

# Athletic Identity and Sports Motivation of Student-Athletes

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## Abstract

Athletic identity of student-athletes has gradually lost because they do not have enough motivation to continue participating in sports. This study investigated the relationship between athletic identity and sports motivation of student-athletes. It made use of a non-experimental quantitative design employing a descriptive predictive correlation. An adapted questionnaire was used as a tool in gathering the data. There were 100 student-athletes chosen through a purposive random sampling technique who served as the respondents of this study. The data gathered were analyzed using Mean, Pearson Product Moment Correlation of Coefficient, and Linear Regression. The result of this study found that the student-athletes have a high level of athletic identity. It was also revealed that student-athletes have a very high level of sports motivation. Thus, the analysis indicated that a significant relationship exists between athletic identity and sports motivation of student-athletes. Therefore, improving athletes' competence shows to increase sports motivation of student-athletes. Others' support and encouragement are also essential factors in their success and high performance. Further, it is recommended that there should have a training or program specifically for sports coaches which will help them improve their skills in uplifting student-athletes' athletic identity and help them build stronger sports motivation among the student-athletes.

Keywords: Athletic identity; sports motivation; student-athletes; sports coaches; intrinsic motivation; amotivation

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## CHAPTER 1

### The Problem and Its Scope

The student-athletes are the role models in schools because of their athletic identity where they must be self-disciplined, respectful, multi-tasker, and many others. Athletic identity is something that athletes must possess and show others that they are real athletes who always make a difference and sometimes bring pride and honor to the school. A great challenge for sports coaches is that level of athletic identity of the student-athletes has gradually lowered, resulting in a decrease in the number of competitive and active student-athletes. Its impact may also decrease students-athletes' motivation in participation and being involved to different sporting events. Sport coaches must look for possible ways and means to maintain and boost the sports motivation of student-athletes and to uplift their athletic identity. Continuing of sports training even at home may help student-athletes boost their motivation and make them more identified as athletes.

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Motivation for sports practice is an important component in maintaining consistency and adherence. (Batista, Leyton-Roman, Honorio, Santos, & Jimenez-Castuera, 2020). Student-athletes' various levels of motivation for sport involvement is a direct response to their self-perceptions (Foster & Huml, 2017). Athletes with a strong athletic identity have been seen to have distinct sports goals. Setting goals motivated them to keep going with their training and helped them recognize themselves as athletes (Poucher & Tamminen, 2017). According to the study conducted by Westlund (2012), it is found out that there is a link between imagery use, motivation and athletic identity, and it was significantly correlated with the six behavioral regulations. Tusak, Faganel, and Bedranik (2011) looked at motivational qualities be used to predict an athlete's sports identity. The predictive value is fairly strong, as psychological factors explain 26% of the overall variation - win orientation and positive and negative competitive drive have the highest predictive values.

In California, USA, one of the difficulties that student-athletes may have as they cope with the loss of their athletic identities is that they may not have acquired other interests outside of their sport. Student-athletes may be unable to engage in student groups or having the opportunity to pursue other recreational and leisure interests or hobbies due to the time and energy demands of athletics or sporting events (Kennedy, 2021). Paoli and Musumeci (2020) states that long periods of relaxation and the lack of competitions, pose a serious threat to athletes' health and performance including motivation, especially in reality. NCAA Division I student-athletes of Arizona were the general population afflicted by a lack of athletic motivation. Due to lower than predicted college graduation rates of student-athletes, NCAA Division I student-athlete sports motivation was a worry (Adams, 2018).

Further, in the Philippines, the study of Manalo and Roncesvalles (2016), finds support on motor skills proficiency that suggests function as a significant contributor to athletic identity development of student-athletes. If an individual lacks the necessary degree of motor abilities to be effective in sport, it is difficult to establish a self-concept connected to the "athlete" position. Furthermore, the self-reinforcing impact of improving abilities will aid in the maintenance or strengthening of the athletic identity of the student-athletes (Manalo & Roncesvalles, 2016). San Miguel (2019) stated in his study in the Philippines, that the increased usage of extrinsic rewards supplied by the media, coaches, and parents, athletes at the highest levels of competition may face a decline in intrinsic motivation. Coaches can assist collegiate athletes enhance or sustain intrinsic motivation despite the existence of extrinsic rewards by fostering positive relationships among players.

In a public school in Davao City, the researcher observed that most of the student-athletes have somewhat lost their athletic identity and even their sport motivation. Their drive to participate in future sporting competitions and their sense of identity as athletes were in a state of great challenge. But some student-athletes have maintained their worth and identity as athletes and still have the motivation for sport participation. They even made personal training plans: such as engaging into physical activities like jogging, having a workout, biking, etc., just to continue with their goals in their respective sporting events. It has been observed by the researcher that student-athletes have lost their role as student-athletes to which they must be role models, disciplined students, and a good influencer towards other students. Their motivation in participating or engaging into sports have somewhat decreased due to some hindering factors that results to a low athletic performance especially in tournaments or sporting events.

As student-athletes gradually lost their athletic identity and lacks sport motivation, the researcher feels that there is a need to look more closely in this situation. Student-athletes must maintain their athletic identity and sport motivation as they represent the school to different sporting competitions. It is also to sustain the achievements and success of schools in the field of sports. This is the reason why the researcher conducted this study.

### *Rationale of the Study*

Most student-athletes experienced having a low level of athletic identity which may result to poor performance in sports. Its possible implication is that student-athletes have a decrease level of motivation in sports. Moreover, schools may be affected due the decreasing level of performance since student-athletes represents the name of the school in different sporting events. Sports coaches including educational institutions should create strategies or programs which will help uplift the athletic identity and sports motivation of the student-athletes.

This research study determined the level of athletic identity and sports motivation of student-athletes. It also aimed to determine the relationship between athletic identity and sports motivation among student-athletes. This study is beneficial to the Department of Education, School Heads, Teachers, Sports Coaches, Student-Athletes, and Future Researchers.

*Department of Education Officials.* The officials from this department can benefit from the results of this study. This can guide them by designing sport programs most especially for sports coaches which focuses more on the motivation of student-athletes through conducting seminars or workshops that could help improve the coaching competence and skills of sports coaches in schools most especially in uplifting the athletic identity of the student-athletes.

*School Heads.* This study is beneficial to the school heads for they serve as leaders in the field which teachers and sport coaches look up to. They sometimes served as counselors where sport coaches ask for advice and effective solutions on how to motivate student-athletes and uplift their athletic identity most especially during these trying times. They can help teachers who are sports coaches by designing sports programs or trainings for the student-athletes which will improve their motivation and their athletic identity.

*Teachers.* The teachers specifically the classroom advisers find this study useful for it can be a source on how they will also motivate their students in the class. They may also understand how student-athletes lose their motivation in continuing to participate in sports and how to maintain the student-athletes' athletic identities.

*Sports Coaches.* The sports coaches can benefit from this study through development of sports programs which help the student-athletes motivates themselves to participate in sports activities. Sports coaches might initiate training plans good for student-athletes to perform at their homes which may also result to having a high level of athletic identity.

*Student-Athletes.* As teachers and sports coaches find this study beneficial, the student-athletes can benefit from this study as well by letting themselves engaged into physical activities which could help boost their sports motivation and uplift their athletic identity. It can help them find inspiration to push their motivation higher as expected by their coaches.

*Future Researchers.* To the future researchers, this study would serve as a springboard for further studies about the related variables and related studies.

### *Statement of the Problem*

This study determined the indicator of athletic identity that significantly influence sports motivation of student-athletes. Specifically, it sought to answer the following questions:

1. What is the level of athletic identity of student-athletes in terms of:
  - 1.1 physical appearance;
  - 1.2 competence;
  - 1.3 encouragement from others?
2. What is the level of sports motivation of student-athletes in terms of:
  - 2.1 amotivation;
  - 2.2 external regulation;
  - 2.3 introjected regulation;
  - 2.4 identified regulation;
  - 2.5 integrated regulation;
  - 2.6 intrinsic motivation?
3. Is there a significant relationship between athletic identity and sports motivation of student-athletes?
4. Is there an indicator on athletic identity that significantly influence sports motivation among student-athletes?

### *Hypotheses*

This study had been tested at .05 level of significance.

Ho<sub>1</sub>: There is no significant relationship between athletic identity and sports motivation of student-athletes in public high schools;

Ho<sub>2</sub>: There is no indicator of athletic identity that significantly influence sports motivation among student-athletes in public high schools.

### *Review of the Related Literature*

This section presents the significant literature and studies related to the variables utilized in the study to provide a solid basis for the study and to provide readers with enough knowledge about the variables and indicators being studied. It centers on athletic identity and sports motivation of student-athletes.

### *Athletic Identity*

As mentioned by Uroh and Adewunmi (2021), athletic identity is the degree to which an individual associates or identifies with the sports role. It is associated by both bad and good results, even though it is created by social contact and affirmation. Others affirm this identity with the athlete's role, which pushes the individual to be more devoted to training and achieving sports goals. In a recent study conducted by Gupta and McCarthy (2021) on athletes' adversity and resilience during COVID-19, athletes reported tangible losses in their sport, support networks, and athletic identity, as well as a sense of incongruence as a result of the dissonance between their usual structured, goal-directed environment and the relatively aimless lockdown scenario presented by COVID-19. As concluded by LeClaire (2021) in her recent study, schedule adjustments, mask mandates, physical and social distancing measures, quarantines, and lockdowns all contributed to a wide range of feelings and identities among student-athletes.

Moreover, Graupensperger, Benson, Kilmer, and Evans (2020) suggested that it is also important to examine the importance of athletic identities while looking at the impact of COVID-19 on student-athletes'

well-being. We believe that social connection and social support from teammates may be linked to mental health outcomes, in part due to their impact on an athlete's identity. Other group members' supportive actions typically operate in ways that assist individuals in living out their role identities and developing good self-evaluations. In other words, organizations create an environment in which people may embrace their role identities while also receiving support from their peers. When it comes to student-athletes, teammates can help to confirm one's athletic identity when they are otherwise cut off from the sport settings that are necessary to sustain it.

While COVID-19 did not exist in this present year, Facio (2020) found no link between athletic identity and subjective job achievement where 313 former collegiate players and non-athletes were the participants. Student-athletes who have acquired a main identity as an athlete, on the other hand, might expect to play professionally at a rate of up to 75%.

Furthermore, an athlete with a strong athletic identity may place a high value on involvement in sports and may find it difficult to identify as anything other than an athlete (Claytor, 2019). There is also a strong exclusivity in athletic identity might hinder the development of other components of one's individual identity throughout adolescence, a time when one's identity is established based on diverse social interactions (Edison, Christino, & Rizzone, 2021).

A strong athletic identity could help you stay motivated and committed to your sport. Student-athletes with a strong athletic identity have been found to have poorer professional maturity than their nonathlete counterparts, suggesting that they may have additional difficulties while making career decisions and moving to the labor market. As a result, for those dealing with athletes, such as sport psychologists, coaches, career counsellors, and lifestyle advisers, encouraging the development of diverse identities to ensure flexibility and welfare has been elevated as a top priority (Suz, 2020).

According to the results of the study of Mottola (2020), a starting athlete may have a stronger sense of athletic identity than someone who hasn't played much. Another factor to consider is whether the athlete was competing in or out of season for their sport. Athletes who were injured during the season may have had a stronger sense of athletic identity as a result of being in that capacity more frequently, whereas athletes who were hurt after the season may not have felt the same pressure to take on that role as intensely.

*Physical Appearance.* In the athletic environment, the physical self is recognized as being particularly important in sport participation and performance. The 'performance body' may gain significance in athletes' life and become an important part of their entire identity. The body and physical self are crucial in the formation of top athletes' identities since they play such an important part in the building of identity (Shannon, 2011). Although a certain amount of identification with the athlete role might be advantageous, injured athletes, for example, with a strong athletic identity may be prone to over-rehab or risk a premature return to sport due to the need to resume the sport that defines them (Podlog, Gao, Kenow, Kleinert, Granquist, Newton, & Hannon, 2013). Many participants' athletic identities were likely to have lowered as a result of their injuries, some individuals may have improved their identification with the athlete role if they got more active in sport following their injuries (Tasiemski & Brewer, 2011).

It was shown in a study conducted by Turkeli (2021) that student athletes who participate in individual sports place a higher value on their physical appearance and the activity they participate in and feel more competent when participating in physical activities than team student athletes. However, while the body has long been recognized as an important component of athletic identity, the findings of Hadiyan and Cosh (2019) implies that physical rather than motor elements of fitness and the body are more strongly linked to

identity.

Reifsteck (2011) stated that the athletic look of a person, the importance of the sport activity to that person, and that person's conviction in his or her ability to conduct physical activities all have an influence on one's personal athletic identity. The athletic look of a person, the importance of the sport activity to that person, and that person's conviction in his or her ability to conduct physical activities all have an influence on one's personal athletic identity. In his qualitative study, 33% of the participants said that they were more active to maintain fitness after identifying as an athlete, in part because they desired to seem athletic to others.

*Competence.* Competence refers to whether or whether people feel they can do well in a sport, exercise, or physical activity (e.g., I'm confident in my athletic abilities). The biggest predictor of self-determined motivation was found to be competence, while autonomy and relatedness were also important predictors as stated by Barbeau, Sweet, and Fortier (2009) as cited by Reifsteck (2014). Furthermore, people with strong athletic identities are more likely to cherish sport in their life and to acquire self-esteem and competence from their athletic endeavors. Individuals who over-identify with their athletic role at the expense of establishing other identities, on the other hand, may find it difficult to adjust to conditions when they are no longer able to compete in sports due to injury or retirement (Reifsteck, 2014). Competence may also be more difficult to obtain in sports when the athlete's aesthetic or weight aspects are out of his or her control (Daniels, 2019).

Newton, Gill, and Reifsteck (2020) stated that sport competency beliefs appeared to aid in the development of athletic identities that were part of one's self-image. The love of athletics was frequently expressed in ongoing engagement and elite-level participation. The athletic self-perceptions acquired in infancy and adolescence were reinforced throughout the process. Moreover, identification with the athletic role has significant ramifications for the subcomponents of physical self-concept, particularly sport competence and physical condition. As a result, athletic identity is crucial in both how one conceptualizes himself or herself and the personal value judgements one makes about that self-concept (Reifsteck, 2011).

In a study of Cakiroglu (2021), a review of current studies on perfectionism and sports performance shows that perfectionism is a significant aspect in the domains of sport progress and performance specifically in competence, and that perfectionist efforts are correlated in some situations. While there is evidence that perfectionistic pursuits may have an impact on athletic performance, there is also plenty of evidence that they may play a more complex role in performance. As a result, athletic perfectionism improves athletic performance and increases athletic success by increasing an individual's positive perception of support and social evaluations through realism, acceptance of personal limitations, and improving feelings of satisfaction and contentment with one's performance.

*Encouragement from others.* As stated by Reifsteck (2014), supported from others and validation of an individual's athletic identity is referred to as encouragement (i.e., I receive encouragement from others for sports participation). According to Helstedt (2005) as cited by Soto (2019), in the life of an athlete, his or her family plays an essential role. Athletes frequently praise by their parents for their accomplishments, citing their encouragement, discipline instillation, and importance of achievement. Encouragement from others about one's athletic role also aids in establishing one's identity as an athlete (Reifsteck, 2011).

Moreover, in the result of the study of Ahmadabadi, Shojae, and Daneshfar (2014), it is recommended that sport psychologists pay close attention to this component throughout the competition season and place a greater emphasis on the players' athletic roles, particularly the outward dimension, i.e. to increase athletic performance, one must have a social identity or be recognized by society as an athlete. In addition, the study conducted by Kondrič, Sindik, Furjan-Mandic, and Schiefler (2013), as physical education

is not a compulsory subject in India, people are not aware of the benefits of participating in physical activities, and the unsupportive environment does not encourage people to participate in physical activities, this same finding would be difficult to generalize among the Indian population. Thus, peer settings and sports cultures inside institutions and locations where physical activities and sports are promoted and supported are significantly related to the current findings, since such behaviors stimulate teenagers' resolve to engage in physical activities.

Further, a study conducted by Reifsteck (2011), it shows that female athletes are more prone to incorporate other people's support into their sports identity formation. In other words, women's athletic reinforcement may be more essential in strengthening their self-identification as athletes. However, Anderson (2007) mentioned that people establish self-definitions through social interactions, and as a performer of exercise, sports, and physical activity, the self-assesses the degree of support it receives from others. This imagined support might be strong or weak, validating or affirming the athletic self in either a favorable or negative manner.

Consequently, the study of Cowley, Watson, Foweather, Belton, Thompson, Thijssen, and Wagenmakers (2021), discussed that peers might both enhance and detract from the enjoyment of physical activity. Participants felt most at ease in the presence of peers with similar ability levels and those who could be trusted not to criticize their talents or looks. Peers who were not in the participants' immediate friend circle typically had the reverse impact, discouraging them from participating because they felt judged and at risk of scorn. Many participants expressed anxiety in PE classes, particularly in mixed-gender classes, because they were uncomfortable exercising in front of boys. When girls were divided into groups without their friends, they felt uneasy and indicated they didn't fully participate in activities because they were worried of being judged by others.

### *Sports Motivation*

Moradi, Bahrami, and Dana (2020) posited that motivations are elements that motivate a person's conduct, drive them in a specific direction, and result in coordination. Individuals differ not just in terms of their ability to perform a task, but also in terms of their desire to perform that task or the motivation that drives them. Individuals are driven to participate in sports by both internal (such as enjoyment) and external (such as skill development and mastery) motivations (such as rewards, improved health, looking good). Growing skills, recreation, acquiring new abilities, fighting, and physical fitness are the most important reasons for sport involvement motivation, as per some studies.

In a study conducted by Kucukibis and Gul (2019), the motivating variables of male and female students attending sports high schools were found to be comparable; however, intrinsic motivational elements were found to be different. Another difference discovered was that female students prioritized acquiring valuable knowledge, but male students prioritized the prestige of being an athlete, learning new training techniques, and the joy of perfecting their skills. Based on these findings, it is suggested that research be conducted to enhance the sporting motivation of students who participate in sports training.

*Amotivation.* Sports Performance Bulletin (2021) defined amotivation as a lack of motivation to engage in a behavior. It is accompanied by emotions of ineptness and a disconnection between one's actions and the intended results. According to Vallerand (2012) as cited by Adams (2018), it is important to assess the reasons of motivation. Individual motivational processes are complex. Individuals react to the impact of a



task, a person, or the social environment on them. As a result, assessing amotivation is an important part of increasing an individual's motivation. The more self-determined a person's motivation is, the more favorable the results will be. Amotivation is located on the extreme left of the self-determination continuum. It has little or no self-determination when it comes to sports and physical activities (Racine, 2013).

Additionally, the study of Sanchez-Miguel, Leo, Sanchez-Oliva, Amado, and Garcia-Calvo (2013), the parents' behavior at the sporting practice had a significant impact on the athletes' enjoyment and amotivation. As a result, when parents acknowledged to pressing their children to participate in sports, the children's apathy increased, and their enjoyment of the exercise decreased. Parents' support, on the other hand, was favorably connected to athletes' happiness and adversely related to their amotivation.

Heerden (2014) concluded in his study that the importance of sports involvement and the bright future that sport has in Africa should be highlighted to the students in order to boost their dedication and drive. This might boost students' intrinsic motivation at the relevant university. Students may refuse to participate in sports if amotivation is not addressed and countered.

*External Regulation.* External regulation is the least autonomous kind of motivation, in which a person engages in an activity in exchange for a reward (Morris, 2012). In the study of Berki, Piko and Page (2019), external regulation is predicted by social factors of commitment. These predictions were made based on the fact that these elements indicate societal expectations as well as assistance from coaches or peers. From the data of the study, it was confirmed that athletes are under pressure to continue participating in sports because of expectations and support, indicating a higher level of external regulation.

The quality of motivation is connected to the stages of transformation, according to findings of similar study conducted by Zamarripa, Castillo, Baños, Delgado, and Alvarez (2018). That is, as people's motivation grows more self-determined, so does their desire to engage in physical activity. When compared to those who reported doing physical exercise on a regular basis, amotivation and external regulation predominated among those in the early stages of change, that is, when physical exercise is not done and there is no intention to do it (action and maintenance).

According to research conducted by Medic, Mack, Wilson, and Starkes (n.d.), male scholarship athletes exhibit greater levels of external control than female scholarship athletes and all non-scholarship athletes. For non-scholarship athletes, the potential of receiving full athletic scholarships in the future has resulted in heightened external regulation. In another study, the lack of relevance of external regulation in comparison to intrinsic motivation, and to a lesser extent, amotivation, is important in terms of the values observed in the variables (Ponseti, Almeida, Lameiras, Martins, Olmedilla, Lopez-Walle, Reyes, & Garcia-Mas, 2019). *Introjected Regulation.* Introjected regulation is the result of an internalized, pressing voice motivating you. Guilt, anxiety, or humiliation are all sources of motivation for certain behaviors. Introjected regulation motivates a person to do an action not because he wants to, but because he is afraid of failing to do so due to a sense of responsibility (Anderson, 2017). Moreover, introjected regulation occurs when a person's incentive for a behavior has been partially internalized but not entirely internalized, such as when they exercise to avoid the guilt they will feel if they miss a session (Hurst et al., 2015).

A study conducted by Dishman et al., (2015), internalized social pressures or known as introjected regulation, which may be detrimental to prolonged activity and well-being, were linked to physical activity, suggesting that they became motivating as well. These findings point to the need for further long-term prospective research in childhood and adolescence to better understand how regulated and autonomous incentives for physical activity arise and respond to treatments aimed at increasing physical activity. In



addition, Dishman et al., (2015) discussed that introjected regulation is more likely to be sustained than external motivation since it is a form of extrinsic incentive that has been partially internalized. Introjected regulation, on the other hand, is controlled rather than autonomous, and it includes a struggle between external demand to act and a personal lack of willingness to act.

Furthermore, Kouali, Hall, Divine, and Pope (2021) discussed that introjected regulation, as expected, adversely impacted eudaimonic well-being in the regulated forms of motivation. Athletes that engaged in their activity to avoid negative emotions such as shame, guilt, or failure had low levels of happiness. In other words, athletes who had introjected motives for participating in sports were influenced by internal pressure; therefore, as a result, this control might lead to a lack of direction in their sport lives or prevent them from feeling extremely positive about themselves as athletes.

*Identified Regulation.* In Morris' (2012) article, identified regulation is a more autonomous kind of motivation in which a person chooses to behave in a certain way or style. A person is driven by identified regulation if she has personally associated with the importance of a behavior and embraced it as a personal regulation because it helps her achieve a goal. This type of motivation does not need the individual to enjoy the activity, nor does it necessitate an instant payoff (Anderson, 2017). In similar study conducted by Wilson, Rodgers, Blanchard, and Gessell (2012), participants preferred self-determined motivations for physical exercise over regulated motivations. The most important predictor of increased physical activity was identified regulation. External regulation and physical activity have always had a shaky relationship. When compared to other motives, recognized regulation was the greatest predictor of physical activity, according to multiple regression models.

During the COVID-19 pandemic, Ruuffault et al., (2020), showed that those who followed a training program during lockdown had significantly lower physiological anxiety (somatic tension and autonomic hyperactivity), significantly higher perceived control over return to sport, and significantly higher scores of autonomous motivational regulations to return to sport (like identified regulation) than those who did not. These findings imply that continuing sport practice at home under lockdown is linked to a sense of control and autonomous incentives to return to sport (e.g., in line with an individual's aims and needs). A study by Kouali et al., (2021), athletes' autonomous forms of motivation were positively associated with eudaimonic well-being, with identified regulation emerging as the strongest correlate. Athlete's participating in individual sports scored higher for the identified regulation compared to athletes participating in team sports.

*Integrated Regulation.* When an individual feels driven to execute a behavior because it is a part of his or her identity or is compatible with his or her personal beliefs, this is referred to as integrated regulation (Cooke, 2021). When a person conducts self-examination and subsequently internalizes and assimilates the reasons for an action, integrated regulation influences his behavior. External reasons have been carefully examined, and he has determined that they are consistent with his other personal views and ideals. (Anderson, 2017).

The study of Dishman et al., (2015), integrated regulation was found to be more strongly linked to physical activity than intrinsic desire. It has long been established that the relative relevance of intrinsic motivation for influencing behavior, as opposed to the most autonomous kinds of controlled motivation (i.e., identified and integrated regulation), depends on whether the action is viewed as exciting or uninteresting. Similar study was conducted by Vaxjo (2020). The group that kept doing group training had much better integrated regulation than the group that quit doing it. Furthermore, the group who remained with group training had a higher relative autonomy index value, but it was not significant, for both engaging in sport and training during pandemic emergencies than the group that quit.

Furthermore, it has been claimed that in situations when tasks are less or not fascinating and pleasurable (e.g., practicing in poor weather), integrated regulations, rather than intrinsic motivation, might be the best predictors of favorable outcomes. The current research found that the most autonomous kinds of extrinsic motivation (i.e., identified regulation) were important predictors of athletes' well-being, but intrinsic motivation was not (Kouali et al., 2021).

*Intrinsic Motivation.* Intrinsically driven athletes are those that participate in sports for personal reasons, such as sheer delight and fulfillment, and they generally focus on skill development and progress (Hatch, Thomsen, Waldron, *n.d.*). Intrinsic motivation promotes high-quality learning and creativity. It also fosters a sense of autonomy because the individual is operating solely in his or her own best interests (Anderson, 2017). According to studies by Leyton-Román, Dela Vega, and Jimenez-Castuera (2021), people who are naturally driven to engage in physical exercise are more likely to continue doing so. This is because most the individuals expressed high levels of happiness with their basic psychological needs (BPNs) with competence BPNs scoring somewhat higher. Moreover, Altintas, Kelecek, and Asci (2013) found that when intrinsic motivation and athlete identification grew, so did flow states. In other words, several research have shown a beneficial association between flow state and intrinsic motivation.

Additionally, during the COVID-19 scenario, the findings of Jamison (2021) have important consequences for athletes' understanding, particularly while they are away from school. When it came to sustaining their athletic training under quarantine, athletes of all genders reported higher levels of intrinsic motivation than extrinsic motivation, and relatedness satisfaction was the highest.

Intrinsic motivation may be divided into three categories: intrinsic motivation to learn, intrinsic motivation to achieve, and intrinsic motivation to be stimulated. Intrinsic motivation to learn refers to the joy and satisfaction obtained from learning, investigating, and comprehending new information. Intrinsic motivation to achieve is when someone engages in activities for the joy and satisfaction that comes from attempting to outdo oneself, create something, or accomplish something. Engaging in an activity because of the exciting sensations connected with it is known as intrinsic motivation to experience stimulation (Vallerand, 2012).

### *Synthesis*

Having a high sense of athletic identity means being able to portray the athlete's roles. The way student-athletes look physically, being competent, and socially encouraged has an impact to their athletic identities and even with their sports motivation. This must be given importance most especially by sports coaches for they have to find ways to keep track with their athletes' physical activities to maintain their athletic identities. Moreover, sports motivation among student-athletes should still be present in their personal selves. Sports coaches must create training plans to continue their physical activities as part of student-athletes' training in their respective sporting events. This will help retain their intrinsic motivation and as well as extrinsic motivation to continue participating to sporting events and which will result to having an excellent performance especially during competitions and sporting events

### *Theoretical/Conceptual Framework*

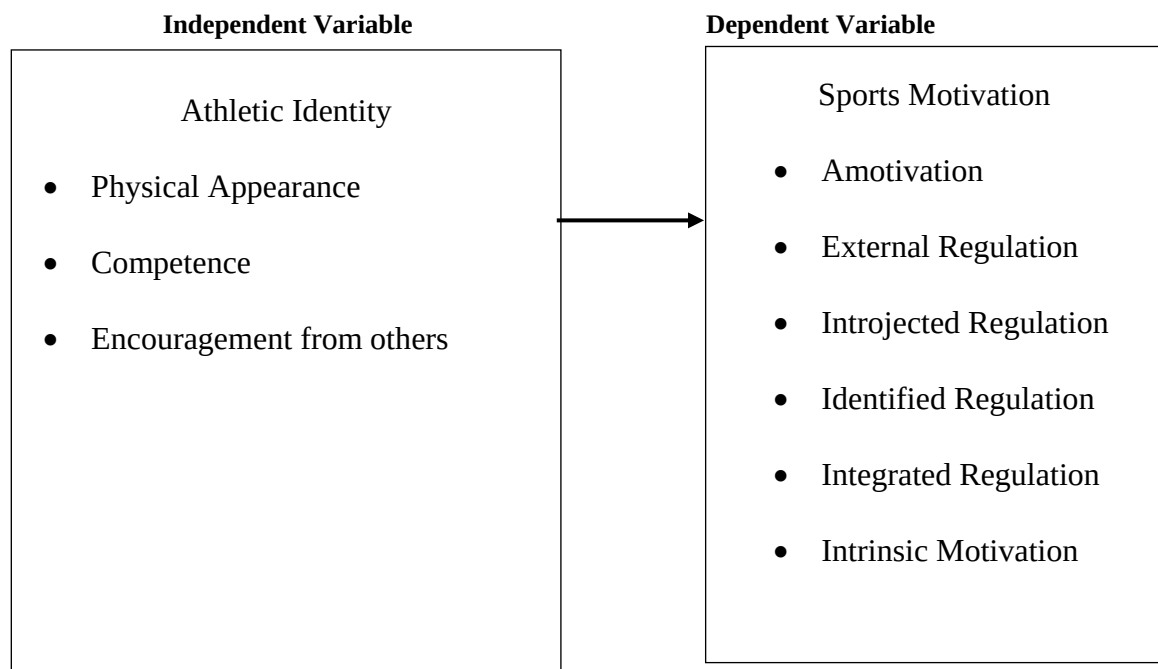
This study anchored on the Social Identity Theory by Henri Tajfel (1979) as cited by McLeod (2019). It states that a person's sense of identity is founded on their participation in a group or groups.

Student-athletes are more motivated and boost their self-esteem if they go together with their teammates or with other student-athletes. Their athletic identity is much evident for they will act as what the society is expected of them because their behavior and attitude are affected by others in their group. This theory was very helpful in the conduct of this study since student-athletes must be identified and must behave as an athlete as part of their identity role. The strong level of their athletic identity including the high level of motivation in sports may be sustained if they connect with other student-athletes.

This study also anchored on the Self-Determination Theory by Ryan and Deci (2020) as cited by Leyton-Roman et al., (2021). According to this theory, people can become self-determined, when their demands for competence, connection, and autonomy are met Student-athletes participate in sports for a variety of reasons, including enjoyment, amusement, monetary or social incentives, or to escape punishment. If individuals are self-determined, they are more likely to maintain a behavior that has been integrated with their athletic identity. This theory was best for this study since sport motivation can be best measured through the levels of this theory which helped to identify the level of student-athletes' motivation in sports participation or returning to participate in sports activity. It helped the current study since student-athletes are expected to have high level of motivation especially when their needs for competence, connection, and autonomy are fulfilled.

The conceptual framework of the study is shown in Figure 1. As seen in Figure 1, the independent variable is athletic identity with three indicators: physical appearance, competence, and encouragement. On the other hand, the dependent variable is sports motivation with six indicators: amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation. The arrow connecting the two variables signifies the assumed relationship.

**Figure 1. The Conceptual Framework of the Study**



## CHAPTER 2

### Method

The methodology of the study is presented in this chapter. The research design, research location, research respondents, research instruments, ethical issues, data collection technique, and data analysis are all covered. As a result, it gives readers comprehensive details and information on how the research's scientific requirements were met.

#### *Research Design*

This is a non-experimental quantitative research design employing descriptive predictive correlation design. This was used to describe the level of athletic identity and the level of sports motivation of student-athletes. It also predicted what indicator of athletic identity significantly influences sports motivation of student-athletes. Moreover, a correlation approach was used to examine the relationship between the two variables, which are athletic identity and sports motivation of student-athletes. According to Picciano (2019), correlational research is used to investigate the co-variation of two or more variables. A co-varying relationship is defined as when one variable changes, the other variables change as well.

#### *Research Locale*

The respondents of the study came from one of the national high schools in the Division of Davao City, Region XI. It is situated in the 3<sup>rd</sup> Congressional District in the City of Davao. The school has actually student-athletes who made it as far as Palarong Pambansa sporting competitions. It is the leading technical-vocational high school in the city, committed to the academic excellence of the students and equipped with skills that they can use in the near future, especially during employment. A map of this research locale is found in Appendix A.

#### *Research Respondents*

The respondents of this study were 100 student-athletes in one of the public high schools in the Division of Davao City during the School Year 2021-2022. The researcher made use of a purposive sampling technique. According to Crossman (2020), purposive sampling is a non-probability sample that is chosen based on demographic characteristics and the study's goals or objectives. It is also known as subjective, judgemental, or selective sampling. This was helpful because it ensured the scientific process in the selection of the respondents. The researcher identified the student-athletes of the prospect school and conducted draw lots in order to obtain the 100 needed respondents for the study. The 100 sample size was sufficient to statistically compute the data gathered in answering the problems in this study.

#### *Research Instruments*

In gathering the data for the independent variable, which is athletic identity, the researcher adapted the Athletic Identity Questionnaire (AIQ) developed by Anderson, Masse, and Hergenroeder (2007). It was a 15-item questionnaire which has three indicators: physical appearance, competence, and encouragement from others. In evaluating the athletic identity of student-athletes, the respondents used the following in rating the questionnaire: 5 as strongly agree; 4 as agree; 3 as neutral; 2 as disagree; and 1 as strongly disagree. The Likert scale below was used to analyze the result:

| 1. Range of Means | 2. Description | 3. Interpretation                                                                   |
|-------------------|----------------|-------------------------------------------------------------------------------------|
| 4. 4.20 – 5.00    | 5. Very High   | 6. This means that the athletic identity of student-athletes is always evident.     |
| 7. 3.40 – 4.19    | 8. High        | 9. This means that the athletic identity of student-athletes is oftentimes evident. |
| 10. 2.60 – 3.39   | 11. Moderate   | 12. This means that the athletic identity of student-athletes is sometimes evident. |
| 13. 1.80 – 2.59   | 14. Low        | 15. This means that the athletic identity of student-athletes is seldom evident.    |
| 16. 1.00 – 2.79   | 17. Very Low   | 18. This means that the athletic identity of student-athletes is never evident.     |

In gathering the data for the dependent variable, which is sports motivation, the researcher also adapted the Sports Motivation Scale-6 (SMS-6) by Mallet Kawabata, Newcombe, Otero-Forero, and Jackson (2007). It was a 24-item questionnaire which has six indicators: amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation. In evaluating sports motivation of student-athletes, the respondents used the following in rating the questionnaire: 5 as strongly agree; 4 as agree; 3 as neutral; 2 as disagree; and 1 as strongly disagree. For the analysis of the result, the Likert scale below was used:

| 19. Range of Means | 20. Description | 21. Interpretation                                                                      |
|--------------------|-----------------|-----------------------------------------------------------------------------------------|
| 22. 4.20 – 5.00    | 23. Very High   | 24. This means that the sports motivation of student-athletes is always manifested.     |
| 25. 3.40 – 4.19    | 26. High        | 27. This means that the sports motivation of student-athletes is oftentimes manifested. |

- |                 |              |                                                                                        |
|-----------------|--------------|----------------------------------------------------------------------------------------|
| 28. 2.60 – 3.39 | 29. Moderate | 30. This means that the sports motivation of student-athletes is sometimes manifested. |
| 31. 1.80 – 2.59 | 32. Low      | 33. This means that the sports motivation of student-athletes is seldom manifested.    |
| 34. 1.00 – 2.79 | 35. Very Low | 36. This means that the sports motivation of student-athletes is never manifested.     |

In summary, the research instrument had a total of 39 items. Part 1 for the independent variable had 15 items, and Part 2 for the dependent variable had 24 items. This questionnaire underwent validation by experts. It obtained a mean score of 24.67. Afterwards, it was pilot-tested to establish reliability having a Cronbach Alpha coefficient of .943.

#### *Ethical Considerations*

The researcher followed certain ethical guidelines while conducting this study. Hence, in compliance with the Research Ethics Committee requirements of Holy Cross of Davao College, the researcher assured that the nine elements of ethical consideration had been complied with.

*Social Value.* A research study should be responsive to social issues or problems experienced in the community. In adherence to social value, the results that have been generated from this study are important not just for student-athletes but for everyone, most especially for individuals who are part of a sports team in a specific community or a sports club. In disseminating the result of this study, the researcher tends to present this paper in a research forum or in a sports congress where the researcher could help look for possible solutions to the problems of the student-athletes, especially in uplifting their athletic identity and their sports motivation.

*Informed Consent and Assent.* This consent allowed the respondents understood that they were taking part in this study and what this study required of them. The importance of having this informed consent and assent was to give their full trust to the researcher, wherein they were informed that they were the respondents of this study. Since the respondents of this study were minors, they were given an assent form, and their parent/guardian was given with an informed consent. The researcher explained to the respondents the purpose of the study and how their answers were used in this study. The researcher also explained the content of these forms thru social media messaging if the respondents could access with the internet. These forms were given to the parents of the student-athletes during the scheduled releasing of modules at the school campus. The respondents were not under any coercion, and they were free to withdraw at any time and for any reason. After the respondents as well as their parent or guardian signed and voluntarily gave their consent to participate in the study, the forms were collected during the scheduled module retrieval.

*Risks, Benefits, and Safety.* The researcher recognized that there were several types of harm that the respondents could be subjected to. These include physical harm brought by this pandemic time, psychological distress, and discomfort during the survey, social disadvantage and invasion of respondents' privacy and

anonymity. Typically, it was not the harm that the researcher needed to focus but rather, it was the risk of harm that the researcher tried to minimize. The researcher obtained an informed consent and assent from the respondents, kept their identity anonymous and confidential, and provided them the right to refuse and withdraw from the study at any time. The researcher assured that there was no mental and emotional affliction among the research respondents after the survey has conducted. The researcher also intended to provide the Department of Education as well as the teachers and the sports coaches with the result of the study so they can utilize it in their different endeavors. The respondents also can surely benefit from the results of this study by using and applying some ideas they have learned from this study to their different sporting events.

*Privacy and Confidentiality of Information.* The records from this study have been kept as confidential as possible. The researcher assured the respondents' safety and anonymity. No individual identities have been exposed or used in any reports or publications resulting from the study. Hence, the researcher made sure to abide by the Data Privacy Act of 2012, an act protecting individual personal information in information and communications systems in the government and the private sector. All the data collection and retention methods, such as the survey questionnaire, have been given codes and stored separately from any names or other direct identification of respondents. Research information has always been kept locked. Only research personnel have access to the files and questionnaire, and only those with an essential need to see names or other identifying information have access to that file. As the researcher kept the identities of the respondents anonymous, the respondents did not hesitate and willingly participated in the survey. After the study is completed for a year or more, the retaining collected data will be destroyed by tearing or shredding and will be burned; and the data present on computers or on an online platform will be deleted permanently.

*Justice.* In observing justice, the researcher assured that there was no force or coercion involved in the collection of data in the conduct of the survey. Respondents were selected through a criterion set in this study. The respondents were given a simple token in the form of school supplies which have used during the remaining days of the school year. The respondents also have special access to the results of the study, which they may use in the future when they conduct research studies, most especially in their research classes.

*Transparency.* Before the conduct of the survey, the researcher oriented the respondents to guarantee that procedures were unbiased and fair to all individuals involved. The researcher disclosed any conflict of interest if there were any that arose. The respondents were informed of the procedures of the survey. The researcher also informed the respondents about the nature of the study, data gathering procedures, and the importance of the result of this study. The researcher also encouraged honesty in the sharing of information by encouraging the respondents for truthful answers. The researcher also ensured that only accurate data were reported with full honesty. Prior to reporting the result of the study, the researcher first showed the results to the respondents for checking to ensure that they agreed with how the researcher stated the results of the study. The results also of this study will be presented to a bigger research forum.

*Qualification of the Researcher.* The researcher was qualified to conduct the study because the researcher has an academic background in bachelor's degree and is currently pursuing a master's degree. The researcher was also enrolled in thesis writing, where the institution has provided and trained the researcher on how to conduct a research study, most especially in handling the respondents well.

*Adequacy of Facilities.* The researcher provided resources that were comfortable to the research respondents. During this pandemic time, maintaining good health is a primary priority; that's why the researcher used Google Forms for respondents who have access to the internet during the conduct of the survey. Respondents used their mobile phones or laptop to answer the survey questionnaire. However, for those respondents who did not have an internet connection and/or mobile phones, they were given a printed survey questionnaire.



Those were distributed to their parents during the scheduled releasing of modules with the help of the adviser of the target respondents. Safety health protocols were strictly observed during the distribution of the survey questionnaire to the parents of the respondents who did not have access to the internet and did not have mobile phones. Advisers and parents have worn face masks and face shields during the distribution of the survey questionnaire. Social distancing was observed as well, and respondents used their own ballpen when they answered the survey questionnaire.

*Community Involvement.* During the preparation of the research questionnaire, the researcher made sure that the statements did not in any way reflect any bias against race, gender, religion, or culture. After the paper is completed, the researcher plan to disseminate the result of the study to empower more teachers or individuals to conduct research. The respondents will be duly acknowledged for their significant participation in the completion of the study.

### *Data Gathering Procedures*

The researcher underwent the following steps and procedures when gathering the data for this study:

*Asking permission to conduct the study.* The researcher asked for an endorsement from the Dean of the Graduate School of Holy Cross of Davao College with the consent of the thesis adviser to conduct the study on the athletic identity and sports motivation of student-athletes. With the endorsement letter, the researcher sent the request letter to the Division Office of Davao City through the Schools Division Superintendent (SDS) to conduct the study. Then, the researcher asked first for the consent of the school principal in the said school.

*Administration and retrieval of questionnaires.* With the approval and full support of the SDS and school principal, the researcher thoroughly explained how to answer the given questionnaire to the target respondents. Since face-to-face classes were not yet permitted during that time, the questionnaires were made through Google Forms. The respondents were given a link to direct them to the questionnaire using Google Forms. The researcher modified the questionnaires, which the respondents could relate to and understand from their level to get accurate results. In cases where respondents don't have internet access, the researcher provided a printed survey questionnaire. It was released with the learning modules, which their parents claimed at the school campus. After the respondents had thoroughly and honestly answered and provided all the necessary data needed in the questionnaire, the researcher retrieved all the answered questionnaires.

*Gathering and tabulation of data.* After successfully administering and retrieving the survey questionnaires, the data were collated and tabulated. Then, appropriate statistical tools were employed for interpretation and further analysis.

### *Data Analysis*

In analyzing the result of the study, the researcher used the following statistical tools:

*Mean.* The objectives of the study were answered and addressed using this data. It was used as a limiting factor to measure the level of independent and dependent variables. In this study, it was used to describe the level of athletic identity and as well as sports motivation of student-athletes.

*Pearson Product Moment Correlation of Coefficient.* This statistical technique was used to find out if

there is a significant relationship between the two variables. It was used to determine the significant association between athletic identity and sports motivation of student-athletes. Thus, it ascertains whether the level of athletic identity influences the level of sports motivation of student-athletes.

*Linear Regression Analysis.* This statistical tool was used to determine whether the indicators of athletic identity have a substantial impact on the sports motivation of student-athletes. This included identifying which indicator of athletic identity has the highest and lowest influence among all of them. Furthermore, this tool was also utilized to determine the overall percentage of athletic identity on sports motivation of student-athletes.

## CHAPTER 3

### Results and Discussions

This chapter includes the presentation, analysis, and interpretation of the data as they appeared in the statement of the problem. It also presents a comprehensive discussion of the results.

#### *Level of Athletic Identity of Student-Athletes*

The first objective of this study is to determine the level of athletic identity of student-athletes among public high schools. Provided in Table 1 are the answers to this objective.

**Table 1. Summary of the Level of Athletic Identity of Student-Athletes**

| Indicators                | Mean        | Descriptive Level |
|---------------------------|-------------|-------------------|
| Physical appearance       | 3.55        | High              |
| Competence                | 4.01        | High              |
| Encouragement from others | 3.99        | High              |
| <b>Overall</b>            | <b>3.85</b> | <b>High</b>       |

The level of athletic identity of student-athletes in terms of physical appearance, competence, and encouragement from others is shown in Table 1. Among the three indicators of athletic identity, respondents perceived that competence has the highest mean score of 4.01 with a description of high which means that the athletic identity of student-athletes is oftentimes evident. The data further implies that the athletic identity of student-athletes was developed much because of their competence in their different sporting events. It will give them a high sense of athletic identity if they are very competent with the sport they are involved with.

This finding supports the idea of Newton et al., (2020), which state that sports competence appeared to help in the formation of athletic identities as part of one's self-image. Athletes' passion for the sport was commonly exhibited by continued involvement and elite-level participation, and the athletic self-perceptions developed in childhood and adolescence were reinforced throughout the process. This implies that if student-athletes continue participating in sports, most especially in training, it will significantly impact their competence, which will help develop their athletic identities.

The second highest indicator is encouragement from others with a mean score of 3.99 or high which means that the athletic identity of student-athletes is oftentimes evident. This implies that the full support and encouragement of student-athletes' loved ones, friends, and even teammates help mold their athletic identity role. This is related to the study of Ahmadabadi et al., (2014) in their research which suggests that it is recommended that sports psychologists pay special attention to this factor throughout the competition season and place a greater emphasis on the players' athletic roles, particularly the external dimension (i.e., to increase athletic performance, one must have a social identity or be recognized as an athlete by society). It is also supported by the conclusion of Reifsteck (2011), which states that others' support for one's sports role also helps to create one's identity as an athlete.

The finding is in accordance with Graupensperger et al., (2020) study, where they suggest that social connection and social support from teammates may be associated with mental health outcomes. The supporting acts of other group members usually help individuals live out their role identities and generate positive self-evaluations. In other words, organizations create an environment where people may embrace their role identities while also receiving support from their peers.

The lowest indicator, although still high, is the physical appearance with a mean score of 3.55 which means that the athletic identity of student-athletes is oftentimes evident. This implies that physical appearance of student-athletes also helps in building their athletic identity role. This aligns with the findings of Hadiyan and Cosh (2019), which implies that physical appearance rather than motor elements of fitness and the body is more strongly linked to identity.

This finding is also supported by the study of Reifsteck (2011), wherein a person's personal athletic identity is influenced by their athletic appearance, the value of the sports activity to that person, and that person's belief in their own ability to undertake physical activities. Moreover, Turkeli (2021) also found out that student-athletes who participate in individual sports place a larger importance on their physical appearance; they feel more competent when participating in individual physical activities than with a team. As shown in Table 1, the level of student-athletes' athletic identity gets an overall mean of 3.85 or high which means the athletic identity of student-athletes is oftentimes evident. This implies that student-athletes' way of maintaining their athletic identity is influenced by many factors, especially their physical appearance, competence, and encouragement from others. This will further imply that student-athletes with high level of athletic identity are more likely to continue participating in schools' sporting events for a longer time. This substantiates the idea of Claytor (2019), who states that athletes with a strong athletic identity may place a high value on involvement in sports and may find it difficult to identify as anything other than an athlete. A strong athletic identity could help you stay motivated and committed to your sport. Furthermore, it has been found that student-athletes with strong athletic identities had poorer career maturity than their nonathlete peers, implying that they may have additional obstacles while making career decisions and transferring to the job market (Suz, 2020).

However, a strong exclusivity in athletic identity might hinder the development of other components of one's identity throughout adolescence, especially when one's identity is established based on diverse social interactions (Edison et al., 2021).

#### *Level of Athletic Identity of Student-Athletes in terms of Physical Appearance*

Shown in Table 1.1 is the level of athletic identity of student-athletes in terms of physical appearance. It has six statements with mean and description.

**Table 1.1 Level of Athletic Identity of Student-Athletes in Terms of Physical Appearance**

| Physical Appearance                                                           | Mean        | Descriptive Level |
|-------------------------------------------------------------------------------|-------------|-------------------|
| 1. I think I look athletic, like a person who exercises.                      | 3.88        | High              |
| 2. I look like I always work out.                                             | 3.56        | High              |
| 3. I look like in shape.                                                      | 3.51        | High              |
| 4. I look like well-proportioned.                                             | 3.50        | High              |
| 5. I look like a person who is physically fit.                                | 3.66        | High              |
| 6. I am flabby or out in condition and of shape, and it is obvious to others. | 3.20        | Moderate          |
| <b>Overall</b>                                                                | <b>3.55</b> | <b>High</b>       |

As shown in Table 1.1, the highest mean belongs to the statement *“I think I look athletic, like a person who exercises”* with a mean of 3.88 and a description of high. This means that the athletic identity of student-athletes in terms of physical appearance is oftentimes evident. This further implies that student-athletes are physically fit based on their appearance, and they have a strong physical build and always do work out and engage more in physical activities. Moreover, it simply means that student-athletes have a strong sense of responsibility where they tend to maintain their physically fit figure even when not in training modes, and it has a great sense on their athletic identities.

The finding is in relation to the study conducted by Reifsteck (2011), where thirty-three percent of the participants said that they were more active in maintaining fitness after identifying as an athlete, partly because they desired to seem athletic to others. It means that once they are identified as student-athletes, they have more chances of maintaining their shape, which will link to having a high sense of athletic identity.

On the other hand, the lowest mean for the athletic identity of student-athletes in terms of physical appearance belongs to the statement *“I am flabby or out in condition and of shape, and it is obvious to others”* with a mean of 3.20 with a description of moderate. This means that the athletic identity of student-athletes in terms of physical appearance is sometimes evident. This implies that once student-athletes stop attending training and workout, their physical appearance, especially their figure or the student-athletes' weight, will increase due to a lack of control in food intake or maybe some other factors. Student-athletes who may experience injuries may also be out in shape because of having a long rest and from medicine intake. The study of Podlog et al., (2013) will support this finding where they mentioned that a degree of identification with the athlete role might be beneficial. For example, injured athletes with a strong athletic identity may be prone to over-rehab or risk a premature return to sport owing to the desire to return to the activity that defines them. Moreover, Tasiemski and Brewer (2011) concluded that many of the participants' athletic identities were likely to have been diminished because of their injuries. However, other individuals may have strengthened their identification with the athlete role if they were more engaged in the sport after their injuries.

Additionally, adolescence and young adulthood are a period of human development during which a person undergoes several hormonal and physiological changes. As a result, there are some techniques or components in athletes' sports performance that they could readily accomplish as a child but are now unable to do so, and this might cause them to lose their sense of identity as an athlete.

#### *Level of Athletic Identity of Student-Athletes in Terms of Competence*

Shown in Table 1.2 is the level of student-athletes' athletic identity in terms of competence. It has six statements with mean and description.

**Table 1.2 Level of Athletic Identity of Student-Athletes in Terms of Competence**

| Competence                                                                                       | Mean        | Descriptive Level |
|--------------------------------------------------------------------------------------------------|-------------|-------------------|
| 1. I could participate in several types of physical activity if I wanted to.                     | 4.18        | High              |
| 2. I have much athletic ability.                                                                 | 3.80        | High              |
| 3. I feel I can become skilled with sufficient effort and practice, in most physical activities. | 4.18        | High              |
| 4. I am always skillful at athletic activities.                                                  | 3.80        | High              |
| 5. I am confident of my athletic skills.                                                         | 4.10        | High              |
| <b>Overall</b>                                                                                   | <b>4.01</b> | <b>High</b>       |

As shown in Table 1.2, there were two statements with the highest mean, these are "*I could participate in several types of physical activity if I wanted to*" and "*I feel I can become skilled with sufficient effort and practice, in most physical activities.*" Both statements have a mean score of 4.18 and a description of high. This means that the athletic identity of student-athletes in terms of competence is oftentimes evident. This further implies that student-athletes need practice or training to be more competent with the sport they are involved with, and they could participate in any sporting event if they wanted to. As student-athletes develop their competence and skills in sporting events, they uplift their athletic identities.

The finding is in accordance with the study of Newton (2020), where sports competence beliefs appeared to help form athletic identities that were part of one's self-image. Athletes' passion for the sport was commonly exhibited by continued involvement and elite-level participation. This means that student-athletes should continue being involved in sports training to maintain their high level of athletic identity, which other students look up to. However, in his study, Reifsteck (2014) mentioned that student-athletes who over-identify with their athletic role at the expense of establishing other identities might find it difficult to adjust to conditions when they can no longer compete in sports due to injury or retirement. Daniels (2019) also concluded that competence might be more difficult to achieve in athletics when an athlete's aesthetic or weight factors are beyond their control.

On the other hand, the statements with the lowest mean but still have a description of high belong to "*I have much athletic ability*" and "*I am always skillful at athletic activities.*" These statements both have a mean

score of 3.80 which means that the athletic identity of student-athletes in terms of competence is oftentimes evident. This further implies that student-athletes are physically active and continue doing their personal daily exercises and drills even when at their homes. It will result in having a competent athletic ability which will also help uplift themselves with their athletic identities.

The finding relates to the results of the study by Cakiroglu (2021), where perfectionism is an important component in sports advancement and performance, notably in competence, according to recent studies on perfectionism and sports performance. Athletic perfectionism enhances athletic performance and success through boosting an individual's positive impression of support and societal assessments via realism, acceptance of personal limits, and improved sentiments of pleasure and happiness with one's performance. Moreover, competence is connected to athlete identity reflections and behaviors representing their athlete identities, such as their commitment to the sport. In sport, feeling connected to others is also linked to social-related athlete identity. Thus, even during a pandemic, it makes sense that the more competent and related players felt in their sport, the stronger they saw themselves as athletes (Parker, Beeby, & Daniels, 2022).

#### *Level of Athletic Identity of Student-Athletes in terms of Encouragement from Others*

Shown in Table 1.3 is the level of athletic identity of student-athletes in terms of encouragement from others. It has four statements with mean and description.

As shown in Table 1.3, the statement with the highest mean belongs to the item “*I am receiving encouragement from others for exercising*” with a mean score of 4.19 and a description of high. This means that the athletic identity of student-athletes in terms of encouragement from others is oftentimes evident. This further implies that support from family, friends, and peers is very important, especially in maintaining an active lifestyle.

**Table 1.3 Level of Athletic Identity of Student-Athletes in Terms of Encouragement from Others**

| Encouragement from others                                                                                             | Mean        | Descriptive Level |
|-----------------------------------------------------------------------------------------------------------------------|-------------|-------------------|
| 1. I am receiving encouragement from others for exercising.                                                           | 4.19        | High              |
| 2. I feel that my family/closest friends are enthusiastic about any effort/progress I make concerning exercise/sport. | 4.00        | High              |
| 3. I feel that my family/roommates/ companions are very willing to accommodate my involvement in exercise/sport.      | 4.00        | High              |
| 4. I get a lot of reinforcement from others regarding my physical activity.                                           | 3.75        | High              |
| <b>Overall</b>                                                                                                        | <b>3.99</b> | <b>High</b>       |

This is in relation to the study of Soto (2019), which states that an athlete's family plays an important part in their existence. Parents typically congratulate athletes on their achievements, noting their support, discipline instillation, and emphasis on achievement. Others' support for one's sports role also helps create one's identity as an athlete. This implies that student-athletes will perform better when individuals support their athletic endeavors and encourage them, especially in times of failure.

On the other hand, the statement with the lowest mean belongs to the statement “*I get a lot of reinforcement from others regarding my physical activity*” with a mean score of 3.75 and a description of high. This means that the athletic identity of student-athletes in terms of encouragement from others is oftentimes evident. This further implies that individuals on the same foot as student-athletes could give a lot of reinforcement because of their previous experiences in doing physical activities or being involved in sporting events.

This is in accordance with the study of Cowley et al., (2021) which mentioned that peers could make physical activity more enjoyable. Participants felt most at ease in the presence of peers with similar ability levels and those who could be trusted not to criticize their talents or looks. Moreover, the exclusivity-related athlete identity measure indicates that during the pandemic, having a sense of belonging and support from those involved in sport (e.g., athletes and coaches) tends to encourage a tighter focus on sport. The athletes' judgments of volition and how proficient they felt in their organized sport did not appear to impact their focus on it. One explanation is that, because many athletes reported participating in their sport less frequently after the pandemic, a sense of connection and support from important others (coaches and teammates) during the pandemic may have helped them to recognize and re-focus on their sports role (Parker et al., 2022).

### *Level of Sports Motivation of Student-Athletes*

The second objective of this study is to determine the level of sports motivation of student-athletes. Table 2 provides the answers to this objective.

The level of sports motivation of student-athletes in terms of amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation is shown in Table 2. Among the six indicators, the indicator which has the highest mean belongs to identified regulation and intrinsic motivation which both have a mean score of 4.31. It has a description of very high which means that the sports motivation of student-athletes is always manifested. This implies that the student-athletes are motivated to participate or be engaged in sports. The motivation comes from themselves, and they have the reasons why they have participated in sports.

**Table 2. Summary of the Level of Sports Motivation of Student-Athletes**

| Indicators             | Mean | Descriptive Level |
|------------------------|------|-------------------|
| Amotivation            | 3.43 | High              |
| External regulation    | 3.91 | High              |
| Introjected regulation | 3.95 | High              |
| Identified regulation  | 4.31 | Very High         |
| Integrated regulation  | 4.03 | High              |
| Intrinsic motivation   | 4.31 | Very High         |



**Overall****3.99****High**

The finding is supported by the study of Wilson, Rodgers, Blanchard, and Gessell (2012) where identified regulation is the most important predictor of increased physical activity. The participants preferred to have self-determined motivations for physical exercise and over-regulated motivations. Moreover, Altintas et al., (2013) found that when intrinsic motivation and athlete identification grew, flow states did. In other words, research has shown a beneficial association between flow state and intrinsic motivation.

The second highest indicator is the integrated regulation with a mean score of 4.03 with a description of high. This means that the sports motivation of student-athletes is oftentimes manifested. This further implies that student-athletes are fully driven to participate in sports because it is part of their interests and identity.

The finding aligned with the study of Dishman et al., (2015), where they discovered that integrated regulation is more closely connected to physical activity than intrinsic desire. It's been known for a long time that the relative importance of integrated motivation for influencing behavior, as opposed to the most autonomous types of controlled motivation, is determined by whether the activity is seen as exciting or dull. Furthermore, it has been suggested in the study of (Kouali et al., 2021) that integrated regulations may be the strongest predictors of beneficial outcomes in conditions where activities are less or not intriguing and delightful (e.g., practicing in bad weather). Extrinsic motivation, such as integrated regulation, was a major predictor of athletes' well-being in the current study.

The third highest indicator with a mean score of 3.95 belongs to introjected regulation. It has a description of high which means that the sports motivation of student-athletes is oftentimes manifested. This further implies that student-athletes are motivated to participate or being engaged in sports because they feel that it is a sense of responsibility to them. It is in line with the internalized societal pressures, which is also known as introjected regulation, which may be harmful to extended activity and well-being, that were connected to physical activity in a research study by Dishman (2015), implied that they became motivational as well. These findings highlight the need for more long-term prospective research on children and adolescents to better understand how controlled and autonomous motivations for physical activity emerge and respond to therapies aiming at boosting physical activity.

The fourth highest indicator is external regulation with a mean score of 3.91 with a description of high. This means that the sports motivation of student-athletes is oftentimes manifested. This further implies that student-athletes are motivated to participate in sports due to incentives or rewards that await them. This is in consonance with the study where external regulation is predicted by social determinants of commitment, according to Berki, Piko, and Page (2019). These predictions were generated based on the notion that these aspects represent social expectations as well as coaching or peer support. According to the findings of the study, athletes are under pressure to continue engaging in sports due to expectations and support, implying a higher level of external control.

Lastly, the indicator having the lowest mean is amotivation with a mean score of 3.43 with a description of high. This means the sports motivation of student-athletes is oftentimes manifested. This implies that amotivation is always part of the life of student-athletes. There are times that the motivation will be lowered due to some factors that will hinder them to attend training and practices. However, amotivation will be addressed if there are individuals who will support and guide the student-athletes in boosting their drive and interest in sports.

This finding is similar to the study of Sanchez-Miguel et al., (2013), the parents' behavior at the sporting

practice had a significant impact on the athletes' enjoyment and amotivation. As a result, when parents acknowledged pressing their children to participate in sports, the children's apathy increased, and their enjoyment of the exercise decreased. Parents' support, on the other hand, was favorably connected to athletes' happiness and adversely related to their amotivation.

As shown in Table 2, the level of sports motivation of student-athletes gets an overall mean of 3.99. It has a description of high which means the sports motivation of student-athletes is oftentimes manifested. This further implies that the motivation of student-athletes in participating in sports is influenced by internal and external factors. Incentives, rewards, prizes, a sense of responsibility, social support, and many others were some of them. It is related to the study of Kucukibis and Gul (2019). The motivating characteristics of the participants, males, and females, attending sports high schools were found to be equivalent, however, intrinsic motivational aspects were found to be different. Another distinction revealed was those female students placed a higher value on gaining useful information, but male students placed a higher value on the prestige of being an athlete, learning new training techniques, and the thrill of honing their talents. It is advised that a study be performed to improve the sporting motivation of students who participate in sports training based on the findings of the study.

Additionally, in relation to the findings of Dandekar, Chandani, and Patki (2017), young athletes are exposed to a motivational climate that is consistent with known motivation models. Coaches' influences were most in terms of how they fulfilled their duties of instruction and evaluation, whereas parents' influences were strongest in terms of how they supported their children's engagement and learning. Through their styles of leadership, emotional reactions, and preperformance behaviors, both parents and coaches influenced their children. Participants' motivation was impacted by peers' competitive, collaborative, and evaluative behaviors, as well as their social interactions.

#### *Level of Sports Motivation of Student-Athletes in terms of Amotivation*

Shown in Table 2.1 is the level of sports motivation of student-athletes in terms of amotivation. It has four statements with mean and description.

**Table 2.1 Level of Sports Motivation of Student-Athletes in Terms of Amotivation**

| Amotivation                                                                                       | Mean        | Descriptive Level |
|---------------------------------------------------------------------------------------------------|-------------|-------------------|
| 1. I am uncertain if I still have the capability of succeeding in the sport I engaged into.       | 3.69        | High              |
| 2. I am uncertain if I want to continue to invest my time and effort as much in my sport anymore. | 3.55        | High              |
| 3. I feel confused, I am uncertain if my place is in sport.                                       | 3.25        | Moderate          |
| 4. I feel of lacking enjoyment in my sport as much as I previously did.                           | 3.22        | Moderate          |
| <b>Overall</b>                                                                                    | <b>3.43</b> | <b>High</b>       |

As shown in Table 2.1, the statement which has the highest mean is *"I am uncertain if I still have the*

*capability of succeeding in the sport I engaged into*". It has a mean score of 3.69 with a description of high which means that the sports motivation of student-athletes in terms of amotivation is oftentimes manifested. This implies that student-athletes are in a critical stage of continuing their engagement in sports due to a lack of motivation. In a similar finding in the study of Heerden (2014) the importance of sports participation and the bright future that sport has in Africa should be emphasized to students to increase their commitment and desire. At the appropriate university, this might increase students' intrinsic motivation. If amotivation is not addressed and challenged, students may refuse to engage in sports. It will be a challenge for the coaches to look for possible means to uplift the student-athletes sports motivation.

On the other hand, the statement which has the lowest mean is *"I feel of lacking enjoyment in my sport as much as I previously did"* with a mean score of 3.22. It has a description of moderate which means that the sports motivation of student-athletes in terms of amotivation is sometimes manifested. This implies that student-athletes get bored sometimes in the sports they are engaged in. It is notable for sports coaches that they must discover the reasons why the level of motivation of student-athletes is gradually decreasing. This is in consonance with the study of Vallerand (2012) which concluded that it is important to assess the reasons for motivation. Individual motivational processes are complex. Individuals react to the impact of a task, a person, or the social environment on them. As a result, assessing amotivation is an important part of increasing an individual's motivation.

#### *Level of Sports Motivation of Student-Athletes in terms of External Regulation*

Shown in Table 2.1 is the level of sports motivation of student-athletes in terms of external regulation. It has four statements with mean and description.

**Table 2.2 Level of Sports Motivation of Student-Athletes in Terms of External Regulation**

| External Regulation                                                           | Mean        | Descriptive Level |
|-------------------------------------------------------------------------------|-------------|-------------------|
| 1. I believe it allows me to be well regarded by people that I know.          | 3.97        | High              |
| 2. I know that it is for the prestige of being an athlete.                    | 3.83        | High              |
| 3. I think it is for the material and/or social benefits of being an athlete. | 3.87        | High              |
| 4. I know I can show others how good I am at my sport.                        | 3.95        | High              |
| <b>Overall</b>                                                                | <b>3.91</b> | <b>High</b>       |

As shown in Table 2.2, the statement which has the highest mean is *"I believe it allows me to be well regarded by people that I know"*. It has a mean score of 3.97 with a description of high which means that the sports motivation of student-athletes in terms of external regulation is oftentimes manifested. This implies that student-athletes will be more respected because they participated in sports. In this way, this can help them uplift their motivation in participating in sports and will be able to demonstrate good performance in their respective sporting events. The people who support them have a big role in maintaining their high level of sports motivation.

The finding is similar to the study of Berki, Piko, and Page (2019) where social factors of commitment predict external regulation. These predictions were made based on the assumption that these characteristics indicate societal expectations, coaching, and peer support. Athletes are under pressure to continue participating in sports owing to expectations and support, according to the study's findings, signifying a higher level of external control.

On the other hand, the statement which has the lowest mean is *"I know that it is for the prestige of being an athlete"*. It has a mean score of 3.83 with a description of high which means the sports motivation of student-athletes in terms of external regulation is oftentimes manifested. This implies that the student-athletes continue participating in sports because deep inside they know that it is their satisfaction of their interests. The quality of motivation is connected to the stages of transformation, according to the findings of the study conducted by Zamarripa et al., (2018) which is somehow similar to this finding. That is, people's willingness to engage in physical activity increases as their motivation becomes more self-determined. Amotivation and external regulation predominated among individuals in the early phases of change, that is when physical exercise is not done and there is no intention to do it when compared to those who reported practicing physical exercise regularly (action and maintenance).

#### *Level of Sports Motivation of Student-Athletes in terms of Introjected Regulation*

Shown in Table 2.3 is the level of sports motivation of student-athletes in terms of external regulation. It has four statements with mean and description.

As shown in Table 2.3, the statement which has the highest mean is *"I must do or engage into sports to feel good about it"*. It has a mean score of 4.15 with a description of high which means the sports motivation of student-athletes in terms of introjected regulation is oftentimes manifested. This further implies that student-athletes are still participating in sports because there is something within them that pushes them to do so. It will help them become a better person and lead them to become successful in their careers and endeavors.

**Table 2.3 Level of Sports Motivation of Student-Athletes in Terms of Introjected Regulation**

| <b>Introjection Regulation</b>                                                       | <b>Mean</b> | <b>Descriptive Level</b> |
|--------------------------------------------------------------------------------------|-------------|--------------------------|
| 37. I believe it is necessary to do or engage in sports if one wants to be in shape. | 4.09        | High                     |
| 38. I must do or engage into sports to feel good about myself.                       | 4.15        | High                     |
| 39. I will feel bad if I will skip taking time to do or engage in sports.            | 3.64        | High                     |
| 40. I must do or engage into sports regularly.                                       | 3.92        | High                     |
| <b>Overall</b>                                                                       | <b>3.95</b> | <b>High</b>              |

A similar study was conducted as a support to the finding. Kouali et al., (2021) discussed that introjected regulation, as expected, adversely impacted eudaimonic well-being in the regulated forms of motivation. Athletes that engaged in their sport to avoid negative feelings like shame, guilt, or failure had lower happiness

levels. In other words, athletes with introjected motives for participating in sports were impacted by internal pressure, which may lead to a lack of purpose in their sports life or hinder them from feeling highly great about themselves as athletes.

However, the statement which has the lowest mean is *“I will feel bad if I will skip taking time to do or engage in sports”*. It has a mean score of 3.64 with a description of high which means that the sports motivation of student-athletes in terms of introjected regulation is oftentimes manifested. This implies that being in sports will make student-athletes feel good about themselves. This will also help increase their motivation in sports since they are not fond of skipping the training or practices and it will mold them to be better student-athlete. Anderson (2017) mentioned that introjected regulation motivates a person to do an action not because he wants to, but because he is afraid of failing to do so due to a sense of responsibility. Student-athletes are motivated to practice in their sporting events because they believe that it is their responsibility as student-athletes.

#### *Level of Sports Motivation of Student-Athletes in terms of Identified Regulation*

Shown in Table 2.4 is the level of sports motivation of student-athletes in terms of identified regulation. It has four statements with mean and description.

**Table 2.4 Level of Sports Motivation of Student-Athletes in Terms of Identified Regulation**

| Identified Regulation                                                                                             | Mean        | Descriptive Level |
|-------------------------------------------------------------------------------------------------------------------|-------------|-------------------|
| 1. I believe that it is a good way to learn lots of things which could be useful to me in other areas of my life. | 4.40        | Very High         |
| 2. I know that it is one of the best ways I have chosen to develop other aspects of my life.                      | 4.27        | Very High         |
| 3. I believe that it is one of the best ways to maintain good relationships with my friends.                      | 4.00        | High              |
| 4. I know that training hard will improve my performance.                                                         | 4.56        | Very High         |
| <b>Overall</b>                                                                                                    | <b>4.31</b> | <b>Very High</b>  |

As shown in Table 2.4, the statement which has the highest mean is *“I know that training hard will improve my performance”*. It has a mean score of 4.56 with a description of very high which means that the sports motivation of student-athletes in terms of identified regulation is always manifested. This implies that student-athletes are fully aware of the reasons for conducting hard training and practice. It is a way of achieving their goals in the future. As mentioned by Anderson (2017), a person has personally linked with the importance of behavior and accepted it as a personal regulation because it helps her reach a goal, he is motivated by identified regulation. This sort of motivation does not need the user to enjoy the action or an immediate reward.

The statement which has the lowest mean belongs to *“I believe that it is one of the best ways to maintain good relationships with my friends”*. It has a mean score of 4.00 with a description of high which means that the sports motivation of student-athletes in terms of identified regulation is oftentimes manifested. This implies

that being in sports will help strengthen the bond of friendship and develop a strong camaraderie with teammates. According to Huffmeir et al., (2012) peers can inspire their teammates to do great things, but they can also cause unpleasant encounters. People who work in a group environment view the group context to be inspiring because group dynamics have a favorable impact on individual behavior.

#### *Level of Sports Motivation of Student-Athletes in terms of Integrated Regulation*

Shown in Table 2.5 is the level of sports motivation of student-athletes in terms of integrated regulation. It has four statements with mean and description.

**Table 2.5 Level of Sports Motivation of Student-Athletes in Terms of Integrated Regulation**

| <b>Integrated Regulation</b>                                                       | <b>Mean</b> | <b>Descriptive Level</b> |
|------------------------------------------------------------------------------------|-------------|--------------------------|
| 1. I believe that it is part of the way in which I have chosen to live my life.    | 4.11        | High                     |
| 2. I know that it is an extension of me.                                           | 3.98        | High                     |
| 3. I feel that participation in my sport is consistent with my deepest principles. | 4.00        | High                     |
| 4. I feel that participation in my sport is an integral part of my life.           | 4.03        | High                     |
| <b>Overall</b>                                                                     | <b>4.03</b> | <b>High</b>              |

As shown in Table 2.5, the statement having the highest mean is “*I believe that it is part of the way in which I have chosen to live my life*”. It has a mean score of 4.11 with a description of high which means that the sports motivation of student-athletes in terms of integrated regulation is oftentimes manifested. This implies that student-athletes participate in sports because it is where they can express themselves freely to minimize the bad feelings, they feel within themselves. Hurst et al., (2015) mentioned that athletes engage in sports to avoid the shame they would feel if they did not engage in their sport.

On the other hand, the statement having the lowest mean is “*I know that it is an extension of me*” with a mean score of 3.98. It has a description of high which means that the sports motivation of student-athletes in terms of integrated regulation is oftentimes manifested. This implies that student-athletes attachment to sports is very important within themselves since they consider it as the extension of their life. As Olasnecu (2021) concluded in his study, playing sports for athletes is a behavior that reacts to psychological requirements, specifically the need to exercise.

#### *Level of Sports Motivation of Student-Athletes in terms of Intrinsic Motivation*

Shown in Table 2.6 is the level of sports motivation of student-athletes in terms of intrinsic motivation. It has four statements with mean and description.

**Table 2.6 Level of Sports Motivation of Student-Athletes in Terms of Intrinsic Motivation**

| Intrinsic Motivation                                                                            | Mean        | Descriptive Level |
|-------------------------------------------------------------------------------------------------|-------------|-------------------|
| 1. I feel the excitement when I am really involved in the activity.                             | 4.38        | Very High         |
| 2. I feel a lot of personal satisfaction while mastering certain difficult training techniques. | 4.26        | Very High         |
| 3. I am satisfied when I experience perfecting my abilities.                                    | 4.30        | Very High         |
| 4. I believe that it is for the pleasure of discovering new performance strategies.             | 4.29        | Very High         |
| <b>Overall</b>                                                                                  | <b>4.31</b> | <b>Very High</b>  |

As shown in Table 2.6, the highest mean belongs to the statement “*I feel the excitement when I am really involved in the activity*”. It has a mean score of 4.38 with a description of very high which means that the sports motivation of student-athletes in terms of intrinsic motivation is always manifested. This implies that student-athletes are generally motivated to participate or practice in sports due to their internal desires which excites them to do such an act.

In relation to the conclusion of Vallerand (2012), there are three types of intrinsic motivation: intrinsic motivation to learn, intrinsic desire to accomplish, and intrinsic motivation to be stimulated. The excitement and satisfaction that comes from learning, researching, and absorbing new material are referred to as intrinsic motivation to learn. When someone engages in activities for the excitement and satisfaction that comes from trying to outdo oneself, create something, or accomplish something, this is known as intrinsic motivation to achieve. Intrinsic motivation to experience stimulation is described as engaging in an activity because of the exciting sensations associated with it.

In contrary, the statement having the lowest mean but still has a description of very high is “*I feel a lot of personal satisfaction while mastering certain difficult training techniques*”. It has a mean score of 4.26 which means that the sports motivation of student-athletes in terms of intrinsic motivation is always manifested. This implies that as student-athletes participate or practice their sports, they can feel a lot of satisfaction which results in always being motivated in sports. This is in relation to the study of Leyton-Roman et al. (2013) that people who are naturally driven to engage in physical exercise are more likely to continue doing so because the majority of individuals expressed high levels of happiness with their basic psychological needs. Moreover, intrinsically driven athletes are those that participate in sports for personal reasons, such as sheer delight and fulfillment, and they generally focus on skill development and progress (Hatch, Thomsen, & Waldron, n.d.). Shown in Table 3 is the relationship between athletic identity and sports motivation of student-athletes with a p-value of .000. Since it is less than .05 level of significance, there is a significant relationship between the athletic identity and sports motivation of student-athletes. Therefore, since there is a significant relationship, the null hypothesis is hereby rejected. This implies that if the level of athletic identity of student-athletes become low, the level also of sports motivation of student-athletes will also become low. Same thing will also happen if the level of athletic identity will go high because they have a significant relationship between each other.

### *Significant Relationship Between Athletic Identity and Sports Motivation of Student-Athletes*

The third objective of this study was to determine the significant relationship between athletic identity and sports motivation of student-athletes.

**Table 3. Significance on the Relationship between Athletic Identity and Sports Motivation of Student-Athletes**

| <b>Sports Motivation of Student-Athletes</b> |          |                |                                  |                       |
|----------------------------------------------|----------|----------------|----------------------------------|-----------------------|
| <b>Athletic Identity of Student-Athletes</b> | <b>r</b> | <b>p-value</b> | <b>Decision on H<sub>0</sub></b> | <b>Interpretation</b> |
|                                              | .661     | .000           | Reject                           | Significant           |

Table 3 shows an r-value of .661. According to Leung (2020), decimal values between 0 and +1 are positive correlations. There are a variety of strong and weak correlations for each type of correlation. Correlations with values around zero are weaker, whereas those with values near positive or negative ones are stronger. Therefore, the r-value of .661 signifies that there is a strong relationship between the athletic identity and sports motivation of student-athletes.

The result is in consonance with the study of Reifsteck et al., (2013) where individual path coefficients show that exercise identity, athletic identity, and their interaction continue to predict physical activity in the same way as they did previously. Exercise identity was also found to be a strong predictor of higher self-determined motivation. The association between exercise identity and physical activity appears to be mediated by motivation, specifically identified regulation. However, the result is contrary to the study of Dandekar et al., (2017) which shows athletic identity and sports motivation have a very poor relationship among college students participating in individual sports, with sports motivation being a fairly weak predictor of athletic identity.

### *Regression Analysis on the Significant Influence of the Indicators of Athletic Identity to Sports Motivation of Student-Athletes*

The fourth objective of this study was to determine the indicators of athletic identity that significantly influence the sports motivation of student athletes. As shown in Table 4 with a p-value of .000 which is less than the level of significance of .05, it means that there is a significant influence of athletic identity on sports motivation of student-athletes. Moreover, the indicators of athletic identity which are competence and encouragement from others have a significant influence on sports motivation of student-athletes. Therefore, the null hypothesis is hereby rejected.

**Table 4. Regression Analysis on the Significant Influence of the Indicators of Athletic Identity on Sports Motivation of Student-Athletes**

|            |                                                  |
|------------|--------------------------------------------------|
| <b>41.</b> | <b>42. Sports Motivation of Student-Athletes</b> |
|------------|--------------------------------------------------|



| 43. Athletic Identity<br>of Student-Athletes | 44. Unstandardized<br>45. Coefficients |                   | 46. Standardized Coefficients |           |          |
|----------------------------------------------|----------------------------------------|-------------------|-------------------------------|-----------|----------|
|                                              | 49. B                                  | 50. Std.<br>Error | 51. Beta                      | 52. t     | 53. Sig. |
| 58. Constant                                 | 59. 1.555                              | 60. .263          | 61.                           | 62. 5.917 | 63. .000 |
| 66. Physical<br>appearance                   | 67. .045                               | 68. .063          | 69. .066                      | 70. .706  | 71. .482 |
| 74. Competence                               | 75. .363                               | 76. .076          | 77. .441                      | 78. 4.778 | 79. .000 |
| 82. Encouragement<br>from others             | 83. .205                               | 84. .062          | 85. .302                      | 86. 3.325 | 87. .001 |

R = 691 ;  $R^2 = .477$ ; F-value = 29.234; p-value = .000

The result is similar to the outcome of the study conducted by Motz, Canning, Green, Mallon, and Quick (2019) where physical appearance has no significant influence on motivation and competence as well as encouragement from others has a significant influence on motivation. It has also been discussed in the study that when participants identify strongly as an athlete, they also have high levels of self-determined motives for a sport most especially for competence and encouragement from others.

In addition, the study of Costa, Santi, Fronso, Montesano, Gruttola, Ciofi, Morgilli, and Bertollo (2020) discussed that playing a competitive sport was linked to a good social-related athlete identity, which is in line with the study that identified elite athletes had greater athletic identities shown especially during the lockdown. Moreover, Parker et al., (2022) discussed in their study that since many athletes reported participating in their sport less regularly after the pandemic, a sense of connection and support from important people (coaches and teammates) during the pandemic may have pushed them to recognize and refocus on their sports role.

The results have an  $R^2$  value of 0.477 which implies that there are only 47.7% attributed to the present study or to the set of indicators of athletic identity which significantly influence sports motivation of student-athletes. Another percentage which is 52.3% is attributed to other factors which are not explained in this study.

## CHAPTER 4

### Conclusions and Recommendations

This chapter presents the summary of the findings based on the results of the gathered data. The conclusions are also presented with implications. Recommendations to the beneficiaries are also presented as generated from the findings of the results of the study.

The primary aim of the study comprised of obtaining an accurate data on the level of athletic identity of student-athletes in terms of physical appearance, competence, and encouragement from others and the level of sports motivation of student-athletes in terms of amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation. In addition, the study was conducted to

determine whether there is a significant relationship between athletic identity and sports motivation of student-athletes.

Furthermore, it sought to determine the indicators of athletic identity which significantly influence the sports motivation of student-athletes. To find the answers to the foregoing questions, the researcher conducted a survey of the selected student-athletes in a public high school in Davao City. The researcher employed a descriptive-predictive correlation design using an adapted questionnaire as the research instrument in gathering the data. The statistical tools used in interpreting and analyzing the data were Mean, Pearson Product Moment Correlation Coefficient or Pearson R, and Linear Regression.

The findings of the study are as follows:

The level of athletic identity of student-athletes in terms of physical appearance, competence, and encouragement from others was interpreted to be high which means that the athletic identity of student-athletes is oftentimes evident.

On the other hand, the level of sports motivation of student-athletes in terms of identified regulation and intrinsic motivation was interpreted to be very high, which means that the sports motivation of student-athletes is always manifested. However, amotivation, external regulation, introjected regulation, and external regulation were interpreted as high which means that the sports motivation of student-athletes is oftentimes manifested.

Moreover, Pearson  $r$  showed that there is a significant relationship between the athletic identity and sports motivation of student-athletes. This allowed the researcher to reject the null hypothesis.

Further, the Linear Regression showed that the indicators of athletic identity in terms of competence and encouragement from others have a significant influence on the sports motivation of student-athletes. However, the athletic identity of student-athletes in terms of physical appearance showed no significant influence on the sports motivation of student-athletes.

### *Conclusions*

Based on the findings of the study, the following conclusions are presented:

Student-athletes are still competent in their field and still able to maintain their athletic identity. This implies that they can do their tasks as student-athletes to achieve their goals most especially for their sports. They always do work out or physical training for them to look physically fit and athletic. They are also involved in constant practice for them to be more competent in their sports. All of these were achieved with full support and encouragement from others just like with their friends, family, peers, and even their coaches and teammates.

Student-athletes are well motivated to continue participating or being involved in sports. This is manifested in terms of their intrinsic motivation and as well as external regulations. They feel excited when they are involved in sports, and they can also feel satisfaction, especially when perfecting their skills. They believe that being in sports is one of the best ways to maintain a good relationship with their coaches and friends.

As student-athletes show their high level of athletic identity, they also have a high sense of sports

motivation. Their motivation to continue participating in sports is also affected by their sense of athletic identity. Improving athletes' competence shows generally increases sports motivation of student-athletes. The support and encouragement from others are also important factors why student-athletes excel and exhibit good performance in different sporting events.

### *Recommendations*

Based on the findings and conclusions, the following recommendations are put forward to those concerned:

For the Department of Education Officials, it is recommended that they plan and conduct sports programs specific for sports coaches which could help them mold and uplift the sports motivation of student-athletes and as well as their athletic identity;

Moreover, school heads may ensure that the teachers who will be assigned to coach specific sporting events in their respective schools should have a background in the sport and must know how to motivate their athletes and uplift their athletic identities. School heads are also recommended to include in their annual plan to provide sports programs for the teachers and athletes;

Additionally, teachers are encouraged to participate in different workshops and conferences specific to sports to develop their skills and will be able to mold young learners into competent athletes. In addition, teachers are sports coaches as well, they are to be trained how to be well-equipped in managing their athletes especially in uplifting their athletic identities and motivating them;

Further, sports coaches are recommended to explore other ways of motivating their athletes which could help them, especially when studying and applying effective strategies to achieve their goals in future competitions. They must also continue showing support and encouragement towards their athletes;

Students-Athletes are recommended also that they have to give importance to maintaining their high level of sports motivation and their high sense of athletic identity. This will further result in having a good performance in their respective sporting events which will help them achieve their goals most especially in the future competitions;

Lastly, future researchers may conduct another study to determine how athletic identity affects sports performance among student-athletes. They may also use the results as a basis for future related research endeavors to explore other factors not described in the study.

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