

The Effect of Sporting Habits and Different Variables on Self-Esteem of Police Officers

Erdoğan Tozoglu *

Gökhan Bayraktar *

M. Ertuğrul Ozturk *

Serkan T. Aka *

Abstract

Having low or high self-esteem is considered to have an effect on one's attitude to wards himself or her self as well as to wards other individuals in the society. The refore, it is importantto determine the factors that improve individuals' self-esteem. Considering that the quality of education obtained by an individual has an impact on self-esteem, it is imperative to pointout what factors in the education process boostone's self-esteem and to execute such factors. The purpose of this study is to investigate the effect of sporting activities on self-esteem of police officers with respect to different variables. The total of 266 police officers, 32 female and 234 male, who serve in the City of Erzurum in Turkey participated in this survey. Scale of Self Esteem, developed by Kuzgun (2005), was used in order to gather data. T test and variance analysis were utilized as well. The difference among the groups' choices is evaluated based on P 0.05 significancelevel. Based on the evaluation of the survey results, no difference among police officers was observed in terms of average self-esteem with respect to gender and sporting habits, where as, a difference was observed in terms of average self-esteem with respect to the type of sport performed. Those who perform individual sportst end to have higher self-esteem compared to those who perform team sports or no sport at all. Since, having police officers with high self-esteem serve and interact with individuals will have a positive effect on social interactions in the society. It is imperative to provide opportunities and encourage policeofficers to do individual sports and to further study the factors that may help increase the self-esteem of such individuals.

Keywords: Self-esteem, Individuality, Sporting and Police Officers

* Corresponding author: Erdoğan TOZOĞLU, Assist. Prof. Atatürk University, Agri Ibrahim Cecen University, Turkey; e-mail: etozoglu@hotmail.com

* Corresponding author: Gökhan Bayraktar, Assist. Prof. Atatürk University, Agri Ibrahim Cecen University, Turkey; e-mail: etozoglu@hotmail.com

* Corresponding author: M. Ertuğrul Ozturk, Assist. Prof. Atatürk University, Agri Ibrahim Cecen University, Turkey; e-mail: etozoglu@hotmail.com

* Corresponding author: Serkan T. Aka; Assist. Prof. Atatürk University, Agri Ibrahim Cecen University, Turkey; e-mail: etozoglu@hotmail.com

Introduction

Self-esteem is closely related to one's perception of himself/herself. Human beings with self-recognition and self-awareness realize his/her potentials and begin acting with self-esteem. If an individual trusts himself/herself, realizes his/her strengths and weaknesses and sees himself/herself worthy at his/her current condition, then that person is considered to have self-respect. Self-esteem and self-respect cause a person to respect and value himself/herself. A person who develops self-respect can get by on his/her own and he/she will be confident in tackling problems he/she is facing. Having a sense of worth and confidence forms the basis of self-respect and people with such quality tend to become a respected member of the society. On the otherhand, people who lacks sense of worth or capability stop enjoying life and start feeling down and incompetent, and they eventually develop a negative attitude towards them selves and people around them.

It is imperative to clarify two concepts that are usually mis understood: the society's perception of a person based on experiences forms self-esteem where as how a person subconsciously sees him self/herself determines self-respect, that is, self-respect is a result of an internal self-evaluation. Self-respect results in one's respect towards himself/herself as well as towards his environment and life in general. Self-esteem can not be considered in the absence of self-respect.

It's a commonsense that sport has positive effects on individuals and communities. It manifests itself on an individual's character as loving, enjoying, seeking his/her rights, being fair, complying with the rules of competition, accepting both failure and success, socializing, making new friends etc (Doğan 2004). Self acceptance brings self-esteem. With in peace and self-esteem, one develop self-respect. Sporting habits result in not only physical endurance and confidence but also spiritual self-awareness and self-discipline, hence self-respect and courage. According to Rosenberg, Baldwin and Hoffman, self-esteem is defined as ‘ the evaluation of the personality positively or negatively’’. Self esteem is not a static but a dynamic formation (Rosenberg, 1965 Baldwin and Hoffman, 2002).

While self-respect is influenced by many factors, it also has effect on many psychological mechanisms. For instance, the level of self-respect one has causes that individual to have better social relations, more

academic success (Varlı 1999. Tarhan 1995), higher level of comprehension, less likelihood of depression (Skinner 1995, 1996), and happier life (Deiner 1995, 2000. Yorulmaz ve Eryılmaz 2006). Maslow claims that a person must have a healthy level of self-respect in order to be productive and successful. According to Maslow, self-esteem has two resources: one is the acceptance and appreciation of the love done, and the other is the sense of competence and accomplishment. (Joseph, 1995).

Police is an armed group in the law enforcement services who maintain public order and safety; it enforces the law equally and fairly, and fulfills the tasks assigned by the law (Yasar Y. 1996). In the most general sense, police is the person who is responsible for the safety of the citizens and their personal possessions, supporting and maintaining the civil life, public order and social welfare. An ideal police officer should be in a healthy physical as well as psychological state. Consistent exercise and sporting habits are essential parts of maintaining such strong and resilient profile (Zorba, 1999). As for the mentioned arguments reveal the significance of sporting habits in terms of their positive effects on individuals' psychological, spiritual and physical condition.

Data and Method of Analysis

The purpose of this work is to study the effect of various factors on police officers' level of self-esteem. Self-esteem scale (SES) was developed by Kuzgun (2005). Self-esteem scale, a Likert type scale, is prepared as 5 grades comprising 20 items. Among the items, 15 of them were positive 1 year ranged and 5 of them were negative 1 year ranged- 3,4,6,7, and 12. The responses given to the items were graded as "Always", "Often", "Occasionally", "Rarely" and "Never". While "Always" is represented by 5 and "Never" is represented by 1 in positive items, "Always" is represented by 1 and "Never" is represented by 5 in negative items. Low score obtained from the scale corresponds to a lower self-esteem and high score corresponds to high self-esteem.

Internal consistency of the self-esteem scale was calculated based on Cronbach Alpha coefficient, which was 0.81. This shows that scale has a considerably high internal consistency (Kuzgun and Bacanlı, 2005). The sample set of this search included 266 police officers, 32 female and 234 male, serving in different departments of the Erzurum Police Department.

Results

Analysis results and the related conclusions are presented in this section. Demographic data is given in Table 1, and the frequency distribution of individual in relation to sporting habits is listed in Table 2. In the study, *t* test was employed in order to compare the values obtained from SES with respect to gender and marital status; statistical data are reported in Table 3 and 4. Analysis of Variance (ANOVA) was performed to compare the values obtained from SES with respect to sporting habits and the types of sport, the results are shown in Table 5 and 6.

Table 1: *Demographical Quality Distribution of Samples*

		Number (N)	Percentage
Gender	Female	32	12.00
	Male	234	88.00
	Total	266	100.0
Age	24 and less	76	28.60
	Between 25 and 30	158	59.40
	Between 31 and 36	32	12.00
	Total	266	100.0
Marital Status	Single	120	45.10
	Married	146	54.90
	Total	266	100.0
Family Structure	Elementary Family	248	93.20
	Extended Family	14	5.30
	Decay Family	4	1.50
	Total	266	100.0
Duty Term in the Office	2 years and less	54	20.30
	Between 3 and 5 years	192	72.20
	6 years and more	20	7.50
	Total	266	100.0

Table 2. *Status of the Individuals in relation to sporting habits*

		Number (N)	Percentage
Do you do sport?	I do not do	52	19.50
	I sometimes do	186	69.90
	I do regularly	28	10.50
	Total	266	100.0
What kind of sport do you do?	Individual Sport	82	30.80
	Team Sport	132	49.60
	I don't do sport	52	19.50
	Total	266	100.0

	Yes	74	27.80
Should it be compulsory to do sport for work?	No	84	31.60
	Partially	108	40.60
	Total	266	100.0
	Yes	30	11.30
Does your job keep you from sporting?	No	166	62.40
	Partly	70	26.30
	Total	266	100.0

Table 3. *Averages Female and Male Police Officers Obtained from Self-Esteem Test and t Values of the Variations between Standard Deviations and Averages*

Gender	N	X	Ss	t	p
Female	32	70.87	7.24	1.59	
Male	234	68.80	6.83	1.52	0.112

As shown in Table 3, there is no significant difference in p:0.05 level between averages of female and male police officers' scores obtained in Self Esteem Scale.

Table 4. *t Values, Averages and Standard Deviations for the Female and Male Police Officers' Self-Esteem Test Scores*

Marital Status	N	X	Ss	F	P
Single	120	69.43	6.56	0.815	
Married	146	68.73	7.18	0.822	0.412
Total	266	138.16	6.90		

Data presented in Table 4 show that there is no significant difference in p:0.05 level between the averages of married and single police officers' scores obtained in Self Esteem Scale.

Table 5. *Averages and Standard-Deviations for sporting habits and Self-Esteem Test Scores*

Sporting Case	N	X	Ss	F	P
I do not do	52	68.50	6.53		
I sometimes do	186	68.95	7.09	0.995	0.371
I do regularly	28	70.71	6.22		
Total	266	69.05	6.90		

No significant difference in p:0.05 level between police officer's sporting habits is observed in terms of averages.

Table 6. *Averages and Standard-Deviations of Self-Esteem Test Scores for the Police Officers with individual sport, team sport and no sporting habits*

Kind of Sport	N	X	Ss	F	P
Individual Sport	82	70.73	0.76		
Team Sport	132	68.22	0.60	3.603	0.029
I do not do sport	52	68.50	0.90		
Total	266	69.05	0.42		

In Table 6, a considerable difference is observed in $p:0.05$ in terms of self-esteem averages of police officers with respect to individual sport, team sport and no sporting habits ($F=3,603$; $p>0,029$). Based on the self-esteem averages given in Table 6, among police officers, those who do individual sports ($X = 70.73$) seem to have higher average than those who do team sport ($X = 68.22$) and those who don't do any sport at all ($X = 68.50$).

Discussion and Conclusion

In the study, the relationship between police sporting and sporting habits was examined. As a result of analyses made, it has been found that there is no significant differences statistically between genders and self-esteem averages considering the point averages female and male police officers, involved in the study, obtained from the self-esteem scale and t values of the differences between Standard deviations and averages. But considering the values, while female police officers self-esteem score was ($x=70,87$), male police officers' self-esteem score was ($x=68,80$). According to these results, it could be said that female police officers' self-esteem was higher than that of male police officers. Erman (2004) found that female self-esteem rate was higher than that of males in his study, but there was no considerable difference statistically.

Considering averages of points married and single police officers obtained from the self-esteem scale and t values of differences between Standard deviations and averages, it has been demonstrated that there is no significant differences marital status and self-esteem averages. It was found that married ($x= 69,43$) and single ($x= 68,73$) were on close rates. With regard to sporting activities of police officers, averages of points they obtained and their standard deviations, it was suggested that there was no considerable difference between the self-esteem averages of those doing sport ($x=68,50$), doing sport sometimes ($x=68,95$), and not doing sport ($x=70,71$).

The comment that doing sport doesn't have an effect on self-esteem has come to light. Gould (1995) found no important relationship between

involving in sporting activities and self esteem in a study he carried out on high school students (Aşçı, 1999). In the findings obtained in the study, not finding a difference between sporting and self esteem is parallel with the other studies made in this field. Considering the point averages police officers, doing individual sport, doing team sport and not doing sport, obtained from self esteem scale and Standard deviations, it has been demonstrated that there is a considerable variation between kind of sport and self esteem averages. With regard to self esteem point averages, while self esteem score of police doing individual sport was ($x=70,73$), the score of police officer doing team sport was ($x=68,22$) and that of police officers not doing sport was ($x=68,50$). According to these results, self esteem scores of police officer dealing with individual sport was higher than scores of those who don't do sport. Erşan found that self respect of students doing team sport was lower than that of students doing individual sport in a study he carried out on physical education and sport department students (Erşan 2009). The difference observed between kind of sport and self esteem in this study is in accordance with the other studies made in this field.

As a proposition, it's important to provide required attention and opportunities to attend sporting activities in order to increase self esteem of police officers as the self esteem has a satisfying effect on individuals' attitudes towards himself/herself and people. By making similar researches, the importance of positive influence of determining the effective factors on increasing individuals' self esteem and high self esteem in social relationships should be studied.

References

- Aşçı, F. H. 1999. *Self Concept and Sport. Sport Psychology Course*. Bayar, P. (Complier). Ankara: Bağırğan Publisher.
- Baldwin, S. A. & Hoffmann J. P. 2002. "The Dynamics of Self-esteem: A Growthcurve Analysis." *Journal of Youth and Adolescence*. 31 (2), 101-113.
- Deiner, E. and Deiner, M. 1995. "Cross-cultural Correlates of Life Satisfaction and Selfesteem." *Journal of Personality and Social Psychology*, 68, 653-663.
- Diener, E. 2000. "Subjective Well-being: The Science of Happiness, and a Proposal for a National Index." *American. Psychologist*. 55, 34-43.

- Dogan, O. 2004. *Sport Psychology Course Book*. Sivas. Cumhuriyet University Publication. 1: 97.
- Erman K. A, Şahan A and Can, S. 2004. "Comparison of Self Respect Levels of Male and Female Sporters." *8th International Sport Science Congress*. Antalya.
- Erşan, E. E, Doğan O. and Doğan S. 2009). "Self Esteem Level in Physical Education and Coaching Department and Relationship with Some Socio-demographical Qualities." *Clinical Psychiatry*12.35-42.
- Joseph, J. M. 1994. *The Resilient Child*. New York: Plenum.
- Kuzgun, Y. 2000. *Vocational Counseling*. Nobel Publications and Distributions. Ankara.
- Kuzgun, Y. ve Bacanlı, F. 2005. *Scales Used in Psychological Counseling and Guidance*. Nobel Publication, Ankara, s.149.
- Rosenberg, M. 1965. *Society and the Adolescent Self-image*. Princeton, NJ: Princeton University Press.
- Skinner, E. A. 1995. *Perceived Control, Motivation, & Coping*. London: Sage Publications.
- Skinner, E. A. 1996. "A Guide to Constructs of Control." *Journal of Personality and Social Psychology*, 71, 549-570.
- Tarhan, S. 1995. *The Effects of Satisfaction Level of High School Students with Their Body Images on Their Self Esteem and Academical Success*. Unpublished master's Thesis. HacettepeUniversity. Ankara.
- Varlı, O. 1999. *Examining the Self Concept Level of 4th Grade Students in Private and State Schools*. Unpublished Master's Thesis, Hacettepe University. Ankara.
- Yasar, Y. 1996. *Police Vocational Law*. Ankara. s.152-156.
- Yorulmaz, A. & Eryilmaz, A. 2006. *Examining the Relationship Between Adolescent Being Well, Self Esteem and Optimistic Tendency*. International 14th. Psychology Congress, Hacettepe University. Ankara. Türkiye.
- Yörükoglu, A. 2000. *Adolescence*. Özgür Publications. İstanbul.
- Weinberg, R. S, Gould D. 1995. *Foundations of Sport and Exercise Psychology*. Human Kinectics. GATA. Ankara.
- Zorba, E. 1999. *Sport and Physical Fitness for Everybody*. Ankara.