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A study on self-esteem of college sportspersons

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Abstract
The purpose of this study was to measure the level of self-esteem of college sportspersons and to compare the attributes of self-esteem between male and female sportspersons. Total sample of 182 college sportspersons, studying in different colleges affiliated to Panjab University, Chandigarh from the regions of Sri Muktsar Sahib and Fazilka districts of Punjab state, were selected for this study. The purposive sampling was utilized to pick male and female college sportspersons. All the selected subjects were aged 19 to 25 years. Self-esteem Scale (SES-DSDU) developed by Dhar and Dhar (2015) was applied to survey the self-esteem of college sportspersons. To figure out the total self-esteem level of college sportspersons, percentage method was applied. Independent t-test was used to know the difference between male and female college sportspersons. The significance level was set at 0.05. Most of the college sportspersons (55%) had normal self-esteem. While 31% of sportspersons had high and 14% had low self-esteem. Male college sportspersons had significantly higher level of competence, humility, self-worth and self-esteem (total) as compared to female college sportspersons. No significant difference was found with regard to positivity and learning orientation between male and female college sportspersons.

Introduction
Beginning of adulthood is the period wherein people start examining and understanding the capacities of their lives, which upholds them portray as grown-ups now not teens. Decisions made in the midst of that period exorbitantly shape an individual's future life bearing and errors made by then have deep rooted results (Mintz, 2015) [12]. The investigations of beginning of adulthood period also make it the period of vulnerability. As newly grown-ups investigate different possible results in adoration and work. For most energetic people in industrialized countries, the years from the late adolescents through the twenties are long periods of huge modify and importance. In the midst of this time, various young people get the degree of directions and preparing that will give the foundation for their compensations and expert achievement for the update of their grown-up work lives (Chisholm and Hurrelmann, 1995) [2].

Self-esteem assumes a vital part during arising adulthood which is considered as a basic life period. Rosenberg (1965) [20] characterizes self-esteem as negative and uplifting perspective of the person to oneself. Self-esteem emerges in the aftereffect of self-assessment of person. The judgment achieved as an outcome of self-assessment is characteristic for the degree of self-esteem. It is the judgment of value connected with the idea of self. Self-esteem is feeling loveable and proficient. In other words we can say a same coin has two sides. Self-esteem is both gathered from people around us (being cherished and esteemed) and procured (turning into an able, developing individual). The two parts are similarly significant (Clarke, 1998) [3]. Franken (1994) [6] depicts self-concept is connected with self-esteem. Individuals who have great self-esteem have an obviously separated self-concept and when individuals know themselves, they can expand out comes since they realize that they can do or can not do. Self-esteem which infers looking about yourself, a singular's satisfaction with his own character, his generally judgment of himself. It might go from high to low esteem.

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Self-esteem includes a significant examine main focus and has been seemed to propel ways of behaving, targets and adjusting parts that energize triumph in work, associations and reduce peril for mental and actual prosperity issues, substance misuse and withdrawn conduct (Crocker and Luhtanen, 2003) [4]. High self-esteem helps the college students to oversee pressure and make them an able issue solver. With the assistance of high self-esteem they communicate their thoughts more efficiently, make sound associations with others, view mistakes as learning occasions, credit to others thought, meet flawlessness in work and foster new abilities. Positive self-esteem is crucial in the advancement of solid character.

Self-esteem is significant as it impacts how you consider and act. It also has a lot of to do with inspiration and accomplishment. Individuals who have a decent, hopeful mental self-image are roused to make an honest effort and take on new difficulties. Individuals with low self-esteem, then again, are less certain about their abilities. They might be unmotivated to attempt new things since they don't think they are capable or meriting achievement. Since you explore existence with a hopeful, forceful attitude and accept you can accomplish your objectives, having great self-esteem can assist you with succeeding.

Self-esteem is a certifiable internal coordinated feeling with more command over us than sentiments we have for others or that they have for us. Healthy self-esteem is liable for helping us in achieving our objectives and persevering and recuperating from misfortunes and displeasure. The study of self-esteem among college students or sportspersons is extremely important.

Malik and Sadia (2013) [11] compared self-esteem of university male and female students. The results revealed that male students had higher self-esteem as compared to female students.

Parmar (2014) [16] conducted a study to compare college students for self-esteem with respect to their gender. The level of self-esteem was found higher in male students in comparison to female students.

Khasawneh (2015) [23] conducted a study to check the level of self-esteem among the female fustal football players. The findings revealed that the level of self-esteem was medium among the female fustal football players. Body self-esteem and physical self-esteem also found in medium level, but the level of physical self-esteem was higher as compared to the level of body self-esteem among female fustal football players.

Maheswari and Maheswari (2016) [10] investigated the level of self-esteem among male college students. They found that 47.5% students had high and 52.5% students had low self-esteem.

Nupur and Mahapatro (2016) [13] explored the differences in self-esteem between male and female adults aged 20 to 25 years. The level of self-esteem was observed statistically higher in male adults than female adults.

Bharathi (2017) [1] conducted a study on college female students to measure the level of self-esteem. The researcher found that 55% college female students had medium and 45% had high level of self-esteem.

Objectives of the study
1. To check the level of total self-esteem of college sportspersons.
2. To compare the level of self-esteem between male and female college sportspersons.

Methodology
A sample of 182 college sportspersons (male 91, female 91) studying in different colleges associated to Panjab University, Chandigarh from the regions of Sri Muktsar Sahib and Fazilka districts of Punjab state were taken. The purposive sampling was utilized to pick male and female college sportspersons. All the selected subjects were aged 19 to 25 years.

Sportspersons are the college students who have participated in the same sport for two consecutive years in inter-college competitions.

Self-esteem Scale (SES-DSDU) developed by Dhar and Dhar (2015) [5] was applied to survey the self-esteem of college sportspersons. In this scale, the self-esteem is comprised by six elements i.e. Positivity, Openness, Humility, Competence, Self-worth and Learning Orientation. It is a 23-items scale. In this Likert type scale five reactions *viz.* Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree are given before every item. The reactions set apart as Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree ought to be given the score of 1, 2, 3, 4 and 5 respectively. Minimum 23 and maximum 115 can be scored by a respondent in this scale. Higher score of an attribute of self-esteem demonstrates the more elevated level of that attribute. Total score indicates the overall self-esteem of a respondent. Higher total score of a respondent shows the high level of self-esteem. The reliability of the scale was calculated through the split-half technique. 0.87 was the reliability coefficient. The scale has high content validity as well as face validity. 0.93 was the value of validity from the coefficient of reliability (Garrett, 1981) [8].

To figure out the total self-esteem level of college sportspersons, percentage method was applied. Independent t-test was used to know the difference between male and female college sportspersons. The significance level was set at 0.05.

Results of the study

Table 1: Self-esteem Level of College Sportspersons N=182

Self-esteem Level	Frequency	Percentage
Low	25	14%
Normal	100	55%
High	57	31%

Mostly college sportspersons (55%) had normal level of self-esteem as shown in table-1. While 31% college sportspersons had high level of self-esteem. Only 14% had low self-esteem.
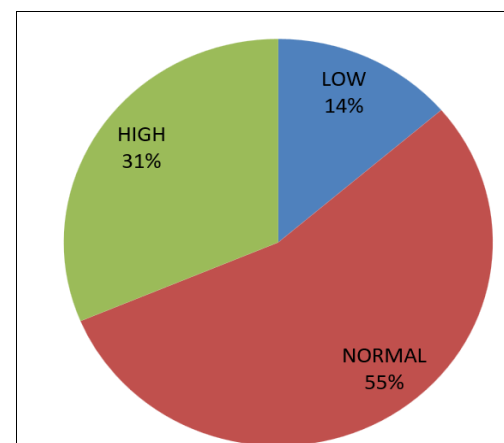

Fig 1: Graphical representation of self-esteem level of college sportspersons

Table 2: Results of independent t-test with regard to Self-esteem between male and female college sportspersons

Variables	Gender	N	Mean	SD	Mean Difference	t	Sig.
Positivity	Male	91	24.12	2.921	-.59	-1.277	.203
	Female	91	24.71	3.334			
Openness	Male	91	20.45	2.651	.37	.930	.354
	Female	91	20.08	2.770			
Competence	Male	91	12.35	1.286	.80	4.169*	.000
	Female	91	11.55	1.310			
Humility	Male	91	16.49	2.126	1.56	5.321*	.000
	Female	91	14.93	1.818			
Self-worth	Male	91	12.53	1.302	.93	4.638*	.000
	Female	91	11.60	1.381			
Learning Orientation	Male	91	7.66	.991	-.02	-.159	.874
	Female	91	7.68	.868			
Self-esteem (Total)	Male	91	93.60	9.022	3.04	2.224*	.027
	Female	91	90.56	9.435			

*Significant at 0.05, 't' $_{0.05}$ (180) = 1.973

Positivity

The mean score of male and female sportspersons with regard to sub-variable positivity was observed 24.12 and 24.71 respectively, as shown above in the table-2. The standard deviation (SD) value was 2.921 for male sportspersons and it was 3.334 for female sportspersons. The mean difference was recorded -.59 between male and female sportspersons. The calculated t-value -1.277 was found statistically insignificant (p>.05). Hence, there was no statistically significant difference found with regard to sub-variable positivity between male and female college sportspersons. However, the mean scores indicated that female sportspersons had slightly higher level of positivity than male sportspersons.

Openness

The mean score of male and female sportspersons with regard to sub-variable openness was observed 20.45 and 20.08 respectively, as shown above in the table-2. The standard deviation (SD) value was 2.651 for male sportspersons and it was 2.770 for female sportspersons. The mean difference was recorded .37 between male and female sportspersons. The calculated t-value .930 was found statistically insignificant (p>.05). Hence, there was no statistically significant difference found with regard to sub-variable openness between male and female college sportspersons. However, the mean scores indicated that male sportspersons had slightly higher level of openness than female sportspersons.

Competence

The mean score of male and female sportspersons with regard to sub-variable competence was observed 12.35 and 11.55 respectively, as shown above in the table-2. The standard deviation (SD) value was 1.286 for male sportspersons and it was 1.310 for female sportspersons. The mean difference was recorded .80 between male and female sportspersons. The calculated t-value 4.169 was found statistically significant (p<.05). Hence, there was very statistically significant difference found with regard to sub-variable competence between male and female college sportspersons. The mean scores indicated that male sportspersons had very significantly higher level of competence than female sportspersons.

Humility

The mean score of male and female sportspersons with regard to sub-variable humility was observed 16.49 and 14.93 respectively, as shown above in the table-2. The standard deviation (SD) value was 2.126 for male sportspersons and it

was 1.818 for female sportspersons. The mean difference was recorded 1.56 between male and female sportspersons. The calculated t-value 5.321 was found statistically significant (p<.05). Hence, there was very statistically significant difference found with regard to sub-variable humility between male and female college sportspersons. The mean scores indicated that male sportspersons had very significantly higher level of humility than female sportspersons.

Self-worth

The mean score of male and female sportspersons with regard to sub-variable self-worth was observed 12.53 and 11.60 respectively, as shown above in the table-2. The standard deviation (SD) value was 1.302 for male sportspersons and it was 1.381 for female sportspersons. The mean difference was recorded .93 between male and female sportspersons. The calculated t-value 4.638 was found statistically significant (p<.05). Hence, there was very statistically significant difference found with regard to sub-variable self-worth between male and female college sportspersons. The mean scores indicated that male sportspersons had very significantly higher level of self-worth than female sportspersons.

Learning Orientation

The mean score of male and female sportspersons with regard to sub-variable learning orientation was observed 7.66 and 7.68 respectively, as shown above in the table-2. The standard deviation (SD) value was .991 for male sportspersons and it was 8.868 for female sportspersons. The mean difference was recorded -.02 between male and female sportspersons. The calculated t-value -.159 was found statistically insignificant (p>.05). Hence, there was no statistically significant difference found with regard to sub-variable learning orientation between male and female college sportspersons. However, the mean scores indicated that female sportspersons had slightly higher level of learning orientation than male sportspersons.

Self-esteem (Total)

The mean score of male and female sportspersons with regard to variable self-esteem was observed 93.60 and 90.56 respectively, as shown above in the table-2. The standard deviation (SD) value was 9.022 for male sportspersons and it was 9.435 for female sportspersons. The mean difference was recorded 3.04 between male and female sportspersons. The calculated t-value 2.224 was found statistically significant (p<.05). Hence, there was statistically significant difference

found with regard to variable self-esteem between male and female college sportspersons. The mean scores indicated that male sportspersons had significantly higher level of self-esteem than female sportspersons.
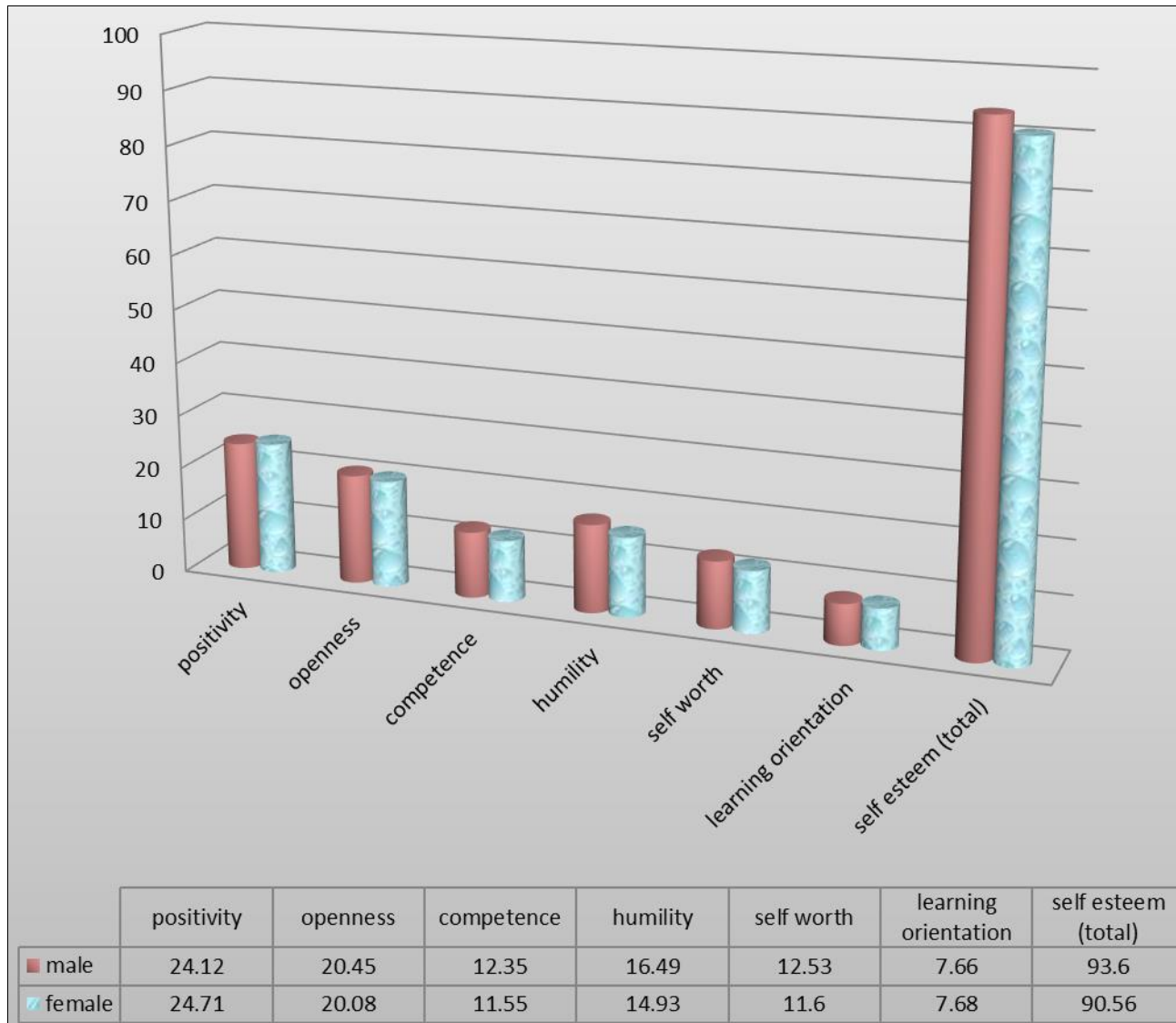

	positivity	openness	competence	humility	self worth	learning orientation	self esteem (total)
■ male	24.12	20.45	12.35	16.49	12.53	7.66	93.6
▨ female	24.71	20.08	11.55	14.93	11.6	7.68	90.56

Fig 2: Graphical representation of mean scores with regard to self-esteem between male and female college sportspersons

Discussion
The results in table-1 indicated that mostly college sportspersons (55%) had normal level of self-esteem. While 31% had high and 14% had low level of self-esteem. Male sports achievers have better ability to perform tasks and think positively. They can give value to others, admit their failures, want to develop new skills, aware about negative thoughts in a better way. Physical activity and participation in sports have a number of psychological benefits (Penedo & Dahn, 2005) [17]. It might be the reason due to the most of sportspersons had an appropriate level (normal and high) of self-esteem.

The results of independent t-test in table-2 clearly depicted that there were statistically significant differences found with regard to sub-variables i.e. competence, humility, self-worth and self-esteem (total) between male and female sportspersons. Male sportspersons had significantly better competence, humility, self-worth and self-esteem (total) than female sportspersons. According to social set up of our general public males are probably going to have more opportunities to foster a regard and deference about themselves, it very well may be the explanation of higher self-esteem in male sportspersons. The findings of this study are supported by the studies of Kling, Hyde, Showers and Buswell (1999) [9], Twenge and Campbell (2001) [22], Robins, Trzesniewski, Tracy, Gosling and Potter (2002) [19], Polce-Lynch, Myers, Kliewer and Kilmartin (2000) [18], Frost and McKelvie (2004) [7], Orth, Robins and Widaman, (2012) [14], Shaw, Liang and Krause (2010), Malik and Sadia (2013) [11], Nupur and Mahapatro (2016) [13], Parmar (2014) [16].

However, no significant difference found between male and female sportspersons with regard to sub-variables positivity and learning orientation. It very well may be assumed that male and female sportspersons had practically same positivity and learning orientation. These two variables may be similarly evolved in male and female sportspersons.

Conclusions
1. Most of the college sportspersons (55%) had normal self-esteem. While 31% of sportspersons had high and 14% had low self-esteem.
2. Male college sportspersons had significantly higher level of competence, humility, self-worth and self-esteem (total) as compared to female college sportspersons. No significant difference was found with regard to positivity and learning orientation between male and female college sportspersons.

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