RELATIONSHIP BETWEEN ACADEMIC SELF CONCEPT AND ACADEMIC ACHIEVEMENT AMONG UiTM CENTRE OF FOOTBALL ATHLETES

1ABDUL RAHIM MOHD MEERAH, 2SITI NORLIA MAZLAN
1Faculty of Sport Science and Recreation, Universiti Teknologi MARA Shah Alam

Abstract: The purpose of this study was to identify academic self-concept level of UiTM Centre of Excellent and the relation of it with athlete’s academic achievements. This study was a descriptive and correlation research with the respondents coming from students-athlete studying in UiTM Shah Alam which were under the PKS Football Programme. All the participants were required to complete an Academic Self-Concept Scale Questions which consist of two subscales (i) academic confidence and (ii) academic effort. Findings indicate that the mean for academic confidence was 3.80 which was slightly higher than academic effort 3.45. In addition, there was a weak positive correlation (r = .155) between academic self-concept level and academic achievements. This study suggests that student athletes may possessed a considerable higher confidence in their study. Furthermore, a weak relationship may suggest academic self-concept has less influence in academic achievements. Future study are warranted to explore the potential relationship (if any) in larger, different gender student population.

Keywords: Academic Self-Concept, Academic Achievement, Student-Athletes.

I. INTRODUCTION

Physical activity is inversely associated with several part of health outcomes in children. The prevalence of overweight is rising rapidly in children Gidding et al. (2006). Children who are less to do the physical activity will be high risk for the diseases. For example blood pressure, hyper tension, excessive fat rate, cardiac attack and BMI not balance (Gidding et al., 2006). Compared with the general pediatric population, children from disadvantaged minority and less incomes of families have lower levels of physical activity (R. E. Lee & Cubbin, 2002). Unsafe neighbourhoods are the main factor that has been thought to increase obesity risk in younger children by limiting their outdoor play and increasing sedentary indoor activities, such as television viewing and playing the video games (Burdette & Whitaker, 2005).

Self-concept is defined as a general view about oneself across various sets of specific domains and perceptions based on self-knowledge and evaluation of values through experiences in relation to one’s environment according to Eccles (2005). General self-concept consists of academic self-concept, social self-concept, physical self-concept and emotional self-concept. Referring to Yahaya (2000) concluded that our academic self-concept relates to how well we do in school or how we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language, arts, social science, etc Yahaya (2000). One of the components of self-concept is academic self-concept. According to Trautwein, Lüdtke, Köller, and Baumert (2006) academic self-concept is referred to as a person’s self-evaluation regarding specific academic domains or abilities. Studies in academic self-concept mostly focused on children in school subject such as language, mathematics and other basic subject. This study however focuses on the student-athletes in Football Centre of Excellent program at University Technology MARA (UiTM). UiTM were chosen as Football Centre of Excellence (Pusat Kecemerlangan Sukan Bola Sepak also known as PKS) by the Ministry of Education Malaysia or previously known as Ministry of Higher Education Malaysia. The centre of excellent is one of the seven cluster of the High Institution Sports Policy (Dasar Pembangunan Sukan Institusi Pengajian Tinggi, 2009). It main purpose is to create a centre for student-athletes in certain targeted sports (such as rugby, swimming, netball, cricket, rowing, taekwondo and football) at selected university (*PKS: Lapan universiti terima peruntukan RM7.2*, 2010).

UiTM Football Centre of Excellence student-athletes includes UiTM Football Club player which currently competing at high level football tournament such as the Malaysia Premier League, Malaysia IPT League and Selangor Football League. The students-athletes are a full time students studying in UiTM Shah Alam under several faculties. Student-athletes is defined as an individual who engages in, is eligible to engage in or may be eligible in the future to engage in any intercollegiate sport (Shecter & Hackenberger, 1999, 2001, 2003, 2005). In this research, a student-athlete is referring to the Football Centre of Excellence athletes who are currently studying in UiTM. For student-athletes, they do not focus only on their academic achievement but also sports achievement.

In previous study, the focus on these two variables which is academic self-concept and academic achievement commonly concentrated among school...
children or on certain race. Academic self-concept is important to university athletes as previous research shows positive academic self-concept lead to increases in subsequent achievement and other desirable educational outcome but lack of investigation among student-athletes. Thus, this study concentrated on student-athletes in UiTM Football Centre of Excellence.

Referring to the UiTM PKS Annual Report 2013 (Laporan Tahunan Unit Kecemerlangan Sukan, 2013) on academic achievement, the management have noticed the declined in student-athletes Cumulative Grade Point Average (CGPA). The report have raised the issues and suggested a deeper investigation to be done in finding the cause. Therefore, this study focuses on exploring the relationship of academic self-concept among university student-athletes.

In present study there are significant amount of research that examines the relationship of academic self-concept and academic achievement among youngster, but very hardly focuses on student-athletes in higher education level. Academic self-concept varies as student move through grades which their academic self-concept tends to rise in the direction of their academic achievement (W. C. Liu, Wang, & Parkins, 2005). Thus, it is important to pinpoint the academic self-concept level of the student-athletes towards helping the improvement of their academic achievement. Therefore the purpose of the study is to determine the relationship between academic self-concept and academic achievement among UiTM PKS athletes.

The study focuses on the following objectives:
1. To identify academic self-concept level of UiTM Centre of Excellent Football athletes.
2. To examine the relationship between academic self-concept and academic achievement among UiTM Centre of Excellent Football athletes.

2.1 SELF-CONCEPT
Self-concept is best defined as a person’s perceptions of himself or herself formed through experience and interpretations of the environment (Zahra, Arif, & Yousuf, 2010). These perceptions are formed through one’s experience with the environment and influenced especially by environmental reinforcement and significant others (CorbiÂ’re, Fraccaroli, Mbekou, & Perron, 2006). Another self-concept definition by Hardy (2013) in his research quoted self-concept as a hypothetical constructs that helps explain and predict an individual’s behaviour. It includes elements of reciprocity, where an individual’s actions influence their self-perceptions and perceptions of self, in turn, influences their actions (Hardy, 2013).

Generally in previous study the self-concept are divided into four areas which are academic self-concept, social self-concept, physical self-concept and emotional self-concept. A study by Ishak, Jamaluddin, and Chew (2010) examined the factors influencing self-concept among Malaysian’s student. It focused on three main area, academic self-concept, physical self-concept and social self-concept. The study concentrated on students in secondary school aged 16 and 17 years old. The researcher, Ishak et al. (2010) found that self-concept correlated to a lot of the development in adolescent.

Thus, our self-perceptions vary from one situation to another and are different in this research situation student-athlete in a sports setting.

II. ACADEMIC SELF-CONCEPT
Cokley (2000) definition of academic self-concept can be broadly considered to be how a student views his or her academic ability when compared to other students. Another definition of academic self-concept by Ireson and Hallam (2009) ‘it can be defined as student’s perception of their competence of, involvement in and interest in school according’. K. S. Liu, Cheng, Chen, and Wu (2009) stated that academic self-concept used in the present study is operationally defined as students’ perception of their competence and their commitment to, and involvement in and interest in schoolwork. Another academic self-concept explanation is the portion of the self-concept construct related specifically to learning (Hardy, 2013).

Academic self-concept research by Guay, Ratelle, Roy, and Litlialien (2010) imposed that determining the direction of the relation between academic self-concept and academic achievement has been a critical issue in this field. Their research uses the Perceived Competence Scale created by Losier, Vallerand and Blais in 1993 for academic self-concept measurement. Marsh & Hau (2003) discover a student can have a positive self-concept in one specific domain and a negative self-concept in a different domain.

Cokley (2000) study focused on a specific race in which is African American college students using the Academic Self-Concept Scale develop by Reynolds in 1980 and the students Grade Point Average (GPA) to see the relationship between academic self-concept and academic achievement. H.-j. Liu (2009) study on college student suggest that there is need for teachers to be concerned about students’ academic self-concept as they may be important determinants of their relative performance in different academic domains.

The most recent study by Matovu (2012) from International Islamic University Malaysia (IIUM) focused on academic self-concept and academic achievement among university students. The researcher used the Academic Self-concept Scale (ASC) by Liu & Wang (2005). According to Matovu (2012) theories and models that explain academic self-concept and academic achievement have shown no proof of whether prior academic self-concept influences academic achievement or prior academic
III. METHODOLOGY

In this study quantitative survey by questionnaire will be used to explore the research questions and objectives. This research design is chosen because the information gains determining trends of both independent variables. Furthermore, according to Baumgartner and Hensley (2006) descriptive research methodology is particularly suited to studies that seek to identify the attitudes or opinions of human subjects or to those that purport to detail behaviours that may naturally occur in the classroom, gymnasium, workplace, playing field or home, for example.

This research population consist of 75 male PKS athletes. The population come from three categories according to their league participation which is the Malaysia Premier League (first team), the Higher Education Institution (IPT) League (second team) and Selangor League (third team). The questionnaire will be used in this study is adopt and adapted from the following questionnaire:

- Demographics data
- Academic Self-concept Scale (ASC)
- Academic Achievement - CGPA Question

All data collected in this study were analysed using the Statistical Package for the Social Science (SPSS) Software version 21.0. The introductory data analysis will concentrate on demographic characteristics of the respondents using descriptive statistics (e.g mean, standard deviation and frequency).

The correlation and coefficient will be use to study the relationship of variables with guidelines from Cohen (1998). The analysis will be conducted according to the order of the research question as stated below:

- RQ1 – Descriptive statistics of mean, frequency and standard deviation
- RQ2 – Analysis of Pearson product-moment correlation coefficient

IV. RESULTS

The demographic data analysis concentrated on the data collected form Part A in the questionnaire distributed. Demographic data consist of 8 items which are age, current semester, gender, CGPA,
current team, parent’s total income, scholarship recipient and amount.

<table>
<thead>
<tr>
<th>Valid</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20 years old</td>
<td>25</td>
<td>33.3</td>
</tr>
<tr>
<td>21-23 years old</td>
<td>40</td>
<td>53.3</td>
</tr>
<tr>
<td>above 24 years old</td>
<td>10</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 1: Respondent age

Table 1 shows respondents’ stages of ages. Based on the data gathered, 40 respondents represent age of 21-23 years old which is the highest, follow by 25 respondents of 18-20 years old. Meanwhile, there are only 10 respondents age of 24 and above for this research.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1.99</td>
<td>1</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>2.00 to 2.49</td>
<td>9</td>
<td>12.0</td>
<td></td>
</tr>
<tr>
<td>2.50 to 2.99</td>
<td>48</td>
<td>64.0</td>
<td></td>
</tr>
<tr>
<td>3.00 to 3.49</td>
<td>13</td>
<td>17.3</td>
<td></td>
</tr>
<tr>
<td>Above 3.50</td>
<td>4</td>
<td>5.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: CGPA of Respondent for Semester December 2013

Table 2 shows the CGPA of the respondent for semester December 2013. From the table the highest respondents with 48 respondents in 2.50 to 2.99 CGPA range, followed by 13 respondents in 3.00 to 3.49 CGPA, 9 respondents in 2.00 to 2.49, and finally for CGPA above 3.50 with 4 respondents.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below RM2,500</td>
<td>4</td>
<td>5.3</td>
<td></td>
</tr>
<tr>
<td>RM2,500 to RM4,999</td>
<td>10</td>
<td>13.3</td>
<td></td>
</tr>
<tr>
<td>Not a Recipient</td>
<td>61</td>
<td>81.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Amount of Scholarship Received by Respondent

Table 3 shows the amount of scholarship that respondents received per semester. 61 of the respondents is not a scholarship recipient. But for RM 2, 500 to RM 4,999 there are 10 respondents, 4 respondents received below RM 2, 500 scholarship amount and none of the respondent received scholarship amount above RM5, 000.

### 4.1 Academic Self-concept Analysis

In order to obtain the academic self-concept level in this study, frequency percentage, mean and standard deviation analysis was used. Academic self-concept subscale namely Academic Effort (AE) and Academic Confidence (AC).

<table>
<thead>
<tr>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONFIDENCE</td>
<td>3.8080</td>
<td>.61705</td>
</tr>
<tr>
<td>EFFORT</td>
<td>3.4533</td>
<td>.66319</td>
</tr>
</tbody>
</table>

Table 4: Academic Self-concept Analysis

Table 4 displays the mean and standard deviation for Academic Confidence and Academic Effort. The Academic Effort shows mean at 3.80 and standard deviation at .617 while the Academic Effort mean at 3.45 and it standard deviation at .663.

### 4.2 Relationship Between Academic Self-concept and Academic Achievement Analysis

Pearson correlation analysis is used to indicate the direction, strength and significance of the bivariate relationship between all the variables that were measure on an interval or ratio level (Sekaran & Bougie, 2010). The correlation analysis is to measure the linear relationship between independent variables which are the content factor with dependent variables which is the Academic achievement towards UiTM PKS athlete (Footballer UiTM).

<table>
<thead>
<tr>
<th>CONFIDENCE</th>
<th>.651**</th>
<th>.088</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFFORT</td>
<td>.219</td>
<td>.455</td>
</tr>
<tr>
<td>ACHIEVEMENT</td>
<td>.060</td>
<td>.75</td>
</tr>
</tbody>
</table>

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

Table 5: Pearson correlation analysis between Academic Confidence, Academic Effort and Academic Achievement

Table 5 illustrated the relation between Academic Confidence, Academic Effort and Academic Achievement. There was a strong correlation between Academic Confidence and Academic Effort at r=.651. Another correlation between Academic Effort and Academic Achievement, r=.219 is a weak
correlation. Whereas the correlation between Academic Confidence and Academic Achievement is r=.088 another weak correlation. Apart from that the table also indicates the Sig. (2-tailed) value for correlation between Academic Confidence and Academic Achievement is p=.455 no statistically significant correlation between the variables. And Sig. (2-tailed) between Academic Effort and Academic Achievement is p=.060 which also indicate no statistically significant correlation between the variables.

<table>
<thead>
<tr>
<th>ASC</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>ACHIEVEMENT</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**Table 6: Pearson correlation analysis between**

Academic Self-concept and Academic Achievement

Table 6 point up Pearson Correlation analysis between Academic Self-concept (ASC) and Academic Achievement. The analysis shows a weak positive correlation between ASC and Academic Achievement at r=.155. The Sig. (2-tailed) are p=.185 between these two variables.

**V. DISCUSSION**

5.1 Academic Self-Concept Level

From the 10 items in AC, the there are two items that have illustrious majority of full sample strongly agree with percentage of more than 70%, item number 1 and number 2. This shows that the student-athletes have confidence in their study. The AE 9 items also shows two overwhelming strongly agree answer by the sample in item 7 and item 11, at 80% and 81.3% respectively. The overall percentages for AC are 76% slightly higher than the AE percentage at 69%. These results reveal that the samples are assure and comfortable in responding to AC items than the AE items. These imply that student-athletes have more weightage in their confidence rather than their effort in their studies.

The overall scores of academic self-concept scale were obtained by adding all of the subscale scores and finding the average of the two subscales (Liu & Wang, 2005). Through the analysis conducted the AC shows slightly higher mean compared to AE at 3.80 and 3.45 respectively. This is another indicator of a better scale in AC than AE. The overall academic self-concept among UiTM PKS athletes programme can be illustrate as below:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 to 5.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>3.1 to 4.0</td>
<td>Good</td>
</tr>
<tr>
<td>2.1 to 3.0</td>
<td>Intermediate</td>
</tr>
<tr>
<td>1.1 to 2.0</td>
<td>Low</td>
</tr>
<tr>
<td>0.0 to 1.0</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

**Table 7: The Academic Self-Concept Level of UiTM PKS Footballer**

It is fair with referring to the table above to say that the UiTM PKS Footballer AE is at good level and the AC is also at good level.

According to Musa Matovu (2012) gender has been stressed to influence academic self-concept and academic achievement in various study done on gender, self-worth, and academic achievement among students. However, since the researcher only focus on male footballer under the PKS Programme there is no comparison to show the differences. Nevertheless another study done by SarAbadaniTafreshi (2006) found out that gender does not influence self-concept.

5.2 Relationship Between Academic Self-Concept and Academic Achievement

The aim of this study is to discover the relationship between academic self-concept and academic achievement among UiTM Centre of Excellent Football athletes. From the finding using Pearson correlation analysis, the researcher have found that there is weak positive relationship between Academic Confidence and Academic Achievement r=.088, p=.455. Plus, the Academic Effort and Academic Achievement demonstrate weak positive correlation, r=.219, p=.060.

The overall relationship between academic self-concept and academic achievement among samples shows a lower result, r=.155 and p=.185. This exhibits a weak positive correlation between these two variables. Past research on this relationship disclosed the reciprocal relation between these constructs is observed with a general measure of academic self-concept (Marsh, 2003). A study by Herbert W Marsh and Martin (2011) posted that academic self-concept and academic achievement are mutually reinforcing, each leading to gains in the other. Whereas another study by Cokley (2000) illustrate positive relation between academic self-concept and academic achievement at r=.461, a moderate correlation.
VI. RECOMMENDATION

For the purpose of future study, the researcher recommends using a larger population, more than 150 samples, as in this research the researcher only focus on the athletes under the PKS program in UiTM. Larger population also could include athletes from other sports which in turn will also allow comparison between genders and comparison between the sports itself. This research has no comparison as such because all of the samples are male Footballer.

Another recommendation for future study is comparison of the athlete’s academic self-concept and academic achievement between the students' faculty. As the student-athletes studies in different faculty their academic self-concept can be different.

The researches would also suggest a pre-test in the early semester and post-test at the end of semester for academic self-concept questionnaire. This will allow comparison between the pre-test and post-test, thus, will also show a more accurate academic self-concept scale of the samples.

Finally, the researcher recommend further research in finding the level of academic self-concept of these students-athletes based on their sports involvement, for example national athletes, state athletes and universities athletes.

CONCLUSION

As a conclusion referring to the first research objective, the researcher tries to identify the academic self-concept level of the UiTM PKS athlete (Footballer UiTM). The academic confidence mean is 3.80 and the academic effort at 3.45 both at good level. The second objective is to investigate the relationship between academic self-concept and academic achievement of UiTM PKS athlete (Footballer UiTM). There are weak positive correlation between academic self-concept and academic achievement at r=.155, p=.185. Further research in this area should be done for example a pre-test and post-test to investigate more detail in providing broader insight concerning this matter.

REFERENCES:

