Self Esteem Levels of Students Who Participate in Special Ability Examinations to Attend the Department of Physical Education and Sport Teaching in Turkey

[1]Tamer Karademir, [2]Mahmut Açak and [3]Bilal Çoban

[1]University of Kahramanmaras Sütçü İmam, Turkey
[2]University of İnönü, Turkey
[3]University of Firat, Turkey

Abstract: The present study aims to determine self esteem levels of the young people who are in search of identity in adolescence period according to some socio-demographic variables. Determination of factors which affect the psychological condition of adolescents in such a critical period of life is both important for the individual and society. Furthermore, necessary support and assistance should be provided for the young people in order to create a positive frame of mind. The present study administered Rosenberg's Self Esteem Scale (RSES) to 124 males and 46 females, a total of 170 people all of whom participated in the special ability examinations in order to attend physical education and sport teaching departments at university. It was found that there were statistically significant differences in levels of self esteem according to age, graduation degree, hometown, self-description and description of family, participation in social activities, attitudes and behaviors of the families towards the adolescent. However, there was no significant difference according to gender, alma mater, income level of the family. The levels of self esteem are found highly in other variations except for variations of fragmented and indifferent family.

Key words: Self Esteem · Attitude of the Family · Adolescence · Physical Education · Social and Sports Activity

INTRODUCTION

Individuals try to undertake a social role from the time of birth. This process of undertaking social roles is an ongoing one. The level of esteem a person attributes to himself is related to a sense of self. Each person fulfills certain roles in life. The concept of "self-concept" describes how a person perceives himself in relation to these roles. Self esteem encompasses the feelings and thoughts of a person about himself.

Self esteem focuses on the need of self-evaluation or a positive self-evaluation. This does not necessarily mean feeling oneself perfect and adequate. This means self-acceptance, identity formation and the acceptance of others [1].

Rosenberg (1965) approaches self esteem as the positive or negative attitude of the person towards himself. A person can think he is superior to others and can also consider himself inadequate according to his own standards. However, an adolescent can perceive himself as an average person but he can also be dissatisfied with his own self. In other words, the self esteem level of a person can be high, average or low according to different variables. If a person has a positive attitude in self-evaluation, his self esteem level is high, on the contrary, if he has a negative attitude, his self-esteem is low [2].

Chrzanowski (1980) defines self esteem as a positive image of oneself based on a fair appraisal of one's assets and liabilities. Some aspects of self esteem, such as intelligence, appearance and body development, form the natural traits of the person [3].

Coopersmith describes self esteem as a complex concept composed of identity evaluation, defense mechanisms and different images of certain events. Self esteem is an internal image which determines the attitude and behaviors of the person. The internal image is affected by self evaluation [4] and perception of the others [5].

The fact that humans are social beings and the way others perceive humans affect social life. An individual with a positive sense of self, has a positive attitude

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Corresponding Author: Tamer Karademir, University of Kahramanmaras Sütçü İmam, Turkey.

towards events, accepts himself as he is, has an objective perspective and also performs realistic self-evaluations. On the other hand, individuals with a negative self-perception are concerned about the disapproval of society, being criticized and unpopularity. As a result, he can be less successful in social relations [6].

Above all and individual needs to have positive sense of self and to know that society has positive views about him. Kassin points out that individual with a negative self esteem display characteristics such as anticipating failure, being upset and making minimal efforts. They can tend to ignore the important things in life and blame themselves; they tend to consider themselves worthless and incompetent whenever they fail [7].

Adolescence is very important for identity formation. A positive identity formation is also closely related to the mental health of the adolescent. Self esteem is regarded as an important factor in identity formation during this critical period of life. The likely psychological effects of this period can be predicted by taking the sensitivity of the individual adolescent into consideration. When the particular needs of the adolescent are properly met, positive results for both the adolescent and society can arise.

Significance and Objectıve of the Present Study: Educational organizations which are founded to meet the needs in human's education address to a large scale of society. Teachers have an important role in achieving the aims of education.

The persons who graduate from Physical Education and sports departments at universities can have a mission such as a teacher, a trainer and sports manager. For that reason, this has a role on both spreading the sport in a wide mass and determining and canalizing the talented athletes. In terms of their mission, it is possible to contribute to their psychological and mental developments such as personality, self confidence, respect, self acceptance and adequacy beside students and sports' physical developments. However, the teachers who manage to do these should be competent enough to be acquainted with his and the other's knowledge of feelings and to canalize them.

Students of physical education and sports departments take the same courses equally in their education. From the first class to the fourth one, they sometimes do presentations both theoretically and practically under the supervision of their physical education teachers in order to have experience before

starting their jobs. While some of the students who pass the same education levels have some difficulties in front of the students, some of them give lessons comfortably. This shows that it is necessary to do search on this problem. The general opinion emerged from the interviews done with the students' advisors is mostly on the problems that are thought to be including self esteem such as the students' lack of self confidence, lack of acceptance among the students and physical disfavor. The factors of why it is focused on this issue and those affecting the self esteem are feeling valuable, showing abilities, knowledge and skills, achievement, being appreciated in society, acceptance, being loved and accepting physical features [6].

For that reason, it is thought to be important to search the candidates' level of self esteem who participates in the special ability examination in order to attend physical education and sport teaching department and to determine the student candidates' general situation applying for the examination during this period. All these guide next education terms and are important to determine the suitable approach methods for students or the regulations in education curriculum.

With this study, it is aimed to determine the current self esteem levels of students participating in the special ability examination in order to attend physical education and sport teaching department according to some socio demographic variables thought to have an effect on self esteem levels and to be significant.

MATERIALS AND METHODS

The target population of the study was composed of students who participate in "Examinations for Physical Education and Sport Teaching: Special Ability Examinations". The study sampling was composed of 124 males and 46 females, a total of 170 students who participated in the Special Ability Examinations at the Department of Physical Education and Sport Teaching in Kahramanmaraş Sütçü İmam University, School of Physical Education and Sport.

The candidates taking special ability examinations were informed about the aim of the study when they were collecting their application files. The candidates were informed that the study was no way related with the examination. The candidates were asked to participate in the study and respond the questionnaire items voluntarily. The study is consisted of voluntary participants.

In the study the scale was provided to the candidates enclosed in an envelope with the application form. No time restriction was applied. Some of the questionnaire forms were collected within the same day; within the application duration of the examination and at the time of the collection of the application forms.

A survey method, which aims to obtain information about the characteristics and previous and current behaviors of the participants, was used as the study design.

Data Collection Tools: A questionnaire method was used as the data collection tool and the following scales were used:

- Socio-demographic data collection form: The form was filled in by the participants. The form contained ten questions about variables (on age, gender, alma mater, graduation degree, hometown, income level of the family, participation in social and sportive activities, self-description and description of family, attitudes and behaviors of the families towards the adolescent)
- Self Esteem Scale (Rosenberg's Self Esteem Scale (RSES)): This scale was developed by Rosenberg in 1965. Validity and reliability tests were performed in the USA and then it was used in many researches. Standardization studies, adaptation in Turkish, validity and reliability studies were performed by Çuhadaroğlu in 1986 [8].

The scale consisted of 12 subscales composed of 63 items. The first subscale of the scale measuring only self esteem was used in the study.

Self Esteem Scale consists of ten items which are organized according to the Guttman measurement type. Each statement is composed of four-point Likert type rating (totally true, true, false and totally false). Positive and negative items were arranged consecutively. According to the rating system of the scale, the scores of subjects varied between 0 and 6. The comparisons with numerical measurements evaluated the scores as follows: (0-1) high level of self esteem, (2–4) medium level of self esteem and (5–6) low level of self esteem.

Data Analysis: Data collected from 170 candidates of the Department of Physical Education and Sports Teaching was evaluated according to different categories. The data was analyzed in SPSS (version 15.0) package program.

The following statistical analyses were conducted:

- The convenience of the data acquired from Rosenberg's Self Esteem Scale (RSES) for factor analysis was tested with KMO (Kaiser-Meyer-Olkin) and Bartlett (Bartlett test of sphericity). KMO was found to be 0.72 and Bartlett was found to be $x^2 = 731.257$ (p<0.05). Data which was above benchmark dose (0.50) was convenient for factor analysis. Internal consistency (Cronbach-Alpha) was measured with the reliability analysis of the scale which was found to be 0.68. This ratio indicates that collected data is convenient for evaluation.

- Frequency and percentiles were calculated to determine distribution of sampling according to demographic variables.
- Mann Whitney U was used for comparisons two independent variables and Kruskall-Wallis analysis of variance were used for comparison of two or more groups (p< 0.05) in order to evaluate the differentiation level of scores according to independent variables (since data did not provide parametric test assumptions). Statistical level of significance alpha (á), margin of error was accepted as p<0.05.

Findings: Frequency and percentage of the data collected from the sampling group, demographical features of the sampling and descriptive information about the family were mentioned below.

According to age distribution of the sampling: 6.5% of the participants were below the age of 18 (n=11), 43% of the participants were aged between 18 and 20 (n=73), 32.9% of the participants were aged between 21 and 23 (n=56), 17.6% of the participants were aged 24 and above (n=30). Gender distribution of the participants indicated that 27.1% of the participants were female (n=46) and 72.9% of them were male (n=124). According to the alma mater distribution of the sampling, 17.1% of the participants graduated from vocational high school (n=29), 73.5% of them graduated from regular high school (n=125), 9.4% of them (n=16) graduated from Anatolian high school/science high school (n=16). The school graduation degrees of the participants were as follows: 5.3% of them graduated with low marks (n=9), 55.3% graduated with average marks (n=94), 34.1% graduated with good marks (n=58) and 5.3% graduated with excellent marks (n=9). Distribution of hometown in the sampling

was as follows: 54.1% of the participants grew up in cities (n=92), 26.5% grew up in districts (n=45) and 19.4% grew up in villages (n=33). Participation ratio of the group in social and sportive activities was as follows: 87.6% of the participants replied "Yes, I participate" (n=149) and 12.4% of the participants replied "No, I do not participate" (n=21). 29.4% of them described themselves as introvert (n=50) and 70.6% described themselves as extrovert (n=120).

Descriptive information about the families indicates that 57.1% of the participants define their family as a nuclear family (n=97), 38.8% define their family as an extended family (n=66) and 4.1% of them define it as a broken family (n=7). According to distribution of the income level of the families, 19.4% of the participants had a low income level (n=33), 79.4% had a middle income level (n=135) and 1.2% had a high income level (n=2).

The distribution of the attitudes of families towards participants was as follows: 41.8% were democratic (n=71), 35.9% were protective (n=61), 17.1% were authoritarian (n=29) and 5.3% were negligent (n=9).

There was a statistically significant difference in levels of self esteem according to the age variable. While there was not any significant difference according to gender and alma mater, there was a significant difference according to graduation levels (p<0.05).

The difference in terms of the hometown (city-district-village) on the self esteem level was significant (p<0.05). According to statistical comparisons on whether the participant described himself/herself as either introvert or extrovert and the participation in social and sports activities, there was significant difference among the participants (p<0.01).

There was a significant difference in self esteem levels according to the comparisons of some variables about the family, the way they describe their family as nuclear, extended or broken (p<0.01). However, there was no significant difference according to the income level of the family. Consequently, there was a significant difference in self esteem levels according to attitude and behaviors of the families towards participants (Table 1).

Table 1: The comparison of self esteem levels of the sampling group according to some variables

Variables		(Self Esteem) Statistics			
		Mean	SD±	(U-test) Z / (KW) X²	p
Age	Below 18	1.90	1.81	8.334	.040*
	Aged between 18 -20	0.69	0.82		
	Aged between 21 -23	0.71	0.86		
	Aged 24 and above	0.83	0.74		
Gender	Female	0.69	1.05	-1.387	.165
	Male	0.84	0.91		
Alma Mater	Vocational High school	0.96	1.32	2.480	.289
	Regular high school	0.81	0.89		
	Anatolian/science high school	0.43	0.51		
Graduation Degree	Bad	1.88	1.90	9.077	.028*
	Average	0.84	0.91		
	Good	0.65	0.73		
	Excellent	0.33	0.50		
Hometown	City	0.78	1.01	6.162	.046*
	District	0.64	0.80		
	Village	1.09	0.94		
The way to describe himself	Introvert	1.22	1.37	-2.348	.019*
	Extrovert	0.63	0.64		
Participation in social and sportive activities	Yes	0.70	0.85	-2.923	.003**
	No	1.52	1.32		
The way to describe the family	Nuclear family	0.67	0.82	20.881	.000**
	Extended family	0.77	0.78		
	Broken family	3.00	1.52		
Income level of the family	Low	0.96	1.33	2.416	.299
	Middle	0.77	0.84		
	High	0.00	0.00		
Attitudes and behaviors of the family	Democratic	0.54	0.62	11.453	.010*
	Protective	0,73	0,70		
	Authoritarian	1.17	1.16		
	Neglectful	2.11	2.08		

**p<0.01 *p<0.05

RESULTS AND DISCUSSION

Personality development is an important process for adolescents who try to undertake a social role within the society. High levels of self esteem leads to an objective perspective for both professional and social life. Furthermore, the individuals with high levels of self esteem can exhibit their knowledge and skills easily and produce solutions for problems. The presence of such individuals is essential for a healthy society. Accordingly, the present study attempts to determine self esteem levels of adolescents who plan to receive university education according to some demographic variables. The present study aims to shed light on future studies and to reveal negative factors affecting the self esteem of individuals.

According to statistical analysis, there was a significant difference in self esteem level in terms of the age variable. Comparison of two variables revealed that this difference resulted from the students who are below the age of 18 (Table 1.). There was no significant difference according to gender variable. In the related literature, Mullis and Normandin indicated that self esteem level increases with age but gender does not affect self esteem. They examined the self esteem level of adolescents during their high school education. The study was composed of 270 people between the age of 14 and 19. The Coopersmith Self Esteem Scale was used in order to measure the self esteem. At the end of the study, it was observed that self esteem increased with age. There was no significant relationship between self esteem and gender [9].

In another study carried out on university students, it was found that the 20-25 age group had higher levels of self esteem than did the 17-19 age group [10]. The findings of the present study are consistent with the literature. This situation can be associated with maturity which is acquired by growth. People gain a more realistic perspective over the years and better adapt to the requirements of life. Previous studies support this finding [11, 12].

Although there was no significant difference between groups in terms of alma mater variable, there was a significant difference according to the school graduation degrees (academic success). School is an important factor in the formation of the self-concept of children from primary school onwards. School is a place where a child can develop abilities and skills and consequently describe their identity. Teachers significantly contribute to this process.. In this context,

the fact that the teachers serving in different types of school show similar approaches towards their students can be associated with the result that school variable did not vary according to self esteem acquirement of the individuals.

The analysis conducted to determine the reasons for the difference in the graduation degree variable revealed that a low graduation degree brings about low levels of self esteem. These findings are supported by previous studies in the field [13-15]. In another study, the relationship between different aspects of self-esteem and academic success in primary school students was investigated. The self esteem level perceived by the students was found to be related with academic success which was measured with a standardized success test. In conclusion, the determinants of academic success were found to be academic adequacy, acceptance of the family, personal security [16].

There was a statistically significant difference in levels of self esteem according to the hometown of the study group ($p<0.05$). While the self esteem level did not vary according to city-district difference, the level of self esteem was rather low in people who grew up in villages (Table 1.). Accordingly, the customs and traditions of villages bring sharp and harsh thoughts and families have a more authoritarian communication model. These realities can have a negative effect on the self esteem formation of the people. Additionally, the inadequacy of their social environment for the development of personal relations is among the factors that lead to a low level of self esteem.

The way people describe themselves as either introverts or extroverts had a significant effect on the self esteem; the self esteem level of people who describe themselves as extrovert was high. In the literature, typical introverts were reported as silent and withdrawn from society. They avoid people and seek solitude. They have difficulty in establishing relationships with people. They deal with daily life, events and people with seriousness. They enjoy a calm and unhurried life and they firmly control their feelings and enthusiasms. Typical extroverts are humanist, affable and enjoy spending time with people. They easily establish relationships and make many friends. They enjoy exciting events. They have only a slight control over actions and behaviors [17]. Eventually, the self esteem levels of introverts were low but the self esteem levels of extroverts who easily establish relationships and enjoy spending time with people were high.

According to the participation level in social and sports activities, there was a statistically significant difference in self esteem levels. Self esteem is related to self-acceptance, self-evaluation and being accepted by others. Participation in social activities and sport increases a feeling of competence and has a positive effect on social acceptance and on physical appearance perceptions and on the person's body image. Participation in activities and sport enables the individual to recognize the environment and to communicate. Positive developments can contribute to the emotional development of the individual. The literature contains many studies indicating that participation in sport and exercise has a positive effect on self esteem [18-20]. The results of the present study are consistent with the literature.

The self-esteem difference was statistically significant in terms of family description. While there was no any significant difference between the nuclear family and the extended family, the level of self esteem was low in broken families. In the literature, this situation is associated with low levels of self esteem in the case of the separation of parents and problematic families [21]. These findings consistent with the findings of the present study. Children of inharmonious families have higher levels of mental disorders. There is a negative relation between family relationships and the self image of young people who have attempted suicide [22].

The income level of the families did not have a statistically significant effect on self esteem level. The self esteem level of the sampling was high for every economic level. People with a high level of self esteem believe in themselves and they are not negatively affected by the superiority of the others [23]. There are studies indicating that the socio-economic level does not affect the self esteem level [24, 25].

The difference in terms of the attitude of the families towards the study group was statically significant. The self esteem level of people who describe their family as authoritarian and neglectful was lower than that of the people who describe their family as democratic and protective. The results are consistent with the literature. According to the findings of a previous study, the democratic approaches of the adults encourage a sense of his or her value in a child and positively affect self esteem. However, authoritarian and neglectful attitudes negatively affect the self esteem of the children [26]. According to another study, children who have problematic families are at risk of developing negative behaviors. Problematic

families encompass families which have low levels of communication, conflict between parents and children and they are deprived of emotional bonds [27].

Kuzgun (1972) indicated that there are important relations between the self esteem of the university students and familial love. Children who have democratic parents have high levels of self esteem but children who have neglectful and authoritarian parents have low levels of self esteem [28].

Children should live with democratic parents until their adolescence. Young people should pass through adolescence freely and with the support of their families. Positive attitudes and behaviors on the part of the family are very important in this period which is the last phase of identity formation. Authoritarian and neglectful attitudes from the parents can lead to an unhealthy personality and a low level of self esteem [29].

The most basic factor in having a qualified life is the individual himself. Many factors such as external effects, perceptions and habits can affect the quality of an individual's life. Adaptation to rapid growth and change is among the factors affecting the mental health of the person. A healthy adaptation to such developments requires a healthy personality development. Life has its problematic as well as its beautiful aspects. The important thing is not to have a life without problems, but to work for producing solutions for current problems. The self-perception of the individual is very important for the achievement of that goal. Young people should be supported psychologically and socially by the family and teachers until they gain a certain level of maturity. Such support will help to create a positive frame of mind in the young person.

The present study found that there was a statistically significant difference in levels of self esteem according to age, graduation degree, hometown, self-description and description of family, participation in social activities, the attitudes and behaviors of the families. However, there was no significant difference in terms of to gender, alma mater or the income level of the family.

In self esteem levels obtained from the research group, it is happy to see that self esteem levels are generally higher in other groups except for those groups in the extended and broken family variables although meaningful statistical differences in comparisons with the variables are observed. In this sense, it can be useful to determine the students who have problems with the family attitudes and behaviors and to have them benefit from the psychological guidance services in order to have

solutions for factors that affect their professional developments negatively in education period. If there is not an expert that provides this service, it is important to provide this. Besides these, it is concluded that observing the students' development from the first class until they graduate is useful for explaining the effects of education curriculum and regulations on the development of self esteem. So, it will be easy to find out whether the reasons of the students' problems are due to the lack of self esteem or the lack of practice in education programs. It will be possible to solve the problems and to make convenient regulations according to the detected point.

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