



P-ISSN: 2394-1685  
E-ISSN: 2394-1693  
Impact Factor (ISRA): 5.38  
IJPESH 2019; 6(3): 220-224  
© 2019 IJPESH  
www.kheljournal.com  
Received: 04-03-2019  
Accepted: 08-04-2019

**Castor V Balacuit**  
Instructor, Physical Education  
Surigao del Sur State University-  
Tandag City, Surigao del Sur,  
Philippines

**Jeahr E Inabangan**  
Junior High School Teacher:  
Music, Arts, Physical Education,  
and Health (MAPEH)  
Saint Theresa College, Inc.-  
Tandag City, Surigao del Sur,  
Philippines

**Correspondence**  
**Castor V Balacuit**  
Instructor, Physical Education  
Surigao del Sur State University-  
Tandag City, Surigao del Sur,  
Philippines

# International Journal of Physical Education, Sports and Health

## **Influence of motivation towards the academic performance in games and sports among BSEd-MAPEH interns in SDSSU-main campus**

**Castor V Balacuit and Jeahr E Inabangan**

### **Abstract**

Motivation is intrinsic or extrinsic that is essential to achieve good, if not, excellent in performance of both academic and extra-curricular activities. This study revolves its investigation on the influence of motivation to the academic performance specifically in games and sports. Descriptive-correlation research design was utilized to describe and look for the relationships of the identified variables in this study. The respondents were universally identified comprising the 42 interns of BSED-MAPEH of Surigao del Sur State University (SDSSU). This exploration found out that the respondents are having an extreme intrinsic motivation than extrinsic motivation. However, it also revealed that intrinsic motivation cannot directly affect the academic performance in Games and Sports as their field of specialization because extrinsic motivation showed a significant relationship to their academic performance in Games and Sports. Consequently, the respondents are more extrinsically motivated when they are appreciated by their instructors and classmates. Thus, appreciation is vital for extrinsic motivation to build students' empowerment. Hence, teachers shall reinforce a positive and genuine appreciation to students who are performing well to drive an increased participation and involvement throughout the class activities. Accordingly, the respondents seemed to be intimidated on the various educational activities when paired to extremely intelligent or proficient peers because they will feel inferior to the superiority of their pair.

**Keywords:** motivation; games and sports; descriptive-correlation; complete-enumeration

### **Introduction**

Motivation is either intrinsic or extrinsic; a positive force that drive an individual to pursue towards achievement. It has been exhaustively believed that students' motivation is relevant in attaining high academic performance. Meanwhile, (Orhan-Özen, 2017; Yazıcı & Altun 2013; Oriahi, 2009) <sup>[10, 15, 11]</sup> broadly believed that students' motivation has high positive significant correlation in their academic performance or achievement. Moreover, both intrinsic and extrinsic motivation could lead to deep involvement in learning, but the preponderance of teacher-centered method in instruction that greatly matters (Hanrahan, 1998) <sup>[5]</sup>. Relatively, Gbollie & Keamu (2017) <sup>[4]</sup> emphasized that teachers' significant role on motivating their students to believe in their abilities and to do well to promote self-efficacies is worth a keen attention. Therefore, it is highlighted that teachers' competence and autonomy support to foster students' motivational constructs and achievements in physical education is important (Zhang, *et.al*, 2012) <sup>[16]</sup>.

Some authors assumed that academic performance of college students can be predicted by their personality and individual concepts, hence, more on intrinsic motivation (Choi, 2005) <sup>[1]</sup>. In addition, Clark & Scroth (2010) <sup>[2]</sup> believed that only intrinsically motivated college students tend to be extroverted, agreeable, conscientious, and open to new experiences. Also, Morrow & Ackermann, (2012) <sup>[9]</sup> added that students who have high levels of positive motivational attitudes and innate motivation are usually persistent to succeed. However, Davis, *et.al*, (2006) <sup>[3]</sup> pointed out that external reward and incentive like students' grades were common at all levels to derive a significant increased to students' motivational orientation and performance which is more extrinsic. Unfortunately, more students are performing well not only because they are motivated to acquire knowledge but for the sake of compliance of the subject and for the rewards they may acquire from their parents and teachers. Whatever it is, the prevalence of

those who lack motivation, intrinsic or extrinsic, showed unique effects on procrastination, turn-over, and negative scholastic behaviour (Lee, 2005) [7]. Therefore, intrinsic and extrinsic motivation of the students should be one of the concerns the teachers must anticipate. The fact, that each individual may have a different amount of motivation (Orhan-Özen, 2017) [10].

There were various published studies showing relationships and differences of motivation to academic performance but not specific to Games and Sports. Some of public and private teachers in primary, secondary, and even in tertiary levels had been complaining of the students' low motivation in Games and Sports except those who are bodily kinesthetic intelligent. These are the students who are just taking the subject for granted because of the several strenuous activities and any reasons. Thus, this study is prompted to test its hypothesis on the influence of motivation to the academic performance in games and sports of college students specifically those whose field of specialization is Music, Arts, Physical Education, and Health (MAPEH). This investigation is sought to be helpful for the Physical Educators throughout the world to understand the intrinsic and extrinsic motivation to be enforced in the educational processes of ensuring life-long learning and pole-vaulting quality education.

**Objectives of the study**

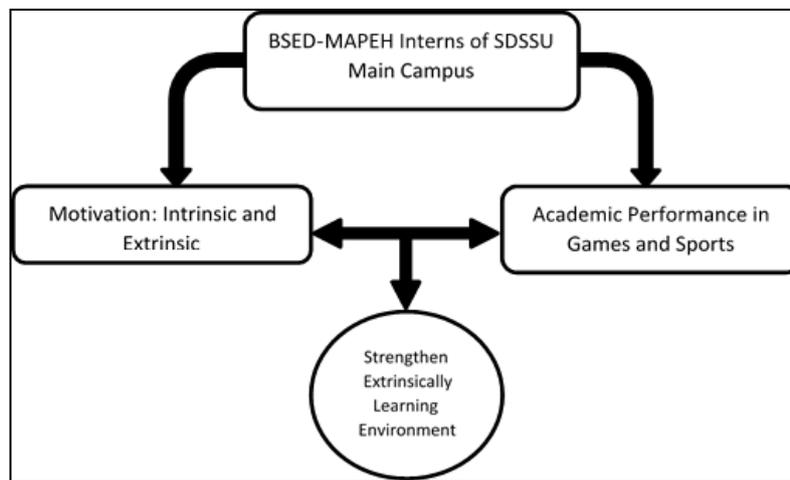
In the context of this study, it systematically tried to determine the relationship between the intrinsic and

extrinsic motivation of the BSED-MAPEH Interns of SDSSU Main Campus towards their academic performance in Games and Sports. Specifically, this study seeks to answer the following questions:

1. What is the intrinsic and extrinsic motivation of the BSED-MAPEH interns in SDSSU-Main Campus?
2. What is the academic performance in Games and Sports of BSED-MAPEH interns?
3. Is there a significant relationship between the intrinsic and extrinsic motivation of BSED-MAPEH interns toward their academic performance in Games and Sports?
4. Based on the results of this study, what conclusions may be drawn?

**Conceptual framework**

The scheme of this study is presented below for an easy understanding of the entire concept of this investigation. This model entails the respondents of this study who are the interns of Bachelor of Secondary Education (BSED) specializing in Music, Arts, Physical Education, and Health (MAPEH) of Surigao del Sur State University (SDSSU) Main Campus. Then, it looks into the two classifications of motivation (Extrinsic and intrinsic) in relation to the academic performance in Games and Sports of the respondents. These two variables were treated to derive its relevant relationship. The results and findings of the analyzed data were then the basis of recommendations.



**Fig 1:** Schematic diagram of the study

**Hypothesis**

H<sub>0</sub>: there is a significant relationship between the intrinsic and extrinsic motivation of BSED-MAPEH interns toward their academic performance in Games and Sports?

**Methodology**

**Research design**

This investigation utilized a Descriptive-Correlation approach of a pure quantitative research design. In the context of this study's aims, to identify and describe the intrinsic and extrinsic motivations of BSED-MAPEH interns, descriptive research design was used as a survey and fact-finding inquiry. The classification of the collated academic performance of the respondents in Games and Sports was also identified and being tested in this study as one of the essential variables. The gathered data on

academic performance were based on the evaluation of transcript from the University registrar. Thus, secondary data analysis was also utilized. Whilst, Correlational Research design was operated to describe the relationship of two quantitative variables in this study: motivation of BSED-MAPEH interns and Academic Performance in Games and Sports of the respondents.

**Respondents and Locale**

The researchers utilized all the 42 Bachelor of Secondary Education interns specializing Music, Arts, Physical Education, and Health (MAPEH). Hence, Complete-Enumeration or Universal Sampling technique was used to determine the respondents of this study. This was conducted at Surigao Del Sur State University (SDSSU)-Main Campus situated at Rosario, Tandag City, Surigao del Sur as the only

campus that offers MAPEH as a major course of Secondary Education program. SDSSU is a newly converted State University in the Philippines by virtue of Republic Act No. 9988 approved on February 22, 2010. It has six (6) campuses spread in the province of Surigao del Sur, Mindanao, Philippines. Based on the University mandate, SDSSU – Tandag is a campus for Advanced Studies, Engineering, Arts and Sciences, and Teacher Education.

### Research instrument

This study operates through a researcher-made survey questionnaire after the various readings on intrinsic and extrinsic motivation from different resources. This tool was subjected to content validation by the experts and reliability test with .77 indexes after it has been tried-out. The questionnaire is highlighted to determine the intrinsic and extrinsic motivations of the respondents with 20-given statements. All statements in even numbers pertain to the behaviours relevant to intrinsic motivation; meanwhile, those in odd numbers were indicators for extrinsic motivation. The respondents will rate each statement using a 4-point Likert scale wherein 4 signifies that the respondents strongly agree with the statement and could be interpreted as behaviour always manifested; 3 if they equally agree or behaviour sometimes manifested; 2 if they do not agree where behaviour is rarely manifested; and, 1 if they strongly disagree to the statement it means that certain behaviour is never manifested.

### Statistical treatment

The data were carefully treated using the weighted mean, percentage, and Pearson-Moment Correlation statistics. The weighted mean was utilized to treat the responses on motivation while percentage was employed to classify the academic performance in Games and Sports of the respondents. Afterwards, the relationship between motivation towards academic performance in Games and Sports were correlated associated with the Pearson-Moment Correlation tool.

### Ethical consideration

In this study, the protection of respondents' rights is considered with utmost priority of the researchers. A letter of consent containing the purposes and objectives of the study was given to the respondents affixed with their signatures as an indicator of their voluntary engagement to this scholastic endeavour. The researchers made an assurance that the dignity and well-being of the respondents were maintained all the times. Thus, identities and responses were kept confidential.

### Results and Discussions

Below are the tables and figures that would visualize the collated data treated with the identified statistical tools to arrive the exact and accurate results. Discussions and implications were offered after the numerical presentations. Table 1 presents the intrinsic and extrinsic motivation of Bachelor of Secondary Education specializing Music, Arts, Physical Education, and Health interns of SDSSU-Main Campus. It revealed that the respondents are highly motivated in both intrinsic and extrinsic aspects. The total mean of 3.61 for intrinsic motivation and 3.31 mean for extrinsic motivation implied that the respondents has an extreme intrinsic motivation than extrinsic motivation. It signifies that natural innate behaviour and interest of the respondents are always manifested as Ryan & Deci (2000) claimed that intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. Furthermore, the revealed highest mean (3.89) of intrinsic behaviour is when the respondents find the activity really enjoyable and exciting. Singh (2011) supported this result that motivation driven with an interest and enjoyment in the task itself could increase intrinsic motivation. Kilpatrick, *et.al*, (2005) conformed that students were more likely to be intrinsically motivated when engaging to sports and any physical activities because they will be challenged and enjoying. This means that teachers should consider classroom activities that are entertaining and electrifying to stimulate an active interest of the students throughout the class. Lei (2010) agreed that to arouse learners' internal motivation, teachers shall steer them with certain activities that kindle fun and enjoyment.

**Table 1:** Level of Intrinsic and Extrinsic Motivation of the respondents

<i>I am motivated when</i> _____	Intrinsic Motivation	Weighted Mean	Adjectival Description
I am interested in the subject matter or activity.		3.71	Very High
I believe that the content of the subject matter is essential.		3.67	Very High
I find the activity really enjoyable and exciting.		3.89	Very High
I have the desire to finish the task or activity to test my current knowledge and skills.		3.50	Very High
I am confident that I have the skill to perform a specific activity.		3.79	Very High
I find it exciting to learn new things.		3.62	Very High
I set standards to myself with regards to my studies.		3.33	Very High
I believe that I am well-prepared to take the examination.		3.43	Very High
I understand the relevance of the task or activity to be done.		3.55	Very High
I set my heart in doing my best and make a very favorable impression.		3.70	Very High
Over-all Weighted Mean		3.61	Very High
	Extrinsic Motivation		
I am appreciated by my instructor or colleagues.		3.62	Very High
I received higher points in written or practical quiz for performing well.		3.45	Very High
I got high grades.		3.40	Very High
I received rewards from my parents.		3.12	High
I am encouraged by someone to top the test.		3.26	Very High
The learning environment is conducive.		3.38	Very High
I am acknowledged in front of the class for every task or activity finished.		3.26	Very High
I have group mates who believe on my ability to lead a task or an activity.		3.36	Very High

I am paired with an intelligent and a responsible classmate to perform a task or activity.	3.10	High
I am asked to speak regarding my accomplishments.	3.12	High
Over-all Weighted Mean	3.31	Very High

Scale	Description
3.25 - 4.00	Very High
2.50 - 3.24	High
1.75 - 2.49	Low
1.00 - 1.74	Very Low

In terms of the extrinsic motivation, the highest indicator with 3.62 mean is when they are appreciated by their instructors and colleagues or classmates. This greatly denotes that genuine appreciation is vital for extrinsic motivation that builds empowerment. Hence, teachers must reinforce a positive and genuine appreciation to students who are performing well or better which surely redound to increased participation and involvement. Henceforth, an encouraging, supportive, and friendly classroom environment must be anticipated by the teachers as a valuable support to external motivation of every student. In consonance to Ryan & Deci (2000) that extrinsic motivation can either reflect external control or true self-regulation. The least extrinsic motivation with a mean of 3.10 is when

they are paired with an intelligent and responsible classmate to perform a task, but, it is still interpreted as high or behaviour sometimes manifested. It signified that when students are paired to extremely intelligent or proficient peers, they seemingly are intimidated to carry out or execute educational activities. Relatively, the students will be extrinsically demotivated when they can feel inferior to the superiority of what their pair can do. This result gives the teachers a vivid lens to minimize pairing system or strategy especially in Games and Sports where both are required to execute. Gbollie & Keamu (2017) [4] conformed that help-seeking strategies for assistance from peers remain the least strategy component.

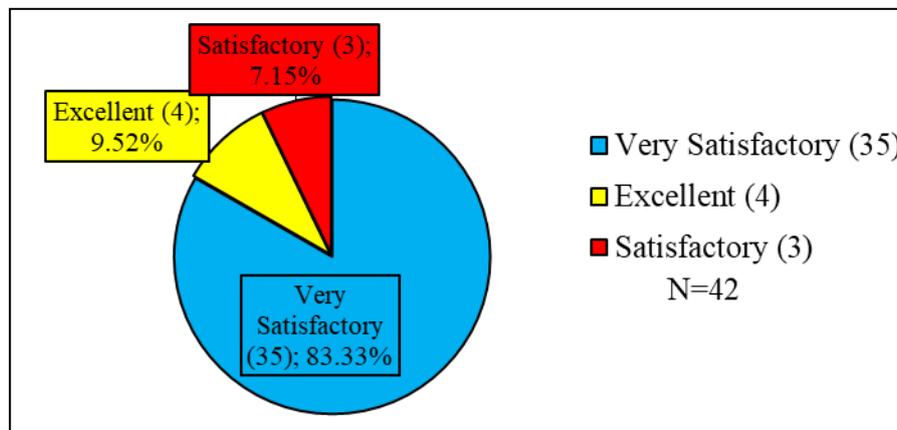


Fig 2: Academic performance in games and sports

Grades	Description
1.0 - 1.29	Excellent
1.3 - 1.59	Very Satisfactory
1.6 - 2.09	Satisfactory
2.1 - 2.59	Good
2.6 - 3.0	Fair
3.1 - 5.0	Failed

result, it revealed that among the respondents, 83.33% is at very satisfactory level, 7.15% is satisfactory, and 9.52% is excellent. This indicates that the common level of academic performance of the respondents in Games and Sports is very satisfactory. None of them got good, fair, and failing grades or 2.1 and below, meaning the MAPEH interns have a very good academic performance in Games and Sports as one of the components of their field of specialization. Further, it could be observed that there is a high percentage of those who excelled than in satisfactory level.

Fig 2 presents the level of academic performance in Games and Sports of the BSED-MAPEH interns. Based on the

Table 2: Correlation between the level of motivation and academic performance in games and sports

Variables	Intrinsic	Extrinsic	Grade
INTRINSIC Pearson Correlation Sig. (2-tailed)	1	.180 .253	-.086 .587
EXTRINSIC Pearson Correlation Sig. (2-tailed)	.180 .253	1	.398** .009
GRADE Pearson Correlation Sig. (2-tailed)	-.086 .587	.398** .009	1
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 2 showed the relationship between the level of intrinsic and extrinsic motivation of the respondents towards their level of academic performance in Games and Sports. (Orhan-Özen, 2017; Yazıcı & Altun 2013; Oriahi, 2009) <sup>[10, 15, 11]</sup> broadly believed that students' motivation has high positive significant correlation in their academic performance or achievement. In this study, it revealed a dramatic difference between the variables being tested. A significant relationship was discovered between the extrinsic motivation and their academic performance in Games and Sports while, on the other hand, there is no significant relationship between their intrinsic motivations to their academic performance in Games and Sports. Consequently, intrinsic motivation cannot directly affect the academic performance of the MAPEH interns in Games and Sports as their field of specialization. This result negates to Turner, *et.al*, (2009) <sup>[14]</sup> that both intrinsic motivation and self-efficacy continues to influence the academic performance of college students.

It is implied in this study that only extrinsic motivation can directly influence the respondents' academic performance in Games and Sports which corresponds to what Davis, *et.al* (2006) <sup>[3]</sup> adhered, wherein they pointed out that external rewards are significantly related to the extrinsic motivational orientation and performance of the college students. Meanwhile, the result strongly suggests that academic performance in games and sports were highly influenced of appreciation and positive reinforcement as the highest extrinsic motivation based on the result in Table 1. Thus, the kind of motivating and encouraging learning environment enhances the sense of belongingness that would exude to students' extreme confidence and excellent academic achievement.

### Conclusions

Motivation is essential to achieve a high academic performance. No matter how intrinsically or extrinsically motivated the students are, it is still a great challenge and demand of the teachers to creatively design daily educational activities that are enjoyable and exciting to generate maximum participation of the students especially in games and sports where most of the Millennial are stuck to sedentary lifestyle. Thus, a motivating educational environment shall be provided and offered, too. It also revealed that teachers shall maximize appreciation but minimize the pairing strategy of an average student to an intelligent classmate in performing a certain task to increase extrinsic motivation. In this manner, self-confidence and empowerment of regular learners will be developed.

Consequently, majority of the respondents have a very satisfactory academic performance in games and sports which is deemed to be significantly correlated to extrinsic motivation. Therefore, extrinsic motivation directly influences to academic performance in games and sports. However, it can be gleaned that intrinsic motivation doesn't always manifests significant effect to the academic performance in games and sports of the interns who possess greater body kinesthetic intelligence.

### References

1. Choi N. Self-Efficacy and Self-Concept as Predictors of College Students' Academic Performance. *Psychology in the Schools*. 2005; 42(2):197-205.
2. Clark M, Schroth C. Examining Relationships between Academic Motivation and Personality among College Students. *Learning and Individual Differences*. 2010; 20(1):19-24. ISSN-1041-6080.
3. Davis KD, Winsler A, Middleton M. Students' Perceptions of Rewards for Academic Performance by Parents and Teachers: Relations with Achievement and Motivation in College. *The Journal of Genetic Psychology*. 2006; 167(2):211-220. DOI: 10.3200/GNTP.167.2.211-220.
4. Gbollie C, Keamu H. Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning. *Education Research International*, 2017. Article ID 1789084. <https://doi.org/10.1155/2017/1789084>.
5. Hanrahan M. The Effect of Learning Environment Factors on Students' Motivation and Learning. *International Journal of Science Education*. 1998; 20(6):737-753.
6. Kilpatrick M, Hebert E, Bartholomew J. College Students' Motivation for Physical Activity: Differentiating Men's and Women's Motives for Sport Participation and Exercise. *Journal of American College Health*. 2005; 54(2):87-94. DOI: 10.3200/JACH.54.2.87-94.
7. Lee E. The Relationship of Motivation and Flow Experience to Academic Procrastination in University Students. *The Journal of Genetic Psychology*. 2005; 166(1):5-15. DOI: 10.3200./GNTP.166.1.5-15.
8. Lei S. Intrinsic and Extrinsic Motivation: Evaluating Benefits and Drawbacks from College Instructors' Perspectives. *Journal of Instructional Psychology*. 2010; 37(2):153-160.
9. Morrow J, Ackermann M. Intention to Persist and Retention of First-Year Students: The Importance of Motivation and Sense of Belonging. *College Student Journal*. 2012; 46(3):483-491.
10. Orhan-Özen S. The Effect of Motivation on Student Achievement. *Spring International Publishing AG*, 2017. DOI 10.1007/978-3-319-56083-0\_3.
11. Oriahi C. Influence of Motivation on Students' Academic Performance. *The Social Sciences, Medwell Journals*. 2009; 4:30-36.
12. Ryan R, Deci E. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*. 2000; 25(1):54-67.
13. Singh K. Study of Achievement Motivation in Relation to Academic Achievement of Students. *International Journal of Educational Planning and Administration*. 2011; 1(2):161-171. ISSN 2249-3093.
14. Turner E, Chandler M, Heffer R. The Influence of Parenting Styles, Achievement Motivation, and Self-Efficacy on Academic Performance in College Students. *Journal of College Student Development*. 2009; 50(3):337-346.
15. Yazıcı H, Altun F. The Association between University Students' Internal and External Motivation Sources and their Academic Achievement. *International Journal of Social Science*. 2013; 6(6):1241-1252.
16. Zhang T, Solmon M, Gu X. The Role of Teachers' Support in Predicting Students' Motivation and Achievement Outcomes in Physical Education. *Journal of Teaching in Physical Education*. 2012; 31(4):329-343.