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THE INFLUENCE OF SPORT MOTIVATION AND GOAL-ORIENTATION TO SPORT COMMITMENT OF STUDENT-ATHLETES IN THE DIVISION OF CITY OF MATI

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ABSTRACT

The purpose of this study is to investigate the influence of sport motivation and goal-orientation to sport commitment of student-athletes in the Division of City of Mati. Further, this study utilized quantitative descriptive-correlational method of research and applied stratified random sampling in identifying the respondent. This study involved two hundred seventy (270) Junior and Senior High School student-athletes. Data were gathered through survey questionnaire and analyzed through Mean and Standard Deviation, Pearson's Coefficient and Multiple Regression Analysis. The findings revealed that the sport motivation and sport commitment of student-athletes are in a high degree while goal-orientation has a descriptive equivalent of very high. In addition, the findings shown that sport motivation has no significant relationship with sport commitment. However, it was revealed that sport motivation and goal-orientation significantly influence sport commitment. Hence, it rejected the null hypothesis. Overall, the model's coefficient of determination indicated 51.5 percent of sport commitment of student-athletes can be attributed to their goal-orientation while the remaining 48.5 percent is a chance of variation. Lastly, it was recommended that DepEd administrators and school heads must develop innovative coaching and training strategies and approaches for coaches to improve the motivation and goal-orientation as well as to strengthen sport commitment of the student-athletes.

KEYWORDS: *Sports, Sport Motivation, Goal-Orientation, Sport Commitment, Quantitative Descriptive-Correlational, Division Of City Of Mati*

INTRODUCTION

Being an athlete, it requires optimal adaptation to training which needs careful management of stress and ways to recover. To become a best performing athlete, it entails commitment, time and carefully planned training and has to manage all these demands which can bring unique challenges. The increasing demand on athletic performance has been resulting to increase of training time and capacity which results to putting some extensive pressure on the student-athlete which would also escalate the risk of the end of the athletic career (Gomez et al., 2018). These athletes with commitment issues struggle to make it through a season and give up because of realizations. They begin loving a sport, yet towards the end of the season, they are ready to move on to another sport and would make it very hard for an individual to make a significant improvement (Janis, 2017). In fact, 80% of coaches think that one major factor in why many athletes lack commitment to their sport is because they don't comprehend what it really means to be committed (Janssen, 2022).

In Turkey, students most especially in the higher grade levels decreased their level of sport commitment due to various problems such as depression, loneliness, and other academic demands which likely to influence the students' willingness for training and their level of concentration during the trainings (Yildirim, 2021). In Spain, particularly in Vizcaya, 69.4% among the students were reported having issues with their commitment to sports mainly because of lack of time and tiredness, preference for another sport, too much pressure and lack of enjoyment (Saez et al., 2021). In addition, there is an annual decrease of 35% in sport commitment in United States due to these young people who no longer participate in any athletic program because the activity does not meet their needs or because they are too exhausted to continue. Specifically, they stop doing one sport to start doing another, or worse, they fully stop engaging in sport. Furthermore, in Slovenia, it was also reported that there was about 75% rate of individuals who detach in their commitment to sports (Saez et al., 2021).

In Zambales, Ramon Magsaysay Technological (RMTU) athletes have been in a constant struggle with participation in different athletic meet such as regional and national sports competitions. In the midst of adversity, they feel less sense of determination to continue and lose the will power to build strong personal attachment to sport. As a result, these athletes become vulnerable in quitting the sports (Ganaden, 2018). Also, in Pasig City, 49.7% of private high school student-athletes experience pressures in their sports as it was revealed that they struggle to commit regularly to their schedule of trainings and practices which contradicts to the goal of preparation for a competition (Butlig et al., 2023).

In Mati City, a student-athlete experiences the struggle to manage and carry all the demands of the life of an athlete at the same time a student. In fact, there comes a time where the student-athlete has trouble with his commitment to the sport. He almost quit and not play the sport anymore and prefer to focus on one thing which is studying (Libres, 2018).

Moreover, studies of Leyton-Roman et al. (2021) and Asghari et al. (2021) have correlated sport commitment with motivation where it analyzed motivational factor that predicted sport commitment. Also, in the study of McCreary et al. (2019), it revealed the correlation of goal-orientation and sport commitment; which showed a positive correlation between the

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two variables. Nevertheless, these studies mainly focus on the associations between two variables only. In this light, the researcher has not found any study that relates the three variables that shows the influence of sport motivation and goal-orientation to sport commitment.

The primary concerns for sport commitment encouraged the investigator to conduct this study through investigation of the variables sport motivation and goal-orientation. It is essential to understand the influence of the two variables to the sport commitment of student athletes. Consequently, the result of this study may help the Department of Education to provide trainings to coaches in addressing the concerns towards improving the level of commitment of the athletes. Also, the student-athletes shall gain the direct benefit from this study to help them develop and strengthen their commitment to a sport. Furthermore, this will bridge the school in supporting the coaches to raise the commitment and participation of student-athletes in sports.

Statement of the Problem

The investigation of this study identified the influence of sport motivation and goal-orientation to sport commitment among the student-athletes in the Division of City of Mati. Specifically, the following objectives were formulated:

1. What is the level of sport motivation of student-athletes in terms of:
   1.1 intrinsic motivation
   1.2 extrinsic motivation; and
   1.3 amotivation?
2. What is the level of student-athletes' goal-orientation in terms of:
   2.1 ego orientation; and
   2.2 task orientation?
3. What is the level of student-athletes' sport commitment in terms of:
   3.1 commitment;
   3.2 sport enjoyment;
   3.3 valuable opportunities;
   3.4 other priorities;
   3.5 personal investments;
   3.6 social constraints;
   3.7 social support; and
   3.8 desire to excel?
4. Is there a significant relationship between:
   4.1 sport motivation and sport commitment; and
   4.2 goal-orientation and sport commitment?
5. Do sport motivation and goal-orientation of student-athletes significantly influence sport commitment?

METHODOLOGY

Research Design

This study employed a quantitative, descriptive-correlational research design to examine the relationship between sport motivation, goal-orientation, and sport commitment among student-athletes. The descriptive method was used to assess the current levels of these variables, while the correlational approach determined their interrelationships (Creswell, 1994; Aggarwal & Ranganathan, 2019).

Research Respondents

Study targeted junior and senior high school student-athletes from five public secondary schools in Mati Central District, Division of City of Mati, for SY 2023-2024. A total population of 384 student-athletes was identified. Using the Raosoft Sample Size Calculator with a 95% confidence level, a sample size of 193 was determined. To account for possible attrition, 20% was added, resulting in a final sample of 270 respondents. Simple random sampling ensured equal representation. Gatekeepers and enumerators facilitated the selection and data collection process.

Research Instrument

Three validated survey questionnaires were utilized:

1. **Sports Motivation Scale (Pelletier et al., 1995).** Measures intrinsic motivation, extrinsic motivation, and amotivation using a 5-point Likert scale.
2. **Task and Ego Orientation Sport Questionnaire (Duda, 1989).** Assesses task and ego orientation with a 5-point Likert scale.
3. **Sport Commitment Questionnaire-2 (Scanlan et al., 2016).** Evaluates sport commitment based on eight indicators across 58 items.

All instruments demonstrated strong psychometric properties with Cronbach's Alpha values exceeding 0.83, ensuring reliability.

Data Gathering Procedure

Approval was obtained from the Research Ethics Committee and the Schools Division Superintendent. Consent from school heads, student-athletes, and parents was secured before data collection. The researcher and trained enumerators administered the questionnaires, ensuring voluntary participation and confidentiality. Data were collected, encoded, and analyzed using appropriate statistical tools.

Statistical Treatment

-Mean and Standard Deviation. Assessed the levels of sport motivation, goal-orientation, and sport commitment.

-Pearson Product-Moment Correlation. Determined relationships between the variables.

-Multiple Regression Analysis. Identified the predictive influence of sport motivation and goal-orientation on sport commitment.

Ethical Considerations

The study adhered to ethical principles, ensuring informed consent, confidentiality, and voluntary participation. Data security was maintained, and respondents could withdraw at any stage. The findings aim to benefit student-athletes, coaches, and the broader community by promoting sports engagement and commitment.

RESULTS AND DISCUSSION

Level of Sport Motivation: Intrinsic Motivation

Table 1 presents the level of intrinsic motivation among student-athletes. The highest-rated item, "discovering new training techniques" (M = 4.60), and "learning training techniques never tried before" (M = 4.54) were both rated as very high, indicating strong intrinsic motivation. Conversely, "feeling intense emotions while playing" had the lowest mean (M = 4.12) but still reflected a high level of motivation.

The category mean of 4.37 (SD = 0.75) confirms that intrinsic motivation is highly evident among student-athletes, with responses clustered closely around the mean. Findings suggest that athletes engage in sports for enjoyment, personal growth, and skill mastery.

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Table 1
Level of Sport Motivation in Terms of Intrinsic Motivation

Items	Mean	SD	Description
1. For the pleasure	4.35	.76	Very High
2. For excitement	4.20	.82	Very High
3. For discovering new training techniques.	4.60	.68	Very High
4. For learning training techniques that I have never tried before.	4.54	.64	Very High
5. For discovering new performance strategies.	4.52	.64	Very High
6. For personal satisfaction.	4.19	.79	High
7. For mastery of difficult techniques.	4.31	.79	Very High
8. For improving some of my weak points.	4.50	.69	Very High
9. For the perfection of my abilities.	4.34	.73	Very High
10. For feeling intense emotions while playing.	4.12	.88	High
Category Mean	**4.37**	**.75**	**Very High**

Level of Sport Motivation: Extrinsic Motivation

Table 2 presents the level of extrinsic motivation among student-athletes. The highest-rated item, "learning useful skills for other areas of life" (M = 4.44), followed by "developing other aspects of myself" (M = 4.34), both received a very high descriptive equivalent, indicating strong extrinsic motivation. The lowest-rated item, "feeling bad if I was not taking time to do it" (M = 3.75), was still categorized as high, showing its relevance among athletes.

The category mean of 4.12 (SD = 0.84) confirms that extrinsic motivation is evident among student-athletes, with responses closely aligned. Findings suggest that athletes engage in sports for social connections, self-improvement, and maintaining physical well-being, reinforcing the prestige of being an athlete.

Table 2
Level of Sport Motivation in Terms of Extrinsic Motivation

Items	Mean	SD	Description
1. Because, in my opinion, it is one of the best ways to meet people.	4.32	.71	Very High
2. Because it is one of the best ways I have chosen to develop other aspects of myself.	4.34	.73	Very High
3. Because it is a good way to learn lots of things which could be useful to me in other areas of my life.	4.44	.71	Very High
4. Because it is one of the best ways to maintain good relationships with my friends.	4.27	.75	Very High
5. Because it is absolutely necessary to do sports if one wants to be in shape.	4.12	.78	High
6. Because I must do sports to feel good about myself.	4.28	.74	Very High
7. Because I would feel bad if I was not taking time to do it.	3.75	1.02	High
8. Because I must do sports regularly.	3.95	.91	High
9. Because it allows me to be well regarded by people that I know.	4.12	.77	High
10. For the prestige of being an athlete.	4.12	.85	High
11. Because people around me think it is important to be in shape.	3.84	.93	High
12. To show others how good I am at my sport.	3.82	1.03	High
Category Mean	**4.12**	**.84**	**High**

Level of Sport Motivation: Amotivation

Table 3 presents the level of amotivation among student-athletes. The highest-rated item, "I have the impression that I am incapable of succeeding in this sport" (M = 3.65), was categorized as high, indicating that self-doubt is evident among athletes. Meanwhile, the lowest-rated items, "I used to have good reasons for doing sports, but now I am unsure if I should continue" and "It is not clear to me anymore; I don't think my place is in sports" (M = 3.18), were rated as moderate, suggesting that these concerns are somewhat present.

The category mean of 3.55 (SD = 1.17) confirms that amotivation is evident among student-athletes, with responses clustered around the mean. Findings indicate that athletes struggle with their sense of purpose in sports, leading to uncertainty and diminished motivation.

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Table 3
Level of Sport Motivation in Terms of Amotivation

Items	Mean	SD	Description
1. I used to have good reasons for doing sports, but now I am asking myself if I should continue doing it.	3.18	1.11	Moderate
2. I don't know anymore; I have the impression that I am incapable of succeeding in this sport.	3.65	1.08	High
3. It is not clear to me anymore; I don't really think my place is in sport.	3.18	1.28	Moderate
4. I often ask myself; I can't seem to achieve the goals that I set for myself.	3.56	1.20	High
Category Mean	**3.55**	**1.17**	**High**

Summary of Student-Athletes' Sport Motivation

Table 4 presents the overall level of sport motivation among student-athletes. Intrinsic motivation recorded the highest mean (M = 4.37, very high), indicating that enjoyment, personal growth, and skill mastery are strong motivators. Conversely, amotivation had the lowest mean (M = 3.55, high), suggesting that while some athletes experience self-doubt, it is less prevalent.

The overall mean score of 4.01 (SD = 0.53) confirms that sport motivation is evident among student-athletes, with responses showing consistency. Findings indicate that athletes generally find sports enjoyable and beneficial for personal development and relationships, though some experience uncertainty about their future in sports.

Table 4
Summary of the Level of Sport Motivation of Student-Athletes

Indicators	Mean	SD	Description
1. Intrinsic Motivation	4.37	.75	Very High
2. Extrinsic Motivation	4.12	.84	High
3. Amotivation	3.55	1.17	High
Overall Mean	**4.01**	**.53**	**High**

Level of Goal-Orientation: Ego Orientation

Table 5 presents the level of ego orientation among student-athletes. The highest-rated items, “I can do better than my friends” and “I am the best” (M = 3.17, moderate), indicate that these traits are fairly observed. The lowest-rated item, “Others mess up, but I do not” (M = 2.90, moderate), suggests that this perception is less prominent.

The category mean of 3.08 (SD = 1.26) confirms a moderate level of ego orientation, meaning student-athletes occasionally measure success by outperforming peers or excelling with minimal effort.

Table 5
Level of Goal-Orientation in Terms of Ego Orientation

Items	Mean	SD	Description
1. I am the only one who can do the play or skill.	3.16	1.25	Moderate
2. I can do better than my friends.	3.17	1.25	Moderate
3. The others cannot do as well as me.	2.97	1.25	Moderate
4. Others mess up, but I do not.	2.90	1.27	Moderate
5. I score the most points/goals/hits, etc.	3.12	1.27	Moderate
6. I am the best.	3.17	1.30	Moderate
Category Mean	**3.08**	**1.26**	**Moderate**

Level of Goal-Orientation: Task Orientation

Table 6 presents the level of task orientation among student-athletes. The highest-rated item, “I learn a new skill, and it makes me want to practice more” (M = 4.51), followed by “Something I learn makes me want to practice more” (M = 4.46), indicates that task orientation is highly evident. The lowest-rated item, “I learn something that is fun to do” (M = 4.31, very high), still reflects a strong presence of task-oriented behavior.

The overall category mean of 4.41 (SD = 0.74) suggests that student-athletes strongly exhibit task orientation, particularly when acquiring new skills, putting in effort, and finding enjoyment in practice.

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Table 6
Level of Goal-Orientation in Terms of Task Orientation

Items	Mean	SD	Description
1. I learn a new skill, and it makes me want to practice more.	4.51	.73	Very High
2. I learn something that is fun to do.	4.31	.72	Very High
3. I learn a new skill by trying hard.	4.42	.74	Very High
4. I work hard.	4.39	.79	Very High
5. Something I learn makes me want to practice more.	4.46	.71	Very High
6. A skill I learn feels right.	4.34	.73	Very High
7. I do my very best.	4.44	.74	Very High
Category Mean	**4.41**	**.74**	**Very High**

Summary of Student-Athletes' Goal-Orientation

Table 7 summarizes the goal-orientation levels among student-athletes. Task Orientation received the highest mean (M = 4.41, very high), indicating that this motivation type is strongly observed. In contrast, Ego Orientation recorded the lowest mean (M = 3.0, moderate), suggesting it is only fairly exhibited.

The overall mean of 3.75 (high) implies that goal-orientation is notably present among student-athletes. A standard deviation of 0.64 indicates that responses were relatively consistent. The findings suggest that student-athletes are highly motivated by learning new skills, practicing diligently, and striving for personal improvement. Meanwhile, ego driven motivations such as feeling successful when others fail were less prominent.

Table 7
Summary of the Level of Goal-Orientation of Student-Athletes

Indicators	Mean	SD	Description
1. Ego Orientation	3.08	1.26	Moderate
2. Task Orientation	4.41	.74	Very High
Overall Mean	**3.75**	**.64**	**High**

Summary of Student-Athletes' Sport Commitment

The sport commitment levels among student-athletes are generally high, with the highest-rated items reflecting strong dedication to continuing their sport. Items like "I will continue to play this sport for as long as I can" (M = 4.38) and "I am determined to keep playing this sport" (M = 4.35) indicate significant motivation. However, a few athletes expressed external pressure, with items like "I feel I am forced to keep playing" (M = 3.21) suggesting that some experience less intrinsic motivation. The overall mean of 3.90 (high) indicates that commitment is broadly present, with responses showing consistency (SD = 1.02).

The results indicate that student-athletes are highly dedicated, willing to overcome challenges, and determined to continue their involvement in sports.

Table 8
Level of Sport Commitment in Terms of Commitment

Items	Mean	SD	Description
1. I am determined to keep playing this sport.	4.35	.75	Very High
2. I am dedicated to keep playing this sport.	4.26	.83	Very High
3. I am willing to do almost anything to keep playing this sport.	4.20	.85	Very High
4. I am very attached to this sport.	4.18	.80	High
5. I will continue to play this sport for as long as I can.	4.38	.77	Very High
6. I am willing to overcome any obstacle to keep playing this sport.	4.17	.84	High
7. I feel I have to keep playing this sport, even though I don't want to.	3.66	1.14	High
8. I feel I am forced to keep playing this sport.	3.21	1.39	Moderate
9. Although I think about quitting this sport, I feel I must keep playing.	3.60	1.13	High
10. I feel trapped in this sport.	3.21	1.30	Moderate
11. Staying in this sport is more of a necessity than a desire.	3.64	1.12	High
Category Mean	**3.90**	**1.02**	**High**

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Level of Sport Commitment in Terms of Sport Enjoyment

Table 9 presents the level of sport commitment among student-athletes in terms of sport enjoyment. The highest-rated items, "I love to play this sport" and "Playing this sport makes me happy" (M = 4.55), show that student-athletes experience a high degree of enjoyment in their sport. The lowest-rated item, "Playing this sport is very pleasurable" (M = 4.39), still reflects a very high level of enjoyment. The overall category mean of 4.51 (very high) indicates that enjoyment is a prominent factor in athletes' commitment, with a standard deviation of 0.69 suggesting consistent enjoyment levels.

The results suggest that student-athletes derive significant pleasure from their sport, which contributes to their overall love for the game.

Table 9

Level of Sport Commitment in Terms of Sport Enjoyment

Items	Mean	SD	Description
1. I love to play this sport.	4.55	.65	Very High
2. Playing this sport makes me happy.	4.55	.69	Very High
3. I like playing this sport.	4.52	.69	Very High
4. Playing this sport is very pleasurable.	4.39	.71	Very High
5. Playing this sport is fun.	4.52	.71	Very High
Category Mean	**4.51**	**.69**	**Very High**

Level of Sport Commitment in Terms of Valuable Opportunities

Table 10 illustrates the level of sport commitment among student-athletes in terms of valuable opportunities. The highest-rated item, *"I would really miss the things I learn in this sport if I didn't play"* (M = 4.24, very high), suggests that student-athletes greatly value the knowledge and skills gained through sports participation. Meanwhile, the lowest-rated item, *"I would really miss the travel experiences I have if I no longer played this sport"* (M = 4.14, high), still indicates a strong recognition of the opportunities provided by sports.

The category mean of 4.18 (high) demonstrates that valuable opportunities are evident among student-athletes. A standard deviation of 0.78 signifies that responses are closely clustered, showing consistency in how student-athletes perceive the benefits of sports.

Findings suggest that student-athletes highly value the experiences, learning, and competitions that come with playing their sport. Their involvement in sports has a profound impact on their lives, offering experiences that they would not easily find elsewhere.

Table 10

Level of Sport Commitment in Terms of Valuable Opportunities

Items	Mean	SD	Description
1. I would really miss the competition in this sport if I no longer played.	4.15	.81	High
2. I would really miss the things I learn in this sport if I didn't play.	4.24	.73	Very High
3. There are future events in this sport that I would really miss experiencing if I no longer played.	4.18	.77	High
4. I would really miss the travel experiences I have if I no longer played this sport.	4.14	.82	High
Category Mean	**4.18**	**.78**	**High**

Level of Sport Commitment in Terms of Other Priorities

Table 11 presents the level of sport commitment among student-athletes in relation to other priorities. The highest-rated item, "There are other things in my life that limit my participation in this sport" (M = 3.85), suggests that student-athletes acknowledge competing responsibilities affecting their sports involvement. Similarly, "Other things in my life compete with playing this sport" (M = 3.76) supports this idea, while the lowest-rated item, "It is almost impossible to play this sport because of other things in my life" (M = 3.62), shows that while other commitments are present, they do not completely hinder participation. The category mean of 3.69 (high) indicates that competing priorities significantly impact student-athletes' commitment to sports, with a standard deviation of 0.98 showing some variation in responses.

These findings suggest that student-athletes manage multiple commitments alongside their sport, which may occasionally hinder their ability to fully engage in sports. The competing demands of life can make it challenging to maintain a balance between various responsibilities, leading to some internal conflict.

Table 11

Level of Sport Commitment in Terms of Other Priorities

Items	Mean	SD	Description
1. I am being pulled away from this sport by other things in my life.	3.57	1.07	High
2. There are other things in my life that limit my participation in this sport.	3.85	.92	High
3. It is almost impossible to play this sport because of other things in my life.	3.62	1.03	High
4. Other things in my life make it difficult to play this sport.	3.63	1.07	High
5. Other things in my life compete with playing this sport.	3.76	.96	High
Category Mean	**3.69**	**.98**	**High**

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Level of Sport Commitment in Terms of Personal Investments

Table 12 presents the level of sport commitment among student-athletes in terms of personal investments. The highest-rated item, "In this sport, I have put in a lot of training" (M = 4.18), shows that athletes acknowledge the significant effort they invest in their sport. Similarly, "I have put a great deal of physical effort into this sport" (M = 4.16) emphasizes the importance of physical effort as a defining factor. The lowest-rated item, "The mental effort I have put into this sport makes it difficult to stop playing" (M = 3.75), suggests that mental dedication is important but slightly less dominant. The category mean of 3.97 (high) indicates that personal investments are a strong component of sport commitment among student-athletes, with a standard deviation of 0.93 showing some variation in commitment levels.

The results indicate that student-athletes dedicate substantial time and effort to their sport, making disengagement difficult. Their commitment encompasses both physical and mental aspects, suggesting that quitting would mean losing a significant personal investment. This highlights the importance of maintaining a motivational environment to prevent burnout and ensure sustained engagement.

Table 12

Level of Sport Commitment in Terms of Personal Investments

Items	Mean	SD	Description
1. The time I have spent in this sport makes it difficult to stop playing.	3.84	1.00	High
2. The physical effort I have put into this sport makes it difficult to stop playing.	3.83	.99	High
3. It is difficult to stop playing because of the training I have put into this sport.	3.90	.95	High
4. The mental effort I have put into this sport makes it difficult to stop playing.	3.75	1.01	High
5. It is difficult to stop playing because of the personal discipline I have maintained in this sport.	3.97	.93	High
6. I have put a great deal of mental effort into this sport.	4.04	.91	High
7. In this sport, I have put in a lot of training.	4.18	.84	High
8. I have put a great deal of physical effort into this sport.	4.16	.84	High
9. I have spent a lot of time in this sport.	4.05	.90	High
Category Mean	**3.97**	**.93**	**High**

Level of Student Engagement in Terms of Social Constraints

Table 13 presents the level of student-athletes' engagement concerning social constraints. The highest-rated item, "People who are important to me expect me to keep playing this sport" (M = 3.79), indicates that expectations from significant individuals strongly influence athletes' commitment. This is followed closely by "Because people who are important to me also play this sport, it is assumed" (M = 3.78), highlighting how social connections can reinforce participation. The lowest-rated item, "People would be upset if I didn't keep playing this sport because they have invested so much" (M = 3.54), still reflects that athletes feel accountable to others for their continued involvement in the sport.

The overall category mean of 3.67 (high) suggests that social constraints are an important factor in student-athletes' engagement. A standard deviation of 1.04 indicates some variation in responses, meaning that while social pressure is a significant factor for most athletes, its impact may vary among individuals. These results imply that many student-athletes continue their participation to meet the expectations of significant people in their lives, as social norms, peer influence, and external expectations play a crucial role in their commitment and persistence.

Table 13

Level of Sport Commitment in Terms of Social Constraints

Items	Mean	SD	Description
1. People would be upset if I didn't keep playing this sport because they have invested so much.	3.54	1.09	High
2. People would be disappointed if I didn't keep playing this sport.	3.57	1.05	High
3. People who are important to me expect me to keep playing this sport.	3.79	1.04	High
4. Because people who are important to me also play this sport, it is assumed.	3.78	.97	High
Category Mean	**3.67**	**1.04**	**High**

Level of Sport Commitment in Terms of Social Support

Table 14 presents the level of sport commitment among student-athletes in terms of social support. The highest-rated item, "In this sport, people provide useful instruction to improve my performance" (M = 4.27), underscores the importance of guidance and mentorship in maintaining athletes' engagement. This is followed by "People give me trustworthy advice about this sport" (M = 4.23), highlighting that athletes greatly value reliable advice that contributes to their growth. Conversely, the lowest-rated items, "People who are important to me are there for me after I perform poorly in this sport" and "People who are important to me attend the majority of my competitions in this sport" (both M = 4.01), suggest that emotional and physical presence, while valued, are less emphasized compared to instructional support.

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The overall category mean of 4.12 (high) suggests that social support is a significant factor in student-athletes' commitment. A standard deviation of 0.87 indicates that responses are closely clustered around the mean, reinforcing the consistency in athletes' perceptions of social support. This suggests that support from coaches, teammates, and significant others is crucial in helping athletes stay committed to their sport. Practical instruction and trustworthy advice seem to be the most influential elements, assisting athletes in improving their performance. Emotional support during setbacks and the presence of loved ones at competitions further contribute to athletes motivation and resilience.

Table 14

Level of Sport Commitment in Terms of Social Support

Items	Mean	SD	Description
1. When I compete in this sport, people who are important to me cheer me on.	4.14	.83	High
2. People who are important to me are there for me after I perform poorly in this sport.	4.01	.88	High
3. People who are important to me attend the majority of my competitions in this sport.	4.01	.90	High
4. When things get tough in this sport, people who are important to me provide comfort.	4.07	.85	High
5. People who are important to me teach me the strategies of this sport.	4.14	.90	High
6. People who are important to me teach me about the mental side of this sport.	4.12	.88	High
7. People give me trustworthy advice about this sport.	4.23	.82	Very High
8. In this sport, people provide useful instruction to improve my performance.	4.27	.80	Very High
9. I have a mentor who provides guidance in this sport.	4.13	.97	High
Category Mean	**4.12**	**.87**	**High**

Level of Sport Commitment in Terms of Desire to Excel

Table 15 highlights the strong desire to excel among student-athletes. The highest-rated item, *"In this sport, I am constantly trying to improve my skills"* (M = 4.37), followed by *"Once I attain a goal, I challenge myself to continue improving"* (M = 4.35), indicates a high level of dedication and continuous self-improvement. The lowest-rated item, *"I try to dominate in this sport"* (M = 4.05), still reflects a high level of commitment. With a category mean of 4.22 (very high) and a standard deviation of .86, the findings confirm that student-athletes consistently push themselves to enhance their performance. Their strong drive for growth reflects a commitment to excellence, with motivation extending beyond competition wins to personal development.

Table 15

Level of Sport Commitment in Terms of Desire to Excel

Items	Mean	SD	Description
1. I push myself to reach my full potential in this sport.	4.24	.84	Very High
2. In this sport, I strive to improve every aspect of my performance.	4.27	.77	Very High
3. To improve in this sport, I push myself to achieve the goals that I have set.	4.27	.79	Very High
4. I constantly try to learn from my mistakes in this sport.	4.27	.80	Very High
5. In this sport, I am constantly trying to improve my skills.	4.37	.82	Very High
6. Once I attain a goal in this sport, I challenge myself to continue improving.	4.35	.82	Very High
7. In this sport, I challenge myself to be better than everyone else.	4.07	.93	High
8. In this sport, I strive for the perfect performance.	4.20	.85	Very High
9. In this sport, I strive to be better than my opponents.	4.11	.97	High
10. I push myself to win every time I compete in this sport.	4.19	.91	High
11. I try to dominate in this sport.	4.05	.89	High
Category Mean	**4.22**	**.86**	**Very High**

Summary of Student-Athletes Sport Commitment

Table 16 presents the level of sport commitment among student-athletes. The indicator "Desire to Excel" received a mean of 4.22, indicating very high sport commitment, while "Social Constraints" had the lowest mean of 3.67, reflecting a high but less pronounced commitment. The overall mean score of 4.03, categorized as "high," suggests a strong level of sport commitment among the student-athletes. A standard deviation of 0.51 indicates that responses were relatively consistent.

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The findings reveal that student-athletes are highly motivated to improve their skills and reach their full potential, learning from mistakes and striving for better performance. Social constraints were found to be minimal, with little external disappointment if the athlete discontinues their sport.

Table 16

Summary of the Level of Sport Commitment of Student-Athletes

Indicators	Mean	SD	Description
1. Commitment	3.90	1.02	High
2. Sport Enjoyment	4.51	.69	Very High
3. Valuable Opportunities	4.18	.78	High
4. Other Priorities	3.69	.98	High
5. Personal Investments	3.97	.93	High
6. Social Constraints	3.67	1.04	High
7. Social Support	4.12	.87	High
8. Desire to Excel	4.22	.86	Very High
Overall Mean	**4.03**	**.51**	**High**

Significance of the Relationship Between Sport Motivation, Goal Orientation, and Sport Commitment of Student-Athletes

Table 17 illustrates the relationship between sport motivation, goal orientation, and sport commitment. The analysis revealed no significant correlation between sport motivation and sport commitment, as indicated by a p-value of 0.515, which exceeds the 0.05 significance level. This finding aligns with Berestetska (2019), who reported no relationship between athletes' motivation levels and sport commitment. Similarly, Alesi (2019) suggested that external motivation, driven by external factors, is often associated with higher rates of sport abandonment and lower commitment levels.

Conversely, the relationship between goal orientation and sport commitment was found to be significant, with a p-value of 0.000, leading to the rejection of the null hypothesis. The r-value of 0.717 indicates a strong positive correlation between goal orientation and sport commitment. These results support McCreary et al. (2019), who found a positive association between goal orientation and sport commitment among junior high school students. Athletes who prioritize learning and skill development tend to engage more actively in sports, reinforcing their commitment.

Further, Benar and Loghmani (2012) emphasized that goal orientation and sport commitment exhibit distinct and significant correlations. McCreary et al. (2019) also concluded that goal-oriented individuals dedicate more time to sports, striving to enhance their skills and competencies through persistent effort.

Table 17

Significance of the Relationship of Sport Motivation and Goal-Orientation to Sport Commitment of Student-Athletes

Independent Variable	Sport Commitment		Decision on H_0	Decision on Relationship
	R	p-value		
Sport Motivation	0.577	0.515	Not Rejected	Not Significant
Goal-Orientation	0.717	0.000	Reject	Significant

Significance of the Influence of Sport Motivation and Goal Orientation on Sport Commitment

Table 18 presents the significant influence of sport motivation and goal orientation on sport commitment. The analysis revealed that both variables significantly impact sport commitment, as indicated by a p-value of 0.000. This finding suggests that student-athletes establish self-directed motivation and goal-setting, which drive their commitment to sports.

The unstandardized beta (B) value for goal orientation was 0.574, meaning that for every one-unit increase in goal orientation, sport commitment increases by 0.574. The coefficient of determination (r^2) was 0.515, indicating that 51.5% of the variance in sport commitment can be attributed to sport motivation and goal orientation, while the remaining 48.5% may be influenced by external factors not included in this study.

These findings align with Alesi (2019), who emphasized the role of motivation in sustaining commitment. Meyer et al. (2021) also noted that intrinsically driven activities are more likely to be maintained over time. Leyton-Roman et al. (2021) further supported that enhancing self-determined motivation ensures sustained commitment to sports participation.

Additionally, Ermisket and Aykin (2022) highlighted the positive influence of goal orientation on sport commitment, indicating that as goal orientation increases, so does commitment. Similarly, Martínez-González et al. (2021) found that task-oriented athletes demonstrate higher commitment, reinforcing the relationship between goal-setting and sustained participation in sports.

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Table 18
Significance of the Influence of Sport Motivation and Goal-Orientation to Sport Commitment

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Decision on H_o
	B	SE	Beta			
Sport Motivation	.565	.049	.577	11.558	.000	Reject
Goal Orientation	.574	.034	.717	16.859	.000	Reject
Model Summary: R=0.717, R-square=0.515, F=284.242, P<.05						

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

1. Sport motivation got a 4.01 category mean with high descriptive equivalent. Intrinsic motivation has the highest mean at 4.37 or very high, followed by extrinsic motivation with a 4.12 mean or high. Lastly, amotivation gained a mean of 3.55 or high.
2. Goal-orientation obtained a 3.75 category mean with very high descriptive equivalent. Task orientation has the highest mean at 4.41 or very high. Meanwhile, ego orientation obtained a mean of 3.08 or descriptive equivalent of moderate.
3. Sport commitment acquired a 4.03 category mean and a high descriptive equivalent. Desire to excel acquired the highest mean at 4.22 or very high. Then, it was followed by valuable opportunities with a 4.18 mean or high. Further, ranking was then followed by sport enjoyment with a mean of 4.15 or high, then by social support with a mean of 4.12 or high, then by personal investments with a mean of 3.97 or high and commitment with a mean of 3.90 or high. Lastly, it was followed by other priorities and social constraints with a mean of 3.69 and 3.67 respectively and got a descriptive equivalent of high.
4. There is no significant relationship between sport motivation and sport commitment with its p-value of 0.515 which is higher than the margin of error set at five percent. This finding accepted the null hypothesis. On the other hand, there is a strong significant relationship between goal-orientation and sport commitment with a p-value of 0.000 which is lower than the five percent margin of error. This result rejected the hypothesis. Further, the r-value 0.717 showed a high linear positive relationship between goal-orientation and sport commitment.
5. Sport motivation and goal-orientation are significant predictors of sport commitment. It acquired a strong support in rejecting the hypothesis with its p-value of 0.000 which is lower than five percent level of significance. In all, the r^2 0.515 is an implication that the coefficient of determination of the model is at 51.5 percent. This revealed that 51.5 percent of the sport commitment of student-athletes may be attributed to sport motivation and goal-orientation. The rest of 48.5 percent was a chance variation. Thus, these findings reject the hypothesis.

Conclusions

1. The Sport motivation is evident in the student-athletes.
2. The Goal-orientation is extremely observed in the student-athletes.
3. The Sport commitment of student-athletes is evident.
4. There is no significant relationship between sport motivation and sport commitment of student-athletes.
5. There is a significant relationship between goal-orientation and sport commitment of student-athletes.
6. Sport motivation and goal-orientation are significant predictors of the sport commitment. This signifies that these indicators are associated in the sport commitment of the student-athletes.

Recommendations

1. Student-athletes are encouraged to enhance their skills and are strongly urged to raise their level of motivation in the entire sport landscape that must be fulfilled in order to improve their sport commitment.
2. Coaches must provide training programs or action plans that support the growth of student-athletes which promotes skill development of through effort, teamwork, and enjoyment of sport to decrease abandonment of sport.
3. School administrators are required to initiate a progressive, engaging programs and interventions for both coaches and student-athletes to ensure and establish quality athletes. This will inspire the student-athletes to perform better and commit at a higher level to their sport.
4. DepEd Officials will provide guidelines and step-up program execution linked to sport motivation and goal-orientation in order to achieve and sustain sport commitment.
5. Future researchers are encouraged to explore other areas, research methodologies, and instruments, with an emphasis on factors that could benefit or hinder sport motivation and goal-orientation.

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