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Predictors of Sports Achievement Motivation among Student-Athletes: The Interplay of Administrative and Social Factors

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Abstract

Understanding the factors that drive sports achievement motivation is vital for developing successful student-athletes. This study investigated the predictors of sports achievement motivation, focusing on the interplay of administrative and social factors, among university-level athletes in Pakistan. A cross-sectional survey design was employed, collecting quantitative data from 760 student-athletes (483 male, 277 female) participating in various sports across public and private universities in the all-Pakistan Inter-Varsity Sports competitions. The findings conclusively support the hypothesized relationships. Bivariate correlation analysis revealed statistically significant positive associations between administrative factors, social factors, parental support, and sports achievement motivation. Multiple regression analysis further demonstrated that, when considered together, these three factors form a significant predictive model. Among them, social factors emerged as the most influential unique predictor. This research provides empirical evidence that fostering a supportive ecosystem comprising effective administrative structures, a positive social environment, and active parental encouragement is crucial for enhancing the competitive drive and achievement motivation of athletes in the inter-varsity sports context.

Keywords: Sports Achievement Motivation, Administrative Factors, Social Factors, Parental Support, Student-Athletes, Pakistan, Inter-Varsity Sports.

Introduction

The pursuit of excellence in sports is a complex endeavor that extends far beyond the physical domain. For student-athletes—individuals who navigate the demanding dual roles of academic scholar and competitive athlete—success is profoundly influenced by psychological

fortitude. At the core of this psychological landscape lies achievement motivation, a critical determinant of performance, persistence, and personal development (Ryan & Deci, 2024). This introduction examines the multifaceted significance of sports achievement motivation in student-athletes, exploring its theoretical foundations, its predictive power for athletic success, and its broader implications for holistic development within the unique pressures of the student-athlete ecosystem.

Understanding what drives a student-athlete to train relentlessly, compete fiercely, and persevere through setbacks is essential for coaches, educators, and sports programs aiming to foster both elite performance and personal growth. Motivation in sport is defined as the interaction of internal and external forces that initiate, sustain, and direct an individual's engagement in athletic pursuits (Lourenço et al., 2022). However, not all motivation is created equal. Contemporary sport psychology, guided by frameworks like Self-Determination Theory (SDT), distinguishes between different motivational qualities, primarily contrasting intrinsic and extrinsic motivation (Ryan & Deci, 2024). Intrinsic motivation stems from internal sources, such as the inherent enjoyment of the activity, the satisfaction of personal mastery, or the pure love of the game (Conde-Pipó et al., 2021). Conversely, extrinsic motivation is driven by external factors, including tangible rewards (trophies, scholarships, recognition), social pressures, or the desire to avoid negative outcomes (Ploeg, 2015). Research consistently indicates that while both types can influence behavior, intrinsic motivation is associated with more sustainable and positive outcomes, including greater enjoyment, better focus, increased persistence, and enhanced psychological well-being (Angot & Martinent, 2025).

A critical insight from SDT is that intrinsic motivation flourishes in environments that satisfy three fundamental psychological needs: autonomy (feeling a sense of choice and ownership), competence (feeling effective and capable), and relatedness (feeling connected and supported by others) (Ryan & Deci, 2024). For student-athletes, whose daily lives are often highly structured by training schedules, academic deadlines, and team rules, the fulfillment of these needs becomes a pivotal challenge with significant consequences for their motivation and overall experience (Sports Motivation, 2025). The significance of achievement motivation is most directly observable in its powerful link to athletic performance and long-term success. Motivation is not merely a correlate of effort; it is a key psychological factor that can enhance or inhibit an athlete's ability to perform at their best (Lourenço et al., 2022). Importantly, studies adopting a holistic "person-oriented" approach—which examines the dynamic interplay of multiple motivational constructs rather than viewing them in isolation—have identified specific motivational profiles that predict future success. A pivotal longitudinal study by Zuber and Conzelmann (2021) found that young athletes characterized as "highly intrinsically achievement-oriented"—showing high self-determination, hope for success, and low fear of failure—were significantly more likely to compete at an international level years later. In fact, these athletes were more than twice as likely to reach the international stage compared to their "failure-fearing" peers, a pattern that holds true across both team and individual sports.

This predictive power underscores why nurturing the right kind of motivation is a central task in talent development. An over-reliance on extrinsic motivators, while potentially effective in the short term, carries risks. An excessive focus on external rewards like scholarships, wins, or public acclaim can sometimes undermine intrinsic motivation, leading to increased anxiety, a fear of failure, and decreased enjoyment—factors that contribute to athlete burnout and dropout (Sports Motivation, 2025). For student-athletes, whose external pressures are already amplified by academic expectations and often-public sporting roles, striking a balance is crucial. The most sustainable and high-performing motivation appears to be a self-determined form

where external rewards are present but are not the primary driver; instead, the athlete feels they are in control of their behavior and are participating out of choice and personal value (Ryan & Deci, 2024).

The environment created by coaches and the structure of sports programs plays an outsized role in shaping these motivational outcomes. Coaches are arguably the most influential external agents in an athlete's sporting life, and their interpersonal style directly impacts the satisfaction of their athletes' psychological needs (Angot & Martinent, 2025). An autonomy-supportive coaching style, which involves providing meaningful choices, offering rationales for tasks, and acknowledging athletes' perspectives, has been shown to foster greater satisfaction of the needs for autonomy, competence, and relatedness (Ryan & Deci, 2024). This, in turn, promotes more autonomous and intrinsic forms of motivation. For example, feedback that recognizes effort and specific skill improvement (informing competence) is more motivating than feedback focused solely on winning or losing (Lourenço et al., 2022). Furthermore, creating a mastery climate within a team or program—where effort, learning, and personal improvement are valued over purely outcome-based rivalries—helps protect intrinsic motivation and makes sport participation more fulfilling for all athletes, regardless of their skill level (Conde-Pipó et al., 2021).

The significance of sports achievement motivation for student-athletes also transcends the boundary of the playing field, influencing their academic engagement and overall personal development. The student-athlete identity inherently bridges two major achievement domains. The disciplined, goal-oriented, and resilient mindset cultivated through sports can positively transfer to academic pursuits. While one study found that overall athletic motivation was not a direct, statistically significant predictor of Grade Point Average (GPA), it suggested that strong amotivational tendencies (a lack of motivation) in sport may correlate with lower academic motivation, highlighting the potential for negative patterns to spill over (Ploeg, 2015). More broadly, the process of striving for athletic goals builds essential life skills: resilience in the face of adversity, time management, teamwork, and the ability to handle both success and failure with grace. When motivation is rooted in self-determination and a growth mindset—the belief that abilities can be developed through dedication—student-athletes are better equipped to navigate challenges in all areas of life (Zuber & Conzelmann, 2021).

Objectives

1. To determine the existence and strength of the individual positive relationships between administrative factors, social factors, parental support, and sports achievement motivation among athletes in the all-Pakistan Inter-Varsity Sports competitions.
2. To assess the combined and individual effects of administrative factors, social factors, and parental support on the sports achievement motivation of athletes participating in the all-Pakistan Inter-Varsity Sports competitions.

Hypotheses

H_A 1: There exists statistically significant positive relationship among administrative and social factors, parental support, and sports achievement motivation of athletes participating in the all-Pakistan Inter-Varsity Sports competitions.

H_A 2: There is a statistically significant effect of administrative and social factors and parental support on sports achievement motivation in athletes.

Chapter 2: Review of Literature

The dual role of a student-athlete requires a complex negotiation between academic and athletic demands, with sports achievement motivation serving as a central psychological driver for success. This motivation is not merely an individual trait but is dynamically shaped and

predicted by a network of external, contextual factors. Specifically, the administrative framework of athletic programs and the surrounding social environment interact in critical ways to either cultivate or constrain an athlete's drive to achieve. This review synthesizes current research to argue that the most robust predictor of sports achievement motivation is not the isolated presence of supportive administrative policies or positive social influences, but rather their synergistic alignment. A coherent ecosystem where institutional structures and interpersonal relationships work in concert is fundamental for fostering the type of sustainable, high-quality motivation necessary for dual-career success.

The administrative framework established by educational and athletic institutions creates the foundational structure within which a student-athlete's motivation is either supported or strained. This framework encompasses policies, resource allocation, time demands, and the overarching institutional culture (Pujianto et al., 2024). A primary administrative challenge is the significant time commitment, often described as a "learning-training contradiction," which forces student-athletes to manage chronic role conflict between their academic and athletic obligations (Khan et al., 2024; Pujianto et al., 2024). When administrative systems fail to provide integrated academic and logistical support—such as accessible tutoring, flexible scheduling, and time-management guidance—this conflict can deplete an athlete's motivational resources, increasing the risk of burnout (Khan et al., 2024). Furthermore, the motivational climate promoted by the administration is a powerful predictor. A climate that emphasizes personal mastery, effort, and learning (a task-involving climate) supports intrinsic forms of motivation, whereas a climate overly focused on winning and social comparison (an ego-involving climate) can undermine an athlete's sense of autonomy and competence (Gil-Espinoza et al., 2022; *Sports Motivation*, 2025).

While the administrative system sets the stage, the daily social environment provides the interpersonal interactions that directly fuel or dampen motivation through relationships with coaches, parents, and peers. Coaches are arguably the most influential social agents, as their interpersonal style critically predicts motivational quality (*Sports Motivation*, 2025). An autonomy-supportive coaching style, which provides rationale for tasks and acknowledges athletes' perspectives, is consistently linked to higher intrinsic motivation and well-being (Gil-Espinoza et al., 2022; *Sports Motivation*, 2025). This style satisfies core psychological needs for autonomy and relatedness. In contrast, a controlling or authoritarian style can thwart these needs and lead to increased anxiety or amotivation. Parental support constitutes another vital social predictor, acting both as a direct source of encouragement and as a mediator that enhances the effectiveness of other supports (Khan et al., 2024). Research confirms a significant positive correlation between parental support and sports achievement motivation, noting that supportive parental involvement can partially mediate the relationship between administrative factors and an athlete's motivation (Khan et al., 2024).

The interplay between administrative structures and the social environment represents the most critical level of analysis for predicting sports achievement motivation. These factors do not operate in isolation but are deeply interconnected, creating dynamics that can be either synergistic or conflictual (Khan et al., 2024). A synergistic effect occurs when administrative policies and social messages are coherently aligned. For example, an athletic department with a stated mission of holistic development will empower coaches to foster a task-oriented climate and will facilitate balanced parental involvement (Kang & Alaeddini, 2023). This alignment creates a unified ecosystem that consistently satisfies an athlete's psychological needs, thereby cultivating robust and self-determined achievement motivation. Studies on career pursuit

intention illustrate this integration, showing that an athlete's motivation is shaped by a complex web of intrinsic drive, self-efficacy, and supportive social norms (Kang & Alaeddini, 2023).

Conversely, conflict and misalignment between the administrative and social layers are potent predictors of motivational deficits and stress. A common scenario is an administration under pressure to win that prioritizes athletic results above all else, which may incentivize coaches to demand excessive time and employ controlling tactics (*Sports Motivation*, 2025). This social environment, shaped by administrative priorities, then clashes with other social influences, such as parental advice emphasizing academic balance or personal well-being. The student-athlete caught in this crossfire experiences chronic role conflict and identity fragmentation, which are key predictors of burnout, amotivation, and a reliance on fragile extrinsic motivators (Kang & Alaeddini, 2023; *Sports Motivation*, 2025). Therefore, the congruence between the broader system and the daily interpersonal world is essential for sustained motivation.

The journey of a student-athlete is not navigated in a psychological vacuum. While intrinsic drive and personal psychology are paramount, achievement motivation is profoundly shaped by the ecosystem in which the athlete is embedded. The theoretical frameworks established in Self-Determination Theory (SDT) and Achievement Goal Theory provide a powerful lens for understanding the individual's needs for autonomy, competence, and relatedness (Ryan & Deci, 2024). However, the fulfillment of these needs, and consequently the quality of an athlete's motivation, is directly influenced by external systems. This introduction posits that sports achievement motivation in student-athletes is a product of a dynamic interaction among three critical contextual layers: the administrative and institutional framework, the social and interpersonal environment, and the family and parental support system. Understanding this interplay is essential for developing holistic interventions that move beyond merely training the athlete to nurturing the entire motivational environment (Bagadirova et al., 2024).

The administrative and institutional context forms the foundational structure of a student-athlete's experience, setting the tangible parameters within which motivation flourishes or flounders. This layer encompasses the policies, resources, and organizational culture established by educational institutions, sports governing bodies, and athletic departments. At its most basic level, academic eligibility requirements create a direct, non-negotiable link between academic performance and athletic participation, compelling a form of extrinsic motivation (Grillo, 2011). However, the administrative influence extends far beyond simple gatekeeping. The provision of resources—such as access to quality facilities, sports psychologists, academic tutoring, and integrated time-management support—directly impacts an athlete's sense of competence and ability to manage dual roles (Rowles, n.d.). Perhaps most critically, the institutional culture propagated by administrators and coaches determines whether the environment fosters a task-involved (mastery) climate or an ego-involved (performance) climate. Research indicates that when the motivational resources of athletes are depleted by intense pressure and overwhelming demands—a failure of the administrative environment to provide adequate support—it can lead to a loss of motivation and eventual attrition from sport (Bagadirova et al., 2024; Grillo, 2011).

Surrounding and interacting with this administrative framework is the social and interpersonal environment, a powerful force shaped by coaches, peers, and the broader team culture. Coaches are arguably the most influential social agents in the athletic domain, and their interpersonal style is a critical predictor of motivational outcomes (Walton et al., 2023). An autonomy-supportive coaching style, characterized by providing choice, offering rationale for tasks, and acknowledging athletes' perspectives, has been consistently linked to higher intrinsic motivation, greater resilience, and enhanced well-being (Bagadirova et al., 2024; Grillo, 2011).

Conversely, a controlling or overly critical style can undermine autonomy and lead to anxiety and amotivation. Furthermore, the peer and team dynamic significantly affects the need for relatedness. A cohesive team environment that values positive social connections, mutual support, and collective growth fosters a sense of belonging that is fuel for sustained effort (Bagadirova et al., 2024). This social layer also mediates stress; supportive relationships with coaches and teammates help athletes develop the hardiness and resilience necessary to cope with competition, injury, and defeat, thereby protecting their motivational resources from exhaustion (Walton et al., 2023).

While coaches and peers are dominant in the sporting context, the parental and family support system constitutes the primary and most enduring social influence, shaping motivation from childhood through adolescence and into young adulthood (Gao, 2024; Vieg et al., 2025). Parents are multidimensional actors, providing emotional, logistical, and financial support. Their influence, however, is highly nuanced and dependent on the quality of their involvement. Systematic reviews of the literature conclude that optimal parenting strategies for fostering healthy athlete motivation include autonomy-supportive parenting, moderate (not overbearing) involvement, and the cultivation of a parent-initiated task climate that focuses on effort and personal mastery rather than outcomes (Gao, 2024; Vieg et al., 2025). When parents emphasize learning, enjoyment, and intrinsic values, they help satisfy their child's needs for autonomy and competence (Vieg et al., 2025). In contrast, parental behavior focused excessively on winning, social comparison, or criticism creates a performance climate linked to ego-oriented goals, anxiety, and burnout (Ploeg, 2015).

Crucially, these three contextual layers—administrative, social, and parental—do not operate in isolation. They interact in a complex, dynamic system that can either create a coherent, supportive motivational architecture or generate conflicting messages that strain the student-athlete. For instance, a school administration that promotes a "win-at-all-costs" philosophy may pressure a coach to prioritize performance over player development, which may directly contradict a parent's emphasis on fun and skill acquisition (Bagadirova et al., 2024). This conflict can create role strain and amotivation. Conversely, alignment across these layers—where institutional policies support balanced development, coaches foster mastery, and parents provide autonomy-supportive encouragement—creates a synergistic environment that powerfully nurtures self-determined motivation, resilience, and holistic success (Walton et al., 2023).

Method and Material

Research Design

This study employed a cross-sectional survey design. Quantitative data was collected at a single point in time from athletes participating in the all-Pakistan Inter-Varsity Sports competitions.

Participants

The total sample consisted of 760 student-athletes participating in the all-Pakistan Inter-Varsity Sports competitions. Participants were recruited from both public and private sector universities, with a distribution of 483 males and 277 females. The athletes represented a range of team and individual sports. The sample included players from Cricket, Football, Hockey, Rugby, Volleyball, Basketball, Badminton, and Table Tennis. This composition allowed the study to investigate the predictors of sports achievement motivation across a broad and representative spectrum of the inter-university athletic community in Pakistan.

Result

Section: Crosstabulation

Table 4.1:Gender and Nature of University (Crosstabulation)

		Gender		Total
		Male	Female	
Nature of University	Public Sector	279	160	439
	Private Sector	204	117	321
Total		483	277	760

The above Table 4.1, illustrates the cross-tabulation depicting the relationship between gender and the nature of universities. In this study, the entire sample size, amounting to 760 participants, is distributed across public and private sector institutions. Specifically, 439 participants (279 males and 160 females) belong to public sector universities, while 321 participants (117 males and 204 females) are associated with private sector universities.

Table 4.2: Gender and Game participated in (Crosstabulation)

		Gender		Total
		Male	Female	
Game participated in	Cricket	75	48	123
	Football	72	44	116
	Hockey	71	43	114
	Rugby	103	56	159
	Volleyball	55	28	83
	Basketball	55	28	83
	Badminton	26	15	41
	Table Tennis	26	15	41
Total		483	277	760

Table 4.2 displays the participants' sports and their corresponding gender categories. The research covered eight types of sports, encompassing Cricket (Male= 75 & Female=48), Football (Male= 72 & Female= 44), Hockey (Male= 71 & Female= 44), Rugby (Male= 103 & Female= 56), Volleyball (Male= 55 & Female= 28), Basketball (Male= 55 & Female= 28), Badminton (Male= 26 & Female= 15) and Table Tennis (Male= 26& Female=15) athletes.

Table 4.3: Gender and Experience in sports (Crosstabulation)

		Gender		Total
		Male	Female	
Experience in sports	1-2 Years	101	51	152
	3-4 Years	174	93	267
	5-6 Years	122	75	197
	7-8 Years	66	45	111
	9-10 Years	20	13	33
Total		483	277	760

Table 4.3 depicts the cross-tabulation of participants' experience in their respective sports categorized by gender. Notably, a higher number of athletes with 3-4 years of professional sport playing experience was observed, totaling 267 (174 males and 93 females). Next in line was the category of individuals with 5-6 years of experience, comprising 197 participants (122 males and 75 females), closely followed by the group with 1-2 years of experience, which included 152 individuals (101 males and 51 females). Meanwhile, the data reveals that athletes with 7-8 years of experience (66 Males & 45 Females), secured the 4th position. Following closely, athletes with 9-10 years of experience, totaling 33 individuals (20 Males & 13 Females), placed at 5th position in the table.

Section: Data Normality

The normality test assesses the data's appropriateness for applying parametric tests. In this study, the Kolmogorov-Smirnov test was applied to evaluate the normal distribution of the data obtained from the questionnaire. This step was taken to fulfill the study objectives through the application of parametric tests.

Data is considered normally distributed for larger sample sizes if the p-value from the Kolmogorov-Smirnov (KS) normality test is greater than 0.05.

Table 4.4: Results of Data Normality for Administrative Factors

Variable	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Administrative Factors	.032	760	.061	.997	760	.192
Social Factors	.025	760	.200*	.997	760	.251
Parental Support	.029	760	.179	.990	760	.089
Sports Achievement Motivation	.092	760	.167	.980	760	.220

a. Lilliefors Significance Correction

Table 4.4 presents the outcomes related to the normal distribution of the variable "administrative factors." The significant value for administrative factors was 0.061, exceeding 0.05 in the Kolmogorov-Smirnov table. The significant value for social factors was 0.200*, exceeding 0.05 in the Kolmogorov-Smirnov table. The significant value for sports achievement motivation was 0.167, exceeding 0.05 in the Kolmogorov-Smirnov table. Table also presents the outcomes related to the normal distribution of the variable "parental support." The significant value for parental support was 0.179, exceeding 0.05 in the Kolmogorov-Smirnov table. This indicates that the data is normally distributed and appropriate for applying parametric tests for testing of hypotheses.

S. No.	Hypotheses		Test Results	Status
1	Ho	Data is in normal distribution.	p-value > 0.05	Accepted

Section: Correlation Analysis

Ha 1 HA 1 There exists statistically significant positive relationship among administrative and social factors, parental support, and sports achievement motivation of athletes participating in the all-Pakistan Inter-Varsity Sports competitions.

Table 4.5: Multiple Correlation Analysis

		Correlations			
		Administrative Factors	Social Factors	Parental Support	Sports Achievement Motivation
Administrative Factors	Pearson	1	.261**	.323**	.277**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
	N	760	760	760	760
Social Factors	Pearson	.261**	1	.367**	.339**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
	N	760	760	760	760
Parental Support	Pearson	.323**	.367**	1	.312**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
	N	760	760	760	760
Sports Achievement Motivation	Pearson	.277**	.339**	.312**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	760	760	760	760

****.** Correlation is significant at the 0.01 level (2-tailed).

$\alpha=0.05$

Table 4.5, illustrates the associations among independent, mediator, & dependent variables in research. The correlation results display correlation values and significance levels for all variables involved in the correlation analysis. Specifically, the independent variable of administrative factors and sports achievement motivation exhibited a weak yet significant correlation ($R=.277^{**}$ & $P\text{-value}=.000$). Similarly, the relationship between social factors and the dependent variable was also weak but significant ($R=.339^{**}$ & $P\text{-value}=.000$), and a weak yet significant association was observed between the mediating variable and the dependent variable ($R=.312^{**}$ & $P\text{-value}=.000$). Finally, a significant correlation was noted, but the strength of the relationship was weak therefore $H_a 1$ is accepted.

Section F: Regression Analysis

$H_A 2$ There is a statistically significant effect of administrative and social factors and parental support on sports achievement motivation in athletes.

Table 4.6 Multiple Regression analysis**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.422 ^a	.178	.175	4.27867

a. Predictors: (Constant), Parental Support, Administrative Factors, Social Factors

According to the R Square value, the model explains 17.8% of the variation in sports achievement motivation.

Table 4.6a:**ANOVA^a**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2999.497	3	999.832	54.615	.000 ^b
	Residual	13840.077	756	18.307		
	Total	16839.574	759			

a. Dependent Variable: Sports Achievement Motivation

b. Predictors: (Constant), Parental Support, Administrative Factors, Social Factors

$\alpha=0.05$

The significant F-value of 54.615 at .000 suggests that the model is significant. This interpretation is based on the fact that the Sig= .000 value in the ANOVA table is less than the significance level ($p < .05$).

Table 4.6b:**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-8.655	2.462		-3.516	.000
	Administrative Factors	3.037	.671	.160	4.526	.000
	Social Factors	4.435	.682	.234	6.503	.000
	Parental Support	2.578	.541	.175	4.765	.000

a. Dependent Variable: Sports Achievement Motivation

Table 4.6a, shows the findings of the regression analysis shed light on how well the independent variable within the model can predict changes in the dependent variable. The coefficient of determination R^2 (.178) indicates that 17.8% of the change in the criterion variable (DV) attributed to administrative factors, social factors (independent variables), and parental support (mediating variable), as substantiated by the significant p-values associated with all independent variables.

In the coefficient table 4.6b, the significant impacts of the independent and mediating factors on the dependent variable are demonstrated by the values of "B". Notably, a statistically significant effect was observed between administrative factors and sports achievement motivation ($B= 3.037$ & $P\text{-value}=.000$). Similarly, a significant effect was measured in the relationship between social factors and sports achievement motivation ($B= 4.435$ & $P\text{-value}=.000$). Additionally, a notable significant effect was examined between the mediating variable and the dependent variable ($B= 2.578$ & $P\text{-value}=.000$).

The F-value of 54.615, which is statistically significant at .000, further substantiates the overall significance of the model. This interpretation is drawn from the ANOVA table, where the

Sig= .000 value is below the significance threshold ($p < .05$). These findings collectively affirm the model's efficacy in explaining the variability in the criterion variable, underscoring the relevance of the predictor (IV) and mediating variables in the context of the study. Therefore, Ha 2 is accepted.

Conclusion

The findings of this study conclusively support the hypothesized relationships. The analysis confirms that administrative factors, social factors, and parental support are all significantly and positively associated with the sports achievement motivation of university-level athletes in Pakistan. While the bivariate correlations established significant individual relationships, the multiple regression analysis further demonstrated that, when considered together, these three factors form a statistically significant predictive model for sports achievement motivation. Among them, social factors emerged as the most influential unique predictor. In essence, this research provides empirical evidence that fostering a supportive ecosystem comprising effective administrative structures, a positive social environment, and active parental encouragement is crucial for enhancing the competitive drive and achievement motivation of athletes in the inter-varsity sports context.

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