



LEADERSHIP FOR SPORTS AND GOAL SETTING AS PREDICTORS OF SPORT MOTIVATION OF SENIOR HIGH SCHOOL ATHLETES: AN EXPLANATORY SEQUENTIAL DESIGN

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Abstract:

This mixed method study utilized an explanatory sequential design to determine the significant influence of leadership for sports and goal setting on the motivation of senior high public-school athletes in Region XII. The selection of respondents during the quantitative phase was through stratified random sampling technique and purposive sampling in the selection of participants during the qualitative phase. The validated and adapted survey questionnaires were used to gather quantitative data, and an interview guide was utilized to gather qualitative data. The statistical tools used were mean, standard deviation, and multiple linear regression analysis for the quantitative data analysis, while thematic content analysis was used for the qualitative data. The status of leadership for sports and sport motivation were rated high, while goal setting was rated very high. Also, the result showed the significance of the influence of leadership on sports and goal setting toward sports motivation. Meanwhile, the standpoint of the participants on the salient quantitative results of the study confirmed a high level of leadership for sports, a very high level of goal setting, and a confirmed high level of sports motivation. However, it was found out that there was a disconfirmed significance of the combined influence of leadership sports and goal setting on sports motivation. The nature of data integration was noted as connecting-confirmation and connecting-discordance between qualitative and leadership for sports and goal setting. However, qualitative feedback did not support the combined significant influence on sport motivation.

Keywords: Physical Education, leadership for sports, goal setting, sport motivation, explanatory sequential design, Philippines

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1. Introduction

Sports motivation refers to the inner forces and external influences that encourage a sportsperson or athlete to perform at their best (Shah & Singh, 2024). With this, many individuals were motivated to participate in sports for several reasons. For athletes to engage in sports and keep up with exercise, investigating the athletes' motivation in sports is necessary (Moradi *et al.*, 2020). Accordingly, sports athletes face challenges with their motivation (Sergeevich *et al.*, 2020). Based on results, 50 percent of the athletes in high school levels are losing their sports motivation, especially at elite levels (Raedeke *et al.*, 2014). In this career stage, student-athletes develop a severe lack of motivation because they pick up bad habits. If an athlete continues this behavior, gaining and maintaining high levels of motivation can be extremely difficult (Hamilton, 2024).

In the United States, athletes encounter a great number of challenges, especially in a highly competitive sports environment (DeFreese *et al.*, 2013). One reason for being less motivated was the high expectations of athletes by coaches, parents, and fans (Jones *et al.*, 2016). Meanwhile, in Japan, athletes' motivation for sports was being challenged. It was highlighted that problems in sports motivation were seen among students engaged in sports (Kitaguchi *et al.*, 2020). This can be explained by the cultural emphasis on discipline and perfectionism, which resulted from immense pressure for athletes to excel, leading to heightened stress and anxiety (Sato *et al.*, 2021).

Moreover, in the Philippines, athletes' motivation for sports has experienced several issues and concerns. Additionally, Pocaan and Pasano (2022) found that sports motivation is reduced. Further, Cagas *et al.* (2024) commented that the athlete's motivation is somehow diminishing. Moreover, in some local areas, it is felt that there was a decreasing sports motivation among athletes. Limited funding, resources, and high academic demands explain this status of sports motivation. The disparity in funding and support across different sports disciplines exacerbates athletes' difficulties, leading to frustration and decreased motivation (Espinol *et al.*, 2020).

Research by Shiddiq *et al.* (2023) highlighted the impact of leadership for sports, such as autocratic decision-making, democratic, social support, training and instruction, and positive feedback on athletes' sport motivation. They further elaborate on how leadership styles influenced sports motivation, affecting long-term athlete motivation.

Moreover, Kapitanski (2022) added that leadership for sports, such as democratic style, training, and instruction, positively influenced athletes' motivation to engage in sports and develop autonomous behavior. Moreover, Jin *et al.* (2022), delve into the effects of autocratic and democratic leadership on the coach-athlete relationship and athlete motivation. The findings indicated that leadership for sports in terms of democratic behavior had a direct positive influence on athletes' sports motivation, while autocratic behavior had no effect. This signified how coach leadership behaviors influence the sports motivation of athletes.

Meanwhile, Fachrezi *et al.* (2023) stated that setting goals was essential for increasing sports motivation. They stated that it is a big factor that helps athletes achieve,

stay excited, and perform better. Research indicates that goal-setting interventions effectively improve athletes' performance, stressing its importance to their motivation. Also, Gaumer and Noonan (2016) added that higher and better performance in sports is achieved when there are specific goals, which means that the association between goal setting and motivation is evident. In sports, setting specific goals and exhibiting a higher level of enthusiasm indeed drive athletes to more tremendous success in their respective sports. Therefore, goal setting was essential in enhancing athletes' motivation levels.

A significant research gap exists in the study of sports motivation regarding the limitation of comprehensive investigations into suited interventions to address the diverse challenges athletes face regarding sports motivation. While existing literature identifies factors impacting motivation, such as leadership styles (Shiddiq *et al.*, 2023) and goal-setting (Fachrezi *et al.*, 2023), there is limited empirical evidence on the effectiveness of interventions in diverse cultural settings like the United States, Japan, and the Philippines. Moreover, the study must measure the differential effect of goal-setting strategies based on athletes' backgrounds and understand how leadership styles can be culturally leveraged to effectively support motivation in the current study's local context. Thus, research is critical to develop and evaluate athlete motivation using these mixed-method approaches among the local participants.

This study focuses on the leadership for sports, goal setting, and sports motivation of senior high public-school athletes in Region XII. The study's outcome served as the basis for training and seminars among coaches and teachers on how to best influence the performance of athletes. Therefore, the findings of this study will be presented during Learning Action Cell (LAC) sessions that enabled interactive discussions about the study results, which involved administrators, coaches, and teachers directly to boost athlete motivation in local schools. Also, the researcher plans to present at international and national research conferences and forums and publish the study in peer-reviewed journals.

2. Purpose Statement

This mixed method study, which used an explanatory sequential design, investigated how leadership for sports and goal setting significantly influence the motivation of athletes among senior high school public school athletes in Region XII through stratified random sampling utilizing an adapted survey questionnaire in gathering quantitative data then sequentially the use of guide questions in the in-depth interview (IDI) and focus group discussions (FGDs) during the qualitative phase.

3. Research Questions

Specifically, this study sought to answer the following questions:

- 1) What is the level of leadership for sports, goal setting, and sport motivation among senior high school athletes?

- 2) Do leadership for sports and goal setting significantly influence the sport motivation of senior high school students?
- 3) What are the standpoints of the participants on the salient quantitative results of the study?
- 4) Do the qualitative data support the quantitative results of the study?

4. Methods

4.1 Research Design

This study used a mixed-method research design, especially an explanatory sequential design. The mixed methods research design encouraged the methodical “mixing” or synthesis of numerical and thematic data in a single research or ongoing investigation (Creswell, 2013). The explanatory sequential design was the first approach that could be used, which included establishing initially with the quantitative phase, which was proceeded by the qualitative part to elucidate more on the quantitative findings (Subedi, 2016). It was suitable in this study since it permitted a comprehensive understanding of how leadership for sports and goal setting influence sports motivation. To identify trends and relationships, this methodology primarily included gathering and evaluating quantitative data. Qualitative data was then used to clarify and strengthen the preliminary findings.

During the quantitative phase, descriptive correlational design was employed. It investigated the association between two or more variables that do not necessarily indicate a causal relationship (Bloomfield & Fisher, 2019). After the quantitative stage, it sequentially proceeded with the qualitative phase. It involved gathering rich, descriptive data through interviews, observations, focus groups, or content analysis (Merriam & Tisdell, 2015). This focused-on context, perspectives, and depth of understanding rather than numerical measurement.

4.2 Research Instruments

The qualitative strand of the study employed a specific set of tools, and three sets were utilized for the quantitative strand. The first set is for Leadership for Sports, the second is for Goal Setting, and the third is for Sports Motivation. Reliability and validity checks were done by experts who evaluated them for content validity. The final questionnaire modifications included the experts’ comments, critiques, and suggestions.

4.3 Data Collection

Before collecting the data from the validated questionnaire, the researcher secured the UIC-Research Ethics Committee to request a certificate of conformity and let the participants sign the Informed Consent Form (ICF) for proper protocol and transparency and to adhere to data privacy.

4.3.1 Quantitative Strand

The intended quantitative data was elicited with the use of survey instruments. This instrument included three modified questionnaires, specifically made to evaluate the independent variables: leadership for sport and goal setting. These variables were investigated as determinants, knowing to affect the dependent variable, senior high school athletes' sports motivation. Before the study began, participants had to sign an informed consent form (ICF) before conducting procedures for data gathering.

After getting ethical clearance and formal consent from the UIC Graduate School, the researcher asked the regional director of Region XII of the Department of Education (DepEd) for permission to conduct the study. Once written approval was granted, formal request letters were sent to the principals of selected senior high schools. Following this, the researcher, along with assistance from SHS institution deans and faculty members, coordinated the data collection process. It was explained to the participants that participation was entirely voluntary, and they completed the adapted questionnaire during face-to-face sessions to confirm their status as senior high school athletes. The researcher ensured the confidentiality of participant identities, who securely collected and safeguarded questionnaires containing substantial data. After the data was retrieved, careful encoding and appropriate labeling procedures were carried out.

4.3.2 Qualitative Strand

After conducting the necessary protocols, the one-on-one in-depth interviews (IDIs) and focus group discussions (FGDs) were conducted to collect data on participants' perspectives and experiences. After being told about the specifics of the study, participants filled out an (ICF). Their voluntary participation and comprehension of the study's objectives, procedures, and rights—such as confidentiality and the freedom to discontinue participation at any moment—were attested by this form.

With this study, the researcher had identified the salient quantitative results that need to be explained, and preparation for qualitative collection commenced right away. Initially, the participants were requested to talk about their willingness to take part in a face-to-face interview lasting 30-45 minutes. After they agree, the researcher asked them to sign a consent letter and agree on the time and place for the interview. Thus, their utmost convenience is considered.

During the FGD, the researcher planned to involve group interactions among several participants. Considering that the participants are coming from various localities in the research locale, the researcher asked for or even posted an online poll that will get the common available time for FGD, which will be done via online Google Meet. Throughout the interviews, participants are reminded that they can respond in Filipino, Bisaya, Hiligaynon, or English and can cease their participation at any point.

4.4 Data Analysis

Many statistical techniques were used to ascertain the degree and influence between the independent factors and the dependent variable to validate the results and produce a trustworthy data set.

4.4.1 Quantitative Strand

The quantitative data was examined using statistical methods highlighting the levels and connections between leadership for sport, goal setting, and sport motivation among senior high school athletes in this study. These tools facilitated a precise evaluation and analysis of the data.

The mean was utilized to illustrate athletes' levels of leadership for sport, goal setting, and sports motivation, providing insight into the characteristics of the data sets. This average value was calculated by dividing the total sum of all measurements by the number of measurements. Furthermore, the standard deviation (SD) assessed the dispersion of the data distribution, helping determine the extent to which participants' responses vary. Lastly, to know which among the factors of leadership for sport and goal setting possibly influences the sports motivation of senior high school athletes, a multiple linear regression analysis was utilized.

4.4.2 Qualitative Strand

Thematic analysis was used to analyze the identified and categorized codes based on the qualitative data-gathering procedure. Cresswell (2013) stated that thematic analysis makes the data more valid because of its flexibility, accessibility and transparency of the coded data without trying to fit into the pre-existing coding perspective of the researcher. Afterwards, the recorded and transcribed raw data from interviews were modified from spoken conversations into written texts using thematic analysis to uncover recurring themes and codes. The codes were initially made by breaking down and classifying data into smaller parts and grouping them in which they represent key ideas or concepts. These codes simplify complex information into manageable units. Subsequently, the codes were examined, compared, and organized based on common meanings or patterns, which led to the emergence of themes.

Moreover, the results obtained from the thematic analysis were incorporated into the study discussion, enhancing the depth of understanding of the research topic. The thematic analysis enabled a systematic and organized exploration of qualitative data, enabling researchers to recognize, examine, and present the main themes that encapsulated the viewpoints, experiences, and insights of athletes in senior high school concerning their sports leadership, goal setting, and sports motivation.

5. Results

5.1 Level of Leadership for Sports among Public Senior High School Athletes in Region XII

The level of leadership for sports among senior high schools in Region XII, as shown in Table 1.1, has an overall mean of 4.09, which is described as high, which means that leadership for sports was often manifested. Considering the degrees of dispersion in this variable, the standard deviation is .45, indicating that the responses are relatively clustered around the mean.

Table 1.1: Level of Leadership for Sports among Public Senior High School Athletes in Region XII

		Mean	SD	Description
A. Training and Instruction				
1.	Seeing to it that every athlete is working to his/her capacity.	3.91	.90	High
2.	Explaining to each athlete the techniques and tactics of the sport.	4.40	.81	Very High
3.	Paying special attention to correcting mistakes of athletes.	4.19	.89	High
4.	Making sure that his/her part in the team is understood by all the athletes.	4.23	.87	Very High
5.	Instructing every athlete individually in the skills of the sport.	4.14	.86	High
6.	Figuring ahead on what should be done.	3.88	.95	High
7.	Explaining to every athlete what he/she should and should not do.	4.27	.91	Very High
8.	Expecting every athlete to carry out his/her assignment to the last detail.	3.80	.86	High
9.	Pointing out the strengths and weaknesses of each athlete.	4.02	.99	High
10.	Giving specific instructions to each athlete as to what he/she should do in every situation.	4.18	.96	High
11.	Seeing to it that the training efforts of athletes are coordinated.	4.35	.77	Very High
12.	Explaining how each contribution of athletes fits into the whole picture.	3.93	.85	High
13.	Specifying in detail what is expected of each athlete.	3.81	.99	High
	Category Mean	4.08	.55	High
B. Autocratic Behavior				
1.	Working relatively independently of the athletes.	4.09	.88	High
2.	Keeping his/her actions clear to the athletes.	4.07	.90	High
3.	Firmly standing by his/her own point of view, maintaining consistency in his opinions	3.96	.87	High

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4.	Keeping to himself/herself the necessary decisions in the team.	3.77	.97	High
5.	Speaking with confidence and authority to the athletes	4.39	.92	Very High
6.	Encouraging athletes to follow ways of conducting practices.	4.40	.86	Very High
7.	Wanting athletes to do extreme training without making mistakes.	3.42	1.14	High
	Category Mean	4.01	.52	High
C. Democratic Behavior				
1.	Asking for opinion of the athletes on strategies for specific competitions.	4.10	.90	High
2.	Getting group approval on important matters before going ahead to competitions.	4.20	.82	Very High
3.	Allowing his/her athletes share their opinions in decision making of the team.	4.16	.95	High
4.	Encouraging athletes to make suggestions for ways of conducting practices.	4.11	.88	High
5.	Encouraging the athletes to set their own goals.	4.26	.94	Very High
6.	Permitting the athletes try their own way even if they make mistakes.	3.80	1.00	High
7.	Asking for the opinion of athletes on important coaching matters.	3.93	.96	High
8.	Allowing the athletes work at their own speed.	3.78	1.01	High
9.	Allowing the athletes decide on the plays to be used in the game.	3.63	1.08	High
	Category Mean	3.99	.58	High
D. Social Support				
1.	Advising the athletes with their personal problems such as family problem.	4.11	.96	High
2.	Assisting the athletes when they have conflicts with others.	4.13	.86	High
3.	Looking out for the personal welfare of the athletes if there are emergencies during competition.	4.13	.80	High
4.	Prioritizing personal welfare of the athletes in times of defeat.	4.03	.82	High
5.	Expressing personal support for his/her athletes.	4.29	.89	Very High
6.	Encouraging the athletes to confide in him if there are problems in the team.	4.16	.85	High
	Category Mean	4.14	.58	High
E. Positive feedback				
1.	Complimenting an athlete on his/her performance in front of others.	4.11	.88	High
2.	Telling an athlete when he/she does a particularly good job.	4.26	.73	Very High
3.	Seeing that an athlete is rewarded for a good performance.	4.23	.85	Very High

4.	Expressing appreciation when an athlete performs well.	4.40	.77	Very High
5.	Giving credit to performance of athletes.	4.21	.81	Very High
	Category Mean	4.24	.55	Very High
	Overall Mean	4.09	.45	High

A. Training and Instruction

This domain has a category mean of 4.08, which is considered high. The table shows that items in this category range from 3.80 to 4.40. The item *expecting every athlete to carry out his/her assignment to the last detail*, has a mean of 3.80 and is described as high. Meanwhile, the item *explaining to each athlete the techniques and tactics of the sport* reflects a mean rating of 4.40.

B. Autocratic

The category mean was 4.01, which was described as high. As reflected in the table, items in this category range from 3.42 to 4.40. The item *wanting athletes to do extreme training without making mistakes* has a mean of 3.42, while the item *encouraging athletes to follow ways of conducting practices* shows a mean of 4.40.

C. Democratic

The category mean was 3.99, described as high with an item mean rating that ranges from 3.63 to 4.26. The item *allowing the athletes to decide on the plays to be used in the game* reflected a mean of 3.63, while the item *encouraging the athletes to set their own goals* showed a mean of 4.26.

D. Social Support

The category mean of this domain was 4.14, which is described as high. The table showed that all items in this category range from 4.03 to 4.29. The item *prioritizing personal welfare of the athletes in times of defeat* has a mean of 4.03 and is described as high. Meanwhile, the item *expressing personal support for his/her athletes* has a mean rating of 4.29.

E. Positive Feedback

The category mean was 4.24, which is described as very high, with the item mean range from 4.11 to 4.40. The item *complimenting an athlete on his/her performance in front of others.*, reflects a mean of 4.11, while the item *expressing appreciation when an athlete performs well* shows a mean of 4.40.

5.2 Level of Goal Setting among Public Senior High School Athletes in Region XII

It is shown in Table 1.2 that the level of goal setting has an overall mean of 4.32, which is described as very high, which means that goal setting among senior high school athletes is always observed. Considering the degrees of dispersion in this variable, the standard deviation is .48, indicating that the responses are relatively clustered around the mean.

Table 1.2: Level of Goal Setting among Public Senior High School Athletes in Region XII

		Mean	SD	Description
A. Meaningful				
1.	Setting short-term goals for myself like finishing all my homework or exercising for an hour.	4.16	.86	High
2.	Setting long-term goals for myself, such as earning a college degree or entering a career.	4.09	.83	High
3.	Setting goals to achieve what I think is important.	4.36	.74	Very High
4.	Imagining what life will be like when I reach my goal.	4.40	.78	Very High
5.	My goals are meaningful to me.	4.53	.75	Very High
6.	My goals are based on my interests and plans for the future.	4.32	.96	Very High
	Category Mean	4.31	.53	Very High
B. Personal Improvement				
1.	Setting goals to help me improve myself.	4.70	.57	Very High
2.	Setting goals to help me be more successful in school.	4.52	.72	Very High
3.	Setting goals to help me do my personal best.	4.45	.74	Very High
4.	Wanting to learn something, I make small goals to track my progress.	4.10	.89	High
5.	Focusing on my own improvement instead of worrying about whether other people are doing better than me.	4.28	.87	Very High
6.	Losing a competition, being pleased if I have improved.	4.37	.76	Very High
7.	Category Mean	4.40	.52	Very High
C. Data-based				
1.	Believing I can achieve my goals based on everything I know about myself	4.49	.69	Very High
2.	Setting goals and considering barriers that might get in my way to proactively overcome them.	4.14	.84	High
3.	Struggling and setting goals to help me improve.	4.30	.81	Very High
4.	Setting goals that are challenging but achievable.	4.19	.90	High
5.	Setting short-term goals to help me achieve my long-term goals.	4.18	.94	High
6.	Setting a goal and thinking about my past successes and failures.	4.20	.85	Very High
7.	Setting a goal and being confident that I can meet it.	4.24	.88	Very High
	Category Mean	4.24	.57	Very High
	Overall Mean	4.32	.48	Very High

A. Meaningful

This domain was rated by the respondents with a category mean rating of 4.31, described as very high. The items in this category obtained mean ratings within the range of 4.09 to 4.53. Particularly the item *setting long-term goals for myself such as earning a college degree or entering a career* has a mean rating of 4.09, while the item *my goals being meaningful to me* has a mean of 4.53.

B. Personal Improvement

This domain revealed a category mean of 4.40, which is described as high. In particular, the mean ratings in this category range from 4.10 to 4.70. It showed that the item, *wanting to learn something, I make small goals to track my progress*, has a mean rating of 4.10 and is

described as high, while the item, *setting goals to help me improve myself*, has a mean rating of 4.70.

C. Data-based

According to respondents' evaluation, it has a very high category mean of 4.24 with mean ratings ranging from 4.14 to 4.49. On the one hand, the item setting goals and considering barriers that might get in my way to proactively overcome them has a mean rating of 4.14. The item, believing I can achieve my goals based on everything I know about myself, has a mean of 4.49.

5.3 Level of Sport Motivation among Public Senior High School Athletes in Region XII

It is shown in Table 1.3 that the level of sport motivation among senior high school athletes in Region XII has an overall mean rating of 3.76, which is described as high. It means that sport's motivation is oftentimes evident. Considering the degrees of dispersion in this variable, the standard deviation is .41, indicating that the responses are clustered near the mean.

Table 1.3: Level of Sport Motivation of Public Senior High School Athletes in Region XII

		Mean	SD	Description
A. Amotivation				
1.	Giving me the impression of being incapable of succeeding in this sport.	1.83	.70	Low
2.	Making me think I do not know any more if I want to continue to invest my time and effort as much in my sport.	1.97	.75	Low
3.	Demotivating me because I doubt if I really have a future in my sport.	1.95	.79	Low
4.	Seeming not as enjoyable as much as I previously did.	2.05	.88	Low
	Category Mean	1.95	.56	Low
B. External Regulation				
1.	Practicing my sports to be well-regarded by people that I know.	4.09	.84	High
2.	Practicing my sports for the prestige of being an athlete.	4.01	.86	High
3.	Practicing my sports for the material and/or social benefits of being an athlete.	3.99	.92	High
4.	Practicing my sports to show others how good I am at my sport.	3.91	1.02	High
	Category Mean	4.00	.71	High
C. Introjected Regulation				
1.	Practicing my sports is absolutely necessary to do sports if one wants to be in shape.	3.97	.85	High
2.	Practicing my sports helps me feel good about myself.	4.16	.85	High
3.	Practicing my sports feels good about taking the time to do it.	4.22	.83	Very High
4.	Practicing my sports because I must do sports regularly.	3.96	.94	High
	Category Mean	4.08	.68	High
D. Identified Regulation				
1.	Practicing my sports is a good way to learn lots of useful things for me and in other areas of my life.	4.35	.74	Very High

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2.	Practicing my sports is one of the best ways I have chosen to develop other aspects of my life.	4.20	.78	Very High
3.	Practicing my sports is one of the best ways to maintain good relationships with my friends.	4.04	.97	High
4.	Practicing my sports because training hard will improve my performance.	4.34	.84	Very High
	Category Mean	4.23	.84	Very High
E. Integrated Regulation				
1.	Practicing my sports is part of the way in which I have chosen to live my life	4.16	.84	High
2.	Practicing my sports is an extension of myself.	3.96	.84	High
3.	Practicing is consistent with my deepest principles.	4.04	.78	High
4.	Practicing my sports is an integral part of my life.	4.10	.95	High
	Category Mean	4.06	.67	High
F. Intrinsic Motivation				
1.	Practicing my sports to feel the excitement when I am really involved in the activity.	4.26	.84	Very High
2.	Practicing my sports for feeling a lot of personal satisfaction while mastering certain difficult training techniques.	4.22	.80	Very High
3.	Practicing my sports to experience satisfaction while perfecting my abilities.	4.19	.84	High
4	Practicing my sports for the pleasure of discovering new performance strategies.	4.37	.80	Very High
	Category Mean	4.26	.65	Very High
	Overall Mean	3.76	.41	High

A. Amotivation

The category mean of this domain was 1.95, which is described as low. As shown in the table, the items in this category range from 1.83 to 2.05. The item, *giving me the impression of being incapable of succeeding in this sport*, has a mean of 1.83, which is described as low. Meanwhile, the item *seeming not as enjoyable as much as I previously did* has a mean of 2.05.

B. External Regulation

The category mean of this domain was 4.00, which is described as high. As shown in the table, it ranges from 3.91 to 4.09. The item *practicing my sports to show others how good I am at my sport* has a mean of 3.91. Meanwhile, the item *practicing my sports to be well regarded by people that I know* has a mean rating of 4.09.

C. Introjected Regulation

The domain has a category mean of 4.08, which is described as high, with item mean ratings that range from 3.96 to 4.22. The item *practicing my sports because I must do sports regularly*, has a mean rating of 3.96, while the item *practicing my sports feels good about taking the time to do it*, has a mean of 4.22 with a description of very high.

D. Identified Regulation

The category mean of this domain was 4.23, which is described as high. As shown in the table, the items in this category range from 4.04 to 4.35. The item, *practicing my sports is one of the best ways to maintain good relationships with my friends*, has a mean of 4.04. Meanwhile, the item *practicing my sports is a good way to learn lots of useful things for me and in other areas of my life*, has a mean of 4.35.

E. Integrated Regulation

The domain has a category mean of 4.06, described as high, with items mean ratings that range from 3.96 to 4.16. The item, *practicing my sports is an extension of myself*, has a mean of 3.96 while the item, *practicing my sports is part of the way in which I have chosen to live my life*, has a mean of 4.16.

F. Intrinsic Motivation

According to respondents' evaluations, it has a very high category mean of 4.26, with mean ratings ranging from 4.19 to 4.37. On one hand, the item *I practice my sports for the satisfaction I experience while I am perfecting my abilities*, has a mean of 4.19. The item *practicing my sports for the pleasure of discovering new performance strategies*, has a mean of 4.37, which was described as very high.

5.4 Significance of the Influence of Leadership for Sports and Goal Setting Towards Sport Motivation among Public Senior High School Athletes in Region XII

Table 2 shows the results of the multiple regression analysis. It revealed that leadership for sports is a significant predictor of sports motivation with a p-value that is less than the .05 level of significance (2-tailed) ($p < .05$) with a positive standardized beta of .166. Hence, it is suggested that for every unit increase in the value of the leadership for sport, there is a corresponding increase of .166 in the level of sport motivation.

Likewise, in a singular capacity, the goal setting significantly influenced the sport motivation with a p-value that is less than the .05 level of significance (2 – tailed) ($p < .05$) with a positive standardized beta value of .487. It means that for every unit increase in the value of the level of goal setting, there is a corresponding increase in the level of sports motivation.

Notably, the combined influence of the two independent variables, leadership for sports and goal setting towards sports motivation, is significant ($F=94.206$, $p < .05$).

Table 2: Significance of the Influence of Leadership for Sports and Goal Setting towards Sport Motivation among Senior High Public School Athletes in Region XII

	Standardized Coefficients Beta	t	p-value	Interpretation
Leadership for Sports	.166	2.816	.005	Significant
Goal Setting	.487	8.908	.000	Significant
R = .699				
R Square = .489				
F = 94.206				
p value = .000				

Meanwhile, the model explains 48.9 percent of the variance of the sport motivation of senior high school athletes based on the independent variables in this study, as indicated by $R^2 = .489$. Hence, 51.1 percent of its predictive capacity of sport motivation of senior high school athletes can be attributed to other factors aside from the variables explored in the study.

5.5 Standpoint of the Participants on the Salient Quantitative Results of the Study as Regards the Leadership for Sports and Goal Setting Toward Sport Motivation of Public Senior High School Athletes in Region XII

The information in Table 3.2 showed how the participants felt about the most important findings derived from the quantitative research. The researcher highlighted these findings, rated at least high, for further explanation. Through IDI and FGD, the researcher gathered explanations for these key findings.

Table 3.2: Standpoint of the Participants on the Salient Quantitative Results of the Study as Regards the Leadership for Sports and Goal Setting toward Sport Motivation of Public Senior High School Athletes in Region XII

Level	Essential Theme	Typical Reasons
Leadership for sports (independent variable) Overall Mean: 4.09 High	Confirmed high level of leadership for sports	Leadership starts with improving yourself, which builds discipline and motivation
		Setting and achieving personal goals is essential for self-leadership
		Developing mental toughness prepares athletes for challenges and leadership roles
		Building strength, speed, and skills is key to leadership in sports
		Knowing your strengths and limitations boosts confidence, which is crucial for leadership
		Persevering and striving to improve defines leadership

Elena Dinue Balili, Jo-Ann Yap Solomon
 LEADERSHIP FOR SPORTS AND GOAL SETTING AS PREDICTORS OF SPORT MOTIVATION
 OF SENIOR HIGH SCHOOL ATHLETES: AN EXPLANATORY SEQUENTIAL DESIGN

		Demonstrating your abilities to others reinforces your leadership role
Goal Setting (independent variable) Overall Mean: 4.32 Very High	Confirmed very high level of goal setting	Setting goals enhances focus and concentration by giving athletes a specific target to work toward
		Having clear goals motivates athletes to push harder and stay committed to their training
		Setting goals offers a clear path, helping athletes understand where they are headed and how to achieve it
		Striving toward set goals helps improve both mental and physical performance in athletes
		Achieving short-term goals builds confidence, encouraging athletes to pursue long-term aspirations
		Setting goals fosters resilience by motivating athletes to continue improving after both failures and successes
		allowing athletes to assess their progress and adjust their training accordingly
Sport Motivation (dependent variable) Overall Mean: 3.76 High	Confirmed high rating of sports motivation	Boosting confidence through recognition from others motivates athletes
		Improving skills and receiving feedback encourages continued growth
		Gaining respect and being role models inspire athletes to perform better
		Receiving positive feedback from friends and spectators increases motivation
		Building social support through teammates and friends drives athletes to train harder
		Earning recognition from influential figures motivates athletes to excel
		Showcasing skills and receiving feedback enhances self-motivation and improvement
Significance of the combined influence of leadership sports	Disconfirmed significance of the combined influence of	Mismanaging leadership demotivates athletes, causing loss of interest or quitting

and goal setting on sports motivation	leadership sports and goal setting on sports motivation	Lacking supportive leadership weakens team dynamics and communication
		Scolding without feedback discourages and undermines athlete motivation
		Overemphasizing leadership traits like friendliness may not ensure better performance
		Setting goals without leadership support weakens athletes' drive to achieve them
		External pressures like mental health reduce the effects of leadership and goal setting
		fluctuating motivation among athletes caused by Inconsistent leadership styles

A. Confirmed High Level of Leadership for Sports

The athletes confirmed that sports leadership starts within themselves, allowing them to build discipline and motivation. The participants verified that setting and achieving personal goals is essential to becoming a leader. In addition, they mentioned that being aware of one's strengths, weaknesses, and skills is crucial to becoming a leader in sports. The athletes also claimed that perseverance, practice improvement, and becoming a leader for others are important to becoming a leader in sports.

The reasons for the high level of leadership for sports are based on the following testimonies of participants.

“Yes maam kay para sa akoo man gud maam kay mas better man gud if gusto ka mag improve unahon sa nimo imong sarili or unsa to imong kakayanan nimo para mas maghatag siya sa imuha ug disiplina na murag nagapamotivate siya sa imuna na magpadayun pa ka sa imuhang goal kay gusto nimo mag improve.” (FGD1)

“Yes, ma’am, because for me, it’s better if you want to improve, you should first focus on yourself or what your capabilities are, so that it can give you discipline and motivate you to continue pursuing your goals because you want to improve.”

“So, for me maam kay unahan gud nimo ang unsa imung kaya na buhaton sa imong pagdula sa imong sports maam kay dira man magsugod ang leadership maam kay kung naa kay imuhang goals sa imong sarili dira na magstart ang leadership sa imong sarili kanang naa nay time management ug perseverance na magpadayun sa imong sports maam.” (FGD2)

“So, for me, ma’am, you should first prioritize what you can do in your sports because that’s where leadership begins. When you have goals for yourself, that’s

where self-leadership starts, including time management and perseverance to continue in your sports.”

“Yes, I agree that to be a great athlete, you need to build your skills and abilities. Working on your capacity like strength, speed, and endurance helps you perform better in your sport.” (FGD7)

B. Confirmed High Level of Goal Setting

The athletes confirmed that goal setting enhances focus and concentration by giving them a specific target to work toward. The participants verified that clear goals motivate them to push harder and stay committed to their training. In addition, they mentioned that setting goals offers a clear path, helping them understand where they are headed and how they can achieve it. Athletes mentioned that striving toward set goals helps them improve their mental and physical performance. They also claimed that achieving short-term goals builds confidence, encouraging athletes to pursue long-term aspirations. Further, athletes confirmed that setting goals fosters resilience by motivating them to continue after failures and successes. Lastly, they confirmed that setting goals allows them to assess their progress and adjust their training accordingly.

The reasons for the very high level of goal setting are based on the following testimonies of participants.

“ahh yes maam kay nagahelp siya sa akoo na makabalo ko kung unsa akong future kung magpadayun ko maam like maka-enhance jud sya ug focus and concentration maam halimbawa magset kag goal maam makahelp siya ug maka-motivate sa imuha kay naa kay goal ug gusto ma-achieve.” (FGD2)

“Ah yes ma'am, because it helps me know what my future will be if I continue, like it truly enhances my focus and concentration. For example, if you set a goal, it helps motivate you because you have something to achieve.”

“ahh yes po maam kay setting a goal po helps you na magstrive ka pa po and para mas eager ka po na kunin yung goal na yun at yun po ang ginagawa mong motivation po.” (FGD4)

“Ah yes, ma'am, because setting a goal helps you strive harder and makes you more eager to achieve that goal, and that's what serves as your motivation.”

“ahh yes po maam kapag effective yung short term goal kasi nakaka-build po ng confidence tas kapag nakuha mo na ang short term goal then magiging motivated kanang magset ng long term goal po.” (FGD5)

“ahh yes po ma'am, when short-term goals are effective, they help build confidence, and once you achieve your short-term goal, you'll be motivated to set long-term goals.”

C. Confirmed High Rating of Sports Motivation

The athletes confirmed they are motivated when they receive recognition from others, and it boosts their confidence. The participants verified that receiving feedback improves their skills and encourages continued growth. In addition, they mentioned that gaining respect and being a role model inspires them to perform better. The athletes also claimed that receiving positive feedback from friends and spectators increases motivation. They also confirmed that building support through teammates and friends drives them to train harder. Further, they verified that earning recognition from influential figures motivates them to excel, and lastly, showcasing their skills and receiving feedback enhances their self-motivation and self-improvement.

The reasons for the very high level of goal setting are based on the following testimonies of participants.

“Ang possible explanation ani maam kay galook up sila sa imuha maam kay ikaw man ang ate or kuya sa ilaha maam maong ikaw ang inspiration nila kung makita nila na nag improve ka ug kanang nice pud ka mag-approach sa ilaha ug maghatag sang advices sa kanila. Mas purisigido na ka magpadayun sa imong sports maam kay galook-up nga mga ading sa imuha maam tas magsunod sila sa imuha.” (FGD2)

“The possible explanation for this, ma'am, is that they look up to you because you are their older sister or brother, ma'am. You become their inspiration. When they see you improving and being approachable, offering them advice, it encourages you to be more determined in your sport, ma'am, because the younger ones look up to you and will follow your example.”

“Yes po maam because po maam kasi sa mga exposure po ng sports mo mas motivate ka po sa mga compliments nila tas tumataas confidence mo so maisip mo na umaangat ka po.” (FGD4)

“Yes, ma'am, because with the exposure from your sports, you become more motivated by their compliments, and your confidence rises, making you feel like you are improving.”

“Yes maam kay kung mashowcase nimo ang skills nimo sa kadaghanan ma-overwhelm ka tas dagdag motivation sa imuha na magpractice. Ahh for me maam kay kung ipakita nimo ang skills sa uban kay it's either makadawat kag positive feedback or something lack sa performance. po then, if positive mamotivate ka and also if negative kay iingon nimo sa sarili mo na magtraining kag hard tas mas magfocus pa ka sa imong sarili.” (FGD7)

“Yes, ma'am, because when you showcase your skills to a lot of people, you can feel overwhelmed, and it adds motivation for you to practice. For me, ma'am, if you show your skills to others, you will either receive positive feedback or identify something lacking in your performance. If it is positive, it motivates you; and if it's negative, you tell yourself to train harder and focus more on improving.”

5.6 Significance of the Influence of Leadership for Sports and Goal Setting to Sport Motivation among Public Senior High School Athletes in Region XII

Disconfirmed significance of the combined influence of leadership sports and goal setting on sports motivation. The athletes indicated that mismanaging leadership demotivates them, causing them to lose interest or quit. The participants verified that a lack of supportive leadership weakens team dynamics and communication. In addition, they mentioned that scolding without feedback discourages and undermines their motivation. Moreover, they also claimed that overemphasizing leadership traits like friendliness may not ensure better performance. The athletes also added that setting goals without leadership support weakens their drive to achieve goals.

Further, the athletes affirmed that external pressures like mental health reduce the effects of leadership and goal setting and lastly, the fluctuating motivation of athletes is caused by inconsistent leadership styles.

Here are some of the pieces of evidence cited by the participants:

“Siguro maam naka-apekto siya sports motivation ang leadership maam kay based sa person na nagaleader maam kay ang uban kay dili good magleader mao ang uban dili na motivated ug mawal an ug gana kay imbis ihelp ang students ginadown noon which is mali dapat ang leader magmotivate sa players ug i-encourage na himuon nila ang ilahang best. The best characteristics kay kanang dili lang gud coach tas pwede matawag na friend, kanang coach na iboost ka or ginahatagan kag kumpyansa tas kanang coach na dili ka idown down kapag naa kay mali tas kanang coach na supportahan ka maam tas halimbawa naa siyay suggestion sa imuha tas feel mo dili fit sa imuha magtuo gihapon siya sa imuha maam.” (FGD 1)

“Maybe, ma'am, leadership affects sports motivation because it depends on the person leading. Some people are not good leaders, which can lead others to feel unmotivated and lose interest because, instead of helping students, they bring them down, which is wrong. A leader should motivate the players and encourage them to do their best. The best characteristics are someone who is not just a coach but can also be called a friend—someone who boosts your confidence and doesn't put you down when you make mistakes. A coach who supports you, and if they have suggestions that you feel don't fit you, they still believe in you, ma'am.”

“Maka-apekto gihapon ang leadership maam kay naay uban na leader na mali ang pagdala sa team which is dili mag-unite ang team kung mali ang imong pagdala sa ilaha. Kung kasab an nimo sila na pinasuko gud tas walay advice madown imong team maong mawalan ang uban ug motivation tas magquit na sa dula naa sad good leader maam na kanang mag advice sa team in good way kung naa may mali iyaha isturyahon ang member tas itama ang mali. Tas ang isa good leader pud maam kay kanang joyful gud maam kay siya man gadala sa group po.” (FGD 2)

“Leadership can still have an impact, ma'am, because there are leaders who mismanage the team, which can prevent the team from uniting if you lead them

incorrectly. If you scold them out of anger and provide no advice, it can bring the team down, causing some to lose motivation and quit the game. There are also good leaders, ma'am, who give advice to the team in a constructive way. If someone makes a mistake, they talk to the member and correct it. Another quality of a good leader, ma'am, is that they are joyful, as they are the ones leading the group."

"Nagabase siya kung kinsa nagacoach sa imuha kay naa uban na coach na ginapasagdan ra ka tas naay uban na i-guide gud ka towards your goal. Ang coach gud na imotivate ka niya ug maghatag ug advice sa imuha para sa imuha tas if naa kay mali mahimo dili ka niya idown tas maduloan nimo siya kung naa kay problems." (IDI 5)

"It depends on who is coaching you because some coaches just leave you alone, while others genuinely guide you toward your goals. A good coach motivates you and gives you advice for your benefit. If you make mistakes, they won't put you down; instead, they will help you if you have problems."

5.7 Joint Display of Quantitative and Qualitative Results

The combined presentation of the quantitative and qualitative data is seen in Table 4. As regards the status of leadership for sports, goal setting and sport motivation of senior high public-school athletes.

Under the leadership for sports category, a high total mean of 4.09 is shown, meaning that leadership traits are frequently found among athletes. This is qualitatively found as well, wherein *leadership in sports comes from self-improvement, setting goals, building mental toughness, honing skills, knowing strengths, persevering, and demonstrating abilities* all this positive support the quantitative results.

The integration is noted as connecting-confirmation, meaning the qualitative data reinforces the quantitative results. In goal setting, the quantitative mean of 4.32, which means very high, indicates that athletes always practice goal-setting behaviors. The qualitative results were also supported by the fact that the participants agreed that *goal setting goals enhances athletes' focus, motivation, and resilience, improving performance and confidence by providing clear targets and progress assessment*. Again, the integration here is connecting-confirmation, because the qualitative data strongly corresponds with the quantitative results.

Table 4: Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Leadership for sports	The overall mean of leadership for sports among senior high school athletes is 4.09 and interpreted as high which means the leadership for sports is oftentimes manifested.	Participants confirmed the high leadership sports quantitative result. Basing on the interviews and FGD, it could be gathered that the general assertions are all positive confirmation of the high level of leadership for sports as expressed in the following reasons: <i>Leadership in sports comes from self-improvement, setting goals, building mental toughness, honing skills, knowing strengths, persevering, and demonstrating abilities</i>	Connecting-confirmation
Goal Setting	The overall mean of goal setting among senior high school athletes is 4.32 and interpreted as very high which means always observed	Participants confirmed the high goal setting quantitative result. Basing on the interviews and FGD, it could be gathered that the general assertions are all positive, confirmation of the high level of goal setting as expressed in the following reasons: <i>Setting goals enhances athletes' focus, motivation, and resilience, improving performance and confidence by providing clear targets and progress assessment</i>	Connecting-confirmation
Sport Motivation	The overall mean of sport motivation among senior high school athletes is 3.76 and interpreted as high, which means oftentimes evident	Participants confirmed the high sports motivation quantitative result. Basing on the interviews and FGD, it could be gathered that the general assertions are all positive, confirmation of the high level of sports motivation as expressed in the following reasons: <i>Recognition, feedback, and social support from others significantly boost athletes' confidence and motivation, driving their performance and skill development</i>	Connecting-confirmation
Significance of the combined influence of leadership sports and goal setting on sports motivation	Leadership for sports and goal setting have a significant combined influence on sports motivation with the following values; R = .699 R Square = .489 F = 94.206	Participants expressed their disconfirmation on the significance of the combined influence of leadership sports and goal setting on sports motivation, expressed in the following reasons: <i>Ineffective and inconsistent leadership undermines athlete motivation, weakens</i>	Connecting-discordance

	p-value = .000	<i>team dynamics, and can lead to loss of interest or quitting</i>
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In the sports motivation domain, the high value of the quantitative mean of 3.76 was echoed by the testimonies of the participants in highlighting that *recognition, feedback, and social support from others significantly boost athletes' confidence and motivation, driving their performance and skill development*. The quality confirmation of the same also brings about a connecting-confirmation nature of integration.

Lastly, when the leadership for sports and goal setting combine to influence sports motivation, in the quantitative results, there has been a jointly significant influence on performance as $R = .699$, $R^2 = .489$, $F = 94.206$, $p\text{-value} = .000$. However, qualitative feedback, instead, disconfirmed this finding. Still, respondents communicated *ineffective and inconsistent leadership undermines athlete motivation, weakens team dynamics, and can lead to loss of interest or quitting*. This is connecting-discordance, which is when qualitative insights go contrary to quantitative conclusions.

6. Discussion

6.1 Level of Leadership for Sports among Public Senior High School Athletes in Region XII

This study reveals that leadership for sports was rated high, which means that the leadership for sports of senior high school athletes is often manifested. This indicates that leadership for sports includes very high rewarding or positive feedback behavior, as well as high training and instruction, autocratic, democratic, and social support behavior. This implies that athletes' level of sports performance is likely influenced by the leadership support of their coaches, who are likely contributing to the overall success and effectiveness of sports performance in the region.

In light of the findings of Zaker & Parnabas (2018), they revealed that athletes who have experienced good leadership for sports from their coaches are more likely to be motivated because of the coaches' ability to influence their mental health and physical performance in sports.

In addition, the results are also in consonance with the findings of Gong (2022), which state that leadership for sports involves the management of teams and influences athletes to perform better to accomplish the purpose of achieving the goals of sports. Also, it indicates that coaches play a crucial role in the team functioning and well-being of athletes, leading to the development of interventions to enhance their leadership potential. Furthermore, Fornari *et al.* (2023) highlighted that leadership in sports is characterized by the presence of multiple leaders within a sports group, emphasizing the importance of team collaboration among them for optimal outcomes.

A. Training and Instruction

The training and instruction were rated high, which means that respondents often displayed this indicator. This implies that explaining to each athlete the techniques and tactics of the sport, giving athletes specific instructions on what to do in every situation, and paying special attention to correcting athletes' mistakes will surely contribute to the overall success of athletes in sporting events.

The result of this study contradicts the findings of Simoes *et al.* (2020) that in training or instructions, individuals with low skill levels may lack the metacognitive ability to recognize their incompetence and tend to overestimate their abilities, leading to awkward strategies and poor decision-making. Further, they added that low skill levels could result in suboptimal performance, highlighting the importance of effective training methods for achieving desired behaviors. Also, the findings of Lee (2015) mentioned that inducing performance decrements in high-level cognitive processes by training lower-level visuomotor association systems impacts training on overall behavior and cognitive functions.

Moreover, it was underscored in the findings of Dave *et al.* (2017) that coaches' styles and demeanor profoundly impact team performance and can foster stronger relationships. Additionally, the results align with the findings of Ganaden *et al.* (2017) that coaches must convey honesty and care to athletes during training. These traits facilitate support during practice and competition, as athletes collaborate more effectively with coaches they like. In training, incorporating positive reinforcement strategies further contributes to motivating adolescent athletes.

B. Autocratic

The finding reveals that leadership for sports in terms of autocratic behavior was rated high, which means that autocratic behavior was often manifested. These findings implied that athletes are encouraged to follow ways of conducting practices, keeping actions clear to the athletes, and wanting athletes to do extreme training without making mistakes.

This finding does not confirm the findings of Simpson *et al.* (2021), which show low autocratic results. It was further discussed that Spanish football coaches show lower autocratic planning, indicating a preference for more collaborative and unadaptable coaching approaches.

In addition, Labarda (2022) highlighted that autocratic behavior among coaches is perceived as the least effective leadership style. Coaches in the Province of Albay tend to exhibit low autocratic behavior, focusing more on training and positive feedback. Moreover, Khan (2015) stated that authoritarian leaders are also called autocratic leaders. They are leaders who emphasize what steps are expected to be done, how to do it, and when to do it.

C. Democratic

This study reveals that leadership for sports in terms of democratic behavior was rated high, which means that it was often manifested. This suggests that athletes get group

approval on important matters before going ahead to competitions, which allows them to share their opinions in the decision-making of the team and allows athletes to decide on the plays used in the game.

This study parallels Atalay (2018), where high levels of democratic behavior in sports can positively impact various aspects within sports organizations and that high democratic sportsmanship, characterized by a willingness to lose gracefully and continue playing, is considered a central virtue in a democracy. Moreover, Lee *et al.* (2017) highlighted the importance of coaches' democratic behavior in fostering social responsibility among young athletes, indicating a positive relationship between democratic coaching and athletes' social responsibility levels.

In addition, the results support the study of Scheider (2014), who cited that democratic behavior in sports encompasses various aspects, such as democratic management approaches in sports organizations and member engagement in association democracy within sports clubs, and contrasting models of democratic values in men's and women's college athletics (Ibsen *et al.*, 2019).

Social Support. The data presents that this indicator obtained a description of high, which means that the high social support behavior of coaches to athletes in Region XII is oftentimes manifested. This implies that athlete leaders who express personal support for their athletes, advise athletes about their personal problems, and look for the personal welfare of the athletes could have a significant impact on athletes' performance in sports.

The result mentioned above supports the claims of Kim *et al.* (2023), who proved in their study that athletes who receive high social support have various benefits and are critical to an athlete's success. Further, Zoe *et al.* (2018) highlighted that athletes frequently depend on their support providers for educational, emotional, and self-esteem support.

On the other hand, the results of this study parallel the findings of Gray (2019), who highlighted the importance of social support from teammates, coaches, and athletic trainers during injury rehabilitation, with athletes perceiving higher support from trainers and teammates compared to coaches. Furthermore, Poucher *et al.* (2018) stated that elite athletes' support staff find their work challenging yet fulfilling, highlighting the importance of a strong support system for athletes' athletic achievement.

Positive Feedback. The data reveals that this indicator obtained a very high description, which means that coaches' positive feedback or rewarding behavior towards athletes in Region XII was always manifested. This implies expressing appreciation when an athlete performs well, complimenting an athlete in their performance in front of others, and expressing appreciation for their performance drives athletes to perform better in sports.

The result is parallel to the findings of Alfermann *et al.* (2013), which suggest that positive feedback is more likely to motivate athletes to integrate training principles in competitions taught to them by their coaches. Accordingly, it was supported by the findings of Dave *et al.* (2017) that coaching is a tough task, requiring a "good leader". The position of coach is not the prime reason that might amaze people with the good qualities

of the coach. Good coaching needs responsibility and accountability, whereas others reject the role. However, some coaches enjoy it after successfully putting athletes at the top. Thus, coaching is combined with total effort plus real passion.

Furthermore, the results align with the statement of Brudner *et al.* (2023), who indicated that constructive criticism is essential for modifying behavior in various settings. Pennington *et al.* (2022) also supported the idea that it is a powerful educational tool, guiding students toward appropriate behavior and skill acquisition. In social interactions, positive feedback reinforces sharing behavior and strengthens social bonds, increasing trust and closeness.

6.2 Level of Goal Setting among Public Senior High School Athletes in Region XII

The study's findings indicate that the goal-setting level in Region XII was very high, indicating that their goal setting is always observed. This indicates that athletes' goal setting includes setting goals meaningfully, personal improvement, and data-based are very high. This result implies that athletes who meaningfully set goals are more likely to earn a college degree or career. Also, athletes who set goals are confident in proactively overcoming barriers and are dedicated to being more successful in their sport.

The result aligns with the findings of Litvinova (2022) that very high levels of goal setting among athletes are crucial for enhancing performance. In addition, Bedi (2021) stated that a solid foundation for athletes to improve is by defining specific objectives and strategies to achieve them.

Also, Metrifit (2016) revealed that goal-setting is one of the most crucial skills for educating athletes to maximize their sports performance because goal-setting can boost motivation, enhance performance, and assist athletes in realizing their full potential. Similarly, it is in consonance with the findings of Braver *et al.* (2014), which stated that it is a very effective way to improve performance, help with attentional focus, and is crucial to maintain and increase motivation. Establishing objectives allows you to track your progress as you accomplish your short-term goals and gives you direction for the long run. Accordingly, Jain *et al.* (2020) emphasized that goal planning is the plan of action that a person creates to reach their objectives. In contrast, fear of failure is a motivation to avoid failure in most evaluation scenarios based on anticipatory humiliation upon failure of the person in question.

A. Meaningful

The result shows that this indicator obtained a very high description, which means that meaningful goal-setting was always observed. This finding implies that athletes' goals are meaningful to them. They set goals based on their interests and plans that could help them achieve their long-term goals.

The result aligns with the findings of Erez (2013) that highly meaningful goal setting is crucial for athletes, as it enhances motivation, focus, and performance. In addition, Feltz *et al.* (2014) stated that athletes usually establish short-term and long-term objectives, which provide focus and organization for their training and competition

efforts. Effective goal setting not only prioritizes what is important to athletes but also fosters a commitment to the necessary work and sacrifices required for success.

To further explain the meaningful goal setting of athletes, Riopel (2019) stated that goals help motivate individuals to develop strategies that will enable them to perform at the required goal level. Furthermore, de Jong *et al.* (2020) revealed that meaningful goal setting is essential to developing self-control and altering one's behavior. It has been demonstrated to have distinct behavioral consequences in various contexts, such as business, education, sports, and medicine.

B. Personal Improvement

The respondents rated this indicator as very high, which means that athlete's goal setting in terms of personal improvement is always observed. This indicates that athletes set goals to help them improve at their personal best.

The result parallels the claims of Miller and Kerr (2022), which explain that high-level athletes often face the challenge of balancing performance excellence with high personal improvement. Pacesova *et al.* (2019) added that personal excellence in sports is used to enhance overall well-being and lifelong skills. Also, Kucukdurmaz (2012) highlighted that the demands of modern sports, which require a high level of technical complexity and mental fortitude, are important in optimizing an athlete's psyche for competitive success.

C. Data-based

The respondent rated this indicator as very high, meaning that athletes' data-based goal-setting is always observed. This implies that athletes, based on everything they know about themselves, believe they can achieve their goals. This finding also implies that athletes who think about past failures and successes are more confident and focused on achieving challenging goals.

The results of this study parallel the findings of Erez (2013) that the widespread adoption of high levels of data-based goal-setting in sports may result in less-than-ideal results due to a lack of critical evaluation. Additionally, Healy *et al.* (2018) stated that goal programming has been applied to compare the relative performance of various data types in forecasting athletic environments, highlighting the importance of accurate data for effective goal setting.

In connection, Gaumer *et al.* (2016) cited that data-based goal setting involves breaking down overarching resolutions into measurable, attainable objectives. By setting clear targets and milestones, it paves the way for success.

Further, Langenhagen (2023) noted that data-based goal setting involves utilizing historical personal data to enhance the efficacy of setting and achieving goals.

6.3 Level of Sport Motivation among Public Senior High School Athletes in Region XII

The result of this study reveals that the level of sports motivation in Region XII was rated high, which means that the sports motivation of senior high school athletes is oftentimes

manifested. This indicates that athletes' sports motivation includes low amotivation, high external, introjected, and integrated regulation, as well as very high identified regulation and intrinsic motivation. This implies that athletes are driven to something and inspired to accomplish their goals. Also, athletes practice sports for the social benefits they could have, it helps them learn lots of things and develop their full potential in a sports context.

The result of this study is parallel to the findings Hariani (2022), which stated that high levels of motivation play a crucial role in various aspects, such as in any sports performance. Also, Green (2016) cited that high motivation levels positively impact academic achievement during the pandemic, enhance language learning outcomes when traditional teaching methods are used lead to lower substance abuse rates and better treatment program adaptation, and are associated with improved psychophysiological characteristics in high-level judo athletes.

In addition, this result is congruent with the findings of Bulut and Bozkurt (2019), which highlighted that maintaining high levels of motivation is essential for achieving success and positive outcomes in academic, language learning, treatment programs, and sports performance contexts. Moreover, Top and Akil (2021) stated that motivation is the stimulus behind a person's feat. Thus, it affects how individuals act in various ways. Motivation may refer to the force that drives someone or something. It is one's inspiration, and accomplishment may not be possible.

A. Amotivation

The respondents rated this indicator as low, which means it was never evident. This means that athletes have an impression of being incapable of succeeding in this sport and being doubtful if they have a future in sport.

The findings of this investigation strengthen the finding of Mayol *et al.* (2015), who found that insufficient motivations can lead to increased levels of amotivation among athletes. Alina (2015) expanded that athletes with high levels of amotivation are more likely to face exhaustion, emphasizing the negative impact of motivation deficiency on their athletic endeavors.

Further, Mayol *et al.* (2015) explained that an athlete's disinterest in their sport is amotivation. Also, Vasconcellos *et al.* (2020) stated that an individual may exhibit volitional amotivation when they lack any perceived value or interest in some action, which can lead to behavioral disengagement and negative psychological conditions.

Lastly, Sanchez-Miguel *et al.* (2013) noted that high levels of amotivation are considered perceived pressure from parents and are associated with heightened amotivation.

B. External Regulation

The data reveals that this indicator obtained a description of high, which is oftentimes evident. This implies that athletes practice sports because it allows them to be well-regarded by people they know and for their prestige as athletes.

This result supports the finding of Gatu and Wetering (2014), which mentioned that athletes with high levels of external regulations are more prone to external influences that may disrupt their physical activity, such as stress, time limits, and lack of motivation. Mercader-Rubio *et al.* (2022) explained that exceptional athletes facing both internal and external pressures experience heightened mental tension, while some research on universities that some student-athletes underscores the effects of stress on well-being and burnout incidence of an athlete, highlighting the need for interventions.

In addition, this finding is congruent with the findings of Alexe *et al.* (2022), who cited that environmental factor, such as individual qualities and training, pressure some elite athletes to experience both physical and mental stress. Moreover, Mercader-Rubio *et al.* (2022) stated that athletes' resilience depends on their ability and skill to control external regulatory factors.

C. Introjected Regulation

The result of this study reveals that this indicator obtained a description of high, which is oftentimes evident. This implies that athletes practice sports because they feel good about taking the time to do it.

This study's findings align with the result of Bandhu *et al.* (2024), who mentioned that high-level motivation athletes often engage in sports for performance and the intrinsic satisfaction and well-being they provide. This motivation is deeply rooted in various psychological theories and empirical findings. Athletes are frequently driven by enjoyment and personal satisfaction, which are crucial for sustained engagement in sports. Also, Uzun and Aydemir (2020) stated that introjection is thus based on internal rewards and punishments – it is still a controlled behavior. However, it represents a greater degree of internalization than external regulation.

D. Identified Regulation

The respondents rated this indicator as very high, which means that sports motivation in terms of identified regulation is always evident. This means that athletes always practice sports because it is a good way to learn lots of useful things in other areas of their lives and improve their performance.

The result of this study is congruent with the findings of Dubuc-Charbonneau (2016), who found that high levels of identified regulation among athletes. It is associated with positive outcomes such as increased resilience and well-being, as well as lower levels of burnout. In addition, Skyba *et al.* (2017) cited that highly qualified athletes do sports to benefit from subjective features like different types of cardiac rhythm regulation, such as uncomfortable sensations in the heart and feelings of interruption in heart work, which can provide insights into cardiovascular overexertion and training levels.

Additionally, Mercader-Rubio (2022) noted that identified regulations in athletes are forms of extrinsic motivation where individuals engage in activities because they value them and see the importance of the task. Also, Alexe *et al.* (2022) mentioned that

this type of motivation positively predicts resilience in athletes. Kim *et al.* (2021) added that athletes often employ various emotional regulation strategies to manage their emotions during competition, with attention deployment commonly used.

E. Integrated Regulation

The findings of this study reveal that this indicator obtained a description of high, which means oftentimes evident. This explains that athletes practice sports because it is an integral part of the way in which they have chosen to live life.

The findings of this study support the study of Miquelon and Castonguay (2017), which mentioned that athletes with high levels of integrated regulation are more likely to maintain consistent physical activity behavior. Further, they added that athletes with a sense of self, plays a crucial role in promoting long-term physical activity maintenance. Furthermore, Budevici-Pulu and Budevici-Pulu (2022) found out that integrated regulation contributes significantly to predicting exercise behavior and physical self-worth, emphasizing its importance in exercise contexts.

Also, Bayle (2023) mentioned that those athletes with high levels of integrated regulations are prone to maintaining physical activities as time passes by, highlighting the significance of this kind of motivation on a long-term exercise commitment. Thus, Miquelon & Castonguay (2017) noted that integrated regulation is important for athletes' behavior and motivation

Further, Huang (2014) highlighted that athletes who love, enjoy, and are true to themselves are more likely to keep exercising. More so, Michael and Feninlambir (2015) stated that integrated regulation is important in exercise, as it helps people stay motivated to exercise on their own and predicts how they will behave during exercise and feel about themselves.

F. Intrinsic Motivation

This study reveals that sport motivation of athletes in terms of intrinsic motivation was always evident. This implies that athletes practice sports for the pleasure of discovering new performance strategies, the satisfaction they experience, the excitement they feel, and for mastering certain difficult training techniques helps them improve and enhance their enthusiasm for sport.

This finding is in consonance with the study findings of Abu Samah *et al.* (2015), which stated that athletes who have strong inner drives are affected by different things. Also, Blencharz *et al.* (2015) noted that those athletes who are happy with their teammates really boost their motivation to strive for improvement and success. Also, things like getting a scholarship, gender, and how coaches act are connected to how much athletes are internally motivated.

In addition, Orourke *et al.* (2014) expressed that motivated young athletes feel about sports, with environments focused on mastering skills leading to more inner drive. Thus, Ryu & Min-Woo (2022) highlighted that athletes' inner determination affects how

dedicated they are to exercising and feeling fulfilled, impacting their performance and how effective they think they are doing based on different things.

Furthermore, Almagro *et al.* (2022) cited that intrinsic motivation is linked to athletes' perceptions of their performance, their fundamental psychological needs, and their desire to remain physically active, demonstrating its predictive power in athletes' commitment to sports. Thus, Park *et al.* (2020) mentioned that athletes who are talking to themselves during matches also affect how motivated they feel inside.

6.3 Significance of the Influence of Leadership for Sports and Goal Setting Towards Sport Motivation among Public Senior High School Athletes in Region XII

The result of the linear regression analysis revealed that, in a singular capacity, both leadership for sports and goal setting have a significant influence on the sports motivation of senior high school athletes. This result denotes that for every unit increase in leadership for sports and goal setting, there is a correspondingly significant increase in sports motivation among athletes. This finding implies that goal setting and sports leadership are essential for developing and assisting athletes in achieving their objectives. Also, strong leadership support gives the team structure and aids athletes in finding resilience, purpose, and direction. On the other hand, setting goals also aids athletes in staying focused and performing better.

Likewise, the combined influence of leadership for sports and goal setting on sports motivation of senior high school athletes is significant. This implies that leadership for sports and goal setting significantly influence the sports motivation of athletes. This means that both leadership and goal setting are potent tools for enhancing athletes' motivation. Also, supportive leadership and practical goal-setting help improve individual and team success.

The result of this study confirms the findings of Kapitanski (2022), which stated that leadership for sports significantly impacts sport motivation. Research indicates that democratic leadership affects athletes' motivation, satisfaction, and the coach-athlete relationship. Furthermore, Jin *et al.* (2022) stated that athletes' long-term motivation is affected by the perceived motivational climate, which is influenced by the coach's leadership style, such as democratic behavior. The research conducted by Borghi *et al.* (2017) showed that sports leadership has a positive weak correlation with keeping athletes more motivated for sports practice.

Moreover, Grapsas *et al.* (2016) found a link between leadership behavior and athletes' motivation and how this tie affects them, considering sex and other demographic profiles. The investigation showed that positive or negative feedback affects athletes' sports enthusiasm. It was emphasized that coaches need to apply specific education with regard to athletes' mentality and coaching methods.

Furthermore, Cruz *et al.* (2017) added that leaders for sport inspire athletes to perform at ever-higher levels on the sports field, and coaches give exceptional training. The way coaches assign tasks and responsibilities to their athletes during this period of training and competition affects the culture of the athletic environment as a whole and

aids in the athletes' advancement in the competition. As a result, adhering to a coach's leadership style is crucial since it can significantly affect the players' mental and physical health. Finally, the coach's leadership behaviors interact with athlete characteristics and motivation (Galina *et al.*, 2022). The trickle-down effect in sports clubs demonstrates that leaders' motivating styles are reflected in coaches' styles, impacting members' autonomous motivation positively (Lopez de Subijina, 2023).

The study's results, meanwhile, support Fachrezi *et al.*'s (2023) conclusion that goal setting is a critical factor in determining motivation for sports. It is a typical method for increasing motivation in various contexts, including sports. North *et al.* (2021) cited that setting specific and challenging goals can significantly boost athletes' motivation and drive them towards higher achievements.

Moreover, Healy *et al.* (2018) indicated that it is challenging to comprehend the relationship between their short-term objectives and their advancement toward their longer-term goals when they do not use official goal-setting techniques. Additionally, the research findings of Epton *et al.* (2017) reported that the best goals, according to the findings, should be challenging yet attainable, announced, discussed in person, established as a group, and established without directing attention to goal commitment.

However, Healy *et al.* (2018) pointed out that too-easy goals might lead to complacency and a decreased effort commitment; too-hard goals can harm motivation and perseverance. Further, Clements *et al.* (2018) stated that setting difficult goals encourages high levels of motivation and necessitates the development of new strategies that improve performance or effort.

Further, Rares-Mihai *et al.* (2021) stated that goal-setting strategies have proven to boost athletes' motivation. The connection between goal setting and motivation to succeed is robust. When the goal is clear, athletes feel more motivated and perform better in sports.

Meanwhile, it validates the Theory of Self-Determination by Deci and Ryan (1985), on which the study is anchored. This theory states that athletes feel motivated from within and are mentally healthy when the three basic needs – autonomy, competence, and relationships are achieved. It also suggests that meeting these basic needs helps athletes perform better in different aspects of life, specifically in sports.

6.4 Standpoint of the Participants on the Salient Quantitative Results of the Study as Regards the Leadership for Sports and Goal Setting toward Sport Motivation of Public Senior High School Athletes in Region XII

This part presents participants' standpoints on the notable results derived from the quantitative data regarding leadership for sports, goal setting, and sports motivation of athletes in senior high school.

A. Confirmed High Level of Leadership for Sports

The senior high school athletes confirm a high level of leadership among athletes. It implies that athletes realize their strengths and limitations, which always gives them

confidence, which is the hallmark of effective leadership. Also, athletes confirm that perseverance improves leadership, and lastly, they confirm that leadership starts with improving themselves, which builds their discipline and motivation.

The confirmation of the results of the quantitative through the qualitative interview supports the claims of Bencker *et al.* (2022), which highlighted that high-level leadership for sports encompasses various aspects, demanding conditions like those faced in high-level military leadership, and the importance of leadership behaviors exhibited by coaches at different levels.

Further, Gong (2022) stated that leadership for sports involves the management and influence exerted by individuals within sports organizations to achieve common goals. Also, Fornari *et al.* (2023) indicated that athlete leaders play a crucial role in team functioning and well-being, leading to developing interventions to enhance their leadership potential. Leadership in sports is characterized by the presence of multiple leaders within a group, emphasizing the importance of collaboration among them for optimal outcomes.

B. Confirmed High Level of Goal Setting

Senior high school athletes confirm the very high level of goal setting. This means that athletes are further enabled to monitor their progress periodically, review and adjust their training strategies, and stay on the right track toward the ultimate goals.

This affirmation validates the study of Litvinova (2022), which expressed that high levels of goal setting among athletes are crucial for enhancing performance. Goal setting provides a solid foundation for athletes to improve by defining specific objectives and strategies to achieve them (Bedi, 2021).

Further, setting goals can help athletes perform better, feel more motivated, and realize their full potential. It is a very effective approach for improving performance, aids in attentional focus, and is essential to preserve and boost motivation (Metrifit, 2016). As stated by Braver *et al.* (2014), the purpose of goal setting is to show how different elements, including how the goal is assigned (by oneself or by another), framed (the goal content), and internally represented (the goal structure), can influence goal selection.

Thus, goal setting in sports is a widely embraced technique that aims to enhance performance. Research indicates that performance is higher when goals are clear and difficult than when they are ambiguous or simple (Erez, 2013). While industrial and organizational psychology literature initially promoted goal setting, its application in sports has gained traction, with studies aiming to establish its effectiveness in sports settings (Healy, 2018).

C. Confirmed High Level of Sports Motivation

Athletes in senior high school confirm the high level of sports motivation. The confirmation of high sports motivation among senior high school athletes suggests that these athletes are likely to be more dedicated, engaged, and driven in their sporting

activities. This high level of motivation may lead to improved performance, commitment to training, and participation in competitions.

This verification corroborates with the findings of the study of Hariani (2022), which stated that high levels of motivation play a crucial role in various aspects such as academic achievement, language learning, substance abuse treatment, and sports performance. Studies have shown that high motivation levels positively impact academic achievement during the pandemic, enhance language learning outcomes when traditional teaching methods are used lead to lower substance abuse rates and better treatment program adaptation, and are associated with improved psychophysiological characteristics in high-level judo athletes (Green, 2016).

In addition, motivation is influenced by factors like the value placed on success, individual expectations, and responsibility, contributing to better performance and success in different domains. Therefore, maintaining high levels of motivation is essential for achieving success and positive outcomes in academic, language learning, treatment programs, and sports performance contexts (Bulut & Bozkurt, 2019).

D. Disconfirmed Significance of the Combined Influence of Leadership Sports and Goal Setting on Sports Motivation

Senior high school athletes indicate that inferior handling of the leadership factor causes them to lose interest or even quit. In addition, goal setting may not be meaningful without powerful leadership, which can demotivate athletes to work harder toward the goals set. This suggests that ineffective leadership may decline athletes' interest or even cause them to quit. Additionally, goal setting alone may lack impact without strong leadership, as effective leaders are essential for motivating athletes to strive toward their goals.

This disconfirmed significance contradicts the conclusion of Kapitanski (2022), who claimed that leadership for sports significantly impacts sports motivation. Further, his contradicting findings indicate that democratic leadership positively influences the athlete-coach connection, athletes' enthusiasm, and satisfaction.

A further contradiction was mentioned by Grapsas *et al.* (2016), who investigated the link between leadership behavior and athletes' motivation. The investigation showed that it affects athletes' sports enthusiasm, whether positive or negative. It was emphasized that coaches need to apply specific education with regard to athletes' mentality and coaching methods.

Meanwhile, the disconfirmation on goal setting and sports motivation refutes the findings of Fachrezi *et al.* (2023), which states that goal setting plays a crucial role in influencing sport motivation. It is a common process used in various fields like sports, business, and education to enhance motivation, increase effort, and improve performance. Studies show that setting specific and challenging goals can significantly boost athletes' motivation and drive them toward higher achievements (North *et al.*, 2021). Healy *et al.* (2018) stated that athletes' lack of motivation in sports could result from goal-setting behavior. Furthermore, they pointed out that too-easy goals might lead to complacency and less effort commitment, while too-hard goals can harm motivation and

perseverance. While conceding that lesser targets might still indicate performance improvement, he advises setting short-term objectives no more than 5% above current performance.

Additionally, it counters the research findings of Epton *et al.* (2017), who reported that the goal formulation is a crucial component of a successful behavior change technique and that most effective objectives should be challenging but doable, publicized, discussed face-to-face, created together, and created without focusing on goal commitment. According to the findings, the best goals should be challenging yet attainable, announced, discussed in person, established as a group, and established without directing attention to goal commitment.

6.5 Data Integration of the Salient Points of the Quantitative and Qualitative Results

The data integration reveals a complex understanding of the experiences of senior high school athletes in leadership for sports, goal-setting and sport motivation. According to the quantitative findings, the qualitative insights gleaned from interviews and FGDs support the high mean leadership for sports rating (4.09) and very high rating for goal-setting (4.32).

The convergence highlighted that leadership for sports and sport motivation are connected based on quantitative evaluations and participants' narratives. Additionally, in terms of goal-setting, it is described as connecting-confirming because the qualitative data strongly corresponds with the quantitative results. In the sports motivation domain, the high value of the quantitative mean is confirmed by the qualitative data. The quality confirmation of the same also brings about a connecting-confirmation nature of integration. Lastly, when the leadership for sports and goal setting combine to have a significant influence on sports motivation. However, qualitative feedback instead disconfirmed this finding. This implies that qualitative insights go contrary to quantitative conclusions.

The qualitative data/finding presents a more conditional and personal, situational-induced relationship between leadership and motivation, in contrast to the higher direct, positive relationship suggested by the numbers. Essentially, while quantitative data suggest that leadership and goal-setting conditions determine motivation based on their intensity and quality, qualitative data illustrate how context generally makes these factors far more sensitive to other variables so that contradictions in the effects on motivation may be assumed.

This is reflected in the research of quantitative versus qualitative analysis of the literature on how leadership and goal-setting influence motivation variously with the consideration of different contextual factors. On one hand, quantitative studies such as Galina *et al.* (2022) and Lopez de Subijina (2023) concentrate on measurable outputs: "*effective leadership, particularly combined with athlete features, positively correlates with motivation*". This would suggest that leadership's effect is consistently strong and measurable in many different settings.

Whereas the qualitative results of Epton *et al.* (2017) and Healy *et al.* (2018) provide a more subtle outcome. They show how goal-setting, generally a leading activator, is fundamentally grounded in goal-level complexity, perception, as well as exogenous variables such as how goals are formulated and the level of challenge. These findings point to the fact that overly difficult or rather too easy goals overwhelm an individual, and hampers motivation, adding complexity that has been qualitatively harder to capture by these purely quantitative analyses.

7. Conclusions

Based on the research findings, the researcher came up with the following conclusions:

The data reveals that leadership for sports in Region XII is high, indicating that it was often manifested. This high rating shows that leadership behaviors are probably a factor in the general efficacy and success of the area's sports activities. Furthermore, Athletes in Region XII have a very high goal-setting status, suggesting that athletes' goal setting was always observed. Additionally, it was shown that sports motivation obtained a high rating, meaning it is oftentimes manifested. This indicates that athletes are motivated and inspired to achieve their objectives.

Also, in this study, the result shows the significance of the influence of leadership for sports and goal setting towards sports motivation. The data confirms the statistical significance of the model. This result suggests that both leadership for sports and goal setting play crucial roles in forecasting sports motivation.

Meanwhile, the standpoint of the participants on the salient quantitative results of the study confirmed a high level of leadership for sports, a very high level of goal setting, and a high level of sports motivation. These perspectives of participants on the salient findings were derived from the quantitative data regarding leadership for sports, goal setting and sport motivation of senior high school athletes.

Besides, it was found out that the disconfirmed significance of the combined influence of leadership sports and goal setting on sports motivation. The disconfirmed combined impact of both the leadership for sport and goal-setting factors on sports motivation among senior high school athletes indicates that inferior handling of the factor of leadership causes the athletes to lose interest or even quit.

Finally, the integration of quantitative and qualitative data was also found out. The leadership for the sports category, a high level, is confirmed by senior high school athletes. The integration is noted as connecting-confirmation, meaning the qualitative data reinforces the quantitative results. In goal setting, the quantitative mean of very high indicates that athletes always practice goal-setting behaviors. The integration here is connecting-confirmation, because the qualitative data strongly corresponds with the quantitative results. In the sports motivation domain, the high value of the quantitative mean is confirmed by the qualitative data. The quality confirmation of the same also brings about a connecting-confirmation nature of integration. Lastly, when the leadership for sports and goal setting combine to have a significant influence on sports motivation.

However, qualitative feedback, instead disconfirmed this finding. This is connecting-discordance, which is when qualitative insights go contrary to quantitative conclusions.

7.1 Recommendations

Based on the results of the study, the researcher proposes the following recommendations:

- 1) On the leadership for sports, results revealed a high level of leadership for sports among senior high public-school athletes. Although the results showed a high means, some items and factors could still be improved, such as providing more sport skills development programs to teachers, coaches and athletes. With this, the Department of Education may provide training and seminars among sports coaches to become more effective mentors for athletes and equip them with the skills that coaches must possess—giving athletes the techniques and skills used in sporting events that can motivate them. Moreover, the department may develop coaching and PE instruction support programs to train PE/MAPEH teachers on practical leadership techniques and work with them to build goal-setting frameworks that will help promote teamwork and self-improvement among their athletes.
- 2) Regarding goal setting among senior high public-school athletes, the study revealed that it was always observed. So, Physical Education teachers, coaches, and trainers may continue to organize goal-setting workshops and self-motivation sessions for their PE/MAPEH instructors, as well as work to create personalized leadership styles suited to every student's specific needs. Also, they may integrate into PE class the importance of leadership, goal setting, and motivation to the success of individuals, particularly in the sports context. Thus, it would be applicable for coaches on individual goal setting and peer mentoring to achieve constructive feedback.
- 3) Concerning the sport motivation of senior high public-school athletes, results revealed that sport motivation is oftentimes manifested. To motivate more students-athletes, school administrators play a vital role in enhancing athletes' sports motivation by ensuring that sports programs prioritize the needs of athletes. They may provide comprehensive support through coach training and resource allocation for coach development and enhancement. This support may also include funding sports workshops that equip athletes with different techniques necessary for their sports.
- 4) Leadership for sports and goal setting significantly influence the sport motivation of athletes. Thus, future researchers may investigate other factors that may influence the sport motivation of senior high school athletes aside from leadership for sports and goal setting.
- 5) Future researchers may concentrate on studies on different leadership styles and goal-setting strategies applied in various sports while considering the responses

of diverse groups toward developing inclusive and motivation-driven sports environments.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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