

УДК 159.922.7:796
М 13

Малгожата МАЙЄРЕК
orcid.org/0000-0002-4131-8459

РІВЕНЬ САМОЦІННОСТІ ДІТЕЙ, ЯКІ АКТИВНО ЗАЙМАЮТЬСЯ СПОРТОМ

Почуття самоцінності зміцнює всю ціннісно-смислову сферу особистості, сприяє зростанню рівня її стресостійкості та цілеспрямованої творчої активності. Визначення рівня самоцінності, своєю чергою, дає змогу вжити відповідні заходи задля актуалізації особистісного потенціалу. У статті представлено результати проведеного дослідження рівня самоцінності дітей, які активно займаються спортом. Аналіз здійснено на основі проведеного анкетування, що включало в себе шкалу самоповаги М. Розенберга (SES) і тест незавершених речень. На підставі результатів кількісного аналізу зроблено висновки і визначено потенційні детермінанти самоцінності досліджуваних.

Ключові слова: самоцінність, шкала самоповаги М. Розенберга (SES), тест незавершених речень, діагностичне дослідження.

Introduction. The awareness of the Self, which conditions their functioning in society and determines the capacity to deal with tasks or realisation of plans and life goals, has a great importance [2, 129]. The determination of level of self-esteem is necessary in order to stimulate the feeling of it; the choice of suitable methods of the development of self-esteem suited to the age and gender. The aim of the present work is the determination of the level of self-esteem among children actively practising sport. The knowledge of the level of self-esteem of training children seems to be significant in the process of developing their sports skills because teachers and coaches can impact on its decrease in case of too high self-esteem or its increase in case of too low one [5, 28].

The person who has positive self-esteem, adequately according to the capabilities of the individual, can uphold their values, undertakes new ambitious actions, is not discouraged when something fail at first and sets ambitious, yet feasible objectives. The individual with excessively raised self-esteem often resigns from undertaken activities, gets into conflict with the people around, is characterised by raised self-control and difficulties with social assimilation

[4, 31 – 32]. People with lowered self-esteem unwillingly address the situation of competition; they withdraw quickly decreasing their potential. They are characterised by increased emotional tension and high sensitivity to emotional deterioration [3, 73].

There are many concepts defining the term of self-esteem in the literature on the subject. This is due to the fact of ambiguous specification of differences and relations between the terms used for defining it. The interchangeable terms are used here: «sense of self-esteem», «self-acceptance» or «self-picture» [6, 1]. In the present paper, the author accepted the definition of self-esteem by Rosenberg, who defines it as the synonym of conscious approach towards the Self, that is emotions connected with the object of the Self related with cognitive judgements about you [7, 56].

Aims of the paper

The aim of the work is determination of the level of self-esteem of children practising actively sport.

Material and test methods

A group of 100 girls at the age of 11 – 12 years, practising actively sport for 2 years, was surveyed. The girls are players of handball clubs, associated with Province Handball Associations, and who participate in training at least three times a week. The research was carried out in 2015.

The method of diagnostic survey was used in the paper. The Self-Esteem Scale (SES) by Rosenberg was used in order to assess the level of self-esteem at the children practising actively sport. Additionally, the Sentence Completion Test by Wosik-Kawala was conducted among the surveyed [8, 142].

The Self-Esteem Scale (SES) by Morris Rosenberg is one of the most popular methods testing self-esteem. Despite the fact that self-esteem is, by its nature, a subjective construct based on perception and judgement of you, yet, the above-mentioned scale significantly reduces the impact of the peculiar factor, showing some stable level of belief of yourself. In the research, the author used Polish adaptation of the Self-Esteem Scale (SES) prepared by Dzwonkowska, Lachowicz-Tabaczek i Łaguna [1]. The scale consists of 10 questions scoring from 1 to 4, where 1 means «I totally agree», 2 means «I agree», 3 – «I disagree» and 4 – «I totally disagree». Because some of the sentences in the questionnaire are positive and some negative, then, when calculating the scale of self-esteem, the values assigned to positive sentences are counted with the use of transformation

$$x_{i,n} = 4 - x_{i,p},$$

where $x_{i,n}$, $x_{i,p}$ they mean suitably transformed and original value assigned to the sentence. The numeric value expressed as the sum of the scores of individual questions (considering the reversal of values for positive questions, (it is transformed into sten scale. The range of possible values of raw scale

ranges from 10 to 40, where higher value means higher self-esteem. The following criteria were applied in testing the level of self-esteem.

Table 1. Levels of self-esteem on the basis of sten scale

Raw results	Stens	Self-esteem
10 – 18	1	very low
19 – 21	2	
22 – 23	3	low
24 – 26	4	
27	5	average
28 – 29	6	
30 - 31	7	high
32 – 34	8	
35 – 36	9	very high
37 – 40	10	

Another tool used for testing self-esteem used in the research was the Sentence Completion Test. where the surveyed were to finish 11 opened sentences. Method of Competent Judges was used in the development of collected material. Each of three judges independently evaluated individual sentences according to 5-point scale. The values 1 and 2 were related to closing clauses proving low self-esteem, 3 – average, 4 and 5 – high. For example, for opening clause: «Behind my back...» closing clause: «... people run me down» was evaluated low (1 or 2 points); «...there is a wall» was evaluated average (3 points); and «...I can see my friends» – high (4 or 5 points). Then, there was designated the average score of all competent judges for each sentence and each person, which will serve for evaluation of the level of self-esteem of the surveyed in the further part.

Results. The collected research material underwent to the quantitative analysis in Statistical Programme R¹. The conducted analyses suggest that the average level of self-esteem measured with the sum from the Self-Esteem Scale (SES) equals 25.19, with the standard deviation of 4.44. Analysing measures of skewness (0.12) and kurtosis (-0.79) of the distribution of the sum of the points obtained in the scale of self-esteem by the surveyed, you may think that it does not differs much from the normal distribution. It is confirmed by both the histogram and the result of Shapiro-Wilk test (p=0.09) Therefore, the distribution of the tested feature is similar to the distribution of the population of children at the age.

¹ Integrated environment for statistical calculations available as free software.

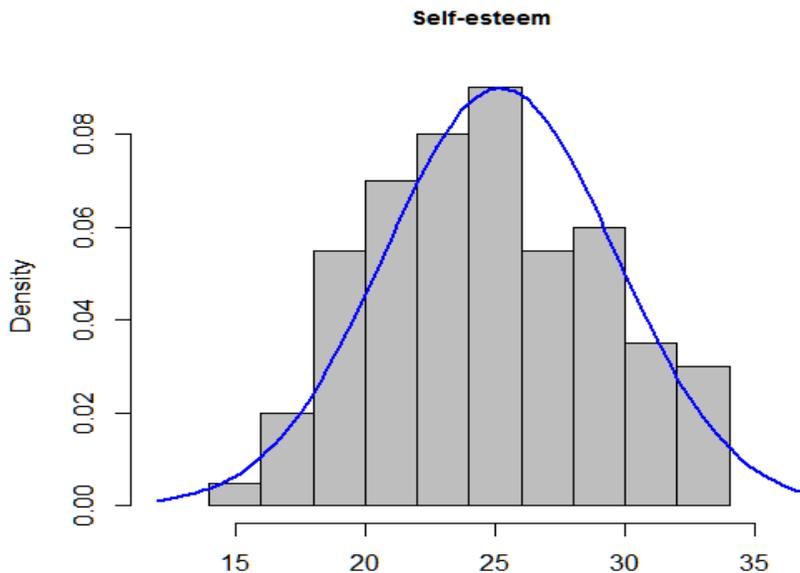


Figure 1. Histogram of self-esteem

The sum of the value from the SES was aggregated according to the criteria shown in *Table 1*, and the obtained results are presented in *Table 2*.

Table 2. Percentage distribution of results of self-esteem among the surveyed on individual levels

Self-esteem	N	%
very low	21	21
low	43	43
average	14	14
high	22	22
very high	0	0
total	100	100

Analysing the data contained in *Table 2*, you may notice that 64% of the surveyed characterised with low or very low self-esteem measured according to the Self-Esteem Scale. 14% of the surveyed showed the average level and 22% presented high level of self-esteem. There were no respondents with very high self-esteem.

Table 3 shows exemplary closing clauses used by the persons surveyed in the Sentence Completion Test.

Table 3. Exemplary closing clauses from the Sentence Completion Test

Clause	Self-esteem		
	low	average	high
Hearing somebody laughing...	– it gets into my nerves – I'm checking what's up	– I guess they're glad	– I'm also laughing – I join them laughing
Behind my back...	– people run me down,	– there is a wall – a person	– I can see my friends
When I need to refuse someone...	– I feel bad about it – I can't – I feel sorry for myself	– Excuse him and refuse him	– I simply refuse
When hearing compliments about me...	– I think it's not true and I feel ashamed – I blush	– I'm glad	– I'm proud of it and cheerful
Successes of others...	– are defeat for me – I wonder if I can do it	– I treat them in a normal way	– I'm happy with them – they motivate me
I think highly of my...	– I don't know	– hair – nose	– perseverance – sense of humour – perseverance in pursuing a goal
I don't like myself when...	– I'm looking at the mirror – I lie – I fail to do something	– I got annoyed	– I always like myself
I'm ashamed of...	– myself – ugly clothes	– when I'm singing	– I'm not ashamed
I'm glad of me when ...	– I'm never glad	– when I'm laughing – when I'm getting good marks	– I succeed – always – I'm helping others
When I tell others compliments...	– I get upset – I'm of course lying	– I try to be honest – I usually am honest	– tell truth – I feel joy – I'm feeling good about it
When I look in the mirror I can see...	– scared girl	– my good and bad points – myself – my reflection	– my perfection – a strong girl

Because not all the surveyed answered all the questions from the Sentence Completion Test, arithmetic mean of the competent judges' evaluation is a better indicator of self-esteem of the surveyed than the sum.

The analysis of the results from the Sentence Completion Test shows that an average self-esteem in the surveyed group reached the level of 3.54, with the standard deviation of 0.37. Similar to self-esteem measured with the Self-Esteem Scale, the distribution of average levels of self-esteem is close to normal one. Shapiro-Wilk test ($p=0.38$) does not reject the hypothesis of normal distribution of the feature, which you can observe in the histogram.

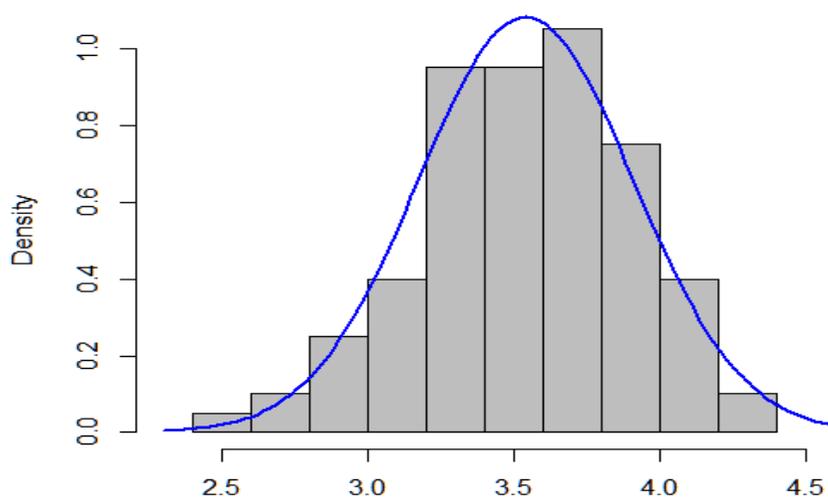


Figure 2. Histogram of average levels of self-esteem from the Sentence Completion Test

The research results of self-esteem with the use of the Sentence Completion Test are presented in the table.

Table 4. Criteria of the distribution of self-esteem

Ranges	Self-esteem	N	%
1.00 – 1.80	very low	0	0
1.81 – 2.60	low	1	1
2.61 – 3.40	average	34	34
3.41 – 4.20	high	63	63
4.21 – 5.00	very high	2	2

The competent judges evaluated self-esteem of the surveyed as lowest in the sentences concerning the evaluation of the behaviours of the surveyed, namely:

- «Behind my back...».
- «I don't like myself when...».
- «I'm ashamed of...».

However, the competent judges evaluated the clauses referring to the attitudes towards others as highest, namely:

- «Hearing somebody laughing...».
- «I think highly of my...».
- «Successes of others...».

Consistency of evaluations in both scales of self-esteem was verified with the Pearson correlation coefficient. It equals 0.25 and is significantly statistically different from 0. *Figure 3* shows points depicting self-esteem expressed in the SES and in the Sentence Completion Test.

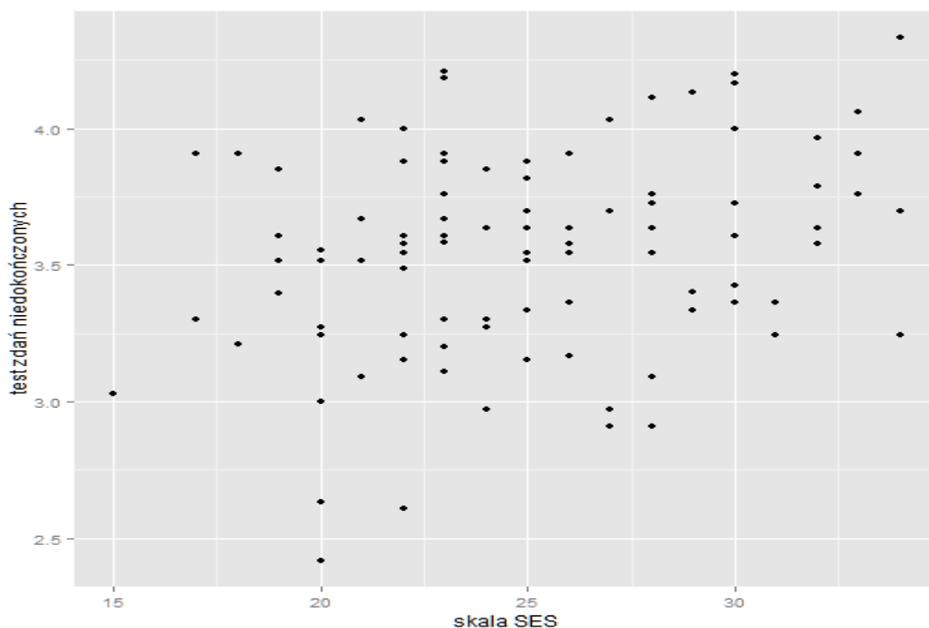


Figure 3. Distribution plot for both evaluations of the level of self-esteem

Discussion. When analysing the results of the research, you can notice that the level of self-esteem of the surveyed children slightly differs depending on the tools used. And as it follows, the Self-Esteem Scale by Rosenberg shows systematically lower levels of self-esteem than the Sentence Completion Test. According to the SES, as much as 64% of children characterize low and very

low self-esteem, while the Sentence Completion Test shows only 1% of such persons. In spite of that, the measure of the relation between the evaluation of the level of self-esteem with both tools, expressed by correlation coefficient, shows significant positive relation between the scales. It means that higher levels of self-esteem expressed by one of the scales are accompanied by higher results according to another scale.

Moreover, the analysis of the results of the Sentence Completion Test shows clearly lower self-esteem of the surveyed in the context of their own behaviour than approaches towards others. This may be related to the specificity of the group, i.e. sports team, where the value is evaluated in the context of the results of the team and not the individuals.

Summary. Applying various scales of the measurement of self-esteem is reflected in the research results. The Self-Esteem Scale by Rosenberg measures open self-esteem seen as judgement on the Self, and its results are on average lower in the same group than the results of the Sentence Completion Test that checks hidden self-esteem. Additionally, the results of the Sentence Completion Test show inhomogeneity of judgement of the Self depending on whether it is evaluation of your own behaviour or approach towards others.

The results clearly show the need for working on increasing self-esteem of the children actively practising sport. The fact of the occurrence of structured form of physical activity among the children, related to some point with a verification of their own capacities, especially within the range of sports results has no significant bearing on their high self-esteem. Probably, the specificity of practiced discipline, i.e. the fact that it is team sport, has not such an important influence on self-esteem because, here, success is evaluated in the context of the whole team and less frequently in the context of personal achievements. The fact that the surveyed children practice handball since recently may have no bearing on the level of their self-esteem.

References

1. Dzwonkowska I. Samoocena i jej pomiar. Polska adaptacja skali SES M. Rosenberg / I. Dzwonkowska, K. Lachowicz-Tabaczek, M. Łaguna. – Warszawa : Pracownia Testów Psychologicznych, 2008. – 78 s.
2. Kirenko J. Wsparcie społeczne osób z niepełnosprawnością / J. Kirenko. – Ryki : WSUPiZ, 2002. – 29 s.
3. Kulas H. Samoocena młodzieży / H. Kulas. – Warszawa : Wydawnictwa Szkolne i Pedagogiczne, 1986. – 207 s.
4. Lewandowska-Kidoń T., Wosik-Kawała D. Rozwijanie poczucia własnej wartości u dzieci w młodszym wieku szkolnym / T. Lewandowska-Kidoń, D. Wosik-Kawała. – Kraków : Impuls, 2015. – S. 31 – 32.
5. Naglak K., Supiński J. Samoocena a wyniki sportowe młodzieży uprawiającej golf / K. Naglak, J. Supiński // Rozprawy Naukowe. – 2011. – № 34. – S. 28.

6. Pawłowska P. Kształtowanie samooceny dziecka / P. Pawłowska // Silesia Superior. – 2014. – № 3. – 1 s.
7. Rosenberg M. Society and adolescent self-image / M. Rosenberg. – New York : Princeton University Press, 1965. – 56 s.
8. Wosik-Kawala D. Korygowanie samooceny uczniów gimnazjum / D. Wosik-Kawala. – Lublin : UMCS, 2007. – 142 s.

Майерек Малгожата. Уровень самооценности детей, которые активно занимаются спортом. Чувство самооценности укрепляет всю ценностно-смысловую сферу личности, способствует росту уровня ее стрессоустойчивости и целенаправленной творческой активности. В свою очередь определение уровня самооценности позволяет принять соответствующие меры для актуализации личностного потенциала. В статье представлены результаты проведенного исследования уровня самооценности детей, которые активно занимаются спортом. Анализ осуществлен на основании проведенного анкетирования, что состояло из шкалы самоуважения М. Розенберга (SES) и теста незаконченных предложений. На основании результатов количественного анализа сделаны выводы и определены потенциальные детерминанты самооценности испытуемых.

Ключевые слова: самооценность, шкала самоуважения М. Розенберга (SES), тест незаконченных предложений, диагностическое исследование.

Majerek Malgorzata. The level of self-esteem at children actively practising sport. Self-esteem is an important factor conditioning the proper behavior in stressful situations, defending its own values or the ability to deal with the tasks undertaken. Determining the level of self-esteem can also take appropriate action in order to bring self-esteem to the capabilities of the entity. In the present paper, measuring the level of self-esteem of children actively practising sport was conducted. Survey methodology was used for the assessment of the level of self-esteem according to the Self-Esteem Scale by M. Rosenberg and the Sentence Completion Test in the analyses. On the basis of the results of quantitative analysis of both measuring scales, the author drew conclusions and revealed potential reasons for the present state of affairs.

Key words: self-esteem, the Self-Esteem Scale by M. Rosenberg, the Sentence Completion Test, diagnostic survey.

Одержано 28.01.2016