

The Impact of Motivation and Social Support on the Academic Performance of High School Student-Athletes

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ABSTRACT

This study examined the relationship of motivation and social support with the academic performance of high school student-athletes in a public national high school located in a rural municipality of Cebu Province during the School Year 2023–2024. Specifically, it investigated the levels of intrinsic and extrinsic motivation, the degree of social support, and their association with the respondents' academic performance. The findings served as the basis for developing a psycho-social intervention plan to assist student-athletes in balancing academic responsibilities, athletic commitments, and other personal demands. A quantitative correlational research design was employed using a structured survey questionnaire to measure motivation and social support, while the respondents' first-quarter academic grades were used to determine academic performance. Data were analyzed using frequency count, percentage, weighted mean, and the Pearson Product-Moment Correlation Coefficient. The results revealed that extrinsic motivation was significantly associated with the academic performance of student-athletes, indicating that external factors such as recognition, rewards, encouragement, and expectations positively influenced their academic achievement. Conversely, intrinsic motivation and social support showed no statistically significant relationship with academic performance. Based on these findings, the study recommends the implementation of the proposed psycho-social intervention plan to strengthen student-athletes' capacity to effectively manage their dual roles and sustain satisfactory academic performance. The intervention may also provide schools with a structured framework for supporting the holistic development of student-athletes.

Keywords: Guidance and Counseling, motivation, social support, academic performance, Descriptive – Correlational, Cebu Province

INTRODUCTION

Academic performance is a key feature (Rono, Onderie, & Owino, 2014) and one of the important goals (Narad and Abdullah, 2016) of education, which can be defined as knowledge gained by students that is assessed by teacher marks and/or educational goals. To attain an impressive academic performance necessitates substantial motivation, and a strong social support system. This situation applies to typical students who must juggle personal challenges alongside their academic commitments and regular exams. Nevertheless, a more significant concern arises when considering students who are also athletes.

Student-athletes have to juggle their responsibilities as athletes and full-time students (Gerdy, 2000). They are individuals who are engaged in both academics and sports simultaneously. This means they have dual roles or responsibilities. On one hand, they are expected to excel in their academic pursuits, attending classes, completing assignments, and studying for exams just like any other full-time student. On the other hand, they are also athletes, which means they participate in sports competitions, attend practices, and dedicate a significant amount of time to their athletic training and performance.

The challenge for student-athletes lies in finding a balance between these two roles. They need to manage their time effectively to meet both academic and athletic commitments. This often involves time management skills, motivation, and support to help them succeed in both areas.

A poll survey conducted by KRQE Sports, 36% of New Mexico High School athletes fail at least one class. It may not appear to be a significant amount, but 36% is nearly four out of ten athletes failing. Additionally, 70% of young athletes give up on sports by the time they start high school, according to the National Alliance for Sports. With their rigorous high school schedules, many students quit the sports they used to love because of the changes they face in high school. This is why, many view sports as an obstacle to their educational advancement, as they spend majority of their time outside the classroom, focusing on sports training rather than classroom teaching and learning activities.

In response to this, motivation and social support play a significant impact in the academic performance of the student-athletes. Algharaibeh (2020) concluded that higher levels of motivation can lead to more academic success. When student-athletes are highly motivated, they are more likely to dedicate themselves to their academic pursuits and work hard to achieve their goals. Motivation also helps them to remain focused on their academics despite the numerous demands and distractions of sports.

Moreover, a lack of motivation and social support can hinder the academic performance of student-athletes. Student-athletes who feel unsupported or unmotivated may lack the drive and enthusiasm necessary to pursue their academic goals, leading to reduced performance and lower grades. In addition, a poor attitude towards academics can often lead to a negative attitude towards the entire educational experience. This further reinforces a cycle of self-doubt and negativity, often causing student-athletes to withdraw from academic pursuits.

Student-athletes at Media Once National High School demand strong motivation and a lot of social support. These key qualities are not only lacking in their home situations, but also in peer and teacher encouragement. These difficulties have resulted in a significant decline in motivation among these individuals, posing a significant barrier to their total success in both athletics and academics.

The outcomes prompted the researcher to investigate the motivation and social support levels among student-athletes and analyze their potential influence on academic performance. This study aims to assess the impact of motivation and social support on the academic achievement of student-athletes enrolled at Media Once National High School. Moreover, it seeks to understand the challenges faced by these student-athletes, with the goal of enabling stakeholders to provide tailored and effective support. The overarching aim is to enhance their overall well-being and empower them to excel in both academic pursuits and athletic endeavors.

Theoretical Background

This study is grounded in Self-Determination Theory, Ecological Systems Theory, and Student-Involvement Theory, which collectively provide a comprehensive framework for understanding the academic and athletic experiences of student-athletes. These theories explain how motivation, social support systems, and active participation influence students' development, performance, and engagement in both educational and sport-related contexts.

Self-Determination Theory (SDT), developed by Deci and Ryan, emphasizes that human behavior is shaped by different forms of motivation that vary in origin, intensity, and degree of self-regulation (Deci & Ryan, 1985b; Ryan & Deci, 2000b). Motivation may be internally generated, arising from personal fulfillment, ethical values, interest, or inner satisfaction, or externally influenced by rewards, academic evaluation, social approval, and institutional expectations. Although individuals exercise agency in regulating their behavior, both intrinsic and extrinsic motivational forces play significant roles in shaping achievement, particularly in educational and athletic environments.

Central to SDT are three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to an individual's capacity to self-direct actions and make decisions while recognizing their consequences. Competence involves the ability to respond effectively to challenges and master situational demands. Relatedness pertains to the need to establish meaningful relationships and feel connected to others (Deci & Vansteenkiste, 2006). These psychological needs are especially relevant among student-athletes, whose academic engagement and athletic performance are influenced by their sense of personal control, skill mastery, and interpersonal connection. When these needs are adequately supported, individuals are more likely to internalize motivation, demonstrate persistence, and engage meaningfully in academic and athletic activities. Conversely, when these

needs are unmet, student-athletes may experience decreased motivation, reduced academic engagement, and impaired athletic performance.

SDT further explains motivation along a continuum ranging from amotivation to intrinsic motivation. Amotivation represents a lack of intention or minimal desire to act, while intrinsic motivation reflects fully self-determined engagement driven by interest, enjoyment, or personal satisfaction (Deci & Ryan, 2002). Between these two points are different forms of extrinsic motivation, arranged from least to most self-determined: external regulation, introjected regulation, identified regulation, and integrated regulation (Deci & Ryan, 2000; Pelletier et al., 2013). This continuum suggests that individuals can internalize external expectations and gradually transform them into more self-regulated forms of motivation. In the context of student-athletes, this process is important because externally imposed academic or athletic responsibilities may become personally meaningful when supported by autonomy, competence, and relatedness.

For student-athletes, participation in sports may serve as a means of satisfying these psychological needs. Competence is developed through skill mastery, discipline, and consistent practice; relatedness is strengthened through teamwork, collaboration, and peer support; and autonomy is expressed when athletes participate voluntarily and experience enjoyment in their sport (Mallet & Hanrahan, 2004; Steinfeldt & Steinfeldt, 2010). Student-athletes are more likely to remain engaged in activities where they experience success, achievement, and personal growth (Guffrida et al., 2013). They are often characterized as confident, dedicated, enthusiastic, and energetic in their athletic participation (Hodge et al., 2008). However, the demands of athletic training and competition may also limit the time and energy available for academic preparation. The extensive commitment required to develop athletic skills can reduce opportunities for classroom work, independent study, and academic engagement (Wolverton, 2008; Ayers et al., 2012). Nevertheless, the motivation developed through sports may positively influence academic engagement when properly supported and transferred across contexts.

Bronfenbrenner's Ecological Systems Theory provides a broader perspective by explaining how student-athletes' development is influenced by multiple interconnected environmental systems (Bronfenbrenner, 1977). This theory emphasizes that personal growth, decision-making, and behavior are shaped not only by individual characteristics but also by the social environments in which individuals interact. These environments include the family, school, peer group, athletic team, community, and broader institutional structures. For student-athletes, academic and athletic performance are therefore influenced by the quality of support provided by coaches, teachers, peers, mentors, administrators, and family members.

Support systems play a crucial role in sustaining student-athletes' motivation and overall development. Coaches, mentors, teachers, and peers can provide guidance, encouragement, and structure that help student-athletes manage the demands of both school and sport (Balduf, 2009; Bigger, 2005; Le, Cassillas, Robins, & Langley, 2005). When effective support systems are present, educational institutions can help make academic success a meaningful and motivating goal. Teachers may promote autonomy by using instructional strategies that allow students to take responsibility for their learning, while coaches may support competence by developing athletes' skills and confidence. In this sense, the ecological perspective highlights the importance of creating supportive environments that enable student-athletes to balance academic responsibilities and athletic commitments.

Time management and balance are also essential within this framework. Student-athletes must navigate demanding schedules, academic requirements, training sessions, competitions, and social expectations. Effective management of these responsibilities is critical to maintaining both academic success and athletic performance (Macan et al., 1990). When student-athletes experience success in the classroom, they may become more motivated to participate in learning activities. Similarly, achievement in sports can increase confidence, persistence, and willingness to exert effort. Thus, academic and athletic development should not be viewed as competing priorities but as interconnected areas that can mutually reinforce student-athletes' overall growth.

This study is also supported by Astin's Student-Involvement Theory, which emphasizes the role of students' active participation in academic and co-curricular experiences (Astin, 1984). According to Astin, student involvement refers to the amount of physical and psychological energy that students invest in their educational experiences. Involvement may include time spent studying, participation in classroom tasks, engagement in extracurricular or athletic activities, interaction with faculty and institutional personnel, and communication with

peers. Astin argued that student development is strongly influenced by the quality and quantity of student involvement in institutional life.

Student-Involvement Theory focuses primarily on student behavior rather than solely on thoughts, feelings, or intentions. From this perspective, involvement is demonstrated through observable actions, such as devoting time and effort to academic work, participating in school activities, spending time within the school environment, and maintaining meaningful interaction with teachers and peers. A highly involved student is one who commits substantial effort to studying, actively participates in campus or school activities, frequently communicates with academic personnel, and engages with fellow learners. In contrast, an uninvolved student demonstrates limited participation in academic and co-curricular experiences, reduced interaction with institutional members, and minimal investment in educational activities.

For student-athletes, Student-Involvement Theory is particularly relevant because their development depends on the extent to which they are engaged in both academic and athletic settings. Their participation in sports represents one form of involvement, but academic success also requires active engagement in classroom learning, completion of academic tasks, and interaction with teachers and peers. While athletic participation may strengthen discipline, confidence, and commitment, student-athletes must also invest sufficient psychological and physical energy in their academic responsibilities. Therefore, the theory supports the need to examine how student-athletes balance involvement in athletics with meaningful participation in academic life.

Taken together, Self-Determination Theory, Ecological Systems Theory, and Student-Involvement Theory provide a strong theoretical foundation for this study. SDT explains the motivational processes that influence student-athletes' academic and athletic engagement. Ecological Systems Theory highlights the importance of social environments and support systems in shaping student-athletes' development. Student-Involvement Theory emphasizes the role of active participation in promoting educational growth. Collectively, these theories suggest that student-athletes' success is influenced by their motivation, the support they receive from their surrounding environments, and the extent of their involvement in both academic and athletic activities.

Legal Basis

The Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, issued through DepEd Order No. 8, s. 2015, serves as one of the primary legal bases of this study. This policy emphasizes that classroom assessment is a collaborative process involving both teachers and learners. It recognizes assessment not merely as a means of measuring academic achievement but also as a tool for monitoring learning progress, providing feedback, and improving instruction. In the context of student-athletes, the policy is relevant because it guides teachers in assessing and supporting learners who must balance academic responsibilities with athletic commitments.

DepEd Order No. 8, s. 2015 further supports the need for fairness, flexibility, transparency, and responsiveness in classroom assessment. For student-athletes, these principles are essential because their academic performance may be affected by training schedules, competitions, physical demands, and other sport-related responsibilities. The policy encourages teachers to communicate expectations clearly, provide timely feedback, apply fair grading practices, collaborate with school personnel, and offer appropriate academic support when needed. By following these guidelines, teachers can help ensure that student-athletes are given equitable opportunities to succeed in both academics and sports while safeguarding their overall well-being.

Another important legal basis is Republic Act No. 9258, otherwise known as the Guidance and Counseling Act of 2004. This law professionalizes the practice of guidance and counseling in the Philippines and recognizes the importance of qualified guidance personnel in addressing the developmental, academic, emotional, social, and career-related needs of learners. For student-athletes, guidance and counseling services are particularly significant because they often face unique challenges, including academic pressure, athletic expectations, time management concerns, stress, performance demands, and possible stereotyping within the school environment.

Anchoring the study on Republic Act No. 9258 allows the research to examine the support systems available to student-athletes within academic institutions. Guidance counselors, teachers, coaches, and school administrators

play important roles in helping student-athletes manage their dual responsibilities as learners and athletes. Through appropriate guidance and counseling services, schools can assist student-athletes in developing coping strategies, improving self-awareness, making informed decisions, and maintaining balance between academic achievement and athletic participation. Thus, this legal framework supports the need to strengthen student support services in accordance with national standards.

The study is also supported by the 1987 Philippine Constitution, particularly Article XIV, Section 19, which states that the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, in order to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. This constitutional provision affirms the value of sports as an essential component of education and national development. It recognizes that participation in sports contributes not only to physical fitness but also to character formation, discipline, cooperation, and excellence.

Taken together, DepEd Order No. 8, s. 2015, Republic Act No. 9258, and Article XIV, Section 19 of the 1987 Philippine Constitution provide a strong legal foundation for this study. These legal bases emphasize the importance of fair assessment, professional guidance and counseling, and the promotion of sports as part of holistic student development. In the case of student-athletes, these provisions support the need for schools to create responsive, inclusive, and balanced educational environments where learners can excel academically while actively participating in sports.

Significance of the Study

The findings of this study may provide valuable insights into the motivation, social support, and academic performance of student-athletes. The results may benefit DepEd officials by serving as a basis for developing or strengthening policies and programs that support student-athletes' academic achievement and holistic development. School administrators may also use the findings in designing school-based interventions that promote academic success, athletic participation, and overall well-being. Likewise, sports coordinators, coaches, and teachers may be guided in providing appropriate training, academic assistance, fair assessment, and meaningful support to help student-athletes balance their responsibilities in school and sports.

This study may also benefit parents by helping them better understand their children's motivation, support systems, and academic performance, enabling them to provide the necessary guidance and encouragement. Student-athletes may gain greater awareness of their strengths, needs, and challenges, encouraging them to seek support and maintain balance between academics and athletics. Furthermore, the study may contribute to the professional growth of the researcher and serve as a useful reference for future researchers who may conduct related studies on student-athletes, motivation, social support, and academic performance.

Objectives of the Study

This research sought to determine the level of motivation, social support and academic performance of the student-athletes in Media Once National High School for school year 2023 – 2024 as basis for an intervention plan.

Statement of the Problem

The study sought to determine the relationship between motivation, social support, and the academic performance of high school student-athletes. Specifically, it examined the respondents' demographic profile in terms of age, gender, living arrangement, number of siblings, birth order, combined family income, and type of sport. It further assessed their level of motivation, focusing on intrinsic and extrinsic motivation, and evaluated the extent of social support received from parents, teachers, classmates, and close friends. In addition, the study determined the respondents' level of academic performance and investigated whether motivation and social support were significantly associated with their academic achievement. Finally, based on the results of the study, a psycho-social intervention plan was developed to address the identified needs of student-athletes and enhance their academic success while balancing their athletic responsibilities.

RESEARCH METHODOLOGY

This chapter describes the profile of the respondents, the research method, and the procedure of the study, which includes the sampling technique, the research instruments, and statistical tools.

Research Design

The research is quantitative and employs descriptive and correlational methodologies. It will investigate the effect of motivation and social support on the academic performance of high school student-athletes at Media Once National High School for the school year 2023-2024. Respondents were identified using universal sampling. The collected data was structured, summarized, and statistically treated using the SPSS software in accordance with the study's objectives. As posited by Taguchi (2018), Bloomfield & Fisher (2019), and Remler & Ryzin (2021), descriptive research provides an avenue for closer observation of facts and essential knowledge about people's experiences. In addition, the correlational research design examines relationships between variables without manipulating them (Ary et al., 2018; Seeram, 2019; Coe et al., 2021).

Environment

This study was conducted at Media Once National High School, situated in Barangay Media Once, Toledo City. Founded in 1977, this medium-sized secondary school is part of the Toledo District and serves 463 students with the support of 26 teachers and one principal. Despite its relatively small size, the school is celebrated for nurturing athletes who excel in higher-level competitions. Committed to the holistic development of its students, Media Once National High School mandates that its athletes uphold exemplary academic standards while achieving notable success and active participation in a variety of sports activities both within and outside the school.

Respondents

The respondents of the study consisted of seventy (70) student-athletes enrolled at Media Once National High School. The study employed complete enumeration, wherein all student-athletes in the identified population were included as respondents to ensure comprehensive and reliable data collection. This approach eliminated sampling bias within the study site by including the entire target population.

Media Once National High School was purposively selected because it is recognized as the primary producer of student-athletes within the district, making it an appropriate setting for examining the relationship among motivation, social support, and academic performance. While the findings are interpreted within the context of this school, the study contributes empirical evidence to the limited body of literature on high school student-athletes, particularly those in rural educational settings, and provides a valuable baseline for future studies involving broader geographic populations.

Instrument

This research sought to investigate the effect of motivation and social support on the academic performance of high school student-athletes at Media Once National High School for the school year 2023–2024. The researcher utilized a survey questionnaire to gather the data needed to achieve the objectives of the study. The questionnaire consisted of three parts: Part I collected the respondents' profile information, including age, gender, number of siblings, and the person with whom they live; Part II measured their level of sports motivation using the Sport Motivation Scale (SMS); and Part III assessed their perceived social support using the Student Social Support Scale (SSSS).

The Sport Motivation Scale (SMS) and the Student Social Support Scale (SSSS) were employed to evaluate the respondents' motivation in sports and the level of social support they receive, respectively. These instruments provided the necessary data to determine how motivation and social support influence the academic performance of student-athletes and helped the researcher address the objectives of the study.

Data Gathering Procedure

Prior to data collection, approval to conduct the study was obtained from the Schools Division Superintendent and the school head. Upon approval, the administration of the survey was coordinated with the school. Before the distribution of the questionnaires, the respondents were oriented on the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. The survey questionnaires were then administered and retrieved upon completion. The collected data were encoded, organized, and analyzed using appropriate statistical techniques to address the research objectives. The findings served as the basis for the development of a psycho-social intervention plan designed to support the academic performance and overall well-being of junior and senior high school student-athletes.

Statistical Treatment

The data gathered in the study were analyzed using appropriate descriptive and inferential statistical techniques. Frequency count and percentage were employed to describe the demographic profile of the respondents. Weighted mean was used to determine the levels of motivation, social support, and academic performance. To examine the relationship between motivation, social support, and academic performance, the Pearson Product-Moment Correlation Coefficient was utilized. All statistical analyses were performed to address the research objectives and determine the significance of the relationships among the study variables.

Ethical Consideration

The study was conducted in strict adherence to established ethical principles and research standards. Informed consent was obtained from all participants after they were fully informed of the study's objectives, the voluntary nature of their participation, and their right to withdraw at any stage without consequence. The confidentiality and anonymity of the respondents were safeguarded through the exclusion of personally identifiable information and the use of coded responses during data collection, processing, and analysis. All research procedures complied with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, as well as the applicable guidelines of the National Privacy Commission. Throughout the conduct of the study, the rights, dignity, and welfare of the participants were respected and protected, and their professional insights and contributions were accorded due recognition and consideration.

RESULTS

This chapter presented the summary of the study that examined the levels of motivation and social support in relation to the academic performance of seventy (70) high school student-athletes of Media Once National High School during the School Year 2023–2024. The study sought to determine the respondents' profile, assess their levels of motivation and social support, and evaluate their academic performance based on their first-quarter grades.

It further aimed to establish whether a significant relationship existed between motivation, social support, and academic performance, with the ultimate goal of developing an intervention plan to assist student-athletes in effectively balancing their academic and athletic responsibilities. Data were gathered through a survey questionnaire and analyzed using frequency count, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient (PPMC).

The findings of the study provided the basis for the conclusions drawn and the recommendations proposed in the succeeding sections.

Demographic Profile of The Respondents

This section presents the demographic profile of the respondents from Media Once National High School, Toledo City Division, Department of Education, Region VII – Central Visayas. Specifically, the respondents are described according to their age, sex, living arrangements, number of siblings, birth order, and combined monthly family income.

Age and Gender

This section delineates the demographic composition of the respondents in terms of age and sex. The data, as presented in Table 2, provide a comprehensive overview of the distribution of respondents across the identified demographic categories.

Table 2
Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
16 – 17	5	7.14	15	21.43	20	28.57
14 – 15	15	21.43	28	40.00	43	61.43
12 – 13	5	7.14	2	2.86	7	10.00
Total	25	35.71	45	64.29	70	100.00

The two key variables included in this study are the respondents' age and gender, with the relevant statistics shown in Table 2. Out of the 70 respondents, 25 (35.71%) were female and 45 (64.29%) were male. Female respondents ranged in age from 12 to 13 years old (7.14%), 14 to 15 years old (21.43%), and 16 to 17 years old (7.14%). Regarding the male respondents, 2 individuals or 2.86 percent were 12 to 13 years old, 28 individuals or 40 percent were aged 14 to 15 years old, and 15 individuals or 21.43 percent were aged 16 to 17 years.

The table indicates that there were 45 male respondents in total, which is a higher number than the 25 female respondents. This could mean that because sports are typically associated with men, boys tend to perceive sports as having more value and ability than females do. Research demonstrates that parents tend to encourage their sons more than their daughters to participate in sports, give their sons more opportunities in sports than their daughters, and believe their sons to be more competent athletes than their daughters (Fredricks & Eccles, 2005).

Persons Whom They Lived With

The people with whom the respondents live are another important factor that will reveal substantial information about them. Table 3 shows the distribution of living arrangements. Notably, 49 persons, or 70 percent, live with both parents. In addition, 7 people, or 10%, live with a single parent, and 9 people, or 12.86%, live with a guardian. Furthermore, four people, or 5.71 percent, live with their grandparents, while one person, or 1.43 percent, lives with an uncle or aunt.

Table 3
Persons Whom the Respondents Live With

Persons Whom They Live With	f	%
Living with Both Parents	49	70.00
Living with Single Parent	7	10.00
Living with a Guardian	9	12.86
Living with Grandparents	4	5.71
Living with Uncle/Aunt	1	1.43
Total	70	100.00

Living with both parents can provide student-athletes with unique benefits that improve their academic and athletic achievement. A secure home environment, emotional support, and shared responsibilities that can reduce stress are frequently provided by having both parents present. Furthermore, having two parents may provide a wider range of resources, support, and advice, allowing for a balance between academic obligations and athletic aspirations. Dorsch, Smith, and McDonough (2015) pointed out that parents play a key role in supporting their child's sport participation and continued development.

Number of Siblings

The number of siblings possessed by the respondents stands as another crucial variable that will offer substantial insights into their profiles.

Table 4
Number of Siblings of the Respondents

Number of Siblings	f	%
5 and above	25	35.71
3 - 4	29	41.43
1 – 2	16	22.86
Total	70	100.00

Table 4 displays the outcomes concerning the distribution of the number of siblings. As illustrated, the majority of respondents had three to four siblings, comprising 29 individuals or 41.43 percent. Following this, 25 individuals or 35.71 percent had five or more siblings. Lastly, 16 individuals or 22.86 percent of the respondents reported having 1 to 2 siblings.

The distribution of the respondents' siblings indicates that the majority come from large families. This reflects a home dynamic in which resources are frequently distributed among multiple individuals. As the number of family members grows, the family's ability to successfully manage funds may be tested. Larger families frequently suffer a higher financial burden due to rising costs for essential necessities such as food, education, healthcare, and housing. This might restrict financial flexibility and increase the need for careful budgeting and expenditure prioritizing. Family size has a substantial detrimental impact on how the family finances are managed, as noted by Fajrin (2011). Student-athletes can concentrate more on their academic and athletic objectives if they are financially stable.

Birth Order

Understanding the birth order of the respondents is integral to this study, providing insights into the reasons behind their challenges in balancing dual roles. Table 5 below presents the data related to this variable.

Table 5
Birth Order of the Respondents

Birth Order	f	%
First Child	27	38.57
Second Child	18	25.71
Third Child	9	12.86
Fourth Child	4	5.71
Fifth Child	6	8.57
Sixth Child	1	1.43
Seventh Child	2	2.86
Eighth Child	1	1.43
Ninth Child	2	2.86
Total	70	100.00

As outlined in Table 5, the majority of respondents were firstborn children, constituting 27 individuals or 38.57 percent. Following this, 18 individuals or 25.71 percent were second-born, while 9 individuals or 12.86 percent were third-born. Additionally, 4 individuals or 5.71 percent were fourth-born, and 6 individuals or 8.57 percent were fifth-born. One individual or 1.43 percent represented the sixth-born, while two individuals or 2.86 percent

were seventh-born. There was one individual or 1.43 percent recorded as the eighth-born, and similarly, two individuals or 2.86 percent were identified as ninth-born.

Birth order is considered significant in sports due to its potential influence on individual personality traits, competitive drive, and leadership qualities. First-born children often experience heightened parental expectations and attention, fostering a strong desire to excel and please. Eckstein et al., (2010) discovered typical features related with the individual's distinct birth order position in 200 published publications with statistically significant findings of birth order characteristics. First-born children were shown to be high achievers, extremely motivated, and have strong self-esteem, all of which are beneficial when participating in sports.

Combined Family Income

Table 6
Combined Family Monthly Income of the Respondents

Income	F	%
between ₱21,914 - ₱43,828	1	1.43
between ₱10,957 - ₱21,914	1	1.43
less than ₱10,957	68	97.14
Total	70	100.00

The combined household income of the parents stands as a pivotal indicator of their capability to financially support their children's education. This criterion is essential for evaluating the parents' ability to cover the educational expenses of their children. Table 6 provides a comprehensive breakdown of the distribution of the combined family income.

As reflected in Table 6, out of the 70 respondents, there was 68 or 97.14 percent of them whose family have the income of less than ₱10, 957. This is followed by 1 or 1.43 percent of the respondents whose family had an income between ₱21, 914 - ₱43, 828 and ₱10, 957 – 21, 914.

It is clear that the majority of the respondents' families had very poor incomes. This means that most of their families live in poverty. A parent's perception of their ability to give their children the same opportunities as children from wealthier homes is probably impacted by their low income. The working parents who worry about money and their jobs, parents who work long hours at many jobs may find it difficult to give their children a supportive atmosphere that will help them succeed in school (Blanden & Gregg, 2004).

Sports Type

Table 7
Sports Type Joined by the Respondents

Sports Type	f	%
Athletics	6	8.57
Badminton	5	7.14
Basketball	10	14.29
Chess	3	4.29
Sepak Takraw	11	15.71
Table Tennis	5	7.14
Volleyball	30	42.86
Total	70	100.00

This study also considers the specific sports disciplines preferred by the respondents. Table 7 shows the distribution of their favorite sports.

Volleyball emerged as the predominant choice, selected by 30 individuals or 42.86 percent of the respondents. Furthermore, 11 individuals or 15.71 percent were engaged in sepak takraw, while 10 individuals or 14.29 percent participated in basketball. Additionally, 6 individuals or 8.57 percent opted for athletics, whereas 5 individuals or 7.14 percent chose badminton and table tennis each. Finally, 3 individuals or 4.29 percent were involved in chess.

Evidently, volleyball is the most popular sport among the respondents, with a significant portion (42.86%) favoring it over other disciplines. This suggests that volleyball plays a central role in the athletic activities of the group. Volleyball has gained widespread popularity due to its inclusive nature and the fact that it can be played by people of all ages and skill levels. It is also a popular sport for both men and women around the world, whether competitively or recreationally (Mitchinson, 2013).

Level of Intrinsic Motivation

This segment outlines the intrinsic motivation level of the respondents. The intrinsic motivation of student-athletes is a nuanced and dynamic force that fuels their dedication and passion for their selected sport. The outcomes derived from the collected data are presented in Table 8.

Table 8
Level of Motivation of the Respondents in terms of Intrinsic Motivation

S/N	INDICATORS	Weighted Mean	Verbal Description
1	For the pleasure it gives me to know more about the sport that I practice.	4.46	Highly Motivated
2	For the pleasure of discovering new training techniques.	4.30	Highly Motivated
3	For the pleasure I feel while learning training techniques that I have never tried before.	3.84	Motivated
4	For the pleasure of discovering new performance strategies.	4.14	Motivated
5	Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.	4.04	Motivated
6	For the pleasure I feel while improving some of my weak points.	4.36	Highly Motivated
7	For the satisfaction I experience while I am perfecting my abilities.	3.93	Motivated
8	For the pleasure that I feel while executing certain difficult movements.	3.89	Motivated
9	For the pleasure I feel in living exciting experiences.	4.49	Highly Motivated
10	For the excitement I feel when I am really involved in the activity.	4.31	Highly Motivated
11	For the intense emotions that I feel while I am doing a sport that I like.	4.33	Highly Motivated
12	Because I like the feeling of being totally immersed in the activity.	4.06	Motivated
Aggregate Mean		4.18	Motivated

Legend: 4.21 – 5.00-Highly Motivated; 3.41 – 4.20- Motivated; 2.61 – 3.40- Moderately Motivated; 1.81 – 2.60- Less Motivated; 1.00 – 1.80 – Not Motivated

As evident from the table, the highest weighted mean among all the statements stands at 4.49, indicating that the respondents were highly motivated by the statement "For the pleasure I feel in living exciting experiences." Conversely, the lowest weighted mean among all the statements is 3.84, signifying that the respondents were moderately motivated by the statement "For the pleasure I feel while learning training techniques that I have never tried before."

Moreover, the statements "For the pleasure it gives me to know more about the sport that I practice", "For the pleasure of discovering new training techniques", "For the pleasure I feel while improving some of my weak points", "For the excitement I feel when I am really involved in the activity" and "For the intense emotions that

I feel while I am while doing a sport that I like” had weighted means from 4.30 to 4.46 which means that the respondents are highly motivated in these areas.

On the other hand, the statements “For the pleasure of discovering new performance strategies”, “Because I feel a lot of personal satisfaction while mastering certain difficult training techniques”, “ For the satisfaction I experience while I am perfecting my abilities”, “For the pleasure that I feel while executing certain difficult movements” and “Because I like the feeling of being totally immersed in the activity” had weighted means from 3.89 to 4.14 which means that the respondents were motivated in these areas.

In general, the overall weighted mean of 4.18 means that the respondents were motivated intrinsically. This could imply that these student-athletes have genuine passion for the sport they participate in. According to Hatch et al. (2009) intrinsically motivated athletes participate in sport for internal reasons, particularly pure enjoyment and satisfaction, and intrinsically motivated athletes typically concentrate on skill improvement and growth.

Level of Extrinsic Motivation

This section outlines the respondents' extrinsic motivation levels. Although numerous student-athletes are internally driven by a sincere passion for their sport, some draw their motivation from external factors. The findings obtained from the collected data are presented in Table 9.

Table 9
Level of Motivation of the Respondents in terms of Extrinsic Motivation

S/N	INDICATORS	Weighted Mean	Verbal Description
A. IDENTIFIED REGULATION			
1	Because, in my opinion, it is one of the best ways to meet people.	4.17	Motivated
2	Because it is one of the best ways I have chosen to develop other aspects of myself.	4.26	Highly Motivated
3	Because it is a good way to learn lots of things which could be useful to me in other areas of my life.	4.20	Motivated
4	Because it is one of the best ways to maintain good relationships with my friends.	4.29	Highly Motivated
	Aggregate Mean	4.23	Highly Motivated
B. INTROJECTED REGULATION			
1	Because it is absolutely necessary to do sports if one wants to be in shape.	2.94	Moderately Motivated
2	Because I must do sports to feel good about myself.	3.99	Motivated
3	Because I would feel bad if I was not taking the time to do it.	3.26	Moderately Motivated
4	Because I must do sports regularly.	3.76	Motivated
	Aggregate Mean	3.49	Motivated
C. EXTERNAL REGULATION			
1	Because it allows me to be well regarded by people that I know.	3.66	Motivated
2	For the prestige of being an athlete.	3.43	Motivated
3	Because people around me think it is important to be in shape.	2.67	Moderately Motivated
4	To show others how good I am at my sport.	3.20	Moderately Motivated
	Aggregate Mean	3.24	Moderately Motivated
D. AMOTIVATED REGULATION			
1	I used to have good reasons for doing sports, but now I am asking myself if I should continue.	3.61	Motivated
2	I don't know anymore, I have the impression that I am incapable of succeeding I this sport.	3.04	Moderately Motivated
3	It is not clear to me anymore; I don't really think my place is in sport.	2.46	Less Motivated
4	I often ask myself; I can't seem to achieve the goals that I set for myself.	3.07	Moderately Motivated
	Aggregate Mean	3.05	Moderately Motivated
	Grand Mean	3.50	Motivated

As observed in the table, the statement "Because it is one of the best ways to maintain good relationships with my friends" under identified regulation garnered the highest weighted mean, signifying that the respondents were highly motivated. Conversely, the statement "Because, in my opinion, it is one of the best ways to meet people" obtained the lowest weighted mean, indicating a moderate level of motivation. Additionally, the statement "Because it is one of the best ways I have chosen to develop other aspects of myself" achieved a weighted mean of 4.26, reflecting a high level of motivation in this aspect. Finally, the statement "Because it is a good way to learn lots of things which could be useful to me in other areas of my life" attained a weighted mean of 4.20, denoting motivation in this particular area. In summary, the aggregate mean of 4.23 under this regulation category indicates that the respondents were highly motivated in this overall context.

Within the realm of introjected regulation, the highest weighted mean among all statements is 3.99, indicating that the respondents were motivated by the statement "Because I must do sports to feel good about myself." Conversely, the lowest weighted mean of all statements is 2.94, signifying that the respondents held a moderate level of motivation toward the statement "Because it is absolutely necessary to do sports if one wants to be in shape." Furthermore, the statement "Because I must do sports regularly" obtained a weighted mean of 3.76, implying that the respondents were motivated in this particular aspect. On the other hand, the statement "Because I would feel bad if I was not taking the time to do it" achieved a weighted mean of 3.26, suggesting a moderate level of motivation in this statement. In summary, the aggregate mean of 3.49 within this regulation category indicates that the respondents exhibited motivation in this overall context.

Additionally, the table reveals that the highest weighted mean among all statements under external regulation is 3.66, indicating that the respondents were motivated by the statement "Because it allows me to be well regarded by people that I know." Conversely, the lowest weighted mean of all statements is 2.67, suggesting that the respondents held a moderate level of motivation toward the statement "Because people around me think it is important to be in shape." Furthermore, the statement "For the prestige of being an athlete" achieved a weighted mean of 3.43, implying that the respondents were motivated in this particular aspect. On the other hand, the statement "To show others how good I am at my sport" obtained a weighted mean of 3.20, signifying a moderate level of motivation in this statement. In general, the aggregate mean of 3.24 within this regulation category indicates that the respondents exhibited a moderate level of motivation in this overall context.

Finally, within the scope of amotivated regulation, the statement "I used to have good reasons for doing sports, but now I am asking myself if I should continue" achieved the highest weighted mean of 3.61 among all statements, indicating that the respondents were motivated in this area. Conversely, the statement "It is not clear to me anymore; I don't really think my place is in sport" obtained the lowest weighted mean of 2.46 among all statements, signifying that the respondents were less motivated in this area. Additionally, the statement "I often ask myself; I can't seem to achieve the goals that I set for myself" achieved a weighted mean of 3.07, suggesting that the respondents were moderately motivated in this particular aspect. Lastly, the item "I feel uncertain and believe I might not be able to succeed in this sport anymore" received a weighted mean of 3.04, indicating a moderate level of motivation for this particular statement. Overall, the combined mean of 3.05 suggests that, in this regulatory context, the respondents demonstrated a moderate degree of motivation.

To sum up, the grand mean of 3.50 means that the respondents were motivated extrinsically. Extrinsic motivation can appear in the lives of athletes in many ways. An athlete's extrinsic motivation can come from peers, coaches, and parents. Since they want to see that their athlete or child is succeeding in their given sport. One of the most common sources of extrinsic motivation comes from coaches (Wendling et al, 2018.).

Academic Performance of the Respondents

This section provides an overview of the academic performance of the respondents during the first quarter of the school year 2023-2024. The breakdown of their performance is detailed in Table 15.

Table 15
Level of Academic Performance of the Respondents

Level	Numerical Range	f	%
Outstanding	90 – 100	3	4.29
Very Satisfactory	85 – 89	16	22.86
Satisfactory	80 – 84	35	50.00
Fair Satisfactory	75 – 79	16	22.86
Did not meet the Expectations	Below 75	0	0.00
Total		70	100.00
Average		82.00	
Standard Deviation		3.62	

The table shows that the majority of respondents had a satisfactory performance, which is made of 35 or 50% of the 70 respondents. It is then followed by 16 or 22.86 percent of them who had fair satisfactory and very satisfactory performance. Lastly, there were three or 4.29 percent of them who had an outstanding performance.

Remarkably, a majority of students perform well in school. They have an awareness that maintaining passing grades is not only encouraged, but also required. They understand that their participation in athletics is directly related to their academic performance. It's not just a given; it's a fundamental norm. If they do not achieve these academic requirements, they will be unable to participate in their chosen sport.

Relationship Between the Motivation and Academic Performance of the Respondents

This section provides information on the test of significance of the relationship between the motivation and academic performance of the respondents. Presented in Table 16 below are the data gathered on this test.

Table 16
Relationship between the Motivation and Academic Performance of the Respondents

Academic Performance Vs.:	r-value	Strength of Correlation	p - value	Decision	Result
Intrinsic Motivation	0.052	Negligible Positive	0.671	Do not reject Ho	Not Significant
Extrinsic Motivation	-0.353*	Weak Negative	0.003	Reject Ho	Significant

*significant at $p < 0.05$

As indicated in the table, the relationship was examined using Pearson r at a significance level of 0.05 through a two-tailed test. The calculated value of r , amounting to 0.052, suggests a negligible positive correlation between intrinsic motivation and the academic performance of the respondents. The computed p -value of 0.671, exceeding the 0.05 significance level ($0.671 > 0.05$), leads to the retention of the null hypothesis. This indicates that the respondents' level of intrinsic motivation does not exert an influence on their academic performance. This result contradicts the findings of (Corpus et al., 2009; Law, Elliot, & Murayama, 2012; Lee, McInerney, Liem, & Ortega, 2010; Lepper, Corpus & Iyenger, 2005) which suggest a favorable correlation between academic achievement and intrinsic motivation.

Conversely, the calculated r value of -0.353 signifies a mild negative correlation between extrinsic motivation and the academic performance of the respondents. The p -value of 0.003, falling below the 0.05 level of significance ($0.003 < 0.05$), leads to the rejection of the null hypothesis. These results imply a significant association between the level of extrinsic motivation and the academic performance of the respondents. This result is consistent with Ayub's (2010) study, which discovered a favorable correlation between academic achievement and extrinsic motivation.

Relationship Between the Motivation and Academic Performance of the Respondents

This section details the examination of the correlation between social support and the academic performance of the respondents. Table 17 displays the relevant data for this test of significant relationship.

Table 17
Relationship between the Social Support and Academic Performance
of the Respondents

Academic Performance Vs.:	r-value	Strength of Correlation	p - value	Decision	Result
Parent(s) Support	-0.195	Negligible Negative	0.106	Do not reject H_0	Not Significant
Teacher(s) Support	0.144	Negligible Positive	0.235	Do not reject H_0	Not Significant
Classmate(s) Support	0.035	Negligible Positive	0.772	Do not reject H_0	Not Significant
Close Friend(s) Support	0.082	Negligible Positive	0.499	Do not reject H_0	Not Significant

*significant at $p < 0.05$

As depicted in the table, the examination of the relationship between parental support and the academic performance of the respondents employed the Pearson r test at a 0.05 significance level, utilizing a two-tailed approach. The calculated r value of -0.195 indicates a negligible negative correlation between parental support and the academic performance of the respondents. Additionally, the computed p -value of 0.106 exceeds the significance level of 0.05 ($0.106 > 0.05$), leading to the retention of the null hypothesis. Consequently, it can be inferred that parental support does not have a significant impact on the academic performance of the respondents. This finding contradicts the findings of Cheng, Ickes, and Verhofstadt (2012), who claim that parental support influences academic achievement and aids students' personal and social growth.

The table reveals a minimal positive correlation between teacher support and the academic performance of the respondents, as indicated by the computed r -value of 0.144. Furthermore, the calculated p -value, amounting to 0.235, surpasses the 0.05 significance level ($0.235 > 0.05$), leading to the non-rejection of the null hypothesis. In essence, this implies that teacher support does not elicit a significant effect on the academic performance of the respondents. This result is in contrast to that of Alice (2023), who discovered a positive correlation between students' academic performance and teachers' support, indicating that higher levels of support from teachers are associated with higher academic achievement among senior secondary students in the Federal Capital Territory of Abuja, Nigeria.

Furthermore, the calculated r value of 0.035 indicates a negligible positive correlation between classmates' support and the academic performance of the respondents. Additionally, the computed p -value of 0.772 exceeds the significance level of 0.05 ($0.772 > 0.05$), suggesting the non-rejection of the null hypothesis. In other words, the findings suggest that classmates' support does not have a significant impact on the academic performance of the respondents. This finding is contrary to that of Wang et al (2011) which claimed that perceived classmate support has a positive association with academic adjustment.

Finally, as indicated in the table, there exists a negligible positive correlation between the support from close friends and the academic performance of the respondents, as denoted by the computed r -value of 0.082. Moreover, the computed p -value of 0.499 surpasses the significance level of 0.05 ($0.499 > 0.05$), indicating the non-rejection of the null hypothesis. In essence, these findings suggest that the support from close friends does not have a significant influence on the academic performance of the respondents. It contradicts the findings of Flashman (2011), who discovered a correlation between adolescent friendship and alterations in academic performance.

CONCLUSIONS

The findings of the study indicate that extrinsic motivation significantly influences the academic performance of high school student-athletes, whereas intrinsic motivation and perceived social support were not found to have a significant effect within the context of this investigation. Based on these findings, it is recommended that the proposed intervention plan be implemented to strengthen student-athletes' capacity to effectively balance their academic and athletic responsibilities. In particular, schools are encouraged to establish and sustain structured guidance and counseling programs that emphasize academic planning, emotional support, goal-setting, motivation enhancement, and holistic student development. Such programs may help student-athletes manage the demands associated with their dual roles while promoting both academic achievement and personal well-being.

RECOMMENDATION

Furthermore, future researchers are encouraged to extend the present investigation by employing longitudinal research designs to examine how motivation, social support, and academic performance evolve throughout the academic and athletic journeys of student-athletes. The use of mixed-methods approaches, incorporating interviews or focus group discussions with student-athletes, teachers, coaches, and parents, may also provide richer insights into their lived experiences, challenges, and support systems. Moreover, future studies may consider examining additional variables such as self-regulation, resilience, time management, academic stress, coaching support, and other psychosocial factors to develop a more comprehensive understanding of the determinants of student-athlete success.

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