

MOTIVATIONAL DRIVE ON THE STRASUC SPORTS EVENTS PERFORMANCE OF THE STUDENTS' ATHLETE

AGRIFINO T. MANALO JR.

agrifino.manalo@gmail.com

Laguna State Polytechnic University, 4009 Philippines

ABSTRACT

Motivational drive is frequently influenced by a confluence of natural biological impulses, like hunger or thirst, and psychological variables, such our beliefs, values, and goals. Both internal elements, like our ideas and feelings, and external forces, like rewards or penalties, can have an impact on it. Depending on their unique requirements, objectives, and circumstances, various persons may exhibit varying degrees of motivational drive. While some people find it easy to acquire the desire and focus to take action, others may struggle. Overall, recognizing and using our motivating drive can be essential to finding success and fulfillment in both our personal and professional life.

The author of this study wanted to know how much is the motivational drive of the college student's athlete had and how much pressure they are under, and how much of that pressure affects whether they participate in physical activity like Sports events in STRASUC tournament. The study also focused on understanding of the athletes' performance and amount of participation in physical or sporting activities. The survey also identified the kinds of physical or athletic activities that students engage in, as well as their duration and frequency. The study's research methodology was a descriptive one. Using random sampling technique, eighty-seven (87) out of ninety one (91) students' athlete from the Laguna State Polytechnic University Sta. Cruz Campus in Brgy. Bubukal Santa Cruz, Laguna were selected as student – respondents. A five – point Likert type of survey questionnaire was used as the main research instrument. The data gathered using this instrument was analyzed and interpreted using the appropriate statistical tools.

The findings indicated that respondents who engage in physical activity and sports do so for three reasons: they want to maintain their physical fitness, they want to avoid despair, and they want to benefit from grade incentives. The respondents' interpersonal and intrapersonal motivations do not prevent them from engaging in physical activity and sports, according to their motivational drive. Unlike non-participants who do not receive the same support, they have a lot of it from friends and relatives.

Despite their social and structural limitations, student athletes are passionately motivated to engage in physical activity and sports. Whether they participate or not, they are motivated to the same degree. Athletes who compete on college teams share the same level of extrinsic motivation. Furthermore, only intrinsic motivations fluctuate with an athlete's competence; extrinsic motivation components only vary with their athletic performance. The behavior of athletes dramatically alters intrapersonal motivation. Moreover, the frequency and length of any physical exercise are linked to intrapersonal and interpersonal restrictions. and also have a relationship to one another. Sex affects the kind of physical and athletic activities.

Keywords:

Motivational drive, STRASUC, Sport Events Performance, Students' Athlete

INTRODUCTION

An athlete's motivational drive is defined as the internal forces that push them to perform at their highest-level during training and competition. Athletes who have a strong motivational drive are typically more focused, disciplined, and dedicated to their sport. They are willing to put in the hard work and effort

required to achieve their goals and succeed. There are various factors that can influence an athlete's motivational drive, including their personal goals, their passion for their sport, and their desire for success. Athletes who have a clear understanding of their goals and a strong desire to achieve them are often more motivated than those who lack direction or purpose.

Other factors that can impact an athlete's motivation include their confidence levels, their perceived competence in their sport, and their overall mindset. For example, athletes who have a growth mindset and believe that they can improve their skills through hard work and dedication are often more motivated than those who have a fixed mindset and believe that their abilities are set in stone. Coaches and trainers also play an important role in motivating athletes. They can provide guidance, support, and feedback to help athletes stay focused and committed to their goals. Positive reinforcement, such as praise and recognition, can also help athletes maintain their motivation and drive. Overall, the motivational drive of an athlete is essential for their success in their sport. By understanding and harnessing their internal motivators, athletes can stay focused, driven, and committed to achieving their goals.

The Southern Tagalog Region Association of State Universities and Colleges (STRASUC) is a consortium of state universities and colleges located in the southern part of the Luzon Island in the Philippines. It was established to promote cooperation and collaboration among member institutions in the areas of education, research, and extension services.

Background of the study

In the Philippines, there are a number of Republic Acts (RAs) that support and promote the growth of sports, which can aid in increasing athletes' motivation, first is the RA 6847 or the Philippine Sports Commission Act - This law created the Philippine Sports Commission (PSC), which is responsible for the development of sports in the country. The PSC provides support and funding for sports programs and activities, including training and competitions, which can help to motivate athletes. Second is the RA 10588 or the Palarong Pambansa Act - This law promotes sports development by institutionalizing the Palarong Pambansa, a national sports competition for students. The competition aims to develop the skills and talents of young athletes and promote sportsmanship and camaraderie among participants. Third is the RA 10699 or the National Athletes and Coaches Benefits and Incentives Act - This law provides incentives and benefits to national athletes and coaches, including cash awards, training and educational opportunities, and health insurance. These incentives can help to motivate athletes and encourage them to continue pursuing their sports careers. And last is the RA 11214 or the student-Athletes Protection Act - This law promotes the welfare and protection of student-athletes by providing them with access to healthcare, academic support, and other resources. By ensuring that student-athletes have the support they need, this law can help to motivate them to participate in sports and achieve their goals.

Overall, these Republic Acts and other sports-related laws in the Philippines aim to promote and support sports development, which can help to foster the motivational drive of athletes in participating in sports events.

In relation the Commission on Higher Education (CHED) in the Philippines has issued several memoranda related to sports events and activities that can be conducted by State Universities and Colleges (SUCs). Here are some examples:

CHED Memorandum Order (CMO) No. 38, s. 2015 - This memorandum provides guidelines on the conduct of sports development programs and activities in SUCs. It emphasizes the importance of sports in promoting holistic development among students and encourages SUCs to prioritize sports development in their academic programs.

CMO No. 67, s. 2017 - This memorandum provides guidelines for the conduct of sports events and activities in SUCs, particularly the National Capital Region Athletic Association (NCRAA) and the Private Schools Athletic Association (PRISAA). It outlines the eligibility requirements, rules and regulations, and other guidelines for the conduct of these events.

CMO No. 6, s. 2019 - This memorandum provides guidelines for the implementation of the Universal Access to Quality Tertiary Education Act, which includes provisions for sports development programs and activities in SUCs. It emphasizes the importance of sports in promoting physical and mental health, and encourages SUCs to allocate resources for sports development.

Overall, these CHED memoranda emphasize the importance of sports development in SUCs and provide guidelines for the conduct of sports events and activities. By promoting sports development, SUCs can help to foster the motivational drive of athletes and encourage them to participate in sports events.

Theoretical framework

The researcher looked for and employed the following hypotheses in order to justify the current investigation.

Motivational drive is a complex psychological construct that refers to the internal state that impels an individual to act in a certain way to satisfy a need or desire. There are several theories of motivational drive, and some of the most influential ones are:

Self-determination theory (SDT) by Deci and Ryan is a well-known motivation theory that has been applied to physical activity and sport, according to Molanorouzi et al. (2015). SDT is a general theory of human motivation (intrinsic and extrinsic), personality, and social context that discusses how social context affects human motivation and behavior. When someone is motivated by their intrinsic pleasure and fulfillment, they are said to be motivated intrinsically. Individuals who are intrinsically motivated enjoy choice in their behavioral inclinations and the ideal amount of challenge, satisfying their demands for competence. Extrinsic motivation is important during the early stages of adopting physical activity, whereas intrinsic motivation is important for maintaining physical activity programs. In order to better understand motivation, Deci and Ryan's Self-determination Theory (SDT) was adopted for this study. Using SDT, the researcher was able to determine the many types of reasons why the respondents participated in physical activity.

Statement of the Problem

This study aims to determine the motivational drive of the Motivational Drive on The STRASUC Sports Events Performance of the students' Athlete. Specifically, it aims to seeks the answers to the following questions:

1. What is the level of Motivational drive of the in terms of Intrinsic with regards of:
 - 1.1. Emotional Competence;
 - 1.2. Physical Competence; and
 - 1.3. Social Competence?
2. What is the level Motivational drive of the in terms of Extrinsic with regards of:
 - 2.1. Rewards;
 - 2.3. Performance and Ranking?
3. What is the level of STRASUC of Sport events performance of Students' athlete in terms of:
 - 3.1. Honesty;
 - 3.2. Discipline; and

3.3. Sportsmanship?

4. What is the level of STRASUC of Sport events performance of Students' athlete:

4.1. Skillful;

4.2. Well experienced?

5. Is there a significant relationship between motivational drive and SRASUC Sports Event Performance of Students' Athlete?

REVIEW OF RELATED LITERATURE

Related Literature

This chapter aspires to give background information on the studies concerning the topic on what is already known in the area of interest and what are still needed to be done for this research undertaking. Motivation drive is one of the principles of all the athletic performance of both athletes and coaches. The desire and greediness to achieve the best performance depend on the motivation of both parties. Thus, the internal and external motivations have important roles in pushing the athletes to achieve their goal. Confidence, intensity, presence of mind and emotions are meaningless, if you are not motivated to do what it takes to maximize your capability and attain your goals.

Intrinsic motivational drive is a psychological construct that refers to the innate desire of an individual to engage in a particular activity for its own sake, rather than for any external rewards or benefits.

Emotional competence plays an important role in the performance of athletes in sports events. Here are some of the most influential and notable works on emotional competence of athletes: The athlete's experience in sporting activities is heavily influenced by their emotions. The ability of an athlete to recognize, control, and express their emotions in a positive and productive way is referred to as emotional competence. The performance, well-being, and social connections of an athlete can all be improved by this competency (Lane A. & Terry, 2015).

Physical competence is a crucial aspect of an athlete's performance in sports events. Here are some notable works on physical competence of athletes: The nutritional requirements of endurance athletes are covered in "Sports Nutrition for Endurance Athletes" by Monique Ryan. It also includes tips for refueling the body for the best possible physical performance. Bompá, T. O., & Buzzichelli, C. A. (2018) "Periodization Training for Sports" by Tudor O. Bompá and Carlo Buzzichelli offers a methodical strategy for training that considers the physical needs of various sports and incorporates techniques for enhancing strength, endurance, and power. Pluim, B. M. (2016).

Social competence is an important aspect of an athlete's performance in sports events, as it can impact teamwork, leadership, and communication with coaches and teammates. Here are some notable works on social competence of athletes: Yves Vanden Auweele and Paul Wylleman's 2013 Said that "Psychosocial Factors in Athletic Performance" examines how social skills, among other psychosocial aspects, affect athletic performance.

According to the publication "Creating Positive Youth Outcomes through Sport: A Guide for Coaches, Parents, and Administrators" by Nicholas L. Holt and Karen D. Côté (2017) offers a step-by-step manual for fostering positive outcomes for young athletes, including social competence-building techniques.

The performance and ranking of athletes in sport events have been widely studied in the literature, as it is a central aspect of sports competition. The psychological elements that affect sports performance have received some attention in study. Self-efficacy, motivation, and goal orientation, for instance, have been demonstrated to be significant predictors of sports success. Performance can also be impacted by other elements like stress, anxiety, and self-talk.

The study of self-discipline in athletes is one field of research that has been particularly pertinent at this time. The success of an athlete in their sport is largely dependent on their level of self-control. Athletes' motivation, mindset, and goal-setting techniques are just a few of the psychological aspects that have been studied in relation to how well they can retain self-control. Poulos, N., Paschalis, (2020).

Studying how coaches encourage discipline among athletes is another area of research that has attracted interest recently. As they provide direction, encouragement, and motivation to keep athletes focused on their objectives, coaches play a critical role in assisting athletes in developing self-discipline. Duckworth, A. L. Kelly, D. R. (2016).

Studies have also looked into the contribution of officials and referees to the development of sportsmanship. Referees and other officials are crucial in upholding the law and guaranteeing fair play, and their conduct can have an impact on how sportsmanlike athletes act. Researchers have looked into how officials' conduct can affect how athletes perform and think about sportsmanship. Gould, D., & Carson, S. (2015).

Sportsmanship among athletes between illustrates the continued push to encourage fair play, respect, and honesty in athletics. Coaches, parents, and officials can foster a culture of sportsmanship and ethical conduct in sports by being aware of the elements that affect athletes' sportsmanship actions. Martinek, T. J., & Hellison, D. R. (2016).

The impact of mental elements on athletes' performance has been studied in another area of inquiry. In addition to research on the use of mental skill training, such as visualization, goal-setting, and self-talk to increase performance, this includes studies on the influences of motivation, confidence, and self-efficacy on performance. Hrysomallis, C. (2015)

The influence of age and experience on the development and upkeep of abilities has also been studied by scholars. Studies on the impact of early specialization on skill acquisition, the effects of age on the development of motor and cognitive skills, and the significance of ongoing education and training for skill maintenance and improvement are all included in this category. Park, J. H., & Lee, B. H. (2019).

A multidisciplinary approach to athletic performance, comprising physical and cognitive training, psychological support, correct nutrition, and recovery, is important for a well-experienced athlete, according to linked literature. Swann, C., Keegan, R. J., & Crust, L. (2013)

Related Studies

According to Baena et al. (2012), one of the causes of these variations is that women typically pursue long-term objectives, whether they be for health reasons or aesthetic considerations, such as a desired body image. Men, on the other hand, tend to focus on short-term objectives and are motivated by entertainment, rivalry, social interaction, and sometimes just pure athletic enjoyment.

As reported by Fernandez-Garcia (2017), although they have been maintained to some level and are still present in schooling, there has been some societal development in how the more traditional gender stereotypes associated with sports are portrayed. Chrisler & McCreary (2010) elaborate that when young children participate in a variety of physical activities, their relationships are based on gender stereotypes and expectations. Many studies on sport and fitness are based on Bandura's social cognitive models, which claim that gender differences in the social environment have a significant impact on motivation and self-perception.

As mentioned by Havitz et al. (2013), when a decision is made to become more active, a number of factors, or what will be referred to as motivators going forward, are brought to bear. Similar to this, motivation is defined as the stimuli that provide people a reason to act in a way that increases rates of participation in sport and physical exercise. Enjoyment, competence, and social connection are other factors in motivation. Motivation has generally been used to describe people's recreational behavior as well as to suggest how to get people to become more involved with, devoted to, and active in a given

activity, program, or social cause. As a consequence, an individual's level of involvement in physical activity typically comes from his or her own motives.

Weinberg & Gould (2015) contend that understanding our motivations is essential, especially for those with a desire to have an immediate impact on others. Teachers, coaches, and other instructors are in charge of inspiring their subordinates to act, think, and respond in a particular way. Therefore, one must take motivation into account when attempting to influence individuals in a different way. Additionally, there are numerous factors that affect an athlete's motivation, but the coach is one of the major factors.

METHODOLOGY

Research Design

The researcher used the descriptive method to gather information about the Intrinsic and Extrinsic Motivational drive and Sports Performance of LSPU athletes. Descriptive analysis includes a number of data analysis options to summarize information about participants. Descriptive analysis procedures were employed to evaluate the nature of the data, by focusing on the weighted mean to describe the main research constructs of Intrinsic and Extrinsic Motivational drive and Sports Performance of LSPU athletes. Descriptive statistics were used to answer the research questions, and in order to test hypothesis or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the ways things are. The principal aims in employing the descriptive method are to describe the nature of situations as they exist at the time of study and to explore the causes of particular phenomena.

Respondents of the study

The respondents of the study were 1st year to 4th year LSPU selected athletes with the total of 91 respondents.

Table 1. The respondents from LSPU Sta. Cruz Main Campus.

Events	Male	Female	Total
Basketball M & W	8	3	12
Boxing	2		2
Volleyball M & W	12	7	19
Softball & Baseball	2	7	9
Futsal M & W	8	11	19
Football Men	10		10
Athletics M & W	3	8	12
Sepak Takraw Men	8		8
Swimming M & W	1		1
Table Tennis		1	1
TOTAL	54	37	91

As can be seen from the table, the researcher focused on the overall desired number of 91 Athlete available in Sta. Cruz Main Campus of Laguna State Polytechnic University as respondents of the study and as a great source to answer given problems in this research.

Research Instrument

The researchers instrument. It is an appropriate research instrument to use since the group's study is a descriptive one.

The instrument was a questionnaire developed and obtained from some ideas of other studies concerning on the possible adjustment problems of a student categorized within the framework of the study. It is composed of two parts: first is the profile of the athletes such as, gender, age, course, year level and sport event; second is the Likert scale where the students answered Strongly agree, Agree, Undecided, Disagree, or Strongly Disagree to the different statements presented.

The researchers conducted the survey during the respondents' free time. The respondents were given enough time to answer all questionnaires and were given candies as token of appreciation.

The questionnaire was used as the main data-gathering tool. The instrument is consisted of the four sections which are as follows:

Section I – for the level of participation in sports events in STRASUC competition.

Section II – for the relevant reasons for taking part in the STRASUC Sports Competition.

Section III – for the behavior in participation to sports events in STRASUC Sports competition.

Below are the scale, range and interpretation of the responses on the motivational drive and sports performance of the LSPU athlete – respondents.

SCALE	VERBAL INTERPRETATION
4.20 - 5.00	Strongly Agree/Extremely important
3.40 - 4.19	Agree/Moderately important
2.60 - 3.39	Not sure/Somewhat important
1.80 - 2.59	Disagree/Slightly important
1.00 - 1.79	Strongly Disagree/ Not at all important

Research Procedure

The study focuses on the primary data that is provided by the respondents. All data are from the athletes in all campuses of LSPU. In order to conduct the study, the researchers asked permission of Dr. Mario R. Briones President of LSPU System.

Statistical Treatment of Data

The data gathered by the researchers were subjected for statistical treatment. Thus, these data were analyzed and interpreted by the use of percentage distribution and mean.

Stratified Random Sampling is a type of probability sampling technique. Unlike the simple random sample and the systematic random sample, sometimes we are interested in particular strata (meaning groups) within the population (e.g., males vs. females; houses vs. apartments, etc. With the stratified random sample, there is an equal chance (probability) of selecting each unit from within a particular stratum (group) of the population when creating the sample. This article explains (a) what stratified random sampling is, (b) how to create a stratified random sample, and (c) the advantages and disadvantages (limitations) of stratified random sampling.

A tool used in statistical analysis to determine the sample size of a population that must be taken for a specific study. This formula is only used when the sample size is unknown; for example, since things like IQ scores tend to follow a predictable distribution pattern, it is easy to find an appropriate sample size for studying this topic. Using the formula, statisticians can come up with a reliable sample size to study a given population without having to study the entire population individually. It is used to calculate the sample size (n) given the population size (N) and a margin of error (e). It is computed as $n = N / (1 + Ne^2)$. If a sample is taken from a population, a formula must be used to take into account confidence levels and margins of error.

RESULT AND DISCUSSION

Table 1. Level of Intrinsic Motivational drive of the respondent-athlete in terms of Emotional Competence

STATEMENTS	MEAN	SD	REMARKS
<i>I feel proud of myself.</i>	4.59	0.71	Strongly Agree
<i>It helps me to reach the peak of my performance.</i>	4.56	0.76	Strongly Agree
<i>I have a difficult time calming down before the game.</i>	3.78	0.91	Agree
<i>I've seen a decrease in my level of assertiveness.</i>	3.62	0.99	Agree
<i>When my instructor corrects me, I feel motivated.</i>	4.66	0.79	Strongly Agree
Weighted Mean	4.24		
SD	0.95		
Verbal Interpretation	Very High		

Table 1 illustrates the level of Intrinsic Motivational drive of the respondent-athlete in terms of Emotional Competence.

From the statements above, “When my instructor corrects me, I feel motivated.” yielded the highest mean score (M=4.66, SD=0.79) and was remarked as Strongly Agree. This is followed by “I feel proud of myself.” with a mean score (M=4.59, SD=0.71) and was also remarked as Strongly Agree. On the other hand, the statement “I’ve seen a decrease in my level of assertiveness.” received the lowest mean score of responses with (M=3.62, SD=0.99) yet was remarked Agree.

The level of Intrinsic Motivational drive of the respondent-athlete in terms of Emotional Competence attained a weighted mean score of 4.24 and a standard deviation of 0.95 and was Very High among the respondents.

Table 2. Level of Intrinsic Motivational drive of the respondent-athlete in terms of Physical Competence

STATEMENTS	MEAN	SD	REMARKS
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<i>It maintains my physical contraction.</i>	4.55	0.71	Strongly Agree
<i>I enhance my body built to gain physical confidence.</i>	4.60	0.72	Strongly Agree
<i>If I ever have an injury while playing, I can rest easy knowing that there are provisions for health and accident insurance.</i>	4.08	0.89	Agree
<i>It ensures that my body is in good condition before a game.</i>	4.62	0.72	Strongly Agree
<i>It keeps me away from any illness.</i>	4.52	0.71	Strongly Agree
Weighted Mean	4.47		
SD	0.78		
Verbal Interpretation	Very High		

The table states that the, “It ensures that my body is in good condition before a game.” received the highest mean score (M=4.62, SD=0.72) and was certified as Strongly Agree. The next statement, “I enhance my body built to gain physical confidence.” has a mean score (M=4.60, SD=0.72) and was also marked as Strongly Agree. On the other hand, the statement “If I ever have an injury while playing, I can rest easy knowing that there are provisions for health and accident insurance.” obtained the lowest mean score of replies with (M=4.08, SD=0.89) but was noted Agree. In terms of physical competence, the respondent-degree athletes of intrinsic motivational drive achieved a weighted mean score of 4.47 and a standard deviation of 0.78, and it was Very High among the respondents.

Table 3. Level of Intrinsic Motivational drive of the respondent-athlete in terms of Social Competence

STATEMENTS	MEAN	SD	REMARKS
<i>It helps me to mold my personality.</i>	4.62	0.70	Strongly Agree
<i>It boosts my confidence to face other people.</i>	4.63	0.70	Strongly Agree
<i>Spending time with my co-athlete helps me practice my social life.</i>	4.64	0.78	Strongly Agree
<i>It gives me more time to help my fellow players.</i>	4.60	0.69	Strongly Agree
<i>I learn and understand other athlete's personality.</i>	4.66	0.66	Strongly Agree
Weighted Mean	4.63		
SD	0.70		
Verbal Interpretation	Very High		

The table states that the, “Spending time with my co-athlete helps me practice my social life.” received the highest mean score (M=4.64, SD=0.78) and was certified as Strongly Agree. The next

statement, “It boosts my confidence to face other people.” has a mean score ($M=4.60$, $SD=0.72$) and was also marked as Strongly Agree.

In terms of social competence, the respondent-degree athletes of intrinsic motivational drive achieved a weighted mean score of 4.63 and a standard deviation of 0.70, and it was Very High among the respondents.

Table 4. Level of Extrinsic Motivational drive of the respondent-athlete in terms of Rewards

STATEMENTS	MEAN	SD	REMARKS
<i>I receive financial compensation.</i>	4.26	0.91	Strongly Agree
<i>It gives me opportunity to receive medals, trophies and other forms of recognition.</i>	4.53	0.78	Strongly Agree
<i>It provides me with the chance to be excused from exams and other school-related obligations.</i>	4.16	1.06	Agree
<i>It provides other forms of incentive such as grades.</i>	4.13	1.18	Agree
<i>It offers me scholarship money so I can pay for my studies.</i>	3.95	1.12	Agree
Weighted Mean	4.21		
SD	1.03		
Verbal Interpretation	Very High		

As shown in the table above, “It gives me opportunity to receive medals, trophies and other forms of recognition.” received the highest mean score ($M=4.53$, $SD=0.78$) and was certified as Strongly Agree. The next statement, “I receive financial compensation.” has a mean score ($M=4.26$, $SD=0.91$) and was also marked as Strongly Agree. On the other hand, the statement “It offers me scholarship money so I can pay for my studies.” obtained the lowest mean score of replies with ($M=3.95$, $SD=1.12$) but was noted Agree.

In terms of physical competence, the respondent-degree athletes of intrinsic motivational drive achieved a weighted mean score of 4.21 and a standard deviation of 1.03, and it was Very High among the respondents.

Table 5. Level of Extrinsic Motivational drive of the respondent-athlete in terms of Performance and Ranking

STATEMENTS	MEAN	SD	REMARKS
<i>It improves my school performances and records in the competition.</i>	4.20	0.97	Agree
<i>I am aware of my previous performance.</i>	4.18	0.88	Agree
<i>I train and play hard for me and my team.</i>	4.67	0.69	Strongly Agree
<i>I look at my opponent as a motivation.</i>	4.61	0.69	Strongly Agree
<i>I set goals from my latest rank.</i>	4.47	0.73	Strongly Agree
Weighted Mean	4.43		
SD	0.82		

Verbal Interpretation	Very High
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As reflected on the table above, "I look at my opponent as a motivation." received the highest mean score ($M=4.61$, $SD=0.69$) and was certified as Strongly Agree. The next statement, "I set goals from my latest rank." has a mean score ($M=4.47$, $SD=0.73$) and was also marked as Strongly Agree. On the other hand, the statement "I am aware of my previous performance." obtained the lowest mean score of replies with ($M=4.18$, $SD=0.88$) but was noted Agree.

In terms of performance and rankings, the respondent-degree athletes of Extrinsic motivational drive achieved a weighted mean score of 4.43 and a standard deviation of 0.82, and it was Very High among the respondents.

Table 6. Level of Athlete's Behavior in terms of Honesty

STATEMENTS	MEAN	SD	REMARKS
<i>I acknowledge my error in every game.</i>	4.56	0.79	Strongly Agree
<i>I recognize the winner without complaining.</i>	4.48	0.76	Strongly Agree
<i>I don't argue the referee's or umpire's call.</i>	4.32	0.86	Strongly Agree
<i>I accept the actual game results.</i>	4.59	0.71	Strongly Agree
<i>I submit genuine and accurate documentation.</i>	4.60	0.69	Strongly Agree
Weighted Mean	4.51		
SD	0.77		
Verbal Interpretation	Very High		

The table states that the, "I'll dress properly or in a uniform for the game. received the highest mean score ($M=4.72$, $SD=0.68$) and was certified as Strongly Agree. The next statement, "I always adhere to the advice of my coach." has a mean score ($M=4.59$, $SD=0.88$) and was also marked as Strongly Agree.

Table 7. Level of Athlete's Behavior in terms of Discipline

STATEMENTS	MEAN	SD	REMARKS
<i>I'll stick to our practice's customary procedure.</i>	4.46	0.74	Strongly Agree
<i>I'll take care of cleaning the space used for practice.</i>	4.51	0.78	Strongly Agree
<i>I'll set up the training equipment in an appropriate manner.</i>	4.55	0.73	Strongly Agree
<i>I'll dress properly or in a uniform for the game.</i>	4.72	0.68	Strongly Agree
<i>I always adhere to the advice of my coach.</i>	4.59	0.88	Strongly Agree
Weighted Mean	4.57		
SD	0.77		
Verbal Interpretation	Very High		

The table states that the, “I’ll dress properly or in a uniform for the game. received the highest mean score (M=4.72, SD=0.68) and was certified as Strongly Agree. The next statement, “I always adhere to the advice of my coach.” has a mean score (M=4.59, SD=0.88) and was also marked as Strongly Agree.

In terms of discipline, the respondent-degree athletes of Athletes’ behavior achieved a weighted mean score of 4.57 and a standard deviation of 0.77, and it was Very High among the respondents.

Table 8. Level of Athlete’s Behavior in terms of Sportsmanship

STATEMENTS	MEAN	SD	REMARKS
<i>I accept my opponent's triumph.</i>	4.53	0.79	Strongly Agree
<i>I recognize the referee's judgment on this play.</i>	4.49	0.75	Strongly Agree
<i>I accept the game is what it is.</i>	4.62	0.77	Strongly Agree
<i>I give credit to my teammate who gave the game their best effort.</i>	4.78	0.65	Strongly Agree
<i>I value the efforts of mentors and trainers.</i>	4.75	0.61	Strongly Agree
Weighted Mean	4.63		
SD	0.72		
Verbal Interpretation	Very High		

The evidenced shows that the, “I give credit to my teammate who gave the game their best effort.” received the highest mean score ($M=4.78$, $SD=0.65$) and was certified as Strongly Agree. The next statement, “I value the efforts of mentors and trainers.” has a mean score ($M=4.75$, $SD=0.61$) and was also marked as Strongly Agree.

In terms of sportsmanship, the respondent-degree athletes’ behavior achieved a weighted mean score of 4.63 and a standard deviation of 0.72, and it was Very High among the respondents.

Table 9. Level of Athlete’s Performance in terms of Skillful

STATEMENTS	MEAN	SD	REMARKS
<i>I quickly adapt to the playing field surroundings.</i>	4.44	0.77	Strongly Agree
<i>I'm always committed to improve my athletic ability.</i>	4.59	0.91	Strongly Agree
<i>As I compete against other opponents, I demonstrate my abilities.</i>	4.64	0.73	Strongly Agree
<i>My level of efficient performing increases every game.</i>	4.55	0.71	Strongly Agree
<i>I exhibit a great level of strength and endurance.</i>	4.56	0.76	Strongly Agree
Weighted Mean	4.56		
SD	0.78		
Verbal Interpretation	Very High		

It is seen on the table that the, “As I compete against other opponents, I demonstrate my abilities.” received the highest mean score ($M=4.64$, $SD=0.73$) and was certified as Strongly Agree. The next statement, “I'm always committed to improve my athletic ability.” has a mean score ($M=4.59$, $SD=0.91$) and was also marked as Strongly Agree.

In terms of Skillful, the respondent-degree athletes of Athletes’ performance achieved a weighted mean score of 4.56 and a standard deviation of 0.78, and it was Very High among the respondents.

Table 10. Level of Athlete’s Behavior in terms of Well Experienced

STATEMENTS	MEAN	SD	REMARKS
<i>Every time I compete in a regional event, I win an award.</i>	4.05	0.99	Agree
<i>I give priority when it comes to choosing athletes for regional competition.</i>	4.39	0.75	Strongly Agree
<i>I constantly get the chance to demonstrate my abilities by competing in local tournaments.</i>	4.44	0.79	Strongly Agree

<i>Because of my successes in regional competition, I serve as an inspiration for other athletes.</i>	4.44	0.97	Strongly Agree
<i>Due to my athletic performance in a regional event, it serves as a standard for the coaching staff.</i>	4.34	1.02	Strongly Agree
Weighted Mean	4.33		
SD	0.92		
Verbal Interpretation	Very High		

The table states that the, “I constantly get the chance to demonstrate my abilities by competing in local tournaments.” received the highest mean score (M=4.44, SD=0.79) and was certified as Strongly Agree. The next statement, “Because of my successes in regional competition, I serve as an inspiration for other athletes.” has a mean score (M=4.44, SD=0.97) and was also marked as Strongly Agree. On the other hand, the statement “Every time I compete in a regional event, I win an award.” obtained the lowest mean score of replies with (M=4.05, SD=0.99) but was noted Agree.

In terms of well experienced, the respondent-degree athletes’ behavior achieved a weighted mean score of 4.43 and a standard deviation of 0.82, and it was Very High among the respondents.

Table 11. Significant relationship between the Intrinsic and Extrinsic Motivational Drive and the Athlete’s Behavior and Performance.

Motivational Drive		STRASSUC Sports Event Performance		r value	Degree of Correlation	P-value	Analysis
Intrinsic	Emotional Competence	Athlete’s Behavior	Honesty	0.4855	Moderate relationship	0.0000	Significant
			Discipline	0.6221	Strong relationship	0.0000	Significant
			Sportsmanship	0.5774	Moderate relationship	0.0000	Significant
		Athlete’s Performance	Skillful	0.7066	Strong relationship	0.0646	Not Significant
			Well Experienced	0.5287	Moderate relationship	0.0100	Significant
	Physical Competence	Athlete’s Behavior	Honesty	0.7082	Strong relationship	0.0000	Significant
			Discipline	0.8568	Very Strong relationship	0.0003	Significant
			Sportsmanship	0.8360	Very Strong relationship	0.0000	Significant
		Athlete’s Performance	Skillful	0.7505	Strong relationship	0.0000	Significant
			Well Experienced	0.6922	Strong relationship	0.0100	Significant
	Social Competence	Athlete’s Behavior	Honesty	0.7646	Strong relationship	0.0000	Significant
			Discipline	0.9016	Very Strong relationship	0.0000	Significant
			Sportsmanship	0.8872	Very Strong relationship	0.0000	Significant
		Athlete’s Performance	Skillful	0.8615	Very Strong relationship	0.0000	Significant
			Well Experienced	0.6212	Strong relationship	0.0000	Significant

Extrinsic	Rewards	Athlete's Behavior	Honesty	0.5662	Moderate relationship	0.0100	Significant
			Discipline	0.5659	Moderate relationship	0.0100	Significant
			Sportsmanship	0.6058	Strong relationship	0.0500	Not Significant
		Athlete's Performance	Skillful	0.5518	Moderate relationship	0.0000	Significant
			Well Experienced	0.7367	Strong relationship	0.0000	Significant
	Performance and Ranking	Athlete's Behavior	Honesty	0.7113	Strong relationship	0.0010	Significant
			Discipline	0.7642	Strong relationship	0.0007	Significant
			Sportsmanship	0.7604	Strong relationship	0.0001	Significant
		Athlete's Performance	Skillful	0.6947	Strong relationship	0.0000	Significant
			Well Experienced	0.6998	Strong relationship	0.0000	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 11 presents the significant relationship between the Intrinsic and Extrinsic Motivational Drive and the Athlete's Behavior and Performance.

The Emotional Competence, Physical Competence and Social Competence of the Intrinsic Motivational Drive and the Rewards, Performance and Ranking of Extrinsic Motivational Drive was observed to have a significant relationship to the Athlete's Behavior and Athlete's Performance except for Sportsmanship and Skillful. This is based on the computed *r* values obtained from the tests with weak to strong relationship. Furthermore, the *p*-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, it is found in the study that the intrinsic and extrinsic motivational drive have no significant relationship on students' sports behavior and performance is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

CONCLUSION

Based on the stated findings, the following are the list of conclusions of this research.

1. There is a significant correlation between emotional competence and physical competence as well as the social competence of the intrinsic motivational drive of an athlete.
2. There is a significant relationship between Rewards and performance rankings of the extrinsic motivational drive.
3. There is a significant relationship between rewards and discipline as well as sportsmanship of the athletes' behavior.
4. Based on the results of the variables, the athletes' performances during the STRASUC tournament were highly motivated.

5. There is a significant relationship between intrinsic and extrinsic motivational drive and relationship on the student's sports behavior and performance.

In light of the aforementioned list, the researcher draws the conclusion that the data only partially support the research's hypotheses.

RECOMMENDATIONS

The findings and conclusions above provide the pieces of information that can either be used or acted upon by student athletes, college administrators and future researchers alike. Hence, the author of this research recommends the following.

1. College administration should establish a program that encourages students of all levels, sexes, and ages to engage in physical activity and sports. Information about the connection between depression and physical activity as well as how these activities can greatly aid participants in maintaining physical fitness should be included in the program.

2. Provide an institutionalized incentive program, such as a sports scholarship or academic incentives, to promote involvement. Provide these individuals access to skilled coaches, a fully-stocked gym, and a range of sports or physical activities that are appropriate for people of all genders.

3. Future education researchers are advised by the author to undertake a parallel study about the degree of motivations and the level of restraints as predictors of college students' participation or non-participation in physical and sporting activities in order to obtain more trustworthy results. As the moderating variables, use the respondents' precise age, sex, year level, and expected monthly family income. Examine how these factors affect the link between reasons for participating in physical activity and sports and the obstacles that prevent you from doing so Use Cronbach's alpha to assess the research tool's dependability. Moreover, enlarge the sample size of respondents to get more accurate and solid results.

ACKNOWLEDGEMENTS

This completion of this paper would not be possible without the help and counsel of the following persons to whom the researcher extends her heartfelt gratitude and admiration.

First and foremost, to Almighty God for supporting and guiding her spiritually to sustain her strength and knowledge in making this study attainable;

Mario R. Briones, EdD, University President, for his benevolent of wisdom, and for his dedication and boundless service to Laguna State Polytechnic University;

Engr. Manuel Luis R. Alvarez, Former Campus Director, for his exemplary commitment and support to the university.

Engr. Beltran Ferdigal, Campus Director for his support to the University.

Rosario G. Catapang, PhD, Dean of Graduate Studies and Applied Research, for her guidance and constant supervision as well as providing necessary information regarding this study.

Julie Rose P. Mendoza, EdD, Coordinator of Graduate Studies and Applied Research, for giving her precious time and effort, for giving encouragement and constant supervision.

Benny B. Juacalla, PhD, thesis adviser, for his incomparable suggestion assistance, for giving his precious time and effort, for giving valuable suggestions, ideas, comments, untiring professional guidance and in-depth analysis of the study;

August V. Tuiza, EdD, his technical expert, for sharing his expertise and knowledge, for giving suggestions, encouragement, and comments for the improvement of this study;

Dennis N. Daran, PhD, his subject specialist, for the suggestions, genuine encouragement, useful comments and expertise towards success of this study;

Evelyn A. Sunico, EdD, Statistician, for the all-out support extending during the computation and interpretation of data.

Aileen M. Daran, EdD, English Critic, who helped him use correct grammar and word coherence all throughout the manuscript.

Darwin D. Ofrin, EdD, External Panel in P.E., who give him advise and additional ideas how to make the research more valuable and meaningful.

To all the coaches of the LSPU - SCC, for their permission to conduct the study to Students' athletes and for their utmost support and encouragement to the researcher;

His selected students Athletes from different courses in LSPU Sta. Cruz Campus, for being part of the study as respondents and for the enthusiasm that motivated the researcher to finish the study;

His trusted friends most specially, Jarell R. Gatchalian, Renz Raeben D. Yasoña and Kim Aldwin L. Lapuz, for always believing in him, for all the support and motivation to finish the study;

His Loving parent: Marita S. Talabis, for the love, inspiration, guidance and support both financially and morally, this would not have been possible without their support, unconditional love, financial support and not giving up on him.

His wife, Jainel Clarice S. Manalo, for making her always inspired and motivated to finish the study, for all the patience and understanding to finish the study;

To all the wonderful persons whose names were not mentioned but in one way or another had helped him toward the success of this study.

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