

Self-Concept in Relation Sports Amotivation among Learners in Davao Central District, Davao City

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Abstract:- The current study delves into exploring the influence of self-concept on the sports motivation of learners. In this study, the researcher selected the 192 elementary school learners in Davao Central District, Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that self-concept and sports motivation of learners in Davao Central District in Davao City were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between self-concept and sports motivation of learners in Davao Central District in Davao City. Evidently, regression analysis proved that self-concept in terms of academic self-concept, emotional self-concept, family self-concept, and physical self-concept were significant predictors of sports motivation of learners in Davao Central District in Davao City. In other words, self-concept has influence on the process in sports motivation of learners in Davao Central District in Davao City.

Keywords:- Educational Management, Self-Concept, Sports Motivation Of Learners, Davao City, Philippines.

I. INTRODUCTION

A. The Problem and its Scope

Significant structural, psychological, social, and physical changes occur during childhood and adolescence, which can affect reasons for and obstacles to physical activity. Students during this time, especially those just beginning their education, deal with shifting circumstances in their lives and exhibit sedentary behavior. On the other hand, exercise is essential since it sets the stage for future adult health trends. Inactivity can cause obesity and other negative health effects later in life. Numerous studies have outlined the motivations behind and obstacles to physical exercise in youth and early adulthood, highlighting the need of investigating sports motivation in the context of a researcher.

However, reports suggest that coaches and sports lovers around the world are finding it increasingly difficult to motivate their students to participate in sports. According to a 2013 study by Sebastião, Chodzko-Zajko, and Schwinge, students that have low enthusiasm for sports engage in

sedentary lifestyles and physical inactivity. Physical inactivity increases morbidity and lowers mortality in the Philippines and is associated with serious health problems such as diabetes, hypertension, heart disease, and mild obesity (Theodosiou, Mantis & Papaioannou, 2012). Failure to inspire students to do sports can lead to a variety of health problems as well as lethargy, lack of energy, and a hatred of working out in public (Ebben & Brudzynski, 2014).

Encouraging pupils to play sports is essential for encouraging an active lifestyle and enhancing the abilities of athletes. Understanding the advantages of athletics inspires people to strive for weight loss and a better body image, improving their abilities (Modolo et al., 2011). According to Koc (2017), encouraging good behavior increases an athlete's efficiency and focus while also raising their morale. Additionally, sports motivation promotes social development by giving players a platform to express themselves, boosting their self-esteem, and encouraging social integration and interaction (Donnelly et al., 2019).

Self-concept, or how one sees themselves, is a big part of what motivates people to play sports. As to Rath and Nanda (2013), an individual's self-concept is made up of their beliefs, characteristics, and values about themselves. According to Marsh and Martin (2012), experiences and interpretations of one's surroundings shape one's self-concept. According to research by Lawrence and Vimala (2013), people with high self-concept credit their abilities for success and participate in greater self-reward, whereas people with poor self-concept punish themselves more for failing.

Research indicates a relationship between athletic motivation and one's self-perception. According to Sari et al. (2013), athletes' self-perception and self-belief in their skills predict increased motivation to participate in sports. Self-assurance in one's skills boosts motivation, which is why it's beneficial for people with weak willpower. Koc (2017) pointed out that developing resilience and the capacity to bounce back from setbacks are key components of sports motivation. Athletes with a strong sense of self-worth are better equipped to overcome negative experiences and improve their performance in their sport. The current study, which uses a quantitative, descriptive correlational approach to examine the relationship between self-concept and motivation for sports—an area that has been reported to be lacking—among learner-athletes in Davao City's public elementary schools exposes a research need. The purpose of surveying students in Davao Central District was to enhance

sports practices and serve as a foundation for intervention initiatives.

B. Theoretical/Conceptual Framework

The study is based on the claims made by Koc (2017) and Sari, Ekici, Soyer, and Eskiler (2013). According to Sari et al., athletes who have a positive self-concept and strong self-perceptions are more likely to be motivated to practice their sport. Motivation is often increased by self-assurance in one's skills, which makes self-assurance a useful tool for people with weak willpower. Koc, on the other hand, contends that resilience builds an athlete's ability to employ positive emotions to overcome negative events and return to normal, which improves their ability to execute their sport and sustains their motivation for it.

Three factors are included in the study, as Figure 1 illustrates. Self-concept, as defined by García-Grau et al. (2014), is the independent variable that measures an individual's identity through their academic, social, emotional, familial, and physical self-concept. Motivation for sports, or the capacity to start and stick with sporting activities, is the dependent variable. Pelletier et al. (2013) list the following as measures of motivation towards sports: introjected motivation (behavior driven by self-worth or guilt avoidance), identified motivation (personally important behavior), integrated motivation (behavior aligned with life goals), and external motivation (behavior directed by external rewards or punishments).

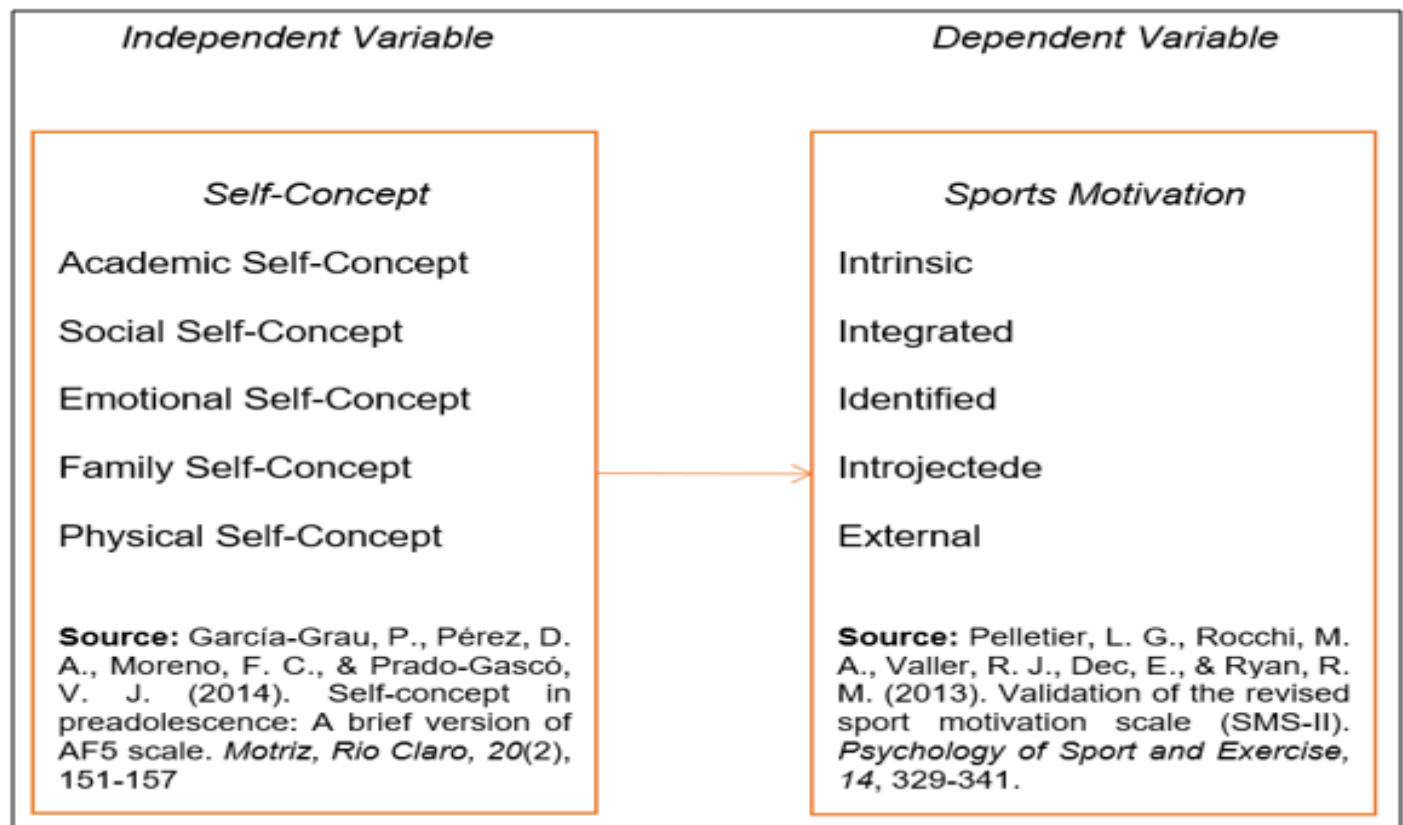


Fig 1 The Conceptual Framework of the Study

C. Statement of the Problem

The primary aimed of this study was to determine which domains of self-concept significantly influence the sports motivation among the learners in Davao Central District, Davao City. Specifically, this study would seek to answer the following questions:

➤ *What is the Extent of the Self-Concept among the Learners in Davao Central District, Davao City in Terms of:*

- Academic self-concept;
- Social self-concept;
- Emotional self-concept;
- Family self-concept; and
- Physical self-concept?

➤ *What is the Extents of Sports Motivation among the Learners in Davao Central District, Davao City in Terms of:*

- Self-efficacy;
- Intrinsic value;
- Cognitive strategy use; and
- Self-regulation?

➤ *Is there a significant relationship between self-concept and sports motivation among the learners in Davao Central District, Davao City?*

➤ *Which domains of self-concept significantly influence the sports motivation among the learners in Davao Central District, Davao City?*

D. Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

- H₀₁: There is no significant relationship between self-concept and sports motivation among the learners in Davao Central District, Davao City.
- H₀₂: None of the domains of self-concept significantly influence the sports motivation among the learners in Davao Central District, Davao City.

II. METHOD

A. Research Design

In order to collect information and investigate the relationship between students' motivation for athletics and their self-concept, the study used a non-experimental, descriptive correlation design in Davao Central District, Davao City. The study sought to determine the cause-and-effect relationship between the dependent variable (motivation towards sports) and the independent variable (self-concept) by using quantitative research, which is centered on numerical and static data and detailed reasoning (Babbie et al., 2010). Additionally, the study looked into whether behavioral engagement among students in the same district mediates the relationship between kids' attitudes toward computer use and their ability to apply motivated learning practices.

B. Research Respondents

The study's 192 respondents were chosen by stratified random sampling, and the respondents were students in Davao City's Central District. According to shared traits or features, such income or educational attainment, the population is divided into subgroups, or strata, using this method (Shi, 2015). Because the sample was heterogeneous and could be classified using supplementary information, stratified random sampling was appropriate for this investigation. The informed consent form (ICF) signed willingly by Grade 5–6 students enrolled in Davao Central District met the inclusion requirements for responders. The study did not take the students' gender or socioeconomic background into account, instead concentrating on the nature of the problem as indicated by the research questions.

C. Research Instrument

The study utilized questionnaires adapted from previous research and modified to suit the context of the respondents. The instrument was divided into two parts. The first part, adapted from García-Grau et al. (2014), focused on self-concept and included categories such as academic, social, emotional, family, and physical self-concept. Respondents answered using a 5-point Likert scale. The descriptive levels for self-concept ranged from "Very Extensive" (4.20 - 5.00) to "Not Extensive" (1.00 - 1.79), indicating how often different aspects of self-concept were observed.

The second part of the instrument measured motivation towards sports and was adapted from Pelletier et al. (2013). Motivation was assessed in terms of intrinsic, integrated, identified, introjected, and external factors. This part of the questionnaire also used a 5-point Likert scale, with descriptive

levels ranging from "Very Extensive" (4.20 - 5.00) to "Not Extensive" (1.00 - 1.79), indicating how frequently motivation towards sports was manifested. The modified questionnaire achieved a Cronbach alpha value of 0.978, indicating excellent internal consistency.

The questionnaire was pilot tested in a nearby school to ensure reliability, aiming for a Cronbach's alpha value greater than 0.700, which signifies a high level of internal consistency (Koonce & Kelly, 2014). The scaling involved using one-half of the value of 5 as the average cut-off point, with a uniform interval of 0.80. Prior to administration, the instrument was validated by three experts and revised based on their feedback. Overall, the study's methodology ensured that the instruments used were reliable and valid for measuring self-concept and motivation towards sports among learners. The use of a stratified random sampling technique and the careful validation and testing of the questionnaires contributed to the robustness of the study's design and the accuracy of its findings.

D. Data Analysis

Several statistical tools were employed by the researcher to analyze the collected data. In order to meet objectives 1 and 2, the mean was utilized to describe the self-concept and motivation for sports among students in Davao Central District. In order to fulfill objective 3, the Pearson Product Moment Correlation was utilized to evaluate the significance of the link (*r*) between the dependent variable (motivation towards sports) and the independent variable (attitude towards computer). In order to achieve objective 4, multiple regression analysis was used to determine whether aspects of learners' self-concept had a significant impact on their motivation for sports.

III. RESULTS AND DISCUSSION

A. Self-Concept among Learners in Davao Central District, Davao City

➤ Academic Self-Concept

The category mean for self-concept among students in Davao Central District, Davao City, according to the results in Table 1, is 3.55, which is characterized as extensive, suggesting that self-concept is frequently noticed. The different items' mean scores vary from 3.18 to 4.15. Interestingly, the item "My teachers think I am a good student" has a mean value of 3.18, which indicates that it is occasionally seen and is classified as somewhat extensive. On the other hand, the item "My schoolwork is good" has a mean rating of 4.15, which indicates that it is frequently observed and rated as extensive.

This suggests that students in Davao Central District usually have a positive perception of their academic performance. This result supports Leng's (2012) theory that students who have a positive self-concept are more likely to behave in ways that are acceptable to others. It also backs up Marsh and Martin's (2012) theory that students evaluate their own talents in relation to others through social comparison, which shapes their academic self-concept.

Table 1 Extent of Self-Concept among Learners in Terms of Academic Self-Concept

Statement	Mean	Descriptive Rating
1. My schoolwork is good.	4.15	Extensive
2. My teachers think I am a good student.	3.18	Moderately Extensive
3. Being a good student.	3.47	Extensive
4. My teachers think I am intelligent and hard-working	3.41	Extensive
Mean	3.55	Extensive

➤ *Social Self-Concept*

The self-concept indicator in Davao Central District, Davao City, has a category mean of 3.48, which is characterized as extensive, according to the results in Table 2. This suggests that this component of self-concept is frequently noticed. The individual item mean ratings vary from 2.84 to 4.07. In particular, learners have rated the item "It is hard for me not to make friends" as fairly widespread and seldom noticed (2.84 on mean), and the item "Having a lot of friends" as extensive and frequently observed (4.07 on mean).

This suggests that students in Davao Central District usually have a positive perception of their social connection performance. This result is consistent with Kurniawan's (2013) theory, which holds that an individual's social self-concept is a reflection of their attitude toward social interaction and competence, which is determined by evaluating their behavior in social settings. Additionally, it bolsters the claim made by Harris and Orth (2019) that people with strong social self-concepts view their relationships favorably, accept others, and think they run their lives more effectively.

Table 2 Extent of Self-Concept among Learners in terms of Academic Self-Concept

Statement	Mean	Descriptive Rating
1. Making friends easily.	3.43	Extensive
2. being friendly person.	3.56	Extensive
3. It is hard for me not to make friends.	2.84	Moderately Extensive
4. Having a lot of friends.	4.07	Extensive
Mean	3.48	Extensive

➤ *Emotional Self-Concept*

Results in Table 3 indicate that the category mean for this self-concept indicator among students in Davao Central District, Davao City, is 3.71, described as extensive, meaning it is often observed. The mean ratings of individual items range from 3.34 to 4.02. Notably, the item "Not getting nervous even when the teacher asks me a question" has a mean rating of 3.34, described as moderately extensive and sometimes observed, while the item "Not getting very nervous when older people say something to me" has a mean rating of 4.02, described as extensive and often observed among learners.

Table 3 Extent of Self-Concept among Learners in terms of Emotional Self-Concept

Statement	Mean	Descriptive Rating
1. Nothing makes me nervous.	3.38	Moderately Extensive
2. Not getting very nervous when older people say something to me.	4.02	Extensive
3. Not getting nervous even when the teacher asks me a question.	3.34	Moderately Extensive
4. Feeling nervous.	4.00	Extensive
Mean	3.67	Extensive

➤ *Family Self-Concept*

As seen on Table 4, the results demonstrate that learners in Davao Central District, Davao City, have a category mean for the self-concept indicator of 3.76, which is characterized as extensive. This suggests that this feature of self-concept is often observed. The different items' mean scores vary from 3.28 to 4.19. In particular, the item "My parents give me confidence" has a mean rating of 4.19, which is defined as widespread and frequently noticed among learners, whereas the item "Feeling loved by my parents" has a mean rating of

3.28, which is described as moderately extensive and seldom reported.

These results imply that students in Davao Central District usually have a positive perception of their engagement, contribution, and integration within the home environment. This supports Omeh's (2012) claim that a child's self-concept and academic success are greatly influenced by family variables. Thorne (2013) also emphasized the role that good parenting plays in helping kids achieve academic success and form healthy self-concepts.

Table 4 Extent of Self-Concept among Learners in terms of Family Self-Concept

Statement	Mean	Descriptive Rating
1. Feeling happy at home.	3.78	Extensive
2. My family would help me with any kind of problem.	3.77	Extensive
3. My parents give me confidence.	4.19	Extensive
4. Feeling loved by my parents.	3.28	Moderately Extensive
Mean	3.76	Extensive

➤ *Physical Self-Concept*

The findings from Table 5 reveals that the average score for the self-concept indicator among students in Davao Central District, Davao City, is 3.27. This score falls within the fairly extensive range, indicating that this element of self-concept is frequently noticed among the students. The average ratings of individual goods vary from 2.62 to 3.91. The item "Taking care of myself physically" has a mean rating of 2.62, indicating that it is fairly extensive and sometimes observed. On the other hand, the item "Thinking I am stylish" has a mean rating of 3.91, suggesting that it is extensive and commonly observed among students.

These data indicate that students' perceptions of their physical appearance and shape are occasionally noticed in Davao Central District. This supports the assertion made by Wang and Barrett (2013) that persons who have a favorable self-perception are more likely to actively participate and display happy emotions when performing tasks. Furthermore, this outcome corroborates Jennings' (2017) notion that persons who possess a strong inclination to persevere are more prone to embracing effective tactics, hence augmenting their proficiency in accomplishing tasks.

Table 5 Extent of Self-Concept among the Learners in terms of Physical Self-Concept

Statement	Mean	Descriptive Rating
1. Taking care of myself physically	2.62	Moderately Extensive
2. Thinking I am stylish.	3.91	Extensive
3. Liking my physical appearance.	3.33	Moderately Extensive
4. Being an attractive person.	3.21	Moderately Extensive
Mean	3.27	Moderately Extensive

Table 6 below presents a concise overview of the level of self-concept among pupils in Davao Central District, located in Davao City. The chart indicates that personality traits achieved an average score of 3.55, which is described as substantial. This shows that the aspect of personality development and self-identity is frequently observed among learners in Davao Central District, Davao City. This statement affirms Caproni's (2019) notion that self-concept plays a

crucial role in shaping an individual's thoughts, emotions, and behaviors in their daily interactions inside an organization. Furthermore, the findings align with the notion proposed by García-Grau et al. (2014) that individuals who possess a strong self-concept are more likely to cultivate positive self-esteem, which in turn facilitates the adoption of a more productive way of life.

Table 6 Summary Table on the Extent of Self Concept among Learners in Davao Central District, Davao City

Indicators	Mean	Descriptive Equivalent
Academic self-concept	3.55	Extensive
Social self-concept	3.48	Extensive
Emotional self-concept	3.69	Extensive
Family self-concept	3.76	Extensive
Physical self-concept	3.27	Moderately Extensive
Overall	3.55	Extensive

B. Sports Motivation among the Learners in Davao Central District, Davao City

➤ Intrinsic

According to Table 7, the mean score of sports motivation, specifically intrinsic motivation, among the respondents in Davao Central District, Davao City, is 3.67, which is considered to be high. This indicates that intrinsic drive, characterized by individuals participating in activities due to their inherent interest or enjoyment, is commonly observed. The average ratings of individual goods vary from 3.02 to 4.04. The phrase "Finding it enjoyable to discover new performance strategies" has an average rating of 3.02,

indicating a moderate level of frequency and occasional observation. On the other hand, the phrase "It is very interesting to learn how I can improve" has an average rating of 4.04, indicating a high level of frequency and frequent observation among learners.

The data suggests that students in Davao Central District have a strong inherent interest in sports. This supports the perspective of Peter et al. (2014) that internal motivational elements, such as the pleasure gained from learning and progressing in sports, have a substantial impact on individuals' choices of sport and recreational activities.

Table 7 Extent of Sports Motivation among Learners in terms of Intrinsic

Statement	Mean	Descriptive Rating
1. It gives me pleasure to learn more about my sport.	3.95	Extensive
2. Finding it enjoyable to discover new performance strategies.	3.02	Moderately Extensive
3. it is very interesting to learn how I can improve.	4.04	Extensive
Mean	3.67	Extensive

➤ Integrated

Moderately extensive is the description of the indicator in Table 8, which has a category mean of 3.33. This suggests that respondents in Davao Central District, Davao City occasionally exhibit sports motivation in terms of integration. The mean evaluations of the various items range from 2.87 to 3.61. The item "Practicing sports reflects the essence of who I am" has a mean rating of 2.87, which is classified as

moderately extensive, indicating that learners occasionally exhibit it. Conversely, the item "Sport is an essential component of my life" has a mean rating of 3.61, which is classified as extensive and suggests that it is frequently demonstrated among students in Davao Central District, Davao City.

Consequently, learners occasionally exhibit integrated behavior, which is characterized by the behavior being not only valued but also in alignment with the individual's other life objectives, goals, and requirements. This is consistent with the claim made by Tiggemann and McCourt (2013) that

physical fitness is a critical determinant of sport participation for certain individuals, as it signifies a psychological state of well-being that surpasses the absence of appearance-related distress.

Table 8 Extent of Sports Motivation among Learners in Terms of Integrated

Statement	Mean	Descriptive Rating
1. Practicing sports reflects the essence of whom I am.	2.87	Moderately Extensive
2. Participating in sport is an integral part of my life.	3.61	Extensive
3. Living in line with my deepest principles through sport.	3.51	Extensive
Mean	3.33	Moderately Extensive

➤ *Identified*

Table 9 illustrates that the indicator identified has an overall category mean of 3.37, which is classified as moderately extensive. This implies that this indicator of sports motivation among students in Davao Central District, Davao City, is frequently demonstrated. Additionally, the mean evaluations of the various items range from 2.88 to 4.05. In particular, the item "I chosen this sport as a way to develop myself" has a mean rating of 2.88, which is classified as moderately extensive and frequently demonstrated by the students of Davao Central District, Davao City. In contrast, the item "It is one of the best ways I have chosen to develop other aspects of myself" has a mean rating of 4.05, which is

interpreted as frequently manifested by the respondents from Davao Central District, Davao City.

As a result, learners in Davao Central District, Davao City occasionally observe the identified behavior, which they regard as personally significant and worthwhile. This discovery corroborates Inceoglu's (2012) hypothesis that an individual's values are significantly influenced by their immediate environment. The individual's level of knowledge, socialization processes, and experiences during a match may influence the development of positive values. This is due to the fact that value development is a result of the beliefs and emotions that an individual develops toward individuals, subjects, or events during competition.

Table 9 Extent of Sports Motivation among Learners in Terms of Identified

Statement	Mean	Descriptive Rating
1. Having chosen this sport as a way to develop myself.	2.88	Moderately Extensive
2. Finding it is a good way to develop aspects of myself that I value.	3.18	Moderately Extensive
3. it is one of the best ways I have chosen to develop other aspects of myself.	4.05	Extensive
Mean	3.37	Moderately Extensive

➤ *Introjected*

This specific domain of sports motivation among learners in Davao Central District, Davao City, referred to as "Introjected," exhibits an extensive mean of 3.91, as illustrated in Table 10. This implies that learners in Davao Central District, Davao City frequently exhibit it. It is

important to note that the mean ratings of the various items vary from 3.42 to 4.18. The responses in Davao Central District, Davao City, characterized the item "Feeling better about myself when I do" as extensive and frequently manifested, as indicated by a mean rating of 3.42 in the table. Concurrently, the item "Not feeling worthwhile if I did not"

received a mean rating of 4.18, which was characterized as extensive and frequently experienced by the students in Davao Central District, Davao City.

Consequently, learners in Davao Central District, Davao City frequently engage in behaviors that are motivated by an attempt to establish a sense of worthiness and/or to avoid guilt

and humiliation. This finding is consistent with the findings of Sandoiu (2017), which indicate that appearance dissatisfaction may serve as an incentive for leisure-time physical activity participation. Individuals who are dissatisfied with their physical appearance may participate in sports more frequently in order to maintain their physical fitness. Nevertheless, it may also influence their preferred exercise location.

Table 10 Extent of Sports Motivation among Learners in Terms of Introjected

Statement	Mean	Descriptive Rating
1. Feeling bad about myself if I did not take the time to do it.	4.13	Extensive
2. Feeling better about myself when I do.	3.42	Extensive
3. Not feeling worthwhile if I did not.	4.18	Extensive
Mean	3.91	Extensive

➤ External

The category mean of the indicator "External" in Table 11 is 3.54, which is classified as extensive. This indicates that this particular indicator of sports motivation among learners in Davao Central District, Davao City, is frequently observed. Additionally, the mean evaluations of the various items range from 3.39 to 3.72. In particular, the item "People I care about would be upset with me if I didn't" has a mean rating of 3.39, which is interpreted as moderately extensive and occasionally manifested by the respondents in Davao Central District,

Davao City. In contrast, the item "People around me reward me when I do" has a mean rating of 3.72, which is characterized as extensive and frequently encountered by learners in Davao Central District, Davao City.

Consequently, learners in Davao Central District, Davao City frequently exhibit external motivations, including the desire to avoid causing conflict with others and the rewards received from their peers.

Table 11 Extent of Sports Motivation among Learners in Terms of External

Statement	Mean	Descriptive Rating
1. People I care about would be upset with me if I didn't.	3.39	Moderately Extensive
2. Thinking others would disapprove of me if I did not.	3.52	Extensive
3. People around me reward me when I do.	3.72	Extensive
Mean	3.54	Extensive

Finally, Table 12 provides an overview of the extent of sports motivation among students in Davao Central District, Davao City. The learners' sports motivation in Davao Central District, Davao City, is often shown, as evidenced by the overall mean of 3.54, which is considered extensive. This aggregate mean score was determined by the mean scores of 3.67 for intrinsic (extensive), 3.33 for integrated (moderately extensive), 3.37 for identified (moderately extensive), 3.91 for introjected (extensive), and 3.54 for external (extensive).

Consequently, the learners in Davao Central District, Davao City frequently demonstrate the capacity to initiate and persist in tasks associated with sporting activities. This

discovery corroborates Bragg et al.'s (2013) hypothesis that motivation influences all aspects of sports performance, including physical conditioning, technical and tactical training, mental preparation, and general lifestyle factors such as sleep, diet, education or work, and relationships. Moreover, the outcome is consistent with Omran's (2011) assertion that motivation in sports is contingent upon an individual's positive conduct toward their competitors. Consequently, athletes who are highly motivated exhibit a positive attitude toward their opponents, treating them as companions during matches or competitions, which aids in the eradication of discrimination.

Table 12 Summary of the Extent of Sports Motivation Among Learners in Davao Central District, Davao City

Indicator	Mean	Descriptive Rating
Intrinsic	3.67	Extensive
Integrated	3.33	Moderately Extensive
Identified	3.37	Moderately Extensive
Introjected	3.91	Extensive
External	3.54	Extensive
Mean	3.56	Extensive

C. Relationship Between Self-Concept and Sports Motivation Among Learners in Davao Central District, Davao City

Pearson Product Moment Correlation was implemented to investigate the correlation between self-concept and sports motivation among students in Davao Central District, Davao City. Table 13 demonstrates a substantial positive correlation between personality traits and sports motivation ($r = .921$, $p < 0.05$). Learners' motivation to participate in athletics undergoes significant modification as their self-concept is changed. Sports motivation is also significantly correlated

with academic, social, emotional, family, and physical self-concepts, with correlation coefficients of 0.829, 0.899, 0.662, 0.656, and 0.761, respectively. This contradicts the null hypothesis, which asserts that there is no significant relationship. The findings corroborate Kalaivani and Rajeswar's (2016) assertion that students' perceptions of their academic capabilities are influenced by their self-concept. They also correspond with Turkmen and Varol's (2015) hypothesis that intrinsic motivation in athletics encompasses qualities such as sincerity, courage, patience, and respect.

Table 13 Relationship Between Self-Concept and Sports Motivation Among Learners in Davao Central District, Davao City

Self-Concept	Sports Motivation		
	r-value	p-value	Decision
Academic self-concept	0.829*	0.000	Reject H_0
Social self-concept	0.899*	0.000	Reject H_0
Emotional self-concept	0.662*	0.000	Reject H_0
Family self-concept	0.656*	0.000	Reject H_0
Physical self-concept	0.761*	0.000	Reject H_0
Overall Self-Concept	0.921*	0.000	Reject H_0
*Significant @ $p < 0.05$			

D. Influence of Self-Concept on the Sports Motivation among Learners in Davao Central District, Davao City

Using multiple linear regression analysis, the significance of the influence of self-concept on athletics motivation among learners in Davao Central District, Davao City, was examined. Table 14 demonstrates that the model is statistically significant when the domains of self-concept are regarded as predictors of sports motivation among learners, with an F-value of 20.377 and $p < 0.05$. This suggests that

learners' motivation to participate in sports is predicted by their self-concept. The computed adjusted R^2 value of 0.327 suggests that self-concept is responsible for 32.70% of the variability in sports motivation, with the remaining 67.30% being attributed to factors that were not examined in this study. Furthermore, the table demonstrates that learners' sports motivation is substantially influenced by specific domains of self-concept, including academic, emotional, family, and physical self-concept.

Table 14 Influence of Self-Concept on the Sports Motivation among Learners in Davao Central District, Davao City

Self-Concept		Sports Motivation				
		B	Beta	S.E.	p-value	Decisions
Academic self-concept		.391*	.327	.078	.000	Reject H ₀
Social self-concept		.129	.107	.076	.092	Accept H ₀
Emotional self-concept		.151*	.139	.070	.033	Reject H ₀
Family self-concept		.124*	.134	.062	.040	Reject H ₀
Physical self-concept		.232*	.226	.063	.000	Reject H ₀
R ²	= 0.327					
F-value	= 20.377**					
p-value	= 0.000					

This implies that the degree of sports motivation increases by 0.391, 0.151, 0.124, and 0.232 for each unit increase in academic, emotional, family, and physical self-concept, correspondingly. Consequently, this results in the rejection of the null hypothesis, which posits that none of the domains of self-concept have a significant impact on the motivation of students to participate in athletics in the Davao Central District of Davao City. Koc (2017) posits that motivation toward sporting activity is sustained by enhancing the capacity to withstand hardship and to repair oneself, which is consistent with the finding that sports motivation of learners is a function of self-concept. Athletics are more effective in their activity when they are able to use positive emotions to overcome unfavorable experiences and return to a state of equilibrium, which is facilitated by high levels of resilience. Finally, the findings support Sari et al.'s (2013) hypothesis that athletes' enhanced motivation to engage in their sport is associated with their robust self-perceptions and self-concept. It is a valuable asset for individuals with imperfect fortitude, as confidence in one's abilities generally enhances motivation.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Findings

The primary goal of this study was to assess the domains of self-concept that have a substantial impact on the sports motivation of learners. This was achieved through the use of a descriptive-correlation technique in a non-experimental quantitative design. Through stratified random sampling, the researcher selected 192 learners from the Davao Central District in the Division of Davao City as respondents. Survey questionnaires that were modified and improved were pilot tested in a nearby school to guarantee the instrument's high reliability and internal consistency.

The study discovered that the aggregate mean of self-concept among learners in Davao Central District was 3.55, which indicated an extensive rating. More specifically, the academic self-concept was rated at 3.55, the social self-concept at 3.48, the affective self-concept at 3.69, the family self-concept at 3.76, and the physical self-concept at 3.27. In the same vein, the aggregate mean of sports motivation among these learners was 3.43, which was also classified as extensive. Intrinsic motivation was rated at 3.67, integrated motivation at 3.33, identified motivation at 3.37, introjected motivation at 3.91, and external motivation at 3.54.

Additionally, the investigation demonstrated a substantial positive correlation between self-concept and sports motivation among students in Davao Central District, with a p-value of .000 ($r = .964$, $p < .05$). This suggests that modifications in self-concept are linked to substantial modifications in sports motivation. Overall, the F-value of 117.884 ($p < .05$) and the R^2 value of 0.638 indicate that self-concept substantially influenced sports motivation among these learners, accounting for 63.80% of the variability in sports motivation. In particular, sports motivation was significantly predicted by academic, emotional, familial, and physical self-concepts, with regression coefficient values of 0.391, 0.151, 0.124, and 0.232, respectively.

B. Conclusions

Several conclusions were derived from the findings:

The self-concept of learners in Davao Central District, Davao City, was generally extensive, with academic, social, emotional, and family self-concepts being rated extensively. Physical self-concept was moderately extensive. The learners' sports motivation was also evaluated as extensive, with intrinsic, introjected, and external motivations being rated extensively, and integrated and identified motivations being moderately extensive. The research demonstrated a significant positive relationship between self-concept and sports motivation, suggesting that learners' modifications in self-concept were accompanied by substantial changes in their sports motivation. In particular, the null hypothesis that none of these domains affect sports motivation was rejected, as academic, emotional, family, and physical self-concepts significantly influenced sports motivation. Consequently, the self-concept of learners in Davao Central District, Davao City, is indeed a factor in sports motivation.

C. Recommendations

The following recommendations are suggested in accordance with the results of the study:

Enhanced institutional policies should be implemented by school principals in public elementary schools in Davao City to incorporate athletics into both academic and extracurricular activities. This may involve the integration of sports into the curriculum and the provision of training for educators who are involved in sports organizations. It is recommended that student-athletes routinely utilize facilities and equipment to improve their physical fitness, which can contribute to their academic productivity and overall satisfaction. Given the positive correlation between self-concept and sports motivation, future research could investigate demographic differences. Furthermore, additional research should examine other variables that impact athletics motivation, as self-concept accounted for only 13.25% of the total variability.

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