THE RELATIONSHIP OF SELF CONCEPT TO PARTICIPATION
IN EXTRA-CURRICULAR ACTIVITY AMONG
FOURTH GRADE CHILDREN

THESIS

Presented to the Graduate Council of the
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Fulfillment of the Requirements

For the Degree of

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By

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This study attempted to determine the relationship between self concept and participation in extra-curricular activity: specifically, whether self concept differentiates between participants and non-participants and whether self concept scores differed between male and female participants. Sixty fourth graders were assessed on self concept by the Piers-Harris Children's Self Concept Scale. Participation or non-participation was determined by written parental response. Analysis of variance was used, with level of significance at .05.

There was no evidence that participants can be distinguished from non-participants on measures of self concept. Scores on self concept did not differ for males and females.
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CHAPTER I

INTRODUCTION

Due to an increase in the number of participants in extra-curricular movement activities, concern over the psychological and social effects of participation is growing. An estimated 17 million youngsters between the ages of six and sixteen participate in organized competitive sports programs, but little factual information exists about the consequences of this participation—especially the psychological consequences (Simon & Martens, 1979). Existing research (Perez, 1979; Scanlan & Passer, 1979; Simon & Martens, 1979) concludes that more extensive study on the components of extra-curricular movement activity is necessary if there is to be an understanding about the consequences of this participation or non-participation.

Although participation in sport affects people of all ages and educational levels, Snyder and Spreitzer (1978) remind us that its influence is likely to be greatest on younger, more impressionable people. Children's sport has been found by Magill and Ash (1979) to be a fertile milieu for the development of sound social and personal adjustment, and other generally appropriate personality characteristics.
Although the number of factors influencing the behavior of the extra-curricular activity participant are immeasurable, one variable appears consistently within the literature dealing with activity. Self concept is explained by Coopersmith (1967) as a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself. When a person evaluates his level of achievement, he refers not only to the expectations of other persons but to the concept he has of himself as well. The degree of an individual's self concept, therefore, is expected to effect the way in which an individual evaluates performance in a particular activity. Thus, self concept can affect the selection of future activity which may provide the setting for future evaluations of performance.

The primary function of this study is to examine self concept as it relates to participation in selected extra-curricular movement activities.

Purpose of the Study

The objective of this study was to determine the relationship of self concept to participation in extra-curricular activity. Further, this study attempted to determine whether self concept may be used to differentiate between individuals who participate in extra-curricular movement activity and individuals who do not participate in extra-curricular movement activity.
Hypotheses

1. There is a relationship between the self concept of fourth grade subjects and participation or non-participation in organized extra-curricular movement activity.

2. There is a relationship between the self concept of fourth grade subjects and the sex of those who participate in organized and non-organized extra-curricular movement activity.

Probable Values of the Study

The principal value of the study was to provide additional information concerning the relationship of self concept to the participation in extra-curricular movement activity.

Definition of Terms

1. **Self concept** -- Self concept is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy (Coopersmith, 1967).

2. **Movement activity** -- Movement activity is characterized by a given combination of basic movement skills: principal forms of movement activity are dance, games, sports, gymnastics (Burton, 1977).
3. **Extra-curricular activity**--An extra-curricular activity is an outgrowth or a supplement to a regular activity; it should be voluntary with a major emphasis on participation (Kirchner, 1974). Specifically, extra-curricular indicates a supplement to regular school day activities and implies an organized format with regularly scheduled meetings.
CHAPTER II

REVIEW OF THE LITERATURE

Literature concerning the psychology of sport, recreation and leisure, and exercise poses many questions. Most have been dealt with in some form or other, but not in a coordinated way (Sawyer, 1976). Research dealing with the isolated effects of physical, social, emotional, and the intellectual aspects of sport are frequently found in the literature. However, it is essential to understand the relationship existing between these aspects of the individual if we are to improve existing movement activity programs for our youth which may later affect adult participation. In fact, later recreational patterns in adults have been linked to skill-development activities of childhood (Elliot, 1978). A study by Nash (1960) indicated that 85% of the recreational patterns of adults were traced to an age below twelve years.

Therefore, if sport and physical activity are of value to society in general, and the child in particular, it is important for concerned people to examine the past progress, current status, present trends and future directions desirable for our programs with youth (Albinson, 1976). The pressures felt by the young athlete, his anxiety about
winning and losing, and other topics, call for a study of the inter-relationship between his values and those of society, even though the values of the young participant may have no clarity or character of their own (Sawyer, 1976).

Play, games, and sports are partially justified by the contributions they are supposed to make to the individual or group socialization into the larger society. Games are called models of decision making, while sports are described as models for corporate achievement. Even the process of playing, as Sutton-Smith (1976) describes it, does not escape the socialization analysis. In his work, play is linked to a model of personal integration (Sutton-Smith, 1976).

However, others view sport and participation in sport in a slightly different light. At the elementary school level, Daume (1976) believes that sport provides the opportunity to differentiate movement abilities. These movement abilities in turn direct the participator toward certain sports according to the child's inclinations. The decision to participate in competitive sport may even lead to greater popularity, social esteem, and personal and social adjustment (Hale, 1959).

Thus, it is possible to make a case for the consideration of sport as a process aimed at developing the child,
as well as providing for wholesome activity as a part of the process of socialization.

**Value of Movement Activity**

Since play, not only by children but by adults, is a universally recognized activity, it is probably unnecessary to assert that play is valid. However, Metzger (1972) points out that within recent years there has been strong movement to restrict the play of children, young and older, to adult-imposed patterns in order to promote formal learning, especially preparation for school. Thus, we need to be reminded of the imperative necessity of play in human development.

Human movement is a way of behaving. It is the child's basic means of expression and communication. It is his way of learning about and using his immediate and expanding world. Porter (1969) suggests that by the time a child enters school he has developed specific movement characteristic patterns, and skills that reflect in part his unique personality, and to a larger degree, the environmental stimulation provided in his earlier years. Play provides occasions for children to exercise their varied capacities in spontaneous activities which are largely self-rewarding and usually enjoyable.

These rewards may be provided for through movement education. Porter (1969) describes movement education as
that part of the physical education program which emphasizes helping the child to learn about his unique movement behavior. Its advocates believe that as the child learns to understand and control the many ways in which his body may move, he is better able to direct the actions of his body, the control of which results with increased confidence in work and play. Play in sport is impossible without movement, and specific actions of the body. It teaches the coordination of movement, the anticipation of events, and a sense of direction (Daume, 1976).

Game activity may range from those of low organization to more complex forms; from tag games through basketball. Metzger (1972) agrees that it is within the game situation that we may find the real educational contribution of physical education; the kind of education which involves learning in a broad social setting. Although the term movement covers a far wider field of study than education, North (1973) concludes that its main aspects deal with sports, games, gymnastics, and dance. Movement which is directed to a practical or external purpose—doing a job, manipulating materials, climbing a gate, responding to some external material challenge—is considered to be functional activity. It is to this kind of play, which includes skill and activity, that physical educators contribute most.
North (1973) claims that "the chief aim of movement education is learning to 'know' one's body in rhythm, action, and stillness, in skills and in striving, in freedom and in restriction" (p. 23). She further implies that the good teacher will realize that a child's improvement in a particular skill or ability is achieved by continued and regular practice of these movements themselves, and not from isolated instances of practice. The teacher will also learn to recognize how the children's own sensitivity and awareness of themselves and others can be heightened through their experiences of movement, rhythm, pattern and form in all aspects of their lives and environment. Both the action and the use of the body give pleasure and exhilaration, and from this it is generally recognized that greater satisfaction and feeling of well-being are enjoyed (North, 1973).

Porter (1969) in her study of movement education for children reveals that teachers of young children have long valued physical play as a medium of learning. Metzger (1972) goes so far as to indicate that play is the most complete educational process of the mind. Play is considered educative because, while thus employed, the child is self-directed, wholly involved and completely absorbed.

Therefore, we must provide adequately for play and, at the same time, respect the dignity of the child so that we do not invade his integrity either by neglect or
coercion. Contributions to the growth of our youth are made by play and games of skill and strategy. However, and because it is not necessary for maintenance of life, play is a very self-rewarding activity (Havighurst, 1976). To play for the intrinsic rewards of playing, actually results in the best human outcomes in terms of social and personal growth (Havighurst, 1976). The child that is interested in and gains satisfaction from play or the physical education program, will make a greater effort and be more likely to participate during out-of-school hours (Elliot, 1978).

Self Concept

As essential as movement appears to be to intellectual and academic development, its relationship to self concept is of primary importance (Owens, 1976). Though the literature contains numerous definitions of self concept, most researchers (Coopersmith, 1967; Scanlan & Passer, 1979) agree that self concept is the evaluation which an individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. According to Coopersmith (1967), most statements concerning the importance of self concept tend to be relatively general in nature. Furthermore, these statements rarely indicate the specific behaviors to which self concept is related or
in what way it is an effective, contributing determinant of personality.

Johnson (1976) noted that a continuing natural psychological task of children is the constant exploration of and subsequent learning about their world. How and where they fit into this world is the way they evolve the concept of their values. Thus, a child's degree of skill has influence upon social position, along with bearing upon self concept as it is developed through the degree of skill demonstrated throughout the school years (Elliot, 1978).

North (1973) and Metzger (1972) both believe that some children need stimulus and consequent satisfaction that is to be gained from the challenge of teamwork and the excellence demanded by competitive sport and games. However, it is possible that other children derive only a sense of failure and rejection from such competition, particularly when competitive sports are overvalued or stressed. But investigation by Johnson (1975) postulates that the normal grade school age youngster can psychologically handle the disappointment of loss, of personal and team mistakes, if he feels a basic sense of self-worth, support of his parents and his coach, and if he feels that his relationship with them is not changed by his losing, not getting a hit, or by dropping a ball. In essence, one cannot separate the child's self-image from his sense of self-achievement (Metzger, 1972).
Research concerned directly with the relationship of movement activity, sport, competition, and self concept at this point is relatively limited (Sawyer, 1976). Some existing research on this relationship, however, has yielded varying results. Magill and Ash (1979), after measuring the personal, social, and intellectual self concept of children in grades four and five, indicated that participants and non-participants in organized youth sport could not be distinguished on the basis of the reported scores alone. Another investigative study by Felker (1968) measuring self concept in the sport participant, found that boys who perceived their fathers as having high interest in sport, held a higher self concept score than those who perceived their father as showing low interest in sports.

When considering the relationship of movement activity to self concept, Johnson, Fretz, and Johnson (1969) suggest that an individualized physical development program can be of significant value in the total functioning of the child. Apparently they agree that children feel free to care about themselves and consider themselves worthwhile when they have a chance for self-satisfaction and increased confidence doing activity. Thus, it is essential to understand the relationship which exists between the physical, social, emotional, and intellectual aspects of the child as they relate to self concept and to movement activity.
In analyzing this unfolding world of sport through the age cycle, the earlier years are of particular importance since basic attitudes and modes of participation are crystallized (Synder & Spreitzer, 1978). Thus one's posture toward sport is formed early in life and is usually sustained through the adult years. Consequently, physical education classes, intramurals, interscholastic and community-based athletic programs can be viewed as a model of the society which children and adolescence are entering, with a potentially strong carryover into the adult years.

**Male versus Female**

Physical differences between boys and girls are obvious and universal. The psychological differences are not. Yet people hold strong beliefs about these differences even when those beliefs fail to find any scientific support (Maccoby & Jacklin, 1974).

Very little current research has been directed toward sex differences in motor performance (Freischlag, 1973), and what does exist indicates no sex differences except for several isolated tasks: overhand throw, balance (Malina, 1974; Herkowitz, 1978). As reported by Bruya (1976), failure to find significant changes in self concept and motor performance between males and females may indicate that boys and girls profit equally from participation in movement. However, when specific behaviors are observed, actual sex
differences become apparent and Freischlag (1973) indicates that there is a necessity for the behavior of both sexes to be understood during game and sport situations.

Duquin (1977) attempted to explore sex role socialization toward physical activity. She determined that sex typing during physical activity is a more specific part of the larger socialization process which is directed towards that portion of the environment perceived by the child as appropriate for activity. The degree of movement perceived as possible within that environment may further be shaped by the role model offered to the child. Greendorfer (1977) points out that the role model socializing agent whose attitudes, values, and responses are exemplified behaviorally, may also be considered by the child as part of the social situation with effects on sex typing possibly related to the role models behavior.

Further, Maccoby and Jacklin (1974) imply that both sexes are highly responsive to social situations of all kinds, and although some individuals tend to withdraw from social interaction during physical activity, and simply watch from the sidelines, they are as likely to be male as female. Thus, Synder and Spreitzer (1973) suggest that there is value in a multi-dimensional approach to the study of game and sport involvement and the need to understand sex differences.
Participation versus Non-participation

In the literature after 1950 concerning highly organized competitive sports for young boys, there is reflective a growing concern for the welfare of young participants. Through investigative study on behavioral characteristics of sport participants, Magill and Ash (1979) found that only sport anxiety which was one of several, indicated a potential variable assessed for discriminating between participants and non-participants.

While no enhancing or enriching qualities were described for those children involved in youth sports play settings and the potential anxiety which may result, certainly no detrimental effects were noted. In addition, it has been reported that the level of academic achievement does not suffer when children play during organized sport (Magill & Ash, 1979). In fact, far from being a frivolous waste of time, children's play may represent an optimum setting for learning (Devereux, 1976). Thus, it appears that before specific conclusions are made and accepted concerning the relative worth of youth sports play settings and the relationships of some variables (e.g., self concept) to participation, more adequate measures of these variables are necessary.

The Competitive Setting

Other research (Seymour, 1956; Hale, 1959) conducted on personality and participation in sport showed that there
was no significant difference on selected personality variables between boys who played in interscholastic-type sports and those who did not participate. There was, however, a significant difference in social acceptance and leadership of the boys with highly competitive experience.

Perhaps, due to found differences between participants and non-participants, some researchers have attempted to determine how children perceive and respond to the competitive sport experience. It was apparent to Scanlan and Passer (1979) the effect a child's perception has on the evaluation-laden competitive sport experience. Their study on eleven and twelve year old male soccer players attempted to determine the intra-personal and team performance expectancies. Secondly, their intent was to examine the impact of game win-loss on players' postgame team expectancies involving a hypothetical rematch with the identical opponent. Results of their study revealed that those situational factors thought to have the greatest influence on pregame team performance expectancies were (1) past season records of their team and of the opponent, and (2) whether a previous game with the identical opponent was won or lost.

However, Martens (1971) states that although participation in team sports is one of the most popular forms of leisure behavior, the individual's motive for participation is often mistaken. "Commonly the sole outcome considered
when participating in team sports is the success of the endeavor—did the team win or lose, and by what magnitude?" (Martens, 1970, p. 511). Generally ignored as an outcome is the satisfaction of individual participants with their involvement in the team and in the sport. From a physical education and recreational point of view, the satisfaction individuals obtain from playing should be just as important as the number of games won (Martens, 1970). If continued participation in recreational activities is a desirable goal (Martens, 1971) those professions concerned with the organization and administration of leisure activity programs need to be concerned with the changes occurring in participation motivation as a consequence of previous outcomes in a particular activity.

Questionnaires issued by the Research Division of Little League Baseball to 1,300 physician-fathers of Little League players showed that 97% of the fathers were of the opinion that participation did not have sufficient emotional impact adversely affecting the health of their sons (Hale, 1961). In fact, children who participate in competitive athletics achieve high social status and prestige, are extremely popular, exhibit many desirable personality traits, and are better adjusted (Hale, 1961). If coaches can teach their athletes the means of controlling and adjusting emotions which arise under conditions of stress, they will not
only improve their chances of turning out champions, but will also contribute to the child's ability to master themselves and their lives (Johnson, 1975).

Competition for the elementary school age child is available in nearly every sport practiced in the United States (Bula, 1977). Since the rise in youth sport participation has increased, it is imperative that we educate both the child and the parent on the effects of participation and competition (Berryman, 1978). Berryman (1975) contends that analysis of the growth of sport for youth illustrates a change in parental authority as well as an alteration in general child rearing practices. The fact that participation was usually organized by age or weight groupings, indicated sensitivity to the various stages of childhood and of child welfare (Berryman, 1975). A child's participation in organized sports led to changes in the family structure by adding a new dimension to the socialization of children. Participation in youth sport contributed to the belief that we should organize the life and activities of our children (Berryman, 1975).

Sport participation appears to be a fairly normal and potentially beneficial part of each child's life. Included in these activities should be opportunities for a complete spectrum of participation which might include unstructured to highly organized, adult supervised to child directed, and individual team efforts. Devereux (1976) stresses
that for game experience to effectively serve its socialization function, it is essential that children engage in a wide variety of different types of activities. As Johnson (1975) concludes, "children will naturally test against and compare themselves with their own past performances, and with others as a way of locating themselves in relation to others and measuring their progress" (p. 69).

Participation and competition provide motivation to practice and improve skill. It may also encourage careful planning of strategy to win (Havighurst, 1976). Although some people decry participation and competition in movement activity, it can be viewed as a highly valuable and desirable experience in the lives of youth.
CHAPTER III

METHODS

To determine the most efficient means of testing children in the shortest period of time, a pilot study utilizing the self concept instrument was conducted prior to the test date. A small sample of fourth grade age children from various sections in the Denton area was utilized. Specifically, the pilot study provided the investigator with experience in presenting the self concept scale. Clarity of presentation and technique for administration of the instrument was provided. In addition, it helped to determine the average time needed to complete the scale.

Subjects

The subjects for this study were 60, fourth grade students enrolled at Ginnings Elementary School, Denton, Texas, during the 1979-1980 school year. The Use of Human Subjects Form was filed with North Texas State University (Appendix A). Permission was obtained from Denton Independent School District, Denton, Texas, and the specified school for testing purposes (Appendix B). Each subject was required to have parental consent before participating in the study. Extra-curricular activity participation
was determined from parental responses to questions attached to the Use of Human Subjects Form, filled out by each parent (Appendix C).

**Test Instrument**

Self concept (Appendix F) was assessed using the Piers-Harris Children's Self Concept Scale (Piers, 1969). As reported in the manual, the scale is judged to have good internal consistency (.77), and adequate stability (.72). Items were constructed to reflect qualities about which children report liking or disliking themselves.

**Procedures**

On the test date, subjects were asked to complete the Piers-Harris Children's Self Concept Scale. The investigator explained to the subjects that they were to answer each question as honestly as possible so that a true feeling about themselves was obtained. Administration of the scale took 20 minutes to complete. There were no right or wrong answers and this assessment was not considered a test.

**Statistical Design**

The factors of interest in this study were the extracurricular participation groupings (activity and no activity) and the sex of the subjects. The design of this experiment is illustrated in Figure 1. Each cell contains \( N = 15 \) subjects.
Since the study had two activity level groupings, and included the sex of the subjects, a two-by-two analysis of variance was used instead of a t-test. The level of significance was set at .05.

<table>
<thead>
<tr>
<th></th>
<th>extra-curricular movement participation</th>
<th>no extra-curricular movement participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td>N = 15</td>
<td>N = 15</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>N = 15</td>
<td>N = 15</td>
</tr>
</tbody>
</table>

Figure 1. Experimental Design
CHAPTER IV

RESULTS OF THE STUDY

Children were separated according to participation or non-participation in organized extra-curricular activity. Relationships between self concept and participation/non-participation were examined. The relationship between the sex of the subject and self concept was also explored.

For purpose of analysis, data were trimmed from unequal cell sizes to 15 males and 15 females per cell. Equal cell sizes were obtained using a random selection technique.

The results of this study have been organized into three sections. The first is comprised of descriptive statistics for self concept of the population as a whole. Section two is concerned with descriptive statistics for participating and non-participating male and female self concepts. In section three, hypotheses $H_1$ and $H_2$ (p. 3) are examined in light of the relationship between participation and non-participation in extra-curricular activity and sex of the individual.

Section I: Self Concept

The results of measures on self concept for the total subject population are summarized in Table 1.
Table 1
Means and Standard Deviation for the Total Population on Self Concept

<table>
<thead>
<tr>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.683</td>
<td>12.025</td>
</tr>
<tr>
<td>N = 60</td>
<td></td>
</tr>
</tbody>
</table>

The reported mean and standard deviation in this study of a Texas school district varies slightly from that reported in the Piers-Harris Children's Self Concept Scale (Piers, 1969). An additional study conducted by Bruya (1976) on measures of self concept and movement activity on fourth grade students from an Indiana school district reported a similar mean (61.17) and standard deviation (10.84). Piers-Harris reports the mean of a normative sample as 51.84, and the standard deviation as 13.87. However, it is pointed out that these norms should be presented with caution due to the fact they are based on data from one Pennsylvania school district and are, therefore, generalizable only to similar populations. Persons administering this test are thus encouraged to develop their own local norms.
Section II: Male and Female Participation or Non-participation

Means for self concept of participating and non-participating males and females in extra-curricular activity are represented in Table 2.

Table 2

Means for Self Concept of Participating and Non-participating Males and Females

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
<th>Non-Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>57.93</td>
<td>59.67</td>
</tr>
<tr>
<td>Male</td>
<td>SD = 11.719</td>
<td>SD = 14.286</td>
</tr>
<tr>
<td></td>
<td>N = 15</td>
<td>N = 15</td>
</tr>
<tr>
<td>X</td>
<td>58.47</td>
<td>62.67</td>
</tr>
<tr>
<td>Female</td>
<td>SD = 12.766</td>
<td>SD = 9.514</td>
</tr>
<tr>
<td></td>
<td>N = 15</td>
<td>N = 15</td>
</tr>
</tbody>
</table>

As indicated no differences appeared for mean scores on self concept between participants and non-participants in extra-curricular movement activity. In addition, no differences appeared between males and females on the Piers-Harris Children's Self Concept Scale.
Section III: Hypothesis Analysis

The ANOVA for the self concept scale is summarized in Table 3.

Table 3
Summary of ANOVA for Self Concept Means

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Sig. of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>178.833</td>
<td>2</td>
<td>89.417</td>
<td>0.601</td>
<td>0.552</td>
</tr>
<tr>
<td>sex</td>
<td>46.817</td>
<td>1</td>
<td>46.817</td>
<td>0.315</td>
<td>0.577</td>
</tr>
<tr>
<td>grouping</td>
<td>132.017</td>
<td>1</td>
<td>132.017</td>
<td>0.888</td>
<td>0.350</td>
</tr>
<tr>
<td>sex x group</td>
<td>22.817</td>
<td>1</td>
<td>22.817</td>
<td>0.153</td>
<td>0.697</td>
</tr>
<tr>
<td>Error</td>
<td>8329.273</td>
<td>59</td>
<td>144.592</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ANOVA in Table 3 was computed to test the relationship of participation and non-participation in extracurricular movement activity with self concept. Results of participation groupings show no significant differences for self concept scores.

Also computed in the ANOVA was a test to measure the relationship of the sex of the subject with self concept. No significant difference between males and females for self concept was indicated.
Summary

The results of this study may be summarized in relationship to the stated hypotheses (p. 3) as follows:

1. $H_1$ was rejected. No relationship was found between self concept of fourth grade participants in extra-curricular movement activity, and those who do not participate.

2. $H_2$ was rejected. No differences were found between fourth grade males and females on self concept who participated or did not participate in extra-curricular movement activity.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to determine the relationship between self concept and participation in extra-curricular activity. Further, it attempted (1) to determine whether self concept may be used to differentiate between individuals who participate in extra-curricular activity and those who do not participate, and (2) to determine if self concept scores differed for males and for females.

Sixty fourth grade elementary students were assessed on measure of self concept and identified as a participant or non-participant in extra-curricular activity. In addition, a two-part extra-curricular activity questionnaire was completed by each subject, but proved to be an inadequate discriminator for subject placement, and was thus discarded (Appendix D; Appendix E).

Conclusions

Since no significant differences between participation groups occurred on measures of self concept, one of two conclusions is appropriate. The first, and perhaps the most obvious, is that no differences really exist. The
second conclusion, which has been cited by others (Magill & Ash, 1979; Bruya, 1976), suggests that currently available self concept assessment instruments may not be adequate in their ability to indicate subtle differences in self concept. In other words, a more refined assessment tool must be developed if it is to be shown that self concept is a good discriminator of participation and non-participation in extra-curricular activity.

There also was no difference between males and females on measures of self concept. Similar results were reported by Magill and Ash (1979) while using the Personal Self-Concept Inventory (PSCI) assessment tool. Measured self concept did not prove to be different for male and female subjects included in their study.

In summary, it can be said that this study has shown that when fourth grade participants are compared with non-participants in extra-curricular activity, there is no evidence that the two groups can be distinguished by measures of self concept. Further, it can be stated that there is no difference between male or female self concept of the individual who chooses to participate or not to participate in extra-curricular activities.

Recommendations

The following recommendations for further study are offered:
1. More adequate measures of self concept be developed for elementary grade children.

2. Develop local norms for self concept since scores reported in this study differed from normative data provided in the Piers-Harris manual.

3. Self concept measures on a larger number of subjects might indicate subtle differences between male and female participants and non-participants in extracurricular activity.
References


Berryman, J. *From the cradle to the playing field: America's emphasis on highly organized competitive sports for pre-adolescent boys*. *Journal of Sport History*, 1975, 2, 112-131.


Hale, C. Athletics for pre-high school age children. *JOPHER*, 1959, 30, 19-21, 43.


Orlick, T. Children's sports--a revolution is coming. CAHPER, 1973, 39, 12-19.


APPENDICES
APPENDIX A
USE OF HUMAN SUBJECTS

STATEMENT BY PRINCIPAL INVESTIGATOR OR ACTIVITY DIRECTOR

A. Activity Director:  
B. Activity Title:  
C. Department:  
D. Telephone Extension:  
E. Date Submitted:

F. Respond to each of the following. Use additional pages as necessary.

1. Identify the requirements for the subject population. Explain the rationale if the population includes a special group such as prisoners, children, mentally disabled, or those whose ability to give informed consent may be in question.

2. Specifically identify those procedures in which a human subject is used which depart from the application of those established and accepted methods necessary to meet his needs, or which increase the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation or field of service.

3. Describe and assess any potential risks -- physical, psychological, social, legal, etc. and assess the likelihood and seriousness of such risks.

4. If electronic or stressful instrumentation is to be used, provide the name of the manufacturer, the model number and appropriate specifications of the device, as well as how it is to be used on the subjects.

5. Describe procedures, including confidentiality safeguards, for protecting against or minimizing potential risks and an assessment of the likely effectiveness of the procedures (i.e. physician's examination; required attending physician; attending registered technician; etc.).

6. Assess the potential benefits to be gained by the individual subject, as well as benefits which may accrue to society in general as a result of the planned work.

7. Analyze the risk/benefit ratio.
G. To assist the Committee further in its analysis of the direct or potential benefit of this activity against the potential risk to the individual, answer the following questions in the spaces provided.

1. What specific information will this activity provide, and what is the significance of that information? (Please answer in language that can be readily understood by persons in disciplines other than yours).  (a) Educationally, it will provide educators with information concerning extra-curricular activity and its implications for physical education in the school setting.  (b) This study will provide a body of knowledge about extra-curricular activity and their effect on physical education for those that work with this age group of children.  (see bottom of page)

2. Could this information be obtained from other animals or other laboratory models?

___ YES ___ NO  Explain your response.

3. Are there alternative ways to acquire this information from human subjects that may avoid the risks identified in Item F, 2 & 3?  YES XX NO.  
If "YES" response, explain why the alternatives are not being used.

4. Is participation in the activity completely voluntary?  XX YES ___ NO.  
If "NO" response, explain.

5. May any subject withdraw from the activity at any time without penalty?  XX YES ___ NO.  
If "NO" response, explain.

__________________________

c. Students will be stimulated toward self-directed evaluation by completing the self concept scale and the extra-curricular activity survey.
6. Is any kind of incentive offered to the subject?
   If "YES" response, explain the type and amount.
   YES     NO

SIGNATURE  
Kelli Campbell  
of  Principal Investigator or  
SUBMISSION  Activity Director

SIGNATURE  
   of  
Department Chairman  
APPROVAL  
Major Professor

Attach a copy of the Informed Consent Form 2 filled in as completely as you expect to present it to the subject for signature. Include a copy of your statement to the subject covering the six basic elements required by an informed consent as identified below.

*Informed consent must include the following six basic elements:

1. A fair explanation of the procedures to be followed, and their purposes, including an identification of those which are experimental;

2. A description of any attendant discomforts and risks reasonably to be expected;

3. A description of any benefits reasonably to be expected;

4. A disclosure of any appropriate alternative procedures that might be advantageous for the subject;

5. An offer to answer any inquiries concerning the procedures; and

6. An instruction that the person is free to withdraw his consent and to discontinue participation in the project or activity at any time without prejudice to the subject.
Section F: Use of Human Subjects

1. This study will require the use of elementary age students for the following reasons:
   a. The assessment instrument, Piers-Harris Children's Self Concept Scale, is specifically designed for elementary grades 3-6.
   b. It will look for selected characteristics of participants in extra-curricular movement activities.
   c. The study will note possible sex differences in participation in extra-curricular movement activities.

2. There are no known risks within this study that depart from established methods or procedures of research. Frequently, this self concept scale is an established procedure in a school program.

3. Potential risks:
   a. physical-- no risk involved
   b. psychological-- no risk involved
   c. social-- no risk involved
   d. legal-- no risk involved

Note: There seems to be no potential risks involved within the areas above, or in any other area.
4. There will be no usage of an electrical or stressful testing instrument.

5. A. **Confidentiality safeguards:**
   A numbering system will be utilized on the self concept scale and the questionnaire, so that names will not be required during any part of the study.

   B. **Procedures:**
   STEP 1 (first test day): Students will be assigned a specific place to be seated during both test dates. At this time, students will complete a questionnaire pertaining to selected extra-curricular movement activities. Estimated length of administration is 20 minutes.

   STEP 2 (second test day): On the second day following administration of the sports questionnaire, students will complete the Piers-Harris Self Concept Scale. Estimated length of administration is 20 to 30 minutes.

   Note: All material and administration will be provided.

6. Potential benefits:
   Not only will this study require each student to indirectly evaluate him/herself, it will also provide
knowledge for those working with children in the area of selected extra-curricular movement activity and movement experience in the public school.

7. Analysis of risks/benefit ratio:

risks: 0 benefits: excellent

Since no risks are involved within this study, potential benefits imply possible enhancement opportunities in the area of self concept for the students.

In addition, these results may have an effect on future planning in physical education programs.
FORM 2
USE OF HUMAN SUBJECTS
INFORMED CONSENT

NAME OF SUBJECT: ____________________________

1. I hereby give consent to Kelli M. Campbell to perform or supervise
the following investigational procedure or treatment:
   (a) administer the Piers-Harris Children’s Self Concept Scale,
   and (b) a survey on extra-curricular activities to fourth
   grade students.

2. I have (seen, heard) a clear explanation and understand the nature and purpose
of the procedure or treatment; possible appropriate alternative procedures
that would be advantageous to me (him, her); and the attendant discomforts or
risks involved and the possibility of complications which might arise.
I have (seen, heard) a clear explanation and understand the benefits to be
expected. I understand that the procedure or treatment to be performed
is investigational and that I may withdraw my consent for my (his, her)
status. With my understanding of this, having received this information and
satisfactory answers to the questions I have asked, I voluntarily consent to
the procedure or treatment designated in Paragraph 1 above.

SIGNED: ____________________________
Witness
(see directions below)

SIGNED: ____________________________
Witness
(see directions below)

SIGNED: ____________________________
Subject
or

SIGNED: ____________________________
Person Responsible

Instructions to persons authorized to sign:
If the subject is not competent, the person responsible shall be the legal
appointed guardian or legally authorized representative.
If the subject is a minor under 18 years of age, the person responsible is the
mother or father or legally appointed guardian.
If the subject is unable to write his name, the following is legally acceptable:
John H. (His X Mark) Doe and two (2) witnesses
RESEARCH PROPOSAL

I. General Information

Person(s) conducting research Kelli M. Campbell
Address 2424 W. Oak #108 Denton, Tx. 76201 Phone 817/387-6636
Date March 25, 1980
Level of Research Doctoral
Title of Project The Relationship of Self Concept to Participation in Extra-curricular Activity for Fourth Grade Children

II. Research Procedures and Needs

Provide a one-two page summary of proposed research which includes the following:

1. Purpose of research
2. Research procedures (include description of tests or surveys to be used, information to be obtained from the District, or any special procedures or equipment needed or to be used)
3. Time Requirements (specify class time, out of class time for students and teacher/administrator time required)

III. Feedback to the District

Anyone conducting research in the Denton I.S.D. is required to submit to the District a summary of all results obtained in the research. The Departmental Chairman will be notified when this requirement is not met.

IV. University Approval (Signature Required)

Major Professor(s) Dr. Lawrence D. Bruya
Department NTSU Physical Education
Phone 788-2651 or 788-2305

V. Number of Copies

One copy of this request should be prepared for the Office of Instruction and one copy for each school in which the researcher seeks to work.

District Use Only

School(s) accepting (1) (2) (3)
Researcher Notified Date
Final Summary Received 8-'77
Section II. Research Procedures and Needs

1. The purpose of this study is to provide information concerning the implication of selected extra-curricular movement activities on the self concept of fourth grade students who participate in regular physical education in the public schools. This project will provide information and possible direction for improved movement experiences for children.

2. Research procedures will include the administration of one scale on self concept, and a short survey on extra-curricular movement activities.

   (A) The Piers-Harris Children's Self Concept Scale consists of a series of yes-no questions which attempt to determine the child's level of positive feeling about him/herself. Example questions might include: (1) I am well liked by my friends, or (2) I work hard. There are no right or wrong answers since every question attempts to describe the child in some way. These tests will be held during regularly scheduled school classes and will take between 20 to 30 minutes to administer. Following use for this project, these test forms will be destroyed.
(B) The short survey to be utilized consists of a series of ideas taken from *Phase I: Joint Legislative Study on Youth Sports Programs* (State of Michigan, 1976).* This survey will help to determine the types of movement activities in which the child is involved outside of physical education classes. The survey contains a list of movement activities to which each child will indicate whether he/she has never participated, sometimes participates, or participates often. There are no right or wrong answers. This survey will be given during regularly scheduled school classes and will take 20 minutes to administer. Following use for this project, the survey will be destroyed.

3. Total time for administration of the self concept scale and the movement activity survey will be minimal. Two separate test dates will be required, each of which will not exceed 30 minutes. Administration and materials for all testing procedures will be provided.

---

*State of Michigan, Joint Legislative Study Committee on Youth Sports Programs. Phase I. Agency Sponsored Sports, November 18, 1976.*
THE RELATIONSHIP OF SELF CONCEPT TO PARTICIPATION IN
EXTRA-CURRICULAR ACTIVITY FOR FOURTH GRADE CHILDREN

North Texas State University

AGENCY SPONSORED MOVEMENT ACTIVITIES

Directions: Agency sponsored activity may involve competition between individuals, teams, clubs, or groups that are not sponsored by the school. If contests are involved, they are played according to an approved set of rules under the supervision of officials, such as referees, umpires, timers, and judges. Often, sport clubs or teams are organized into leagues with specified schedules of games to be played.

Groups may also be organized which include rhythmic or gymnastic movements in a regular schedule of practices and performances. Rather than team competition, a meet or dance concert may be the culminating activity.

Examples of agency sponsored activity programs are little league baseball, swimming, gymnastics, and rhythmics. Also included are community sponsored and church sponsored organizations such as track-and-field clubs that compete against similar groups, as well as individual activity events such as golf and tennis tournaments.

For each activity listed on the back, circle the letter that best fits your level of participation as a member of an agency sponsored activity during the past twelve (12) months.

It is important that you circle one (1) letter for each activity listed.

If you have participated in any agency sponsored activity not listed, please write the name of the activity on one of the blanks at the end of the list. Examples of other activity might include fencing, table tennis, horse events, and archery.
<table>
<thead>
<tr>
<th>Activity</th>
<th>NEVER (N)</th>
<th>SOMETIMES (S) 1-3 times per yr.</th>
<th>OFTEN (0) 4 or more times per yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball (hard ball)</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<td>Basketball</td>
<td>N</td>
<td>S</td>
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<tr>
<td>Bowling</td>
<td>N</td>
<td>S</td>
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<tr>
<td>Dance (tap, ballet, jazz, modern)</td>
<td>N</td>
<td>S</td>
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<tr>
<td>Football (flag, tackle, touch)</td>
<td>N</td>
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<tr>
<td>Golf</td>
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<td>Gymnastics</td>
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<td>Jogging</td>
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<tr>
<td>Judo</td>
<td>N</td>
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<td>Karate</td>
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<tr>
<td>Soccer</td>
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<td>Softball</td>
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<td>Tennis</td>
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<td>Track and Field</td>
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<td>Volleyball</td>
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<tr>
<td>Wrestling</td>
<td>N</td>
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<td>(other activity)</td>
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</tbody>
</table>

THANK YOU FOR YOUR COOPERATION!
THE RELATIONSHIP OF SELF CONCEPT TO PARTICIPATION IN EXTRA-CURRICULAR ACTIVITY FOR FOURTH GRADE CHILDREN

North Texas State University

AGENCY SPONSORED NON-MOVEMENT ACTIVITIES

Directions: Agency sponsored non-movement activity may involve competition between individuals, teams, clubs, or groups that are not sponsored by the school. Activities are conducted according to an approved set of rules under the supervision of officials as well as judges. Often, these clubs are organized with a specified schedule of events. Examples of agency sponsored non-movement activities are painting and concerts. Also included are community sponsored and church sponsored activities such as ceramics and Bible school.

For each non-movement activity listed on back, circle the letter that best fits your level of participation as a member of an agency sponsored non-movement activity during the past twelve (12) months.

It is important that you circle one (1) letter for each non-movement activity listed.

If you have participated in any agency sponsored non-movement activity not listed, please write the name of the activity on one of the blanks at the end of the list. Examples of some other non-movement activity are sculpting, reading, and needle point.
<table>
<thead>
<tr>
<th>Activity</th>
<th>NEVER (N)</th>
<th>SOMETIMES (S)</th>
<th>OFTEN (O)</th>
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<td>2</td>
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<tr>
<td>Bible School</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Ceramics</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Concerts</td>
<td>N</td>
<td>S</td>
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<tr>
<td>Movies</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Museums</td>
<td>N</td>
<td>S</td>
<td>0</td>
</tr>
<tr>
<td>Music Lessons</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Needle Point</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Painting</td>
<td>N</td>
<td>S</td>
<td>0</td>
</tr>
<tr>
<td>Picnics</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Play Acting Lessons</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Reading Club</td>
<td>N</td>
<td>S</td>
<td>0</td>
</tr>
<tr>
<td>Sculpting</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Sewing Class</td>
<td>N</td>
<td>S</td>
<td>0</td>
</tr>
<tr>
<td>Singing Lessons</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>(Other Activity)</td>
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<td>S</td>
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<td>S</td>
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</tbody>
</table>

THANK YOU FOR YOUR COOPERATION!
Section III: Feedback to the District

Upon completion of this research project, a summary of all results obtained in the research will be submitted to the Denton Independent School District. Feedback from the study will provide information and possible direction for improved movement experiences for children.
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE
AND ACTIVITY SURVEY STATEMENT TO SUBJECTS

North Texas State University
Division of Physical Education

Dear Parents,

A research project has been organized using the Ginnings Elementary School fourth grade students. The purpose of this project is to gain insight into the relationship between extra-curricular movement activity participation and self concept. As a result of this project, each subject may enjoy a small gain in self concept.

This letter serves to request your permission to allow your child to participate in two assessment sessions which will include a one page survey on movement activity participation, a one page survey on non-movement activity participation, and the Piers-Harris Children's Self Concept Scale.

Each survey will consist of a list of activities to which each subject will indicate his/her level of participation by circling: N--never participates; S--sometimes participates; 0--often participates.

The Piers-Harris Children's Self Concept Scale consists of a series of yes-no questions which attempt to determine the child's level of positive feelings about him/herself. An example question might be: "I work hard."
Both the surveys and the self concept scale are assessments, not tests, and have no right or wrong answers. These assessments will be held during regularly scheduled school classes and will take approximately 20 minutes to administer.

Please feel free to call upon me to answer your questions, should you have any: office, 788-2305; office messages, 788-2651; or home, 387-6636.

Your cooperation and the participation of your child will be greatly appreciated. Please sign the attached slip which is part of this letter and send it to school with your child by __________________ to be collected by the teacher. Should you be dissatisfied with the project after giving your permission, you are free to withdraw that permission at any time during the study.

Kelli M. Campbell, B.S.        Lawrence D. Bruya, Ph.D.
Division of Physical Education, North Texas State University

Is your child registered to participate in any agency-sponsored activity? yes ____ no ____ how many? _____

Do you as a parent(s) have a high interest in sport?

yes ____ no ____
FORM 2
USE OF HUMAN SUBJECTS
INFORMED CONSENT

NAME OF SUBJECT: _____________________________________________

1. I hereby give consent to Kelli M. Campbell to perform or supervise the following investigational procedure or treatment:
   (a) administer the Piers-Harris Childrens Self Concept Scale,
   and (b) a survey on extra-curricular activities to fourth grade students.

2. I have (seen, heard) a clear explanation and understand the nature and purpose of the procedure or treatment; possible appropriate alternative procedures that would be advantageous to me (him, her); and the attendant discomforts or risks involved and the possibility of complications which might arise. I have (seen, heard) a clear explanation and understand the benefits to be expected. I understand that the procedure or treatment to be performed is investigational and that I may withdraw my consent for my (his, her) status. With my understanding of this, having received this information and satisfactory answers to the questions I have asked, I voluntarily consent to the procedure or treatment designated in Paragraph 1 above.

SIGNED: _____________________________________________
Witness
(see directions below)

SIGNED: _____________________________________________
Witness
(see direction below)

SIGNED: _____________________________________________
Subject

SIGNED: _____________________________________________
Person Responsible

DATE

Instructions to persons authorized to sign:
If the subject is not competent, the person responsible shall be the legal appointed guardian or legally authorized representative.
If the subject is a minor under 18 years of age, the person responsible is the mother or father or legally appointed guardian.
If the subject is unable to write his name, the following is legally acceptable: John H. (His X Mark) Doe and two (2) witnesses
THE RELATIONSHIP OF SELF CONCEPT TO PARTICIPATION IN EXTRACURRICULAR ACTIVITY FOR FOURTH GRADE CHILDREN

North Texas State University

AGENCY SPONSORED MOVEMENT ACTIVITIES

Directions: Agency sponsored activity may involve competition between individuals, teams, clubs, or groups that are not sponsored by the school. If contests are involved, they are played according to an approved set of rules under the supervision of officials, such as referees, umpires, timers, and judges. Often, sport clubs or teams are organized into leagues with specified schedules of games to be played.

Groups may also be organized which include rhythmic or gymnastic movements in a regular schedule of practices and performances. Rather than team competition, a meet or dance concert may be the culminating activity.

Examples of agency sponsored activity programs are little league baseball, swimming, gymnastics, and rhythmics. Also included are community sponsored and church sponsored organizations such as track-and-field clubs that compete against similar groups, as well as individual activity events such as golf and tennis tournaments.

For each activity listed on the back, circle the letter that best fits your level of participation as a member of an agency sponsored activity during the past twelve (12) months.

It is important that you circle one (1) letter for each activity listed.

If you have participated in any agency sponsored activity not listed, please write the name of the activity on one of the blanks at the end of the list. Examples of other activity might include fencing, table tennis, horse events, and archery.
<table>
<thead>
<tr>
<th>Number Activity</th>
<th>NEVER (N)</th>
<th>SOMETIMES (S)</th>
<th>OFTEN (O)</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Baseball (hard ball)</td>
<td>N</td>
<td>S</td>
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</tr>
<tr>
<td>Basketball</td>
<td>N</td>
<td>S</td>
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<tr>
<td>Bowling</td>
<td>N</td>
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<td>Dance (tap, ballet, jazz, modern)</td>
<td>N</td>
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<td>Football (flag, tackle, touch)</td>
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<td>Golf</td>
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<td>Gymnastics</td>
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<td>Jogging</td>
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<td>Judo</td>
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<td>Karate</td>
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<td>Swimming</td>
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<td>Tennis</td>
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<td>Track and Field</td>
<td>N</td>
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<td>Volleyball</td>
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<td>Wrestling</td>
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THANK YOU FOR YOUR COOPERATION!
THE RELATIONSHIP OF SELF CONCEPT TO PARTICIPATION IN EXTRA-CURRICULAR ACTIVITY FOR FOURTH GRADE CHILDREN

North Texas State University

AGENCY SPONSORED NON-MOVEMENT ACTIVITIES

Directions: Agency sponsored non-movement activity may involve competition between individuals, teams, clubs, or groups that are not sponsored by the school. Activities are conducted according to an approved set of rules under the supervision of officials as well as judges. Often, these clubs are organized with a specified schedule of events. Examples of agency sponsored non-movement activities are painting and concerts. Also included are community sponsored and church sponsored activities such as ceramics and Bible school.

For each non-movement activity listed on back, circle the letter that best fits your level of participation as a member of an agency sponsored non-movement activity during the past twelve (12) months.

It is important that you circle one (1) letter for each non-movement activity listed.

If you have participated in any agency sponsored non-movement activity not listed, please write the name of the activity on one of the blanks at the end of the list. Examples of some other non-movement activity are sculpting, reading, and needle point.
<table>
<thead>
<tr>
<th>Activity</th>
<th>NEVER (N)</th>
<th>SOMETIMES (S)</th>
<th>OFTEN (O)</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Bible School</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Ceramics</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Concerts</td>
<td>N</td>
<td>S</td>
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<td>Movies</td>
<td>N</td>
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<tr>
<td>Museums</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Music Lessons</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Needle Point</td>
<td>N</td>
<td>S</td>
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<tr>
<td>Painting</td>
<td>N</td>
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<tr>
<td>Picnics</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Play Acting Lessons</td>
<td>N</td>
<td>S</td>
<td>0</td>
</tr>
<tr>
<td>Reading Club</td>
<td>N</td>
<td>S</td>
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<tr>
<td>Sculpting</td>
<td>N</td>
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<td>Sewing Class</td>
<td>N</td>
<td>S</td>
<td>0</td>
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<tr>
<td>Singing Lessons</td>
<td>N</td>
<td>S</td>
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<tr>
<td>(Other Activity)</td>
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<td>S</td>
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</tbody>
</table>

THANK YOU FOR YOUR COOPERATION!
RESUME
of
KELLI MARIE CAMPBELL

Personal Data
Address: 2211 Salinas, Odessa, Texas 79763
Telephone: (915) 332-7896
Marital Status: Single
Date of Birth: September 6, 1955
Health: Good
Hobbies: Sports, Reading, Music

Educational Background
December 1980 Master of Science in Physical Education, North Texas State University, Denton, Texas.
December 1977 Bachelor of Science in Physical Education, North Texas State University, Denton, Texas (Minor: Health Education).
May 1974 Odessa High School, Odessa, Texas.

Certifications
December 1977 Texas Provisional Teaching Certificate, All-Level.
December 1977 Driver Education Endorsement
July 1978 Driver Education Supervisory Certificate

Professional Affiliations
Phi Delta Kappa Educational Fraternity
AAHPER American Alliance for Health, Physical Education, and Recreation
TAHPER Texas Alliance for Health, Physical Education, and Recreation
Delta Psi Kappa Physical Education Fraternity
Pro Club (NTSU) North Texas State University Professional Physical Education Club
Service, Leadership, and Educational Experiences

Graduate Assistant in Physical Education Department at North Texas State University, Denton, Texas. Activities instructed include: tennis, aerobic dance, badminton, archery, conditioning, weight training, volleyball. Spring 1978 to Fall 1980.

Instructor of Driver Education at North Texas State University, Denton, Texas. Classes include: high school students learning to drive, college students learning to drive, and college students and teachers learning to become driving instructors or supervisors. Fall 1976 to Fall 1980.

Student teaching, Denton ISD. Taught a full day for eight weeks. One-half of the day was spent teaching 9th grade physical education, and the other half was spent teaching 1st through 3rd grade elementary physical education. Fall 1977.

Assisted in a Stop Smoking Clinic sponsored by the Health Education Department at North Texas State University, Denton, Texas. Fall 1975 and Spring 1976.

Assisted in the Olympic Fund Run sponsored by the Pro Club at North Texas State University, Denton, Texas. Fall 1978.

Participated in various intramural sports sponsored by the Recreation Department at North Texas State University, Denton, Texas. Fall 1974 to Spring 1980.

Presentations

Handedness in Young Children. Third February Conference on Early Development of Motor Patterns of Young Children, February 1980, North Texas State University, Denton, Texas.

Elementary Physical Education Section. Assisted in presentation at the Texas Alliance for Health, Physical Education, and Recreation Convention, Fall 1978, Houston, Texas.

Publications

Chaired Sections

Research Section. Section chaired at the Third February Conference on Early Development of Motor Patterns in Young Children, February 1980, North Texas State University, Denton, Texas.

Youth Sports Section. Section chaired at the Third February Conference on Early Development of Motor Patterns in Young Children, February 1980, North Texas State University, Denton, Texas.

Dance Rhythm and New Curriculum for Children. Section chaired at the Third February Conference on Early Development of Motor Patterns in Young Children, February 1980, North Texas State University, Denton, Texas.

Class Management Section. Section chaired at the Third February Conference on Early Development of Motor Patterns in Young Children, February 1980, North Texas State University, Denton, Texas.

Competency Testing: How to Improve Students' Scores. Section chaired at the North Texas State University College of Education Summer Conference, Denton, Texas, June 1980.

Using the Newspaper in the Classroom. Section chaired at the North Texas State University College of Education Summer Conference, Denton, Texas, June 1980.

Development of Procedural Routines in High School Classrooms. Section chaired at the North Texas State University College of Education Summer Conference, Denton, Texas, June 1980.