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Sport Participation and Adolescent Athletes: Building Higher Levels of Self-esteem, Self-worth, and Self-concept Through Sports

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Sport Participation and Adolescent Athletes: Building Higher Levels of Self-esteem, Self-worth,
and Self-concept Through Sports

By

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Project submitted in partial fulfillment of the
requirements for the
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**FIELD OF STUDY
PROJECT APPROVAL**

I hereby recommend that the project prepared under my supervision by

Tricia Jordan, entitled Sports Participation and Adolescent Athlete: Building Higher Levels of Self-esteem, Self-worth and Self-concept Through Sports

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Senior Project Faculty Adviser

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Abstract

Sports participation in children and adolescents can be vital into building self-esteem, self-worth, and self-concept. As children grow into their adolescence sports participation has been researched to see if there can be a significant increase in self-esteem, self-worth, and self-concept in adolescents. Sports participation can have a positive effect on self-esteem, self-worth, and self-concept. This paper will look the different concepts of self-esteem, self-worth, and self-concept to see if sports participation can have positive effects on self-esteem, self-worth, and self-concept. Most of the research has suggested that the positive effects on self-esteem, self-worth, and self-concept can be anywhere from a significant increase in all three to slight increases in all three. The amount of self-esteem, self-worth, and self-concept that can be built through sports participation is found to be determined on certain factors that could take place with sports participation. I reviewed the general basics of self-esteem, self-worth, and self-concept to see how each of these three concepts develop, are similar, and where differences occur. The paper also examines how each of these can be affected by sports. After I looked at the information collected I have seen how sports participation can be significant in the building of an adolescent's self-esteem, self-worth, and self-concept. This paper concludes with suggestions to help in developing self-esteem, self-worth, and self-concept through sports participation. Having parental support and adequate coaches to help support the growth of self-esteem, self-worth, and self-concept in adolescents. Providing programs for adolescents to play sports they enjoy. Making sure positive skills can be built through sports and promoting a healthy mind and body for adolescent through sports. In light of my findings it is still a topic that is up for debate. I hope this research will shed more light on the topic of self-esteem, self-worth and self-concept being built through sports participation

Introduction

In today's society, sports have become one of the largest forms of entertainment. Almost everyone will be involved with sports whether it is participating in sports, just enjoying a game on television at the local park, or the local stadium. Many people throughout the world all have their local high school, collegiate, or professional sports team that they follow with passion and enthusiasm. Just as a fan of sports I can attest to the sheer joy or sorrow that can be built up by watching my favorite sports teams. Sports are one of the most main stream forms of entertainment across the globe.

Our society has accepted that sports participation has almost become a norm for everyone. School and community based sports can be one such ecological context that can be structured in a way to support growth and promote development during early adolescence (Eccles & Fredricks, 2008, p. 1029). As a child I can remember playing sports and looking forward to being able to participate in as many sports as I could play. I looked forward to learning new skills from each of the different sports that I participated in. I also looked forward to the social interaction that I got from playing different sports. I played with different people from all different backgrounds, ethnicities, gender and social classes. I also do enjoy catching a game on television when my favorite sports teams are playing.

I can look back at the positive experiences I had as an adolescent and the positive development sports participation had on my self-esteem, self-worth, and self-concept. Without participation in the sports I played as an adolescent, I may not have been able to achieve so much in my life. I achieved these things because of the increased levels of self-esteem, self-worth, or self-concept gained in sports. This allowed me to feel confident going after my goals.

This paper will look at the positive influence that sports can have on adolescent's self-esteem, self-worth, and self-concept. One of the focuses of this paper is to reveal the different ways that sports participation can build self-esteem, self-worth, and self-concept in adolescents. I will also take a general look at self-esteem, self-worth, and self-concept to see how these three are similar and different in their characteristic. Whether it is through positive social interactions with other children, encouragement from coaches or other leaders involved with the team, parents influence on adolescents, the amount of time that is spent playing the sport, or even the amount of enjoyment that comes from the sports participation. All of these have been linked to having positive effects on the self-esteem, self-worth, and self-concept of adolescents (Child Trends, Oct 2015, p. 2).

Early adolescence encompasses rapid changes associated with pubertal development, establishing autonomy from parents, identify exploration, and social changes around the transition to middle school (Eccles & Fredricks, 2008, p. 1029). During adolescence, a number of dramatic age-related developmental changes occur that affect the perception of oneself, including physical changes, due to puberty and cognitive-developmental advances (Gustafsson, et. al. 2014, p. 8). Adolescence is an important period for a child to develop psychosocial development in sport, being characterized by some of the most rapid physical and mental changes an individual will encounter throughout their lifetime (Schwebel, et. al., 2016, p. 3). Additionally, self-perceptions of adolescent's can also be altered due to the age-related changes in their social environment and their transitions from elementary to junior high school and high school (Gustafsson, et. al. 2014, p. 8).

Sports participation has been positively linked to higher grades, test scores, school value, school engagement, and educational aspirations. Sports participation has also been linked to

better psychological outcomes such as higher self-esteem, self-worth, self-concept, higher psychological resiliency, and lower rates of depression (Eccles & Fredricks, 2008, p. 1030). Sports participation in the last 15 years have stayed steady among adolescents in grades 8 through 12 being anywhere from 55% to 70% participation (Child Trends, Oct 2015, p. 3). Historically though boys generally participate more in sports in grades 8 through 12 (Child Trends, 2015, p. 3). However, the gap has decreased in the last 15 years as girls have increased their sports participation as they get go farther in their high school time (Child Trends, 2015, p. 3).

There are several reasons why adolescents should participate in sports. These include that at adolescence youth are starting to make their own decisions about how to spend their after school time, and these choices can have important implications for their future developmental trajectories. School and community based sports can be one such ecological context that can be structured in a way to support growth and promote development during early adolescence (Eccles & Fredricks, 2008, p. 1029). Also, in early adolescents is when children begin to individuate from their parents and begin to seek emotional support from other non-familial adults. School and community based sports can be one such ecological context that can be structured in a way to support growth and promote development during early adolescence (Eccles & Fredricks, 2008, p. 1029-1030). Organized athletics can be a great place where adolescence can find this additional support and begin to individualize their self from their parents and other family members.

The overreaching research question looks at the many different ways that sports participation can have a positive effect on an adolescent's self-esteem, self-concept, and self-worth. Therefore, if sports participation can be linked to have positive effects on self-esteem,

self-worth, and self-concept, why would we not want our adolescents to be involved in some form of sports participation? If children have higher levels of self-esteem, self-worth, and self-concept, they have a better chance for success in their future. With higher levels of self-esteem, self-worth, and self-concept reports show that there are lower levels of risky behavior in adolescents that will be reviewed in more detail later in this paper. If we can get our adolescents more involved in sports this may lead to improved concepts of self-esteem, self-worth, and self-concept enabling them to better deal with negative things they face in society in a positive manner.

As someone who was highly involved in sports as a child I can attest to the positive effects that sports had on my self-esteem, self-worth, and self-concept. If I had not been involved in sports as an adolescent, I could have been involved in risky behaviors that could have led me down a path in life that could have led to self-destructive habits. I had positive influences and reinforcement that I may not have learned if I had not been involved in sports. For me it was important to write this paper and do the necessary research because I was not only able to learn about the importance of building adolescent's self-esteem, self-worth, and self-concept; I was also able to make a better connection with my own personal experiences in sports and how they developed me into the person I am today.

If we are not careful as a society our adolescents could be led down destructive paths in their young lives. It is widely known that adolescents with lower self-esteem, self-worth, and self-concepts that these destructive behaviors, such as tobacco, alcohol, or drug use, can be significantly higher than those adolescents that have higher self-esteem, self-worth, and self-concept. There is substantial evidence of declines in motivation, increases in mental health issues, and increases in risky behaviors across the early adolescent years (Eccles & Fredricks,

2008, p. 1029). With sports participation self-esteem, self-worth, and self-concept can be increased in adolescents and can help them to avoid these risky behaviors. While it is not the end all be all to help adolescents with their self-esteem, self-worth, and self-concept, sports participation can help to provide adolescents an outlet to promote personal growth in all three area of self-esteem, self-worth, and self-concept.

Ahead we will dive into each of the concepts of self-esteem, self-worth, and self-concept and how each of these different motivators in sports participation and their links to self-esteem, self-worth, and self-concept. Some of the most common on motivators that have been discovered and that will be discussed in detail are as follows: achievement, leadership, enjoyment of sports, time spent participating in sports, family involvement/influence, coaches influence, academic success, physical fitness, stress relief, social involvement, and gender. Each of these different factors have all been looked at as reasons adolescents can become involved in sports and how each of these can have positive effects on self-esteem, self-worth, and self-concept. My research into this topic has led me to believe that through sports participation we as a society can build up our youth and promote growth through sports participation. I will first look at a general overview of self-esteem and link the benefits of positive self-esteem in adolescents to sports. After that I will also do an overview of self-worth and self-concept and how those two can also be built up through sports participation. I will also try to show through research that these three areas can in fact be built through sports participation and how by having a more positive self-esteem, self-worth and self-concept can lead to having a more successful life if they are nurtured at an early age and reinforced as small children develop into their adolescence.

Literature Review

Self-esteem

Self-esteem by definition is a confidence in one's own self-worth or abilities. Self-esteem refers to an individual's overall self-evaluation (Gecas, 1982, p. 5). In other words, your perception of your value as a person, particularly with regards to the work you do, your status, achievements, purpose in life, your perceived place in social order, potential for success, strengths and weaknesses; how you relate to others and your ability to stand on your own feet (RMIT Counseling Service, 2009, p.3). Self-esteem is directly linked to individuals' social skills, activities they choose to do, and what they hear about themselves from other people (Myers, Villalba, & Willse, 2011, p. 28). Self-esteem is also essential for psychological survival (RMIT Counseling Service, 2009, p.9). As children grow into adolescence; self-esteem is a large part of their lives. Adolescents who have self-esteem that is more positive generally receive better grades, have more positive outlooks on life, and have lower risks for physical health problems. Positive self-esteem can also lead adolescents to feel good about who they are, have greater beliefs about what they can do, and giving them more confidence to meet new challenges (Bowker, Cornock, & Gadbois, 2003, p. 47). High self-esteem is also related to active engagement in daily activities, a more optimistic attitude, and better psychological health (Bowker, et. al., 2003, p. 47). Researchers have shown that adolescence is a prime time for self-esteem growth due to important changes in their physical, cognitive, and social identities (Hagewen & Kort-Butler, 2010, p. 568). Having a decline in self-esteem as children grow into adolescents can have severe effects on their daily lives (Bowker, et. al., 2003, p. 47).

Self-esteem is made up of all the experiences and interpersonal relationships you have in had in your life. This means everyone and everything you have done in your life can have a

positive or negative effect on your self-esteem (RMIT Counseling Service, 2009, p.3). Self-esteem can be built in many different ways. Some of the ways self-esteem can be built are: having a good role model, praise and compliments, focusing on the positive, keeping criticism to a minimum, setting and obtaining goals, positive self-talk, physical activity, forgiving yourself of past mistakes, practicing your talents and skills, learning new things, and plenty of relaxation and rest (RMIT Counseling Service, 2009, p.6). People with higher self-esteem can be characterized as having the following traits: enjoying meeting new people, less worry of being judged by others, the courage to express their self, and their life can be enriched with every new encounter, generally nicer to be around, better leaders, willingness to try new things, have less mental health issues (RMIT Counseling Service, 2009, p.7).

Just as self-esteem can be developed or enhanced it can be destroyed. Ways self-esteem can be destroyed are: comparing yourself to others, negative role models, putting yourself down, put downs from others; especially of those to them, underestimating your own capabilities, having perfectionist expectations, constant failure, relationship breakdowns, and poor diet, lack of sleep, and poor exercising habits (RMIT Counseling Service, 2009, p.6). Some of the characteristics of people with low self-esteem can be: lack of belief in oneself, thinking they will fail before they even begin a new task, a hard time forgiving oneself of past mistakes, that they will never be as good as others or as good as they should be, afraid to show their creativity because of the ridicule of others, dissatisfied with their life, spend most of their time alone, often complaining or criticizing others, they often worry about everything and do nothing about it, and have more incidences of mental health issues like depression, stress and anxiety (RMIT Counseling Service, 2009, p.8).

Low self-esteem has been linked to many problems such as depression, substance abuse, physical health problems, aggressive behaviors, antisocial behavior, life dissatisfaction, and suicidal behavior (Hagewen & Kort-Butler, 2010, p. 569; Bhana, Flisher, Lombard, & Wild, 2004, p. 1454). Individuals with lower self-esteem are believed to be more distressed than those with higher self-esteem. Theorist have argued for years that adolescents with low self-esteem are predisposed to adopt risky behaviors like substance abuse, to help to cope with the effects of low self-esteem (Bhana, et. al. 2004, p. 1454). Low self-esteem represents a vulnerability factor that can lead to at risk behaviors (Hagewen & Kort-Butler, 2010, p. 569). It is important that this is monitored as children grow into their adolescents. Recognition of these risky behaviors that come with low self-esteem can be vital as a parent. With earlier detection of self-esteem issues corrective actions can be taken.

As children develop into their adolescents they deal with physical, cognitive, and social changes (Bowker, et. al. 2003, p. 47) that can have major effects on an adolescent's self-esteem. It is important to remember that though these changes are going on as adolescents lives it does not necessarily affect all adolescents in the same manner. Some adolescents may not experience the same difficulties as others (Bowker, et. al., 2003, p. 47). A destabilization period of self-esteem during adolescence where self-esteem drops in early adolescents and generally is followed by a recovery period in mid and late adolescence. Disruptions in which early adolescents view themselves are precipitated by physical and psychological changes that are both dramatic and self-evident due to the accelerated hormonal production, growth spurts, voices changes, and acne just to name a few (Demo, 1992, p. 311). There is also a transition period from junior high to high school where social challenges can factor into the destabilization of self-esteem in adolescents (Demo, 1992, p. 311). Adolescent girls demonstrate a more significant

drop in self-esteem during this period of time as opposed to adolescent boys (Bowker, et. al., 2003, p. 47). Sports can help with this destabilization period in both adolescent boy's and girl's self-esteem. Looking at how sports can contribute to adolescent's self-esteem. The different contributing factors to self-esteem and sports participation will be looked at in the next section.

Sports participation and self-esteem

Organized sports is generally used to provide several elements of physical activities that are hypnotized directly and indirectly facilitate self-esteem (Gustafsson, Lindwall & Wagnsson, 2014, p. 3). Self-esteem is the important variable to sports participation. Self-esteem can buffer the emotional consequences of stressors and significantly reduce psychological symptoms in adolescents. Research has been developed into the relationship between sports participation and the positive effects that it can have on adolescents' self-esteem. Studies of a cross-sectional and retrospective nature have almost consistently shown that participants in organized youth sports, compared to non-participants, report having higher self-esteem (Gustafsson, et. al. 2014, p. 3). Sports participation can promote positive adjustments by offering opportunities to learn athletic skills, peer relationships, and nonacademic competencies (Chen, Chen, Chen & Lin., 2012 p. 699). It is also undisputed fact that regular daily physical activity of moderate intensity decreases the risk of several long-term physical ailments like heart disease, hyper tension, and diabetes. These physical benefits, however, can coincide with certain psychological benefits that are also associated with physical activity participation (Bowker & Findley, 2007, p. 29). Sports participation often allows for the development of activity-specific skills as well as the skills that can equip adolescents with expertise that they can apply to other areas of their life (Hixson, p. 1). Youth sport can also help with the development of important social skills, values, attitudes, and motivational styles (Schwebel, Smith, & Smoll, 2016, p. 1). During early adolescent's children

begin to understand the concept of competitive ability, which is a foundation for the formation of their own motivational style that can gradually emerge during the period of time between late childhood and early adolescence (Schwebel, et. al., 2016, p. 3). Sports participation is also believed to promote healthy development by offering to youth opportunities for meaningful involvement in a social unit, interactions with caring and supportive adults, acceptance by peers, and other skill development (Harrison & Narayan, 2003, p. 113). Studies have also shown that females that participated in sports are less likely to engage in sexual activity and male athletes were less likely to carry a weapon on them (Harrison & Narayan, 2003, p. 113). These last two factors can be important to adolescents because these are two of the risky behaviors that we want our adolescents to avoid. Factors that can lead to increased sports participation or general physical activity can vary depending on the research that is viewed.

If there is a positive experience in sports, then there may be a positive sport self-concept and this could lead to an increase in general self-esteem. Therefore, an individual with a more positive sports self-concept and higher self-esteem may be more likely to be involved in sports than an individual with a less positive sport self-concept and lower levels of self-esteem.

Additionally, positive associations have been shown between physical activity and self-esteem in children, adolescents, and adults (Bowker & Findley, 2007, p. 29). For example, adolescent girls who participate in sports have a higher level of self-esteem, more positive moods, and less depression than girls who do not participate in sports (Bowker & Findley 2007, p. 29).

Additionally, Bowker and Findlay (2007, p. 29) state that adolescents who participate in sports get higher grades and have higher academic aspirations than do non-participants in sports.

Extracurricular activities can serve as a place to act out the developmental tasks of adolescence, at both the personal and interpersonal levels (Hagewen & Kort-Butler 2010, p.

569). With sports participation, there is an outlet for adolescents to find self-assessment outside the more restricted expectations of school and family settings. Sports participation has been associated with a place where adolescents can build an identity and self-esteem. There have been studies showing that sports involvement, in particular, has a positive relationship with self-esteem development (Hagewen & Kort-Butler, 2010 p. 569).

Researchers have suggested that there is a positive relationship between an adolescent's participation in organized sports and well-being in a variety of domains. Some research indicates that these relationships may be solely dependent on the type of activities in which adolescents participate (Hagewen & Kort-Butler, 2010, p. 568). With higher levels of self-esteem Adachi and Willoughby (2013, p. 138) feel that children and adolescents' will be more optimistic about what they are capable of. Also, adolescents with the necessary confidence to will attempt to conquer novel challenges more frequently than those individuals with lower self-esteem. With lower self-esteem, adolescents, may feel inadequate, incompetent and expect to fail, than those with higher self-esteem.

In Adachi's and Willoughby's (2013, p. 139) research they wanted to look at whether self-esteem predicted the amount of involvement in sports over time or whether the frequency of involvement in sports predicts self-esteem. The second goal was to examine the bidirectional association between enjoyment of sports and self-esteem over time. To address the goals, they set out on four-year longitudinal study of high school students. Adachi and Willoughby looked at the frequency of involvement in sports by measuring the two items (2013, p. 140) "How often in the last month have you played organized sports in school?" and "How often in the last month have you played organized sports outside of school?" The enjoyment of sports was indicated by asking how often they enjoyed playing the sports that they had played. Participants that did not

play any sports at the time this was done were not asked this question. Self-esteem was measured by using Rosenberg's Self-Esteem Scale where participants were asked questions like "I take a positive attitude towards myself" to help gauge the participants' self-esteem levels (Adachi & Willoughby 2013, p. 140).

Adachi and Willoughby (2013, p. 141) found that males reported a higher level of self-esteem in grades 9 and 10, as well as more participation in sports in all four grade levels as opposed to female participants. To date there has been much research on the longitudinal relationship between involvement in sports and self-esteem. Thus, it is important to continue to conduct additional bidirectional examinations of the association between adolescents' self-esteem and frequency of involvement in sports, in order to ascertain the direction of effects of these associations (Adachi & Willoughby, 2013, p. 143). With the notion that an individual's self-esteem may influence his or her behavior Adachi and Willoughby (2013, p. 143) found that youth with higher self-esteem were more likely to play sports over time. However, Adachi and Willoughby (2013, p. 143) found the frequency of involvement of sports did not predict self-esteem over time. Additionally, Adachi and Willoughby (2013, p. 143) found that greater enjoyment in sports also predicted higher self-esteem over time, and higher self-esteem predicted greater enjoyment in sports over time. This was a consistent finding across all the grade levels and across males and females, and is important implications as research to date has been focused primarily on the socialization effect of the frequency of the involvement in sports on self-esteem. Their research led them to adolescents with higher self-esteem play sports more frequently and enjoy sports more than adolescents with lower self-esteem highlighted the advantage of conducting longitudinal studies in which all study measures are assessed at each wave of data collection, and should encourage researchers to examine both selection and socialization effects

suggests that efforts when studying the link between involvement in sports and self-esteem (Adachi & Willoughby, 2013, p. 143)

Continuing to examine the role of sports participation plays in the development of self-esteem Hagewen and Kort-Butler (2010) used a longitudinal approach to see how sports participation in high school can impact the trajectory of an adolescent's well-being into young adulthood. To address this issue Hagewen and Kort-Butler (2010, p. 568) set out to research self-esteem as one outcome of school based extracurricular activity involvement.

Research findings indicate there appears to be a positive relationship between an adolescents' participation in extracurricular activities and well-being in a variety of domains (Hagewen and Kort-Butler 2010, p. 568). The skills and social networks built through extracurricular participation are thought to enhance school commitment and achievement, educational, and occupational attainment, and promote well-being, healthy choices and prosocial behavior (Hagewen & Kort-Butler, 2010, p. 568). Since the majority of adolescents reported some level of school based extracurricular involvement understanding the processes and outcomes of adolescent development is critical (Hagewen & Kort-Butler, 2010, p. 568).

The results demonstrated growth in self-esteem from mid-adolescence into young adulthood regardless for their activity portfolio. Those students that however did participate in school-based sports or extracurricular activities had an initial higher level of self-esteem compared to those who did not participate in any sports or extracurricular activities. Consistent with other research adolescences with mixed portfolios had the highest initial self-esteem levels (Hagewen & Kort-Butler, 2010 p. 576). Hagewen and Kort-Butler (2010 p. 576) state that adolescences is a time in which individuals experience key changes in their physical, cognitive, and social identities, which they can carry into their young adulthood. Adolescence involvement

in sports activities is thought to contribute to those development processes by providing very important skills, building social networks, and shaping self-concepts. Research suggest there is a positive relationship between an adolescent's participation in structured sports activity and well-being in a variety of domains (Hagewen & Kort-Butler, 2010 p. 576). Adachi and Willoughby (2013, p. 144) found that self-esteem predicted the frequency of involvement in sports over time, while the frequency of involvement in sports did not predict self-esteem over time. Adachi and Willoughby (2013, p. 144) also found that the enjoyment in sports predicted self-esteem over time, and self-esteem predicted the enjoyment of sports over time. With the selection effects, the current findings suggest that adolescents with higher self-esteem play sports more frequently and enjoy more than adolescents with lower self-esteem. With socialization, the current findings suggest that the degree to which adolescents enjoy sports may be more important for increasing self-esteem than the frequency of their involvement in sports (Adachi & Willoughby, 2013, p. 144). Further research suggests that these relationships may be dependent on the types of activities in which adolescents participate. Exploring the trajectory of self-esteem from mid-adolescence to young adulthood as a function of activity portfolios, the study reported here adds to this body of literature (Hagewen & Kort-Butler, 2010 p. 576). Additionally, self-esteem has been reported to be higher in athletes as opposed to non-athletes. There however does seem to be an optimal level at which self-esteem is effected by sports participation. Also in order for the psychological and physical benefits of sports participation to be noticeable, the individual must be participating at a level that requires superior skill and significant competitiveness (Bowker, et. al., 2003, p. 56).

Research also suggests that the observed benefits may depend partly on how activity participation is operationalized. An example of this is students' participation based on the

researchers' objectivity created role typology (Hagewen & Kort-Butler, 2010 p. 569). Hagewen and Kort-Butler (2010 p. 570) also state that students involved in multiple domains, such as involvement in sports, academics, and school clubs have a better psychological adjustment on measures of self-esteem, and psychological resiliency, particularly compared to students who do not participate in any sort of extracurricular activity. Looking at the study that Hagewen and Kort-Butler (2010 p. 570) extracurricular involvement builds character then those effects should extend to self-esteem in young adulthood.

Gender can also play a role in self-esteem and sports participation. Adolescent athletes are generally found to have higher physical self-esteem than non-athletes. However, while both male and female athletes had higher self-esteem, the effect of physical self-esteem with sports participation was stronger in female athletes as opposed to male athletes (Bowker & Findley 2007, p. 30). This finding is intriguing because sports are typically to be considered a more masculine domain. Female adolescents who exhibit more feminine qualities may be less likely to engage in sports participation than those with more masculine qualities. The same holds true for male adolescents who exhibit more feminine qualities than masculine (Bowker, et. al., 2003, p. 49).

Important to the growth of self-esteem in adolescents through sports participation; coaches can play just as large a part. Coaches are a major socializing influence in sports. Coaches are assumed to play an active role in athletes' training and competitive encounters and are a major source of instruction and feedback for sports participation (Duda & Reinboth, 2004, p. 237). Though their direct influence is typically limited to the athletic environment, adolescent athletes may spend long hours with their coaches, where the coach can be creating a climate that has been shown to affect the adolescent athlete's motivation and quality of their sports

experience (Schwebel, et. al., 2016, p. 2). The social psychological environment created by the coaches, the motivational climate is assumed to convey specific goals and conceptions of ability to his or her athletes (Duda & Reinboth, 2004, p. 238). These climates that the coach can create have been found to predict athlete's emotional, cognitive and behavioral outcomes (Schwebel, et. al., 2016, p. 2).

A coach can be a person that is a leader and role model in adolescent lives. Training programs are available to coaches to help with the building of adolescent's self-esteem through sports. One such training that is popular among coaches that are available is Coach Effectiveness Training or CET for short (Coatsworth & Conroy, 2006, p. 176) Through these trainings coaches learn proper techniques to help advocate a philosophy of winning that emphasizes learning, effort, and improvement over objective. These trainings also teach general principals related to the role of sports in the development of youth (Coatsworth & Conroy, 2006, p. 176). These trainings also teach ways to deal with common problems in youth sports programs. In addition, they teach coaches behavioral strategies that coaches can use to follow good plays, mistakes, and misbehaviors. The behavioral strategies taught to coaches are intended to create the kind of relational context, such as supportive, nurturing, encouraging, structured, and non-hostile, that have been linked to increasing self-esteem for youth (Coatsworth & Conroy, 2006, p. 176). When looking at the results of what a coach can do for adolescents playing for coaches that are CET's trained experienced higher levels of self-esteem from the previous year than did the adolescents that were coached by non CET's trained coaches (Coatsworth & Conroy, 2006, p. 176).

Along with coaches, the adolescent's parents can also play a huge part in the development of self-esteem. Just as a coach the adolescent's parents can have the same

directional relationship in regard to their self-esteem (Schwebel, et. al., 2016, p. 2). Studies investigated that perceived levels of parental support, measured by levels of high, moderate, and low of parental involvement and warmth, and the amount of encouraged autonomy. The results of this study showed that the higher the levels of perceived parental support were related to higher levels of adolescent well-being and autonomy (Schwebel, et. al., 2016, p. 3). So with higher levels of parental support with sports in adolescents the higher the adolescent's self-esteem may be.

With parental involvement of parents in sports it is important for the parent to understand that with their child playing sports higher levels of anxiety can be placed on an adolescent. Adolescents who perceive their parents as having high sport outcome expectations for them are more likely to have higher levels of anxiety prior to competition (Schwebel, et. al., 2016, p. 3). With higher levels of anxiety there can be lower levels of self-esteem in adolescents.

Self-Worth

Self-worth is the sense of one's own value or worth as a person. (Gustafsson, et. al. 2014, p. 3). One of the big aspects of self-worth is contingent self-worth. Contingent self-worth is the extent to which an individual's sense of self-worth is dependent on performance in a particular domain. (Chen-Bouck & Patterson, 2016, p. 846). High levels of contingent self-worth have been linked to negative outcomes such as anxiety, depression, low self-esteem and problems with alcohol use. Contingent self-worth or CSW can fluctuate based on life events that have either a positive or negative effect on adolescent's lives. Contingent self-worth however can be unhealthy for adolescents because it can be solely dependent on meeting the expectations of others. People with high levels of contingent self-worth will be more concerned with their performance or with the opinions of others of them. Adolescents with higher levels of

contingent self-worth will seek positive feedback to feel good about his or herself (Chen-Bouck & Patterson, 2016, p. 847).

Global self-worth or GSW refers to the general value that a person places on his or herself. Global self-worth is linked to individuals who have greater, and more accurate, self-knowledge than do individuals with lower global self-worth (Bowker, et. al., 2003, p. 47). Some ways to build good self-worth are: paying attention to your wants and needs, take very good care of yourself, take time to do things you enjoy, get something done that you've been putting off, do things that showcase your special talents and abilities, wear clothes that make you feel good, reward yourself, spend time with people who make you feel good, make a place that honors you as a person, display items that you find attractive, work on learning how to improve your skills, do the things you know that will make you feel better about yourself, and do something nice for another person (Arons & Curie, p. 4-5). One of the biggest ways people can work on self-worth is to work on changing your negative thoughts to positive thoughts. Learning negative thoughts can be learned from many sources including other children, family members, caregivers, the media, and prejudice and stigmas in our society (Arons & Curie, p. 6). Once these negative thoughts have been learned it can be easy to repeat these negative messages over and over to yourself, especially when you are feeling down or having a hard time (Arons & Curie, p. 6).

Physical appearance has been found to be the single most important predictor of global self-worth across the life cycle of an individual (Bowker, et. al., 2003, p. 48). It is important for adolescents to feel good about their self. Taking care of yourself can be a good way to build self-worth (Arons & Curie, p. 2). Physical appearance is a strong predictor on global self-worth in adolescents. Physical appearance has been shown to be more important in adolescent girls as opposed to boys when it comes to global self-worth (Bowker, et. al., 2003, p. 48). Bowker et. al.

(2003, p. 48) suggested that body image is a paramount in adolescence as young individuals deal with both bodily changes initiated by puberty and increased interest from and toward the opposite sex. Research has suggested that with physical appearance changes in adolescents, due to puberty, are harder for female adolescents as opposed to male adolescents.

During adolescents, girls may experience more dissatisfaction related to physical appearance related to weight gain and other gender role expectations associated with puberty (Bowker, et. al., 2003, p. 48). This dissatisfaction can lead to lower levels of global self-worth in young female adolescents. However, this dissatisfaction with physical appearance may be able to be enhanced during adolescence for both boys and girls through sports involvement. Through sports involvement health benefits such as increased aerobic power, increased muscle strength, and decreased obesity have been clearly demonstrated with sports participation (Bowker, et. al., 2003, p. 48).

Sports on Self-Worth

There have been several studies with children and adolescents that have documented a positive relationship between sports participation and a more positive self-worth. Traditionally, sports participation contributes to ones' self-worth. Though there are many other factors besides sports participation that can contribute to adolescent's global self-worth (Daniels & Leaper, 2006, p. 879). Sports participation during adolescence is associated with beneficial outcomes, including higher educational aspirations, educational attainment, higher grade point averages, better mental health, and less sexual risk taking in females (Dodge & Lambert, 2008, p. 813). All of these factors can lead to greater global self-worth in adolescence. However, some research has produced some mixed feelings about this topic. Some studies have shown that sports participation is associated with positive self-evaluations in global and domain specific aspects of

people's self-concepts (Daniels & Leaper, 2006, p. 876). For example, female athletes had more positive self-evaluations of their own physical competencies as opposed to non-athlete females. Other data indicates that, as adolescent athletes perform at higher levels, their skills or athletic competencies increased and that increase in self-efficacy may translate into increased global self-worth (Bowker, et. al., 2003, p. 49).

One of the most common findings regarding the association of sports participation and the health of adolescents is the relationship between participating in sports as a child is more likely to lead to increased physical activity later in life. A study done by Perkins et al. (2004) showed that participation in sports during adolescence was positively associated to both sports participation and physical activity into young adulthood (Dodge & Lambert, 2008, p. 814). It should be noted that the benefits of sports participation in adolescence on later physical and mental well-being may be linked to the improvements in psychological well-being that accrue from sports activity as an adolescent (Dodge & Lambert, 2008, p. 815). One of the main reason that participation in sports as an adolescent may lead to more of a likelihood to participate in sports or other physical activity as an adult is the greater sense of self-worth in oneself (Dodge & Lambert, 2008, p. 815). Dodge and Lambert (2008) found in their research that previous research found that adolescent girls with positive self-worth were more likely to have participated in sports than those that girls that reported lower self-worth (p. 815).

Daniels and Leaper (2006 p. 876) state that female athletes also had a significantly higher level of global self-worth than did female non-athletes. It is important to consider all the different mediators that might link sports participation and self-worth. Accordingly, Daniels and Leaper (2006, p. 876) peer acceptance in adolescents perceived peer acceptance is a potentially influential factor in sports participation. Daniels and Leaper (2006, p. 876) hypothesized that

peer acceptance would mediate the association between adolescents' sport participation and their self-worth.

The clear objective of Daniels and Leapers study is to investigate the longitudinal relationships between sports participation, perceived peer acceptance, and overall self-worth in adolescent boys and girls (Daniels & Leaper, 2006, p. 878). As Daniels and Leaper had originally predicted, peer acceptance did play a huge part in the relationship between sports participation and global self-worth. Daniels and Leapers data goes hand in hand with another study performed by Richman and Shaffer (2000) who also found similar results as Daniels and Leaper that domain specific aspects of self-concept played a part in the association with sports participation and self-worth. With these two studies, it is important to look more into the notion that exploring perceived competence in different domains when we examine the impact of sports participation on adolescents' self-worth (Daniels & Leaper, 2006, p. 878).

As Daniels and Leapers (2006, p. 879) have indicated, peer acceptance mediates the association between sports participation and later self-worth in adolescence boys and girls. Daniels and Leaper's results indicated that boy's participation in sports is an important avenue to peer acceptance and later positive feelings of self-worth or self-esteem. Peer acceptance is also a significant mediator of self-worth that adolescent boys and girls get from sports participation. With adolescent girls, peer acceptance may be even more specifically essentially important given that they might see more resistance (Daniels & Leaper, 2006, p. 879). Thus, with physically active girls accepted by their peers are likely to experience increased feelings of global self-worth. Daniels and Leaper (2006, p. 879) anticipated that increased societal acceptance of girls' and women's athleticism would make it easier for girls to obtain positive socioemotional benefits from their increased sports participation.

Self-Concept

Self-concept is an idea of self-constructed from the beliefs one holds about oneself and the responses of others. Self-concept, which refers to one's description of one-self and appraisals of competencies within various domains, is a critical element to one's overall evaluation of their personal worth (Hagewen & Kort-Butler, 2010, p. 569). Self-concept is how an individual has about him or herself physical, social, and spiritual or moral being (Gecas, 1982, p. 3). Self-concept can also be the totality of an individual's thoughts and feelings having reference to himself or herself as an object (Gecas, 1982, p. 3). Self-concept is suggested by Epstein can be best viewed as a theory that a person holds about himself or herself as an experiencing, functioning being in interaction with the world (Gecas, 1982, p. 3). There seems to be a central theme in the sociological literature that self-concept is the idea that the content and organization of self-concepts reflect the content and organization of society (Gecas, 1982, p. 10).

Self-concept can capture a degree to which individuals feel loved, respected, valued, and competent (Cairney, Camire, Clark, & Wade, 2015, p. 226). Throughout a person's lifetime individuals will experience role changes, life transitions and turning points that are embedded in the course of human development, socialization, and social changes (Demo, 1992, p. 319). With these transitions through life self-concept can be effected if these changes through life are met with either positive or negative influences. Self-concept is generally considered to be stable throughout life, with some points of disturbance during their life (Demo, 1992, p. 319). The disturbances that may be experienced in life are direct responses of situations that are perceived as negative. Traditionally, adolescences are a key time at which adolescents grow into the adult they will become. Self-concept is representing one's overall view of oneself in terms of competence, intelligence, and other attributes. Self-concept is also defined by how individuals

assess their strength and weaknesses in multiple life domains, and is differentiated from self-esteem, or how one feels about oneself (Kuperminc & Thomason, 2014, p. 818). Self-concept clarity has been described as a key ingredient of both self-esteem and personal identity (Frings, Hale III, Koen, Klimstra, Koot, Meeus, Oosterwegel, Schwartz, & Van Lier, 2011, p. 373). Self-concept clarity refers to the extent to which individuals describe themselves in positive and consistent ways, and the extent to which individuals feel 'sure' of themselves (Frings, et. al., 2011, p. 373). Research has shown that adolescents is a key time in building self-concept. Building self-concept in adolescents assists in negotiating new roles and relationships with others (Kuperminc & Thomason, 2014, p. 818).

Studies have shown that adolescents with low self-concept have higher rates of substance abuse, risky sexual activity, and other behavioral problems. Poor self-concept is linked more to health behaviors so adolescents with lower self-concept may classify their self as a poor student or rule breaker are more likely to engage in risky behaviors (Chung, Dudovitz, & Wong, 2014, p. 12). Low self-concept has been shown to increase the risks of behavioral problems in and out of school, anxiety disorders, depression, and suicidal behaviors (Sung, 2011, p. 365).

Research into self-concept and coping skills of early adolescents could be a valuable in helping them attain a normal healthy development (Sung, 2011, p. 365). With early detection of lower self-concept corrective actions can be taken. Studies suggest that adolescence is a critical time for identifying development and self-concept solidifies during later adolescents for most young people (Chung, et. al., 2014, p. 13). Developing a positive self-concept is important in adolescent's lives. With a positive self-concept adolescents are able to use the skills they've learned later in life. Looking at how sports participation can build self-concept will be looked at in the following section.

Sports and Self-Concept

Sports participation has been shown to have positive effects on adolescent's self-concept. Sport participation can have positive influence on adolescence self-concept through advancements of physical ability, physical appearance, or academic ability (Cairney, et. al., 2015, p. 226). The potential for sports participation to promote positive social behaviors, prosocial behavior, empathy, community connectedness, social capital, positive peer relationships, and positive ethical and moral behavior are commonly discussed when looking at sports participation and adolescence (Cairney & et.al., 2015, p. 238). By participating in sports it is hypothesized to influence adolescent's self-concept through the improvement of skills and competitive outcomes (Gustafsson, et. al. 2014, p. 5). Given that self-concept is particularly important for adolescents, it is possible that individuals who engage in sports may have a higher self-concept. When adolescents grow into adulthood it is shown that adults with higher self-concept are associated with reduced odds of physical activity as they age in life (Dodge & Lambert, 2008, p. 815).

Sports participation has been suggested to play a vital role in the development of adolescents (Hixson, pg. 2). Moreover, adolescents who continuously interact with persons, objects, and symbols in the sports environment and use these interactions as a sources to judge their sports competence (example, peer comparison process and evaluate feedback from coaches, parents, peers and spectators), but for these to be effective the interactions must occur on a fairly regular basis over extended periods of time for development to take place (Gustafsson, et. al. 2014, p. 5). Participating in sports not only has a positive influence on physical health, but also has an effect on other behavioral variables that are important in early adolescents. Sports participation can offer adolescent's worthwhile opportunities compared to other unsociable and

undesirable activities that non-participants in sports may become engaged in. Adolescents can be viewed in a negative sense at times due to stereotypes that can be associated with youth activities, such as taking drugs or the vandalism of personal property (Hixson, pg. 2). By offering adolescents sports to participate in these risky activities that adolescents could become involved, adolescents may be less likely to become involved in such activities.

Sports participation can have positive effects on academic performance, self-concept, motivation, and can lead to less consumption alcohol, tobacco, and drugs (Castro-Sanchez, Gonzales, Ignacio, Knox, Muros, Viciano-Garofano, & Zurita-Ortega, 2015, p. 2). Through sports participation, adolescents can have positive effects on physical self-concept in areas like physical ability, physical conditioning, physical strength, attractiveness, and psychological well-being (Castro-Sanchez et. al., 2015, p. 2). The benefits of sports participation on adolescents' self-concept during the transition period in their lives (Hixson, pg. 5). All of these areas can be vital to adolescents in developing positive physical self-concept and can influence them into their adult lives. It is important that a more positive self-concept be instilled in girls. Girls may have lower self-concept because they are more critical of their self-image in adolescence than boys (Castro-Sanchez & et.a.l., 2015, p. 10). With more sports participation or physical activity findings show that there are more positive correlations with physical appearance.

With sports participation and alcohol consumption some research can be shown that sports participation could lead to higher levels of alcohol consumptions among adolescents. The positive association between sport and alcohol use is concerning as alcohol use is related to negative developmental outcomes and harms among youth including poor school performance and health-compromising behaviors (Cairney, et. al., 2015, p. 225). Knowing the connections between sports participation and alcohol consumption among adolescents could be important in

learning ways to prevent adolescents from consuming alcohol. It is important to note that the link between sport participation and alcohol and drug use is particularly important during adolescence as sports participation, alcohol use, and drug use are at their peak during this developmental period (Cairney & et.al., 2015, p. 225).

Self-concept has been widely studied and its relationship to violent and aggressive behavior. Sports participation can be a positive outlet for these two behaviors that can be associated with today's adolescents. Research has suggested that the relationship between sports participation and self-concept may also depend on the characteristics of the individual him/herself, including his or her gender (Bowker & Findlay, 2007, p. 30). Gender does not play as high of a role in perceived self-concept in elite male and female athletes as much so as it does in less competitive female and male athletes. However, it is shown that males tend to have a more positive self-concept, in particular to physical competence of self-concept, than do female athletes (Bowker & Findlay, 2007, p. 32). To counter act this effect in female adolescent's higher levels of competition and more intensive activities could associate to higher self-concept for females. When looking at self-concept perceived athleticism can be a significant predictor of self-concept (Bowker & Findlay, 2007, p. 35). With sports participation having an increased perceived athletic self-concept will lead to increased levels of self-concept. With these increased levels of self-concept adolescent athletes may try to develop more skills in sports which then could lead to an increase of perceived athletic concept. Sports participation then could lead to a possible never ending cycle where self-concept seems to grow without limits where a greater self-concept will continue to grow in adolescent children who participate in sports.

Analysis

So it is possible for sports participation to build self-esteem, self-worth, and self-concept in adolescent children? The short answer is yes there is definitely a connection to sports participation and building a positive self-esteem, self-worth, and self-concept in adolescent children. However, it is a more complex answer to this question as there can be many different factors in how self-esteem, self-worth, and self-concept can be built in adolescence through sports participation. For self-esteem, self-worth, and self-concept to be built in adolescent children there need to be certain criteria that should be met. Sports alone will not build self-esteem, self-worth, and self-concept in adolescent children if they are not nurtured and payed attention to. Self-esteem, self-worth, and self-concept can either be built through sports participation or destroyed in adolescent children if different factors are not addressed as sports participation becomes a part of their normal life. I have reviewed research to back up my hypothesis that sports participation can build self-esteem, self-worth, and self-concept in adolescent children if the different ways I have found are nurtured. There are many determining factors but I will show the main ones that I have found and how they can be linked with each other to help increase the levels of self-esteem, self-worth, and self-concept in adolescent children and try to shed further light on what has become a significant research question among many different researchers.

While it is definitely plausible that sports participation is associated with positive self-esteem, self-worth, and self-concept it is unclear from most studies that whether sport has a truly causal impact on self-esteem, self-concept, and self-worth (Cairney & et. al. 2015, p. 239). The simple answer to this question is it depends on many of the different variables that I reviewed in my literature review section. Sports participation however has been linked to higher levels of

self-esteem, self-worth, and self-concept as well as lower depression, anxiety, and suicidal ideation (Cairney & et.al., 2015, p. 241). Adolescents who report lower self-esteem is linked to increased suicidal in both males and females, being bullied and use of alcohol in adolescent boys, and risky sexual behaviors in adolescent girls (Bhana et. al, 2004, p. 1461). Lower global self-worth however, did not show any significant contributions to predicting any risky behaviors in adolescent boys but with female adolescents' lower global self-worth was only associated with an increase in suicidal behaviors (Bhana et. al, 2004, p. 1461). Harrison & Narayan (2003) found that sports participation among adolescents lead to increased exercise, consumption of nutritious fruits and vegetables, a better liking of school, a better attitude about oneself, peers, teachers, and parents, along with a less likelihood to skip school, getting into fights, vandalizing property, or having sexual intercourse (p. 118). So this shows that the higher self-esteem, self-worth, and self-concept can be built through sports participation in adolescent children and can lead to a less likelihood of acting out and lower rates of risky behaviors. With this increase in self-esteem, self-worth, and self-concept we can start working towards building more productive children and helping lead them to a brighter future as they grow in young adults. It is important that these growths in self-esteem, self-worth, and self-concept begin early in adolescent children so that as an adult the difficult life decisions and downfalls that come along with life may be handled well as they are equipped with the necessary confidence to tackle any situation.

One of the largest determining factors that I found in my research that seemed to have one of the biggest determining factors on self-esteem, self-worth, and self-concept was it was not the amount of sports participation that an adolescent is involved in but the enjoyment of sports participation that the adolescent has while participating in sports. Adachi and Willoughby (2013) discussed how there is a longitudinal relationship between involvement in sports participation

and self-esteem have examined a socialization effect (involvement in sports predicting self-esteem over time), but not selection effects (self-esteem predicting sports involvement in sports over time) (p. 143). So it's the sports participation that predicts higher levels of self-esteem and not self-esteem predicting more involvement in sports. Adolescents with higher self-esteem are more likely to play sports over time. In contrast to this Adachi and Willoughby (2013) found that the frequency of involvement in sports did not predict self-esteem (p. 143). Adachi and Willoughby (2013) also found that greater enjoyment of sports predicted higher self-esteem over time and higher self-esteem predicted greater enjoyment of sports over time (p. 143). So it is imperative for adolescents to participate in sports that they enjoy more than it is for them to just simply be participating in sports to promote higher levels of self-esteem (Adachi & Willoughby, 2013, p. 143). This demonstrates that just like anything in life it is more important to enjoy what you are doing than just simply doing it without the enjoyment. It has always been instilled in me that if you are doing what you enjoy you will have more fulfillment in life. So with sports participation it is no different, if an adolescent is enjoying the sport they are playing in the more benefits they will receive through that participation and the better chance a positive self-esteem, self-worth, and self-concept that can be built in adolescent children.

Another large factor in the determination in how self-esteem, self-concept, and self-worth can be developed through sports participation is the behavior coaches and parents of the adolescents participating in sports. As generally the first people to be a motivator in sports participation in adolescence; parents and coaches can either promote higher levels of self-esteem, self-concept, and self-worth or lower levels of self-esteem, self-concept, or self-worth (Schwebel & et. al., 2016, p. 2). As Schwebel and colleagues (2016) showed with their research parents and coaches are able to create environments that can build self-esteem in adolescents (p. 7). It is also

shown through parents and coaches yielded consistent correlational results for all athletes' outcome variables including lower anxiety, higher self-esteem, and stronger mastery goal orientation (Schwebel & et. al., 2016, p. 10). Research findings did not support a theoretical inconsistent results observed in relation to performance anxiety, self-esteem, and achievement goal orientation (p. 10). It is also found in research that parental involvement revealed that the parental motivational climate was more influential than was the coach-initiated climate (Schwebel & et. al., 2016, p.10). In only one case did coach-initiated mastery climate had a stronger influence on anxiety than parental standards (Schwebel & et. al., 2016, p. 10). The findings showed that a mastery approach to coaching motivational climate interventions for coaches has an effect on coaching behaviors and on athletes' anxiety, self-esteem, and achievement goal orientation (Schwebel & et. al., 2016, p. 10). If there is a less stressful environment for the adolescent children the more likely they will continue in sports as it is building a positive relationship. This supports the aforementioned idea that it is the amount of participation but rather the enjoyment gained from participation that is more likely that a positive self-esteem, self-worth, and self-concept that can be instilled in adolescent children. Research supports that a positive sports environment begins with the behavior of coaches and parents. If parents and coaches build up that positive environment it should lead to a greater enjoyment for adolescence who are participating in sports.

Research findings suggest that coaches training may aid in developing a positive sports environment. Coatsworth & Conroy (2006) found that coaches trained in psychosocially courses might have on adolescent's self-esteem (p.185). As part pf their investigation Coatsworth and Conroy (2006) found that although the adolescents started their season with high levels of self-esteem, over the course of the season the athletes did show a minor increase in self-esteem after

the coaches received the training. Additionally, research findings suggest adolescents with lower self-esteem had greater increases in self-esteem with coaches who went through a training program to promote growth in adolescence self-esteem (p. 186).

Research findings suggest the impact of coaches training varied. For instance, males who began the season with low positive self-esteem and who played for coaches who psychosocially-trained coaches experienced increased their positive self-esteem Coatsworth & Conroy, 2006, p. 186). In a similar manner research results found that the effects of coach training is more effective with the younger adolescence than an older group of adolescence (Coatsworth & Conroy, 2006, p. 186). Coatsworth and Conroy (2006) noted that younger adolescents are less cognitively mature and their thinking is more concrete and they rely more on direct feedback therefore this may mitigate the impact of the coaches training (p. 186). Younger adolescents are more likely to use this type of positive feedback, attention, and reinforcement given by adults to help build their self-esteem. As a child grows into their later adolescence parental feedback becomes less central in their life and peer acceptance becomes more central in their life. Coaches that are trained in building self-esteem, self-worth, and self-concept show that even in children who already have higher levels of self-esteem, self-worth, and self-concept that they can even show greater signs of self-esteem, self-worth, and self-concept. If a coach isn't properly trained they could create an environment that is not contingent on building self-esteem, self-worth, and self-concept in adolescent children, this links back to the previous paragraph that the environment that can be built by coaches and parents around sports is important in building a more positive experience that can lead to increased levels of self-esteem, self-worth, and self-concept in adolescent children.

The association between perceived sport competence and self-esteem can also be a determining factor in higher levels of self-esteem. A group of researchers found that perceived sport competence mediated the effect of sports participation on subsequent self-esteem, and similarly the effect of self-esteem at baseline on subsequent sports participation across all the different age groups of adolescents (Gustafsson & et. al., 2014, p. 18-19). It is therefore important to consider the perceived sport competence as the mediating variable for understanding the association between sports participation and self-esteem (Gustafsson & et. al., 2014, p. 19). So with higher levels of perceived sport competence the more likely an adolescent will get involved with sport participation and stay involved in sports and can raise the levels of self-esteem in adolescents. To build on this perceived sport competence helping the adolescents develop their skills in sport can lead to more improved self-esteem, self-worth, and self-concept. As a coach or parent it is important to work on skill development with the young athletes. Building on their skills will lead to a greater enjoyment in their sports participation and again as stated above the greater the enjoyment the higher self-esteem, self-worth, and self-concept that can be built in adolescent children through sports participation.

Peer acceptance can also play a role in the amount of sports participation and how peer acceptance can have effects on adolescent's self-esteem. Chin & et. al. (2012) found that peer acceptance mediated the relationship between sports participation and self-esteem. This supports the findings of Daniels and Leaper (2006) who also suggest that peer acceptance mediated the relationships between sports participation and self-esteem. As the level of peer acceptance and sports participation increased so did an adolescents self-esteem. Daniels and Leaper did find a change in self-esteem varied by gender. This occurred because peer acceptance was found to be more desirable among adolescent girls given that the continual resistance that some athletic girls

may experience due to sports not being as socially acceptable activity for adolescent girls. As a result, adolescent girls who participate in sports and are more accepted by their peers are more likely to experience increased self-esteem. Research finding also support the idea that adolescent girls who are participating in sports also experience more positive socioemotional benefits.

Daniels and Leaper (2006, p. 879) also found that sports involvement among adolescence predicts an increased school attachment and lower levels of social isolation which are both linked to having higher levels of self-esteem among adolescents. The importance of peer acceptance as it relates to participation is particularly important for adolescents who play team sports. If the adolescent feels greater levels of acceptance among their peers; adolescents may be more likely to stay involved in team sports. Additionally, for those already participating in a team sport, if they do not feel accepted by their peers they may also experience less enjoyment in sports and again more likely to discontinue their participation in sports.

Gender is also a determining factor in building self-esteem through sports participation. It was found by Bowker and Findley (2007) determined that a direct correlation between the intensity of the sports participation and gender; that girls who participated in more strenuous activity have higher self-esteem. However, this was not true among adolescent boys (p. 37). It is intriguing that it is more important for girls to participate in strenuous sports activity more than boys (Bowker & Findley, 2007, p. 38). With gender, adolescents who have higher levels of femininity and participated in competitive sports had lower levels of sport competence and lower self-esteem than those that have more masculine qualities (Bowker & Findley, 2003, p. 56). This finding would suggest that there is an optimal level for sports participation that depends on an individual's gender role orientation (Bowker & Findley, 2003, p. 56). There is a great deal of discussion concerning how gender plays a role in sports participation since it is shown that

adolescent boys participate in sports more than adolescent girls (Bowker & Findley, 2003, p. 57). Bowker and Findley (2003) also found that an adolescent's gender role orientation plays a greater role in sports participation than just gender (p. 57). Since participation is considered a more masculine activity you can see that adolescents who show more feminine qualities may be less likely to participate in sports. For these children there should be other alternatives for building self-esteem, self-worth, and self-concept.

Eccles and Fredricks (2006) found that there are indicators that show a positive growth at both 8th and 11th grade adolescents (p. 1040). As adolescents grow into adulthood it is shown by Dodge and Lambert (2008) show that adolescents who reported participation in sports as an adolescent is associated with higher levels of physical activity and higher levels of subjective health into young adulthood (p.821). Dodge and Lambert (2008) also found that a more positive self-worth in young adulthood was linked to participation in sports and increased subjective health (p. 822). With anything you want to continue to build on it as you grow older. So the self-esteem, self-worth, and self-concept that is instilled in adolescence can continue to grow as they grow into their early adulthood. It is imperative that self-esteem, self-worth, and self-concept continue to be nurtured into young adulthood as it can lead to a more successful overall life.

It is important to look at negative effects of sports participation. The apparent culture of alcohol and drug usage associated with the sports industry is a potential concern for parents of adolescents. This culture provides another variable that impacts an adolescent's development. While Cairney & et.al (2015, p. 242) found that there is a correlation with sports participation that shows along with increased positive psychological and social outcomes including pro-social behaviors, increased self-esteem, self-worth, self-concept, and reduced depression there is also an increase in alcohol use. This could be due to the drinking culture that could be associated with

sports along with the advertising of alcohol around sporting events which could lead to a normative perception of alcohol use among adolescent athletes and contribute to increased alcohol use (Cairney & et.al. 2015, p. 242). Adolescent athletes may also have peers who are more likely to use alcohol as well. Together these two factors could lead to increased alcohol use among adolescent athletes. A negative experience in sports including parental over-involvement or an over-emphasis on winning by a coach may result in a negative affect and distress that could lead to an increase of alcohol or drug use (Cairney & et. al., 2015, p. 242). Alternatively, Cairney & et. al (2015) state that a positive sport experience within a context where alcohol use is perceived as a norm can also lead to an increase of alcohol use (p. 242).

Research conducted by the National Survey of Household Drug Abuse however, found that adolescents who participate in sports had lower rates of cigarette, alcohol, and illicit drug use than adolescents who did not participate in sports (Harrison & Narayan, 2003, p. 113). An additional study done by the Youth Risk Behavior Survey found that adolescents who participated in sport were less likely than those who did not participate in sport to use cigarette and illicit drug use but the rates for alcohol consumption were the similar (Harrison & Narayan, 2003, 114). This is interesting as different studies show different outcomes when looking at alcohol and drug use among adolescents who participate in sports. Sports should be a place where adolescents learn that alcohol and drug use are not in their best interest. Since, sports can be an environment where alcohol and drug use can be shown as a norm it is important that coaches and parents talk with their adolescent children and explain the risks that come with alcohol and drug usage. Drugs and alcohol could lead to lower levels of self-esteem, self-worth, and self-concept in adolescent children so with using sports to build up self-esteem, self-worth,

and self-concept it should be important to not let drug and alcohol use negatively affect what the sports participation has been trying to build up.

So while it is shown through research that self-esteem-self-concept, and self-worth can all be developed through sports it is tough to pinpoint exactly how it can be done. A number of variables contribute to the positive growth of self-esteem, self-worth, and self-concept in adolescents. It should also be noted that sports participation is not the only way to build self-esteem, self-worth, and self-concept in adolescent children. I have tried to demonstrate the aforementioned factors do not work alone but together they can all lead to increased levels of self-esteem, self-worth, and self-concept among adolescent children.

Like any study there needs to be more research done on this topic to further credit the research that has been done by others in the past. Some of the major patterns that I found with as a result of my review of literature is that self-esteem, self-worth, and self-concept suggests that these constructs can be built or destroyed depending on how it is nurtured in adolescent children with sports participation. We must also look at gender and race as well as adolescent boys may respond to changes in self-esteem, self-worth, and self-concept in different ways than adolescent girls. Some adolescents may require one or more of the factors that I have discussed may need more attention than some of the others. Some may need more peer acceptance than enjoyment in sports to build higher levels of self-esteem, self-worth, and self-concept. Some may need more training to build perceived sport competence than a more positive environment built by coaches and parents. It should be important that we study and learn how to use all of the factors listed above to build the optimal levels of self-esteem, self-worth, and self-concept in adolescent children. With additional research I could see how sports participation could be used to do this.

Next I will look and suggest possible solutions that could be used to help build self-esteem, self-worth, and self-concept in adolescent children based on the factors that I have discussed. It is my hope that with the literature that I have reviewed will shed more light on what could be a potential life changing experience for adolescent children to grow greater levels of self-esteem, self-worth, and self-concept through sports participation.

Recommendation

To apply the research, we need to look at the different factors that I have discussed in the previous two sections. Building self-esteem, self-worth, and self-concept through sports participation in adolescents is possible and now I will try to show real world applications on how it can be done. It is important that we not overlook the different factors that can build self-esteem, self-worth, and self-concept in adolescents as different ones may respond different to all of the factors that I have found. First we will look at how we can make sports participation more fun for adolescents so that they are enjoying the sport that they are playing.

. To make sports more fun we need to first make sure that the adolescents are genuinely interested in the sport in which they are participating. If there is no genuine interest in sports then adolescence may not have fun playing sports and therefore self-esteem, self-worth, and self-concept may not be built in adolescents but could actually lead to lower levels of all three concepts of self. Getting adolescents interested in the sport is shown in the previous research that levels of self-esteem, self-worth, and self-concept are more likely to be built when the child is interested in sports more than when there is no interest (Adachi & Willoughby, 2013, p. 144). To make sports more fun there needs to an environment created that promotes fun play more than a competitive level with early adolescent children.

As young adolescents grow older it is important to keep the fun environment but while starting to add a more competitive edge to sports. As adolescents grow older they may begin to thirst for that more competitive experience as that too can lead to increased levels of self-esteem, self-worth, and self-concept. To me personally, when I was a young adolescent I was more interested in just playing sport and not so much on the level of competition. As I grew older I started to focus more on competition but the early enjoyment that I learned seemed to stay with

me. I became a more competitive person which I have carried through my life which has pushed me to increased levels of self-esteem, self-worth, and self-concept in myself.

With this though we need to be careful. Parents and coaches with young adolescents who may be just getting into sports need to first learn to enjoy the sport before they begin to focus on the levels of competition and winning. Too often I have personally seen too much emphasis put on small adolescent children that winning is the number one priority and that fun is not promoted as much. While it is important I think to teach a winning attitude to some extent placing too much focus winning at first could destroy self-esteem, self-worth, and self-concept in children. As I have reviewed in the last two sections promoting an environment that builds on enjoyment of sport is where self-esteem, self-worth, and self-concept will be built in adolescent children.

In my personal opinion parents and coaches may be the largest determining factor in building the highest levels of self-esteem, self-worth, and self-concept in adolescent children through sports. Parents and coaches will be who adolescents look for supportive feedback that they will use to help them build on their self-esteem, self-worth, and self-concept. Parents and coaches will also be the ones responsible for building a positive fun environment with sports. Parents were shown to be more likely to build a positive environment in sports and that's where I feel building a positive environment with sports needs to begin. Parents need to work on building up their adolescent athletes with encouragement and positive feedback. If parents are not as positive and encouraging you may see that sport is not building self-esteem, self-worth, and self-concept but destroying it. Too often I feel parents put too much pressure on their child to win that can promote a more stressful environment that leads to higher levels of anxiety in adolescent children. Parents sometimes need to take a step back and realize that their child is participating in sports for their enjoyment and for their parent's enjoyment. I have seen it in my own life that a

small child is so worried and stressed out that they will disappoint their parents if they do not win or be the best player on the field of play.

To help with parents who seem to not grasp this concept may need help realizing this. This is where someone may need to step in and help with parents to build self-esteem, self-worth, and self-concept in their adolescent athletes. However, an approach to this needs to be one that is done with one that the parent is open to. No one should ever force their opinions on people who are not open to it. If parents are open to the idea of being helped the sports program that their child is involved in could set up a class or someone who is experienced in building self-esteem, self-worth, and self-concept in adolescent children. For the parents who may not be able to control their self when it comes to their child participating in sports someone may need to step in and intervene. It is far too often where you see parents who are too harsh on their child if they feel they are underperforming on the field of play. Too often you see parents who make a scene and are either screaming at coaches, referees, or sometimes even opposing players. I would also recommend that parents are held accountable for their actions if they are negative and not leading to building a positive environment for the adolescent children participating in sports. Too often you see those parents who are overbearing and place too much emphasis on competition and you see children who are so anxious and stressed while playing they forget to simply go out there and play and have fun. If parents are not helping to build a positive environment actions need to be taken. In this case it may be necessary for people to step in and reprimand the parent for their actions. If it is necessary, remove the parent from the area but not at the cost of making a scene that would potentially embarrass the adolescent athlete.

Again, making a positive environment in sports participation begins with the parents of the adolescent athletes. Making these environments is where self-esteem, self-worth, and self-

concept will be built in adolescents. I would personally like to see more programs where there is an emphasis on building self-esteem, self-worth and self-concept in adolescent athletes more than competition alone. While competition is important keeping the environment positive by all involved should also be emphasized more. The self-esteem, self-worth, and self-concept that will be built in adolescents at an early age will be something that can be built on and used for a lifetime. As shown, more positive attitudes and higher levels of self-esteem, self-worth, and self-concept will lead to a happier life as adolescence grow into their young adulthood.

Coaches I believe are just as important as parents in building self-esteem, self-worth, and self-concept in adolescent children. Adolescents will look to their coaches for motivational and encouraging feedback with their performance in sports. Coaches were also shown to build positive environments where self-esteem, self-worth, and self-concept can be built in adolescent athletes (Schwebel & et. al., 2015, p. 10). As coaches, they need to focus on building the young adolescent children and working with them on developing their skills in sports. Coaches especially early on need to be promoting the development of skills and positive feedback where adolescent children are not being pressured to win. For this to happen as discussed in the previous section coaches should trained in psychosocial skills that have been shown to build a more consistent growth in self-esteem, self-worth, and self-concept in adolescent children. If these types of training courses could be made available to the coaches I feel that sports can be optimized in building self-esteem, self-worth, and self-concept in adolescent athletes. I would like to see sports leagues that make these types of training available to all of their coaches.

Coaches can also be a buffer between parents and adolescents when it comes to how parents encourage their adolescent athletes. Coaches may also catch scrutiny from parents who are unhappy with their adolescent's performance on the field. Coaches will need to learn how to

deal with parents that may be difficult to deal with when they are unhappy. As this could be a situation that is uncomfortable for coaches, proper training for the coaches will be vital in how these situations could be played out. If these situations are not handled properly a negative environment may be created for the adolescent children where self-esteem, self-worth, and self-concept could be destroyed.

Coaches also need to learn how to develop adolescent athlete's skills and sport competence on the field. Making sure that sport skills are built through practice in adolescence will lead to a more positive experience. As shown in my research, building sports competence can lead to higher levels of self-esteem, self-worth, and self-concept in adolescent children. Coaches will be the first people when it comes to developing sports competence. A coach should be knowledgeable in sports and if they are not making someone available that can help them would be beneficial for the adolescent athletes. Different skills may also need to be taught to the adolescent children. It will be important that coaches recognize that all adolescent athletes will be different in their skills and may require more or less attention than others. This all comes back to offering training to coaches that can work both in building psychological and skills sets in the adolescents who are playing sports. I feel strongly that training should not only be offered but required among sport leagues, especially those that are involving adolescent children. I feel it requires a different kind of mind set to coach adolescent so making sure that the coaches are trained will be vital to the amount of self-esteem, self-worth and self-concept that can be built.

Along with coaches, parents will also play a role when it comes to building sport competence in adolescent athletes. Parents should show a vested interest when it comes to building sport competence in their adolescents. If the parent is competent in sports; spreading their knowledge to their adolescent may be a beneficial way to build sport competence as well as

giving them a chance to spend quality time with their child. As parents, you need to try to build up your child as they begin to learn new sports skills. Parents will be the ones who work with their child after coaches have taught them new skills and it is important that parents watch how the coach is teaching so that they can try to teach their children in the same way. With parents and coaches both working with adolescent athletes on the same skills they should learn sports skills faster and that should lead to higher sports competence which should lead to higher levels of self-esteem, self-worth, and self-concept. I believe that parents will be the biggest advocates when it comes to building sport competence in adolescent athletes as they have the opportunity to spend more hours with adolescent athletes in training.

Training of adolescent athletes should not be taken for granted. Training adolescent athletes will not only lead to better sport competence and higher levels of self-esteem, self-worth, and self-concept but can lead to better overall health as it is a great source of exercise. I discussed in my literature review that adolescents who have overall higher levels of body image will have higher levels of self-esteem. This holds true to adolescent girls more than adolescent boys as adolescent girls put more into body image than adolescent boys. This additional training therefore should have two positives as it will lead to greater levels of sport competence as well as more exercise which should lead to an overall better body image which has been shown to lead to higher levels of overall self-esteem, self-worth, and self-concept in adolescent athletes especially adolescent girls.

Offering training camps for adolescent athletes is another great way to work on sports competence in adolescent athletes. A training camp can be an opportunity to bring in a professional athlete trainer where adolescent athletes can get some knowledge in sports. These types of training camps can also be beneficial to parents and coaches as well as they can learn

new and different ways to train adolescent athletes. If an adolescent is showing a genuine interest in athletics parents can use training camps as an opportunity to let their adolescent learn new skills and to build a greater level of sport competence. Parents can even look to more skill specific training camps for adolescent athletes who may already have a larger knowledge than some to build more sport specific skills instead of just a general knowledge in sports. I would personally recommend at least one skills camp per year to help with sport competence in adolescent children. Getting adolescents more involved in sports with these camps if they are genuinely interested in sports can be nothing but beneficial for adolescent athletes in building sport competence which I have showed leads to higher levels of self-esteem, self-worth, and self-concept.

Next I would also recommend a place where peers are working together and more accepting of each other. I discussed how higher levels of peer acceptance in sports was related to higher levels of self-esteem, self-worth, and self-concept in adolescent athletes. Peer acceptance though could be tricky as it is more on the children more than the parents and coaches. However, parents and coaches can help promote peer acceptance it is ultimately up to the adolescent to be accepting of other adolescent athletes. I would recommend that parents and coaches work together in making peer acceptance a priority when it comes to sports. Most sports are team sports and a team that is more accepting of each other should lead to an overall better team and a better environment in sports. Coaches should encourage cheering from the players. Having the other children cheering for the child that is up to bat during a baseball game should make that child feel more accepted and that should lead to higher levels of self-esteem, self-worth and self-concept. Promoting more peer acceptance among adolescent athletes should lead

to more peer acceptance which will lead to increased levels of self-esteem, self-worth, and self-concept.

I also looked at research that was not a positive to sports participation among adolescent athletes and that was drug and alcohol use. While it is not always shown to increased levels of drug and alcohol use it is a possibility. This needs to be discusses with adolescent athletes by both parents and coaches in my opinion. The dangers of drug and alcohol use should be open for discussion and needs to be something that is taught from an early age on. The dangers of drug and alcohol use needs to be something that adolescent athletes understand can not only ruin their chances at playing sports but can also lead to a less successful life. Parents should teach adolescents that if sports is something that they wish to pursue as a possible career or even as a means to a college education that drugs and alcohol use can make that dream become something that is just a dream and will not become a reality. Having adolescent athletes learning the negatives of drug and alcohol use I would hope lead to adolescent athletes choosing to abstain from usage of both drugs and athletes.

With the recommendations I have made I would hope that sports participation can lead to increased levels of self-esteem, self-worth, and self-concept. Making sports programs a place to build these should lead to increased sports participation among adolescent which I would hope to more adolescents participating in sports in general. I realize that these recommendations may be a bit lofty but I feel these would work well in promoting higher levels of self-esteem, self-worth, and self-concept. I would also like to see additional research done in ways to promote sports as a way to build more self-esteem, self-worth, and self-concept in adolescent athletes.

Conclusion

At the beginning of this paper I stated that sports participation can lead to higher levels of self-esteem, self-worth, and self-concept in adolescent children. I stated that there are determining factors that can lead to growths of self-esteem, self-worth, and self-concept in adolescent children and that I would show how each of these determining would lead to potential growth in all three of these aspects. Each of these factors can have their own potential growth in all the factors of self-esteem, self-worth, and self-concept in adolescent children. It is important that we learn how to build self-esteem, self-worth, and self-concept in adolescent children as we stated earlier all the negative factors that come along with lower levels of self-esteem, self-worth and self-concept. We have also looked at a general overview of self, esteem, self-worth and self-concept and how each of these can be related to sports participation.

Self-esteem I stated earlier is a confidence in one's own self-worth or abilities. Adolescents with higher self-esteem will generally receive better grades, have more positive outlooks on life, and have lower risks for physical health problems. These are all positive when it comes to adolescents as those who have lower self-esteem may experience depression, substance abuse, physical health problems, aggressive behaviors, antisocial behavior, life dissatisfaction, and suicidal behavior. With these different characteristics it is important that we try to promote higher levels of self-esteem in children so that can they will better learn to cope with different aspect of life that may lead to a negative experience such as the loss of a job or the death of a parent or other relative. With higher levels of self-esteem while these situations may be difficult people with higher self-esteem should be able to handle these situations better.

Self-worth I found is the sense of one's own value or worth as a person. Adolescents with higher levels of self-worth should experience similar effects as those who have higher levels of

self-esteem. The same goes adolescents who experience lower levels of self-worth just as self-esteem. This is also true of self-concept. Self-concept is an idea of self-constructed from the beliefs one holds about oneself and the responses of others. I have shown how each of these here can be linked to sports participation and how each of these three can be built by sports participation.

I discovered through my research that self-esteem is one of the largest determining factors when it comes to how much an adolescent who have a more enjoyable experience showed higher levels of self-esteem and higher levels of self-esteem was related to a more sports participation. As we looked at earlier it is important that adolescents are enjoying sports in which they are participating. If they are not having fun, then there will be most likely no increases in self-esteem. This will be key as if there is no enjoyment then there will be no sports participation and all of the other factors that are involved with sports participation will not matter. It all starts with how much enjoyment that is being had by the adolescent when it comes to sports participation.

I also took a long look at how parents and coaches and how they will play a part in building self-esteem, self-worth, and self-concept in adolescent children. I looked at how they both interact with adolescent children Coaches will be the ones who will promote a positive environment and build a social environment as well when it comes to any type of team sports This is another major factor as we looked at in building increased levels of self-esteem, self-worth, and self-concept in adolescent athletes. Parents, however, may play an increased role when it comes to the positive environment more than a coach. This will always be important when it comes to sports participation with adolescent athletes as stated earlier because I believe just behind the enjoyment of sports the positive environment is right behind it in importance and

leading to higher levels of self-esteem, self-worth, and self-concept and these two go hand and hand it what I think would create higher levels of self-esteem, self-worth, and self-concept in adolescent athletes. I also looked at in my recommendation section how parents and coaches need to work together on building this positive environment as they will be the ones who are the leaders for building that positive environment.

With enjoyment of sports participation and the positive environment built by parents and coaches the next important factor to me in building higher levels of self-esteem, self-worth, and self-concept is sport competence. Sport competence is the level at which an athlete feels more confident about their perceived skills in sports. Naturally athletes who have higher perceived skills in sports will have higher sport competence and thus should have higher levels of self-esteem, self-worth, and self-concept. With sport competence and enjoyment of sports I personally feel that they go hand and hand in that athletes who are enjoying sports more should be working harder at advancing their skills which in turn could lead to more enjoyment of sports.

With all the positives I looked at I did look at one negative aspect of sports participation and that was an increase for potential use of drugs and alcohol. While sports participation is not the only reason an adolescent may participate in the usage of drugs and alcohol it is definitely a chance that it could happen. It is up to the parent and coaches though to make sure that this does not happen by having open discussions about the dangers of alcohol and drug usage. I stated in my recommendation section that parents and coaches should talk to the adolescent athletes often about the negative side effects of drug and alcohol usage. Parents especially more than coaches need to make sure that they are talking with their adolescent about the dangers of alcohol and drug usage. Between coaches and parents I would hope that the percentage of alcohol and drug usage would decrease in the next few years.

With everything I have discussed I believe these are the main points that should be focused on when it comes to adolescents and the levels of self-esteem, self-worth, and self-concept that can be created through sports participation. If a parent or coach of adolescent athletes is reading this, I would hope they take from it a greater knowledge about the importance of self-esteem, self-worth, and self-concept with adolescent athletes but also a greater understanding of how to promote a higher level of all three among adolescent athletes. I feel I have taken different look at this topic and tried to use all of the different factors of building self-esteem, self-worth, and self-concept and showed how they can all be used together and built upon to make higher levels of all three aspects. All of the research that I reviewed focused on a single factor and not on how multiple ones can work together in building higher levels of self-esteem, self-worth, and self-concept in adolescents through sports participation. This is where I hope my paper can lead to additional research done by people who focus on this topic with greater detail. As this was simply an opportunity for me to look at all the research and try to see if there is a correlation between the research out there and how they could all be used together to build higher levels of self-esteem, self-worth, and self-concept through sports participation among adolescent athletes.

If possible I would like to see more data on which ones work best together when it comes to the factors I have discussed in my paper. I would be curious to see if numbers could back up what I discussed and see if the combination of enjoyment of sport along with higher sport competence lead to higher levels of self-esteem, self-worth, and self-concept in adolescent athletes. Could parents and coaches working together to build a more enjoyable sports environment along with more enjoyment of sport lead to higher levels of self-esteem, self-worth,

and self-concept among adolescent athletes. I would like to see research of that type be done to further this topic of discussion.

Again, as a parent of an adolescent athlete or a coach please take this information to make sports a more enjoyable experience where self-esteem, self-worth, and self-concept are not only built upon but given a place where they can flourish. Adolescents are the future of the world and will be the ones who carry us into the future and adolescents with higher levels of self-esteem, self-worth and self-concept should have the necessary tools to have more successful lives. Additional research is definitely a must on this topic to further the small amount of knowledge that we have on whether sports participation can lead to higher levels of self-esteem, self-worth, and self-concept. With additional research we can learn even more on how sports can lead to higher levels of all three aspects of self that I have looked at. I would hope in my future that I can take this information to help adolescent athletes whether it be my adolescent or others that I could come across in my life. As a society let's all go out and make sure sports will always be a place where adolescent athletes can build a better life for their-self by giving them a place to build higher levels of self-esteem, self-worth, self-concept.

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