



Sports Commitment, Training Motivation, and Athletic Performance among Selected NCAA South Players

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ABSTRACT

Participating in sports is essential for young people's life skills development. Adults are engaged in sports in the same ways that young people are—to maintain good health, enhance their interactions with others, and enhance their abilities (Cihan and Ilgar, 2019). Sports help young people develop their physical talents, and everyone who frequently participates in a sport appreciates the value of fitness and training in terms of how well they perform. This study's objective was to look into the level of sports commitment, training motivation, and athletic performance, probe the relationship between the athletes' level of sports commitment, training motivation, sports commitment, and athletic performance, and level of training motivation and athletic performance, and examine the predictive ability of the level of sports commitment, and training motivation, taken singly or in combination, of the level of athletic performance of NCAA players in the University of Perpetual Help System, Laguna. The findings revealed that the Athletes' level of sports commitment along with personal goals, coach impact, and time and effort was "very high", while the respondents' level of sports commitment along with intrinsic and extrinsic was "very high". On the other hand, the respondents' level of athletic performance along with self-confidence, athletic ability, and, emotional ability was "very high". In addition, the athlete's level of sports commitment in terms of time and effort, was significant to the level of training motivation in terms of intrinsic, respectively. In terms of respondents' level of sports commitment in terms of coach impact was correlated to their level of athletic performance in terms of self-confidence, athletic ability, and emotional ability. It implied that these indicators had a substantial impact on athletes' performance. It is expected that this study could help establish and maintain a commitment to sports and motivation to achieve a high level of athletic performance.

RESUMO

A prática desportiva é essencial para o desenvolvimento de competências para a vida dos jovens. Os adultos praticam desporto da mesma forma que os jovens – para manter uma boa saúde, melhorar as suas interações com outras pessoas e melhorar as suas capacidades (Cihan e Ilgar, 2019). O desporto ajuda os jovens a desenvolver os seus talentos físicos, e todos os que participam frequentemente num desporto apreciam o valor da preparação física e do treino em termos do seu desempenho. O objetivo deste estudo foi analisar o nível de comprometimento esportivo, motivação de treinamento e desempenho atlético, sondar a relação entre o nível de comprometimento esportivo dos atletas, motivação de treinamento, comprometimento esportivo e desempenho atlético, e nível de motivação de treinamento e desempenho atlético, e examinar a capacidade preditiva do nível de comprometimento esportivo e motivação de treinamento, isoladamente ou em combinação, do nível de desempenho atlético dos jogadores da NCAA no Sistema de Ajuda Perpétua da Universidade, Laguna. Os resultados revelaram que o nível de compromisso desportivo dos atletas, juntamente com os objetivos pessoais, o impacto do treinador, o tempo e o esforço, era "muito elevado", enquanto o nível de compromisso desportivo dos entrevistados, juntamente com os intrínsecos e extrínsecos, era "muito elevado". Por outro lado, o nível de desempenho atlético dos entrevistados, juntamente com a autoconfiança, capacidade atlética e capacidade emocional, foi "muito alto". Além disso, o nível de comprometimento desportivo do atleta em termos de tempo e esforço, foi significativo para o nível de motivação de treino em termos intrínsecos, respetivamente. Em termos do nível de compromisso desportivo dos entrevistados em termos de impacto do treinador, foi correlacionado com o seu nível de desempenho atlético em termos de autoconfiança, capacidade atlética e capacidade emocional. Implicava que estes indicadores tinham um impacto substancial no desempenho dos atletas. Espera-se que este estudo possa ajudar a estabelecer e manter o compromisso com o esporte e a motivação para alcançar um alto nível de desempenho atlético.

ARTICLE INFORMATION

Article process:

Submitted: 04/21/2024

Approved: 06/09/2024

Published: 06/15/2024



Keywords:

Sports commitment,
Training motivation, athletic
performance, athletes

Palavras-chave:

Compromisso desportivo,
Motivação de treino,
desempenho atlético, atletas

Introduction

Sports have become a necessary component of our social environment in today's world of rapid change and development due to their attractiveness. In the University, sports have gradually become an integral part of student life. Cihan and Ilgar (2019) [1] assert that sports activities are essential for the improvement of youths' life skills. Adults engage in sports, in the same ways that young people are to maintain good health, enhance their social lives, and enhance their abilities.

Performance athletes experience significant levels of worry and tension related to competition, both mentally and physically, as well as motivation to reach a specific degree of accomplishment, which has a psychological impact, according to a study by Sücüllü (2019) [2]. Eventually, this gives rise to a mood against their respective sports—which is also a form of dedication. According to Hodge et al. (2023) [3], The holistic approach to sports, known as "sports commitment," is characterized as a skill and emotional process that positively or negatively impacts an athlete's career in sports from a variety of aspects, including self-assurance, willpower, effort, fulfillment, and energy to perform well against adversity throughout life.

Furthermore, sports help young, active people in society enhance their physical abilities. Anybody who engages in sports regularly is aware of the correlation between performance, training, and fitness. However, there isn't a strategy that works for everyone to enhance athletic performance in terms of training. The study of Frisby, & Wanta (2019)[4] argued that sport-specific training will vary from sport to sport since it simulates the motions and abilities needed for that specific sport. An athlete receives guidance in sports preparation. Physical training is usually involved, such as improving strength, stamina, agility, quickness, and competence levels.

Additionally, Ryan and Deci (2020)[5] noted that an athlete's training commitment in sports is intended to set them up for outstanding performance in a particular sport. Its focus is different from that of regular personal training. Training for sports performance aims to prepare an athlete to participate in their chosen sport, as opposed to enhancing overall fitness: ambition, confidence, and resilience as well as optimum performance during the game. Additionally, Davidson and Beck (2019) [6] found a new study on college students' commitment and motivation. They discovered that a high degree of commitment is correlated with fundamental demands being met. They discovered that a high degree of commitment is correlated with fundamental demands being met.

Petranchuk's (2019) [7] study describes the effects of extrinsic incentive on performance. It was shown that extrinsic motivation—which originates from friends, parents,

or coaches—can have a significant impact on athletes' ability levels. Furthermore, Wendling et al. (2019) [8] discovered in their research that the development of close bonds of friendship generates wants for someone to have social acceptance from their peers due to the anticipation and challenge of rivalry and inspiration from peers. It was shown that extrinsic motivation—which can originate from friends, parents, or coaches has a significant impact on athletes of all ability levels.

Furthermore, Wendling et al. (2019) [8] discovered in their research that the development of close bonds of friendship generates a desire for someone to seek social acceptance from their peers due to the anticipation and challenge of rivalry and inspiration from peers. Athletes who exhibit high levels of concentration (interest) in sports are also likely to regard success as more attainable because of their high levels of cognition and emotion. Although they occasionally get into a dispute within the team, they usually find a good way to overcome it. Furthermore, Ulanday et al. (2024) [10] state that while conflict cannot be eliminated in any organization, particularly one as unstable as a student group, students can be taught how to handle conflict in an efficient way and valuable life skills in the process.

Conversely, because they perceive less thought and emotion, athletes who engage in sports with greater vigor (drive, power, and energy) are likely to regard themselves as successful. Additionally, the result highlights the significance of how athletes' perceptions of success are influenced by their participation in sports and the variations in how athletes view the capacity to regulate their inner states, such as their feelings and attitudes.

Nevertheless, it was pointed out, that there aren't many local studies that have been done yet that link sports commitment, and training motivation as predictors of the athletic performance of NCAA players. Hence, this research on the sports commitment, training motivation, and athletic performance of NCAA players was carried out to ascertain the correlation between the variables as the foundation for predicting the athletic performance of NCAA athletes. Furthermore, the findings of the study provide insights to fellow teachers and coaches to plan a powerful instructional strategy that will improve the self-advocacy skills of the athletes. Lastly, it could also serve to improve the sports commitment, training motivation, and athletic performance of NCAA South players since this would assess their commitment, motivation, and skills in their respective sports. It also helps them to perform well in playing sports, develop self-confidence, and identify their strengths and weaknesses.

Methodology

Quantitative research was used to get the data required for the investigation. A scenario, issue, or phenomenon as it naturally arises can be methodically, factually, accurately, and objectively described by the researcher using this study approach (Polka, 2019) [11].

Similarly, using the most successful research model for this study, the researcher used a descriptive-correlational research design.

The process of collecting, evaluating, and tabulating data regarding current circumstances, procedures, and practices, followed by a sufficient and accurate interpretation, is known as descriptive research. The researcher aimed to investigate the athletes' level of (a) sports commitment, (b) training motivation, and (c) athletic performance by employing these approaches. Similarly, the study was conducted using both documentary and empirical evidence by the researcher. The study's respondents, who were the NCAA South Players chosen from the University of Perpetual Help System - Laguna, and who voluntarily filled out the surveys, supplied empirical data.

A sample size of 163 was ascertained by applying a simple random sample technique and the Raosoft calculator. The researcher employed a self-made questionnaire to collect data. The research questionnaire was made up of validated questions that looked at the athletes' athletic performance, motivation for training, and devotion to sports of a particular NCAA South team. Three sections make up the questionnaire. The questionnaire was divided into three sections: one on sports commitment, the second on training motivation, and the third on the level of athletic performance of particular NCAA South players.

The self-made quality of the questionnaire meant that face and content validity checks were performed. For feedback and recommendations, it was shown to the committee of specialists in research, statistics, and education management. Initially, the expert verified the questionnaire to assess the items' suitability and content. The researcher discussed with different experts in educational management, research, and statistics to make sure the indicators included in the research questionnaire were pertinent to the study. A Cronbach's Alpha reliability test was also performed on the researcher-made questionnaire to ensure that the indicators were thoroughly validated.

The results were: for Sports commitment indicators (0.917), Training motivation indicators (0.932), and Athletic performance indicators (0.977). The researcher officially and properly asked permission to perform the study from the UPHS-Laguna Executive School Director. Following the request's approval, he worked with the athletic department to obtain the official roster of NCAA South players. He solicited the athletes' and respondents' participation to take part in the process of gathering data by outlining the goal of the study to them before the actual data collection. He then administered the survey to the athletes either in person or online, making sure to get the results as soon as possible to guarantee a 100% retrieval rate.

The data were then given to the statistician for analysis and statistical treatment after being encoded in Excel format. Statistical tools were used in the study: The respondents were described using the weighted mean that is: a) level of sports commitment in terms of personal goals, coach impact, and time and effort b) level of training motivation in terms of intrinsic and

extrinsic and c) level of athletic performance in terms of self-confidence, athletic ability, and emotional ability. Pearson r Moment Correlation Coefficient was used to determine the relationship between the respondents' level of sports commitment, level of training motivation, and level of athletic performance. Regression analysis was used to determine the predictive power of the level of sports commitment and level of training motivation in the respondents' level of athletic performance.

Results and Discussion

1. Respondents' Level of Sports Commitment

Table 1

Respondents' Level of Sports Commitment: Personal Goals

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	3.78	Very high	2
2	3.68	Very high	4
3	3.82	Very high	1
4	3.75	Very high	3
5	3.45	Very high	5
Overall Weighted Mean	3.69	Very High	

Table 1 presents the respondents' level of sports commitment in terms of personal goals. As shown in the table, indicator 3 "My sport allows me to develop more my skills" got a weighted mean of 3.82, and was verbally interpreted as strongly agree was ranked 1. Indicator 1 "I am determined to keep practicing my sport" got a weighted mean of 3.78, and was verbally interpreted as very high was ranked 2. Indicator 4 "My sport allows me to do something exciting" got a weighted mean of 3.75 and was verbally interpreted as very high and was ranked 3. Indicator 5 "I feel obligated to continue practicing my sport." got a weighted mean of 3.45, verbally interpreted as very high was ranked 5.

In summary, a weighted mean of 3.69 revealed that the respondents' level of sports commitment in terms of personal goals was very high. This implies that respondents had a strong dedication to their specific sport. The results validate the research conducted by Wendling et al. (2019), which posits that an athlete's aspirations play a role in motivating them to pursue sports and ultimately impact their success and victories in competition. Similarly, it is consistent with the research of Berki et al. (2020) [12], which concentrated on the cluster analysis of athletes' sport commitment profiles and produced a variety of results. It was discovered that enthusiastic athletes performed at much higher levels.

Table 2 presents the respondents' level of sports commitment in terms of coach impact. As seen in the table, indicator 5 "My sport allows me to achieve my competitive goals" got a weighted mean of 3.75, and was verbally interpreted as strongly agree was ranked 1. Indicator 3 "My coach made a significant contribution to this sport and reached my winning goals" and

Indicator 4 “My coach allowed me to complete the task of training from start to finish” both got a weighted mean of 3.73, and was explained as very high was ranked 2.5. Indicator 2 “My coach set high standards for me” got a weighted mean of 3.58 and was verbally interpreted as very high was ranked 4. Indicator 1 “My coach put forth a lot of intensity when we have training sessions” got a weighted mean of 3.54, verbally interpreted as very high was ranked 5.

Table 2

Respondents’ Level of Sports Commitment: Coach Impact

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	3.54	Very high	5
2	3.58	Very high	4
3	3.73	Very high	2.5
4	3.73	Very high	2.5
5	3.75	Very high	1
Overall Weighted Mean	3.67	Very High	

Overall, a weighted mean of 3.67 revealed that the respondents’ level of sports commitment to coach impact was very high. This implies that athlete’s commitment was influenced or shaped by their coaches. The coaching they receive plays a critical role in nurturing their attitudes, behaviors, and commitment in their sports. The results validate the study of O’Rourke et al. (2019) [13] explained that personal coach impact causes an athlete to pursue sports as it encourages him/her and the behavior of coach impacts their performance. Furthermore, according to (Yıldırım, 2021) [13], an athlete’s devotion to sports can either motivate them to continue or discourage them from doing so, which can have an impact on their athletic performance.

Table 3

Respondents’ Level of Sports Commitment: Time and Effort

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	3.69	Very high	3
2	3.60	Very high	4
3	3.74	Very high	2
4	3.47	Very high	5
5	3.79	Very high	1
Overall Weighted Mean	3.66	Very High	

Table 3 presents the respondents’ level of sports commitment in terms of time and effort. As seen in the table, indicator 5 “Attending training session allows me to develop my skills” got a weighted mean of 3.79, and was verbally interpreted as very high was ranked 1. Indicator 3 “During practice sessions, I persevere to correct my mistakes according to my coach evaluation” got a weighted mean of 3.74, and was verbally interpreted as very high was ranked 2. Indicator 2 “I display a lot of energy every training session” got a weighted mean of 3.75 and

was verbally interpreted as very high was ranked 4. Indicator 4 “Practicing my sport gives me the opportunity to gain commercial or job-related benefits” got a weighted mean of 3.47, explained as very high was ranked 5.

Overall, a weighted mean of 3.66 revealed that the respondents’ level of sports commitment in terms of time and effort was very high. This implies that athletes allocated significant amounts of time and exert considerable effort towards their participation in sports-related activities.

The findings support the study of Davidson and Beck (2019)[14] which highlighted the importance of time and effort in sports commitment. It is the most fundamental factor for the success of an athletes.

Table 4

Summary Table of the Respondents’ Level of Sports Commitment			
Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Personal goals	3.69	Very high	1
2.Coach impact	3.67	Very high	2
3.Time and effort	3.66	Very high	3
Overall Weighted Mean	3.67	Very High	

Table 4 presents the Summary Table of the respondents’ level of sports commitment along with personal goals, coach impact and time and effort. As seen in the table, indicator 1 “personal goals” got a weighted mean of 3.69, and was verbally interpreted as very high was ranked 1. Indicator 2 “coach impact” got a weighted mean of 3.67, and was verbally interpreted as very high was ranked 2. Indicator 3 “time and effort” got a weighted mean of 3.66 and verbally interpreted as very high was ranked 3.

Overall, a weighted average of 3.67 indicated that respondents’ level of sports commitment with personal goals, coach impact and time and effort was very high. The result implies that athletes were goal-oriented, has a strong sense of community and belonging with a team and sports community. The results are in line with Yildirim, M. (2021) study, indicates that student athletes had high levels of sports commitment. One could claim that athletes demonstrate commitment when they train consistently, pay attention to their training, internalize the training concepts, and inspire themselves to workout. Additionally, Hundito (2022) [15] contended in their research that the relationship between Sport enjoyment, social constraints, and involvement opportunities are positively correlated with athlete satisfaction variables, which include training and instruction satisfaction, personal treatment satisfaction, team performance satisfaction, and individual performance satisfaction.

Athletes' Level of Training Motivation

Table 5 presents the respondents' level of training motivation in terms of intrinsic. As seen in the table, indicator 1 "I know my responsibilities related to my sports" got a weighted mean of 3.77, and was verbally interpreted as strongly agree was ranked 1. Indicator 4 "I positively accept the coach evaluation about my ability in terms of strength and weaknesses" got a weighted mean of 3.72, and was verbally interpreted as very high was ranked 2. Indicator 9 "We encourage our team mates to push themselves harder to be the best version of themselves in our sports" got a weighted mean of 3.70 and verbally interpreted as very high was ranked 3. Indicator 2 "My coach gives feedback and reinforcements based on the behavior and output I showed as an athletes" got a weighted mean of 3.69, verbally interpreted as very high was ranked 4. Indicator 3 "My coach recognizes our contribution to the sports" got a weighted mean of 3.66, and indicator 6 "We work together as a team to set challenging goals" both was verbally interpreted as very high was ranked 5.5.

Table 5

Respondents' Level of Training Motivation: Intrinsic

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	3.77	Very high	1
2	3.69	Very high	4
3	3.66	Very high	5.5
4	3.72	Very high	2
5	3.42	Very high	10
6	3.66	Very high	5.5
7	3.64	Very high	7
8	3.47	Very high	9
9	3.70	Very high	3
10	3.60	Very high	8
Overall Weighted Mean	3.63	Very High	

In summary, a weighted mean of 3.63 revealed that the respondents' level of training motivation in terms of intrinsic was very high. This implies that athletes were internally driven to participate in training activities, likely deriving pleasure or personal fulfillment from the process of training and improving their skills.

The findings are consistent with the study of Kapur (2019) [16] emphasized the positive impact of intrinsic motivation and athletic performance. By working together as a team to set challenging goals, coaches and players achieve a high level of motivation that helps them to achieve the goal.

Table 6 presents the respondents' level of training motivation in terms of extrinsic. As seen in the table, indicator 10 "I motivate myself to win in exchange for additional percentage for scholarship" got a weighted mean of 3.58, and was verbally interpreted as strongly agree was ranked 1. Indicator 4 "Our superior/head of sports department supports our endeavors when we are competing with other schools" got a weighted mean of 3.53, and was verbally

interpreted as very high was ranked 2. Indicator 2 “The institutions sports equipment and supplies are sufficient for us to use” and indicator 3 “The institution provides incentives for coaches and scholarship for athletes” both got a weighted mean of 3.51 and verbally interpreted as very high was ranked 3.5. Indicator 1 “The physical conditions of the institution are suitable in the environment for physical sports and development” got a weighted mean of 3.50, verbally interpreted as very high was ranked 5.

Table 6
Athletes’ Level of Training Motivation: Extrinsic

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	3.50	Very high	5
2	3.51	Very high	3.5
3	3.51	Very high	3.5
4	3.53	Very high	2
5	3.45	Very high	6
6	3.27	Very high	8
7	3.43	Very high	7
8	3.03	Very high	10
9	3.11	Very high	9
10	3.58	Very high	1
Overall Weighted Mean	3.39	Very high	

The outcomes agree with Röthlin et al. A study conducted in 2023[17] examined the impact of self-compassion on training motivation and the negative self-conscious feelings of shame and guilt during sport-specific daily stress (SSDS). Multilevel studies revealed a correlation between SSDS and a higher degree of negative self-conscious emotions as well as a lower motivation to work. Additionally, self-compassion did not correlate with training motivation and reduced the impact of SSDS on shame.

Table 7 presents the Summary Table of the respondents’ level of training motivation along with intrinsic and extrinsic. As seen in the table, indicator 1 “intrinsic” got a weighted mean of 3.63, and was verbally interpreted as very high was ranked 1. Indicator 2 “extrinsic” got a weighted mean of 3.39, and was verbally interpreted as very high was ranked 2.

Table 7
Summary Table of the Athletes’ Level of Training Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Intrinsic	3.63	Very high	1
2. Extrinsic	3.39	Very high	2
Overall Weighted Mean	3.51	Very high	

In summary, a weighted average of 3.51 revealed that the respondents' level of sports commitment along intrinsic and extrinsic was very high. The result implies that athletes are not only participating for the sheer love and internal satisfaction derived from the sports but are also driven by the tangible rewards and recognition that come from their effort to win. This combination of motivations is contributing to their strong commitment to sports.

The findings are consistent with the research of Petranchuk (2019) [18], which shows that both intrinsic and extrinsic motivation affect athletes' performance and have an impact on them. For example, teenage athletes may have a desire to fit in with their friends socially. Additionally, Kucukibis & Gul's (2019)[19] study found that intrinsic motivation accounted for the majority of the motivational characteristics among students participating in team sports. When it comes to the motivations for participating in sports, the main ones were learning more about the sport, acquiring new skills for training, and finding ways to become better athletes.

3. Athletes' Level of Athletic Performance

Table 8

Respondents' Level of Athletic Performance: Self-Confidence

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	3.56	Very high	7.5
2	3.58	Very high	4.5
3	3.62	Very high	2
4	3.60	Very high	3
5	3.58	Very high	4.5
6	3.64	Very high	1
7	3.55	Very high	9
8	3.56	Very high	7.5
9	3.42	Very high	10
10	3.57	Very high	6
Overall Weighted Mean	3.57	Very high	

Table 8 presents the respondents' level of athletic performance in terms of self-confidence. As seen in the table, indicator 6 "I always have a vision as to what our coach and team can accomplish" got a weighted mean of 3.64, and was verbally interpreted as very high and was ranked 1. Indicator 3 "I believe in myself and my teammates" got a weighted mean of 3.62, and was verbally interpreted as outstanding and was ranked 2. Indicator 4 "I always show a competitive edge towards our opponents" got a weighted mean of 3.60 and verbally interpreted as outstanding was ranked 3. Indicator 2 "I work cooperatively and get along with my teammates" and indicator 5 "I always show a proper degree of concentration" both got a weighted mean of 3.58, verbally interpreted as outstanding was ranked 4. 5.

In summary, a weighted mean of 3.57 revealed that the respondents' level of level of athletic performance in terms of self- confidence was very high. This implies that the athlete's remarkable athletic performance is closely linked to their exceptional self-confidence, highlighting the importance of psychological factors in sports achievement.

The findings support the arguments made by Batucan et al. (2019)[20] in their study regarding the significance of sports involvement and success perception in athletes' performance. The findings demonstrated that athletes with high levels of excitement and devotion to their sport are likely to enhance the sense of success because they exhibit strong emotions and high levels of perceived thought.

Table 9 presents the respondents' level of athletic performance in terms of athletic ability. As seen in the table, indicator 2 "I worked hard every training to achieve my body condition in preparation for the game" got a weighted mean of 3.56, and was verbally interpreted as very high was ranked 1. Indicator 9 "I feel full of energy very time we have game or match with other team got a weighted mean of 3.55 and verbally interpreted as outstanding was ranked 2. Indicator 6 "I am persistent with my sport activity every time we have game" and indicator 10 " I set my performance goals for each practice" both got a weighted mean of 3.52, verbally interpreted as outstanding was ranked 3. 5.

Table 9

Respondents' Level of Athletic Performance: Athletic Ability

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	3.50	Very high	5
2	3.56	Very high	1
3	3.37	Very high	10
4	3.45	Very high	7.5
5	3.45	Very high	7.5
6	3.52	Very high	3.5
7	3.47	Very high	6
8	3.44	Very high	9
9	3.55	Very high	2
10	3.52	Very high	3.5
Overall Weighted Mean	3.48	Outstanding	

On the other hand, Indicator 3, "I when I am under pressure from my opponent, I see to it that I will make a right decision" obtained a weighted mean of 3.37, verbally interpreted

as very high was ranked 10. Indicator 8, “I am strong and vigorous with my sport performance” obtained a weighted mean of 3.44, verbally interpreted as outstanding was ranked 9.

In summary, a weighted mean of 3.48 revealed that the respondents’ level of athletic performance in terms of athletic ability was outstanding. This implies that the athletes possess outstanding physical capabilities that enable them to excel in their chosen sports or athletic endeavors. This could include attributes such as strength, speed, agility, coordination, endurance, and technical proficiency.

Table 10 presents the respondents’ level of athletic performance in terms of emotional ability. As seen in the table, indicator 8 “I have a straightforward personality and accept my mistakes every time I make it during game” got a weighted mean of 3.61, and was verbally interpreted as very high was ranked 1. Indicator 2 “I improve my skills by listening to my coach’s advice and instructions” got a weighted mean of 3.60, and was verbally interpreted as outstanding was ranked 2. Indicator 9 “I enjoy life to have a positive outlook on my sport and to have focus every time we have game” got a weighted mean of 3.57 and verbally interpreted as outstanding was ranked 3. Indicator 3 “I remain positive during competition no matter how badly things are going” and indicator 7 “I always show positive attitude every time we have a game” both got a weighted mean of 3.52, verbally interpreted as outstanding was ranked 4. 5.

Table 10

Respondents’ Level of Athletic Performance: Emotional Ability

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	3.25	Very high	10
2	3.60	Very high	2
3	3.52	Very high	4.5
4	3.44	Very high	8
5	3.48	Very high	7
6	3.37	Very high	9
7	3.52	Very high	4.5
8	3.61	Very high	1
9	3.57	Very high	3
10	3.51	Very high	6
Overall Weighted Mean	3.49	Very High	

In summary, a weighted mean of 3.49 revealed that the respondents’ level of athletic performance in terms of emotional ability was very high. This implies that the athlete’s emotional skills played a role in their achievement. Their performance is not just a matter of physical or technical skill, but also a reflection of their emotional intelligence and management.

Table 11 presents the Summary Table of the respondents’ level of athletic performance along with self- confidence, athletic ability and emotional ability. As seen in the table, indicator 1 “self- confidence” got a weighted mean of 3.57, and was verbally interpreted as outstanding was ranked 1. Indicator 3 “emotional ability” got a weighted mean of 3.49, and was verbally

interpreted as outstanding was ranked 2. Indicator 2 “athletic ability” got a weighted mean of 3.49, and was verbally interpreted as outstanding was ranked 3.

Table 11

Summary Table of the Respondents’ Level of Athletic Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Self-confidence	3.57	Very high	1
2. Athletic ability	3.48	Very high	3
3. Emotional ability	3.49	Very high	2
Overall Weighted Mean	3.51	Very High	

In summary, a weighted average of 3.51 revealed that the respondents’ level of athletic performance along with self-confidence, athletic ability, and emotional ability was very high. The result implies that these elements played a crucial role in shaping an athlete's ability to train effectively, compete at a high level, and achieve success in sports. This holistic view of athletic performance highlights the importance of both physical and psychological factors in reaching exceptional levels of achievement in sports.

The findings are consistent with a study by Javaid et al. (2016) [22], which shows that athletic performance can be predicted by self-confidence. A faster rate of self-assurance will translate into improved performance. Additionally, a study by Lopes Dos Santos et al. (2020) [23] suggests that helping athletes build strong coping mechanisms to boost their ability and confidence can help minimize the possible negative physiological and psychological effects of stress in sports that could otherwise impair their performance.

4. Relationship Between the Respondents’ Level of Sports Commitment and Level of Training Motivation

Table 12

Relationship Between the Respondents’ Level of Sports Commitment in terms of Personal Goals and Level of Training Motivation

Level of Sports Commitment: Personal Goals	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Intrinsic motivation	.585 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Extrinsic motivation	.467 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

For the relationship between respondents’ level of sports commitment in terms of personal goals and their level of training motivation in terms of intrinsic (r=.585) and extrinsic

($r=.467$), both p-values obtained were .000 which was lower than the test of significance at .01, therefore, a significant relationship was noted. This means that the higher the respondent's level of sports commitment in terms of personal goals, the higher their level of training motivation.

The results corroborate the research conducted by Davidson and Beck (2019)[24], who examined the connection between student athletes' motivation and commitment. They discovered that a high degree of commitment is correlated with fundamental demands being met. Furthermore, the Motivation and Commitment to Sports Practice study by Leyton-Román et al. (2021)[25] revealed that the most pertinent findings indicated notable disparities in favor of the male gender regarding levels of controlled motivation and motivation, as well as higher levels of self-efficacy and fundamental emotional need of independence.

Table 13

Relationship Between the Respondents' Level of Sports Commitment in terms of Coach Impact and Level of Training Motivation

Level of Sports Commitment: Coach Impact	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Intrinsic motivation	.520 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Extrinsic motivation	.596 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

For the relationship between respondents' level of sports commitment in terms of coach impact and their level of training motivation in terms of intrinsic ($r=.520$) and extrinsic ($r=.596$), both p-values obtained were .000 which was lower than the test of significance at .01, This means that the higher respondents' level of sports commitment in terms of coach impact, the higher their level of training motivation.

The results are consistent with a study by Krommidas et al. (2022)[26], which found that athletes are more likely to be motivated to devote time and energy to training to meet their coaches' expectations and reach their full potential as athletes when they believe that their coaches have a positive influence on their commitment. Further research by Velasco and Alforja (2021) [27] revealed a strong correlation between extrinsic motivating techniques and athletes' performance abilities. The remaining sub-variables in the coaches' and students' competency skills and motivating abilities did not demonstrate any importance, and it was proposed that the sports coordinator might make sure that a sports development program is in place to train and develop the top coaches and athletes across all sports.

For the relationship between respondents' level of sports commitment in terms of time and effort, and their level of training motivation in terms of intrinsic ($r=.799$) and extrinsic ($r=.633$), both p-values obtained were .000 which was lower than the test of significance at .01, therefore, a significant relationship was noted. This means that the higher the respondents' level of sports commitment in terms of time and effort, the higher their level of training motivation.

Table 14

Relationship Between the Respondents' Level of Sports Commitment in terms of Time and Effort and Level of Training Motivation

Level of Sports Commitment: Time and Effort	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Intrinsic motivation	.799 (high correlation)	.000	Null Hypothesis Rejected	Significant
Extrinsic motivation	.633 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

It supports the study made by White, (2021) [28]stating that...When individuals dedicate significant amounts of time and effort to their sports commitments, it indicates a strong dedication and involvement in their athletic pursuits. This commitment could involve regular practice sessions, participation in competitions, physical conditioning, and other activities aimed at improving their skills and performance.

5. Relationship Between the Respondents' Level of Sports Commitment and Level of Athletic Performance

Table 15

Relationship Between the Respondents' Level of Sports Commitment in terms of Personal Goals and Level of Athletic Performance

Level of Sports Commitment: Personal Goals	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Self-confidence	.493 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Athletic ability	.456 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Emotional ability	.434 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

For the relationship between respondents' level of sports commitment in terms of personal goals and their level of athletic performance in terms of self-confidence ($r=.493$), athletic ability (.456) and emotional ability ($r=.434$), all p-values obtained were .000 which was lower than the test of significance at .01, therefore, significant relationship was noted. This means that the higher the respondents' level of sports commitment in terms of personal goals, the higher their level of athletic performance.

This relationship highlights the importance of setting and pursuing personal goals in sports as a driver of both commitment and performance of athletes. The result support the study made by Pluhar et.al, (2019)[29] arguing that when athletes are deeply committed to their personal goals, they are more likely to dedicate themselves fully to their training, leading to improvements in their skills, abilities, and overall athletic performance.

Table 16

Relationship Between the Respondents' Level of Sports Commitment in terms of Coach Impact and Level of Athletic Performance

Level of Sports Commitment: Coach Impact	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Self-confidence	.564 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Athletic ability	.567 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Emotional ability	.489 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

For the relationship between respondents' level of sports commitment in terms of coach impact and their level of athletic performance in terms of self-confidence ($r=.564$), athletic ability (.567) and emotional ability ($r=.489$), all p-values obtained were .000 which was lower than the test of significance at .01, therefore, significant relationship was noted. This means that the respondents' higher the level of sports commitment in terms of coach impact, the higher their level of athletic performance.

The findings support the study made by Labadan (2021)[30] stating that When athletes feel that their coaches have a positive impact on their commitment, they are more likely to benefit from the guidance and support provided, leading to improvements in their skills, abilities, and overall athletic performance.

For the relationship between respondents' level of sports commitment in terms of time and effort and their level of athletic performance in terms of self-confidence ($r=.634$), athletic ability (.643) and emotional ability ($r=.599$), all p-values obtained were .000 which was lower

than the test of significance at .01, therefore, a significant relationship was noted. This means that the higher the respondents' level of sports commitment in terms of time and effort, the higher their level of athletic performance.

Table 17

Relationship Between the Respondents' Level of Sports Commitment in terms of Time and Effort and Level of Athletic Performance

Level of Sports Commitment: Time and Effort	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Self-confidence	.634 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Athletic ability	.643 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Emotional ability	.599 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

This relationship can be explained that individuals who dedicate more time and effort to their sports commitments tend to achieve higher levels of athletic performance. The findings support the study made by Parenteau 2021) [31] stating that individuals who have a higher level of sports commitment tend to achieve higher levels of athletic performance. This implies that the dedication, consistency, and hard work put into training and preparation positively impact athletes' ability to perform well in their sports. Moreover, Escasa and Ofri's study from 2022 [32] emphasizes the relationship between student-athlete-related factors and performance in public secondary schools in the province of Quezon. The findings showed a strong correlation between the variables influencing a student-athlete's status and their academic and athletic achievement. Furthermore, there is a strong correlation between academic success and family support.

6. Relationship Between the Respondents' Level of Training Motivation and Level of Athletic Performance

Table 18

Relationship Between the Respondents' Level of Training Motivation in terms of Intrinsic Factor and Level of Athletic Performance

Level of Training Motivation: Intrinsic Factor	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Self-confidence	.674 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Athletic ability	.708 (high correlation)	.000	Null Hypothesis Rejected	Significant
Emotional ability	.633 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

For the relationship between respondents' level of training motivation in terms of intrinsic factor and their level of athletic performance in terms of self-confidence ($r=.674$), athletic ability ($.708$), and emotional ability ($r=.633$), all p-values obtained were .000 which was lower than the test of significance at .01, therefore, a significant relationship was noted. This means that the higher the respondents' level of training motivation in terms of intrinsic, the higher their level of athletic performance.

This relationship can be explained that when athletes have a high level of intrinsic motivation they are more likely to perform better. The findings support the study made by Kucukibis & Gul, (2019)[33] stating that athletes have a high level of intrinsic motivation when they are genuinely driven by their enjoyment and satisfaction from the sport. This could be because their passion for the sport leads them to train more consistently, push themselves harder, and persist in the face of challenges.

Table 19

Relationship Between the Respondents' Level of Training Motivation in terms of Extrinsic Factor and Level of Athletic Performance

Level of Training Motivation: Extrinsic Factor	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Self-confidence	.540 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Athletic ability	.610 (high correlation)	.000	Null Hypothesis Rejected	Significant
Emotional ability	.555 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

For the relationship between respondents' level of training motivation in terms of extrinsic factor and their level of athletic performance in terms of self-confidence ($r=.540$), athletic ability ($.610$) and emotional ability ($r=.555$), all p-values obtained were .000 which was lower than the test of significance at .01, therefore, significant relationship was noted. This means that the higher the respondents' level of training motivation in terms of extrinsic factor, the higher their level of athletic performance.

The findings support/contradict the study made by Kucukibisand Gul (2019)[34] stating that athletes that are driven by extrinsic factors, are more likely to excel in their sport. Furthermore, the study by Lobo (2022) [35], which examined the impact of special programs in sports on student-athletes performance in physical education classes and athletic activities at nearby Philippine colleges, found that SPS levels were extremely high with regard to coach/teacher, sporting events, facilities, and training schedules.

7. Regression Analysis of Level of Sports Commitment and Level of Training Motivation in Level of Athletic Performance

Table 20

Regression Analysis of Respondents' Level of Sports Commitment in Their Level of Athletic Performance

Predictor	Dependent Variable	β	R ²	ANOVA	t	p-value	Decision	Interpretation
Level of sports commitment	Level of athletic performance	.653	.427	F=119.942	10.952	.000*	Null Hypothesis Rejected	Significant

*Significant @ 0.01

Table 20 shows the predictive power of the respondents' level of sports commitment in their level of athletic performance. As indicated, level of sports commitment accounted for 42.70% (F=119.942; t=10.952) of the variability of the dependent variable, with the remaining 57.30% for other factors. Results also showed that for every one-unit increase in the respondents' level of sports commitment, there is .653 increase in their level of athletic performance. Meanwhile, the probability test showed a p-value of .000 which was lower than the significant value of .01, therefore, significant relationship was noted. This means that the respondents' level of sports commitment significantly predicts their level of athletic performance.

This can be explained that athletes who demonstrate a high level of commitment to their sport are more likely to achieve a higher level of athletic performance. The findings support the study made by Parenteau 2021)[36] stating that individuals who have a higher level of sports commitment tend to achieve higher levels of athletic performance. This implies that the dedication, consistency, and hard work put into training and preparation positively impact athletes' ability to perform well in their sports.

Table 21 shows the predictive power of the respondents' level of training motivation in their level of athletic performance. As indicated, level of training motivation accounted for 50.40% (F=163.701; t=12.795) of the variability of the dependent variable, with the remaining 49.60% for other factors. Results also showed that for every one-unit increase in the respondents' level of training motivation, there is .710 increase in their level of athletic

performance. Meanwhile, the probability test showed a p-value of .000 which was lower than the significant value of .01, therefore, significant relationship was noted. This means that the respondents' level of training motivation significantly predicts their level of athletic performance.

Table 21

Regression Analysis of Respondents' Level of Training Motivation in Their Level of Athletic Performance

Predictor	Dependent Variable	β	R ²	ANOVA	t	p-value	Decision	Interpretation
Level of training motivation	Level of athletic performance	.710	.504	F=163.701	12.795	.000*	Null Hypothesis Rejected	Significant

*Significant @ 0.01

This can be explained that when athletes are highly motivated to train, they are more likely to dedicate themselves fully to their preparation, which can lead to improved performance in their sport. The findings support the study made by Kucukibis & Gul, (2019)[33] stating that athletes have a high level of motivation, they are more likely to continue doing their passion for the sports that leads them to train more consistently, push themselves harder, and persist in the face of challenges and perform well.

Conclusions

The respondents demonstrate a strong dedication to their sport, and display a strong dedication to their sport, suggesting a high likelihood of achieving their personal goals. The motivation and external rewards or pressures and potentially external factors like recognition, competition, or scholarships.

To understand the relative weight of intrinsic and extrinsic factors while both motivations are high, it's valuable to explore which one has a stronger influence on commitment. This can help design interventions to enhance, and to establish the long-term enjoyment and persistence in the sport.

The respondents likely excel in their athletic endeavors for having an outstanding high self-confidence, outstanding athletic ability as a core requirement for strong performance and outstanding emotional ability that athlete's ability to manage emotions effectively under pressure. Moreover, The higher the respondents' level of sports commitment, the higher their level of training motivation. The higher the respondents' level of sports commitment, the higher their level of athletic performance. The higher the respondents' level of training motivation, the higher their level of athletic performance.

Athlete's sports commitment and training motivation are predictors of their athletic performance. The researcher suggested the following recommendations. Coach should maintain establishing a positive trait to the student athletes so their commitment to their respective sport should be maintain. They have to focus on achievement to set specific goals with a strong commitment and high effort, the respondent is likely aiming for significant achievements. Athletes and coaches should maintain a very high motivation through their collective efforts and continue the programs that helps them sustain their motivation. Effective coaches provide encouragement, clear goals, and a sense of belonging, fostering a desire to train hard.

When athletes have clear goals, they can see the purpose behind their training and feel more motivated. Coaches use strategic planning to boost players commitment and motivation to create a smart goal to work with the players to establish goals that are specific, measurable, achievable and relevant. Connect goals with purpose to help players understand how their individual goals contribute to the team's success and a larger purpose that ignites a sense of belonging and collective drive.

Coaches foster the intrinsic motivation of athletes to improve their performance to increase enjoyment and persistence, better focus and concentration, long-term commitment, and positive reinforcement.

By fostering intrinsic motivation, we can create a more enjoyable and effective training environment for our athletes, ultimately leading to better performance. Athletes should continue to adopt the techniques, and strategies enhancing training motivation within athletic programs and sports. Building and maintaining high levels of training motivation by setting specific and challenging goals, positive reinforcement, identifying intrinsic motivators, visualization, and addressing challenges. In the future, researchers could repeat the study while taking other factors into account such as coach motivation, balance between work and life and competency.

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