# Analysis of Self-Esteem among Sports and Non-Sports Delhi University Girls

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## Abstract

**Background:** The purpose of the study is to examine the status of self-esteem among sports and non-sports female students at collegiate level.

**Methods**: 60 female students from sports and non-sports groups, of 18-25 age groups were selected randomly. Subjects were selected from the Lakshmibai College, Delhi University, for sports and non-sports groups respectively. Robson Self Concept Questionnaire by Robson (1989) questionnaire was used as an instrument for measuring self-esteem of sports and non-sports groups. The statistical technique applied in order to examine the hypothesis of the study was descriptive statistics such as mean and standard deviation and comparative statistical technique (independent t-test) and level of significance was set at 0.05.

**Results:**  The results indicated that there is significant difference in self-esteem among sports and non-sports groups and it may be because of the tasks the subjects they face in day to day life as well as in their nature of work.

*Key Words:*  Self-esteem, Sports (regular participation) and Non-sports (occasional participation) Groups.

## INTRODUTION

Self-esteem can be defined as the sense of contentment and self-acceptance that results from a person's appraisal of one's own worth, attractiveness, competence, and ability to satisfy one's aspirations (Robson, 1989). Sports participation has been shown positively influence on self-esteem of adolescent youth (Birgir Pall, 2013).The association between sports and non-sports group's self-esteem has been demonstrated in numerous studies.

Self-esteem is an important aspect of understanding individuals and has been linked with a range of mental health problems. Low self-esteem has been associated with a greater severity of psychiatric illness, including depression and anxiety, and it has been considered as a vulnerability factor in the development of depression and psychosis (Anja Wittkowski, 2006).

Self-esteem is sometimes indicated as an intricate model (Marsh, 1986, 1995; Marsh, Hey, Roche, & Perry, 1997) for researchers to study as its complex, hierarchical and multidimensional nature attracts our attention (Steinberg, 1996). Self-esteem associated with the self-worth of an individual through by which someone assesses the overall performance and positive self-worth. Self-esteem is an important aspect of an individual's own identity. Self-esteem is defined by the degree of worth and competence that we attribute to ourselves. It has an important role in achieving good results, if you deeply believe in your own skills and abilities, you will perform well. If there is no such faith but doubts which prevails, the sportsman will have the feeling that the task is far too hard for him, beyond his potentials (Hardy & Crace, 2009, Velikić, Knežević, & Rodić, 2014).

Through sport, we may enhance our self-esteem by having a positive image of our bodies and the physical skills and abilities that we develop. A number of research proved that participation in games and sports and exercise (Vealey, 1992) is usually positively enhances the level of self-esteem exercise, but at the same time it is also found that this level is the most stable and difficult to change Marsh, 1986, 1995; Marsh, Hey, Roche, & Perry, 1997).

Adolescent age is the crucial period to develop self-worth and self-assessment and overall assessment of how one feels about oneself. Understanding how individuals feel about themselves has been a quest of researchers for many years (Blumer, 1969; Mead, 1934). It has been seen that the development of self-esteem is an important need to develop among the adolescent because it is the period when they discover the things around them and assume different perception out of it. So it is found from research findings that we feel a kind of positive self-worth through the recognition received from family and friends and the social relationships (Holland & Andre, 1994).

The self-esteem development as a result of our involvement in sport and physical activity is being enhanced. 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. Coaches, physical education teachers and active living leaders can positively influence self-esteem. Thus, the self-esteem is an aspect that needs to be enhanced and the participation in games and sports should be an agenda in the study. It is evident from the number of research that participation in games and sports and exercise (Vealey, 1992) positively enhances the level of self-esteem.

## METHODOLOGY
### Selection of Subjects
To serve the purpose of the investigation, 60 girls from sports and non-sports category, of 18-25 age groups were selected randomly. Subjects were selected from the Lakshmibai College, Delhi University.

### Administration of Questionnaire
To measure the self-esteem Robson Self Concept Questionnaire was implemented. The Robson SCQ is a 30-item questionnaire which includes self-report scale designed to measure the self-esteem of an individual. Respondents are asked to use 4-point severity/frequency scales to rate the extent to which they have experienced each state over the past week. The questionnaire was administered individually by the researcher to all the subjects. All the subjects had answered the questionnaire separately, without consulting others. The subjects were exhorted to give their frank and true opinion and the research scholar had assured the respondents that the information given by them would be kept confidential and utilized for the research purpose only.

### Statistical Technique
The statistical technique applied in order to examine the hypothesis of the study were, descriptive statistics such as mean and standard deviation and comparative statistics of independent t-test at level of significance 0.05. The assumptions for applying independent t-test were also taken into consideration.

## RESULTS
In order to compare or to see the differences between sports and non-sports adolescent's self-esteem, statistical technique (independent t-test) were employed and level of significance was set at 0.05.

**Table 1: Descriptive Statistics for Self-Esteem of Sports and Non-Sports Groups**

| Group Type | N | Mean | Std. Deviation | Std. Error Mean |
|:---:|:---:|:---:|:---:|:---:|
| Sports | 30 | 135.07 | 11.28 | 2.06 |
| Non-Sports | 30 | 108.00 | 11.99 | 2.19 |

Table 1 shows the scores of Mean and S.D. of self-esteem for sports and non-sports groups at collegiate level. The Mean & S.D of sports and non-sports adolescents for self-esteem are 135.07±11.28; 108.00±11.99 respectively. The mean self-esteem of the sports group is larger than that of the non-sports.

However, whether this difference is significant or not has to be tested by using the two-sample t-test for unrelated groups and details are shown in Table 2.
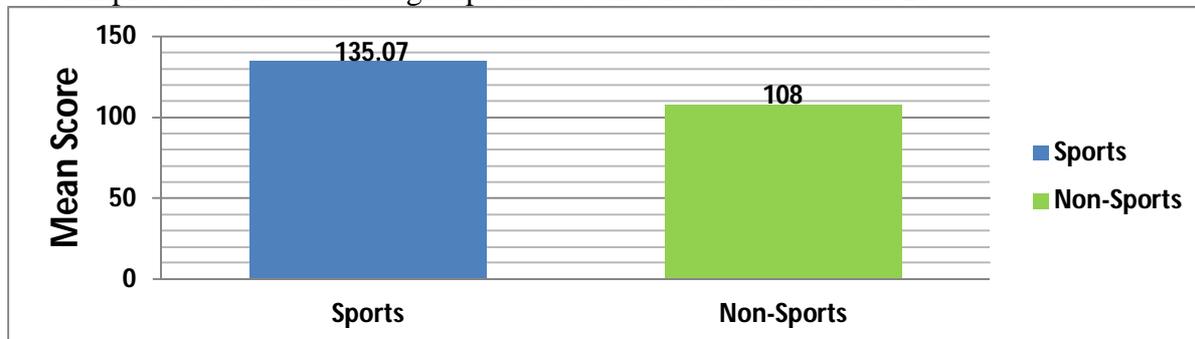


**Figure 1: Mean Comparison of Self-Esteem of Different Groups**

**Table 2: F and t-table for testing the equality of variances and equality of means of Sports and Non-sports Groups**
**Independent Samples Test**

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | |
|---|---|---|---|---|---|---|---|
| | F | Sig. | t-value | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
| Equal variances assumed | 0.39 | 0.54 | 9.01 | 58 | 0.000* | 27.07 | 3.01 |

**\* Significant at 0.05 level**

One of the conditions for using the two-sample t-ratio for unrelated groups is that the variances of the two groups must be equal. To test the equality of variances, Levene's test was used.

Table no. 2 shows that the F-value is 0.39 which is insignificant as the p-value is 0.54 which is more than 0.05. Thus, the null hypothesis of equality of variances may be accepted and it is concluded that the variances of the two groups are equal.

It can be seen from the Table 2 that the value of t-statistic is 9.01. This t-value is significant as the p-value is 0.000 which is less than 0.05. Thus, the null hypothesis of equality of population means of two groups is rejected and it may be concluded that the self-esteem of sports and non-sports groups are different. In this situation only two-tailed test was used and, therefore, only conclusion which can be drawn is that the self-esteem of both the groups are not equal and no further conclusion can be drawn about the larger group mean.

Further, the value of t (=9.01) is compared with tabulated $t_{0.05}$ ($n_1$+$n_2$-2) for one tail hypothesis. Here $n_1$=30 and $n_2$=30 and, therefore, for one tail hypothesis the value of $t_{0.05}$ (58) = 2.000. Since calculated value of t (=9.01) is greater than tabulated t (=2.000), $H_o$ may be rejected and it may be concluded that self-esteem of the sports group is significantly higher than that of non-sports group.

**Discussion**

On the basis of the results of the study, the hypothesis stated that there would be significant difference in Self-Esteem in Sports and Non-sports girls at collegiate level. The hypothesis established was found to be true in Self-Esteem, hence it can be concluded that adolescents of Sports and Non-sports groups at collegiate level has different level of Self-Esteem.

Further it was found on the basis of norms *From Robson (1989)* for 70 controls with "...no evidence of psychological disorder..." Mean and S.D. was 137.0±20.2 that is similar to Sports group Mean & S.D. (135.07±11.28) but far away from Mean & S.D. (108.00±11.99) of Non-sports group with similar condition that is "...no evidence of psychological disorder..." in the subjects of the present study.

This difference of self-esteem among Sports and Non-sports may be because of frequency of participation in sports they have. The goals of this research were to emphasize the multi-dimensional nature of self-esteem and its long-term impact on symptom profiles and outcomes, as well as produce a useful new measure that would be appropriate for use in both research and practice settings.

As it was found that there is difference in self-esteem among Sports and Non-sports groups. And it may be because of the tasks the subjects face in day to day life as well as in their nature of work in life.

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