

The comparison of students' self-esteem and aggression in team and individual sports of Dorud City

Roghayeh Keramati Moghadam¹, Fatemeh Keshvari², Seyedeh Bahare Torabi³,
Vahid Bakhshalipour³ and Majid Keramati Moghadam^{3*}

1- M.Sc in Educational Administration, Islamic Azad University, Central Tehran Branch Iran

2- M.Sc in Motor Behavior, Kharazmi University, Iran

3- M.Sc in Sport Psychology, Islamic Azad University Karaj Branch, Iran

Corresponding author: Majid Keramati Moghadam

ABSTRACT: Introduction: Self-esteem and aggression, including psychological and personality characteristics that influence the mental health of the individual. Also it was shown that physical activities associated with the development of psychological characteristics. The purpose of this study was to compare the self-esteem and aggression in high school athlete boys of Dorud city. Research Methods: The study population consisted of all city high school student athletes Dorud were selected by cluster sampling method in age range of (14 to 18) who were among the 146 students as the sample that 81 athletes were in individual disciplines (wrestling and karate and judo) and a field of 65athletes in (football and basketball). Measuring the Eysenck personality questionnaire survey tools (especially young and the elderly) and Kopo smith and SCL90 questionnaire was related to aggression. Data analysis using the Mann-Whitney U test, Kruskal-Wallis test and Pearson correlation coefficient was used. Findings and results have shown that self-esteem and aggression among boys there was no significant difference between group and individual sports. There is no significant correlation between self-esteem and assertiveness training courses for individual students.

Keywords: Self-esteem, aggression, athlete students, group courses, individual courses.

INTRODUCTION

Sport psychology is a branch of psychology that the scope of their activities is the study and development of learning strategies in connection with the basic motor abilities, physical abilities and motor skills at different ages (Davoudi et al., 2006). The meantime, one of the personality traits that little attention has been paid to is aggression and its impact on participation in sports. Definition of aggression is defined as any form of behavior that aims to hurt other beings (Baron and Richardson, 1994). In the field of sports psychology, studies have pursued the examination of the psychological characteristics interaction, such as self-esteem and performance (success and failure) (Weinberg and Gould, 1995). According to Donnelly¹ (2001), Self-esteem is defined as our beliefs and how successful effective and valuable competition is done (Donnelly et al., 2001). Sports self-esteem has impact on motivation and participation in individual sports activities and maintain effective partnerships. Self-esteem is not a general sense but a special features relating to the different domains of behavior and status. For example, a young boy's self-esteem or self-reliance in the field of health-social, athletic may be large, however, for his success in the course may not be too much reliance on self-esteem. Even in the context of the individual's self-esteem may vary (Fox and corbin, 1989). Armstrong and Oomen-Early (2009) in their study, examine the social relationships and self-esteem and depressive symptoms among athletes and non-athletes. The results showed that athlete students had higher self-esteem and social relationships in significant level as well as significantly less depressed than were non-athletes (Armstrong and Oomen-Early (2009). Research has shown that people who participate in sporting activities, their self-esteem is more than those who do not participate in sports activities (Payne and Isaacs, 2002). Bizman and

Union1(2002) in a research ,examined the effectiveness of basketball team win and lose on self-esteem and emotional response of the spectators and concluded that when the team is winner, the level of their self-concept and positive emotions increases and their negative emotions is reduced (Bizman and Union, 2002). Self-esteem, age, and participation in sports were examined by Parot (2001). The results showed that there is no significance between the level of self-esteem in older on-athletes and younger on-athletes. Also, there was no significant difference between the level of self-esteem in both athletes and non-athletes young people. Older athletes and compared to older non-athletes had higher self-esteem (Parrott, 2001). Young athletes had lower self-esteem than for older athletes. As well as those with higher self-esteem were more physically fit. Individuals with higher self-esteem, are generally happy and have high energy, while low self-esteem, have a lowering affect behavior. By strengthening the capabilities of the physical body, there is a good thought. In the absence of any of the psychological benefits, participating in sports can be very little benefit and may even lead to the loss of self-esteem (HadiPour, 2006). The findings indicate the differential effects of heterogeneity. A set of results which are more numerous, confirm correlation and positive influence of the performance and exercise on self-esteem subjects indifferent groups of children to adults. Another set of findings have studied the impact of self-esteem on athletic success, and have confirmed the positive correlation between these two variables (Weiss and Ebbeck, 1996). Class III studies have shown no effect of exercise on improving self-esteem (Fisher et al., 1996; Walters and Martin, 2000). Shoja-o-ddin (2002) examined the relationship between self-esteem and athletic success in football and wrestling. Results showed a positive correlation between self-esteem and athletic success of wrestlers. There is a positive correlation between athletic successes of footballers. Self-esteem and achievement of success in football is more than self-esteem and success in wrestling (Shoja-o-ddin, 2002). If the athlete faced with situations with emotional reactions is not equipped with an efficient coping strategy and little ability to understand and manage their emotions and others, may experience unpleasant emotions and unpleasant emotions. This mode also increases aggression, stress and loss of psychological well-being in athletes and in the following athletes will be away from their actual performance. Studies have shown a significant relationship between self-esteem and self-perception of one's body. The self-esteem in people who are enjoying healthy body is more than people who are affected (Kang, 2004). Observations indicate no significant differences between athletes and non-athlete students' self-esteem, and students in physical education with other academic disciplines (NisiShushtari, 2001). Definition of aggression is defined as any form of behavior aimed at hurting or harming other living being (Baron and Richardson, 1994). In terms of aggression traits, a significant difference between athletes from different sports has not been observed (HadiPour, 2006). Aggressive behavior may be verbal or physical. This behavior is more understandable for the other person than non-living objects (Maxwell, 2004). The research conducted in this area has two categories. First category of studies that have confirmed their aggression among athlete and the second category, however, show an incorrect option for athletes. In general, studies support the hypothesis. Athletes compared to non-athletes, are more involved in aggression (Chandler, et al., 1999; Frinter and Rubinson, 1993). Safari (2008) examined the impact of participation in football and volleyball on the mental health of high school students. The results showed that after holding competition, anxiety significantly increased in students and their mental health and aggression that have not significantly changed (Safari, 2008). Teams that do not have earned a place, some aspects of their mental health such as depression, anxiety and mental health significantly deteriorated and teams that have earned a place ,their mental health and some aspects have been improved significantly (Safari, 2008). Momenzadeh (2007) compared the personality traits of female athletes and non-athlete students. Based on the findings, athletes with a significant difference compared to non-athletes tend to have extraversion as well as high self-esteem and less aggressive (Momenzadeh, 2007). Beckmand et al., (2001) using the methodology of comparing athletes and non-athletes, hadn't confirmed previous studies have shown that differences in the aggression (Backmand et al., 2001). Maxwell (2004) conducted a study on athletes from different sports to conclude that there is a significant relationship between athletes' aggression and type of sport (Maxwell, 2004). Due to aggressive and oriented negative behaviors, causes adolescents to be constantly on the defensive state. This, in turn prevents the growth and prosperity of the capacity and capability, and also the socialization of adolescents, therefore, this behavior can be modified to increase self-confidence, social competency, academic performance, social performance and their acceptance among the peers. Research in this area will give valuable information about the educational programs related to the prevention of mental disorders to the teacher or coach. Therefore, thee aim of this study was to compare the self-esteem, aggression of athletic students in individual or team sports.

MATERIALS AND METHODS

Research Methods

This study is a descriptive research. The statistical community is consisted of all athlete students of high school in Dorud city with an age range (14 to 18). The first sample was used to select the cluster of four schools were chosen indifferent parts of the city. 550 persons were identified a athlete students by a coach and an individual questionnaire and by using Table of Takman, 220 persons were determined as the sample size and collected questionnaires were distributed among them. After removal of 70 people by a lie detector answer letters. Finally, a group of 65 athletes and 81 athletes have been studied individually.

Measurements tools

- 1) A demographic form that determines age, academic major, graduate degree, and whether or not an athlete. The next question evaluates sports, training sessions, duration of exercise, how to exercise membership in the various sport steams. That is just about the athletes and to ensure, the history of the sport is inserted in form. Also, to ensure the mental health of participants when completing a questionnaire, participant is asked questions about the drug (nerve agents) in the past 48 hours.
- 2) Eysenck Personality Questionnaire (especially adolescents and adults) and Cooper-Smith and a part of the SCL90questionnairecontained86questionsrelated to aggression include a letter containing the reply: yes or no. This questionnaire measures personality extraversion, introversion dimensions, aggression and self-esteem. It also has a separate lie detector scale for those who desire to look good, giving their measurement tool for this research.

Validity and reliability of the questionnaires use dare all standard. To estimate the reliability of the questionnaire, 36 questionnaires are distributed in statistical community, then collected using Cronbach's alpha test. final Eysenck questionnaire, 85%, final Aggression questionnaire,81%, final self-esteem questionnaire of Cooper–Smith, 89%, respectively. For statistical analysis, including descriptive statistical frequencies and simple percentages, tables, average and standard deviation were used to describe there search data. For normality and homogeneity of variance of data, Kolmogorov–Smirnov and Levin tests were used. By using tests, independent groups and Scheffe's Ftest in normal and homogeneous variances by using the Mann-Whitney U test and Kruskal-Wallis test was used to compare groups of abnormal and in congruous.

RESULTS AND DISCUSSION

Results

Description of data

Age of the subjects and the average and standard deviation of these variables are showninTable 1.

Table 1. Descriptive information about participants

Number of athletes	Self-esteem score	Aggression score	Sport disciplines
35	34/62	2/05	wresting
31	33/38	1/58	karate
20	30/48	1/82	Judo
43	33/67	1/96	Football
22	31/45	2/78	Basketball
151	Total		

Table 2. Descriptive information about participants

Variable	Group	Average and standard deviation	Maximum	Minimum
Age	Individual	15/9 1/3	18	14
	Group	15/7 1/12	18	14
	Overall	15/8 1/2	18	14
Self-esteem	Individual	33/48 6/45	46	14
	Group	32/85 7/13	46	18
	Overall	33/21 6/7	46	14
Aggression	Individual	1/89 0/63	4/2	1
	Group	2/13 0/72	4	1
	Overall	1/99 0/68	4/2	1

As can be seen in Table1, descriptive information about the age and other variables of the study subjects is given in both individual and group separately. After selecting the group and pre-test assessment, the normal distribution of data (test Kolmogorov-Smirnov) and homogeneity of variance (Levine's test) data were investigated. The results are shown in Tables (2).

Table 3. Results of the normal distribution of data pre-test groups

Aggression	Self- esteem	
2/39	1/95	Amount of Z
0/0001	0/002	Significant level

The results in Table (3) show that, in all cases, the test data are not normally distributed. For this reason, non-parametric tests were used to analyze the hypothesis.

Table 4. Results of Mann-Whitney u test between group and individual self-discipline students

	Rating average	Total ranking	Amount of Z	Significant level
Individual	77/75	6686/5	-0/57	0/57
Group	73/68	4789/5		

It follows from the above table that the average ratings of the degree of individual self-esteem is higher. But due to the Z value in the 57/0-57/0 is meaningful, and concluded that self-esteem among boy students, there is no significant difference between group and individual courses.

Table 5. Results of Mann-Whitney U test between aggression of boy students in individual and group courses

	Rating average	Total ranking	Amount of Z	Significant level
Individual	70/2	6037/5	-1/89	0/059
Group	83/67	5438/5		

It follows from the above table that average ratings of aggression in a group fields is higher. Also note that the value of Z obtained -1/89 is meaningful in the level of 0/059. It can be concluded that aggression in boys between individual and group courses, there is no significant difference.

Table 6. Results of analysis of the relationship between self-esteem and aggression of individual courses students by using the

Pearson correlation test				
	Average	Standard deviation	Correlation amount	Significant level
Self-esteem	33/48	6/45	-0/19	0/08
Aggression	1/9	0/63		

As can be seen in the table above, the correlation between self-esteem and aggression were -0/19, in the 0/08 is significant. According to the data in the above table, the hypothesis is confirmed and we can conclude that between self-esteem and assertiveness training courses for individual students, there is no significant relationship.

Table 7. Results of analysis of the relationship between self-esteem and aggression in a group of students using the Pearson correlation test

	Average	Standard deviation	Correlation amount	Significant level
Self-esteem	32/85	7/13	-0.35	0/004
Aggression	2/13	0/72		

As can be seen in the table above, the correlation between self-esteem and aggression were -0/35 in the level of 004/0 is significant. According to the data in the above table, the hypothesis was rejected and we can conclude that there is a significant relationship between self-esteem and aggression in a group of students.

Discussion and conclusions

Data obtained from the analysis of the findings shows that group and individual self-esteem among students, there is no significant difference that Fisher et al., (1996); Waters and Martin(2000); Parot (2001); NisiShushtari (2001) found similar results to this study. In their studies, the researchers showed that there is no significant difference between athletes and non-athletes self-esteem and showed no effect of exercise on improving self-

esteem. In this case the results with the findings of Weiss and Abak (1996); Shoja-o-ddin (2002); Richman and Shafer (2000); Fox (2000); Motamedi (1994); Payne (2002); Armstrong and Oomen-Early (2009) contrasts there. These researchers showed that in their studies, people who participate in sports activities have greater self-esteem than those who do not participate in sports activities. And the impact of the positive correlation, performance and exercise on self-esteem of people have been confirmed. Exercise causes mental stability and promotes self-esteem in people.

Self-esteem causes thereby accepting a valuable person, and therefore increases the motivation, perceived usefulness, responsibility, sociability, cooperation and balance and increasing mental health. It seems to be trying to organize sports activities, especially in adolescence and in schools, so training programs must be a priority. In this study, individual athletes due to greater reliance on personal characteristics, skills and stamina, their self-esteem were more than team sport athletes. Since aggression is the thoughts and feelings that cause negative mood, such as aggression, irritability, property, and other factors, it can disrupt mental health of young boys and their future and may be the next generation is faced with serious problems due to the fact that boys are tomorrow's parents. It seems that education should be a good plan to attract the attention of students to exercise more seriously and provide necessary conditions and facilities.

Individual sports among male students are reminded; however, more research is needed in this case to be felt. Findings suggest that there were no significant differences in aggressive behavior between group and individual athletes. In other words, athletes tend to aggressive behavior is not only dependent on the specific sport. It seems that many factors could be effective in aggressive behavior, such as fitness level, age of athletes and sports personality in stability, sensitivity to race, matches results, and physical confrontations. Bekmand et al., (2001) and Safari (2008) found similar results to this study. These researchers in this study showed no difference in terms of aggression between athletes and non-athletes. If that, these findings are inconsistent with Maxwell (2004), Momenzadeh (1386), Chandler (1999) and Frynter (1993). In their studies, the researchers demonstrated that there is a relationship between aggression and sports participation. According to research findings, it appears that exercise makes people more self-esteem and is less aggressive. Research findings indicate that between self-esteem and aggression for individual disciplines students, there is no significant relationship. Athletes tend to aggressive behavior are not depend only on sport. This matter refers to athletes' inherent fitness and on the relationship between self-esteem and aggression in athletes; a general warranty is not issued. This needs more research. Safari (2008) showed that after holding competitions, anxiety significantly increased in students and their mental health and aggression has not significantly changed. Also, Fisher et al., (1996) and Waters and Martin (2000) in a study concluded that exercise doesn't improve self-esteem and they obtained similar results with this study that are inconsistent with Maxwell's research (2004); Momenzadeh (1386); Weiss and Abak (1996); Shoja-o-ddin (2002); Richman and Shaffer (2000); Fox (2000); Motamedi (1994), Pin (2002); Bizman and Union (2002) and Armstrong and Oomen-Early (2009). These researchers spoke in their studies of the personality profile characterized athletes and non-athletes. They discussed the component of aggression and self-esteem. Research findings show that between self-esteem and aggression in boys, there is a significant correlation fields. These conclusion confirm the findings of Maxwell (2004), he did research on athletes from different sports and concluded that a significant relationship exists between aggression and sport and Momenzadeh (2007) showed that the athletes with a significant difference compared to non-athletes tend to have extraversion, as well as high self-esteem and less aggressive behaviors. The results of this studies confirm Maxwell's research (2004); Momenzadeh (2007); Weiss and Abak (1996); Shoja-o-ddin (2002); Richman and Shaffer (2000); Fox (2000); Motamedi (1994); Pin (2002); Bizman and Union (2002) and Armstrong and Oomen-Early (2009). These researchers showed that in studies, people who participate in sports activities have higher self-esteem than those who do not participate. Safari (2008) in his study showed that after holding competitions, anxiety significantly increased in students and mental health and aggression has not significantly changed and Fisher et al., (1996) and Waters and Martin (2000) in a study concluded that it is inconsistent with exercise that has no effect on improving self-esteem. According to negative correlation between self-esteem and aggression in team sports, one can conclude that athletes who are more aggressive, have lower self-esteem and conversely, individual and group exercises effects on mental health of students. So we can conclude that motion activity, in addition to promoting physical strength, cause growth areas and promote mental, social, spiritual dimensions. In this case, the various social and personal parameters can be seen in terms of personal characteristics with no exception. Among these indicators, tireless, challenge, confidence, self-esteem can be noted. According to this issue, self-esteem and aggression can be noted that according to the research findings can be said exercise and physical activity would be able to promote self-esteem and aggression levels are reduced.

REFERENCES

- Armstrong S, Oomen-Early, J. 2009. Social connectedness, self-esteem and depression symptomatology among collegiate athletes versus non-athletes. *Journal of American college health* 57 (5): 521-526.
- Backmand H.J, Kaprio U, Kujala S. 2001. personality and mood of former elite athletes- A descriptive study. *International Journal of sports medicine* 1(22): 215-21.
- Baron R.A, Richardson D.R. 1994. *Human aggression* (2nd ed). New York: Plenum press.
- Bizman Y, Union R. 2002. Engaging in distancing tactics among sport fan effect of self-Esteem and emotional responses. *Psychology* 142: 92-381.
- Chandler S.B, Dewayne J.J, Carroll P.S. 1999. Abusive behaviors of college athletes. *College Student Journal* 33(4): 38-45.
- Davoudi B, Sepasi H, Nourbakhsh P. 2006. Compare the attitude of the Premier League and other top coaches and athletes about sports psychologist consultant status and its relationship to athletic success. *Quarterly Olympic*. 3 (25): 33-41.
- Donnelly J.W, Eburne N, Kittleston M. 2001. *Mental health: Dimension of self-esteem and emotional well-being*. Boston Appllyn and Bacon.
- Fisher M., Juszczyk L, Fridman S. 1996. Sport participation in and urban high school: Academic & psychological correlates. *Journal of Adolescence health* 18 (5): 329-340.
- Fox, K.R. 2000. Self-esteem, self-perceptions, and exercise. *International journal of sport psychology* 31: 228-240.
- Fox K.R, Corbin, C.B. 1989. The physical self perception profile: Development and preliminary validation. *Journal of sport and exercise psychology* 11: 408-430.
- Frinter MP, L.Rubinson, L. 1993. Acquaintance rape: the influence of alcohol, fraternity membership, and sports team membership". *Journal of sex Education and Therapy* 19: 84-272.
- Maxwell J.P.2004. Anger rumination: An antecedent of athlete aggression? *Psychology of sport & Exercise* 5:279-289.
- HadiPour M. 2006. Compare and evaluate the relationship between personality characteristics and degree of aggressiveness in male athletes, selected sports fields-the city of Hamadan, MA thesis, University of Bu-AliSina.
- Kang J.H. 2004. Research and Reviews The Role of Self-Esteem in Initiating Physical Activity in Consumption Situations. *Journal of sport management* (18): 225-273.
- Parrott M. 2001. self-esteem levels: age and athletic participation effects, university state California.
- Momenzadeh Z. 2007. Evaluate and compare the personality traits of female athletes and non-athletes students, MA Thesis University of Borujerd.
- Motamedi B. 1994. Study of athletes and non-athletes, high schoolgirls' self-esteem Ghochan, MA. Thesis.
- NisiShushtari A.J. 2001. Comparison of self-esteem in athletes and non-athlete students of Shahid Chamran University of Ahvaz. MA thesis of Tehran University.
- Payne V.G, Isaacs L.D. 2002. *Human Motor Development*. 5th ed. Boston:Mc Graw Hill.
- Richman E.L, Shaffer D.R. 2000. If you let me play sport. How might sport participation influence the self-esteem of adolescent females"? *Psychology of women Quarterly* 24 : 189-199.
- Safari A. 2008. The effect of sports Olympiad team on the mental health of students, MA thesis, Islamic Azad University.
- Shoja-o-ddin S.S. 2002. The relationship between self-esteem and success in the sport of soccer players and wrestlers, Master's thesis, Tehran University.
- Walters S.T, Martin J.E. 2000. Does aerobic exercise really enhance self-esteem in children? A prospective Evaluation in 3rd-5th graders. *Journal of sport behavior* 23:51-60.
- Weinberg R.S. Gould D. 1995. *Foundation of Sport Exercise Psychology*. Human kinetics Publication.
- Weiss M.R, Ebbeck V. 1996. Self-esteem & perceptions of competence in youth sports: theory, research & enhancement strategies". *INO, Bar-or* (Ed). *The child & Adolescent Athlete. Encyclopaedia of sports medicine* 6 :364-382.