THE EXAMINATION OF STUDENTS’ SELF-ESTEEM AND ASSERTIVENESS LEVELS WHO STUDY AT PHYSICAL EDUCATION AND SPORT ACADEMY

Selahattin Akpınar, Murat Bay, and Sefa Şahan Birol
Full Length Research Paper

The examination of students’ self-esteem and assertiveness levels who study at physical education and sport academy

Selahattin Akpinar¹, Murat Bay², and Sefa Şahan Birol¹

¹Physical Education and Sports High School, University of Karamanoğlu Mehmetbey, Karaman, Turkey.
²Faculty of Economics and Administrative Sciences, Karaman, Turkey.

Accepted 18th, March 2014

This research was done with the aim of determining students’ self-esteem and assertiveness levels who study at physical education and sport academy. The sample of the research comprises of 232 students who study at Karamanoğlu Mehmetbey University, Physical Education and Sport Academy in 2013-2014 education year. As data gathering device; Rathus Assertiveness Scale which was developed by Rathus (1973) and adapted to Turkish byVoltan (1980), and Rosenberg Self-Esteem Scale which was developed by Rosenberg (1965) and adapted to Turkish by Çuhadaroğlu(1986) were used with the aim of testing interpersonal assertiveness. In the wake of the study, it is confirmed that students have high level of self-esteem =3, 2379 (min value: 1, max value: 4) and their assertiveness level is =14, 8318 (min value: -90, max value: +90).

Key words: Student, Self-esteem, Assertiveness

INTRODUCTION

Harter (1990) tried to explain self-esteem as “how much a person loves, accepts and respects him/herself. High levels of self-esteem interrelate with sense of belonging to family (Blyth and Traeger, 1988). Also, high levels of self-esteem has a relation with academic success at school and internal control (O’Malley 1979) and; familial control and the positive sense of fancy him/herself (Griffore and others 1990) (Chubb 1997, quoted by Çetinkaya, 2006). (quoted by Esen, 2012).

Conceit is a dynamic congruence of one’s features, abilities, standard of judgements, aims and ideals. Conceit is being conscious. Conceit is a psychological and physical notion. Conceit notion is being aware of one’s own identity (Karagözoglu, 1997). Conceit notion, which expresses one’s own perception of self, expresses person’s own viewing and evaluating. These values may not match the realth because people tend to exaggerate positive sides, strain and ignore negative sides (Yörükoğlu, 1989). In other words, Conceit notion is the all of idea and believes of one’s own perception and communication with people around. This includes one’s own character features, abilities, relations between others and connetion events with object (ÜNÜVAR, 2006).

The elements of conceit are physical, academic, athletic, social, artistic and morale (Cotton 2000). Conceit notion indicates ideas of one’s own identity. As to self-esteem, it is the result of seeing oneself as what and expectation of taken for granted and rejection; and it is the notion that one’s finding him/herself valued and to what extent. Self-esteem notion is a learned living and lasts life long (Adana and Kutlu 2006, Erman and friends. 2004, Karaaslan 1993, Yılmaz 2000).

Self-esteem is the point of approval of one’s own which comes after evaluating him/herself with the help of differnet factors. If they evaluate themselves properly, test their beaviours’ consistancy and are able to build up a strong self-trust sense, a true self-esteem level can me mentioned (Esen 2012).

The thing that makes one being him/herself, makes him/herself smart, launch him/herself as a notable person is the state of the feeling of being admired which comes on oneself. Namely, it is self-esteem. Self-esteem is an
admiration state that rises on confirming self concept which is reached after own evaluation (Çam ve friends, 2000). Self-esteem states personal and holistic senses of self-reliance or self-acceptance (Leory 1996). Self-esteem focuses on the need of self-evaluation or positive self-evaluation. This does not mean seeing oneself excellent but it means forming a positive identity and being approved by others (Adams, 1989). Positive self-esteem is defined as one’s accepting, valuing and trusting of his/her own totally (Salimivalli 1999). One who has high level of self-esteem evaluates him/herself positively and plausibly and feels good about his/her powerful sides. Self-confident person tries to improve his/her weak sides (Pope, 1988 quoted by Balat, Akman, 2004), (quoted by Esen, 2012).

According to Turhan’s (2003) expresses; Lazarus (1973) assertiveness is a way of behaviours that that has four complementary features, and these features are listed as: who can say no, who can demand, who can request, who can express positive and negative feelings and who can start, continue and end a behavior. According to Örgün’s (2000) expresses; Smith (1975) assertiveness is defined as one’s main approach to attend any relation healthfully. This approach provides opportunities to create links such as trust, sincerity, closeness, affection and heartiness, and self-expression (quoted by Çevik, 2011).

Assertiveness behavior is accepting right of own and others. Assertiveness is expression own ideas, believes and wishes without riding rough over others. Person expresses own feeling and ideas directly and honestly. Assertiveness can be defined as a manner of interpersonal behaviours that is improved for a way of expression own ideas and feelings, keeping own rights by not looking down on others and vesting rights to others. Assertiveness is a skill not a feature that one can have or lack. It consists of two respect types. Self-esteem is deciding own needs and defending them. Respecting others is showing respect others’ need and rights (Kamaraj, 2004).

Assertiveness way of behavior pursues equality in human relations and enables acting in the direction of own benefits, defending selves, expressing feelings honestly and easily and using rights without overriding others by getin rid og concerns (Turhan, 2003).

Various communication ways of people to fulfill emotional, physical and social needs generate their behavior patterns. It can be said that person uses three main behaviors to express feelings and ideas. These behaviors types can be placed as shyiness on one end, aggressiveness on one end and assertiveness in the middle on a spectrum. People who behave shyly are inadequate on putting own feelings, believes and ideas forth; and when their rights are overridden, they do not resist it and defend him/herself. They are anxious and close in their relations with people. They let others make a choice for themselves and can not express their own feeling and wishes (Baltaş 1996). Alberti and Emmons (1970) defined assertive person as really interested in others and knows own rights well. On another definition, assertiveness is expressing one’s own both positive and negative feeling, ideas and wishes without ignoring others’ rights without feeling anxious and guilty (Uğur, 1996), (quoted by Öztürk and friends).

MATERIAL AND METHOD
In the research a method that is for descriptive search and relational search was used to reveal cuurent situation. The universe of the research consists of 417 students who study at Karamanoğlu Mehmetbey University, Physical Education and Sport Academy in 2013-2014 education year, spring term. In the sample of the research all the participant students were given questionnaire but 232 questionnaire were taken into account.

Rathus Assertiveness Scale which was developed by Rathus (1973) and adapted to Turkish by Voltan (1980) and Rosenberg Self-Esteem Scale which was developed by Rosenberg (1965) and adapted to Turkish by Çuhadaroglu (1986) were used with the aim of testing interpersonal assertiveness. Rathus Assertiveness Scale consists of 30 questions and each question has sextet likert type options. Each question is maked between (-3) and (+3), and the min. mark is (-90) and max. mark is (+90). The mark between (-90) and (+10) is evaluated as shy, the mark between (+10) and (+90) is evaluated as assertive. Rosenberg Self-Esteem Scale, which consists of 63 questions, has twelve sub-scales the first of which was used on the research that tests self-esteem. Self-esteem scale consists of ten statements and each statement has quartet likert type options. Each question is given 1-4 points. In the assessment, positive statements are calculated even and negative statements are calculated cross. Obtained points are devided into ten and average point is obtained. Max 4 and min 1 point is taken from the scale and the highness of average point means having high level of self-esteem (quoted by Esen, 2012).

The demographic features of students who attended the research are interpreted as foolows. 108 (% 46,6) of them are female and 124 (% 53,4) of them are male. The dispersion of their age is such: 14(%6,0) of them are between 17 and 18, 98(%42,2) of them are between 19 and 20, 75(%32,4) of them are between 21 and 22, 32(%13,8) of them are between 23 and 24 and 13(%5,6) of them are 25 and over. The dispersion of their class is such: 92(%39,7) of them are at first class, 82(%35,3) of them are at second class, 25(%10,8) of them are at third class and 33(%14,2) of them are at fourth class. The dispersion of their department is such: 120(%51,7) of them study at physical education and sport teaching, 57(%24,6) of them study at sport management daytime education and 55(% 23,7) of them study at sport
management evening education. The dispersion of their life where they mostly spend is such: 39(16.8) of them live in village or town, 78(33.6) of them live in district, 74(31.9) of them live in city and 41(17.7) of them live in metropolis. The dispersion of their accomodation is such: 136(58.7) of them live in student house, 26(11.2) of them live with family, 40(17.2) of them live in private dormitory and 30(12.9) of them live in state dormitory. The dispersion of their father’s occupation is such: 30(12.9) of them are oficer, 33(14.2) of them are worker, 22(9.6) of them are artificer, 24(10.3) of their father are farmer, 58(25.0) of them are self-employed and 65(28.0) of them are retired. The dispersion of their father’s education status is such: 11(4.7) of them are illiterate, 15(6.5) of them are literate, 87(37.5) of them are primary school graduate, 44(19.0) of them are secondary school graduate, 54(23.3) of them are high school graduate, 10(4.3) of them are associate graduate and 11(4.7) of them are bachelor graduate. The dispersion of their mother’s education status is such: 5(2.2) of them are oficer, 10(4.4) of them are worker, 7(3.0) of them are retired, 210(90.4) of them are housewife. The dispersion of their mother’s education status is such: 37(15.9) of them are illiterate, 15(6.5) of them are literate, 115(49.6) of them are primary school graduate, 27(11.6) of them are secondary school graduate, 34(14.7) of them are high school graduate and 4(1.7) of them are bachelor graduate. The dispersion of their parents’ monthly income is such: 64(27.6) of them earn between 0 and 850, 83(35.8) of them earn between 851 and 1350, 33(14.2) of them earn between 1351 and 1850, 19(8.2) of them earn between 1851 and 2350, 14(6.0) of them earn between 2351 and 2850 and 19(8.2) of them earn 2851 and over. The dispersion of their monthly income is such: 113(48.7) of them earn between 0 and 300, 51(22.0) of them earn between 301 and 600, 43(18.5) of them earn between 601 and 900, 7(3.0) of them earn between 901 and 1200 and 18(7.8) of them earn 1201 and over. While 141(60.8) of the students do sport regularly, 91(39.2) of them do sport irregularly. While 24(17.0) of the regularly sport doers do it at national team level, 117(83.0) of them do it unprofessionally.

**FINDINGS**

Students’ self-esteem levels are seen in table 1. Hereunder, students’ self-esteem point average was ascertained as =3,2379. When min and max points are considered (min:1, max:4), it is seen that students have high levels of self-esteem. A meaningful difference could not be find between students’ self-esteem and their gender, their school department, places where they mostly live, the place where they live, their father occupation and education status, their mother occupation and education status, their parents’ monthly income, their monthly income, their sport doing and sport doers’ level variables. However; there is a meaningful relation with age variable.

In table 2 students’ average self-esteem points were examined to see whether it differs according to age variable by using f-test. The self-esteem points are respectively as such: 21-25 age group has =3,353 points, 17-18 age group has =3,335 points, 25 and over age group has =3,300 points, 23-24 age group has =3,190 points and 19-20 age group has =3,142 points.

Students’ assertiveness levels are seen in table 3. Hereunder, their average assertiveness point is found =14,8318. When the min and max points that can be taken from the inventory is considered (min:-90 and max:+90), students’ assertiveness levels found as as assertive (The mark between -90 and +10 is evaluated as shy, the mark between (+10) and (+90) is evaluated as assertive.)A meaningful difference could not be found between assertiveness levels and students’ age, their gender, their classes, places where they mostly live, the place where they live, their father occupation and education status, their mother occupation and education status, their parents’ monthly income, their monthly income, their sport doing and regular sport doers’ level

### Table 1: The results of Ss, Min. and Max values related to students’ self-esteem scale points

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>S</th>
<th>Min</th>
<th>Max</th>
<th>Min and max values that can be taken from the inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>232</td>
<td>3.2379</td>
<td>4.6499</td>
<td>2.0</td>
<td>4.0</td>
</tr>
</tbody>
</table>

### Table 2: The F-test results related to self-esteem scale of students’ age variable

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>S</th>
<th>F</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18 age range</td>
<td>14</td>
<td>3.335</td>
<td>232</td>
<td>141</td>
</tr>
<tr>
<td>19-20 age range</td>
<td>98</td>
<td>3.142</td>
<td>5,37233</td>
<td>25</td>
</tr>
<tr>
<td>21-22 age range</td>
<td>75</td>
<td>3.353</td>
<td>4,21815</td>
<td></td>
</tr>
<tr>
<td>23-24 age range</td>
<td>32</td>
<td>3.190</td>
<td>5,37233</td>
<td></td>
</tr>
<tr>
<td>25 age and over</td>
<td>13</td>
<td>3.300</td>
<td>4,65475</td>
<td></td>
</tr>
</tbody>
</table>
variables. However; there is a meaningful relation with with their department variable.

In table 4 students’ average assertiveness points were examined to see whether it differs according to department variable by using F-test. The assertiveness points are respectively as such: sport management, evening education students have =21,8364 points, sport management, daytime education students have =16,7018 points and physical education and sport teaching students have =10,7333 points.

**DISCUSSION AND CONCLUSION**

The obtained results, which is for determining students' self-esteem and assertiveness levels who study at Physical Education and Sport Academy, are as below. Students’ self-esteem levels were found high who attended the research (=3,2379). A meaningful difference could not be find between students’ self-esteem and their gender, their school department, places where they mostly live, the place where they live, their father occupation and education status, their mother occupation and education status, their parents' monthly income, their monthly income, their sport doing and sport doers’ level variables. However; there is a meaningful relation with age variable. It is determined that students have shy assertiveness level (=14,8318). A menangif difference could not be found between assertiveness levels and students’ age, their gender, their classes, places where they mostly live, the place where they live, their father occupation and education status, their mother occupation and education status, their parents' monthly income, their monthly income, their sport doing and regular sport doers’ level variables. However; there is a meaningful relation with with their department variable.

In the study of the relation between sport trust others much, income and self-esteem levels have linear relation and less self-esteem is more negative psychological features.

In the study of the relation between self-esteem and assertiveness levels of students who study at nursing and midwifery department by Dinçer and Öztunç (2009) it is ascertained that most of the students have high levels of self-esteem and are assertive and nursing students have have higher levels of self-esteem than midwifery students.

In the study of attitude to occupation and self-esteem of physical education teacher candidates by Abbasoğlu (2011) it is ascertained that points that were taken from attitude scale of physical education teacher candidates and their points that were taken from self-esteem scale are pretty high. At the end of the study, while a meaningful difference was not found between candidates’ attitudes to teaching and sex, class, mother education status, father education status and income variables; a meaningful difference was found between candidates’ attitudes to teaching and academic success variable.

**REFERENCES**

University, Institute of Education Sciences, Trabzon.
group to investigate the self-concept in students.
Behavior. San Louis Opispo.
Balat, G.(2004). Different socio-economic levels of self-
esteeem levels of high school students to examine
"Furat University Journal of Social Sciences Volume:
14, Issue: 2, Pages: 175-183, ELAZIĞ.
bookstore, 8 Edition.
Lewes: Falmer Press.
Bozkurt, E.(1989). University Students' Socio-Economic
Factors Affecting Assertiveness, M.Sc. Thesis,
Nineteen May University, Institute of Social Sciences,
Samsun.
and locus of control: a longitudinal study of gender
and age differences. Adolescence, 32(125), 113-121.
Textbook of Psychiatry, BJ Sadock, VA Sadock
(Eds), 7. baský, cilt. II, Philadelphia, Lippincott
Williams & Williams.
Investigation of Self Esteem Levels in Nursing"
Çetinkaya, S. (2006). "Different Socioeconomic Levels in
Sivas Three Primary School Students' Level of Self-
University Journal of Nursing Art and Science,
Volume 4, Issue: 1.
Dinçler, H.F. and Öztunç G. (2009). Nursing and
Midwifery Students' Self-Esteem and Assertiveness
Levels. Journal of Nursing, Faculty of Health
Sciences; 22-33.
male athletes of the comparison of self-esteem
levels. 8 International Sport Science Congress,
Antalya, Turkey.
Clinical Psychiatry, 12:35-42
ESEN, C.P. (2012). Exercising and the University
Students' Self-Esteem and Assertiveness Making
Investigation of High Level Language Thesis Mugla
University, Institute of Social Sciences, Mugla.
Some determinants of relinquishment by pregnant
adolescents. Presented at the Conference on
Adoption Research, Office of Adolescent Pregnancy
Programs, Department of Health and Human
Services, Washington, D.C., June.
Harter, S. (1990). Identity and self development. At the
threshold: The developing adolescent (pp. 352-387).
Cambridge, MA: Harvard University Press.
Kamaraj, I. (2004). Social Skills Rating Scale Turkish
Adaptation and Five Year Old Children's
Assertiveness Drama Educators in Social Skills
Program Impact of the Winning, Unpublished PhD
Thesis. Marmara University, Institute of Educational
Sciences, Istanbul.
and to examine the factors affecting this. Ege
Istanbul: Alpha Release Distribution.
Management and Interpersonal Behavior", New York:
and education: Sex and cohort comparisons among
high school seniors. Journal of Personality and Social
Psychology, 37, 22.