

Exploring the Impacts of Student-Athletes Achievement Goal and Motivation for Sports Participation towards Successful Performance in Sports Competition

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Received March 25, 2024; Revised May 23, 2024; Accepted June 24, 2024

Cite This Paper in the Following Citation Styles

(a): [1] Rayvin Domingo Pestano , "Exploring the Impacts of Student-Athletes Achievement Goal and Motivation for Sports Participation towards Successful Performance in Sports Competition," *International Journal of Human Movement and Sports Sciences*, Vol. 12, No. 4, pp. 671 - 677, 2024. DOI: 10.13189/saj.2024.120408.

(b): Rayvin Domingo Pestano (2024). *Exploring the Impacts of Student-Athletes Achievement Goal and Motivation for Sports Participation towards Successful Performance in Sports Competition*. *International Journal of Human Movement and Sports Sciences*, 12(4), 671 - 677. DOI: 10.13189/saj.2024.120408.

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Abstract Successful performance in sports competition is determined by a lot of factors. Understanding the intricate relationship of these factors may guide coaches and sports managers to enhance the performance of student-athletes. The study aimed to investigate the achievement goal, and motivation for sports participation and its relationship to student-athletes performance in sports competition. This descriptive research includes 107 student-athletes in secondary schools that answered the "Achievement Goal Questionnaire for Sports" [1] and "Motivation for Sports Participation" [2] instrument. Descriptive statistics were utilized to describe the student-athletes' achievement goal, and motivation to sports participation and performance rank while Pearson r correlation analysis was computed to test the significant relationship among these variables. Results revealed that student-athletes strongly agree that task-approach, task-avoidance, self-approach, self-avoidance, other-approach and other avoidance goals were the achievement goals utilized in sports competition. As to motivation, student-athletes agree that availability of facilities, skills development, psychological boost and recognition necessitate participation in sports competition. Results revealed a significant relationship exists between achievement goal such as task-approach, self-approach and other-avoidance approach goal towards student-athletes performance. Furthermore, motivation to sports participation in terms of availability of facilities, skill

development, psychological boost and recognition was also found to have a significant relationship with student-athletes performance in sports competition.

Keywords Achievement Goal, Motivation, Student-athletes Performance, Sports Competition

1. Introduction

Student motivation for participation in sports competition has garnered significant attention in recent years. Numerous studies have shown that engaging in various sports activities is associated with developed physical, psychological, sociological, and emotional outcomes [3,4]. Furthermore, involvement in sports promotes fitness, cognitive performance and mental health [5,6]. It also enhances self-esteem, confidence, social skills, personal responsibility and leadership qualities [7,8,9,10]. Additionally, participation in sports is linked to lower rates of stress, anxiety and depression [11]. Indeed, participation in sports activities and competition is highly beneficial, potentially driven by a person's achievement goal and motivation.

Achievement goal theory posits that individuals are primarily motivated by a desire to demonstrate their competence or achievements [12]. This theory extends into

various domains, including sports, where goal orientations play a significant role in shaping individuals' involvement and participation levels. Nicholls [13] identified two primary goal orientations: task and ego. Task-oriented individuals focus on personal mastery, learning, and improvement, while ego-oriented individuals prioritize outperforming others and gaining recognition.

Building on this framework, Mascaret, Elliot, and Cury [1] expanded the model and further categorized achievement goals in sports into three types: task-based, self-based, and other-based goals. Task-based goals emphasize personal development and mastery of skills. Self-based goals involve comparing one's current performance to past performances, focusing on personal benchmarks and improvement. Other-based goals, on the other hand, define success relative to peers, with athletes striving to outperform competitors and gain recognition or status.

On the other hand, student-athletes' motivation for sports participation centers on a multifaceted phenomenon influenced by various factors. These factors include intrinsic and extrinsic motivation [14,15], social and recreational influences [16,17], and psychological well-being [18,19]. Motivation drives student-athletes toward various goals, pushing them to perform beyond their normal capacities to win competitions. Therefore, it is essential to provide a motivational climate that fosters long-term commitment to sports. Such an environment will help student-athletes achieve their optimal potential and performance in sports.

Student-athletes performance in sports competition is measured by actual results obtained by athletes in an amateur sports contest [20]. Bali [21] argues that the outcome of sports performance isn't solely dictated by physiology (i.e. stress and fitness) and biomechanics (i.e. technique factors), rather, psychological factors can also significantly influence performance. It is imperative for both athletes and coaches to continuously focus on improving sports performance while dealing with other sports related performance factors. It is also affected by different factors such as environmental, personal, coaching, and psychological variables [22,23,21]. Moreso, motivation, volitional and psychophysiological factors can also influence athletes' performance [24,25]. Other factors such as coaching style, strategies, competencies [20,25], family supports [26], human resources and sports facilities [20,27,28,29,30,31], incentives and service quality [32,33] can significantly impact athletes' performance.

While many studies have been conducted to determine the factors that contribute to student-athletes performance, a research gap existed as to the interplay of student-athletes achievement goal and motivation for sports participation and its impact on performance in sports competitions. Analyzing these intricate connections can offer valuable perspectives for crafting successful approaches to attain personal objectives, thrive in selected sport, and consequently, enhance performance to maximize their capabilities.

2. Materials and Methods

2.1. Study Design and Respondents

This study utilized the descriptive correlational research design to examine the relationship between achievement goals and motivation and its impact on student-athletes performance in sports competition. The study's respondents consisted of 107 student-athletes in the Division of Gapan City who recently participated in the Central Luzon Regional Athletic Association Meet. Total population sampling was utilized in this study.

2.2. Instrument

This study utilized the "Achievement Goal Questionnaire for Sports" [1] which is a 4-point Likert scale with 19 items that determine the achievement goal (i.e. task-approach goal, task-avoidance goal, self-approach goals, self-avoidance goal, other-approach goals and other-avoidance goal) and "Motivation for Sports Participation" instrument [2] also uses a 4-point Likert scale to ascertain the motivation (i.e. availability of facilities, skills development, psychological boost and recognition) of student-athletes. Respondents were requested to express their level of agreement or disagreement, using a scale from 1 (strongly disagree) to 5 (strongly agree). As to the performance of student-athletes in sports competition, recent data from CLRAA Meet was tabulated. Furthermore, prior to the actual distribution, the questionnaire underwent reliability testing. All items in the study received a Cronbach's alpha of 80.

2.3. Procedure

A letter of request was sent to the school administrators for data gathering. Data privacy act and the objectives of the study were discussed among respondents. The researcher used an online google form questionnaire consisting of items in achievement goals, and motivation that may impact their performance in the recent sport's regional competition (CLRAA Meet). Also, respondents were not under any time pressure to complete the questionnaire, and their confidentiality was guaranteed.

2.4. Data Analysis

This study utilizes SPSS Statistical program to analyze the data. To determine the achievement goal and motivation to sports participation of the respondents, mean and standard deviation were used. In terms of student-athletes performance in sports competition, frequency and percentage were employed. Moreover, to investigate the relationship between achievement goal and motivation and its impact on student-athletes performance, Pearson correlation was utilized.

3. Results and Discussion

3.1. Achievement Goal of the Respondents

Table 1 presents the achievement goal of student-athletes. It can be seen in the table that student-athletes “Strongly Agreed” on the Task-Approach Goal, Self-Approached Goal and Other-Approached Goal. This implies that student-athletes tend to obtain good results, become more effective than before and have better results than others. Furthermore, respondents “Agreed” on Task-Avoidance Goal, Self-Avoidance Goal and Other-Avoidance goal. This likely suggests that they are likely to avoid performing badly, having worse results and being less effective than others. The achievement goal of the respondents plays a crucial role in developing competence in his/her respective sports since athletes’ competence satisfaction is also a function of other achievement [34].

Table 1. Achievement Goal of the Student-Athletes

Achievement Goal	Mean	SD	Description
Task-Approach Goal	3.44	0.45	Strongly Agreed
Task-Avoidance Goal	3.17	0.33	Agreed
Self-Approach Goal	3.38	0.39	Strongly Agreed
Self-Avoidance Goal	3.22	0.41	Agreed
Other-Approach Goal	3.35	0.46	Strongly Agreed
Other-Avoidance Goal	3.08	0.38	Agreed

3.2. Motivation to Sports Participation of the Respondents

Table 2 shows the respondents’ motivation to sports participation. As the table shows, student-athletes “Strongly Agreed” on the motivation factors such as availability of facilities, skill development, psychological boost and recognition. Results imply that student-athletes were motivated by accessibility of sports equipment, learning advanced skills, tactics and techniques, staying active and releasing mental pressures and demonstrating their proficiency to arouse interest and recognition. Motivation clearly drives and encourages student-athletes to perform well and enjoy their participation [35]. Thus, motivation and sports participation are crucial for the development of athletes [36], and a positive and important predictive factor for continuity in sports participation [37].

Table 2. Motivation to Sports Participation of the Student-Athletes

Motivation	Mean	SD	Description
Availability of Facilities	3.31	0.40	Strongly Agreed
Skill Development	3.62	0.37	Strongly Agreed
Psychological Boost	3.48	0.31	Strongly Agreed
Recognition	3.30	0.49	Strongly Agreed

3.3. Performance Rank of the Respondents

Table 3 illustrates the performance of student-athletes in sports competition in different sporting events in the Regional athletic competition (CLRAA). It can be noticed in the table that fourteen student-athletes or 13.08% were in third place. Thirty-four student-athletes or 31.77% were in fourth place and fifty-nine or 55.14% were in fifth place or lower. It is surprising that no students ranked first or second in the recent regional athletic event. Student-athletes performance disclosed a uniform distribution with descending percentages for subsequent rank. Results in the Regional athletic level likely imply an intense competition and competitive nature of athletes in the region. According to Harackiewith et al., [38] and Klein [39], success and excellence in sports are defined by individuals’ achievements relative to others, as exemplified by wins, medals, and titles. As to the present performance in sports competition, results likely indicate that there is really a need for improvement to enhance student-athletes performance in sports competition.

Table 3. Performance Rank of the Student-athletes

Performance Rank	F (N=124)	%
1	0	0%
2	0	0%
3	14	13.08%
4	34	31.77%
5 and Lower	59	55.14%

3.4. Relationship between Achievement Goal and Student-Athletes Performance

3.4.1. Task-Approach Goal and Student-Athletes Performance

Table 4 reveals the relationship between task-approach goal and student-athletes sports performance was *Significantly Related* with a p-value of 0.04. Findings show that task-approach goal such as improving self-esteem by exerting efforts and handwork to become more competent can influence their performance in sports competition. This confirms the study of Duda [40] indicating that a task-oriented approach is linked with the perspective that sports serve to enhance self-esteem, foster cooperation and hard work emphasizing the significance of efforts and its impacts on athletic performance [41]. Moreso, in sports competition, task-based approach is vital for their competence and satisfaction [34].

3.4.2. Self-Approach Goal and Student-Athletes Performance

As shown in table 4, self-approach goal was *Significantly Related* to student-athletes performance with a p-value of 0.05. This result is consistent with the

findings of Van Yperen [34] that in the context of sports match, most athletes pursue self-based approach goals in order to win matches and this adds to their competence satisfaction. Furthermore, according to Darnon et al., [42] athletes genuinely find self-based approach goals worth pursuing due to ethical and social desirability of these goals.

Table 4. Relationship between Achievement Goal and Student-Athletes Performance

Achievement Goal	p-value Sig. 2 tailed	Interpretation
Task-Approach Goal	0.04	Significantly Related
Task-Avoidance Goal	0.33	Not Significantly Related
Self-Approach Goal	0.05	Significantly Related
Self-Avoidance Goal	3.22	Not Significantly Related
Other-Approach Goal	0.40	Not Significantly Related
Other-Avoidance Goal	0.05	Significantly Related

3.4.3. Other-Avoidance Goal and Student-Athletes Performance

Findings revealed that other-avoidance has been considered Significantly Related to student-athletes performance with a p-value of 0.05. Result indicates that avoiding being worse, more ineffective and obtaining worse results than others is associated with athletes' performance. Findings of this study coincided with the meta-analytic review of Lochbaum et al., [43] on the approach achievement goals and performance relationship in sports and found that approach-avoidance goals are related to sports performance. In addition, Wei et al., [44] found that other-avoidance goal can positively influence passion and psychological well-being of athletes.

3.5. Relationship between Motivation and Student-Athletes Performance

3.5.1. Relationship between Availability of Resources and Student-Athletes Performance

Table 5 disclosed that availability of resources and students-athletes performance were found to be Significantly Related with a p-value of 0.02. This likely implies that athlete's motivation in terms of availability of the facilities and resources in sports is linked with their performance. This finding confirms the study of Adyeye and Kehinde [28] that facilities and equipment influence the athletic performance in sports competition. In addition, Yang, Gu and Chen [29], in their study on sports equipment and its influence on competitive sports performance confirm that influence and improve sports performance. Moreso, Pestano and Ibarra [20], found that sports facilities have a significant impact on

student-athletes performance in sports competition.

3.5.2. Relationship between Skill Development and Student-Athletes Performance

As shown in Table 5, the relationship between skills development and student-athletes performance was considered *Significantly Related* with a p-value of 0.05. Based on the result, it can be inferred that developing skills as motivation such as improving advanced skills, training techniques, tactics and other personal development skills can link to the performance of student-athletes. This result is in line with Birrer and Morgan's [45] findings that developing psychological skills training such as self-skills, personal development skills, life-skills and other skills is vital in order to address and improve sports performance. On the other hand, Christensen and Smith [46] found that physical skills, technical skills and psychological coping were predictors of athlete's performance.

3.5.3. Relationship between Psychological Boost and Student-Athletes Performance

Table 5 reveals that psychological boost was *Significantly Related* with student-athletes performance with a p-value of 0.04. Result implies that psychological boost that drives students towards sports participation can be associated with their sports performance. This study confirms the finding of Talha [47] that psychological skill training was a positive and has significant impact on athlete's performance. In addition, Mustafa and David [48] argues that psychological factors such as motivation, mental preparation, concentration, cognition and others play a significant role in the improvement of performance. Moreso, Gardner and Moore [49] reported that mindfulness can enhance the athletic performance and overall psychological and general well-being of competitive athletes.

3.5.4. Relationship between Recognition and Student-Athletes Performance

Moreover, it can be noticed in table 5 that recognition was found to be *Significantly Related* to student-athletes performance with a p-value of 0.04. Finding indicates that recognition as motivation to sports participation can be linked with the performance of student-athletes. In a similar study conducted by Rubab et al., [50] on the impacts of external rewards on intrinsic motivation, it was found out that rewards can influence motivation, and thus in turn, motivation influences performance [51]. In the corporate context, Sidhu and Nizam [52] in their study on Coaching and employee performance found that rewards and recognition can impact performance. Thus, it can be suggested that rewards and recognition as an athlete's drive to participate in sports can significantly influence their performance in sports competition.

Table 5. Relationship between Motivation and Student-Athletes Performance

Motivation	p-value Sig. 2 tailed	Description
Availability of Facilities	0.02	Significantly Related
Skill Development	0.05	Significantly Related
Psychological Boost	0.04	Significantly Related
Recognition	0.04	Significantly Related

4. Conclusions

This study examined the achievement goal and motivation of student-athletes and their relationship to their performance in sports competition. Based on the results, student-athletes agree that task-approach, task-avoidance, self-approach, self-avoidance, other-approach and other-avoidance were the achievement goals utilized by student-athletes in sports competition.

As to motivation to sports participation, student-athletes agree that availability of facilities, skills development, psychological boost and recognition are necessary to stimulate participation in sports competition.

In terms of student-athletes performance in sports competition, it can be noted that an intense competition and competitive nature take place in the region which resulted in the current rank at the bottom.

Results of correlation revealed a significant relationship exists between achievement goal such as task-approach, self-approach and other-avoidance approach goal towards student-athletes performance. With regards to motivation to sports participation, availability of facilities, skill development, psychological boost and recognition have also been found to have a significant relationship with student-athletes performance in sports competition.

Acknowledgements

No external financial support was received for this study. The authors would like to thank all the respondents who participated in this study.

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