

ATHLETES' MOTIVATION AND BEHAVIOR IN THEIR COMMITMENT AND PERFORMANCE IN PHYSICAL EDUCATION

MARIA CLARISSE M. PENUS

clarissehalilimendoza@gmail.com

Laguna State Polytechnic University, Philippines

ABSTRACT

This descriptive study determined the relationship of students' motivation and behavior of student-athletes sports commitment and performance during the transition phase of learning modalities. The results of study identified the level of athletes' motivation, level of athlete's behavior, level of student athlete's sports commitment, level of student athlete's performance in physical education, significant relationship of athlete's motivation on student athlete's sports commitment and performance in physical education and significant relationship of athlete's behavior on student athlete's sports commitment and performance in physical education.

The respondents of the study included one hundred (100) student-athletes of the Cavite State University, main and satellite campuses. The researcher-made questionnaire was checked by the thesis adviser and thesis consultant. The copies were multiples and others sent by the google form considering the health protocols. Finding shows that the level of athletes' as to motivation persistence, competence, task orientation and focus appears to be very great extent. It can imply that student athletes develop their intrinsic and extrinsic motivation which allows them to be more competent in their field. Next, level of athletes' behavior in terms of sportsmanship, goal setting, gamesmanship and motivation are also very great which implies that student athletes' also have a dignity in terms of playing as they know how to act and behave according to the situation, they have either they win or lose the game.

Findings also reveal that the level of student athlete's sports commitment in terms of sportsmanship, goal setting, gamesmanship and motivation is very great extent which can imply that student athletes are really committed with their sports. Then, level of student athlete's performance in physical education in terms of grades appears to be excellent obtaining a mean grade of 1.48 and it infers that student athletes still shows their dedication not only in sports but also with their study.

Lastly, study findings shows that the relationship of student athlete's motivation and behavior sports commitment and performance in physical education are both significant which implies that motivation and behavior of an athlete can be a factor on how they behave, act and perform on the field of sports and also on their classroom.

Keywords:

Athletes behavior Sports commitment

INTRODUCTION

COVID-19 pandemic brought continual changes happening on the society which resulted into different educational phases. From the traditional face to face classes to online distance learning and modular distance learning to blended learning modalities, students have been affected and confused on the situation that may happen on their educational set up. Transition phase of learning modalities may affect student's motivation and learning behavior due to the adjustments they need to do to adapt on the current trend.

In connection with this, student athlete's sports commitment and academic performance may also vary depending on the situation brought by the different learning modalities. Some of them may lose their interest and motivation on sports due to the lack of physical trainings and/or social contact among their coaches and peer. Students' behavior and motivation among physical education students play a vital role on building and developing their capabilities as athlete's despite any the circumstances, Akram, et. al., (2015) especially at present time that teaching and learning modality is in transition again.

The researcher found this opportunity to seek an answer with regards on the relationship of students' motivation and behavior of student-athletes sports performance during the transition phase of learning modalities.

Generally, this study aims to determine the relationship of athletes motivation and behavior competence and student-athletes sports commitment and academic performance during the transition phase of learning modalities.

Specifically sought to answer the following questions.

1. What is the level of athletes' motivation in terms of;
 - 1.1 Persistence;
 - 1.2 Competence;
 - 1.3 Task orientation; and
 - 1.4 Focus?
2. What is the level of athletes' behavior in terms of;
 - 2.1 Sportsmanship;
 - 2.2 Goal setting;
 - 2.3 Gamesmanship; and
 - 2.4 Motivation?
3. What is the level of athletes' commitment in terms of;
 - 3.1 Dedication;
 - 3.2 Accountability;
 - 3.3 Reliability; and
 - 3.4 Engagement?
4. What is the level of student athlete's performance in physical education in terms of grades?
5. Is there a significant relationship between athletes' motivation and athletes' commitment?
6. Is there a significant relationship between athletes' motivation and performance in physical education?
7. Is there a significant relationship between athletes' behavior and athletes' commitment?
8. Is there a significant relationship between athletes' behavior and performance in physical education?

REVIEW OF RELATED LITERATURE

Students must commit to connecting with challenging personal level. Once the trust in the relationship has been established, which may take significant time, academic progress can begin to be made. Although it may sound ironic, some of the strongest classroom relationships are built outside the classroom through teachers' involvement with extra-curricular programs including sports, clubs, and service organizations. Involvement in after-school activities provides an opportunity for teachers and students to interact in less formal situations. This level of interaction tends to humanize and transform him or her from some type of cyborg-like being that knows a great deal about science or math into a relatable individual who is deserving of respect both inside and outside of the classroom, (Lunenburg, C. F. 2015).

According to student commitment and engagement are a range of behaviors that institutions can influence with teaching practices and programmatic interventions such as first-year seminars, service-learning courses, and learning communities (Zhao & Kuh, 2019) -- positively affects grades in both the first and last year of college as well as persistence to the second year at the same institution, even after controlling for host of pre-college characteristics and other variables linked with these outcomes, such as merit aid and parental education.

Also, commitment has a compensatory effect on grades and persistence of students. That is, while exposure to effective educational practices generally benefits all students, the effects are even greater for lower ability

students and students of color compared with White students. The compensatory effect of engagement has also been noted by (Cruce, Wolniak, Seifert, & Pascarella, 2016), suggesting that institutions should seek ways to channel student energy toward educationally effective activities, especially for those who start college with two or more “risk” factors – being academically underprepared or first in their families to go to college or from low income backgrounds.

Effective learning is hard and challenging that often requires hours of preparation and student’s engagement is what leads to understanding. A wise student must be able to “love the unlovely.” A fact that often goes unrecognized is that students who are the most disruptive and disengaged often are the ones with the greatest need of attention, (Rowold, J., & Schlotz, W. 2019).

If students are not careful, they can be subject to unnecessary fatigue and burnout. In order to avoid these pitfalls, students should intentionally make time to spend with their friends and families and generally doing activities they find to be relaxing. Often, students forget to make time for themselves and their own health and wellbeing. Ultimately, students and athletes cannot be fully effective if their own needs are not met, so purposefully planning “non-school” time is paramount to good health, (Burns, J. M. 2018).

METHODOLOGY

Descriptive method was used to determine the athlete’s motivation and behavior to student-athletes sports commitment and performance in physical education during the transition phase of learning modalities.

Quantitative methods emphasize objective measurements and the statistical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The discussion should meld together the findings in relation to those identified in the literature review. (USC Libraries, 2017).

RESULT AND DISCUSSION

Table 1. level of athletes' motivation in terms of persistence

Indicators	Mean	S.D.	Verbal Interpretation
<i>Continues to train and work out in spite of difficulty to get better.</i>	4.24	0.818	Very great extent
<i>Able to train and keep doing something difficult in spite of opposition and limitations in training</i>	4.13	0.832	Great extent
<i>Repeats positive behavior to acquire and possess them.</i>	4.41	0.783	Very great extent
<i>Has the ability to sustain motivation and consistent effort over time.</i>	4.27	0.827	Very great extent
<i>Resilient on training and other related activities.</i>	4.24	0.770	Very great extent
Overall Mean	4.26	Very Great Extent	

The level of Students' Motivation as to Task Orientation attained a weighted mean score of 4.30 and was Very Great Extent among the respondents. An individual who is driven by a sense of “task orientation” considers success to be met with the development of new skills or the improvement of a personal ability level. Conversely, an individual who is driven by a concept of “ego orientation” views success as dependent upon one’s superiority over others.

Table 2. level of athletes' motivation in terms of competence

Indicators	Mean	S.D.	Verbal Interpretation
<i>Has the ability to do something successfully or efficiently.</i>	4.29	0.746	Very great extent
<i>Possesses a set of demonstrable characteristics and skills that enable and improve the efficiency or performance in training and sports.</i>	4.24	0.782	Very great extent
<i>Acquires the quality of having sufficient knowledge and judgment, skill, or strength for sports.</i>	4.31	0.789	Very great extent
<i>Holds the skill and strength for training and sports.</i>	4.17	0.897	Great extent
<i>Has the ability to function or develop in a particular way that is needed to excel.</i>	4.27	0.779	Very great extent
Overall Mean	4.26	Very Great Extent	

The level of Students' Motivation as to competence attained a weighted mean score of 4.26 and was Very Great Extent among the respondents. In particular, suggest that task and ego orientation entail distinct ways of judging or construing one's level of demonstrated competence. When one is task oriented, task mastery and or personal improvement reflect high competence and therefore subjective success.

Table 3. Level of Athletes' Motivation in terms of Task Orientation

Indicators	Mean	S.D.	Verbal Interpretation
<i>Manages time and workload effectively as athletes.</i>	4.26	0.812	Very great extent
<i>Make works productively with others.</i>	4.34	0.832	Very great extent
<i>Masters tasks as efficiently as possible.</i>	4.31	0.764	Very great extent
<i>Tends to find ways to be more efficient in training.</i>	4.30	0.736	Very great extent
Overall Mean	4.30	Very Great Extent	

The level of Students' Motivation as to Task Orientation attained a weighted mean score of 4.30 and was Very Great Extent among the respondents. An individual who is driven by a sense of “task orientation” considers success to be met with the development of new skills or the improvement of a personal ability level. Conversely, an individual who is driven by a concept of “ego orientation” views success as dependent upon one’s superiority over others.

Table 4. Level of Athletes' Motivation in terms of Focus

Indicators	Mean	S.D.	Verbal Interpretation
<i>Has the ability to concentrate in the present moment during trainings.</i>	4.29	0.746	Very great extent
<i>Does not get distracted easily</i>	3.81	0.936	Great extent
<i>Concentrates on the task in achieving peak</i>	4.27	0.753	Very great extent
<i>Recognizes when off task and take action</i>	4.12	0.804	Great extent
<i>Strives for excellence and choose active involvement in training and performance.</i>	4.36	0.787	Very great extent
Overall Mean	4.17	Very Great Extent	

The level of Students' Motivation as to Focus attained a weighted mean score of 4.17 and was Great Extent among the respondents. An internal focus of attention directs a person’s conscious attention to the body’s movements or to a specific body part. This is in contrast to an external focus of attention, which directs a person’s conscious attention to the effects of movements or specific features in the environment.

Table 5. level of athletes' behavior in terms of sportsmanship

Indicators	Mean	S.D.	Verbal Interpretation
<i>Respect other athletes' behavior and attitudes.</i>	4.85	0.457	Very great extent
<i>Display ethics and moral practices during sports competitions.</i>	4.74	0.591	Very great extent
<i>Practices fairness with other athletes and opponents.</i>	4.71	0.649	Very great extent
<i>Shows discipline and hold integrity during the competitions.</i>	4.81	0.504	Very great extent
<i>Maintains pose and try to do best for sports competitions and trainings.</i>	4.63	0.626	Very great extent
Overall Mean	4.75	Very Great Extent	

Students' Behavior in terms of Sportsmanship attained a weighted mean score of 4.75 and was Very Great Extent among the respondents. Sportsmanship means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat. Good sport conduct or sportsmanship is the behaviors appropriate of a sport participant.

Table 6. level of athletes' behavior in terms of goal setting

Indicators	Mean	S.D.	Verbal Interpretation
<i>Set specific goals that are achievable and realistic.</i>	4.59	0.719	Very great extent
<i>List out obstacles and plan ahead of time to create possible solutions for it.</i>	4.41	0.719	Very great extent
<i>Do necessary things that are helpful to achieve goals.</i>	4.56	0.694	Very great extent
<i>Identify the rewards and consequences whenever win or lose the game.</i>	4.46	0.723	Very great extent
<i>Remains accountable and continuously assess own progress.</i>	4.54	0.622	Very great extent
Overall Mean	4.51	Very Great Extent	

Students' Behavior in terms of Goal Setting attained a weighted mean score of 4.51 and was Very Great Extent among the respondents. Goal setting of youth tennis players and their coaches. Results indicated that improving overall performance, fun/enjoyment, and winning were the three most important goals for youth tennis players and that they most preferred setting moderately difficult goals.

Table 7. level of athletes' behavior in terms of gamesmanship

Indicators	Mean	S.D.	Verbal Interpretation
<i>Win games by questionable expedients without actually violating the rules</i>	4.36	0.812	Very great extent
<i>Win games prior to the development of tactical strategies.</i>	4.44	0.708	Very great extent
<i>Encourage and cheer teammates and opponents during the game.</i>	4.64	0.637	Very great extent
<i>Respect the decision of the referees.</i>	4.53	0.696	Very great extent
<i>Respect and follow the rules and regulations of the game/sports.</i>	4.70	0.681	Very great extent
Overall Mean	4.53	Very Great Extent	

The level of athletes' Behavior in terms of gamesmanship attained a weighted mean score of 4.53 and was Very Great Extent among the respondents. Gamesmanship as bending the rules and use questionable methods to gain an advantage without breaking the rules. Gamesmanship exists at all levels and in many sports. Due to media coverage, many examples are seen in elite sport. Some sport psychologists and philosophers believe this reflects players' motivation.

Table 8. level of athletes' behavior in terms of motivation

Indicators	Mean	S.D.	Verbal Interpretation
<i>Regularly review goals and progress in both academic and sports activities.</i>	4.57	0.650	Very great extent
<i>Plan for imperfections and allow self to encounter various experiences.</i>	4.40	0.676	Very great extent
<i>Reward yourself for the little wins as well as the big ones.</i>	4.45	0.774	Very great extent
<i>Embrace positive peer pressure and allow it to positively influence owns development.</i>	4.52	0.750	Very great extent
<i>Use healthy habit as one of daily goals to improve your mental health.</i>	4.59	0.705	Very great extent
Overall Mean	4.51	Very Great Extent	

The level of athletes' behavior in terms of motivation attained a weighted mean score of 4.51 and was Very Great Extent among the respondents. Another important reason for increased attention is the accumulating evidence demonstrating student's engagement as a crucial dimension of contextual antecedents would influence their learning outcomes and more likely to show higher levels of academic motivation engagement and better achievement.

Table 9. level of athletes' commitment in terms of dedication

Indicators	Mean	S.D.	Verbal Interpretation
<i>Manages time effectively and shows punctuality.</i>	4.55	0.667	Very great extent
<i>Expresses the desire to help other people.</i>	4.62	0.612	Very great extent
<i>Creates positive environment for co-workers and for all the learners.</i>	4.59	0.601	Very great extent
<i>Listen from other opinions and suggestions.</i>	4.65	0.553	Very great extent
<i>Do work with utmost integrity and professionalism.</i>	4.60	0.661	Very great extent
Overall Mean	4.60	Very Great Extent	

The level of athletes' commitment in terms of dedication attained a weighted mean score of 4.60 and was Very Great Extent among the respondents. a reliable athlete is someone who is dedicated to their training and is trustworthy. Reliability is one of the best qualities of an athlete. Reliable athletes know how to make proper decisions and assessments. Also, it is important for students to study under reliable teachers and for teachers to cultivate the quality of reliability in their students.

Table 10. level of athletes' commitment in terms of accountability

Indicators	Mean	S.D.	Verbal Interpretation
<i>Pay attention on every work done.</i>	4.63	0.608	Very great extent
<i>Acknowledge and take responsibilities for own actions/mistakes.</i>	4.69	0.541	Very great extent
<i>Develop a proactive approach for teaching and student's engagement.</i>	4.51	0.710	Very great extent
<i>Willing to accept constructive criticism for the better improvement.</i>	4.63	0.727	Very great extent
<i>Pay attention for every detail of work performances.</i>	4.61	0.630	Very great extent
Overall Mean	4.61	Very Great Extent	

The level of athletes' commitment in terms of accountability attained a weighted mean score of 4.61 and was Very Great Extent among the respondents. Student's accountability has become essential towards the student's learning process is significant. When considering a student's accountability, we relate it with their responsibility for his or her own learning progress. students should accept ownership over their performance in their classroom. Accountability is good for children of all ages.

Table 11. level of athletes' commitment in terms of reliability

Indicators	Mean	S.D.	Verbal Interpretation
<i>Proactively communicate with other people specially with the learners.</i>	4.54	0.709	Very great extent
<i>Provides regular feedback and reward good work of the students.</i>	4.50	0.776	Very great extent
<i>Initiates collaboration among other people from work setting.</i>	4.49	0.683	Very great extent
<i>Offer flexibility and adaptability for any other kind of work-related situations.</i>	4.52	0.638	Very great extent
<i>Plan and implement realistic activities that could help students develop their skills and abilities in physical education.</i>	4.45	0.681	Very great extent
Overall Mean	4.50	Very Great Extent	

The level of athletes' commitment in terms of reliability attained a weighted mean score of 4.50 and was Very Great Extent among the respondents. Valid and reliable student practices consistently result in meeting the expected learning outcomes when established procedures are followed under appropriate conditions for learning. It extends students' existing cognitive schema to support increasingly complex learning; identify and correct gaps in knowledge and skills; and correct misunderstandings.

Table 12. level of athletes' commitment in terms of engagement

	Mean	S.D.	Verbal Interpretation
--	------	------	-----------------------

Indicators			
<i>Delivers clear expectations and consistency on classroom regulations daily routines.</i>	4.49	0.683	Very great extent
<i>Encourages students to engage on various activities in related with physical sports.</i>	4.55	0.652	Very great extent
<i>Pay attention on the student's strengths and weaknesses.</i>	4.53	0.668	Very great extent
<i>Encourage the students to go out of their comfort zone.</i>	4.53	0.737	Very great extent
<i>Provides learning activities and performance tasks that allow students to learn beyond their capabilities.</i>	4.57	0.619	Very great extent
Overall Mean	4.53	Very Great Extent	

The level of athletes' commitment in terms of engagement attained a weighted mean score of 4.53 and was Very Great Extent among the respondents. The conceptualization of student engagement can be traced to conceptualization of learning engagement and subsequent conceptualization of the construct suggests engagement means being emotionally, cognitively, and physically involved in one's job.

Table 13. level of athletes' performance in physical education in terms of grades

Lowest Grade	Highest Grade	Mean Grade	Std. Deviation	Analysis
2.50	1.25	1.48	0.302	Excellent

Legend:

1.00 - 1.80 Excellent
 1.81 - 2.60 Very Satisfactory
 2.61 - 3.40 Satisfactory
 3.41 - 4.20 Fair
 4.21 - 5.00 Poor

Results revealed that goal setting can be a successful technique for enhancing performance. In addition, moderately difficult, absolute (all goal-treatment participants received the same goal) and combined short- and long-term goals were associated with the greatest increases in performance. However, several moderator variables such as competition, goal acceptance, participants' participation in the goal- setting process, previous experience with the task, and public versus private nature of goal setting were also noted.

Table 14. Relationship between the Athletes' Motivation and their Sports Commitment and Performance

Sports Commitment and Performance		Athletes' Motivation			
		Persistence	Competence	Task Orientation	Focus
Dedication	r-value	0.504	0.609	0.591	0.587
	p-value	0.000	0.000	0.000	0.000
	Analysis	Significant	Significant	Significant	Significant

Accountability	r-value	0.523	0.593	0.581	0.594
	p-value	0.000	0.000	0.000	0.000
	Analysis	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>
Reliability	r-value	0.608	0.646	0.583	0.606
	p-value	0.000	0.000	0.000	0.000
	Analysis	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>
Engagement	r-value	0.611	0.723	0.656	0.689
	p-value	0.000	0.000	0.000	0.000
	Analysis	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>
Performance	r-value	0.060	0.077	0.073	0.099
	p-value	0.547	0.435	0.464	0.316
	Analysis	Not Sig.	Not Sig.	Not Sig.	Not Sig.

Degree of Correlation: $\pm 0.80 - \pm 1.00$ *Very strong* $\pm 0.60 - \pm 0.79$ *Strong* $\pm 0.40 - \pm 0.59$ *Moderate* $\pm 0.20 - \pm 0.39$ *Weak* $\pm 0.00 - \pm 0.19$ *Very weak*

The data revealed that 84.6% of the participants reported that coaches provided instructions during practice that promoted an internal focus of attention. Participants also reported they utilize internal focus cues 69% of the time during competition. These results suggest that this sample of coaches provided instructions that focused athletes' attention internally.

Table 15. Relationship between the Students' Behavior and Sports Commitment and Performance

Sports Commitment and Performance		Athletes' behavior			
		Sportsmanship	Goal Setting	Games-manship	Motivation
Dedication	r-value	0.555	0.623	0.669	0.756
	p-value	0.000	0.000	0.000	0.000
	Analysis	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>
Accountability	r-value	0.575	0.654	0.678	0.731
	p-value	0.000	0.000	0.000	0.000
	Analysis	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>
Reliability	r-value	0.620	0.631	0.649	0.720
	p-value	0.000	0.000	0.000	0.000
	Analysis	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>

Engagement	r-value	0.554	0.567	0.660	0.741
	p-value	0.000	0.000	0.000	0.000
	Analysis	Significant	Significant	Significant	Significant
Performance	r-value	-0.037	0.072	0.036	-0.030
	p-value	0.712	0.469	0.718	0.760
	Analysis	Not Sig.	Not Sig.	Not Sig.	Not Sig.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant relationship between Athletes’ Behavior and Sports Commitment and Performance*” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

CONCLUSION

The study shows that the relationship of students’ motivation and behavior of athletes’ commitment and performance during the transition phase of learning modalities are significant. Thus, the researcher therefore concludes that the research hypotheses stating that “There is no significant relationship between athletes’ motivation on student athlete’s sports commitment and performance in physical education” and “There is no significant relationship between athletes’ behavior on student athlete’s sports commitment and performance in physical education” are both rejected which incites that the alternative hypotheses are accepted.

RECOMMENDATIONS

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested for the student athletes to continue their good habits, motivation and commitment as it can affect their academic performance. The more they develop good intentions with their sports the more the possibility that they can cope with their study with a better result.
2. It is suggested for the teachers and school organization to continually give more support for all the student athletes. They should be more considerate with these students as they are doing both sports and study at the same time without failing their grades.

3. It is suggested for the school administration to slowly bring back the sports training and events during this new normal as we are continuously gaining back the normal society. Hence, school should still limit the activities in accordance with the rules and regulation of safety protocols.
4. Lastly, it is recommended for the parents to also support their children with their chosen field. On this case, student athletes can foster higher level of motivation within themselves and become independent, stronger and resilient.

ACKNOWLEDGEMENTS

The researcher wishes to express his sincere gratitude to the following people without whom this study would never be possible:

Laguna State Polytechnic University, his Alma Mater, for serving as guide to his success in facing all the challenges to attain his goal;

HON. MARIO R. BRIONES EdD, President of LSPU and Chairman of the Panel of Examiners, whose genuine concern for the University knows no bound, that serves the motivation for the researcher to complete this very vital professional endeavor;

ROSARIO G. CATAPANG, PhD, Associate Dean of Graduate Studies and Applied Research, for the support, untiring guidance, patience and for her dedication to share knowledge in the field of research and for her valuable support.

FREDDIE S. JAVIÑA, EdD, her thesis adviser, for the expertise, scholarly insights, outstanding guidance, professional assistance, and encouragement to keep his going, pushing him towards the realization of this endeavor and most of all his patience and immense support through every step of the way without which, the researcher would not be able to complete this study.

HER HUSBAND, for her untiring support, understanding, motivation, and exerting efforts in giving pieces of advice, love, and guidance to finish this study.

STUDENT-RESPONDENTS, for their willingness to be part of the study and for their cooperation in answering the survey questionnaire.

REFERENCES

- Bartholomew, K. J., Ntoumanis, N., & Thøgersen-Ntoumani, C. (2019). A review of controlling motivation strategies from a self-determination theory perspective: Implications for Athletes. *International Review of Sport and Exercise Psychology*, 2, 215–233.
- Bolter, N. Kipp, L. & Johnson, T. (2017), Teaching Sportsmanship in P.E. and Youth Sport: Comparing Perceptions of Teachers with Students and Coaches with Athletes.
- Afe, J. (2015), "Reflections on Becoming an Athlete and its Challenges". Inaugural Lecture Series. 64. University of Benin, Benin City: Nigeria.
- Al-Abood, S. A., Bennett, S. J., Hernandez, F. M., Ashford, D., & Davids, K. (2017). Effects of verbal instructions and image size on visual search strategies in basketball free throw shooting. *Journal of Sports Sciences*, 20, 271-278.
- Allen, D. (2019). Desire to finish college: An empirical link between motivation and persistence. *Research in Higher Education*, 40, 461–485.
- Altun, M. (2017), The Effects of Student Commitment on their Achievement: A Case Study in Iraq.
- Alvarez, M. (2018), Athlete's Autonomy Support and Quality of Sport Engagement in Young Soccer Players.
- Ames, C. (2019). Competitive, cooperative and individualistic goal structures: A motivational analysis, *Research on motivation in education: Student motivation* (pp. 177-207). NY: Academic Press.
- Amorose, A. J., & Horn, T. S. (2017). Pre- to post-season changes in intrinsic motivation of first year college athletes: Relationships with coaching behavior and scholarship status. *Journal of Applied Sport Psychology*.

Boardley, I. D., Kavussanu, M., & Ring, C. (2018), Athletes' perceptions of coaching effectiveness and athlete-related outcomes in rugby union: An investigation based on the coaching efficacy model. *The sport psychologist*, 22(3), 269-287.