

PARTICIPATION Motivation, Grit, and Sports Engagement Among Students in the Selected Higher Education Institutions in Region XII

Jethro Carl H. Arandallo¹, Sylvia J. Pidor, PhD²

¹Faculty, Notre Dame of Marbel University
jcharandallo@ndmu.edu.ph

²Faculty, University of the Immaculate Conception, Davao City, Philippines
spidor@uic.edu.ph

ABSTRACT

This study looked at how motivation and grit influence college students' involvement in sports in Region XII. Using surveys, it measured how driven and persistent students are, as well as how engaged they feel in their athletic activities. The results showed that students generally have strong motivation and determination, which helps them stay active and committed to sports. Both motivation and grit were important in predicting how deeply students engage in sports. This means that when students feel motivated and have the perseverance to push through challenges, they are more likely to participate consistently and fully. These findings highlight the importance of supporting not just students' athletic skills but also their inner drive and resilience. Schools and educators can use this insight to create programs that encourage students to stay active, build character, and grow both physically and personally through sports.

KEYWORDS: *Participation Motivation, Grit, Sports Engagement, Quantitative Research, Philippines*

INTRODUCTION

Sports engagement among college students reflects their emotional and cognitive investment in athletic activities, encompassing enthusiasm, dedication, and perseverance. According to Bakker et al. (2021), this engagement is marked by the pursuit of skill development, enjoyment of participation, and sustained motivation despite challenges. However, recent findings have highlighted a concerning decline in sports engagement among college students. For instance, Lobo and Dimalanta (2023) reported that 15 percent of Filipino college students exhibited low levels of sports engagement, while Obra and Murcia (2024) found that only 32.8 percent of students in a university in Digos City actively

participated in sports activities.

On a global scale, sports engagement has been shown to positively impact physical and mental well-being across cultural contexts (Kent & Swanson, 2017). Nevertheless, participation tends to decline due to academic and social pressures. Thomas et al. (2018) observed a decrease in sports engagement among first-year students at a Canadian university during their initial semester. Likewise, Chen et al. (2023) identified low motivation among Chinese university students to engage in winter sports, resulting in limited participation. In Austria, Montevalli et al. (2024) found that 34 percent of female college students demonstrated low levels of sports engagement.

The trend is similar in the Philippine context. Guthold et al. (2010) reported that 30 percent of Filipino male and 50 percent of female students were physically inactive. Colombo (2019) echoed these findings, noting that Guthold et al. (2010) reported that 30 percent of Filipino male and 50 percent of female students were physically inactive.. In Central Luzon, Martin et al. (2016) observed moderate levels of sports engagement among students in state universities.

At the regional level, studies have highlighted a lack of sports motivation and engagement among students in Mindanao. Potenciado et al. (2024) found low participation motivation among students in a Davao City university, while Dagum et al. (2024) reported similar findings in a private institution within the same city. Conversely, Esto and Poralan (2021) noted moderate engagement among students at a state university in Kabacan, Cotabato.

A key factor influencing sports engagement is participation motivation, which drives students to consistently invest time and effort in physical activities (Moradi et al., 2020). Potenciado et al. (2024) emphasized its significant impact on sports engagement, Mancera and Tagare et al. (2024) advocated for promoting motivational factors to enhance student participation.

Another critical psychological factor is grit, defined as the sustained passion and perseverance for long-term goals (Nothnagle & Knoester, 2022). Grit has been linked to positive sports engagement outcomes, as seen in studies from London (Larkin et al., 2015) and Japan (Naruki et al., 2018), where higher levels of grit correlated with increased participation in sports.

While numerous studies have examined sports engagement among students at the global, national, and local levels, there remains a significant gap in research specifically targeting Higher Education Institutions in Region XII, Philippines. These institutions, which prioritize holistic education, offer a distinct academic environment where sports participation often takes a backseat to academic demands. Although existing literature has explored various aspects of sports engagement, the combined influence of participation motivation and grit as key psychological contributors to college students' sports engagement remains underexplored and insufficiently documented. This scarcity of empirical evidence constrains the capacity of educators and administrators to design effective, evidence-based programs that integrate these psychological factors into sports development strategies. Therefore, a deeper understanding of the interaction between participation motivation, grit, and sports engagement within this regional context is essential for creating a supportive academic environment that encourages both athletic involvement and academic success.

This study aims to bridge that gap by exploring the relationships between participation motivation, grit, and sports engagement among university students in Region XII. The findings are intended to guide the development of targeted interventions and strategies that enhance student engagement in sports, while also offering actionable insights for HEIs seeking to strengthen their sports programs. Dissemination of results through academic forums and potential journal publication ensures the study contributes meaningfully to ongoing discussions on student engagement in the Philippine educational landscape.

Research Questions

1. What is the status of participation motivation, grit, and sports engagement among college students?
2. Is there a significant relationship between participation motivation and sports engagement?
3. Is there a significant relationship between grit and sports engagement?
4. To what extent do participation motivation and grit predict sports engagement among college students?

METHODOLOGY

Research Design. This study took a quantitative approach, using a descriptive-correlational design to explore how participation motivation and grit

relate to sports engagement among college students in Region XII. This type of design is well-suited for uncovering patterns and connections between variables without the need to manipulate any factors (Creswell, 2003; Black, 2002). To gather reliable data, the study used standardized and validated survey tools completed by the students themselves. The collected responses were then analyzed using statistical methods like means, standard deviations, Pearson correlations, and multiple linear regression. These analyses helped measure how motivated and gritty the students were, and to what extent these qualities predicted their level of sports engagement. By taking this approach, the study offers solid, data-driven insights into how motivation and perseverance influence students' participation in sports, and helps reveal patterns that could apply broadly across similar student populations (Kalla, 2011; Usher & Scott, 2019).

Place of the Study. The study focused on selected higher education institutions in Region XII, chosen for their strong student populations and well-established sports programs. These universities provided a rich and diverse setting to explore how motivation and grit influence student involvement in sports. By including schools from different areas within the region, the study aimed to capture a broader picture of students' experiences. Region XII was selected not only for its academic presence but also for its active support of sports, making it an ideal setting to examine what keeps students engaged in athletic activities

Respondents of the Study. The quantitative phase of the study involved 300 college students from selected universities in Region XII, all known for their strong sports programs and active participation in competitions at the regional, national, and even international levels. To ensure fair and balanced representation, stratified random sampling was used, allowing different student groups to be proportionally included in the study (Parsons, 2017). Participants were 2nd to 4th-year students who were actively involved in their school's athletic activities—whether through intramurals or intercollegiate competitions. This focus helped ensure that responses came from students with real and relevant experiences in sports. The sample size was calculated using the Raosoft sample size calculator, aiming for a 5 percent margin of error to maintain statistical reliability. Only those who met the criteria were included, and ethical approval was secured from the respective university presidents to ensure the study met institutional and ethical standards.

Research Instruments. This study used three adapted survey

questionnaires to gather data on participation motivation, grit, and sports engagement among college students. Each tool followed a five-point Likert scale format and underwent thorough validation and pilot testing to ensure that it effectively aligned with the study's objectives. A panel of experts reviewed the instruments to assess both content and construct validity, leading to meaningful revisions that improved the clarity and relevance of each item. To measure participation motivation, the study used a tool adapted from Kondrič et al. (2013). This questionnaire explored what drives students to get involved in sports, including reasons like social interaction, fitness, and relaxation. The final version included 30 items grouped into six key areas, and it demonstrated acceptable to high reliability, with internal consistency values ranging from .572 to .877. The Grit Scale, adapted from Singh et al. (2021), focused on students' perseverance and ability to stay committed to long-term goals. It consisted of 14 items and showed strong reliability, with scores ranging from .75 to .87. Based on pilot feedback, adjustments were made to ensure the questions were easy to understand and accurately reflected the concept of grit. To assess how engaged students were in sports, the study used a 12-item questionnaire adapted from Guillén et al. (2014). This instrument measured three key dimensions—vigor, dedication, and absorption—and had internal consistency scores between .70 and .80, indicating solid reliability. Like the other tools, it was carefully tested and refined to ensure it resonated with the students' real-life experiences in sports.

Data Gathering Procedure. The researcher followed a careful and respectful process to collect data while protecting the participants' rights. First, approval was obtained from the Dean of the University of the Immaculate Conception Graduate School and the UIC Research Ethics Committee. Then, permission was also secured from the presidents of the selected universities in Region XII. Working closely with the heads of the Physical Education departments, the researcher arranged to gather data smoothly and efficiently. Before participating, students were clearly informed about the study's purpose, what would be expected of them, and their right to freely choose whether to join or not. Each participant signed an informed consent form to show their agreement. It was emphasized that they could stop participating at any time without any negative consequences. If someone decided to withdraw, their responses were excluded from the study. Surveys measuring participation motivation, grit, and sports engagement were handed out face-to-face on the same day to all participants, helping keep conditions consistent and fair. The researcher made sure that every response was kept completely confidential—no names or identifying details were recorded. After the surveys were completed,

the data were carefully organized and prepared for analysis using statistical tools. Throughout the entire process, the researcher maintained strong ethical standards to respect and protect everyone involved.

Ethical Considerations. This study strictly followed ethical guidelines approved by the UIC Research Ethics Committee to protect participants and maintain confidentiality. Key ethical principles included obtaining informed consent, respecting participants’ rights and vulnerabilities, ensuring privacy, and promoting fairness through proper sampling methods. Participants were fully informed about the study’s purpose and their freedom to withdraw at any time. All data were securely stored and anonymized in line with data privacy laws. The researcher, experienced in sports coordination and academia, conducted the study using appropriate facilities and resources.

RESULTS AND DISCUSSION

The Status of Participation Motivation among College Students

The study found that college students in Region XII showed very high participation motivation across several domains, including playing sports with friends, popularity, fitness and health, social status, sports events, and relaxation through sports. These findings suggest that students are driven by both internal and external motivations, consistent with Rosario (2023) and Stokowski et al. (2013). Participation motivation, defined as the psychological drive to engage in activities (Yildirim, 2021; Moradi et al., 2020; Mehmet et al., 2019), includes intrinsic factors like enjoyment and competition and extrinsic factors such as fitness and socialization (Kolb et al., 2018).

Table 1.1
Status of Participation Motivation among College Students

Indicators	Mean	SD	Description
Sports Action with Friends	4.60	.69	Very High
Popularity	3.85	.71	High
Fitness and Health	4.69	.43	Very High
Social Status	4.29	.58	Very High
Sports Events	4.72	.50	Very High
Relaxation through Sports	4.26	.69	Very High
Overall Mean	4.40	.37	Very High

High

motivation in sports with friends highlights the importance of peer influence in

team sports (Kaya et al., 2015; Christino et al., 2019; Dalen & Seippel, 2021; Bailey et al., 2015). Popularity as a motivator reflects students’ desire for recognition (Goldberg & Chandler, 2009; Wang, 2023; Radu et al., 2024). Fitness and health motivations align with prior research emphasizing physical benefits (Grajek et al., 2021; Potenciando et al., 2024; Kovacs et al., 2022; Lin et al., 2025; Niekerk, 2010). Social status and networking through sports were also important (Sabin & Marcel, 2014; Mihail & Elisabeta, 2016; Dalen & Seippel, 2021). Participation in sports events motivated students by offering competition and travel opportunities (Yu, 2010; Aoyagi et al., 2019; Lebria et al., 2024; Paule-Koba et al., 2021). Lastly, using sports as a way to relax and manage stress was a significant factor (Gondo et al., 2023; Eubank & Devita, 2020; Ines, 2021; Liu et al., 2024).

The Status of Grit among College Students

The study found that college students in Region XII displayed very high levels of grit across key areas like adaptability, perseverance, and steadfastness in challenging situations. This shows they are dedicated and focused on long-term goals, consistently pushing through obstacles. These results align with Amrani (2019), who found similar grit levels among students, and Eta and Salva (2024), who reported strong sports grit in students from Region IX.

Table 1.2
Status of Grit among College Students

Indicators	Mean	SD	Description
Adaptability to Situation	4.44	.52	Very High
Perseverance of Effort	4.40	.57	Very High
Spirited Initiative	4.17	.63	High
Steadfastness in Adverse Situations	4.38	.62	Very High
Overall Mean	4.35	.48	Very High

Grit helps students stay committed to practice and improvement, even when progress is slow or difficult (Kalia, 2021; Thomas, 2018). Regarding adaptability, students showed great ability to learn from setbacks and stay goal-oriented, echoing findings by Ding and Sugiyama (2017), Duckworth & Gross (2014), and Orines et al. (2023). Perseverance was also high, with students willing to take risks and put in effort beyond their comfort zones. This supports studies by Mazheley et al. (2023), Young (2024), and Navaja and Cancio (2024), who observed similar dedication in college athletes.

Students demonstrated spirited initiative, showing resilience and focus amid frustrations—findings supported by Anselmo (2021), Andacao and Linganay (2021), and Wei (2019). Newland et al. (2013) also linked this adaptability to better competitive performance. Finally, steadfastness in adversity revealed students’ strong commitment to their goals despite setbacks, reflecting Guinto and Ang’s (2025) and Adviento’s (2011) observations of positive mindsets helping athletes succeed. Social support also played a vital role in sustaining this perseverance (Gayatay et al., 2024).

The Status of Sports Engagement among College Students

The study showed that college students in Region XII are highly engaged in sports, demonstrating strong vigor, dedication, and absorption. This means they bring energy, commitment, and deep focus to their athletic activities. These results support findings by Francisco et al. (2018) and Raimundi et al. (2024), who reported similarly high sports engagement among college athletes in different contexts. Castro et al. (2019) also noted that a competitive spirit boosts engagement, while Casper et al. (2017) highlighted the role of personal enjoyment and social support in sustaining participation.

Table 1.3
The Status of Sports Engagement among College Students

Indicators	Mean	SD	Description
Vigor	3.76	.81	High
Dedication	4.17	.78	High
Absorption	3.92	.78	High
Overall Mean	3.95	.71	High

In terms of vigor, students showed impressive energy and endurance during training and competitions, echoing the work of Hernandez et al. (2023) and Heikura et al. (2023). This physical and mental resilience helps prevent burnout and enhances performance (Senlier, 2013; Balyi & Hamilton, 2013).

Dedication was clear as students expressed pride and intrinsic motivation toward sports, aligning with research by Stolarski et al. (2020) and Harrison et al. (2011). Such commitment is linked to stronger self-belief and better performance outcomes (McCormick et al., 2018; Hsu & Li, 2021).

Finally, absorption showed that students often lose track of time while engaged, signaling deep immersion that fosters growth and sustained involvement. This reflects findings from Juezan and Osorno (2024) and Wang

and Demerin (2023), with Guillen et al. (2012) emphasizing absorption as essential for peak engagement in sports.

Significance of the Influence of Participation Motivation and Grit on Sports Engagement

The study found that participation motivation plays a crucial role in boosting sports engagement among college students in Region XII—when students feel motivated, their involvement in sports grows stronger. This echoes the work of Curry and Weiss (2020), who identified motivation as a key driver of sports engagement, and aligns with findings from Potenciado et al. (2024) in Davao and Lobo et al. (2025), who showed motivation consistently fuels commitment across different sports. When students feel personally connected to their sports environment, they stay focused and dedicated.

Table 2
Significance of the Influence of Participation Motivation and Grit on Sports Engagement

Sports Engagement				
Individual Influence of Predictors	Standardized Coefficient	t	p-value	Remarks
Participation Motivation	.39	7.22	.00	Significant
Grit	.32	5.88	.00	Significant
Combined Influence of Predictors				
R	.62			
R ²	.38			
F	91.19			
P	.00			Significant

This connection fits well with Self-Determination Theory (Deci & Ryan, 2017), which emphasizes autonomy, competence, and relatedness as core motivators. Students in this study chose to stay active, improve their skills, compete, and build social bonds with teammates, coaches, and family. Grit also showed a significant impact, with students demonstrating perseverance and resilience that helped them push through challenges and stay engaged. This supports findings by Batucan et al. (2025) and Elliott (2018), as well as Eta and Salva (2024) in Region IX, all highlighting grit as a strong predictor of sustained sports involvement.

These results also align with Flow Theory (Csikszentmihalyi, 1990), which describes a state of deep focus when skill and challenge are well matched. Students showed this flow through mental toughness and adaptability on the field. Importantly, motivation and grit together had a powerful effect on sports engagement, supporting Peterson (2017) and Moles et al. (2017), who found that motivation fosters grit, which in turn drives greater engagement. Cormier (2023) also pointed out how active participation helps build grit over time.

Participation motivation and grit play a strong role in predicting sports engagement among college students. When students feel personally motivated—whether through enjoyment, social connections, or health benefits—they tend to be more committed and focused in their sports activities (Curry & Weiss, 2020; Potenciando et al., 2024; Lobo et al., 2025). At the same time, grit—their perseverance and resilience in facing challenges—helps them stay dedicated and push through setbacks, which further boosts their involvement (Batucan et al., 2025; Elliott, 2018; Eta & Salva, 2024). This combination of internal drive and mental toughness creates a powerful foundation for sustained sports engagement, as explained by theories like Self-Determination Theory and Flow Theory (Deci & Ryan, 2017; Csikszentmihalyi, 1990). Overall, motivation sparks the desire to participate, while grit keeps students committed, making both essential predictors of how deeply and consistently college students engage in sports.

REFERENCES

- Adviento, M.L. (2011). *What Makes A Champion: A Narrative Analysis of Filipino Elite Athletes' Storied Lives A Dissertation*. https://www.academia.edu/34922640/WHAT_MAKES_A_CHAMPION_A_NARRATIVE_ANALYSIS_OF_FILIPINO_ELITE_ATHLETES_STORIED_LIVES_A_Dissertation
- Amrani, K.A. (2019). *The influence of athletic participation and grit on stress, coping, and health behaviors among college students*. <https://baylor-ir.tdl.org/items/aaac8942-f553-404e-944b-352752583c4e>
- Andacao, A., & Linganay, C.J. (2021). *Leaping through Hurdles: Adaptability among Female Athletes*. DOI: 10.13189/saj.2021.091308
- Anselmo, R. (2021). *Mindfulness, Mental Toughness, and Motivation as Correlates of College Students' Sports Involvement: Basis for a Proposed Guide for School Administrators*. <https://philpapers.org/rec/ANSMMT>
- Aoyagi, K., Shibata, A., Ishii, K., Arai, H., Fukamachi, H., & Oka, K. (2019). *A qualitative investigation of the factors perceived to influence student motivation for school-based extracurricular sports participation in Japan*. <https://doi.org/10.1080/02673843.2019.1700139>
- Bailey, R., Cope, E., & Pearce, G. (2013). Why do children take part in, and remain involved in sport? A literature review and discussion of implications for sports coaches. https://d1wqtxts1xzle7.cloudfront.net/40774904/Bailey_et_al_2013_children_and_sport_1-libre.pdf?
- Bakker, A. B., van Woerkom, M., Oerlemans, W. G. M., & Ten Haaf, J. (2021). Daily fluctuations in athlete work engagement: The role of recovery and motivational climate. *Psychology of Sport and Exercise*, 57, 102008. <https://doi.org/10.1016/j.psychsport.2021.102008>
- Balyi, C., & Hamilton, A. (2013). *Long-Term Athlete Development: Trainability in Childhood and Adolescence*. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=6a67bb6e38351b32a39bc43e43789ef4812cfl1ec>
- Batucan, H.J., Panganiban, T., Salaguste, K.M., & Gabunilas, J.M.C. (2025). The crucial role of perceived control in adolescent athletes' success: a study of engagement in the Philippines. <http://dx.doi.org/10.17979/sportis.2025.11.2.11656>
- Black, T. R. (2001). *Understanding social science research. Understanding Social Science Research*, 1-288. <https://www.torrossa.com/gs/resourceProxy?an=4913861&publisher=FZ7200>

- Casper, J., Gray, D., & Stellino, M. (2017). *A Sport Commitment Model Perspective on Adult Tennis Players' Participation Frequency and Purchase Intention*. <https://www.sciencedirect.com/science/article/abs/pii/S1441352307700141>
- Castro-Sánchez, M., Zurita-Ortega, F., García-Mármol, E., & Chacón-Cuberos, R. (2019). Motivational climate in sport is associated with life stress levels, academic performance and physical activity engagement of adolescents. *International Journal of Environmental Research and Public Health*, 16(7), 1198. <https://doi.org/10.3390/ijerph16071198>
- Chen, S., Synder, S., & Magner, M. (2010). *The Effects of Sport Participation on Student-Athletes' and Non-Athlete Students' Social Life and Identity*. <https://scholarcommons.sc.edu/jiia/vol3/iss1/10/>
- Christino, M., Pluhar, E., McCracken, C., Griffith, K., & Sugimoto, D. (2019). *Team Sport Athletes May Be Less Likely To Suffer Anxiety or Depression than Individual Sport Athletes*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC6683619/>
- Cormier, D. (2023). *Understanding The Role of Grit in Competitive Sport*. <https://harvest.usask.ca/server/api/core/bitstreams/3a1febed-e055-4b53-93a1-9eb41b41e24f/content>
- Curry, T.J., & Weiss, O. (2020). *Sport Identity and Motivation for Sport Participation: A Comparison between American College Athletes and Austrian Student Sport Club Members*. <https://doi.org/10.1123/ssj.6.3.257>
- Dagum, J., Cabanog, L., Auman, I.M., & Galaura, L. (2024). *Perceived Barriers to Physical Activity Among College Students: Basis for Intervention Program*. <https://oapub.org/edu/index.php/ejep/issue/view/36>
- Dalen, H.B., & Seippel, O. (2021). *Friends in Sports: Social Networks in Leisure, School and Social Media*. <https://doi.org/10.3390/ijerph18126197>
- Dalen, H.B., & Seippel, O. (2021). *Friends in Sports: Social Networks in Leisure, School and Social Media*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8229858/>
- De Francisco, C., Arce, C., Romero, E.I., & Vilchez, M. (2018). *The mediating role of sport self-motivation between basic psychological needs satisfaction and athlete engagement*. <https://minerva.usc.gal/rest/api/core/bitstreams/33503d5c-daa4-4f3b-af3b-17b8625f88cc/content>
- Ding, J., & Sugiyama, Y. (2017). *Exploring Influences of Sport Experiences on Social Skills in Physical Education Classes in College Students*.

- <http://www.scirp.org/journal/PaperInformation.aspx?PaperID=77706&#abstract>
- Duckworth, A. L., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, 23(5), 319–325. <https://doi.org/10.1177/0963721414541462>
- Elliott, P. (2018). Examining the Correlation between Psychological Grit and Athletic Performance among NCAA Men's Basketball Student-Athletes. <https://www.proquest.com/openview/4a4ae262e348972e15292cce26a918de/1?cbl=18750&pq-origsite=gscholar>
- Esto, J., & Poralan, P. (2021). Understanding personality traits of students and their physical activity engagement: A convergent design. <http://www.kheljournal.com/>
- Eta, M.J., & Salva, E. (2024). *Received Support, Burnout and Athletic Mental Energy of Athletes in Region IX: A Convergent Design*. <https://oapub.org/edu/index.php/ejep/article/view/5726>
- Eubank, J., & DeVita, J. (2020). *Informal Recreation's Relationship With College Student Stress and Anxiety*. https://doi.org/10.1080/19496591.2020.1822854_3_09-libre.pdf?1390830583=&response-content-disposition=inline%3B+filename%3DWhats_Make_University_Students_Participa.pdf
- Gayatay, N., Longakit, J., Asuncion, S.B., & Aliser, J. (2024). *Ready for transition: understanding the experiences of student-athletes' participation in intercollegiate sports*. [https://doi.org/10.25299/esijope.2024.vol5\(2\).16715](https://doi.org/10.25299/esijope.2024.vol5(2).16715)
- Goldberg, A., & Chandler, T. (2009). *The Role of Athletics: The Social World of High School Adolescents*. <https://journals.sagepub.com/doi/abs/10.1177/0044118x89021002006>
- Gondo, D., Moreau, D., & Campillo, P. (2023). *Student Stress and the Effects of Relaxation: A Study Conducted at the University of Lille in Northern France*. <https://doi.org/10.3390/socsci12060318>
- Grajek, M., Sobczyk, K., Dratwa, A.B., & Kobza, J. (2021). *Motivation to engage in physical activity among health sciences students*. <https://efsupit.ro/images/stories/ianuarie2021/Art%2019.pdf>
- Guillen, F., & Alvarado, J.R. (2013). *The Sport Engagement Scale: An Adaptation of the Utrecht Work Engagement Scale (UWES) for the Sports Environment*. https://www.redalyc.org/pdf/647/64733438013.pdf?fbclid=IwZXh0bgNhZW0CMTEAAR6OVKA0XzbPZaHU-yGRtYMTByo4d8pl_wJHy5aTeYwT-9jUo24CyvnpwNmdYA_aem_MA DqeTmAWe_uc8PJCblv-A

- Guinto, M.L., & Ang, D. (2025). *Beyond the game: Well-being amid life disruptions among elite athletes*. <https://www.sciencedirect.com/science/article/pii/S2211266924000689>
- Guthold, R., Cowan, M., Autenrieth, C., Kann, L. PhD., & Riley, L. (2010). *Physical Activity and Sedentary Behavior Among Schoolchildren: A 34-Country Comparison*. <https://doi.org/10.1016/j.jped.2010.01.019>
- Harrison, K., Taustine, M., Speer, L., & Comeaux, E. (2011). *Purposeful Engagement of First-Year Division I Student-Athletes*. <https://www.ingentaconnect.com/content/fyesit/fyesit/2011/00000023/0000001/art00002>
- Heikura, E., Aunola, K., Tolvanen, A., Ryba, T., & Selanne, H. (2023). *Student-athletes' mood state profiles: the role of sports, sex, and performance level in sports and in school*. <https://www.tandfonline.com/doi/abs/10.1080/10413200.2022.2158250>
- Hsu Y. and Li, Y. (2021). "Are you really proud of me?" *Influence of stereotype threats on college students' career thoughts*. <https://journals.sagepub.com/doi/full/10.1177/17479541211012801> on November 9, 2023
- Ines, J. (2021). *Stress and Coping Strategies of College College students*. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2021/LLI-12>
- Juezan, G., & Osorno, R. (2023). *Athletic Mental Energy and Sports Engagement as Mediated by Student-Athlete Satisfaction*. <https://oapub.org/edu/index.php/ejep/article/view/5412>
- Juezan, G., & Osorno, R. (2022). *Sports Performance Anxiety and Sports Confidence Among College Athletes: The Moderating Effect of Friendship Quality*. <https://oapub.org/edu/index.php/ejep/article/view/4170>
- Kalia, V., Knauft, K. M., & Smith, A. R. (2021). Differential Associations between Strategies of Emotion Regulation and Facets of Grit in College Students and Adults. *The Journal of Genetic Psychology*, 183(2), 122–135. <https://doi.org/10.1080/00221325.2021.2013156>
- Kaya, S., Kabakci, A., & Dogan, A. (2015). *Differences in Motivation for Participating Sport Activities According to Sport Branches*. <https://doi.org/10.14486/IJSCS229>
- Kolb, J., Rathmann, K., Fuchs, A.K., & Diehl, K. (2018). *Students' Motivation for Sport Activity and Participation in University Sports: A Mixed-Methods Study*. <https://pubmed.ncbi.nlm.nih.gov/30009179/>
- Kondric, M., Sindik, J., Mandic, G., & Schiefler, B. (2014). *Participation*

Motivation and Student's Physical Activity among Sport Students in Three Countries.

- Kovacs, K.E., Kovacs, K., Szabo, F., Dan, B.A., & Szakal, Z. (2022). *Sport Motivation from the Perspective of Health, Institutional Embeddedness and Academic Persistence among Higher Educational Students*. <https://doi.org/10.3390/ijerph19127423>
- Larkin, P., O'Connor, D., & Williams, A. M. (2015). Does Grit Influence Sport-Specific Engagement and Perceptual-Cognitive Expertise in Elite Youth Soccer? *Journal of Applied Sport Psychology*, 28(2), 129–138. <https://doi.org/10.1080/10413200.2015.1085922>
- Lebria, M.G., Ochoa, C., Tionloc, J.M., Ong, A.K., & German, J. (2024). *Determining Factors Influencing Collegiate Players' Intention to Pursue a Professional Career*. <https://www.mdpi.com/2075-4663/12/4/98>
- Lin, S.T., Hung, Y.H., & Yang, M.H. (2023). *The Relationships among Sport Participation Level, Flow Experience, Perceived Health Status and Depression Level of College Students*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9819912/>
- Liu, M., Shi, B., & Gao, X. (2024). *The way to relieve college students' academic stress: the influence mechanism of sports interest and sports atmosphere*. <https://link.springer.com/article/10.1186/s40359-024>
- Lobo, J., Longakit, J., Rodriguez, D., Tagare, R., Sinag, J.M., Quibrall, J., Camarador, R., & Panganiban, T. (2025). *How passion fuels student athletes? A Dualistic model approach to engagement in sports*. https://sciendo-parsed.s3.eu-central-1.amazonaws.com/64726ef7215d2f6c89dc7bc2/10.2478_pc SSR-2025-0014.pdf
- Mazheley, I., Chayun, D., & Chernyakova, S. (2023). *Pedagogical support of parents as a condition for perseverance development among young athletes, who participate in "Sports class" educational project*. <https://cyberleninka.ru/article/n/pedagogical-support-of-parents-as-a-condition-for-perseverance-development-among-young-athletes-who-participate-in-sports-class/viewer>
- McCormic A., Meijen, C., Antstiss, P., Jones, H. (2018). *Self-regulation in endurance sports: theory, research, and practice*. <https://www.tandfonline.com/doi/abs/10.1080/1750984X.2018.1469161>
- Mihail, C., & Elisabeta, L. (2016). *Motivation for Participating to Sports Competitions in School*. https://openurl.ebsco.com/results?sid=ebsco:ocu:record&bquery=IS+1583-3410+AND+VI+52+AND+DT+2016&link_origin=scholar.google.c

- om.ph&searchDescription=Revista%20de%20Cercetare%20si%20Inter
ventie%20Sociala%2C%202016%2C%20Vol%2052
- Mindanao State University – General Santos City (2021). *Time Management and Academic Performance of Senior High School College students of General Santos National High School*. On November 4, 2023 <https://www.coursehero.com/u/file/96488567/GLORY-TO-GOD-1docx/?justUnlocked=1>
- Mehmet, G., Fatih, H., & Kucukibis, S. (2019). *Study on Sports High School Students' Motivation Levels in Sports by Some Variables*. <https://eric.ed.gov/?id=ED594199>
- Moles, T., Auerbach, A., & Petrie, T. (2016). *Grit Happens: Moderating Effects on Motivational Feedback and Sport Performance*. <https://www.tandfonline.com/doi/abs/10.1080/10413200.2017.1306729>
- Monserrat Hernández, M., Arjona Garrido, Á., Checa Olmos, J. C., Casimiro Andújar, A., Artés Rodríguez, E. M., & Salguero García, D. (2023). Influence of the practice of physical exercise and healthy eating on the Vigour of university lectures. *Frontiers in Sports and Active Living*, 5, 1228668.
- Montevalli, M., Drenowatz, C., Tanous, D., Wirnitzer, G., Kirschner, W., Ruedl, G., & Wirnitzer, K. (2024). *Determinants of Engagement in Leisure-Time Physical Activity and Club Sports among University Students: A Large-Scale Study*. <https://pubmed.ncbi.nlm.nih.gov/39311259/>
- Moradi, J., Bahrami, A., & Dana, A. (2020). *Motivation for Participation in Sports Based on Students in Team and Individual Sports*. <https://sciendo.com/article/10.2478/pcssr-2020-0002>
- Navajaa, A. R. C., & Canciob, B. L. (2024). Exploring The Lived Experiences of Student–Athletes on Skill Progression Drill. *EXPLORING THE LIVED EXPERIENCES OF STUDENT-ATHLETES ON SKILL PROGRESSION DRILL*, 147(1), 22-22.
- Newland, A., New, M., Finch, L., Harbke, C., & Podlog, L. (2013). *Moderating variables in the relationship between mental toughness and performance in basketball*. <https://www.sciencedirect.com/science/article/pii/S2095254612000725>
- Niekerk, R.L. (2010). *Understanding the barriers to and reasons for physical exercise among university students : psycho-social perspectives of sports*. <https://hdl.handle.net/10520/EJC19671>
- Nothagle, E., and Knoester, C. (2021). *Sport Participation and the Development of Grit*.

- <https://www.tandfonline.com/doi/full/10.1080/01490400.2022.2090037>
- Orines, R., Cabana, J.M., Carlos, J.M., Fernandez, P.N., Medel, P., & Suing, M.T. (2023). *Grit and resilience as predictors of subjective well-being among university student-athletes*.
- Paule-Koba, A. L., Burson, C., Gibbons, B., & Lobban, B. (2021). It effects everything we do: Collegiate athlete's perceptions of sport-related travel. *Journal for the Study of Sports and Athletes in Education*, 18(3), 1–18. <https://doi.org/10.1080/19357397.2021.2018637>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications. <https://study.sagepub.com/patton4e/student-resources>
- Peterson, P.J.L. (2017). *Three Non-Cognitive Factors That Influence the Persistence of College students: Motivation, Engagement, and Grit*. <https://library.ndsu.edu/ir/bitstream/handle/10365/25956/Three%20Non-Cognitive%20Factors%20Influencing%20Persistence%20of%20Student%20Students%20Motivation,%20Engagement,%20and%20Grit.pdf?sequence=2>
- Potenciando, R.M., Lauron, H., Maarigal, L.C., & Pelare, J. (2024). *Sports Motivation and Engagement Among Bachelor of Physical Education Students of the University of Mindanao, Philippines*. <https://oapub.org/edu/index.php/ejep/article/view/5382>
- Radu, L., Curan, G., & Ursanu, A. (2024). *The Motivation of Students' Participation in School Sports*. <https://www.ceeol.com/search/article-detail?id=1256414>
- Raimundi, M.J., Celsi, I., Gaido, M., Schmidt, V., Castillo, I., & Alvarez, O. (2024). *Engagement in Youth Athletes as a Positive Experience in Sport: Implications of Gender, Age, and Competitive Level*. <https://www.mdpi.com/2254-9625/14/6/106>
- Rosario, M.A. (2023). *Level of Motivational Factors of Students in Relation to Their Sports Participation*. <https://oapub.org/edu/index.php/ejep/article/view/4961>
- Ryan, R., & Deci, E. (2015). *Self Determination Theory*. <https://www.science-direct.com/topics/social-sciences/self-determination-theory>
- Sabin, S.I., & Marcel, P. (2014). *Study regarding the impact of sport competitions on students socialization*. <https://core.ac.uk/download/pdf/328024554.pdf>
- Senlier, S. (2013). *What is Best Practice for Training Intensity and Duration Distribution in Endurance Students?* <https://journals.humankinetics.com/view/journals/ijsspp/5/3/article-p276>.

- xml?content=abstract
- Singh, S., & Chukkali, S. (2021). *Development and validation of multi-dimensional scale of grit*. <https://www.tandfonline.com/doi/epdf/10.1080/23311908.2021.1923166?needAccess=true>
- Swanson, S., & Kent, A. (2017). *Passion and pride in professional sports: Investigating the role of workplace emotion*. *Sport Management Review*, 20(4), 352–364. <https://doi.org/10.1016/j.smr.2016.10.004>
- Stokowski, S., Huffman, L., & Aicher, T. (2013). *A Comparative Analysis of Sport Participation Motivations of NCAA Division I Student-Athletes: An International Focus*. <https://doi.org/10.1179/1935739713Z.0000000009>
- Stolarski, M., Pruszczyk, D., & Walerianczyk, W. (2020). *Vigorous, dedicated, and absorbed: Factor structure, reliability, and validity of the polish version of the sport engagement scale*. <https://link.springer.com/article/10.1007/s12144-020-00607-5>
- Tagare, R. J., Mancera, M., & Sumera, E. (2024). Examining the influence of achievement goals in sports on the quality of life among students in Philippine higher education. *Revista Iberoamericana de Psicología del Ejercicio y el Deporte*, 19(2), 152-156.
- Thomas, A. M., Beaudry, K. M., Gammage, K. L., Klentrou, P., & Josse, A. R. (2018). Physical Activity, Sports Participation, and Perceived Barriers to Engagement in First-Year Canadian University Students. *Human Kinetics*, Volume 16: Issue 6. <https://doi.org/10.1123/jpah.2018-0198>
- Usher, B. H., & Scott, R. (2019). Post mining impacts of gold mining on the West Rand and West Wits Line. Prediction techniques and preventive measures relating to the post-operational impact of underground mines on the quality and quantity of groundwater resources. WRC Report, (699/1), 01.
- Wang, W. (2023). *Sports Motivation, Its Psychological Aspects and Ways to Increase Students' Motivation*. <https://sjournals.com.ua/web/uploads/monographs/VY4rEg.pdf>
- Yildirim, M. (2021). Investigation of Sports Participation Motivations of Physical Education and Sports School Students. <https://files.eric.ed.gov/fulltext/EJ1309398.pdf>
- Young, J.L. (2024). Path Analysis on the Effects of College student's Grit in Liberal Arts Sports Classes on Resilience of student and Satisfaction on College Life. <https://doi.org/10.12925/jkocs.2024.41.4.995>
- Yu, C. (2010). Factors that Influence International Fans' Intention to Travel to

the United States for Sport Tourism. <https://doi.org/10.1080/14775085>.