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Personality Type and Sport Motivation of Elite Female Collegiate Athletes in the Philippines

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Abstract: No significant research has been conducted relative to the personality and motivation of elite female collegiate players in the Philippines. Therefore, this research attempts to explore the influence of personality and motivation on top female collegiate players. Respondents were composed of one hundred eight (108) elite female collegiate athletes gathered through the use of purposive sampling technique. The players were chosen on the basic criteria of elite female collegiate athlete as one who has won medal in University Athletic Association of the Philippines (UAAP) and National Collegiate Athletic Association (NCAA). The questionnaire was drafted based on Shi's (2006) questionnaire on motivation and Reinhold's (2014) and Myers-Briggs Type Indicator on personality. The study employed the survey questionnaire as main instrument to gather the data about personality and motivational factors of the elite female athletes. Findings revealed that most of the one hundred eight (108) respondent athletes played team sports, they had been athletes for about 7-9 years, and they train four hours a day and six days a week. The respondent athletes have a personality combination of Introvert, Sensing, Thinking, and Judging (ISTJ). The strongest motivating factor of the elite female collegiate athletes was "development of an alert mind" under mental aspect.

Key Words: personality type; sport motivation; elite athletes; uaap; ncaa

1. SECTION

1.1 Subsection

Women's participation in sport has a long history making significant progress since the first modern Olympic Games held in Athens, Greece in 1896, where women were prohibited from competing.

Participation of women in sport has a history marked by discrimination. However, since that time, participation of women in the Olympics Games has changed.

Participation in sport by women generally expanded significantly in the twentieth century, particularly in the last quarter, reflecting changes in Societies that Strived towards the empowerment of



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women and gender equality. Although the level of participation and performance still varies greatly by country and by sport, involvement by women has achieved broad acceptance globally. Notwithstanding this however, there continues to be material constraints on the participation of women in some regions due to cultural, religious and other related factors notwithstanding that the practice of physical education and sport is a “fundamental right for all” (2007).

In the Philippines, women athletes have already made their presence felt. They were the limelight in the recent 28th Southeast Asian Games held in Singapore. These female athletes are comprised of volleyball varsity players from the University Athletic Association of the Philippines (UAAP) and National Collegiate Athletic Association (NCAA) which were established in 1938 and 1924 respectively. Their media exposure has generated as much if not more interest as their male athlete counterparts which traditionally dominate headlines. However, female volleyball players were only popular among other female athletes who are struggling to be known in the field of collegiate sports.

No significant research has been conducted relative to the personality and motivation of elite female collegiate players. Therefore, this research attempts to explore the influence of personality and motivation on top female collegiate players.

The researcher believes that by examining the personalities and motivational traits of female varsity players, this would determine the level of athletic performance which can be vital for Schools athletic success. Indeed, this would also have broader implications in terms of the future success of Filipino women in the global Sports arena.

Personality and motivation are the two psychological factors that every athlete has to take into consideration. They define one's distinctiveness of sports performance. Personality type and motivation can predict a person's participation level in events. Such as sports (Cooper 2011).

This research attempted to explore the influence of elite female collegiate players personality and motivation on their athletic performance.

Research Questions

This study aimed to determine the personality and motivational factors of UAAP and NCAA elite female collegiate athletes. Specifically, this research attempted to answer the following inquiries:

1. What is the profile of the female

respondent athletes in terms of sports category, length of years as an athlete, number of training hours, and number of training days per week?

2. What are the dominant personality traits of the respondent athletes as revealed by Ross Reinhold using the following Myers-Briggs Type Indicators: extroversion versus introversion, Sensing versus intuition, thinking versus feeling and judging versus perceiving?

3. To what extent do the following factors motivate the female respondent athletes in terms of physical, mental, social, psychological and financial aspects?

2. METHODOLOGY

The descriptive method of research design was used to gather data about the personality characteristics and sport motivation of the elite athletes. Respondents were composed of one hundred eight (108) elite female collegiate athletes gathered through the use of purposive sampling technique. The players were chosen on the basic criteria of elite female collegiate athlete as one who has won medal in University Athletic Association of the Philippines (UAAP) and National Collegiate Athletic Association (NCAA).

The questionnaire was drafted based on Shi's (2006) questionnaire on motivation and Reinhold's (2014) and Myers-Briggs Type Indicator on personality. The validated form used in Dimarucot's (2014) study was use with permission. The study employed the survey-questionnaire as main instrument to gather the data about personality and motivational factors of the elite female athletes. The questionnaire contained three parts. The first part covers items on the respondent's personal data that determine their age, year level, event category, award received, number of training hours per day and number of days of training per week. The second part of the questionnaire contains the motivational factor of the elite female collegiate athletes, reasons athletes engage in sports, under the following categories with their corresponding items:

1. Physical factors (Item 1, 6, 11, 16, and 21)
2. Mental factors (Item 2, 7, 12, 17, and 22)
3. Social factors (Item 3, 8, 13, 18, and 23)
4. Psychological factors (Item 4, 9, 14, 19, and 24)
5. Financial factors (Item 5, 10, 15, 20, and 25)

The third part of the questionnaire covers the personality based from Myers-Briggs Type Indicator, under the following categories with their

corresponding items: 1. Extraversion (Item 1.9.17, and 25) or Introversion (Item 5, 13.21, and 29) 2. Sensing (Item 2,10,18, and 26) and Intuition (Item 6.14.22.30) 3. Thinking (Item 3, 11, 19, and 27) or Feeling (Item 7.15.23.and 31) 4. Judging (Item 4.12.20, and 28) and Perceiving (Item 8,16.24.32)

3. RESULTS AND DISCUSSION

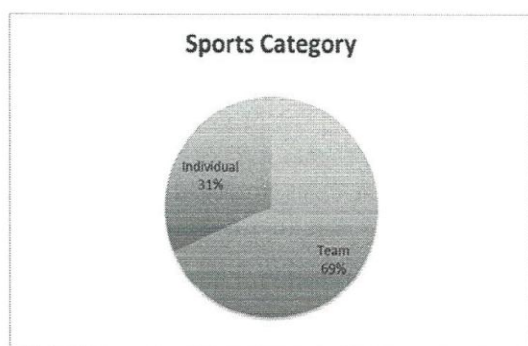


Fig. 1: Profile of Respondents in terms of Sports Category

Out of one hundred eight (108) elite female athletes, seventy-four (74) or 69% are playing in team events while thirty four (34) or 31% are into individual events.

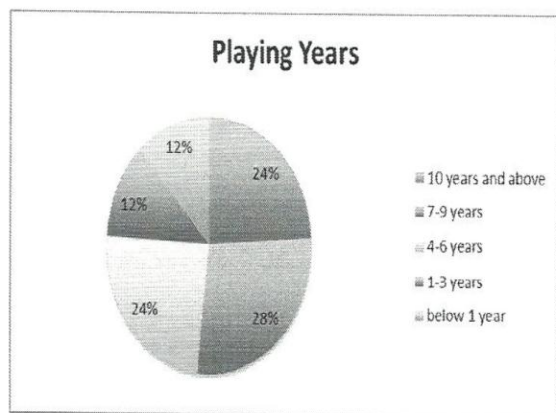


Fig. 2 Profile of Respondents in terms of Playing Years

Figure 2 revealed that most of the elite female athletes were been playing for 7-9 years with a total of thirty (30) or 28%, twenty six (26) or 24% were playing for 10 years and above and 4-6 years, while thirteen (13) or 12.0 were been playing for 1-3 years and below 1 year.

Figure 3 Profile of Respondents in terms of Training Hours per Day

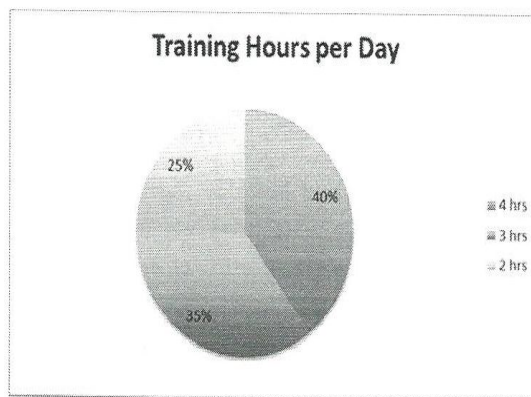


Figure 3 shows that most of the respondents train four hours a day with a frequency of forty three (43) or 40%, followed by athletes who train three hours per day which has a frequency of thirty eight (38) or 35% and athletes who train for 2 hours per day with twenty seven(27) or 25%. On average, a collegiate athlete must train for at least 2 hours a day. This is because athletes must have time to devote to their classes. More practice hours can interfere with study and homework.

Figure 4 Profile of Respondents in terms of Training Days per Week

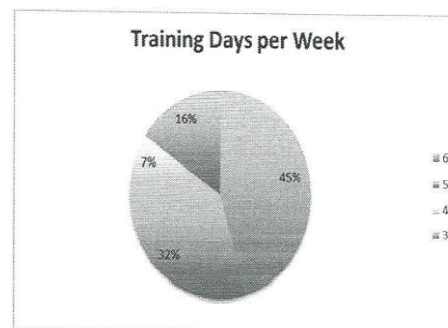


Figure 4 presents out of one hundred eight (108), forty nine (49) or 45% undertook training for 6 days a week. Followed by thirty five (35) or 32% undertook training for 5 days a week, seventeen (17) or 16% undertook training for 3 days a week and seven (7) or 7% undertook training 4 days a week. Thorough examines of the Table 4 agree with

Poliquin (2010) who explicated that to compete at the highest level today requires much more time in the gym or field other than 3 times a week.

2. Motivational Factors of Elite Female Collegiate Athletes in Terms of Physical, Mental, Social, Psychological, and Financial

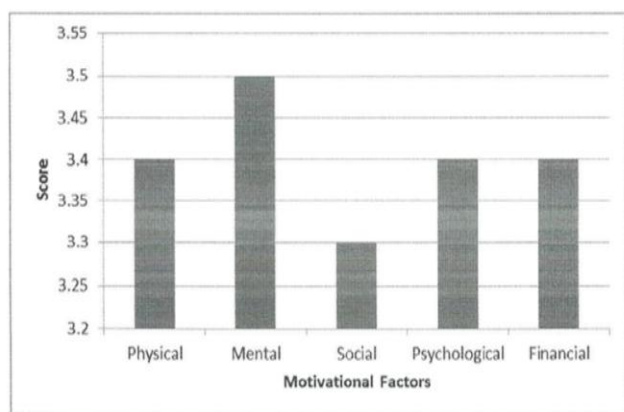


Fig. 5 Motivational Factors

Figure 5 revealed that there is no big difference among physical, mental, social, psychological, and financial on motivational factors of the respondent athletes. However, taking into account of the dominant motivational factor why elite female collegiate athletes engage in sports, respondents are more determined to engage in sport for mental aspect. The five sub-areas of mental factors that were rated by the respondents, specifically: 1. Development of an alert mind; 2. Reducing mental stress and anxiety; 3. Improving power to concentrate; 4. Helpful to clearly controlled ideas; and 5. Self-confidence. Furthermore, among the five sub-areas of mental factors rated by the respondents they got the highest level of motivation "Development of an alert mind. On the other hand, social factors got the lowest rate among the motivational factors from the athlete respondents. Among the five sub-areas of social factors rated by the respondents, "Rejection due to sexual orientation" received the lowest level of motivation.

3. Personality Type as Revealed by Boss Reinhold using Myers-Briggs Type Indicator

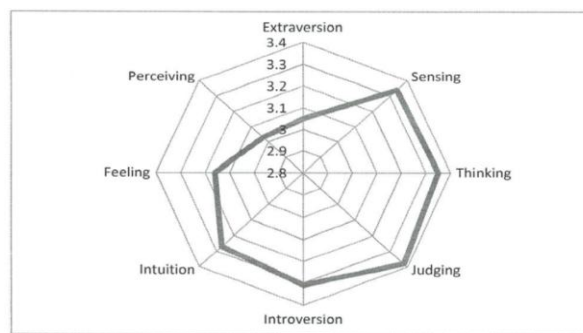


Fig. 6 Personality Profile of the Respondents

Figure 6 shows that elite female athletes are more introvert with a weighted mean of 3.31 which interpreted as strongly agree than being extrovert with a weighted mean of 3.05 which is interpreted as agree. Elite female athletes may enjoy being around with others but for most part, are private, reflective, guarded person who need personal space for contemplation outside of the sport.

Figure also presented that there is no big difference between sensing personality with a weighted mean of 3.34 and intuition personality type with a weighted mean of 3.27 as both are interpreted as Strongly agree.

However, Fig. 6 revealed that there is a big difference between thinking with a weighted mean of 3.35 which is interpreted as strongly agree and feeling with a weighted mean of 3.16 which is interpreted as agree. Basically, all sports require mental skills. Though participation in sports is more on physical aspect, it has to be taken into consideration that actions are controlled by the mind. With the onset of sports science, coaches have started training athletes who can compete with mental toughness while holding-on their peak performance. Figure 6 further shows that there is also a big difference with judging personality type with a weighted mean of 3.38 which is interpreted as strongly agree compared to perceiving personality with a weighted mean of 3.03 which is interpreted as agree.



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Figure 6 revealed that elite female collegiate athletes have personality combination of Introversion, Sensing, Thinking, and Judging (ISTJ). Niednagel (2006) described ISTJ as hard Working, dependable, persistent, analytical, traditional, pragmatic, conservative, honor bound, and more cautious than spontaneous. The rules must be followed and the Work done before leisure can be enjoyed. The all-time greatest athlete in the women's heptathlon as well as in the women's long jump Jackie Joyner-Kersey, former world's number 1 tennis player Steffi Graf and Justine Henin are some of the famous female athlete ISTJ.

4. CONCLUSIONS

1. Most of the one hundred eight (108) respondent athletes played team sports. They had been athletes for about 7-9 years. They train four hours a day and six days a week.
2. Respondent athletes have a personality combination of Introvert, Sensing, Thinking, and Judging (ISTJ).
3. The strongest motivating factor of the elite female collegiate athletes was "development of an alert mind."

5. ACKNOWLEDGMENTS

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