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ASSESSMENT OF STUDENT-ATHLETE ATHLETIC PERFORMANCE BASED ON MOTIVATIONAL CLIMATE

Percival T. Donato, Loraine G. Baligat, Querubin A. Manumbali

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ABSTRACT

The study on the assessment of the student athlete's motivational climate and their athletic performance was conducted utilizing descriptive research design. The student athletes from all the campus of the Nueva Ecija University of Science and Technology were chosen using purposive sampling technique. It used the survey method to gather data. Survey-questionnaire was administered online via Google Forms to collect the relevant data. Likert Scale of 1- 5 was utilized to quantify the assessment of the student athlete's motivational climate in two portion which is Coach-created and peer-created motivational climate of the respondents. Frequency count, percentage, and weighted mean were the statistical tools applied.

Results revealed that 143 student athletes of NEUST had experienced motivational climate in terms of coach created and peer created and evaluated their athletic performance in terms of tactical and technical domain. Highest weighted mean of their coach created motivational climate is 4.78 which is the coaches and trainers always motivate the athletes in all of their games. 4.58 was the highest weighted mean in terms of their peer created motivational climate said that the athletes motivate their co-athletes to have a strong desire to win the competitions. On their tactical domain, 4.75 was the highest weighted mean which the Coaches and trainers have plans on winning the games. Highest weighted mean of their technical domain was 4.50 which the coaches and trainers are active during training.

KEYWORDS: *Coach created motivational climate, Peer Created motivational climate, Tactical domain, technical domain, Student Athletes and Assessment*

INTRODUCTION

Motivational climate is experienced in terms of trainings and competitions even though in the physical activities of non-students like Physical education subject. Motivational climate is defined as the situational goal structure of the team environment created by significant others (Ames, 1992). Upgrading of the facility and equipment, monitoring of the student athlete's behavior and attitudes and giving them attention and motivation will give the student athletes a boost of their self-esteem and self confidence in prior to train and compete with their full confidence. Motivational Climate in sports is instrumental in an athletes' development. They contribute to enhanced motor competence, physical self- concept and self- esteem, as well as providing opportunities to learn better emotion regulation and develop peer and coach relationship. (Eime, Young, Harvey, Charity & Payne 2013)

In the climate of youth sports, there are many factors that influence how successful a team will be. The most notable influence for the purpose of this study is the interactions of the athletes with significant others, a person who is important to an individual's well-being. In the context of a team, every individual (including the peer and the coach) will have different goals for the team. The way that they approach these goals will have a significant affective influence on the individual that will contribute to how well teams will work together, since motivation is important to team success. There are many factors that might influence to the athlete's performance and one possibility involves significant others.

This study was designed to look at one aspect of social influence, namely the motivational climate. The question of the relationship between the athlete's motivational climate and their athletics performances is very important. It is inherent in the description of the concept of motivation that, in a situation where there is little motivation, low achievement level will result (Bakker, Whiting, & Brug, 1990). The central issue is whether or not there is a particular motivational climate created by the coach and the peer, in the sense that by not attaining the positive motivational climate for the athletes it will lead to a deterioration in performance; or is possible that by the motivational climate both created by the coach and the peer it will produce increasing gains in the athlete's performance.

Coaching is not just instructing to help a student athlete to train on specific sports but coaching is also being one of the bodies that will complete not just the physical aspects of a student athletes' but also emotionally and academically. Managing the timeframe of training and academics, learn how to improvise. Not all universities have the apparatus used on training a specific activity, though it is necessary what is provide shall be used and do the rest. The researchers want to emphasize what are the motivational climate and the student athletes' performances according to the needs and in need factors in the Nueva Ecija University of Science and Technology.

MATERIALS AND METHODS

This research used descriptive-case study method. Descriptive-case study involves the description, recording, analysis, interpretation of conditions that presently exist. In this case, this design shall define the "assessment of the student-athletes' motivational climate and their athletic performance" at the Nueva Ecija University of Science and Technology.

The sources of participants in this study are student athletes of the school year 2019 – 2020 in all levels and departments of Nueva Ecija University of Science and Technology a total of one hundred forty-three (143) student athletes from different sports were included in this study and the campuses are the following: Campuses Sumacab Campus, Cabanatuan City; General Tinio, Cabanataun City; Atate Campus, Palayan City; Fort Magsaysay Campus; Gabaldon Campus; San Isidro Campus; Satellite Campus; Talavera Academic Extension Campus.

The study used stratified and total sampling technique. To describe the assessment of motivational climate of student athletes and their athletic performance, the five-point Likert-type scale

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below was used 5 = Strongly Agree;4 = Agree; 3 = Neither agree nor disagree; 2 = Disagree; 1 = Strongly Disagree

RESULTS AND DISCUSSION

1.1 Coach Created motivational climate

The average weighted mean of the Coach Created motivational climate with a total of 4.51% and verbally interpreted as Strongly agree. The coaches and trainers always motivate the athletes in all of their games, which got the highest weighted mean of 4.78% and was verbally interpreted as Strongly agree.

It was revealed that most of the student athletes of Nueva Ecija University of Science and Technology had experienced coach created motivational climate in terms of their trainings, social life and competition. Student athletessuffered from different struggles in school, home and personal matter that results for having a mental problem or low self-esteem during training and competition. Furthermore, coaches and trainers stand as second parent at school theygive some pieces of advice and attention to the student athletes during training and competition that matters to the student athletes mental and emotional aspect and boost the self-esteem of the student athletes. According to Joan L. Duda on 02 June 2014, there is growing scientific evidence within motivational research indicating the salience of coaches, parents, and peers in creating quality sport involvement in which athletes are happy and active participants. While the home environment shapes the initial constellation of attitudes young athletes develop toward sport, coachesare a powerful influence in consolidating these attitudes, and peers are an agent that can facilitate or debilitate one's experiences.

1.2 Peer Created Motivational Climate

The average weighted mean of the Peer Created motivational climate with a total of 4.52% and verbally interpreted as Strongly agree. The athletes motivate their co-athletes to have a strong desire to win the competitions, which got the highest weighted mean of 4.58% and was verbally interpreted as Strongly agree.

Based on the data gathered 4.52% with a verbal interpretation of strongly agree, student's athlete experienced peer created motivational climate coming from their friend, teammates, co-athletes and even in the administration of the Nueva Ecija University of Science and Technology. Trainings and competitions make the student athletes preparedphysically when they are going to represent our university but not only the physical aspect of the student athletes is used in the competition also the mental and emotional aspect are needed to be 100% prepared in the competition. Being prepared and have a full confidence during the competition with wisdom of motivation coming from their peersis a full package to have a desire to win any competition that they will going to compete.

1.3 Tactical Domain

The average weighted mean of the Tactical Domain with a total of 4.66% and verbally interpreted as Strongly agree. Coaches and trainers have plans on winning the games, which got the highest weighted mean of 4.75% and wasverbally interpreted as Strongly agree. As the results revealed, the tactical domain of student athletic performance that used and gathered 4.66% overall weighted mean average with the verbal interpretation of strongly agree. Student athletes had experienced tactics that used in competition that can results in winning or losing it. Tactics are one of the most effective ways in order to win the competition. Coaches and trainers are the persons behind the tactics used by the student athletes in every game that they played. Tactics may not be perfect sometimes but it is very useful to the student athlete because they appreciate the efforts of coaches and trainers that make them motivate to have a desire towin the competition.

1.4 Technical Domain of the Athletic performances

The average weighted mean of the Technical Domain with a total of 4.31% and verbally interpreted as Strongly agree. The coaches and trainers are active during training, which got the highest weighted mean of 4.50% and was verbally interpreted as Strongly agree. The student athletes had experienced the technical domain and resultsfor having 4.31% overall weighted means with verbal interpretation of strongly agree. Technical domain helps the student athlete to improve their physical ability in terms of trainings. University plays a vital role in applying the technical domain of the student athlete in terms of the facility and equipment, allowance, discipline and rules and regulation through that support coming from the university and coach, student athlete may acquire motivation in trainings and competition.

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Preparation of Tables

Table 1 Coach Created Motivational Climate

	5	4	3	2	1	Weighted means	Verbal interpretation
1. The coaches and trainers are open for any suggestion to improve their difficulties.	93	48	2	0	0	4.64%	Strongly Agree
2. The coaches and trainers always motivate the athletes in all of their games.	112	31	0	0	0	4.78%	Strongly Agree
3. Training coaches always give the athletes one-on-one Feedback about their performance.	78	58	8	2	0	4.46%	Strongly Agree
4. There are lots of bonding moments between athletes, coaches, and trainers.	62	61	20	0	0	4.29%	Strongly Agree
5. The coaches and trainers comfort the athletes if they have a problem.	70	56	15	6	0	4.36%	Strongly Agree
Average weighted mean	4.51%						Strongly agree

Table 2 Peer Created Motivational Climate

	5	4	3	2	1	Weighted means	Verbal interpretation
1. The athletes have support from the administration, faculty, and staff during competitions.	81	51	9	2	0	4.48%	Strongly agree
2. The athletes have a clear understanding of strengths and weaknesses of their co-athletes.	74	62	7	0	0	4.47%	Strongly agree
3. The athletes motivate their co-athletes to have a strong desire to win the competitions.	94	40	8	0	1	4.58%	Strongly agree
4. The athletes have an innate ability to bring out the best in both themselves and those around them.	79	58	5	1	0	4.50%	Strongly agree
5. The athletes help each other to control their emotions during competition.	91	44	8	0	0	4.58%	Strongly agree
Average weighted mean	4.52%						Strongly agree

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Table 3. Tactical Domain of the Athletic performances

	5	4	3	2	1	Weighted means	Verbal interpretation
1. The coaches and trainers provide various strategies in the game.	95	42	5	1	0	4.62%	Strongly agree
2. Coaches and trainers instruct players about the right tactics to use during their games.	95	41	6	0	1	4.60%	Strongly agree
3. The training styles of the coachesand trainers are effective.	94	45	4	0	0	4.63%	Strongly agree
4. The training program improvesthe execution of the basic skills.	99	43	1	0	0	4.69%	Strongly agree
5. Coaches and trainers have planson winning the games.	111	29	2	1	0	4.75%	Strongly agree
Average weighted mean	4.66%						Strongly agree

Table 4. Technical Domain of the Athletic performances

	5	4	3	2	1	Weighted means	Verbal Interpretation
1. The training facilities of the University is enough in everysport events it is participating.	64	62	7	8	2	4.24%	Strongly agree
2. The training equipment of the University is enough in everysport.	57	56	21	6	3	4.10%	Strongly agree
3. The rules and regulations of the Sport is well emphasizedthroughout the training periods.	71	61	6	3	0	4.36%	Strongly agree
4. The needed basic skills in every sport is properly executed.	67	62	13	1	0	4.36%	Strongly agree
5. The coaches and trainers areactive during training.	86	46	9	1	1	4.50%	Strongly agree
Average weighted mean	4.31%						Strongly agree