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Dr. Kuldeep Nara
Assistant Professor, Department
of Physical Education, A.I.J at
H.M. College, Rohtak, Haryana,
India

Self-Esteem of sportspersons: A study of male and female sportspersons

Dr. Kuldeep Nara

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Abstract

The present study was an attempt to find out the difference in self-efficacy among male and female individual and team game players sportspersons who have participated at state level and district level sports events. A number of 100 male and female sportspersons (50 state level + 50 district level) of Haryana were taken as a sample on the basis of random sampling method. A standardized questionnaire on Self efficacy developed by Bandura (1977) was used for the collection of the data. 't' test was used to assess the significant difference. The findings of the study reveals that (i) Male sportspersons have better self-esteem than the female sportspersons; (ii) there is no significant difference in self-esteem of individual and team game players on self-esteem.

Keywords: Self-esteem, individual game, team game

Introduction

Self-esteem is a difficult concept to grasp because it has many definitions, terms of measurement and influencing factors. Self-esteem is important because of its power in protecting and enhancing a person's feelings of self-worth and value. It is also important because it is a fundamental human motive that measures one's experience and quality of life (Knightley & Whitelock, 2007; Lane, Lane, & Kyprianu, 2004; Pepi, Faria, & Alesi, 2006; Rosenberg, Schoenbach, Schooler, & Rosenberg, 1995; Rosenberg, Schooler, & Schoenbach, 1989; Ross & Broh, 2000) [5, 7, 10, 11]. In a school setting, self-esteem is especially vital because its development is an underlying factor in promoting student motivation, persistence and academic success (Tremblay, Inman, & Willms, 2000). Rosenberg *et al.* (1989) [12] viewed self-esteem as a product of social interaction dependent on reflected appraisals, social comparison, and self-attribution. Similarly, one study (Knightly & Whitelock) concluded that self-esteem is both individually and socially constructed. However, as important as self-esteem has become as a measurement of self-worth, it still does not predict the choice of personal goals, nor performance accomplishments (Lane *et al.*).

Because the definition of self-esteem is difficult to fully encapsulate, its measurement is also problematic, especially because many students have a tendency to mark higher or lower scores depending on what they feel they are expected to record when answering their self-esteem inventories (Legum & Hoare, 2004) [8].

The literature on youth engagement in extracurricular and other out-of-school activities, however, suggests that competency-enhancing youth activities tend to be highly organized and adult-supervised, promote increased involvement with prosocial peers, provide opportunities for achievement, and enable the development of autonomous decision-making skills (Allen, Philliber, Herrling, & Kuperminc, 1997; Eccles & Gootman, 2002; Mahoney, 2000) [1, 4, 9]. Many sports activities, including team sports, individual sports, and independent physical activity, have one or more of the characteristics of beneficial youth activities and, in addition, offer the health benefits associated with exercise. Team sports, however, are more likely than individual or independent sports to have all of the characteristics of competency-enhancing activities. Participation in most forms of organized athletics provides youth with regular opportunities to interact with a caring adult role model and encourages the development of a strong sense of individual accomplishment or mastery.

Correspondence

Dr. Kuldeep Nara
Assistant Professor, Department
of Physical Education, A.I.J at
H.M. College, Rohtak, Haryana,
India

Team sports participation, however, is different from participation in individual or independent sports activities because the team environment encourages increased involvement with peers in a prosocial context. Indeed, the results of a study of adolescent participants in a summer sports program suggest that the team environment is critical to the self-esteem benefits associated with sports participation (Weiss *et al.*, 1996) [13]. Youth in this sample reported that esteem enhancement was an important dimension of their transactions with teammates.

Koivulla, Hassmena and Fallbya (2002) [6] revealed that the relation between self-esteem and perfectionism differs depending on which dimensions of self-esteem and perfectionism that are being considered. Athletes with a high self-esteem based on a respect and love for themselves had more positive patterns of perfectionism, whereas athletes who have a self-esteem that is dependent on competence aspects showed a more negative perfectionism. Further, negative patterns of perfectionism were in the present study related to higher levels of cognitive anxiety and lower levels of self-confidence. Hence, it seems that sport related anxiety is positively associated to certain patterns of perfectionism, patterns that are more common in individuals with specific self-esteem strategies.

Aziz and Ahami (2014) [2] showed that self-esteem has a positive effect on sports performance. In conclusion, it should be noted that the sports performance depends on the self-esteem which means that a better management of mental health of adolescents could improve significantly their sports performance.

Self-esteem is defined by the degree worth and competence that we attribute to ourselves. Through sport, anybody may enhance our self-esteem by having a positive image of our bodies and the physical skills and abilities that we develop. Any body feels positive self-worth through the recognition that he/she receive from family and friends and the social relationships that develop as a result of his/her involvement in sport and physical activity. Yet, we may be vulnerable to low self-esteem in sport and physical activity if we perceive our body to be inadequate, unfit or inappropriate for our selected activity. We may feel that our self-worth is judged on our losses and wins versus our abilities and intentions. The intensive participation in sport may lead to social isolation and lack of family support. All of these negative emotions need to be refocused in order to build positive self-esteem. Coaches, physical education teachers and active living leaders can positively influence self-esteem and provide girls and women with ongoing incentive to participate and personally succeed in physical activity endeavours.

Statement of the problem

Self-esteem of sportspersons: A study of male and female sportspersons.

Objectives of the study

1. To compare the self-esteem among male and female sportspersons.
2. To compare the self-esteem between individual team and team game players.

Hypotheses

1. There is no significant difference in self-esteem among male and female sportspersons.
2. There is no significant difference in self-esteem between individual team and team game players.

Methods

A normative survey method was used in this study.

Sample

A total sample of 100 male and female individual and team game players (50 male + 50 female) participated in sports events of Haryana were taken on the basis of random sampling method.

Tool used

A standardized questionnaire on Self efficacy developed by Bandura (1977) [3] was used for the collection of the data. The scale consisted of 22 items in the form of a questionnaire which was required to be answered by keeping in a view the situation.

Statistical Techniques

Mean, Standard deviation and 't' Test were used to analyse the data,

Results

The hypothesis framed to achieve the objective stated above that there is no significant differences in the mean score of self-esteem among male and female and individual and team game players are given as under:

Table 1: Significance of Mean difference in self-efficacy male and female sportspersons

Group	Number	Mean Score	S.D.	't' Value
Male sportspersons	50	35.27	4.26	2.157*
Female sportspersons	50	31.36	3.97	

*Significant at 0.05 level of significance

Table 1 reveals that the mean scores of self-esteem of male and female sportspersons are 35.27 and 31.36 respectively. The 't' value 2.157 is more than the tabulated value 1.96 at 0.05 at 98 df. So the null hypotheses framed earlier, "There is no significant difference in self-esteem among male and female sportspersons." stands rejected. The mean score of male sportspersons (35.27) is higher than the female sportspersons (31.36) and differ significantly. Hence, it was concluded that male sportspersons have better self-esteem as compared to the female.

Table 2: Significance of Mean difference in self-efficacy among individual and team game players

Group	Number	Mean Score	S.D.	't' Value
Individual game players	31	33.46	4.16	0.157 ^{NS}
Team game players	69	33.17	4.07	

NS= Not Significant

Table 2 reveals that the mean scores of self-esteem of individual and team game players are 33.46 and 33.17 respectively. The 't' value 0.157 is less than the tabulated value 1.96 at 0.05 at 98 df. So the null hypotheses framed earlier, "There is no significant difference in self-esteem between individual team and team game players." stands accepted. The mean score of individual game players (33.46) is slightly higher than the team game players (33.17) but does not differ significantly. Hence, it was concluded that individual team and team game players almost have same kind of self-esteem.

Findings

1. There is a significant difference in self-esteem of male and female sportspersons. The male sportspersons have better self-esteem than the female sportspersons.
2. There is no significant difference in self-esteem of individual and team game players. Individual team and team game players almost have same kind of self-esteem.

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