

Student Athlete's Commitment and Motivation: On Their Sports Behavior and Achievement

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Abstract — This study determined the effect of athletes' commitment and motivation on their sports behavior and achievement. Specifically, it sought to determine the level of athletes' commitment in terms of dedication, accountability, reliability, persistence, and task orientation, the level of student-athletes' motivation in terms of rewards, awards, and recognition, the level of sports behavior in terms of gamesmanship, sportsmanship, teamwork, and sports ethics, the level of sports achievement in terms of level of competition, and medals received, the significant relationship between athletes' commitment and sports behavior and sports achievement, and the significant relationship between athletes' motivation and sports behavior and sports achievement. This research utilized a descriptive design and uses a quantitative method that uses a simple random sampling technique. The participants in this study were 50 student-athletes from the Division of General Trias City in Cavite for the academic year 2024 – 2025. A survey questionnaire created by the researchers was utilized for this research. Mean and standard deviation were used to measure the level of athletes' commitment, the level of athletes' motivation, and the level of sports behavior. Pearson moment correlation coefficient was used to measure the significant effect between athletes' commitment and sports behavior and sports achievement, the significant effect between athletes' motivation and sports behavior and sports achievement. Findings show that the level of student-athletes' commitment in terms of dedication, accountability, reliability, persistence, and task orientation appears to have a verbal interpretation of highly committed. Moreover, for the level of student-athletes' motivation in terms of rewards, awards, and recognition appears to have a verbal interpretation of highly motivated. Furthermore, the level of sports behavior in terms of gamesmanship, sportsmanship, teamwork, and sports ethics appears to have a verbal interpretation of very highly. The level of sports achievement in terms of level of competition, and medals received appears to have a verbal interpretation of very highly. Findings show that the relationship between athletes' commitment and sports behavior and sports achievement is not significant, the relationship between athletes' motivation and sports behavior and sports achievement is also not significant. Thus, the researcher therefore concludes that the research null hypotheses are accepted. There is no significant relationship between athletes' commitment and sports behavior and sports achievement, and there is no significant relationship between athletes' motivation and sports behavior and sports achievement. Based on the drawn conclusions resulted to the following recommendations: The researcher recommends to emphasize skill development, ensure training programs focus on refining technical, tactical, and physical abilities, not just boosting motivation. Incorporate sports psychology techniques, such as visualization, stress management, and mindfulness, to help athletes perform under pressure. Coaches should track performance metrics and provide specific, actionable feedback rather than just motivational speeches. Athletes have different needs, so there must be a personalized coaching and training to each

member of the team. Athletes should follow structured, data-driven training plans tailored to their needs.

Keywords — Student Athlete, Commitment and Motivation, Sports behavior and achievement.

I. INTRODUCTION

An athlete's motivation is the mental process that starts, maintains, or directs their activity. It can affect their preparation, mindset during competition, ability to overcome obstacles, and overall performance. In sports, motivation is the force that drives an athlete to be the best that he can be. We can never have equality of achievement, but we may have equality of motivation. The goal was “equality of optimal motivation” in order for each person to reach their full potential and do the best that they can. This solidifies the theoretical underpinnings of improving motivation for long-term behavior change that are present in the body of existing studies. For best possible motivation, it is suggested that methods for getting people to embrace and maintain goal-striving must be devised. The problem of sustained motivated behavior affects everyone, the health sector attempting to reverse the trend of childhood obesity and sedentary behavior, parents and educators lamenting their children's and teenagers' poor study habits, and coaches and administrators in the sport and performance communities wondering how to improve “results.”

In relation to sports motivation and achievement, student-athletes have different ways of learning new things or developing such skills. It is important not to define them as distinct categories of learners or to suggest that they possess a fixed or inherent level of intelligence. We must let them explore and learn things on their own based on their capacity.

Good motivation is generally acknowledged as a necessary condition for athletes to reach their full potential in sports. Motivation serves as an internal driving force that influences every aspect of our behavior, affecting our thoughts, emotions, and interactions with those around us. But because of its fundamentally abstract character, it's a power that can be challenging to properly utilize. The most important attitude that can be formed is that of desire to go on learning, we start with the assumption that all students should develop their capacities to the fullest extent possible. This concept also applies to sports; the motivational dynamics within athletics focus on inspiring individuals to perform tasks willingly because they genuinely want to. The researcher found this opportunity to seek an answer with regards to the relationship

of athletes' commitment motivation on their sports behavior and performance.

II. METHODOLOGY

The researcher used descriptive and quantitative approaches. A quantitative research method is considered conclusive and is used to test specific hypotheses and describe characteristics or functions. Descriptive research should have a clear and accurate research question/problem. This method enables the researcher to interpret the theoretical meaning of the findings and the hypothesis development for further studies (Fluet, 2021). Descriptive research aims to examine a phenomenon occurring at a specific place and time. This research design describes the level of commitment and motivation in relation to the student-athletes behavior and achievement in the School's Division of General Trias City, Cavite during the school year 2024 – 2025.

III. RESULT AND DISCUSSION

TABLE 1. Level of Athlete's Commitment in terms of Dedication.

As a student athlete...	Mean	SD	Remarks
...I exhibit unwavering commitment on achieving excellence in my chosen sport.	4.26	1.29	Strongly Agree
...I dedicate countless hours to practice and training to improve my skills and fitness level.	3.90	1.18	Moderately Agree
...I persist through intensive physical exertion and setbacks to achieve my goals.	3.66	0.85	Moderately Agree
...I focus on my trainings and avoid distractions.	4.16	0.62	Moderately Agree
...I balance my personal life and my commitment to my chosen sports.	4.14	1.36	Moderately Agree
Weighted Mean	4.20		
SD	1.11		
Verbal Interpretation	Moderately Committed		

Table 1 shows that the student-athlete Strongly Agree that they exhibit unwavering commitment on achieving excellence in their chosen sport (M=4.26, SD=1.29). Likewise, student-athlete moderately agree that they focus on their trainings and avoid distractions (M=4.16, SD=0.62) and balance their personal life and their commitment to their chosen sports (M=4.14, SD=1.36). Additionally, student-athletes generally concur that they invest numerous hours in training and practice to enhance their abilities and fitness (M=3.90, SD=1.18) and they endure significant physical challenges and setbacks to reach their objectives. (M=3.66, SD=0.85).

Table 2 shows that the student-athlete Strongly Agree that they follow team rules and school policy (M=5.00, SD=0.00). Likewise, student-athlete Strongly Agree that they are responsible to meet the expectation and obligation in my dual role as a student and athlete, and they also demonstrate respect, fairness, and ethical behavior during games (M=4.88, SD=0.33). Moreover, student-athlete Strongly Agree that they establish academic and athletic goals to guide my effort and tract my progress (M=4.56, SD=0.50). Finally, student-athlete Strongly Agree that they balance study time and training (M=4.52, SD=0.50).

The level of athlete's commitment in terms of accountability attained a weighted mean score of 4.75 and a standard deviation of 0.43 and was verbally interpreted as highly committed among the respondents.

TABLE 2. Level of Athlete's Commitment in terms of Accountability

As a student athlete...	Mean	SD	Remarks
...I am responsible to meet the expectation and obligation in my dual role as a student and athlete.	4.88	0.33	Strongly Agree
...I balance study time and training.	4.42	0.50	Strongly Agree
...I demonstrate respect, fairness, and ethical behavior during games.	4.88	0.33	Strongly Agree
...I follow team rules and school policy.	5.00	0.00	Strongly Agree
...I establish academic and athletic goals to guide my effort and tract my progress.	4.56	0.50	Strongly Agree
Weighted Mean	4.75		
SD	0.43		
Verbal Interpretation	Highly Committed		

TABLE 3. Level of Athlete's Commitment in terms of Reliability

As a student athlete...	Mean	SD	Remarks
...I fulfill my responsibilities, and commitment both in the classroom and in the fields	4.88	0.33	Strongly Agree
...I am dependable and trustworthy in my action.	4.52	0.50	Strongly Agree
...I practice best effort in training and competition to demonstrate dependability.	4.88	0.33	Strongly Agree
...I follow the prescribed fitness and skills development routine to ensure my peak condition.	4.92	0.27	Strongly Agree
...I am responsible for my actions, both positive and negative, that enhances trust and respect.	4.40	0.49	Strongly Agree
Weighted Mean	4.72		
SD	0.45		
Verbal Interpretation	Highly Committed		

Table 3 shows that the student-athlete Strongly Agree that they follow the prescribed fitness and skills development routine to ensure my peak condition. (M=4.92, SD=0.27). Likewise, student-athlete Strongly Agree that they fulfill their responsibilities, and commitment both in the classroom and in the fields, and they practice best effort in training and competition to demonstrate dependability (M=4.88, SD=0.33). Moreover, student-athlete Strongly Agree that they are dependable and trustworthy in their action (M=4.52, SD=0.50). Finally, student-athlete Strongly Agree that they are responsible for their actions, both positive and negative, that enhances trust and respect (M=4.52, SD=0.50). The level of athlete's commitment in terms of reliability attained a weighted mean score of 4.72 and a standard deviation of 0.45 and was verbally interpreted as highly committed among the respondents.

Table 4 shows that the student-athlete Strongly Agree that they develop mental toughness needed to handle adversity (M=4.80, SD=0.40). Likewise, student-athlete Strongly Agree that they push their self toward academic at athletic development (M=4.80, SD=0.40). Moreover, student-athlete

Strongly Agree that they remain steadfast in my efforts to achieve my goals despite challenges (M=4.62, SD=0.49). Furthermore, student-athlete Strongly Agree that they balance rigorous coursework with my athletic commitment (M=4.54, SD=0.50). Finally, student-athlete Strongly Agree that they find time to study amidst demanding training schedules (M=4.52, SD=0.81).

TABLE 4. Level of Athlete's Commitment in terms of Persistence

As a student athlete...	Mea n	SD	REmarks
...I remain steadfast in my efforts to achieve my goals despite challenges.	4.62	0.49	Strongly Agree
...I push myself toward academic at athletic development.	4.80	0.40	Strongly Agree
...I balance rigorous coursework with my athletic commitment.	4.54	0.50	Strongly Agree
...I find time to study amidst demanding training schedules.	4.52	0.81	Strongly Agree
...I develop mental toughness needed to handle adversity.	4.80	0.40	Strongly Agree
Weighted Mean	4.66		
SD	0.55		
Verbal Interpretation	Highly Committed		

TABLE 5. Level of Athlete's Commitment in terms of Task Orientation

As a student athlete...	Mean	SD	REmarks
...I focus on improving personal skills and sporting performance.	4.68	0.47	Strongly Agree
...I foster continuous growth and athletic resilience.	4.38	0.49	Strongly Agree
...I prioritize individual progress and mastery.	4.98	0.14	Strongly Agree
...I value consistent effort and dedication rather than just results.	4.58	0.73	Strongly Agree
...I stay motivated despite losses.	4.56	0.50	Strongly Agree
Weighted Mean	4.64		
SD	0.54		
Verbal Interpretation	Highly Committed		

Table 5 shows that the student-athlete Strongly Agree that they prioritize individual progress and mastery (M=4.98, SD=0.14). Likewise, student-athlete Strongly Agree that they focus on improving personal skills and sporting performance (M=4.67, SD=0.47). Moreover, student-athlete Strongly Agree that they value consistent effort and dedication rather than just results (M=4.58, SD=0.73). Furthermore, student-athlete Strongly Agree that they stay motivated despite losses (M=4.56, SD=0.50). Finally, student-athlete Strongly Agree that they foster continuous growth and athletic resilience (M=4.38, SD=0.49). The level of athlete's commitment in terms of task orientation attained a weighted mean score of 4.64 and a standard deviation of 0.54 and was verbally interpreted as highly committed among the respondents

Table 6 shows that the student-athlete Strongly Agree that they treasured the fame whenever the team is winning (M=4.48, SD=0.54). Likewise, student-athlete Strongly Agree that they feel proud to represent their school in the higher competition (M=4.70, SD=0.46). Moreover, student-athlete Strongly Agree that they cherished the recognition I get from playing, and they value the incentive given by their school and community (M=4.24, SD=0.85). Finally, student-athlete Agree

that they values medals and trophies as a symbol of their achievement (M=3.76, SD=1.25).

TABLE 6. Level of Athletes' Motivation in terms of Rewards

As a student athlete...	Mea n	SD	REmarks
...I values medals and trophies as a symbol of my achievement.	3.76	1.2	Agree
...I cherished the recognition I get from playing	4.24	0.4	Strongly Agree
...I treasured the fame a whenever me and my team is winning.	4.48	0.5	Strongly Agree
...I value the incentive given by our school and community.	4.24	0.8	Strongly Agree
...I feel proud to represent my school in the higher competition.	4.70	0.4	Strongly Agree
Weighted Mean	4.28		
SD	0.83		
Verbal Interpretation	Highly Motivated		

TABLE 7. Level of Athletes' Motivation in terms of Awards

As a student athlete...	Mean	SD	REmarks
...I feel great whenever I receive awards after competition.	4.86	0.35	Strongly Agree
...I appreciate any awards given to me every time we win.	4.72	0.45	Strongly Agree
...I feel a valued member of the team in every win we get.	4.42	0.64	Strongly Agree
...I value the monetary prices given by the organizing committee.	4.36	0.96	Strongly Agree
...I treasured the memories I get from playing.	4.94	0.24	Strongly Agree
Weighted Mean	4.66		
SD	0.83		
Verbal Interpretation	Highly Motivated		

Table 7 shows that the student-athlete Strongly Agree that they treasured the memories they get from playing (M=4.94, SD=0.24). Likewise, student-athlete Strongly Agree that they feel great whenever they receive awards after competition (M=4.86, SD=0.35). Moreover, student-athlete Strongly Agree that they appreciate any awards given to them every time they win (M=4.72, SD=0.45). Furthermore, student-athlete Strongly Agree that they feel a valued member of the team in every win they get (M=4.42, SD=0.64). Finally, student-athlete Strongly Agree that they value the monetary prices given by the organizing committee (M=4.36, SD=0.96).

TABLE 8. Level of Athletes' Motivation in terms of Recognition

As a student athlete...	Mean	SD	REmarks
...I feel special when someone is idolizing me	4.38	0.6	Strongly Agree
...I feel great when other people remember me as a good player.	4.46	0.5	Strongly Agree
...I feel a valued member of the school community whenever I compete.	4.18	0.5	Strongly Agree
...I feel overwhelm when the crowds are cheering for me.	4.74	0.4	Strongly Agree
...I became famous because of playing.	3.36	1.6	Moderately Agree
Weighted Mean	4.22		
SD	0.99		
Verbal Interpretation	Highly Motivated		

Table 8 shows that the student-athlete Strongly Agree that they feel overwhelm when the crowds are cheering for them (M=4.74, SD=0.44). Likewise, student-athlete Strongly Agree

that they feel great when other people remember them as a good player ($M=4.46$, $SD=0.50$). Moreover, student-athlete Strongly Agree that they feel special when someone is idolizing them ($M=4.38$, $SD=0.64$). Furthermore, student-athlete Strongly Agree that they feel a valued member of the school community whenever they compete ($M=4.18$, $SD=0.56$). Finally, student-athlete Moderately Agree that they became famous because of playing ($M=3.36$, $SD=1.65$).

TABLE 9. Level of Sports Behavior in terms of Gamesmanship

As a student athlete...	MEAN	SD	REMARKS
...I leveraging familiarity with the environment.	4.56	0.5	Strongly Agree
...I taking advantage of the homecourt advantage.	4.44	0.8	Strongly Agree
...I feel more energized with the crowd support.	3.48	1.6	Moderately Agree
...I demonstrate resourcefulness during play.	4.12	0.8	Moderately Agree
...I provide a psychological or tactical advantage for my team.	4.62	0.7	Strongly Agree
Weighted Mean		4.24	
SD		1.08	
Verbal Interpretation		Very High	

Table 9 shows that the student-athlete Strongly Agree that they provide a psychological or tactical advantage for my team ($M=4.62$, $SD=0.70$). Likewise, student-athlete Strongly Agree that they leveraging familiarity with the environment ($M=4.56$, $SD=0.50$). Moreover, student-athlete Strongly Agree that they taking advantage of the homecourt advantage ($M=4.44$, $SD=0.88$). Furthermore, student-athlete Moderately Agree that they demonstrate resourcefulness during play ($M=4.12$, $SD=0.80$). Finally, student-athlete Moderately Agree that they feel more energized with the crowd support ($M=3.48$, $SD=1.69$).

TABLE 10. Level of Sports Behavior in terms of Sportsmanship

As a student athlete...	MEAN	SD	REMARKS
...I respect other athletes' behavior and attitudes.	5.00	0.00	Strongly Agree
...I display ethics and moral practices during competition.	4.68	0.47	Strongly Agree
...I practice fairness during the game.	5.00	0.00	Strongly Agree
...I show discipline in the playing court.	4.70	0.46	Strongly Agree
...I uphold the rule of the game.	5.00	0.00	Strongly Agree
Weighted Mean		4.88	
SD		0.33	
Verbal Interpretation		Very High	

Table 10 shows that the student-athlete Strongly Agree that they respect other athletes' behavior and attitudes, they practice fairness during the game, and uphold the rule of the game ($M=5.00$, $SD=0.00$). Likewise, student-athlete Strongly Agree that they show discipline in the playing court ($M=4.70$, $SD=0.46$). Moreover, student-athlete Strongly Agree that they display ethics and moral practices during competition ($M=4.68$, $SD=0.47$).

Table 11 shows that the student-athlete Strongly Agree that they follow the team play during game ($M=4.74$, $SD=0.44$). Likewise, student-athlete Strongly Agree that they work

collaboratively with their teammates, and value everyone's contribution to the team ($M=4.56$, $SD=0.50$). Moreover, student-athlete Strongly Agree that they respect individual differences in my team and my opponent ($M=4.60$, $SD=0.49$). Lastly, student-athlete Strongly Agree that they support the team during tough times and loses ($M=4.42$, $SD=0.73$).

TABLE 11. Level of Sports Behavior in terms of Teamwork

As a student athlete...	MEAN	SD	REMARKS
...I work collaboratively with my teammates.	4.56	0.50	Strongly Agree
...I follow the team play during game.	4.74	0.44	Strongly Agree
...I support the team during tough times and loses.	4.42	0.73	Strongly Agree
...I value everyone's contribution to the team.	4.56	0.50	Strongly Agree
...I respect individual differences in my team and my opponent.	4.60	0.49	Strongly Agree
Weighted Mean		4.58	
SD		0.55	
Verbal Interpretation		Very High	

Table 12 shows that the student-athlete Strongly Agree that they support fair play, and demonstrate respect for my team mates and opponents ($M=5.00$, $SD=0.00$). Likewise, student-athlete Strongly Agree that they compete with honesty and integrity, and respect the rules and officials of the game ($M=4.88$, $SD=0.33$). Lastly, student-athlete Strongly Agree that they avoid cheating in the game ($M=4.74$, $SD=0.56$). The level of sports behavior in terms of sports ethics attained a weighted mean score of 4.90 and a standard deviation of 0.34 and was verbally interpreted as very high among the respondents.

TABLE 12. Level of Sports Behavior in terms of Sports Ethics

As a student athlete...	MEAN	SD	REMARKS
...I compete with honesty and integrity.	4.88	0.33	Strongly Agree
...I avoid cheating in the game.	4.74	0.56	Strongly Agree
...I support fair play.	5.00	0.00	Strongly Agree
...I demonstrate respect for my team mates and opponents.	5.00	0.00	Strongly Agree
...I respect the rules and officials of the game.	4.88	0.33	Strongly Agree
Weighted Mean		4.90	
SD		0.34	
Verbal Interpretation		Very High	

TABLE 13. Level of Sport Achievement in terms of Level of Competition

As a student athlete...	MEAN	SD	REMARKS
...I participate in the school's intramural game.	3.76	1.62	Moderately Agree
...I been selected to represent my school in the higher-level competition.	3.68	1.46	Moderately Agree
...I played in the district meet	4.18	1.51	Moderately Agree
...I played in the unit meet	4.14	1.44	Moderately Agree
...I played in the division meet	4.04	1.44	Moderately Agree
Weighted Mean		3.96	
SD		1.50	
Verbal Interpretation		Moderately High	

Table 13 shows that the student-athlete Moderately Agree that they played in the district meet ($M=4.18$, $SD=1.51$).

Likewise, student-athlete Moderately Agree that they played in the unit meet ($M=4.14$, $SD=1.44$). Moreover, student-athlete Moderately Agree that they played in the division meet ($M=4.04$, $SD=1.44$). Furthermore, student-athlete Moderately Agree that they participate in the school's intramural game ($M=3.76$, $SD=1.62$). Lastly, student-athlete Moderately Agree that they been selected to represent my school in the higher-level competition ($M=3.68$, $SD=1.46$).

Table 14 shows that the student-athlete Strongly Agree that they received medal during provincial meet ($M=4.50$, $SD=0.99$). Likewise, student-athlete Strongly Agree that they received medal during the district meet, and received medal during the unit meet ($M=4.32$, $SD=1.15$). Moreover, student-athlete Strongly Agree that they received medal and became the member of the official team of our school to compete in the higher meet ($M=4.24$, $SD=0.96$). Lastly, student-athlete Moderately Agree that they received gold medal during school's intramural ($M=3.34$, $SD=1.67$).

Table 15 shows the significant relationship between athletes' commitment on the sports behavior and sports achievement. Results shows that the relationship between athletes' commitment in terms of dedication is not significant to sports behavior in terms of gamesmanship. The relationship between athletes' commitment in terms of dedication is significant to sports behavior in terms of sportsmanship, teamwork, and sports ethics. In addition, the relationship between athletes' commitment in terms of dedication is not significant to sports achievement in terms level of competition and medals received.

Moreover, the relationship between athletes' commitment in terms of accountability is significant to sports behavior in terms of gamesmanship, sportsmanship, teamwork, and sports ethics. While the relationship between athletes' commitment in terms of accountability is significant to sports achievement in terms level of competition and medals received. Furthermore, the relationship between athletes' commitment in terms of reliability is significant to sports behavior in terms of gamesmanship, sportsmanship, teamwork, and sports ethics. While the relationship between athletes' commitment in terms of reliability is significant to sports achievement in terms level of competition and medals received.

TABLE 14. Level of Sport Achievement in terms of Medal Received

As a student athlete...	MEAN	SD	REMARKS
...I received gold medal during school's intramural.	3.34	1.67	Moderately Agree
...I received medal and became the member of the official team of our school to compete in the higher meet.	4.24	0.96	Strongly Agree
...I received medal during the district meet.	4.32	1.15	Strongly Agree
...I received medal during the unit meet.	4.32	0.98	Strongly Agree
...I received medal during provincial meet.	4.50	0.99	Strongly Agree
Weighted Mean		4.14	
SD		1.24	
Verbal Interpretation			Moderately High

TABLE 15. Significant Relationship between Athletes' Commitment on the Sports Behavior and Sports Achievement

Athletes' commitment		Sports behavior				Sports achievement			
		Gamesmanship	Sports manship	Team work	Sports Ethics	Level of Competition	Medals Received		
Dedication	Pearson	[1] 0.1242	[4] -0.1046	[7] -0.1539	[10] -0.1613	[12] -0.0979	[14] -0.1595		
	Correlation	[2] 0.1396	[5] 0.0000	[8] 0.0009	[11] 0.0000	[13] 0.7770	[15] 0.5409		
	Significance (2-Tailed)	[3] 49	[6] 49	[9] 49	49	49	49		
	N								
Accountability	Analysis	[16] Not Sig	[17] Sig	[18] Sig	[19] Sig	[20] Not Sig	[21] Not Sig		
	Pearson	[22] 0.1658	[25] 0.0339	[28] 0.0684	[31] 0.2433	[33] 0.1164	[35] 0.0086		
	Correlation	[23] 0.0000	[26] 0.0000	[29] 0.0092	[32] 0.0000	[34] 0.0000	[36] 0.0000		
	Significance (2-Tailed)	[24] 49	[27] 49	[30] 49	49	49	49		
Reliability	Analysis	[37] Sig	[38] Sig	[39] Sig	[40] Sig	[41] Sig	[42] Sig		
	Pearson	[43] -0.0456	[46] 0.2434	[49] -0.0388	[52] 0.1243	[54] 0.0290	[56] -0.0248		
	Correlation	[44] 0.0000	[47] 0.0000	[50] 0.0430	[53] 0.0000	[55] 0.0000	[57] 0.0000		
	Significance (2-Tailed)	[45] 49	[48] 49	[51] 49	49	49	49		
Persistence	Analysis	[58] Sig	[59] Sig	[60] Sig	[61] Sig	[62] Sig	[63] Sig		
	Pearson	[64] 0.1860	[67] -0.0649	[70] 0.0863	[73] 0.2157	[75] -0.0402	[77] -0.1098		
	Correlation	[65] 0.0000	[68] 0.0000	[71] 0.2570	[74] 0.0000	[76] 0.0002	[78] 0.0003		
	Significance (2-Tailed)	[66] 49	[69] 49	[72] 49	49	49	49		
Task Orientation	Analysis	[79] Sig	[80] Sig	[81] Not Sig	[82] Sig	[83] Sig	[84] Sig		
	Pearson	[85] 0.2403	[88] 0.0615	[91] 0.1334	[94] -0.1606	[96] 0.2081	[98] 0.1522		
	Correlation	[86] 0.0000	[89] 0.0000	[92] 0.3621	[95] 0.0000	[97] 0.0001	[99] 0.0002		
	Significance (2-Tailed)	[87] 49	[90] 49	[93] 49	49	49	49		
Task Orientation	N								
	Analysis	[100] Sig	[101] Sig	[102] Not Sig	[103] Sig	[104] Sig	[105] Sig		

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

In addition, the relationship between athletes' commitment in terms of persistence is significant to sports behavior in terms of gamesmanship, sportsmanship, and sports ethics but not significant in teamwork. While the relationship between athletes' commitment in terms of persistence is significant to

sports achievement in terms level of competition and medals received.

Table 16 shows significant relationship between athletes' motivation on the sports behavior and sports achievement. Results shows that the relationship between athletes' motivation in terms of rewards is not significant to sports behavior in terms of gamesmanship but is significant to sports behavior in terms of sportsmanship, teamwork, and sports ethics. In addition, the relationship between athletes' motivation in terms of rewards is not significant to sports achievement in terms level of competition and medals received.

TABLE 16. Significant Relationship between Athletes' Motivation on the Sports Behavior and Sports Achievement

Athletes' Motivation		Sports behavior						Sports achievement					
		Gamesmanship		Sports manship		Team work		Sports Ethics		Level of Competition		Medals Received	
Rewards	Pearson	[106]	0.1929	[109]	0.0114	[112]	0.1110	[115]	-	[117]	0.0627	[119]	0.0310
	Correlation	[107]	0.6708	[110]	0.0000	[113]	0.0015		0.1712	[118]	0.0736	[120]	0.3149
	Significance (2-Tailed)	[108]	49	[111]	49	[114]	49	[116]	0.0000		49		49
	N								49				
Awards	Analysis	[121]	<i>Not Sig</i>	[122]	<i>Sig</i>	[123]	<i>Sig</i>	[124]	<i>Sig</i>	[125]	<i>Not Sig</i>	[126]	<i>Not Sig</i>
	Pearson	[127]	-	[130]	0.0368	[133]	0.1493	[136]	0.1863	[138]	-	[140]	0.0230
	Correlation		0.1016	[131]	0.0000	[134]	0.2480	[137]	0.0000		0.1260	[141]	0.0002
	Significance (2-Tailed)	[128]	0.0000	[132]	49	[135]	49		49	[139]	0.0003		49
Recognition	N	[129]	49								49		
	Analysis	[142]	<i>Sig</i>	[143]	<i>Sig</i>	[144]	<i>Not Sig</i>	[145]	<i>Sig</i>	[146]	<i>Sig</i>	[147]	<i>Sig</i>
	Pearson	[148]	0.1960	[151]	0.0684	[154]	0.1939	[157]	-	[159]	0.0520	[161]	0.0439
	Correlation	[149]	0.8381	[152]	0.0000	[155]	0.0002		0.1996	[160]	0.1495	[162]	0.5712
	Significance (2-Tailed)	[150]	49	[153]	49	[156]	49	[158]	0.0000		49		49
	N								49				
	Analysis	[163]	<i>Not Sig</i>	[164]	<i>Sig</i>	[165]	<i>Sig</i>	[166]	<i>Sig</i>	[167]	<i>Not Sig</i>	[168]	<i>Not Sig</i>

Correlation Coefficient Value (r)
0.00 to 0.19
0.20 to 0.39
0.40 to 0.59
0.60 to 0.79
.80 to 1.00

Direction and Strength of Correlation
Very Weakly Positive
Weakly Positive
Moderately Positive
Strongly Positive
Perfectly Positive

IV. CONCLUSION

There is a significant relationship between athletes' commitment and sports behavior and sports achievement. Thus, the null hypothesis is partially rejected.

There is a significant relationship between athletes' motivation and sports behavior and sports achievement. Thus, the null hypothesis is partially rejected.

V. RECOMMENDATION

Based on the drawn conclusions the following recommendations were given: Emphasize skill development, ensure training programs focus on refining technical, tactical, and physical abilities, in support to the athletes' motivation. Coaches may track performance metrics and provide specific, actionable feedback in support to motivational speeches. Athletes have different needs, so there must be a personalized coaching and training to each member of the team. Athletes

can follow structured, data-driven training plans tailored to their needs. Instead of constant effort, athletes may follow strategic cycles of training, rest, and competition to prevent burnout and maximize gains. Ensure access to high-quality resources, even the most committed athletes struggle without proper training facilities, nutrition guidance, and recovery programs.

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