



Relationship Between School Sports Culture and Motivation in Sports Performance Among Student-Athletes

Article History:

Initial submission:	06 May 2026
First decision:	10 May 2026
Revision received:	08 June 2026
Accepted for publication:	15 June 2026
Online release:	25 June 2026

Hersilyn M. Estrella, LPT, ORCID No. 0009-0007-3493-2112

Master of Arts in Education with specialization in Physical Education and Sports, Adamson University

Abstract

School sports culture plays a vital role in shaping student-athletes' motivation, participation, and performance in sports activities. This study examined the relationship between school sports culture and motivation in sports performance among student-athletes at Amaya School of Home Industries, Tanza, Cavite, Philippines, during the School Year 2025–2026. Using a quantitative descriptive-comparative-correlational research design, the study investigated the levels of school sports culture and motivation, differences in motivation across demographic variables, and the relationship between the two constructs. The respondents consisted of 60 junior and senior high school student-athletes selected through total enumeration sampling. Data were collected using a researcher-developed questionnaire measuring four dimensions of school sports culture: general sports culture, sports program, beliefs and practices, and attitudes and values. Descriptive statistics, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rho correlation coefficient were employed to analyze the data. The findings revealed that both school sports culture ($M = 3.58$, $SD = 0.29$) and motivation in sports performance ($M = 3.71$, $SD = 0.25$) were rated very high by the respondents. No significant differences in motivation were found when respondents were grouped according to sex, age, or sports program. Furthermore, a statistically significant moderate positive relationship was found between school sports culture and motivation in sports performance ($r = 0.44$, $p < .001$). Among the dimensions of school sports culture, beliefs and practices demonstrated the strongest relationship with motivation. The study concludes that a positive and value-oriented school sports culture contributes to higher levels of motivation among student-athletes. The findings highlight the importance of supportive coaching practices, constructive feedback, and positive team values in fostering student engagement and sports participation. Schools are encouraged to strengthen sports cultures that emphasize personal development, sportsmanship, and meaningful participation to sustain student-athlete motivation.

Keywords: school sports culture, motivation in sports performance, student-athletes, sports participation, coaching practices



Copyright © 2026. The Author/s. Published by VMC Analytik's Multidisciplinary Journal News Publishing Services. Relationship Between School Sports Culture and Motivation in Sports Performance Among Student-Athletes © 2026 by Hersilyn M. Estrella is an open access article licensed under Creative Commons Attribution (CC BY 4.0). This permits the copying, redistribution, remixing, transforming, and building upon the material in any medium or format for any purpose, even commercially, provided that appropriate credit is given to the copyright owner/s through proper and standard citation.

INTRODUCTION

School sports culture has become an important component of contemporary education as schools increasingly recognize the role of sports in promoting not only physical development but also students' psychological, social, and motivational well-being. Beyond athletic participation, school sports culture encompasses the values, beliefs, practices, relationships, and institutional support systems that shape students' experiences in sports programs (Hillman, 2021). A positive sports

culture creates an environment where student-athletes can develop discipline, teamwork, resilience, and a sense of belonging, which contribute to both personal growth and athletic success.

In recent years, there has been growing global interest in understanding how school sports culture influences student participation and motivation. According to the World Health Organization (2022), more than 80% of adolescents worldwide fail to meet the recommended levels of physical activity. This

alarming trend highlights the need for schools to provide supportive environments that encourage sustained participation in sports and physical activities. While many schools offer organized sports programs, participation alone does not guarantee engagement or motivation. Students are more likely to remain involved when the sports environment promotes meaningful experiences, positive relationships, and psychological support.

In the Philippine context, school sports development is supported through programs such as the Palarong Pambansa and various policies of the Department of Education aimed at promoting sports participation and excellence. Legislative measures such as Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, and Republic Act No. 10676, or the Student-Athletes Protection Act, further reinforce the integration of sports into the educational system. Despite these initiatives, challenges remain. Studies indicate that a large proportion of Filipino adolescents remain physically inactive, with only a small percentage meeting recommended physical activity levels (Palad et al., 2023). These findings suggest that policy interventions alone may not be sufficient to sustain participation and motivation among students. The quality of the school sports environment and the culture that surrounds sports participation may play a crucial role in influencing students' engagement.

The relationship between sports culture and motivation is supported by several theoretical perspectives. Self-Determination Theory posits that motivation is strengthened when individuals experience autonomy, competence, and relatedness within their environment (Deci & Ryan, 2012). Achievement Goal Theory emphasizes the importance of task-oriented climates that encourage effort, mastery, and personal improvement rather than competition alone (Nicholls, 1989). Meanwhile, Social Cognitive Theory highlights the influence of observational learning, self-efficacy, and social interactions in shaping behavior and motivation (Bandura, 1986). Collectively, these theories

suggest that supportive sports environments can foster stronger motivation and sustained participation among student-athletes.

Existing research has demonstrated that positive sports environments contribute to higher levels of motivation, engagement, and performance among student-athletes. However, much of the available literature focuses on broad policy discussions or sports participation in general rather than examining specific dimensions of school sports culture. Furthermore, there remains a limited body of localized research investigating how school sports culture influences student-athlete motivation within Philippine secondary school settings. Few studies have explored how dimensions such as sports programs, beliefs and practices, attitudes and values, and general sports culture relate to students' motivation to participate and perform in sports.

At Amaya School of Home Industries, student-athletes participate in various school sports programs that aim to develop both athletic competence and personal growth. Despite the availability of these programs, differences in student motivation and participation continue to be observed. These variations may be influenced by factors embedded within the school's sports culture, including coaching practices, program structures, value formation, and the overall sports environment. Understanding how these dimensions influence motivation may provide valuable insights for improving sports programs and enhancing student-athlete development.

Motivation in sports extends beyond the simple distinction between intrinsic and extrinsic factors. Students may be motivated by personal goals, enjoyment, self-improvement, and a desire for achievement, while also responding to external influences such as recognition, rewards, and social support (Fishbach & Woolley, 2022). When these motivational factors are reinforced within a supportive sports culture, student-athletes are more likely to demonstrate persistence, resilience, and sustained engagement. Conversely, a lack of

support may result in decreased motivation and reduced participation.

Given these considerations, this study examined the relationship between school sports culture and motivation in sports performance among student-athletes at Amaya School of Home Industries during the School Year 2025–2026. Specifically, the study investigated how the dimensions of general sports culture, sports programs, beliefs and practices, and attitudes and values relate to student-athletes' motivation in sports performance. This study contributes to the growing body of literature by providing localized evidence on how specific dimensions of school sports culture influence student-athlete motivation within the Philippine educational context.

LITERATURE REVIEW

School sports culture has increasingly gained attention in educational and sports research because of its influence on student participation, motivation, and performance. Contemporary perspectives define school sports culture as more than the existence of sports programs, facilities, or competitions. It encompasses the values, beliefs, traditions, relationships, and practices that shape students' experiences within sports environments (Hillman, 2021). As educational institutions continue to emphasize holistic student development, sports have become important avenues for fostering not only physical fitness but also psychological well-being, social competence, and positive behavioral outcomes.

The literature consistently highlights the role of sports environments in satisfying students' psychological needs and promoting motivation. According to Self-Determination Theory, individuals are more likely to develop intrinsic motivation when their needs for autonomy, competence, and relatedness are fulfilled (Deci & Ryan, 2012). Within school sports settings, these needs may be satisfied through supportive coaching practices, opportunities for skill development, and positive peer

interactions. White et al. (2021) found that supportive environments encourage greater engagement, persistence, and enjoyment among students. In contrast, highly controlling and rigid environments may reduce motivation and eventually lead to disengagement from sports activities.

Achievement Goal Theory further explains how motivational climates influence student participation in sports. Nicholls (1989) distinguished between task-oriented and ego-oriented goals. Task-oriented environments emphasize effort, personal improvement, and mastery of skills, while ego-oriented environments focus on competition and comparison with others. Research by Sit and Lindner (2004) demonstrated that sports programs promoting mastery goals are more effective in sustaining long-term motivation among young athletes. These findings suggest that sports programs should prioritize personal development and learning rather than focusing exclusively on winning and competitive success.

Social Cognitive Theory also provides important insights into the relationship between sports culture and motivation. Bandura (1986) emphasized the influence of observational learning, self-efficacy, and social interactions on behavior. In school sports settings, coaches and peers serve as significant role models whose behaviors and attitudes can influence students' motivation and participation. Positive coaching practices, constructive feedback, and supportive peer relationships contribute to stronger self-efficacy and greater commitment to sports participation. Conversely, excessive pressure, negative feedback, and unhealthy competition may weaken motivation and reduce students' willingness to remain involved in sports activities.

Beyond theoretical perspectives, empirical studies have consistently demonstrated the positive impact of supportive sports programs on student motivation. Manninen and Campbell (2022), through a systematic review, found that sports education models emphasizing student-

centered participation, clearly defined roles, and sustained involvement significantly enhance intrinsic motivation and prosocial behavior. Similarly, Tendinha et al. (2021) reported that inclusive sports environments contribute to the satisfaction of students' basic psychological needs, thereby increasing engagement and participation. These findings suggest that the effectiveness of sports programs depends not only on their availability but also on the quality of experiences they provide to students.

While many studies agree on the positive effects of supportive sports environments, researchers differ in their views regarding the role of competition. Chang et al. (2019) argued that highly competitive environments may discourage less-skilled athletes and contribute to withdrawal from sports participation. In contrast, studies have shown that when sports programs balance competitive opportunities with recreational and developmental activities, students demonstrate greater participation and more positive attitudes toward sports (Drury et al., 2023). This suggests that schools should create sports cultures that encourage both excellence and inclusivity to maximize student engagement.

The literature also highlights the importance of values and coaching practices in shaping athlete motivation. Côté and Gilbert (2009) emphasized that value-oriented coaching, which focuses on effort, improvement, character development, and sportsmanship, contributes to stronger ethical behavior and higher levels of motivation among athletes. This approach contrasts with coaching practices that prioritize outcomes and victories above all else. Students who receive recognition for effort, improvement, and positive behavior are more likely to develop intrinsic motivation and maintain long-term participation in sports. These findings indicate that coaching practices represent one of the most influential components of school sports culture.

In the Philippine context, school sports development is supported through initiatives

such as the Palarong Pambansa and policies promoting physical education and student-athlete development. These programs aim to increase participation, develop athletic talent, and promote healthy lifestyles among students. Despite these efforts, participation challenges remain evident. Palad et al. (2023) reported that many Filipino adolescents continue to fall below recommended physical activity levels. Existing evidence suggests that barriers to participation include limited resources, inconsistent coaching practices, inadequate facilities, and insufficient motivational support. These findings imply that the effectiveness of sports programs depends not only on policy implementation but also on the quality of the sports culture that exists within schools.

Taken together, the literature demonstrates a strong relationship between school sports culture and student motivation. Theoretical perspectives and empirical findings consistently suggest that supportive environments, inclusive practices, positive coaching behaviors, and value-oriented sports programs contribute to higher levels of motivation and participation among student-athletes. However, much of the existing literature remains international in scope and focuses broadly on sports participation rather than examining specific dimensions of school sports culture.

Furthermore, there is limited localized research investigating how dimensions such as general sports culture, sports programs, beliefs and practices, and attitudes and values influence student-athlete motivation within Philippine secondary schools. This gap highlights the need for localized evidence that can provide a deeper understanding of how school sports culture influences student-athlete motivation and sports performance in the Philippine educational context.

METHODS

Research Design. This study employed a descriptive-comparative-correlational (DCC) research design to examine the relationship

between school sports culture and motivation in sports performance among student-athletes. The descriptive component was used to determine the levels of school sports culture and motivation in sports performance. The comparative component examined whether significant differences in motivation existed when respondents were grouped according to selected demographic variables. The correlational component measured the direction and strength of the relationship between school sports culture and motivation. This design enabled the researcher to describe existing conditions, compare group differences, and determine relationships among the study variables.

Population and Sampling. The study was conducted among junior and senior high school student-athletes enrolled at Amaya School of Home Industries during the School Year 2025–2026. The study population consisted of 60 student-athletes who were actively participating in the school's sports programs. Due to the manageable size of the population, total enumeration sampling was employed, allowing all qualified student-athletes to participate in the study. To ensure familiarity with the school's sports environment, respondents were required to have participated in a school sports program for at least six months prior to data collection.

Table 1
Demographic Profile of Respondents (N = 60)

Variable	Category	Frequency	Percentage
Sex	Male	39	65%
	Female	21	35%
Age	12–14	21	35%
	15–17	39	65%
Sports Program	Volleyball	16	27%
	Basketball	10	17%
	Track and field	10	17%
	Others	24	39%

Instrumentation. Data were gathered using a researcher-developed questionnaire designed to assess school sports culture and motivation in sports performance. The instrument consisted of three parts: (1) demographic profile, (2) school sports culture, and (3)

motivation in sports performance. The school sports culture section measured four dimensions: general sports culture, sports programs, beliefs and practices, and attitudes and values. The motivation section measured effort, persistence, goal setting, and resilience among student-athletes.

Responses were measured using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). To establish content validity, the instrument was reviewed by experts in physical education, educational research, and sports development. Suggestions from the validators were incorporated to improve clarity, relevance, and alignment with the study objectives. Prior to the actual data collection, the questionnaire underwent pilot testing among student-athletes who were not included in the final sample. Reliability analysis yielded Cronbach's alpha coefficients ranging from 0.70 to 0.91, indicating acceptable to excellent internal consistency.

Data Collection Procedure and Ethical Considerations. Prior to data collection, approval to conduct the study was obtained from the school administration and the appropriate research review authorities. Participation in the study was entirely voluntary. Informed consent was secured from all respondents, while parental consent was obtained for participants below eighteen years old.

The questionnaires were administered personally by the researcher. Respondents were informed about the purpose of the study, their right to withdraw at any time, and the confidentiality of their responses. No personally identifiable information was collected. All completed questionnaires and electronic data files were securely stored and used solely for academic and research purposes.

Data Analysis. Data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS) version 29. Frequency and percentage distributions were used to describe the demographic profile of the respondents.

Mean and standard deviation were used to determine the levels of school sports culture and motivation in sports performance.

Prior to inferential analysis, the normality of the data was assessed using the Shapiro–Wilk test. Since the results indicated violations of the assumption of normality, non-parametric statistical procedures were employed. The Mann–Whitney U test was used to determine differences in motivation according to sex, while the Kruskal–Wallis H test was used to determine differences according to age and sports program. Spearman’s rho correlation coefficient was utilized to determine the direction and strength of the relationship between school sports culture and motivation in sports performance. All statistical tests were interpreted using a significance level of 0.05.

Table 2
Summary of Statistical Analysis

Research Objective	Variables	Statistical Tool
Describe demographic profile	Sex, Age, Sports Program	Frequency, Percentage
Determine levels of variables	School Sports Culture, Motivation	Mean, Standard Deviation
Test differences	Motivation × Demographics	Mann–Whitney U Test, Kruskal–Wallis H Test
Test relationship	School Sports Culture × Motivation	Spearman’s rho Correlation

RESULTS

This section presents the findings of the study on the relationship between school sports culture and motivation in sports performance among student-athletes. The results are organized according to the research objectives.

Level of School Sports Culture and Motivation in Sports Performance. The first objective of the study was to determine the level of school sports culture and motivation in sports performance among student-athletes. Table 3 presents the descriptive statistics addressing this objective.

As shown in Table 3, the overall level of school sports culture was rated very high (M = 3.58, SD = 0.29). Among its dimensions, attitudes and values obtained the highest mean score (M = 3.67, SD = 0.35), followed by beliefs and

practices (M = 3.65, SD = 0.34). Sports program (M = 3.52, SD = 0.38) and general sports culture (M = 3.48, SD = 0.38) also received high ratings.

Table 3
Descriptive Statistics of School Sports Culture and Motivation (N = 60)

Variable	Mean	SD	Interpretation
General Sports Culture	3.48	0.38	High
Sports Program	3.52	0.38	Very High
Beliefs and Practices	3.65	0.34	Very High
Attitudes and Values	3.67	0.35	Very High
Overall Sports Culture	3.58	0.29	Very High
Motivation in Sports Performance	3.71	0.25	Very High

The level of motivation in sports performance was likewise rated very high (M = 3.71, SD = 0.25). The findings indicate high levels of motivation among the student-athletes who participated in the study.

Differences in Motivation Across Demographic Variables. The second objective of the study was to determine whether significant differences existed in motivation in sports performance when respondents were grouped according to demographic variables. Table 4 presents the results of the group comparison analyses. Due to the non-normal distribution of the data, non-parametric statistical tests were utilized.

Table 4
Differences in Motivation by Demographic Variables

Variable	Group	Mean	Test	p-value	Interpretation
Sex	Male (n = 39)	3.70	Mann–Whitney U	0.975	Not Significant
	Female (n = 21)	3.71			
Age	12–14 (n = 21)	3.69	Mann–Whitney U	0.689	Not Significant
	15–17 (n = 39)	3.71			
Sports Program	Multiple Groups	—	Kruskal–Wallis H	0.488	Not Significant

Table 4 shows that no statistically significant differences were found in motivation according to sex (p = 0.975), age (p = 0.689), and sports program (p = 0.488). Since all p-values exceeded the 0.05 significance level, the null hypothesis of no significant difference was retained for all demographic variables examined.

Relationship Between School Sports Culture

and Motivation. The third objective of the study was to determine the relationship between school sports culture and motivation in sports performance among student-athletes. Table 5 presents the results of the correlation analysis. Spearman's rho correlation coefficient was used to assess the direction and strength of the relationships.

Table 5
Correlation Between School Sports Culture and Motivation

Variables	R-values	p-value	Interpretation
General Sports Culture × Motivation	0.31	0.015	Weak Positive
Sports Program × Motivation	0.32	0.012	Weak Positive
Beliefs and Practices × Motivation	0.43	< .001	Moderate Positive
Attitudes and Values × Motivation	0.37	0.004	Weak-Moderate Positive
Overall Sports Culture × Motivation	0.44	< .001	Moderate Positive

As presented in Table 5, all dimensions of school sports culture demonstrated statistically significant positive relationships with motivation in sports performance ($p < .05$). The strongest relationship was observed between beliefs and practices and motivation ($r = 0.43$, $p < .001$), indicating a moderate positive relationship.

The overall relationship between school sports culture and motivation was also moderate and positive ($r = 0.44$, $p < .001$). General sports culture ($r = 0.31$, $p = 0.015$), sports program ($r = 0.32$, $p = 0.012$), and attitudes and values ($r = 0.37$, $p = 0.004$) likewise demonstrated significant positive relationships with motivation in sports performance.

Based on the three research objectives, the findings revealed that school sports culture and motivation in sports performance were both rated very high among the respondents. No significant differences in motivation were found when respondents were grouped according to sex, age, or sports program. Furthermore, all dimensions of school sports culture demonstrated significant positive relationships with motivation in sports performance, with beliefs and practices showing the strongest association. The overall relationship between school sports culture and motivation was found

to be moderate and positive.

DISCUSSION

The findings indicate that student-athletes perceived both school sports culture and motivation in sports performance at very high levels. These results suggest that the school provides a supportive sports environment characterized by positive relationships, meaningful participation, and value-oriented practices. Rather than viewing sports solely as a competitive activity, student-athletes appear to experience sports as an avenue for personal growth, discipline, and engagement. This finding is consistent with previous studies emphasizing the importance of supportive sports environments in promoting sustained participation and positive developmental outcomes among young athletes (Manninen & Campbell, 2022; Tendinha et al., 2021).

Among the dimensions of school sports culture, attitudes and values, as well as beliefs and practices, received the highest ratings. This finding suggests that student-athletes place considerable importance on the day-to-day interactions, expectations, and values communicated within the sports environment. While facilities and program structures are important, the findings imply that coaching practices, feedback systems, sportsmanship, and interpersonal relationships may have a greater influence on students' experiences. This supports the argument of Côté and Gilbert (2009) that value-oriented coaching contributes significantly to athlete development, ethical behavior, and motivation. The findings also suggest that the quality of relationships within sports environments may be more influential than structural aspects alone in shaping student-athlete engagement.

The very high level of motivation observed among the respondents indicates that student-athletes demonstrate strong commitment, persistence, and engagement in sports participation. This finding may be explained through Self-Determination Theory, which posits that motivation is strengthened when

individuals experience autonomy, competence, and relatedness (Deci & Ryan, 2012). The high ratings for school sports culture suggest that student-athletes perceive opportunities for skill development, positive social interactions, and meaningful participation, all of which contribute to the satisfaction of these psychological needs. Consequently, motivation is likely sustained not only by external rewards or recognition but also by internalized enjoyment, personal growth, and a sense of belonging.

The absence of significant differences in motivation across sex, age, and sports program suggests that the motivational climate experienced by student-athletes is relatively consistent throughout the school. This finding indicates that the sports culture may be implemented in a manner that provides similar experiences and opportunities regardless of demographic characteristics. It is also possible that coaching practices, training structures, and motivational strategies are applied consistently across programs, resulting in comparable motivational outcomes among student-athletes. Similar findings have been reported in studies suggesting that supportive environments can promote motivation across diverse groups regardless of individual characteristics (White et al., 2021).

The most significant finding of the study is the moderate positive relationship between school sports culture and motivation in sports performance. This result demonstrates that student-athletes who perceive stronger and more positive sports cultures also tend to report higher levels of motivation. The strongest relationship was observed between beliefs and practices and motivation, suggesting that the everyday experiences of student-athletes play a critical role in shaping their engagement. This finding highlights the importance of coaching behaviors, team norms, recognition systems, and value formation in sustaining motivation.

The relationship between beliefs and practices and motivation may be explained through Social

Cognitive Theory. According to Bandura (1986), behavior is influenced by social interactions, observational learning, and self-efficacy. Student-athletes learn not only through formal instruction but also through observing coaches, teammates, and the broader sports environment. Positive reinforcement, constructive feedback, and supportive interactions may strengthen athletes' confidence in their abilities, leading to greater persistence and participation. This finding further supports the argument that sports culture operates through daily social experiences rather than through organizational structures alone.

Similarly, Achievement Goal Theory provides an explanation for the observed relationship between sports culture and motivation. Sports environments that emphasize effort, mastery, and personal improvement encourage task-oriented goals, which are associated with stronger and more sustainable forms of motivation (Nicholls, 1989). The high ratings for attitudes and values suggest that student-athletes are participating in environments that reward development and effort rather than focusing exclusively on competitive outcomes. Such environments are more likely to promote long-term engagement and positive attitudes toward sports participation.

The findings carry important implications for educational leaders, sports coordinators, and coaches. While investments in facilities and sports programs remain important, schools should place equal emphasis on cultivating positive sports cultures. Coaching development programs should prioritize value-based leadership, constructive feedback, athlete well-being, and relationship building. Schools may also strengthen sports culture by recognizing effort, sportsmanship, teamwork, and personal improvement alongside competitive achievement. These practices may help sustain student-athlete motivation and encourage broader participation in school sports programs.

Despite its contributions, the study has several

limitations. First, the study was conducted in a single school, which may limit the generalizability of the findings to other educational contexts. Second, the sample size was relatively small and restricted to student-athletes currently participating in sports programs. Third, the study relied on self-reported data, which may be influenced by social desirability bias and subjective perceptions. These limitations should be considered when interpreting the findings.

Future research may expand the investigation to multiple schools and larger populations to determine whether similar patterns exist across different educational settings. Researchers may also examine additional factors influencing student-athlete motivation, including parental support, academic demands, peer influence, and psychological well-being. Mixed-method approaches incorporating interviews or focus group discussions may provide deeper insights into how student-athletes experience and interpret school sports culture.

Conclusion. This study examined the relationship between school sports culture and motivation in sports performance among student-athletes. The findings revealed that both school sports culture and motivation in sports performance were perceived at very high levels by the respondents. Among the dimensions of school sports culture, attitudes and values, as well as beliefs and practices, received the highest ratings, highlighting the importance of value formation, coaching behaviors, and interpersonal relationships within the sports environment.

The study further revealed that motivation did not significantly differ when respondents were grouped according to sex, age, or sports program. This finding suggests that the motivational climate within the school sports environment is relatively consistent across demographic groups.

More importantly, the study established a statistically significant moderate positive relationship between school sports culture and

motivation in sports performance. Among the dimensions examined, beliefs and practices demonstrated the strongest relationship with motivation, indicating that coaching practices, feedback systems, team norms, and value-oriented interactions play an important role in sustaining student-athlete engagement and commitment.

Overall, the findings suggest that a positive school sports culture contributes to the development of motivated student-athletes. While sports culture is not the sole determinant of motivation, it represents an important environmental factor that supports participation, persistence, and positive sports experiences among students.

Recommendations. Based on the findings and conclusions of the study, the following recommendations are offered:

1. School administrators should continue strengthening school sports culture by promoting inclusive, supportive, and value-oriented sports environments that encourage student participation and engagement.
2. Coaches should emphasize positive coaching practices, constructive feedback, sportsmanship, teamwork, and personal improvement to sustain student-athlete motivation and development.
3. Sports coordinators should establish consistent support systems and coaching standards across different sports programs to ensure that student-athletes receive comparable developmental experiences.
4. Schools should provide opportunities for both competitive and recreational participation to accommodate students with varying interests, abilities, and skill levels.
5. Parents and community stakeholders should be encouraged to actively support school sports programs to reinforce student-athletes' motivation and participation.

6. Future researchers may investigate other factors influencing motivation in sports performance, such as parental involvement, peer relationships, academic demands, psychological well-being, and socioeconomic conditions.
7. Future studies may include larger samples from multiple schools and employ mixed-method approaches to gain a deeper understanding of the relationship between school sports culture and student-athlete motivation.

Author contributions. The author solely conceived and designed the study, conducted the literature review, and developed the research methodology. Data collection, analysis, and interpretation were carried out independently by the author. The author also prepared, wrote, reviewed, and finalized the manuscript. All aspects of the research, including conceptualization, investigation, and validation, were performed solely by the author, who approves the final version of the manuscript and takes full responsibility for its content.

Conflict of interest. The author declares no conflict of interest.

Funding source. This research received no external funding.

Artificial intelligence use. AI-assisted language editing was conducted using Grammarly to improve grammar, clarity, and coherence of the manuscript. All content was carefully reviewed, revised, and approved by the researcher, who assumes full responsibility for the accuracy, originality, and integrity of the study.

Ethics approval statement. This study was conducted in accordance with institutional ethical standards. Approval to conduct the research was obtained from the appropriate school authorities and the Division Research Committee. Participation was voluntary, and informed consent was secured from all

student-athletes, including parental consent for minors. Confidentiality and anonymity were strictly maintained, and all data were used solely for academic and research purposes.

Data availability statement. The dataset will be available upon request from the corresponding author of this study.

Acknowledgement. The researcher expresses sincere gratitude to Amaya School of Home Industries for granting permission to conduct the study. Appreciation is also extended to the school administrators, sports coordinators, and coaches for their support in facilitating the research process. Special thanks are given to the student-athletes who participated in the study for their time and cooperation. Their contributions were essential to the successful completion of this research.

Publisher's disclaimer. The views expressed in this article are those of the authors and do not necessarily reflect the views of the publisher. The publisher disclaims any responsibility for errors or omissions.

REFERENCES

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Chang, C., Putukian, M., Aerni, G., Diamond, A., Hong, G., Ingram, Y., Reardon, C. L., & Wolanin, A. (2019). Mental health issues and psychological factors in athletes: Detection, management, effect on performance and prevention. *British Journal of Sports Medicine, 54*(4), 216–220. <https://doi.org/10.1136/bjsports-2019-101583>
- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching, 4*(3), 307–323.
- Deci, E. L., & Ryan, R. M. (2012). Self-

- determination theory. In P. A. M. Van Lange et al. (Eds.), *Handbook of theories of social psychology* (pp. 416–436). Sage.
- Drury, S., Stride, A., Firth, O., & Fitzgerald, H. (2023). Inclusive physical education practices. *Sport, Education and Society*, 28(9), 1118–1131. <https://doi.org/10.1080/13573322.2022.2034142>
- Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, 9(1), 339–363. <https://doi.org/10.1146/annurev-orgpsych-012420-091122>
- Hillman, P. R. (2021). *The role of active leisure events in positive lifestyle transformation* (Doctoral dissertation, Southern Cross University).
- Manninen, M., & Campbell, S. (2022). Effects of sport education models on motivation. *European Physical Education Review*, 28(1), 78–99. <https://doi.org/10.1177/1356336X211017938>
- Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Harvard University Press.
- Palad, Y. Y., Guisihan, R. M., Aguila, M. E. R., Ramos, R. A. A., & Cagas, J. Y. (2023). Policies promoting physical activity among Filipino youth. *International Journal of Environmental Research and Public Health*, 20(4), 2865. <https://doi.org/10.3390/ijerph20042865>
- Sit, C. H., & Lindner, K. J. (2004). Motivational orientations in youth sport participation. *Personality and Individual Differences*, 38(3), 605–618. <https://doi.org/10.1016/j.paid.2004.05.015>
- Tendinha, R., Alves, M. D., Freitas, T., Appleton, G., Gonçalves, L., Ihle, A., Gouveia, É. R., & Marques, A. (2021). Impact of sport education models on motivation. *Children*, 8(7), 588. <https://doi.org/10.3390/children8070588>
- White, R. L., Bennie, A., Vasconcellos, D., Cinelli, R., Hilland, T., Owen, K. B., & Lonsdale, C. (2021). Self-determination theory in physical education. *Teaching and Teacher Education*, 99, 103247.
- World Health Organization. (2022). *Global status report on physical activity*. <https://www.who.int>