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PREDICTING MORAL CHARACTER DEVELOPMENT FROM PARENTAL ETHNIC SOCIALIZATION AMONG MERANAW STUDENT-ATHLETES, AND THE MODERATING ROLE OF COACH-ATHLETE RELATIONSHIP

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ABSTRACT

This study examines the moderating role of the coach-athlete relationship on the predictive link between parental ethnic socialization and moral character development in sports among Meranaw tertiary student-athletes. An associational type of quantitative research design: a merged of predictive-correlational with a simple moderation analysis and causal-comparative designs were utilized. Additionally, demographic differences across sex and sports type as criterion groups were evaluated. Meranaw student-athletes of Mindanao State University (MSU)-Main Campus, Marawi City, and Adiong Memorial State College (AMSC), Ditsaan-Ramain, Lanao del Sur, AY 2024-2025 were the respondents; 134 athletes participated through total-enumeration. Adapted self-reported questionnaires, subsequently pilot-tested were the primary measures. Frequency and percentage counts, mean, Pearson r, stepwise multiple regression analysis, moderation analysis, and Z-test were the statistical treatments. The results indicated a moderate positive linear correlation between parental ethnic socialization and sports moral character, and accorded a moderate predictive effect explaining 25.25% of the variance in the dependent variable. Meanwhile, coach-athlete relationship posited a negative moderation effect, and revealed significant difference when compared across sex. The study recommended that non-Muslim coaches extend efforts of abiding their principles and styles with Islamic principles as well as the socio-cultural traditions of the Meranaw society.

Keywords: parental ethnic socialization, moral character development, coach-athlete relationship, Meranaw

BACKGROUND

Positive parenting has a significant relationship in developing and strengthening children's character; religiosity possessed by parents is a good mediator in the development of moral character (Suciati et al., 2023). And, being one of the most conservative Muslim groups in the country; even with the influx of modernization, the Meranaw's psychosocial orientation has been largely influenced by their culture (Bantog & Sarip-Macarambon, 2021). Thus, Meranaw parents are the primary ethnic socializing agents in shaping their children's ethnic identity (Seok et al., 2012).

In similar veins, Clarke (2018) asserted that coaches play a significant role in influencing and promoting moral development among athletes. However, the quality of the coach-athlete relationship can either amplify or diminish the moral lessons learned at home, particularly when coaches come from different cultural or religious backgrounds. Understanding how these cultural and relational forces interact is crucial.

OBJECTIVES

This study examined the moderating role of coach-athlete relationship on the predictive relationship between parent ethnic socialization and moral character development among Meranaw tertiary student-athletes in Lanao del Sur.

Specifically, the following research questions served as its central questions:

- RQ1: How does parental ethnic socialization correlate with sports moral character development?
- RQ2: How does coach-athlete relationship moderate the relationship between parental ethnic socialization and sports moral character development?
- RQ3: How does perceived parental ethnic socialization differ across sex?
- RQ4: How does sports moral character development differ across sports type?
- RQ5: How does coach-athlete relationship differ across demographic characteristics with respect to sex and sports type?

METHODOLOGY

Research Design

An associational type of quantitative research design: a merged of predictive-correlational with a simple moderation analysis and causal-comparative designs were utilized. It primarily examined the moderating effect of the coach-athlete relationship on the predictive link between parental ethnic socialization (independent variable) and moral character development (dependent variable) in sports among Meranaw tertiary student-athletes.

Secondarily, demographic differences across sex (female & male) on parental ethnic socialization and coach-athlete-relationship, and sports type (individual/dual & team) on moral character development and coach-athlete-relationship as criterion groups were evaluated on the causal-comparative portion.

Research Locale and Respondents

The study was carried out at two selected SUCs (State College and Universities) in Lanao del Sur: 1) Mindanao State University - Marawi

Instrumentation

A self-administered survey questionnaire comprised of: the adapted Parental Ethnic Socialization Scale (PESS; Derlan et al., 2016), the adapted Sports Moral Character Development Questionnaire (SMCD-Q; Yu & Xie, 2019), and the adopted Coach-Athlete Relationship Questionnaire (CART-Q; Jowett & Ntoumanis, 2004). Subsequently pilot tested and the reliability were established at Cronbach's Alpha (α): PESS= 0.84; SMCD-Q= 0.92; and CART-Q= 0.84

Statistical Tools

It employed descriptive statistics in the form of frequency and percentage distribution, and mean scores in describing the demographics and study variables. Meanwhile, the Pearson r for the correlation portion, and a stepwise multiple regression analysis for the prediction. The D'Agostino-Pearson R Test confirmed that the residuals were normally distributed. The simple moderation analysis was examined by means of the moderation analysis. Lastly, for the significant differences across selected demographics, Z-test was utilized.

RESULTS AND DISCUSSION

Predictive-Correlation

Table 1

Predictive-Correlation between Parental Ethnic Socialization (IV) and Moral Character Development (DV)

Parental Ethnic Socialization
(IV) Moral Character Development
(DV)

ρ r R²
.000 .503 .2525380

Note. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows that there is a statistical correlation between parental ethnic socialization and moral character development ($< \rho = .000$), and indicates a moderate positive relationship ($r = .503$) implicating that a positive perception on how their parents culturally familiarize them about their Meranaw ethnic culture complements positive level on their moral character behaviors developed through sports participation in a moderate accord. Moreover, approximately 25.25% of the variation in the dependent variable is explained by the dependent variable with its predictive significance; thus, a moderate predictive relationship.

Moderating Effect

Table 2

Moderating Effect of Coach-Athlete Relationship (M) between Parental Ethnic Socialization (IV) and Moral Character Development (DV)

Coach-Athlete Relationship

(M) Parental Ethnic Socialization (IV) and Moral Character Development (DV)

ρ α

.000 -.016

Note. Correlation is significant at the 0.05 level (2-tailed).

Table 2 presents that there is a statistical moderating effect ($< \rho = .000$) of the coach athlete-relationships

Significant Differences

Table 3

Differences across Sex and Sports Type

Criterion Groups

Sex (Male vs Female) Parental Ethnic Socialization (IV)

ρ Z

.097 1.662

Sports Type (Individual/Dual vs Team) Moral Character Development (DV)

ρ Z

.760 .305

Sex (Male vs Female)

Sports Type (Individual/Dual vs Team) Coach-Athlete Relationship (M)

ρ Z

.016 2.42

.214 1.214

Note. Difference is significant at the 0.05 level (2-tailed).

Table 3 illustrates that there is no significant difference established ($> \rho = 0.097$) across sex on the parental ethnic socialization. Meanwhile, no significant difference established ($> \rho = .760$) across sports type on moral character development.

On the other hand, no significant difference established across sports type on the coach athlete-relationship ($> \rho = .214$), but significantly differs across sex, between male and female ($< \rho = .016$). Based on the raw statistical data, female have 50.1222 variance while male has 120.859. With a high variance, male Meranaw athletes have varied perceptions on their sporting partnership with their coaches unlike female athletes that have almost same stance.

CONCLUSIONS

The findings indicate a moderate positive linear and moderate predictive relationship between parental ethnic socialization and sports moral character. Thus, Ho1 and Ho2 are rejected. These results suggest that cultural upbringing significantly, though not exclusively, influences moral values in the sporting context, as evidenced by a moderate predictive relationship. The moderate association and predictive capacity of parental ethnic socialization on moral character development among Meranaw athletes suggest that, while cultural socialization through parental guidance plays a meaningful role, it is not the sole influence; factors such as social circles, coaching style, and individual motivation likely contribute to the athletes' moral character formation.

On the other hand, the coach-athlete relationship revealed to significantly moderates, but negatively, the relationship between IV and DV; thus, this failed to reject Ho3. Given that many coaches were non-Meranaw or non-Muslim, this suggests that the quality of interpersonal dynamics between coaches and athletes may weaken the positive influence of parental ethnic socialization on moral character development. This may reflect a lack of cultural alignment, limited empathy, or reduced relational closeness, which can hinder the reinforcement of family-instilled cultural values within the sports environment, especially, among Meranaw women athletes. There are special Islamic codes with reference to women's life pattern, status in the society, and so on (Siddiqi, 2003). These findings highlight the importance of cultural sensitivity training and relationship-building initiatives for coaches; therefore, it is recommended that coaches align their coaching principles and practices with Islamic values and the traditional socio-cultural norms of Meranaw athletes. Given that this study focused exclusively on student-athletes from state universities and colleges, it is recommended that future research include junior high school (JHS), senior high school (SHS), or private college athletes to explore broader variations in sports moral character development. In addition, qualitative or mixed-method approaches are encouraged to gain deeper insight into the lived experiences and perspectives of athletes.

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