DOCUMENT RESUME

ED 398 526 CG 027 336

AUTHOR Lee, Annette L.
TITLE Self-Esteem of Adolescent Athletes.
PUB DATE 23 Jul 96
NOTE 102p.; M.S. Thesis, Emporia State University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adolescents; *Athletes; *College Students; Family Environment; Higher Education; Interpersonal Competence; Personality Traits; Secondary Education; *Secondary School Students; Self Concept; *Self Esteem; Sex Differences; Student Adjustment; *Student Characteristics
IDENTIFIERS Texas Social Behavior Inventory

ABSTRACT

While self-esteem develops after life's primary needs have been satisfied, other factors can influence its development. This thesis investigates the self-esteem of high school and college athletes. The independent variables investigated were gender, athletic participation, family structure, and reported grades. The dependent variables were the self-esteem scores for four sub-scales of the Texas Social Behavior Inventory: (1)Confidence; (2) Dominance; (3) Social Competence; and (4) Total. The sample consisted of 279 students, ranging from 9th grade through college sophomores. Findings showed that athletic participants have a higher self-esteem than nonparticipants and that athletic participation has a positive impact on academic achievement. Results also showed that the following interactions were statistically significant: gender for the dependent variable Social Competence (female students had a higher total self-esteem than male students); family structure for the dependent variable Social Competence; gender, athletic participation, and family structure for the dependent variable Social Competence; reported grades and athletic participation for the dependent variable Confidence; reported grades and athletic participation for the dependent variable Social Competence; athletic participation and gender for the dependent variable Confidence; and reported grades and athletic participation for the dependent variable Dominance. Students generally reported a positive self-esteem. Appended are copies of correspondence, the testing procedure, a student information form, the survey instrument, and scoring procedure. Contains 61 references. (RJM)

SELF-ESTEEM OF ADOLESCENT ATHLETES

being

A Thesis Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

by

Annette L. Lee

B.S.E , Emporia State University

Date 7-23-96

Approved Bill Daley
Major Professor

Approved _____
Chair, Graduate Council

Graduate Committee Approval

The Graduate Committee of Annette L. Lee hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

Approved: Bill Daggett
Chair, Graduate Committee

Approved: Warren Shaffer
Committee Member

Approved: James C. Stansbury
Committee Member

Approved: James Geraghty
Committee Member

Date 7-23-96

Acknowledgments

I would like to express my gratitude to the members of my graduate committee, Dr. Stansbury, Dr. Shaffer, and Dr. Murphy for their time, input and encouragement. I would especially like to thank Dr. Daley for his help, patience and time.

A very special thank you and much love goes to my family for their encouragement, moral support, and for allowing me the time to complete my goal. Without them I would never have completed this project. Thanks to my mother Anna Marie DaVault for feeding my crew. To my fabulous husband Jimmy - thanks a million for your unconditional love, support and reassurance.

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Abstract

The purpose of the researcher was to investigate the self-esteem of high school athletes. The independent variables investigated were gender, athletic participation, family structure, and reported grades. The dependent variables were the self-esteem scores from the following sub-scales of the Texas Social Behavior Inventory: Confidence, Dominance, Social Competence and Total. The sample consisted of 279 students 9th grade through college sophomores. Four composite null hypotheses were tested with three-way analysis of variance (general linear model).

A total of 52 comparisons were made plus 60 recurring. Of the 52 comparisons 12 were for main effects and 40 were for interactions. Of the 12 main effects 3 were statistically significant at the .05 level. The following main effects were statistically significant.

1. gender for the dependent variable Social Competence,
2. gender for the dependent variable Total, and
3. family structure for the dependent variable Social Competence.

Of the 40 interactions, 7 were statistically significant at the .05 level. The following interactions were statistically significant:

1. among gender, athletic participation, and family structure for the dependent variable Social Competence,
2. between reported grades and athletic participation for the dependent variable Confidence,
3. between reported grades and athletic participation for the dependent variable Social Competence,
4. between reported grades and athletic participation for the dependent variable Total,

5. between athletic participation and gender for the dependent variable Confidence,

6. between reported grades and athletic participation for the dependent variable Dominance, and

7. among reported grades, athletic participation, and gender for the dependent variable Social Competence.

The results of the present study appeared to support the following generalizations:

1. female students have higher total self-esteem than male students,

2. students gender, athletic participation and family structure should be interpreted concurrently for Social Competence,

3. students reported grades and athletic participation should be interpreted concurrently for Confidence,

4. students reported grades and athletic participation should be interpreted concurrently for Social Competence

5. students reported grades and athletic participation should be interpreted concurrently for Total,

6. students athletic participation and gender should be interpreted concurrently for Confidence,

7. students grades and athletic participation should be interpreted concurrently for Dominance,

8. students grades, athletic participation, and gender should be interpreted concurrently for Social Competence, and

9. students have positive self-esteem.

Introduction

Overview

Public opinion is a weak tyrant compared with our own private opinion. What a man thinks of himself, that it is which determines...his fate.

Thoreau, Walden, 1854

The importance of the self-concept has been attested to by laymen and professionals alike. Van Ness (1995, p. 7) stated "Self-concept is the totality of how persons view themselves. It is composed of self-identity (who and what I believe I am), self-evaluation (how worthy and capable I believe I am), and self-ideal (what I would like to be or believe I should be)."

Samuels (1977) expressed "The important dimensions of self-concept are body self, cognitive self, social self, and self-esteem. In other words, we put a value on our bodies our academic ability, and ourselves in roles as student, friend, or son or daughter and we use adjectives such as good and bad to describe ourselves in each of these dimensions"(p. 24). According to Purkey (1988), self-concept has three major qualities of interest to counselors: (1) it is learned, (2) it is organized, and (3) it is dynamic.

Self-concept is different from self-esteem. Self-esteem is the evaluative sector of the self-concept. Self-esteem is learned, not inborn. "The term self-esteem comes from a Greek word meaning 'reverence for self'" (Van Ness, 1995, p. 12). It is estimated that more than 10,000 scientific studies of self-esteem have been conducted. Researchers have measured it with more than 200 different tests (Adler et al., 1992). Yet there is no agreement on what it is.

"People with self-esteem view their ideal selves and their actual selves

as nearly one and the same" (Sheenan, 1993, p.16). Self-esteem may be defined as the overall positive or negative attitude held by an individual toward him/herself. Rosenberg (1965) stated,

> When we speak of high self-esteem. . . we shall simply mean that the individual respects himself, considers himself worthy; he does not necessarily consider himself better than others, but he definitely does not consider himself worse; he does not feel that he is the ultimate in perfection but, on the contrary, he recognizes his limitations and expects to grow and improve. (p. 31)

Coopersmith (1967) developed a list of related terms to positive self-esteem which included self-love, self-confidence, self-respect, self-acceptance, self-evaluation, self-worth, superiority, and pride. Negative self-esteem is often equated with inferiority, timidity, and self-hatred. Each of these words carries connotations of the others and the terms are used differently and interchangeably by authors.

Self-esteem runs on a continuum from low to high. Researchers have generally found self-esteem to be relatively constant (Baumeister, 1993; Coopersmith, 1967; Hyatt, 1991). Not all writers support this assumption. Self-esteem levels do fluctuate day to day, even moment to moment resulting in an "emotional yo-yo" (Van Ness, 1995; Campbell, 1984). "There is significant evidence of long-term change in level of self-esteem, particularly at certain periods in life" (Baumeister, 1993, p. 210).

Self-esteem develops when the primary needs of life have been appropriately satisfied. Researchers and writers show general although by no means complete agreement on the preconditions necessary for one to demonstrate high self-esteem. Abraham Maslow (as cited in Hyatt, 1991), the

noted humanistic psychologist, considered self-esteem as a core psychological need for humans--not a want, but a necessity, like food and oxygen. Clark, Clemes, & Bean (1978) found that high self-esteem can be gained when children and teenagers experience positive feelings within four distinct conditions. They are: connectiveness, uniqueness, power and models. Walz (1991) adds assertiveness, competence, and spirituality to the list of preconditions.

Coopersmith (1967) summarized the following factors considered significant as they relate to self-esteem: the amount of respectful, accepting, and concerned treatment received from significant others, the history of successes and status and position held in the world, the interpretation and modification of experiences that accord with values and aspirations, and the individual's manner of responding to devaluation. The four sources of self-esteem are power, significance, virtue and competence. "It may be possible for an individual to attain high self-esteem by notable attainment in any of the four areas. This might occur even where attainment in the other areas was mediocre or even poor"(p. 38).

"Self-esteem is awareness of goods possessed by self. . . .Thus, helping to increase or maintain self-esteem is any good actual or potential, that one can consider as his own: his ancestry, affiliation with other groups, achievements, talents, friends and loved ones, etc." (Campbell, 1984, p. 25). Weaver (1991) observed that self-esteem is the result of the development of a sense of belonging. To be a part of a group is to be accepted and valued by other members of that group. Lerner (1986) stated,

> *Earned* self-esteem is based on success in meeting the tests of reality measuring up to standards--at home and in school. It is necessarily

hard-won and develops slowly, but it is stable and long-lasting, and provides a secure foundation for further growth and development. (p. 33)

Athletic Participation

Coopersmith (1967) alleged that sports competition is an important achievement area for children in which motor competence is publicly demonstrated and socially evaluated. According to Ryan (1989), coaching folkore attributes affective growth to the experiences of goal-setting, team orientation and sportsmanship in the athletic arena. The athletic environment can successfuly develop interpersonal skills through experiences in cooperative task group processes. Athletic participation may therefore develop interpersonal skills and leadership abilities in students, through various learning experiences that are included in the athletic environment. Taffel (1995) maintained that children need sports for emotional and physical reasons. "Athletics can also boost self-esteem and give kids a greater sense of security" (p. 120).

A study by Taylor (1995) was conducted to determine whether participating in intercollegiate athletics enhances self-esteem. The independent variable was intercollegiate athletic participation. The dependent variable was global self-esteem. Self-esteem was assessed with the Rosenberg Self-Esteem Scale. The subjects were 651 full-time students at a NCAA Division II school. The 230 athletic participants were members of the varsity athletic teams. The nonparticipant group was a random sample from the entire student body.

In the *t* test analysis, the athletic participants had higher levels of self-esteem than the nonparticipants in each class except the freshman class. None of the differences were significant, although the difference

between seniors approached significance at the .05 level (p = .056). [p. 447]

. . . .

These findings suggest that athletic participation has a positive effect on self-esteem, but it is not strong enough to have a statistically significant effect by itself. (p. 449)

Holland & Andre (1994a) duplicated a study conducted by Kane in 1988. The purpose of the study was to determine if the type of sport students participate in influences the social status of athletes. Social status of male and female athletes was measured by criteria selected for remembance after high school, type of sport participant preferred for a date or friend, and self-esteem scores of different participant groups. The subjects were 741 high school and college students. Self-esteem was measured by a modification of Rosenberg's (1965) Self-Esteem Scale.

Chi-square was used to determine differences among the groups on their distribution among categories.

Females who participated in sex-appropriate sports had significantly higher self-esteem scores than female nonathletes ($p < .05$), but the difference between females who participated in sex-inappropriate sports and female nonathletes was not significant. Males who participated in both sex-appropriate and sex-inappropriate sports had significantly higher self-esteem scores than male nonathletes ($p <.001$). There were no significant differences between sex-appropriate and sex-inappropriate sport participants on the self-esteem scores for either males or females.

Hines & Groves (1989) conducted a study of 201 participants in a

recreational basketball league to examine the relationship between competition and the development of self-esteem. The independent variables were gender, win-loss record, will to win, ability, and reasons for participation. The dependent variable was self-esteem and its associated factors. The Coopersmith Self-Esteem Inventory was used to measure self-esteem. The basic four components of self-esteem measured were: self-degradation, leadership-popularity, family-parents, and assertiveness-anxiety.

Analysis of variance and Pearson's correlation coefficient were used to examine relationships between self-esteem and the independent variables. No significant relationships were established at the .05 probability level between win/loss record, gender, and total self-esteem.

> A significant inverse relationship was identified between will to win and the component of family-parents. When the relationship between skill as a reason for participation and self-esteem and its associated factors was examined, the only variable found to be not significant was anxiety/assertiveness. Those who participate in order to develop skills are serious about their participation and through a disciplined program develop positive self-esteem associated with all factors. This suggests that proficiency is a key element in the development of self-esteem in youth sports. (p. 866)

The key question Ryan (1989) addressed was "How does athletic participation influence affective development as indicated by self-reported personal growth, motivation, and satisfaction" (p. 123)? Fifty independent variables were used to control for the influences of many different factors. The impact of athletic participation was evaluated in predicting interpersonal skills and leadership abilities. The Cooperative Institutional Research Program

administered a Student Information Form randomly to freshmen students in the fall. A follow up survey was then given 4 years later. The dependent variables were measured on 5-point Likert scales. A nationally representative sample of 11,862 college freshmen in 368 schools was used. Multiple regression analyses were performed separately for each of the dependent variables. The following was found:

> Athletic participation entered all four regression equations as a modest but statistically significant predictor of the criterion variable. Thus, these results may be regarded as showing minimal or lower-bounds estimates of the effects of athletic participation. Participation in intercollegiate athletics was related to positive self-report of changes in interpersonal skills and leadership abilities. The analytical skills involved in decision making and tailoring actions to a given setting increase athletes' self-esteem and interpersonal interactions. (pp. 124-125)

Spreitzer (1994) conducted a study with 10,536 students from private and public secondary schools across the nation. They participated in the High School and Beyond Survey in 1980 and 3 follow up surveys in 1982, again in 1984, and 1986. The data collection included student questionnaires and information taken from school records. The dependent variable was the actual level of educational attainment. The independent variables included academic orientation, socioeconomic status, cognitive ability, alcohol use, and self-esteem. Rosenberg's (1969) 12-item scale was used to measure self esteem.

The significance tests were evaluated at the .01 level. "The data clearly showed that for both sexes the following characteristics were associated in a linear manner with participation in varsity athletics . . .higher academic grade average and a higher level of self-esteem" (pp. 372-373).

> The data from this national probability sample of American youths clearly show that those who begin and continue with high school athletics tend to be from more advantaged social backgrounds in terms of parental social class, level of cognitive ability, academic achievement, and level of self-estem.(p. 384)

Holland and Andre (1994b) examined the relationship of selected variables to self-esteem among 648 high school and college students. Multiple regression analyses, with self-esteem as the dependent variable, were computed separately for both males and females . A predictor variable was high school athletic participation. "All of the multiple regression analyses were significant at the $p < .001$ level. The students who participated to a greater extent reported higher self-esteem scores" (p. 350). It was concluded that activity participation ($F = 16.45$, $p < .001$) was more instrumental in the development of self-esteem among adolescents than were environmental characteristics (parents marital status). Gender ($F = 1.59$, $p = .21$) did not significantly influence self-esteem.

On the other hand, Black (1976) found that in males "there are no differences between varsity athletes and nonparticipants in the overall self concept and its parts" (p. 58). Frey and Eitzen (as cited in Spreitzer, 1994) reported,

> There is little evidence to support the claims made for the contribution of sport to the socialization process. Studies comparing male athletes and male nonathletes (there are very few studies comparing women) yield little evidence to support the idea that sport is nescessary for complete and adequate socialization. . . .sport seems to make little difference. Athletes and nonathletes are comparable on various personality traits

and value orientatins. Sport participation has no general effect on self-image. (p. 369)

Academic Achievement

A major goal in schools today is to increase the self-esteem of students. The importance of children's self-esteem in school achievement is far from certain. The self-esteem debate is really a chicken-egg predicament. It is not clear what comes first, achievement or self-esteem. It is not even clear that one comes before the other.

According to Lerner (1986), the modern principle that self-esteem is the critical variable for intellectual development--the master key to learning--is rarely challenged today. This view suggests children with high self-esteem forge ahead academically; children with low self-esteem fall behind, until their self-esteem is raised. Black (1991) stated "Most of the teachers and administrators I know assume raising students' self-esteem caused higher achievement and improved behavior. They believe programs designed to promote high self-esteem have desirable outcomes, but few are asking whether any research evidence backs up that assumption" (p. 28).

The California Task Force to Promote Self-Esteem and Personal and Social Responsibility (as cited in "Children", 1993) uncovered this information: "Some evidence suggests that low self-esteem actually leads to increased school achievement, as struggling students redouble their efforts to get ahead. One of the disappointing aspects. . . is how low the associations between self-esteem and its consequences are in research to date" (p. 2). Chandler (1985) reported that there is a negative side to positive self-concept. If a student feels extremely positive about themselves, they may perceive there is less room for growth than if they felt negatively. Therefore, students are probably better off

with a somewhat negative view of themselves. It gives them the impetus to effect growth and change.

In a study by Brookover, Thomas & Patterson (1963) a significant positive relationship was found between self-concept of ability (the individuals concept of their ability) and grade point average. Saroken (1986) found that one of the most significant by-products of improved self-esteem seems to be advanced academic achievement. Green & Vroff (1989) wrote about Apollo High school, located in California, which provided an alternative education program for at-risk secondary students. The Apollo staff postulated that self-esteem improves achievement. A 3 year survey of Apollo students ". . . provides hard evidence that the Apollo approach is working" (p. 42).

Many educators maintain achievement improves self-esteem. Leo (1990) stated, "Real self-esteem is released when a child learns something and develops a sense of mastery. It is a by-product of, and not a substitute for, real education" (p. 16). Young children who develop the tools for academic success improve in both academic performance and self-esteem; however, attempts to increase self-esteem in the absence of improved academic performance do not appear to be successful (Moeller, 1994). According to Black (1991), "Research consistently shows that improved self-esteem is an outcome rather than a cause of success and achievement. Study after study emphasizes that students gain considerable self-esteem from putting forth effort to achieve" (p. 29).

A study conducted by Leonardson (1986) examined the usefulness of selected academic and personal variables in explaining (predicting) self-concept scores of high school students. The independent variables were grade point average and extracurricular activities. There were 165 high school students from a private high school in the Intermountain West. A survey was

used to determine the marital status of the parents and the extent of participation by the student in extra-curricular activities. Information on GPA and gender was obtained from school records. Self-esteem was assessed with the Piers-Harris Children's Self-Concept Scale.

The results of the study showed that self-concept was significantly correlated at the .01 level with the following independent variables: GPA (.47), parents married (.22), parents divorced (-.22), and extracurricular activities (.49). He also found that gender did not significantly predict self-esteem (Leonardson, 1986).

It is speculated that the time investment and commitment necessary for success as a competitive athlete detracts from the time available to develop those skills and behaviors necessary for identity development, academic work, and personal competence. Coleman (1961, as cited in Snyder & Spreitzer, 1992) remarked "Students who put their energies into sports are less likely to pursue academic objectives. Youth will not have the time or energy to achieve excellence and satisfaction in both roles" (p. 508). On the other hand Marks (1977, as cited in Snyder & Spreitzer, 1992) argued that when individuals are seriously committed to more than one activity, they often experience more energy. According to his view, we have sufficient time and energy for several roles if we are seriously committed to them, and we are more energetic as a result of these multiple involvements.

"Participation in interscholastic athletics can have a positive impact on academic achievement" (Goldberg and Chandler, 1995, p. 39). Both sport and schoolwork loom large in the lives of U.S. adolescents. "In general, the relationship between athletic participation and academic achievement is positive at the high school level. That is, athletes tend to perform better

academically that nonathletes" (Snyder & Spreitzer, 1992, p. 507). Cratty (1973, as cited in Goldberg, 1991) found that a direct parallel has been drawn between the skills required for success in athletic competition and those necessary for academic and career success.

A study conducted by Snyder & Spreitzer (1992) focused on the social, psychological and behavioral correlates of the academic and athletic roles among adolescents. A student was put into one of four categories: the scholar-athlete, pure scholars, pure athletes, and the nonscholar-nonathletes. An athlete was a member of a varsity or junior varsity school sports team. A scholar had to have two criteria: score in the top half of the distribution on a cognitive aptitude test and achieve a cumulative grade average of 3.5 or higher on a 4.0 scale. The sample consisted of 1,172 male high school students using data from the High School and Beyond Study sponsored by the U.S. Department of Education in 1980 and 1982.

> The findings indicate that students who can perform the joint roles of scholar and athlete are outstanding in terms of social psychological attributes. Apparently, the involvement in the multiple roles of scholar and athlete either provides more opportunity to display these characteristics, or the students develop these social characteristics through their involvement in these roles. . . . we find that scholarship and athletic participation are positively correlated with self-esteem. Both roles provide social "payoffs" in the high school social structure and are important for the development of adolescents. Students should be encouraged at an early age to see the value of both roles and supported in the development of these skill clusters. (pp. 520-521)

Family structure

Variations in family and household composition are an increasing phenomenon in American society. The rising number of "nontraditional" families is reflected in recent statistics. The divorce rate in the United States has risen at a monumental rate. In 1994 there were 1,191,000 divorces granted in the United States (Famighett, 1995). Divorce affects not only husbands and wives, but children as well. There were 1,075,000 children involved in divorce in 1990. Another way to view the trend toward the increasing number of children affected by divorce is to examine the rate per 1,000 children under 18 years of age per 1000 divorces. In 1970 it was 12.5, in 1990 it had increased to 16.8 (Bureau, 1995).

Between 1980 and 1990 there were 8,422,000 children living in families that did not include their biological mother and father. The percent of children living with their biological mother and father was 81.5% during the same time period. Of all children, only 14.6% lived with their biological mother-stepfather. Father-stepmothers had 1.3% of their own children living in their households (Bureau, 1995).

According to Scheirer & Kraut (1979) divorce and disrupted families have a profound impact on the development of self esteem. "For children the most important social influences are those of the nuclear family, especially the parents" (p. 142). "The intact nuclear family, with father, mother, and children living together, is still regarded by most as the optimal child-rearing unit in our society; and deviations from the two natural parent norm are commonly believed to have deleterious effects"(Touliatos & Lindholm, 1980, p. 265). Much has been written on the effects of marital separation on children with contradictory results.

Goode (1956) stated, "Few parents divorce without considering the effects of divorce upon the children. Almost all American parents agree that when there are children the decision to divorce should be made reluctantly" (p. 307). It is generally assumed that unless the behavior of the parents is already harming the children, the divorce process and the withdrawal of one parent from the home will damage the children.

Nunn, Parish & Worthing (1983) studied the effects of divorce on the self-concept of children. The Personal Attribute Inventory for Children was given to 566 children and adolescents in grades 5-10. A series of two-way unweighted means analyses of variance were employed to compare children's psychosocial adjustment as a function of family type: i.e., intact family, reconstituted family, and single-parent family.

> Regarding self-concept, significant findings were found with respect to a main effect of family type, $F(2,560) = 32.01$, $p < .0001$. Post hoc means comparisons indicated that children of intact families ($M = 12.93$) held significantly higher self-concepts than either those from reconstituted families ($M = 10.51$) or from single-parent homes ($M = 10.31$). (p. 169)

Findings from this study by Nunn, Parish & Worthing generally revealed that children from intact families demonstrated significantly more positive adjustment ratings than did children from divorced-reconstituted families or from single-parent families.

Parish & Parish (1983) implemented a study to see if individuals' self-concepts varied across family structure: ie., intact, reconstituted, and divorced families. Students were asked to complete The PAIC, developed by Parish & Taylor in 1978. The inventory was used to measure the childrens' self-concepts and family concepts. A total of 471 children from the 5th through 8th grade in

schools in the eastern half of Kansas participated in the study.

> By means of Pearson product-moment correlations, it was found that, as a total group, the students self-concepts were significantly correlated with their evaluations of their families (r = .37, p < .00001). For those from intact families (r = .36, p <.00001) and divorced remarried families (r = .35, p < .00001), similar significant correlations were found. (p. 294)

These findings by Parish & Parish seem to indicate that the presence of two parents--rather than one parent--fosters a somewhat higher relationship between children's self-concepts. They also suggested the presence of two parents, be they natural or otherwise, may promote the development of self-concept more than if they were from a one-parent family.

Nunn & Parrish (1982) assessed personal and familial adjustment in 633 children in grades 5-10. Three instruments including the PAIC were used to measure self-concept. A series of one-way analyses of variance were employed to determine if the children's responses on the instruments varied as a function of the three family types. "All nine measures of adjustment varied significantly as functions of family type (p < .0001). The findings indicate that children from intact families are significantly better off . . . than are children from families where the father has died . . . or children from divorced families" (p. 141).

Wallerstein & Kelly (1980) found that parental divorce generally has a negative impact on self-concepts of children across various ages. Coopersmith (1967) also found that children in families resulting from divorce and separation were lower in self-esteem. "On the other hand, recent research on the developmental characteristics of children from various types of unbroken and broken homes suggest that the widely held apprehension about the detrimental

influences of divorce upon children is not well founded" (Burchinal,1964, p.44). "Although almost all mothers worried about the effects of divorce upon their children, almost all remarried mothers subsequently thought their children's lives had improved after divorce" (Goode, 1956, p. 329).

A study conducted by Burchinal (1964) involving 1,566 students enrolled in the 7th and 11th grades discovered "there was no evidence of clear-cut superiority of adolescents from one family type in comparison with adolescents from other types of families" (p. 47). Moreover, in a few areas, adolescents from broken homes seemed better adjusted than those from unbroken homes. Atkinson & Ogston (1974) reported no difference in academic performance when comparing male children from homes without fathers to children from intact homes.

A study conducted by Raschke & Raschke (1979) assessed the effects of family conflict and family structure (i.e., intact, single-parent, reconstituted) on children's self-concepts. The Piers-Harris Children's Self-Concept Scale was used to measure self-concept. The subjects were 289 students in grades three, six, and eight in the public schools in a large Southeastern city.

In the analysis of the data, correlational analysis and factor analysis were used to test the hypotheses. The Pearson's product moment correlations were used. "In examining the relationship between Self-Concept score and family structure, none of the 9 comparisons had a significant correlation" (Raschke & Raschke, p. 371). No significant differences in self-concept scores of children from intact, single-parent, reconstituted or other types of families were found. "In summary, the findings lend support to the proposition that children are not adversely affected by living in a single-parent family" (p. 373).

In a study where the sample came from 2,000 families, Bohannan &

Erickson (1978) included families headed by stepfathers, natural parents and women without spouses. The children ranged in age from 7-15. The results from a questionnaire, which included a scale for self-esteem, showed that the 106 stepchildren compared favorably with the 84 children of natural parents. Rutter (1971) concluded that children from unhappy homes whose parents live together are in many respects worse off than children from homes broken by separation.

The results of a study conducted by Hammond (1979), which included 165 elementary-school children, indicated that there were no significant differences in self-concept between children of intact and divorced families. Holland & Andre (1994b) found that variables related to marital status of parents did not account for a significant amount of variance in the self-esteem scores and also had nonsignificant zero-order correlations with self-esteem. Shook & Jurich (1992) studied the relationship between students from divorced families and self-esteem. The 10-item Rosenberg Self-Esteem Inventory was administered to 81 college students in a large midwestern university.

> The findings of this study are consistent with those other researchers who report that parental divorce does not adversely affect the average, overall level of self-esteem of offspring. The fact that offspring from divorced families appear to rate themselves similarly to their classmates from intact families suggests that family structure does not predispose individuals to lower levels of self-esteem. (p. 172)

Self-esteem and Gender

Adolescents often experience a decline in self-esteem as they enter their adolescent years. Black (1991) expressed, "Self-esteem is usually higher among elementary school children and generally becomes more negative as

students progress through the grades" (p. 29). Researchers have found that self-esteem change is most likely to occur during times of transition (Baumeister, 1993; Lackovic-Grgin & Dekovic,1990; Taylor, 1995).

Steitz & Owen (1992) examined the self-esteem of 442 high school students. They found that an "analysis of variance indicated . . . a significant main effect of gender, $F(1,431) = 13.44$, $p < .001$)" (pp. 41-42). The girls had lower self-esteem than the boys at all grade levels. "The significantly lower self-esteem for the girls as compared to the boys, across grade levels and even for those who participated in school activities, is consistent with previous research on adolescent self-esteem" (p. 46).

According to a survey by the American Association of University Women (1990, as cited in Bower, 1991) from grade school to graduate school, women do as well as or better than men academically, but their self-esteem plummets over the years. The survey suggests that adolescent girls experience genuine, substantial drops in self-esteem that far out pace those reported by boys. Bower (1991) commented that over the past 20 years this trend of declining self-esteem is ". . .often more pronounced among girls" (p. 184). Grady (1992) reported "social scientists discovered that girls' self-esteem declines markedly during the early teenage years" (p. 184). Orenstein (1994) concluded "although all children experience confusion and a faltering sense of self at adolescence, girls' self-regard drops further than boys' and never catches up" (xvii).

In the past, girls who participated in sports were viewed as tomboys; masculine, not feminine. According to Harris (1978) it may be that athletes, male and female, who compete in sport are more alike than different. Harris worked with masculine-feminine sex roles and found that females who display independence, assertiveness, and competitiveness do not fit the mold of what

society calls feminine. "These are achievement behaviors that are considered important in competitive athletic performance. Also, it may be that the behavioral demands associated with specific competitive sports attract individuals who are less rigidly sex-typed than previously assumed" (pp. 4-5).

Butcher (1989) commented, "It seems quite reasonable that girls with these characteristics (athletic, dominant, achievement-motivated, independent, poised, tough-minded, inner-controlled, less sociable, and are anxious) would be involved in sports and would probably experience success. Sports are a highly achievement-oriented activity, requiring feelings of competency and efficacy" (p. 591). Competitive sports may represent an opportunity to participate for the achievement oriented female.

Summary

The literature reviewed found various studies with similar research designs which reported divergent and contrary findings. A review of the literature pertaining to academic achievement, gender, and family structure provided no conclusive evidence about the effects of participation in competitive sports and its effect on self-esteem. Neither advocates nor critics of athletics can offer substantial evidence to prove that athletics per se are either beneficial or harmful in specific areas. Continued research with athletes and nonathletes is needed to help determine the role, contribution and proper functioning of athletics in students' lives today and in the future.

Statement of the Problem

The purpose of the researcher was to investigate the self-esteem of high school athletes.

Rationale and Importance of the Research

As the number of student athletes and students involved in family structural changes increase there is an enlarged need for counselors to expand their knowledge of the student athlete. The school counselor needs to be aware of the impact of athletic participation and the role of the family on the development of self-esteem of adolescents. They should be informed about some of the benefits of athletic participation and some of the problems experienced by student athletes. They should be aware of the lack of research on female athletes. Counselors need to understand the positive and negative influences of both academics and athletics on the well-being of the athlete. They can use this information to try to increase the positive school experience of all athletes.

Many of the developmental problems student athletes experience result from their attempts to balance conflicting roles, values, and experiences. An athlete often has trouble maintaining a balance between time & energy. High school athletes frequently find themselves in a double bind coming from their roles of a student and athlete. Counselors can help athletes cope with these dual roles and examine the value of both roles. School counselors can help athletes develop the skills and values that can extend beyond athletics. The training counselors need to help athletes with life enhancement, skill enhancement, and career/educational focus would also benefit others.

Counselors need to establish a positive working alliance with the athletic triangle of athlete, parent, and coach. To understand the relationship of athletic participation to self-esteem would be very beneficial to this group. They can assist in open communication within this triangle to help emphasize the

importance of creating positive relationships between athletic coaches and players. Counselors can help coaches acquire skills necessary to create environments in which participants interact positively with one another and provide positive learning experiences. Workshops jointly organized and sponsored by the guidance and athletic departments can be held to help the student athlete plan his career and the next step of college athletics.

The insight provided by these findings should prove useful to parents, counselors, coaches, educators, and other helping professionals who seek to understand the needs of athletic participants from various family situations. The results of the present study provided information pertaining to the following questions:

1. Is there an association between gender and self-esteem?
2. Is there an association between participation in competitive sports and self-esteem?
3. Is there an association between family structure and self-esteem?
4. Is there an association between reported grades and self-esteem?

Composite Null Hypotheses

All null hypotheses were tested at the .05 level.

1. The differences among the mean Texas Social Behavior Inventory scores according to gender, participation in competitive sports and family structure will not be statistically significant.
2. The differences among the mean Texas Social Behavior Inventory scores according to participation in competitive sports, family structure and reported grades will not be statistically

significant.

3. The differences among the mean Texas Social Behavior Inventory scores according to gender, participation in competitive sports and reported grades will not be statistically significant.
4. The differences among the mean Texas Social Behavior Inventory scores according to gender, family structure and reported grades will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: gender, athletic participation, family structure, and reported grades. These variables were investigated for the following reasons:

1. few studies were found in which all or a similar combination of these independent variables were associated with self-esteem,
2. lack of research with female athletes, and
3. the studies found provided inconclusive results.

Definition of Variables

Independent Variables

All independent variables were self-reported. The following independent variables were investigated:

1. gender - two levels,
   level one, male, and
   level two, female;
2. participation in competitive sports -two levels,
   level one, participant, and

level two, nonparticipant;

3. family structure - four levels

   level one, both biological parents,

   level two, mother or father only,

   level three, one biological parent and one stepparent, and

   level four, other;

4. reported grades - four levels;

   level one, all A's,

   level two, mostly A's and B's,

   level three, A's, B's and C's, and

   level four, B's, C's D's and F's.

Dependent Variables

Scores from the following scales of the Texas Social Behavior Inventory (TSBI) were employed as dependent variables:

1. Confidence;
2. Dominance;
3. Social Competence; and
4. Total.

Limitations

The following may have effected the results of this study:

1. the sample was not random;
2. information was self-reported;
3. subjects all came from a single geographical area; and
4. size of non-participant group.

Methodology

Setting

The research was conducted in the southcentral portion of Kansas. The population is predominately white middle-class. The schools in this area are public and small, with the largest school in the area having an enrollment of 467 students in grades 9-12. Income in this rural area is generated mainly from agriculture and retail. The largest city in the area has a population of 6,674 (Kansas, 1995-96). There are many smaller towns in the surrounding area.

Subjects

The subjects were 9th grade through college sophomores participating in 3 activities during the summer of 1996. The activities included:

1. summer leagues at a community college (volleyball, ladies basketball, and mens basketball);
2. high intensity--a pre-season conditioning program at a high school; and
3. drivers education class.

The sample consisted of all students who were present and volunteered to complete copies of the questionnaire. The vast majority of students did complete the questionnaire; less than 15 didn't volunteer to participate. The total sample was made up of 248 participating athletes. The sample consisted of 119 males and 129 females. The athletes tested had participated in one or more of the following sports at a competitive level: baseball, basketball, cross country, football, golf, softball, tennis, track,volleyball, and wrestling.

The control group was made up of 31 students who did not participate in sports during the last school year. There were 11 males and 20 females. The

researcher used school records and an annual to compile a list of 80 nonparticipant students. The researcher then tried to contact the students. Many of the students were on vacation or were not at home. The first 30 students who were available and completed copies of the questionnaire made up the control group.

Instruments

Two instruments were employed. These were a Student Information Form and the Texas Social Behavior Inventory.

Student Information Form. The Student Information Form (Appendix E) was developed by the present researcher. The instrument addressed the following: gender, grade level, athletic participation, family structure, reported grades, and size of school.

Texas Social Behavior Inventory. The Texas Social Behavior Inventory [TSBI, (Appendix F)] was developed in 1969 by Dr. Robert Helmreich of The University of Texas at Austin (Helmreich, Stapp & Ervin, 1974). A factor-analysis of the original 60 item pool was used to determine the 32 items on the TSBI (Helmreich & Stapp, 1974). Permission to administer the inventory in this study was obtained by letter (Appendix A).

The TSBI consists of 32 items. Of the 32 items, 10 were negative items. Each item has 5 options: Not at all characteristic of me, Not very characteristic of me, Slightly characteristic of me, Fairly characteristic of me, and Very much characteristic of me. Each item was given a score ranging from 1 to 5 with 1 representing the response associated with lower self-esteem and 5 that associated with highest self esteem. The total score for each subject is the sum of all items giving a possible range of 32 to 160 (see scoring, Appendix G). Items numbers 1, 2, 3, 12, 13, 21, 23, 28, 29 and 31 were negative items so the

scoring was reversed.

Three subscales were used; Confidence, Dominance and Social Competence. These scores were obtained by totaling the scores from the items included in the appropriate subscale. The scores for Confidence have a possible range of 6 to 30. The item numbers for Confidence include 6, 7, 8, 15, 21,and 28. The scores for Dominance have a possible range of 10 to 50. The item numbers for Dominance include 3, 4, 5, 14, 17, 19, 20, 24, 27 and 31. The scores for Social Competence have a possible range of 9 to 45. The item numbers for Social Competence include 3, 9, 11, 12, 13, 22, 23, 26 and 28.

Helmreich, Stapp & Ervin (1974) reported that the Texas Social Behavior Inventory has been useful in measuring self-esteem and has a test-retest reliability of .94 for males and .93 for females. Stapp (1974, as cited in Helmreich & Stapp, 1974) stated, "The TSBI is not related to intelligence (as measured by the Scholastic Aptitude Test), although it is significantly and positively related to the achievement of academic and other honors" (p. 473). Helmreich investigated validity as reflected by factor loading. The correlation coefficient between each item and the total score varied from .35 to .75 for males and .32 to .76 for females.

Design

A status survey factorial design was employed. The independent variables were gender, participation in competitive sports, family structure, and reported grades. The dependent variables were the self-esteem scores from the three sub-scales of the Texas Social Behavior Inventory and the total score. Four composite null hypotheses were rested with three-way analysis of variance (general linear model). The following designs were employed for the composite null hypotheses:

Composite null hypothesis number 1, a 2 X 2 X 4 factorial design;

Composite null hypothesis number 2, a 2 X 4 X 4 factorial design;

Composite null hypothesis number 3, a 2 X 2 X 4 factorial design; and

Composite null hypothesis number 4, a 2 X 4 X 4 factorial design.

Data Collection Procedures

The directors of the sports program, summer leagues, and the teacher of the drivers education class were contacted personally and in writing (Appendixes B and C) to inform them of the purpose of the research and to obtain permission to survey the students. The present researcher collected all data using standardized instructions (Appendix D). The researcher read preliminary instructions then each student received a packet of materials consisting of a Demographic Information Sheet and the Texas Social Behavior Inventory (Appendixes E and F). The researcher continued with the instructions and answered questions. All returned copies of the Demographic Information Sheet and the questionnaire were examined by the researcher for completeness. Data were prepared by the researcher for main frame computer analysis at the computing center at Fort Hays State University.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,
2. three-way analysis of variance (general linear model),
3. Bonferroni (Dunn), t-test for means, and
4. Duncan's Multiple Range test for means.

Results

The purpose of the researcher was to investigate the self-esteem of high school athletes. The independent variables investigated were gender, athletic participation, family structure, and reported grades. The dependent variables were the self-esteem scores from the following sub-scales of the Texas Social Behavior Inventory: Confidence, Dominance, Social Competence, and Total. The sample consisted of 279 students 9th grade through college sophomores. Four composite null hypotheses were tested with three-way analysis of variance (general linear model). The following designs were employed for the composite null hypotheses:

Composite null hypothesis number 1, a 2 X 2 X 4 factorial design;

Composite null hypothesis number 2, a 2 X 4 X 4 factorial design;

Composite null hypothesis number 3, a 2 X 2 X 4 factorial design; and

Composite null hypothesis number 4, a 2 X 4 X 4 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Texas Social Behavior Inventory scores according to gender, participation in competitive sports, and family structure would not be statistically significant. Table 1 contains information pertaining to composite null hypothesis number 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, F values and p levels.

Table 1: A Comparison of Mean Texas Social Behavior Inventory Scores for Students According to Gender, Athletic Participation and Family Structure Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Confidence**			
Gender (A)					
Male	130	23.5	3.81	3.48	.0632
Female	149	23.2	4.29		
Athletic Participation (B)					
Participant	248	23.3	4.07	0.00	.9881
Nonparticipant	31	23.4	4.13		
Family Structure (C)					
both biological parents	225	23.2	4.16	0.55	.6479
mother or father only	21	24.6	3.23		
one biological parent & one stepparent	27	23.7	4.10		
other	6	23.8	2.71		
Interactions					
A X B				2.51	.1149
A X C				0.93	.4257
B X C				0.08	.9251
A X B X C				0.40	.6617

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Dominance			
Gender (A)					
Male	130	33.7	6.18	2.46	.1179
Female	149	35.7	6.80		
Athletic Participation (B)					
Participant	248	34.8	6.70	0.07	.7862
Nonparticipant	31	34.2	5.66		
Family Structure (C)					
both biological parents	225	34.6	6.65	1.14	.3338
mother or father only	21	35.4	4.76		
one biological parent & one stepparent	27	34.4	6.99		
other	6	38.8	7.76		
		Interactions			
		A X B		0.07	.7963
		A X C		0.37	.7747
		B X C		0.90	.4092
		A X B X C		0.60	.5511

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Social Competence			
Gender (A)					
Male	130	32.4[a]	5.07	4.71	.0309
Female	149	35.1[b]	6.07		
Athletic Participation (B)					
Participant	248	33.9	5.68	0.00	.9867
Nonparticipant	31	32.9	6.44		
Family Structure (C)					
both biological parents	225	33.4[g]	5.69	2.62	.0510
mother or father only	21	35.0[h]	4.74		
one biological parent & one stepparent	27	35.8	6.41		
other	6	36.7[i]	6.89		
		Interactions			
		A X B		0.89	.3451
		A X C		1.04	.3739
		B X C		1.26	.2853
		A X B X C		5.15	.0064

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Total			
Gender (A)					
Male	130	114.9[a]	16.64	4.35	.0379
Female	149	120.7[b]	18.81		
Athletic Participation (B)					
Participant	248	118.2	18.07	0.02	.8754
Nonparticipant	31	116.6	18.01		
Family Structure (C)					
both biological parents	225	117.0	18.08	1.71	.1644
mother or father only	21	121.7	14.95		
one biological parent & one stepparent	27	121.0	18.51		
other	6	127.7	22.46		
		Interactions			
		A X B		0.95	.3317
		A X C		0.57	.6331
		B X C		0.52	.5931
		A X B X C		1.72	.1808

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means are the following: Confidence (6-30, 18); Dominance (10-50, 30); Social Competence (9-45, 27); and Total (32-160, 96).

ab The difference is statistically significant at the .05 level according to Bonferroni (Dunn) t test for means

ghi The difference is statistically significant at the .05 level

Four of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Three of the statistically significant comparisons were for main effects. The following main effects were statistically significant at the .05 level:

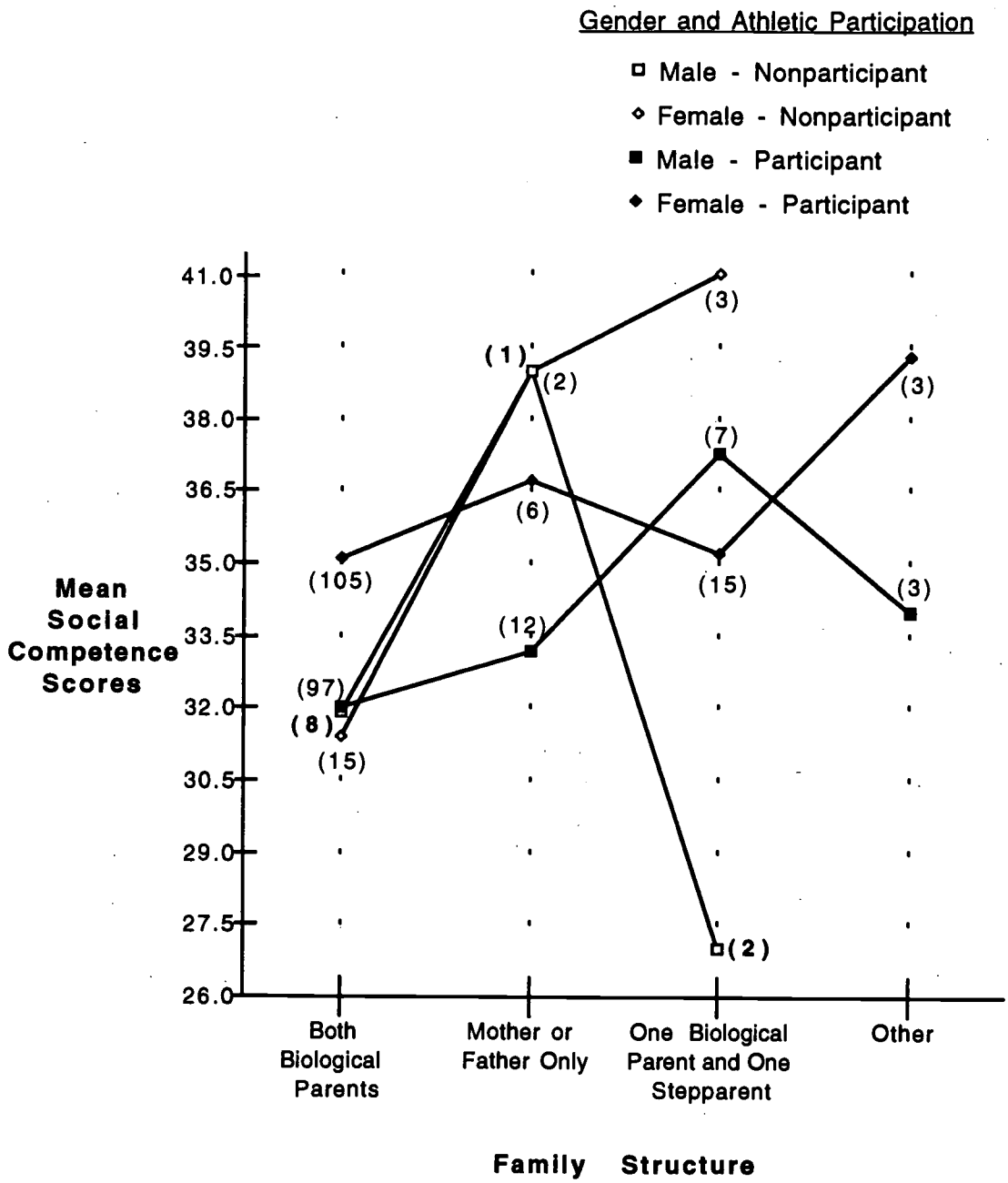
1. the independent variable gender for the dependent variable Social Competence,
2. the independent variable gender for the dependent variable Total, and
3. the independent variable family structure for the dependent variable Social Competence.

The results cited in Table 1 indicated the following:

1. female students had a statistically higher mean on the Social Competence scale than males,
2. female students had a statistically higher mean on the Total score than males, and
3. students from the family structures other than both biological parents had a statistically higher mean on the Social Competence scale than students with both biological parents.

The fourth statistically significant comparison was for an interaction. The statistically significant interaction was among the independent variables gender, athletic participation, and family structure for the dependent variable Social Competence. The interaction among gender, athletic participation and family structure for the dependent variable Social Competence was depicted in a profile plot. The following were cited in Figure 1: mean Social Competence scores and curves for gender and athletic participation.

Figure 1: The Interaction Among Gender, Athletic Participation and Family Structure for the Dependent Variable Social Competence



The interaction among gender, athletic participation, and family structure for the dependent variable Social Competence was disordinal. The results cited in Figure 1 indicated the following:

1. female students who were nonparticipants from families with one biological parent and one stepparent and female students who were athletic participants from other family structures had numerically the largest mean Social Competence scores of any sub groups, and

2. female nonparticipants who were from homes with both biological parents and male nonparticipants who were from step families had numerically the lowest mean Social Competence scores of any sub group.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Texas Social Behavior Inventory scores according to athletic participation, family structure, and reported grades would not be statistically significant. Table 2 contains information pertaining to composite null hypothesis number 2. The following were cited in Table 2: variables, group sizes, means, standard deviations, F values and p levels.

Table 2: A Comparison of Mean Texas Social Behavior Inventory Scores for Students According to Reported Grades, Athletic Participation and Family Structure Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Confidence**			
Reported Grades (D)					
A's	45	24.4	3.32		
A's and B's	145	23.5	3.95		
				0.22	.8825
A's, B's and C's	50	23.3	3.40		
B's, C's, D's and F's	39	21.7	5.50		
Athletic Participation (B)					
Participant	248	23.3	4.07		
				0.03	.8666
Nonparticipant	31	23.4	4.13		
Family Structure (C)					
both biological parents	225	23.2	4.16		
mother or father only	21	24.6	3.23		
				0.76	.5167
one biological parent & one stepparent	27	23.7	4.10		
other	6	23.8	2.71		
Interactions					
D X B				4.54	.0041
D X C				0.50	.8309
B X C				0.36	.6956
D X B X C				0.30	.7411

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Dominance			
Reported Grades (D)					
A's	45	37.8	6.52		
A's and B's	145	35.0	6.36		
A's, B's and C's	50	33.7	5.97	0.34	.7944
B's, C's, D's and F's	39	31.6	6.75		
Athletic Participation (B)					
Participant	248	23.3	4.07		
Nonparticipant	31	23.4	4.13	0.11	.7373
Family Structure (C)					
both biological parents	225	23.2	4.16		
mother or father only	21	24.6	3.23		
one biological parent & one stepparent	27	23.7	4.10	1.10	.3479
other	6	23.8	2.71		
Interactions					
D X B				2.24	.0844
D X C				0.53	.8079
B X C				0.20	.8155
D X B X C				0.86	.4228

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Social Competence			
Reported Grades (D)					
A's	45	35.9	5.20		
A's and B's	145	33.9	5.41		
A's, B's and C's	50	33.0	6.49	1.39	.2460
B's, C's, D's and F's	39	32.3	6.18		
Athletic Participation (B)					
Participant	248	33.9	5.68		
Nonparticipant	31	32.9	6.44	0.57	.4513
Family Structure (C)					
both biological parents	225	33.4[g]	5.69		
mother or father only	21	35.0[h]	4.74		
one biological parent & one stepparent	27	35.8[h]	6.41	2.60	.0524
other	6	36.7[h]	6.89		
		Interactions			
D X B				3.71	.0122
D X C				1.23	.2860
B X C				1.21	.3000
D X B X C				0.57	.5680

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Total			
Reported Grades (D)					
A's	45	126.1	16.79		
A's and B's	145	118.5	16.98	0.71	.5458
A's, B's and C's	50	115.6	17.12		
B's, C's, D's and F's	39	109.7	20.66		
Athletic Participation (B)					
Participant	248	118.2	18.07	0.21	.6440
Nonparticipant	31	116.6	18.01		
Family Structure (C)					
both biological parents	225	117.0	18.08		
mother or father only	21	121.7	14.95	1.86	.1364
one biological parent & one stepparent	27	121.0	18.51		
other	6	127.7	22.46		
	Interactions				
	D X B			3.85	.0102
	D X C			0.79	.5948
	B X C			0.44	.6476
	D X B X C			0.41	.6637

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30, 18); Dominance (10-50, 30); Social Competence (9-45, 27); and Total (32-160, 96).

gh The difference is statistically significant at the .05 level

Four of the 28 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. One of the statistically significant comparisons was for the main effect family structure and the dependent variable Social Competence. The results cited in Table 2 indicated the following for main effects. Students from family structures other than both biological parents had statistically higher mean Social Competence scores than those with both biological parents.

Three of the 4 statistically significant comparisons were for interactions. The following interactions were statistically significant at the .05 level:

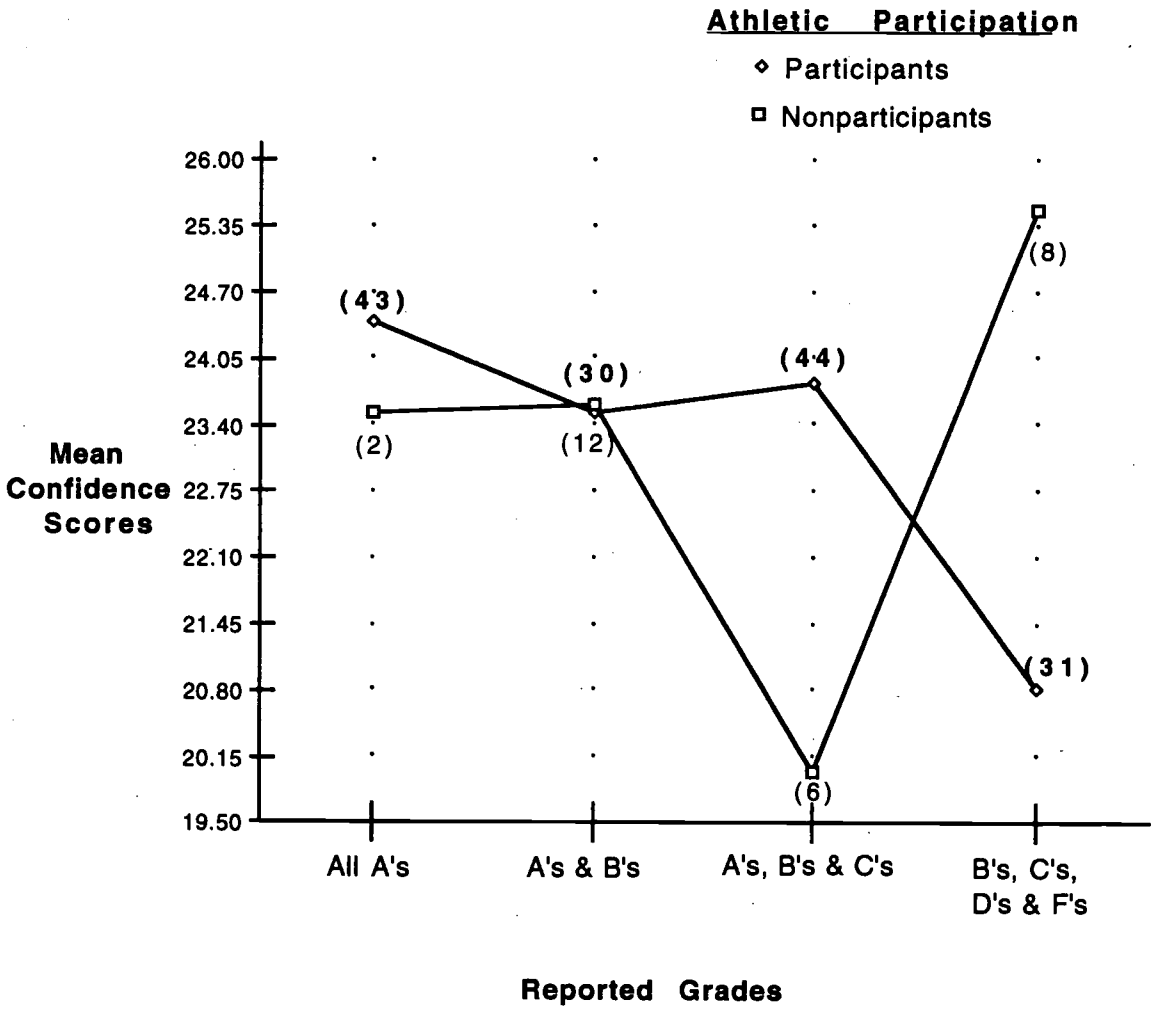
1. the independent variables reported grades and athletic participation for the dependent variable Confidence,

2. the independent variables reported grades and athletic participation for the dependent variable Social Competence, and

3. the independent variables reported grades and athletic participation for the dependent variable Total.

The interaction between reported grades and athletic participation for the dependent variable Confidence was depicted in a profile plot. Figure 2 contains mean Confidence scores and curves for athletic participation.

Figure 2: The Interaction Between the Independent Variables Reported Grades and Athletic Participation for the Dependent Variable Confidence



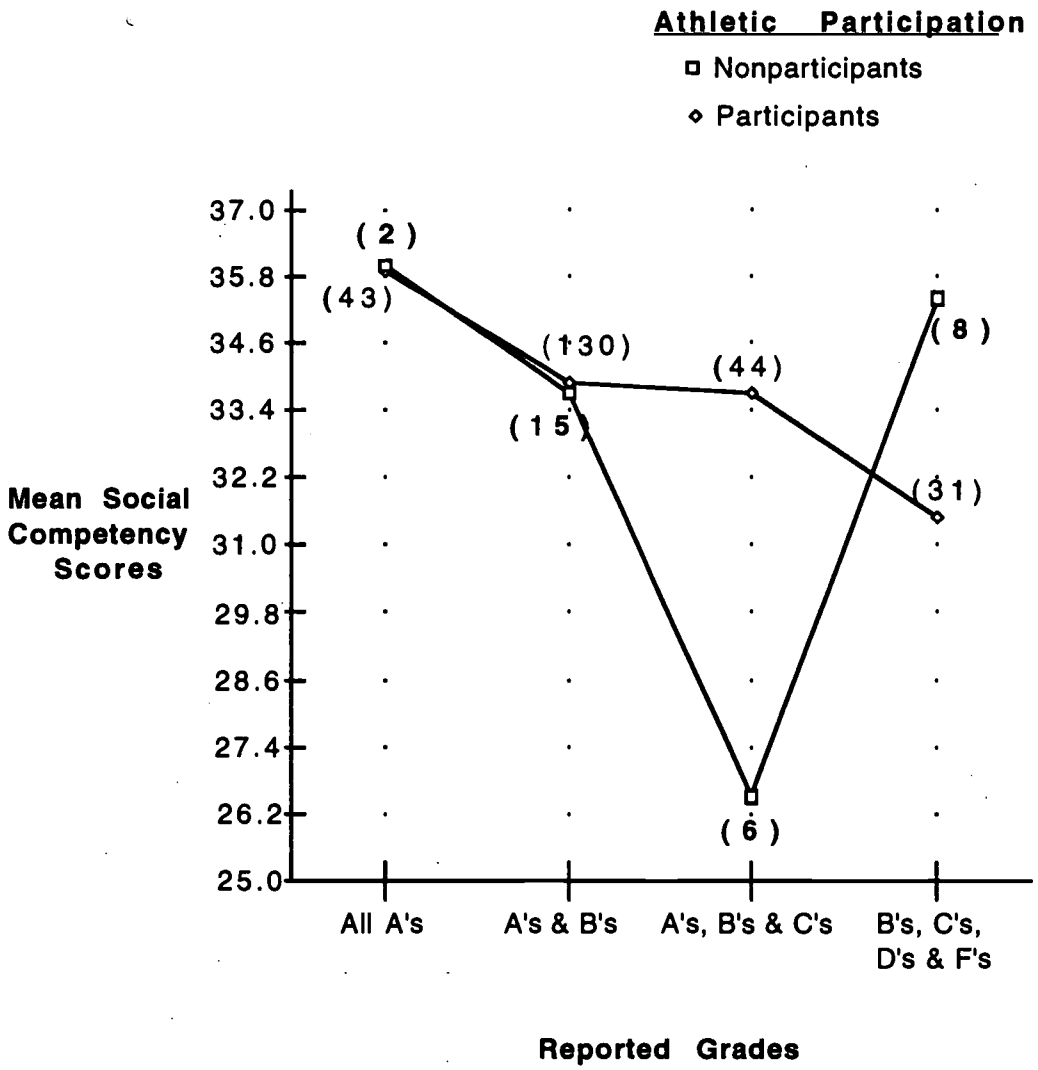
The interaction between reported grades and athletic participation for the dependent variable Confidence was disordinal. The results reported in Figure 2 indicated the following:

1. students who were nonparticipants in athletics who reported the lowest grades had numerically the highest mean Confidence score of any sub group, and

2. students who were nonparticipants in athletics who reported grades of A's, B's and C's had the numerically lowest mean Confidence score of any sub group.

The interaction between reported grades and athletic participation for the dependent variable Social Competence was depicted in a profile plot. Figure 3 contains mean Social Competence scores and curves for athletic participation.

Figure 3: The Interaction Between the Independent Variables Reported Grades and Athletic Participation for the Dependent Variable Social Competence



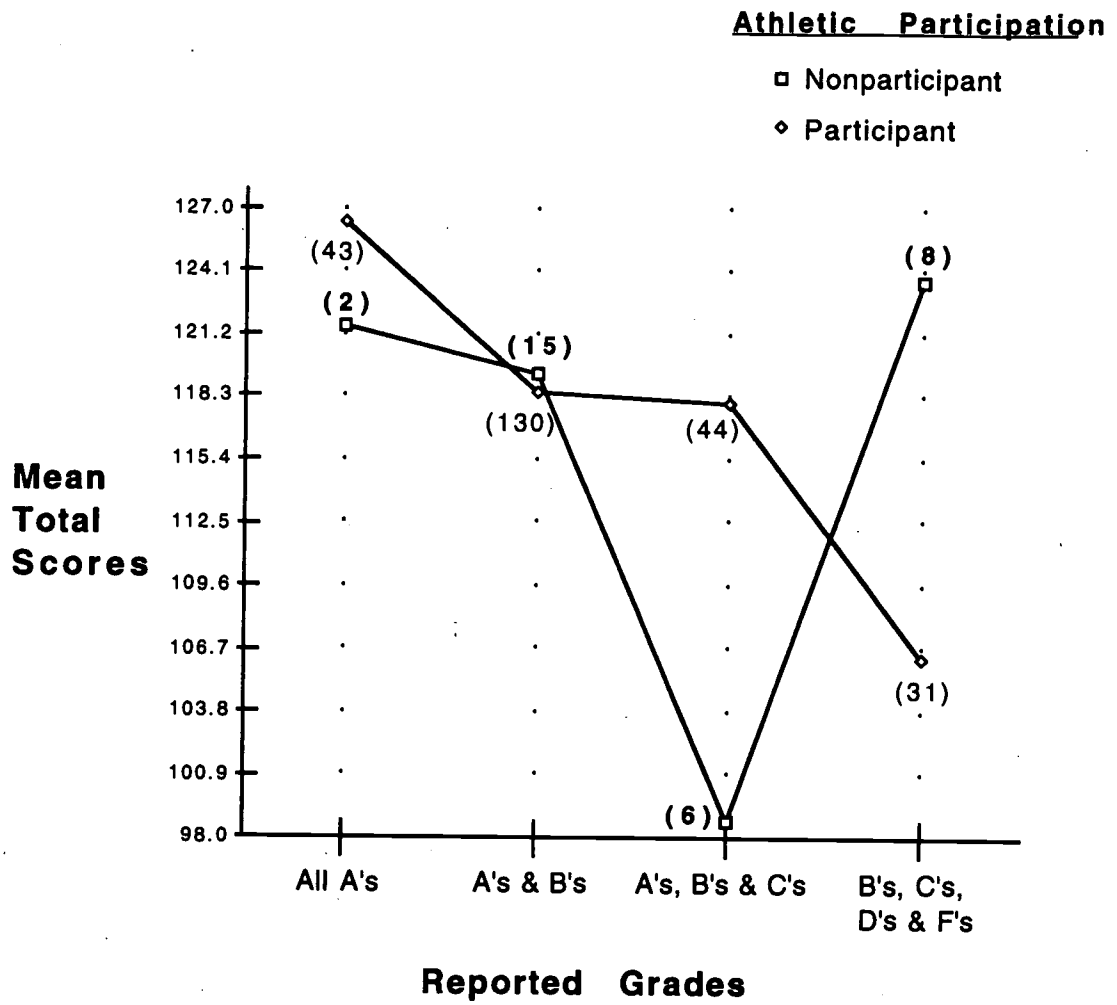
The interaction between reported grades and athletic participation for the dependent variable Social Competence was disordinal. The results reported in Figure 3 indicated the following:

1. students who were nonparticipants in athletics who reported all A's had numerically the highest mean Social Competence score of any sub group, and

2. students who were nonparticipants in athletics who reported grades of A's, B's and C's had numerically the lowest mean Social Competence score of any sub group.

The interaction between reported grades and athletic participation for the dependent variable Total was depicted in a profile plot. Figure 4 contains mean Total scores and curves for athletic participation.

Figure 4: The Interaction Between the Independent Variables Reported Grades and Athletic Participation for the Dependent Variable Total



The interaction between the independent variables reported grades and athletic participation for the dependent variable Total was disordinal. The results cited in Figure 4 indicated the following:

1. students who participated in athletics who reported all A's had numerically the highest mean Total score of any sub group, and

2. students who were nonparticipants in athletics who reported grades of A's, B's and C's had numerically the lowest mean Total score of any sub group.

It was hypothesized in composite null hypothesis number 3 that the differences among the mean Texas Social Behavior Inventory scores according to reported grades, sports participation, and gender would not be statistically significant. Table 3 contains information pertaining to composite null hypothesis 3. The following were cited in Table 3: variable, group sizes, means, standard deviations, F values and p levels

Table 3: A Comparison of Mean Texas Social Behavior Inventory Scores for Students According to Reported Grades, Athletic Participation and Gender Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Confidence**			
Reported Grades (D)					
A's	45	24.4	3.32		
A's and B's	145	23.5	3.95	0.90	.4436
A's, B's and C's	50	23.3	3.40		
B's, C's, D's and F's	39	21.7	5.50		
Athletic Participation (B)					
Participant	248	23.3	4.07	0.06	.8073
Nonparticipant	31	23.4	4.13		
Gender (A)					
Male	130	23.5	3.81	1.31	.2527
Female	149	23.2	4.29		
	Interactions				
	D X B			5.69	.0009
	D X A			0.31	.8172
	A X B			4.61	.0327
	D X B X A			0.59	.5532

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Dominance			
Reported Grades (D)					
A's	45	37.8	6.52		
A's and B's	145	35.0	6.36	1.28	.2816
A's, B's and C's	50	33.7	5.97		
B's, C's, D's and F's	39	31.6	6.75		
Athletic Participation (B)					
Participant	248	34.8	6.70	0.22	.6375
Nonparticipant	31	34.2	5.66		
Gender (A)					
Male	130	33.7	6.18	0.71	.4018
Female	149	35.7	6.80		
		Interactions			
		D X B		2.96	.0326
		D X A		0.17	.9166
		A X B		0.00	.9711
		D X B X A		0.96	.3849

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Social Competence			
Reported Grades (D)					
A's	45	35.9	5.20		
A's and B's	145	33.9	5.41	1.59	.1918
A's, B's and C's	50	33.0	6.49		
B's, C's, D's and F's	39	32.3	6.18		
Athletic Participation (B)					
Participant	248	33.9	5.68	0.61	.4362
Nonparticipant	31	32.9	6.44		
Gender (A)					
Male	130	32.4	5.07	2.96	.0865
Female	149	35.1	6.07		
		Interactions			
		D X B		2.99	.0315
		D X A		1.52	.2107
		A X B		0.31	.5797
		D X B X A		3.89	.0215

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Total			
Reported Grades (D)					
A's	45	126.1	16.79		
A's and B's	145	118.5	16.98	1.58	.1943
A's, B's and C's	50	115.6	17.12		
B's, C's, D's and F's	39	109.7	20.66		
Athletic Participation (B)					
Participant	248	118.2	18.07	0.26	.6134
Nonparticipant	31	116.6	18.01		
Gender (A)					
Male	130	114.9	16.64	2.35	.1269
Female	149	120.7	18.81		
Interactions					
D X B				4.36	.0051
D X A				0.18	.9099
A X B				0.53	.4691
D X B X A				1.95	.1439

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30, 18); Dominance (10-50, 30); Social Competence (9-45, 27); and Total (32-160, 96).

Six of the 28 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The 6 statistically significant comparisons were for interactions. The following interactions were statistically significant:

1. independent variables reported grades and athletic participation for the dependent variable Confidence (recurring, Figure 2),

2. independent variables athletic participation and gender for the dependent variable Confidence,

3. independent variables reported grades and athletic participation for dependent variable Dominance,

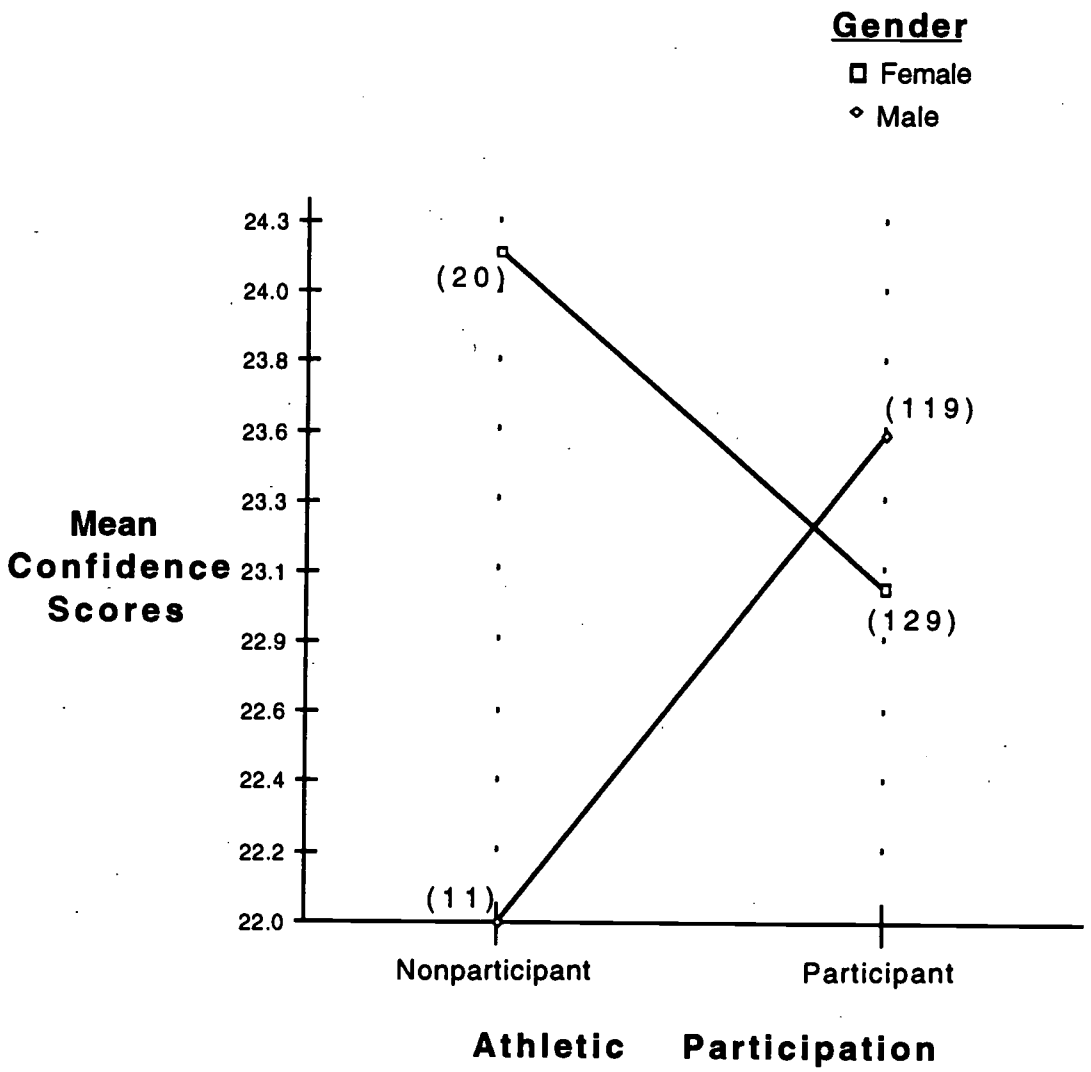
4. independent variables reported grades and athletic participation for dependent variable Social Competence (recurring, Figure 3)

5. independent variables reported grades, athletic participation and gender for the dependent variables Social Competence, and

6. independent variables reported grades and athletic participation for Total (recurring, Figure 4).

The interaction between athletic participation and gender for the dependent variable Confidence was depicted in profile plot Figure 5. Figure 5 contains mean Confidence scores and curves for gender.

Figure 5: The Interaction Between the Independent Variables Athletic Participation and Gender for the Dependent Variable Confidence



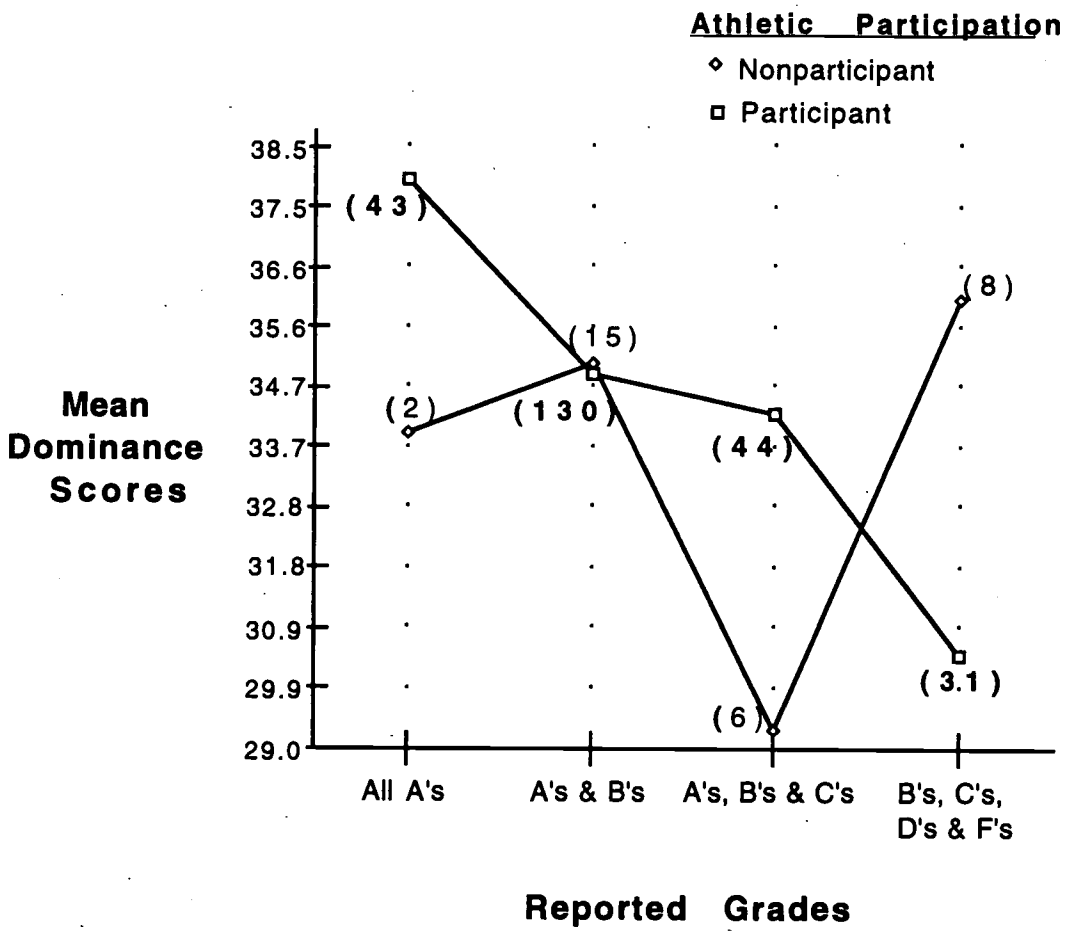
Interaction between gender and athletic participation for the dependent variable Confidence was disordinal. The results reported in Figure 5 indicated the following:

1. females who were nonparticipants in athletics had numerically the highest mean Confidence score of any sub group, and

2. males who were nonparticipants in athletics had numerically the lowest mean Confidence score of any sub group.

The interaction between athletic participation and reported grades for the dependent variable Dominance was depicted in profile plot. Figure 6 contains mean Dominance scores and curves for athletic participation.

Figure 6: The Interaction Between the Independent Variables Athletic Participation and Reported Grades for the Dependent Variable Dominance



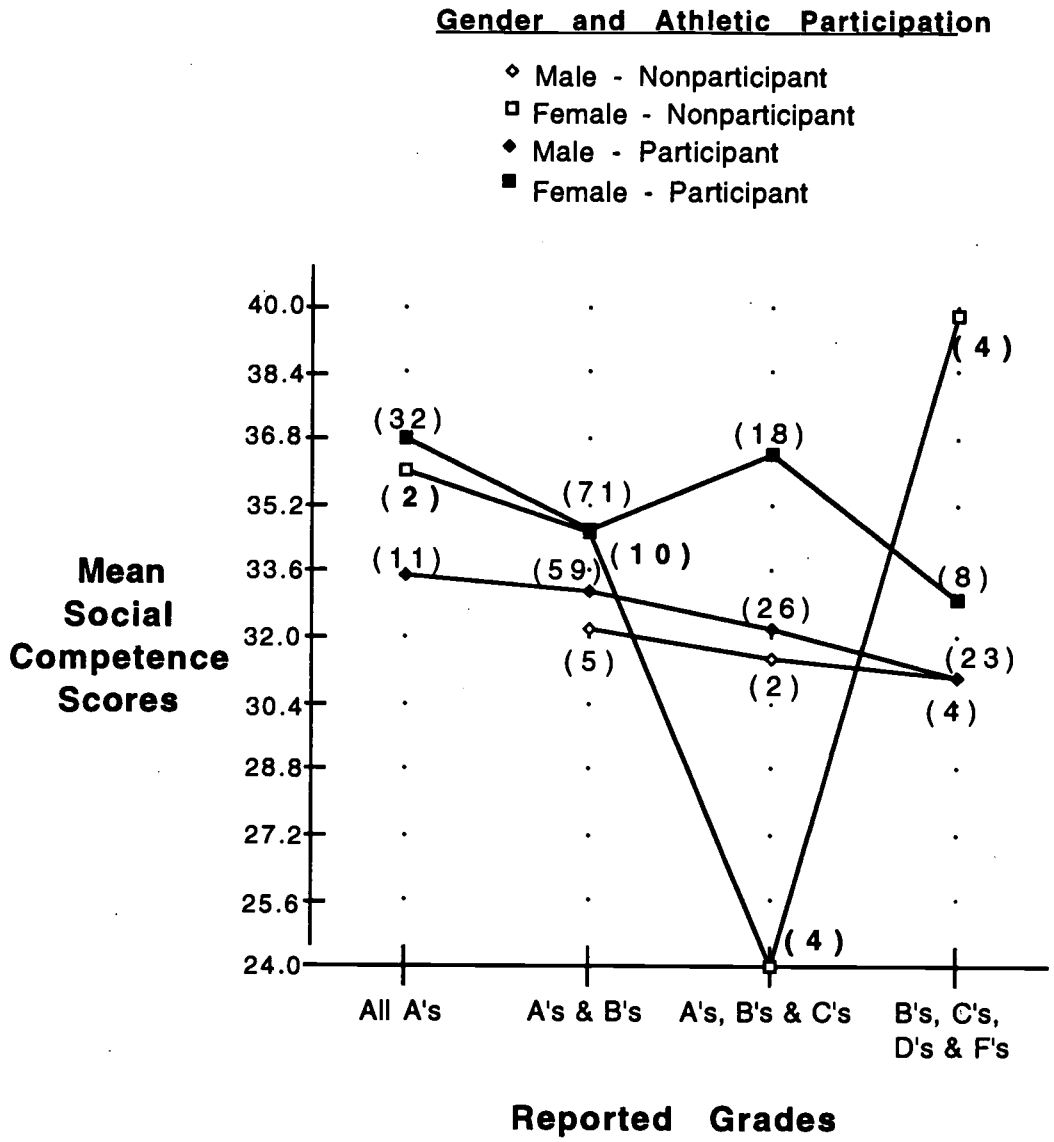
The interaction among reported grades and athletic participation for the dependent variable Dominance was disordinal. The results cited in Figure 6 indicated the following:

1. Students who participated in athletics and reported all A's had numerically the highest Dominance score of any sub group, and

2. students who were nonparticipants in athletics and reported A's, B's and C's for grades had numerically the lowest mean Dominance score of any sub group.

The interaction among reported grades, athletic participation and gender for the dependent variable Social Competence was depicted in a profile plot. Figure 7 contains mean Social Competence scores and curves for gender and athletic participation.

Figure 7: The Interaction Among the Independent Variables Athletic Participation, Gender and Reported Grades for the Dependent Variable Social Competence



The interaction among reported grades, athletic participation and gender for the dependent variable Social Competence was disordinal. The results cited in Figure 7 indicated the following:

1. female nonparticipants who reported B's, C's, D's and F's had numerically the highest mean Social Competence score of any subgroup, and

2. female nonparticipants who reported B's, C's, D's and F's had numerically the lowest mean Social Competence score of any subgroup.

It was hypothesized in composite null hypothesis number 4 that the differences among the mean Texas Social Behavior Inventory scores according to reported grades, family structure, and gender would not be statistically significant. Table 4 contains information pertaining to composite null hypothesis number 4. The following were cited in Table 4: variables, group sizes, means, standard deviations, F values and p levels

Table 4: A Comparison of Mean Texas Social Behavior Inventory Scores for Students According to Reported Grades, Family Structure, and Gender Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Confidence**			
Reported Grades (D)					
A's	45	24.4	3.32		
A's and B's	145	23.5	3.95	0.48	.6942
A's, B's and C's	50	23.3	3.40		
B's, C's, D's and F's	39	21.7	5.50		
Family Structure (C)					
both biological parents	225	23.2	4.16		
mother or father only	21	24.6	3.23	1.48	.2208
one biological parent & one stepparent	27	23.7	4.10		
other	6	23.8	2.71		
Gender (A)					
Male	130	23.5	3.81	2.38	.1241
Female	149	23.2	4.29		
	Interactions				
	D X C			0.69	.6765
	D X A			0.31	.8182
	A X C			1.71	.1651
	D X C X A			0.44	.7823

(continued)

Table 4 (continued)

Variable	n	M	s	F value	p level
		Dominance			
Reported Grades (D)					
A's	45	37.8	6.52		
A's and B's	145	35.0	6.36		
A's, B's and C's	50	33.7	5.97	1.41	.2405
B's, C's, D's and F's	39	31.6	6.75		
Family Structure (C)					
both biological parents	225	34.6	6.65		
mother or father only	21	35.4	4.76		
one biological parent & one stepparent	27	34.4	6.99	0.95	.4189
other	6	38.8	7.76		
Gender (A)					
Male	130	33.7	6.18		
Female	149	35.7	6.80	2.67	.1037
	Interactions				
	D X C			1.06	.3891
	D X A			0.11	.9554
	A X C			0.69	.5573
	D X C X A			0.31	.8692

(continued)

Table 4 (continued)

Variable	n	M	s	F value	p level
		Social Competence			
Reported Grades (D)					
A's	45	35.9	5.20		
A's and B's	145	33.9	5.41		
A's, B's and C's	50	33.0	6.49	1.26	.2879
B's, C's, D's and F's	39	32.3	6.18		
Family Structure (C)					
both biological parents	225	33.4	5.69		
mother or father only	21	35.0	4.74		
one biological parent & one stepparent	27	35.8	6.41	2.35	.0726
other	6	36.7	6.89		
Gender (A)					
Male	130	32.4[a]	5.07		
Female	149	35.1[b]	6.07	6.72	.0101
	Interactions				
	D X C			1.45	.1857
	D X A			0.97	.4071
	A X C			1.00	.3945
	D X C X A			1.03	.3904

(continued)

Table 4 (continued)

Variable	n	M	s	F value	p level
		Total			
Reported Grades (D)					
A's	45	126.1	16.79		
A's and B's	145	118.5	16.98		
				1.24	.2945
A's, B's and C's	50	115.6	17.12		
B's, C's, D's and F's	39	109.7	20.66		
Family Structure (C)					
both biological parents	225	117.0	18.08		
mother or father only	21	121.7	14.95		
				1.80	.1482
one biological parent & one stepparent	27	121.0	18.51		
other	6	127.7	22.46		
Gender (A)					
Male	130	114.9[a]	16.64		
				4.72	.0308
Female	149	120.7[b]	18.81		
	Interactions				
	D X C			1.22	.2910
	D X A			0.20	.8941
	A X C			0.93	.4276
	D X C X A			0.73	.5729

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30, 18); Dominance (10-50, 30); Social Competence (9-45, 27); and Total (32-160, 96).

ab The difference is statistically significant at the .05 level according to Bonferroni (Dunn) t test for means

Two of the 28 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. the independent variable gender and the dependent variable Social Competence (recurring Table 1), and

2. the independent variable gender and the dependent variable Total (recurring Table 1).

The results cited in Table 4 indicated no additional associations between independent and dependent variables.

Discussion

Summary

The purpose of the researcher was to investigate the self-esteem of high school athletes. The independent variables investigated were gender, athletic participation, family structure, and reported grades. The dependent variables were the self-esteem scores from the following sub-scales of the Texas Social Behavior Inventory: Confidence, Dominance, Social Competence and Total. The sample consisted of 279 students 9th grade through college sophomores. Four composite null hypotheses were tested with three-way analysis of variance (general linear model).

A total of 52 comparisons were made plus 60 recurring. Of the 52 comparisons 12 were for main effects and 40 were for interactions. Of the 12 main effects 3 were statistically significant at the .05 level. The following main effects were statistically significant:

1. gender for the dependent variable Social Competence,

2. gender for the dependent variable Total, and

3. family structure for the dependent variable Social Competence.

The results indicated the following for main effects:

1. female students had a statistically higher self-esteem than male students for Social Competence,

2. female students had a statistically higher self-esteem than male students for Total, and

3. students from family structures other than both biological parents had statistically higher self-esteem for Social Competence.

Of the 40 interactions, 7 were statistically significant at the .05 level. The following interactions were statistically significant:

1. among gender, athletic participation, and family structure for the dependent variable Social Competence,

2. between reported grades and athletic participation for the dependent variable Confidence,

3. between reported grades and athletic participation for the dependent variable Social Competence,

4. between reported grades and athletic participation for the dependent variable Total,

5. between athletic participation and gender for the dependent variable Confidence,

6. between reported grades and athletic participation for the dependent variable Dominance, and

7. among reported grades, athletic participation, and gender for the dependent variable Social Competence.

The Related Literature and the Results of the Present Study

The results of the present study supported the findings by Holland & Andre (1994b), Spreitzer (1994), and Taylor (1995) that athletic participants have a higher self-esteem than nonparticipants. Black (1976) and Frey & Eitzen (1994) indicated that there was no difference in the self-esteem of male participants and male nonparticipants. The results of the present study supported these findings.

Goldberg & Chandler (1995), Holland and Andre (1994b), Snyder & Spreitzer (1992), and Spreitzer (1994) all concluded that athletic participation has a positive impact on academic achievement. The present study supported these findings; there was a relationship between the dual roles of scholar and athlete.

The results of the present study did not support the findings of Burchinal (1964), Hammond (1979), Holland & Andre (1994b), and Raschke & Raschke (1979), that there were no significant differences in self-esteem between children of intact and divorced families. The present study did find an association between family structure and self-esteem. Authors of several studies concluded that children from intact families were significantly better off than those from other family types. The authors were the following: Coopersmith (1967), Nunn & Parish (1982), Nunn, Parish & Worthing (1983), Parish & Parish (1983), and Wallerstein & Kelly (1980). The results of the present study contradicted these findings.

The survey conducted by the American Association of University of Women (1990) and a study by Orenstein (1994) concluded that girls' self-esteem is lower than boys' self-esteem. The results of the present study did not support these findings. Hines & Groves (1989) and Holland & Andre (1994b)

found that gender did not influence self-esteem. The results of the current study did not support these findings.

Generalizations

The results of the present study appeared to support the following generalizations:

1. female students have higher total self-esteem than male students,
2. students gender, athletic participation and family structure should be interpreted concurrently for Social Competence,
3. students reported grades and athletic participation should be interpreted concurrently for Confidence,
4. students reported grades and athletic participation should be interpreted concurrently for Social Competence
5. students reported grades and athletic participation should be interpreted concurrently for Total,
6. students athletic participation and gender should be interpreted concurrently for Confidence,
7. students grades and athletic participation should be interpreted concurrently for Dominance,
8. students grades, athletic participation, and gender should be interpreted concurrently for Social Competence, and
9. students have positive self-esteem.

Recommendations

The results of the present study appear to support the following recommendations:

1. the study should be replicated with a larger control group,
2. the study should be replicated with a large random sample,

3. the study should be replicated in other geographical areas, and
4. the study should be replicated in schools with varying sizes.

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Appendix A

Letter - Mr. Helmreich

501 Stout
Pratt, KS 67124
June 6, 1996

Mr. Robert Helmreich
The University of Texas at Austin
Austin, Texas 78712

Dear Mr. Helmreich:

My name is Annette Lee. I am currently working on my Masters thesis in counseling through Fort Hays State University. As part of my thesis dealing with the self-esteem of high school students, I would like your permission to use your Texas Social Behavior Inventory. If I may use the instrument, I would also like to ask your permission to include your inventory in the appendix of my thesis. If you have any other information on the inventory or on its reliability and validity, I would appreciate any of that information also.

I plan to administer your instrument to 9th grade through freshmen college students in sports camps in late June or early July, 1996. I am looking for relationships between athletic participation and self-esteem. I have enclosed a self-addressed, stamped envelope for the purpose of assisting your response to my request. Thank you for your help in this matter.

Sincerely,

Annette L. Lee

Annette Lee

6/12/96
RH

Appendix B

Letters to summer sport camp directors

501 Stout
Pratt, KS 67124
June 7, 1996

Mr. Jimmy Lee
Ladies Basketball Coach
Pratt Community College
Box 348 NE U. S. Highway 61
Pratt, KS 67124

Dear Mr. Lee:

I am requesting permission to survey the athletes in your summer league program. The information collected will be used in my thesis to complete the requirements for a Master of Science Degree in Counseling at Fort Hays State University. My thesis is dealing with athletic participation and self-esteem of high school students.

Should you decide to allow your athletes to be a part of this study, I would like to survey the athletes some time in late June or early July, 1996. The individual responses will be kept completely confidential. I would be glad to provide you with a copy of my findings upon completion of this thesis. Please return a written response regarding this matter. Thank you for your time.

Sincerely,

Annette L. Lee

Annette L. Lee

Permission Granted
Good Luck
Coach Lee

501 Stout
Pratt, KS 67124
June 7, 1996

Mr. Greg Morris
Mens Basketball Coach
Pratt Community College
Box 348 NE U. S. Highway 61
Pratt, KS 67124

Dear Mr. Morris:

I am requesting permission to survey the athletes in your summer league program. The information collected will be used in my thesis to complete the requirements for a Master of Science Degree in Counseling at Fort Hays State University. My thesis is dealing with athletic participation and self-esteem of high school students.

Should you decide to allow your athletes to be a part of this study, I would like to survey the athletes some time in late June or early July, 1996. The individual responses will be kept completely confidential. I would be glad to provide you with a copy of my findings upon completion of this thesis. Please return a written response regarding this matter. Thank you for your time.

Sincerely,

Annette L. Lee

Annette L. Lee

OK
Greg Morris
6-12-96

501 Stout
Pratt, KS 67124
June 9, 1996

Mrs. Dedra Brant:
Volleyball Coach
Pratt Community College
Box 348 NE U. S. Highway 61
Pratt, KS 67124

Dear Mrs. Brant:

I am requesting permission to survey the athletes in your summer league program. The information collected will be used in my thesis to complete the requirements for a Master of Science Degree in Counseling at Fort Hays State University. My thesis is dealing with athletic participation and self-esteem of high school students.

Should you decide to allow your athletes to be a part of this study, I would like to survey the athletes some time in late June or early July, 1996. The individual responses will be kept completely confidential. I would be glad to provide you with a copy of my findings upon completion of this thesis. Please return a written response regarding this matter. Thank you for your time.

I would be happy to help you. Dedra Brant

Sincerely,

Annette L. Lee

Annette L. Lee

501 Stout
Pratt, KS 67124
June 9, 1996

Mr. Rich Anderson
Pratt High School Foootball Coach
202 N. Jackson
Pratt, KS 67124

Dear Mr. Anderson:

I am requesting permission to survey the athletes in your high intensity program. The information collected will be used in my thesis to complete the requirements for a Master of Science Degree in Counseling at Fort Hays State University. My thesis is dealing with athletic participation and self-esteem of high school students.

Should you decide to allow your athletes to be a part of this study, I would like to survey the athletes some time in late June or early July, 1996. The individual responses will be kept completely confidential. I would be glad to provide you with a copy of my findings upon completion of this thesis. Please return a written response regarding this matter. Thank you for your time.

Sincerely,

Annette L. Lee

Annette L. Lee

Appendix C

Letter to drivers education class teacher

501 Stout
Pratt, KS 67124
June 29, 1996

Mr. Al Schoen
303 West River Road
Pratt, KS 67124

Dear Mr. Schoen:

I am requesting permission to survey the students enrolled in your drivers education class. The information collected will be used in my thesis to complete the requirements for a Master of Science Degree in Counseling at Fort Hays State University. My thesis is dealing with athletic participation and self-esteem of high school students.

Should you decide to allow your students to be a part of this study, I would like to survey the students some time in late June or early July, 1996. The individual responses will be kept completely confidential. I would be glad to provide you with a copy of my findings upon completion of this thesis. Please return a written response regarding this matter. Thank you for your time.

Sincerely,

Annette L. Lee

Annette L. Lee

OK
Al Schoen

Appendix D

Testing Procedure

Testing Procedure

1. Say: **My name is Annette Lee and I am completing a thesis for my Master's Degree in counseling from Fort Hays State University. For this thesis, I am collecting data about students' attitudes and opinions to see how they differ on various factors including participation in sports. All your individual responses will be kept confidential. In order for your responses to be used, please complete all questions on both surveys. PLEASE DO NOT PUT YOUR NAME ON ANY OF THE SURVEYS. If you have any questions at any time during this process, please raise your hand and ask for help.**
2. Hand out the packet of two instruments.
3. Say: **The information form on the top page will give me some information about you. Please fill it out completely. Do not skip any questions. Please wait until everyone is finished before going on to the next survey.**
4. Read the directions given at the top of the TSBI.
5. Say: **The Texas Social Behavior Inventory is designed to gather background and social behavior data. Please read and answer every question asked. Write the number that best describes how characteristic the item is of you on the line beside the question. With (1) indicating "not at all characteristic of me" and (5) "very much characteristic of me," and the other numbers, points in between.**

6. After all have finished, collect the surveys.
7. Say: **Thank you all very much for taking the time to complete these instruments and for being a part of my thesis.**

Appendix E

Student Information Form

Information Form

In order for your responses to be used, you must complete all of the questions on this form. All information for the individual will be kept confidential.

1. Please check the appropriate response.
   _____Male _____Female

2. Please check your appropriate grade level or college classification for the **1996-97** school year.
   _____ 9th grade _____ 11th grade _____college freshman
   _____ 10th grade _____ 12th grade _____college sophomore

3. Please check **all** the following **interscholastic** sports that you participated in the last school year.

   _____ nonparticipant _____ football _____track
   _____ baseball _____ golf _____volleyball
   _____ basketball _____ softball _____wrestling
   _____ cross country _____ tennis

4. Please check the option that best represents your family structure that you have lived with for the majority of your life.

   _____ both biological parents _____ father and stepmother
   _____ mother only _____ other relative
   _____ father only _____ other (please specify)
   _____ mother and stepfather _____

5. Please mark only one level that best represents your grades **last school year.**
   _____ all A's _____ A's, B's and C's
   _____ mostly A's and B's _____ mostly D's and F's
   _____ mostly B's and C's

6. Please check the level that best represents the size of your school that you have attended for the longest time.
   _____ less than 50 students _____ 251 - 300 students
   _____ 51 - 100 students _____ 301 - 350 students
   _____ 101 - 150 students _____ 351 - 400 students
   _____ 151 - 200 students _____ 401 - 450 students
   _____ 201 - 250 students _____ more than 451 students

Appendix F

Texas Social Behavior Inventory

Texas Social Behavior Inventory

The Texas Social Behavior Inventory is designed to gather background and social behavior data. Please read and answer every question asked. Write the number that best describes how characteristic the item is of you on the line beside the question.

Use the following scale to rate your answers:

1 Not at all characteristic of me
2 Not very characteristic of me
3 Slightly characteristic of me
4 Fairly characteristic of me
5 Very much characteristic of me

_____ 1. I am not likely to speak to people until they speak to me.

_____ 2. I would describe myself as socially unskilled.

_____ 3. I frequently find it difficult to defend my point of view when confronted with the opinions of others.

_____ 4. I would be willing to describe myself as a pretty "strong" personality.

_____ 5. When I work on a committee I like to take charge of things.

_____ 6. I would describe myself as self-confident.

_____ 7. I usually expect to succeed in the things I do.

_____ 8. I feel confident of my appearance.

_____ 9. I am a good mixer.

_____ 10. I feel comfortable approaching someone in a position of authority over me.

_____ 11. I enjoy being around other people, and seek out social encounters frequently.

_____ 12. When in a group of people, I have trouble thinking of the right thing to say.

_____ 13. When in a group of people, I usually do what the others want rather than make suggestions.

1 Not at all characteristic of me
2 Not very characteristic of me
3 Slightly characteristic of me
4 Fairly characteristic of me
5 Very much characteristic of me

_____14. When I am in disagreement with other people, my opinion usually prevails.

_____15. I feel confident of my social behavior.

_____16. I feel I can confidently approach and deal with anyone I meet.

_____17. I would describe myself as one who attempts to master situations.

_____18. I would describe myself as happy.

_____19. Other people look up to me.

_____20. I enjoy being in front of large audiences.

_____21. When I meet a stranger, I often think that he or she is better than I am.

_____22. I enjoy social gatherings just to be with people.

_____23. It is hard for me to start a conversation with strangers.

_____24. People seem naturally to turn to me when decisions have to be made.

_____25. I make a point of looking other people in the eye.

_____26. I feel secure in social situations.

_____27. I like to exert my influence over other people.

_____28. I cannot seem to get others to notice me.

_____29. I would rather not have very much responsibility for other people.

_____30. I feel comfortable being approached by someone in a position of authority.

_____31. I would describe myself as indecisive.

_____32. I have no doubts about my social competence.

Appendix G

Scoring of Texas Social Behavior Inventory

Scoring - Texas Social Behavior Inventory

The Texas Social Behavior Inventory consisted of 32 items. To score the TSBI, all items were given scores ranging from 1 to 5. Items numbers 1, 2, 3, 12, 13, 21, 23, 28, 29 and 31 were negative items so the scoring was reversed; 1 was scored a 5, 2 was scored a 4, 4 was scored a 2, and 5 was scored a 1. The total score for each subject is the sum of all items giving a possible range of 32 to 160.

Three sub scales were used; Confidence, Dominance and Social Competence. These scores were obtained by totaling the scores from the items included in the appropriate sub scale. The scores for Confidence have a possible range of 6 to 30. The item numbers for Confidence include 6, 7, 8, 15, 21,and 28. The scores for Dominance have a possible range of 10 to 50. The item numbers for Dominance include 3, 4, 5, 14, 17, 19, 20, 24, 27 and 31. The scores for Social Competence have a possible range of 9 to 45. The item numbers for Social Competence include 3, 9, 11, 12, 13, 22, 23, 26 and 28.

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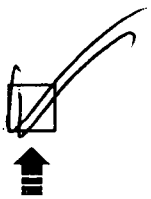

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