

The background of the entire cover is an abstract, high-energy image. It features a blurred figure of a person, likely a runner, in motion. The figure is overlaid with vibrant, streaky light trails in shades of teal, blue, and orange, creating a sense of speed and dynamic movement. The overall composition is energetic and modern.

INTERNATIONAL GRADUATE COLLOQUIUM

i-SPEAK 2025^①

SPORTS AND PHYSICAL EXERCISE ASSEMBLY OF KNOWLEDGE SHARING

COLLOQUIUM PROCEEDINGS

EXTENDED ABSTRACT

EDITOR | ADAM LINOBY

THE IMPACT OF MOTIVATION ON ACADEMIC PERFORMANCE: EVIDENCE FROM MALAYSIAN UNIVERSITY STUDENT-ATHLETES

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Keywords: Motivation, Academic performance, Self-Determination Theory, Student-athletes

I. INTRODUCTION

Balancing sports and academics presents challenges for student-athletes, potentially affecting their motivation and academic performance. Prior research suggests that time constraints and physical fatigue negatively impact academic success [1]. Motivation, influenced by intrinsic and extrinsic factors, plays a crucial role [2]. Institutional support, such as mentorship and flexible scheduling, may enhance academic outcomes [3]. This study examines these relationships among KARiSMA Negeri Sembilan 2024 FSR student-athletes at UiTM Seremban.

II. METHODS

A quantitative, non-experimental survey design was adopted, using purposive sampling. Data were collected via the Academic Motivation Scale (AMS-28) [4] with 28 items and the Academic Success Inventory for College Students (ASICS) [5] with 48 items. Responses from 83 student-athletes were analyzed using Jamovi version 2, employing descriptive (mean and standard deviation) and inferential statistical methods (Pearson Correlation and Independent *t*-Tests).

III. RESULTS AND DISCUSSION

A. Motivation

Based on the reported results, extrinsic motivation emerged as the most significant motivational factor, with the highest mean score ($M = 5.88$) among the three factors. Intrinsic motivation followed closely, with a slightly lower mean score ($M = 5.68$). Amotivation was the least prevalent factor, reflecting a considerably lower mean score ($M = 2.19$). The reliability of the data, confirmed by a high Cronbach's alpha ($\alpha = .903$), underscores the strong influence of extrinsic factors on overall motivation.

B. Academic performance

The analysis highlights that students are most motivated by future-oriented external factors like career opportunities "External Motivation Future" ($M = 6.10$), followed closely by "Confidence in abilities" ($M = 5.88$). Internal factors such as "Internal Motivation Interest" ($M = 5.63$) and "Skills" ($M = 5.58$) also play a significant role. Factors like "Career Decidedness" ($M = 5.46$) and "Personal Adjustment" ($M =$

4.21) were moderately influential, while "Socializing" ($M = 2.51$), "Instructor" ($M = 3.64$), "Concentration" ($M = 3.67$) and "Lack of Anxiety" ($M = 3.71$) were toward the bottom of the table. These findings align with the ASICS model, which underscores the importance of balancing external goals and internal self-belief in fostering student success. The strong reliability score ($\alpha = .923$) confirms the consistency of these results.

C. The relationship between student's motivation and academic performance

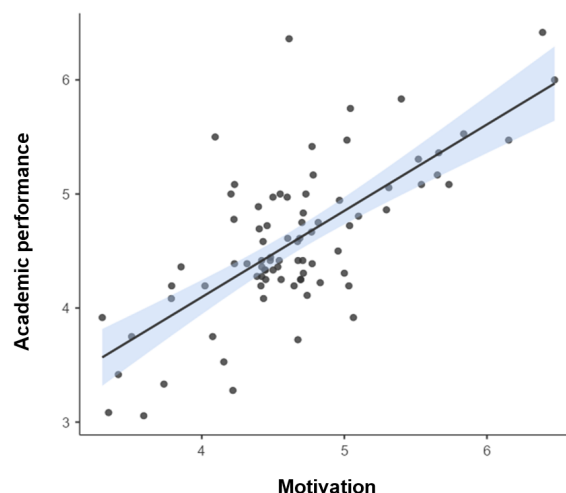


Fig. 1 Scatterplot that shows the relationship between motivation and academic performance

The study found a strong positive correlation ($r = 0.704$) between motivation and academic performance among 83 KARiSMA Negeri Sembilan 2024 FSR student-athletes at UiTM Seremban. The relationship was statistically significant ($p < 0.001$), indicating that increased motivation was associated with improved academic outcomes. The null hypothesis was rejected, highlighting the importance of motivation in academic success.

D. Gender Differences in Motivation and Academic Performance

The analysis compared motivation levels between male and female KARiSMA Negeri Sembilan 2024 student-athletes at UiTM Seremban. Males had a slightly higher mean motivation score ($M = 4.65$) than females ($M = 4.48$), with

less variability ($SD = 0.601$ vs. 0.748). However, the t -test results ($t = -1.13$, $p = 0.26$) showed no statistically significant difference in motivation between genders ($p > 0.05$). Thus, the null hypothesis, stating no significant gender difference in motivation levels, cannot be rejected.

IV. CONCLUSIONS

This study underscores the significant influence of motivation (both intrinsic and extrinsic) on the academic performance of student-athletes. Findings reveal a strong correlation between motivation factors and academic outcomes, emphasizing the need for balanced support systems. Tailored interventions that address diverse motivational domains can enhance both academic achievements and personal development, fostering a well-rounded educational experience.

ACKNOWLEDGMENT

The author would like to sincerely thank all of the participants in this study from KARiSMA Negeri Sembilan, particularly those from FSR UiTM Seremban, friends and family for their constant support.

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