Comparison of Self-Concept and Scholastic Performance of Athlete and Non-Athlete High School Students

Jeff C. Amaranto[1], Rhodalyn J. Sibayan[2]

[1]Faculty, Nueva Ecija University of Science and Technology
[2]Nueva Ecija University of Science and Technology

ABSTRACT

This study aimed to compare the self-concepts and scholastic performances of the athlete and non-athlete high school students from Nueva Ecija using descriptive-correlational research method. Specifically, this study described the profile of the respondents in terms of age, gender, and academic performance and their self-concept as to their physical attributes, scholastic competence, athletic competence, artistic expression, autonomy and independence; global self-worth, goal setting, family relationship, morality and religiosity, social competence, romantic relationship, close friendship, and affiliation. Through t-test and Pearson product moment correlation, significant results were found out.

INTRODUCTION

Sports activities are very important in life. They are popular among people of all ages because these activities help people to keep fit. In the Philippines, there are lots of enthusiasts who jog in the morning or in the evening and train themselves in clubs and take part in sport competitions. Many people who go in for sports have a lot of advantages in comparison with those who do not like sports.

Participation in high school extracurricular activities is often viewed as a nonessential part of a child's education. These activities are often among the first items to be targeted for budget cuts in times of financial constraints. Increased in community pride and involvement, and increased self-esteem and perception of self-worth (McNeal, 1998).

STATEMENT OF THE PROBLEM

The purpose of this research is to determine if differences existed in the self-concept of athletes and non-athletes at the high school level, in chosen school in Nueva Ecija as measured by the Multidimensional Self-Concept Scale (mSCS) developed by Mr. Ericson D. Batican Ph.D. in Clinical Psychology. This research will intend to answer the following:

1. How may the profile of the respondents be described in terms of;
   1.1   Age;
   1.2   Gender; and
   1.3   Academic Performance?
2. How may the self-concept of the athlete and non-athlete respondents be described in terms of:
   2.1   Physical Attributes;
   2.2   Scholastic Competence;

2.3   Athletic Competence;

2.4 Artistic Expression;

2.5   Autonomy and independence;

2.6   Global Self-Worth;

2.7   Goal Setting;

2.8   Family Relationship;

2.9   Morality and Religiosity;

2.10   Social Competence;

2.11   Romanic Relationship;

2.12   Close Friendship; and

2.13   Affiliation?

3. Is there significance difference on the academic performance between athlete and non-athlete students?

4. Is there significance difference on the self-concept between athletes and non-athletes?

5. Is there significant relationship between self-concept and academic performance among;

    5.1   Athlete; and

    5.2   Non-Athlete students?

MATERIALS AND METHODS

This research adapted the descriptive method for describing how self-concept affects the academic performance of the students (and the difference between the self-concept of athlete and non-athlete students) in selected schools in Nueva Ecija that implementing the special program for sports curriculum (sps).

The respondents in this study comprised of the selected grade 8, 9 and 10 students enrolled in Camp Tinio National High School and Palayan National High School for the academic year 2014-2015. A total of four hundred eighty (480) students served as the subjects of this study and were broken down to 240 by using the Slovin's formula, so there are 240 students coming from Camp Tinio National High School and another 240 students from palayan national high school. The 240 students from each high school were broken down in 120 for athlete and non-athlete students and in each level, we selected 30 students of sps and regular class.

The sources of data gathered from 480 selected students in different high schools of Nueva Ecija. Thus, 120 students only of the total population of each class per high schools was selected as respondents.

Statistical Treatment of Data

In order to determine the significance of the gathered data out of the responses of students about their honest perceptions on the set of questions presented to them, the researchers tabulated, tallied and ranked them accordingly well with the following:

a. Frequency distribution

b. Percentage

c. Weighted mean

d. Rank and

e. Correlation coefficients

Percentage frequency distribution

This is a display of a data specifying the percentage of observations that exist for each data point or groupings of data points. It is particularly a useful method of expressing the relative frequency of surveyed responses and other data. In designating the percentage or gathered data, researchers used the formula below:

$P = F/N \times 100$

Where:

P means percentage

F means frequency

N means total number of respondents

For weighted mean the following formula was used:

$WM = TWF/N$

Where:

WM means weighted mean

TWF means total weighted mean

N means number of the respondents

Numerical Rating	Verbal Interpretation
1	Not True at All
2	Not True
3	Unsure
4	True
5	Very True

The computed weighted means for all the responses of the respondents were given equivalent verbal interpretation as follows:

Weighted Mean	Verbal Interpretation	Level of Self-Concept
4.50 – 5.00	Very True	Very High
3.50 – 4.49	True	High
2.50 – 3.49	Unsure	Average
1.50 -2.49	Not True	Low
1.49 And below	Not True at All	Very Low

Ranking

Based on the weighted mean, ranking was used to specify the position or relative placement of the different items to describe an order of importance from highest to lowest. The higher numerical value, the higher the ranking become.

Correlation Coefficient

Pearson Product Moment Correlation (PPMC) – Coefficient was used to determine the relationship of two variables. This was done with the help of the Statistical Package for Social Sciences (SPSS).

RESULTS
Table 1 Overall Data of Athlete and Non-Athlete

Self-Concept	Athlete	Verbal Interpretation	Rank	Non-Athletes	Verbal Interpretation	Rank

1. Physical Attributes	4.06	True	7	3.89	True	9
2. Scholastic Competence	4.08	True	6	4.1	True	8
3. Athletic Competence	4.38	True	2	3.59	True	10
4. Artistic Expression	3.66	True	11	3.42	Unsure	12
5. Autonomy and Independence	3.54	True	12	3.55	True	11
6. Global Self Worth	4.34	True	3	4.39	True	2
7. Goal Setting	4.12	True	9	4.2	True	5
8. Family Relationship	4.62	Very True	1	4.63	True	1
9. Morality and Religiosity	4.24	True	4	4.37	True	3.5
10. Social Competence	4.05	True	8	4.11	True	7
11. Romantic Relationship	3.64	True	13	3.05	Unsure	13
12. Close Friendship	4.21	True	5	4.37	True	3.5
13. Affiliation	4.01	True	10	4.17	True	6

Table 2 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)				
Grades	Equal variances assumed	15.304	.000	-11.383	571	.000				
	Equal variances not assumed			-12.204	562.375	.000	YES			
Self-concept	Equal variances assumed	6.962	.009	.740	571	.460				
	Equal variances not assumed			.759	554.344	.448	NO			

Table 3 Correlations

		Grades	selfconcept
Grades	Pearson Correlation	1	.113**
	Sig. (2-tailed)		.007
	N	573	573
selfconcept	Pearson Correlation	.113**	1
	Sig. (2-tailed)	.007	
	N	573	573

**. Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

No. 1, student athletes were true to have a satisfaction about their physical attributes with the average weighted mean of 4.06. Over all I have a healthy body got the first rank having a weighted mean of 4.2. On the other hand, I feel energetic most of the time is perceived as the least with 3.95 weighted mean.

The data imply that student athletes are aware of their physical attributes. Student athletes were needs to be concerned on the development of their physical attributes. This may help them to increase the level of their self-concept and academic performance as well.

No. 2, student athletes were true to have a scholastic competence, it is justified by the general average weighted mean of 4.08. I enjoy schooling got the first rank having a weighted mean of 4.42. On the other hand, I always get a good grade is perceived as the least with 3.85 weighted mean.

The data imply that student athletes are aware of their physical attributes. Student athletes were needs to be concerned on the development of their physical attributes. This may help them to increase the level of their self-concept and academic performance as well.

The data exhibit that the student athletes are always attending their schooling. Student athletes have concern about their academic performance. They must need to manage their time in playing and studying in able to get good grades.

No. 3, I enjoy sports perceived rank no. 1 with the weighted means of 4.69 while last on the ranking with a weighted mean of 4.15 shows that the student athletes based on their responses are not feel they are physically fit to compete with other. Overall, the level of athletic competence is true with accounted to its weighted mean of 4.38.

Based on the findings, students' athletes are enjoy playing sports. It is very important to student athletes that they are positive in all the things such in sports it greatly improves their athletic competencies.

No. 4, student athletes true to have an artistic expression, it is justified by the general average weighted mean of 3.66. The table also reveals that student athletes are proud of their talent placed in the first rank with a 4.24 weighted mean. With a weighted mean of 2.93 and the least on the ranking, I am a member of club or organization.

Based on the gathered data, student athletes are talented, aside from being incline in sports, some of them are also inclined in arts. They love drawing, sketching, painting etc. Arts are important in the life of the student because it can be the way for them to express their feelings and emotions, to show their ideas and opinions about the particular issue.

No. 5, ranked at first with a weighted mean of 3.76 is I am mature enough to take care of myself and added on the last of the ranking with a weighted mean of 3.23 is I can do things on my own without asking help. Based on the findings, all of the items on autonomy and independence are true based on overall weighted mean 3.54. The data imply that student athletes are true to be autonomy and independent with to their decision making in their own life.

No. 6, it shows that the student athletes are proud of their self as this item tied in the first rank having weighted means of 4.48. Meanwhile, the item I'm always in control even in difficult situations tied the least weighted mean of 3.9.

The data show that the student athletes are true to have a global self-worth it is justified having the average weighted mean of 4.34. It means that student athletes are really confident and satisfied about their selves.

No. 7, student athletes true to have a goal setting, it is justified by the general average weighted mean of 4.12. The table also reveals that student athletes has a dreams and ambitions in their life placed in the first rank with a 4.46 weighted mean. With a weighted mean of 3.83 and the least on the ranking, my objectives in life are clear.

No. 8 shows that student athletes are very true to have a good family relationship it is specified in its general average of weighted mean of 4.62, were the item I am proud of my family perceived as number 1 in ranking with the weighted mean of 4.78. Meanwhile, with the average weighted mean of 4.52, the item I am very close to my family tied on the last.

Student athletes who have a good relationship about their family are usually have a positive behavior. According to Richardson 2009, the behavior of the children, both inside and outside the school, is closely related to the family dynamics and their home environment. How the children perceive their family support positively influences their behavior.

No. 9 deals with the summary of means, interpretation and ranking of each item on the items of Morality and Religiosity.

As the data presented above the respondents are true to have a high level of morality and religiosity it is justified in its general average weighted mean of 4.24. In addition, the data also presented that the student athletes are true that they follow the rules and regulations of their school as it tied on the first rank with 4.28 weighted means. In the other hand, I have strong relationship on the Supreme Being is the least with 4.2 weighted mean.

It means that the student athletes have a strong faith in God who creates everything. Being closed to God can be show the way for them in a successful life as Jesus Christ says in New Testament, but seek you first the kingdom and the righteousness of God and all the things should be added upon to you.

No. 10 deals with the summary of means, interpretation and ranking of each item which categorized in Social Competence.

With the average weighed means of 3.77, I don't find it hard to start a conversation with someone I just met was tied on the least and I feel happy when I help another person tied on the first rank with the of 4.31 weighted mean.

The data shows that the student athletes are true that they are a social competent person, it is justified on its general average of 4.24 weighted mean.

No. 11 presented the data on student athletes' romantic relationship.

Based on the responses of student athletes, they want to have someone who dearly loves them as it tied on the first rank with 3.93 mean. Meanwhile, with 3.6 weighed mean, I feel complete that I'm in a romantic relationship tied on the least.

The data presented above state that student athletes are true to feel happy on their romantic relationship. It is specified on its general average of weighted mean 3.64.

It means that romantic relationship has a vital role in the life of student athletes. It could possibly benefit the student education. Romantic relationship provides positive outlook of adolescents' life which motivate the adolescents in achieving goals such as performing well in the studies (Phelps, 2007).

No. 12 summarized the data about the responses of student athlete on Close Friendship.

The data presented above shows that the responses are true to have a close friendship. It is justified with 4.21 general average of weighted mean. In addition, the student athletes assume that their friends are dependable is tied on the least having a weighted mean of 3.97. Meanwhile, I am very happy to have my friends tied on the first rank with 4.38 mean.

Close friendship is important in the life of student athletes as the researchers says that the experiences with peers constitute an important developmental context for children and adolescents (Rubin, Bukowski, & Parker, 2006).

No. 13 presented the summarized data on student athlete's responses regarding Affiliation.

Based on the responses, student athletes are true to have a high level of affiliation. It is justified on its weighted mean of 4.01. I am proud of my group tied on the first rank with 4.14 weighted mean. On the other hand, with 3.63 average of weighted mean I am a member of a club or organization rank at the least among the items under affiliation.

No. 14 present the overall data about the responses of student athletes regarding the thirteen self-concepts. Based on the data presented above, with the general average of weighted mean 4.62, the family relationship is tied in the first rank among the 13 self-concepts. Meanwhile, based on the responses autonomy and independence was tied on the least with 3.54 weighted mean.

Non-athletes were true to have satisfaction about their physical attributes with the average weighted mean of 3.89. I am proud of my skin color rank first having the weighted means of 4.18. On the other hand, I am happy with my present body weight is perceived as the least with 3.61 weighted mean.

The data imply that non-athletes are aware of their physical attributes; it also shows that it is true that they are concerned on the development of their physical attributes.

No 1, it shows that the respondents, I enjoy schooling was the first rank having weighted means of 4.43. Meanwhile, I enjoy doing school requirements ranking with the least weighted mean of 3.92.

The data show that scholastic competence is importance to the respondents. It shows that respondents are concerned about their school requirements because it would help them to be successful in the future.

No. 2 shows that it is true that respondents are enjoying sports as it ranks first with the weighted mean of 3.74 and I excel in sports as the lest with the weighted mean of 3.27.

The data exhibit that even though the respondents are not engaging sports, it shows that they enjoy and have chance to excel in sports

No. 3 most of respondents shows artistic expression, I am proud of my perceived rank no. 1 with the weighted means of 3.95 while last on the ranking with a weighted mean of 2.79 shows that the students 'are unsure on being a member of any club or organization Overall, artistic expression is unsure with accounted to its weighted mean of 3.42.

No.4, shows that students are proud on their talents but they are not aware or they are not sure if they want to be a part. I am mature enough to take care of myself rank first with the weighted mean of 3.89, while I can do things on my own without asking help rank least with the weighted mean of 3.27 shows that even

they know how to take care themselves they are not sure about the things that they will do. They are concerned about the decision that they will make.

No. 5, Global Self Worth is importance to the students with a weighted mean of 4.39. The table also reveals that I love myself placed in the first rank with a 4.67 weighted mean. With a weighted mean of 3.82 and the least on the ranking, I'm always in control even in difficult situations.

It shows that students are very positive about themselves, they are confident in doing things that would develop themselves as a better person.

No. 6, ranked at first with a weighted mean of 4.63 is I have dreams and ambitions and My objectives in life are clear landed on the last of the ranking with a weighted mean of 3.84. Based on the findings, Goal Setting is importance to the students based on overall weighted mean 4.2.

The data shows that students have ambitions in their life and it also shows that they are determined and motivated in achieving their goal in life.

No. 7, Family Relationship is very important to the students with the average weighted mean of 4.63. I love my family topped rank with the weighted mean of 4.84 and I always spend quality time to my family was the least with the weighted mean of 4.38, the table shows that family are really important to the life of students, it is one of the reasons why students are studying and have dreams because they are inspired of their family.

No.8, I always hold on to my faith especially in difficult times rank first with the weighted mean of 4.55 and I know what is right and what is wrong is the least with the weighted mean of 4.22. Overall Morality and Religiosity are true to the respondents with the average weighted mean of 4.37.

The data shows that students believe in the Supreme Being and it also shows how important to have strong faith and relationship to the Supreme Being.

No.9, shows that social competence is important to the students, I feel happy when I help another person with the weighted mean of 4.46 and placed at the last is I don't find hard to start a conversation with someone I just met. It shows that students have interpersonal intelligence which shows that they are easy to get along with other people.

No.10, students are sure or not aware of having romantic relationship as it has an average weighted mean of 3.05. I want to have someone who dearly loves me rank first with the weighted mean of 3.87 while I am now a better person because of my romantic relationship placed as the least with the weighted mean of 2.69.

The data shows that students do not gave importance about their romantic relationship, as the profile of the students it shows that they are not in the legal age to engage in a relationship.

No.11, I am very happy to have my friends topped rank with the weighted mean of 4.62 while my friends are dependable place as the least with the weighted mean of 3.85; the data shows that having friends is one of the most important factors that influence to the life of the students. One of the people aside from family, friends can help a student to be a better person and developed as a good individual not only in school but also in society.

No.12, affiliation is importance to the students with the average weighted mean of 4.17. I am proud of my group rank at first with the weighted mean of 4.29 while I am a member of a club or organization is the least with the weighted mean of 3.95. It shows that one's the student engage in a club or organization they will be proud of themselves and it will boost their confidence because they will develop their talents and will have more friends.

No.13, shows Family relationship is the most factors that influences the students in development of themselves with the weighted mean of 4.63 while placed in the least is the romantic relationship with the weighted mean of 3.05.

The data shows that family is the most important person in the life of students; they are the one that inspire the students to excel in the performance in the school, to the development of the student as a better person. Romantic relationship placed as the least because students are too young to engage in a serious and mature relationship.

Table 2 and 3 shows that there is significant difference between athletes and non-athletes' academic performance, according to the data non-athletes tend to have higher grade than athletes, but with regards to self-concept it shows that there is no significant difference between athlete and non-athlete, and lastly, there is significant relationship between self-concept and academic performance among athletes and non-athletes.

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