

SPORTS Motivation, and Individual and Team Character in Sports as Predictors of Student – Athletes’ Satisfaction in the DAVAO REGION

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ABSTRACT

This descriptive-correlational study aimed to determine the significant influence of sports motivation and individual and team character on student-athlete satisfaction in the Davao Region. Three adapted research instruments assessed sports motivation, individual and team character, and athlete satisfaction in the Davao Region. The result revealed that the student-athletes have a high level of sports motivation. On one hand, there was a high level of individual and team character. The result also showed that athletes’ satisfaction is very high. Results also revealed a significant relationship between sports motivation and athlete satisfaction, as well as individual and team character and athlete satisfaction. Thus, a significant relationship existed between the three variables of interest. Among the two independent variables, individual and team character predict athlete satisfaction.

KEYWORDS: *Education, sports motivation, individual and team character development, athlete satisfaction, descriptive correlation, Philippines*

INTRODUCTION

Satisfaction among athletes plays a vital role, especially in developing their characteristics and being motivated in sporting events that they engage in their sporting career from their early experiences from elementary to tertiary life. That's why further study is needed to analyze athletes' satisfaction comprehensively, as only a few have researched this matter (Marco et al., 2019). According to Pope et al. (2014), coaches' and athletes' identity, confidence, and performance depend on the satisfaction that they gain in the field of sports that they are in, and without satisfaction, it may lead to poor performance and bad

behavior because they are not motivated. Additionally, according to the study's summary findings by Davis et al. (2019), athlete satisfaction may have a significant positive or negative impact on their performance, training, instruction, and personal treatments.

In the study conducted in East Africa, it is said that athlete satisfaction still needed further research and emphasis on a better improvement of student-athlete mentality, physically and psychologically, so that they may enjoy and boost their full potential in the sporting event in which they are interested (Hundito, 2022). In addition, Colbert (2019) stated in his study that athlete satisfaction plays a significant role in the life of a student-athlete, where it could become a determinant of the athlete's behavior toward something they want to achieve. That is why it is essential to determine the factors that affect their satisfaction. A study in the United States that included interviews with athletes concluded that competence, relatedness, and autonomy all impact athlete satisfaction. This must be addressed because it will permanently affect their performance (Gunnink, 2014).

In the Philippines, athlete satisfaction is one of the major concerns that needs further study for coaches and aspiring coaches to address issues of low-performing athletes because of the unsatisfactory experience they have gained in their sporting field (Velasco & Alforja, 2021). In addition to this statement (Reckase, 2016), it is stated that athletes may perform confidently if the proper approach and technique that will satisfy their needs are applied correctly, where student-athletes may appreciate it and feel a sense of satisfaction.

Only a few have been conducted in the Davao Region regarding athlete satisfaction. There is a study on athlete satisfaction, where student-athletes in senior high school and college were interviewed and came up with a finding that will help coaches identify the extreme satisfaction needs of the student-athlete using a correct behavioral approach (Belleza, 2021). However, this result may need to be revised because it focuses only on a single group of athletes at one particular school. That's why further research must be conducted to achieve a more reliable result and address issues affecting athletes' satisfaction.

According to Mauratidis (2014), different types of sports motivation are critical factors in determining the athlete's satisfaction that will suffice their needs. Some studies have recognized the relationship between sports motivation and athlete satisfaction. Many studies on sports motivation and athlete satisfaction have found that sports motivation and its indicators can forecast athlete's satisfaction (Fernandez, 2017). Carron (2017) added that athlete's satisfaction tends to show more behavior to have more intrinsic sports

motivation.

Meanwhile, in the study of Colbert (2019), which explores the relationship between athlete satisfaction and characters built individually or in a team, it is stated that the characteristics of something an athlete aims for influence his hunger for satisfaction. DeGraffe (2017) also noted that the type of characteristics and individual poses are based on the satisfaction he receives from the group to which he makes himself belong. Russell (2015) also added that satisfaction has a significant impact on the student's behavior and has a direct effect on his character buildup.

In the study of Belleza (2021), the researcher found a relationship between coaching and athlete behavior and athlete satisfaction, and the respondents only belonged to a single tertiary school. However, the researcher did not find a relationship between the two dependent variables that might provide more significant evidence of its effect on the athlete's satisfaction. The two dependent variables and relationships the researcher had not encountered were the relationship between sports motivation and athlete satisfaction and individual and team character and athlete satisfaction. The researcher did not encounter random school participants in the Davao Region since it focused only on one particular school.

Based on the identified gaps, methods, and locations in research, the researcher triggers himself to feel that this type of study needs to be conducted urgently. Understanding the combined relationships and influences between the variables of interest, which are sports motivation, individual and team character, and student-athlete satisfaction in the Davao Region, could be of importance to the coaches in formulating strategies that would best understand the needs of student-athletes for them to be satisfied. Further, identifying which among the sports motivation and individual and team characteristics athletes' satisfaction among tertiary athletes could be an important factor in crafting the correct approaches and tactics to implement that effectively may satisfy the needs of the athlete students.

The results of this study will be presented to school heads, sports coordinators, coaches, athletes, and researchers as opportunities to communicate the findings for further investigation and the formulation of new ideas that will be useful in the said future outcomes. Further, the result will also be subjected to publication in a local, national, or international pool of published research. The efforts in this research will benefit the athletes and coaches who aim to improve their strategies for handling their teams.

Theoretical Lens

This study was anchored to the Achievement Goal Theory by Nicholls (1984). According to the Achievement Goal Theory (AGT), a person's satisfaction, as their traits develop as a result of experience and observed behaviors by their team, coach, and rivals, is evident because of their passion to achieve a specific goal in their sport and their willingness and eagerness to win the game. At the same time, their traits develop due to experience and observed behaviors by their team, coach, and rivals. Moreover, Nicholls (1984) also stated that the characteristics of a person in a team or organization connect to his satisfaction, which also molds his perception and builds the type of characteristic he possesses. based on how the individual perceives himself to achieve satisfaction, whether by an extrinsic or intrinsic stimulus that will make a person strive hard to attain the pleasure of satisfying himself through winning and dominating in the entire team of certain sports, either local, regional, or national. Satisfaction is one of the factors of motivation that drives and molds a person's behavior towards his ultimate goal that he wanted to achieve, and failure or success in the process of achieving such objectives may also result in a change in behavior and mood of a person if he fails himself to get done with the targeted sporting aim that he and his teammates are trying to pursue because all of the team put in sweat and effort to develop their skills just to bring the beacon of success. In this study, Achievement Goal Theory is used to understand the influence of independent variables, such as sports motivation and individual and team character, on the dependent variable of athlete satisfaction.

METHODS

Research Design

This research employed a quantitative research design, particularly descriptive correlation. This is quantitative because the researcher cannot interfere with the study's result (Bhandari, 2020). Crawford and Tillbrook (2014) also stated that quantitative research design measures the significant influence between the variables of interest and assesses those variables of interest to determine the facts that make them involved in a study output. A quantitative research design is used to generalize the findings or results of a large population where the data has been taken and analyzed by following the proper procedure for collecting and analyzing the essential data needed (Jain, 2023). Bhandari (2023) also added that quantitative research design can be used to find patterns, analyze and summarize large amounts of data, and make predictions based on the results.

Descriptive-correlational research design is the most appropriate

research design for this study. Data collection for this study comes from survey questionnaires that the respondents answered using a Likert scale. The data from this study is collected and analyzed using different statistical tools that determine the significant influence between the variables of interest, which are sports motivation and individual and team character, as predictors of athletes' satisfaction in SUCs. The researcher did not use any experimental procedures in this study, and descriptive correlation is the research design used in conducting this study.

Place of the Study

This study was conducted at state universities and colleges (SUC's) in the Davao Region. The school chosen for this study was considered the largest school in their province because of its population, which can reach more than a thousand students with different courses and, most significantly, student-athletes with the essential skills and experience in their sports. These schools can also be considered the most reliable data providers for this research study. Furthermore, these schools that have been chosen must also offer scholarships for student-athletes who have the potential to become professional players who might represent our country in international competitions. The researcher chose the three prominent and well-known universities from which reliable data can be gathered. Only the tertiary level was allowed, and a regional sporting event named Mindanao Association of State Tertiary Schools (MASTS) had already been conducted.

These tertiary schools are some of the most recognized in the Davao Region. It has the most significant number of students in the area and is the most populated school in terms of the number of students and faculty. It also has sporting facilities and equipment where athletes can enhance their skills. The tertiary schools selected in this study were named Schools A, B, and C. These are located in the Davao Region, where they have a lot of student-athletes and complete facilities and equipment. The data gathered will be more reliable because these big schools have a sizeable student-athlete population and belong to government tertiary schools. These schools are expected to offer athlete scholarships and organize different sporting events so that their athletes are enrolled in their events, whether in their school or in the first year or graduating student-athletes. Other criteria of these schools are the athletes' qualifications before joining any sporting organization.

Respondents

The respondents of this study were 236 student-athletes from the identified

research locale, specifically those who are officially enrolled for the school year 2022-2023. The sample size calculator by Raosoft Inc. (2004) was used to get the desired number of respondents to achieve the desired result of the study. Additionally, as a result of the new memo from the CHED Secretary to fully implement face-to-face classes at all tertiary levels, all students and athletes who are required to participate in the survey this academic year are subject to the face-to-face learning modality, and they recently took part in the MASTS sporting event. Simple random sampling is used to determine the study's respondents and suit the dynamic nature of the target population in the current situation (Cohen et al., 2007). Moreover, students of the SUC who have not joined the MASTS and don't fit the desired criteria are not included in this study because desired results cannot be achieved if they lack the conditions and standards to become qualified respondents. Each member of the target population is chosen using the quota sampling method. Every decision is independent of the one before it, and the probability of the respondent being selected is unaffected by the selection of the other participants in a population (Cohen et al., 2007). Only the active student-athletes who have already participated in regional events or beyond are the focus of the study, as the researcher is coordinating with the sports coordinator of each tertiary school involved in this study.

Statistical Tools

The following tools were used to interpret the collected data: mean, Pearson product-moment correlation, and regression analysis. Mean. This tool was used to determine the respondents' level of sports motivation, individual and team character, and athlete satisfaction. Pearson Product-Moment Correlation. This tool was used to determine the significant influence between sports motivation, individual and team character, and athlete satisfaction. Multiple Regression Analysis. This tool determined which variables most affected sports motivation, individual and team character, and athlete satisfaction.

RESULTS

Level of Sports Motivation

Table 1 shows the level of sports motivation and has an overall mean of 4.35, which is described as very high, which means that sports motivation is always observed. It implies that the level of sports motivation enhances their

knowledge and mastery of techniques, gives them excitement, and helps them be in good shape. In addition, the overall standard deviation is .44, which is less than one, denoting that the respondents have ratings clustered around the mean.

Table 1
Level of Sports Motivation

Indicators	Mean	SD	Description
Intrinsic Motivation to Know	4.64	.52	Very High
Intrinsic Motivation to Accomplish	4.47	.61	Very High
Intrinsic Motivation to Experience	4.46	.60	Very High
Stimulation	4.51	.63	Very High
Extrinsic Motivation – Identified	4.26	.72	Very High
Extrinsic Motivation – Introjected	4.22	.70	Very High
Extrinsic Motivation - External Regulation	2.15	.98	Low
Amotivation			
Overall Mean	4.35	.52	High

This finding supports the study of Clancy (2016), which explains that sports motivation gives them ideas or knowledge to master and enhance their skills in the sporting event that they engage in, where it is also a driveway to boost their confidence and become more productive athletes as they enjoy their athletic career. According to Kucukibis and Gul (2019), motivation can come in many forms depending on the needs of the individual and what he needs to develop or master to be fit and skilled in the sporting event in which he is interested.

This also supports the study of Ozdemir (2020), who found that motivation in sports or any discipline depends on the person’s needs, where they can feel excitement and eagerness to learn the correct knowledge and skills in the sporting event they choose. Moreover, Park et al. (2020) also added that athletes inside the organization learn best if they feel excited about developing proper techniques to improve their skills.

The Level of Individual and Team Character

Table 2 presents the level of individual and team character, showing an overall mean of 4.29, which is very high. It implies that the level of individual and team character has a significant impact on the student-athletes by making

them not give up and keep trying after they make errors or mistakes, encouraging one another even if they are losing, and also having discussions with their teammates on how they achieve their goals together. The overall standard deviation is .46, which is less than one, suggesting that the ratings are clustered near the mean.

Table 2
The Level of Individual and Team Character

Indicators	Mean	SD	Description
How Different People Think or Act	4.20	.53	Very High
Think about Their Teammates	4.22	.52	Very High
Thinking about Their Coach and Team	4.44	.55	Very High
Overall Mean	4.29	.46	Very High

The finding affirms the view of Breedy (2017), who stated that character development, whether individual or in a team, must be seen as a process rather than a product because it involves a lot of interventions or factors that can influence the characteristics of everyone and developing good characteristics will result in good behaviors that promote team efforts, good sportsmanship, and team and self-encouragement. This finding is similar to the study of Mosley et al. (2016), which found that participating in a particular sport may influence the character of the student-athlete and that the environment that surrounds them may influence them to become a good individual who encourages teammates and leads them to make a team effort towards a specific goal. Additionally, according to Breedy (2017), environmental factors influence character development, where a student-athlete may develop a positive or negative attitude.

The Level of Athlete Satisfaction

Table 3 shows the level of athlete satisfaction, which recorded an overall mean of 4.38. It is described as very high. This implies that the level of athlete satisfaction is essential, that student-athletes trust their ability to carry out challenging activities, and that they coach their team in their way. They always get along with people with whom they interact. The overall standard deviation is .57, meaning the respondents' responses are closer to the mean.

Table 3
The Level of Athlete Satisfaction

Indicators	Mean	SD	Description
Competence Satisfaction	4.45	.73	Very High
Autonomy Satisfaction	4.29	.61	Very High
Relatedness Satisfaction	4.39	.61	Very High
Overall Mean	4.38	.57	Very High

The findings affirm the view of Gunel and Duyan (2018), who stated in their study that athlete satisfaction is observable if the athletes are confident in handling all the challenging situations and can solve such tasks by using their initiative. This finding also supports the study of Samah (2015), who found that athletes' satisfaction is one of the major factors in determining athlete performance as it contributes to the development of skills and knowledge that will satisfy their needs as student-athletes. In addition, Razali (2020) added that athlete satisfaction is noticeable if athletes easily get along with their teammates and coaches and show confidence in doing things they like to improve their team performance.

Significance of the Relationship of Sports Motivation, Individual and Team Character, and Athlete Satisfaction

Table 4 shows that sports motivation has a positive relationship with athlete satisfaction with an R-value of .69. Also, it reflects a p-value of .00, which is less than the alpha set at .05 (two-tailed), supporting a significant relationship. It means that as the level of sports motivation increases, the level of athlete satisfaction also significantly increases. This implies that sports motivation significantly impacts athlete's satisfaction and that different types of motivation will lead to athlete's satisfaction. They will boost their confidence and enjoyably learn things because their needs are fulfilled. They are motivated to develop their full potential for the team's benefit because they feel satisfied.

Table 4
Significance of Relationship of Sports Motivation, Individual and Team Character, and Athlete Satisfaction

	Athlete Satisfaction		
	r	p-value	Remarks
Sports Motivation	.69	.00	Significant
Individual and Team Character	.79	.00	Significant

Similarly, individual and team character reveal a significant positive and robust relationship with athlete satisfaction ($r = .79$, $p < .05$). As the level of individual and team character increases, the level of athlete satisfaction significantly increases. It implies a significant relationship between sports motivation and athlete satisfaction and individual and team character and athlete satisfaction, as shown in the result of the study, where the variables show an evident connection that affects athletes' performance and satisfaction. This implies that individual and team character also have a significant impact on an athlete's satisfaction and that the development of the student athlete's character is essential if the player develops a good sense of character, meaning that he is satisfied with his teammates and the treatment that he is receiving from them.

It corroborates with the study of Jan et al. (2015), where one of the sports motivation indicators, particularly intrinsic motivation, shows a significant relationship between the indicators of athlete satisfaction, particularly in the performance satisfaction of the athletes. In addition, Kassim (2022) also conducted a study on motivation and satisfaction and concluded that both motivation and satisfaction have a significant relationship and that motivation improves and boosts the full potential of athletes as they satisfy themselves in the field of sports that they engage in.

Moreover, the result supports the view of Apostolidis et al. (2020), who explored the relationship between athletes' behavior and athlete satisfaction and found that having appropriate behavior is a must to achieve satisfaction within a team or organization and that students, athletes, coaches, team captains, and trainers must possess appropriate behavior to give a decent approach for all team members not to be deprived of their satisfaction. In addition, Price and Weiss (2013) stated that, when executed correctly, an appropriate approach to teamwork may lead to a better boost of performance and confidence in the sport in which they engage.

Significance of Sports Motivation and Individual and Team Character as Predictors of Athlete Satisfaction

Table 5 shows the results of the multiple regression analysis. In singular capacity, the sports motivation shows a p-value of .00, which is less than .05 level of significance (2-tailed) with a positive standardized beta value of .18. It means that for every unit increase in the value of the level of athlete satisfaction, there is a corresponding increase of .18 in the level of athlete satisfaction.

Likewise, the independent variable, individual and team character, reflects a p-value of .65, less than the .05 level of significance (2-tailed). It means that, in a singular capacity, the level of individual and team character is a significant predictor of athlete satisfaction. In addition, the combined influence of the two independent variables, sports motivation, and individual and team character, on athlete satisfaction is significant ($F = 199.19$, $p < .05$). According to $R^2 = .63$, the model explains 63 percent of the variance in athlete satisfaction using the study's independent variables. This means that 37 percent of the variance in athlete satisfaction can be attributed to factors other than sports motivation and individual and team character.

Table 5
Significance of Sports Motivation and Individual and Team Character as Predictors of Athlete Satisfaction

Athlete Satisfaction				
Singular Influence of the Predictors	Standardized Coefficients	t	p-value	Remarks
Sports Motivation	.18	2.75	.01	Significant
Individual and Team Character	.65	10.02	.00	Significant
Combined Influence of the Predictors				
R	.79			
R ²	.63			
F	199.19			
p	.00			Significant

This finding shows the evident relationship between the independent variables, namely sports motivation and individual and team character, and the dependent variable, athlete satisfaction.

Finally, the study's results support the Achievement Goal Theory by Nicholls (1984). According to the Achievement Goal Theory (AGT), a person's satisfaction is determined by their motivation and character toward achieving his goals, especially in sports, where different characteristics and motivations are developed to achieve satisfaction. Nicholls (1984) also added that a person's perception of his ability to achieve a specific goal and his characteristics, which is also a distinctive qualitative of achievement motivation in any particular sport, and that motivation also drives the individual to do things that he wants to do, especially when we talk about sporting events. Athlete satisfaction is evident because of his passion for achieving a specific goal in the sports he engages in and his willingness and eagerness to win the game. At the same time, his characteristics are built through experience and observed behaviors by his team, coach, and opponents. Moreover Nicholls (1984), also stated that the characteristics of a person in a team or organization has a connection on his personal satisfaction in which it also molds his personal perception that builds the type of characteristic that he possess and it is also based on how the individual perceives his self to achieve satisfaction wither by extrinsic or intrinsic stimulus that will make a person strive hard to attained his pleasure of satisfying his self through winning and domination in the entire team of a particular sports either local, regional or national and that satisfaction is one of the factor of motivations that drives and molds a person's behavior towards his ultimate goal that he wanted to achieve and failure or success on the process of achieving such objectives may also result to a change in behavior and mood of a person if he fails his self to get done with the targeted sporting aim that he together with his teammates is trying to pursue, because all of team put sweat and effort to develop their skills just to bring the beacon of success.

CONCLUSION

Based on the findings, the following conclusions were drawn: The level of sports motivation was high. This finding implies that in terms of intrinsic motivations, extrinsic motivation is very high except for one indicator, which is amotivation. Therefore, this means that the level of sports motivation enhances their knowledge and mastery of techniques, gives excitement, and keeps them in good shape. The level of individual and team character was very high. This finding connotes that individual and team character is shown in how different people think or act, think about teammates, and think about their coaches and team. This implies that the level of individual and team character significantly impacts the student-athletes by making them not give up and keep trying after they make errors or mistakes. They encourage one another even if they are

losing and discuss how they achieve their goals with their teammates.

The level of athlete satisfaction was very high. This finding implies that athlete's satisfaction in terms of competence satisfaction, autonomy satisfaction, and relatedness satisfaction is evident. This means that the level of athlete's satisfaction is exceptionally essential where student-athletes trust their ability to carry out challenging activities and that they also coach their team in their own way and always get along with people with whom they interact.

The level of sports motivation, individual and team character, and student-athlete satisfaction have a significant relationship. This implies that sports motivation substantially impacts athlete's satisfaction and that different types of motivation will lead to athlete's satisfaction, which will boost their confidence and help them enjoyably learn things because their needs are being fulfilled. They are motivated to develop their full potential for the team's benefit because they feel satisfied. This also implies that individual and team character significantly impact athletes' satisfaction and that the development of the student's character occurs if the player develops a good sense of character, meaning he is satisfied with his teammates and the treatment they are receiving from them. Sports motivation and individual and team character are predictors of athlete's satisfaction. It means that for every unit increase in the value of the level of athlete satisfaction, there is a corresponding increase of .18. It also means that, in a singular capacity, the level of individual and team character is a significant predictor of the level of athlete satisfaction. It also means that 37 percent of the variance in athlete satisfaction can be attributed to factors besides sports motivation and individual and team character.

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