

THE RELATIONSHIP BETWEEN SELF RESPECT AND LIFE SKILLS OF HANDBALL PLAYERS TAKING INFRASTRUCTURE TRAINING IN HANDBALL

A RELAÇÃO ENTRE O ENGAJAMENTO ESPORTIVO E OS DESEMPENHOS PSICOLÓGICOS DOS JOGADORES DE FUTEBOL NO PERÍODO PANDÊMICO: EXEMPLO DA LIGA REGIONAL DE AMADORES*

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Abstract: The aim of this study is to examine the relationship between self-esteem and life skills of athletes who receive infrastructure training in handball. In this study, in which Turkey Handball Federation league sports teams that competed in the infrastructure of the 2020-2021 season, selected by random method 109 handball players participated. Google Forms platform was used for data collection. This method was preferred to maintain social distance during the pandemic period. During the data collection, information about the study and questionnaires were communicated to the participants through social networks. Volunteers who participated in the study were asked to fill in the personal information form, Self-Esteem Scale, and the Scales of the Effect of Sports on Life Skills. The data obtained in the study were analyzed in a computer environment. Number, percentage, mean, and standard deviation were used as descriptive statistical methods in the evaluation of the data. Pearson's correlation analysis was applied between the continuous variables of the study. As a result, it has been determined that handball infrastructure players' self-esteem and life skill levels are above average and there is a positive low-level relationship between self-esteem and life skills. This situation is thought to be due to the positive changes in handball infrastructure players themselves and their success in bringing these changes to life.

Keywords: Handball, Self-Esteem, Life Skills.

Resumo: O objetivo deste estudo é examinar a relação entre a autoestima e as habilidades de vida dos atletas que recebem treinamento de infraestrutura no handebol. Neste estudo, do qual participaram equipes esportivas da Liga de Handebol da Turquia que competiram na infraestrutura da temporada 2020-2021, selecionadas pelo método aleatório 109 jogadores de handebol. A plataforma Google Forms foi utilizada para a coleta de dados. Este método foi preferido para manter a distância social durante o período pandêmico. Durante a coleta

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de dados, as informações sobre o estudo e questionários foram comunicadas aos participantes através de redes sociais. Os voluntários que participaram do estudo foram solicitados a preencher o formulário de informações pessoais, a Escala de Autoestima e a Escala do Efeito do Esporte nas Habilidades de Vida. Os dados obtidos no estudo foram analisados em um ambiente de computador. Número, porcentagem, média e desvio padrão foram usados como métodos estatísticos descritivos na avaliação dos dados. A análise de correlação de Pearson foi aplicada entre as variáveis contínuas do estudo. Como resultado, foi determinado que a autoestima e os níveis de habilidade de vida dos jogadores de handebol estão acima da média e há uma relação positiva de baixo nível entre autoestima e habilidades de vida. Pensa-se que esta situação se deva às mudanças positivas na infraestrutura de handebol dos próprios jogadores e seu sucesso em trazer estas mudanças à vida.

Palavras-chave: Handball, Autoestima, Habilidades para a vida.

INTRODUCTION

Investigating the factors that affect the sports life of handball players has been a source of recent studies in different fields (Brown & Fletcher, 2017). For handball players, besides their physical capacity, self-esteem and life skills have been the concepts emphasized in terms of increasing sportive performance. As in general education, when the concepts of success, performance, competence, and motivation in sports are considered, it is seen that self-esteem comes to the fore besides personality characteristics (Neel & Fuligni, 2013). Personality emerges as a concept that develops from the birth until the death of individuals. Işık (2006) defines the self-concept as "the characteristics that distinguish the individual from other individuals in line with their beliefs, values, attitudes and behaviors". In other words, it is defined as all the positive and negative judgments that an individual develops throughout his life (Demoulin, 2000) and briefly as the self-worth of him (Leeson *et al.*, 2008).

Self-esteem also relies on the life skills of individuals to be able to cope with events and difficulties responsibly and effectively throughout their lives (De Saint-Paul, 1999). The concept of life skill, the other subtitle of the study, was defined by the World Health Organization (WHO) as "harmonious and positive behaviors that enable the individual to cope with the demands and difficulties of daily life" (WHO, 1999). Life skills have become indispensable for the socialization process of human beings and have been included in their individual needs in every period of their life (Papacharisis *et al.*, 2005).

To enable individuals to continue their lives and fulfill their social responsibilities without the help of others has been one of the main goals of education. In this regard, life skills teaching is important for individuals to overcome the difficulties they may encounter (Jordaan *et al.*, 2017) and to lead their lives as healthy individuals. No matter how good the

physical performance, ability and motivation of sportsmen are, it will be difficult for them to succeed if their life skills are weak. Therefore, sportsmen who can be effective in every field are needed today.

In the literature review made by the researcher; self-esteem in various sample groups (Çivilidağ et al., 2018; Akcan, 2018; Direktör & Nuri, 2017; Karataş, 2012; Razi *et al.*, 2009) and life skills (Yıldırım & Temel, 2020; Topçu Bilir, 2019; Eskici & Özsevgeç, 2019; Ümmet & Demirci, 2017; Aydın Şentürk & Nazlı, 2014) research studies were found. In the literature review made by the researcher; Studies investigating self-esteem (Çivilidağ *et al.*, 2018; Akcan, 2018; Direktör & Nuri, 2017; Karataş, 2012; Razi *et al.*, 2009) and life skills (Yıldırım & Temel, 2020; Topçu Bilir, 2019; Eskici & Özsevgeç, 2019; Ümmet & Demirci, 2017; Aydın Şentürk & Nazlı, 2014) are found in various sample groups. However, there has been found no study examining the relationship between self-esteem and life skills of sportsmen playing in both upper and lower categories in Handball. The research conducted in this direction in handball is important in terms of determining the sportsman's behavior correctly and revealing training strategies.

It is assumed that self-esteem, which is considered as the main variable in individuals' lives, is related to life skills. Since there is no study in which these two variables are studied together in the sample of sportsmen who receive handball infrastructure training, it is thought that a study in which the relationship of self-esteem and life skills, which are important elements in the sports life of individuals, will contribute to the field. The aim of this study is studying the effects of self-esteem on the life skills of players who receive infrastructure training in handball. In other words, it is aimed to examine the relationship between variables, and the assumption of “self-esteem affects life skills” is tested.

METHODOLOGY

Study Model

In the study, a method for descriptive survey (survey) and relational screening aimed at revealing the current situation was used. Descriptive survey models are a research approach that aims to describe a past or present situation as it exists. The event, individual or object subject to the research is tried to be defined in its own conditions and as it is. No effort is made to change or influence them in any way. Relational survey models, on the other

hand, are research models that aim to determine the presence and / or degree of change between two or more variables (Karasar, 2004).

Creating Volunteer Groups

109 handball players from the infrastructure of the teams which are struggling in the 2020-2021 season of Turkey Handball Federation leagues participate in the study and they are selected by random selecting (Çıngı, 1994) method.

Table 1. Descriptive Statistics of the Participants

Variables	Groups	N	%
Age	15-16	20	18.3
	17-18	44	40.4
	19 and over	45	41.3
	Total	109	100
Gender	Female	57	52.3
	Male	52	47.7
	Total	109	100
Sports Age	1-5 years	52	47.7
	6-10 years	51	46.8
	11-15 years	6	5.5
	Total	109	100
League Level	U16	19	17.4
	U21	90	82.6
	Total	109	100
Position	Goalkeeper	15	13.8
	Play maker	35	32.1
	Wing	51	46.8
	Pivot	8	7.3
	Total	109	100

When Table 1 is examined, it is seen that 18.3% of the participants are 15-16 years old, 40.4% are 17-18 years old, 41.3% are 19 and over, on the other hand, according to gender, 52.3% of them are women, while 47.7% are men. In terms of sports age, it is

understood that 47.7% had a handball history between 1-5 years, 46.8% between 6-10, and 5.5% between 11-15 years. When looking at the league levels, it is seen that 17.4% of them are U16, 82.6% of them are in U21 infrastructure. In terms of position status, it is determined that 13.8% is goalkeeper, 32.1% is playmaker, 46.8% is wing and 7.3% is pivot.

Data Collection Tools

Google Forms platform was used for data collection. This method was preferred to maintain social distance during the pandemic process. During the data collection, information about the study and questionnaires were sent to the participants through social networks. Volunteers who participated in the study were asked to fill in the personal information form, Self-Esteem Scale, and the Scales of the Effect of Sports on Life Skills.

Personal Information Form

Four questions including gender, age, sports age, league level and the position they played were applied to the handball players participating in the study.

Self-Esteem Scale:

It is a measurement tool developed by Coopersmith in 1975 and used to evaluate a person's attitude towards himself in various fields. This measurement tool consists of 25 sentences that can be marked as "like me" or "not like me".

In the evaluation of the Self-Esteem Inventory, if items 1, 4, 5, 8, 9, 14, 19 and 20 in the scale are marked as "like me", 1 point; If the items 2, 3, 6, 7, 10, 11, 12, 13, 15, 16, 17, 18, 21, 22, 23, 24 and 25 are marked as "not like me", "1 point" is given and if these are not responded appropriately, 0 point is given. The score obtained from the scale is considered a "raw score". This number is multiplied by the number 4 and shown as the "real score" the subject gets. Since there are 25 items in the scale, the actual total score value obtained from each scale can vary between 0 and 100 points. If it is between 10-30 points, it is in the low self-esteem group, between 30-70 points medium, and between 70-100 points in the high self-esteem group (Pişkin, 1997).

It was adapted to Turkish by performing a validity and reliability study by Turan and Tufan (1987). In the study, they determined the test-retest reliability of the scale performed

with an interval of one year as 65 and .76. Within the scope of this study, the Cronbach Alpha coefficient of the scale was found to be .72.

The Scale of the Effect of Sports on Life Skills:

It was developed as a 5-Likert type by Cronin and Allen in 2017 to evaluate the effect of sports on life skills in the young population between the ages of 11-21. The original form of the scale consists of 43 questions and eight sub-dimensions. Each statement in the scale is scored on a 5-point Likert scale, with "I do not agree at all (1)" and "I completely agree (5)" (Cronin & Allen, 2017).

It was adapted to Turkish by performing a validity and reliability study by Düz and Açak (2018). The final version of the scale, adapted to Turkish, consists of 31 items and seven sub-dimensions. These sub-dimensions are time management (4 questions), interpersonal communication (4 questions), leadership (5 questions), teamwork (6 questions), social skills (4 questions), emotional skills (4 questions) and goal setting (4 questions). The factor load values of the scale were reported to vary between .553 and .841.

The Analysis of Data

The implementation of the Kolmogorov-Smirnov test is only one of the methods that is used to examine the state of normality. The skewness and kurtosis values of the answers given to the scales by the handball players participating in the study are presented in Table 2.

Table 2. The significance Level Results of the Skewness-Kurtosis Kolmogorov-Smirnov Test of the Scale Scores of the Participants

	N	Skewness	Kurtosis	p
Self-esteem	109	.319	.171	.200
Time Management	109	-.357	-.075	.000
Communication	109	-.086	-.211	.035
Leadership	109	.071	-.217	.000
Teamwork	109	.195	-.068	.023
Social skills	109	.131	-.455	.000
Emotional skills	109	-.154	-.478	.000

Goal setting	109	.056	-.505	.004
Athlete Life Skills Total	109	.199	.459	.022

Examining the Kolmogorov-Smirnov test results in Table 2, it has been seen that the scores of the participants in the self-esteem scale did not deviate from normality. However, it has been seen that the deviations from normality of the scores they get from the sportsman life skills scale and its subtitles are significant and the skewness and kurtosis values are in the range of ± 1 . There are studies in the literature that indicate that skewness and kurtosis values between ± 1 are acceptable (Büyüköztürk, 2007; George & Mallery, 2016). In the light of this information, it has been decided to use parametric statistical analysis tests.

The data obtained in the study has been analyzed in a computer environment. Number, percentage, mean and standard deviation have been used as descriptive statistical methods in the evaluation of the data. Pearson correlation analysis between the continuous variables of the study has been implemented.

FINDINGS

Table 3. Descriptive Statistics of Scores Obtained from Scales

	N	Min	Max	X\pmSd
Self-esteem	109	12.00	96.00	42.532 \pm 15.650
Time Management	109	4.00	16.00	10.798 \pm 2.775
Communication	109	4.00	16.00	9.633 \pm 2.563
Leadership	109	5.00	20.00	12.046 \pm 3.379
Teamwork	109	6.00	24.00	15.138 \pm 3.770
Social skills	109	4.00	16.00	10.256 \pm 2.973
Emotional skills	109	4.00	16.00	9.807 \pm 2.936
Goal setting	109	4.00	16.00	9.734 \pm 2.968
Athlete Life Skills Total	109	37.00	109.00	77.412 \pm 14.011

Examining Table 3, it has been determined that the self-esteem of the handball players participating in the study was 42.532 ± 15.650 .

Time management from the life skills sub-dimensions of the participants has been found to be 10.798 ± 2.775 , 9.633 ± 2.563 in the life skills communication sub-dimension, 12.046 ± 3.379 in life skills leadership sub-dimension, 15.138 ± 3.770 in life skills teamwork sub-dimension, 10.256 ± 2.973 in life skills social skills sub-dimension, 9.807 ± 2.936 in the

emotional skills sub-dimension, 9.734 ± 2.968 in the life skills goal setting sub-dimension and 77.412 ± 14.011 in the Total Athlete Life Skills score.

Table 4. The relationship between self-esteem and life skills of the participants (n=109)

		Time Management	Communication	Leadership	Teamwork	Social Skills	Emotional Skills	Goal Setting	Athlete Life Skills Total
Self-esteem	r	.131	.279	.246	.112	-.108	.207	.195	.228
	p	.173	.003	.010	.246	.264	.031	.043	.017

When Table 4 is examined, a low-level positive correlation has been found between handball players' self-esteem levels and athlete life skills communication ($r=.279$, $p<.05$), leadership ($r=.246$, $p<.05$), emotional skills ($r=.207$, $p<.05$) and goal setting ($r=.195$, $p<.05$) sub-titles and athlete life skills total score ($r=.228$, $p<.05$).

DISCUSSION AND CONCLUSION

Considering the necessity of mental abilities as well as the physical capacity to achieve success in sports life; It is understood that success can be achieved more easily with the life skill that enables the individual to cope with the difficulties faced, as well as self-esteem that gives the determination to fight effectively.

With the self-esteem of the handball infrastructure players participating in the study; It was determined that the sub-dimensions of life skills, time management, communication, leadership, teamwork, social skills, emotional skills, goal setting and Life Skills Total scores were above the average (Table 3).

Self-esteem is associated with characteristics such as assertiveness, the ability to cope and cope with difficulties, self-confidence, a sense of worthiness, and positive feelings about oneself (Khezerlou, 2017). Considering that the self-concept is the determinant of the individual's behavior, it is aimed that the individual will acquire skills and facilitate his life by using all his achievements (Erbil *et al.*, 2004). It can be said that sports contribute not only to the social and personal characteristics of individuals, but also to their physiological, psychological, and emotional development (Akıncı, & Çakır, 2019). It has been reported that

increased self-confidence and self-esteem have psycho-social benefits and reduce the symptoms of depression, thus playing an active role in maintaining a better quality of life (Meydanlıoğlu, 2015). Çivilidağ et al. (2018), stated that university students' self-esteem was directly related to the faculty, department, or program they chose, and that winning the university was not sufficient reason for the happiness of the individual, and that the preferred department should be compatible with personality traits and life skills. In this presented study, it is thought that the self-esteem of handball infrastructure players and their life skills being above average is due to their ability to use both physical, psychological, and sociological skills in their daily lives.

In the study, a low-level positive correlation was found between handball infrastructure players' self-esteem and life skills sub-dimensions communication, leadership, emotional skills, goal setting and life skills total score (Table 4).

Matsuda and Uchiyama (2006) also showed that self-esteem affects life skills education. Beach et al. (1995) confirmed the hypothesis that higher self-esteem is significantly associated with a lower level of dependency on others in performing daily life skills in their study on disabled adults, in support of this study, Tuttle's (1984) study on visually impaired individuals and Winefield and Tiggemann (1985) revealed that students with higher self-esteem are equally more likely to progress to more formal education levels than those with lower self-esteem. Salmela-Aro and Nurmi (2007) stated that high salary, job responsibility, job satisfaction and low burnout level are important predictors of self-esteem for university students.

Self-concept expresses one's thoughts about what it means, who you are, what you can do and how to adapt in the world (Öner, 1987). The World Health Organization explains life skills as applicable psycho-social skills that help individuals gain self-confidence and socialize and emphasizes that they are effective in ensuring the healthy development of young people (WHO, 1999).

Regular physical activity can make a significant difference in the healthy development and growth of children and young people, getting rid of bad habits, socializing, protecting from various chronic diseases that can be encountered in adulthood, treating these diseases or supporting treatment, ensuring that elderly people have an active old age, in other words, increasing the quality of life throughout their lives (Menteş *et al.*, 2011).

In the present study, it is thought that the positive low-level relationship between handball infrastructure players' self-esteem and life skills is due to the positive effects that

sports have on individuals' lives and their self-level, and therefore, their positive effects on the fulfillment of life skills expected of them.

As a result, it has been determined that handball infrastructure players' self-esteem and life skill levels are above average and there is a positive low-level relationship between self-esteem and life skills. It is thought that this situation is due to the positive changes in handball infrastructure players themselves and their success in bringing these changes to life.

SUGGESTIONS

- By conducting similar studies in different age groups, the relationship between self-esteem and life skills can be investigated by age group.
- According to different sports branches, the relationship between self-esteem and life skills can be examined.
- Life skills among athletes with low and / or high self-esteem can be examined.

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