable indicates a higher level of self-esteem. The data were analyzed by using statistical technique like Spearman Rank correlation, to find out the relationship between sports participation and self-esteem. The results showed that there was a significant relationship between self-esteem and sports performance. The participation ratio also showed a significant variation between both the sexes (Male & Female) in sports activities. Active participation in sports can enhance self-awareness and the level of commitments among the students. Therefore it should be made mandatory for all the Universities across UAE to give more opportunities for students to develop their sports skills and spirit.

Key Words--Self-esteem, Motivation, Sports participation, adolescents.

I. INTRODUCTION

Self-esteem has been defined as the “level of global regard one has for the self” (McKelvie, 2005). University Students deal with numerous commitments, duties, and lifestyle stresses. Now a days, psychologists have recognized the impact of games on the psychological aspects of a student's life. Confidence and adapting rate are key elements and have fundamental significance throughout everyday life. For instance, each individual backed up by self-assurance is more likely to join sports teams over those who don't have enough confidence. This reveals importance of having self-assurance. It is significant to know and comprehend the development of self- esteem in university students, and what aspects in their lifestyle give rise to stresses that can lead to higher or lower signs of depressive disorders.

Sports participation has a positive influence on an individual's physical and emotional development because it is easier for them to adapt to their physical environment and communicate if they take part in sporting activities (Dinc, 2011)

According to (Tolga ESKII, 2019)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,

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social/cultural and physical components. Therefore, it can be said that the person's self-forms the basis of identity development starting from childhood.

As per (Ana-Maria ȘURUBA-RUSEN (VASILIU), 2019) practicing physical activities and sports can influence the appearance of at least an average level of self-esteem. Having an optimum level of self-esteem, helps in boosting self-confidence, accomplishing one's goals and to act in an appropriate manner in important situations and to manage stressful situations easily.

However, while sports participation may enhance feelings about one's physical self (e.g., I can run fast), it may have a more indirect relationship with overall feelings of well-being or general self-esteem. That is, participating in sports activities may increase feelings of physical competence and satisfaction with physical appearance, which in turn increases general self-esteem. Physical self-esteem may be particularly sensitive to variations in physical activity level. It has been argued that participating in sports-related activities may serve a protective role with respect to self-esteem declines during adolescence (BOWKER, The Relationship Between Sports Participation and Self-Esteem During Early Adolescence, 2006).

Self-esteem has been defined as the "level of global regard one has for the self" (McKelvie, 2005).

(Mădălina Petrescu, 2016) Emphasis that there is a relationship between personality and sport (Openness to Experience, Conscientiousness and Extraversion), between personality and self-esteem, life satisfaction and well-being.

It is essential to examine how sports and practicing may have an impact in an individual's way of life and, potentially decline pressure and depressive disorders signs and increase one's self-respect. Pressure and the lifestyle of a university student goes hand in hand. Low-level self-assessing individuals have less confidence in themselves, and they will be more influenced by social assessments and pay more attention to those evaluations. Universities need to recognize the importance of a healthy mind and body. By studying the extent to which physical activity is directly or indirectly related to self-esteem and stress, psychologists can gain a greater understanding of how to better support university students with self-esteem problems.

Sportsmen are highly susceptible to the issue of linking self-esteem to a person's activities because they are assessed by how well they execute. Because they have such great objectives and are always so crucial and difficult on themselves, it does not really help their self-esteem. This snare causes their feelings, and how they experience themselves, to be intensely affected by the views of their speed and agility, which can normally differ from day to day. If a person is a sportsman, they are at higher danger for self-esteem issues because they cannot point out the different tasks in their lifestyle; consequently, they should endeavor to find a stability in the lifestyle, family, university, buddies, and other profession ambitions. This will help take the stress off the game and allow the self-esteem to develop.

Being positive, well-mannered, comprehensive and keeping game in viewpoint are key factors of a beneficial sports atmosphere. These factors can improve coach-athlete connections and help build beneficial self-esteem. Having a sports coach is very beneficial for the students studying at the university. An excellent connection with their trainer can enhance the self-esteem. A beneficial coach-athlete connection is based on common regard. The trainer can offer honest, beneficial motivation and identify the individual's effort. Good interaction skills are key to the coach-athlete connection. Trainers need to be able to connect with the sportsman and to pay attention to what the sportsman says, both vocally and in body gestures. The current study was conducted to understand the

relationship between “Self-esteem and students participation in sports” with the view of confirming the several studies mentioned above. The findings from this study are aimed to create more awareness about the importance of active participation in sports, since many schools and Universities across gulf countries could not facilitate the importance of sports participation among their students due to cultural fixedness and climatic conditions.

Building on the findings we hypothesize that:

Hypothesis:

- ✚ There is no significant difference on students’ self-esteem and sports participation based on Age.
- ✚ There is no significant difference on students’ self-esteem and sports participation based on gender.
- ✚ There is no significant association between student’s self-esteems, sports participation and year of study.
- ✚ There is no significant association between student’s self-esteems and their academic achievement.

II. REVIEW OF LITERATURE

Innumerable studies were conducted on how to enhance self-esteem and participation in sports which is directly proportional to one’s higher self confidence among University students. (Tolga ESKI, 2019) This research was used to find the relation between self-esteem of various physical education students and various categories such as gender, age, year etc. A total of 267 students were analysed out of which 129 were female (48.3%) and 138 male (51.7%). The ages of the participants ranged from 18 to 23 and above. The dimensions used for this analysis are self-liking and self-competence. According to the survey on gender, the results revealed that the female participants are said to have had a higher self-esteem when compared to the male ones. While the results under the category of age revealed that the age variable does not have an impact on the participant’s self-esteem.

(Ana-Maria ŞURUBA-RUSEN (VASILIU) D. C., 2019) The purpose of this research is to see which were the differences between adolescent football players and adolescent volley-ball players regarding leisure activities, which were the main reasons for practicing sports activities, future occupations, level of self-esteem in a society where internet, social networks, and mass media tend to occupy more and more a place in within students activities. This research was addressed to 50 adolescents who practice football or volley-ball and who study in Mihai I College from Bucharest. This research was conducted in February 2019. The number of subjects used in the present research was 50 adolescents: 19 female, and 31 male, with age 16-18. Regarding the level of self-esteem in relation to gender, we find that most female subjects have a high self-esteem (13 of 19 sports). In the present case, in adolescents participating in this study, the practice of sports can influence the emergence of a high level of self-esteem only in terms of female subjects. So, practicing physical activities and sports can influence the appearance of at least an average level of self-esteem.

(Mădălina Petrescub, 2016) Our study is aimed at the relationship between well-being, personality, self-esteem, life satisfaction and sports activity. The participants were a number of 75 students at psychology, age between 19 and 26 years old, 70 female and 5 male, rural and urban areas. Ryff Well-being scale, International personality item pool questionnaire which consists of 50 items (Goldberg 1992), Rosenberg Self-Esteem (Rosenberg, 1965), Satisfaction with Life Scale (SWLS) (Diener, et.al., 1985) were used in the analysis. It was found that there was a relationship between personality and sport between personality and self-esteem, life satisfaction and well-being.

The following research was conducted to establish the relationship between self-efficacy, loneliness and self-esteem among college students in the United Arab Emirates. A total of 495 students were considered for the purpose of the survey from the Al Ain University of Science and Technology. The sample population of students were laminated on the basis of sex and it consisted of 59% females and 41% males. The mean age of the survey population was calculated to be 21.8 years, when the ages ranged from 18 to 36. The scale used for measuring loneliness was by Revised UCLA Loneliness Scale (Version 3) (Russell, 1996), while self-esteem was measured by Rosenberg Self-esteem Scale (Rosenberg, 1965). General Self-efficacy Scale (Jerusalem and Schwarzer, 1979) measured self-efficacy. The study resulted that the female students were more prone to higher loneliness in comparison to the males.

The following research was conducted on first year students where self-esteem, body image and health behavior was surveyed on 156 male and 267 female students. Contour Drawing Rating Scale as well as the Rosenberg Self Esteem Scale were used to accumulate data from 23 classrooms. The research threw light on different facets like contribution in sport activities and other campus life events. The study resulted that the female students showcased a more negative body image than the male students. The study also proved that physical fitness and positive self-esteem were interrelated to one's confidence growth and body image. This showed that there was a positive relation between physical fitness and positive self-esteem among university students and both worked in conjunction to define the body image of a student. (Sarah E. Lowery, 2005)

The third research chosen by the group links up stress and self-esteem and their role in a student's life in terms of his personal growth through participation in sport activities held in educational institutions. The STAI and RSES scales were used to determine the results of the survey which included information on the gender, age, race, and classification, participation in sports and performance and G.P.A. A total of 113 undergraduate students were taken as the sample and included 48.7% males and 51.3% females. More than half of the participants were non-athletes. The students who engaged themselves in sporting activities had better self-esteem, they experienced less anxiety and tension and possessed a positive body language towards other tasks assigned to them. The students who are found to participate in sporting activities are found to develop better defense mechanisms against stress as compared to those who don't participate. However, it also states that there was a considerable difference between the G.P.A of freshmen athletes and the non-athletes in the sense that they were found to have a lower G.P.A to the non-participants. (PARISI, 2011)

The fourth research in the literature review was done at the Islamic Azad University to test the relationship between physical fitness and self-esteem among male students. A sample of 150 students were randomly selected and asked to fill a Cooper Smit Questioner. The conclusion by the researchers stated that athletes in the university are found to have a better concentration and an improved thinking power which positively co-relates to positive self-esteem. Secondly, it also mentions about the improved self-confidence as well as more self-control over oneself. (Mohammad Sajjadian, 2012), another research which discussed and analyzed the relation of self-esteem and university sport spectators (students). The research had 416 university students supporting 2 different football clubs who were selected randomly. The CSEI and RAS scales were used to evaluate the level of self-esteem and assertiveness of the chosen students. The results obtained showed a significant difference between the spectators who themselves participated in sport activities and the ones who didn't. (Toros, 2011)

III. METHOD

Sample

Participants were randomly selected from different Universities in Abu Dhabi in UAE. The data's were collected from 319 students with the age group of 15 – 27 and above. The population of this study comprises of male and female students.

Table 1

Age	Count	Percent
18 or under	58	18.2
19 - 22	212	66.5
23 - 26	43	13.5
27 or older	6	1.9
Gender		
Male	134	42.0
Female	185	58.0
Year of study		
First year	120	37.6
Second year	139	43.6
Third year	36	11.3
Fourth year	19	6.0
Fifth year	5	1.6

A total of 319 students participated in the study 66.5% of the students were in between the age of 19-22 and 18.2% were under 18. Only 1.9% were above 27 years old and 58% of the participants were female and 42% were male. A majority of 43.6% were second year students and 11.3% were third years.

Tools

Self-esteem Scale

A quantitative design was used to determine if there was any significant relationship in the self-esteem and sports participation. The scale had 20 items selected from the section B for survey instrument. For each of the items a score from 4,3,2,&1 was assigned against each positive item and 1,2,3&4 for negative items. The participants were asked to respond to 20 items of self-esteem scale, which is an adapted version of the Rosenberg's Self-Esteem scale (The Morris Rosenberg Foundation). Higher scores on this variables indicates a higher level of self-esteem.

Scoring

Students were categorized into groups on the basis on their self-esteem scores. Students having Mean+1SD above were included in the high positive group. Students with Mean – 1 SD and below were considered as having

low self-esteem. Students falling in between these scores were considered as having medium Self-esteem; neither high nor low.

Analysis and Interpretation

Descriptive statistics was used to analyze and interpret the data to understand the relationship between student's self-esteem and their sports participation. The following tables summarize the findings of the study.

TABLE 2

Percentage distribution of the sample according to sports participation

Sports participation	Count	Percent
Not at all	113	35.4
Rarely	74	23.2
Very often	132	41.4

41.4% of the University students in UAE are very often participating in spots.

Table 3 Percentage distribution of the sample according to GPA

GPA	Count	Percent
Below 2.00	19	6.0
2.00 - 2.99	122	38.2
3.00 - 3.99	162	50.8
4	16	5.0

Among the participants 50.8% of the studnets have a GPA in between 3.- 3.99 and only 6% have below 2 GPA.

Table 4- Descriptive statistics for self esteem

Mean	41.5
Median	41.0
Mode	38.0
SD	6.0

Minimum	27.0
Maximum	64.0
Mean Percent score	64.8

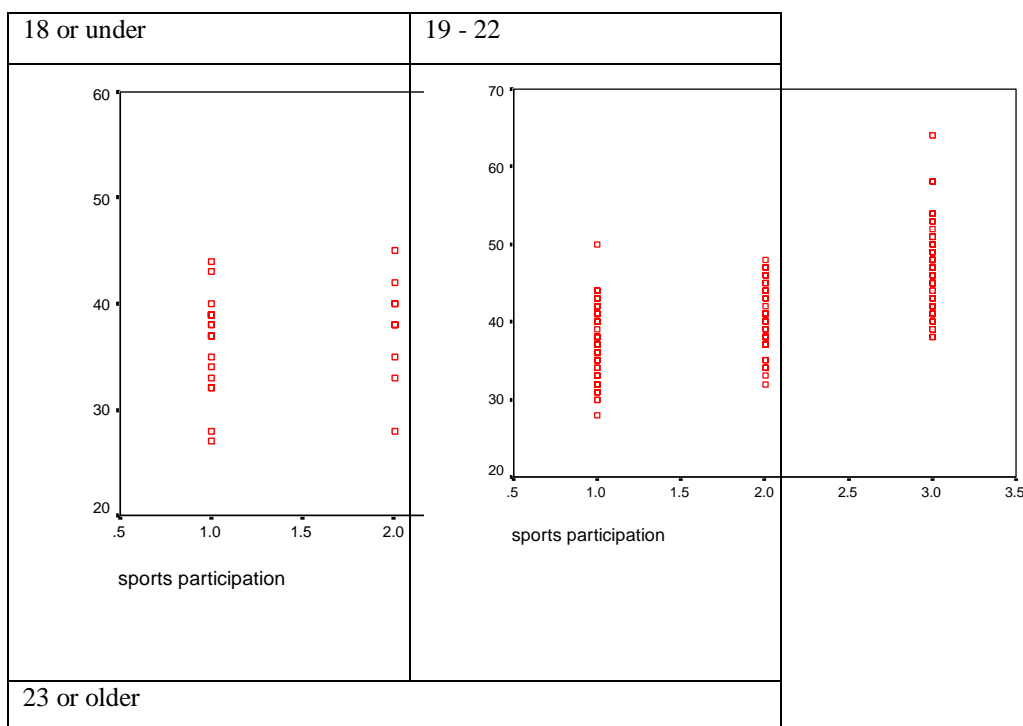
As per the above table the maximum score for self-esteem among students are 64 and minimum is 27.

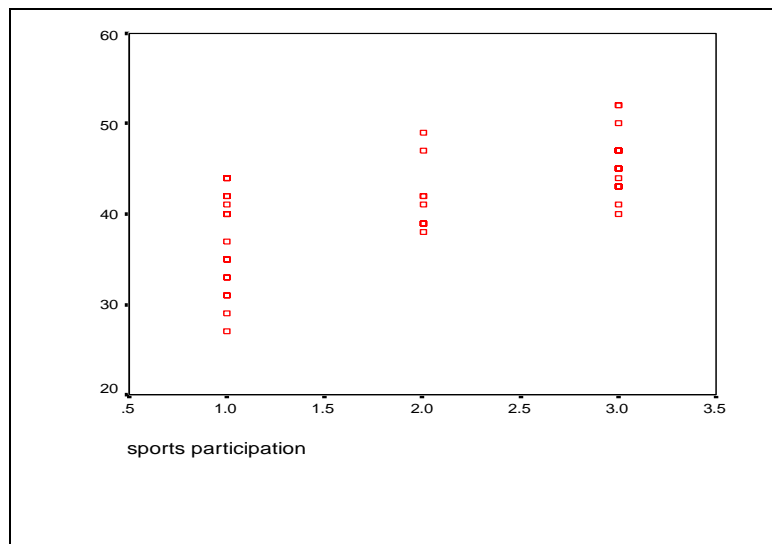
Table-5 Correlation between sports participation and self-esteem of students based on age

Age	r	p
18 or under	0.67	p<0.01
19 - 22	0.65	p<0.01
23 or older	0.71	p<0.01

Spearman Rank correlation

Scatter diagram for sports participation and self-esteem of students based on age





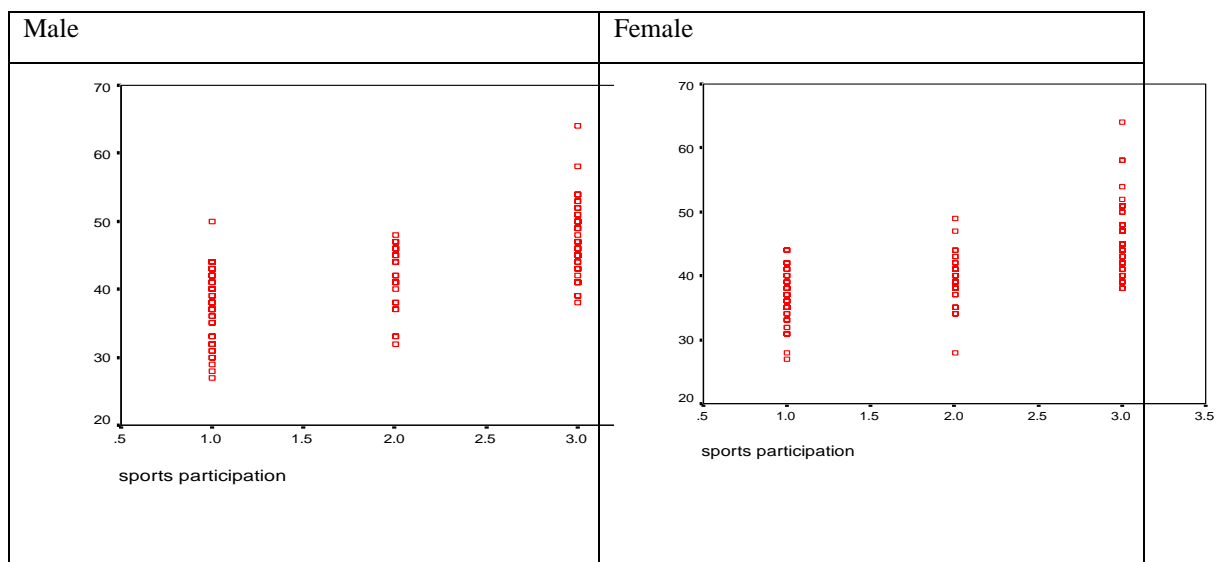
The study observed any significant relationship between sports participation and self-esteem of students based on age.

Table-6 Correlation between sports participation and self-esteem of students based on gender

Gender	r	p
Male	0.67	p<0.01
Female	0.68	p<0.01

Spearman Rank correlation

Scatter diagram for sports participation and self-esteem of students based on gender



The above figure illustrate that there is no relationship between sports participation and self-esteem of students based on gender

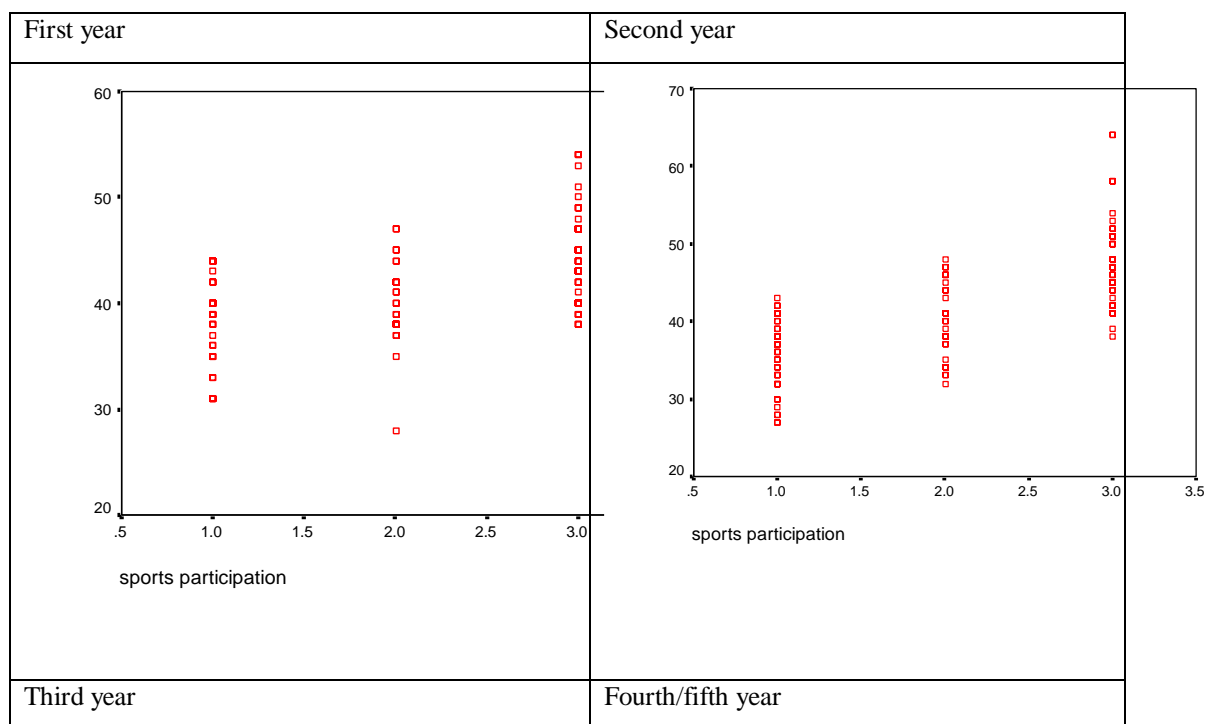
Table-7 Relationship between sports participation and self-esteem of students for sub samples based on year of study

Year of study	r	p
First year	0.48	p<0.01
Second year	0.74	p<0.01
Third year	0.76	p<0.01
Fourth/fifth year	0.6**	0.002

** : - Significant at 0.01 level

This study observed a moderate positive correlation between sports participation and self-esteem of students based on year of study.

Scatter diagram for sports participation and self-esteem of students based on year of study



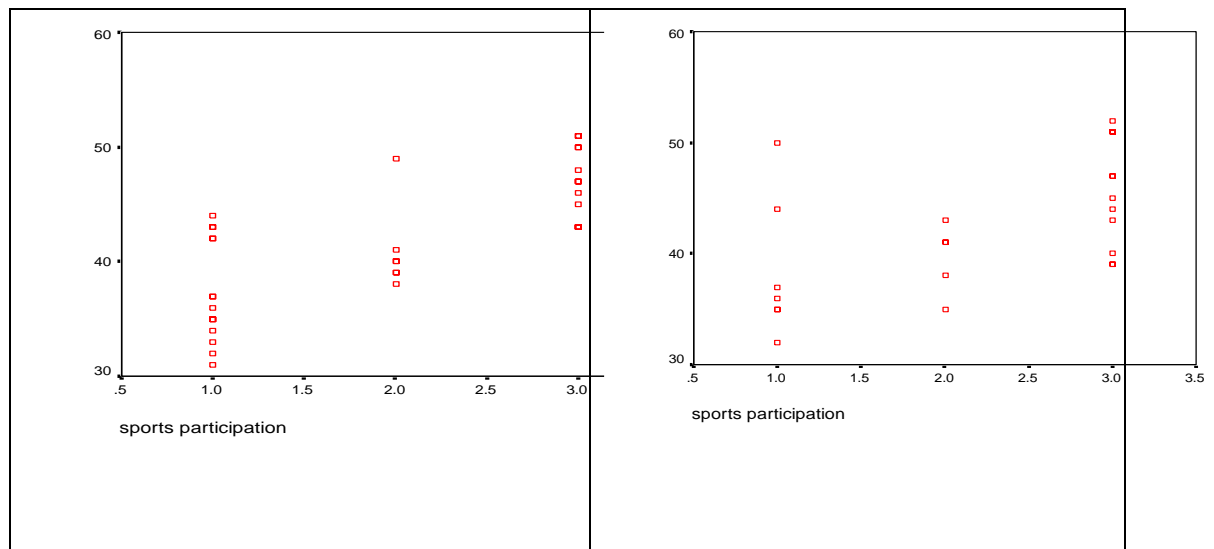
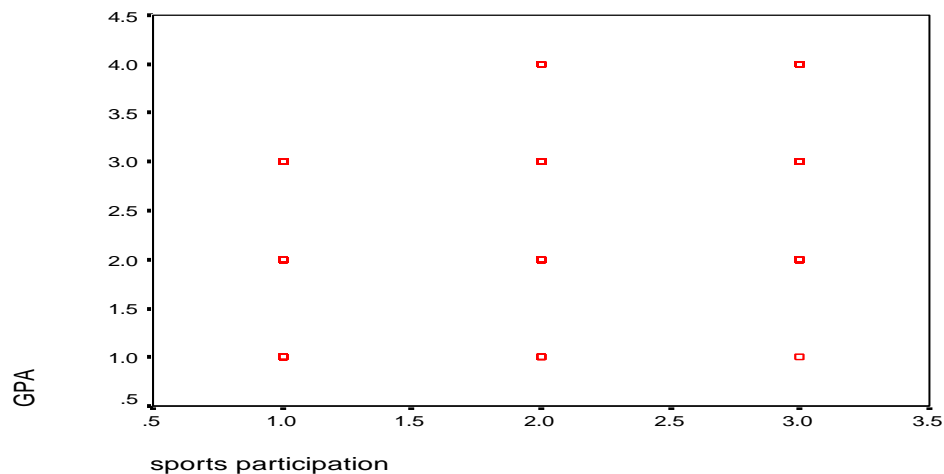


Table-9 Relationship between sports participation and academic achievement of students

1. Relationship between sports participation and academic achievement of students



As shown in the above diagram, there is a significant association ($r = 0.32, p < 0.01$) between sports participation and academic achievement of students.

IV. DISCUSSION AND CONCLUSION

The purpose of this study was to explore the students' self-esteem, academic achievement and sports participation. Youthfulness is a period where people experience key changes in their physical, intellectual, and social personalities, which they convey into youthful adulthood. Association in extracurricular exercises is thought to add to these formative procedures by giving significant abilities, building informal organizations, and molding self-ideas. Indeed, research suggests that there is a positive relationship between an adolescent's participation in structured extracurricular activities and self-esteem in a variety of domains. Moreover, research proposes that these

connections may, to some degree, be reliant on the kinds of exercises in which young people take part. The current study also examines the mediating effects of participation in sports activities and self-esteem, based on their gender, age, year of study etc in a young adult population.

(Tolga ESKI, 2019) in their study, the female students can be said to have developed higher self-esteem when compared to the male ones. Regarding the level of self-esteem in relation to gender, according to (Ana-Maria ŞURUBA-RUSEN (VASILIU) D. C., 2019) find that most female subjects have a high self-esteem (13 of 19 sports). In this study also there is a slight higher self-esteem value for females compared to males.

This study found there is a significant difference among self-esteem scores of students attending physical training and sports in terms of “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, older students have higher levels of self-esteem because of their high levels of confidence resulting from their university education. According to (Tolga ESKI, 2019) 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 ($t(265) = 0,953$; $p > 0,05$). Thus, it can be said that age variable does not have an effect on self-esteem.

As per (Tolga ESKI, 2019) there is no significant difference between self-esteem scores obtained by pre-service teachers of physical training and sport according to the variable “year” ($F(3, 263) = 1,023$, $P > 0,05$). 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. In contrast, this study revealed lesser scores for 1st year students. It can be normal for 1st year students to have lower scores due to the transition from school life to a challenging new environment. Additionally, when the impact of family and the individuals around them is thought of, we can say that it is very typical for first year undergraduates to have lower levels of confidence. But in the second and third year self-esteem score increases. 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 and the anxiety and the stress it causes.

In the past decade there has been an increase in the participation among girls for sports in the middle east, but these numbers are still far behind the number of girls participating in sports in western countries. There are various reasons for the lack of participations among girls in sports in the middle east these may be: social stigma, lack of positive role models, lack of availability of quality training, religion, family, changing gender dynamics etc. The geographic location and climatic condition also has an influence towards participation. But unlike the female population, boys have always had an enthusiastic participation in sports. It can also be seen that with increase in age the amount of participation also decreases due to increase in various responsibilities.

The first hypothesis that we tested was proved wrong. By the analysis of the data collected through the SPSS it was found that the level of self-esteem in people with higher age is higher as compared to younger people. There were three age groups that we studied in our investigation. The result shows that for the age group under 18, $r = 0,67$ and between 18-22 it was 0.65. This tells us that there is a significant relation among self-esteem and age of

participants but it can be seen that there isn't much variation among the results. For the age group 23 and above, $r = 0.71$ which suggests that there is an enhanced relation as the age increases.

The result supports the second hypothesis that we purposed in the beginning of the study. For males $r = 0.67$ and for females $r = 0.68$. The result thus showed that females have slighter higher self-esteem than males.

The third hypothesis is true only in the case of first year students where $r < 0.5$, where as there is a significant level of sports participation and correspondingly self esteem in second and third year students, since $r = 0.74$ and 0.76 respectively. This study observed a moderate positive correlation between sports participation and self-esteem of students based on year of study.

The findings based on academic achievement and sports participation adhered to the fourth hypothesis shows that there is a relation between them. Participation in sports activities enhances there self esteem and in turn it boosts academic achievement.

We had several limiting factors in our study. One of the limiting variables could be the generalized interest towards physical exercise and maintenance of the body. Another important factor being the correctness of the data that we got from the samples. There were irregularities in the data collected and the questionnaire questions might not have been properly understood by the students. The sample size is rather small and a larger sample size would have added more credibility to our findings. Based on the findings of our research, we could have further in depth analysis of the fact as to why there is more self-esteem in older aged students. The level of self-esteem could also be linked to the family background for future studies and how it differs for the sexes. Thus from the above studies it can be seen that the engagement in sports or other physical activities tend to build up the stamina and strength of an individual and reduces stress. With an improved body image and mental stability, one's self esteem increases drastically.

An overall stability in perceived physical self-esteem was found. In boys, perceived fitness (strength and condition) were most important for physical self-esteem, whereas in girls, perceived fitness (strength) during early adolescence and perceived sports competence in the transition into adulthood seemed to be the most important factors influencing physical self-worth. Such information might be useful when creating physical activity programs that support or increase physical self-esteem among the youth.

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