Pak. j. life soc. Sci. (2024), 22(2): 22096-22114 E-ISSN: 2221-7630;P-ISSN: 1727-4915

Pakistan Journal of Life and Social Sciences
www.pjlss.edu.pk

https://doi.org/10.57239/PJLSS-2024-22.2.001568

RESEARCH ARTICLE

Determination of the Motivational Levels of the Athletes in a State University: The Learning for Life Culture

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ARTICLE INFO

Received: Aug 24, 2024

Accepted: Oct 31, 2024

Keywords

Athletes

Isabela State University

Learning for Life Program

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ABSTRACT

This study aimed to determine the motivational levels of athletes in a state university and their connection with the learning for life culture. Data were collected using a self-administered questionnaire that assessed the motivational factors of the athletes and the extent to which the learning for life culture was being practiced by the university. The findings revealed that most of them are from the Cabagan campus. In terms of the greatest level of contests that they have taken part in, most respondents have only competed at the school level. Furthermore, most respondents have only been involved in their chosen field of sports for a maximum of one year. On the amount of motivation possessed by the athletes of Isabela State University, the intrinsic motivation to know was rated as "very high," while the intrinsic motivation to achieve tasks and the intrinsic motivation to experience stimulation were both rated as "high." On the other side, there is a "high" level of extrinsic motivation among the athletes competing for the ISU in terms of extrinsic motivation – recognized, extrinsic motivation – introjected, and extrinsic motivation – external regulation. Regarding the amount of motivation that the athletes from ISU have posted, "high" was used. The level of motivation among players of chess is the lowest among all sports, whereas footsal players have the highest level. When it comes to the disparities, there is a substantial gap between the levels of motivation present in various sporting events that are competed in.

INTRODUCTION

The Philippines has a strong sports culture, and many Filipinos enjoy participating in a variety of sports as a pleasure. The regulations that have been approved by the government in favor of the development and financing of physical education and sports program in schools are in accordance with the country's Constitution, which acknowledges the significance of sports and physical education in contributing to the growth of the nation. Students are strongly encouraged to compete in sporting events of any kind and at any level, including those held at state universities and colleges, which are overseen by the State Colleges University Athletic Association (SCUAA), which is a prominent sporting organization. Participation in sports has numerous benefits on a variety of levels, including physiological, psychological, educational, and social ones. These benefits include enhancing one's health, supporting societal values, increasing one's confidence and sense of self-worth, exercising collaboration and leadership, and many more.

Collegiate student-athletes represent a special population of students with unique challenges and needs different from their non-athlete peers (Gayles, 2009 as cited by Gunnik, 2014). These student-athletes are typically undergraduate students enrolled in colleges and universities who participate in institutionally competitive sports, excluding club or intramural sports (Etzel, Watson, Visek, & Maniar, 2006) depending on their motivation, needs and satisfaction.

Motivation is an internal and external factor that stimulates desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

Nevid (2013) defines motivation as factors that activate, direct, and sustain goal-directed behaviour. He further said that motives are the "whys" of behaviour – the needs or wants that drive behaviour and explain what we do.

Weinberg & Gould (2003) stated in their book that sport and exercise psychologist can view motivation from several specific vantage points, including achievement motivation, motivation in the form of competitive stress, and intrinsic and extrinsic motivation. These varied forms of motivation are all parts of the more general definition of motivation.

In this study, the kinds of motivation being dealt with are the intrinsic motivation, extrinsic motivation and amotivation. Intrinsic motivation as defined by Cox (2007) is the motivation to engage in activity for its own sake. Enjoyment and satisfaction are the intrinsic motivation of basketball players. Cox (2007) stated that intrinsic motivation focuses on striving inwardly to be competent and self-determining in the quest to master the task at hand. In sport, intrinsically motivated people tend to enjoy competition, like the action and excitement, focus on having fun, and want to learn skills to the best of their ability.

Extrinsic motivation is basically externally controlled. Rafeeque (2015) explains that extrinsic motivation is motivation that comes from outside of us not from internal sources. Extrinsically motivated persons on the rewards that come being an athlete like money and fame.

Amotivation, is defined by Cox (2007) as behaviors that are neither internally nor externally based. Psychologists have proposed different theories of motivation. However, in the context of motivation in sports or athlete's motivation, Moran (2015) says that specific motivational theories exist that apply psychological concepts to sports for increased drive and performance.

Moran (2015) explained the Theory of Vitality on its influences to future capacity for performance. An athlete has baseline vitality with which to work and won't stray far from that point. Actions or effects affect that vitality either thwart or satisfy the player's needs. If a player is extrinsically motivated and praise is not given the player's vitality sinks and he loses motivation. If a player loves a game and keeps winning at it, her intrinsic enjoyment is satisfied, her vitality rises and she is motivated to continue. The Sandwich Theory motivates athletes to correct or improve without destroying their sense of enjoyment, pride or inclusion as an equal team member. One can use this theory on himself by noticing his positive contributions to his team.

Another theory that is associated to sports and athletes is the Achievement-Based Motivation. Larsen (2015) states that achieving goals can become a powerful motivator in a person's life. The need for achievement is their motivation to accomplish a challenging task quickly and effectively. Achievement makes some people contented and happy. On the other hand, failure can produce pain, sadness and unhappiness, which can lead to avoidance behavior. In achievement motivation, these athletes wish to engage in competition or social comparison. Whoever has the higher achievement motivation will be the better athlete.

Deci and Ryan (2000) said that one of the most popular and widely tested approaches to motivation in sports and other achievement domains is self-determination theory. According to Vallerand and Fortier (1998) as cited by Gillet and Rosnet (2016), self-determination theory is especially helpful in studying individual patterns of sports participation.

Self-determination theory proposes that individuals can develop different types of motives toward a given behavior. (Ryan & Deci, 2002). Self-determination theory believes that motivation has its continuum which illustrates three kinds of motivation – from the least determining kind of motivation which is amotivation to the most determining kind of motivation which is intrinsic motivation. At the middle of the continuum is the extrinsic motivation which is either gearing toward more or less self-determining kind of motivation.

Based on this theory, there are three types of intrinsic motivation: 1. motivation toward knowledge or intrinsic motivation to know, 2. motivation toward accomplishment or intrinsic motivation to accomplish, and 3. motivation toward experiencing stimulation or intrinsic motivation to experience stimulation. Cox (2007) describes the three types of intrinsic motivation, in relation to athletes; Intrinsic motivation toward knowledge is an athlete's desire to learn new skills in order to accomplish task. Intrinsic motivation toward accomplishment is an athlete's desire to gain mastery

over a particular skill and be able to reach a personal goal or mastery. And intrinsic motivation toward experiencing stimulation reflects the feeling that an athlete gets from physically experiencing a sensation innate to a specific task.

According to Cox (2007) as cited by Quintana, Tolentino & Yabyabin (2008), the last three types of extrinsic motivation which are introjected regulation, identified regulation and integrated regulation, are considered to be the steps towards internalization, a natural outcome of integration that comes as people obtain meaningful relationship with others.

METHODOLOGY

The foregoing related literature and studies constituted the underlying ideas along which this study was conceptualized. The above discussions highlighted the importance of motivation of athletes in sports. Athletes or sports motivation is whether intrinsic or extrinsic the intensity and direction of one's efforts in sports. In this study, the Self-determination theory proposed by Deci is applicable motivational theory that is used as a model for this study. The Self-determination Theory states that individuals pursue self-determined goals to satisfy their basic psychological needs for solving problems independently interacting socially, and mastering skills. When these needs are fully satisfied, athletes are optimally motivated.

To determine the perception of the athlete-respondents of Isabela State University, this study used a descriptive-survey method of research. Additionally, it aimed to compare the needs of responders to several profile characteristics. Athletes from Isabela State University in Echague and Santiago, 247, Cauayan, 245, Ilagan, 38, Cabagan, 344, Roxas, 177, San Mariano, 36, and Angadanan, 93 are among the 1,301 responders. Jones, 78, enrolled in the second semester of the 2016–2017 academic year. Research Advisors, a computer software created to calculate the number of sample respondents based on the entire population of respondents, was used to calculate the number of participants. use a.05 margin of error and a 95% degree of confidence. The primary tool in use has its material reviewed by a panel of selected experts. The questionnaire's Cronbach's Alpha reliability index for need is 0.954. This demonstrates the great degree of questionnaire dependability. The profile of the respondents is the first section of the questionnaire. The second is based on Pelletier, et al. (1995)'s Sport Motivation Scale (SMS-28). The researcher coordinated and obtained approval from the Office of the President of Isabela State University and Executive Officers of various campuses on the conduct of the study as part of the data collection process. The researcher obtained a list of the athletes on each college from its designated sports director. The collected data were carefully entered into the codebook using the SPSS (Statistical Package for Social Science) 16.0 program. The data were then screened, cleaned, and checked for errors, as well as for categorical and continuous variables, as well as for outliers and homoscedasticity. The respondents' degree of motivation, needs, and satisfaction was assessed using frequency, percentage, mean distribution, and ranking. To ascertain the variation between the perception and the chosen profile factors, analysis of variance was utilized.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1. Profile of the Respondents According to Campus

Campus	Frequency	Percent
Echague	247	19.0
Cauayan	245	18.8
Angadanan	93	7.1
San Mariano	36	2.8
Cabagan	344	26.4
San Mateo	43	3.3
Ilagan	38	2.9
Jones	78	6.0
Roxas	177	13.6
Total	**1301**	**100.0**

When tallied based on campus, most of the respondents come from the Cabagan campus, with a

frequency of 344, or 26.4% of the respondents. This is followed by athletes from Echague campus, with a frequency of 247 of 19% of the respondents. Athletes from Cauayan have a frequency of 245.

The campuses with the least number of athletes were as follows: San Mariano campus with a frequency of 36, Ilagan with a frequency of 38, and San Mateo with a frequency of 43.

In ISU campus, student population is directly proportional with number of student-athletes as based from record. The records revealed that campus of Echagu, Cabagan, and Cauayan have the largest student population while San Mariano and San Mateo have the least student population.

Frequency and Percent Distribution of the Respondents According to Highest Level of Competitions Participated

Table 2. Frequency and Percent Distribution of the Respondents According to Competition Participation

Competitions	Frequency	Percent
School	508	39.0
Inter-Campus	506	38.9
SCUAA Regional	201	15.4
SCUAA National	86	6.6
Total	**1301**	**100.0**

There are 508 respondents who participated in the school level only, 506 reached up to intercampus, reached the 86 SCUAA National Level, while and 201 made up to the SCUAA Regional.

The results imply that as the level of competitions becomes higher, the athletes competing becomes fewer. This is expected because the higher the level of competition, the tougher it becomes.

Level of Motivation

Table 3. Descriptive Summary of the Level of Needs of ISU Athletes in terms of Intrinsic Motivation to Know

Intrinsic Motivation I am motivated to play or practice sport because…	Mean	SD	Verbal Interpretation	Rank
1. it gives me to know more about the sport that I practice	4.31	0.74	Strongly Agree	1
2. I want to feel good for myself	4.30	0.77	Strongly Agree	2
3. for the pleasure that I feel while learning training techniques that I have never tried before	4.15	0.77	Agree	4
4. for the pleasure of discovering new performance strategies	4.16	0.76	Agree	3
OVER ALL	**4.23**	**0.58**	**Very High**	

As can be seen on the table, the respondents “strongly agree” that they are “motivated to play or practice sports because it gives [them] to know more about the sport that [they] practice”. This is evident from the obtained mean of 4.31 which is within the category of “strongly agree”. This implies that the athletes place the importance of constantly playing their respective sports to know more about these. Respondents “strongly agree” with an obtained mean of 4.30 that they are motivated to play or practice sports because they want to feel good for themselves. Overall, the level of motivation of the athletes in terms of intrinsic motivation to know is “very high”, as can be seen on the overall computed mean of 4.23.

This is supported in the study of Gunnarson (2017), when he cited Ryan & Deci (2000) that researchers have come to identify intrinsic motivation as organisms’ natural tendencies toward assimilation, spontaneous interest, mastery and exploration which has been considered important to social and cognitive growth, resulting in enjoyment and vitality throughout life.

Table 4. Descriptive Summary of the Motivational Levels of ISU Athletes in Terms of Intrinsic Motivation to Accomplish

Intrinsic Motivation **I am motivated to play or practice sport because…**	**Mean**	**SD**	**Verbal Interpretation**	**Rank**
1. I feel a lot of personal satisfaction while mastering difficult training techniques	4.20	0.76	Agree	2
2. I want to improve some of my weak points	4.26	0.76	Strongly Agree	1
3. for the satisfaction I experience while I am perfecting my abilities	4.19	0.75	Agree	3
4. for the pleasure that I feel while executing certain difficult movements.	4.08	0.82	Agree	4
OVERALL	**4.18**	**0.59**	**High**	

With respect to the motivational level of ISU athletes in terms of intrinsic motivation to accomplish, the computed overall mean of 4.18 indicates that the said motivational level is "high". Among the four statements, only one statement obtained a rating which is categorized as "strongly agree" level while the other three statements are all in the "agree" category.

The respondents "strongly agree" that they are "motivated to play or practice sports because they want to improve some of their weak points" with an average of 4.26. This shows that the respondents recognize that continuous practicing or playing is one way to hone and polish their craft and makes possible for them to accomplish sports excellence by improving some of their weak points. Van Heerden CH (2014) in his study mentioned that motivation to accomplish is engaging in an activity for the pleasure and satisfaction experienced when one attempts to reach personal objectives.

Moreover, the respondents "agree" with an attained mean of 24.20 that they are motivated to play or practice sports because they feel a lot of personal satisfaction while mastering difficult training techniques, The respondents perceive that the difficulties and complexities of their chosen sports make them even more engaging into playing their chosen sports activities.

This is supported by the study of Jelenc (2015) where she stipulated that intrinsic motivation cannot be taken away or removed from oneself, but used as a starting point for higher achievement and success.

Table 5. Descriptive Summary of the Motivational Levels of ISU Athletes in Terms of Intrinsic Motivation to Experience Stimulation

Intrinsic Motivation **I am motivated to play or practice sport because…**	**Mean**	**SD**	**Verbal Interpretation**	**Rank**
1. I feel living exciting experiences and pleasure	4.37	0.73	Strongly Agree	1
2. for the excitement I feel when I am really involved in the activity	4.23	0.77	Strongly Agree	2
3. I am doing sports to feel intense emotions	4.07	0.84	Agree	4
4. I like the feeling of being totally immersed in the activity	4.10	0.80	Agree	3
OVER ALL	**4.19**	**0.59**	**High**	

As can be gleaned from table 5, the respondents "strongly agree" that they are motivated to play or practice sports because of exciting experiences and pleasure, with a mean of 4.37.

Likewise, respondents also "strongly agree" that they are motivated to play or practice sport for the excitement they feel when they are really involved in the activity, with an obtained mean of 4.23.

In general, the level of intrinsic motivation of the respondents to experience stimulation is "high", as can be seen on the obtained mean of 4.19.

The implications stated above is strengthened by Gunnarson (2017) when he stated in his study that intrinsically motivated people are truly engaging in an activity for its inherent satisfaction and pleasure derived from doing it; that intrinsic motivation is related to greater performance, persistence and primarily to enjoyment, which are all important attributes associated with success.

Table 6. Descriptive Summary of the Motivational Levels of ISU Athletes in Terms of Extrinsic Motivation – Identified

Extrinsic Motivation **I am motivated to play or practice sport because…**	**Mean**	**SD**	**Verbal Interpretation**	**Rank**
1. in my opinion, it is one of the best ways to meet people.	4.23	0.79	Strongly Agree	1
2. this is the best ways I have chosen to develop other aspects of myself	4.22	0.76	Strongly Agree	2
3. it is a good way to learn a lot of things which could be useful to me in other areas of my life.	4.18	0.76	Agree	3
4. it is one of the best ways to maintain good relationship with my friends	4.17	0.81	Agree	4
OVER ALL	**4.20**	**0.60**	**High**	

With respect to extrinsic motivation – identified, the respondents "strongly agree" that they are motivated to play or practice sports because it is one of the best ways to meet people, as evident on the obtained mean of 4.23. Likewise, they also "strongly agree" that playing or practicing sports is the best way they have chosen to develop other aspects of themselves, as shown on the computed mean of 4.22. These indicate that ISU athletes perceive sports activities to be interactive and at the same time holistic.

The respondents "agree" to the following statements on why they are motivated to play or practice sport: it is a good way to learn a lot of things which could be useful to me in other areas of my life (mean = 4.18), and it is one of the best ways to maintain good relationship with my friends (mean = 4.17).

Overall, there is a high level of extrinsic motivation – identified by the respondents as shown on the computed mean of 4.20.

Medic et. al. (2010) as cited by Dzikas (2013) in his study stated that identified regulation is the most self-determined form of extrinsic motivation which entail participating in an activity autonomously due to the importance of the outcomes stemming from the behavior or because the activity itself is coherent with other aspects of the self and thereby reflects the person's identity.

Table 7. Descriptive Summary of the Motivational Levels of ISU Athletes in Terms of Extrinsic Motivation – Introjected.

Extrinsic Motivation **I am motivated to play or practice sport because…**	**Mean**	**SD**	**Verbal Interpretation**	**Rank**
1. it is absolutely necessary to do sports in order to be in shape	4.12	0.80	Agree	3
2. I want to feel good for myself	4.24	0.76	Strongly Agree	1
3. I would feel bad if I was not taking time to do it.	4.13	0.85	Agree	2
4. I must do sports regularly.	4.07	0.83	Agree	4
OVERALL	**4.14**	**0.61**	**High**	

As can be seen from the table, the respondents "strongly agree" that they are motivated to play or practice sports because they want to feel good for themselves, as evident on the computed mean of 4.24. This indicates that the respondents perceived their sports activity as one that uplift and boost perception about themselves.

The respondents "agree" that they feel bad if they are not taking time to do their sports activities, as shown on the obtained mean of 4.13. This result indicates that the respondents should give their time in every opportunity of playing or practicing their respective sports activities. Notably, the respondents rated the last statement "I must do sports regularly" with a mean of 4.07. which means "agree".

The obtained overall mean is 4.14, indicating that the level of extrinsic motivation– introjected of ISU athletes is "high."

Introjected regulation as explained by Vallerand (2007), means that individuals begin to internalize the reasons for their actions. However, this type of extrinsic motivation is not self-determined because individuals still experience pressure, although the pressure is self-imposed (e.g., through guilt and anxiety). Derella (2007) cited Ryan & Connell (1989) that this type of extrinsic motivation is based on ego. An athlete will demonstrate increases the ability if they believe it benefits them individually. Being cheered on by fans or teammates will increase this player's desire to want to perform. However, booing or jeering the athletes' performance they may become invincible or passive while playing.

Table 8. Descriptive Summary of the Motivational Levels of ISU Athletes in Terms of Extrinsic Motivation – External Regulation

Extrinsic Motivation **I am motivated to play or practice sport because…**	**Mean**	**SD**	**Verbal Interpretation**	**Rank**
1. It allows me to be recognized in the University.	4.07	0.87	Agree	4
2. I want to feel the prestige of being an athlete.	4.16	0.78	Agree	2
3. People around me think that it is important to be in shape.	4.08	0.84	Agree	3
4. I want to show how good I am at my sports.	4.18	0.79	Agree	1
OVER ALL	**4.12**	**0.63**	**High**	

With respect to the level of extrinsic motivation – external regulation, the respondents "agree" to all of the indicators given. Overall, the level of extrinsic motivation – external regulation of the respondents is "high", as indicated by the obtained mean of 4.12.

The highest rated statement under this level of motivation is the statement "I am motivated to play or practice sports because I want to show how good I am at my sports" with a mean of 4.18. This shows that the respondents "agree" that they want to show off their skills whenever they practice or play their sports activities.

Meanwhile, the lowest rated statement, although still in the category of "agree", is the statement "I am motivated to play or practice sport because it allows me to be recognized in the University" with a mean of 4.07. This indicates that less evident when they play inside the University.

As cited by Quintana, Tolentino, and Yabyabin (2008) in their study, Cox (2007) said that a behavior is considered to be externally regulated when it is performed only to obtain external rewards or to avoid punishment. Deci & Ryan (2000) further explained that an external regulated athlete will show promise or effort if they believe that their behaviors are being performed in order to satisfy an external demand or reward such as money. This type of performs only because of award.

Table 9. Descriptive Summary of the Motivational Levels of ISU Athletes in Terms of Amotivation

Amotivation **I am motivated to play or practice sport because…**	**Mean**	**SD**	**Verbal Interpretation**	**Rank**
1. I used to have good reasons for doing sport, but now I am	4.11	0.85	Agree	1

asking myself if I should continue doing it.				
2. I don't know anymore, I have the impression of being incapable of succeeding in this sport.	3.98	0.92	Agree	3
3. It is not clear to me anymore, I don't really think my place is in sport.	3.93	0.97	Agree	4
4. I often ask myself; I can't seem to achieve the goals that I set for myself.	4.08	0.88	Agree	2
OVER ALL	**4.03**	**0.71**	**High**	

On the level of amotivation, the respondents only "agree" to all of the statements indicated. Thus, the respondents "agree" that they used to have good reasons for doing sports, but now they are asking themselves if they should continue doing it, with an obtained mean of 4.11. This shows that they agree that they are hesitant in pursuing or continuing their chosen or sports.

Further, they also "agree" that they often ask themselves and that they can't seem to achieve the goals set for themselves, with a mean of 4.08. There are reasonable inhibitions on the part of the respondents as to whether or not they can still pursue the track set for themselves long before they started playing their chosen sports activities.

Although they "agree" that it is not clear to them anymore that they don't really think their place is in sport as shown on the obtained mean of 3.93, this statement has the lowest mean from among the given amotivation statements. The result implies the tendency of quality for the sports activities they have started.

Overall, the level of amotivation of the respondents is posted at a "high" level, as shown from the obtained over-all mean of 4.03.

Ryan & Deci (2000) in their study stated that when amotivated, a person's behavior lacks intentionality and a sense of personal causation. Amotivation results from not valuing an activity, not feeling competent to do it, or not believing, it will yield a desired outcome. Vallerand (2007) described them as athletes who have relatively without purpose with respect to the activity and therefore have little motivation (intrinsic or extrinsic) to perform it.

Table 10. Descriptive Summary of the Motivational Levels of ISU Athletes.

Motivation	**Mean**	**SD**	**Verbal Interpretation**	**Rank**
1. Intrinsic Motivation to Know	4.23	0.58	Very High	1
2. Intrinsic Motivation to Accomplish	4.18	0.59	High	4
3. Intrinsic Motivation to Experience Stimulation	4.19	0.59	High	3
4. Extrinsic Motivation – Identified	4.20	0.60	High	2
5. Extrinsic Motivation – Introjected	4.14	0.61	High	5
6. Extrinsic Motivation – External Regulation	4.12	0.63	High	6
AMOTIVATION	4.03	0.71	High	
INTRINSIC MOTIVATION	4.20	0.53	High	
EXTRINSIC MOTIVATION	4.15	0.55	High	
OVER ALL	4.16	0.52	High	

Overall, there is a "high" level of motivation of ISU athletes in playing or practicing their respective sports field. This is shown by the computed mean of 4.16 which is within the category of "high". Between intrinsic and extrinsic motivation, the respondents posted a higher mean (4.20) in the level of intrinsic when compared to the mean of extrinsic (4.15); however, both means belong to the

category of "high". Thus, the levels of extrinsic and intrinsic motivation of the athletes are both in the "high" category.

The respondents have a "very high" level of intrinsic motivation to know, as shown in the computed mean of 4.23, which is the only strand among the specific areas of motivation under the level "very high". This is followed by a "high" level of extrinsic motivation – identified with a mean of 4.20.

The lowest mean obtained is 4.12, which is the level of extrinsic motivation – external regulation of the respondents. The amotivation level of the students, although within the category of "high" at mean equals 4.03 is far from the posted level of intrinsic and extrinsic motivations.

Recours et al. (2004) stated in their study that sports motivation encompasses exhibitionism and competition, both contributing to extrinsic motivation and sociability and playing to the limit, which are factors contributing to intrinsic motivation.

Karageorghis & Terry (2011) mentioned in their book that research has shown that athletes who have the best motivational outcomes, such as persistence, a positive attitude, and unflinching concentration, tend to be both extrinsically and intrinsically motivated. Athletes who are predominantly extrinsically motivated tend to become discouraged when they do not perform to expectations and can experience a downturn in form. Conversely, athletes who are predominantly intrinsically motivated often do not have the competitive drive to become champions. This is because they tend to enjoy mastering the tasks that comprise their chosen discipline, but they lack a strong competitive streak in their personalities.

Table 11. Descriptive Statistics for Levels of Motivation of ISU Athletes Compared by Sports they Play

Description	**Mean**	**SD**	**Qualitative Description**	**Mean**	**SD**	**Qualitative Description**	**Mean**	**SD**	**Qualitative Description**
	Basketball			Volleyball			Track and Field		
Intrinsic Motivation to Know	4.20	.585	Agree	4.18	.554	Agree	4.19	.521	Agree
Intrinsic Motivation to Accomplish	4.13	.623	Agree	4.11	.560	Agree	4.12	.578	Agree
Intrinsic Motivation to Experience Stimulation	4.19	.616	Agree	4.15	.547	Agree	4.15	.573	Agree
Extrinsic Motivation – Identified	4.18	.589	Agree	4.17	.568	Agree	4.12	.607	Agree
Extrinsic Motivation – Introjected	4.12	.614	Agree	4.09	.579	Agree	4.13	.575	Agree
Extrinsic Motivation - External Regulation	4.09	.662	Agree	4.07	.594	Agree	4.09	.600	Agree
Amotivation	4.00	.675	Agree	3.91	.680	Agree	4.07	.596	Agree
Levels of Motivation (Basketball, Volleyball and Track and Field)	**4.13**	**.536**	**Agree**	**4.10**	**.486**	**Agree**	**4.12**	**.502**	**Agree**
	Footsal			Taekwondo			Sepak Takraw		
Intrinsic Motivation to Know	4.50	.480	Strongly Agree	4.28	.539	Agree	4.33	.500	Agree
Intrinsic Motivation to Accomplish	4.44	.500	Agree	4.27	.526	Agree	4.25	.537	Agree

Intrinsic Motivation to Experience Stimulation	4.37	.582	Agree	4.29	.627	Agree	4.23	.573	Agree
Extrinsic Motivation – Identified	4.41	.572	Agree	4.29	.601	Agree	4.20	.647	Agree
Extrinsic Motivation – Introjected	4.39	.565	Agree	4.30	.512	Agree	4.05	.673	Agree
Extrinsic Motivation - External Regulation	4.36	.615	Agree	4.28	.606	Agree	4.08	.656	Agree
Amotivation	4.27	.781	Agree	4.04	.706	Agree	4.08	.731	Agree
Levels of Motivation (Footsal, Taekwondo and Sepak Takraw)	**4.39**	**.508**	**Agree**	**4.25**	**.485**	**Agree**	**4.17**	**.529**	**Agree**
	Baseball			Beach Volleyball			Arnis		
Intrinsic Motivation to Know	4.27	.583	Agree	4.30	.621	Agree	4.22	.668	Agree
Intrinsic Motivation to Accomplish	4.20	.583	Agree	4.31	.482	Agree	4.13	.549	Agree
Intrinsic Motivation to Experience Stimulation	4.20	.509	Agree	4.22	.597	Agree	4.14	.597	Agree
Extrinsic Motivation – Identified	4.22	.578	Agree	4.38	.538	Agree	4.19	.551	Agree
Extrinsic Motivation – Introjected	4.19	.602	Agree	4.25	.511	Agree	4.04	.592	Agree
Extrinsic Motivation - External Regulation	4.20	.553	Agree	4.27	.602	Agree	3.98	.689	Agree
Amotivation	4.15	.688	Agree	4.06	.641	Agree	3.82	.797	Agree
Levels of Motivation (Baseball, Beach Volleyball and Arnis)	**4.21**	**.506**	**Agree**	**4.26**	**.463**	**Agree**	**4.08**	**.486**	**Agree**
	Chess			Soccer			Dance Sport		
Intrinsic Motivation to Know	4.01	.758	Agree	4.36	.499	Agree	4.27	.505	Agree
Intrinsic Motivation to Accomplish	4.08	.704	Agree	4.32	.522	Agree	4.32	.548	Agree
Intrinsic Motivation to Experience Stimulation	4.10	.686	Agree	4.38	.499	Agree	4.31	.552	Agree
Extrinsic Motivation – Identified	4.06	.683	Agree	4.38	.489	Agree	4.33	.638	Agree
Extrinsic Motivation – Introjected	3.93	.835	Agree	4.31	.540	Agree	4.29	.617	Agree

Extrinsic Motivation - External Regulation	4.00	.776	Agree	4.33	.456	Agree	4.26	.621	Agree
Amotivation	3.95	.868	Agree	4.27	.564	Agree	4.19	.678	Agree
Levels of Motivation (Chess, Soccer and Dance Sports)	**4.02**	**.675**	**Agree**	**4.34**	**.426**	**Agree**	**4.28**	**.524**	**Agree**
	Badminton			Table Tennis			Lawn Tennis		
Intrinsic Motivation to Know	4.14	.549	Agree	4.20	.682	Agree	4.29	.486	Agree
Intrinsic Motivation to Accomplish	4.08	.657	Agree	4.19	.598	Agree	4.19	.565	Agree
Intrinsic Motivation to Experience Stimulation	4.15	.593	Agree	4.00	.749	Agree	3.98	.632	Agree
Extrinsic Motivation – Identified	4.09	.669	Agree	4.10	.698	Agree	4.19	.407	Agree
Extrinsic Motivation – Introjected	4.07	.585	Agree	4.02	.583	Agree	4.11	.530	Agree
Extrinsic Motivation - External Regulation	4.04	.631	Agree	4.02	.691	Agree	4.22	.513	Agree
Amotivation	3.99	.715	Agree	4.00	.701	Agree	4.01	.801	Agree
Levels of Motivation (Badminton, Table Tennis and Lawn Tennis)	**4.08**	**.533**	**Agree**	**4.08**	**.578**	**Agree**	**4.14**	**.412**	**Agree**

Tables above show the descriptive statistics of the levels of motivation of athletes compared by sports played. Findings revealed that Futsal players have the highest level of motivation (M=4.40, SD=.51) while chess players have the lowest (M=4.02, SD=.68).

Followed by futsal players are the soccer players with a mean of 4.34, dance sports with a mean of 4.28, beach volley ball players with a mean of 4.26, taekwondo players with a mean of 4.25, baseball players with a mean of 4.21., Sepak takraw players and other sports with a mean of 4.17, lawn tennis players with a mean of 4.14, basketball players with a mean of 4.13, trach and field athletes with a mean of 4.12, volley ball players with a mean of 4.10, arnis players with a mean of 4.08, badminton and table tennis players with a mean of 4.08, respectively.

As to the kind of motivation, basketball, volleyball, track and field, sepak takraw, baseball, arnis, table tennis, and lawn tennis players' motivation is more of intrinsic motivation to know while taekwondo, soccer badminton and chess players' motivation is more of intrinsic motivation to experience stimulation. Dance sports and beach volleyball players' motivation is more of intrinsic motivation to accomplish while futsal players' motivation is more of extrinsic motivation to identified.

Test of Significant Difference of the Perception of the Respondents

Table 12. One-Way ANOVA Table on the Levels of Motivations of ISU Athletes When Grouped According to Campus

Motivation	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Intrinsic Motivation to Know	Between Groups Within Groups	17.478 421.201 436.679	8 1292 1300	2.185 0.326	6.701	0.000*

	Total					
Intrinsic Motivation to Accomplish	Between Groups Within Groups Total	21.480 434.872 456.353	8 1292 1300	2.685 0.337	7.977	0.000*
Intrinsic Motivation to Experience Stimulation	Between Groups Within Groups Total	10.477 445.790 456.267	8 1292 1300	1.310 0.345	3.796	0.000*
Extrinsic Motivation – Identified	Between Groups Within Groups Total	20.384 450.288 470.672	8 1292 1300	2.548 0.349	7.311	0.000*
Extrinsic Motivation – Introjected	Between Groups Within Groups Total	13.281 467.313 480.594	8 1292 1300	1.660 0.362	4.590	0.000*
Extrinsic Motivation – External Regulation	Between Groups Within Groups Total	14.321 508.565 522.886	8 1292 1300	1.901 0.297	4.548	0.000*
Amotivation	Between Groups Within Groups Total	23.202 626.569 649.771	8 1292 1300	2.900 0.485	5.980	0.000*
Intrinsic Motivation	Between Groups Within Groups Total	15.817 351.047 366.864	8 1292 1300	1.977 0.272	7.276	0.000*
Extrinsic Motivation	Between Groups Within Groups Total	15.205 383.136 398.342	8 1292 1300	1.901 0.297	6.409	0.000*
OVER ALL	Between Groups Within Groups Total	14.990 338.660 353.650	8 1292 1300	1.874 0.262	7.149	0.000*

Table 13. Scheffe Computation

Motivation	**Group**	**Mean**	**p-value**
Intrinsic Motivation to Know	Cauayan/Echague	4.41 / 4.14	0.000*
	Cauayan / Cabagan	4.41 / 4.21	0.014*
	Cauayan/San Mateo	4.41 / 4.02	0.025*
	Cauayan/Roxas	4.41 / 4.11	0.000*
Intrinsic Motivation to Accomplish	Cauayan/Echague	4.38 / 4.14	0.006*
	Cauayan/Cabagan	4.38 / 4.12	0.000*
	Cauayan/San Mateo	4.38 / 3.92	0.004*
	Cauayan/Roxas	4.38 / 4.03	0.000*
Intrinsic Motivation to Experience Stimulation	Cauayan/Roxas	4.32 / 4.06	0.027*
Extrinsic Motivation – Identified	Cauayan/Cabagan	4.38 / 4.15	0.006*
	Cauayan/San Mateo	4.38 / 3.95	0.012*
	Cauayan/Ilagan	4.38 / 3.95	0.028*
	Cauayan/Roxas	4.38 / 4.07	0.000*
Extrinsic Motivation – External Regulation	Angadanan/Roxas	4.32 / 4.02	0.027*
Amotivation	Angadanan/Cabagan	4.33 / 3.98	0.017*
	Angadanan/Ilagan	4.33 / 3.70	0.006*
	Angadanan/Roxas	4.33 / 3.86	0.001*
Intrinsic Motivation	Cauayan/Echague	4.37 / 4.15	0.003*
	Cauayan/Cabagan	4.37 / 4.17	0.005*
	Cauayan/San Mateo	4.37 / 3.98	0.008*
	Cauayan/Roxas	4.37 / 4.08	0.000*
Extrinsic Motivation	Roxas / Cauayan	4.03 / 4.28	0.005*
	Roxas/Angadanan	4.03 / 4.32	0.014*
OVER ALL	Cauayan/Cabagan	4.29 / 4.11	0.031*
	Cauayan/San Mateo	4.29 / 3.95	0.039*
	Cauayan/Roxas	4.29 / 4.02	0.001*

As can be seen in the table, there is a significant difference on the levels of motivations of the ISU athletes when grouped according to campus. This is shown by the computed F-value of 7.149 which is equivalent to the p-value of 0.000. Since the computed p-value is lower than the level of significance, the null hypothesis is consequentially rejected. It can be seen further that there is a significant difference in all of the types of motivation of the respondents when grouped according to campus. With respect to intrinsic motivation, significant difference is found out based on the F-value of 7.276 and a p-value of 0.000. Using the Scheffe method, it is shown that athletes from ISU-Cauayan campus have the highest level of intrinsic motivation to know, to accomplished and to experience stimulation when compared to the other campuses: Echague, Cabagan, San Mateo, and Roxas. With respect to extrinsic motivation, the computed F-value of 6.409 and a p-value of 0.000 means rejection of the null hypothesis. When viewed based on the specific types of extrinsic motivation with the Scheffe computation as the statistical aid, it can be concluded that athletes from ISU-Cauayan have the highest level of extrinsic motivation identified as compared with the other campuses: Cabagan, San Mateo, Roxas, and Ilagan. On the other hand, athletes from Angadanan campus have higher level of extrinsic motivation – external regulation when compared to athletes from Roxas campus. The levels of amotivation of the respondents are significantly different when grouped according to campus, as shown by the F-ratio of 5.980 and a p-value of 0.000. It can be seen from the Scheffe post hoc that athletes from Angadanan campus have the highest amotivational levels when compared to the athletes of each of the following campuses of Cabagan, Ilagan, and Roxas. As to the geographical location, there is a dearth on related literature and studies that could be used to support the above-mentioned contention.

Table 14. Post Hoc Analysis for Levels of Motivation among Sports Events Played

(I) Sports	(J) Sports	Mean Difference (I-J)	Std. Error	Sig.
Basketball	Volleyball	.03123	.04720	1.000
	Track and Field	.00537	.06229	1.000
	Footsal	-.26194	.07758	.060
	Taekwondo	-.11930	.08009	.984
	Sepak Takraw	-.04306	.07699	1.000
	Baseball	-.07640	.07154	1.000
	Beach Volleyball	-.12780	.11499	.999
	Arnis	.05339	.08077	1.000
	Chess	.10996	.07588	.987
	Soccer	-.20771	.07287	.242
	Dance Sport	-.15144	.08009	.880
	Badminton	.04860	.05560	1.000
	Table Tennis	.05193	.08622	1.000
	Lawn Tennis	-.01128	.12619	1.000
Volleyball	Basketball	-.03123	.04720	1.000
	Track and Field	-.02587	.06307	1.000
	Footsal	-.29317*	.07820	.017
	Taekwondo	-.15053	.08069	.891
	Sepak Takraw	-.07429	.07762	1.000
	Baseball	-.10763	.07221	.984
	Beach Volleyball	-.15903	.11541	.992
	Arnis	.02215	.08137	1.000
	Chess	.07873	.07652	1.000
	Soccer	-.23894	.07354	.087
	Dance Sport	-.18267	.08069	.651
	Badminton	.01737	.05647	1.000
	Table Tennis	.02070	.08678	1.000
	Lawn Tennis	-.04251	.12657	1.000
Track and Field	Basketball	-.00537	.06229	1.000
	Volleyball	.02587	.06307	1.000

	Footsal	-.26731	.08813	.157
	Taekwondo	-.12466	.09035	.992
	Sepak Takraw	-.04843	.08762	1.000
	Baseball	-.08176	.08287	1.000
	Beach Volleyball	-.13317	.12236	.999
	Arnis	.04802	.09096	1.000
	Chess	.10459	.08664	.998
	Soccer	-.21307	.08403	.446
	Dance Sport	-.15680	.09035	.937
	Badminton	.04324	.06958	1.000
	Table Tennis	.04656	.09583	1.000
	Lawn Tennis	-.01665	.13294	1.000
Footsal	Basketball	.26194	.07758	.060
	Volleyball	.29317*	.07820	.017
	Track and Field	.26731	.08813	.157
	Taekwondo	.14265	.10150	.991
	Sepak Takraw	.21888	.09907	.691
	Baseball	.18555	.09489	.849
	Beach Volleyball	.13414	.13080	1.000
	Arnis	.31533	.10203	.135
	Chess	.37190*	.09821	.015
	Soccer	.05423	.09590	1.000
	Dance Sport	.11050	.10150	.999
	Badminton	.31055*	.08354	.019
	Table Tennis	.31387	.10640	.192
	Lawn Tennis	.25066	.14075	.923
Taekwondo	Basketball	.11930	.08009	.984
	Volleyball	.15053	.08069	.891
	Track and Field	.12466	.09035	.992
	Footsal	-.14265	.10150	.991
	Sepak Takraw	.07623	.10105	1.000
	Baseball	.04290	.09696	1.000
	Beach Volleyball	-.00851	.13231	1.000
	Arnis	.17268	.10396	.956
	Chess	.22926	.10020	.633
	Soccer	-.08841	.09795	1.000
	Dance Sport	-.03214	.10343	1.000
	Badminton	.16790	.08588	.849
	Table Tennis	.17122	.10824	.971
	Lawn Tennis	.10802	.14215	1.000
Sepak Takraw	Basketball	.04306	.07699	1.000
	Volleyball	.07429	.07762	1.000
	Track and Field	.04843	.08762	1.000
	Footsal	-.21888	.09907	.691
	Taekwondo	-.07623	.10105	1.000
	Baseball	-.03333	.09442	1.000
	Beach Volleyball	-.08474	.13046	1.000
	Arnis	.09645	.10159	1.000
	Chess	.15302	.09775	.974
	Soccer	-.16465	.09543	.940
	Dance Sport	-.10838	.10105	1.000
	Badminton	.09167	.08300	.999

	Table Tennis	.09499	.10597	1.000
	Lawn Tennis	.03178	.14043	1.000
Baseball	Basketball	.07640	.07154	1.000
	Volleyball	.10763	.07221	.984
	Track and Field	.08176	.08287	1.000
	Footsal	-.18555	.09489	.849
	Taekwondo	-.04290	.09696	1.000
	Sepak Takraw	.03333	.09442	1.000
	Beach Volleyball	-.05141	.12731	1.000
	Arnis	.12978	.09752	.995
	Chess	.18636	.09351	.829
	Soccer	-.13131	.09109	.988
	Dance Sport	-.07504	.09696	1.000
	Badminton	.12500	.07796	.968
	Table Tennis	.12832	.10208	.997
	Lawn Tennis	.06512	.13751	1.000
Beach Volleyball	Basketball	.12780	.11499	.999
	Volleyball	.15903	.11541	.992
	Track and Field	.13317	.12236	.999
	Footsal	-.13414	.13080	1.000
	Taekwondo	.00851	.13231	1.000
	Sepak Takraw	.08474	.13046	1.000
	Baseball	.05141	.12731	1.000
	Arnis	.18119	.13272	.993
	Chess	.23776	.12980	.905
	Soccer	-.07991	.12807	1.000
	Dance Sport	-.02364	.13231	1.000
	Badminton	.17641	.11909	.985
	Table Tennis	.17973	.13610	.995
	Lawn Tennis	.11652	.16436	1.000
Arnis	Basketball	-.05339	.08077	1.000
	Volleyball	-.02215	.08137	1.000
	Track and Field	-.04802	.09096	1.000
	Footsal	-.31533	.10203	.135
	Taekwondo	-.17268	.10396	.956
	Sepak Takraw	-.09645	.10159	1.000
	Baseball	-.12978	.09752	.995
	Beach Volleyball	-.18119	.13272	.993
	Chess	.05657	.10075	1.000
	Soccer	-.26109	.09850	.364
	Dance Sport	-.20483	.10396	.841
	Badminton	-.00478	.08651	1.000
	Table Tennis	-.00146	.10875	1.000
	Lawn Tennis	-.06467	.14253	1.000
Chess	Basketball	-.10996	.07588	.987
	Volleyball	-.07873	.07652	1.000
	Track and Field	-.10459	.08664	.998
	Footsal	-.37190*	.09821	.015
	Taekwondo	-.22926	.10020	.633
	Sepak Takraw	-.15302	.09775	.974
	Baseball	-.18636	.09351	.829
	Beach Volleyball	-.23776	.12980	.905
	Arnis	-.05657	.10075	1.000

	Soccer	-.31767	.09454	.063
	Dance Sport	-.26140	.10020	.393
	Badminton	-.06136	.08196	1.000
	Table Tennis	-.05803	.10516	1.000
	Lawn Tennis	-.12124	.13982	1.000
Soccer	Basketball	.20771	.07287	.242
	Volleyball	.23894	.07354	.087
	Track and Field	.21307	.08403	.446
	Footsal	-.05423	.09590	1.000
	Taekwondo	.08841	.09795	1.000
	Sepak Takraw	.16465	.09543	.940
	Baseball	.13131	.09109	.988
	Beach Volleyball	.07991	.12807	1.000
	Arnis	.26109	.09850	.364
	Chess	.31767	.09454	.063
	Dance Sport	.05627	.09795	1.000
	Badminton	.25631	.07919	.090
	Table Tennis	.25964	.10302	.457
	Lawn Tennis	.19643	.13821	.990
Dance Sport	Basketball	.15144	.08009	.880
	Volleyball	.18267	.08069	.651
	Track and Field	.15680	.09035	.937
	Footsal	-.11050	.10150	.999
	Taekwondo	.03214	.10343	1.000
	Sepak Takraw	.10838	.10105	1.000
	Baseball	.07504	.09696	1.000
	Beach Volleyball	.02364	.13231	1.000
	Arnis	.20483	.10396	.841
	Chess	.26140	.10020	.393
	Soccer	-.05627	.09795	1.000
	Badminton	.20004	.08588	.602
	Table Tennis	.20337	.10824	.885
	Lawn Tennis	.14016	.14215	1.000
Badminton	Basketball	-.04860	.05560	1.000
	Volleyball	-.01737	.05647	1.000
	Track and Field	-.04324	.06958	1.000
	Footsal	-.31055*	.08354	.019
	Taekwondo	-.16790	.08588	.849
	Sepak Takraw	-.09167	.08300	.999
	Baseball	-.12500	.07796	.968
	Beach Volleyball	-.17641	.11909	.985
	Arnis	.00478	.08651	1.000
	Chess	.06136	.08196	1.000
	Soccer	-.25631	.07919	.090
	Dance Sport	-.20004	.08588	.602
	Table Tennis	.00332	.09162	1.000
	Lawn Tennis	-.05988	.12994	1.000
Table Tennis	Basketball	-.05193	.08622	1.000
	Volleyball	-.02070	.08678	1.000
	Track and Field	-.04656	.09583	1.000
	Footsal	-.31387	.10640	.192
	Taekwondo	-.17122	.10824	.971
	Sepak Takraw	-.09499	.10597	1.000

	Baseball	-.12832	.10208	.997
	Beach Volleyball	-.17973	.13610	.995
	Arnis	.00146	.10875	1.000
	Chess	.05803	.10516	1.000
	Soccer	-.25964	.10302	.457
	Dance Sport	-.20337	.10824	.885
	Badminton	-.00332	.09162	1.000
	Lawn Tennis	-.06321	.14569	1.000
Lawn Tennis	Basketball	.01128	.12619	1.000
	Volleyball	.04251	.12657	1.000
	Track and Field	.01665	.13294	1.000
	Footsal	-.25066	.14075	.923
	Taekwondo	-.10802	.14215	1.000
	Sepak Takraw	-.03178	.14043	1.000
	Baseball	-.06512	.13751	1.000
	Beach Volleyball	-.11652	.16436	1.000
	Arnis	.06467	.14253	1.000
	Chess	.12124	.13982	1.000
	Soccer	-.19643	.13821	.990
	Dance Sport	-.14016	.14215	1.000
	Badminton	.05988	.12994	1.000
	Table Tennis	.06321	.14569	1.000

To determine which sports events exactly differ to one another, a Tukey HSD test was conducted. There is a lot of information that can be obtained from table 48. The following points can be obtained:

1. Volleyball players have a significantly lower level of motivation compared to footsal players;
2. Footsal players have a significantly higher level of motivation compared to volleyball, chess, and badminton players;
3. Chess players have a significantly lower level of motivation compared to futsal players;
4. Badminton players have a significantly lower level of motivation compared to futsal players; and
5. All other comparisons have statistically equivalent level of motivation.

CONCLUSIONS

The purpose of this study was to assess the levels of motivation, needs, and satisfaction experienced by athletes participating in activities at Isabela State University. Collecting data from ISU athletes across all of the university's campuses was required for this study, which was carried out using the descriptive research approach. Statistical procedures such as frequency and mean distribution, percentage, ranking, and analysis of variance, were utilized in order to conduct an analysis on the data that was obtained.

According to the findings of the study, the majority of the athletes competing for the University were from the Cabagan campus. The vast majority of them had only competed in events held at their respective schools and had only been involved in their chosen sports for a maximum of one year. According to the findings of the study, athletes have a high level of "intrinsic motivation," which is the desire to learn, achieve goals, and be stimulated. However, they also exhibited a high amount of amotivation, in addition to a high level of extrinsic motivation (identified, introjected, and external regulation). It was discovered that those who played footsal had the highest level of motivation, while those who played chess had the lowest.

In addition, it is found out that the athletes at ISU were motivated regardless of the source of their motivation, that their requirements had been met, and that they were content with the sports programs that they participated in. It was discovered that levels of satisfaction, wants, and motivation were connected, with one level having an effect on the other.

According to the findings of the study, ISU athletes should be kept motivated by meeting their requirements and living up to their expectations. This can be accomplished by providing regular training, opportunities to improve their skills, a system of recognition and rewards, as well as high-quality athletic facilities and equipment, as well as other energizing athletic programs and activities. Maintaining high levels of motivation and happiness among ISU athletes requires that the sports programs, activities, and initiatives that are currently in place be maintained or improved. It is recommended that the output of this study may be used to come up with a sports development program incorporating the learning for life culture of the athletes of a State University.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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