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RESEARCH PAPER

An Investigation of Self-Esteem and Athletes' Performance Association: A Gender and Format of Sports-based Study of College Level

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ABSTRACT

The aim of current research was to investigate the relationship between Self-Esteem and sports Performance of male and female players. Main objectives of the study were as:To determine the comparison between male and female athletes' self-esteem and sports performance and to analyze the significant difference about self-esteem level of the players of different localities. Study Population comprised of the male and female players of Government associate and commerce Colleges. Two hypotheses were formulated for testing. As population is very limited and easily approachable, so census method was applied for sample selection of the study. Self-esteem standardized scale by by Naimat, (2020) was adopted and used for data collection. Moreover, the researcher used quantitative research method for data collection. Descriptive statistics (Mean and standard deviation) and inferential statistics (two-way ANOV) were used to analyze and tabulate the collected information. It was found that that there is no significant correlation between male and female athletes' self-esteem and volleyball & badminton performance. Moreover, there was no significant difference about self-esteem of the players in terms of locality. However, it is crucial to create an environment that is encouraging and supportive of athletes' self-esteem because it might have wider ramifications for psychological and general health. LPEs should concentrate on the unique traits and requirements of each player rather than drawing generalizations based on their location.

| **Keywords:** | Self-Esteem, Athletes' Performance, Gender, Sports-based College Level |

Introduction

Self-esteem is a key psychological factor that can have a significant impact on an individual's mental health and well-being (Anto, &Jayan, 2016). These traits are deeply entrenched in human psychology and are closely tied to the social dynamics of our species. Additionally, there are various personality and psychological factors that contribute to the manifestation and affected by anxiety, self-esteem, and aggression (Khan et al, 2017). Self-esteem is not a general sense but rather a specific feature that relates to different domains of behavior and status. For example, a young boy may have high self-esteem in the areas of health, socializing, and athletics, but may not rely on self-esteem as much for academic success. Moreover, an individual's self-esteem may vary within different contexts. Studies have found that individuals who participate in sports tend to have higher levels of self-esteem compared to those who do not (Mahoney, 1989). Research has also shown that individuals with high self-esteem tend to evaluate themselves using objective and personal standards, while individuals with low self-esteem rely more on social comparison information (Wang at el., 2017).A study conducted by McCormack at el., (2022) investigated the expectations of young male soccer players before and after a game. Moreover, the

results showed that post-game expectancies were significantly influenced by the players' level of self-esteem, particularly if their team had lost the game. Losing players with high self-esteem had a positive outlook about a rematch with the opposing team, while losing players with low self-esteem expected to be beaten again in a future match. Likewise, Self-esteem is also an important psychological characteristic that can impact an individual's motivation, participation, and performance in sports. High levels of self-esteem are associated with using personal and objective standards to evaluate oneself, while low levels of self-esteem are associated with relying on social comparison information (Vogel at el., 2014). Furthermore, an individual's self-esteem may vary across different domains of behavior and status. Similarly, a study investigated the relationship between social relationships, self-esteem, and depressive symptoms among athletes and non-athletes. The findings indicated that athlete students had significantly higher levels of self-esteem and social relationships and significantly lower levels of depression compared to non-athletes (Armstrong and Oomen-Early, 2009). These results support previous research suggesting that individuals who participate in sports activities have higher self-esteem compared to those who do not (Qurban at el., 2018).

Furthermore, a study by Bizman and Union (2002) explored the impact of basketball team wins and losses on the self-esteem and emotional responses of spectators. The results revealed that when the team won, spectators experienced an increase in their level of self-concept and positive emotions, while negative emotions were reduced. Research has consistently shown that individuals who participate in sports activities tend to have higher levels of self-esteem and positive emotional responses. Winning in sports competitions can also have a positive impact on self-esteem and emotional responses of both athletes and spectators. These findings suggest that sports can serve as a valuable tool for improving mental health and overall well-being. Another study conducted by Parrot (2001) investigated the relationship between self-esteem, age, and participation in sports. The findings revealed that there was no significant difference in self-esteem levels between younger and older athletes, and between athletes and non-athletes among young people. However, older athletes had higher self-esteem than older non-athletes, and young athletes had lower self-esteem compared to older athletes. Additionally, individuals with higher self-esteem tend to have a positive attitude, high energy, and happiness, while those with lower self-esteem may experience negative behavior. Participating in sports can improve physical capabilities and foster positive thoughts, but without psychological benefits, it may lead to a decrease in self-esteem (HadiPour, 2006). Previous studies have shown mixed results regarding the impact of sports on self-esteem. Some studies confirm the positive influence of sports on self-esteem across different age groups, while others have found no effect. However, there is a positive correlation between athletic success and self-esteem (Phua, (2010). Shoja-o-ddin (2002) also found a positive relationship between self-esteem and athletic success in wrestling and football, with a stronger correlation between self-esteem and success in football compared to wrestling. However, if an athlete lacks effective coping strategies and emotional management skills, emotional reactions to challenging situations can lead to unpleasant emotions and negative experiences (Hanin, 2010). An individual's self-esteem level can has a significant impact on their ability to manage and cope with anxiety and aggression. People with high self-esteem tend to be more resilient and better equipped to handle stress and anxiety than those with low self-esteem.

Literature Review

Self-Esteem

In the modern area, most of athletes are trying to be physically, mentally, tactically and technically fit which ultimate is successful in their own sports. But the above mentioned skills are mostly developed in the elite athlete (Collins, Cromartie, Butler & Bae, 2018). Beside these qualities they also develop their psychological skills such as self- confidence and self-esteem which are the most important components for the success. It found that

most of the coaches trying to develop and train their athlete psychologically because psychologically strong athlete can show best result in sports as well as in every walk of life.

Self-esteem is one the most important component which influences every aspect of human life (Autio & Kaski 2005). Those who are have high level of self-esteem show better result in sports as compare to those who have low level of confidence and self-esteem (Heino, 2000). The concept of self-esteem and self-confidence mostly rises in sports events, athlete success depend upon on self-esteem and confidence not only on physically and technically fit. It is stated that if the athlete does not trust on his/her qualities and abilities he/she cannot show the desire result in sporting events (O'rourke, Smit, Smoll & Cumming, 2014).

Self-perception

People as well as athlete have different self-images about their qualities which is called self-perception. The self-image may be divided into social, physical and psychological self-images. According to Russell, (2002) physical self-image consists and contain of speed, strength and agility. While social self-image is the person or athlete perception is about how she or he gets along with society and how the society sees her or him. Similarly Dale, Vanderloo, Moore and Faulkner, (2019) stated that psychological self-images may consist of thinking, attitude and feelings. In this regards, Nieman, (2002) argued that self-images and self-esteem are essential in sporting events.

According to Wężyk, (2011) athletes have a strong and positive self-esteem usually slight optimistic and realist self-perception (Woodman & Hardy, 2003). Most of the athletes develop their self-esteem and self-concept because once it developed in the athlete they easily face unforeseen situations as well as they not any shy to admit his/her weakness (Besharat & Pourbohlool, 2011). Moreover, Koivula, Hassménand Fallby, (2002) highlights difference between self-idea and self-perception. Athlete or people have different types of picture about what would they would like to be like. While self-perception is, the athlete like the events which performed weathers other people like or not. In this regards Machida, Marie Ward and Vealey, (2012) argued that self-perception may brining extra ordinary kick for enhancement and development.

Self-Esteem and Sports

Self-esteem may be defined as the degree and level of value of someone or athlete (Machida, 2008). An athlete has high level of self-esteem achieve desire result in sport and seems to develop a perfect life as well as having the quality to adjust his/her self (Mistretta, et al., 2017). In this regards Cremades and Wiggins, (2008) argued that in sporting events and for development of psychological wellbeing, it is much essential that athlete has high level of self confidence and self-esteem. Similarly a high level of self-esteem positively affects the life while low level negatively influences the life (Doorley, Kashdan, Weppner& Glass, 2022). According to DeFreese and Smith, (2013) Self-esteem and self-confidence may be developed through sports and game, those who low level of self-esteem may participate in sporting and recreational events. In this regards Mosewich, (2011) stated that self-esteem is developed and enhance through sports and game because sports and recreation is the practical way of enhancing and improving self-esteem. Furthermore, sporting and recreational events positive effect on physical and mental fitness of athlete (Reis, 2015). In addition Killham, (2018) observed a positive and significant relationship in between exercise and psychological wellbeing, also stated that participating in sports and games develop strong self-image as well physical mental abilities.

Self-concept is significant variable and factor for the development of self-esteem, because it is the concept that a mental presentation of oneself gives consistency and coherence to one experience (Fox & Magnus, 2014). On the hand obesity is one the major

factor among the athlete, in these regards playing sports and doing exercise may prove very helpful in enhancing and improving self-esteem. According to Gotwals, Dunn and Wayment, (2003) Most of female do exercise for weight loss while male typically desire to be heavier. It was also reported that social interaction and self-worth may also developed through sports events. In same study, it was too highlighted that athletes have high level of self-esteem.

Hypotheses

H_{01}: There is no significant correlation between male and female athletes' self-esteem and volleyball & badminton performance.

H_{02}: There is no significant difference about self-esteem level of the players of different localities.

Material and Methods

Research methodology permits and provides a chance to the readers to critically analyze and evaluate the general steps of study. Following steps were followed by the investigator in this research study. The population of this particular study comprised of the male and female volleyball and badminton players of Government associate and commerce Colleges of district Mianwali. As population is very limited and easily approachable, so census method was applied for sample selection of the study. In the existing study, to analyze the relationship between sel-esteem and players' performance, the researchers adopted and used Self-Esteem Scale (SS-19) by Naimat, (2020) and used for data collection. The researchers obtained ethical approval from ERCGU and sent to the colleges heads. The investigators personally visited the Govt. Associate and commerce Colleges of district Mianwali to collect the data. For data analysis, Statistical Package for Social Sciences (SPSS) version 26 was used. In the current study, the investigator used descriptive and inferential statistic. Descriptive statistics (Mean and standard deviation) and inferential statistics (two way ANOVA) was used to analyze and tabulate the collected information.

Results and Discussion

Table 1
Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17 to 19 years	171	66.5	67.1	67.1
	19 to 21	84	32.7	32.9	100.0
	Total	255	99.2	100.0	
Missing	System	2	.8		
	Total	257	100.0		

The table presents information about the age distribution in the sample population. Two hundred and fifty-five people gave valid answers, while two were missing data. The majority of participants were aged 17-19, accounting for 66.5% of the sample. In addition, 32.7% of the samples were between the ages of 19 and 21. Cumulative percentages indicate that the entire sample is taken into account, with cumulative percentages reaching 100.0%. This table provides a comprehensive overview of the frequency and age distribution of percentages among respondents.

Players' Demographics

Table 2
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	98	38.1	38.4	38.4
	Female	157	61.1	61.6	100.0

	Total	255	99.2	100.0	
Missing	System	2	.8		
	Total	257	100.0		

The table shows the gender distribution in the sample population. Out of a total sample of 257 people, 255 participants gave valid answers, while two had missing data. Most of the subjects were identified as female, with a frequency of 157, accounting for 61.1% of the sample. On the other hand, 98 participants identified themselves as male, representing 38.1% of the sample. The cumulative percentage indicates that all participants are taken into account, with the cumulative percentage reaching 100.0%. The table provides a comprehensive overview of frequency and gender percentage distribution among respondents

Table 3
Locality

		Frequency	Percent	Valid Percent	Cumulative Percent
	Rural	22	8.6	8.6	8.6
Valid	Urban	151	58.8	59.2	67.8
	semi urban	82	31.9	32.2	100.0
	Total	255	99.2	100.0	
Missing	System	2	.8		
	Total	257	100.0		

The table shows the distribution of individuals according to their locality. A total of 255 participants gave valid answers, while two were missing data. Among the respondents, 8.6% resided in rural areas, with a frequency of 22. The majority of the participants, 58.8%, resided in urban areas, totaling 151 people. In addition, 31.9% of the sample, representing 82 participants, reported residing in a semi-urban area. The cumulative percentage indicates that at the bottom of the table all individuals are taken into account, as it reaches 100.0%. This table provides a complete overview of the frequency and percentage distribution of individuals by their locality.

Table 4
Game format

		Frequency	Percent	Valid Percent	Cumulative Percent
	V-Ball	187	72.8	73.3	73.3
Valid	Badminton	68	26.5	26.7	100.0
	Total	255	99.2	100.0	
Missing	System	2	.8		
	Total	257	100.0		

The table shows the distribution of individuals according to their preferred game format. A total of 255 participants gave valid answers, while two were missing data. Among the respondents, 73.3% expressed a preference for V-Ball, with a frequency of 187. In contrast, 26.7% of the participants, representing 68 individuals, preferred Badminton.

Table 5
Self-esteem

			Statistic	Std. Error
Mean Self-esteem	Mean		4.7471	.01139
	95% Confidence Interval for Mean	Lower Bound	4.7246	
		Upper Bound	4.7695	
	5% Trimmed Mean		4.7565	
	Median		4.7857	
	Variance		.033	
	Std. Deviation		.18190	
	Minimum		4.29	
	Maximum		5.00	
	Range		.71	
	Interquartile Range		.29	
	Skewness		-.834	.153
	Kurtosis		-.296	.304

The table above is showing items, (statistics), mean, standard deviation, skewness and kurtosis statistics for players' sports anxiety. With respect to sports anxiety mean is 4.76, and the SD is .181 Therefore the given values of items in columns of Skewness and Kurtosis lies in the range given by the investigators, so, data are approximately normally distributed in terms of Skewness and Kurtosis.

Table 6
Dependent Variable: semean

Gender	game format	Mean	Std. Deviation	N
Male	V-Ball	4.7485	.17978	98
	Total	4.7485	.17978	98
Female	V-Ball	4.7496	.18499	89
	Badminton	4.7416	.18347	68
	Total	4.7461	.18379	157
Total	V-Ball	4.7490	.18178	187
	Badminton	4.7416	.18347	68
	Total	4.7471	.18190	255

Levene's Test of Equality of Error Variances[a]

Table 7
Dependent Variable: semean

F	df1	df2	Sig.
.108	2	252	.898

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Gender + GameF + Gender * GameF

Tests of Between-Subjects Effects

Dependent Variable: semean

Table 8

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.003[a]	2	.001	.042	.959	.000
Intercept	5078.719	1	5078.719	152327.768	.000	.998
Gender	5.206E-005	1	5.206E-005	.002	.969	.000
GameF	.002	1	.002	.074	.786	.000
Gender * GameF	.000	0	.	.	.	.000
Error	8.402	252	.033			
Total	5754.719	255				
Corrected Total	8.405	254				

a. R Squared = .000 (Adjusted R Squared = -.008)

A two-way ANOVA was conducted that examined the effect of gender and game format on self-esteem of players. There was no statistically significant interaction between the effects of gender and game format on self-esteem, p = .000. Simple main effects analysis showed that there was no significant difference between males and females regarding self-esteem (p = .969), and there was no statistically significant differences between game format (p = .786).

ANOVA

Table9
Meanesteem

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.041	2	.021	.622	.538

Within Groups	8.363	252	.033
Total	8.405	254	

The analysis between groups showed no significant effect, F(2, 252) = 0.622, p = 0.538, indicating no statistically significant difference in mean scores between groups. The sum of squares between groups is 0.041, with 2 degrees of freedom, giving a mean square of 0.021. The sum of squares in the groups is 8,363, with 252 degrees of freedom. The sum of squares is 8,405, for a total of 254 observations. These results suggest that there is no significant difference in mean scores on the variable "self-esteem" between groups. The intergroup variance accounted for a negligible proportion of the total variance, suggesting that group membership had no significant impact on mean self-esteem scores.

Discussion

The existing study was carried out to examine the available literature in order to compare the three main variables such as sports performance association with self-esteem of male and female in volleyball and badminton games with the empirical results. Furthermore, the investigator intended to compare the relationship in between male and female athletes' self-esteem and volleyball & badminton performance. To reach at the result the investigator also applied the test (two-way ANOVA), it was found that there was no significant difference between males and females regarding self-esteem. The result of current study was supported by Autio and Kaski, (2005) found that was no significant difference between males and females regarding self-esteem with special reference to the game of hockey in the medical students at university level. On the other hand Heino (2000) found the male students high level of self-esteem in compression to female students at college level. It is important to consider each athlete's unique characteristics and performance history when attempting to optimize their performance (Anderson, Knowles & Gilbourne, 2004). The empirical study compared the self-esteem level of the players of different localities and found that there was no significant difference in mean score between the semi-urban.

Conclusion

The current study purpose was to investigate comparative effects of anxiety, self-esteem and aggression on athletes' performance; a gender and format of sports-based study of college level. The investigator tried to compare the relationship male and female athletes' anxiety and volleyball & badminton performance. . It was found that there were no statistically significant differences between game formats. Furthermore, the hypothesis of existing research study was that there is no significant correlation between male and female athletes' self-esteem and volleyball & badminton performance. The investigators applied A two-way ANOVA and found that there was no significant difference between males and females regarding self-esteem (*p* = .969), and there was no statistically significant differences between game format (*p* = .786). The study results found that there is no significant difference about self-esteem level of the players of different localities. The results indicate that there was no significant difference in mean scores in between the aggression level based on locality.

Since there was no discernible link between self-esteem and volleyball/badminton performance in study results so it's possible that self-esteem in this situation does not directly affect athletic performance. However, it is crucial to create an environment that is encouraging and supportive of athletes' self-esteem because it might have wider ramifications for psychological and general health.

Recommendations

It is possible that the athletes' places of residency have little to no impact on their levels of self-esteem because there are no significant differences in these traits between

players from different regions. LPEs should concentrate on the unique traits and requirements of each player rather than drawing generalizations based on their location. LPEs should concentrate on the unique traits and requirements of each player rather than drawing generalizations based on their location.

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