

Physical Education in Building Self-Confidence and Self-Esteem among Grade VII Students of University of Bohol - Victoriano D. Tirol Advanced Learning Center (UB-VDT-ALC)

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ABSTRACT

Physical education provides additional uniqueness to the school curriculum as it is the only program that provides students with opportunities to learn motor skills, develop fitness, and gain socialization through a variety of activities that will enable students to develop self-trust and confidence to become successful in life. The study aimed to find out the impact of physical education in building self-confidence and self-esteem of the students. The researcher employed the normative survey method using the questionnaire as the main tool and purposive universal sampling method was used considering that only Grade VII class was utilized as respondents, yet it was universal for the entire class participated in the study. The results showed that the student respondents themselves perceived that they had developed Self-Confidence but still needs to have more and need to nurture their Self-Confidence. This suggests that the Grade VII students are skillful enough to do things on their own; hence, they are confident and are satisfied in life. It also shows that the Grade VII students of VDT-ALC have already developed their Self-Esteem. This

implies that the Grade VII students believe that because they have the skills and capability to do things and have confidence in their selves, therefore, they have high expectations to achieve whatever they aspire or desire.

KEYWORDS

Self-Confidence, Self-esteem, Physical Education, Grade VII Students, Quantitative Research, Philippines, Asia

INTRODUCTION

Physical education provides additional uniqueness to the school curriculum as it gives students opportunities to learn motor skills, develop fitness, and gain socialization that will enable students to develop self-trust & confidence to become successful in life. Additionally, in Physical Education, students are provided individualized, developmentally appropriate, and personally challenging instructional program that will advance their knowledge, skills, confidence, and motivation (“Physical Education,” n.d.). It also builds self-trust, confidence and self-esteem which is important in making decisions in life needed to engage in a lifelong, healthy lifestyle. Through this study, it is hoped that both the student respondents and their parents could see and realize the level of Self –confidence, and Self-esteem the student respondents have, and with this, measures may be proposed for behavioral enhancement.

Several theories have been advanced concerning Physical Education, and the following were extracted to give substance to this study. Jean Piaget, a clinical psychologist, is renowned for his systematic study of cognitive development. His theory of cognitive child development stressed that children are born with a fundamental mental structure (genetically inherited and evolved) on which is the basis of all subsequent learning and knowledge. Piaget’s theory builds on the idea that a child in developing stage builds cognitive structures—in other words, mental “maps,” schemes, or networked concepts to understand and respond to physical experiences within his or her environment (Piaget and Cook, 1952).

Moreover, prominent American pragmatist, William James (1890) viewed Self-esteem as an evaluative process that could be measured as the ratio of a person’s success to his/her pretentions. He articulated

that the individual's actual behavior is relative to pretensions. The ratio grows larger while self-esteem becomes stronger as people attain more of their pretensions (Hall and Cook, 2011). The importance of social and interpersonal influences on self-esteem development was put into test by Rosenberg (1965) and Coopersmith in 1967 (Robinson et al., 2013). Parents demonstrate significant influence as they provide care in shaping young child's self-esteem.

Finally, the Self Efficacy Theory of Bandura which explains the relationship between the belief in one's abilities and how well a person performs a task or a range of actions (Bandura and Wessels, 1994).

More simply, self-efficacy is a person's beliefs that he or she can accomplish his or her goals under certain circumstances using his or her skills (Snyder et al., 2010). It has been thought to be a task-specific version of self-esteem. It influences people's ability to learn, their motivation and their performance, and their developed trust and confidence as people will often attempt to learn (Lunenborg, 2011).

The basic principle behind Self-Efficacy Theory is that individuals are more likely to perform those task for which they believe will have a positive result for which they have high self-efficacy and less likely to get involved in those they do not (Van der Bijl & Shortridge-Baggett, 2001). The theory is a clear quote of Mahatma Gandhi which stated that if one has the belief that he/she can do it, he/she shall surely acquire the capacity to do it even if he/she may not have it at the beginning.

Social development is marked by the ability to mingle with others. This development begins at home where the parents give sufficient love, care and assurance to their children. Aside from home, the school and the community play a significant role in the child's social development. Social development can be assessed through social maturity.

In supportive environments, students develop a sense of positivity among themselves. However, a study of Rosenberg, Schooler, and Schoenbach showed that youth problems such as juvenile delinquency, poor school performance, and psychological depression have significant relationship towards self-esteem.

In 1990, a framework of supporting youth through asset development had been released by the Search Institute ("Developmental Assets®" n.d.). This framework identifies sets of skills, relationships, experiences, and behaviors that enable young people in developing themselves into a successful and contributing adult. When the youth have a higher level of

assets, it is more likely that they will be good in school, become civically engaged, value diversity, and less likely to engage in violence, sexual activity, alcohol and illegal drug use.

A study of Hill and Tyson (2009) revealed that parental involvement, especially during middle school, is positively related to the child's academic achievement. As parents play a significant role in the child's education, they also set expectations, nurture curiosity, and cultivate discipline. Since parents are responsible for and have the privilege to influence these three critical areas during the early years of life, they can set a child's learning trajectory.

The study intended to assess the level of self-confidence & self-esteem and the level of engagement in Physical Education activities, among Grade VII students of VDT-ALC, Tagbilaran City, SY 2013-2014, with the end view of proposing intervention measures for behavioral enhancement. Specifically, the study sought to find answer students' perception self-confidence and self-esteem, the students' engagement in Physical Education activities, and the parents' perception on the level of confidence of their children.

METHODOLOGY

The study employed the normative survey method using the questionnaire as the main tool. The purposive universal sampling method was used. The participants were the forty-one Grade VII students of VDT-ALC who were officially enrolled the school year 2013-2014. The parents of the students were also respondents of the said survey. The study was analyzed using simple percentages, weighted mean, correlation, and t-test.

FINDINGS AND RESULTS

Students' Perception on their Level of Self Confidence

Table 1 depicts students' responses on their level of self-confidence where they rated Agree to all of the nineteen items enumerated. The first two items with the highest weighted mean were, "I am able to do things like most other people," and, "On the whole, I am satisfied with myself," and, "I feel positive and energized about life." The result suggests that the respondents are confident and are satisfied in their lives.

**Table 1. Student's Perception on their Level of Self- Confidence
N= 41**

ITEMS	SA		A		D		SD		WM	DV	Rank
	F	WV	F	WV	F	WV	F	WV			
1. On the whole I am satisfied with myself.	9	36	31	93	1	2	0	0	3.20	A	2.5
2. I feel that I have a number of good qualities.	12	48	22	66	7	14	0	0	3.12	A	7
3. I feel I have much to be proud of.	17	68	13	39	11	22	0	0	3.15	A	6
4. I am able to do things like most other people.	15	60	21	63	5	10	0	0	3.24	A	1
5. I feel that I am a person of worth, equal of others.	15	60	18	54	8	16	0	0	3.17	A	4.5
6. I take a positive attitude toward myself.	9	36	25	75	6	12	1	1	3.02	A	9.5
7. I can always manage to solve difficult problems.	8	32	21	63	12	24	0	0	2.90	A	13.5
8. It is easy for me to stick to my aims & accomplish my goals.	9	36	22	66	10	20	0	0	2.98	A	12
9. I tend to do what is expected of me.	7	28	23	69	11	22	0	0	2.90	A	13.5
10. I know how to handle unforeseen situations.	8	32	13	39	18	36	2	2	2.66	A	17.5
11. I can solve most of my problems with my efforts.	10	40	22	66	9	18	0	0	3.02	A	9.5
12. I can remain calm when facing difficulties for I rely on my coping abilities.	8	32	21	63	11	22	1	1	2.88	A	15
13. I feel positive and energized about life.	16	64	18	54	6	12	1	1	3.20	A	2.5
14. I can usually think of a solution when I am in trouble/ problems.	14	56	15	45	11	22	1	1	3.02	A	9.5
15. I can usually handle whatever comes my way.	14	56	13	39	14	28	0	0	3.00	A	11
16. I put myself in situations that challenge me to learn new things.	10	40	23	69	7	14	1	1	3.02	A	9.5
17. I handle new situations with relative comforts and ease.	7	28	22	66	11	22	1	1	2.85	A	16
18. I keep trying even after others have given up.	12	48	25	75	3	6	1	1	3.17	A	4.5
19. I am confident that I could deal efficiently unexpected events.	6	24	17	51	16	32	2	2	2.66	A	17.5
COMPOSITE MEAN									3.01	A	

LEGEND: F - Frequency WM - Weighted Mean
WV -Weighted Value DV - Descriptive Value

The least rated items were “I know how to handle unforeseen situations,” and “I am confident that I could deal efficiently unexpected events.”

The composite mean was 3.01, described as **Agree**, which means that the student respondents themselves perceived that they have Self-Confidence.

Table 2, records the perception of the students on their level of self-esteem. Ten items were listed, and all of those attained an **Agree** rating from the respondents. Highest items were “I take a positive attitude about myself,” and, “I wish I could have more respect for myself.” The least rated item was, “I am inclined to feel that I will never be a failure.” This result implies that the Grade VII students despite their positive attitude on themselves, they still wish to have more respect for themselves.

The composite mean was 3.07, which means that on the average, they **Agree** on their level of self-esteem.

Table 2. Student’s Perception on their Level of Self Esteem
N=41

ITEMS	SA		A		D		SD		WM	DV	Rank
	F	WV	F	WV	F	WV	F	WV			
1.I feel that I am a person of worth, at least on an equal basis with others.	10	40	24	72	7	14	0	0	3.07	A	7.5
2. I feel that I have a number of good qualities.	13	52	17	51	11	22	1	1	3.07	A	7.5
3.All in all, I am inclined to feel that I will never be a failure.	4	16	25	75	12	24	1	1	2.83	A	10
4. I am able to do things as well as most other people.	12	48	22	66	7	14	0	0	3.12	A	5
5. I feel that I have much to be proud of.	16	64	15	45	10	20	0	0	3.15	A	3.5

6. I take a positive attitude toward myself.	14	56	21	63	5	10	1	1	3.17	A	1.5
7. On the whole, I am satisfied with myself.	15	60	17	51	9	18	0	0	3.15	A	3.5
8. I wish I could have more respect to myself.	15	60	18	54	8	16	0	0	3.17	A	1.5
9. I certainly feel useful at times.	12	48	21	63	8	16	0	0	3.10	A	6
10. At times, I think I am good at all	12	48	16	48	9	18	4	4	2.88	A	9
COMPOSITE MEAN									3.07	A	

LEGEND: 1.00 - 1.74 = Strongly Disagree
 1.75 - 2.49 = Disagree
 2.50 - 3.24 = Agree
 3.25 - 4.00 = Strongly Agree

The students' level of engagement in Physical Education activities is reflected in Table 3. The responses were categorized as follows: Full Engagement, Less Engagement, and No Engagement, with their corresponding scales 3, 2 and 1. There were five activities, to mention, physical fitness test, gymnastics, individual sports, dual sports, and dances. All of the items of the physical fitness tests were rated as **Fully Engaged**, except for push up activity. All of the items in Gymnastics were **Less Engaged**. An explanation of this rating is those were not compulsory. Individual, dual sports, and dance were **Fully Engaged**.

The overall total composite mean yielded 2.50, with a descriptive value of **Full Engagement**. Result signifies that the Grade VII students are actively engaged in the Physical Education activities in school.

**Table 3. Student's Level of Engagement
in Physical Education Activities
N= 41**

ITEMS	FP		LP		NP		WM	DV	Rank
	F	WV	F	WV	F	WV			
Physical Fitness Test									
1. Curls Ups	24	72	16	32	1	1	2.56	FE	2
2. Standing Long Jump	23	69	17	34	1	1	2.54	FE	3
3. 50-meter sprint	23	69	16	32	2	2	2.51	FE	4
4. 3 minutes step up	28	84	9	18	4	4	2.59	FE	1
5. Push Up	18	54	18	36	5	5	2.32	LE	5
COMPOSITE MEAN							2.50	FE	
Gymnastics									
1. Stunts	15	45	15	30	11	11	2.10	LE	1
2. Tumbling	13	39	16	32	12	12	2.02	LE	2
COMPOSITE MEAN							2.06	LE	
Individual Sports									
1. Arnis	33	99	8	16	0	0	2.80	FE	1
COMPOSITE MEAN							2.80	FE	
Dual Sports									
1. Badminton	36	108	5	10	0	0	2.88	FE	1
2. Table Tennis	21	63	18	36	2	2	2.46	FE	2
COMPOSITE MEAN							2.67	FE	
Dances									
1. Fundamental Positions of Arms and Feet	21	63	19	38	1	1	2.49	FE	1
2. Polka sa Nayon	20	60	18	36	3	3	2.41	FE	2
COMPOSITE MEAN							2.45	FE	
OVERALL TOTAL COMPOSITE MEAN							2.50	FE	

LEGEND: 2.34-3.00 = Full Engagement
1.67-2.33 = Less Engagement
1.00-1.66 = No Engagement

Table 4 discloses the perceptions of the parents on their child's level of Self-confidence. Of the nineteen items enumerated, eight of them were noted by the parents **Strongly Agree** which means that they have observed these fully from their children and so they willfully approved by checking the highest rating. Highest rated is, *"He/she put him/herself in situations that challenge him/her to learn new things,"* it is followed by, *He/She has a number of good qualities, and, He/She is a person of worth, equal of others."*

Rated lowest is the item on *"He/She can always manage to solve difficult problems."* Although it was rated lowest, still, it falls under the **Agree** rating.

Table 4. Parent's Perception on their Child's
Level of Self – Confidence
N= 38

ITEMS	SA		A		D		SD		WM	DV	Rank
	F	WV	F	WV	F	WV	F	WV			
1. On the whole my child is satisfied with his/her own self.	14	56	22	66	2	4	0	0	3.32	SA	7
2.He/She has a number of good qualities.	17	68	19	57	2	4	0	0	3.39	SA	2.5
3.He/She has much to be proud of.	17	68	18	54	3	6	0	0	3.57	SA	5
4.He/She is able to do things like most other people.	17	68	18	51	3	6	0	0	3.37	SA	5
5. He/She is a person of worth, equal of others.	17	68	19	57	2	4	0	0	3.39	SA	2.5
6.He/She takes a positive attitude toward him/herself.	17	68	19	57	2	4	0	0	3.29	SA	8
7. He/She can always manage to solve difficult problems.	8	32	20	60	10	20	0	0	2.95	A	19
8. It is easy for him/her to stick to his/her aims and accomplish goals.	11	44	20	60	7	14	0	0	3.11	A	14

9. He/She tends to do what is expected of him/her.	9	36	22	66	9	14	0	0	3.05	A	16
10. He/She knows how to handle unforeseen situations.	7	28	25	75	6	12	0	0	3.03	A	17.5
11. He/She can solve most of his/her problems with his/her own efforts.	9	36	23	69	7	14	0	0	3.13	A	12.5
12. He/She can remain calm when facing difficulties for he/she has coping abilities.	8	32	24	72	5	10	1	1	3.03	A	17.5
13. He/She feels positive and energized about life.	18	72	16	48	4	8	0	0	3.37	SA	5
14. He/She can usually think of a solution when he/she in trouble/problems.	9	36	23	69	6	12	0	0	3.08	A	15
15. He/She can usually handle whatever comes his/her way.	10	40	23	69	5	10	0	0	3.13	A	12.5
16. He/She put him/herself in situations that challenge him/her to learn new things.	18	72	18	54	2	4	0	0	3.42	SA	1
17. He/She handle new situations with relative comforts and ease.	12	48	23	69	3	6	0	0	3.24	A	9
18. He/She keeps trying even after others have given up.	15	60	17	51	5	10	1	1	3.21	A	10.5
19. He/She is confident that he/she could deal efficiently unexpected events.	13	52	20	60	5	10	0	0	3.21	A	10.5
COMPOSITE MEAN									3.22	A	

Table 5 shows that there is a strong correlation between self-confidence and self-esteem. The computation yielded an r value of 0.8212 and when referred to the critical value of r at 39 df at 0.5 level of significance at 0.3044 was found to be very much higher; hence, the result was significant. The very high positive correlation was further tested using t -test. The result still gives a significant degree of correlation, the fact that the computed t of 8.988 is greater than the critical value.

Table 5. Significant Degree of Correlation Between Students Level of Self Confidence and Level of Self Esteem

Student	Level of Self Confidence X	Level of Self Esteem Y	X^2	Y^2	XY
Sum	123.57	126.06	380.9997	396.5512	387.1308
Mean	3.01	3.07			
$r = 0.8212$					
Critical value of r at 39 df and 0.05 level of significance is 0.3044					
Result: Significant					
Decision: Reject Null Hypothesis					
Further testing the significant correlation using t - test					
$t = 8.988$					
Critical value of t at 39 df and 0.05 level of significance is 1.96					
Result: Significant					
Decision: Reject Null Hypothesis					

Table 6 showed that there is no significant degree of correlation between the students' level of self-confidence and their level of engagement physical Education activities.

Table 6. Significant Degree of Correlation Between Students Level of Engagement in Physical Activities and Level of Self Confidence

Student	Level of Engagement X	Level of Self Confidence Y	X^2	Y^2	XY
Sum	102.34	123.57	259.4696	380.9997	309.7935
Mean	2.50	3.01			
$r = 0.2301302$					
Critical value of r at 39 df and 0.05 level of significance is 0.3044					
Result: Insignificant					
Decision: Accept Null Hypothesis					

Table 7 reveals the significant degree of correlation between the level of Self-esteem and students' engagement in Physical Education activities. The data shows that the computed r of 0.2612 was found to be lesser than the critical value of r at 39 df at 0.05 level of significance of 0.3044. The insignificant results indicate that students' level of Self-esteem is not related to their level of engagement in PE activities. This result means that students' active participation in PE activities in school is not a guarantee of the improvement of their self-esteem.

Table 7. Significant Degree of Correlation Between Students Level of Engagement in Physical Activities and Level of Self Esteem

Student	Level of Engagement X	Level of Self Esteem Y	X ²	Y ²	XY
Sum	102.34	126.06	259.4696	396.5512	316.2259
Mean	2.50	3.07			
$r = 0.2612$					
Critical value of r at 39 df and 0.05 level of significance is 0.3044					
Result: Insignificant					
Decision: Accept Null Hypothesis					

The information on this aspect is illustrated in Table 8 below. The computation using t-test manifests a t value of 2.0266, which when compared to the critical value of t at 77 df at 0.5 level of significance shows a t of 1.96 which is higher in value. This finding means that there is no significant difference between students and parents' perception on the level of Self-confidence. How the Grade VII students rated their level of Self- confidence is likewise perceived by their parents in the same degree.

Table 8. Significant Degree of Difference Between the Responses of Students and Parents in the Level of Confidence

Student	Level of Confidence as Perceived by students X	X ²	Parent	Level of Confidence as Perceived by Parent Y	Y ²
Sum	123.57	380.9997	Sum	122.39	401.4457
Mean	3.01		Mean	3.22	
$t = 2.0266$					
Critical value of t at 77 df and 0.05 level of significance is 1.96					
Result: Significant					
Decision: Reject Null Hypothesis					

CONCLUSION

The Grade VII students perceived that they have already established and developed Self Confidence.

As to their self-esteem, despite their positive attitude on themselves, they still wish to have more self-respect.

The respondents are actively engaged in the Physical Education activities in school. They give full participation to physical fitness activities, dances, and sports, except on item in Physical Fitness test, which is the push-up.

Parents confirm their children's perception as to the level of self-confidence and self-esteem.

There is a significant correlation between students' level of self-confidence and self-esteem. However, no significant degree of correlation between the students' level of self-confidence and their level of engagement Physical Education activities, as well as self-esteem and the latter. Hence, participation in physical activities in school in a way is not an assurance of having a strong and sturdy self-confidence.

Although the study shows that there is no relation between self-confidence and self-esteem on respondents' participation in PE activities, there could still be other benefits on their physical health and fitness.

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