

The Influence of Sports Motivation and Self-Satisfaction on Sports Success of Track and Field Student-Athletes

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Abstract

Track and field student-athletes experienced less sports success. Using diagnostic research design specifically regression analysis this study aimed to determine the influence of sports motivation and self-satisfaction on sports success. Involving 130 respondents selected through quota sampling, it was concluded that sports motivation and self-satisfaction has (70.6%) very strong significant combined influence on sports success, supporting Achievement Goal Theory's view that student-athletes define sports success through mastery and performance goals. It is recommended that future studies explore additional variables and qualitative insights to explain the remaining influence on sports success, while the Department of Education implements programs to enhance athletes' sports motivation and self-satisfaction.

Keywords: Influence of sports motivation, self-satisfaction, sports success, track and field students-athletes

Introduction

Despite the admiration and glory surrounding elite athletes, the reality is that the vast majority never reach the global stage with less than 0.1% of high school athletes progress to professional levels across sports like basketball, football, baseball, soccer, golf, and track & field, meaning over 95% never achieve professional status (Judge et al., 2018). Moreover, even among youth athletes with dreams of making it big, the odds remain dishearteningly low: for example, only 1 in 55,393 players can hope to become a top tier professional (Skolnikoff & Engvall, 2013).

The pathway to international athletic success is extraordinarily narrow across different global contexts. In the United States, fewer than 0.1 % of high school athletes ever advance to compete at the professional level only about 0.03 % in sports like basketball and football reach the pros, while approximately 95 % of high school participants end their athletic careers without playing professionally (NCAA, 2019). In the United Kingdom, the odds are similarly daunting: just 4 % of teenage players in elite soccer academies manage to play in top-tier professional leagues, and only 1 % of those in under-nine programs ultimately reach the Premier League (Barraclough et al., 2024). On the global Olympic stage, this exclusivity becomes even more pronounced: out of the world's approximately 11,000 athletes who qualify for each Summer Games, those represent a minute fraction of the countless young athletes who train and aspire to compete meaning virtually no youth athlete ever reaches Olympic participation (Krieger, 2025).

In the Philippines, the journey from youth participation in sports to succeeding on the world stage remains exceptionally narrow: of its roughly 110 million population with over half under age 25 only 22 athletes qualified for the 2024 Paris Olympics, a tiny fraction of those who engage in school and community

sports programs (Tuliao & Carag, 2020). Moreover, despite grassroots talent, fewer than 30 Filipino athletes qualify for each Summer Olympics (22 in Paris 2024), illustrating that only a minuscule fraction of youth athletes ever reach the international elite tier (Blanco, 2016).

There is a clear research gap in understanding the factors that hinder the global competitiveness of track and field athletes, particularly in developing nations where resources and training systems are limited. This problem remains largely unaddressed, as existing studies focus more on popular team sports or elite athletes rather than the systemic barriers affecting track and field performance. Urgent research is needed to identify and implement evidence-based strategies that can enhance athlete development and success, given the sport's role in international competitions and its potential to elevate national athletic standing.

Significance of the Study

The study on success, anchored on SDG 4 (Quality Education), highlights the importance of nurturing holistic learning environments that promote mental health, resilience, and lifelong growth among students. Aligned with the Holy Cross of Davao College Vision-Mission-Goal, it underscores the institution's commitment to fostering a faith-inspired, humane, and excellent educational environment.

Statement of the Problem

This study determined the significance of sports motivation and self-satisfaction as factors of sports success of track and field student-athletes. Specifically, it aimed to achieve the following objectives:

1. To determine the levels of sports motivation in terms of sports commitment, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation; self-satisfaction in terms of social, physical health, cognitive, emotional/psychological, physical appearance and personal characteristics; and sports success of track and field student-athletes in terms of flow state, attention, technique, sensitivity to error, commitment and achievement of track and field athletes;
2. To determine the significance of the relationships between sports motivation and self-satisfaction, and the sports success of track and field student-athletes;
3. To determine the significance of the individual and combined influence of sports motivation and self-satisfaction on sports success of track and field student-athletes.

Hypotheses:

- H₀₁: Sports Motivation does not significantly correlate with sports success.
- H₀₂: Self-Satisfaction does not significantly correlate with sports success.
- H₀₃: Sports Motivation does not significantly influence on sports success.
- H₀₄: Self-Satisfaction does not significantly influence on sports success.
- H₀₅: Sports Motivation and Self-Satisfaction combined do not significantly influence sports success.

Theoretical/Conceptual Framework

Achievement Goal Theory, proposed by Nicholls (1984), fundamentally posits that individuals' motivation and interpretation of success in achievement contexts are shaped by their goal orientations. The theory identifies two primary goal orientations: *mastery (or task) goals*, where success is defined by personal

improvement, learning, and competence development, and *performance (or ego) goals*, where success is determined by outperforming others or demonstrating superior ability. According to Nicholls, these goal orientations influence how individuals approach tasks, persist in the face of challenges, respond to feedback, and experience satisfaction or motivation in achievement-related settings. The theory highlights that an individual's perception of competence, rather than objective outcomes alone, plays a central role in determining motivation and achievement behavior.

In this study, sports motivation stands for mastery goals stated in the theory. It is indicated by sport commitment, external regulation, introjected regulation, identified regulation and intrinsic motivation by Mallette et al. (2007). Self-Satisfaction stands for performance goal as an element specified in the theory and it is indicated by social, physical health, cognitive, emotional/psychological, physical appearance, personality characteristics domains by Cecen, 2021.

Finally, the sports success stands for success in achievement. It is indicated by flow state, attention, technique, sensitivity to error, commitment and achievement by Mousavi & Vaezmousavi, 2025.

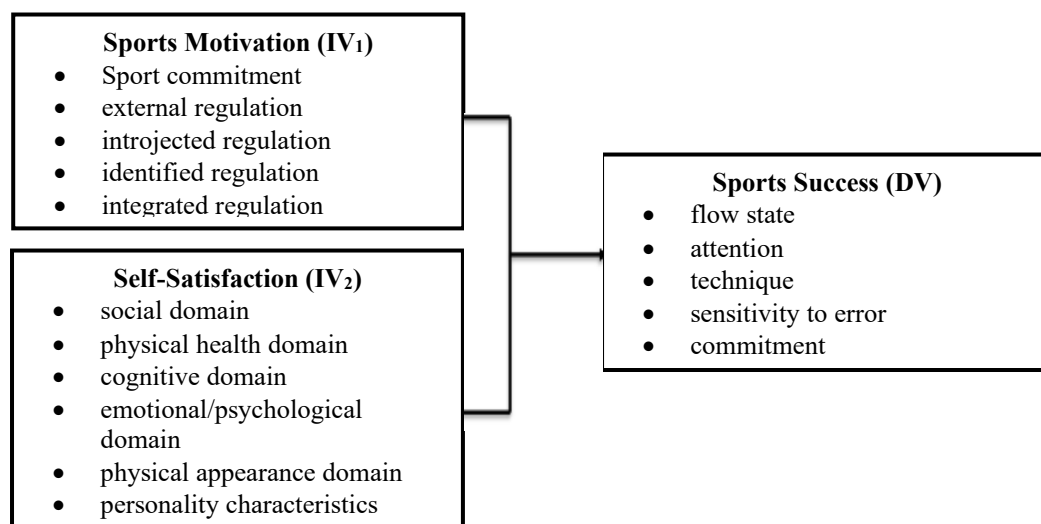


Figure 1. Conceptual Framework of the Study

Methodology

The research design, locale of the study, the sample and sampling, data gathering technique, data analysis, and the ethical considerations are included in this chapter.

Research Design

The researcher used a quantitative diagnostic research design as the most appropriate approach to examine the influence of the sports motivation and self-satisfaction on success of track and field student-athletes. Specifically, a descriptive–correlational design was utilized to fulfil the study's objectives, as it

allowed the researcher to describe two or more variables and determine the degree of association between them. Descriptive correlational research is well-suited for identifying existing patterns and relationships without manipulating any conditions, providing an accurate picture of the current state of affairs (IvyPanda, 2022).

Locale of the Study

This study was conducted among secondary public schools in the DepEd Division of Davao City, Region XI. An estimated one hundred thirty-eight (138) schools were under the said division, consisting of thirty-eight (38) implementing schools and one hundred (100) non-implementing schools. Most of these schools had already established athletics groups for more than a quinquennial period and had been competing in various meets from lower to higher levels. These existing sports programs provided a structured environment where track and field athletes could develop their skills and participate regularly in competitive events.

Sample and Sampling

The respondents of this study comprised one hundred thirty (130) secondary public-school track and field athletes enrolled in two large and two medium schools. A purposive sampling technique was employed, guided by inclusion criteria that required participants to be active high school track and field athletes, while non-athletes or those not affiliated with track and field programs were excluded, consistent with the definition provided by Etikan, Musa, and Alkassim (2016). To ensure that all eligible participants were included, complete enumeration sampling was also applied, which, as explained by Iliyasu and Etikan (2021), involves selecting every member of the defined population to meet the predetermined sample size. Participation was voluntary, and informed consent and assent were obtained to uphold ethical standards such as confidentiality, participant welfare, and appropriate compensation. These procedures ensured that the sample accurately represented active track and field student-athletes across the division.

Data Gathering Technique

The study utilized the online survey technique in gathering data. Specifically utilized three adapted and modified survey questionnaires: the Sport Motivation Scale-6 (Mallett et al., 2007), the Self-Satisfaction Scale (Cecen, 2021), and the sport success scale questionnaire by Mousavi & Vaezmousavi (2015). The quality and validity of the instrument were ensured through the validation of Physical Education and research specialists. A pilot test was then conducted on thirty (30) students who were not part of the actual respondents to determine the clarity and usability of the items. The responses obtained from the pilot test were analyzed, and the combined questionnaire achieved a Cronbach's alpha coefficient of 0.90, indicating excellent internal consistency and reliability across all measured variables. Further, Moreover, all of them have scale (Likert-type) with specific indicators describing the current conditions of respondents.

Data Analysis

Mean and Standard Deviation (SD) were used to determine the levels of sports motivation, self-satisfaction, and sports success of track and field athletes; A lower standard deviation indicates that respondent scores are clustered closely around the mean, suggesting a high level of consistency or agreement among respondents (Ma et al., 2025). Conversely, a high standard deviation reveals that the responses are spread out, indicating a lack of consensus or high variability in how respondents interpreted or reacted to the survey items (Sergeant et al., 2024).

Pearson Product–Moment Correlation, a symmetric measure of association that yields consistent estimates regardless of variable arrangement (Metsämuuronen, 2022), was applied to assess the relationships among the study variables. Multiple Regression was also utilized to examine how sports motivation and self-satisfaction influence the sports success of secondary track and field athletes, following the assumption of a linear relationship between the independent variables and the dependent variable (Lee, 2022).

In the following section, the matrix containing the scale, descriptive level, and corresponding interpretation assigned to each variable in this study is presented. This measure is specifically used to describe the levels of sports motivation, self-satisfaction and success.

Scale	Level	Interpretation for Sports Motivation	Interpretation for Self-Satisfaction	Interpretation for Sports Success
4.20-5.00	Very High	Extremely motivated	Extremely satisfied	Sports success is extremely experienced.
3:40-4:19	High	Highly motivated	Highly satisfied	Sports success is highly experienced.
2:60-3:59	Moderate	Fairly motivated	Fairly satisfied	Sports success is fairly experienced.
1:80-2:59	Low	Slightly motivated	Slightly satisfied	Sports success is slightly experienced.
1:00-1:79	Very low	Not motivated	Not satisfied	Sports success is not experienced.

For the interpretation of standard deviation the following percentage standard is followed by Sergeant et al., (2024):

% of Scores Covered

≈ 68%
 ≈ 95%
 ≈ 99.7%

Interpretation Basis

Scores are highly consistent
 Scores are moderately dispersed
 Scores are highly dispersed

For the interpretation scale of r-value, the following scheme is used as proposed by Guilford (1956):

Computed r

+/- 1.00
 Between +/- 0.75 - +/- 0.99
 Between +/- 0.51 - +/- 0.74
 Between +/- 0.31 - +/- 0.50
 Between +/- 0.01 - +/- 0.30
 0.00

Descriptive Interpretation

Perfect Correlation
 High Correlation
 Moderately High Correlation
 Moderately Low Correlation
 Low Correlation
 No Correlation

In terms of Scale of Beta (β) Coefficient Strength, the following scheme as proposed by Cohen (1988) and Hair, et al. (2019) was used:

β Value Range	Strength of Relationship
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

Ethical Consideration

The researcher followed a rigorous data gathering procedure anchored on ethical standards to ensure integrity. Approval was obtained from the thesis adviser, Graduate School, and HCDC-SMILE, guaranteeing adherence to legal and moral principles. Formal permission from the Department of Education and school principals was secured before distributing consent and assent forms to ensure voluntary participation, confidentiality, and the right to withdraw. During data collection, the researcher explained to the respondents the purpose and the process of the research, and provided fifty pesos amount to recompensate the data load spent by the respondents to answer the questions.

Results

This chapter presents the results of the study. Specifically presented are descriptive, correlation, and regression analysis. The summary of findings was also presented in this chapter.

Descriptive Analysis

Table 1 presents the descriptive statistics of the study variables namely, sports motivation, self-satisfaction, and sports success with their respective indicators. It also includes the number of respondents, computed means, standard deviations, and the corresponding descriptive interpretations.

Table 1. Descriptive Levels

	Mean	SD	Descriptive Level
Sports Motivation	4.13	.592	High
Sports Commitment	4.21	.756	Very High
External regulation	3.92	.745	High
Introjected regulation	3.86	.766	High
Identified motivation	4.41	.615	Very High
Integrated motivation	4.11	.723	High
Intrinsic motivation	4.25	.687	Very High
Self-Satisfaction	3.92	.683	High
Social Domain	3.99	.757	High
Physical Health Domain	3.99	.904	High
Cognitive Domain	4.00	.771	High
Emotional Domain	3.99	.794	High
Physical Appearance	3.76	.940	High
Personality Characteristics	4.20	.692	Very High
Sports Success	4.08	.631	High
Flow State	3.94	.755	High

Attention	3.96	.812	High
Technique	3.97	.821	High
Sensitivity of Error	4.12	.679	High
Commitment	4.42	.625	Very High
Achievement	4.07	.720	High

Specifically, Table 1 shows that the sports motivation variable obtained a mean score of 4.13 (SD=0.592) described as high level with a highly consistent responses among respondents. It indicates that sports track and field student-athletes are highly motivated. Three indicators obtained very high while the other three indicator obtained high.

Furthermore, the results show that the self-satisfaction variable obtained a mean of 3.92 (SD=0.683) described as high level with a highly consistent responses among respondents. This indicates that the sports track and field student-athletes are highly satisfied. All of the indicators obtained very high.

Finally, the success variable obtained a mean of 4.08 (SD=0.631) described as high level with a highly consistent responses among respondents. It indicates the track and field student-athletes are highly experienced sports success. The results showed that five indicators obtained while one indicator obtained Very High.

Correlation Analysis

Table 2 is the correlation table. It specifically contains the variables namely, Sports Motivation and Self-Satisfaction. It also contains the criterion variable which is the Success of the Track and Field Athletes. Lastly, it contains the *r* - value, the *p*-value, the decision on hypotheses.

Table 2. Relationship Between Variables (n=130)

Variables	Sports Success of the Track and Field Athletes			
	<i>r</i> -value	<i>p</i> -value	Decision on H_0	Interpretation
Sports Motivation	0.684	.000	Reject	Moderate High, Significant
Self-Satisfaction	0.827	.000	Reject	High, Significant

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Table 2 shows that the correlation between sports motivation and the sports success of track and field athletes yielded a *p*-value of 0.000, which is less than the 0.05 level of significance. Hence, the null hypothesis was rejected. This indicates a statistically significant correlation. With an *r*-value of 0.684 such correlation is described as moderately high.

Furthermore, the table shows that the correlation between self-satisfaction and the sports success of track and field athletes yielded a *p*-value of 0.000, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected. This finding indicates that the relationship between self-satisfaction and the

sports success variable is significant. With an r -value of 0.827, the correlation of the two variables is described as high.

Regression Results

Table 3 presents the regression results and includes the variables namely, sports motivation and self-satisfaction. It also contains the criterion variable, which is sports success. It also displays the β coefficients, t -values, p -values, the decisions on the hypotheses, and the corresponding interpretations.

Table 3. Regression Table

Predictors	Sports Success of Track and Field Student-Athletes				
	Coefficient β	t	p -Value	Decision H_0	Interpretation
Sports Motivation	0.207	3.086	.002	Reject H_0	Influence, Significant
Self-Satisfaction	0.683	10.167	.000	Reject H_0	Influence, Significant

Model Summary:

$F\text{-Stat} = 152.715 / p\text{-value} = 0.000 / r\text{-squared} = 0.706$

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Table 3 specifically shows that sports motivation obtained a standardized coefficient β of 0.207 indicating that sports motivation has 20.7% influence on sports success of track and field students-athletes. Such percent of influence is considered significant as indicated by the .002 p -value which is less than 0.05 of confidence, the null hypothesis is rejected. Likewise, the self-satisfaction obtained a standardized coefficient β of 0.683 indicating a 68.3% influence on sports success of track and field athletes. Such degree of influence is significant as denoted by the p -value of 0.000, which is less than level of significant, the null hypothesis is likewise rejected. This indicates that the degree of influence is statistically significant.

Finally, Table 3 shows the combined degree of influence of sports motivation and self-satisfaction variables on sports success. It was found that there combined degree is statistically significant as indicated by the f -statistic of 152.72 and a p -value of 0.000, which is below the 0.05 alpha level. This suggests that while both factors independently contribute to athletic sports success, their joint impact forms a powerful explanatory model when other factors are kept constant. It shows that the two predictive variables obtained an $r^2 = 0.706$, which denotes that together they explained 70.60% of the variance in the success of track and field athletes.

Summary of Findings

Based on statistical results, it specifically was found that:

1. Sports motivation and self-satisfaction has moderately high and high significant correlation with sports success, respectively.
2. Sports motivation and self-satisfaction have significant influence on sports success; however the first is weak while the latter is strong.

3. Sports motivation and self-satisfaction has very strong significant combined influence on sports success.

Discussions

This chapter presents the discussions of the results of the study. Specifically, includes the reviews of previous findings that are either supported or denied by the results of this study.

Descriptions of Sports Motivation, Self-satisfaction, and Sports Success of Track and Field Student-Athletes

The results show that track and field students-athletes demonstrated high level of sports motivation in terms of sports commitment, external regulation, introjected regulation, identified motivation, integrated motivation and intrinsic motivation. This finding supports the finding of Rosario (2025), found that athletes exhibited a high level of motivational factors with an overall mean indicating high motivation and intrinsic motivation being especially strong among participants. Moreover, Potenciando et al. (2024) reported that Bachelor of Physical Education students demonstrated a high overall level of sports motivation, with identified regulation showing very high motivation and the overall weighted mean indicating high motivation in sports engagement. However, Nurmi et al. (2025), found that some participants demonstrated “low sport motivation” profiles, indicating that not all athletes maintain high motivation and that motivation can vary widely depending on the individual and context.

The finding indicate that track and field students-athletes demonstrated high level of self-satisfaction in terms of social domain, physical health domain, cognitive domain, emotional domain, physical appearance and personality characteristics. This finding supports the study of Cecen (2021), stating that high levels of self-satisfaction among participants with strong internal consistency and validity. Moreover, Malaso and Kan, (2022) found that individuals reporting high satisfaction in social interactions, physical health, emotional regulation, cognitive functioning, physical appearance, and personality characteristics also demonstrated higher overall life satisfaction. However, the study of Dufy et al. (2024), revealed that participants reported high satisfaction in certain domains simultaneously experienced low satisfaction in emotional regulation, physical health, and body image.

The results show that sports success of track and field student-athletes demonstrated high level of sports success in terms of flow state, attention, technique, sensitivity of error, commitment and achievement. This finding supports the assertion of Fernandez et al. (2024) that demonstrated high achievement motivation, attentional focus, technical consistency, sensitivity to error, and commitment to training. Moreover, Angol et al. (2025) found that athletes with better performance outcomes, reflecting high levels of sports success. However, Flow states do not always lead to higher achievement, as they can reduce error sensitivity and technical precision in athletes (Jackman et al., 2023).

Correlation of Sports Motivation and Self-Satisfaction, and Sports Success

The results show a statistically moderately high significant correlation between sports motivation and the sports-success of track and field students-athletes. This supports the study of Liu (2024), found a significant positive correlation between sports motivation and sports success among college student-athletes in China, indicating that higher levels of motivation were associated with better performance outcomes across multiple success indicators. Similarly, high levels of motivation across achievement, physical fitness, and teamwork domains were positively correlated with athletes’ success (Semornsuwan & Kaopaiboon, 2024).

However, athletic motivation did not uniformly correlate with academic motivation among college athletes, indicating motivational complexity that may not directly predict success outcomes (Uniyal & Tewari, 2022).

The analysis reveals a high significant correlation between self-satisfaction and the sports success of track and field student-athletes, resulting in the rejection of the null hypothesis. This finding supports the study of Baniyadi and Salehian (2021), shows a strong and substantial correlation between self-satisfaction and athletes' success, indicating that those with higher satisfaction achieve better outcomes and perform more confidently. Moreover, Yu et al. (2024) found that training satisfaction was positively linked with psychological resources that support competitive success in athletes. However, Lochbaum et al. (2023) meta-analysis, found that sports success alone was not a reliable predictor of self-satisfaction.

Influenced of Sport Motivation and Self-Satisfaction on Sports Success

The results show that sports motivation has a weak but significant influence on the sports success of track and field student-athletes, as indicated by its regression coefficient, which implies that the degree of influence is statistically significant. This finding supports the study of Liu and Li (2023), who found that motivation had a weak but significant influence on perceived success and enjoyment, mediated by emotional states. Likewise, sports motivation correlated weakly but significantly with perceived success, showing that motivation alone is not a strong predictor of success (Shah & Singh, 2024). However, Abdullah et al. (2023) found that while motivation contributes to success, its influence is often modest, and sometimes external or contextual factors override it.

As found, self-satisfaction has a strong and significant influence on the success of track and field student-athletes, as indicated by its regression coefficient, which implies that the degree of influence is statistically significant. This finding supports the study of Cao et al. (2025) found a strong and significant influence between life/self-satisfaction and achievement/sports success, highlighting that satisfaction directly enhances motivation and performance outcomes. Moreover, Shah and Singh (2024) found a strong and significant influence between athletes' satisfaction with their performance and their perception of success, confirming that self-satisfaction is a key predictor of sports success. However, athletes with high self-efficacy reported satisfaction even without notable success, contradicting the assumption of a direct high correlation between success and satisfaction (Kumbar, 2023).

Moreover, it was revealed that sports motivation and self-satisfaction has a very strong and significant combined influence on sports success of track and field athletes, as indicated by the f-statistic and a p-value. This means that when both motivation and satisfaction levels increase, they collectively contribute to higher athletic performance outcomes. These findings support the study of Cao et al. (2025), found strong combined effect of motivation and self-satisfaction on success outcomes, showing that satisfaction amplifies the motivational drive toward achievement. Moreover, Zhang (2025) showed that athlete satisfaction strongly predicts training performance, reinforcing that motivation and self-satisfaction together serve as powerful predictors of athletic success. However, Yu et al. (2024) found that sports motivation and self-satisfaction did not directly predict success. Instead, self-efficacy and mental toughness mediated the relationship, weakening the assumption of a strong, direct combined influence.

Conclusion

Based on findings, it is concluded that Sports motivation and self-satisfaction have 70.6% very strong significant combined degree of influence on sports success. This substantial combined effect confirms the Achievement Goal Theory, which posits that athletes interpret and define success through mastery goals

focused on personal improvement and competence, as well as performance goals centered on demonstrating ability and outperforming others.

Recommendation

Based on conclusion, it is recommended that further study may be undertaken utilizing other variables not covered in this study to determine potential factors that may explain the remaining 29.4% influence on sports success. A qualitative research may be pursued in order to identify emerging themes that may be utilized as potential variables.

Furthermore, the Department of education is encouraged to initiate programs that will enhance the sports motivation and self-satisfaction of track and field student-athletes in order for them to achieve extreme sport success.

Acknowledgements

I would like to express sincere gratitude to my research adviser Dr. Bryan L. Cancio for the invaluable guidance, insights, and constant encouragement throughout the conduct of this study.

Deep appreciation is also extended to Dean of the Graduate School Dr. Reynaldo O. Cuizon for the academic leadership, support, and provision of an environment conducive to research and professional growth.

Heartfelt thanks are given to my family and friends for the unwavering support, patience, generosity, and motivation that greatly contributed to the completion of this work.

Above all, I offer profound praise and thanksgiving to the Almighty God for the wisdom, strength, guidance, and blessings that made this endeavor possible.

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