

RESEARCH ARTICLE

Motivation and attitudes of college varsity players towards community-based sports initiatives: Precursor to grassroots sports program

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ABSTRACT

The Philippine sports culture is embedded in its communities as they are aggressively engaging in sports initiatives involving the youth from grade school to college levels capturing the passion of the sport's participants at the grassroots level. Varsity players were exposed to such passion which shaped their competence in sports and physical activity later in life. This research analyzed the motivation and attitudes of the varsity athletes in higher education who have been participating in community sports in their growing years. Ninety ($n = 90$) varsity players from three state universities and colleges in Zamboanga City, Philippines participated in a Likert-scale survey to determine their level of motivation and attitudes towards community sports initiatives in relation to their athletic participation in the university. Findings revealed that the level of motivation among varsity students for the benefits of sports was very high and their gender and years of being a varsity player. Attitude indicators also revealed that varsity players pursue sports because it develops their competence and social skills. Community sports initiatives promoted a competitive mindset, as well as boosted confidence as players were able to prepare for competitions. This study is important for government and universities to consider the role of community sports initiatives in developing their long-term grassroots sports programs.

Keywords: attitudes; community-based sports; motivation; varsity players

1. Introduction

Sports gathering in barangays had been part of the management of community interaction, especially during reunions, and fiestas. These had developed the interaction of the community in sports and increased awareness of the activities. In this sense, the concept of community-based sports programs on a regular basis will improve the coverage of the programs, especially among youth and adolescents.

Analyzing the motivation and attitude of varsity players in community-based sports can be a basis for further establish programs that reflect their experiences as a varsity player. To have a positive and long-lasting influence, individual knowledge, attitudes, and perceptions need to be translated into personal and group sentiments, beliefs, and behaviors^[1]. In that sense, analyzing the attitudes and motivations especially in terms of competitiveness, values, virtues, and pursuance in sports participation enabled the community programmers to extensively implement the community-based sports initiatives.

Many sports courses are taught by unpaid volunteer coaches with no formal education^[2]. Coaches in

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community-based sports programs are usually more concerned with developing skills than with thinking about how these traits may be applied in other socioeconomic areas^[3]. This does not mean that no explicit strategies for teaching life skills are employed; rather, sports coaches focus on creating the best environment for teenagers to learn and acquire these skills without overtly addressing transferability. Specifically, the implicit approach is centered on youth-led or experience-based learning and is founded based on the concept that children may be active agents in their own development.

The coach's personality, as well as his or her direct and indirect teaching methods, all have a significant impact on whether learning occurs in the sports environment and whether it contributes to the life skills transferability to other social domains^[4,5]. There is a dearth of research on how sports coaches may assist children in developing life skills, particularly transferability.

The explicit method stresses the transferability of life skills across a variety of social sectors while also teaching them throughout the sports programs. Numerous sports programs are geared on increasing the transferability of life skills and are founded on positive youth development principles.

Numerous sport-for-development initiatives purport to have a substantial impact on society. However, in numerous instances, these programs are inadequately designed and lack empirical data to substantiate their efficacy^[1,6-10]. Insufficient research exists regarding the necessary conditions and procedures required to attain favorable results in particular contexts^[11-13]. The goal of this study was to establish an analysis within local level most especially in determining the motivation and attitudes of varsity players in engaging in community sports. This study focused on how community sports engage the adolescents in sports through values-oriented and competence perspectives.

In theoretical point, sport programming can encourage social regeneration and transformation when it incorporates with other strategies^[11,13]. Sport can therefore be an effective means for attaining educational goals and encouraging moral and responsible citizens when employed within an educational framework^[13-15] overcoming the restrictions imposed by the segregationist society by creating intergroup friendliness and cooperation-focused value-oriented sport interventions^[16].

Community clubs are where children and adolescents potentially be introduced to physical activities, and so serve as the essential foundation unit for talent development and identification. Although there are many different types of community sport groups, they are always driven, organized, sponsored, or supported by community volunteers and institutions. Previous research has connected early exposure to community club sports to adult participation in sports and physical exercise.

Collaborations between community sport groups and schools have also been touted as an effective way for young athletes to keep playing after they finish their official education^[17-19]. The presence of several difficulties to engaging in sports and physical activities in urban settings suggests that socio-cultural factors, including structural, natural, and social environments, may exert an impact on participation^[19-21].

This study aims to determine the motivation and attitudes of college varsity players in Western Mindanao State University (WMSU), Zamboanga Peninsula Polytechnic State University (ZPPSU), and Zamboanga State College of Marine Sciences and Technology (ZSCMST) in nearby barangays specifically Baliwasan and San Jose and how these could potentially develop the community-based sports programs which include Liga and Palarong Pang-barangay.

2. Research questions

This research aimed to reveal the level of motivation and attitudes of varsity players on the community-based programs through these questions:

- 1) What is the profile of the respondents in terms of:
 - a. Gender
 - b. Years as a varsity player
 - c. Institution
- 2) What is the level of motivation of the varsity players engaged in community-initiated sports in terms of:
 - a. Pursuing sports
 - b. Towards the virtues of sports
- 3) What is the attitude of the varsity players towards community-initiated sports in terms of:
 - a. Valuing sports
 - b. Competitiveness
- 4) Is there a significant difference on the level of motivation of the varsity players engaged in community-initiated sports when data is grouped based on the demographic profile of the respondents?
- 5) Is there a significant difference in the attitude of the varsity players towards community-initiated sports when data is grouped based on the demographic profile of the respondents?

3. Methods

3.1. Population and sampling method

The study used purposive and convenience sampling techniques. The population of this study was the college varsity students from Zamboanga City. The varsity students who participated in this study are coming from Western Mindanao State University (WMSU), Zamboanga Peninsula Polytechnic State University (ZPPSU), and Zamboanga State College of Marine Sciences and Technology (ZSCMST). The students were purposively chosen and participated in the survey through a convenient sampling technique. There are 30 students from WMSU, 30 from ZPPSU, while 30 from ZSCMST.

3.2. Research instrument

This study used a survey questionnaire to gather the data from respondents. The questionnaire is a two-part format with demographics and the survey questions. The first part is divided by [i] gender, [ii] years as a varsity player, and [iii] Institution. The second part has four different categories—[i] motivation in pursuing sports, [ii] motivation to sports virtues, [iii] attitudes in valuing sports, and [iv] competitiveness. The agreement scale is: 4—strongly agree, 3—somewhat agree, 2—somewhat disagree, and 1—strongly disagree^[3]. Following the collection of empirical evidence and pilot testing responses, the collected data were analyzed and analyzed using the Chronbach Alpha coefficient tool, where yielded a value of 0.943, implying that the items used for the survey questionnaire possess relatively high internal consistency, which was comparable to acceptable validity for a research study.

3.3. Data gathering procedure

The study adhered to ethical standards to preserve the respondents' rights. All survey questionnaires and answer sheets were checked. The sheets were encoded in Google docs. Respondents were given clear instructions before the conduct of the survey. Everyone was asked if they understood the instructions and were allowed to ask for clarifications. The survey was administered through Google forms and submitted in Gmail. No face-to-face interaction was done.

3.4. Data analysis

Data gathered were analyzed frequency distribution, percentage, weighted mean, standard deviation for all descriptive data. Independent *t*-test and Analysis of Variance (ANOVA) were used for the differences of the responses based on the respondents' profiles and demographics. Comparing means using these tests helps determine specific strategies for potential developments^[22].

4. Results

What is the profile of the respondents in terms of: i. gender, ii. number of years as a varsity player, and iii. institution.

Table 1. Demographic profile of students.

Demographics	n	%
Gender		
Male	58	64.4%
Female	32	35.5%
Years as varsity player		
One to two years	30	33.3%
Three years and above	60	66.7%
Institution		
WMSU	30	33.33%
ZPPSU	30	33.33%
ZSCMST	30	33.33%

As shown in **Table 1**, there were 58 male varsity players who participated in the survey which constituted 64.4% of the data recorded. In contrast, there were 32 female respondents who participated in the study constituting 35.5% of the total samples. Collectively, there were 90 participants in this study.

Based on the years being varsity player, 60 of the participants had three years or above experience in school-based sports or constituting for 66.7% of the data. In contrast, there were 30 participants who had been a varsity player for at least a year or two, constituting for 33.3% of the data recorded.

The universities that participated in this study had 30 respondents each. Collectively, there were 90 varsity players from different predetermined state universities in Zamboanga City namely Western Mindanao State University (WMSU), Zamboanga Peninsula Polytechnic State University (ZPPSU), and Zamboanga State College of Marine Sciences and Technology (ZSCMST) in different sports categories as group team sports, dual sports, or individual sports.

What is the level of motivation of the varsity players engaged in community-initiated sports in terms of: i. pursuing sports, and ii. virtues of sports?

Table 2. Motivation in pursuing sports.

Indicators	\bar{x}	Interpretation
I believe community-led sports activities promotes the basics of sports.	3.84	Very high
I get motivated when I look up to community sports heroes.	3.83	Very high
Because of its presence in the community, there is a room for me to play the sports.	3.77	Very high
A sporty atmosphere of the community motivates the person to play or engage in sports.	3.87	Very high
As there are sports events in the community, I am motivated to play it as frequent as I can.	3.88	Very high
Composite mean	3.84	Very high

Legend: Very low (1.00–1.75); Low (1.76–2.5); High (2.51–3.25); Very high (3.26–4.0).

As presented in **Table 2**, the motivation in pursuing sports was very high ($\bar{x} = 3.84$). The statement constituted this motivation and had also very high remarks. Motivation based on *frequency of playing sports*

($\bar{x} = 3.88$) had yielded the highest mean which means the respondents played in the most frequent in the community, followed by *sports atmosphere in the community* as the factor for motivation ($\bar{x} = 3.87$). Among the highest yielded mean were *promotion of basics in the community* ($\bar{x} = 3.84$) and *looking up for community sports heroes* ($\bar{x} = 3.83$) is the lowest-rated statement in pursuing sports because there is no prevalence of sports heroes at the community level.

Table 3. Motivation towards the virtues of sports.

Indicators	\bar{x}	Interpretation
As a player, community sports develop my healthy lifestyle by playing sports.	3.94	Very high
I develop self-discipline because of my training in community sports.	3.94	Very high
I learned to practice the virtues of sportsmanship like playing integrity.	3.96	Very high
I learned to follow the rules of the games like fair play and honesty.	3.92	Very high
I like playing sports because there are virtues, I can learn from it.	3.92	Very high
Composite mean	3.94	Very high

Legend: Very low (1.00–1.75); Low (1.76–2.5); High (2.51–3.25); Very high (3.26–4.0).

As presented in the **Table 3**, the motivation of varsity students towards virtues of sports was very high ($\bar{x} = 3.94$). *Sportsmanship* ($\bar{x} = 3.96$) was the factor for motivation towards sports virtues received the highest rating from the respondents which means the concept of sportsmanship is the highest consideration for the virtues of sports. *Healthy lifestyle* ($\bar{x} = 3.94$) was also a factor for motivation, and *self-discipline* ($\bar{x} = 3.94$) as well. Additionally, following rules ($\bar{x} = 3.92$) and learning from sports virtues ($\bar{x} = 3.92$) were also relevant contexts although they received the lowest rating among the respondents.

What is the attitude of the varsity players towards community-initiated sports in terms of: i. valuing sports, and ii. competitiveness?

Table 4. Attitude towards the valuing sports.

Indicators	\bar{x}	Interpretation
I would want to pursue playing the sports continuously because of community-based sports.	3.88	Very high
Community sports is a good preparation for competitive sports.	3.89	Very high
I feel belonged because I interact with other players while playing sports in the community.	3.78	Very high
Continuously practicing the sports from the community develops my passion for the sports.	3.83	Very high
I value sports because it is an important aspect of an athlete's life.	3.93	Very high
Composite mean	3.86	Very high

Legend: Very low (1.00–1.75); Low (1.76–2.5); High (2.51–3.25); Very high (3.26–4.0).

As presented in **Table 4**, the overall attitude of the varsity players towards valuing sports was very high ($\bar{x} = 3.86$). One main factor for this attitude was *how important sports was in athlete's life* ($\bar{x} = 3.93$) which means that if sports are treated as a priority, student-athletes will really take sports seriously^[23]. Varsity players also believed that community sports could be good preparation for competitive sports ($\bar{x} = 3.89$). Players also play sports because of community-based sports programs ($\bar{x} = 3.88$), as well as it is their passion ($\bar{x} = 3.83$). Lastly, interaction among players ($\bar{x} = 3.78$) was also why they value sports because they feel belonged when they play sports in the community.

As presented in **Table 5**, the overall attitude of the varsity players toward competitiveness was very high ($\bar{x} = 3.89$). Community sports programs gave positive mindset for competition ($\bar{x} = 3.92$) received the highest rating from the respondents because it gives them a send of positive perception on competitiveness, it also increased confidence ($\bar{x} = 3.90$). Community sports helped the players prepare for competitions ($\bar{x} = 3.88$). The players also develop their mental stability and toughness ($\bar{x} = 3.88$). It also exposed them to new strategies in playing ($\bar{x} = 3.87$).

Table 5. Attitude towards the competitiveness.

Indicators	\bar{x}	Interpretation
Community-initiated sports help me to prepare for bigger sports competition or to be a professional athlete.	3.88	Very high
Community sports exposes me to new strategies and techniques in playing the sports.	3.87	Very high
I develop my mental toughness while playing in the community level.	3.88	Very high
Community-based sports increase my confidence and competitive level while playing the sports.	3.90	Very high
It gives me a positive mindset about sports competition knowing that I competed in the community sports.	3.92	Very high
Composite mean	3.89	Very high

Legend: Very low (1.00–1.75); Low (1.76–2.5); High (2.51–3.25); Very high (3.26–4.0).

Is there a significant difference on the level of motivation of the varsity players engaged in community-initiated sports when data is grouped based on the demographic profile of the respondents?

Table 6. Motivation in pursuing sports.

Demographics	\bar{x}	Sig.
Gender		
Male	3.8103	0.165
Female	3.8875	
Years as varsity player		
One to two years	3.7867	0.007*
Three years and above	3.8633	
University		
WMSU	3.8800	0.467
ZPPSU	3.8333	
ZSCMST	3.8000	

* Significant at $p \leq 0.05$.

In the **Table 6**, both male and female varsity players had very high motivation in pursuing sports. The table also shown that the p -value for the motivation in pursuing sports was not significant ($p = 0.165$). This means that there is no significant difference when the respondents are grouped based on gender. Both male and female have very close means (3.8103 and 3.8875) which further explains that their responses on motivation in pursuing sports.

Based on the years as a varsity player, both students with 1–2 and above 3 years of experience in sports yielded very high motivation in pursuing sports. The data also showed there was a significant difference ($p = 0.007$) between the years as varsity players.

As presented in the **Table 6**, motivation in pursuing sports yielded very high remarks based on the university that the varsity players were representing. There was no significant difference ($p = 0.467$) between these universities.

In the **Table 7**, male and female varsity players had very high motivation towards virtues of sports. Additionally, the data also showed that there was significant difference in the motivation towards virtues of sports yielding the p -value of 0.003. This means that the female respondents have significantly rated higher the motivation towards virtues of sports.

In the years of experience, both the group of 1–2 years and above 3 years experiences had very high motivation towards virtues of sports. The table also showed that there was significant difference ($p = 0.00$) between years as varsity players.

Table 7. Motivation in virtues of sports.

Demographics	\bar{x}	Sig.
Gender		
Male	3.9138	0.003*
Female	3.9813	
Years as varsity player		
One to two years	3.86	0.000*
Three years and above	3.98	
University		
WMSU	3.9333	0.572
ZPPSU	3.9133	
ZSCMST	3.8000	

* Significant at $p \leq 0.05$.

As presented in the **Table 7**, the universities had very high remarks on the motivation towards sports. The table also showed that there was no significant difference ($p = 0.572$) in the motivation based on the university.

Is there a significant difference on the attitude of the varsity players towards community-initiated sports when data is grouped based on the demographic profile of the respondents?

Table 8. Difference in attitude of the varsity players in valuing sports.

Demographics	\bar{x}	Sig.
Gender		
Male	3.8621	0.772
Female	3.8625	
Years as varsity player		
One to two years	3.8067	0.034*
Three years and above	3.8900	
University		
WMSU	3.8133	0.116
ZPPSU	3.8267	
ZSCMST	3.9467	

* Significant at $p \leq 0.05$.

As shown in the **Table 8**, both male and female had very high or positive attitude in valuing sports. The data, however, indicated that there was no significant difference ($p = 0.772$) between the attitude in valuing sports based on gender groups.

The attitude in valuing sports of varsity players having the experience of 1–2 and above 3 years was very high. There was significant difference ($p = 0.034$) in their attitude in valuing sports based on years as varsity players.

The attitude in valuing sports yielded very high remark based on the university. The data also showed that there was no significant ($p = 0.116$) between the motivation of the students in valuing sports based on the university. The concept of attitude towards valuing sports is common among the three SUCs.

In the **Table 9**, both male and female varsity players had positive attitude in competitiveness. The data in the table below, however, indicated that there was no significant difference ($p = 0.555$) between the gender group.

The attitude in valuing sports of varsity players having the experience of 1–2 and above 3 years was very high. There was significant difference ($p = 0.034$) in their attitude in valuing sports based on years as varsity players.

Table 9. Difference in attitude of the varsity players in competitiveness.

Demographics	\bar{x}	Sig.
Gender		
Male	3.8931	0.555
Female	3.8813	
Years as varsity player		
One to two years	3.8133	0.000*
Three years and above	3.9267	
University		
WMSU	3.9000	0.620
ZPPSU	3.8533	
ZSCMST	3.9133	

* Significant at $p \leq 0.05$.

Both varsity players with 1–2 and above 3 years of experience in sports had very high remark in attitude. The table also showed there was significant difference ($p = 0.000$) in their attitude in valuing sports.

5. Discussion

What is the level of motivation of the varsity players engaged in community-initiated sports in terms of pursuing sports and virtues of sports?

Because of the study’s substantial expansion of the field of research on the relevance of community sports for general work environments, it fills two significant gaps in prior research on the relevance of community sports for general work environments. The study addresses two significant gaps in prior research on the relevance of community sports for general work environments.

Previous research focused on the repercussions of competitive youth sports participation in the short-and medium-term, rather than the long-term. The findings of previous research on the relationship between high school sports participation and academic achievement revealed that participation in sports improves students’ concentration and overall academic achievement, and that it is associated with higher self-esteem, increased self-monitoring, and a stronger internal locus of control^[24,25].

Unlike much work in modern virtue theory, which sees virtue ethics as well as virtue epistemology as independent disciplines, the core descriptions above encompass both moral traits and cognitive qualities^[24]. They also comprise virtues like courage and cowardice, over whose acquisition learners have great control, and qualities like reliable and unreliable memory, over that they have very little control^[26]. This study indicated that, to apply them, there is a requirement to be able to judge if a trait is an excellence or a problem, and why it makes one a better person or a worse person. This shows that attributes that rarely, but occasionally, fail to obtain good aims or effects can still be virtues; while qualities that routinely fail to attain good ends or outcomes cannot^[27].

According to the motivating factors variety, to be virtuous, one must have good motives, execute good activities, and be dependably successful at giving external advantages like sportsmanship^[26]. To illustrate, to have the virtue of benevolence, one should continually care about the welfare of others, consistently perform what a benevolent person would be doing, and continuously succeed in promoting the welfare of others. For instance, the varsity players were motivated in participating in community-based sports because “*they learned to practice the virtues of sportsmanship like playing integrity*”. Additionally, the participants also indicated that community-based sports “*motivate the person to play or engage in sports*”.

Previous study mostly focused on the short-and medium-term consequences of competitive youth sports engagement. This investigation builds upon prior research by examining the extended consequences. The findings suggest that involvement in athletic activities during early years has a positive impact on

psychological well-being, specifically in sports-related context. The findings of this study offer significant contributions to the development and execution of sports programs within communities, not only limited to educational settings but also in various community settings. The findings indicate that the cultivation of virtues and encouragement of positive motivation through community-based sports may have enduring effects on the personal and sports persona.

What is the attitude of the varsity players towards community-initiated sports in terms of valuing sports and competitiveness?

In theory, public schools provide equitable chances for civic involvement and character building for all pupils in the form of extracurricular activities^[23]. This study suggested that community sports presented most likely in barangays could affect the attitude of athletes to sports in general. Involvement in high school extracurricular activities is connected not just with educational and occupational attainment but also with civic and political engagement in adult as well as health and wellbeing much later in life^[23]. Additionally, development of gender-based approaches in teaching virtues of sports could improve inclusiveness and gender sensitivity within the community^[28].

Extracurricular activities have long been considered to enrich the public realm by helping raise young children to be leaders and individuals who participate in participatory democracy, display teamwork and grit, and transcend both social and economic barriers^[29]. This study indicated that the hypotheses that (a) participation in youth sports encourages participants to signal that they behave in a manner that support group-level interests and (b) that certain group or collaborative behavior generally extends outside of sports.

From the theoretical standpoint of ecological dynamics, competitiveness may be understood as a limitation on athletic performance which influences the development of a performer's competitive behaviors^[30]. For this study, at economic and environmental level competitiveness is a constraint, likely to result from the conflation of environment, task, and personal constraints, that can be managed during training, for instance, with added regulations (e.g., end up receiving the ball while running), temporal constraints (e.g., short personal and social distances), or socially engineered pressure (e.g., strategic and tactical similarity between many opponents).

According to Passos et al.^[30], this theoretical rationale significantly differs with seeing competitiveness as a psychological construct to be gained or as an inherited trait. Rather it can be regarded at the level of the entire performer-environment system, as a proper relationship that needs to be researched, strengthened, and maintained in sport practice programs. Previous study has suggested that continuous attacker-defender interpersonal interactions in team sports, can be seen as coming from a dyadic sub-system, developing by alternating between phases of stability and unpredictability^[29-32]. This study indicated that early engagement to community-based sports initiatives influence the attitudes of varsity players later in life. Majority of them thought that having background at early age engages young individuals to be competent and responsible.

In these team game dyadic systems, defenders compete with attackers to maintain system stability (remaining between both the attacker and the goal/try line/basket), while attackers aim to de-stabilize it^[30,33]. It has been demonstrated that, attitude toward competitiveness aligns with the promotion for community sports. For instance, varsity players said that they value community-based sports initiatives because “[it] is a good preparation for competitive sports” and “develops their passion for the sports”. These are important aspects of community-based sports initiatives because it opens new direction in implementing attitude-conforming interventions that highlights sports valuation and competitiveness.

Community-based sports initiatives could contribute to individuals' overall development by encouraging community involvement, character development, and competitiveness. These efforts have the potential to

break down social and economic barriers, give equal opportunities, and positively influence athletes' views and future paths.

Is there a significant difference on the level of motivation of the varsity players engaged in community-initiated sports when data is grouped based on the demographic profile of the respondents?

Gender has little effect on motivation to participate in and pursue sports. Females are more likely than males to see community sports as programs for integrity, honesty, and sportsmanship because of their consistency in holding on to their virtues^[27]. Findings of the study showed that females have higher motivation in sports in terms of virtues of sports. The explored motivation of female varsity players coincides with the implications from Austin^[27]. The local sports committee can use this data to encourage also male athletes to engage more and be serious in sports. Virtues in sports are important because they influence how a person is driven to play fairly and honestly, which is something that community sports have helped to foster.

While Stevens et al.^[34] consider the possible relevance of self-esteem, personality, and self-control as part of a joint between sports motivation and off-field behavior patterns, the most recent research adds to previous work by considering the potential relevance of self-respect and self-confidence. Because of the range of sports available in the community, students are strongly encouraged to participate in sports.

It is important that varsity athletes who trained for more years are selected to be the competitors because they have higher motivation towards the virtues of sports. Athletes with three years of experience in athletics and exposure to community sports showed great motivation to develop. There are also traits like bravery and timidity that students may regulate, as well as qualities like a good or bad memory that students can also impact^[26]. In theoretical context, the cognitive concept of flow is a significant aspect in the fields of sport and exercise, as it pertains to a desirable state of mind that individuals attain when they are fully engaged in a given activity^[10,35,36]. This explains why varsity players with longer sports experience were positively motivated had to pursue sports. Experience could influence their motivation at some point, which made them be engaged in community sports more often and develop their long passion to it^[36].

Virtue in sports was significantly higher among females and varsity players for three (or more) years. A virtue is one whose actions seldom but consistently result in good outcomes, and vice versa is true of attributes that persistently fail to produce positive outcomes^[30,32]. When people participate in community sports, their competitiveness, sporting experience, self-esteem, sociability, and honesty all improve. Students claim that team sports have a positive impact on players' physiological and psychological responses. To be virtuous, one must have good intentions, do good deeds, and be continuously successful at producing extrinsic goods such as sportsmanship^[1,10,26]. In fact, "virtue is to be obtained through the equilibrium that we establish among our passions and the multiple consequences that they create for us and others"^[36].

Community sports programs have a positive impact on motivation, virtues, and personal development regardless of gender^[37]. They contribute to the promotion of virtues in sports, enhance cognitive engagement, and improve individuals' physiological and psychological responses. Encouraging adolescents to participate in community sports can foster positive attitudes and behaviors both on and off the field. Varsity athletes with longer sports experience exhibit greater motivation towards the virtues of sports, indicating the positive impact of engagement in community sports. This engagement enhances cognitive engagement and flow experiences. Furthermore, participation in community sports programs contributes to the development of competitiveness, sporting experience, self-esteem, sociability, and honesty.

Is there a significant difference on the attitude of the varsity players towards community-initiated sports when data is grouped based on the demographic profile of the respondents?

Sports in local communities are seen by both sexes to learn about the benefits of physical activity. Participation in these volunteer activities varies substantially depending on social class and gender. People's competitiveness, sporting knowledge, self-esteem, friendliness, and honesty all improve when they participate in community sports^[33]. Team sports, say students, have a good impact on the physiological and psychological responses of athletes. Extracurricular and community involvement is associated to several developmental outcomes, including not only professional and academic achievement, but also political and civic engagement, as well as good mental and physical health^[23].

In competitive sports, specifically, community sports enhanced their ability to value competition and strive hard to win gold^[24]. It's been found that participation in community sports helps people improve their competitiveness, sporting knowledge, self-esteem, kindness, and integrity. This theoretical rationale contrasts significantly with seeing competitiveness as a psychological entity that may be acquired or as an inherited attribute^[36].

This study determined that sports experience influenced the attitude of varsity players towards community-based sports initiatives. Positive experiences in sports have been observed to serve as a conduit for personal development and social integration. The SUCs have to consider that staying as varsity in more years plays important factor on the athlete's valuing towards sports. Participating activities tends to have consequences that extend well beyond high school^[38]. The students indicated that involvement in community sports results in a significantly more favorable assessment of athletics in respect of physiological and psychological impacts. Athletes' attitudes toward sports in general may be influenced by community sports, which are more commonly adopted in barangays.

Community sports, it has been noticed, launch efforts to teach athletes competitiveness, sports appreciation, self-esteem, sportsmanship, intrapersonal ties, and integrity. The students demonstrated that communal sports led to a more effective valuing of sports in general in terms of their physiological and psychological repercussions^[23]. Valuing sports, in flow theory, is "something [people] are passionate about"^[36]. One salient aspect of passion pertains to the significant value attributed to the activity, alongside the perception that the activity holds great importance and meaning for a person^[36]. Numerous studies in the field of social psychology have demonstrated that individuals tend to internalize objects from their environment that elicit positive emotions, such as groups to which they feel they belong^[21,25,39-41]. Hence, this study thought that perceptions towards community sports can be mediated by the experience of a person in sports engagement, most especially when they are in competitive or professional sports.

Participation in community sports contributes to improved competitiveness, sporting knowledge, self-esteem, kindness, and integrity. The experience of varsity players in sports influences their attitudes towards community-based sports initiatives, emphasizing the importance of positive experiences for personal development and social integration. Community sports programs aim to teach athletes important values such as sportsmanship, teamwork, and integrity, while also fostering a greater appreciation for sports and their physiological and psychological benefits. The passion and value attributed to sports play a significant role in individuals' engagement and perception of community sports.

6. Practical implications

Community-based sports initiatives initially shaped the competencies of varsity players in higher education. This study revealed that the varsity players were very positive in the implementation of community-based sports, especially within their barangay. Their responses reflected how these community sports build their competence and skills at an early age. Although community-based sports are widely implemented in the

Philippines as part of local government initiatives, there is also a growing need on improving the educational contexts of it involving instilling virtues of sports, values, and social participation.

Motivation of varsity players indicated that community-based sports initiatives in local level promote virtues (e.g., sportsmanship, self-discipline, and honesty) and sports pursuance (e.g., learning, practice, and engagement). These sub-categories of motivation factors shed light on how to integrate the programs through psychosocial and personal approach. These motivation factors further extend what was previously known in sports motivation and engagement.

Attitudes in community-based sports initiatives offered new opportunity on how to develop the positive perspectives towards community sports. This study suggested that community-based sports initiatives shaped attitudes towards sports valuation (e.g., interaction, belongingness, and passion) and competitiveness (e.g., professionalism, mindset, and confidence).

In essence, the results of this study represent new perspectives in programming a community-based sport initiative. For instance, both male and female varsity players value sports in their life and career. Additionally, students enrolled as varsity players for three (or more) years had higher positive attitude towards competitiveness than students in varsity for less than 3 years. Community-based sports opened new perceptions of varsity players about how sports can shape their future career. Varsity players reflected on how community-based sports initiatives motivate them to pursue sports programs in college. Early exposure to sports, especially during childhood and adolescents, influenced the motivation and attitude of students, which in turn, engaging them to sports programs within their school and their community.

Varsity and community collaboration program. School-based athletes should cooperate in developing community-based programs to also encourage their schoolmates to participate in more sports to increase their motivation and attitudes towards sports as revealed in the results of the study.

Academic and community extension sports program. The universities have to consider the role of community sports programs in developing their athletes. The study showed that community sports can be grounds for better exposure of the potential athletes of the SUCs.

LGU-Community sports committee capacitation. The athletic organizations in coordination with LGU Committee on Sports will improve the capacity of a barangay or community to hold local sports programs for the people not only students. This is backed by the findings of the study that exposure earlier to community sports may result to better motivation and attitudes such as competitiveness.

Barangay officials long-term sports program anchored on lifestyle. barangay councils should also perform a series of activities that could widely impact the regulations towards healthy living and a good lifestyle because these lifestyles are factors in motivating individuals to be engaged in sports as revealed by the research.

Legislation on institutionalizing funding for community sports program. The local government should provide enough funding in sports programs to spend in sports activities especially in barangay. The local government has to organize more sports competitions to showcase the skills of the community.

Future researchers. Future researchers have to consider how should their study points to the necessary actions to be done in complying to the community-based sports programs.

7. Limitations of the study

The study focuses on varsity players in higher education in the Philippines and may not be indicative of the general population or other nations. The generalizability of the results may be limited to varsity athletes

and may not extend to other populations or cultural settings. The research lacks a comparative analysis of the results obtained from varsity athletes who have engaged in community-oriented sports programs with those who have not been exposed to such interventions. The absence of a control group poses a challenge in determining whether the observed enhancements in competence, skills, motivation, and attitudes are exclusively attributable to community-based sports initiatives or if other variables are contributing to the outcomes.

The limited attention to variables constrains the comprehensive realization of the influence of community-based sports initiatives on collegiate athletes. The research methodology does not incorporate a longitudinal approach to monitor the progression of the subjects across time. The study offers a momentary glimpse into the perceptions and outlooks of the subjects, without accounting for any potential changes or improvements that may arise over an extended period.

8. Conclusion

Sportsmanship was the driving force behind people practicing sports values. A healthy lifestyle and self-discipline also influenced motivation. Following the rules and learning from the characteristics of sports were both important considerations. The significance of sports in an athlete's life was a major consideration in this decision. For varsity athletes, community sports might be a good warm-up for competitive sports. Players engage in sports for a number of reasons, including community-based sports programs and personal enjoyment. Finally, people admire sports because of the involvement of the players. Community sports activities instilled a competitive spirit and increased self-assurance. Participating in community sports allowed players to prepare for contests. The players' mental toughness and mental stability improve as well. It also exposed them to new strategies for playing.

Conflict of interest

The author declares no conflict of interest.

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