



April 2019

The Motivation, Needs and Satisfaction of Isabela State University Athletes

Jade C. Marcos

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The National Center for Teacher Education

**THE MOTIVATION, NEEDS AND SATISFACTION OF ISABELA STATE
UNIVERSITY ATHLETES**

A THESIS

Presented to

The Faculty of Graduate Studies and Teacher Education Research

In Indigenous Peoples Education

Philippine Normal University

National Center for Teacher Education

North Luzon Campus

Aurora, Alicia, Isabela

In Partial Fulfillment

Of the Requirements for the Degree Master of Arts in Education

With Specialization in Physical Education

JADE C. MARCOS

April 2019



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CERTIFICATION OF APPROVAL

This thesis attached hereto, titled **THE MOTIVATION, NEEDS AND SATISFACTION OF ISABELA STATE UNIVERSITY ATHLETES** prepared and submitted by **JADE C. MARCOS** in partial fulfillment of the requirements for the degree **MASTER OF ARTS IN EDUCATION** with specialization in Physical Education, is hereby recommended for oral examination.

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The National Center for Teacher Education**ABSTRACT**

This quantitative study aimed to determine the levels of motivation, needs and satisfaction of 1,301 athletes in ISU using frequency and mean distribution, percentage, ranking and analysis of variance, t-test, and Pearson r.

Results showed that majority of the ISU athletes were males, ages ranging from 18 – 20, have a monthly family income of 5,000 and below. The athlete-respondents have been in their chosen field of sports for at least one year and their highest level of competitions participated is school level. As to the level of motivation, in terms of to know the athletes were very high intrinsically motivated, while intrinsic motivation to accomplished and to experienced stimulation were high, and extrinsic motivation and amotivation were also high. The level of needs of ISU athletes, there is a “high” level in terms of competence, connectedness and autonomy. There is a significant difference on levels of needs that exists among sports events played. And in the level of satisfaction there is a “very high” level of satisfaction to coach and teammates and “high” level of satisfaction to team performance and ISU sports program. There is a significant difference on levels of satisfaction among sports events played. And there is a positive correlation among the levels of motivation, need, and satisfaction of the ISU athletes.



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Statistician

University directors

The oral defense committee

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Friends and classmates from Philippine Normal University - Northern Luzon Campus and Isabela State University their kindness, friendship and support;

The respondents of this study, the Isabela state university athletes who made this research a reality;

JADE C. MARCOS



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DEDICATION

This work is dedicated

To my beloved wife,

Arleen

To my beloved parent,

Antonia

To my siblings

Danielle Claire, and Wilson Jaycob

To my brother and sisters,

Jericho, Maria monica and Maila

And to my nephew and niece

John michael, Joseph and Maria angelica

For they have served as my inspiration during

The challenging phase of writing this paper



His wife **Arleen** for this overflowing love, care, understanding and patience that strengthen heart and mind of the researcher to win the battle;

His siblings, **Danielle Claire**, and **Wilson Jaycob** for their steadfast encouragement to complete the study;

John Michael, Joseph and Maria angelica, his nephew and niece who cheered him up on her heavy days and has been the source of inspiration along the way;

His loving parents, **Mama Antonia** who stood up beside him and unending support financially, through the years as he pursue his dreams;

His relatives and in-laws, for their support morally, spiritually.

Tao everyone, who in a way to another made this work possible, her unfathomable thanks.

The Researcher



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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Engaging in sports is part of Filipino culture. Whether it is intended for a competition, recreational activity or physical fitness; Filipinos are engrossed in different sports such as basketball, volleyball among others. The significance of Physical Education and sports in national development is exemplified in the Philippine Constitution:

Article XIV, Section 19, to wit: The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competition, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry.

In line with the Motivation of the Constitution the Philippine educational system. sports is integrated in the curriculum and school programs. The government supports this undertaking through the enactment of Republic Act No. 5708, an Act providing for the promotion and financing of an integrated Physical Education and Sports Development Program for the Schools in the Philippines.

Sports competitions from elementary to college level have been established in order to nurture the athletic skills of students and bring out their competitive spirit, grace coordination, stamina and strength. In the collegiate level, particularly at state universities and colleges, the most popular organization that facilitates sports



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competitions, is the State Colleges University Athletic Association or SCUAA, which was started in 1953. According to Calo (2009) today, SCUAA is a strong supporter of Federation of School Sports Association of the Philippines (FESSAP) and has finally gained its own identity in the national level along with the National Sports Associations as it consistently holds its Annual Meet both regional and national levels.

Being involved in sports competitions or activities, athletes gain lot of benefits that they can enjoy. Blinde, Taub, & Han, 1993; Coakley, 2007; Eitzen & Sage, 2008; Hudson, 2000; OPERD, 2004; Shaffer, & Wittes, 2006; Woods, 2006; Woodruff & Schallert, 2008 as cited by Chen, Snyder & Magner, 2010, mention that physical educators and sport experts agreed that athletic participation brings numerous physiological, psychological, educational and social benefits to the participants. These general benefits of athletic participation and spectatorship include: (1) improving health and exerting students' surplus energies; (2) obeying the competition or societal rules and constraining delinquent behaviors (such as cheating, acting violently, consuming illegal substances, and drinking excessive alcohol, etc); (3) promoting societal values, integrity and building character; (4) enhancing confidence, motivation, sense of empowerment, and self-esteem; (5) providing social interaction, fun and enjoyment; (6) offering opportunities for education and career in sports; (7) expanding life experience and making more friends; (8) knowing how to deal with failure and difficult situation, and (9) developing life-skills.

Moling (2009) in his study state that sports can greatly help in promoting man's total development. It enhances one's physical, mental, social and emotional well-being.



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Engaging in sports refreshes the body; develops critical thinking and helps in the value formation of the individual like having good disposition and higher level of discipline which is imperative in developing good human relationship.

With these benefits, participation to sports activities are expected to be increasing. However, Brettshneider (2006) in his research mention that there is a decline in physical activity among youth over the last 20 years. This is supported by Kilpatrick, Hebert & Bartholomew (2005) That the level of physical activity declines from high school to college and activity patterns in college populations are generally insufficient to improve health and fitness.

One of the key foundations in sustaining sports participation among college students is through continuous motivation. Athletes must have strong desire to improve their sports skills – a motivation that make them continue achieving their personal and team goals. Motivation underlies all behavior. Whether consciously or unconsciously, internally or externally, all actions are being motivated. It is motivation that gives direction and energy to our behavior. As Gould, Dieffenbach & Moffet (2002) say, motivation is repeatedly reported as a key element of athletes' success in sports.

In the study of Kristensen (2013) athlete's motivation is one of the fundamental pillars for succeeding in sports. Without an adequate amount of motivation, love for sports, it is unlikely that the athlete is able



to carry the amount of training and acquire skills to achieve the level of expertise. Motives of motivation may differ from time to time. But they have an important function in the maintenance of activity.

There are lot of theories that discuss motivation, but among all the theories Deci and Ryan's (1985-2000) self-determination theory is one of the prominent frameworks adopted for understanding sports motivation and behavior. In the study of Standage, Duda and Ntoumanis (2005), it was mentioned that several studies have now provided support to self-determination theory tenets in sport and exercise setting in youths' environment.

Self-determination theory of Deci and Ryan as cited by Ahmadi, Namazizadeh and Mokhtari (2012) proposes three categories of motivation, lies a long a continuum ranging from low (amotivation) to high (intrinsic motivation) self-determination. Amotivation is a lack of motivation, characterized by a belief that success is not possible and that the activity is not valuable while intrinsic motivation involves engaging in an activity because it is inherently enjoyable.

Kristensen (2013) cited Deci & Ryan (1985); Deci & Ryan (2000) that at the heart of self-determination theory is the premise that individuals are active in their pursuit to satisfy three basic and universal psychological needs – the need for autonomy, need for competence and need for relatedness, the bases for understanding human motivation. Ntoumanis (2005), explained that the more the individual has these needs met by the environment and coach, the more likely they are to continue the activity or involvement with that peer group. Meeting the psychological



needs of autonomy, competence and relatedness allows an individual to move towards being self-determined on the continuum of self-determination.

On the other hand, Tenenbaum & Eklund (2007) cited in his book that the concepts of intrinsic motivation, extrinsic motivation and amotivation are needed to make sense of a full range of motivation process. They cited the definition of Deci (1971) on intrinsic motivation, which refers to performing an activity for itself and the pleasure and satisfaction derived from participation. Vallerand and his colleagues (Vallerand, Blais, Biere, & Pelletier, 1989; Vallerand et.al, 1992, 1993) posited the existence of three types of intrinsic motivation: intrinsic motivation to know, intrinsic motivation to accomplish things and intrinsic motivation to experience stimulation. Intrinsic motivation to know refers to engaging in an activity for the pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new. Intrinsic motivation to accomplish things pertains to engaging in a given activity for the pleasure and satisfaction experienced while one is attempting to accomplish or create something or to surpass oneself. Finally, intrinsic motivation to experience stimulation is at work when one engages in an activity to experience pleasant sensations associated mainly with one's senses. This tripartite distinction highlights the different fashions in which intrinsic motivation may be experienced in sports and exercise.

Deci & Ryan (1985, 2002) pointed out extrinsic motivation as engaging in an activity as a means to an end and not for its own sake. There are different types of extrinsic motivation, some of which are more self-determined in nature. Individuals may choose to perform an activity even though they do not do it for pleasure.



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They have proposed types of extrinsic motivation. External regulation refers to behavior that is regulated through external means, such as rewards and constraints. With introjected regulation, 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 this time the pressure is self-imposed. It is only with identified regulation that behavior is done out of choice. When athletes display identified regulation, they freely perform the activity even it is not pleasant in itself. Integrated regulation also involves doing an activity out of choice, the choice represents a harmonious part of the individual's self. Finally, amotivation refers to the lack of intentionality and thus the relative absence of motivation. When amotivated, athletes experience feelings of incompetence and expectancies of uncontrollability. They are relatively without purpose with respect to the activity and therefore have little motivation (intrinsic or extrinsic) to perform it.

At present, Isabela State University (ISU) as a higher learning institution and as a member of the State Colleges University Athletic Association (SCUAA), has been participating the SCUAA Meet ever since. It has experienced hosting the SCUAA Meet in 1981. ISU, It actively participates in different sports competition locally, regionally and nationwide. Athletes are selected through inter-department tryouts and It is a constant observation that during these try-outs only few participate and coaches, trainers and faculty have difficulties in convincing students to join in different events despite the benefits gained in joining sports events. It is at this premise that the researcher embarked



in knowing the motivation, needs and satisfaction levels of Isabela State University athletes.

After try-outs, the selected athletes become part of the varsity team of the school. These athletes become the beneficiaries of the sports development program of the school. But the questions are, why there are only few students who participate during try-outs? Are they not motivated to participate considering the benefits they could get in joining the sports events? Do the needs of athletes being met? Are the athletes satisfied on the programs and activities or training given to them? And why do these athletes join sports competition? It is in this sense that the researcher embarked in knowing the motivation, needs and satisfaction of Isabela State University Athletes. They become part of the varsity team of the school who are the beneficiaries of the sports development program of the school.

Literature Review

On Motivation

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 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. Rafeeqe (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.

Literature Review

On Needs and Satisfaction

People engage in activities for different reasons. Self-determination theory suggests that people are motivated to grow and change by innate psychological needs. The theory of self-determination identifies three key psychological needs that are believed to be both innate and universal. 1. The need for competence, 2. The need for connectedness and 3. The need for autonomy.

Gillet and Rosnet (2016) states that in the sports domain, many environmental and interpersonal factors (e.g., rewards, coaches behaviours) may affect athletes' feelings of competence, autonomy, and relatedness, and, in turn, intrinsic motivation. For instance, scholarship athletes exhibited higher levels of perceived competence (Hollembek and Amorose, 2005) and intrinsic motivation (Amorose and Horn, 2000) than non-scholarship athletes. Sport competition also constitutes a social factor that may affect feelings of



autonomy and intrinsic motivation because emphasizing winning at all costs may lead individuals to adopt an external perceived locus of causality.

Athletic departments make an attempt to be supportive, but there are instances that may not satisfy a student-athlete's basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2000). The inability to satisfy these needs may lead to decreased feelings of well-being among student-athletes. Satisfaction of these three basic psychological needs is essential in maintain "the necessary conditions for psychological growth, integrity and wellbeing" (Deci & Ryan, 2000).

Related Studies

On Needs and Satisfaction

In the study of Gunnik (2014), he cited that self-determination theory, along with the sub theory of basic psychological needs theory, has been employed by researchers to examine the effects of the three innate psychological needs; autonomy, competence and relatedness (Deci & Ryan, 2000). Satisfaction of these three basic psychological needs is essential in maintain the necessary conditions for psychological growth, integrity and well-being. The inability to satisfy any of these three needs may lead to significant negative outcomes. The need for autonomy is satisfied when people recognize that the choices and decisions they make are of their own origin, and they are acting in unity with their own integrated sense of self (Deci & Ryan, 2000). Felton and Jowett (2013) found that the autonomy-supportive coaches had a positive effect on athlete satisfaction. Similar findings were established by Adie, et.al., (2008). Autonomy support has also been



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associated with higher levels of satisfaction for the needs of competence and relatedness (Adie, et.al., 2008; Felton & Jewott, 2013).

The second innate psychological need for competence refers to an interaction between one's self and environment that creates a sense of mastery (Deci & Ryan, 2000). Felton and Jowett (2013) found that satisfaction of competence affects an athlete's well-being positively. Adie, et.al., (2008) also found this to be true. However, most of the research shows that the need for competence is a positive, but weak predictor of well-being. Competence is a need that is assessed within the individual, but there is not much research on the extent to which the social environment can have an effect.

Feelings of connections and respect from significant relationships correspond with the final need for relatedness (Deci & Ryan, 2000). In a study of university students in a psychology class (Reis, Sheldon, Gable, Roscoe, & Ryan, 2000) relatedness was found to be correlated with two positive outcomes, positive affect and vitality.

Theoretical/Conceptual Framework

The foregoing related literature and studies constituted the underlying ideas along which this study was conceptualized. The above discussions highlighted the importance of motivation, needs and satisfaction 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 theoretical and conceptual framework.

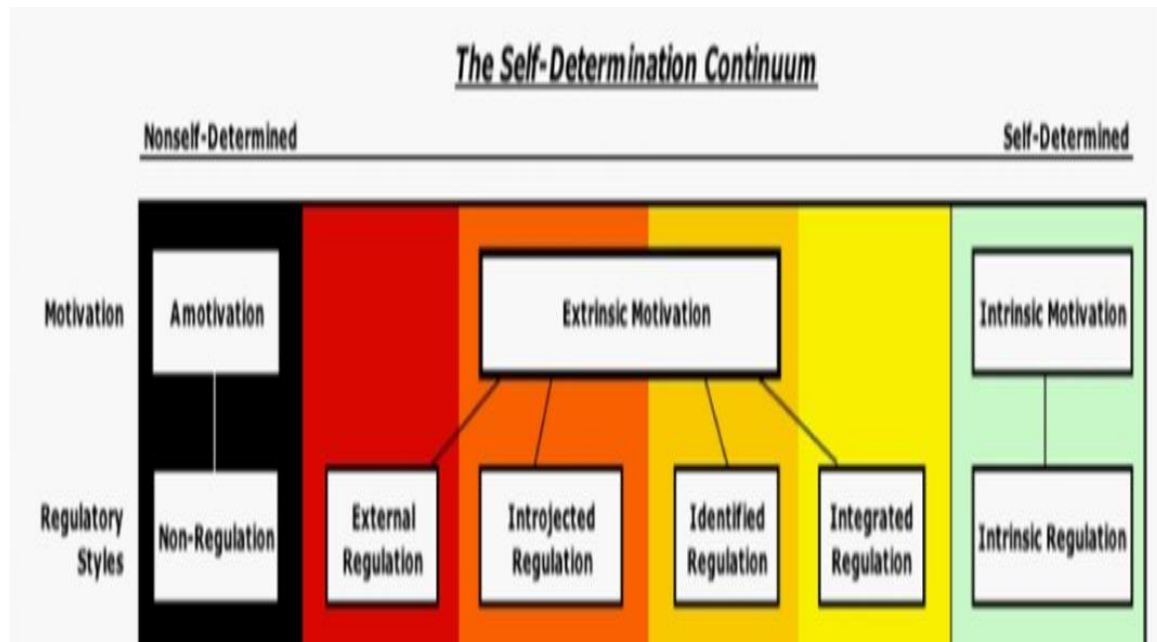


Figure 1: The Self-Determination Continuum based on Ryan, R.M. &Deci, E. L.

Research Paradigm

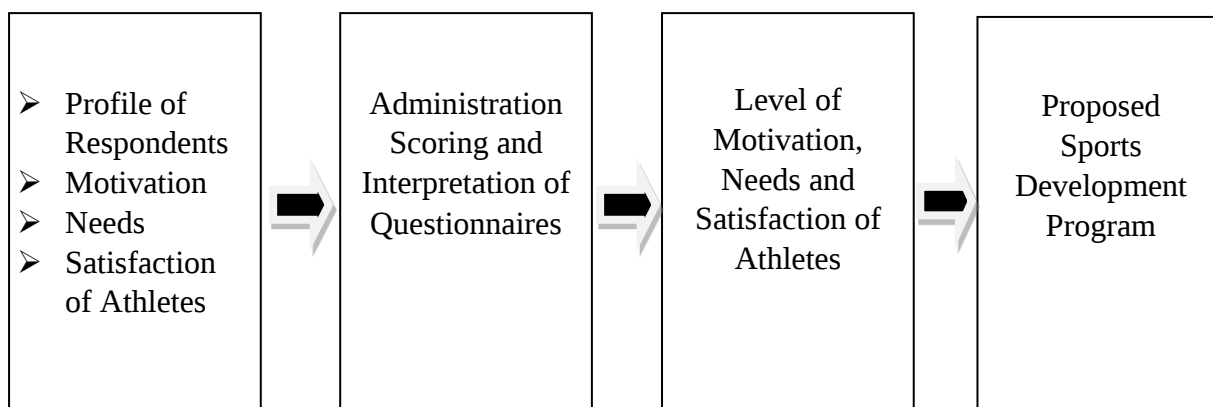


Figure 2: Research Paradigm of the Study



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.

However, when these needs are not met, athletes experience deficits in motivation. The three basic psychological needs of the theory are: 1. Competence which refers to seeking to control outcomes as master skills; 2. Relatedness which refers to the universal to be connected to others; and 3. Autonomy which refers to the universal desire to be independent and act in harmony with one's integrated self.

Research Problems:

The study was conducted to determine the motivation, needs and satisfaction of ISU Athletes.

Specifically, this study aimed to answer the following questions:

1. What are the motivational levels of the respondents in terms of:
 - 1.1. Intrinsic motivation to know
 - 1.2. Intrinsic motivation to accomplish
 - 1.3. Intrinsic motivation to experience stimulation
 - 1.4. Extrinsic motivation – identified
 - 1.5. Extrinsic motivation –introjected
 - 1.6. Extrinsic motivation –external regulation
 - 1.7. Amotivation



2. What are the levels of needs of respondents in terms of:
 - 2.1. Need for competence
 - 2.2. Need for connectedness
 - 2.3. Need for autonomy
3. What are the levels of satisfaction of respondents to:
 - 3.1. Their coach
 - 3.2. Team performance
 - 3.3. Team mates
 - 3.4. ISU sports program
4. How do the respondents differ in their levels motivational of the respondents in the selected profile.
5. How do the respondents differ in their levels needs of the respondents in their variable
6. How do the respondents differ in their needs when grouped according to profile to selected their variables?



Hypotheses:

1. There is no significant difference in the motivational levels of respondents when grouped according to their selected profiles.
2. There is no significant difference in the levels of needs of respondents when grouped according to their selected profiles.
3. There is no significant difference in the levels of satisfaction level of respondents when grouped according to their selected profiles.

Definition of Terms

For a clearer understanding of the study, the following terms are hereby defined apparently

Amotivation - lacking any motivation to engage in any activity characterized by a failure to value the activity or its outcomes.

Athlete. is an ISU student who competes in one or more sports events representing his or her college or the university.

Extrinsic Motivation. refers to motivation that comes from outside such as money or grades, praises or fame.

Extrinsic Motivation –External Regulation. refers to behavior that is driven by external rewards such as money, fame, grades and praise.

Extrinsic Motivation – Identified. the motivation is internal and based on conscious values and that which is personally important to the individual.



Extrinsic Motivation -Introjected. the motivation is external and is driven by self-control, efforts to protect the ego, and internal rewards and punishments.

Intrinsic Motivation. refers to behavior that is driven by internal rewards.

Intrinsic Motivation to Accomplish. involves engaging in an activity for pleasure and satisfaction.

Intrinsic Motivation to Experience Stimulation. people are motivated to experience stimulating sensations such as fun and excitement of playing sports.

Intrinsic Motivation to Know. being motivated to perform an activity for pleasure and satisfaction are experiences, while learning, or understanding something new.

Motivation. is the reason behind why an athlete join sports events.

Needs. is something that is necessary for an athlete to feel satisfaction in his or her sports undertaking.

Need for Autonomy. masters of own destiny and that they have at least some control over lives; most.

Need for Competence. is a need that concerns achievements, knowledge, and skills;

Need for Connectedness. a need to have a sense of belongingness with others; each of us needs other people to some degree (Deci & Ryan, 2008).

Satisfaction. is the fulfillment that an athlete feels in carrying out his or her role.

Self-determination theory or SDT. is a theory that links personality, human motivation, and optimal functioning. It posits that there are two main types of motivation, intrinsic and extrinsic and that both are powerful forces in shaping who we are and how we behave.



CHAPTER II

METHODS

To provide a complete description of the methodologies used in this study, this chapter is divided into sections: (1) research design, (2) sampling and participants, (3) instruments, (4) data gathering procedure, (5) data analysis, and (6) ethical considerations observed in this study.

Research Design

This study utilized descriptive–survey type of research to know the level of motivation, needs and satisfaction of Isabela State University athletes.

The study was descriptive in nature because it described the profile of the respondents, their level of motivation, needs and satisfaction. It also sought the difference of motivation, needs and satisfaction to the respondents' profile variables.

Sampling and Participants

The respondents are 1,301 Isabela State University athletes from Echague and Santiago, 247. Cauayan, 245. Ilagan, 38. Cabagan, 344. Roxas, 177. San Mariano, 36. Angadanan, 93 Jones, 78. enrolled during the Second Semester, School Year 2016-2017. The number of participants were computed using Research Advisors, a computer program designed to compute number of sample respondents based on the total population of respondents. using 95% level of confidence and .05 margin of errors.



Research Instrument

The main tool used had undergone content validation of chosen panel of experts.

The reliability index of the questionnaire at Cronbach's Alpha for motivation is 0.938 for need is 0.954 and for satisfaction is 0.882 This shows that the reliability of the questionnaire is high.

The first part of the questionnaire is the profile of the respondents. The second is adapted from Sport Motivation Scale (SMS-28) of Pelletier, et. al. (1995).

Motivation	Item Placement
Intrinsic Motivation to Know	2, 4, 23, 27
Intrinsic Motivation to Accomplish	8, 12, 15, 20
Intrinsic Motivation to Experience Stimulation	1, 13, 18, 25
Extrinsic Motivation - Identified	7, 11, 17, 24
Extrinsic Motivation - Introjected	9, 14, 21, 26
Extrinsic Motivation – External Regulation	6, 10, 16, 22
Amotivation	3, 5, 19, 28

The researcher changed the scale from 7 scales to 5 scales and their descriptive equivalent from corresponds exactly, corresponds a lot, corresponds moderately, corresponds a little, and does not corresponds at all to always, often, sometimes, seldom and never.



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The third part of the questionnaire measures the following:

Need	Item Placement
Need for Competence	1,5,8,12,15,23,25,27,28,29
Need for Connectedness	6,7,11,14,18,20,22,26
Need for Autonomy	2,3,4,9,10,13,16,17,19,21,24

The fourth and last part of the questionnaire measures the level of satisfaction of the ISU athletes:

Satisfaction	Item Placement
Satisfaction to Coach	2,3,4,5,8
Satisfaction to Team Performance	1,6,9,10,11,12,13
Satisfaction to Team Mates	7,14,15,16
Satisfaction to ISU Sports Program	17,18,19,20

Data Gathering Procedures

There were various steps followed in conducting this study. It underwent several phases of data gathering procedures. These procedures guided the researcher to achieve the objectives of the study.

1. The researcher coordinated and secured permission from the Office of the President of Isabela State University and Executive Officers of different campuses regarding the conduct of the study.



2. The researcher got the list of athletes in the different campuses from their respective designated Sports Directors.
3. After getting the list, the researcher asked assistance from the Sports Directors of different campuses to float questionnaires from the athletes.
4. The results were tallied and computed.
5. The results were consolidated, analyzed and interpreted based on the statement of the problem through the use of Statistical Package for Social Science (SPSS) software.

Data Analysis

The obtained data were carefully entered in the codebook SPSS (Statistical Package for Social Science) 16.0 software; The data have underwent screening, cleaning and checking for errors, checking of categorical variables, continuous variables and assessing normality to check the possible wrong entries, outliers, and homoscedasticity of data in the codebook.

The following were used to answer the research questions:

1. Frequency and percentage distribution were used to reflect the profile of the respondents.
2. Mean distribution and ranking were used to determine the level of motivation, needs and satisfaction of the respondents.
3. Analysis of variance and t-test were used to determine the significant differences and Pearson-r was utilized to determine the relationship of respondents' level of motivation, needs and satisfaction.



Ethical Considerations

The conduct of the research considered administrative process and system protocols. Formal letters were sent requesting permission from school authorities for approval to conduct the research. Consent was secured first from the respondents to participate in the conduct of research before they were given a questionnaire. Confidentiality of the profile of the individual respondent and his or her responses was observed at the highest degree.

CHAPTER III

RESULTS AND DISCUSSION

This chapter discusses the findings of the study, statistical analysis and implication to the rationale of the study. This chapter is divided into four parts as follows: (1) profile of the respondents; (2) descriptive summary of the levels of motivation, need, and satisfaction of the respondents; and (4) significant relationship among the levels of motivation, need, and satisfaction of the respondents.

On the Profile of Respondents

Table 1.

Frequency and Percent Distribution of the Respondents According to Age

Age Bracket	Frequency	Percent
15 – 17	57	4.4
18 – 20	1,080	83.0
21 – above	164	12.6
Total	1,301	100.0



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As can be seen from the table, majority of the respondents have ages ranging from 18 – 20, with a frequency of 1080 which is 83% of the totality of the respondents. This is followed by the respondents who are 21 years old and above, with a frequency of 164. The youngest respondents ages between 15 – 17, with a frequency of 57. This implies that most of the athletes are of legal age. In the study of Pecson (2008) out of one hundred six (106) total respondent-student athletes those by 60.38% ages 18 above. An analysis on the young people's motivational profiles in physical activity, including sports was conducted by Wang and Biddle (2001) where they reported that ages 12-15 years old were not motivated to engage in physical activity because the youth are more as new technologies become more widely available.

On the Profile of Respondents

Table 2.

Frequency and Percent Distribution of the Respondents According to Sex

Sex	Frequency	Percent
Male	693	53.3
Female	608	46.7
Total	1301	100.0

There are 693 (53.3%) male athletes there are 608 (46.7%) female athletes. males, with a frequency of 693 or 53.3% of the respondents. This is closely followed by female respondents, with a frequency of 608 (46.7%) Majority of the Isabela State University students who engaged in sports are males. Moling (2009) in his study on Motivation of Varsity Athletes in the University of the Cordilleras revealed that most of



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their athletes were males. The study of Amorose and Horn (2000) found out that male athletes reported higher intrinsic motivation than did female athletes.

On the Profile of Respondents

Table 3.

Frequency and Percent Distribution 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 has 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.

On the Profile of Respondents

Table 4.

Frequency and Percent Distribution of the Respondents According to Parent's Monthly Income

Parent's Monthly Income	Frequency	Percent
5000 – below	403	31.0
5001 – 10000	401	30.8
10,001 – 15,000	175	13.5
15,001 – 20,000	132	10.1
20,001 – 25,000	105	8.1
25,001 – above	85	6.5
Total	1301	100.0

Based on the table, there are 403 (31%) the families of the respondents with monthly family income of 5,000 and below, 401 with monthly income of 5001 – 10,000, 412 respondents have monthly family income from 10,001 up to 25,000, and 85 (6.5%) have monthly family income of more than 25,000.

This shows that those students who belong to lower family income are more motivated to join school's sports activities. As Rintaugu (2004) stated in his study, the influence of socio economic status on the participation of sports is evident among the university athletes.

**On the Profile of Respondents****Table 5.****Frequency and Percent Distribution of the Respondents According to Years in Sports**

Years	Frequency	Percent
0 – 1	875	67.3
2 – 4	292	22.4
5 – 7	78	6.0
8 – 10	56	4.3
Total	1301	100.0

There are 875 of the respondents who are in their chosen field of sports for one year only, 292 for 2 – 4 years, and 56 (4.3%) for 8 – 10 years.

The data suggest that generally, the athletes are still novices in sports activities. This indicates that majority of the athletes into sports only upon entering the University and that only a few of the respondents can be considered as athletes long before they enrolled in the University. This is supported by the study of Rintaugu (2004) where he revealed that majority of the athletes did not participate in sports while in to primary school but start participating sports in secondary school only in the secondary school.

On the Profile of Respondents**Table 6.****Frequency and Percent Distribution of the Respondents According to Highest Level of Competitions Participated**

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



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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.

On the motivational Levels of the ISU Athletes**Table 7.****Descriptive Summary of the Motivational Levels 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 importance of constantly playing their respective sports to know more about these.



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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.

Cox (2007) stated that intrinsic motivation to know is an athlete’s desire to learn new skills in order to accomplish task. 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.

On the motivational Levels of the ISU Athletes**Table 8.****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.

**On the motivational Levels of the ISU Athletes****Table 9.****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 the table, 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.

On the motivational Levels of the ISU Athletes

Table 10.

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.

As Gillet & Rosnet (2008) described in their study, identified regulation reflects participation in an activity because one holds outcomes of the behavior to be personally significant, although one may not enjoy the activity itself. Deci & Ryan (2000) further explained that it is with identified regulation that behavior is done out of choice. When they display identified regulation, athletes freely perform the activity even if it is not pleasant in itself. An example of identified regulation is the soccer player who does not like weight lifting but who nevertheless chooses to do it because she knows that building her strength will allow her to become a better player.

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.

**On the motivational Levels of the ISU Athletes****Table 11.****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.”



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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.

On the motivational Levels of the ISU Athletes**Table 12.****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.

**On the motivational Levels of the ISU Athletes****Table 13.****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 asking myself if I should continue doing it.	4.11	0.85	Agree	1
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



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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.

On the motivational Levels of the ISU Athletes**Table 14.****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	to	4.18	0.59	High	4
3.	Intrinsic Motivation to Experience Stimulation	to	4.19	0.59	High	3
4.	Extrinsic Motivation Identified	–	4.20	0.60	High	2
5.	Extrinsic Motivation	–	4.14	0.61	High	5



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Introjected Regulation
 6. Extrinsic Motivation – External 4.12 0.63 High 6

Regulation

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.

On the motivational Levels of the ISU Athletes

Table 15.

Descriptive Statistics for Levels of Motivation of ISU Athletes Compared by Sports Played

	Sports								
	Basketball			Volleyball			Track and Field		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
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



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Extrinsic Motivation - Introjected	4.12	.61	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	4.13	.536	Agree	4.10	.486	Agree	4.12	.502	Agree

Table 16 (Table 15 cont.)

	Sports								
	Futsal			Taekwondo			Sepak Takraw		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
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	4.39	.508	Agree	4.25	.485	Agree	4.17	.529	Agree

**Table 17 (Table 15 cont.)**

	Sports								
	Baseball			Beach Volleyball			Arnis		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
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	4.21	.506	Agree	4.26	.463	Agree	4.08	.486	Agree



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Table 18 (Table 15 cont.)

	Sports								
	Chess			Soccer			Dance Sport		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
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	4.02	.675	Agree	4.34	.426	Agree	4.28	.524	Agree



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Table 19 (Table 15 cont.)

	Sports								
	Badminton			Table Tennis			Lawn Tennis		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
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	4.08	.533	Agree	4.08	.578	Agree	4.14	.412	Agree

**Table 20 (Table 15 cont.)**

	Sports		Others
	Mean	SD	Qualitative Description
Intrinsic Motivation to Know	4.33	.675	Agree
Intrinsic Motivation to Accomplish	4.29	.589	Agree
Intrinsic Motivation to Experience Stimulation	4.20	.592	Agree
Extrinsic Motivation – Identified	4.25	.559	Agree
Extrinsic Motivation – Introjected	4.14	.617	Agree
Extrinsic Motivation - External Regulation	4.08	.681	Agree
Amotivation	3.91	.799	Agree
Levels of Motivation	4.17	.501	Agree

Table 15 to table 20 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, track 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.

On the Levels of Needs of ISU Athletes

Table 21.

Descriptive Summary of the Level of Needs of ISU Athletes in terms of Need for Competence

Need for Competence I play/practice my sport because:	Mean	SD	Verbal Interpretation	Rank
1. I am skilled at my sport.	4.22	0.80	Strongly Agree	1.5
2. I feel I am good at my sport.	4.16	0.80	Agree	11
3. I get opportunities to feel that I am good at sport.	4.18	0.77	Agree	8.5
4. I have the ability to perform well in my sport.	4.18	0.76	Agree	8.5
5. I can overcome challenges in my sport.	4.17	0.78	Agree	10
6. my coach makes sure that I really understand the goals of my athletic involvement and what I need to do.	4.19	0.78	Agree	6
7. my coach answers my questions fully and carefully.	4.19	0.74	Agree	6
8. my coach tries to understand how I see things before	4.20	0.75	Agree	4



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suggesting a new way to do things.				
9. my coach gives me opportunity in making choices with regard to the way I train.	4.21	0.74	Strongly Agree	3
10. I feel adequate because I am given opportunities to fulfill my potential.	4.19	0.74	Agree	6
11. I feel competent about my sport.	4.22	0.76	Strongly Agree	1.5
OVER ALL	4.19	0.56	High	

As can be seen from the table, the respondents “strongly agree” that they are skilled at their sports and competent about their sports, both with an obtained mean of 4.22. It can be seen from the said results that the respondents perceive that they are reasonably competent in their own sports activities. Moreover, they also “strongly agree” that their coach gives them opportunity in making choices with regard to the way they train, with a mean of 4.21. Thus, it can be inferred that coaches are giving greater liberty for students to choose how to play and how to do their sports activities.

On the other hand, the following are the four bottom-rated items by the respondents, although within the category of “agree”: I get opportunities to feel that I am good at sport (mean = 4.18); I have the ability to perform well in my sport (mean = 4.18); I can overcome challenges in my sport (mean = 4.17); and I feel I am good at my sport (mean = 4.16). This indicates that although the respondents feel that they are competent, they still have lower esteem level as regards overcoming challenges in order to perform well. Over-all, there is a “high” level of needs of ISU



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athletes as evident on the obtained mean of 4.19, indicating that the respondents felt “high” needs in competence among themselves.

This explains by Stone, Deci & Ryan explained (2010) that competence is the ability to believe that an athlete has achieved mastery in his or her area. According to these researchers many athletes who continue on to college look for a coach who they believe can increase their mastery of a particular sport and can guide them to the professional ranks.

On the Levels of Needs of ISU Athletes

Table 22.

Descriptive Summary of the Level of Needs of ISU Athletes in terms of Need for Connectedness

Need for Connectedness I play/practice my sport because:	Mean	SD	Verbal Interpretation	Rank
1. in my sport, I felt close to other people.	4.19	0.77	Agree	3
2. there are people in my sport who care about me.	4.17	0.77	Agree	7.5
3. in my sport, there are people whom I can trust.	4.18	0.76	Agree	5
4. in my sport, I really have a sense of wanting to be there.	4.18	0.77	Agree	5
5. I have a close relationship with people in my sport.	4.18	0.72	Agree	5
6. I show concern for others in my sport.	4.33	0.72	Strongly Agree	1
7. I feel I am involved in decision-making.	4.17	0.74	Agree	7.5
8. my coach listens to how I would like to do things.	4.20	0.75	Agree	2
OVERALL	4.20	0.56	High	



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The respondents perceive a “high” level of need for connectedness in their sports activities, as can be seen on the overall mean of 4.20. This indicates that connectedness is imperative in playing and practicing sports, according to the perceptions the respondents.

Going to specific statements, the respondents “strongly agree” that they play or practice sport to show concern for others as seen on the obtained mean of 4.33. This indicates that the respondents demonstrates empathy whenever they play or practice their sports activities. Further, respondents also perceive that their coach listens to how they would like to do things (mean = 4.20) and they felt close to people (mean = 4.19).

On the other hand, the following items registered the lowest means: I feel I am involved in decision making (mean = 4.17), and there are people in my sport who care about me (mean = 4.17). This implies that the indicators “involvement in decision making” and “caring of other people” are the most missing factors in the need of connectedness.

On the Levels of Needs of ISU Athletes**Table 23.****Descriptive Summary of the Level of Needs of ISU Athletes in terms of Need for Autonomy.**

Need for Autonomy I play/practice my sport because:	Mean	SD	Verbal Interpretation	Rank
1. in my sport, I get opportunities to make choices.	4.19	0.72	Agree	6
2. in my sport, I feel I am pursuing goals that are my own.	4.21	0.75	Strongly Agree	2.5
3. in my sport, I have to say in how things are done.	4.15	0.76	Agree	10
4. I feel I participate in my sport	4.20	0.74	Agree	4



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willingly				
5. in my sport, I can take part in the decision making process.	4.18	0.74	Agree	8.5
6. in my sport, I get opportunities to make decisions.	4.18	0.75	Agree	8.5
7. in my sport, I feel I am doing what I want to be doing.	4.21	0.75	Strongly Agree	2.5
8. in my sport, I feel that I am being forced to do things that I don't want to do.	4.06	0.89	Agree	11
9. I choose to participate in my sport according to my own free will.	4.19	0.76	Agree	6
10. I feel that my coach provides me with choices and options.	4.23	0.76	Strongly Agree	1
11. my coach encourages me to ask questions.	4.19	0.73	Agree	6
OVER ALL	4.18	0.55	High	

In general, there is a “high” level of need for autonomy by the respondents whenever they play or practice their respective sports. This is shown from the obtained overall mean of 4.18.

In particular, the respondents “strongly agree” on the following indicators of need for autonomy: I feel that my coach provides me with choices and options (mean = 4.23); in my sports, I feel I am pursuing goals that are my own (mean = 4.21); and in my sport, I feel I am doing what I want to be doing (mean = 4.21).

On the other hand, the respondents least rated the following statements regarding autonomy: in my sport, I have to say in how things are done (mean = 4.15); and in my sports, I feel that I am being forced to do things that I don't want to do (mean = 4.06). These indicate that respondents enjoy a reasonable extent of autonomy in playing or practicing that is they are not forced to do things.



As defined by Friedman & Ebrary (2003), autonomy is the feeling that an athlete controls everything in his world at any given moment. Deci, et.al (2001) said that autonomy for an athlete deals with their social life, their school work and basically everything that is covered by the team's schedule. Taking into the road and allowing the athletes to do what they please on the off time is one example of how you can make their mindset better once it is time to concentrate on the competition.

Table 24.

On the Levels of Needs of ISU Athletes

Descriptive Summary of the Level of Needs of ISU Athletes

Needs	Mean	SD	Verbal Interpretation	Rank
1. Need for Competence	4.19	0.56	High	2
2. Need for Connectedness	4.20	0.56	High	1
3. Need for Autonomy	4.18	0.55	High	3
OVER ALL	4.19	0.53	High	

The table above summarizes the level of needs of the respondents with respect to need for competence, need for connectedness, and need for autonomy. Generally, the respondents perceived a “high” level of needs as shown by the obtained mean of 4.19 which is within the category of “high” using the scale of interpretation provided in this particular study. Moreover, the specific needs of the said respondents are also within the category of “high”. The need for connectedness obtained a mean of 4.20, the need for competence at 4.19 and the need for autonomy at 4.18. Therefore, each of the specific needs obtained a mean close to each other.



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This is because all these needs belong to basic psychological needs which are highly needed by every athlete. According to Deci and Ryan (1985), Ryan and Deci, (2000) and Coleman (2000) as cited by Bedir (2017), it is accepted that basic psychological needs (connectedness, autonomy and relatedness) are universal. He further cited Ryan and Deci (2000), Andersen (2000) that satisfying these needs are necessary for individuals' growing up, being socialized, development, mental health and wellness; that according to Yarkin (2014) when the three basic psychological needs required for healthy development of individual are provided they will contribute for his strong-willed and of good quality motivation, durability of activity, increasing performance, stability and creativity. Fulfilment of these psychological needs can lead to cognitive, affective and behavioral outcomes in P.E. (Ntoumanis & Standage, 2009). Failure to address these needs may lead to decrease motivation and experience of ill being or boredom (Ryan & Deci, 2000).

Table 23.**On the Levels of Needs of ISU Athletes****Descriptive Statistics for Levels of Needs of ISU Athletes Compared by Sports they Play**

	Sports								
	Basketball			Volleyball			Track and Field		
	Mean	SD	Qualitati ve Descript ion	Mean	SD	Qualitati ve Descript ion	Mean	SD	Qualitati ve Descript ion
Need for Competence	4.16	.558	Agree	4.10	.560	Agree	4.18	.518	Agree



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Need for Connectedness	4.18	.546	Agree	4.10	.562	Agree	4.25	.494	Agree
Need for Autonomy	4.16	.534	Agree	4.08	.530	Agree	4.20	.526	Agree
Levels of Needs	4.17	.515	Agree	4.09	.522	Agree	4.21	.487	Agree

Table 24 (Table 23 cont.)

	Sports								
	Futsal			Taekwondo			Sepak Takraw		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
Need for Competence	4.32	.521	Agree	4.23	.612	Agree	4.25	.546	Agree
Need for Connectedness	4.39	.521	Agree	4.22	.534	Agree	4.26	.504	Agree
Need for Autonomy	4.35	.525	Agree	4.25	.496	Agree	4.24	.498	Agree
Levels of Needs	4.35	.488	Agree	4.23	.506	Agree	4.25	.495	Agree



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Table 25 (Table 23 cont.)

	Sports								
	Baseball			Beach Volleyball			Arnis		
	Mean	SD	Qualitati ve Descripti on	Mean	SD	Qualitati ve Descript ion	Mean	SD	Qualitati ve Descript ion
Need for Competence	4.22	.567	Agree	4.34	.430	Agree	4.27	.512	Agree
Need for Connectedness	4.20	.557	Agree	4.38	.446	Agree	4.17	.475	Agree
Need for Autonomy	4.15	.607	Agree	4.33	.368	Agree	4.18	.466	Agree
Levels of Needs	4.19	.558	Agree	4.35	.389	Agree	4.21	.445	Agree

Table 26 (Table 23 cont.)

	Sports								
	Chess			Soccer			Dance Sport		
	Mean	SD	Qualitati ve Descripti on	Mean	SD	Qualitati ve Descript ion	Mean	SD	Qualitati ve Descript ion
Need for Competence	4.10	.547	Agree	4.39	.493	Agree	4.37	.478	Agree
Need for Connectedness	4.10	.589	Agree	4.35	.464	Agree	4.36	.534	Agree
Need for Autonomy	4.06	.593	Agree	4.38	.495	Agree	4.32	.530	Agree
Levels of Needs	4.09	.544	Agree	4.37	.469	Agree	4.35	.500	Agree

**Table 27 (Table 23 cont.)**

	Sports								
	Badminton			Table Tennis			Lawn Tennis		
	Mean	SD	Qualitati ve Descripti on	Mean	SD	Qualitati ve Descript ion	Mean	SD	Qualitati ve Descript ion
Need for Competence	4.13	.537	Agree	4.07	.596	Agree	4.18	.544	Agree
Need for Connectedness	4.16	.537	Agree	4.06	.656	Agree	4.21	.563	Agree
Need for Autonomy	4.14	.532	Agree	4.11	.624	Agree	4.24	.523	Agree
Levels of Needs	4.15	.511	Agree	4.08	.600	Agree	4.21	.489	Agree

Table 28 (Table 23 cont.)

	Sports		
	Others		
	Mean	SD	Qualitative Description
Need for Competence	4.19	.540	Agree
Need for Connectedness	4.22	.527	Agree
Need for Autonomy	4.17	.521	Agree
Levels of Needs	4.19	.499	Agree



The tables above show the descriptive statistics for levels of needs of the respondents compared by the sports they play. Results revealed that soccer players have the highest level of needs ($M=4.38$, $SD=.47$) while table tennis players have the lowest ($M=4.08$, $SD=.60$).

Dance sports, futsal and beach volley ball players with a mean of 4.35, sepak takraw players with a mean of 4.25, taekwondo players with a mean of 4.23, arnis, track and field and lawn tennis players with a mean of 4.21, baseball and other players with a mean of 4.19, basketball players with a mean of 4.17, badminton players with a mean of 4.15, volleyball and chess players with a mean of 4.09.

As to the specific need of athletes per sports played, basketball, track and field, futsal, Sepak takraw, beach volleyball, chess, badminton and other players have a need of connectedness while volleyball, baseball, soccer, Arnis and dance sports players have a need of competence. On the other hand, taekwondo and table tennis players have a need of autonomy.

*CITATION OF STUDIES (CONCEPTS, THEORY, STUDIES TO BACK UP THE RESULT)

Table 29.

On the Levels of Satisfaction of ISU Athletes

Descriptive Summary of the Level of Satisfaction of ISU Athletes to their Coach

Satisfaction to Coach	Mean	SD	Verbal Interpretation	Rank
1. Relationship between the coach and the star athlete.	4.21	0.80	Strongly Agree	2



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2. The coach's choice of plays during competitions.	4.17	0.74	Agree	5
3. The level of considering athlete's idea about the game strategies.	4.22	0.74	Strongly Agree	1
4. The tactics used during games.	4.20	0.75	Agree	3.5
5. How the coach reads the game and makes adjustments during competitions.	4.20	0.80	Agree	3.5
OVER ALL	4.21	0.64	Very High	

As gleaned from the table, the respondents have “very high” level of satisfaction to their coach as evident on the obtained mean of 4.21. This means that the respondents have very high approval level as to the ways and means of how their respective coaches manage and supervise their sports.

The respondents “strongly agree” on the following statements: the level of considering athlete's idea about the game strategies (mean = 4.22) and relationship between the coach and star athlete (mean = 4.21). It can be inferred from the results that there is a healthy relationship between the coach and the athletes.

The respondents “agree” on the following indicators of satisfaction to coach: how the coach reads the game and makes adjustment (mean = 4.20); the tactics used during games (mean = 4.20); and the coach's choice of plays during competition (mean = 4.17). These indicate of the recognition of the capability and competence of the coach in managing their players.

In the study of Baker, Yardley and Cote (2003), they stated that coaches can have a profound impact on the life of the athletes, regardless of their levels of sports



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involvement. They further said that previous researches have examined the relationships among coaches' behaviors and satisfaction in many cohorts including different sports groups and these studies have effectively indicated that behaviors demonstrated by the coach are important determinants of athletes' satisfaction.

According to Brian Mackenzie (2003), coaches motivate the athlete wish, provide them effective training and improve athlete performance, however, Asiah and Rosli (2008) stated that they can also become the main source of stress, burnout, demotivation, dissatisfaction, and poor performance in sports.

Table 30.**On the Levels of Satisfaction of ISU Athletes****Descriptive Summary of the Level of Satisfaction of ISU Athletes To Team Performance**

Satisfaction to Team Performance	Mean	SD	Verbal Interpretation	Rank
1. The manner in which my sports skills are employed.	4.20	0.76	Agree	3
2. The level to which my sports skills are employed.	4.16	0.75	Agree	4.5
3. The teams win/lose record for the year.	4.15	0.77	Agree	6
4. The extent to which the team is meeting its goals for the year.	4.16	0.77	Agree	4.5
5. Eliminating the failure that can affect the team performance.	4.14	0.78	Agree	7
6. The level of taking precautions to reach the team to the highest performance.	4.21	0.76	Strongly Agree	2
7. The level of giving opportunity to the athlete to show multidimensional performances in games.	4.23	0.76	Strongly Agree	1
OVER ALL	4.18	0.62	High	



The result shows that the respondents are highly satisfied with the overall performance of their team in a team sport as shown on the overall mean of 4.18 which means “high” level of satisfaction.

Specifically, the respondents “strongly agree on the following statements: the level of giving opportunity to the athlete to show multidimensional performances in games with mean equals 4.23, and the level of taking precautions to the team to the highest performance, with mean equals to 4.21. These statements sufficiently reveal that the respondents perceive that they are given opportunities to show their extraordinary talents and a team and that they are precaution in putting the team to highest pefromanaces.

On the other hand, the respondents rated “agree” to the other five statements under satisfaction to team performance. The bottom rank statement “eliminating the failure that can affect the team performance” with a mean of 4.14 indicates that failure is not so much fairly discussed in the team agenda.

According to the study Macatangay (2010), team performance is usually with student-athlete’s level of motivation and satisfaction. She further explained that a highly motivated team is more likely to fare better during the competitions. As a consequence universities that have won in consecutive championships encourage the student-athletes who have a high level of sports commitment.

**Table 31.****On the Levels of Satisfaction of ISU Athletes****Descriptive Summary of the Level of Satisfaction of ISU Athletes to Teammates**

Satisfaction to Team Mates	Mean	SD	Verbal Interpretation	Rank
1. The degree to which my role on the team matches my preferred role.	4.17	0.77	Agree	4
2. The level of the athlete's cooperation with each other and commitment to each other.	4.32	0.73	Strongly Agree	1
3. The level of all athletes to hide teammates' weakness or mistakes.	4.18	0.76	Agree	3
4. The helping level of the athlete to ease the adaptation of the new joining athlete.	4.21	.76	Strongly Agree	2
OVER ALL	4.22	0.61	Very High	

With respect to the level of satisfaction to team mates, the respondents rated a “very high” level of satisfaction with as obtained mean of 4.22. The result reveals that the respondents are very highly satisfied with the way they interact among their teammates in their team sports activities.

The respondents “strongly agree” that they have satisfaction to the level of the athlete's cooperation with each other and commitment to each other, as evident on the mean of 4.32. and on the helping level of the athlete to ease the adaptation of the new joining athlete. They welcome the new accommodating and welcoming to any new joining athlete in their sports activities.



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On the other hand, the respondents “agree” on the following indicators of satisfaction to team mates: the level of all athletes to hide teammates’ weaknesses or mistakes with a mean of 4.18, and the degree to which role on the team matches preferred role with mean equals 4.17.

Asiah and Rosli (2008) stated that the athlete in sport teams are satisfied with their teammates sense of fair play, sportsmanlike behavior, teamwork, and they share the same goals.

Table 32.**On the Levels of Satisfaction of ISU Athletes****Descriptive Summary of the Level of Satisfaction of ISU Athletes To ISU Sports Program**

Satisfaction to ISU Sports Programs	Mean	SD	Verbal Interpretation	Rank
1. There is a sufficient materials financial and other support of the school for the athletes.	4.15	0.81	Agree	4
2. Strict implementation of the ISU sports program.	4.16	0.77	Agree	3
3. Manner of selecting athletes, coaches, and advisers.	4.17	0.76	Agree	2
4. Incentive, scholarship and other rewards of the University is given to the qualified athletes.	4.18	0.83	Agree	1
OVER ALL	4.16	0.68	High	

As regards satisfaction to ISU sports programs, the respondents have “high” level of satisfaction as implied by the obtained mean of 4.16. This result shows that the



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respondents are highly satisfied with the way sports programs in the university have been crafted, formed, and established.

The respondents “agree” to the statement: incentive, scholarship and other rewards of the University is given to qualified athletes with a mean of 4.18. This shows that the respondents are satisfied with the incentive programs of the University to qualified athletes.

The respondents also “agree” that they are highly satisfied to the manner of selecting athletes, coaches, and advisers with a mean of 4.17. This means that the respondents have confidence on the competence and capabilities of their coaches, advisers, and their fellow athletes.

Chelladurai and Riemer (2007) stated that athlete satisfaction prove to be the ultimate measure of organizational effectiveness of an athletic program based on the unique features of athletics.

Table 33.

On the Levels of Satisfaction of ISU Athletes

Descriptive Summary of the Level of Satisfaction of ISU Athletes

Satisfaction	Mean	SD	Verbal Interpretation	Rank
1. Coach	4.21	0.64	Very High	2
2. Team Performance	4.18	0.62	High	3
3. Teammates	4.22	0.61	Very High	1
4. ISU Sports Program	4.16	0.68	High	4
OVER ALL	4.19	0.55	High	



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The overall mean of 4.19 indicates a “high” level of satisfaction, of the respondents being student-athletes of the Isabela State University.

The respondents gave the highest level of satisfaction to their teammates, with a mean of 4.22, which indicates that the respondents are very much satisfied as to the cohesiveness and bond of the group.

The respondents are also very highly satisfied to their coaches which implies that their coaches are competent and supportive to their respective players.

The respondents rated “high” level of satisfaction on the following components: team performance with a mean of 4.18, and ISU sports program with a mean of 4.16. The lowest level of satisfaction to ISU sports program.

In the study of Samah, et.al. (2015) on the investigation of athletes’ satisfaction towards teammates and its relationship with athletes’ intrinsic motivation, findings revealed that the majority of the respondents have high level on athlete’s satisfaction on teammates with 75.5%. The result of the study indicated that there is a significant relationship on athletes’ satisfaction on teammates towards intrinsic motivation.

**Table 34.****On the Levels of Satisfaction of ISU Athletes****Descriptive Statistics for Levels of Satisfaction of ISU Athletes Compare by Sports they Play**

	Sports								
	Basketball			Volleyball			Track and Field		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
Satisfaction to their Coach	4.18	.626	Satisfied	4.10	.602	Satisfied	4.30	.585	Satisfied
Satisfaction to Team Performance	4.15	.617	Satisfied	4.05	.619	Satisfied	4.18	.586	Satisfied
Satisfaction to Teammates	4.19	.640	Satisfied	4.14	.577	Satisfied	4.23	.544	Satisfied
Satisfaction to ISU Sports Program	4.11	.714	Satisfied	4.08	.673	Satisfied	4.12	.664	Satisfied
Levels of Satisfaction	4.16	.556	Satisfied	4.09	.524	Satisfied	4.20	.524	Satisfied

Table 35 (Table 34 cont.)

	Sports								
	Footsal			Taekwondo			Sepak Takraw		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
Satisfaction to their Coach	4.23	.763	Satisfied	4.36	.584	Satisfied	4.40	.559	Satisfied



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Satisfaction to Team Performance	4.30	.719	Satisfied	4.30	.559	Satisfied	4.34	.560	Satisfied
Satisfaction to Teammates	4.37	.592	Satisfied	4.25	.704	Satisfied	4.29	.620	Satisfied
Satisfaction to ISU Sports Program	4.41	.625	Satisfied	4.28	.630	Satisfied	4.31	.624	Satisfied
Levels of Satisfaction	4.33	.615	Satisfied	4.30	.554	Satisfied	4.33	.471	Satisfied

Table 36 (Table 34 cont.)

	Sports								
	Baseball			Beach Volleyball			Arnis		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
Satisfaction to their Coach	4.17	.701	Satisfied	4.40	.495	Satisfied	4.24	.599	Satisfied
Satisfaction to Team Performance	4.11	.656	Satisfied	4.29	.439	Satisfied	4.18	.520	Satisfied
Satisfaction to Teammates	4.22	.532	Satisfied	4.21	.673	Satisfied	4.29	.461	Satisfied
Satisfaction to ISU Sports Program	4.22	.694	Satisfied	4.02	.539	Satisfied	4.28	.541	Satisfied
Levels of Satisfaction	4.18	.507	Satisfied	4.23	.450	Satisfied	4.25	.416	Satisfied



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Table 37 (Table 34 cont.)

	Sports								
	Chess			Soccer			Dance Sport		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
Satisfaction to their Coach	4.17	.661	Satisfied	4.37	.531	Satisfied	4.30	.530	Satisfied
Satisfaction to Team Performance	4.12	.591	Satisfied	4.41	.551	Satisfied	4.22	.605	Satisfied
Satisfaction to Teammates	4.17	.574	Satisfied	4.42	.509	Satisfied	4.26	.595	Satisfied
Satisfaction to ISU Sports Program	4.05	.651	Satisfied	4.39	.583	Satisfied	4.25	.571	Satisfied
Levels of Satisfaction	4.13	.539	Satisfied	4.40	.452	Satisfied	4.26	.517	Satisfied

Table 38 (Table 34 cont.)

	Sports								
	Badminton			Table Tennis			Lawn Tennis		
	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
Satisfaction to their Coach	4.14	.642	Satisfied	4.24	.685	Satisfied	4.34	.564	Satisfied
Satisfaction to Team Performance	4.19	.561	Satisfied	4.12	.661	Satisfied	4.24	.501	Satisfied
Satisfaction to Teammates	4.20	.620	Satisfied	4.17	.670	Satisfied	4.30	.379	Satisfied
Satisfaction to ISU Sports Program	4.14	.646	Satisfied	4.15	.636	Satisfied	4.12	.836	Satisfied



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Levels of Satisfaction	4.17	.534	Satisfied	4.17	.593	Satisfied	4.25	.443	Satisfied
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Table 39 (Table 34 cont.)

	Sports		
	Others		
	Mean	SD	Qualitative Description
Satisfaction to their Coach	4.16	.754	Satisfied
Satisfaction to Team Performance	4.14	.724	Satisfied
Satisfaction to Teammates	4.17	.637	Satisfied
Satisfaction to ISU Sports Program	4.03	.742	Satisfied
Levels of Satisfaction	4.13	.599	Satisfied

The tables above show the levels of satisfaction of ISU athletes on the by the sports they play. The chart is arranged in descending manner. Soccer players have the highest level of satisfaction ($M=4.40$, $SD=.45$), futsal and sepak takraw players with a mean of 4.33, taekwondo players with a mean of 4.30, dance sports players with a mean of 4.26, lawn tennis players with a mean of 4.25, track and field athletes with a mean of 4.20, badminton and table tennis players with a mean of 4.17, respectively, basketball players with a mean of 4.16, chess and other players with a mean of 4.13 and Volleyball players with a mean of 4.10.



Basketball, volleyball, chess, badminton and other players are more satisfied to their teammates, track and field, taekwondo, dance sports, table tennis and lawn tennis are more satisfied to their coach, On the other hand, sepak takraw players are more satisfied with the team performance, and futsal and soccer players are more satisfied with the ISU sports program.

Table 40.**On the Motivational Levels of ISU Athletes****T-test Table on the Motivational Levels of ISU Athletes When Grouped According to Sex**

Motivation	Group	Mean	t-value	p-value
Intrinsic Motivation to Know	Male	4.24	0.827	0.408
	Female	4.21		
Intrinsic Motivation to Accomplish	Male	4.20	1.033	0.302
	Female	4.17		
Intrinsic Motivation to Experience Stimulation	Male	4.21	0.745	0.457
	Female	4.18		
Extrinsic Motivation – Identified	Male	4.20	0.172	0.863
	Female	4.20		
Extrinsic Motivation – Introjected	Male	4.15	0.377	0.706
	Female	4.13		
Extrinsic Motivation – External Regulation	Male	4.13	0.292	0.770
	Female	4.12		
Amotivation	Male	4.06	1.815	0.070
	Female	3.99		
Intrinsic Motivation	Male	4.22	0.985	0.335
	Female	4.19		
Extrinsic Motivation	Male	4.16	0.311	0.756
	Female	4.15		
OVER ALL	Male	4.17	0.911	0.362
	Female	4.14		



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To find out whether there is a significant difference on the motivational levels of the ISU athletes when grouped according to sex, the data were subjected to an independent samples t-test. The result yielded an over-all t-value of 0.911, or an equivalent p-value of 0.362 which is higher than the significant value of 0.05. The null hypothesis is accepted.

It can be concluded that no significant difference exists on the motivational levels of the athletes when grouped according to sex. This shows that same level of motivation can be found among the athletes, irrespective of their sexes.

A similar conclusion can be made when the intrinsic, extrinsic, and amotivation levels of the athletes are compared with respect to sex. Male and female respondents have the same levels of intrinsic and extrinsic motivation and as amotivation.

However, in the study of Amorse and Horn (2000) revealed that male athletes had higher intrinsic motivation than female athletes.

Table 41.

On the Motivational Levels of ISU Athletes

One-Way Analysis Table of the Motivational Levels of ISU Athletes when Grouped According to Age

Motivation	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Intrinsic Motivation to Know	Between Groups	1.026	2	0.513	1.522	0.219
	Within Groups	437.653	1298	0.337		
	Total	438.679	1300			
Intrinsic Motivation to Accomplish	Between Groups	0.530	2	0.265	0.754	0.471
	Within Groups	455.823	1298	0.351		
Intrinsic Motivation to Accomplish	Total	456.353	1300		0.676	0.509
	Between Groups	0.475	2	0.238		



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Motivation to Experience Stimulation	Within Groups	455.793	1298	0.351		
	Total	456.267	1300			
Extrinsic Motivation – Identified	Between Groups	2.852	2	1.426	3.957	0.019*
	Within Groups	467.820	1298	0.360		
	Total	470.672	1300			
Extrinsic Motivation – Introjected	Between Groups	1.630	2	0.815	2.209	0.110
	Within Groups	478.964	1298	0.369		
	Total	480.594	1300			
Extrinsic Motivation – External Regulation	Between Groups	1.897	2	0.949	2.363	0.095
	Within Groups	520.989	1298	0.401		
	Total	522.886	1300			
Amotivation	Between Groups	0.820	2	0.410	0.820	0.441
	Within Groups	648.951	1298	0.500		
	Total	649.771	1300			
Intrinsic Motivation	Between Groups	0.644	2	0.322	1.142	0.320
	Within Groups	366.220	1298	0.282		
	Total	366.864	1300			
Extrinsic Motivation	Between Groups	2.092	2	1.046	3.426	0.033*
	Within Groups	396.250	1298	0.305		
	Total	398.342	1300			
OVER ALL	Between Groups	1.099	2	0.549	2.023	0.133
	Within Groups	352.552	1298	0.272		
	Total	353.650	1300			

Scheffe Computation

Motivation	Group	Mean	p-value
Extrinsic Motivation – Identified	18 – 20 years old	4.22	0.034*
	21 – above	4.09	

When grouped according to age, there is no significant difference among the motivational levels of the ISU athletes. This is evident on the obtained overall F-ratio of 2.023, which is equivalent to the p-value of 0.133. The null hypothesis is therefore accepted.



However, there is a significant difference on the extrinsic motivation levels of the respondents when grouped according to age. The computed F-value of 3.957 and corresponding p-value of 0.019, indicate the significant difference. Using the Scheffe method as a means of post-hoc analysis, the computation reveals that significant difference lies between the level of extrinsic motivation – identified of athletes who are 18 – 20 years old and those who are 21 years old and above. An analysis of the Scheffe implies that those who are 18 – 20 years old have higher level of extrinsic motivation identified than those who are 21 years old and above. Thus, older athletes tend to have lower level of extrinsic motivation identified than their younger counterparts.

The study Wang and Biddle (2001), revealed that ages 12-15 years old were not motivated to engage in physical activity and sports because youth are more sedentary as new technologies become more widely available.

Table 42.

On the Motivational Levels of ISU Athletes

One-Way Analysis Table of the Motivational Levels 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	17.478	8	2.185	6.701	0.000*
	Within Groups	421.201	1292	0.326		
	Total	436.679	1300			
Intrinsic Motivation to Accomplish	Between Groups	21.480	8	2.685	7.977	0.000*
	Within Groups	434.872	1292	0.337		
	Total	456.353	1300			
Intrinsic Motivation	Between Groups	10.477	8	1.310	3.796	0.000*
Motivation to Experience	Within Groups	445.790	1292	0.345		
	Total	456.267	1300			



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Stimulation							
Extrinsic	Between Groups	20.384	8	2.548	7.311	0.000*	
Motivation	Within Groups	450.288	1292	0.349			
Identified	Total	470.672	1300				
Extrinsic	Between Groups	13.281	8	1.660	4.590	0.000*	
Motivation	Within Groups	467.313	1292	0.362			
Introjected	Total	480.594	1300				
Extrinsic	Between Groups	14.321	8	1.901	4.548	0.000*	
Motivation	Within Groups	508.565	1292	0.297			
External	Total	522.886	1300				
Regulation							
Amotivation	Between Groups	23.202	8	2.900	5.980	0.000*	
	Within Groups	626.569	1292	0.485			
	Total	649.771	1300				
Intrinsic	Between Groups	15.817	8	1.977	7.276	0.000*	
Motivation	Within Groups	351.047	1292	0.272			
	Total	366.864	1300				
Extrinsic	Between Groups	15.205	8	1.901	6.409	0.000*	
Motivation	Within Groups	383.136	1292	0.297			
	Total	398.342	1300				
OVER ALL	Between Groups	14.990	8	1.874	7.149	0.000*	
	Within Groups	338.660	1292	0.262			
	Total	353.650	1300				

Scheffe Computation

Motivation		Group	Mean	p-value
Intrinsic		Cauayan/Echague	4.41 / 4.14	0.000*
Motivation	to	Cauayan / Cabagan	4.41 / 4.21	0.014*
Know		Cauayan/San Mateo	4.41 / 4.02	0.025*
		Cauayan/Roxas	4.41 / 4.11	0.000*
Intrinsic		Cauayan/Echague	4.38 / 4.14	0.006*
Motivation	to	Cauayan/Cabagan	4.38 / 4.12	0.000*
Accomplish		Cauayan/San Mateo	4.38 / 3.92	0.004*
		Cauayan/Roxas	4.38 / 4.03	0.000*
Intrinsic		Cauayan/Roxas	4.32 / 4.06	0.027*
Motivation	to			
Experience				
Stimulation				
Extrinsic		Cauayan/Cabagan	4.38 / 4.15	0.006*
Motivation –		Cauayan/San Mateo	4.38 / 3.95	0.012*
Identified		Cauayan/Ilagan	4.38 / 3.95	0.028*
		Cauayan/Roxas	4.38 / 4.07	0.000*



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Extrinsic Motivation	Angadanan/Roxas	4.32 / 4.02	0.027*
External Regulation			
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*
	Roxas / Cauayan	4.03 / 4.28	0.005*
Extrinsic Motivation	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 43.

On the Motivational Levels of ISU Athletes

One-Way Analysis Table of the Motivational Levels of ISU Athletes when Grouped According to Economic Background

Motivation	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Intrinsic Motivation to Know Intrinsic	Between Groups	0.954	5	0.193	0.571	0.723
	Within Groups	437.714	1295	0.338		
	Total	438.679	1300			
Intrinsic	Between Groups	4.040	5	0.808	2.313	0.092



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Motivation to Accomplish	Within Groups	452.313	1295	0.349		
	Total	456.353	1300			
Intrinsic Motivation	Between Groups	3.221	5	0.644	1.841	0.102
	Within Groups	453.046	1295	0.350		
	Total	456.267	1300			
Experience Stimulation	Between Groups	2.855	5	0.591	1.636	0.147
	Within Groups	467.717	1295	0.361		
	Total	470.672	1300			
Extrinsic Motivation – Identified	Between Groups	2.374	5	0.475	1.286	0.267
	Within Groups	478.220	1295	0.369		
	Total	480.594	1300			
Introjected	Between Groups	1.947	5	0.389	0.968	0.436
	Within Groups	520.940	1295	0.402		
	Total	522.886	1300			
Regulation	Between Groups	2.090	5	0.418	0.836	0.524
	Within Groups	647.681	1295	0.500		
	Total	649.771	1300			
Intrinsic Motivation	Between Groups	2.233	5	0.447	1.586	0.161
	Within Groups	364.630	1295	0.282		
	Total	366.864	1300			
Extrinsic Motivation	Between Groups	2.220	5	0.444	1.452	0.203
	Within Groups	396.122	1295	0.306		
	Total	398.342	1300			
OVER ALL	Between Groups	1.735	5	0.347	1.277	0.271
	Within Groups	351.915	1295	0.272		
	Total	353.650	1300			

The overall levels of motivation of the respondents do not significantly differ from one another when grouped according to monthly family income. This is shown by the F-value of 1.277 and a p-value of 0.271. Since the p-value is not lower than the significance value of 0.05, the null hypothesis is accepted. This means that no matter what the monthly family income does not affect levels of motivation.

This is also true to each of the specific types of motivational level as shown on the respective F-values and p-values above. Thus no significant difference can be seen from the levels of motivation of the ISU athletes when grouped according to monthly family



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income as seen on the following values: intrinsic motivation to know ($F = 0.571$, $p = 0.723$); intrinsic motivation to accomplish ($F = 2.313$, $p = 0.092$); intrinsic motivation to experience stimulation ($F = 1.841$, $p = 0.102$); extrinsic motivation – identified ($F = 1.636$; $p = 0.147$); extrinsic motivation – introjected ($F = 1.286$, $p = 0.267$); extrinsic motivation – external regulation ($F = 0.968$, $p = 0.436$); amotivation ($F = 0.836$, $p = 0.524$); intrinsic motivation ($F = 1.586$, $p = 0.161$); and extrinsic motivation ($F = 1.452$, $p = 0.203$).

Although the above-mentioned results showed significant difference on the motivation and income of athletes, Rintagu (2004) stated in his study that there was an evident influence of socio-economic status on the participation of sports among university athletes. As such, the level of motivation to participate in sports by the athletes may vary according to their income.

Table 44.

On the Motivational Levels of ISU Athletes

One-Way Analysis Table of the Motivational Levels of ISU Athletes when Grouped According to Years of Practicing

Motivation	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Intrinsic	Between Groups	1.133	3	0.378	1.120	0.340



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Motivation to Know	Within Groups	437.546	1297	0.337		
	Total	438.679	1300			
Intrinsic Motivation to Accomplish	Between Groups	2.328	3	0.776	2.217	0.084
	Within Groups	454.025	1297	0.350		
	Total	456.353	1300			
Intrinsic Motivation to Experience Stimulation	Between Groups	2.309	3	0.770	2.128	0.095
	Within Groups	453.957	1297	0.350		
	Total	456.267	1300			
Extrinsic Motivation – Identified	Between Groups	3.892	3	1.297	3.605	0.013*
	Within Groups	466.780	1297	0.360		
	Total	470.672	1300			
Extrinsic Motivation – Introjected	Between Groups	2.466	3	0.822	2.230	0.083
	Within Groups	478.128	1297	0.369		
	Total	480.594	1300			
Extrinsic Motivation – External Regulation	Between Groups	2.618	3	0.873	2.176	0.089
	Within Groups	520.268	1297	0.401		
	Total	522.886	1300			
Amotivation	Between Groups	5.922	3	1.974	2.794	0.008*
	Within Groups	643.849	1297	0.496		
	Total	649.771	1300			
Intrinsic Motivation	Between Groups	1.797	3	0.599	2.128	0.095
	Within Groups	365.067	1297	0.281		
	Total	366.864	1300			
Extrinsic Motivation	Between Groups	2.802	3	0.934	3.062	0.027*
	Within Groups	395.540	1297	0.305		
	Total	398.342	1300			
OVER ALL	Between Groups	2.488	3	0.829	3.063	0.027*
	Within Groups	351.162	1297	0.271		
	Total	353.650	1300			

Scheffe Computation

Motivation	Group	Mean	p-value
Amotivation	5 – 7 years / 0 – 1 year	3.77 / 4.03	0.019*
	5 – 7 years / 2 – 4 years	3.77 / 4.08	0.009*



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When grouped according to years of practicing, there is a significant difference on

the motivational levels of the ISU athletes as can be gleaned on the obtained F-value of 3.063 and a p-value of 0.027. This means that the motivational levels of the athletes differ significantly as the number of years that they spend in practicing their respective sports field progress. Using the Scheffe analysis, this significant difference can be seen on the level of amotivation of the ISU athletes as earlier pointed out by the F-value of 2.794 and a p-value of 0.008. It can be said that those who have been practicing their sports activities for 5 – 7 years have lower amotivational level than those who have only been practicing in the said sports activities for 0 – 1 year or for 2 – 4 years. The result seems to suggest that the level of amotivation of the athletes significantly decreases as they spend more and more time, in years, in practicing their chosen field of sports.

This is supported by the study of Rintagu (2204) where he revealed that majority of the athletes did not participate in sports while in primary school while they may start participating sports in secondary school.

Table 45.

On the Motivational Levels of ISU Athletes

One-Way Analysis Table of the Motivational Levels of ISU Athletes when Grouped According to Level of Sports Competition

Motivation	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Intrinsic Motivation to Know	Between Groups	11.263	3	3.754	11.392	0.000*
	Within Groups	427.416	1297	0.330		
	Total	438.679	1300			
Intrinsic Motivation to Accomplish	Between Groups	14.386	3	4.795	14.073	0.000*
	Within Groups	441.966	1297	0.341		
	Total	456.353	1300			
Intrinsic	Between Groups	10.937	3	3.646	10.618	0.000*



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Motivation to		445.339	1297	0.343				
Experience		456.627	1300					
Stimulation								
Extrinsic	Between Groups	9.840	3	3.280	9.232	0.000*		
Motivation –	Within Groups	460.832	1297	0.355				
Identified	Total	470.672	1300					
Extrinsic	Between Groups	12.158	3	4.053	11.221	0.000*		
Motivation –	Within Groups	468.436	1297	0.361				
Introjected	Total	480.594	1300					
Extrinsic	Between Groups	22.329	3	7.443	19.286	0.000*		
Motivation –	Within Groups	500.557	1297	0.386				
External	Total	522.886	1300					
Regulation								
Amotivation	Between Groups	17.686	3	5.895	12.097	0.000*		
	Within Groups	632.085	1297	0.487				
	Total	649.771	1300					
Intrinsic	Between Groups	11.802	3	3.934	14.370	0.000*		
Motivation	Within Groups	355.062	1297	0.274				
	Total	366.864	1300					
Extrinsic	Between Groups	14.041	3	4.680	15.795	0.000*		
Motivation	Within Groups	384.301	1297	0.296				
	Total	398.342	1300					
OVER ALL	Between Groups	13.356	3	4.452	16.968	0.000*		
	Within Groups	340.295	1297	0.262				
	Total	353.650	1300					

Scheffe Computation

Motivation		Group	Mean	p-value
Intrinsic	to	Regional / School	4.42 / 4.14	0.000*
Motivation		Regional / Intercampus	4.42 / 4.25	0.008
Know		Intercampus / School	4.25 / 4.14	0.024*
Intrinsic		School / Intercampus	4.06 / 4.23	0.000*



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Motivation to Accomplish	School/Regional	4.06 / 4.34	0.000*
	School/ National	4.06 / 4.26	0.033*
Intrinsic Motivation	School/Intercampus	4.10 / 4.22	0.027*
	School/Regional	4.10 / 4.37	0.000*
Experience	Intercampus/Regional	4.22 / 4.37	0.015*
Stimulation	Regional/National	4.37 / 4.16	0.045*
Extrinsic Motivation	School / Intercampus	4.10 / 4.23	0.010*
	School / Regional	4.10 / 4.33	0.000*
Identified	School/ National	4.10 / 4.32	0.018*
Extrinsic Motivation	School/ Intercampus	4.04 / 4.15	0.039*
	School/Regional	4.04 / 4.33	0.000*
Introjected	Intercampus/Regional	4.15 / 4.33	0.007*
Extrinsic Motivation	School/ Intercampus	3.99 / 4.14	0.002*
	School/Regional	3.99 / 4.37	0.000*
External Regulation	School/National	3.99 / 4.21	0.029*
	Intercampus/Regional	4.14 / 4.37	0.000*
Amotivation	School/Regional	3.92 / 4.27	0.000*
	Intercampus/Regional	4.04 / 4.27	0.002*
Intrinsic Motivation	School/Intercampus	4.10 / 4.23	0.001*
	School/Regional	4.10 / 4.38	0.000*
	Intercampus/Regional	4.23 / 4.38	0.012*
Extrinsic Motivation	School/Intercampus	4.04 / 4.17	0.003*
	School/Regional	4.04 / 4.34	0.000*
	School/National	4.04 / 4.24	0.020*
	Intercampus/Regional	4.17 / 4.34	0.003*
OVER ALL	School/Intercampus	4.05 / 4.18	0.001*
	School/Regional	4.05 / 4.35	0.000*
	Intercampus/Regional	4.18 / 4.35	0.002*

As can be seen from the table, there is a pronounced difference on the levels of motivation of the ISU athletes when grouped according to the level of sports competition



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that they have reached. The overall computed F-value of 16.968 which is equivalent to a p-value of 0.000 solidly supports such a conclusion. Moreover, the Scheffe computation reveals that those who have reached the regional level of the SCUAA have overall higher level of motivation than those who have set foot on the intercampus and school arena only.

Significant difference also exists in each of the specific types of motivation as can be seen on the given table. For the level of intrinsic motivation, Regional qualifiers appear to have higher level of intrinsic motivation than those who are intercampus and school qualifiers only. Moreover, those who are Regional qualifiers have also higher level of intrinsic motivation to know, to accomplish, and to experience stimulation than those who are intercampus and school qualifiers only. From the foregoing, it can also be deduced that those who have reached the school level of competition only have the lowest level of intrinsic motivation.

With respect to extrinsic motivation, Regional qualifiers posted the highest level when compared to the athletes who have played in the intercampus and school level only. This can be seen from the Scheffe computation which posted p-values that are lower than the level of significance of 0.05. Just like in the level of intrinsic motivation, the athletes who have participated only in the school level have the lowest level of extrinsic motivation.

There is likewise a significant difference on the level of amotivation of the ISU athletes when grouped according to the highest level of competition that they have



reached. This can be called from the obtained F-value of 12.097 and the corresponding p-value of 0.000. Using the Scheffe test, it is found out that those who have reached the Regional SCUAA level have also the highest level of amotivation than those who have reached the intercampus or school level only.

Table 46.

Levene's Test of Homogeneity on Sports Events Played

Levene Statistic	df1	df2	Sig.
1.051	15	1285	.399

Sixteen different sports events were compared to determine if there exists a significant difference in their levels of motivation. These sports events were futsal, soccer, dance sport, beach volleyball, taekwondo, baseball, sepak takraw, lawn tennis, basketball, track and field, volleyball, badminton, table tennis, arnis, chess, others (swimming etc.).

A test of homogeneity of variances was conducted to determine if the sports events have equal variances. According to table 46, the variance of each group is equal since the Sig. value is greater than .05 [*Levene*(15, 1285)=1.051, $p=.399$].



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Table 47. The National Center for Teacher Education**Analysis of Variance for Levels of Motivation among Sports Events Played**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.086	15	.672	2.514	.001
Within Groups	343.660	1285	.267		
Total	353.745	1300			

Since the assumption for homogeneity is not violated, analysis of variance can be used to assess the difference. From table 47, it can be seen that the *Sig.* value is less than .05. This means that a statistically significant difference on levels of motivation exists among sports events played [$F(15,1285)=2.514$, $p=.001$]. Despite reaching statistical significance, the actual difference in mean scores between groups was quite small. The effect size, calculated using eta squared, was .03, implying small effect.

Table 48.**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



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	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
	Others	-.04021	.07111	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
	Others	-.07144	.07179	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



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The National Center for Teacher Education		04558	08350	1.000
Futsal	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
	Others	.22173	.09457	.590
Taekwondo	Basketball	.11930	.08009	.984
	Volleyball	.15053	.08069	.891
	Track and Field	.12466	.09035	.992
	Futsal	-.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
	Others	.07908	.09665	1.000
Sepak Takraw	Basketball	.04306	.07699	1.000
	Volleyball	.07429	.07762	1.000
	Track and Field	.04843	.08762	1.000
	Futsal	-.21888	.09907	.691
	Taekwondo	-.07623	.10105	1.000
	Baseball	-.03333	.09442	1.000



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The National Center for Teacher Education		08474	13046	1.000
	Volleyball			
	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
	Others	.00285	.09410	1.000
	Baseball			
	Basketball	.07640	.07154	1.000
	Volleyball	.10763	.07221	.984
	Track and Field			
	Field	.08176	.08287	1.000
	Footsal	-.18555	.09489	.849
	Taekwondo	-.04290	.09696	1.000
	Sepak Takraw	.03333	.09442	1.000
	Beach Volleyball			
	Arnis	-.05141	.12731	1.000
	Chess	.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
	Others	.03618	.08969	1.000
	Beach Volleyball			
	Basketball	.12780	.11499	.999
	Volleyball	.15903	.11541	.992
	Track and Field	.13317	.12236	.999
	Field			
	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



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Arnis	Others	-.08759	.12707	1.000
	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	Others	-.09360	.09721	1.000
	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	Others	-.15017	.09319	.966
	Basketball	.20771	.07287	.242
	Volleyball	.23894	.07354	.087
	Track and Field	.21307	.08403	.446
	Footsal	-.05423	.09590	1.000



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The National Center for Teacher Education		08841	09795	1.000
Dance Sport	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
	Others	.16750	.09076	.899
	Basketball	.15144	.08009	.880
	Volleyball	.18267	.08069	.651
	Track and Field	.15680	.09035	.937
	Footsal	-.11050	.10150	.999
	Taekwondo	.03214	.10343	1.000
Badminton	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
	Others	.11123	.09665	.999
	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



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The National Center for Teacher Education		06136	08196	1.000
Table Tennis	Soccer	-.25631	.07919	.090
	Dance Sport	-.20004	.08588	.602
	Table Tennis	.00332	.09162	1.000
	Lawn Tennis	-.05988	.12994	1.000
	Others	-.08882	.07757	.999
	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
Lawn Tennis	Soccer	-.25964	.10302	.457
	Dance Sport	-.20337	.10824	.885
	Badminton	-.00332	.09162	1.000
	Lawn Tennis	-.06321	.14569	1.000
	Others	-.09214	.10178	1.000
	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
	Others	-.02893	.13729	1.000

Others	Basketball	.04021	.07111	1.000
	Volleyball	.07144	.07179	1.000
	Track and Field	.04558	.08250	1.000
	Footsal	-.22173	.09457	.590
	Taekwondo	-.07908	.09665	1.000
	Sepak Takraw	-.00285	.09410	1.000
	Baseball	-.03618	.08969	1.000
	Beach Volleyball	-.08759	.12707	1.000
	Arnis	.09360	.09721	1.000
	Chess	.15017	.09319	.966
	Soccer	-.16750	.09076	.899
	Dance Sport	-.11123	.09665	.999
	Badminton	.08882	.07757	.999
	Table Tennis	.09214	.10178	1.000
	Lawn Tennis	.02893	.13729	1.000

1. Volleyball players have a significantly lower level of motivation compared to futsal players;
2. Futsal 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.



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Table 49. T-test Table on the Levels of Needs of ISU Athletes When Grouped According to Sex

Needs	Group	Mean	t-value	p-value
Need for Competence	Male	4.19	0.322	0.748
	Female	4.18		
Need for Connectedness	Male	4.20	0.390	0.897
	Female	4.19		
Need for Autonomy	Male	4.18	-0.149	0.882
	Female	4.18		
OVER ALL	Male	4.19	0.179	0.858
	Female	4.18		

The table above shows the t-test computation on the levels of needs of ISU athletes when grouped according to sex. Overall, there is no significant difference on their level of needs as can be seen from the computed t-value of 0.179 and a p-value of 0.858. Therefore, male and female athletes have the same level of needs.

This is further supported by the result of no significant difference on each of the specific needs when grouped according to sex: need for competence ($t = 0.322$, $p = 0.748$); need for connectedness ($t = 0.390$, $p = 0.897$); and need for autonomy ($t = -0.149$, $p = 0.882$). These results reveal that the sex of the athletes does not significantly differentiate the specific needs in their sports field. Simply put, male and female athletes demand the same level of needs for competence, connectedness, and autonomy on their chosen sports activities.



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Table 50. One-Way Analysis Table of the Levels of Needs of ISU Athletes when Grouped According to Age

Needs	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Need for Competence	Between Groups	0.331	2	0.165	0.526	0.591
	Within Groups	408.132	1298	0.314		
	Total	408.462	1300			
Need for Connectedness	Between Groups	0.700	2	0.350	1.133	0.322
	Within Groups	401.106	1298	0.309		
	Total	401.806	1300			
Need for Autonomy	Between Groups	0.508	2	0.254	0.844	0.430
	Within Groups	390.379	1298	0.301		
	Total	390.886	1300			
OVER ALL	Between Groups	0.409	2	0.205	0.735	0.480
	Within Groups	361.284	1298	0.278		
	Total	361.693	1300			

When grouped according to age, it can be deduced that there is no significant difference on the levels of needs of the ISU athletes. This is shown by the computed F-value of 0.735 and a p-value of 0.480. Since the corresponding p-value is not lower than 0.05 which is the level of significance, the null hypothesis is accepted.

Moreover, there is also no significant difference on the specific needs of the respondents when they are categorized according to their respective ages. The F- and p-computations: need for competence (F = 0.526; p = 0.591); need for connectedness (F = 1.133, p = 0.322); and need for autonomy (F = 0.844, p = 0.430) all show that significant difference cannot be found. Thus, whether an athlete is young or old, there seems to be no difference on their perceived level of needs.



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Table 51. The National Center for Teacher Education**On the Levels Needs of ISU Athletes****One-Way Analysis Table of the Levels of Needs of ISU Athletes when Grouped According to Campus**

Needs	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Need for Competence	Between Groups	14.804	8	1.851	6.073	0.000*
	Within Groups	393.658	1292	0.305		
	Total	408.462	1300			
Need for Connectedness	Between Groups	12.531	8	1.566	5.199	0.000*
	Within Groups	389.275	1292	0.301		
	Total	401.806	1300			
Need for Autonomy	Between Groups	9.790	8	1.224	5.422	0.000*
	Within Groups	381.096	1292	0.295		
	Total	390.886	1300			
OVER ALL	Between Groups	11.749	8	1.469	5.422	0.000*
	Within Groups	349.944	1292	0.271		
	Total	351.693	1300			

Scheffe Computation

Needs	Group	Mean	p-value
Need for Competence	Cauayan / Cabagan	4.34 / 4.09	0.000*
	Cauayan/ Roxas	4.34 / 4.19	0.015*
Need for Connectedness	Cauayan / Cabagan	4.34 / 4.13	0.010*
	Cauayan / Ilagan	4.34 / 3.93	0.024*
	Cauayan/ Roxas	4.34 / 4.11	0.021*
OVER ALL	Cauayan / Cabagan	4.32 / 4.12	0.008*
	Cauayan / Roxas	4.32 / 4.10	0.023*



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It can be seen from the table that there is a significant difference on the levels of needs of the ISU athletes when grouped according to campus. This can be gleaned from the computed value of F-ratio of 5.422 for the overall needs level which is equivalent to a p-value of 0.000. Since the p-value is lower than the level of significance of 0.000, then the null hypothesis is therefore rejected. Using the post hoc test of Scheffe, it can be concluded that those athletes from Cauayan have higher levels of needs than their counterparts in the Cabagan and Roxas campuses.

Going through the specific details, it can likewise be said that significant difference can be seen on the need for competence of the athletes based on their respective campuses as seen on the F-value of 6.073 and a p-value of 0.000. Subjecting the data to Scheffe statistics, it can be said that Cauayan campus athletes have higher level of need for competence than athletes from Cabagan and Roxas campuses.

The levels of need for connectedness of the athletes also vary with respect to their campus of origin. This is implied by the computed F-value of 5.199 and a p-value of 0.000, which is lower than the significance value set for this particular study. After subjecting the data to Scheffe test, it was found out that again athletes from Cauayan campus have higher need for connectedness than athletes from the following campuses: Cabagan, Ilagan, and Roxas.

**Table 52. The National Center for Teacher Education****On the Levels Needs of ISU Athletes****One-Way Analysis Table of the Levels of Needs of ISU Athletes when Grouped According to Income**

Needs	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Need for Competence	Between Groups	5.046	5	1.009	3.240	0.007*
	Within Groups	403.416	1295	0.312		
	Total	408.462	1300			
Need for Connectedness	Between Groups	3.860	5	0.772	2.512	0.028*
	Within Groups	397.946	1295	0.307		
	Total	401.806	1300			
Need for Autonomy	Between Groups	3.222	5	0.644	2.153	0.057
	Within Groups	387.664	1295	0.299		
	Total	390.886	1300			
OVER ALL	Between Groups	3.899	5	0.780	2.823	0.015*
	Within Groups	357.793	1295	0.276		
	Total	390.886	1300			

When grouped according to income, there is a significant difference on the overall level of needs of the ISU athletes as shown by the F-value of 2.823 and a p-value of 0.015. However, after subjecting the data to Scheffe post hoc, it is revealed that significant difference cannot be seen in the specific group-per-group comparison. Hence, significance difference cannot be conclusively stated (Please see Annex K for the Scheffe comparison).



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The same conclusion can also be said on the need for competence and need for connectedness of the ISU athletes when grouped according to income. While significant difference is posted using the Analysis of Data, no group-per-group significant difference can be obtained on the Scheffe analysis. Therefore, the presumption of no significant difference still remains.

Finally, there is no significant difference on the need for autonomy of the ISU students when grouped according to monthly family income as can be seen on the F-value of 2.153 and the p-value of 0.057. Therefore, it can be concluded that no matter what the income of the families of the athletes, they still posted the same level of need for autonomy.

Table 53.**On the Levels Needs of ISU Athletes****One-Way Analysis Table of the Levels of Needs of ISU Athletes when grouped According to Years of Practicing**

Needs		Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Need for Competence		Between Groups	3.875	3	1.292	4.141	0.006*
		Within Groups	404.587	1297	0.312		
		Total	408.462	1300			
Need for Connectedness		Between Groups	4.206	3	1.402	4.573	0.003*
		Within Groups	397.600	1297	0.307		
		Total	401.806	1300			
Need for Autonomy		Between Groups	3.305	3	1.102	3.686	0.012*
		Within Groups	387.582	1297	0.299		
		Total	390.886	1300			
OVER ALL		Between Groups	3.683	3	1.228	4.448	0.004*
		Within Groups	358.009	1297	0.276		
		Within Groups	361.693	1300			
		Total					



Needs	Group	Mean	p-value
Need for Connectedness	2 -4 years / 5 – 7 years	4.26 / 4.08	0.042*
Need for Autonomy	2 – 4 years / 5 – 7 years	4.24 / 4.04	0.040*
OVER ALL	2 – 4 years / 5 – 7 years	4.26 / 4.06	0.037*

As seen on the table, significant difference exists on the levels of needs of the ISU athletes when they are grouped according to the number of years that they have been practicing their chosen sports. The F-value of 4.448 and a p-value of 0.004 suggest the rejection of the null hypothesis in favor of the alternative hypothesis.

Further, significant difference can also be seen on the specific levels of needs of the ISU athletes using years of practicing as the grouping variable as follows: need for competence ($F = 4.141$, $p = 0.006$); need for connectedness ($F = 4.573$, $p = 0.012$); and need for autonomy ($F = 3.686$, $p = 0.012$).

Using the Scheffe method, it is shown that those who have shorter years of practicing their chosen sports field have higher level of needs than those who have longer years of practicing. For example, in the over-all need, those who have been practicing for 2 – 4 years have a level of need of 4.26 while those who have been practicing for 5 – 7 years have a level of need of 4.06. Since the obtained p-value using Scheffe is 0.037, then the difference between these two groups is significant. therefore, those who have been in the sports for 2 – 4 years indeed have higher level of need than those who have been in their sports for 5 – 7 years. The same conclusion can be reached with respect to the need



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for connectedness and need for autonomy of the ISU athletes when grouped according to years of practicing.

Table 54.**On the Levels Needs of ISU Athletes****One-Way Analysis Table of the Levels of Needs of ISU Athletes when Grouped According to Level of Sports Competition**

Needs	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Need for Competence	Between Groups	14.663	3	4.888	16.098	0.000*
	Within Groups	393.799	1297	0.304		
	Total	408.462	1300			
Need for Connectedness	Between Groups	12.912	3	4.304	14.354	0.000*
	Within Groups	388.894	1297	0.300		
	Total	390.886	1300			
Need for Autonomy	Between Groups	16.902	3	5.634	19.539	0.000*
	Within Groups	373.984	1297	0.288		
	Total	390.886	1300			
OVER ALL	Between Groups	14.822	3	4.941	18.474	0.000*
	Within Groups	346.871	1297	0.267		
	Total	361.693	1300			

Scheffe Computation

Needs	Group	Mean	p-value
Need for Competence	School/Intercampus	4.07 / 4.23	0.000*
	School/Regional	4.07 / 4.37	0.000*
	Intercampus/Regional	4.23 / 4.37	0.025*
Need for Connectedness	School/Intercampus	4.08 / 4.24	0.000*
	School / Regional	4.08 / 4.36	0.000*
Need for Autonomy	School / Intercampus	4.06 / 4.20	0.001*
	School / Regional	4.06 / 4.40	0.000*
	Regional / National	4.40 / 4.20	0.037*
OVER ALL	School/Intercampus	4.07 / 4.22	0.000*
	School / Regional	4.07 / 4.38	0.000*
	Intercampus/Regional	4.22 / 4.38	0.005*



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As can be gleaned on the table, there is a significantly marked difference on the levels of needs of the ISU athletes when grouped according to level of sports competition. This is supported by the computed F-value of 18.474 and a p-value of 0.000, necessitating the rejection of the null hypothesis. Likewise, significant difference can also be seen on each of the specific kinds of needs of the ISU athletes when categorized using the level of sports competition: need for competence ($F = 16.098$, $p = 0.000$); need for connectedness ($F = 14.354$, $p = 0.000$); and need for autonomy ($F = 19.539$, $p = 0.000$).

Subjecting the data further to Scheffe post hoc analysis, it can be said that overall, those who have reached the Regional SCUAA level perceived a higher level of needs than those who have reached Intercampus and School levels only. Likewise, those who have played in the school level battlefield only have comparatively lower need level than their other athlete counterparts.

Moreover, competence is most needed by Regional qualifiers than athletes who have reached the Intercampus and School levels only. School-level players have the lowest level of need for competence when compared to the Intercampus and Regional SCUAA athlete qualifiers. Greater autonomy is also felt by the Regional SCUAA players when compared to the autonomy needed by the School and National SCUAA qualifiers. As usual, school qualifiers have the lowest level of need for autonomy. As to the need for connectedness, School level athletes posted the lowest need when compared to the Intercampus and Regional SCUAA athletes.

**Table 55.****Levene's Test of Homogeneity on Sports Events Played**

Levene Statistic	df1	df2	Sig.
.858	15	1284	.612

A test of homogeneity of variances was conducted to determine if the sports events have equal variances. According to table 55, the variance of each group is equal since the *Sig.* value is greater than .05 [*Levene*(15, 1284)=.858, $p=.612$].

Table 56.**On the Levels Needs of ISU Athletes****1Analysis of Variance for Levels of Needs among Sports Events Played**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.366	15	.624	2.396	.002
Within Groups	334.582	1284	.261		
Total	343.948	1299			



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Since the assumption for homogeneity is not violated, analysis of variance can be used to assess the difference. From table 56, it can be seen that the *Sig.* value is less than .05. This means that a statistically significant difference on levels of needs exists among sports events played [$F(15,1284)=2.396, p=.002$]. Despite reaching statistical significance, the actual difference in mean scores between groups was quite small. The effect size, calculated using eta squared, was .03, implying small effect.

Table 57.**On the Levels Needs of ISU Athletes****2Post Hoc Analysis for Levels of Needs among Sports Events Played**

(I) Sports	(J) Sports	Mean Difference (I-J)	Std. Error	Sig.
Basketball	Volleyball	.07877	.04660	.949
	Track and Field	-.04098	.06149	1.000
	Footsal	-.18204	.07657	.565
	Taekwondo	-.06129	.07906	1.000
	Sepak Takraw	-.07844	.07600	1.000
	Baseball	-.01951	.07104	1.000
	Beach Volleyball	-.17961	.11350	.971
	Arnis	-.03573	.07972	1.000
	Chess	.08310	.07490	.999
	Soccer	-.20210	.07193	.265
	Dance Sport	-.17644	.07906	.674
	Badminton	.02502	.05488	1.000
	Table Tennis	.09291	.08510	.999
	Lawn Tennis	-.04147	.12456	1.000
	Others	-.02141	.07020	1.000
Volleyball	Basketball	-.07877	.04660	.949



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Track and Field	Track and Field	-.11975	.06226	.865
	Footsal	-.26081	.07719	.059
	Taekwondo	-.14006	.07965	.930
	Sepak Takraw	-.15721	.07662	.795
	Baseball	-.09828	.07171	.993
	Beach Volleyball	-.25838	.11392	.648
	Arnis	-.11451	.08032	.989
	Chess	.00433	.07553	1.000
	Soccer	-.28088*	.07259	.011
	Dance Sport	-.25521	.07965	.099
	Badminton	-.05375	.05574	1.000
	Table Tennis	.01414	.08566	1.000
	Lawn Tennis	-.12024	.12494	1.000
	Others	-.10018	.07087	.990
	Basketball	.04098	.06149	1.000
	Volleyball	.11975	.06226	.865
	Footsal	-.14106	.08700	.964
	Taekwondo	-.02031	.08919	1.000
	Sepak Takraw	-.03746	.08649	1.000
	Baseball	.02147	.08217	1.000
Track and Field	Beach Volleyball	-.13863	.12078	.999
	Arnis	.00525	.08978	1.000
	Chess	.12408	.08552	.987
	Soccer	-.16112	.08294	.856
	Dance Sport	-.13546	.08919	.980
	Badminton	.06600	.06868	1.000
	Table Tennis	.13389	.09459	.990
	Lawn Tennis	-.00049	.13122	1.000
	Others	.01957	.08144	1.000
Footsal	Basketball	.18204	.07657	.565
	Volleyball	.26081	.07719	.059
	Track and Field	.14106	.08700	.964
	Taekwondo	.12075	.10019	.998
	Sepak Takraw	.10360	.09779	1.000
	Baseball	.16253	.09399	.939



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	Beach Volleyball	.00243	.12911	1.000
	Arnis	.14631	.10071	.987
	Chess	.26514	.09694	.309
	Soccer	-.02006	.09467	1.000
	Dance Sport	.00560	.10019	1.000
	Badminton	.20706	.08246	.464
	Table Tennis	.27495	.10502	.387
	Lawn Tennis	.14057	.13893	1.000
	Others	.16063	.09335	.941
Taekwondo	Basketball	.06129	.07906	1.000
	Volleyball	.14006	.07965	.930
	Track and Field	.02031	.08919	1.000
	Footsal	-.12075	.10019	.998
	Sepak Takraw	-.01715	.09975	1.000
	Baseball	.04178	.09602	1.000
	Beach Volleyball	-.11832	.13060	1.000
	Arnis	.02556	.10261	1.000
	Chess	.14439	.09891	.987
	Soccer	-.14081	.09668	.987
Sepak Takraw	Dance Sport	-.11515	.10209	.999
	Badminton	.08631	.08477	1.000
	Table Tennis	.15420	.10684	.988
	Lawn Tennis	.01982	.14031	1.000
	Others	.03988	.09540	1.000
	Basketball	.07844	.07600	1.000
	Volleyball	.15721	.07662	.795
	Track and Field	.03746	.08649	1.000
	Footsal	-.10360	.09779	1.000
	Taekwondo	.01715	.09975	1.000
	Baseball	.05893	.09352	1.000
	Beach Volleyball	-.10117	.12877	1.000
	Arnis	.04271	.10028	1.000
	Chess	.16154	.09648	.953
	Soccer	-.12366	.09420	.995
	Dance Sport	-.09800	.09975	1.000



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Baseball	Badminton	.10346	.08193	.997
	Table Tennis	.17135	.10460	.961
	Lawn Tennis	.03697	.13862	1.000
	Others	.05703	.09288	1.000
	Basketball	.01951	.07104	1.000
	Volleyball	.09828	.07171	.993
	Track and Field	-.02147	.08217	1.000
	Footsal	-.16253	.09399	.939
	Taekwondo	-.04178	.09602	1.000
	Sepak Takraw	-.05893	.09352	1.000
	Beach Volleyball	-.16010	.12591	.997
	Arnis	-.01623	.09658	1.000
	Chess	.10261	.09263	.999
	Soccer	-.18260	.09025	.812
	Dance Sport	-.15693	.09602	.962
Beach Volleyball	Badminton	.04453	.07735	1.000
	Table Tennis	.11242	.10106	.999
	Lawn Tennis	-.02196	.13596	1.000
	Others	-.00190	.08887	1.000
	Basketball	.17961	.11350	.971
	Volleyball	.25838	.11392	.648
	Track and Field	.13863	.12078	.999
	Footsal	-.00243	.12911	1.000
	Taekwondo	.11832	.13060	1.000
	Sepak Takraw	.10117	.12877	1.000
	Baseball	.16010	.12591	.997
	Arnis	.14388	.13101	.999
	.	.	.	.
	Chess	.26271	.12812	.796
	Soccer	-.02249	.12641	1.000
	Dance Sport	.00317	.13060	1.000
Arnis	Badminton	.20463	.11755	.936
	Table Tennis	.27252	.13435	.809
	Lawn Tennis	.13814	.16224	1.000
	Others	.15820	.12543	.997
	Basketball	.03573	.07972	1.000
	Volleyball	.11451	.08032	.989



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	Track and Field	-.00525	.08978	1.000
	Footsal	-.14631	.10071	.987
	Taekwondo	-.02556	.10261	1.000
	Sepak Takraw	-.04271	.10028	1.000
	Baseball	.01623	.09658	1.000
	Beach Volleyball	-.14388	.13101	.999
	Chess	.11883	.09945	.998
	Soccer	-.16637	.09723	.944
	Dance Sport	-.14071	.10261	.993
	Badminton	.06076	.08539	1.000
	Table Tennis	.12865	.10734	.998
	Lawn Tennis	-.00573	.14069	1.000
	Others	.01432	.09595	1.000
Chess	Basketball	-.08310	.07490	.999
	Volleyball	-.00433	.07553	1.000
	Track and Field	-.12408	.08552	.987
	Footsal	-.26514	.09694	.309
	Taekwondo	-.14439	.09891	.987
	Sepak Takraw	-.16154	.09648	.953
	Baseball	-.10261	.09263	.999
	Beach Volleyball	-.26271	.12812	.796
	Arnis	-.11883	.09945	.998
	Soccer	-.28520	.09331	.148
	Dance Sport	-.25954	.09891	.383
	Badminton	-.05808	.08090	1.000
	Table Tennis	.00981	.10381	1.000
	Lawn Tennis	-.12457	.13801	1.000
	Others	-.10451	.09198	.999
Soccer	Basketball	.20210	.07193	.265
	Volleyball	.28088*	.07259	.011
	Track and Field	.16112	.08294	.856
	Footsal	.02006	.09467	1.000
	Taekwondo	.14081	.09668	.987
	Sepak Takraw	.12366	.09420	.995
	Baseball	.18260	.09025	.812



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	Beach Volleyball	.02249	.12641	1.000
	Arnis	.16637	.09723	.944
	Chess	.28520	.09331	.148
	Dance Sport	.02566	.09668	1.000
	Badminton	.22712	.07817	.214
	Table Tennis	.29502	.10169	.216
	Lawn Tennis	.16064	.13643	.999
	Others	.18069	.08958	.816
Dance Sport	Basketball	.17644	.07906	.674
	Volleyball	.25521	.07965	.099
	Track and Field	.13546	.08919	.980
	Footsal	-.00560	.10019	1.000
	Taekwondo	.11515	.10209	.999
	Sepak Takraw	.09800	.09975	1.000
	Baseball	.15693	.09602	.962
	Beach Volleyball	-.00317	.13060	1.000
	Arnis	.14071	.10261	.993
	Chess	.25954	.09891	.383
	Soccer	-.02566	.09668	1.000
	Badminton	.20146	.08477	.566
	Table Tennis	.26935	.10684	.457
	Lawn Tennis	.13497	.14031	1.000
	Others	.15503	.09540	.964
Badminton	Basketball	-.02502	.05488	1.000
	Volleyball	.05375	.05574	1.000
	Track and Field	-.06600	.06868	1.000
	Footsal	-.20706	.08246	.464
	Taekwondo	-.08631	.08477	1.000
	Sepak Takraw	-.10346	.08193	.997
	Baseball	-.04453	.07735	1.000
	Beach Volleyball	-.20463	.11755	.936
	Arnis	-.06076	.08539	1.000
	Chess	.05808	.08090	1.000
	Soccer	-.22712	.07817	.214
	Dance Sport	-.20146	.08477	.566



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Table Tennis	Table Tennis	.06789	.09043	1.000
	Lawn Tennis	-.06649	.12826	1.000
	Others	-.04643	.07657	1.000
	Basketball	-.09291	.08510	.999
	Volleyball	-.01414	.08566	1.000
	Track and Field	-.13389	.09459	.990
	Footsal	-.27495	.10502	.387
	Taekwondo	-.15420	.10684	.988
	Sepak Takraw	-.17135	.10460	.961
	Baseball	-.11242	.10106	.999
Lawn Tennis	Beach Volleyball	-.27252	.13435	.809
	Arnis	-.12865	.10734	.998
	Chess	-.00981	.10381	1.000
	Soccer	-.29502	.10169	.216
	Dance Sport	-.26935	.10684	.457
	Badminton	-.06789	.09043	1.000
	Lawn Tennis	-.13438	.14381	1.000
	Others	-.11432	.10047	.999
	Basketball	.04147	.12456	1.000
	Volleyball	.12024	.12494	1.000
Others	Track and Field	.00049	.13122	1.000
	Footsal	-.14057	.13893	1.000
	Taekwondo	-.01982	.14031	1.000
	Sepak Takraw	-.03697	.13862	1.000
	Baseball	.02196	.13596	1.000
	Beach Volleyball	-.13814	.16224	1.000
	Arnis	.00573	.14069	1.000
	Chess	.12457	.13801	1.000
	Soccer	-.16064	.13643	.999
	Dance Sport	-.13497	.14031	1.000
Others	Badminton	.06649	.12826	1.000
	Table Tennis	.13438	.14381	1.000
	Others	.02006	.13552	1.000
Others	Basketball	.02141	.07020	1.000
	Volleyball	.10018	.07087	.990



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Track and Field	-.01957	.08144	1.000
Footsal	-.16063	.09335	.941
Taekwondo	-.03988	.09540	1.000
Sepak Takraw	-.05703	.09288	1.000
Baseball	.00190	.08887	1.000
Beach Volleyball	-.15820	.12543	.997
Arnis	-.01432	.09595	1.000
Chess	.10451	.09198	.999
Soccer	-.18069	.08958	.816
Dance Sport	-.15503	.09540	.964
Badminton	.04643	.07657	1.000
Table Tennis	.11432	.10047	.999
Lawn Tennis	-.02006	.13552	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 57. The following points can be obtained:

1. Volleyball players have a significantly lower level of needs compared to soccer players;
2. Soccer players have a significantly higher level of needs compared to volleyball players;
3. All other comparisons have statistically equivalent level of needs.

**Table 58.****On the Motivational Levels of ISU Athletes****T-test Table on the Levels of Satisfaction of ISU Athletes When Grouped According to Sex**

Satisfaction	Group	Mean	t-value	p-value
Coach	Male	4.21	0.028	0.978
	Female	4.21		
Team Performance	Male	4.19	0.683	0.493
	Female	4.16		
Team Mates	Male	4.22	-0.146	0.884
	Female	4.22		
ISU Sports Program	Male	4.18	0.912	0.382
	Female	4.14		
OVER ALL	Male	4.20	0.471	0.638
	Female	4.18		

To find out significant difference on the levels of satisfaction of ISU athletes when grouped according to sex, the data were subjected to t-test for independent or uncorrelated means. At $t = 0.471$ and $p = 0.638$, the result implied an acceptance of the null hypothesis. Therefore, there is really no significant difference on the level of satisfaction of the respondents when grouped according to sex.

The same findings are suggested by the computation as shown: satisfaction to coach ($t = 0.028$, $p = 0.978$); team performance ($t = 0.683$, $p = 0.493$); team mates ($t = -0.146$, $p = 0.884$); and ISU sports program ($t = 0.912$, $p = 0.382$). Therefore, it can be conclusively shown that irrespective of the sex of the respondents, their levels of satisfaction to coach, team performance, team mates, and ISU Sports Program remain to be the same.

**Table 59.****On the Levels Needs of ISU Athletes****One-Way Analysis Table of the Levels of Satisfaction of ISU Athletes when Grouped According to Age**

Satisfaction	Sources of Variation	Sum of Squares	df	Mean Squares	F-value	p-value
Coach	Between Groups	0.345	2	0.173	0.420	0.657
	Within Groups	532.958	1298	0.411		
	Total	533.693	1300			
Team Performance	Between Groups	0.237	2	0.119	0.305	0.737
	Within Groups	504.309	1298	0.389		
	Total	504.546	1300			
Team Mates	Between Groups	0.575	2	0.288	0.774	0.462
	Within Groups	482.696	1298	0.372		
	Total	483.272	1300			
ISU Sports Program	Between Groups	0.681	2	0.340	0.741	0.477
	Within Groups	596.766	1298	0.460		
	Total	597.447	1300			
OVER ALL	Between Groups	0.383	2	0.192	0.631	0.532
	Within Groups	394.011	1298	0.304		
	Total	394.394	1300			

When grouped according to age, there is still no significant difference on the levels of satisfaction of the ISU athletes as can be gleaned on the obtained F-value of 0.631 and a p-value of 0.532. Therefore, the perceived satisfaction levels of the respondents are still similar regardless of their respective ages.

Young and old athletes alike have the same satisfaction level on the following strands as evident on the computed F- and p-values: coach ($F = 0.420$, $p = 0.657$); team performance ($F = 0.305$, $p = 0.737$); team mates ($F = 0.774$, $p = 0.462$); and ISU sports



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program ($F = 0.741$, $p = 0.477$). Thus, the ages of the respondents do not significantly differentiate their levels of satisfaction on the abovementioned components.

Table 60.**On the Levels of Satisfaction of ISU Athletes****One-Way Analysis Table of the Levels of Satisfaction of ISU Athletes when Grouped According to Campus**

Satisfaction	Sources of Variation	Sum of Squares	Df	Mean Squares	F-value	p-value
Coach	Between Groups	16.391	8	2.049	5.121	0.000*
	Within Groups	516.911	1292	0.400		
	Total	533.303	1300			
Team Performance	Between Groups	17.853	8	2.232	5.924	0.000*
	Within Groups	486.694	1292	0.377		
	Total	504.546	1300			
Team Mates	Between Groups	16.463	8	2.058	5.696	0.000*
	Within Groups	466.809	1292	0.361		
	Total	483.272	1300			
ISU Sports Program	Between Groups	11.034	8	1.379	3.039	0.002*
	Within Groups	586.413	1292	0.454		
	Total	597.447	1300			
OVER ALL	Between Groups	13.985	8	1.748	5.937	0.000*
		380.409	1292	0.294		
	Within Groups	394.394	1300			
	Total					

Scheffe Computation

Satisfaction	Group	Mean	p-value
Coach	Cauayan / Echague	4.42 / 4.16	0.014*
	Cauayan / Cabagan	4.42 / 4.17	0.006*
	Cauayan / Roxas	4.42 / 4.07	0.000*
Team Performance	Cauayan/Cabagan	4.36 / 4.13	0.007*
	Cauayan /Roxas	4.36 / 4.00	0.000*
Team Mates	Cauayan/Cabagan	4.37 / 4.35	0.027*
	Cauayan/Roxas	4.37 / 4.06	0.000*
OVER ALL	Cauayan / Cabagan	4.35 / 4.14	0.007*
	Cauayan / Ilagan	4.35 / 3.97	0.044*



To find out whether there is a significant difference on the levels of satisfactions of the respondents when grouped according to campus, the data were subjected to One-Way Analysis of Variance at 0.05 level of significance. The computed F-value for overall

level of satisfaction is 5.937 with a corresponding p-value which implies the rejection of the null hypothesis. Thus, there is really a significant difference on the levels of satisfaction of ISU athletes when grouped according to campus.

Furthermore, there is also a significant difference in each of the satisfaction components of the respondents when categorized according to campus, as follows: coach ($F = 5.121$, $p = 0.000$); team performance ($F = 5.924$, $p = 0.000$); team mates ($F = 5.696$, $p = 0.000$); and ISU sports program ($F = 3.039$, $p = 0.002$).

Using the Scheffe as a post hoc analysis, it can be gleaned that overall, athletes from Cauayan campus have the highest levels of satisfaction as compared to the athletes from Cabagan, Ilagan, and Roxas. Moreover, athletes from Cauayan campus posted higher satisfaction to their coaches when compared to the satisfaction of athletes from Echague, Cabagan, and Roxas campuses to their respective coaches. Satisfaction to team performance and team mates are also more evident to the athletes from Cauayan campus than in any other ISU campuses.

**Table 61.****On the Levels of Satisfaction of ISU Athletes****One-Way Analysis Table of the Levels of Satisfaction of ISU Athletes when Grouped According to Economic Background.**

Satisfaction	Sources of Variation	Sum of Squares	df	Mean Squares	F-value	p-value
Coach	Between Groups	5.146	5	1.029	2.523	0.028*
	Within Groups	528.157	1295	0.408		
	Total	533.303	1300			
Team Performance	Between Groups	4.814	5	0.963	2.495	0.029*
	Within Groups	499.732	1295	0.386		
	Total	504.546	1300			
Team Mates	Between Groups	1.699	5	0.340	0.914	0.417
	Within Groups	481.572	1295	0.372		
	Total	483.272	1300			
ISU Sports	Between Groups	1.671	5	0.334	0.726	0.604
	Within Groups					
	Total					
Program	Within Groups	595.776	1295	0.460		
	Total	597.447	1300			
OVER ALL	Between Groups	3.146	5	0.629	2.083	0.065
		391.249	1295	0.302		
	Within Groups	394.394	1300			
	Total					

With respect to the monthly family income of the respondents, there is generally no significant difference on their levels of satisfactions as can be seen from the computed F-value of 2.083 and the equivalent p-value of 0.065. This suggests that the varying income of the respondents do not necessarily reflect corresponding difference on the levels of satisfaction of ISU athletes.



Moreover, no significant difference can be found on the levels of satisfaction of the athletes when grouped according to monthly family income on the following strands: satisfaction to team mates ($F = 0.914$, $p = 0.417$) and ISU Sports program ($F = 0.726$ and $p = 0.604$). Thus, it can be inferred that satisfaction to teammates and ISU Sports program is not significantly differentiated by the income background of the respondents.

While significant differences exist on the satisfaction to coach ($F = 2.523$, $p = 0.028$) and team performance ($F = 2.495$, $p = 0.029$) of the respondents when grouped according to income, no such group-per-group difference can be found when the data were subjected to the Scheffe computation. This shows that significant difference on the satisfaction to coach and team performance with respect to income bracket is not conclusively evident.

Table 62.

On the Levels of Satisfaction of ISU Athletes

One-Way Analysis Table of the Levels of Satisfaction of ISU Athletes when Grouped According to Years of Practicing

Satisfaction	Sources of Variation	Sum of Squares	df	Mean Squares	F-value	p-value
Coach	Between Groups	2.979	3	0.993	2.428	0.064
	Within Groups	530.324	1297	0.409		
	Total	533.303	1300			
Team Performance	Between Groups	5.180	3	1.727	4.484	0.004*
	Within Groups	499.367	1297	0.385		
	Total	504.546	1300			
Team Mates	Between Groups	3.080	3	1.027	2.773	0.040*
	Within Groups	480.192	1297	0.370		
	Total	483.272	1300			



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ISU Program	Sports	Total					
		Between Groups	6.010	3	2.003	4.393	0.004*
		Within Groups	591.437	1297	0.456		
		Total	597.447	1300			
OVER ALL		Between	3.974	3	1.325	4.401	0.004*
		Groups	390.420	1297	0.301		
		Within Groups	394.394	1300			
		Total					
Scheffe Computation							
Satisfaction	Group		Mean		p-value		
Sports Program	0 – 1 year / 2 – 4 years		4.13 / 4.28		0.007*		
OVER ALL	0 – 1 year / 2 – 4 years		4.17 / 4.27		0.036*		
	2 – 4 years / 5 – 7 years		4.27 / 4.08		0.049*		

To determine significant difference on the levels of satisfaction of ISU athletes when classified according to the number of years that they have been practicing for their sports activities, the data gathered were analyzed using the One-Way Analysis of Data. The analysis reveals that generally there is a significant difference on such levels of satisfaction as evident on the obtained F-value and the equivalent p-value of 0.004. Since the p-value is lower than 0.05, the null hypothesis is rightly rejected.

Further, significant difference can be sensed out on the following strands using the same statistical tool when grouped according to years of practicing: team performance ($F = 4.484$, $p = 0.004$); team mates ($F = 2.773$, $p = 0.040$); and ISU sports program ($F = 4.393$, $p = 0.004$).

Using the Scheffe method, it can be seen that those who are into their respective sports activities for 2 – 4 years have considerably higher level of satisfaction than those



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who have been in their chosen sports for only 0 – 1 year. Furthermore, those who have been in their sports fields for 5 – 7 years have comparatively lower level of satisfaction than those who are in their activities for 2 – 4 years. These findings imply that the overall levels of satisfaction of the respondents are lower for those who are in their beginning years, then become higher as they immersed themselves in their sports activities for 2 – 4 years but will go back to a low point in 5 – 7 years' time.

Table 63.**On the Levels of Satisfaction of ISU Athletes****One-Way Analysis Table of the Levels of Satisfaction of ISU Athletes when Grouped According to Level of Sports Competition**

Satisfaction	Sources of Variation	Sum of Squares	df	Mean Squares	F-value	p-value
Coach	Between Groups	21.252	3	7.084	17.943	0.000*
	Within Groups	512.051	1297	0.395		
	Total	533.303	1300			
Team Performance	Between Groups	18.033	3	6.011	16.025	0.000*
	Within Groups	486.514	1297	0.395		
	Total	504.546	1300			
Team Mates	Between Groups	17.478	3	5.826	16.223	0.000*
	Within Groups	465.794	1297	0.359		
	Total	483.272	1300			
ISU Sports Program	Between Groups	20.753	3	6.918	15.558	0.000*
	Within Groups	576.694	1297	0.445		
	Total	597.447	1300			
OVER ALL	Between Groups	18.967	3	6.322	21.842	0.000*
	Within Groups	375.428	1297	0.289		
	Total	394.394	1300			

Scheffe Computation

Satisfaction	Group	Mean	p-value
Coach	School / Intercampus	4.07 / 4.27	0.000*
	School / Regional	4.07 / 4.42	0.000*
Team	School / Intercampus	4.05 / 4.22	0.000*



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Performance	School / Regional	4.05 / 4.39	0.000*
	Intercampus / Regional	4.22 / 4.39	0.014*
Team Mates	School / Intercampus	4.11 / 4.24	0.005*
	School / Regional	4.11 / 4.45	0.000*
Sports Program	Intercampus / Regional	4.24 / 4.45	0.001*
	School / Intercampus	4.02 / 4.20	0.000*
	School / Regional	4.02 / 4.38	0.000*
	Intercampus / Regional	4.20 / 4.38	0.014*
OVER ALL	School / Intercampus	4.06 / 4.23	0.000*
	School / Regional	4.06 / 4.41	0.000*
	Intercampus / Regional	4.23 / 4.41	0.002*
	Regional / National	4.41 / 4.20	0.028*

As can be seen from the table, there is a significant difference on the levels of satisfaction of the respondents when grouped according to level of sports competition attended. This is shown by the computed F-value of 21.482 which is equivalent to a p-value of 0.000 requiring the rejection of the null hypothesis.

Likewise, significant difference can be seen on the specific satisfaction of ISU athletes when grouped according to highest level of sports competition as follows: satisfaction to coach ($F = 17.943$, $p = 0.000$); team performance ($F = 16.025$, $p = 0.000$); team mates ($F = 16.223$, $p = 0.000$); and ISU sports program ($F = 15.558$, $p = 0.000$).

The Scheffe computation reveals that overall, those who have gone up to the Regional SCUAA have the highest level of satisfaction compared to those who have participated in school, intercampus, and national level. Likewise, those who have qualified up to the school level only have the lowest level of satisfaction.



Moreover, the Regional SCUAA qualifiers boasted the highest level of satisfaction to ISU sports programs as opposed to those who have participated in other levels. Significantly, the school level qualifiers have the lowest level of satisfaction to ISU sports program. Same deduction can be made in the satisfaction level of Regional SCUAA players to coach, team performance, and team mates; that is, those who participated in the Regional SCUAA have the highest level of satisfaction while those who played in the school level only have the lowest satisfaction level to coach, team performance, and team mates.

Table 64.

Levene's Test of Homogeneity on Sports Events Played

Levene Statistic	df1	df2	Sig.
.655	15	1284	.830

A test of homogeneity of variances was conducted to determine if the sports events have equal variances. According to table 64, the variance of each group is equal since the Sig. value is greater than .05 [Levene(15, 1284)=.655, $p=.830$].



Table 65.3 Analysis of Variance for Levels of Satisfaction among Sports Events Played

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.030	15	.602	2.125	.007
Within Groups	363.671	1284	.283		
Total	372.701	1299			

Since the assumption for homogeneity is not violated, analysis of variance can be used to assess the difference. From the table 65, it can be seen that the *Sig.* value is less than .05. This means that a statistically significant difference on levels of satisfaction exists among sports events played [$F(15,1284)=2.125$, $p=.007$]. Despite reaching statistical significance, the actual difference in mean scores between groups was quite small. The effect size, calculated using eta squared, was .02, implying small effect.

Table 66.

Post Hoc Analysis for Levels of Satisfaction among Sports Events Played

(I) Sports	(J) Sports	Mean Difference (I-J)	Std. Error	Sig.
Basketball	Volleyball	.06392	.04858	.995
	Track and Field	-.04985	.06411	1.000
	Footsal	-.17165	.07983	.732
	Taekwondo	-.14215	.08242	.940
	Sepak Takraw	-.17981	.07923	.647
	Baseball	-.02679	.07407	1.000



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Volleyball	Beach Volleyball	-.07499	.11833	1.000
	Arnis	-.09230	.08312	.999
	Chess	.02820	.07809	1.000
	Soccer	-.24054	.07499	.098
	Dance Sport	-.10065	.08242	.998
	Badminton	-.01446	.05722	1.000
	Table Tennis	-.01522	.08872	1.000
	Lawn Tennis	-.09526	.12986	1.000
	Others	.02879	.07318	1.000
	Basketball	-.06392	.04858	.995
	Track and Field	-.11377	.06491	.932
	Footsal	-.23557	.08048	.203
	Taekwondo	-.20606	.08304	.486
	Sepak Takraw	-.24373	.07988	.150
	Baseball	-.09071	.07476	.998
	Beach Volleyball	-.13890	.11877	.999
	Arnis	-.15622	.08374	.891
	Chess	-.03572	.07874	1.000
	Soccer	-.30446*	.07568	.006
	Dance Sport	-.16456	.08304	.835
Track and Field	Badminton	-.07838	.05811	.994
	Table Tennis	-.07913	.08930	1.000
	Lawn Tennis	-.15918	.13026	.998
	Others	-.03513	.07388	1.000
	Basketball	.04985	.06411	1.000
	Volleyball	.11377	.06491	.932
	Footsal	-.12180	.09070	.994
	Taekwondo	-.09229	.09298	1.000
	Sepak Takraw	-.12996	.09017	.988
	Baseball	.02306	.08567	1.000
	Beach Volleyball	-.02513	.12592	1.000
	Arnis	-.04245	.09360	1.000
	Chess	.07805	.08916	1.000
	Soccer	-.19069	.08647	.693
	Dance Sport	-.05079	.09298	1.000
	Badminton	.03539	.07160	1.000



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Futsal	Table Tennis	.03464	.09862	1.000
	Lawn Tennis	-.04541	.13681	1.000
	Others	.07864	.08490	1.000
	Basketball	.17165	.07983	.732
	Volleyball	.23557	.08048	.203
	Track and Field	.12180	.09070	.994
	Taekwondo	.02950	.10445	1.000
	Sepak Takraw	-.00816	.10195	1.000
	Baseball	.14486	.09799	.985
	Beach Volleyball	.09666	.13461	1.000
	Arnis	.07935	.10500	1.000
	Chess	.19985	.10106	.838
	Soccer	-.06889	.09870	1.000
	Dance Sport	.07100	.10445	1.000
	Badminton	.15719	.08597	.906
Taekwondo	Table Tennis	.15643	.10949	.989
	Lawn Tennis	.07639	.14485	1.000
	Others	.20044	.09733	.791
	Basketball	.14215	.08242	.940
	Volleyball	.20606	.08304	.486
	Track and Field	.09229	.09298	1.000
	Futsal	-.02950	.10445	1.000
	Sepak Takraw	-.03766	.10399	1.000
	Baseball	.11536	.10011	.999
	Beach Volleyball	.06716	.13616	1.000
	Arnis	.04985	.10698	1.000
	Chess	.17034	.10312	.958
	Soccer	-.09840	.10080	1.000
	Dance Sport	.04150	.10644	1.000
	Badminton	.12768	.08838	.988
Sepak Takraw	Table Tennis	.12693	.11139	.999
	Lawn Tennis	.04688	.14629	1.000
	Others	.17093	.09946	.942
	Basketball	.17981	.07923	.647
	Volleyball	.24373	.07988	.150



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	Track and Field	.12996	.09017	.988
	Futsal	.00816	.10195	1.000
	Taekwondo	.03766	.10399	1.000
	Baseball	.15302	.09750	.973
	Beach Volleyball	.10482	.13425	1.000
	Arnis	.08751	.10455	1.000
	Chess	.20801	.10059	.785
	Soccer	-.06073	.09821	1.000
	Dance Sport	.07916	.10399	1.000
	Badminton	.16535	.08541	.859
	Table Tennis	.16459	.10906	.982
	Lawn Tennis	.08455	.14452	1.000
	Others	.20860	.09684	.729
Baseball	Basketball	.02679	.07407	1.000
	Volleyball	.09071	.07476	.998
	Track and Field	-.02306	.08567	1.000
	Futsal	-.14486	.09799	.985
	Taekwondo	-.11536	.10011	.999
	Sepak Takraw	-.15302	.09750	.973
	Beach Volleyball	-.04820	.13127	1.000
	Arnis	-.06551	.10069	1.000
	Chess	.05499	.09657	1.000
	Soccer	-.21375	.09409	.645
	Dance Sport	-.07386	.10011	1.000
	Badminton	.01233	.08064	1.000
	Table Tennis	.01157	.10536	1.000
	Lawn Tennis	-.06847	.14175	1.000
	Others	.05558	.09265	1.000
Beach Volleyball	Basketball	.07499	.11833	1.000
	Volleyball	.13890	.11877	.999
	Track and Field	.02513	.12592	1.000
	Futsal	-.09666	.13461	1.000
	Taekwondo	-.06716	.13616	1.000
	Sepak Takraw	-.10482	.13425	1.000
	Baseball	.04820	.13127	1.000



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	Arnis	-.01731	.13658	1.000
	Chess	.10319	.13358	1.000
	Soccer	-.16555	.13180	.997
	Dance Sport	-.02566	.13616	1.000
	Badminton	.06052	.12256	1.000
	Table Tennis	.05977	.14006	1.000
	Lawn Tennis	-.02027	.16914	1.000
	Others	.10377	.13077	1.000
Arnis	Basketball	.09230	.08312	.999
	Volleyball	.15622	.08374	.891
	Track and Field	.04245	.09360	1.000
	Footsal	-.07935	.10500	1.000
	Taekwondo	-.04985	.10698	1.000
	Sepak Takraw	-.08751	.10455	1.000
	Baseball	.06551	.10069	1.000
	Beach Volleyball	.01731	.13658	1.000
	Chess	.12050	.10368	.999
	Soccer	-.14824	.10137	.986
	Dance Sport	-.00835	.10698	1.000
	Badminton	.07784	.08903	1.000
	Table Tennis	.07708	.11191	1.000
	Lawn Tennis	-.00296	.14668	1.000
	Others	.12109	.10004	.998
Chess	Basketball	-.02820	.07809	1.000
	Volleyball	.03572	.07874	1.000
	Track and Field	-.07805	.08916	1.000
	Futsal	-.19985	.10106	.838
	Taekwondo	-.17034	.10312	.958
	Sepak Takraw	-.20801	.10059	.785
	Baseball	-.05499	.09657	1.000
	Beach Volleyball	-.10319	.13358	1.000
	Arnis	-.12050	.10368	.999
	Soccer	-.26874	.09729	.292
	Dance Sport	-.12884	.10312	.997
	Badminton	-.04266	.08435	1.000
	Table Tennis	-.04341	.10822	1.000



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Soccer	Lawn Tennis	-.12346	.14389	1.000
	Others	.00059	.09590	1.000
	Basketball	.24054	.07499	.098
	Volleyball	.30446*	.07568	.006
	Track and Field	.19069	.08647	.693
	Futsal	.06889	.09870	1.000
	Taekwondo	.09840	.10080	1.000
	Sepak Takraw	.06073	.09821	1.000
	Baseball	.21375	.09409	.645
	Beach Volleyball	.16555	.13180	.997
	Arnis	.14824	.10137	.986
	Chess	.26874	.09729	.292
	Dance Sport	.13990	.10080	.992
	Badminton	.22608	.08150	.285
	Table Tennis	.22533	.10602	.749
Dance Sport	Lawn Tennis	.14528	.14224	1.000
	Others	.26933	.09340	.225
	Basketball	.10065	.08242	.998
	Volleyball	.16456	.08304	.835
	Track and Field	.05079	.09298	1.000
	Futsal	-.07100	.10445	1.000
	Taekwondo	-.04150	.10644	1.000
	Sepak Takraw	-.07916	.10399	1.000
	Baseball	.07386	.10011	1.000
	Beach Volleyball	.02566	.13616	1.000
	Arnis	.00835	.10698	1.000
	Chess	.12884	.10312	.997
	Soccer	-.13990	.10080	.992
	Badminton	.08618	.08838	1.000
	Table Tennis	.08543	.11139	1.000
Badminton	Lawn Tennis	.00538	.14629	1.000
	Others	.12943	.09946	.996
	Basketball	.01446	.05722	1.000
	Volleyball	.07838	.05811	.994
	Track and Field	-.03539	.07160	1.000



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	Footsal	-.15719	.08597	.906
	Taekwondo	-.12768	.08838	.988
	Sepak Takraw	-.16535	.08541	.859
	Baseball	-.01233	.08064	1.000
	Beach Volleyball	-.06052	.12256	1.000
	Arnis	-.07784	.08903	1.000
	Chess	.04266	.08435	1.000
	Soccer	-.22608	.08150	.285
	Dance Sport	-.08618	.08838	1.000
	Table Tennis	-.00075	.09428	1.000
	Lawn Tennis	-.08080	.13372	1.000
	Others	.04325	.07983	1.000
Table Tennis	Basketball	.01522	.08872	1.000
	Volleyball	.07913	.08930	1.000
	Track and Field	-.03464	.09862	1.000
	Futsal	-.15643	.10949	.989
	Taekwondo	-.12693	.11139	.999
	Sepak Takraw	-.16459	.10906	.982
	Baseball	-.01157	.10536	1.000
	Beach Volleyball	-.05977	.14006	1.000
	Arnis	-.07708	.11191	1.000
	Chess	.04341	.10822	1.000
	Soccer	-.22533	.10602	.749
	Dance Sport	-.08543	.11139	1.000
	Badminton	.00075	.09428	1.000
	Lawn Tennis	-.08005	.14993	1.000
	Others	.04400	.10474	1.000
Lawn Tennis	Basketball	.09526	.12986	1.000
	Volleyball	.15918	.13026	.998
	Track and Field	.04541	.13681	1.000
	Footsal	-.07639	.14485	1.000
	Taekwondo	-.04688	.14629	1.000
	Sepak Takraw	-.08455	.14452	1.000
	Baseball	.06847	.14175	1.000
	Beach Volleyball	.02027	.16914	1.000



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	Arnis	.00296	.14668	1.000
	Chess	.12346	.14389	1.000
	Soccer	-.14528	.14224	1.000
	Dance Sport	-.00538	.14629	1.000
	Badminton	.08080	.13372	1.000
	Table Tennis	.08005	.14993	1.000
	Others	.12405	.14129	1.000
Others	Basketball	-.02879	.07318	1.000
	Volleyball	.03513	.07388	1.000
	Track and Field	-.07864	.08490	1.000
	Futsal	-.20044	.09733	.791
	Taekwondo	-.17093	.09946	.942
	Sepak Takraw	-.20860	.09684	.729
	Baseball	-.05558	.09265	1.000
	Beach Volleyball	-.10377	.13077	1.000
	Arnis	-.12109	.10004	.998
	Chess	-.00059	.09590	1.000
	Soccer	-.26933	.09340	.225
	Dance Sport	-.12943	.09946	.996
	Badminton	-.04325	.07983	1.000
	Table Tennis	-.04400	.10474	1.000
	Lawn Tennis	-.12405	.14129	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 66. The following points can be obtained:

1. Volleyball players have a significantly lower level of satisfaction compared to soccer players;
2. Soccer players have a significantly higher level of satisfaction compared to volleyball players;
3. All other comparisons have statistically equivalent level of satisfaction.



CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the findings, the conclusions and the recommendations of the present study are contained.

Summary of the Study

This study dealt with the motivation, needs and satisfaction of Isabela State University Athletes.

It utilized descriptive method of research. It was conducted in the main campus and different satellites of Isabela State University, namely: Echague, Angadanan, Cauayan, San Mariano, Cabagan, Roxas, San Mateo, Santiago, and Jones. Palanan campus was not included due to the distance.

The data gathered from the respondents underwent analysis and interpretation using frequency and mean distribution, percentage, ranking and analysis of variance, t-test and pearson-r.

Summary of Results

The results of the study are summarized according to the order of questions.

As to the profile of the respondents, findings show that majority of the ISU athletes have ages ranging from 18 – 20; mostly are males and come from the Cabagan



campus. They are mostly having a monthly family income of 5,000 and below. A significant majority of the respondents have been in their chosen field of sports for at most one year only and have participated in the school level only, in terms of highest level of competitions participated.

As to the level of motivation of the ISU athletes, the intrinsic motivation to know was “very high” while both intrinsic motivations to accomplish and intrinsic motivation to experience stimulation indicated “high”. On the other hand, there is a “high” level of extrinsic motivation – identified, extrinsic motivation – introjected and extrinsic motivation –external regulation by the ISU athletes. As to the level of amotivation of the ISU athletes posted “high”. Futsal players have the highest level of motivation while chess players have the lowest. As to the differences, there is a significant difference on levels of motivation exists among sports events played.

With regard to the level of needs of ISU athletes, there is a “high” level in terms of competence, connectedness and autonomy. Soccer players have the highest level of needs while table tennis players have the lowest. As to the differences, there is a significant difference on levels of needs exists among sports events played

The ISU athletes showed “very high” level of satisfaction to their coach and team mates and “high” level of satisfaction to their team performance and ISU sports program. Soccer players have the highest level of satisfaction while volleyball players have the lowest. As to the significant differences, there is a significant difference on levels of satisfaction exists among sports events played.



Findings also revealed that there is a positive correlation among the levels of motivation, need, and satisfaction of the ISU athletes.

Limitations

This study covered only the campuses of Isabela State University campuses that could be easily accessed, namely: Echague, Cauayan, Ilagan, Cabagan, Roxas, Jones, San Mariano, San Mateo and Santiago. Palanan campus was excluded due to its distance.

The study also focused only on the differences between the respondents' profile variable and their level of motivation, needs and satisfaction.

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

In general, the Isabela State University athletes are motivated regardless whether the source of such is intrinsic, extrinsic or amotivation. Their needs as regards to competence, connectedness and autonomy have been met, and they are also satisfied in relation to their coach, team mates, team performance and ISU sports program.

It is also concluded though that futsal players have the highest level of motivation while chess players have the lowest; soccer players have the highest level of needs while table tennis players have the lowest; and soccer players have the highest level of satisfaction while volleyball players have the lowest.

It is also concluded that motivation, needs and satisfaction are inter-related to one another, thus, as one level increases, so are the other levels.



Recommendations

In the light of the above conclusions, the following are recommended:

The Isabela State University athletes should be kept motivated by continuously providing their needs and satisfying their expectations through worthwhile and empowering sports programs and activities such as regular training, skills enhancement, recognition and rewards system, providing good sports facilities and equipment and among others.

The ISU sports programs, activities and strategies should be sustained if not enhanced in order to retain high level of motivation and satisfaction of ISU athletes. The researcher hereby proposed an enhanced Sports Program of ISU (Proposed Enhanced ISU Sports Program Based on the Results of this Study).

Researchers are enjoined to conduct further studies on this using other variables and factors.



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**APPENDICES****1. Research Instrument****To the Respondents:**

I am currently conducting a thesis entitled: “The Motivation, Needs and Satisfaction of ISU Athletes”. This questionnaire asks your reasons why you participate in sports, your needs for competence, connectedness and authority and the level of your satisfaction as to your coach, team performance, team players and sports program.

I am asking your utmost cooperation by filling out honestly all the data needed and all the items indicated herein. Your participation and cooperation will be of great help in the success of this research. Rest assured that all your data and answers will be treated with utmost confidentiality.

Thank you and God bless you!

JADE MARCOS

Researcher

Name (Optional) _____ Age: _____ Sex: _____
Course & Year: _____ Campus: _____

1. What is the Monthly Income of your Parents (combined)? please check:

____ Php 5,000 – below ____ Php 5,001 – 10,000 ____ Php 10,001 – 15,000
____ Php 15,001 – 20,000 ____ Php 20,001 – 25,000 ____ Php 25,001 – above
Others: (Please Specify): _____

2. What sport do you participate in? Please check only one:

____ Basketball ____ Baseball ____ Volleyball ____ Beach Volleyball
____ Badminton (____ Single, ____ Double, ____ Mix)
____ Track & Field, ____ Table tennis, (____ Single, ____ Double, ____ Mix)
____ Arnis, ____ Futsal, ____ Tennis (____ Single, ____ Double, ____ Mix)
____, Chess. ____ Taekwondo ____ , Soccer ____ , Sepak Takraw.

Others: (Please Specify) : _____

3. How long have you been practicing your sport? Please check

____ Months ____ Years



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4. What do you think is the level of your expertise in your sport? Please Check:

_____ Beginner _____ Intermediate _____ Advanced

5. Up to what is the highest level of competition have you participated in? Please Check:

_____ School Level _____ Inter-Campus
 _____ SCUAA Regional _____ SCUAA National

Direction: Using the following scale below, please indicate by placing a check () on the items indicated. To what extent each of the following items corresponds to one of the reasons for which you are presently practicing your sport.

Scale:

5- Strongly Agree

4- Agree

3- Neither Agree nor Disagree

2- Disagree

1. Strongly disagree

A. REASONS FOR PRACTICE YOUR SPORT?	5	4	3	2	1
1. Because I feel living exciting experiences and pleasure.					
2. For the pleasure it gives me to know more about the sport that I practice.					
3. I used to have good reasons for doing sport, but now I am asking myself If I should continue doing it.					
4. Because i want to discovering new training techniques.					
5. I don't know anymore; I have the impression of being incapable of succeeding in this sport.					
6. Because it allows me in the University recognized in the University.					
7. Because, in my opinion, it is one of the best ways to meet people.					
8. Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.					
9. Because it is absolutely necessary to do sports to be in shape.					
10. Because i want to feel the prestige of being an athlete.					
11. Because this is the best ways i have chosen to develop other aspects of myself.					
12. Because I want to improving some of my weak points.					
13. For the excitement I feel when I am really invlved in the activity.					
14. Because I want to feel good for myself.					
15. For the satisfaction I experience while I am perfecting my abilities.					



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16. Because people around me think that it is important to be in shape.					
17. Because it is a good way to learn lot of things which could be useful to me in other areas of my life.					
18. I am doing sports to feel intense emotions					
19. Because I feel the pleasure every time and execute difficult moves .					
20. For the pleasure that I feel while executing certain difficult movements.					
21. Because I would feel bad if I was not taking time to do it.					
22. Because i want show good I am at my sport.					
23. For the pleasure that I feel while learning training techniques that I have never tried before.					
24. Because it is one of the best ways to maintain good relationships with my friends.					
25. Because I like the feeling of being totally immersed in the activity.					
26. Because I must do sports regularly.					
27. For the pleasure of discovering new performance strategies.					
28. I often ask myself; I can't seem to achieve the goals that I set for myself.					

Direction: Using the following scale below, please indicate how much you agree with each of the sentences while playing or practicing your sport.

Scale:**5-Strongly Agree****4-Agree****3-Neither Agree nor Disagree****2-Disagree****1-Strongly Disagree**

B. NEED FOR COMPETENCE, CONNECTEDNESS AND AUTONOMY	5	4	3	2	1
1. I am skilled at my sport.					
2. In my sport, I get opportunities to make choices.					
3. In my sport, I feel I am pursuing goals that are my own.					
4. In my sport, I have to say in how things are done.					
5. I feel I am good at my sport.					
6. In my sport, I feel close to other people.					
7. There are people in my sport who care about me.					
8. I get opportunities to feel that I am good at my sport.					
9. I feel I participate in my sport willingly.					
10. In my sport, I can take part in the decision making process.					



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11. In my sport, there are people whom I can trust.					
12. I have the ability to perform well in my sport					
13. In my sport, I get opportunities to make decisions.					
14. In my sport, I really have a sense of wanting to be there.					
15. I can overcome challenges in my sport.					
16. In my sport, I feel I am doing what I want to be doing.					
17. In my sport, I feel that I am being forced to do things that I don't want to do.					
18. I have a close relationship with people in my sport.					
19. I choose to participate in my sport according to my own free will.					
20. I show concern for others in my sport.					
21. I feel that my coach provides me with choices and options.					
22. I feel I am involved in decision-making.					
23. My coach makes sure I really understand the goals of my athletic involvement and what I need to do.					
24. My coach encourages me to ask questions.					
25. My coach answers my questions fully and carefully.					
26. My coach listens to how I would like to do things.					
27. My coach tries to understand how I see things before suggesting a new way to do things.					
28. My coach gives me opportunity in making choices with regard to the way I train.					
29. I feel adequate because I am given opportunities to fulfill my potential.					
30. I feel competent about my sport.					

Direction: Using the following scale below, please indicate the level of your satisfaction in each of the sentences while playing or practicing your sport.

Scale:**5-Strongly Agree****4-Agree****3-Neither Satisfied nor Dissatisfied****2-Disagree****1-Strongly Disagree**

C1. SATISFACTION TO COACH.	5	4	3	2	1
1. Relationship between the coach and the star athlete.					
2. The coach's choice of plays during competitions.					
3. The level of considering athlete's idea about the game strategies.					
4. The tactics used during games.					
5. How the coach reads the game and makes adjustments during competitions.					



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C2. SATISFACTION TEAM PERFORMANCE					
6. The manner in which my sports skills are employed.					
7. The level to which my sports skills are employed					
8. The teams win/lose record for the year.					
9. The extent to which the team is meeting its goals for the year.					
10. Eliminating the failure that can affect the team performance.					
11. The level of taking precautions to reach the team to the highest performance.					
12. The level of giving opportunity to the athlete to show multidimensional performances in games.					
C3. SATISFACTION TO TEAM MATES.					
13. The degree to which my role on the team matches my preferred role.					
14. The level of the athlete's cooperation with each other and commitment to each other.					
15. The level of all athletes to hide teammates' weakness or mistakes..					
16. . The helping level of the athlete to ease the adaptation of the new joining athlete.					
C4. SATISFACTION SPORTS PROGRAM					
17. There is a sufficient materials financial and other support of the school for the athletes.					
18. Strict Implementation of the sports program of University.					
19. Manner of selecting athletes, coaches and advisers					
20. Incentive, scholarship and other rewards of the University is given to the qualified athletes.					

2. Pilot Testing Data

*ATTACH THE FILE IN EXCEL merun na

3. Chromback alpha Result

The reliability index of the questionnaire for motivation is 0.938 at Cronbach's alpha, for need is 0.954 at Cronbach's alpha, and for satisfaction is 0.882 at Cronbach's alpha. This means to show that the reliability of the questionnaire is high.

The first part of the questionnaire is the profile of the respondents. The second part of the questionnaire is adapted from Sport Motivation Scale (SMS-28) of Pelletier, et. al. (1995).



Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.938	28

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A1	121.2740	119.063	.375	.938
A2	121.3014	119.352	.270	.940
A3	121.6027	114.298	.483	.938
A4	121.1781	118.565	.487	.937
A5	121.4795	115.197	.573	.936
A6	121.5616	113.833	.646	.935
A7	121.2740	114.979	.599	.936
A8	121.3014	116.380	.613	.936
A9	121.5205	115.281	.596	.936
A10	121.3699	113.625	.664	.935
A11	121.3699	113.292	.740	.934
A12	121.3973	115.104	.556	.937



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A13	121.2466	116.299	.605	.936
A14	121.3014	116.575	.565	.936
A15	121.3699	115.486	.619	.936
A16	121.4384	113.083	.704	.935
A17	121.3699	114.125	.650	.935
A18	121.4658	114.947	.667	.935
A19	121.6712	112.640	.478	.939
A20	121.4932	110.392	.713	.934
A21	121.6438	113.371	.573	.936
A22	121.3699	116.736	.516	.937
A23	121.2877	115.597	.689	.935
A24	121.3562	115.010	.632	.936
A25	121.3973	115.076	.652	.935
A26	121.5890	114.357	.637	.936
A27	121.3562	115.066	.603	.936
A28	121.4247	115.859	.470	.938

Reliability**Scale: ALL VARIABLES**



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Reliability Statistics

Cronbach's Alpha	N of Items
.954	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	130.1096	153.432	.447	.954
B2	130.0274	152.888	.548	.953
B3	130.0411	153.151	.479	.954
B4	130.0822	153.410	.426	.954
B5	130.0137	151.180	.548	.953
B6	130.0274	147.999	.731	.952
B7	130.0411	148.040	.783	.952
B8	130.0274	150.777	.575	.953
B9	129.9589	149.429	.688	.952
B10	130.0000	148.333	.709	.952
B11	129.9315	147.426	.770	.952
B12	130.0411	148.346	.735	.952
B13	130.0274	148.471	.726	.952
B14	130.0959	148.171	.729	.952
B15	130.0137	147.125	.762	.952



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B16	129.8767	150.165	.707	.952
B17	130.2740	148.229	.486	.955
B18	130.0137	148.819	.678	.952
B19	130.0548	149.108	.686	.952
B20	129.9315	151.787	.578	.953
B21	129.9863	149.319	.694	.952
B22	130.0822	149.688	.608	.953
B23	129.9726	150.249	.632	.953
B24	129.9589	152.679	.511	.954
B25	129.9041	152.143	.556	.953
B26	129.9452	151.080	.657	.953
B27	129.9726	148.583	.671	.952
B28	130.0000	148.444	.702	.952
B29	130.0000	148.417	.641	.953
B30	129.8904	154.960	.394	.955

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.902	5

Item-Total Statistics



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	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	17.8904	5.321	.652	.902
C2	17.9178	4.938	.781	.876
C3	18.0548	4.358	.860	.856
C4	18.0000	4.333	.797	.873
C5	18.0000	4.917	.711	.890

Reliability**Reliability Statistics**

Cronbach's Alpha	N of Items
.882	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C2.6	27.0137	6.986	.680	.864
C2.7	27.0822	7.299	.630	.870
C2.8	27.1644	6.556	.701	.862
C2.9	27.0411	7.234	.659	.867
C2.10	27.0959	7.088	.634	.870



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C2.11	27.0685	7.092	.670	.865
C2.12	27.0685	6.954	.724	.859

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.839	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C3.13	13.3836	2.018	.688	.789
C3.14	13.3151	2.108	.725	.776
C3.15	13.5205	2.114	.599	.829
C3.16	13.4521	2.029	.685	.791



Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.786	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C4.17	13.4932	1.865	.520	.779
C4.18	13.3836	1.934	.607	.727
C4.19	13.4384	1.916	.675	.697
C4.20	13.3562	1.955	.593	.735

4. Expert's Rating and Suggestion

***ATTACHED EXPERTS REVISION. ALVIN, ELIZA, BATOON, AND MAVIC .**

5. Data Research

***ATTACHED THE DATA RESEARCH**

6. Letter of Permission to administer questionnaire Sports

***ATTACHED THE LETTERS**

7. Documentation

***ATTACHED THE PICTURES IN DIFFERENT CAMPUSES**



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CURRICULLUM VITAE

BIOGRAPHY