

**Comparison of self-esteem, anxiety and self-concept among managers**<sup>1</sup>Alireza Dadjouyan, <sup>2</sup>Shabaan Moradi, <sup>3</sup>Kazem Farhangi<sup>1</sup>BostanAbad branch, Islamic Azad University, BostanAbad, Iran<sup>2</sup>Member ship Shahid Sattari University Master, Tehran, Iran<sup>3</sup>Mahabad branch, Islamic Azad University, Mahabad, Iran

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**ABSTRACT**

By studying the extent to which physical activity is directly or indirectly related to self-esteem, anxiety and self-concept among managers can gain a greater understanding of how to better support managers. Self-esteem is defined as a positive or negative attitude toward one's self; the terms stress and anxiety are used interchangeably in this study and is the set of perceptions or reference points that the subject has about him. The purpose of this research is the Comparison of self-esteem, anxiety and self-concept among managers Athletes and non athletes, Statistical population 240 manager, The three provinces, North West Country which chose randomly and divided into 2 were groups. 120 manager three-week training session which had regular and 120 managers whose actions did not exercise, show the result there are significant difference between Self-esteem, and self-concept among manager's Athletes, ( $p=0.002$ ,  $p=0.034$ ) and there are no significant difference between anxiety ( $p=0.051$ ). There are no significant difference between Self-esteem, and Self-esteem among manager's no athletic, ( $p=0.053$ ,  $p=0.001$ ) and there are significant difference between anxiety ( $p=0.063$ ). For data analysis and Managers compare Statistical methods Pearson correlation was used to analyze. And for the 2 group's average was compared using Fisher the statistical method. The statistical analysis was done through SPSS.

**Key words:** self-esteem, anxiety and self-concept, managers.**Introduction**

During the past few years, research on anxiety self-concept and self-esteem has been gaining relevance within identification of factors preventing psycho-pathological problems. In order to prevent psycho-pathological problems during adolescence it is necessary to identify intervention variables which can help configure programs to be applied during childhood and adolescence. Following this perspective, this study is aimed at identifying factors playing a preventive role against psychopathologic and behavioral problems during adolescence. The paper analyses the relationships between a key component in the study of personality, self-concept / self-esteem with psycho-pathological symptoms (somatization, obsession - compulsion, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, psychoticism, and melancholic depression), and with behavioural problems (problems at school, antisocial behaviour, shyness and timidity, psychopathological problems, anxiety, psychosomatic problems, social adjustment). By studying the extent to which physical activity is directly or indirectly related to self-esteem and stress, health professionals can gain a greater

understanding of how to better support college students. Results have important implications for school personnel attempting to facilitate personal growth through the participation in sports and other activities.

**Self-esteem:** Self-esteem is defined as a positive or negative attitude toward one's self. If a person has high self-esteem the person think she is "very good," respects them, and believes the self is worthy. If a person has low self-esteem, the individual lacks respect for the self [20]. It is operationally defined by The Rosenberg Self-esteem Scale [21]. Self-esteem is composed of factors such as competency and worth. Competency refers to the degree to which people see themselves as capable and worthy; it depends on how valuable a person feels about himself. "According to identity theory, the self is composed of multiple identities that reflect the various social positions that an individual occupies in the larger social structure, [4].

**Anxiety:** The terms stress and anxiety are used interchangeably in this study. Stress is considered a reaction to something that occurred and anxiety typically refers to a general feeling of fear and/ or apprehension of something which might happen. However, these terms are used interchangeably

because chronic stress may lead to anxiety and both can have similar effects on one's physical and mental state. Stress and anxiety have been defined as an unpleasant emotional state or reaction that can be distinguished from others, by a unique combination of experiential qualities and physiological changes. Anxiety can include feelings of tension, apprehension, nervousness, worry, and activation of the autonomic nervous system [25]. Stress and anxiety may both lead to headaches, high blood pressure, a weakened immune system, increase in the risk of heart attack, and may speed up the aging process [17].

Research suggests that raising an individual's self-esteem is not only beneficial for that particular individual but also for society as a whole [4].

According to Kowalski & Western (2005) self-esteem refers to a person's evaluation of him, how much he likes and respects the self. Self-esteem can be viewed as the affective element of how we feel about ourselves, while one's self-concept can be viewed as a cognitive element, referring to what we think about ourselves [14].

Researching how stress, anxiety and self-esteem play a role in a student's life can have important implications for school personnel attempting to facilitate student personal growth through the participation in sports and other activities. Anxiety has the potential to play a profound role on an individual's self-esteem. According to Rosenberg (1965) anxiety tends to generate low self-esteem. Low self-esteem contributes to the following four factors: instability of self image, the "presenting" self, vulnerability, feelings of isolation, which in turn generate anxiety. Individuals with high self-esteem are more likely than those with low self-esteem to have fewer psychosomatic symptoms [20].

Babbio (2009) found that the amount of physical activity performed in everyday life along with BMI showed a moderate relationship with self-esteem. Physical fitness has been found to be an important component of well being. Researchers are seeing that fitness has the ability to limit the negative physical and mental effects stress can have on an individual. In fact, being physically fit can reduce the physiological reactivity to stress [3].

Early (2009) conducted a study comparing collegiate athletes and non athletes' social connectedness, self-esteem, and depression. They also looked to see if athletic status, gender, GPA, BMI, levels of weekly exercise, and sleep were associated symptoms of depression. They found that athletes who were considered to be physically active on most days of the week had greater levels of perceived self-esteem and lower levels of depression than no athletic.

Denny & Steiner (2008) studied playing time and scholarship status among college athletes as well as variables such as satisfaction with friends and family, satisfaction with work, and gender

differences. Although, internal factors such as a person's experiences and personality may contribute to feelings of happiness, other factors such as being successful and reaching goals may also contribute to one's overall level of happiness [6].

**Self-concept:** "is the set of perceptions or reference points that the subject has about himself: the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives as data concerning his identity" [22].

Self-concept has at least three sub components; academic, social and physical. Students are usually aware that they have both strengths and weaknesses, that they do some things well and other things poorly. Students may have somewhat different views about themselves in these three areas. Firstly, they have universal beliefs regarding their academic capability and performance. Secondly, they have general thoughts about their potential to narrate with other people, especially with their peers. Thirdly, they have universal beliefs about their ability to connect in corporeal activities such as sports and outdoor games [18]. One-dimensional construct of self-concept is strictly rejected by most of the researchers due to its inadequate explanation of behavior in a wide range of settings. Schierer & Kraut (1979) suggested that self-concept is a multi-dimensional construct and they warned against generalizing the term. They stated "self-concept should not be conceptualized as a simple, unitary phenomenon, but as a complex construct having descriptive, evaluative, comparative, and affective aspects which can and should be discriminated [24].

The self-concept develops through continuous self-assessment in different circumstances. Children and adolescents are frequently asking themselves, in effect, "How am I doing?" To make an opinion about them, verbal and nonverbal responses of parents and other family members are judged by them in the early years and friends, peers and teachers later. A comparison is made by the students with their own standards and with the performance of peers. Both personal and social comparisons are important [10].

Self-concept may be defined as "An individual's assessment of his or her status on a single trait or on many human dimensions using societal or personal norms as criteria" [26].

#### *Physical Self-Concept:*

The physical aspect of self-concept relates to concrete physical features: what we look like, our gender, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth [12].

The value of sports and exercise can be enhanced through establishing a connection between physical activity and the development of self-concept

[8]. Many studies have showed positive relationship between participation in physical activities and sports and the development of self-concept [23]. Individuals can experience feelings of personal competence and to gain a sense of achievement, as well as to develop self-concept with the variety of situations provided by physical education and sport programs [19]. Harter's (1978) model holds that the elements of capability are integrally related to the development of self-esteem and provide an appealing structure from which to study patterns of self-esteem and achievement behavior in sport and physical activity [28]. Theory and research support the idea that a child's physical self-esteem, or self-perception of physical capabilities, is a major determinant of future sport-related behavior [7].

Sanchez and Roda (2007) conducted research on relationship between self-concept and academic achievement in primary students. The sample consisted of 245 primary school students currently studying in public or subsidized schools in Almeria Province (Spain). Self-Description Questionnaire was administered to obtain data regarding the subjects' self-concept, and their scholarship performance through marks assigned by their teachers, [22].

Ali (2002) conducted a study on relationship of self-esteem, self-concept and academic achievement in Orphan and Non-orphan children. The effect of academic grades on self-esteem and self-concept was also determined, [1]. The sample consisted of 100 male children (both orphan and non-orphans) including 50 students of class 5th and 50 students of class 10th taken from (Anjuman Faizul Islam and F.G. School Rawalpindi). Urdu Adjective Checklist of 52 adjectives was used to measure the self-concept of these children and Urdu translation of Self-esteem Scale comprised of 25 items was used to measure self-esteem. Academic achievement of the students was measured with the help of their marks in the last attended exams (high, medium, low). A positive correlation was found between self-esteem, self-concept and academic achievement.

Yu, *et al.* (2006) conducted a study on the topic, are physical activity and academic performance compatible? Academic achievement, conduct physical activity and self-esteem of Hong Kong Chinese primary school children [29]. The sample of the study comprised of 333 Chinese pre-adolescents (aged 8–12) in Hong Kong. Examination results and conduct grades were obtained from the school records. Physical activity questionnaire for children (PAQC) was administered to assess physical activity of the children. Results showed that physical activity level was neither related to academic achievement nor school conduct.

Asci *et al.* (2001) conducted a study to investigate the relationship of self-concept and perceived athletic competence to physical activity level and gender among Turkish early adolescents.

Self-concept was measured by means of Piers-Harris Children's Self-Concept Scale, and athletic competence subscale of Harter's Self-Perception Profile for Children was administered to measure perceived athletic competence. Additionally, to assess physical activity level, the Weekly Activity Checklist was used. Univariate analysis demonstrated a significant main effect for physical activity level on perceived athletic competence. In addition, with respect to gender, non-significant difference was found in  $r$  perceived athletic competence [2].

There has been a great extent of research conducted on developing and validating models, measures and scales of physical activity and physical self-concepts [9, 15, and 27]. However the present study is concerned with the physical self-concepts themselves. Marsh (1997) has conducted self-concept research with elite athletes compared with non-athletes, finding that during adolescence, elite athletes and boys have systematically higher physical self-concepts than non-athletes and girls; however there is scope for more investigation into regular young people and their physical self-concepts [16].

#### *Method:*

The purpose of this research is the Comparison of self-esteem, anxiety and self-concept among managers Athletes and non athletes, Statistical population 240 **manager** , The three provinces, North West Country which chose randomly and divided into 2 were groups.120 manager three-week training session which had regular and 120 managers whose actions did not exercise.

For data collection the researcher used:

#### *The Rosenberg Self-Esteem Scale (RSES):*

Individual self-esteem was evaluated using the Rosenberg Self-Esteem Scale (RSES). The RSES consists of ten items and is commonly used in many studies assessing self-esteem and self worth. Responses choices consist of four points from strongly agree to strongly disagree. Scores can range from 10-40. The higher the score, the higher the self-esteem, It is considered to be an reliable and valid self report scale. The test-retest reliability ranges from .82 to .88 and Cronbach's alpha was reported at .77 to .88 [20]. A copy appears in Appendix B.

#### *State-Trait Anxiety Inventory (STAI):*

The State-Trait Anxiety Inventory (Spielberger, 1977) is a measure of anxiety in young adults. An individual receives two scores: one for state anxiety and another for trait anxiety. The scale consists of 40 questions with a range of four point frequency scale; one being "almost never" and four indicating a response of "almost always." High scores on their respective scales mean more trait or state anxiety and

low scores mean less. For the Trait-anxiety scale the coefficients ranged from .65 to .86, whereas the range for the State-anxiety scale was .16 to .62. The reason for this discrepancy is due to the fact that the state-anxiety scale measures the influence of whatever factors exist at the time of the individual taking the test. A copy appears in Appendix C.

#### Self-concept – Marsh:

The SDQII-S is based on the Shavelson model of self-concept (Marsh and Shavelson, 1985; Shavelson et al., 1976) and the multiple dimensions of self-concept defined by that model. [16]. The Original extended version of this questionnaire is a well-developed instrument that accurately Assesses the multiple and distinct dimensions of the self-concept in different facets of daily activity (Marsh, 1992; Byrne, 1996b). The SDQII-S is adapted from the original extended version and retains the original eleven scales, including three areas of academic self-concept, two areas of physical self-concept, three areas of relationship self-concept, and also scales for emotional stability, honesty-trustworthiness and general self-concept.

For data analysis and Managers compare Statistical methods Pearson correlation was used to analyze. And for the 2 groups average was compared using Fisher the statistical method.

The statistical analysis was done through SPSS.

#### Result:

##### 1- Descriptive Statistics Groups:

The table 1, shows minimum, maximum, mean and standard deviation between self-esteem, anxiety and self-concept among manager's athletes.

The table 2, shows minimum, maximum, mean and standard deviation between self-esteem, anxiety and self-concept among manager's athletes.

##### 2. The statistical analysis:

According to table 3, there are significant difference between Self-esteem, and self-concept among manager's Athletes, ( $p=0.002$ ,  $p= 0.034$ ) and there are no significant difference between anxiety ( $p= 0.051$ ).It means that doing exercises increases of Self-esteem and self-concept and also reduces anxiety.

According to table 4, there are no significant difference between Self-esteem, and Self-esteem among manager's nonathletic, ( $p=0.053$ ,  $p= 0.001$ ) and there are significant difference between anxiety ( $p= 0.063$ ). It means that Inactivity exercises increases of anxiety and also reduces Self-esteem and self-concept among manager's nonathletic.

**Table 1:** Descriptive Statistics between Self-esteem, anxiety and self-concept among managers Athletes.

Groups	N	Minimum	Maximum	Mean	Standard Deviation
Self-esteem	120	34	44	42.38	3.34
Anxiety	120	32	42	38.17	3.05
self-concept	120	230	310	270.45	4.58

**Table 2:** Descriptive Statistics between Self-esteem, anxiety and self-concept among manager's non Athletes.

Groups	N	Minimum	Maximum	Mean	Standard Deviation
Self-esteem	120	36	42	40.23	3.11
Anxiety	120	35	47	42.23	4.18
self-concept	120	227	301	259.34	5.10

**Table 3:** Compare Self-esteem, anxiety and self-concept among manager's Athletes.

Groups	N	Mean	R	P
Self-esteem	120	42.38	0.923	0.002
Anxiety	120	38.17	0.832	0.051
self-concept	120	270.45	0.933	0.034

$P<0.01$

**Table 4:** Compare Self-esteem, anxiety and self-concept among manager's nonathletic.

Groups	N	Mean	R	P
Self-esteem	120	40.23	0.798	0.053
Anxiety	120	42.23	0.643	0.001
self-concept	120	259.34	0.853	0.063

$P<0.01$

#### Discussion:

The purpose of this study the purpose of this research is the Comparison of self-esteem, anxiety and self-concept among managers Athletes and non athletes, this research examined young people's self-concepts about the body, physical activity and appearance, with the intention of developing a

greater understanding of physical self-concepts, self-esteem, anxiety which may provide a foundation to better assist the development of interventions and programs designed to optimize managers. Findings of studies conducted on relationship 46 between physical, social self-concept and academic achievement were conflicting. Mboya (1999) concluded that there was no significant correlation

between physical appearance and academic achievement. Yu *et al.* (2006) revealed in their study that physical activity level was quite an independent entity that was not related to academic achievement [29]. Dambudzo (2005) however, concluded that sports and academic achievement appear to have a mutual influence on each other. All this might be better stated as positive academic self-concept tends to go along with high academic performance. Each feeds the other: those who do well develop positive academic self-concept while those with positive academic self-concept have the self-belief that they can succeed and they then have the desire, confidence and motivation to succeed. The results of the study revealed that the physical self-concept of college girls was perceived by them to be positive, but there was no relationship between physical self-concept and academic achievement, consistent with the findings of Mboya (1999).

Yu *et al.* (2006) revealed that physical activity level was quite an independent entity that was not related to academic achievement, consistent with the findings of Byrne, as cited by Ormrod (2000) and Marsh & Shavelson (1985). [18,16].

Some have found a connection between fitness training and good body appearance and academic achievement. However, this is not the same as positive self-concept. It is well established that being healthy is connected with mental activity and this may well offer the explanation.

Sport participation has been positively related to self-esteem which is inversely related to depression symptoms among managers [5]. Past studies have shown that people who are physically active are three times less likely to suffer from anxiety than are inactive individuals and that anxiety symptoms decrease with increasing levels of physical activity (Armstrong & Oomen-Early, 2009). Other researchers have shown that those who are not physically active and do not participate in sports tend to have low self-esteem, tend to be less happy, experience more anxiety, and exert less effort on tasks than individuals who are considered to have high self-esteem (Gotwals, Dunn, & Wayment, 2003). Although, sports participation at the collegiate level may increase pressure and anxiety in an athlete's life, the type of active lifestyle they lead may help to protect them from symptoms of depression. An athlete's lifestyle typically revolves around regular exercise, a social support system, and connectedness or belonging to a group.

Sport participation has been positively related to self-esteem which is inversely related to depression symptoms among adolescents (Dishman, Hales, Pfeiffer, Felton, Saunders, Ward, Dowda, & Pate, 2006). Gotwals, Dunn, & Wayment (2003) have shown that those who are not physically active and do not participate in sports tend to have low self-esteem, tend to be less happy, experience more stress/ anxiety, and exert less effort on tasks than

individuals who are considered to have high self-esteem. Past research suggests that the amount of physical activity performed in everyday life along with body mass index (BMI) showed a moderate relationship with self-esteem. As found by Armstrong and Early (2009), athletes who were considered to be physically active on most days of the week had greater levels of perceived self-esteem and lower levels of depression than non-athletes.

In conclusion, much research has been conducted on relationship between stress, anxiety, and self-esteem and its relationship in athletes versus non-athletes. Most research suggests that an individual's participation in sports and exercise tend to have more positive effects, than negative effects. Individuals who participate in sport and exercise tend to exhibit lower levels of stress and higher self-esteem than those who do not take part in it. Participation in physical activity is also related to a variety of other positive benefits. Although, there are negative aspects of being a student athlete, many researchers suggest that positive benefits tend to outweigh the negative effects. Athletes and individuals may experience stress; however, they may also have better coping mechanisms to deal with stress than those who are not physically active.

First, results are based on participants' self-reports of self-esteem and stress/ anxiety. Students were asked to complete four surveys. When completing self-reports, students may not have been completely truthful. They may have felt uncomfortable answering questions or uninterested in completing the surveys. Since many surveys required participants to circle a response it may have been easy for students to rush through their responses by quickly circling answers without completely reading the question.

In order to improve the present study fewer surveys or a more condensed survey for stress/anxiety should be used in addition to the Rosenberg Self-Esteem scale. It would also be appropriate to pilot surveys to identify words students may not understand so that they may be rephrased if necessary. A larger sample size, including students from other universities, and participants in preselected sports should be used. In so doing, more female athletes should also be included. Consideration should also be given to conducting this study with high school students to examine the correlates of athletic status among teenage students. Additional research is necessary to help students adjust, reduce stress/ anxiety, increase self-esteem, and develop coping mechanisms during both high school and college.

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