

# Sports Engagement Motivation of Filipino Student Athletes

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**Abstract:** Motivation in sports is important because athletes must be willing to work hard in the face of fatigue, boredom and pain. This research determined the types of motivation of student athletes in engaging sports with the aim of finding the enrichment program to strengthen the student athletes' motivation in engaging sports. Specifically, it dealt with the respondents' profile in terms of sex, age, college, types of sports and socio-economic status, the significant relationship of the two variables, their intrinsic and extrinsic motivation, and its significant difference when grouped according to their types of motivation.

The input of the study was determined by employing questionnaire as the principal tool for gathering data. Through appropriate statistical tools, the gathered input underwent the descriptive analysis. The results revealed that majority of the respondents are male, aged 18 to 19 years old, third year level and from CECS. Considering their types of sports, most of them belong to individual group, and from middle income group. Also, in terms of intrinsic motivation, it shows that the respondents are highly engaged. In terms of extrinsic motivation, it shows that the respondents are engaged. Through Chi-Square, it was revealed that age, college, year level, types of sports and socio-economic status have significant relationship when correlated with their motivation, while sex was not significant.

The above-mentioned findings recommend to conduct orientation to each student athlete, to organize seminars and trainings dealing with sports motivation and to conduct workshops about motivation enhancement strategies.

**Keywords:** sports engagement, motivation.

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## 1. Introduction

Motivation is a powerful tool to achieve different kinds of goals in life. Many people gain their motivation from their parents, loved ones and friends. Because of these motivations, many people are experiencing the fulfillment of their dreams and the fruit of their hard work. Intrinsic motivation refers to performing an activity for the pleasure and satisfaction derived from participation. However, athletes may also have many extrinsic reasons for practicing a sport activity. In this case, behavior is regulated through expected outcomes not inherent in the activity itself (i.e., rewards, scholarship). Extrinsic motivation refers to behaviors regulated by external sources such as rewards or coercive pressures. An example of an external regulation is when athletes engage in a training session to gain recognition from their coach.

From ancient times of the Olympics to the modern day, athletes have been motivated by honor derived from competition (Jezek, 2013). For university students, motivations to compete may include pure love of the sport or to simply pay for school, and success is often measured by winning not just in terms of academic capabilities but also in extra-curricular activities like sports, improvement in abilities and competing to one's potential. Successful students' athletes are motivated by their coaches, parents, friends and their own selves (Smoll *et al.*, 2011).

Motivation for any student-athlete is like an exercise which includes general health, maintain fitness, stress reduction, enjoyment pleasure, and feel good/better. Motivation involves a number of ideas that direct an individual to act or do something that energizes, directs and sustains behavior (Hughes *et al.*, 2015). Student-athletes at the university level are expected to meet the same academic standards as other students and meet their athletic demands. These athletes must take full academic load every semester and practice up to twenty hours a week. The time they spent from practice and competing takes the energy and time from their studies.

The National Collegiate Athletic Association (NCAA) regulates the student athletes' degree progress and academic standings according to the university standards. Athletes have to balance their athletic career, academic performances and social life. Student athletes choosing a demand degree program or trying to pursue a career as a professional athlete could easily become overwhelmed by the extra demands on them. These kind of students must be bona fide to their respective university and have to be making a normal progress in any degree program with academic assistance such as financial support like allowances and scholarship grant for the hardship they are doing just to do their dream and future at the same time because they know that in this kind of activities, these student athletes are motivated to fulfill their dreams in the future.

A number of research studies have been undertaken to predict the sports involvement of students. During the last decade, some researches had also been carried out on the performances of the student athletes. Universities and colleges today have a number of students from different countries all over the world. These students come with diverse cultural background, societal stability and many other traits. It is therefore important to identify the factors that motivate the students to improve their academic performances and also ascertain the reasons for athletic motivation.

This research determined the types of motivation of student athletes in engaging sports with the aim of finding the enrichment program to strengthen the student athletes' motivation in engaging sports. Specifically, it dealt with the following; the respondents' profile in terms of sex, age, college, types of sports and socio-economic status, the significant relationship of the two variables, their intrinsic and extrinsic motivation, and its significant difference when grouped according to their types of motivation.

Motivation is the foundation of all athletic effort and accomplishment. Without the desire and determination to improve the sports performances, all of the other mental factors, confidence, intensity, focus, and emotions, are meaningless. To become the best athlete that can be, one must be motivated to do what it takes to maximize the ability and achieve the goals (Taylor, 2009). To perform the best, athletes must want to begin the process of developing as an athlete and they must be willing to maintain their efforts until they have achieved their goals. Motivation in sports is so important because athletes must be willing to work hard in the face

of fatigue, boredom, pain, and the desire to do other things. Motivation will impact everything that influences their sports performance: physical conditioning, technical and tactical training, mental preparation, and general lifestyle include sleep, diet, school or work, and relationships (Taylor, 2017).

The reason motivation is so important is that it is the only contributor to sports performance over which the athlete has control. Lack of motivation somehow lead to the poor performance of the athletes.

What this tells to researchers is that there is often a big gap between the goals athletes have and the effort they are putting into those goals. It is easy to say that athletes wanted to be successful athletes. It is much more difficult to actually make it happen. If they have this kind of disconnect, they have two choices. They can either lower goals to match their effort or they can raise their effort to match their goals. There is no right answer. If they are truly motivated to be successful, better to make sure they are doing the work necessary to achieve their goals.

One of the most important issues facing youth, sport researchers and practitioners is an understanding of why children participate in sport programs. The purpose of this study was to test the athletes of the Batangas State University-Malvar of how the Intrinsic and Extrinsic Motivation are related to their enthusiasm to engage and compete on the game.

### 1.1 Objectives of the Study

This study determined the sports engagement motivation of Filipino student athletes of Batangas State University JPLPC–Malvar. These students were officially enrolled during Academic Year 2016-2017. Specifically, the study sought answers to the following questions: What is the respondents' profile in terms of: sex; age; year level; college; types of sports; and socio-economic status? How may the respondents' motivation in sports engagement be described as to: Intrinsic motivation; and extrinsic motivation? Is there a significant relationship between the respondents' profile and their sports engagement motivation? What course of action may be proposed to strengthen student athletes' motivation in sports engagement?

## 2. Methodology

This study used the descriptive-correlation method. As cited by Salaria (2012), Aggarwal defined descriptive research as the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. Correlation analysis is a method of statistical evaluation used to study the strength of a relationship between two, numerically measured, continuous variables (e.g. height and weight). This particular type of analysis is useful when a researcher wants to establish if there are possible connections between variables (Djs Research, 2018). This research design is deemed appropriate for the present study since it allowed the researchers to determine the motivation in sports engagement employed by the respondents and correlate this variable to their profile. This determined if there exists significant relationship between the two variables. This method rendered richer examination of motivation congruent for the correlation of the variables under study. A questionnaire was used as the main instrument to gather the necessary information needed in the study. It was distributed to the student-athletes who were engaged in sports. The questionnaire was divided into two parts. The first part consists of the respondents' profile which contains their sex, age,

year level, college, types of sports and socio-economic status while the second part consists of intrinsic and extrinsic questions engaging the student athletes in sports. The items were analyzed and interpreted based on the following scales.

Scale	Mean Ranges	Verbal Interpretation
4	3.51 – 4.00	Strongly Agree/Highly Engaged
3	2.51 – 3.50	Agree/Engaged
2	1.51 – 2.50	Disagree/Not Engaged
1	1.00 – 1.50	Strongly Disagree/Highly Not Engaged

### 3. Results and Discussion

This chapter covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. The discussions of the findings are patterned in a manner that coincides with the organization of the problems posed in the study.

#### 3.1 Respondent's Profile

In this portion, the profile of the respondents in terms of sex, age, year level, college, type of sports and socio-economic status are presented. These are found on the succeeding tables.

**Table 1. Profile of the Respondents**

Sex	Frequency	Percentage
Male	82	61
Female	52	39
<b>Total</b>	<b>134</b>	<b>100</b>
Age in Years	Frequency	Percentage
20 and above	37	28
18 – 19	78	58
16 – 17	19	14
<b>Total</b>	<b>134</b>	<b>100</b>
Year Level	Frequency	Percentage
Fourth Year	23	17
Third Year	64	48
Second Year	38	28
First Year	9	7
<b>Total</b>	<b>134</b>	<b>100</b>
College	Frequency	Percentage
CTE	4	3
CAS	34	25
CABEIHM	24	18
CECS	41	31
CIT	31	23
<b>Total</b>	<b>134</b>	<b>100</b>
Type of Sports	Frequency	Percentage
Individual	65	49
Dual	7	5
Team	62	46
<b>Total</b>	<b>134</b>	<b>100</b>
Socio – economic Status	Frequency	Percentage
High Income (Php	10	8

37,001.00 and above)	101	75
Middle Income (Php 10,000.00-37,000.00 )	23	17
Low Income (Php 9,999.00 and below )		
<b>Total</b>	<b>134</b>	<b>100</b>

Majority of the respondents were male, aged 18 to 19 years old or 58 percent and in third year level with the percentage of 48 from CECS. Considering their type of sports, most of them belonged to individual group garnering of 49 percent and in terms of socio-economic status, majority has middle income.

## 2. Respondents’ Sports Engagement Motivation

In line with the statement of the problem presented on this study, the researchers sought the respondents’ level of motivation to sports engagement in terms of intrinsic and extrinsic motivation. This part of the study comprises the data gathered which was analyzed through determining the mean of each statement and competency regarding motivation. The overall mean of the statements and competencies were also computed and interpreted verbally based on the analysis which was shown on the succeeding tables.

**Table 2. Respondents’ Sports Engagement Motivation in Terms of Intrinsic**

Table 2 presents the respondents’ level of motivation to sports engagement in terms of intrinsic motivation. Computed mean for each intrinsic statement with its corresponding verbal interpretation is shown below.

Item Statements	Mean	Standard Deviation	Verbal Interpretation
<b>I want to engage in sports as an athlete because it...</b>			
1. boosts my stamina.	3.84	0.36	Strongly Agree
2. makes me physically fit.	3.89	0.32	Strongly Agree
3. maintains the physique that I desire.	3.84	0.37	Strongly Agree
4. helps me to be in company with people of the same interest and hobbies.	3.65	0.48	Strongly Agree
5. brings health and social benefits that are helpful in establishing my desired personality.	3.64	0.54	Strongly Agree
<b>Overall</b>	<b>3.77</b>	<b>0.41</b>	<b>Highly Engaged</b>

The overall mean of 3.77 revealed that the respondents are highly engaged in motivation in terms of intrinsic. Suzuki (2007) cited in his study that the social benefits of sport might be evaluated in relation to neighborhood regeneration. It is argued that the attention should be turned to the processes for a project using sports to contribute towards the goal of regeneration, rather than measuring its impact in terms of expected outcomes. Participating in sports brings about a range of social benefits so that an increased number of participants means a better society. In other words, sporting inclusion is also justified as social inclusion because of its instrumental relevance. Indeed, even UNESCO advocating sport participation

as ‘fundamental human rights’, is followed by appreciation of consequential benefits, or the instrumental importance of sport to a person’s well-being (Suzuki, 2007).

### Table 3. Respondents’ Sports Engagement Motivation in Terms of Extrinsic

Table 3 presents the respondents’ level of motivation to sports engagement in terms of extrinsic motivation. The gathered data were presented using mean and standard deviation with its corresponding interpretation.

Item Statements	Mean	Standard Deviation	Verbal Interpretation
<b>I want to engage in sports as an athlete because it...</b>			
1. provides me scholarship grants that financially helps me with my study.	3.74	0.56	Strongly Agree
2. gives me opportunity to receive medals, trophies and other forms of recognition.	3.46	0.62	Agree
3. helps me to be well-known to others for it brings prestige in my life.	3.42	0.65	Agree
4. provides other forms of incentive such as grades or monetary allowances.	3.38	0.63	Agree
5. gives me an opportunity to be exempted on examination and other school activity.	3.19	0.75	Agree
<b>Overall</b>	<b>3.44</b>	<b>0.64</b>	<b>Engaged</b>

The overall mean of 3.44 revealed that the respondents engaged in motivation in terms of extrinsic.

According to study of Del Rosario (2013), student athletes are fortunate to avail scholarship to play for the school and study for free. Scholarships are typically the primary opportunity given to the student athlete. Typically, student athletes should be motivated by both academics and game performance, and they have to set their goals to achieve good performance in both academics and their field of sports.

Hatch, *et al.*, (2018) stated in his study that extrinsic rewards are central to competitive sports; athletes receive publicity, awards and money. However, athletes in highly competitive levels of sport may experience decrease in their intrinsic motivation because of the increasing use of extrinsic rewards offered by media, coaches, and parents. Coach may help increase or maintain the intrinsic motivation of college athletes even with the presence of extrinsic rewards by promoting good relationship among athletes.

### 3. Relationship between the Respondents’ Profile and their Assessed Level of Motivation to Sports Engagement

Table 4 presents the relationship between the respondents’ profile and their assessed level of motivation to sports engagement.

Variables	Computed $\chi^2$	p Value	Decision ( $H_0$ )	Interpretation
Sex and Sports Engagement Motivation	2.838	0.417	Accept	Not Significant
Age and Sports Engagement Motivation	62.049	0.000	Reject	Significant
Year Level and Sports Engagement Motivation	110.200	0.000	Reject	Significant
College and Sports Engagement Motivation	60.167	0.000	Reject	Significant
Type of Sports and Sports Engagement Motivation	135.668	0.000	Reject	Significant
Socio-economic Status and Sports Engagement Motivation	133.349	0.000	Reject	Significant

There is no significant relationship between sex and motivation to sports engagement while there is a significant relationship between age, year level, college, types of sports, socio-economic status and motivation to sports engagement.

#### 4. Implication of the Findings

The data gathered undertook a careful analysis and interpretation. The researchers then arrived at the findings of the study which are cited as follows. Majority of the respondents were male, aged 18 to 19 years old and in third year level from CECS. Considering their type of sports, most of them belonged to individual group and in terms of socio-economic status, majority has middle income.

The respondents were highly engaged in terms of intrinsic motivation. Then, In terms of extrinsic motivation, the respondents were engaged in sports. When sex was correlated to the students' sports engagement motivation, there was no significant relationship, thus, the null hypothesis was accepted. While on the remaining variables, there exists a significant relationship which led to the rejection of the null hypothesis. Lastly, Different activities were proposed by the researchers towards the development of the student athletes' motivation in engaging sports. Seminars, workshops, trainings, and orientation were suggested.

#### 5. Conclusions and Recommendations

Based on the above-mentioned findings of the study, the following conclusions are drawn. Majority of the respondents were males, aged 18 to 19 years old, in third year level, from CECS, plays individual event and belongs to middle income group. Next, majority of the respondents were highly engaged in sports engagement motivation as to intrinsic motivation while engaged as to extrinsic motivation. There is no significant relationship between sex and motivation to sports engagement while there is a significant relationship between age, year level, college, types of sports, socio-economic status and motivation to sports engagement. Lastly, the development of the student athletes' motivation in engaging sports can be enriched through seminars, workshops, trainings, and orientation.

In the light of the study's findings and conclusions, the researchers were able to construct the following recommendations: The student athletes may be encouraged to participate in seminars and workshops that will enhance their self-esteem and may influence and motivate other athletes who encounter failure in lives. The sports coordinator in-charge may ask

assistance from the local government to provide athletic equipment such as exercising apparatuses that shall help the student athletes to become more physically fit. Teachers and classmates may design an encouraging atmosphere by creating a supportive classroom environment. They may give the student athletes praise in times of their success and encouraging advice in times of their failures. This will help the student athletes to improve their motivation, overcome obstacles and achieve great success.

The guidance counselor may conduct a school-wide student athlete's motivation test. With such, they will be able to construct guidance-related programs and strategies adjusted to the student athletes' motivation type. Parents may be encouraged to acknowledge their son/daughter's achievements. They may use positive feedback and praise them frequently to demonstrate their positive regards. They may also use rewards in the form of prizes, privileges, or tokens when needed to acknowledge achievement and maintain persistence of effort. The course of action proposed by the researchers may be implemented, monitored and evaluated to ensure its effectiveness in the development of persistent and enthusiasm of student athletes in engaging sports and at the same time in academic. Future researches may be conducted to examine other aspects of motivating factors of student athletes in sports intervention.

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