
Facets of Motivation towards Physical Well-Being and Psychosocial Performance of Student-Athletes

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ABSTRACT: The study aimed to explore the various facets of motivation influencing the physical well-being and psychosocial performance of student-athletes. Employing a descriptive-correlational design, the research collected data from 132 athletes at Batangas State University-TNEU, Malvar campus during the Academic Year 2023-2024. A custom questionnaire assessed athletes' motivation regarding autonomy, competence, and relatedness, alongside their perceptions of physical well-being and psychosocial performance, including social support, psychological resilience, and emotional well-being. Descriptive statistics, including mean and standard deviation, were used to analyze the motivation and well-being scores. Additionally, Pearson product-moment correlation was employed to identify significant relationships between motivation factors and well-being outcomes. Results indicated that autonomy competence (mean and relatedness are crucial motivators, with significant correlations to physical health and psychosocial performance. Social support, psychological resilience, and emotional well-being each had an average rating underscoring their importance in athletic achievement. The findings suggest that fostering autonomy, skill development, and positive social connections enhances athlete motivation and overall well-being. Recommendations include creating supportive environments that promote autonomy, implementing challenging training programs, recognizing achievements, and providing robust social support and mental health resources

KEYWORDS: Autonomy, Competence, Motivation Factors, Physical Well-Being, Psychosocial Performance, Relatedness, Social Support

INTRODUCTION

Motivation and physical well-being are critical factors in the performance of student-athletes. Motivation is defined as the process that initiates, guides, and sustains goal-oriented behaviors (Ryan & Deci, 2000) [1]. It encompasses intrinsic motivation, driven by internal rewards such as passion and enjoyment, and extrinsic motivation, driven by external rewards or recognition. Physical well-being refers to an individual's overall physical health, including aspects like fitness, nutritional habits, injury prevention, and general health status (World Health Organization, 1946).

In the realm of sports, the pursuit of excellence is a continuous endeavor, driving athletes to push their limits and redefine performance boundaries. This endeavor necessitates not only rigorous training and unwavering dedication but also the integration of physical prowess with overall well-being. Traditionally, the focus was primarily on physical training and performance metrics, often neglecting the holistic health of athletes. However, the evolving landscape of sports science now emphasizes the importance of holistic health, recognizing that sustainable athletic success is underpinned by both physical and psychosocial well-being.

Historically, the prioritization of physical performance over holistic health has led to various issues. Athletes often face physical injuries, psychological stress, and burnout, which can adversely affect their overall health and long-term career prospects. The intense focus on performance metrics frequently results in the neglect of crucial aspects like mental health, social support, and emotional well-being.

Current research underscores the importance of integrating holistic health practices into athletic training programs. For instance, Self-Determination Theory (SDT) highlights the significance of intrinsic motivation and fulfilling basic psychological needs—autonomy, competence, and relatedness—to promote sustained engagement and well-being (Deci & Ryan, 2000) [1]. The Bio psychosocial Model further emphasizes the interconnectedness of biological, psychological, and social factors in shaping health outcomes, advocating for comprehensive approaches that address these dimensions (Engel, 1977). Studies suggest that fostering a supportive environment, promoting psychological resilience, and encouraging balanced training and recovery can mitigate the adverse effects of traditional performance-centric approaches (Ryan & Deci, 2014) [1].

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While existing literature provides valuable insights into motivational theories and holistic health models, there is a scarcity of research specifically examining the interplay between motivation, physical well-being, and performance among student-athletes. Most studies focus on professional athletes, leaving a gap in understanding how these dynamics operate within the context of student-athletes who juggle academic responsibilities alongside athletic pursuits.

This study aims to bridge the gap by exploring the facets of motivation and their impact on the physical well-being and psychosocial performance of student-athletes. By examining both intrinsic and extrinsic motivational factors and their relationship with physical and psychosocial well-being, this research seeks to provide evidence-based recommendations for developing effective training strategies, injury prevention programs, and holistic athlete development plans tailored for student-athletes.

Understanding the complex dynamics between motivation, physical well-being, and performance is crucial for optimizing athletic success and ensuring the long-term health of student-athletes. This research aligns with the mandates of the Philippine Constitution and the Enhanced Basic Education Act of 2013, which emphasize the holistic development and health protection of students. By contributing to the body of knowledge in sports science and psychology, this study aims to inform policies and practices within educational institutions and sports organizations, ultimately benefiting the broader athletic community.

OBJECTIVES OF THE STUDY

The primary objective of this study is to investigate the facets of motivation and their influence on the physical well-being and psychosocial performance of student-athletes. Specifically, the study aims to examine the perceptions of student-athletes regarding autonomy, competence, and relatedness, and to assess how these motivational factors relate to their views on social support, psychological resilience, and emotional well-being.

Additionally, the study seeks to determine the significant relationships between these motivational facets and the physical and psychosocial well-being of student-athletes. By identifying these correlations, the research aims to provide insights that can enhance athletic performance and overall health, contributing valuable knowledge to the field of sports science and psychology and informing practices and policies that promote the sustainable development of student-athletes.

METHODOLOGY

To determine the relationship between facets of motivation and physical well-being and psychosocial performance of student-athletes, a quantitative correlational approach was utilized. Specifically, a correlational research design was employed to explore the relationship between two or more variables and their cause and effect (Fraenkel & Wallen, 2009). This study aimed to identify whether facets of motivation such as autonomy, competence, and relatedness are correlated with physical well-being and psychosocial performance indicators like social support, psychological resilience, and emotional well-being (Cresswell et al., 2010).

Respondents of the Study

The respondents of this study were 132 student-athletes from Batangas State University. A non-probability sampling technique, specifically convenience sampling, was used to determine the size of the respondents. This method was chosen due to its ease and practicality in data collection, considering the available student-athletes at the university.

Research Instrument

The main instrument for data collection was a self-made questionnaire. The questionnaire was initially drafted and reviewed by the research adviser for comments and suggestions. After revisions, it was presented to experts for validation. The final questionnaire included fixed alternative responses, allowing respondents to choose from a given set of options. The responses were then assessed using weighted mean calculations to determine perceptions of facets of motivation and psychosocial performance. The composite mean for each category was computed to reflect overall assessments.

Data Gathering Procedure

The researcher followed university protocols, submitting and defending the research proposal to ensure its quality. Suggestions from the defense were incorporated into the study.

Permission letters were sent to the University President, Sports Director, and campus Chancellor for approval to conduct the study and disseminate the questionnaire. Once approved, the questionnaire link was sent to respondents via Google Forms. Respondents were given ample time to complete the survey, and the researcher monitored the responses continuously. After collecting all responses, the questionnaire link was deactivated to prevent further submissions.

Data Analysis

After collecting the responses, the data was tabulated and analyzed with the assistance of a statistician and the LSPU San Pablo's Statistic Center. Descriptive statistics such as frequency counts, means, and percentages were used for descriptive analysis. Pearson's *r* correlation was employed to determine significant relationships between the facets of motivation and the physical well-being and psychosocial performance of the student-athletes.

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Ethical Considerations

Participants were fully informed about the study's purpose and their role in it, ensuring they understood the risks and provided informed consent before participating. Sufficient time was given for participants to reflect their true views on the research questions. The study adhered to ethical standards, ensuring the confidentiality and appropriate use of the data provided by the respondents. Consent was obtained, and ethical research practices were strictly followed throughout the study.

RESULTS AND DISCUSSION

The data in Table 1 shows that autonomy is a significant motivator for the respondents, with an overall mean score of 4.42, indicating that autonomy is "True of me." Notably, statements such as "My coaches encourage me to take accountability for my training and performance decisions" and "I have the freedom to pursue my full potential" received the highest mean scores of 4.61 (SD = 0.58 and 0.56, respectively). These results suggest that respondents feel strongly supported by their coaches to take ownership of their training and believe they have the freedom to excel.

However, the statement "I have a platform to demonstrate my unique abilities" had the lowest mean score of 4.17 (SD = 0.79), suggesting that while autonomy is generally high, there may be fewer opportunities for athletes to showcase their specific talents. These findings emphasize the importance of supportive coaching in fostering a sense of independence among athletes, aligning with Deci and Ryan's (2015) Self-Determination Theory (SDT), which asserts that autonomy enhances intrinsic motivation [1].

Table 1. Perceived Facets of Motivation in terms of Autonomy

<i>I get motivated to participate in sports because...</i>	Mean	SD	Verbal Interpretation
1. I have control over my training and performance decisions.	4.35	0.65	True of me
2. I'm empowered to decide my level of involvement and training regimen.	4.32	0.69	True of me
3. My coaches value and respect my input on my sports participation.	4.56	0.61	Very true of me
4. Participate out of genuine passion, not external pressure.	4.50	0.62	Very true of me
5. Set my own athletic goals and objectives.	4.50	0.72	Very true of me
6. I take satisfaction in designing my training routines.	4.34	0.71	True of me
7. I provide a platform for me to demonstrate my unique abilities.	4.17	0.79	True of me
8. I feel a strong sense of ownership over my athletic performance.	4.25	0.77	True of me
9. My coaches encourage me to take accountability for my training and performance decisions.	4.61	0.58	Very true of me
10. I have the freedom to pursue my full potential.	4.61	0.56	Very true of me
Overall Mean	4.42	0.49	True of me

Legend: 4.50-5.00-Very True of Me 3.50-4.49- True of Me 2.50-3.49-Sometimes True of Me; 1.50-2.49-Untrue of Me; 1.00-1.49 - Very Untrue of Me

The study implies that enhancing autonomy by empowering athletes and valuing their input, alongside offering supportive coaching, can significantly boost motivation. Coaches and sports organizations should focus on creating environments that promote autonomy while addressing any gaps in opportunities for athletes to demonstrate their unique skills, thereby increasing participation and sustained motivation in athletics.

The data in Table 2 indicates that competence is a significant motivator for the respondents, with an overall mean score of 4.58. High-scoring items include "The excitement of learning new skills and techniques drives me to constantly improve" (Mean = 4.70, SD = 0.49), "I have confidence in my ability to succeed and develop, pushing me towards my objectives" (Mean = 4.62, SD = 0.59), and "My passion for the sport is fueled by mastering fresh skills and techniques" (Mean = 4.61, SD = 0.56). These results suggest that respondents are driven by a strong desire to enhance and master their skills, reflecting a high level of intrinsic motivation to progress and excel.

Conversely, the statement "My passion is driven by my belief in my abilities and expertise" received the lowest average score of 4.47 (SD = 0.65). Although still high, this score is the lowest among the items, indicating a slight difference in confidence levels. This suggests that while general confidence is high, some respondents may feel less confident in certain areas.

Table 2. Perceived Facets of Motivation in terms of Competence

<i>I get motivated to participate in sports because...</i>	Mean	SD	Verbal Interpretation
1. I have confidence in my skills and techniques, which fuels my passion.	4.47	0.65	True of me
2. achieving success makes me feel accomplished and fulfilled, driving me to strive for more.	4.58	0.57	Very true of me
3. I remain confident in my ability to overcome challenges, pushing me to keep moving forward.	4.52	0.61	Very true of me

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4. participating allows me to showcase my athletic abilities, igniting my competitive spirit.	4.52	0.54	Very true of me
5. learning new skills and techniques excites me, motivating me to improve continuously.	4.70	0.49	Very true of me
6. I believe in my potential to grow and excel, propelling me towards my goals.	4.62	0.59	Very true of me
7. setting and achieving athletic goals drives me, giving me purpose and direction.	4.58	0.54	Very true of me
8. success brings me a deep sense of fulfillment and pride, validating my hard work.	4.58	0.61	Very true of me
9. pushing my boundaries energizes me, inspiring me to reach greater heights.	4.58	0.57	Very true of me
10. mastering new skills and techniques keeps me engaged, fueling my passion for the sport.	4.61	0.56	Very true of me
Overall Mean	4.58	0.42	Very true of me

Legend: 4.50-5.00-Very True of Me 3.50-4.49- True of Me 2.50-3.49-Sometimes True of Me; 1.50-2.49-Untrue of e; 1.00-1.49 - Very Untrue of Me

These findings emphasize the importance of creating a culture that fosters continuous learning and skill enhancement. Coaches and sports organizations should prioritize providing opportunities for athletes to learn new skills and improve existing ones. Addressing areas where athletes may lack confidence can enhance their overall sense of competence, leading to increased motivation and participation.

The results align with Maslow's hierarchy of needs, particularly the growth needs related to personal success and self-fulfillment (Maslow, 2015) [2]. The high mean scores reflect a strong motivation stemming from a sense of competence, consistent with Maslow's theory that growth needs drive individuals to seek self-improvement and reach their full potential. This underscores the importance of environments that support both the growth and self-esteem needs of athletes, enabling them to have confidence in their abilities while striving for excellence.

Table 3. Perceived Facets of Motivation in Terms of Relatedness

<i>I get motivated to participate in sports because...</i>	Mean	SD	Verbal Interpretation
1. My coaches and teammates provide unwavering support and encouragement, fueling my passion and determination to excel.	4.61	0.54	Very true of me
2. It offers me the chance to build meaningful relationships and connections with others who share my love for the game, enriching my athletic journey.	4.64	0.51	Very true of me
3. It creates a sense of camaraderie and belonging, allowing me to feel part of a supportive community that uplifts and inspires me.	4.57	0.58	Very true of me
4. The bonds I share with my teammates, both on and off the field, drive me to push my limits and strive for greatness.	4.56	0.62	Very true of me
5. The encouragement and backing from my team members boost my confidence and drive me to achieve my goals.	4.61	0.53	Very true of me
6. The friendships and interactions with my peers enhance my enjoyment of the sport and contribute to my overall well-being.	4.66	0.52	Very true of me
7. Being part of a team gives me a sense of unity and purpose, fostering an environment where I feel valued and supported.	4.61	0.58	Very true of me
8. The camaraderie and solidarity within the sports community empower me to overcome obstacles and pursue excellence.	4.54	0.57	Very true of me
9. It allows me to forge lasting connections and friendships with individuals who share my passion and dedication.	4.60	0.59	Very true of me
10. The positive relationships I cultivate with my coaches and teammates inspire me to perform at my best and strive for success.	4.64	0.51	Very true of me
Overall	4.60	0.44	Very True of me

Legend: 4.50-5.00-Very True of Me 3.50-4.49- True of Me 2.50-3.49-Sometimes True of Me; 1.50-2.49-Untrue of Me; 1.00-1.49 - Very Untrue of Me

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Table 3 indicates that relatedness is a significant motivator for the respondents, with an overall mean score of 4.60. High-scoring items include "Building strong relationships and connections with fellow sports enthusiasts" (Mean = 4.64, SD = 0.51) and "Enhancing enjoyment of the game through friendships and interactions with peers" (Mean = 4.66, SD = 0.52). These results suggest that respondents greatly value the sense of community and friendships developed through sports, which significantly contribute to their motivation and enjoyment.

The statement "The connections I have with my teammates during games and outside of them inspire me to exceed my limits and aim for success" received the lowest mean score of 4.56 (SD = 0.62), indicating a slight difference in the impact of team relationships on motivation. Although this score remains high, it suggests that while relationships with teammates are important, they may have a marginally lesser impact on motivation compared to other aspects of relatedness.

These findings underscore the importance of fostering a supportive and inclusive team environment in sports. Developing meaningful bonds and connections with team members and coaches not only enhances enjoyment but also boosts overall well-being and motivation. Sports organizations and coaches should focus on promoting teamwork, camaraderie, and mutual support among athletes to enhance motivation and engagement. Addressing any potential gaps in interpersonal relationships can further strengthen the sense of connectedness and improve overall satisfaction in sports participation.

The results align with the concept of belongingness needs within Maslow's hierarchy, as discussed by Salavastru (2017). The high average scores reflect a strong desire for social connections and a sense of community among respondents. This supports Salavastru's assertion that athletes seek meaningful relationships and camaraderie beyond the sports arena. While the slightly lower score for team-related motivation indicates that relationships with teammates are crucial, it also highlights the nuanced impact of different aspects of relatedness on motivation [3].

Table 4 demonstrates that social support is a crucial factor for the respondents, with an average score of 4.55. High-scoring items include support from family (Mean = 4.56), positive feedback from coaches (Mean = 4.57), emotional encouragement from family members (Mean = 4.58), and inspiration from friends (Mean = 4.59). These results indicate that respondents greatly value the support from their family, coaches, friends, teammates, and the wider sports community, which significantly contributes to their physical health and athletic success.

The statement "Receiving encouragement and backing from people around me is a vital factor in my overall health and ongoing achievements in athletics" received the lowest mean score of 4.47. While this score remains high, it suggests a slightly lower perceived impact compared to other forms of support. This finding may indicate variability in how respondents value different sources of support.

Table 4. Perception of the Respondents on their Physical Well-being and Psychosocial Performance in terms of Social Support

Indicators	Mean	SD	Verbal Interpretation
1. The encouragement and assistance I receive from my family significantly contribute to my overall physical well-being and athletic accomplishments.	4.56	0.57	Very true of me
2. I find that my coaches' positive reinforcement and guidance have a constructive impact on my physical readiness and sporting achievements.	4.57	0.56	Very true of me
3. I hold the belief that the support and motivation provided by my friends serve as a driving force behind my physical fitness and sporting excellence.	4.59	0.58	Very true of me
4. The camaraderie and motivation within my team play a crucial role in enhancing my physical well-being and contributing to my success in sports.	4.50	0.60	Very true of me
5. In my perspective, the emotional support and understanding of my loved ones are vital for the maintenance of my physical health and the attainment of peak performance.	4.58	0.54	Very true of me
6. The encouragement and support from my peers have a substantial influence on my overall physical fitness and accomplishments in sports.	4.59	0.54	Very true of me
7. I place great value on the support from my sports community, both on and off the field, as it significantly enhances my physical well-being and performance.	4.55	0.56	Very true of me

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8. The backing I receive from my social network is instrumental in bolstering my resilience and positively affecting my physical health and achievements in sports.	4.55	0.58	Very true of me
9. I perceive the collective support system around me as a cornerstone for my physical and athletic development.	4.53	0.60	Very true of me
10. The endorsement and support from individuals in my surroundings constitute an integral element of my physical well-being and continued success in sports.	4.47	0.65	True of me

Overall Mean	4.55	0.45	Very True of me
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Legend: 4.50-5.00-Very True of Me 3.50-4.49- True of Me 2.50-3.49-Sometimes True of Me; 1.50-2.49-Untrue of Me; 1.00-1.49 - Very Untrue of Me

These findings emphasize the critical role of social support in enhancing athletes' physical well-being and psychosocial performance. Sports organizations and coaches should prioritize creating supportive environments that foster positive relationships and provide robust support systems. Recognizing the importance of support from family, coaches, friends, teammates, and the wider sports community can help improve athletes' health and performance.

The results align with Shang and Yang's (2021) study, which found that social support is essential in reducing athlete burnout, a factor negatively affecting well-being and performance [4]. This research highlights the complex relationship between social support and mental well-being in athletes, emphasizing the need to promote strong support networks to enhance resilience and overall mental and emotional health. The findings in Table 4 corroborate the literature by demonstrating that various sources of social support are vital to athletes' physical health and success in sports.

Table 5 shows that respondents highly value psychological resilience for their physical health and athletic success, with an average score of 4.55. They particularly emphasize its positive effects on physical health and its role in achieving excellence in sports (Mean = 4.60). This underscores the importance of mental toughness in overcoming challenges and maintaining a positive mindset during rigorous training.

While the link between psychological strength and physical fitness received a slightly lower mean score of 4.50, it still reflects strong recognition of resilience's significance overall.

These findings highlight the necessity for coaches and sports organizations to prioritize resilience training and stress management techniques. Enhancing athletes' resilience can help them effectively manage stress, sustain motivation, and succeed in sports. This aligns with Sarkar and Fletcher's (2014) research, which emphasizes the critical role of resilience in athletes' ability to cope with various stressors and achieve athletic success [5].

Understanding these dynamics is crucial for developing tailored interventions that strengthen athletes' psychological resilience, thereby improving their overall well-being and performance in sports.

Table 5. Perception of the Respondents on their Physical Well-being and Psychosocial Performance in terms of Psychological Resilience.

Indicators	Mean	SD	Verbal Interpretation
1. I firmly believe that my psychological resilience significantly contributes to my overall physical health and sporting achievements.	4.55	0.58	Very true of me
2. The ability to remain focused and resolute when encountering challenges has a positive impact on my physical preparedness and athletic accomplishments.	4.56	0.58	Very true of me
3. I highly value my psychological resilience, as it plays a crucial role in maintaining my physical well-being and achieving excellence in sports.	4.60	0.56	Very true of me
4. My psychological toughness and adaptability serve as instrumental traits in enhancing my physical fitness and contributing to my overall success in sports.	4.50	0.61	Very true of me
5. I consider psychological resilience as a crucial component in overcoming obstacles and maintaining both my physical and mental health.	4.56	0.62	Very true of me
6. The capacity to bounce back from setbacks and maintain a positive outlook significantly enhances my physical performance in sports.	4.52	0.62	Very true of me
7. My mental resilience positively influences my physical well-being and enables me to endure the demands of intensive training.	4.56	0.62	Very true of me

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8. I believe that psychological resilience is essential for athletes to face adversity and maintain their physical health and sporting success.	4.58	0.58	Very true of me
9. My ability to handle stress and pressure effectively is closely associated with my physical preparedness and overall performance.	4.52	0.65	Very true of me
10. The mental fortitude to stay committed and motivated amid challenging circumstances is a valuable asset for my physical well-being and success in sports.	4.54	0.62	Very true of me

Overall Mean	4.55	0.45	Very true of me
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Legend: 4.50-5.00-Very True of Me 3.50-4.49- True of Me 2.50-3.49-Sometimes True of Me; 1.50-2.49-Untrue of Me; 1.00-1.49 - Very Untrue of Me

Table 6 reveals participants' views on emotional well-being and its impact on physical health and athletic achievements, with an average score of 4.55 and a standard deviation of 0.48. The findings emphasize the significant role of emotional wellness in enhancing athletes' physical performance and overall success in sports.

Highly rated statements underscored the importance of emotional well-being, such as "Maintaining a positive emotional state during athletic training is beneficial for my physical fitness and success in sport" (Mean = 4.61) and similar sentiments scoring around 4.59. These results highlight athletes' recognition of emotional stability as crucial for optimal athletic performance.

Table 6. Perception of the Respondents on their Physical Well-being and Psychosocial Performance in terms of Emotional Well-being

Indicators	Mean	SD	Verbal Interpretation
1. I firmly believe that my emotional well-being plays a pivotal role in my overall physical fitness and success in sports.	4.52	0.57	Very true of me
2. My capacity to effectively manage and regulate my emotions is a fundamental aspect of my physical well-being and sporting accomplishments.	4.52	0.60	Very true of me
3. The ability to maintain a positive emotional state significantly influences my physical preparedness and excellence in sports.	4.52	0.59	Very true of me
4. Emotional well-being is integral to my physical fitness and overall success as an athlete.	4.59	0.61	Very true of me
5. I consider emotional well-being as a significant contributor to my ability to perform at my physical best in sports.	4.55	0.58	Very true of me
6. The positive emotions and mindset I maintain significantly enhance my physical health and overall athletic achievements.	4.57	0.60	Very true of me
7. I believe that emotional well-being is essential for maintaining a high level of physical fitness and sporting success.	4.56	0.60	Very true of me
8. The capacity to handle emotional challenges effectively is closely linked to my physical preparedness and performance in sports.	4.55	0.61	Very true of me
9. My emotional resilience positively influences my physical well-being and enables me to excel in sports.	4.48	0.62	True of me
10. The ability to cultivate a healthy emotional state in the rigors of athletic training is an asset for my physical fitness and success in sports.	4.61	0.56	Very true of me
Overall	4.55	0.48	Very true of me

Legend: 4.50-5.00-Very True of Me 3.50-4.49- True of Me 2.50-3.49-Sometimes True of Me; 1.50-2.49-Untrue of Me; 1.00-1.49 - Very Untrue of Me

Although slightly lower, the statement "My emotional strength enhances my physical health and helps me perform well in athletics" received a score of 4.48, indicating a perceived, though slightly weaker, impact compared to other aspects of emotional well-being. These findings underscore the need for sports programs to integrate strategies that enhance emotional resilience alongside physical training. Coaches can play a pivotal role by fostering supportive environments and providing resources for stress management and emotional regulation training.

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Aligned with self-determination theory (SDT) and related studies by Amorose & Anderson-Butcher (2016) and Balaguer et al. (2015), these results highlight how emotional health contributes to athletes' overall readiness and success in sports. They emphasize the importance of nurturing emotional resilience to optimize athletic performance and well-being [6].

This research underscores the holistic approach needed to support athletes, addressing both physical and mental health aspects to enhance performance and ensure sustained success in sports.

Table 7. The significant relationship between Facets of Motivation and Respondents' Physical Well-Being and Psychosocial Performance.

Facets of Motivation	Physical Well-Being and Psychosocial Performance		
	Social support	Psychological resilience	Emotional well-being
Autonomy	0.708***	0.564***	0.641***
Competence	0.757***	0.682***	0.739***
Relatedness	0.789***	0.643***	0.757***

Table 7 illustrates significant correlations between motivational factors (autonomy, competence, relatedness) and their impact on respondents' physical health and psychological performance indicators (social support, psychological resilience, emotional well-being). All correlation coefficients are highly significant at the 0.001 level.

Autonomy shows strong positive correlations with social support ($r = 0.708^{***}$), psychological resilience ($r = 0.564^{***}$), and emotional well-being ($r = 0.641^{***}$). This indicates that higher perceived autonomy is associated with enhanced social support, resilience, and emotional stability among participants.

Competence exhibits even stronger correlations with social support ($r = 0.757^{***}$), psychological resilience ($r = 0.682^{***}$), and emotional well-being ($r = 0.739^{***}$). Participants who feel competent tend to experience greater social support, resilience, and emotional well-being, underscoring the importance of self-perceived capability in overall well-being.

Relatedness demonstrates the strongest associations among the motivational factors, with social support ($r = 0.789^{***}$), psychological resilience ($r = 0.643^{***}$), and emotional well-being ($r = 0.757^{***}$). This suggests that feelings of connection and support from others significantly contribute to participants' social, psychological, and emotional well-being.

These findings reject the null hypothesis and affirm the significant role of autonomy, competence, and relatedness in enhancing both physical health and psychosocial performance. They underscore the importance of cultivating environments that nurture these motivational aspects to promote athletes' overall well-being and performance.

The results align with existing literature by Amorose & Anderson-Butcher (2016), Balaguer et al. (2015), and Moraru et al. (2021), emphasizing the critical influence of motivational orientation on athletes' psychological needs satisfaction, motivation levels, and overall well-being [6]. These studies support and expand upon the findings of Table 7, highlighting the multifaceted benefits of autonomy-supportive coaching and fostering competence and relatedness in sports settings.

CONCLUSION AND RECOMMENDATION

Several significant insights have emerged based on the findings of this study on the facets of motivation and their impact on the physical well-being and psychosocial performance of student-athletes. The study focused on autonomy, competence, and relatedness as key motivational factors and explored their relationships with social support, psychological resilience, and emotional well-being among student-athletes at Batangas State University-TNEU, Malvar campus. The research utilized a descriptive-correlational design, employing a research-made questionnaire to gather data from 132 athletes during the academic year 2023-2024.

The findings highlight the critical role of autonomy in empowering athletes, as those who perceived higher levels of autonomy reported enhanced social support, psychological resilience, and emotional well-being. This aligns with previous research indicating that autonomy fosters a sense of control and ownership over one's training and performance, thereby promoting motivation and overall well-being (Deci & Ryan, 2000) [1]. Competence was also found to significantly correlate with improved physical health and psychosocial functioning among athletes, emphasizing the importance of skill development and achievement in bolstering athletic performance and mental resilience (Harwood et al., 2015).

Moreover, the study underscores the influence of relatedness, indicating that positive relationships and social connections contribute significantly to athletes' emotional well-being and perceived social support. This finding echoes the broader literature on the role of interpersonal relationships in promoting athlete satisfaction and performance (Rees & Hardy, 2000).

The recommendations derived from these findings advocate for interventions that prioritize autonomy-supportive coaching strategies, skill development programs, and fostering a supportive team environment. By empowering athletes with decision-making opportunities and promoting positive relationships within athletic communities, institutions can enhance overall student-athlete well-being and performance outcomes. These recommendations not only address immediate challenges observed in this study but also aim to bridge existing gaps in research by proposing practical solutions grounded in empirical evidence.

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This study's contribution lies in its comprehensive exploration of motivational factors and their multifaceted impact on student-athlete well-being, providing valuable insights for sports science practitioners, coaches, and educational policymakers. By delineating the pathways through which autonomy, competence, and relatedness influence physical and psychosocial outcomes, the study enriches the theoretical understanding of motivational dynamics in sports contexts.

Furthermore, the findings suggest avenues for future research to deepen understanding and promote continuous improvement in student-athlete development. Future studies could explore longitudinal effects of motivational interventions, investigate cultural variations in motivational processes, and assess the effectiveness of tailored support programs in diverse educational settings. By fostering a robust research culture that prioritizes evidence-based practices, ongoing investigations can further refine strategies to optimize student-athlete experiences and outcomes.

As a result, this study underscores the importance of motivational factors in shaping student-athlete well-being and performance, offering actionable insights for enhancing educational practices and supporting holistic development in sports environments. By leveraging these findings to inform policy and practice, institutions can foster environments that empower student-athletes to thrive both academically and athletically, thereby promoting their long-term success and well-being.

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