

Sport Involvement and Self-esteem of Athletes and Non-athletes Students in Unity Secondary Schools in Ondo State

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Abstract

The study examined the influence of participation in physical activity cum sports on the self-esteem of secondary school students in 'exclusive' schools. The descriptive survey research design was adopted for the study. Four hundred (400) respondents selected from the four Unity Secondary Schools in Ondo State were used for the study. The Rosenberg Self-esteem Scale (1965) was used to collect data for the study. Data collected was analyzed using descriptive statistics. The result revealed that there was a significant difference in the mean score of students who participated in physical activity/sport (athlete) on I feel that I'm a person of worth, at least on an equal plane with others ($M = 3.16$, $SD = 0.98$) compared to those who do not participate in physical activity/sport (non-athletes) ($M = 2.89$, $SD = 1.11$; $t(398) = 2.53$, $p = 0.01$).

Key Words: Self-esteem, Sport involvement, Identity formation, Athletes, Non-athletes, Self-Evaluation, Exclusive Schools

Introduction

Adolescents interest in sport is overwhelming, and the love is widespread across cultural and the different stratification that exist in every society. The followership of foreign club especially football is a movement that cannot be ignored by community leaders. Sport consists of training, and games, competition and display. Sport's unique

and universal power to attract, motivate and inspire, and it is a highly effective tool for engaging and empowering individuals. For the adolescent, sport generally serves as an outlet of energy, medium of socialization and networking. Participation in physical activity (sport) has a role to play in personal development; as it improves physiological and mental functioning and gives rise to feelings of

physical, psychological and social competence. Psychological benefits of sport participation includes, improves mood, reduce stress, improves ability to cope with stress, improve self-esteem, boost pride in physical accomplishments, increase satisfaction with oneself, improves body image, increase feeling of energy, improves confidence in physical ability and decrease tendency and symptoms of depression.

The period of adolescence is important for the process of self-esteem formation. The formation of self-esteem can be stimulated; encouraged by various factors sport inclusive. The level of self-esteem is mirrored in the adolescent's attitude and behavior, both at home and at school (Mogonea & Mogonea, 2014). Self-esteem refers to individual perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self (Sedikides & Gress 2003). Transition from adolescent age to adulthood is a crucial phase of any individual's life. During this phase, adolescents are cumbered with challenges which may prevent them from maintaining optimal level of self-esteem. Self-esteem is important for surviving as an individual especially for adolescents. Self-esteem is

based on how we feel when we look in the mirror or talk about ourselves.

The adolescents with a high level of self-esteem have the following characteristics: they are capable of influencing positively the opinion and behavior of others; they tackle new situations positively and confidently; they have a high level of tolerance towards frustration; they accept early responsibilities, they asses correctly situations; they communicate positive feelings about themselves; they succeed in having a good self-control and the belief that the things they are undergoing are the result of their own behavior and actions (Lavoie, 2012). Therefore, adolescence is the critical period for the development of self-esteem and self-identity, and low self-esteem may endanger adolescent's emotional regulation (Lin, Tang, Yen, Ko, Huang, Liu et al., 2008). On the other hand, high self-esteem serving as a role of resilience or positive adaptation (Moksnes & Espnes, 2012).

Sport participation can boost self-esteem, researches in this area have corroborated to this. Decrease in self-esteem or low self-esteem can lead to drug use, depression, suicide, eating disorders, social withdraw, feeling of inadequacy, incompetence and an overall expectation of failing. On the other hand, individuals with high self-esteem are confident, have

good sense of self-worth, positive, encouraging and supportive of others with good communication.

Participating in sports and physical activities is more likely to enhance balance physical development, expand skill development opportunities and encourage sport participation that maximizes lifelong fitness and well-being. Physical activity (exercise) is a proven way to increase self-esteem, being involved in physical activity is one way for adolescents to cope with the changing time in their life. Especially during puberty, this is regarded as a period of major transition in forming a positive or negative attitude towards one's self-esteem and body image among adolescents (Pelham, 1995). Adolescents' assessments of their self-worth are based on the judgments they imagined others makes of them. Involvement in physical activity, exercise and sport promotes psychological well-being Researchers like Slutzky and Simpkins (2009) have been particularly interested in the psychological well-being of adolescents, as the period is associated with an increase in self-consciousness and an increased likelihood to be self-critical. Individuals form the majority of their identity during adolescent and the key components of identity formation are self-esteem and body image (body satisfaction)

Exercise and, by extension sport have long been known to produce

beneficial effects in mental health, enhance self-esteem, Participation in sport and exercise programs can play an important role in supporting the formation of self-concept in adolescents and building self-esteem and self-confidence in people of all ages. Participating in sports and physical activities is more likely to enhance balance physical development, expand skill development opportunities and encourage sport participation that maximizes lifelong fitness and well-being.

Adolescents' assessments of their self-worth are based on the judgments they imagined others makes of them. Psychological well-being refers to how a person evaluates his or her life. According to the American College of Sport Medicine (ACMS) (2006), psychological well-being encompasses three dimensions: cognitive, affect and self-perception. Researchers have been particularly interested in the psychological well-being of adolescents, as the period is associated with an increase in self-consciousness and an increased likelihood to be self-critical. Individual self-esteem is in development and in a fragile state as the adolescent is discovering his individuality (Berk, 2009). As indicated in a study by Badayal & Ismail, (2012) a decrease in self-esteem was found to occur during adolescence. High self-esteem has been found to correlate with positive life outcomes and

low self-esteem has been found to correlate negative life outcomes. Low self-esteem has also been linked to the onset of depression

Many researchers believe that physical activity and sports does help adolescent girls improve and maintain their self-esteem (Gilbert, 2001). Over time women have increased participation in sports based solely on the number of female sports contested. Title IX has helped to increase the participation in women's sports at the high school level by over 800% and has increased participation in college sports by 400% respectively (Women's Sports Foundation, 2001). Several studies have shown the positive correlation between sports and self-esteem in girls (Jonas, 2002). Some studies show that girls' self-esteem drops at three times the rate of boys their age. Decreases in self-esteem in girls can lead to drug use, unwanted pregnancy and depression. Some other problems that can be caused by low levels of self-esteem in girls are suicide, eating disorders and social withdraw. Girls that participate in sports have a greater feeling of psychological well-being and are often times shown to have a better sense of body image. Girls that play sports also have been shown to experience less depression throughout their lives.

One study found that only 29% of high school girls listed that they were

“happy the way I am.” Self-esteem in girls is linked to many factors, some of them being: personal appearance, acceptance of peers and even physical competence. However, the most influential factor in determining girl's self-esteem is perceived physical attractiveness (Jaffee, LynnWu and Peggy, 1996). High self-esteem has been linked to many positive qualities such as: active engagement in daily activities, better psychological health and even a more optimistic attitude (Bowker, Gadbois & Cornock, 2003).

Conversely, low self-esteem has been shown to cause feelings of inadequacy, incompetence and an overall expectation of failing. Most girls have an unrealistically high expectation of their appearance which leads to feelings of inadequacy. Most girls compare themselves at some point to models on television and even others at school.

Boys during this time do not facilitate the girls positively, for they tend to hold girls to unrealistic standards of beauty. The Melpomene Institute researches correlations between physical activity and self-esteem and they have come up with research that states that the most important and influential factor for females is a father that plays with his daughter when she is young. Too many fathers play only with their boys, feeling that the girls will not like the rough and

tumble play. By doing this the father decreases the chance that his girl will be physically active when older. In researching self-esteem, researchers conducting longitudinal studies have shown that playing high school sports may correlate with having more positive thoughts about oneself later in life.

In a longitudinal study that was conducted by Tonya Dodge and Sharon Lambert (2009), they found that playing a team sport in adolescence resulted in more positive self-beliefs than the adolescents who did not play a team sport. The same group of participants was followed up again six years later and it was found that the results remained the same; the group who played sports in high school and continued to be active still had a higher level of positive self-beliefs and rated their subjective health higher on a scale than the group that stopped being active. The participants who played sports, self-reported higher levels of social satisfaction while the participants who did not play sports reported lower levels. In a large, nationally representative, longitudinal study by Hebert Marsh and Sabina Kleitman (2002) it was found that the self-esteem of girls who played sports was higher than their peers who did not play sports and this difference continued for 6 years.

Statement of the Problem

Many researchers believe that physical activity and sports does help adolescent girls improve and maintain their self-esteem (Gilbert, 2001). Most researches have been particularly directed towards the psychological well-being of adolescents, as the period is associated with an increase in self-consciousness and an increased likelihood to be self-critical. However, many of these adolescents who are in various secondary schools do not have the necessary avenue to express and discover themselves. Majority of the individuals in this age bracket interest have been diverted from active participation by the advent of automaton and Information and Communication Technology. Also, studies seeking to establish the influence of sports participation on adolescent self-esteem are numerous globally; however, there is a dearth of such studies in Nigeria especially in secondary schools in Ondo State where sport involvement is at the mercy of academic excellence.

Purpose of the Study

The purpose of this study is to examine the influence of sport participation on self-esteem of selected students in sport in unity secondary school in Ondo-state. This study sought to establish the effect of sport participation

on self-esteem of selected students in unity schools.

Significance of the Study

It is hoped that this study will justify the necessity of adolescence participation in sport. It is also expected to this research will quantify the rate of low self-esteem. Also, it will provide more direction for future research in the area of adolescent psychological wellbeing. Furthermore, the findings may also assist school administrators in making policies on using facilities and equipment to improve. The findings will not only be significant to students but also to teachers, curriculum planners, parents and educators as they provide an empirical data on importance of sports to teachers upon which to base their future judgments and decisions. Also, the study will be used by teachers and government in handling cases of low self-esteem of their students.

Methodology

The study employed the descriptive survey research design and the population of the study consists of all Unity Secondary School Students in Ondo State. The sample for this study comprised of Four hundred respondents who were selected from all the Four Unity government colleges in Ondo state using

intact class sampling technique. 100 respondents were selected from each college using simple stratified random sampling techniques with gender and class level as strata. The merit for selecting the 100 respondents from each school was 50 respondents from junior (JSS) class and 50 from senior class (SSS), from each class level the participant were divided by gender 25 male and 25 female. The research instrument used for the study was the Rosenberg Self-Esteem Scale Of 1965. The Rosenberg Self-Esteem Scale (1965) was used to evaluate the perception of respondents on how they see themselves. The instrument has two sections. Section A comprise the bio-data of the respondent while Section B consists of 10 items. A pilot study was carried out to test for reliability over a 14 days period and reliability co-efficient of 0.70 was reported. Data entry and analysis was done using Statistical Product for Service Solution (SPSS) version 20(IBM). This study made use of two levels of analysis- univariate and bivariate levels. The univariate analysis provided description of the variables using frequency and percentage. At the bivariate levels, the study made use of chi-square test (or Fisher Exact test as may be necessary) to examine association between participation in sport and self-esteem and independent sample t-test was employed to test for the

difference between gender and self-esteem.

Results

Table 1.0: Participation in Sport of the Respondents (Multiple Responses)

Favorite	Frequency	Percentage
Badminton	5	2.0
Basketball	41	16.5
Boxing	3	0.7
Football	154	62.1
Game	4	1.6
Gymnastic	8	3.2
Handball	1	0.4
High jump	12	3.0
Hockey	1	0.4
Javelin	3	0.7
Ludo	4	1.2
Running	102	41.1
Skipping	4	1.6
Table tennis	14	5.6
Volleyball	3	1.2

Table 1 shows that the majority 154 (62.1%) of the adolescents participated in football this implied that most of the adolescent in engage in football followed by 102(41.1) (Athletics); 41(16.5%) (Basketball); 14(5.6) (Table

tennis);8(3.2) (Gymnastic); 4(1.6) (Skipping and Ludo); 12(3.0%) (High jump; 5(2.0%) (Badminton), 3(0.7%) (Boxing);and 3(0.7%)(Javelin). Hockey games had the least number of participants 1(0.4%) respectively.

Table 2: Participation in Sport and Self-esteem of Participants and Non-participant.

Variables		N	Mean	Std. Deviation	Std. Error Mean	T	sig
On the whole, I am satisfied with myself.	Athlete	248	1.81	.59038	.03749	2.48	0.01
	non athlete	152	1.67	.49869	.04045		
At times I think I am no good at all.	Athlete	248	2.56	.84613	.05373	2.35	0.01
	non athlete	152	2.34	.99841	.08098		
I feel that I have a number of good qualities.	Athlete	248	1.85	.74219	.04713	0.52	0.60
	non Athlete	152	1.81	.87965	.07135		
I am able to do things as well as most other people. I feel I do not have much to be proud of.	athlete	248	1.94	.69472	.04411	-0.81	0.41
	non athlete	152	2.00	.84176	.06828		
I certainly feel useless at times. I feel that I'm a person of worth, at least on an equal plane with others.	athlete	248	2.56	.79175	.05028	1.21	0.22
	non athlete	152	2.46	.84507	.06854		
I wish I could have more respect for myself. All in all, I am inclined to feel that I am a failure.	athlete	248	2.88	1.03307	.06560	2.71	0.01
	non athlete	152	2.58	1.11251	.09024		
I take a positive attitude toward myself. I am able to do things as well as most other people.	athlete	248	1.87	.60739	.03857	1.00	0.31
	non athlete	152	1.94	.68313	.05541		
I feel I do not have much to be proud of. I certainly feel useless at times.	athlete	248	1.83	.65370	.04151	-1.59	0.11
	non athlete	152	1.95	.77493	.06285		
I feel that I'm a person of worth, at least on an equal plane with others. I wish I could have more respect for myself.	athlete	248	3.16	.98618	.06262	2.53	0.01
	non athlete	152	2.89	1.11675	.09058		
All in all, I am inclined to feel that I am a failure.	athlete	248	1.84	.75519	.04795	0.01	0.99
	non athlete	152	1.84	.75560	.06129		

Table 2 shows the independents sample t-test conducted to show the difference in the mean score of self-esteem of athlete and non-athlete. The

result showed that there is a significant difference in the mean score of athlete students on satisfaction with themselves (M= 1.81, SD = 0.59) to mean score of

non-athlete ($M = 1.67$, $SD = 0.49$; $t(398) = 2.48$, $p = 0.01$, two tailed). Also, students who participate in athletics had a higher mean scores on I am no good at all ($M = 2.56$, $SD = 0.84$) compared to their counterpart non-athletic ($M = 2.56$, $SD = 0.84$; $t(398) = 2.35$, $p = 0.01$, two tailed). Furthermore, there is a significant difference in the mean score of non-athlete ($M = 1.11$, $SD = 0.90$) on I wish I could have more respect for myself compared to ($M = 1.03$, $SD = 0.06$; $t(398) = 2.71$, $p = 0.01$, two tailed). Finally, there is a significant difference in the mean score of athlete on I feel that I'm a person of worth, at least on an equal plane with others ($M = 3.16$, $SD = 0.98$) compared to ($M = 2.89$, $SD = 1.11$; $t(398) = 2.53$, $p = 0.01$).

Discussion

The result of the finding showed that more than ninety percent of students who participated in sport have a positive attitude towards themselves while eighty eight percent of those who did not participate in sport have a negative attitude towards themselves. This finding is similar with the work of Slutzky and Simpkins (2009) who found out that most of those who participate in sport has a greater effect on self-esteem. Also, in consonance with the finding of Omarson (2013) where he noted that most of those

who participate in sport have a high self-esteem. Similarly, Gadbois & Comock (2003), noted that sport participation linked to many positives qualities such as: active engagement in daily activities, better psychological health and even a more optimistic attitude. Furthermore, the result revealed that students who participate in sport had a high self-esteem compared to 47.4% of those who did not participate in sport. This is in agreement with the findings of Omarson, (2013) who concluded that participants who practice sports were found to have significantly higher self-esteem than participants who never do. Similarly, Brown (1998) in his work noted that sport participation has a positive effect on self-esteem and that participants who are highly involved in sports have higher self-esteem than those who are not. Also, similar with the work of Bowker, (2006) in his findings he stated that participation in sport rise self-esteem.

Conclusion

Based on the findings of the study, football was the mostly participated sport among athletes and majority of the respondents agreed that they are satisfied with themselves and had a positive attitude towards themselves. Furthermore there was a significant relationship between participation in sport and self-esteem.

Recommendation

Consequent upon the findings of the study, the following recommendations;

- i. Government and school owners should initiate/formulate physical activity and sport participation programme for students to encourage students to participate in physical activities.
- ii. Students should participate more in sports in a well-structured regular interval in order to enjoy more benefits.
- iii. Effectiveness of the routine weekly sport activities already incorporated into the school curriculum should be assessed.
- iv. Sporting competition like inter-class, inter-school sports competition should be organized periodically to encourage competitive spirit in sports to encourage more participation; and
- v. Parents should encourage the students to participate in sport activities at home during their leisure times.

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Knowledge of Environmental Laws and Extent of Compliance to the Practice of Green Chemistry among Industrialists in Southern Nigeria

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Abstract

Human activities such as industrial development, fossil fuel burning, agricultural practices account for changes in the environment, hence Nigeria has regulations, laws and policies with fine and penalties to enhance benign practices involving creation and diversification of chemical reactions that gives new products and processes that are sustainable, reducing waste or harmful matter in the environment. Based on this background, the study investigated the knowledge of environmental laws and extent of compliance to the practice of green chemistry principles among industrialists in Southern Nigeria. The study was quantitatively designed to investigate three industrial states comprised Rivers, Delta and Lagos States. Purposively, one hundred and three industrialists were selected due to accessibility problem. A validated Industrialists' Questionnaire (IQ) consisting of two sections having 25 items on environmental laws and expected green chemistry practice was used to elicit information. Data collected were analyzed using t-test and ANOVA. Among others, the findings showed that, industrialists having knowledge of environmental laws had better practice of green chemistry principles than their counterparts who do not have ($t\text{-cal } 6.62 = P < 0.05$), while industrialists' qualification had no significant difference on their practice of green chemistry principles ($F\text{-cal } 0.62 = p > 0.60$). Thus, publicity on environmental laws and benign practices should be given strong attention among industrialists.

Keywords: Industrialists, Laws, Practice, Chemistry.

Introduction

Environmental laws in Nigeria has been promulgated to twenty-four environmental regulations guiding the protection of the environment, usually made public to all stakeholders with no

exception to industrialists. All organisms including man modify their environment which has resulted in increase in population, consumption of food and production of non-benign materials. The composition of the earth's atmosphere is