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Research on the Effects of Physical Education Intervention on Self-esteem and Self-confidence of Migrant Children

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ABSTRACT

Self-confidence scale and self-esteem scale were adopted to test the mental health of 120 migrant children respectively in Class 1 and Class 2, Grade 5 in Lantian Fengyuan Primary School in Beijing. To better tackle the problem, intervention of physical education was utilized for the comparative study. Previous research indicates that the self-esteem and self-confidence of migrant children are generally poor; intervention of physical education plays a significant role in improving their self-esteem and self-confidence. It's suggested that intervention of physical education should be more applied to study of mental health of migrant children. From one perspective, physical education institute should put more emphasis on the promotion of students' teaching capability as well as encourage them to work in migrants' schools. From another perspective, professional training should be provided for physical education teachers in migrants' schools for the popularization of scientific teaching methods so that the mental health of migrant children could be effectively improved.

Keywords Migrant children, Physical education intervention, Self-esteem, Self-confidence.

INTRODUCTION

The number of migrant children has greatly increased along with the popularization of agricultural population policy, the full opening of the second child policy and the gradual improvement in the policy of migrating school-age population to cities. According to the latest statistics from the Beijing Municipal Commission of Education, nowadays, more than 100000 students attend a migrant-children school run by the private sector. In terms of relevant survey, as the quality of education in private school is less satisfactory than that of public school, migrant children are prone to the psychological problem resulting from less-qualified teachers and terrible teaching environment as well as the potential influence of self-personality. With regard to crimes committed by migrant children, such special social group has already aroused wide public concern. Therefore, more and more scholars have transformed their research to migrant children, but only at the theoretical level instead of taking physical education intervention for pragmatic exploration [1]. Choosing a non-profit private school, Lantian Fengyuan Primary School in Beijing, as a sample, this study aims to figure out how physical education intervention has an effect on the improvement of self-esteem and self-confidence of migrant children so that it's possible to put forward a scientifically reasonable evaluation system and intervention program for reference.

Research object

Based on the previous interview with head teachers and questionnaire accomplished by students of Grade 5, 60 students with less self-esteem and self-confidence in Class 2, Grade 5 were chosen as an experimental group imposed with physical education intervention while 60 students in Class 1, Grade 5 was taken as a control group taught by their former physical education teacher.

Research on mental health

Research on self-esteem: The Self-esteem Scale (SES) designed by Rosenberg and adopted in this paper has been widely applied at home and abroad to measure the overall feeling of teenagers on self-worth and self-acceptance, which has high reliability, validity, and operability. And a total of 240 self-esteem scales with 120 for pre-test and 120 for post-test were distributed, while each test also distributes 60 for the experimental group and 60 for the control group respectively, thus collected with over 80% effective rate. According to Earl Babble, the questionnaire with over 70% response rate is very effective so that the result of this survey is valid. Finally, the paper conducts the data analysis with SPSS17.0 and obtains the following analysis results:

Table 1: The number of people n=120 with changes in self-esteem in the experimental group after three-month physical education intervention.

	10-15 points (very low)	16-25points (low)	26-35 points (normal)	35-40 points (high)	p
Before intervention	32	48	24	16	
After intervention	16	32	48	24	P<0.05*

*indicates the significant difference (P<0.05), ** indicates the high-significant difference (P<0.01).

According to Table 1, there are 32 people with extremely low self-esteem and 48 with low self-esteem in the experimental group, accounting for 66.7% of the total before the intervention. After the intervention, the number of people with extremely low self-esteem has reduced to 16 while people with low self-esteem reduced to 32, accounting for 40% of the total in the group. The data analysis indicates a significant difference (P<0.05) that physical education intervention plays an important role in improving the self-esteem of these students.

Table 2: The number of people n=120 with changes in self-esteem in the control group after the three-month normal intervention.

	0-50 points	50-70points	70-80points	80-100points	p
Before intervention	28	52	28	12	
After intervention	28	48	36	8	P>0.05*

*indicates the significant difference (P<0.05), ** indicates the high-significant difference (P<0.01).

According to Table 2, there are 14 people with extremely low self-esteem and 26 with low self-esteem in the control group, accounting for 66.7% of the total before the intervention. After the intervention, the number of people with extremely low self-esteem has maintained the same, while the number of people with low self-esteem reduced to 24, accounting for 63.3% of the total in the group. The data analysis indicates that there is no significant difference (P>0.05), further, students in the control group has little improvement in self-esteem, compared with those in the experimental group [2].

Research on self-confidence: The self-confidence professional scale, designed by Jiang Ting who majored in psychology in Beijing Normal University, also has high reliability and validity, and mainly used to test the self-confidence for primary and secondary school students. The paper also issued 120 self-confidence scales to ensure the effective rate above 80%, and further obtains the following results by comparing the number of people with changes in self-confidence in experimental group and control group before and after the intervention:

Table 3: The number of people n=120 with changes in self-confidence in the intervention group after three-month experimental intervention.

	0-50 points (very low)	51-70 points (low)	71-80 points (normal)	81-100 points (high)	p
Before intervention	24	52	32	12	
After intervention	8	28	64	20	P<0.01**

*indicates the significant difference (P<0.05), ** indicates the high-significant difference (P<0.01).

According to Table 3, before the intervention, there are 24 people with extremely low self-confidence and 52 with low self-confidence in the experimental group, accounting for 63.3% of the total. After the intervention, the number of people with extremely low self-confidence has reduced to 8, while people with low self-confidence reduced to 28, accounting for 30% of the total in the group. The data analysis indicates the high-significant difference ($P < 0.01$) that intervention plays an important role in improving the self-confidence of these students.

Table 4: The number of people $n=120$ with changes in self-confidence in the control group after the three-month normal intervention.

	0-50 points	50-70points	70-80points	80-100points	p
Before intervention	20	48	40	12	
After intervention	16	44	44	16	P0.05*

*indicates the significant difference ($P < 0.05$), ** indicates the high-significant difference ($P < 0.01$).

According to Table 4, before the intervention, there are 20 people with extremely low self-confidence and 48 with low self-confidence in the control group, accounting for 56.7% of the total. After the intervention, the number of people with extremely low self-confidence has reduced to 16, while people with low self-confidence reduced to 44, accounting for 50% of the total in the group.

The data analysis indicates that there is no significant difference ($P > 0.05$), further, students in the control group has poor performance in self-confidence level compared with those in the experimental group.

Research on physical education intervention

Experiment on teaching

Program design: As classroom teaching is the main part of the physical education intervention program, the author first consulted with expert Fang Zheng and Prof. Dong Wenmei in physical education curriculum design of the Institute of Physical Education in the Minzu University of China, and then referred to the material related to the psychological health of teenagers and children. Based on sufficient theoretical support on self-esteem and self-confidence, the program not only focuses on track and field, basketball and taekwondo but also comprises of various interesting and challenging side projects considering both physically and mentally beneficial for migrant children [3]. Details are shown in the following table (Table 5):

Table 5: Physical education intervention program.

Time	Intervention project	Times per week	Time required	Intensity	Side project	Times per week
1-4 week	Track and field	3	45 min	Medium	sports game	1
5-8 week	Basketball	3	45 min	Medium		
9-12 week	Taekwondo	3	45 min	Medium		

Experimental method: Students with lower self-esteem and self-confidence are grouped together during the process of practice or grouped games. Meanwhile, on the basis of the principle of distinction, challenging goals are set in the teaching in accordance with different degrees of students' self-esteem and self-confidence. For example, when it comes to chest pass of basketball, it is advisable to pay more attention to standard rather than the accuracy as to students with poor self-esteem and self-confidence and then make the corresponding assessment of their passing, allowing them to correctly realize their strengths and weaknesses. In combination with the teacher-dominated principle, students should be encouraged to participate actively in the activities so that teachers can give timely and fully recognized. In addition, it is essential to steer their negative emotion caused by failure to positive self-assessment. Taking long jump, as an illustration, the teacher will find its result to inspire students to make a record and comparison of the distance before and after they learn about the standard motion. At the end of this class, the discussion section is introduced for class recollection and comment share, especially for students with lower self-esteem and self-confidence. Hence, what they conclude from reflection can be implemented to solve the pragmatic problem.

Result of experiment: Through distributing some challenging assignments which are modifiable in practice, teaching activities are not only suitable for students with lower self-esteem and self-confidence to increase self-awareness in a positive way, but also applicable for students with better self-recognition to achieve sense of joy and sense of accomplishment, from which both groups are able to obtain impetus for future improvement. With regard to students with less progress, it is necessary to help them draw lessons from the past experience to strengthen self-confidence. Once they have a conception of self-evaluation will it be possible to further stimulate their potential? In the review section, discussion amongst students and teachers contributes to a broader horizon and intensified capacity of expression.

The experiment of extracurricular activity

Program design: Extracurricular activity is a complement to the whole teaching system, with autonomy, flexibility, and practicality. Details are demonstrated as follows (Table 6):

Table 6: Intervention program of extracurricular activity.

Intervention time	Intervention project	Time required	Times per month
The beginning of the first month	Quality development	45 min	1 1 1
The beginning of the second month	Telling inspirational sports stories	45 min	
The beginning of the third month	Watch inspirational sports micro-films	45 min	

Experimental procedure: The first intervention of extracurricular activity took place before the class officially started; quality development activities were conducted with the theme of “ice breaking”. After a brief introduction, teachers and students were grouped for the game of “Ripping the nametag off”, demanding students to rip off nametag stuck on each other’s back according to teacher’s order. Three rounds of the game led to a good relationship between teacher and students as well as better mutual understandings amongst students, laying a solid foundation for the latter physical education system intervention.

The second intervention of extracurricular activity was put in practice after one-month physical education intervention in class, aiming at sharing inspirational stories of sports celebrities. To begin with, students were inquired of self-understanding of self-esteem and self-confidence, then, it came to sharing the stories how sports celebrities won through difficulties and made another splendid achievement. Not only were they required to discuss the stories, but also were given homework to read more relevant material. Such activities are conducive to setting an infectious and influential example for students with lower self-esteem and self-confidence to understand the relationship between success and self-affirmation and strengthen positive self-recognition [4].

The third extracurricular activity is the appreciation of film “JumpAshin.”. The protagonist regains self-esteem and self-confidence as the basis for great accomplishment after a long-term struggle in difficult time, which provides students with a driving force for self-improvement.

Individual tutorial

The special tutorial was exerted to students with extremely low self-esteem and self-confidence and the outcome was remarkable. For instance, opportunities were supplied to them as a stage for self-performance. A few of them would be encouraged to play the role of team building so that they could tap potential and value what they have on their own. On the other hand, in the light of its frustration caused by many failed experience, classroom instruction mainly focused on positive guidance while appropriately reducing the difficulty of task so as to obtain a sense of accomplishment through successful experience and lay the foundation for positive self-evaluation. After the intervention, the number of students with extremely low self-esteem and serious inferiority was halved, confirming the positive effect of the physical intervention.

CONCLUSION

Migrant children generally have poor mental health

According to the interviews, questionnaires, mathematical analysis, and other research methods, migrant children in Beijing Lantian Fengyuan Primary School has appeared serious psychological problems, especially in self-confidence and self-esteem, due to the relatively imperfect education resources, unqualified teachers, less time spending with parents and peers, and other comprehensive factors. More than half of students have indicated the subnormal level of self-confidence and self-esteem, and even some of them in extremely low self-esteem and low self-esteem tend to deviate from normal development within a wide range. Therefore, it is in urgent need to take the timely and reasonable measure of intervention towards improvement.

Physical education intervention has a significant effect on improving self-esteem and self-confidence

After carrying out physical education intervention for three months, the data showed that there were a number of students with a remarkable increase in self-esteem and a significant increase in self-confidence in the experimental group while there was no dramatic difference appeared before and after the experiment in the control group. Furthermore, after the intervention, students in experimental group become more active and lively in the class, especially when remarkable improvement was found in students under extreme condition, thus lifting up the whole atmosphere, manifesting that the physical education intervention means has a positive effect on effectively enhancing the self-esteem and self-confidence of students in the experimental group.

A scientific method is an effective means to improve psychological health

To improve self-esteem and self-confidence of students, it is essential to design a scientific and reasonable intervention program and adopt targeted methods, such as timely inspiration, positive suggestion, distinct treatment, individual tutorial, and discussion introduction.

SUGGESTION

Strengthen the application of physical education intervention

The physical education intervention adopted in this study have been proven to be effective in improving self-confidence and self-esteem of migrant children, therefore, it is expected that the self-esteem-and-self-confidence evaluation system and the sports intervention program established in this study can be applied by more migrant children schools in society to better help them improve psychological health. In addition, the physical education intervention should also be strengthened among students from vulnerable groups, including left-behind children, children living with HIV and children with the poor hearing condition. And it is also advisable to make the corresponding changes based on the program of physical education intervention in order to better explore the impact of the intervention on their psychological health.

Focus on the scientificity and rationality of method

The teaching programs in this study are utilized based on consultation with relevant experts and materials, endowed with scientificity, rationality, and pertinence, which can be applied by most migrant children schools. However, a solid theoretical foundation is necessary before using this program, specifically, it is essential to combine with scientific and reasonable teaching methods as well as appropriate changes based on the school environment of migrant children. In brief, such a teaching method is only pragmatic when corresponding adjustments are conducted.

Develop professional personnel in physical education intervention

According to the shortage of physical education teachers at migrant children's schools, as well as the lack of long-term and teaching-oriented teaching program of interns in these schools, it is important for physical education colleges and universities to strengthen the combination of physical education teaching with psychology theories of teenagers. Through establishing a cooperative relationship with migrant children schools, colleges should play an active role to encourage students for internship, which can not only improve students' teaching practice but also contribute to enhancing condition of psychological health and perfecting construction of physical education system. Moreover, physical education colleges and universities can also provide relevant training to teachers in migrant children schools to improve their capacity of teaching.

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