

# Motivation to Win as a Mediator Between Work-Life Balance and Work Commitment: A Structural Model for Sports Coaches in SUCs

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## ABSTRACT

Under the pressured setting of university athletics, sports coaches are torn between professional duty and personal welfare—usually at the expense of one or the other. This research investigates the mediating function of motivation to win in the work-life balance-work commitment relationship of sports coaches of five State Universities and Colleges (SUCs) in Region XII, Philippines. Through quantitative mediation analysis with total enumeration sampling strategy, data from 108 coaches were collected using standard instruments that measured work-life balance, work commitment, and motivation to win. Results showed moderate overall work-life balance with strengths in efficiency and workload management but weaknesses in health, family, and self-care. Coaches scored high affective, continuance, and normative commitment and high intrinsic and extrinsic motivation to attain competitive success. Path analysis confirmed the relationship of efficiency with work commitment direct and indirect through motivation to win. Yet, workload negatively affected commitment with non-significant mediation. These findings suggest the need to enhance work efficiency and intrinsic motivation to ensure professional commitment. The research suggests interventions such as well-being programs, flexible scheduling, and professional development to cater to the integrated needs of sports coaches

**Keywords:** Work-Life Balance, Work Commitment, Motivation to Win, Sports Coaches, Mediation Analysis.

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## INTRODUCTION

In the highly competitive and high-risk environment of sports, coaches are essential for the technical and tactical development of athletes, as well as the establishment of the team's culture and performance. The nature of the profession, which includes the burden of balancing personal and professional life, prolonged working hours, and pressure to perform, makes work-life balance (WLB) the core issue (Norris et al., 2019; Tait et al., 2020). Despite the administrative burden and limited resources, the pressure to produce consistent athletic victories exacerbates the difficulties faced by teachers in educational institutions, particularly in Philippine State Universities and Colleges (SUCs).

The work commitment of a coach, which incorporates affective, continuance, and normative dimensions, is predicted by their commitment, willingness to remain in the role, and engagement (Meyer & Allen, 1991; Jowett, 2019). However, it is safe to assume that there has been some examination of the influence of work-life balance on commitment in various professions. However, there is a lack of comprehensive comprehension of the interplay of these variables in sports coaching. Furthermore, the impact of motivation to win—a psychological variable that is either intrinsic or extrinsic in nature and serves as a coach's

incentive to achieve competitive success—is even less thoroughly examined (Ryan & Deci, 2020; Duda, 2013). This motivation is a potent mediator that can establish a connection between an inner level of commitment and professional competence.

Roberts et al. (2023) have posited that the motivation to triumph is a significant factor in the development of coaching styles and investment. Coaches who derive satisfaction from their players' success and professional accomplishments are generally more committed and resilient to stress (Jones & Williams, 2022). Nevertheless, this motivation can be undermined by an abundance of work and a lack of personal support, resulting in fatigue or a diminished level of commitment (Bonifacio, 2024; Foulds et al., 2019). Consequently, the comprehension of the mediating function of motivation to win can provide new insight into the manner in which sports instructors maintain their professional commitment in the face of external pressures.

This study investigates the extent to which success motivation functions as a mediator of the work commitment and efficiency of sports instructors in state universities and colleges (SUCs) throughout Region XII, Philippines. The study aims to improve the well-being of coaches in collegiate athletics by constructing a Work-Life Balance

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Model that is grounded in empirical evidence. This will increase motivation, increase commitment, and advance theoretical discourse and practice.

**MATERIALS AND METHODS**

**Research Design**

The motivation to win and work commitment and efficiency of sport coaches were investigated in this study by using mediation analysis in a quantitative study design. The study is most appropriate to be conducted in mediation analysis since the study not only investigates the effect of motivation to win on efficiency and work commitment but also explains why and how the effect occurs. This is required in order to determine the mechanisms mediating observed relationships, thereby giving stronger insights than correlation.

**Locale of the Study**

The study was conducted in five State Universities and Colleges (SUCs) in Region XII, which are the provinces of South Cotabato, North Cotabato, Sultan Kudarat, Sarangani, and the City of General Santos. The institutions selected—Cotabato Foundation College of Science and Technology, Cotabato State University, South Cotabato State College, Sultan Kudarat State University, and University of Southern Mindanao—were selected since they have been participating in the Mindanao Association of State Tertiary Schools (MASTS) Sports Competition.

**Sampling Technique**

The study utilized a total enumeration or census sampling technique, involving all 108 sports coaches who participated in various events during the MASTS Sports Competition. These individuals were selected as respondents because of their direct involvement in coaching and their first-hand experience with the challenges and responsibilities of sports coaching.

**Research Instrument**

The study employed a structured questionnaire with four sections: (1) the socio-demographic profile section that gathered basic professional and personal data of the respondents; (2) the Work-Life Balance Instrument, an instrument developed by Fiona Jones, Ronald J. Burke, and Mina Westman, rated on the basis of a 5-point Likert scale and having acceptable internal consistency with Cronbach's alpha  $\geq 0.70$ ; (3) the Work Commitment Instrument, developed by John P. Meyer and Natalie J. Allen in 1991, measuring affective, continuance, and normative commitment and having strong internal consistency (Cronbach's alpha  $> 0.80$ ); and (4) the Motivation to Win Instrument, measuring the motivation and determination of sports coaches to win, also on a 5-point Likert scale and having acceptable reliability with Cronbach's alpha 0.79.

**Data Gathering Procedure**

After approval by the University Research and Ethics Committee, an online survey questionnaire was prepared on Google Forms. This was sent to sports coaches of the five SUCs in Region XII. The respondents were asked to read and sign the informed consent form indicating the purpose

of the study, confidentiality of the data, and voluntariness before taking part.

The researcher was actively engaged in the process of data gathering, resolving any issues encountered and maintaining the respondents' uniformity. Data were remotely uploaded onto a secure web-based database and then downloaded in Microsoft Excel format for organization and analysis. The researcher scrutinized the data in detail in an effort to confirm completeness and accuracy, sorted responses if necessary, and prepared the dataset for statistical analysis.

**Data Analysis**

The study used various statistical methods to examine the data. Frequency and Percentage were used to describe the socio-demographic profile of the respondents, while the Mean was used in the measurement of the level of work-life balance and work commitment. ANOVA was used to identify the significant differences in work-life balance among respondents when grouped based on their profile variables. Pearson r correlation coefficient was also used to identify the correlation between work-life balance and work commitment. Multiple Regression Analysis was also carried out in order to identify which aspects of work-life balance significantly predicted work commitment, and Path Analysis was carried out to examine the mediating effect of motivation to win on the correlation between work-life balance and work commitment.

**RESULTS AND DISCUSSION**

**Participant Profile**

A total of 108 sports coaches participated, predominantly male (60.2%) and aged 21–40 years (70.3%). Most were married (54.6%), held a Master's degree (49.1%), and had either 1–5 years (39.8%) or more than 11 years (32.4%) of coaching experience. This profile suggests a mix of early-career and seasoned professionals who can benefit from targeted support and mentoring interventions.

**Work-Life Balance**

**Table 1. Work-Life Balance Among Sports Coaches**

Dimension	Mean	SD	Interpretation
Efficiency & Effectiveness	3.91	0.650	Very Good
Workloads	3.68	0.640	Very Good
Personal and Self-Care	2.48	0.898	Poor
Family Relationship & Support	2.47	0.946	Poor
Health and Wellness Initiatives	2.44	0.921	Poor
<b>Overall Mean</b>	<b>3.00</b>	<b>0.763</b>	<b>Moderate</b>

Table 1 demonstrated strength in job-related performance—efficiency and workload management—but revealed poor work-life balance in areas related to personal health, family, and self-care. This imbalance suggests the risk of long-term burnout if institutions fail to implement policies supporting

holistic wellness, such as flexible schedules and mental health programs. Similar concerns were echoed by Corrie & Kovacs (2021), who emphasized the role of well-being in sustainable coaching.

**Work Commitment**

**Table 2. Work Commitment**

Dimension	Mean	SD	Interpretation
Affective Commitment	3.55	0.497	Committed
Continuance Commitment	3.42	0.589	Committed
Normative Commitment	3.41	0.464	Committed
<b>Overall Mean</b>	<b>3.46</b>	<b>0.462</b>	<b>Committed</b>

Table 2. showed strong emotional and moral engagement with their profession. The high affective commitment suggests genuine enthusiasm and satisfaction with their roles, while continuance and normative scores reflect a sense of loyalty and necessity to stay. These findings affirm the multi-dimensional nature of commitment, as discussed by Meyer et al. (2022), and highlight areas to reinforce through professional support and development.

**Motivation to Win**

**Table 3. Motivation to Win Among Coaches (Selected Indicators)**

Indicator	Mean	SD	Interpretation
Athlete wins bring me satisfaction	4.58	1.00	Highly Motivated
I pray for athlete's success	4.44	1.09	Highly Motivated
I feel guilty if my athlete doesn't win	3.50	1.27	Motivated
It is important people don't see me fail as a coach	3.48	1.18	Motivated
<b>Overall Mean</b>	<b>4.00</b>	<b>0.75</b>	<b>Motivated</b>

The coaches are highly driven by both athlete success and external recognition. Their motivation is a blend of intrinsic satisfaction and social validation, though feelings of guilt and fear of failure also emerged. These emotional dimensions, if unmanaged, may lead to stress—emphasizing the need for resilience-building interventions (Smith et al., 2021).

**Differences in Work-Life Balance by Demographics**

**Table 4. Significant Differences in Work-Life Balance by Demographics**

Factor	Demographic Variable	F	p-value
Workload	Age	5.668	0.005

Family Support	Civil Status	6.025	0.048
Efficiency	Experience	3.901	0.019
Efficiency	Education	4.491	0.016

Demographic variables such as age, civil status, experience, and education significantly influence aspects of work-life balance. Older and more experienced coaches manage heavier workloads, while married or widowed coaches face more family-related strain. These findings suggest the importance of personalized interventions to mitigate role overload and family conflict.

**Mediation Analysis: Motivation to Win**

**Table 5a. Mediation Estimates of Motivation Between Workload and Commitment**

Effect	Estimate	SE	Z	p-value	% Mediation
Indirect	-0.00504	0.00762	-0.661	0.508	1.96%
Direct	-0.25171	0.05984	-4.206	<0.001	98.04%

Motivation to win did not significantly mediate the effect of workload on commitment. High workloads directly reduce commitment, regardless of motivation levels. Thus, interventions must focus on managing job demands, not just enhancing motivation.

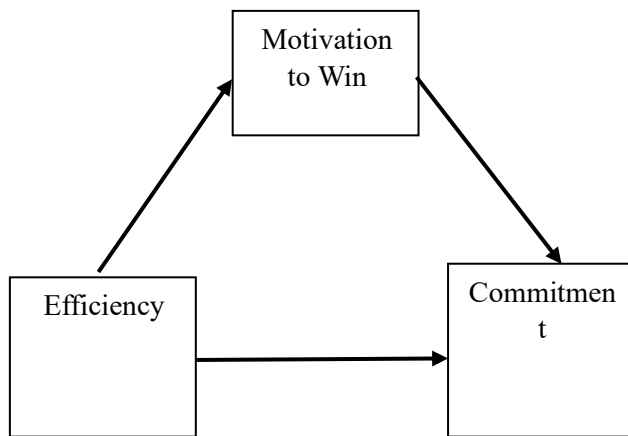
**Table 5b. Mediation Estimates of Motivation Between Efficiency and Commitment**

Effect	Estimate	SE	Z	p-value	% Mediation
Indirect	-0.00504	0.00762	-0.661	0.508	1.96%
Direct	-0.25171	0.05984	-4.206	<0.001	98.04%

In contrast, motivation significantly mediated the link between efficiency and commitment. Efficient coaches are more motivated, and this enhanced motivation leads to stronger commitment. This aligns with Zhang et al. (2024), emphasizing that perceived competence enhances intrinsic drive and emotional investment.

**The Mediation Model**

The figure below illustrates the hypothesized mediation model, examining how Motivation to Win acts as an intermediary in the relationship between Efficiency and Commitment among the sports coaches. The model proposes that Efficiency not only has a direct effect on Commitment but also influences Commitment indirectly by first impacting the coaches' Motivation to Win. The path coefficients displayed in the figure quantify the strength and direction of these direct and indirect relationships.



**Figure 1. The Mediation Model**

The final model (Figure 1) only revealed that only work efficiency directly impact commitment, since the coaches did not experience work-life balance in their work. Efficient coaches are more motivated to win and more committed to their work. But even if coaches are efficient in their work but does not bother about their athletes to win the game, this may decrease their commitment to work.

Figure 1 illustrates a mediation model where Efficiency is the independent variable, Motivation to Win is the mediating variable, and Commitment is the dependent variable. The path coefficients indicate the strength and direction of the relationships between these variables. The direct effect of Efficiency on Commitment is 0.282, suggesting a positive relationship: higher efficiency is directly associated with higher commitment. Efficiency also has a positive effect on Motivation to Win, with a path coefficient of 0.512, indicating that greater efficiency leads to higher motivation to win. Finally, Motivation to Win positively influences Commitment, as shown by the path coefficient of 0.367.

This model proposes that Efficiency not only directly impacts Commitment but also indirectly influences it through Motivation to Win. The indirect effect can be calculated by multiplying the path coefficient from Efficiency to Motivation to Win (0.512) by the path coefficient from Motivation to Win to Commitment (0.367), resulting in an indirect effect of 0.188. This suggests that a portion of the relationship between Efficiency and Commitment is explained by the level of motivation to win. Specifically, increased efficiency tends to enhance a coach's motivation to win, which in turn contributes to their higher commitment levels.

The presence of both a significant direct effect and a notable indirect effect through motivation highlights the complex relationship between these factors. While being efficient can directly foster commitment, it also does so by fueling the drive to achieve success. This model implies that interventions aimed at improving efficiency could have a dual benefit on commitment, both directly and by enhancing motivation. Understanding these pathways is crucial for developing effective strategies to bolster commitment within the coaching profession.

## CONCLUSION

The demographic profile of the participants reflects a diverse group of sports coaches with varying levels of experience and education. Understanding these demographic characteristics is essential for tailoring interventions and support programs to meet the specific needs of different subgroups within the coaching population.

The assessment of work-life balance among sports coaches reveals a mixed picture. While they demonstrate a high level of efficiency and effectiveness in their work, and perceive their workloads as manageable, they struggle significantly in areas of personal and self-care, family relationships, and health and wellness initiatives. The overall work-life balance, as indicated by the totality score, is moderate. This suggests that while coaches are dedicated to their profession, they may be sacrificing their personal well-being and family life.

The results indicate that the sports coaches in the study exhibit a high level of motivation to win. They derive significant satisfaction from their athletes' victories and experience negative emotions when they lose. The coaches also place importance on their own success as coaches, feeling happy when recognized for their achievements and unhappy when their athletes fail. This strong motivation to win likely plays a significant role in their coaching practices and their overall commitment to their athletes' success.

The analysis of work-life balance across demographic groups revealed significant differences in certain dimensions. Notably, civil status and experience were found to have a significant impact on work-life balance. Married coaches and those with more experience reported lower levels of satisfaction with family relationships and health and wellness. Additionally, more experienced coaches perceived their workloads as significantly higher. These findings suggest that targeted interventions may be necessary to address the specific work-life balance challenges faced by different demographic groups.

The analysis reveals a complex relationship between work-life balance dimensions and work commitment components. While efficiency and workload were positively correlated with normative and affective commitment, health, personal, and family dimensions showed mixed or negative associations. Notably, health, personal, and family dimensions were negatively correlated with affective commitment, suggesting that a poor work-life balance, particularly in these areas, may negatively impact emotional attachment to the job. These findings highlight the importance of addressing work-life balance issues to foster strong work commitment among sports coaches.

## RECOMMENDATIONS

To effectively support this diverse group of coaches, it is essential to implement targeted professional development programs, address gender-specific needs, promote work-life balance, encourage further education, and prioritize mental health support.

The analysis of work-life balance among sports coaches highlights a significant disparity between their professional

and personal lives. While they excel in efficiency and workload management, they struggle in crucial areas such as personal care, family relationships, and health and wellness. To address this imbalance, it is imperative to implement strategies that prioritize well-being. These may include flexible work arrangements, stress management training, access to mental health resources, and family-friendly policies. By investing in the overall well-being of coaches, organizations can enhance job satisfaction, reduce burnout, and ultimately improve coaching performance.

The high levels of motivation to win exhibited by the coaches suggest a strong drive for success. However, it is important to balance this competitive drive with a focus on athlete development and well-being. To maintain a healthy coaching philosophy, it is recommended that coaches:

**Prioritize Athlete Development.** While winning is important, it should not be the sole focus. Coaches should emphasize the holistic development of their athletes, including their physical, mental, and emotional well-being.

**Cultivate a Positive Coaching Climate.** Create a positive and supportive coaching environment where athletes feel valued and encouraged to strive for their best. Avoid excessive pressure and negative reinforcement.

**Practice Self-Care.** Coaches should prioritize their own mental and physical health. By managing stress and maintaining a healthy work-life balance, they can be more effective in their role and set a positive example for their athletes.

**Seek Professional Development:** Continuously seek opportunities for professional development to improve coaching skills and knowledge. This can include attending workshops, conferences, and seeking mentorship.

**Reflect on Coaching Practices:** Regularly reflect on coaching practices to identify areas for improvement. This can involve seeking feedback from athletes, colleagues, and supervisors.

Based on the analysis, it is evident that certain demographic factors significantly influence work-life balance among sports coaches. Notably, civil status and experience have a substantial impact on various dimensions of work-life balance. To address these disparities, it is recommended to implement targeted interventions. For instance, married coaches and those with more experience may benefit from flexible work arrangements, stress management training, and access to family-friendly policies. Additionally, organizations can provide tailored support for early-career coaches to help them establish healthy work-life balance habits from the outset. By acknowledging and addressing these demographic differences, it is possible to create a more supportive and sustainable work environment for all sports coaches.

The correlation analysis indicates a complex relationship between work-life balance dimensions and work commitment. To enhance work commitment among sports coaches, it is crucial to address work-life balance issues, particularly in areas such as health, personal life, and family. Organizations can implement strategies to improve work-life balance, such as flexible work arrangements, stress management programs, and support for work-family

balance. Additionally, fostering a positive work environment that prioritizes employee well-being can enhance affective commitment and overall job satisfaction. By taking these steps, organizations can create a more supportive and fulfilling work environment for sports coaches.

The regression analysis indicates that workload and efficiency are significant predictors of affective commitment among sports coaches. To enhance affective commitment, it is crucial to manage workloads effectively and promote efficient work practices. By reducing excessive workload and providing opportunities for efficient work, organizations can foster a positive work environment and strengthen emotional attachment to the job. Additionally, while family, health, and personal life did not emerge as significant predictors in this model, it is essential to acknowledge their potential indirect impact on affective commitment. By addressing work-life balance issues and promoting overall well-being, organizations can create a more supportive and fulfilling work environment for sports coaches, leading to increased job satisfaction and commitment.

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