



Original article. Parental support and achievement motivation: the mediating role of training satisfaction among tennis athletes. Vol. 12, n.º 4; p. 1-20, August 2026. <https://doi.org/10.55040/7nwhvy09>

## Parental support and achievement motivation: the mediating role of training satisfaction among tennis athletes

### Apoyo parental y motivación para el logro: El papel mediador de la satisfacción con el entrenamiento entre los tenistas

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## Abstract

This study empirically analyzed the relationship between parental support and achievement motivation, and explored the mediating role of training satisfaction among tennis athletes. This study employed a quantitative approach with a descriptive-correlational design. The population consisted of field tennis athletes participating in open tennis tournaments from December 2024 to March 2025. A total sample of 155 athletes was obtained, aged 15-23 years, with 6-10 years of training experience and 5-8 years of athletic experience. Data analysis was conducted using SmartPLS. Validity and reliability tests for each item in the constructs showed outer loading values and Cronbach's alpha coefficients above 0.7. The research model demonstrated good fit with an SRMR value of 0.032 ( $< 0.10$  or  $< 0.08$ ). Path coefficient results indicated the following: 1) Parental Support  $\rightarrow$  Achievement Motivation  $0.042 < 0.05$  ( $t = 2.037$ ); 2) Parental Support  $\rightarrow$  Training Satisfaction  $0.001 < 0.05$  ( $t = 3.382$ ); 3) Training Satisfaction  $\rightarrow$  Achievement Motivation  $0.000 < 0.05$  ( $t = 3.159$ ); and 4) Parental Support  $\rightarrow$  Achievement Motivation through Training Satisfaction  $0.001 < 0.05$  ( $t = 3.197$ ). Training satisfaction serves as a mediating variable through which parental support indirectly influences achievement motivation by enhancing tennis athletes' satisfaction with their training. Thus, parental support not only directly stimulates athletes' drive for excellence but also operates through a crucial pathway involving positive and fulfilling training experiences. Future studies may adopt mixed-method approaches and include additional moderator or mediator variables to develop a more comprehensive model.

**Keywords:** athlete performance, athlete support, sports psychology, tennis

## Resumen

Este estudio analizó empíricamente la relación entre el apoyo parental y la motivación de logro, y exploró el papel mediador de la satisfacción con el entrenamiento entre tenistas. Se empleó un enfoque cuantitativo con un diseño descriptivo-correlacional. La población estuvo conformada por tenistas de campo que participaron en torneos abiertos entre diciembre de 2024 y marzo de 2025. Se obtuvo una muestra total de 155 atletas, con edades comprendidas entre los 15 y los 23 años, con entre 6 y 10 años de experiencia en entrenamiento y entre 5 y 8 años de experiencia deportiva. El análisis de datos se realizó mediante SmartPLS. Las pruebas de validez y fiabilidad para cada ítem de los constructos mostraron valores de carga externa y coeficientes alfa de Cronbach superiores a 0,7. El modelo de investigación demostró un buen ajuste con un valor SRMR de 0,032 ( $< 0,10$  o  $< 0,08$ ). Los resultados de los coeficientes de ruta indicaron lo siguiente: 1) Apoyo Parental  $\rightarrow$  Motivación de Logro  $0,042 < 0,05$  ( $t = 2,037$ ); 2) Apoyo parental  $\rightarrow$  Satisfacción con el entrenamiento  $0,001 < 0,05$  ( $t = 3,382$ ); 3) Satisfacción con el entrenamiento  $\rightarrow$  Motivación de logro  $0,000 < 0,05$  ( $t = 3,159$ ); y 4) Apoyo parental  $\rightarrow$  Motivación de logro a través de la satisfacción con el entrenamiento  $0,001 < 0,05$  ( $t = 3,197$ ). La satisfacción con el entrenamiento actúa como variable mediadora mediante la cual el apoyo parental influye indirectamente en la motivación de logro al aumentar la satisfacción de los tenistas con su entrenamiento. Por lo tanto, el apoyo parental no solo estimula directamente la búsqueda de la excelencia de los atletas, sino que también opera a través de una vía crucial que involucra experiencias de entrenamiento positivas y satisfactorias. Futuros estudios podrían adoptar enfoques de métodos mixtos e incluir



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variables moderadoras o mediadoras adicionales para desarrollar un modelo más completo.

**Palabras clave:** rendimiento del atleta, apoyo al atleta, psicología deportiva, tenis

## Introduction

Achievement motivation plays a crucial role as a primary driving force that enables athletes to reach peak performance and attain success. It can be defined as a strong internal or external drive within individuals to excel in challenging tasks and overcome obstacles in pursuit of predetermined goals (Wibowo et al., 2024; Prabowo et al., 2025). In tennis, athletes are consistently exposed to high-pressure environments, intense competition, and demanding physical and mental challenges (Syahriadi et al., 2024; Mulya et al., 2025). Therefore, a high level of achievement motivation becomes fundamental. This motivation influences not only the effort athletes invest in training and competition but also their resilience in facing defeat, their ability to recover from failure, and their long-term commitment to self-development (Rismayanthi et al., 2023; Wijayanti et al., 2024).

An athlete's achievement motivation does not arise spontaneously, rather, it is shaped by a complex interplay of factors originating both from within the individual and from the surrounding environment. These factors include personality traits, personal goals, past experiences, and the social support received (Rodrigues et al., 2024). Among these various influences, parental support is often regarded as one of the most fundamental and impactful elements (Imtihansyah et al., 2024). The role of parents as supporters, encouragers, and facilitators is especially vital for young athletes who are in the early stages of developing their sports careers (Mandan et al., 2024). Consistent parental support helps establish a strong psychological foundation, enabling athletes to navigate challenges and fostering the confidence necessary to pursue high-level achievements (Burke et al., 2023).

Parental support exerts a significant positive influence on achievement motivation. Parents who provide emotional, instrumental, informational, and appraisal support actively create an environment conducive to athlete development (Mandan et al., 2024). Emotional support, such as encouragement and acknowledgment, can enhance

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athletes' motivation and performance (Delfin et al., 2024). Instrumental support, including fulfilling training needs, transportation, and equipment, directly reduces practical barriers athletes may encounter (Vargas et al., 2022). For tennis athletes, who often face rigorous training demands and early exposure to competitive pressures, parental support becomes particularly essential. Parents act not only as logistical managers but also as sources of emotional stability, assisting athletes in managing stress, pressure, and expectations, factors that are critical in sustaining achievement motivation throughout a long and demanding athletic career (Hellborg, 2024).

However, there is an emerging perspective suggesting that the influence of parental support on achievement motivation may not always be direct. Evidence indicates that before achievement motivation increases significantly as a result of parental support, athletes may first experience an improvement in training satisfaction (Nugroho et al., 2021; Imtihansyah et al., 2024). Training satisfaction refers to athletes' positive evaluations of their training experiences and environment (Prabowo, 2024). When parents provide effective support, athletes are more likely to feel comfortable, valued, and supported within the training environment, which subsequently enhances their satisfaction with the training process. This satisfaction then acts as a catalyst, strengthening athletes' commitment and enriching their positive experiences during practice (Martín-Talavera et al., 2024). Although parental support and achievement motivation have been widely studied separately, in-depth investigations into the mediating role of training satisfaction within this relationship remain relatively limited.

Therefore, this study aims to empirically analyze the relationship between parental support and achievement motivation and to explore the mediating role of training satisfaction among tennis athletes. The findings of this study are expected to contribute significantly to the body of knowledge in sports science, particularly sports psychology, and to be suitable for publication in leading academic journals. Furthermore, the results may serve as practical guidance for stakeholders in creating optimal environments for athlete development, ensuring that athletes not only receive strong support but also enjoy their training experiences, ultimately fostering their pursuit of the highest levels of achievement.



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## Methods

### *Research Design*

This study employed a quantitative, non-experimental correlational survey design with sequential data collection to examine the relationships among parental support, training satisfaction, and achievement motivation among competitive tennis athletes. The quantitative approach was selected to test the hypotheses regarding the relationships among variables through precise statistical measurements, while the correlational survey design enabled the identification of relationship patterns and the strength of associations between parental support, training satisfaction, and achievement motivation among tennis athletes. Data were collected sequentially from athletes participating in open tennis tournaments held between December 2024 and March 2025. Therefore, this study did not aim to establish causal effects, but rather to examine direct and indirect statistical associations among the variables.

Ethical approval for this study was obtained from Universitas Negeri Yogyakarta (B/1543/UN34.16/PT.01.04/2025). The research process, from the initial phase to completion, was conducted from December 2024 to March 2025. Before data collection, the researchers explained the purpose of the study, the procedures, the voluntary nature of participation, confidentiality of responses, and the right of participants to withdraw from the study at any time. All respondents provided informed consent before completing the questionnaire. For athletes under 18 years of age, participation was conducted after obtaining permission from parents or legal guardians and assent from the athletes themselves.

This research consisted of four stages. The first stage involved preliminary field observations and problem identification to confirm the relevance of parental support, training satisfaction, and achievement motivation in the real context of competitive tennis athletes. The second stage was a literature review based on scientific publications and reference books, aiming to analyze the factors influencing the problem, formulate problem-solving strategies, develop hypotheses, and construct the data-collection instruments. The third stage involved data collection through the distribution of questionnaires to eligible tennis athletes who met the predetermined inclusion criteria. Questionnaires were administered during the tournament period without interfering with



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the athletes' training or competition preparation. The fourth stage involved data analysis and the reporting of research findings, culminating in the publication of a scientific article.

### *Population and Sample*

The population of this study comprised competitive tennis athletes who participated in open tennis tournaments from December 2024 to March 2025. The participants were recruited during several open tennis tournaments held within the data-collection period. The tournaments involved athletes who were actively registered as competitors and had regular training and competition experience. Sample selection was carried out using total sampling based on the athletes participating in the competition. This sampling technique was used because all athletes who met the eligibility criteria during the tournament period were invited to participate in the study.

The inclusion criteria required athletes to be confirmed participants in the matches and willing to take part as respondents. In addition, the athletes had to be active tennis athletes, aged 15–23 years, have at least six years of training experience, and have previous competitive experience in tennis tournaments. For athletes under 18 years of age, participation was permitted after obtaining approval from parents or legal guardians and assent from the athletes. The exclusion criteria included athletes who failed to return the questionnaire or submitted duplicate responses. Questionnaires with incomplete responses were also excluded from the final analysis.

A total of 155 athletes met the eligibility criteria. They were aged 15-23 years, had 6-10 years of training experience, and 5-8 years of experience as competitive athletes. All participants were competitive tennis athletes who were actively involved in structured training and had experience participating in official or open tennis competitions. Data collection was conducted without interfering with athletes' training schedules or competition preparation.

### *Instrument*

The development of the research instrument was completed during the second stage of this study. The instrument consisted of a questionnaire adapted from previous research and modified to align with the issues identified in the field. The questionnaire was organized into three main constructs: parental support, achievement motivation, and training satisfaction. To maintain conciseness in the manuscript, the instrument



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description focuses on the dimensions of each construct rather than presenting all statement items. The questionnaire used a 1-5 Likert scale: 1 = “strongly disagree,” 2 = “disagree,” 3 = “moderate,” 4 = “agree,” and 5 = “strongly agree.” The questionnaire was distributed one day before the athletes began competing to avoid interfering with their preparation during the tournament.

The parental support variable consists of four dimensions: emotional support, instrumental support, informational support, and reward support. Emotional support refers to encouragement, attention, and psychological reinforcement provided by parents. Instrumental support refers to tangible assistance, such as transportation, equipment, and financial support for training or competition. Informational support refers to advice, guidance, or information that helps athletes make decisions related to their sport participation. Reward support refers to appreciation, recognition, or positive feedback given by parents regarding athletes' efforts and achievements. These dimensions have been applied in studies analyzing elite athletes in Indonesia across various sports, including football, basketball, volleyball, athletics, swimming, boxing, tennis, pencak silat, gymnastics, and archery (Imtihansyah et al., 2024; Prabowo & Nevitaningrum, 2026). The same four dimensions have also been used to examine wheelchair athletes in Indonesia (Mandan et al., 2024).

The achievement motivation variable was adapted from the work of Rismayanthi et al., (2023), consisting of the following dimensions: Approach Success (MSO), Avoidance Failure (MFO), Approach Success in Competition (MSC), Approach Success in Training (MST), Avoidance Failure in Competition (MFC), and Avoidance Failure in Training (MFT). These dimensions represent athletes' motivational tendencies to pursue success and avoid failure in both training and competition contexts. These six dimensions have been previously adapted to analyze achievement motivation in tennis athletes. They have also been used to assess motivational levels among kurash athletes in Indonesia (Abdhi et al., 2024; Prayoga et al., 2024; Juita et al., 2024).

The training satisfaction variable was adopted from the questionnaire developed by Prabowo (2024), which consists of four dimensions: Quality of Training, Mental and Emotional Health, Competitive Performance, and Competitive Experience. Quality of Training refers to athletes' perceptions of the structure, content, and usefulness of training

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sessions. Mental and Emotional Health refers to athletes' perceived psychological comfort and emotional condition during the training process. Competitive Performance refers to athletes' satisfaction with the extent to which training supports their performance in competition. Competitive Experience refers to athletes' perceptions of the value and meaning of their training and competition experiences. These four dimensions have been utilized to analyze anxiety, resilience, and coping among athletes from various sports in China (Yu et al., 2024). The questionnaire dimensions have also been used to assess service quality among athletes in a swimming club (Pahlavi et al., 2025).

### *Statistical Analysis*

Data analysis for this study was conducted using SmartPLS 3.2.9, with reporting procedures guided by the recommendations of Hair et al., (2019). SmartPLS was used because this study examined relationships among latent variables and tested the mediating role of training satisfaction in the relationship between parental support and achievement motivation. The first phase of analysis used the PLS Algorithm menu to evaluate the validity and reliability of each item in the constructs. The measurement model was assessed using outer loading values, the Fornell-Larcker criterion, Cronbach's alpha, rho\_A, composite reliability, and average variance extracted (AVE). Establishing validity and reliability is essential prior to conducting coefficient analysis. In addition, the model fit indices were reported to determine the extent to which the proposed research model was appropriate. Model fit was evaluated using SRMR, NFI, and rms Theta. However, the interpretation of model fit was conducted cautiously because not all fit indices may fully meet the recommended threshold values.

The second phase employed the Bootstrapping menu, which provided results for analyzing the coefficient values among the variables included in this study. The structural model was evaluated based on path coefficients, standard deviation, t-statistics, and p-values for both direct and indirect relationships. A relationship was considered statistically significant when the p-value was less than 0.05. The mediating role of training satisfaction was examined through the specific indirect effect of parental support on achievement motivation through training satisfaction.

Original article. Parental support and achievement motivation: the mediating role of training satisfaction among tennis athletes. Vol. 12, n.º 4; p. 1-20, August 2026. <https://doi.org/10.55040/7nwhvy09>

## Results

The results of this study are presented in two main parts. The first part reports the assessment of the measurement model, including indicator validity, discriminant validity, and construct reliability. The second part presents the evaluation of model fit and the structural relationships among parental support, training satisfaction, and achievement motivation. The first stage was conducted using the PLS Algorithm menu, as presented in Figure 1. Figure 1 also displays the outer loading values for each construct.

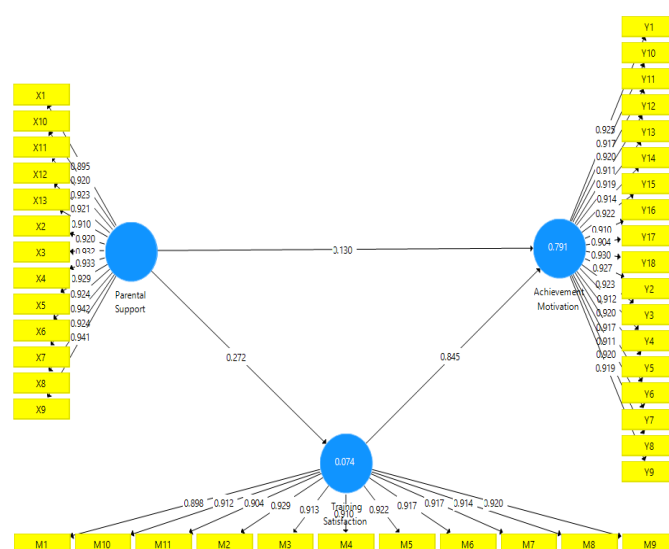


Figure 1. Results of the PLS Algorithm

Based on Figure 1, the outer loading values for all constructs exceeded 0.70, indicating adequate correlations among the indicators within each construct. These findings indicate that all indicators met the recommended threshold for indicator reliability and were therefore retained in the measurement model. The construct validity test is further presented in Table 1.

Table 1. Validity Results Based on the Fornell-Larcker Criterion

|                                   | Achievement<br>Motivation | Parental<br>Support | Training<br>Satisfaction |
|-----------------------------------|---------------------------|---------------------|--------------------------|
| <b>Achievement<br/>Motivation</b> | 0.918                     |                     |                          |
| <b>Parental Support</b>           | 0.360                     | 0.924               |                          |
| <b>Training Satisfaction</b>      | 0.380                     | 0.272               | 0.914                    |

The Fornell-Larcker results in Table 1 show that the square root of each construct's AVE is higher than its correlations with other latent variables, indicating



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satisfactory discriminant validity. This means that each construct in the model had stronger associations with its own indicators than with other constructs, supporting the distinctiveness of achievement motivation, parental support, and training satisfaction as separate latent variables. Reliability testing was then conducted using Cronbach's alpha. Table 2 presents the reliability outcomes for all indicators.

Table 2. Reliability Results Based on Cronbach's Alpha

|                               | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|-------------------------------|------------------|-------|-----------------------|----------------------------------|
| <b>Achievement Motivation</b> | 0.989            | 0.989 | 0.990                 | 0.842                            |
| <b>Parental Support</b>       | 0.986            | 0.988 | 0.987                 | 0.854                            |
| <b>Training Satisfaction</b>  | 0.980            | 0.980 | 0.982                 | 0.836                            |

Table 2 indicates that all latent variables (Achievement Motivation, Parental Support, and Training Satisfaction) have Cronbach's alpha values greater than 0.70, demonstrating strong internal consistency among the indicators. In addition, the rho\_A and composite reliability values for all constructs were above the recommended threshold of 0.70, while the AVE values exceeded 0.50. These results indicate that the constructs met the criteria for internal consistency reliability and convergent validity.

After confirming the validity and reliability of the constructs, the next step was to evaluate the model fit. Model fit is established when SRMR (Standardized Root Mean Square Residual) < 0.10 or < 0.08; NFI (Normed Fit Index) > 0.90; and RMS Theta < 0.102. Table 3 presents the model fit results.

Table 3. Model Fit Results

|                   | Saturated Model | Estimated Model |
|-------------------|-----------------|-----------------|
| <b>SRMR</b>       | 0.032           | 0.032           |
| <b>d_ULS</b>      | 0.904           | 0.904           |
| <b>d_G</b>        | 2.015           | 2.015           |
| <b>Chi-Square</b> | 1417.991        | 1417.991        |
| <b>NFI</b>        | 0.871           | 0.871           |
| <b>rms Theta</b>  | 0.114           |                 |

Based on Table 3, the SRMR value of 0.032 meets the model fit criterion (< 0.10 or < 0.08). However, the NFI value of 0.871 is below 0.90, and the rms Theta value of 0.114 exceeds the threshold of < 0.102. Therefore, although the SRMR value indicates an acceptable level of model fit, the overall model fit should be interpreted cautiously

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because not all fit indices fully met the recommended criteria (García-Machado et al., 2023). The second stage of reporting involved analyzing the relationships among the latent variables. These results were obtained through the Bootstrapping menu, as shown in Figure 2.

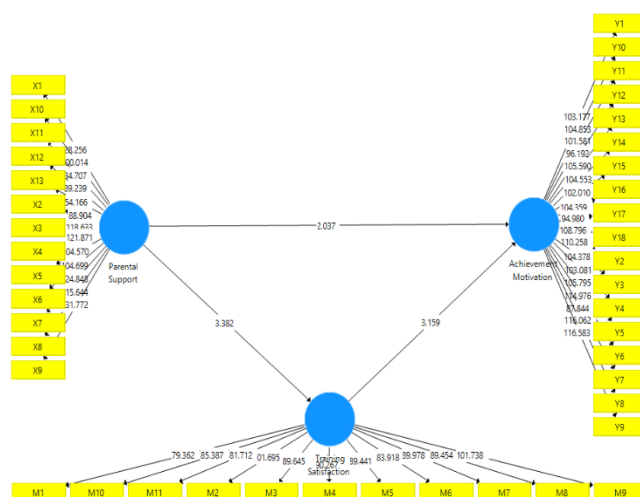


Figure 2. Bootstrapping Analysis Results

The decision rule for assessing both direct and indirect relationships was  $p$  value  $< 0.05$  (significance level = 5%). The bootstrapping analysis was used to examine the significance of the direct paths among the variables and the indirect path through training satisfaction as the mediating variable. Table 4 presents the bootstrapping outcomes.

Table 4. Path Coefficient Results for Each Variable

|                                                                     | Original<br>Sample (O) | Sample<br>Mean (M) | Standard<br>Deviation<br>(STDEV) | T Statistics<br>( O/STDEV ) | P Values |
|---------------------------------------------------------------------|------------------------|--------------------|----------------------------------|-----------------------------|----------|
| Parental Support -> Achievement Motivation                          | 0.130                  | 0.128              | 0.064                            | 2.037                       | 0.042    |
| Parental Support -> Training Satisfaction                           | 0.272                  | 0.272              | 0.080                            | 3.382                       | 0.001    |
| Training Satisfaction -> Achievement Motivation                     | 0.845                  | 0.847              | 0.064                            | 3.159                       | 0.000    |
| Parental Support -> Training Satisfaction -> Achievement Motivation | 0.230                  | 0.231              | 0.072                            | 3.197                       | 0.001    |

Based on Table 4, it can be seen that: 1) Parental Support  $\rightarrow$  Achievement Motivation:  $p = 0.042 < 0.05$  ( $t = 2.037$ ), indicating a significant direct relationship; 2) Parental Support  $\rightarrow$  Training Satisfaction:  $p = 0.001 < 0.05$  ( $t = 3.382$ ), indicating a significant direct relationship; 3) Training Satisfaction  $\rightarrow$  Achievement Motivation:  $p = 0.000 < 0.05$  ( $t = 3.159$ ), indicating a significant direct relationship; and 4) Parental

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Support → Achievement Motivation through Training Satisfaction:  $p = 0.001 < 0.05$  ( $t = 3.197$ ), indicating a significant indirect relationship, confirming the mediating role of Training Satisfaction.

Overall, the results indicate that parental support was significantly associated with both achievement motivation and training satisfaction. Training satisfaction was also significantly associated with achievement motivation and statistically mediated the relationship between parental support and achievement motivation. These findings suggest that athletes who perceive stronger parental support tend to report higher training satisfaction, which in turn is associated with stronger achievement motivation.

## Discussion

The findings of this study indicate that parental support has a positive and significant relationship with achievement motivation, both directly ( $p = 0.042$ ) and indirectly through increased training satisfaction ( $p = 0.001$ ). Furthermore, parental support also shows a significant direct association with training satisfaction ( $p = 0.001$ ), while training satisfaction itself is significantly related to achievement motivation ( $p = 0.000$ ). These results align with theoretical frameworks emphasizing the importance of the social environment in shaping athletes' motivation and satisfaction.

Parental support, which includes emotional, instrumental, informational, and autonomy-related aspects, has long been recognized as a vital factor that encourages athletes to excel (Silva et al., 2022; Krommidas et al., 2022; Burke et al., 2024). When parents are actively involved and provide positive reinforcement, athletes tend to feel more valued, confident, and internally driven to achieve their goals. In the context of tennis, a sport that requires high levels of dedication and often entails substantial financial and time commitments, parental financial and logistical support directly facilitates athletes' participation in training and competitions. Additionally, emotional encouragement from parents helps athletes cope with competitive pressure and disappointment, maintain enthusiasm, and build the mental resilience needed to pursue excellence (Dohme et al., 2021). Previous research has also demonstrated that parental involvement in sports is positively correlated with children's athletic performance (Kovács et al., 2024).



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Parental support is also significantly associated with training satisfaction, reinforcing the notion that family-driven interventions can shape athletes' experiences in training environments. Prior evidence supports that parental support, such as fostering effective communication with coaches or ensuring access to adequate facilities, indirectly enhances athletes' positive training experiences (Imtihansyah et al., 2024; Svensson et al., 2024). When athletes perceive that their parents support their choices and commitment to sport, they tend to approach training with a more positive attitude and feel more satisfied with the overall process. The fact that athletes' perceptions of parental involvement can guide their athletic development, even when they perceive directive parental control, has been highlighted in previous work (Silva et al., 2022). In the context of this study, positively interpreted parental support likely contributes to higher training satisfaction, in contrast to perceptions of excessive control, which may trigger dissatisfaction.

The relationship between training satisfaction and achievement motivation underscores the central role of training experiences in fostering athletes' aspirations. Athletes who are satisfied with their training, including the quality of coaching, interactions with teammates, and structure of the training program, tend to exhibit higher achievement motivation (González-García et al., 2024). Such satisfaction creates a supportive environment for growth, in which athletes feel both challenged and encouraged, motivating them to invest additional effort and time to enhance their skills (Pahlavi et al., 2025). Other studies have shown positive associations among coaching leadership styles, athletic motivation, and athlete satisfaction, emphasizing that a positive training climate, of which satisfaction is a key component, is essential for nurturing motivation (Sumarsono et al., 2023). Similarly, another study found that positive coach-athlete relationships fully mediated the relationship between democratic leadership and athletes' motivation and satisfaction (Jin et al., 2022). These findings suggest that satisfaction with training, shaped by various factors, including parental support and coach interactions, is a critical prerequisite for fostering achievement motivation.

This study also confirms the mediating role of training satisfaction in the relationship between parental support and achievement motivation. This indicates that parental support not only directly influences athletes' drive to excel but also operates



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through another important pathway: enhancing athletes' satisfaction with their training experiences (Lim & Ong, 2024; Kim et al., 2025). Effective parental support creates conditions in which athletes feel happier and more comfortable during training, and this satisfaction subsequently becomes a strong catalyst for heightened achievement motivation. Empirical evidence also shows that parental support indirectly affects various psychosocial behaviors through intrinsic motivation (Krommidas et al., 2022). Although their study focused on intrinsic motivation rather than training satisfaction as a mediator, the underlying concept remains similar: an intermediary variable plays a role in this relationship. It highlights the complex pathways through which external support is translated into internal motivation for achievement.

A deeper analysis reveals that the findings of Rismayanthi et al., (2023), which reported no significant differences in achievement motivation between male and female tennis athletes, present an interesting point for discussion. Although the present study does not specifically examine gender differences, the significance of parental support and training satisfaction identified here may be relevant for both genders. Previous research also found no significant gender differences in competence-need satisfaction among elite junior tennis athletes, a key component of motivation (Guinoubi et al., 2023). It suggests that fundamental motivational mechanisms, including the roles of parental support and training satisfaction, may operate universally across genders, even though their manifestations and intensities may vary.

The practical implications of this study are considerable for coaches, parents, and sports federations. Coaches need to recognize that parental support can significantly influence athletes' satisfaction with training sessions and, consequently, their achievement motivation. Thus, establishing effective communication with parents and encouraging constructive parental involvement may serve as effective strategies. For parents, this study reinforces that their support extends beyond simple physical presence; it involves creating an environment that fosters satisfaction and motivation. The study by Dohme et al., (2021) suggests that formal education for parents may be necessary to promote positive involvement in their children's athletic development.

This study has several limitations. The use of self-report questionnaires restricts the ability to draw stronger conclusions. The generalizability of the findings is also



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limited by the characteristics of the study sample, which may not fully represent the broader population of tennis athletes with different levels of experience or competitive contexts. Furthermore, the study may not capture the full complexity of athletes' psychological dynamics or other relevant external factors, such as coaching leadership styles or basic psychological needs. Future studies should expand the scope and depth of understanding regarding the psychological dynamics of tennis athletes. Employing mixed-methods designs with more in-depth qualitative analyses could capture nuances in athletes' subjective experiences, while incorporating additional moderators or mediators may help build a more comprehensive model of the factors influencing motivation and training satisfaction among tennis athletes.

## Conclusion

This study concludes that parental support has a significant direct relationship with athletes' achievement motivation and training satisfaction. Furthermore, training satisfaction is also found to have a significant association with achievement motivation. A key finding of this study is the mediating role of training satisfaction, wherein parental support indirectly influences achievement motivation through athletes' enhanced satisfaction with the training they undergo. This suggests that parental support not only directly triggers athletes' drive for excellence but also operates through an important pathway involving positive and fulfilling training experiences. The primary contribution of this study lies in providing a more comprehensive understanding of the psychological mechanisms underlying athlete motivation, emphasizing that satisfaction in training serves as an essential bridge between external support from parents and athletes' internal aspirations to excel. The practical implications highlight the importance of collaboration between parents and coaches in creating a supportive and satisfying environment for athletes, which ultimately enhances achievement motivation. Nevertheless, this study has limitations, such as its cross-sectional nature and the limited generalizability of its specific sample, opening avenues for future longitudinal and mixed-method research to provide deeper and more comprehensive insights.



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