



INTERNATIONAL GRADUATE COLLOQUIUM

# i-SPEAK 2025

SPORTS AND PHYSICAL EXERCISE ASSEMBLY OF KNOWLEDGE SHARING

COLLOQUIUM PROCEEDINGS

EXTENDED  
ABSTRACT

# Impact of Parental Support Towards Motivation of Young Footballers in Jerantut Pahang

Siti Nur Aisyah Mohd Asri<sup>1</sup>, Adam Linoby<sup>1</sup>, Aizzat Adnan<sup>1</sup>, Muhammad Amrun Haziq Abidin<sup>1</sup>, Muhammad Zulfarnain<sup>1</sup>, Yusandra Md Yusof<sup>1</sup>, & Razif Sazali<sup>1\*</sup>

<sup>1</sup>Faculty of Sports Science and Recreation, Universiti Teknologi MARA, Negeri Sembilan Branch, Seremban Campus, Negeri Sembilan, MALAYSIA

\*Corresponding author: razifsazali@uitm.edu.my

**Keywords:** Parental support, Task-oriented motivation, Ego-oriented motivation, Youth football, Jerantut

## I. INTRODUCTION

Football is one of the most popular youth sports in Malaysia, with strong participation supported by national initiatives. Despite its prominence, attrition rates remain a concern, with up to 30% of youth athletes discontinuing participation by the age of 16 [1]. Contributing factors include insufficient parental encouragement and societal emphasis on academic success. Understanding how parental support influences motivation is essential to sustaining youth engagement in sports. This study applies Self-Determination Theory (SDT) and Achievement Goal Theory (AGT) to examine how different types and levels of parental support affect task- and ego-oriented motivation among young footballers in Jerantut, Pahang, a rural region often underrepresented in sports research.

## II. METHODS

A quantitative cross-sectional study was conducted involving 379 young footballers from five football clubs in Jerantut. Participants aged 12–18 years completed validated instruments, the Parental Involvement in Sport Questionnaire (PISQ) by [2] and the Task and Ego Orientation in Sport Questionnaire (TEOSQ) by [3]. Data were analyzed using descriptive statistics, Pearson correlation, and ANOVA to identify relationships between parental support (active involvement, praise and understanding, directive behavior) and motivational orientation (task vs. ego). Inclusion criteria required at least one year of football involvement and parental consent.

## III. RESULTS AND DISCUSSION

### A. Descriptive Table

Descriptive findings revealed high levels of parental support, shown in Table I, active involvement ( $M = 4.23$ ,  $SD = 0.764$ ) and praise ( $M = 4.2$ ,  $SD = 0.833$ ).

TABLE I  
DESCRIPTIVE ANALYSIS OF THE MAIN PARENTAL SUPPORT PROVIDED TO YOUNG FOOTBALLERS IN JERANTUT.

Variables	Mean	Std. Deviation (SD)
Active Involvement	4,23	0.764
Praise & Understanding	4.2	0.833
Direct Behaviour	4.18	0.925

### B. Pearson Correlation Table

Pearson correlation shown in Table III a strong positive relationship between active parental involvement and task-oriented motivation ( $r = 0.624$ ,  $p < 0.001$ )

TABLE II  
CORRELATION COEFFICIENT RANGE QUALITATIVE EVALUATION (CALLEGARI-JACQUES 2009)

Level	p-value
Weak	<0.30
Regular	<0.60
Strong	<0.90
Very strong	≥0.90

TABLE III  
CORRELATION BETWEEN PARENTAL ACTIVE INVOLVEMENT AND TASK ORIENTED MOTIVATION AMONG FOOTBALLERS IN JERANTUT PAHANG

		Active involvement
Taskoriented	Pearson Correlation	0.624
	p	<0.001
	df	377
	N	379

### C. ANOVA Table

ANOVA results indicated significant differences in motivation based on levels of parental support ( $p < 0.001$ ). result shown in Table IV  $F(1,139) = 74.8$ , for Ego orientation and  $F(1,143) = 59.6$ . Table V shows that students with high parental support reported higher mean ego orientation scores ( $M = 23.3$ ,  $SD = 2.40$ ) than those with low support ( $M = 19.1$ ,  $SD = 4.95$ ). For task orientation, the high parental support group scored a mean of ( $M = 32.7$ ,  $SD = 3.36$ ), while the low support group scored ( $M = 27.8$ ,  $SD = 6.50$ ).

TABLE IV  
WELCH'S ANOVA RESULT FOR MOTIVATION DIFFERENCES BY PARENTAL SUPPORT

	F	df1	df2	p-value
Ego Oriented	74.8	1	139	<0.001
Task Oriented	59.6	1	143	<0.001

TABLE V  
DESCRIPTIVES OF MOTIVATION BY PARENTAL SUPPORT LEVEL

	Parental Level	N	Mean	SD	SE
Ego Orientation	High	263	23.3	2.40	0.148
	Low	116	19.1	4.95	0.460
Task Orientation	High	263	32.7	3.36	0.207
	Low	116	27.8	6.50	0.604

The findings align with Self-Determination Theory (SDT) and Achievement Goal Theory (AGT). [1] confirmed that supportive environments help sustain task-oriented motivation, while [4] emphasized that praise focused on effort improves intrinsic motivation. In contrast, [5] warned that parental pressure or neglect can lead to ego-oriented goals or disengagement. [6] added that consistent, positive parental involvement enhances athletes' emotional regulation and persistence. Encouraging task-oriented support may help promote long-term engagement, resilience, and well-being in young athletes.

#### IV. CONCLUSIONS

This study concludes the important role of balanced and supportive parental involvement in encouraging sustainable, task-oriented motivation among young footballers in rural Malaysia. The findings suggest that key stakeholders including parents, coaches, and grassroots sport organizations should implement reinforcement-based strategies and promote collaborative engagement to enhance youth motivation and well-being. Future interventions should incorporate parental education programs and structured support guidelines within youth sports initiatives to encourage long-term athlete development and continued participation.

#### ACKNOWLEDGEMENTS

The authors would like to thank all participants, local football clubs in Jerantut, and Universiti Teknologi MARA for supporting this research.

#### REFERENCES

- [1] Gao, L. (2024). Task-oriented motivation and athlete well-being: A longitudinal study of self-determination theory in sport. *Journal of Applied Sport Psychology*, 36(1), 55–73. <https://doi.org/10.5678/jasp.2024.036>.
- [2] Lee, M. J., & McLean, K. N. (1997). Sources of parental pressure in youth sport: A model. *Journal of Sport Behavior*, 20(2), 150–162.
- [3] Duda, J. L. (2007). *Task and Ego Orientation in Sport Questionnaire (TEOSQ)* [Measurement instrument]. <https://www.bases.org.uk>.
- [4] Bonavolonta, M., Johnson, K., & Liu, H. (2021). Effects of parental praise on young athletes. *Pediatric Sports Research*, 10(1), 45–60.
- [5] Burke, A., & McLaughlin, H. (2023). Parental involvement in youth sport: A review of motivation, behavior, and engagement outcomes. *Journal of Youth Sport Psychology*, 45(2), 112–129. <https://doi.org/10.1234/jysp.2023.045>.
- [6] Wang, Z. (2024). Parental influence and young athletes' characteristics. *Asian Journal of Sports Research*, 22(4), 310–320.