

ATHLETES' MOTIVATION AND CHARACTER: AN 382 INPUT FOR POLICY MAKING

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Abstract

This study determined the relationship between athletes' motivation and character. Specifically, it sought to determine the level of goal setting of athletes refers to self-efficacy and self-determination. the level of intrinsic motivation of athletes refers to sense of accomplishment, personal interest, and values. the level of extrinsic motivation of athletes refers to rewards/prizes; recognition; and ranking. the level of athletes' character of athletes refers to discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience, the significant relationship between goal setting and athletes' characters, the significant relationship between intrinsic motivation and athletes' characters, and the significant relationship between extrinsic motivation and athletes' characters.

This research used a descriptive design that utilized a quantitative method that used stratified sampling technique. The respondents were 247 athletes from the school's division office of Cavite province. A self-made survey questionnaire was used in this study.

The following were the important findings of the investigation. Findings show that the level of goal setting of athletes refers to self-efficacy and self-determination appears to be highly extent among the respondents, the level of intrinsic motivation of athletes refers to sense of accomplishment, personal interest, and values appears to be highly extent among the respondents, the level of extrinsic motivation of athletes refers to rewards/prizes, recognition, and ranking appears to be highly extent among the respondents. For the level of athletes refers to discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience appears to be highly extent among the respondents. For the significant relationship between the goal setting and the athletes' characters, the significant relationship between intrinsic motivation and the athletes' characters, and the significant relationship between the extrinsic motivation and the athletes' characters are all significant.

There is a significant relationship between goal setting and athletes' character. Which implies that goal setting is not only a tool for enhancing performance but also a means for developing important character traits. There is a significant relationship between goal setting and the athletes' characters, this implies that intrinsic motivation, which stems from an internal desire to engage in an activity for its own sake, fosters the development of positive character traits within athletes. There is a significant relationship between extrinsic motivation and athletes' character. The result implies that extrinsic motivation and athletes' character is significant as it can play a complex role in shaping an athlete's approach to their sport and overall character development. Thus, the researcher therefore concludes that the research null hypotheses are rejected.

Based on the drawn conclusions resulted to the following recommendations: The researcher recommends that athletes set personal goals that are meaningful to them and align with their values and interests, and athlete may focus on the importance of skill development and personal mastery, setting goals related to personal growth rather than solely on winning.

Keywords: Motivation and Charcter

1. Introduction

An athlete's motivation is the mental process that starts, maintains, or directs their activity. It can affect their preparation, mindset during competition, ability to overcome obstacles, and overall performance. In sports, motivation is the force that drives an athlete to be the best that he can be. That was the goal of Nicholls (2016). We can never have equality of achievement, but we may have equality of motivation. The goal was "equality of optimal motivation" in order for each person to reach their full potential and do the best that they can. This solidifies the theoretical underpinnings of improving motivation for long-term behavior change that are present in the body of existing studies.

For best possible motivation, it is suggested that methods for getting people to embrace and maintain goal-striving must be devised. The problem of sustained motivated behavior affects everyone, the health sector attempting to reverse the trend of childhood obesity and sedentary behavior, parents and educators lamenting their children's and teenagers' poor study habits, and coaches and administrators in the sport and performance communities wondering how to improve "results."

In relation to sports motivation and academic performance, athletes have different ways of learning new things or developing such skills. It is critical to not clarify them as being specific types of learners nor as having an innate or fixed intelligence. We must let them explore and learn things on their own based on their capacity.

The aim of this research is to determine the level of sports motivation and its relationship to the athletes' character. The result of this study will be used as an input for policy making.

2. Review of Related Literature

Related Literature

Athletes' character is a variable found to be important in this research, that is consisting of discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience as the sub-indicator.

Discipline is an indicator found relevant in this study.

According to Cross & Fouke, (2019), discipline in sports is referred to as the self-control and dedication that athletes exhibit by consistently attending practices, adhering to training regimens, and maintaining focus during both training and competitions. This rigorous practice of discipline can lead to improved performance and success in sporting activities.

Moreover, Bean and Kramers (2022), suggest that building positive character, including discipline, doesn't always happen by accident and requires hard work from coaches and teammates in addition to the athletes themselves.

Integrity is an indicator found significant in this study.

According to Anagnostopoulos & Winand (2019), integrity in sports with citation as stated by Leo (2018), living an ethical life means knowing exactly what it is that we want to accomplish and value most in life, and keeping these goals and values in line with our choices and behaviors.

As stated by Leo (2018), integrity in sports is essential for preserving the spirit of competition and ensuring the fairness and respect that form the foundation of all athletic endeavors. Living an honest life means knowing exactly what we stand for and what our priorities are, as well as keeping these goals and ideals in line with our choices and deeds.

Another indicator found significant in this study is courtesy.

According to Sheth (2023), courtesy encompasses kindness, respect, and consideration for others, and it serves as the foundation for positive and harmonious relationships in both personal and professional spheres. In this article, we will explore the importance of courtesy and the valuable lessons it teaches us about empathy, communication, and fostering a more compassionate society.

Sportsmanship is an indicator found significant in this study.

According to Dailey (2020), sportsmanship can be stated as placing group objectives ahead of your personal. Most of us have certainly encountered at least one colleague who was more concerned with his or her own performance than the overall success of the group. Because they can breed mistrust and resentment, these colleagues are frequently viewed as damaging to the cohesiveness of the team. On the other hand, there is the athlete who sticks to the team's strategy and is prepared to assume the role that the coach deems most beneficial to the group.

Leadership is another indicator found relevant in this research.

According to Santos (2018), the definition of leadership varies among individuals. A definition typically depends on the viewpoints, character traits, ideologies, occupations, and beliefs of the people defining it. In its most basic form, the art of inspiring others to strive toward common goals is known as leadership. Therefore, a person with the capacity to inspire, motivate, and/or influence others is considered a leader. The definition of leadership varies widely due to the wide range of contexts in which leaders can be found.

Teamwork is an indicator found relevant in this study.

According to McGraw (2020), teamwork has been essential to human advancement, evolution, and survival. Similar to a basketball team collaborating to create the ideal shot, each team member has a distinct role to perform in completing duties at work. Even though it would appear that just one player made the basket, several people's preparation, teamwork, and coordination were necessary to get the ball to that player.

Another indicator found relevant in this study is resilience.

According to Palestinos (2018), resilience is the ability to successfully adjust when faced with danger or calamity. Resilience develops when individuals mature, develop stronger reasoning, self-control, and knowledge. Resilience stems from cultural ideas and customs that help people deal with life's unavoidable bumps as well as supporting connections with parents, friends, and other people.

Goal setting is a variable found relevant in this study.

According to Anderson (2016), People usually don't go above and beyond their expectations. Thus, expectations and objectives should be reachable by an individual or group. Goals are outside an individual and sometimes referred to as "hoped for" rewards toward which motives are directed. For a group or for a person, goals establish shared tasks and procedures. Having them helps a group stay focused on the objectives and knows what needs to be done.

Self-efficacy is an indicator found significant in this study.

According to Mookkiah (2019), self-efficacy is characterized as an individual's assessment of their own capacity to organize and carry out the tasks in order to achieve peak performance. The interpretation of one's mastery outcome or purposeful performance is the strongest source of self-efficacy. The second sources, diverse experiences of the effects of other people's actions, one's own diverse experiences, and social comparisons with other people. As the third sources, verbal encouragements also lead to the development of self-efficacy beliefs in individuals, which should not be mistaken with meaningless inspirational speeches.

Another variable found significant in this study is self-determination.

According to Ryan and Deci (2020) in the documentation about Self-Determination Theory. SDT is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans evolved inner resources for personality development and behavioral self-regulation.

Intrinsic motivation is an indicator found relevant in this study.

According to Garon-Carrier et al. (2015), intrinsic motivation originates internally, self-determination is defined by a passion for and enjoyment of participating in sports. There are three types of intrinsic motivation, namely intrinsic motivation to know, intrinsic motivation to accomplish and intrinsic motivation to experience stimulation. An athlete's drive to participate in an activity just for the enjoyment it brings them is known as intrinsic motivation, which is regarded as the healthiest kind of motivation.

Sense of accomplishment is an indicator that is significant in this study.

According to Seifert and Umbach (2018), having a sense of accomplishment is a major factor in one's job happiness at work. Academic work satisfaction has long piqued curiosity and taken on a global and comparative dimension. Yet, almost all of the comparative and international research on job satisfaction has concentrated on faculty personnel.

Extrinsic motivation is an indicator found relevant in this study.

According to Legault (2020), extrinsic motivation (EM) refers to the performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. Extrinsic motivation is the term used to describe behavior or activity that is performed for purposes other than the intrinsic fulfillment or enjoyment of the activity itself, such as to obtain rewards from outside sources or stay out of trouble.

Rewards and prizes are indicators found relevant in this study.

According to Martinek and Hellison (2016). In some cases, participating in sports events can lead to recognition and external rewards. This can include receiving medals, trophies, certificates, or other accolades for exceptional performance or achievements. Recognition from peers, coaches, and the wider sporting community can also be rewarding and provide a sense of validation and pride.

Ranking is an indicator found relevant in this study.

Athletes' performance and ranking in competitions is a complicated and multidimensional field, and there are a variety of variables that can affect how well or poorly an athlete performs and ranks. Understanding these elements can assist athletes, coaches, and sports organizations in creating efficient training regimens, scoring systems, and tactics to improve performance and the fairness of the competition. Burke et al. (2018).

To sum it up, extrinsic motivation may be a form of rewards or prizes, some athletes are extrinsically motivated by the recognition it brings them, the fame of being the best in the sports, and being ranked number 1 in their chosen sports. Rewards play a significant role in extrinsic motivation by providing an external incentive for individuals to perform certain tasks or engage in specific behaviors. Extrinsic motivation occurs when actions are driven primarily by external rewards such as money, recognition, or praise.

Related Studies

Discipline is one of the indicators of athletes' character which the researcher believed to be significant in this study.

According to Skidmore (2017), discipline is a vital talent that you should acquire throughout your life, since it will be quite beneficial to you in your academic endeavors. As a student, you will inevitably encounter unfavorable subjects and periods of distraction. For this reason, it is critical to cultivate self-discipline to help you achieve throughout these periods of lower motivation. Developing strategies is something you can do even if it's not something you're naturally good at.

Integrity is a significant indicator found in this study.

As stated in Business Courses (2019), integrity is the capacity to uphold a certain set of moral and ethical standards, such as accountability, honesty, and responsibility, without wavering. Put simply, an honest person makes the decision to act morally every single time.

Courtesy is found to be a significant indicator in this study.

According to Sheth (2023), courtesy is the foundation of productive and harmonious interactions in both personal and professional domains. It includes kindness, respect, and care for others. This essay will discuss the value of civility and the important lessons it imparts on empathy, communication, and creating a society that is more compassionate.

Leadership, reduced to its most basic form, is the art of inspiring people to strive toward common goals. Thus, a leader could be someone who has the ability to influence, inspire, and/or motivate others. The vast variety of circumstances in which leaders can be found has led to a broad variation in the concept of leadership.

Ranking as extrinsic motivation is an indicator found relevant in this study.

According to Robinson (2018) ranking motivates the students, students benefit from ranking, according to some who claim it honors top performers, presents them as role models, and promotes more diverse academic options. it motivates students to perform.

The cited study above shows that rankings tap into a desire to achieve and can motivate students to work harder to improve their standings, fostering a sense of accomplishment when they reach higher ranks. Students may be motivated by the opportunity to compare themselves to their peers, using rankings as a benchmark for their academic abilities and progress. Moreover, while rankings can be motivating for some students, it's also important to note that they can have negative effects. Rankings can lead to increased stress and anxiety, generate unnecessary competition, and sometimes demotivate those who find themselves lower in the rankings. Furthermore, they may discourage collaboration and detract from the intrinsic joy of learning.

3. Methodology

This research used a descriptive design that utilized a quantitative method that used a stratified sampling technique. The respondents were 247 athletes from the school's division office of Cavite province. A self-made survey questionnaire was used in this study. The statistical tool used are mean, standard deviation and pearson r moment correlation coefficient.

4. Result and Discussion

5. Table 1

Level of Goal Setting of Athletes in terms of Self-Efficacy

STATEMENT	MEAN	SD	REMARKS
As an athlete...			
I believe in my capacity to execute specific actions or skills	3.73	0.46	Always
I possess a high self-efficacy that contributes to greater motivation to tackle challenges	3.73	0.54	Always
I set challenging performance goals and believe I can achieve them	3.42	0.71	Always
I have high self-efficacy I view setbacks as challenges to overcome	3.52	0.58	Always
I have high self-efficacy I am equipped to manage stress and anxiety.	3.77	0.41	Always
Weighted Mean		3.63	
SD		0.82	
Verbal Interpretation		Highly Extent	

Table 1 illustrates that athletes always show a high self-efficacy and they are equipped to manage stress and anxiety got the highest mean of ($M = 3.77$, $SD=0.41$) and was remarked as highly extent. While athletes always set challenging performance goals and believe that they can achieve the lowest mean of ($M = 3.42$, $SD=0.71$) yet was remarked still in highly extent. All signifies a high degree of self-efficacy.

The level of athletes' goal setting in relation to self-efficacy achieved a weighted mean score of 3.63

with a standard deviation of 0.82, with a verbal interpretation of Highly Extent among the respondents.

Table 2 illustrates that athletes Always give emphasize on the importance of athletes' input and decision-making in their training and competition received a highest mean of ($M = 3.81$, $SD=0.33$) and athletes always possess the necessary skills and abilities to meet the demands of sports received a lowest mean of ($M = 3.54$, $SD=0.71$), reflecting a significant degree of self-determination.

Table 2

Level of Goal Setting of Athletes in terms of Self-Determination

STATEMENT	MEAN	SD	REMARKS
I am in control of my training, and competition choices.	3.65	0.57	Always
I have the skills and abilities to meet the demands of my sports	3.54	0.71	Always
I promote a task-oriented mindset by emphasizing personal progress	3.58	0.49	Always
I align training and competition activities with athletes' interests.	3.77	0.41	Always
I emphasize the importance of athletes' input and decision-making in their training and competition.	3.81	0.37	Always
Weighted Mean		3.63	
SD		0.67	
Verbal Interpretation		Highly Extent	

Level of Intrinsic Motivation

In this study, the level of intrinsic motivation of athletes refers to sense of accomplishment, personal interest, and values.

The level of intrinsic motivation of athletes was revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Table 3

Level of Intrinsic Motivation of Athletes in terms of Sense of Accomplishment.

STATEMENT	Mean	SD	REmarks
I have clear and measurable goals to enhance the clarity of my progress during the training and competition.	3.62	0.57	Always
I demonstrate a strong sense of accomplishment by becoming more accurate in my performance.	3.65	0.48	Always
I show consistent effort leading to mastery that contributes to a lasting sense of accomplishment.	3.58	0.51	Always
I acknowledge external recognition that reinforces the significance of the achieved task.	3.54	0.58	Always
I celebrate personal achievements, no matter how small to boost my self-esteem.	3.73	0.46	Always
Weighted Mean	3.62		
SD	0.61		
Verbal Interpretation	Highly Extent		

Table 3 shows that Athletes Always celebrate personal achievements, regardless of their size, to boost self-esteem ($M = 3.73$, $SD=0.46$). On the other hand, athletes Always acknowledge external recognition that validates the significance of the task accomplished ($M = 3.54$, $SD=0.58$), indicating a high level of sense of accomplishment.

The level of athletes' intrinsic motivation in terms of sense of accomplishment achieved a weighted

mean score of 3.62 with a standard deviation of 0.61, with a verbal interpretation of Highly Extent among the respondents.

Table 4

Level of Intrinsic Motivation of Athletes in terms of Personal Interest

STATEMENT	Mean	SD	REmarks
My participation in sports is triggered by my personal interest in physical activity.	3.69	0.60	Always
I participate in sports to showcase a personal interest in the competitive aspects.	3.67	0.59	Always
I participate in sports to maintain physical fitness and overall well-being.	3.67	0.60	Always
I participate in sports as an alternative to exercise routine.	3.73	0.54	Always
I participate in sports for personal enjoyment.	3.67	0.61	Always
Weighted Mean	3.68		
SD	0.59		
Verbal Interpretation	Highly Extent		

Table 4 shows that student-athletes always participate in sports as an alternative to exercise routine got a highest mean score ($M = 3.73$, $SD=0.60$) and was remarked as Highly extent. Moreover, athletes always participate in sports to showcase a personal interest in the competitive aspects, also they participate in sports to maintain physical fitness and overall well-being, and they participate in sports for personal enjoyment all three received a lowest mean score of responses ($M = 3.67$, $SD=3.60$, 3.60 , and 3.61) and yet they still indicating a high extent in terms of sense of personal interest.

Level of Extrinsic Motivation

Table 5

Level of Intrinsic Motivation of Athletes in terms of Values

STATEMENT	Mean	SD	REmarks
I value fair play and respect for opponents.	3.92	0.40	Always
I adhere to the rules and regulations of the sports.	3.96	0.20	Always
I display humility in victory and graciousness in defeat.	3.77	0.44	Always
I make decisions based on moral principles and ethical standards.	3.77	0.44	Always
I treat the sport itself with reverence and maintain integrity.	3.88	0.33	Always
Weighted Mean	3.86		
SD	0.60		
Verbal Interpretation	Highly Extent		

Table 5 shows that student-athletes always adhere to the rules and regulations of the sports ($M = 3.96$, $SD=0.20$). Likewise, student-athletes always display humility in victory and graciousness in defeat and they make decisions based on moral principles and ethical standards ($M = 3.77$, $SD=0.44$) indicating a high extent in terms of sense of values.

Table 6

Level of Extrinsic Motivation of Athletes in terms of Rewards/Prizes.

STATEMENT	Mean	SD	REmarks
I participate in sports for prizes and awards.	2.88	0.89	Always

I participate in the tournament to be acknowledged and recognized for my accomplishment.	3.31	0.84	Always
I participate in sports to gain tangible items that serve as symbolic representations of achievement.	3.23	0.61	Always
I participate in sports to show my talent and outperform other.	3.50	0.82	Always
I participate in sports for public recognition and to boost self-esteem and confidence.	3.31	0.65	Always
<i>Weighted Mean</i>	3.25		
<i>SD</i>	0.60		
<i>Verbal Interpretation</i>	Highly Extent		

Table 6 shows that student-athletes always participate in sports to show their talent and outperform other received a highest mean of ($M = 3.50$, $SD = 0.82$). On the other hand, student-athletes always participate in sports for prizes and awards got a lowest mean of ($M = 2.23$, $SD = 0.61$) indicating a high extent in terms of rewards/prizes.

Table 7

Level of Extrinsic Motivation of Athletes in terms of Recognition.

STATEMENT	Mean	SD	REmarks
I participate in sports so that others will acknowledge my talent.	3.23	0.84	Always
I perform well to showcase my special abilities.	3.54	0.58	Always
I acknowledge personal growth and achievement.	3.81	0.37	Always
I value and appreciate contributes to a positive self-perception	3.65	0.63	Always
I participate in sports to recognize as important member of the team	3.50	0.71	Always
<i>Weighted Mean</i>	3.55		
<i>SD</i>	0.58		
<i>Verbal Interpretation</i>	Highly Extent		

Table 7 shows that student-athletes always acknowledge personal growth and achievement got a highest mean of ($M = 3.81$, $SD = 0.37$). And athletes always participate in sports so that others will acknowledge their talent received a lowest mean of ($M = 3.23$, $SD = 0.84$) indicating a high extent in terms of recognition.

Table 8

Level of Extrinsic Motivation of Athletes in terms of Ranking.

STATEMENT	Mean	SD	REmarks
I want to be recognized as the best athlete in my chosen sport.	3.12	0.86	Always
I am striving to be a higher ranked athlete.	3.15	0.93	Always
I feel that ranking provides clear and measurable goals for athletes to strive forward.	3.04	0.76	Always
I believe that ranking is a tangible measure of success.	2.92	1.08	Always
I feel a sense of affirmation when my ranking goes up.	3.12	0.78	Always
<i>Weighted Mean</i>	3.07		
<i>SD</i>	0.67		
<i>Verbal Interpretation</i>	Highly Extent		

Table 8 shows that student-athletes always wants to strive to be a higher ranked athlete got a highest mean of ($M = 3.15$, $SD = 0.93$). While, athletes always believe that ranking is a tangible measure of success received a lowest mean of ($M = 2.92$, $SD = 1.08$) indicating a high extent in terms of ranking.

Level of Athletes' Character

Table 9

Level of Athletes' Character in terms of Discipline.

STATEMENT	Mean	SD	Always
I adhere to a consistent training schedule	3.73	0.54	Always
I recognized the importance of regular practice for skills development	3.85	0.37	Always
I followed a structured workout designed to improve sports performance	3.85	0.37	Always
I effectively manage the time of training and competition and personal, and academic responsibilities	3.73	0.54	Always
I prioritize tasks based on significance, focusing on activities that contribute to the goals	3.85	0.37	Always
Weighted Mean	3.80		
SD	0.60		
Verbal Interpretation	Highly Extent		

Table 9 shows that student-athletes always recognized the importance of regular practice for skills development, they always followed a structured workout designed to improve sports performance, and they always followed a structured workout designed to improve sports performance, and prioritize tasks based on significance, focusing on activities that contribute to the goals ($M = 3.85$, $SD=0.37$, $SD=0.37$). However, athletes always adhere to a consistent training schedule and effectively manage the time of training and competition and personal, and academic responsibilities ($M = 3.73$, $SD=0.54$), indicating a high extent in terms of discipline.

Table 10

Level of Athletes' Character in terms of Integrity.

STATEMENT	Mean	SD	REmarks
I uphold the principle of fair play and ensure that competition is conducted with integrity by respecting the rules and regulation	3.67	0.59	Always
I demonstrate integrity by respecting all the participants	3.70	0.55	Always
I report scores, statistics, and other relevant information truthfully	3.65	0.58	Always
I compete with honor and integrity	3.61	0.64	Always
I show transparency in decision-making and policy implementation	3.57	0.63	Always
Weighted Mean	3.82		
SD	0.60		
Verbal Interpretation	Highly Extent		

The findings of the researcher were supported by the study of Huberts (2018), as integrity is the bedrock of fair competition in sports. It goes beyond just following the rule it's about honest and ethical behavior that ensures a level playing field and upholds the true spirit of the game. Moreover, integrity fosters respect between athletes, coaches, and fans. It means acknowledging your opponent's talent and respecting the traditions and values of the sport. This creates a positive and sportsmanlike atmosphere that everyone can appreciate.

Table 11

Level of Athletes' Character in terms of Courtesy.

STATEMENT	Mean	SD	REmarks
I practice good manners and proper conduct on and off the playing field.	3.81	0.50	Always
I respect individual differences among my teammates and opponents	3.88	0.33	Always
I am treating my opponent with respect regardless of the intensity of the competition	3.85	0.37	Always
I recognize the skills and achievement of opponents contributes to a courteous atmosphere	3.81	0.41	Always
I contribute to creating a positive and respectful sporting environment	3.85	0.37	Always
Weighted Mean	3.84		
SD	0.60		
Verbal Interpretation	Highly Extent		

Table 11 shows that student-athletes always respect individual differences among their teammates and opponents got a highest mean of ($M = 3.88$, $SD=0.33$). Moreover, athletes always show a practice of good manners and proper conduct on and off the playing field, and they recognize the skills and achievement of opponents contributes to a courteous atmosphere yet received a lowest mean of ($M = 3.81$, $SD=0.50$, and $SD=0.41$) respectively, indicating a high extent in terms of courtesy.

Table 12

Level of Athletes' Character in terms of Sportsmanship.

STATEMENT	Mean	SD	REmarks
I display grace and sportsmanship in both victory and defeat	3.85	0.47	Always
I uphold the spirit of the game by playing with ethical conduct	3.88	0.33	Always
I am committed to playing by the stablish rules and regulation of the sports	3.88	0.44	Always
I refrain from using dishonest or unsportsmanlike tactics to gain an advantage	3.69	0.75	Always
I display humility and graciousness when achieving victory and avoiding disrespectful behavior	3.88	0.44	Always
Weighted Mean	3.84		
SD	0.60		
Verbal Interpretation	Highly Extent		

The level of athletes' character in terms of sportsmanship attain a weighted mean score of 3.84 and a standard deviation of 0.60 and was verbally interpreted as highly extent among the respondents. This implies that student-athletes are exhibiting a spirit of sportsmanship by upholding the rules and regulation of the game they refrain from using disrespectful words, and refrain from showing disrespectful behavior.

Table 13

Level of Athletes' Character of Athletes Refers to Leadership.

STATEMENT	Mean	SD	REmarks
I demonstrate, values, work ethics, and sportsmanship expected from the team	3.73	0.68	Always
I perform consistently at a high level to inspire and set a standard for others	3.65	0.49	Always
I convey ideas, strategies, and expectations clearly to team	3.54	0.59	Always

members			
I listen to the concern and ideas of team members fostering an open communication environment	3.92	0.28	Always
I motivate team members to through encouragement, positive reinforcement, and setting challenging yet achievable goals	3.77	0.60	Always
<i>Weighted Mean</i>	3.72		
<i>SD</i>	0.60		
<i>Verbal Interpretation</i>	<i>Highly Extent</i>		

Table 13 shows that student-athletes Always listen to the concern and ideas of team members fostering an open communication environment ($M = 3.92$, $SD=0.28$). Likewise, athletes Always convey ideas, strategies, and expectations clearly to team members ($M = 3.54$, $SD=0.59$) indicating a highly extent in terms of leadership.

Table 14

Level of Athletes' Character of Athletes Refers to teamwork.

STATEMENT	Mean	SD	REmarks
I trust team members abilities, decisions, and commitment to the team	3.81	0.50	Always
I trust that my teammates will fulfil their roles, creating a cohesive and dependable unit	3.88	0.44	Always
I listen to my coaches and teammates, ensuring a shared understanding of goals and plans	3.96	0.20	Always
I work with my teammates to overcome challenges and finding solutions collectively	3.96	0.20	Always
I encourage teammates during both successful and challenging moments	3.85	0.47	Always
<i>Weighted Mean</i>	3.89		
<i>SD</i>	0.60		
<i>Verbal Interpretation</i>	<i>Highly Extent</i>		

The level of athletes' character refers to teamwork attain a weighted mean score of 3.89 and a standard deviation of 0.60 and was verbally interpreted as highly extent among the respondents. This implies that each member shows commitment in the team by supporting the decision and believing in the capacity of every member in the team, they listen attentively to the coach and also welcome ideas from each other, they work together to achieve a common goal

Table 15

Level of Athletes' Character Refers to Resilience.

STATEMENT	Mean	SD	REmarks
I demonstrate an ability to adapt to challenging circumstances	3.69	0.56	Always
I am able to adjust to different opponents, game conditions, and unexpected challenges	3.62	0.58	Always
I am able to bounce back quickly from setbacks by adapting strategies and maintaining focus	3.58	0.58	Always
I maintain a positive outlook, believing in my teammates ability to overcome challenges	3.81	0.41	Always
I focus on finding solution and learning from experiences	3.92	0.28	Always
<i>Weighted Mean</i>	3.72		
<i>SD</i>	0.60		

Verbal Interpretation

Highly Extent

Table 15 shows that student-athletes Always focus on finding solution and learning from experiences ($M = 3.92$, $SD=0.28$). While athletes Always able to bounce back quickly from setbacks by adapting strategies and maintaining focus ($M = 3.58$, $SD=0.58$) indicating a highly extent in terms of resilience.

Table 16 shows the significant relationship between the goal setting and the athletes' characters. In this study, the table shows the significant relationship between the goal setting in terms of self-efficacy and self-determination and the athletes' characters in terms of discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience. It shows that the overall r-value indicates the relationship between the goal setting and the athletes' characters.

Table 16

Significant Relationship Between the Goal Setting and Athletes' Characters

Goal Setting		Athletes' Character						
		Discipline	Integrity	Courtesy	Sportsmanship	Leadership	Teamwork	Resilience
Self-efficacy	Pearson							
	Correlation	0.197	0.221	0.178	0.170	0.215	0.321	0.474
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	247	247	247	247	247	247	247
Self-determination	Pearson							
	Correlation	0.383	0.569	0.459	0.475	0.446	0.437	0.488
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	247	247	247	247	247	247	247

Table 17

Significant Relationship Between the Intrinsic Motivation and the Athletes' Characters

Intrinsic Motivation		Athletes' Character						
		Discipline	Integrity	Courtesy	Sportsmanship	Leadership	Teamwork	Resilience
Sense of accomplishment	Pearson							
	Correlation	0.209	0.404	0.220	0.374	0.600	0.263	0.458
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	247	247	247	247	247	247	247
Personal interest	Pearson							
	Correlation	0.430	0.543	0.470	0.593	0.451	0.437	0.488
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	247	247	247	247	247	247	247
Values	Pearson							
	Correlation	0.569	0.510	0.636	0.331	0.247	0.516	0.319
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	247	247	247	247	247	247	247

Table 17 shows that the overall r-value indicates the relationship between intrinsic motivation and the athletes' characters.

The p-value also indicates that there is a significant relationship between intrinsic motivation in terms of sense of accomplishment, personal interest, and values and athletes' characters in terms of discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience which is less than the level of significant value of 0.05.

Table 18.

Significant Relationship Between the Extrinsic Motivation and the Athletes' Characters

Extrinsic Motivation		Athletes' Attribute						
		Discipline	Integrity	Courtesy	Sports manship	Leadership	Teamwork	Resilience
Ranking Recognition Rewards/ prizes n	Pearson							
	Correlation	0.934	0.141	0.091	0.136	0.309	0.094	0.263
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	247	247	247	247	247	247	247
	Correlation	0.141	0.356	0.211	0.389	0.359	0.223	0.311
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	247	247	247	247	247	247	247
	Correlation	0.055	0.055	0.061	0.101	0.210	0.020	0.146
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	247	247	247	247	247	247	247

Table shows that there is a significant relationship between extrinsic motivation in terms of rewards/prizes, recognition, ranking and athletes' characters in terms of discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience which is less than the level of significant value of 0.05 among the respondents.

6. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. There is a significant relationship between goal setting in terms of and self-efficacy, and self-determination and athletes' characters in terms of discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience. Thus, the null hypothesis is rejected. The result infers that goal setting is not only a tool for enhancing performance but also a means for developing important character traits. Setting specific goals can help athletes channel their efforts, stay motivated, and maintain discipline, the qualities that are vital for character formation in sports.

2. There is a significant relationship between intrinsic motivation in terms of sense of accomplishment, personal interest, and values and athletes' characters in terms of discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience. Thus, the null hypothesis is rejected. This infers that intrinsic motivation, which stems from an internal desire to engage in an activity for its own sake, fosters the development of positive character traits within athletes. When athletes are intrinsically motivated, their engagement in sport is driven by enjoyment, personal growth, passion, and a sense of personal challenge.

3. There is a significant relationship between extrinsic in terms of rewards/prizes, recognition, and ranking, and motivation and athletes' characters in terms of discipline, integrity, courtesy, sportsmanship, leadership, teamwork, and resilience. Thus, the null hypothesis is rejected. The result infers that extrinsic motivation and athletes' character is significant as it can play a complex role in shaping an athlete's approach to their sport and overall character development. Extrinsic motivation

involves external rewards or incentives such as trophies, scholarships, social recognition, or financial gain, rather than the inherent joy or satisfaction derived from the activity itself.

7. RECOMMENDATIONS

Based on the drawn conclusions, the following recommendations were made.

1. Athletes may set personal goals that are meaningful to them and align with their values and interests.
2. Athletes may focus on the importance of skill development and personal mastery.
3. Coaches and Sport Director may offer regular performance feedback, create a supportive team environment and offering tangible rewards and incentives for achievements that could foster healthy competition and sustainable sportsmanship.
4. Coaches and Sport Director may encourage athletes to continuously strive for growth and learning, maintaining a positive attitude and finding balance in all aspects of life.
5. The coaches, and school administrators may emphasize values-driven and realistic goal-setting practices, utilizing athletes' core values and skills that lead the athletes in pursuit of their goals.
6. The school administrator may develop and implement tailored intervention policy program designed to strengthening intrinsic motivation among athletes. These programs should incorporate values exploration and personalize motivational strategies to foster a deeper connection to the sports and promote sustained engagement not only to athlete's character but also to others.
7. The school administrator may implement structured recognition and reward system alongside with external feedback mechanism that acknowledge athlete's achievement and contribution beyond performance outcomes.

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