**International Journal of Research Publication and Reviews**

Journal homepage: www.ijrpr.com ISSN 2582-7421

# "COACHES' MOTIVATION AND SPORTS PERFORMANCE OF SELECTED ATHLETES IN THE PROVINCE OF ALBAY"

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**ABSTRACT :**

This study investigated the relationship between coaches' motivation and the sports performance of student-athletes in selected public secondary schools within the province of Albay. Recognizing the significant role of motivation in shaping athletic outcomes, this study will assess intrinsic and extrinsic motivational factors using Herzberg's Two-Factor Theory as its framework. A descriptive-correlational design was used, which included survey questionnaires and interviews of fifty-five (55) coaches and one hundred ten (110) athletes from the province of Albay. Quantitative data were analyzed using weighted mean, weighted standard deviation, Spearman Rho correlation, and Mann-Whitney U to compare and determine the significance of the results, while qualitative data were thematically interpreted to support contextual information. The reliability of a questionnaire or survey is evaluated using Cronbach's Alpha with the help of the experts.

The findings revealed that coaches provided an intrinsic motivation, particularly with the athletes on their performance and satisfaction during and after competition. Extrinsic motivation recognizes and appreciation valued more than fabric rewards. Athletes displayed high performance in athlete development, mastery and development, preparedness, and strategy, psychological skills, while recovery and injury prevention were moderate.

Statistical analysis confirmed a significant relationship between intrinsic and extrinsic motivation and all athletic performance, showing a significant value.

Based on these results, the researcher developed a Motivational Training Program (MTP) to the needs of public-secondary school coaches. The MTP consists of capacity-building, training techniques and strategies, and feedback structures on overall performance. The study contributes to the motivation among coaches and how it affects the sports performance of the athletes in Albay province. With this context, a sustainable intervention enhances significant coaching efficacy and athlete improvement on their performance toward training and competition in a specific sports discipline.

Keywords: Coaches' Motivation, Intrinsic Motivation, Extrinsic Motivation, Athlete Performance, Herzberg's Two-Factor Theory, Public Secondary Schools, Sports Development, Motivational Training Program, Palarong Bicol

## INTRODUCTION

Motivation is a powerful tool that coaches may use to encourage and steer athletes toward success. Athletes who understand their strengths, desires, and opportunities are more invested in their overall performance, growth, and enjoyment. Both internal and external sources of motivation contribute to an athlete's performance (D.M. Stasulli, 2024).

Motivation is an internal pressure that governs all elements of behavior, including an athlete's ideas, emotions, and social interactions (Karageorghis, C.,2023). The more coaches understood their athletes, the better they could tailor their motivational techniques to their instruction. If coaches had a better grasp of their athletes' intrinsic and extrinsic motivators, they could tailor their motivational strategies accordingly. Intrinsic motivation pushes athletes internally, resulting in excellence in their studies and improving their performance in sports (Borah, 2021). Brown , 2019) emphasizes that athletes participate in sports to prove themselves. Similarly, extrinsic incentives could be a useful and effective strategy for keeping athletes engaged and focused. (Cherry, K. (2022). Remarkably, it can be characterized as a commitment that could guide and embellish one's moves (Jumady & Lilla, 2021). This encourages athletes to pursue their goals, develop individually, and obtain achievement.

Motivation is a significant factor in sporting activities that affects both coaches and athletes. Early successes in sports competition boost motivation and sharpen skills in a cycle that many athletes can benefit. On the other hand, younger athletes who feel a strong emotional bond with their coaches are more likely to be promoted and undoubtedly influenced by their teammates' feedback (Watson & Kleinert, 2019).

Furthermore, the overall performance of sports activities necessitates hard work in both on-field and off-field activities, including recovery techniques, diet control, and efficient coaching (Williams, 2023). Athletes were able to determine the reasons for achieving their level of performance after working

closely with their coaches. Coaching evolved into a dynamic strategy that utilized a wide range of talents to improve and produce elite athletes while also addressing performance-demanding conditions such as physical hurdles, mental restrictions, technical shortcomings, and challenges. Athletes' research and outcomes are greatly supported by their coaches, who provide guidance, direction, and tailored solutions to help them overcome obstacles. Athletes' overall performance and progress can be significantly improved with the use of effective coaching approaches, such as active listening and creating inspirational environments. According to a recent study, student-athlete participation in sports and academic success are significantly linked. A 2022 study, for example, found that increased participation in sports is linked to greater academic achievement (Aquino & Reyes, 2022). Furthermore, a study examined how engagement in athletics affects area and motivation, perhaps improving academic outcomes (Diyaolu, 2021).

Additionally, an athlete's performance in sports reflects a total success that is influenced by different aspects such as technical skill, mental toughness, and physical health. It entails a complex interplay of factors such as energy, agility, and persistence. Young athletes' judgments of their overall performance serve as a source of motivation and willpower, and these assessments have a significant impact on their sense of commitment and belonging in group dynamics (Soares et al., 2020). This belief influences their contributions to collective fulfillment. Athletes must push themselves to the limit and give their best to succeed in sports; they frequently find motivation in the evaluations of their performance and the quality of their interactions with coaches. Furthermore, Gao et al. (2021) underline the necessity of developing and monitoring the interaction between coaches and athletes in order to maintain healthy, long-term connections. However, the intricacies of how these interactions affect athletes' average performance remain underexplored, indicating a lack of understanding of how training influences performance.

Moreover, the complexity of performance-encompassing biomechanics, emotions, and sports strategies indicates to recognize one's relationships holistically. A lack of research that explores how precise training strategies affect various dimensions of athlete improvement, mastery and development, preparedness and strategy, injury prevention, and mental abilities. While the significance of coaches in shaping athlete behavior and outcomes is widely acknowledged, there is a significant gap in understanding how precise training procedures and motivation influence numerous aspects of athlete development. Public-secondary school coaches in Albay usually work under pressure and difficult conditions without adequate compensation, popularity, or job advancement, which may influence how they support their athletes.
Herzberg's Two-Factor Theory of Motivation, which divides motivation into intrinsic (motivators like achievement, reputation, and personal improvement) and extrinsic (hygienic) factors (like earnings, working situations, and administrative guidelines), serves as the inspiration for the contemporary approach and paves the way to close this gap. This theoretical framework permits extra nuanced expertise of the motivations at the back of education behavior and how they impact athletes' overall performance in sports activities. It additionally bureaucracy the idea of developing a targeted intervention to enhance coaching techniques.

As a result of this evaluation, the researcher developed a Motivational Training Program (MTP) specially designed for coaches at Albay's secondary schools. The MTP will encompass modules on purpose-setting, reflective physical games, time and management, feedback primarily based in most cases on average performance, and peer-guided systems. In contrast to generic seminars, this program aims to improve coaches' institutional guidance by addressing the unique motivational troubles identified in the local context. By improving coaches' motivation, the researcher hopes to improve athlete outcomes and aid a sustainable and inclusive model of sports improvement in Albay public secondary schools.

## METHODOLOGY

This study was a descriptive-correlational design to provide an intensive analysis of coaches' motivation and athletes' sports performance at the same time, as well as identifying any viable connections between their answers. A purposive sampling approach is used to select participants, which includes one hundred and ten athletes and fifty-five coaches. This guarantees that the target population is capable of generating valuable, pertinent statistics.

The responses of coaches and athletes to interview and survey questionnaires are tested using descriptive-correlational research. The aim of this is to provide a thorough evaluation of the critiques and tests of both participants, and figure out feasible connections between their answers. To ensure that the sample is representative of the target population and capable of producing pertinent facts, a purposive sampling approach is used to choose members, which includes 110 athletes and 55 coaches. The Google form was used to gather records, which consist of surveys and interviews, which are carefully crafted for the quantitative measurements of attitudes and narratives, as well as qualitative insights.

Statistical techniques are used to assess the accrued information. Spearman Rho correlation is used to evaluate the path and power of the relationships between coaches' and athletes' responses, while weighted mean and weighted standard deviation are employed to evaluate primary tendency and variability in responses. Furthermore, a parametric technique referred to as Mann-Whitney U is used to determine the wide range of responses from diverse unbiased groups, which includes coaches and athletes with varying stages of motivation and performance. Furthermore, it's expected that the effects could have sensible implications for both coaches and athletes, encouraging a unique understanding and teamwork in the athletic field.

## RESULTS AND DISCUSSION

The result of the coaches' self-assessment of their intrinsic motivation has a mean rank of 87.29, while that of the athletes is 80.85 only. These mean ranks, however, are not significantly different as shown by the Mann-Whitney U of 2789.00 and Sig of .395.
The coaches' self-assessment of their extrinsic motivation has a mean rank of 80.89, while the assessment of the athletes has a mean rank of 84.05. These mean ranks are not significantly different, as shown by the Mann-Whitney u of 2909.00 and Sig of .684.

The mean rank for the coaches' self-assessment of their overall motivation is 83.50, while that of the athletes is 82.75. These mean ranks are not significantly different with the Mann-Whitney U of 2997.50 and Sig of .924. The null hypothesis is therefore not rejected.

The mean ranks of the coaches' assessment of their athletes' sports performance is generally higher than self-assessment of the athletes themselves. It can be seen in all the domains of sports performance. The difference is significant in athlete development (Mann-Whitney U = 2457.50, Sig =.043), preparedness and strategy (Mann-Whitney U =2276.50, Sig =.007), recovery and injury prevention (Mann-Whitney U =2244.00, Sig =.006). The overall sports performance is also significantly different with Mann-Whitney U =2364.50 and Sig of .021. There are domains, though where the difference is not significant, like in mastery and development (Mann-Whitney U = 2697.00, Sig =.234), Psychological skills (Mann-Whitney U =2596.50, Sig =.118). The null hypothesis is partially rejected.

On the other hand, the mean ranks of the coaches' assessment of their athletes' sports performance are generally higher than self-assessment of the athletes themselves. It can be seen in all the domains of sports performance. The difference is significant in athlete development (Mann-Whitney U = 2457.50, Sig =.043), preparedness and strategy (Mann-Whitney U =2276.50, Sig =.007), recovery and injury prevention (Mann-Whitney U =2244.00, Sig =.006). The overall sports performance is also significantly different with Mann-Whitney U =2364.50 and Sig of .021. There are domains, though, where the difference is not significant, like in mastery and development (Mann-Whitney U = 2697.00, Sig =.234), Psychological skills (Mann-Whitney U =2596.50, Sig =.118). The null hypothesis is partially rejected.

The result indicates that intrinsic and extrinsic motivation scores among coaches are significantly different. This suggests that coaches' levels of intrinsic motivation (e.g., personal satisfaction, passion for coaching) and extrinsic motivation (e.g., recognition, rewards) do not come from the same distribution—there's a statistically significant difference between how they rate these motivations.

The effects of this study confirmed that coaches had high levels of intrinsic motivation, which were specifically verified by way of their interaction with athletes, and they derive from their coaching motivation. This inner pressure is demonstrated in coaching, where they support athletes' development, and seeing their progress is essential. Conversely, coaches' extrinsic motivation was found to be slight; at the same time as they valued their athletes' appreciation and recognition, they placed less value on fabric rewards such as cash incentives or reputation. This implies that the relational and emotional factors of training are essential to many coaches than financial gain, underscoring the intrinsic ideas that inspire their dedication to the sport.

The athletes' outcomes confirmed strong performance in three (3) important indicators: mastery, development, and mental capabilities. This suggests that their recognition isn't only enhancing their technical capabilities but also strengthening their intellectual capacity and athletic attitude. This will highlight the need for centered interventions that could guide the specific areas of athlete improvement.

Additionally, the statistical evaluation found robust results between athletic performance and both intrinsic and extrinsic motivation. Interestingly, intrinsic motivation confirmed a higher significant value, suggesting that the internal pressure for achievement and the leisure gained from the sport have a larger impact on improving athletic overall performance than external effects. This finding emphasizes how crucial it is to expand intrinsic motivation in each coach and athlete, given that it could lead to improved basic overall performance results and a more gratifying satisfaction.

These results were further corroborated through the qualitative documentation obtained in the course of the interviews, and in-depth knowledge of the motivations of every coach and athlete. An improvement for the dynamic nature of training is tested through the coaches' strong choice for development and possibilities that might enhance athletes' performance, competencies, and motivational techniques.

## CONCLUSION

The investigation involves the student-athletes' overall performance in the province of Albay's public secondary school is notably influenced by the encouragement of their coaches. The tool that fosters intrinsic motivational factors is highlighted with the aid of the clear correlation between coaches' high levels of intrinsic motivation and athletes' performance. The outcomes recommend that raising coaches' motivation can result in better athletic effects, which will benefit the improvement of sports in the athletic setting as a whole. In answering the 2 predominant research questions, the coaches established high levels of intrinsic motivation and modest levels of extrinsic motivation. Fabric rewards had much less of an impact than recognition and gratitude. Athletes' performance in areas that include mental focus and mastery, but also preparedness and injury prevention, showed the simplest modest consequences. These consequences suggest that even as extrinsic motivation presents confined, however complementary, reinforcement, intrinsic motivation promotes extra-focused, purpose-oriented, and expertise-improving surroundings. Athletes' overall performance aligned with their coaches' motivational processes, demonstrating a clear link between powerful coaching and tremendous performance consequences.

Spearman Rho correlation is used to test the relationship between motivational patterns and an athlete's overall performance. Although intrinsic motivation had a more potent correlation, the consequences indicated a statistically significant relationship between all components of athletic performance and every type of motivation. Better degrees of intrinsic and extrinsic motivation among coaches have an impact on mental resilience, strategy implementation, athletic improvement, and damage prevention, as confirmed by the rejection of the null hypothesis. These effects help the theoretical principles of Herzberg's framework and spotlight the significance of fostering each motivating factor, particularly in academic and sports-related activities.

In response to the outcomes of the study, the researcher recommended a Motivational Training Program (MTP) specifically designed to fulfill the needs of public secondary school coaches. This path includes reflective practice on sports coaching, a well-knowledgeable training plan, and seminars and

workshops. The MTP incorporates extrinsic aid strategies, along with institutional help and peer popularity, while addressing intrinsic motivators. All matters taken into consideration, on how coaches' motivation influences athletic performance and affords realistic answers to maintain and enhance the efficacy of coaching. The proposed Motivational Training Program (MTP) is tailored to address the needs of the coaches in the province of Albay through intrinsic motivators even as which also include extrinsic useful resource techniques, including peer recognition and institutional support. This emphasizes the importance of shaping athletic overall performance and indicates sensible solutions and interventions to enhance sports training and throughout sports competitions.

## RECOMMENDATION

Based on the findings and conclusions, the following are recommended:

- A Motivational Training Program (MTP) should be advanced and applied for public secondary school coaches to foster intrinsic motivation, build mental resilience, put desires, and improve athlete-focused on sports performance.
- The Department of Education, in partnership with local sports activities authorities, needs behavior-focused capacity-constructing workshops for coaches, specifically in sports activities disciplines with declining or inconsistent overall performance.
- More targeted equipment and facilities ought to be supplied to sports training and activities, consisting of combative sports and the like.
- Schools and local government units are encouraged to institutionalize ongoing motivational aid structures for coaches, making sure that such packages end up as an incorporated and sustainable aspect of the school-based sports activities and development program.
- Expand the scope of this study by using an inclusive longitudinal evaluation of the Motivational Training Program (MTP) to measure its time impact on coaching overall performance and athlete development.
- Researchers and coaches ought to explore mental factors, which include grit, management styles, and group dynamics, to create a more holistic version of technical and tactical know-how in sports disciplines and enhance the exceptional performance of an athlete.
- Moreover, by persevering to explore and aid the motivational paragon of coaches, sports establishments can foster an improved, sustainable, and high-performing athletic environment in public secondary school settings.

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