



Achievement Motivation in Junior Tennis Education: Evidence for Developing Athlete-Centered Coaching Practices

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Abstract. Achievement motivation is an important psychological factor in junior tennis education because it influences athletes' persistence, goal orientation, skill development, confidence, and responses to competitive demands. This study aimed to analyze the achievement motivation profile of junior tennis athletes in Sleman Regency and interpret the findings as empirical evidence for developing athlete-centered coaching practices. A descriptive quantitative approach was employed involving 30 junior tennis athletes selected through total sampling. Data were collected using a 16-item questionnaire covering eight indicators: desire to achieve success, goal orientation, perseverance, liking challenges, improving skills, self-confidence, competition, and self-evaluation. The instrument was valid and reliable, with a Cronbach's Alpha value of 0.922. Descriptive analysis showed an overall mean achievement motivation score of 3.9667, categorized as high. Goal orientation obtained the highest mean score of 4.0667, while the desire to achieve success recorded the lowest mean of 3.8833. All indicators remained within the high category. These findings indicate that junior tennis athletes possess relatively consistent achievement motivation and provide a psychological basis for developing coaching practices that emphasize individual goals, appropriate challenges, constructive feedback, self-evaluation, and greater athlete involvement in the training process.

Keywords: Achievement Motivation, Junior Tennis Education, Junior Athletes, Athlete-Centered Coaching, Tennis.

1. BACKGROUND

High-performance sport development requires athletes to acquire physical, technical, tactical, and psychological competencies through a structured coaching and learning process. Within this process, psychological factors influence athletes' ability to maintain effort, respond to competitive pressure, and pursue performance targets consistently. Motivation represents one of the key psychological components supporting sustained participation in training and competition (Putranto & Putra, 2025). Achievement motivation specifically reflects an athlete's drive to attain success, improve personal competence, and reach higher standards of performance (Setyawan et al., 2026).

The role of achievement motivation becomes particularly important in junior sport because young athletes are simultaneously experiencing athletic, psychological, educational, and social development. Junior athletes must manage training requirements, competition schedules, academic responsibilities, and expectations arising from their surrounding environment. Research on Indonesian athletes indicates that achievement motivation may be associated with self-confidence, self-efficacy, goal setting, mental toughness, resilience,

parental support, peer support, and communication with coaches (Putranto & Putra, 2025). Family and coaching support also contribute to the motivational experiences and performance development of adolescent athletes (Rifqi, 2025).

Tennis presents a distinctive educational and coaching context because athletes compete individually and are required to make decisions independently during matches. Young tennis players must maintain concentration, regulate emotional responses, respond constructively to mistakes, and manage competitive pressure without continuous direct intervention from coaches. Psychological preparation and mental interventions consequently form an important part of developing young tennis athletes' readiness for competition (Bin et al., 2025). Variations in psychological profiles according to age, gender, and developmental characteristics further indicate that junior tennis coaching needs to recognize differences among individual athletes (Mourtzios, 2024).

Motivational characteristics may also differ according to the developmental and competitive level of young tennis players. Gigova (2025) found that intrinsic motivation was more dominant among adolescent tennis players with higher sport qualifications, whereas amotivation was more apparent among children participating at the school level. In the Yogyakarta competitive tennis context, Rismayanthi et al. (2023) reported high levels of achievement motivation among both male and female athletes, involving intrinsic and extrinsic motivational dimensions. These findings show that identifying athletes' motivational characteristics can provide meaningful information for organizing coaching experiences that correspond to their needs and stages of development.

Junior athletes' motivation is also shaped through interactions with parents, coaches, peers, and the broader sporting environment. Parental behavior and support can influence the development of young athletes' motivation, although support must be provided appropriately so that involvement does not develop into excessive pressure (Gao et al., 2024; Harwood & Knight, 2015). Coaches also contribute to the motivational climate experienced by athletes through their goals, communication, training demands, and approaches to athlete development (Aini et al., 2025). A coaching environment that considers athletes' psychological experiences can support motivation and well-being while allowing training challenges to remain appropriate to athletes' abilities (Alim, 2020).

This perspective is relevant to athlete-centered coaching because junior athletes cannot be treated solely as performers expected to achieve competitive results. Coaching also functions as an educational process in which athletes learn to establish goals, persist through difficulties, improve competence, develop confidence, respond to challenges, compete

constructively, and evaluate their own progress. These characteristics correspond with the eight achievement motivation indicators used in the present study: desire to achieve success, goal orientation, perseverance, liking challenges, improving skills, self-confidence, competition, and self-evaluation. Understanding the relative strength of these indicators can provide coaches with empirical information for adjusting training experiences to the psychological characteristics of junior athletes rather than relying only on standardized technical and physical programs.

Sleman Regency is one of the areas in the Special Region of Yogyakarta in which junior tennis athletes form an important part of the athlete development and regeneration process. Existing studies have addressed achievement motivation among competitive tennis athletes, psychological profiles of young tennis players, motivational differences according to sport qualification, and the contribution of the social environment to young athletes' psychological development. However, research specifically mapping the eight dimensions of achievement motivation among junior tennis athletes in Sleman Regency remains limited. The absence of such empirical mapping restricts the information available to coaches when considering motivational characteristics as part of the design and evaluation of junior tennis coaching practices.

This study examines the achievement motivation of junior tennis athletes in Sleman Regency through eight indicators covering the desire to achieve success, goal orientation, perseverance, liking challenges, improving skills, self-confidence, competition, and self-evaluation. The study retains a descriptive focus by identifying the level and pattern of achievement motivation demonstrated by the athletes rather than testing causal relationships between coaching practices and motivation. Its educational contribution lies in interpreting the motivational profile as empirical evidence that coaches can use when planning training objectives, challenges, feedback, athlete involvement, and opportunities for self-evaluation. In this way, the findings are expected to provide a psychological basis for developing more athlete-centered coaching practices in junior tennis while maintaining the existing empirical scope and measurement framework of the study.

2. THEORETICAL REVIEW

Achievement Motivation in Junior Tennis Education

Achievement motivation refers to an individual's drive to achieve success, improve competence, and attain particular standards of performance. In sport, achievement motivation supports athletes in maintaining effort, pursuing goals, and remaining engaged during training

and competition (Standage & Ryan, 2020). It is also associated with goal orientation, persistence, and the desire to achieve better performance outcomes (Lochbaum & Sisneros, 2024). For junior athletes, achievement motivation is particularly important because they are still undergoing physical, technical, psychological, and behavioral development through the sport training process.

Within junior tennis education, motivation influences how athletes participate in training, respond to difficulties, and develop confidence in their abilities. Strong motivation can support athletes' persistence, self-confidence, and continuous engagement in training and competition (Kouali et al., 2022; Lohbeck et al., 2022). The motivational development of young athletes is also influenced by the surrounding sporting environment, particularly support from coaches and parents (Gao et al., 2024). Achievement motivation can therefore be understood as an important psychological foundation in the educational and developmental process of junior athletes.

Tennis requires the integration of physical, technical, tactical, and psychological abilities. As an individual sport, tennis requires players to make decisions independently, maintain concentration, control emotions, and cope with competitive pressure during matches (Rismayanthi et al., 2023). Previous studies have also demonstrated the importance of achievement motivation and psychological characteristics among young and competitive tennis players (Mourtzios, 2024; Gigova, 2025). These characteristics indicate that understanding athletes' motivation is important for designing training experiences that correspond with the developmental needs of junior tennis players.

Achievement Motivation as a Basis for Athlete-Centered Coaching Practices

Athlete-centered coaching places athletes' developmental characteristics, psychological needs, learning processes, and individual differences at the center of coaching practice. In this study, athlete-centered coaching is not positioned as a separate variable but as a practical implication of the achievement motivation profile identified among junior tennis athletes. Understanding athletes' motivational characteristics can provide coaches with information for determining appropriate goals, challenges, feedback, competitive experiences, and opportunities for self-development. Accordingly, achievement motivation can serve as empirical evidence for developing coaching practices that are more responsive to individual athletes.

The achievement motivation profile in this study is measured through eight indicators: desire to achieve success, goal orientation, perseverance, liking challenges, improving skills, self-confidence, competition, and self-evaluation. These indicators represent different

psychological tendencies that can influence how athletes participate in training, pursue improvement, and respond to competitive situations. The same indicators used in the original research are retained to maintain consistency between the theoretical framework, research instrument, and empirical data. Their theoretical foundations are presented in Table 1.

Table 1. Indicators of Junior Tennis Athletes' Achievement Motivation Profile

No.	Indicator	Basic Theory	Item Statement
1	Desire to Achieve Success	Achievement motivation describes an athlete's drive to achieve standards of success and maximize abilities (Putranto & Putra, 2025).	X1, X2
2	Goal Orientation	Sports motivation relates to an individual's drive to achieve goals and maintain involvement in sports activities (Pereira et al., 2024).	X3, X4
3	Perseverance	Perseverance is one of the dimensions used in measuring the achievement motivation of Indonesian athletes (Haqiyah, 2025).	X5, X6
4	Love the Challenge	Achievement motivation is related to the tendency to face challenging situations and the drive to achieve success (Schröder & Knisel, 2024).	X7, X8
5	Improving Skills	Motivation in sport is related to the drive to develop competence and increase involvement in exercise (Pereira et al., 2024; Gigova, 2025).	X9, X10
6	Confidence	Self-confidence is one of the dimensions of achievement motivation used in research on Indonesian athletes (Haqiyah, 2025).	X11, X12
7	Competition	Achievement motivation is related to achievement orientation in competitive situations and efforts to achieve success (Lochbaum & Sisneros, 2024).	X13, X14
8	Self-Evaluation	Evaluation of abilities and experiences supports the process of self-development and improving athlete performance (Putranto & Putra, 2025).	X15, X16

(Source: Various Previous Research)

The desire to achieve success represents athletes' drive to reach desired performance standards and maximize their abilities (Putranto & Putra, 2025). Goal orientation reflects the direction of athletes' efforts toward predetermined training and performance objectives (Pereira et al., 2024). Perseverance reflects the ability to maintain effort despite difficulties and demands encountered throughout the training process (Haqiyah, 2025). Meanwhile, liking challenges represents athletes' willingness to engage with demanding situations and opportunities for achievement (Schröder & Knisel, 2024).

Improving skills represents athletes' motivation to develop competence and continuously enhance their involvement in training (Pereira et al., 2024; Gigova, 2025). Self-confidence reflects athletes' belief in their ability to respond to the demands of training and competition and forms one of the dimensions of achievement motivation identified in Indonesian athletes (Haqiyah, 2025). Competition reflects achievement orientation in situations where athletes attempt to reach higher performance standards (Lochbaum & Sisneros, 2024). Self-evaluation

involves assessing abilities and experiences to identify areas for further development and performance improvement (Putranto & Putra, 2025).

Taken together, these eight indicators provide a multidimensional description of achievement motivation among junior tennis athletes. From an athlete-centered coaching perspective, each indicator can provide practical information regarding athletes' psychological tendencies during training and competition. Goal orientation may inform the establishment of training targets, perseverance may indicate athletes' responses to demanding practice, self-confidence may guide appropriate reinforcement, and self-evaluation may support athletes' active involvement in monitoring their own development. Thus, the achievement motivation profile provides an empirical psychological basis for developing junior tennis coaching practices that remain performance-oriented while responding more closely to athletes' individual learning and developmental needs.

3. RESEARCH METHOD

This study employed a descriptive quantitative approach to examine the achievement motivation profile of junior tennis athletes as empirical evidence for developing athlete-centered coaching practices. The research population consisted of junior tennis athletes in Sleman Regency, with a total sample of 30 athletes selected using a total sampling technique, meaning that all members of the population who met the research criteria were included as respondents. Data were collected through a questionnaire consisting of 16 statement items representing eight achievement motivation indicators: desire to achieve success, goal orientation, perseverance, liking challenges, improving skills, self-confidence, competition, and self-evaluation. Each item was measured using a five-point Likert scale ranging from 1 to 5. The instrument structure and respondent characteristics were retained from the original research design so that the empirical data remained unchanged.

The quality of the research instrument was examined through validity and reliability testing. Item validity was assessed using the Corrected Item-Total Correlation, with items considered valid when the coefficient exceeded 0.30, while reliability was evaluated using Cronbach's Alpha. Data analysis was performed using IBM SPSS Statistics through descriptive statistical procedures, including minimum, maximum, mean, and standard deviation values. The mean score of each achievement motivation indicator and the overall achievement motivation score were subsequently interpreted using predetermined score intervals to identify the motivational tendencies of junior tennis athletes. The resulting profile was then interpreted in relation to junior tennis education and athlete-centered coaching practices, particularly as

information that coaches may use to understand athletes' motivational characteristics and adjust training goals, challenges, feedback, and opportunities for self-evaluation without treating athlete-centered coaching as an additional measured variable.

4. RESULT AND DISCUSSION

Instrument Validity and Reliability

The achievement motivation instrument consisted of 16 statement items representing eight indicators and was administered to 30 junior tennis athletes. Item validity was examined using Corrected Item-Total Correlation, with a coefficient greater than 0.30 used as the criterion for determining item validity (Hair Jr et al., 2021). The validity results are presented in Table 2.

Table 2. Results of Instrument Validity Test

Question Items	Corrected Item-Total Correlation	Decision
1	0.650	Valid
2	0.620	Valid
3	0.578	Valid
4	0.789	Valid
5	0.603	Valid
6	0.572	Valid
7	0.733	Valid
8	0.664	Valid
9	0.577	Valid
10	0.597	Valid
11	0.739	Valid
12	0.615	Valid
13	0.682	Valid
14	0.616	Valid
15	0.533	Valid
16	0.459	Valid

(Source: SPSS Research Processing, 2026)

As shown in Table 2, all 16 statement items obtained Corrected Item-Total Correlation coefficients ranging from 0.459 to 0.789. Every coefficient exceeded the minimum criterion of 0.30, indicating that all items were valid and could be retained in the achievement motivation instrument. These findings show that each item demonstrated an adequate relationship with the overall achievement motivation construct measured in this study.

Instrument reliability was subsequently examined using Cronbach's Alpha to determine the internal consistency of the 16 questionnaire items. A Cronbach's Alpha coefficient of 0.70 or above was used as the criterion for acceptable reliability (Hair et al., 2025). The reliability analysis is presented in Table 3.

Table 3. Results of the Reliability Test of the Achievement Motivation Instrument

Variable	Number of Items	Cronbach's Alpha	Criteria	Decision
Achievement Motivation	16	0.922	≥ 0.70	Reliable

(Source: SPSS Research Processing, 2026)

The Cronbach's Alpha value of 0.922 exceeded the required threshold of 0.70, indicating very good internal consistency among the questionnaire items. Combined with the validity results, this finding confirms that the instrument met the measurement requirements for identifying the achievement motivation characteristics of junior tennis athletes in Sleman Regency. The instrument can therefore be used to describe athletes' motivational tendencies across the eight predetermined indicators.

Descriptive Results of Junior Tennis Athletes' Achievement Motivation

Descriptive analysis was conducted to identify the achievement motivation profile of 30 junior tennis athletes based on eight indicators. The analysis included minimum, maximum, mean, and standard deviation values. Mean scores were interpreted using five score intervals to determine the level of achievement motivation demonstrated by the athletes. This categorization provides a descriptive interpretation of respondents' score tendencies (Akbar et al., 2024).

Table 4. Interval Categories

Mean Interval	Category
1.00–1.80	Very Low
1.81–2.60	Low
2.61–3.40	Moderate
3.41–4.20	High
4.21–5.00	Very High

(Source: Research Processing, 2026)

Based on these intervals, the descriptive statistics for each achievement motivation indicator are presented in Table 5.

Table 5. Descriptive Statistics Results of Achievement Motivation

Variables / Indicators	N	Minimum	Maximum	Mean	Standard Deviation	Category
Indicator 1	30	2.50	5.00	3.8833	0.61143	High
Indicator 2	30	3.00	5.00	4.0667	0.66609	High
Indicator 3	30	2.50	5.00	4.0167	0.68837	High
Indicator 4	30	3.00	5.00	3.9833	0.62261	High
Indicator 5	30	2.50	5.00	3.9667	0.64237	High
Indicator 6	30	3.00	5.00	3.9667	0.57135	High
Indicator 7	30	3.00	5.00	3.9167	0.65763	High
Indicator 8	30	3.00	5.00	3.9333	0.61214	High
Achievement Motivation	30	2.88	4.81	3.9667	0.50395	High

(Source: SPSS Research Processing, 2026)

Table 5 shows that the overall achievement motivation score was 3.9667 with a standard deviation of 0.50395, placing junior tennis athletes in the high category. All eight indicators were also classified as high, with mean scores ranging from 3.8833 to 4.0667. Goal orientation

recorded the highest mean score at 4.0667, while the desire to achieve success recorded the lowest mean score at 3.8833. The relatively narrow range between the highest and lowest means indicates that achievement motivation was distributed relatively consistently across the eight measured dimensions.

Achievement Motivation and Athlete-Centered Coaching Practices

The overall mean of 3.9667 indicates that junior tennis athletes in Sleman Regency possess a high level of achievement motivation. This condition suggests that the athletes generally demonstrate strong tendencies to pursue goals, maintain effort, develop abilities, respond to competitive demands, and evaluate their own progress. Achievement motivation is important because it directs athletes' effort toward performance goals and supports their willingness to improve their abilities (Lochbaum & Sisneros, 2024). From an educational coaching perspective, this motivational profile provides useful information for coaches when determining the kinds of learning experiences, training goals, challenges, and feedback that can be provided to junior athletes.

The desire to achieve success obtained a mean score of 3.8833 and remained within the high category, although it represented the lowest score among the eight indicators. This result indicates that athletes generally possess a positive drive to achieve success in tennis, but the relative position of this indicator suggests that the intensity of achievement aspirations may differ among individual athletes. Such differences may be associated with personal targets, competitive experience, and previous achievement experiences (Setyawan et al., 2026). In athlete-centered coaching, this finding can be used as a basis for encouraging coaches to understand individual definitions of success and to establish realistic performance targets together with athletes rather than relying exclusively on uniform competitive expectations.

Goal orientation achieved the highest mean score of 4.0667. The result indicates that junior tennis athletes have relatively clear directions and objectives during training and competition. Goal orientation can help athletes concentrate their effort on specific achievement standards and continuous improvement (Lochbaum & Sisneros, 2024). This strength is particularly relevant to athlete-centered coaching because clear goal orientation can be developed through greater athlete involvement in establishing short-term and long-term training objectives. Coaches may use athletes' relatively strong goal orientation to promote active participation in planning development targets while maintaining appropriate technical and performance expectations.

Perseverance obtained a mean score of 4.0167, placing it in the high category. This finding indicates that athletes are generally capable of maintaining effort when facing training

demands and difficulties. Consistent and repetitive tennis training can contribute to the development of perseverance among athletes (Umami & Ratna, 2021). For junior tennis education, perseverance is valuable because the process of developing technical competence frequently requires repeated practice, correction, and adaptation. Athlete-centered coaching can support this tendency by providing developmentally appropriate challenges and recognizing individual progress rather than evaluating athletes only through immediate competitive outcomes.

The liking-challenges indicator achieved a mean score of 3.9833 and was categorized as high. This finding suggests that athletes are relatively willing to face demanding training activities and competitive situations. A coaching environment that provides challenges appropriate to athletes' abilities can contribute to maintaining motivation (Alim, 2020). Accordingly, the result supports the importance of adjusting the difficulty of training tasks to athletes' developmental levels. Within an athlete-centered approach, challenges should stimulate improvement while remaining sufficiently attainable to prevent excessive pressure and disengagement.

The improving-skills indicator obtained a mean score of 3.9667, demonstrating that junior athletes possess a strong tendency to develop their abilities. This characteristic is especially relevant because junior athletes remain within a developmental stage in which technical, physical, tactical, and psychological competencies continue to be formed (Alim, 2020). A focus on mastering skills can also encourage continued learning and performance improvement (Umami & Ratna, 2021). In athlete-centered coaching practices, this motivational tendency can be supported by emphasizing individual progress, providing specific feedback, and creating opportunities for athletes to recognize improvements in their own competence rather than focusing solely on winning and losing.

Self-confidence also obtained a mean score of 3.9667 and was categorized as high. This indicates that athletes generally possess positive confidence in their capacity to meet training and competitive demands. Self-confidence may develop through training experience, successful task completion, competitive exposure, and support from the sporting environment (Rifqi, 2025). Coaches can therefore contribute to maintaining this psychological strength by providing constructive feedback, achievable challenges, and opportunities for athletes to experience competence. Such practices are compatible with athlete-centered coaching because they recognize individual development and encourage athletes to become more confident participants in their own learning process.

Competition achieved a mean score of 3.9167, which also falls within the high category. This finding indicates that junior athletes demonstrate a positive motivational tendency when facing competitive situations. Competition is an essential component of sport and can encourage athletes to improve their performance (Kouali et al., 2022). However, competition becomes more constructive when it is directed toward improving personal competence and achieving higher standards rather than merely comparing results with other athletes (Standage & Ryan, 2020). In junior tennis education, coaches can therefore use competition as a developmental experience by emphasizing personal improvement, tactical learning, and reflection alongside match outcomes.

Self-evaluation obtained a mean score of 3.9333 and was categorized as high. The result suggests that athletes tend to evaluate their own progress and achievements. Self-evaluation can help athletes recognize strengths and weaknesses and identify aspects requiring improvement during the coaching process (Putranto & Putra, 2025). This indicator has particular relevance for athlete-centered coaching because athlete involvement in reflection and evaluation can increase their active role in the training process. Coaches can provide opportunities for junior athletes to discuss training experiences, identify areas for improvement, and evaluate progress toward personally meaningful goals.

Overall, the eight indicators recorded high and relatively consistent mean scores ranging from 3.8833 to 4.0667. Goal orientation emerged as the strongest indicator, whereas the desire to achieve success recorded the lowest mean, with a difference of only 0.1834 between the two indicators. This pattern demonstrates that the motivational profile of junior tennis athletes is relatively balanced across the dimensions examined in the study. The findings therefore provide a useful psychological profile that can inform coaches about how athletes approach goals, challenges, skill development, confidence, competition, and self-reflection.

The findings should not be interpreted as evidence that athlete-centered coaching directly causes high achievement motivation because the present study did not measure coaching practices or test causal relationships. Instead, the achievement motivation profile provides empirical evidence that can be used to support the development of coaching practices that are more responsive to athletes' psychological characteristics. Coaches may use information from the eight indicators to differentiate goals, adjust training challenges, provide individualized feedback, encourage self-evaluation, and involve athletes more actively in their development process. In this sense, achievement motivation serves as an educational and psychological foundation for developing athlete-centered coaching practices in junior tennis while preserving the descriptive scope of the present study.

5. CONCLUSIONS AND RECOMMENDATIONS

The study shows that junior tennis athletes in Sleman Regency have a high level of achievement motivation, with an overall mean score of 3.9667 and relatively consistent results across all eight measured indicators. Goal orientation recorded the highest mean score of 4.0667, followed by perseverance at 4.0167, while the desire to achieve success obtained the lowest mean score of 3.8833, although it remained within the high category. The findings indicate that the athletes generally demonstrate strong goal orientation, perseverance, willingness to face challenges, motivation to improve skills, self-confidence, positive competitive attitudes, and self-evaluation. These motivational characteristics provide useful empirical evidence for junior tennis education because they can serve as a psychological basis for developing athlete-centered coaching practices that consider athletes' individual goals, developmental needs, learning processes, and active involvement in training.

Coaches and junior tennis development programs are recommended to use athletes' achievement motivation profiles as part of the planning and evaluation of coaching practices. Training should provide clear and individualized goals, developmentally appropriate challenges, constructive feedback, opportunities for self-evaluation, and greater athlete involvement in monitoring personal progress so that the coaching process becomes more athlete-centered. Particular attention may be given to strengthening the desire to achieve success because this indicator obtained the lowest mean score among the eight dimensions, while the strong goal orientation of athletes can be utilized to support more structured and participatory goal-setting practices. Future research may also examine athlete-centered coaching practices directly and test their relationship with achievement motivation, psychological development, and performance among junior tennis athletes.

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