Journal of Indonesian Physical Education and Sport
P-ISSN 2442-4900 | E-ISSN 2461-1271
Vol. 6, No.2, December 2020, page 44-54

PERSONAL TRAINING TRAITS, TRAINING COMPETENCE AND MOTIVATION AS PREDICTORS TO SPORTS PERFORMANCE OF PARALYMPIADA ATHLETES IN NEGROS ISLAND, PHILIPPINES

Janette Canizares Magalona
Philippine Normal University
Email : magalona.jc@pnu.edu.ph

Abstract

The study aims to assess the relationship of Personal Training Traits (PTT), Training Competence (TC), and Motivation (M) to the Performance (P) Levels of paralympiada athletes. The method used in this study were path analysis; multiple correlations; the coefficient level of determination; Kolmogorov Smirnov for normality test and; ANOVA. A total of 105 paralympiada athletes with parent's approval participated in the study. The results of the investigation concluded that: (1) There was no direct correlation on the PTT and P, the PTT and TC , the PTT and M (2) There was a direct correlation on the TC and the P, the M and the P , the TC and M ; The following conclusions were drawn: Training Competence is essential to ensure better performance among paralympiada athletes. However, it is not the only measure in winning a competition. A direct correlation of Motivation to Sports Performance was strongly revealed. The direct influence of Training Competence to Sports Performance was indicated. Thus, it is recommended to professionalize the trainings of paralympiada athletes.

Keywords: Motivation, Paralympiada, Personal Training Traits, Sports Performance,Training Competence

Introduction

Everyone involved in sports competition aims to possess a high degree of performance. Sports performance is considered to yield sizable facts for each individual who aims to engage in sports and competitive activities. Hanson, Bo (2014) focused on game execution is all about explosive movements, response, speed, and capacity. Furthermore, it is the motive why a comprehensive range of strategies is utilized by coaches to measure athletes' performance level and to enhance training practices. A high overall performance in sports entails the scientific care for competitive athletes, who are extraordinary folks that are exposed to intensive physical and psychological stresses all throughout the training and competition (Speed, C. (2013). Physical and technical skills are vital to be established by the athletes. In "champion mentality" attitude,

DOI: https://doi.org/10.21009/JIPES.061.06

motivation and passion owned by the winning team and succeeded victory Tangkudung, James. (2018). However, many humans with special needs no longer have equal access to fitness care, education, and employment opportunities and do no longer receive the disability-related offerings that they require. They also experience exclusion from day-to-day life activities. Everyone must be given equivalent chances to study and compete. The development of the nation depends greatly on the standards of instruction, it must do everything through its mandate upgrade it. Thus, the essential purpose of IDEA is the promotion of Education for All Handicapped Children, which includes health problems and disabilities that affect the health level of an individual. Specifically, it deals with the paralympiada athlete's personality as the element of the competitive performance. Kanosue, K., Nagami, T., & Tsuchiya, J. (2015) avers that over-all performance refers on how a person goes quicker and do greater work than the normal ones. The psychological education of each and every athlete must not be ignored by coaches throughout training. It suggests that sports activities overall performance needs a variety of non-public characteristics and training competencies that will contribute to a higher performance of paralympiada athletes.

Athletes need to analyze the mechanics of each competition, it additionally entails analysis of the strengths and weaknesses on particular sports activities they participated, Baumeister, R. & Vohs, K. (2007) emphasized that the simulation training workout application was adapted to the athlete's incapacity and game needs as an instruction for competition. Rosado, A., Mesquita, I., Breia, E., & Januário, N. (2008) stressed that the coaching given via the coaches at some stage in training sessions as well as the remarks data is related to the athlete's performance in school.

Paralympic Games gives attention to sports enthusiasts and those involved in competition. Competitive sports for people with distinctive needs have grown unexpectedly over the previous countless decades, and possibilities for participation are an increasing number of access throughout the spectrum from developmental to elite levels of competition Blauwet, C., & Willick, S. E. (2012).The name " Paralympic Games " was demonstrated that the Games happen" parallel to the Olympic Games Willick, S. E., & Lexell, J. (2014) Paralympic sports constitute human movement activities at the highest critical level of individual movement, actions, exercise and behavior. The National Association of Sports & Physical Education together with Physical Educators National Standard (APEanS) and inclusion education, in its position paper, stressed that high quality physical exercise programs are both developmentally and instructionally appropriate, not only for the exceptionally expert or bodily healthy but for all students. Moreover, NASPE reiterates that fantastic instruction in the bodily activity program accommodates great practices, derived from both research and educating experiences, into a sample of coaching that maximizes the opportunities for learning and success for all students.

DOI: https://doi.org/10.21009/JIPES.061.06

Learners with visual impairment are at risk for an inactive lifestyle, they often face challenges in terms of physical performance.

In the Philippines, sports participation started in the course of the American occupation. American soldiers delivered sports as part of their enjoyment time and in the end became phase of the education system under the Taft Commission who passed the Education Act No. 34 in 1901 to establish the Department of Instruction.The main purpose of the study is to assess personal training traits, training competence, motivation and performance level of paralympiada athletes. Specifically, the study aims to answer the following questions: 1. Does personal training traits (X1) directly correlates the Performance Level of Paralympiada athletes (Y)? 2. Does training competence (X2) directly correlates the Performance Level of Paralympiada athletes (Y)? 3. Does Motivation (X3) directly correlates the Performance Level of Paralympiada athletes (Y)?4. Does personal training traits(X1) directly correlates the training competence (X2)? 5. Does training competence (X2) directly correlates the Motivation (X3)? 6.Does personal training traits (X1) directly correlates the Motivation (X3) of paralympiada athletes?

Research Methods

A descriptive multiple correlational research design and path analysis were used. Zaiontz, C. (2010) mentioned that it is a measure of how well a given variable can be predicted the usage of a linear characteristic of a set of different variables. Multiple correlational research on the other hand, is described as a type of non-experimental research in which the researcher measures the relationship between three or more independent variables and further decide their results on a dependent variable. Path analysis Boker, S. M., & McArdle, J. J. (2005) refers to a calculation of moment correlation inside and within variables, for example, covariances or correlations, implied by a set of simultaneous linear regression equations-one type of structural equation model. The bound variable (Y) Sports Performance of Paralympiada Athletes and the free variables are X1 (Personal Training Traits), X2 (Training Competence), and X3 (Motivation). The constellation of the study is shown in Figure 1. In this study, the total respondents with parent's approval are 105 paralympiada athletes composed of more than 10% of the total population of Parlympiada athletes in Negros Island, Philippines. They were athletes of the different participating cities during the paralympiada for AY 2017 – 2018. There were 68 males and 37 Females. They are paralympiada athletes from elementary to senior high school with different disabilities and with parents approval to participate.

DOI: https://doi.org/10.21009/JIPES.061.06

Journal of Indonesian Physical Education and Sport
P-ISSN 2442-4900 | E-ISSN 2461-1271
Vol. 6, No.2, December 2020, page 44-54

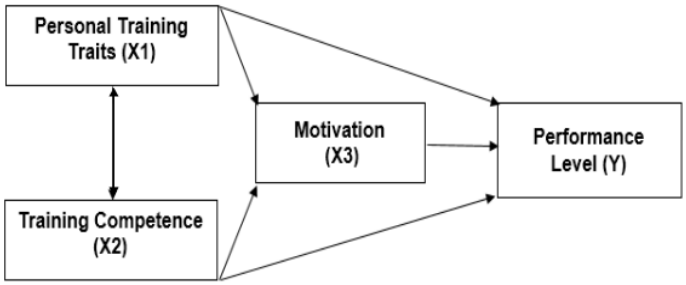

Figure 1 Research Model

There were 10 items on Personal Training Traits as training personality indicator which was divided into different dimensions in traits and values. There were 10 items on Training Competence which was also divided into: Physical /Technical, Tactical, Psychological and Theoretical parts are considered as training skills. Lastly, the sports motivation scale used in the study is a standardized 28-item test. The mean rating obtained from the jurors was 4.37 which shows very good and are valid.

Table 1 Cronbach Alpha Coefficients

Variables	Alpha	Standardized Item Alpha
Personality Training Traits	0.937	0.954
Training Competence	0.962	0.967
Sports Motivation	0.984	0.985

The researcher sought approval to conduct the study. A letter to the Regional Director for approval was sent. It was forwarded to the City Schools Division Superintendent after granted permission. A copy of the same letter was sent to principals/school Heads , Special Education (SPED) program coordinators and special education teachers and coaches. After this, the researcher contacted SPED coaches/teachers for the distribution of the questionnaire to their paralympiada athletes. Only the data found in the questionnaire were included in the assessment. Frequency, histogram , mean, SD, path analysis, Cronbach's Alpha, Kolmogorov Smirnov and ANOVA were used in analyzing the data.

Results And Discussion

3.1 Personal Training Traits of Paralympiada Athletes

High-level athlete's competitive performance is based on athlete's personality Dong, D.-L., & Chang, J.-D. (2006). Basic qualities of an athlete is an area of research targets for psychological

DOI: https://doi.org/10.21009/JIPES.061.06

Journal of Indonesian Physical Education and Sport
P-ISSN 2442-4900 | E-ISSN 2461-1271
Vol. 6, No.2, December 2020, page 44-54

strategies that are used to enhance intellectual competencies and qualities. Possessing an independent, and conflict resolution trait can lead to a higher decision making in athlete's capacity during competition. Parks-Leduc, L., Feldman, G., & Bardi, A. (2015) stressed that personality traits and personal values have clarified their foundations, antecedents, content, structure, and assessment. Mihăilescu, L., & Cucui, A. (2014) also stressed that in the FFP (Five Factor Personality Inventory) psychological profile was once regarded as essential prerequisite in maximizing sports activities overall performance of an athlete Accumulating evidence suggest that personality traits are largely endogenous characteristics, while personal values are learned adaptations strongly influenced by the aid of an environment. Being persistent all throughout the training, open for coach's suggestions, and self-giving attitude are values learned and adopted by athletes from the environment. While Reisz, Z., Boudreaux, M. J., & Ozer, D. J. (2013) published that Trait and motive concepts are widely used in the description and analysis of individual differences in personality, however distinctly little work has examined how these personality devices relate to one another. On the other hand , Nicholls, A. R., Madigan, D. J., Backhouse, S. H., & Levy, A. R. (2017) argued for the centrality of traits to an understanding of personality. The issue focused on cross-sectional consistency of personality traits. Table 2 shows the rating scale used for the Personal training traits of paralympiada athletes.

Figure 2 and Table 3 shows the mean and standard deviation on the variable personal training traits. Results present training value with the mean of 4.33 and an SD of 0.69, Training Trait mean of 4.11 and an SD 0f 0.75. A total Mean of 4.22 and n SD of 0.72.

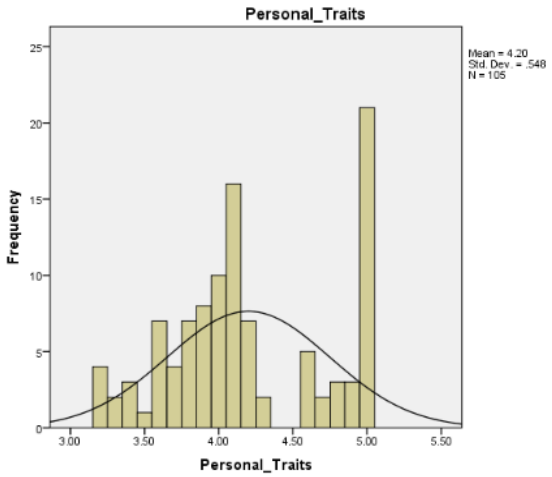

Figure 2
Frequency Distribution on Personal Training Traits (X1)

DOI: https://doi.org/10.21009/JIPES.061.06

JIPES
Journal of Indonesian Physical Education and Sport
P-ISSN 2442-4900 | E-ISSN 2461-1271
Vol. 6, No.2, December 2020, page 44-54

Table 2 Mean and Verbal Interpretation of Personal Training Traits (X1) Of Paralympiada Athletes.

Personal Training Traits	Mean	SD
Training Values	4.33	0.69
Training Traits	4.11	0.75
General Weighted Average	4.22	0.72

Conclusion

Training Competence is essential to ensure better performance among paralympiada athletes. However, it is not the only measure in winning a competition. Personality Training Traits (X1) is important but it has no contributory relations to achieve high sports performance in a competition of paralympiada athletes during the 2018 competition. One is anticipated to train and to develop one's skills, and fueled by his or her interest (motivation).

Implications

Sports participation of paralympiada athletes does end up in the competition and performance itself. It is an education for life an experience to be accepted and be able to show to that they are capable of performing a skill similar to normal people.

Suggestions

Based on the conclusion and the implications of this study, the researcher recommends the following:

1. Further validation of the said instrument should be done using specific disabilities of participants and including national respondents. Perspectives of the athletes on the variables should likewise be considered.
2. Personal training traits (X1) and training competence (X2) in sports events of paralympiada athletes are relatively the trending constructs in sports research. Thus, future researchers are urged to explore these constructs in many areas in sports performance and athletes' development. These constructs have a great impact in developing the skills of paralympiada athletes and their sports performance as individuals with special needs.
3. Coaches and officials of paralympiada should be engaged in research and must attend seminars and trainings for their professional growth to be able to assist athletes with special needs in their training competencies. The National Sports Associations should sponsor national seminars and trainings to update coaches, officials and teachers on current policies, rules and concepts in relation to athletes with special needs.

DOI: https://doi.org/10.21009/JIPES.061.06

4. DepEd School administrators should also look into the policy governing the training and trainers of paralympiada athletes in support of their sports programs. It is also recommended that schools should motivate and encourage more participation of athletes with disabilities.
5. Since the study is limited to Negros island in the Philippines, it is also recommended to replicate the study to other parts of the Philippines, specifically involving athletes with specific disabilities as the respondents of the investigation.
6. It is also recommended to conduct similar study in other Asian Countries to support the Inclusive Education.

ACKNOWLEDGMENT
I would like to express my heartfelt gratitude to our Almighty God, the source of love, grace and mercy. My family, PNU Community, UNJ Faculty & Staff, PNU UNJ scholars.

Reference

Hanson, Bo (2014). Sports Psychology for Sport Coaches: What you need to know. Hanson is a 4x Olympian, Coaching Consultant & Director of Athlete Assessments

Speed, C. (2013). High-performance sports medicine. Clinical Medicine, Journal of the Royal College of Physicians of London. https://doi.org/10.7861/clinmedicine.13-1-47

Tangkudung, James. (2018).Sports Psychometrics : Basics and Instruments of Sports Psychometric. Rajawali Pers, Divisi Buku Perguruan Tinggi , PT Raja Grafindo Persada. DEPOK.

Individuals with Disabilities Education Improvement Act (IDEA) of 2004, 20 U.S.C. §§ 1400, et seq.

Kanosue, K., Nagami, T., & Tsuchiya, J. (2015). Sports performance. Sports Performance. https://doi.org/10.1007/978-4-431-55315-1\

Bali, A. (2015). Psychological factors affecting sports performance. International Journal of Physical Education, Sports and Health, 1 (6), 92–95. Retrieved from https://pdfs.semanticscholar.org/ef4e/0bbae73fefe7fc7f036c21bbbb23bbddf8b4.pdf

Baumeister, R. & Vohs, K. (2007). Self-Regulation, Ego Depletion, and Motivation Social and Personality. PsychologyCompass. *38*(1), 1-14. Retrieved January 2013, from http://www.ncbi.nlm.nih.gov/pubmed/8146699#

Rosado, A., Mesquita, I., Breia, E., & Januário, N. (2008). Athlete's retention of coach's instruction on task presentation and feedback. International Journal of Performance Analysis in Sport, 8(1), 19–30. https://doi.org/10.1017/CBO9781107415324.004

Blauwet, C., & Willick, S. E. (2012). The 51ap ag5151ng movement: Using sports to promotehealth, disability rights, and social integration for athletes with disabilities. *PM and R*, *4*(11), 851–856. https://doi.org/10.1016/j.pmrj.2012.08.015

Willick, S. E., & Lexell, J. (2014). Paralympic sports medicine and sports science-introduction. *PM and R*, *6*(8 SUPPL.). https://doi.org/10.1016/j.pmrj.2014.05.022

National Association for Sport and Physical Education (NASPE). 2001. "Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs." 2nd Edition.

Zaiontz, C. (2010). Multiple correlation – advanced. *The Corsini Encyclopedia of Psychology*, 2009. Retrieved from http://www.real-statistics.com/multiple-regression/multiple-correlation-advanced/

Boker, S. M., & McArdle, J. J. (2005). Path Analysis and Path Diagrams. *Encyclopedia of Statistics in Behavioral Science*, *3*, 1529–1531.

Pelletier, L. G., Fortier, M. S., Vallerand, R. J., Tuson, K. M., Brière, N. M., & Blais, M. R. (1995). Toward a new measure of intrinsic motivation, extrinsic motivation, and amotivation in sports: The Sport Motivation Scale (SMS). *Journal of Sport & Exercise Psychology*, *17*, 35-53.

Dong, D.-L., & Chang, J.-D. (2006). Competitive performance of high – level athletes and personality to mould. *Journal of Shandong Institute of Physical Medicine and Sports*, *22*(4). Retrieved from http://search.proquest.com/docview/19642549?accountid=14643%5Cnhttp://mlbsfx.sibi.usp.br:3410/sfxlcl41?url_ver=Z39.882004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ%3Aphysicaleducationshell&atitle=Competitive+performance+of+high+-+

Olver, J. J., & Mooradian, T. A. (2003). Personality traits and personal values: A conceptual and empirical integration. Personality and Individual Differences, 35(1), 109–125. https://doi.org/10.1016/S0191-8869(02)00145-9

Parks-Leduc, L., Feldman, G., & Bardi, A. (2015). Personality Traits and Personal Values: A Meta-Analysis. *Personality and Social Psychology Review*, *19*(1), 3–29. https://doi.org/10.1177/1088868314538548

Mihăilescu, L., & Cucui, A. (2014). Contributions to the Identification of Personality Traits in Athletes. *Procedia – Social and Behavioral Sciences*, *127*, 302–306. https://doi.org/10.1016/j.sbspro.2014.03.260

Reisz, Z., Boudreaux, M. J., & Ozer, D. J. (2013). Personality traits and the prediction of personal goals. Personality and Individual Differences, 55(6), 699–704. https://doi.org/10.1016/j.paid.2013.05.023

Nicholls, A. R., Madigan, D. J., Backhouse, S. H., & Levy, A. R. (2017). Personality traits and performance enhancing drugs: The Dark Triad and doping attitudes among competitive athletes. *Personality and Individual Differences*, *112*, 113–116. https://doi.org/10.1016/j.paid.2017.02.062

Costa, P. T., & McCrae, R. R. (2006). Trait and factor theories. In Comprehensive Handbook of Personality and Psychopathology, Vol. 1: Personality and Everyday Functioning. (pp. 96–115).

Bompa, Tudor O. and G. Gregory Haff (2009). Periodization: Theory and Methodology of Training . 5th Edition. Human Kinetics. Sheridan Books. USA.

Molik, B., Morgulec-Adamowicz, N., Kosmol, A., Perkowski, K., Bednarczuk, G., Skowronski, W., … Szyman, R. J. (2015). Game Performance Evaluation in Male Goalball Players. Journal of Human Kinetics, 48(1), 43–51. https://doi.org/10.1515/hukin-2015-0090

Dehghansai, N., Lemez, S., Wattie, N., & Baker, J. (2017). A systematic review of influences on development of athletes with disabilities. *Adapted Physical Activity Quarterly*. https://doi.org/10.1123/APAQ.2016-0030

Gamble, P. (2006). Periodization of Training for Team Sports Athletes. *Strength and Conditioning Journal*, *28*(5), 56. http://doi.org/10.1519/1533-4295(2006)28[56:POTFTS] 2.0.CO;2

Smith, D. J. (2003). A Framework for Understanding the Training Process Leading to Elite Performance. Sports Medicine. https://doi.org/10.2165/00007256-200333150-00003

Howland, J. M. (2006). Mental Skills Training for Coaches to Help Athletes Focus Their Attention, Manage Arousal, and Improve Performance in Sport. Journal of Education, 187(1), 49–66. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=trh&AN=24533935&site=ehost-live

Bompa, Tudor O. and G. Gregory Haff (2009). Periodization: Theory and Methodology of Training . 5th Edition. Human Kinetics. Sheridan Books. USA.

Blumenstein, B., & Orbach, I. (2015). Psychological preparation for 52ap ag5252ng athletes: A preliminary study. *Adapted Physical Activity Quarterly*, *32*(3), 241–255. https://doi.org/10.1123/APAQ.2014-0235

Xiang, H. (2015). The Motivation Function of Sports Law. International sports law review pandektis, 11(1/2), 40–46. Retrievedfromhttp://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=112371540&site=ehostlive%0Ahttp://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=112371487&site=ehost-live

Vora, K., & Naik, R. (2016). Sports Motivation among Sports Players: A Gender Comparison Perspective. *Journal of Psychosocial Research*, *11*(2), 353–360. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=121178922&lang=es&site=ehost-live

Conroy, D. E., & Hyde, A. L. (2012). Achievement Motivation Processes. In Measurement in Sport and Exercise Psychology (pp. 303–318). Retrieved from http://hdl.cqu.edu.au/10018/1031392

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum.resents his views on positive psychology in,"An Agentic Perspective on Positive Psychology

Vanlandewijck, Y. (2006). Sport science in the Paralympic movement. The Journal of Rehabilitation Research and Development, 43(7), xvii. https://doi.org/10.1682/JRRD.2006.07.0078

Dong, D.-L., & Chang, J.-D. (2006). Competitive performance of high – level athletes and personality to mould. *Journal of Shandong Institute of Physical Medicine and Sports*, *22*(4). Retrieved from

http://search.proquest.com/docview/19642549?accountid=14643%5Cnhttp://mlbsfx.sibi.usp.br:3410/sfxlcl41?url_ver=Z39.882004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ%3Aphysicaleducationshell&atitle=Competitive+performance+of+high+-

Eddy, K. A. T., & Mellalieu, S. D. (2003). Mental imagery in athletes with visual impairments. *Adapted Physical Activity Quarterly*, *20*(4), 347–368. https://doi.org/10.1123/apaq.20.4.347

Hanson, Bo (2014). Sports Psychology for Sport Coaches: What you need to know. Hanson is a 4x Olympian, Coaching Consultant & Director of Athlete Assessments.

Tangkudung, James. (2018). Sports Psychometrics : Basics and Instruments of Sports Psychometric. Rajawali Pers, Divisi Buku Perguruan Tinggi, PT Raja Grafindo Persada. DEPOK

Saeed, S., & Zyngier, D. (2012). How Motivation Influences Student Engagement: A Qualitative Case Study. Journal of Education and Learning, 1(2). https://doi.org/10.5539/jel.v1n2p252

Karaba-Jakovljević, D., Popadić-Gaćesa, J., Grujić, N., Barak, O., & Drapsin, M. (2007). Motivation and motoric tests in sports. Medicinski Pregled, 60(5–6), 231–236. https://doi.org/10.2298/MPNS0706231K

This research did not receive any specific grant from funding agencies in the public, commercial or not-for-profit sectors.