

Skills Acquisition and Student Motivation in Badminton Training Towards Enhanced Sports Educational Program

Qi Yang*, Rosalie Meriales

Graduate School, Adamson University, CO 1000, Philippines

* Corresponding author: Qi Yang (Email: 363986441@qq.com)

Abstract: The study examined skills acquisition and learner motivation in badminton training to improve sports educational programs. It addressed respondent profiles, skill integration levels, motivation factors, significant differences, and relationships between skills integration and motivation, culminating in a proposed program to enhance both areas. The study employed a quantitative research design and used the descriptive correlational research and utilized 377 respondents who are enrolled in badminton classes in three selected Chinese universities. The study found that senior, female students from Hunan Normal University dominated the sample, with skill integration from badminton training rated as moderate, indicating room for improvement. Significant differences in skill integration and motivation were noted based on school attended, but not by age or sex, suggesting that institutional factors play a key role. A weak positive correlation between skill integration and motivation suggests other factors may also influence student motivation.

Keywords: Skills Acquisition; Student Motivation; Badminton Training; Enhanced Sports Educational Program.

1. Introduction

Badminton is a popular sport that requires a combination of physical fitness, technical skills, and strategic thinking that can be enjoyed by people of all ages and skill levels. Badminton is an ideal choice for inclusion in sports educational programs because of its contribution to physical and mental aspects of students. However, in order to effectively teach and increase appreciation of badminton, it is important to understand the key components of the sport itself including the skills required for success or the student progress along with the process of skill acquisition and the factors that motivate them to learn and continue to improve. The present study analyzed and evaluate the skills that have already been learned or acquired by the respondents from participating in the badminton initiatives integrated in the sports education program.

The researcher believes that badminton training initiatives have benefits on the students' academic journey. However, the researcher observed that when students engage in the process of acquiring new skills, they often encounter various challenges that can impact their learning journey. There are issues on skills acquisition arising in badminton as regards to the feeling of uncertainty about the value and usefulness of the new skill being learned from the training initiatives. The uncertainty is because of the availability of other sports that the students may prefer making it a challenge to the teachers to promote the badminton. Students may question if the time and effort invested in badminton training initiatives will pay off in the long run, leading to doubts about motivation and commitment to the learning process. The researcher also observed that another common difficulty is the perception of slow progress or a lack of noticeable improvement on the skills acquisition because of the expectation of immediate results that can lead to frustration when progress seems slow. Furthermore, students may be afraid of making mistakes, looking foolish, or disappointing themselves or others

because they are confused beforehand in choosing badminton as their sport which can hinder their willingness to take risks and try new things. The researcher also experienced that the students' perception of skill acquisition can be influenced by factors such as the amount of time dedicated to learning a skill and progression through different stages of skill development. It is also evident that the expectations of immediate success can be detrimental to skill acquisition because students are in a hurry to learn wherein badminton requires a gradual process which needs embracing commitment, patience and persistence, contrary to the desire for instant outcome. Hence, the researcher as a badminton teacher acknowledges the need of conducting this study since students face various obstacles when acquiring new skills, ranging from doubts about progress and fear of failure to challenges related to perception, time constraints, and resource limitations. Measuring the levels of integration and motivation provides foundational basis for enhancing educational program.

2. Statement of the Problem

The researcher explored the skills acquisition and learner motivation in badminton training towards enhancing sports educational program.

Specifically, it sought to answer the following questions;

(1) What is the profile of the respondents as to;

- 1) Age;
- 2) Sex; and
- 3) School affiliation?

(2) What is the level of integration of the skills acquired from the badminton training initiatives into the sports education;

- 1) Right Balance in Practice;
- 2) Focus on Quality of Practice;
- 3) Creating Practice Condition;
- 4) Considering Individual Differences; and
- 5) Facilitating Learning during Practice?

(3) Is there a significant difference on the level of

integration of the skills acquired when profile variables are taken as to test factors?

(4) What is the level of motivation of the respondents as a result of the integration of the skills acquired from badminton training initiatives into the sports education;

- 1) Visibility;
- 2) Priority; and
- 3) Autonomy?

(5) Is there significant difference on the level of motivation of the respondents as a result of the integration of the skills acquired from badminton training initiatives into the sports education when profile variables are used as test factor?

(6) Is there a significant relationship between level of integration of the skills acquired from the badminton training initiatives into the sports education and level of motivation as a result of the integration of the skills acquired?

(7) Based on the results of the study, what sports educational program can be designed to appreciate and enhanced skills acquisition and student motivation?

3. Hypotheses

The following hypotheses were tested at .05 Level of Significance:

Ho1: There is no significant difference on the level of integration of the skills acquired from the badminton training initiatives when profile variables are used as the test factors

Ho2: There is no significant difference on the level of motivation of the respondents as a result of the integration of the skills acquired from badminton training initiatives into the sports education when profile variables are used as test factor

Ho3: There is no significant relationship in the level of integration of the skills acquired from the badminton training and level of motivation of the respondents as a result of the integration of the skills acquired from badminton training.

4. Scope and Delimitation of Study

This study aims to explore the relationship between skills acquisition and learner motivation in badminton training within the context of sports educational programs, focusing specifically on Chinese schools. The study encompasses an examination of the profile of respondents in terms of age, sex, and respondent classification, as well as an analysis of the skills acquired from badminton training initiatives implemented in Chinese schools, including aspects such as practice balance, quality, conditions, individual differences consideration, and facilitation of learning. Moreover, it also tests the significant difference on the skills acquired from badminton training initiatives integrated in the sports education among Chinese schools when profile variables are considered. Additionally, the study assesses student motivation that influence of the badminton training initiatives, with a focus on visibility, priority, and autonomy. It also tests the significant relationship between skills acquisition and student motivation in consideration with the badminton training initiatives. Furthermore, the results of the study will serve as basis for the formulation of a sports educational program to appreciate and enhanced skills acquisition and student motivation.

However, certain limitations should be noted. The study's findings may be context-specific to Chinese schools and may not be generalizable to other cultural or educational settings without further research. Additionally, the study relies on self-reported data from respondents, which may be subject to

biases or inaccuracies. This study may also be limited by time and resource constraints, potentially impacting the comprehensiveness of the data collected or the depth of analysis conducted. Furthermore, while efforts will be made to control for extraneous variables, the complex interplay of factors influencing skills acquisition and motivation in badminton training may introduce confounding variables that cannot be fully accounted for. Despite these limitations, the study aims to provide valuable insights into the relationship between skills acquisition, motivation, and sports educational programs, with implications for program design and implementation.

5. Research Design

The study employed a quantitative research design and used the descriptive correlational research, which aims to provide an answer to the question "How are things related?" It comprises the gathering of information through surveys or observational methods in order to examine the connections between various variables. A descriptive correlational study, according to Mustieles (2020), is one in which the researcher's main goal is to describe connections between variables without attempting to establish a causal relationship. On the other hand, Quantitative research uses standardized and methodical procedures to gather data, such as surveys, experiments, and observations with predetermined variables. Frequently, information is gathered from a sizable and representative sample. According to Question Pro (2023), Analyzing and collecting numerical data in order to find patterns, compute averages, assess correlations, and extract general conclusions are all part of quantitative research. It is applied in many disciplines, such as the social and scientific sciences. Generally, the researcher employed Quantitative method of research and descriptive correlational research design to achieve the goals the present study.

6. RESULTS AND DISCUSSION

1) Profile of the Respondents³

Table 1 presents the profile of the respondents as to age, sex and school.

As to Age. It is observed that majority of the respondents who plays badminton are 20-23 years old with 77.7% which most belongs to Senior Students while the least are 18 years old and below with 22.3%. This means that most of the respondents who plays badminton or badminton athletes are in their senior years. According to Pan et al., (2022), by the time students reach their senior years in college, they have generally reached a level of physical maturity that allows them to handle the rigorous demands of sports like badminton. Their bodies have had more time to develop muscle strength, stamina, and overall coordination, which are key elements in playing badminton. However, 18 years and below belonged to freshmen and sophomores. Freshmen and sophomores are often in the early stages of adjusting to college life. They may be focusing on adapting to new academic demands, making new friends, and navigating an unfamiliar environment, leaving less time or energy for extracurricular activities like sports. (Cabello, 2022)

As to Sex. Majority of the respondents are female with 50.7% while male only has 49.3%. This means that most of the respondents are females. Badminton is a low-impact sport that is less likely to result in injury compared to high-contact sports like basketball or football. This aspect may make it

more attractive to females who prioritize physical activity for fitness and well-being rather than intense physical competition. (Cabello-Manrique et al., 2022). However, males prefer intense sports than women rather than playing badminton. (Fernandez-Fernandez et al., 2023).

Table 1. Profile of the Respondents

AGE	FREQUENCY	PERCENTAGE
18 and below	84	22.3
20-23	293	77.7
Total	377	100.0
SEX	FREQUENCY	PERCENTAGE
Male	186	49.3
Female	191	50.7
Total	377	100.0
SCHOOL	FREQUENCY	PERCENTAGE
Hunan Normal University	162	43.0
Hunan University of Technology	153	40.6
Hunan Sports Vocational College	62	16.4
Total	377	100.0

As to School. It is noted that majority of the respondents who participated in the study are from Hunan Normal University with 43% while the least are from Human Sports Vocational College with 16.4%. Among the three schools, Hunan Normal University has the most population which has 2860 students enrolled in badminton class which allows more students to participate more. As affirmed by Perkmann et al., (2021), the bigger the population of the school, the more students who can participate in studies.

2) Assessment of the Level of Integration of the Skills Acquired from the Badminton Training Initiatives into the Sports Education

Table 2 indicates the assessment of the level of intergration of the skills acquired from the badminton training initiatives into the sports education as to right balance in practice. All indicators are interpreted to "Moderately Acquired/Moderate Level" with composite mean of 3.35, with a standard deviation of 0.44. Among the indicators, the highest mean (3.46) SD (1.18) pertains to "Coaches/Teachers maintaining a balanced approach between skill development and competition preparation throughout their athletes' training programs", while the lowest mean (3.25) SD (1.19) is attributed to "Strategies incorporating recovery periods into training sessions contributes to maintaining a right balance in practice." Both indicators fall within the "Moderately Acquired" interpretation.

Table 2. Assessment of the Level of Integration of the Skills Acquired from the Badminton Training Initiatives into the Sports Education as to Right Balance in Practice

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Various technical, tactical, physical, mental, and social aspects to ensure an optimal balance in badminton practice.	3.27	1.21	Moderately Acquired / Moderate Level	6
2. Coaches/Teachers maintaining a balanced approach between skill development and competition preparation throughout their athletes' training programs.	3.46	1.18	Moderately Acquired / Moderate Level	1
3. Ideal distribution of time dedicated to different components (e.g., technique, strategy, fitness) in order to achieve a well-balanced badminton practice session.	3.32	1.22	Moderately Acquired / Moderate Level	5
4. Strategies incorporating recovery periods into training sessions contributes to maintaining a right balance in practice.	3.25	1.19	Moderately Acquired / Moderate Level	7
5. Coaches/Teachers adapting their training plans to accommodate individual differences while still ensuring that all students receive adequate attention to key areas of performance.	3.43	1.19	Moderately Acquired / Moderate Level	2
6. Coaches/Teachers prioritize developing versatile students who possess a range of skills rather than specialists with limited abilities outside their area of expertise.	3.37	1.22	Moderately Acquired / Moderate Level	3
7. Coaches/Teachers effectively manage the progression from drills to game situations without compromising the overall balance of their training program.	3.36	1.20	Moderately Acquired / Moderate Level	4
Composite Mean	3.35	0.44	Moderately Acquired / Moderate Level	

LEGEND: HIGHLY ACQUIRED/VERY HIGH LEVEL (=4.51-5.0); ACQUIRED/HIGH LEVEL (=3.51-4.50); MODERATELY ACQUIRED/MODERATE LEVEL (=2.51-3.50); SLIGHTLY ACQUIRED/LOW LEVEL (=1.51-2.50); NOT ACQUIRED/ VERY LOW LEVEL (=1.0-1.50).

This means that coaches are moderately effective in providing athletes with a training structure that supports both

the acquisition of technical skills (e.g., correct techniques, footwork, and shot precision) and the mental and physical preparation necessary for competition. However, the "moderately acquired/moderate level" rating implies that while coaches are doing a good job, there is still room for improvement. This finding aligns with research suggesting that a well-rounded training approach, blending tactical and technical development, is essential for optimal athletic growth (Crespo et al., 2024).

On the other hand, the lowest-ranked indicator, focusing on recovery strategies, reflects an area that may be underemphasized. The low ranking of this indicator implies that coaches incorporate recovery periods but may be focusing more on active training components—like skill development, drills, and competitive preparation—without giving equal weight to recovery periods. Coaches could be prioritizing time spent on technical skills, strategy, or even fitness conditioning at the expense of adequate rest. When recovery is sidelined, athletes' bodies are not given the chance to repair the micro-damage caused by training, leading to cumulative fatigue over time. This not only limits performance but also hinders long-term athletic development. Recovery is crucial in avoiding overtraining and ensuring that athletes maintain peak performance (Doherty et al., 2021).

This implies that coaches should integrate more structured recovery periods to balance physical exertion with adequate rest.

Data reveals that while coaches appear to be moderately successful in balancing skill development with competition preparation, greater emphasis should be placed on recovery strategies within training programs. This gap presents an opportunity for enhancing training methods to support player longevity and performance. Coaches could adopt more holistic approaches that not only focus on competitive success but also prioritize athlete well-being and recovery, leading to sustained performance and reduced injury risk.

Table 3 provides the assessment of the level of intergration of the skills acquired from the badminton training initiatives into the sports education as to focus on quality of practice. All indicators are interpreted to "Moderately Acquired/Moderate Level" with composite mean of 3.37, with a standard deviation of 0.45. The highest mean score (3.50) SD (1.19) is associated with "Coaches/Teachers fostering a culture of continuous learning and improvement within their teams, thereby encouraging better quality practice.", while the lowest mean score (3.22) SD (1.21) pertains to "Strategies focusing on quality over quantity improve the effectiveness of badminton training initiatives."

Table 3. Assessment of the Level of Integration of the Skills Acquired from the Badminton Training Initiatives into the Sports Education as to Focus on Quality of Practice

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Strategies focusing on quality over quantity improve the effectiveness of badminton training initiatives.	3.22	1.21	Moderately Acquired / Moderate Level	7
2. Coaches/Teachers designing tasks and activities that promote high levels of concentration and focus among their athletes during practice.	3.37	1.19	Moderately Acquired / Moderate Level	3
3. Technology (such as video analysis tools) help enhance the quality of badminton practices through providing immediate feedback and identifying areas for improvement.	3.44	1.16	Moderately Acquired / Moderate Level	2
4. Coaching/teaching cues contribute to improving the quality of practice in badminton.	3.36	1.23	Moderately Acquired / Moderate Level	4.5
5. Self-reflection and goal setting in promoting higher quality practice environments in badminton.	3.32	1.25	Moderately Acquired / Moderate Level	6
6. Coaches/Teachers monitoring and evaluating the quality of practice in order to make informed decisions regarding future training interventions.	3.36	1.19	Moderately Acquired / Moderate Level	4.5
7. Coaches/Teachers fostering a culture of continuous learning and improvement within their teams, thereby encouraging better quality practice.	3.50	1.19	Moderately Acquired / Moderate Level	1
Composite Mean	3.37	0.45	Moderately Acquired / Moderate Level	

LEGEND: HIGHLY ACQUIRED/VERY HIGH LEVEL (=4.51-5.0); ACQUIRED/HIGH LEVEL (=3.51-4.50); MODERATELY ACQUIRED/MODERATE LEVEL (=2.51-3.50); SLIGHTLY ACQUIRED/LOW LEVEL (=1.51-2.50); NOT ACQUIRED/ VERY LOW LEVEL (=1.0-1.50).

Data reveals that coaches and teachers are somewhat successful in creating an environment that promotes continuous learning and improvement. This means that there is some level of encouragement and support for ongoing development, but it may not be fully integrated or consistent across all aspects of the training program. Moreover, for coaches and teachers to cultivate such a culture, they must

actively encourage athletes to engage in self-assessment and goal setting. This means providing constructive feedback, celebrating progress, and helping athletes set realistic and challenging goals. When athletes are supported in their learning journey, they are more likely to stay motivated and committed to their training (Grace et al., 2019). Continuous learning fosters adaptability and resilience, which are crucial

for long-term athletic success. Conversely, the lowest-ranked indicator indicates that there may be a need for greater emphasis on balancing quality and quantity in training. This indicates that while there is an awareness of the importance of quality, there may still be a significant emphasis on the quantity of training. Coaches might be balancing both aspects but not fully optimizing one over the other and needs to place significant emphasis on balancing quality and quantity in training to optimize athlete performance and development. The focus on quality over quantity ensures that each practice session is maximally effective, promoting better skill acquisition and performance (William et al., 2023). If training is overly focused on volume rather than effectiveness, athletes may not achieve optimal skill development, leading to diminished training outcomes.

While there is moderate acquisition of skills for continuous improvement, attention should be directed towards enhancing the quality of training practices that can be accomplished by addressing the balance between quantity and quality. Coaches

might benefit from incorporating strategies that prioritize the effectiveness of training sessions rather than merely increasing their volume. Implementing focused training methods that emphasize quality, combined with a culture of continuous improvement, can enhance overall training outcomes and athlete performance.

Table 4 displays the assessment of the level of intergration of the skills acquired from the badminton training initiatives into the sports education as to creating practice conditions. All indicators are interpreted to “Moderately Acquired/Moderate Level” with composite mean of 3.37, with a standard deviation of 0.43. The highest-ranked indicator is “Peer instruction and collaboration techniques to facilitate teamwork and communication during badminton practice sessions,” with a mean of 3.45 and a standard deviation of 1.23. Conversely, the lowest-ranked indicator is “Creating realistic match play scenarios during practice sessions in order to prepare athletes for competitive settings,” with a mean of 3.25 and a standard deviation of 1.21.

Table 4. Assessment of the Level of Integration of the Skills Acquired from the Badminton Training Initiatives into the Sports Education as to Creating Practice Conditions

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Coaches/Teachers manipulating environmental factors such as lighting, temperature, and noise level to optimize the conditions for effective badminton practice.	3.36	1.18	Moderately Acquired / Moderate Level	4
2. Creating realistic match play scenarios during practice sessions in order to prepare athletes for competitive settings.	3.25	1.21	Moderately Acquired / Moderate Level	7
3. Coaches/Teachers incorporating variability into their training programs to challenge students and prevent stagnation in their development.	3.34	1.21	Moderately Acquired / Moderate Level	5
4. Coaches/Teachers utilizing small-sided games and other forms of gamification to increase motivation and engagement during badminton practice sessions.	3.44	1.15	Moderately Acquired / Moderate Level	2
5. Coaches/Teachers adjusting practice conditions according to the age, experience, and ability level of their athletes in order to maximize learning outcomes.	3.42	1.25	Moderately Acquired / Moderate Level	3
6. Peer instruction and collaboration techniques to facilitate teamwork and communication during badminton practice sessions.	3.45	1.23	Moderately Acquired / Moderate Level	1
7. Coaches/Teachers integrating mental skills training into their practice routines in order to develop resilience and emotional intelligence among the students.	3.33	1.20	Moderately Acquired / Moderate Level	6
Composite Mean	3.37	0.43	Moderately Acquired / Moderate Level	

LEGEND: HIGHLY ACQUIRED/VERY HIGH LEVEL (=4.51-5.0); ACQUIRED/HIGH LEVEL (=3.51-4.50); MODERATELY ACQUIRED/MODERATE LEVEL (=2.51-3.50); SLIGHTLY ACQUIRED/LOW LEVEL (=1.51-2.50); NOT ACQUIRED/ VERY LOW LEVEL (=1.0-1.50).

This implies that coaches and teachers are somewhat successful in incorporating peer instruction and collaboration techniques into their badminton training. Meanwhile, while that while these methods are used, they may not be fully integrated or consistently applied across all practice sessions. Athletes might occasionally engage in peer feedback or collaborative drills, but this might not be a regular or systematically applied aspect of training. This approach aligns with research indicating that collaborative learning can enhance athletes' interpersonal skills and overall performance (Renstrom et al., 2024). Peer instruction fosters a supportive

environment where athletes can learn from each other, which can be particularly beneficial in team sports like badminton. On the other hand, the moderate emphasis on creating realistic match play scenarios indicates a potential area for improvement. At a moderate level, the effectiveness of these scenarios in preparing athletes for actual competition may be limited. Athletes might experience some benefits from these simulations, but they may not fully reflect the pressures or dynamics of real matches. Realistic match play scenarios are crucial for improving athletes' adaptability and performance under competition conditions. However, the moderate rating

indicates that the full potential of these scenarios is not being fully incorporated. Research shows that practice conditions closely mirroring competition settings improve athletes' readiness and performance under stress (Marquardt et al., 2024). Coaches should consider increasing the frequency and realism of match simulations to better prepare athletes for competitive situations.

The moderate levels of acquisition for the various indicators implies that while there is a reasonable implementation of strategies, there are opportunities for further improvement. Emphasizing peer instruction and collaboration is beneficial and should continue to be a focus, as it supports teamwork and communication. However, greater attention should be given to creating realistic match play scenarios to enhance athletes' competitive readiness. Coaches should aim to refine their approach by integrating more realistic practice conditions and maintaining a strong emphasis on collaborative learning to improve overall training effectiveness and athlete preparedness.

7. Conclusion

Based on the summary of findings, the following conclusions are created:

1) The majority of respondents are senior students, female, and from Hunan Normal University. The predominance of senior students could indicate a higher level of experience and understanding of the training programs, which may affect their perceptions and evaluations. Similarly, the fact that most respondents are female and from a single university implies that the findings may reflect particular gender or institutional biases.

2) Respondents assessed the level of integration of skills acquired from badminton training into sports education as moderately acquired, with moderate levels in various areas such as right balance in practice, focus on quality of practice, and creating practice conditions. The moderate assessment means that while some skills are being integrated into sports education, there is room for improvement. This implies that the badminton training programs might not fully address all aspects of skill development or their application within educational contexts. To enhance the effectiveness of these programs, there may be a need to refine the training approaches to better integrate skills into practical applications.

3) No significant differences were found in the level of skill integration based on age and sex, but there were significant differences based on the school attended. The lack of significant differences by age and sex indicates that these demographic factors do not strongly influence the integration of skills from badminton training. However, the significant differences based on the school indicates that institutional factors, such as the quality of training facilities, program implementation, or institutional support, play a crucial role.

4) Respondents agreed that their motivation was highly influenced by the visibility, priority, and autonomy provided by badminton training initiatives.

5) The level of agreement indicates that visibility, priority, and autonomy are key factors driving student motivation. This underscores the importance of ensuring that badminton training programs are prominently featured and prioritized within the sports education curriculum. Providing students with autonomy in their training can further enhance their motivation and engagement.

6) No significant differences were found in motivation levels based on age and sex, but there were significant

differences based on the school attended. Similar to skill integration, the significant differences in motivation by school highlight that institutional factors are influential. This implies that the effectiveness of training programs and their impact on motivation may vary significantly between institutions. Schools with higher levels of support, better facilities, or more effective training programs are likely to see higher levels of student motivation.

7) A weak positive correlation was found between the level of integration of skills acquired from badminton training and the level of motivation resulting from this integration. This indicates that while there is a slight relationship between skill integration and motivation, it is not strong. This means that other factors beyond skill integration are likely influencing student motivation. Institutions may need to explore additional factors that impact motivation, such as intrinsic interests, social influences, or external rewards, to better understand and enhance student engagement in badminton training.

8. RECOMMENDATIONS

Based on the conclusions, the following recommendations are formulated:

1) Enhance the diversity by including a broader range of students from different academic levels, genders, and institutions in future research. The inclusion of diverse student demographics will provide a more comprehensive understanding of how various factors influence the effectiveness of badminton training programs. Research teams should collaborate with multiple institutions and actively seek participants from different year levels and both genders to ensure a representative sample. This approach will yield more generalized findings and ensure that the results are applicable across a wider spectrum of the student population.

2) Improve the integration of skills acquired from badminton training into sports education by refining training approaches to address identified gaps. Program developers and educators should assess current training methods and identify areas where skills application could be enhanced. Implement targeted improvements in practice conditions, quality of practice, and balance in training. Incorporating feedback from students and trainers can help tailor the training programs to better meet educational needs and improve the overall effectiveness of skill integration.

3) Standardize and enhance training practices across different schools to address significant differences in skill integration. Educational administrators and sports program coordinators should evaluate and align the quality of training facilities, program implementation, and institutional support. By establishing best practices and ensuring consistency in training programs, institutions can provide equitable learning experiences. Collaborative efforts among schools to share resources and successful training strategies will help elevate the quality of badminton training and ensure uniform skill integration.

4) Prioritize and increase the visibility of badminton training programs within the sports education curriculum, and offer students greater autonomy in their training. Program directors and educators should actively promote the training programs and ensure they are well-integrated into the curriculum. Allow students to have a say in their training schedules and methods to enhance their motivation. By fostering an environment where visibility, priority, and autonomy are emphasized, schools can better engage students

and support their intrinsic motivation to participate in badminton training.

5) Investigate and address the factors contributing to significant differences in student motivation across schools. School administrators should assess and enhance their support systems, facilities, and program effectiveness. Providing additional resources, professional development for trainers, and creating supportive environments can help improve motivation levels. Schools should also share successful strategies and practices to create a more consistent motivational experience for students participating in badminton training.

Examine and address other factors that may influence student motivation beyond skill integration. Researchers and program developers should conduct further studies to identify additional variables, such as intrinsic interests, social influences, and external rewards, that impact motivation. Integrate findings into program design to create a more engaging and supportive environment. By exploring and addressing these additional motivational factors, institutions can better understand and enhance student engagement in badminton training programs.

Design and implement a sports educational program that not only enhances skill acquisition but also increases student motivation. Program developers and educational planners should focus on creating a curriculum that incorporates advanced training techniques, personalized skill development plans, and motivational strategies. Include elements such as regular feedback, recognition of achievements, and opportunities for student input to make the program more engaging. Collaboration with sports psychologists and educators can help integrate motivational theories and practices into the curriculum. By adopting a holistic approach that balances skill development with motivational support, the program will better meet students' needs and foster a more effective and motivating learning environment.

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