



# MOTIVATION IN SPORT

BY: IMANI TAYLOR, CEDRIC GRIFFIN, & ALEAH WILLIAMS

JULY 23, 2023

HHPS 584

# INTRODUCTION

- We're looking at approaches that will help more athletes gain the benefits of sports involvement, but we need to learn more about what factors affect enjoyment as well as perceived skill in sports. Understanding the social connections that develop during sport participation represents a less-frequently studied path.
- The main aim of this study is to investigate the links between various sport-related goal orientations, enjoyment, self-perceptions, and intrinsic motivation in participants utilizing multiple information.





# MOTIVATION

Motivation is considered personality factors, social variables, and /or cognitions that come into play when a person undertakes a task, enter into a competition, or attempts to attain some standard of excellence.

To be the best athlete you can be, you must be motivated to do everything it takes to reach your potential and achieve your goals.

# WHAT MOTIVATES AN ATHLETE???



Motivation is the mental process that originates, supports, or leads an athlete's conduct (training, competitive approach, overcoming adversity, and performance).

For instance, you might worry about developing your skills or about outdoing other athletes when you engage in sports. Furthermore, you might decide to play a sport because you like it or because your parents make you.



# 2 MAJOR APPROACHES TO MOTIVATION

Attribution  
Theory

Need for  
Achievement



# HISTORY OF ATTRIBUTION

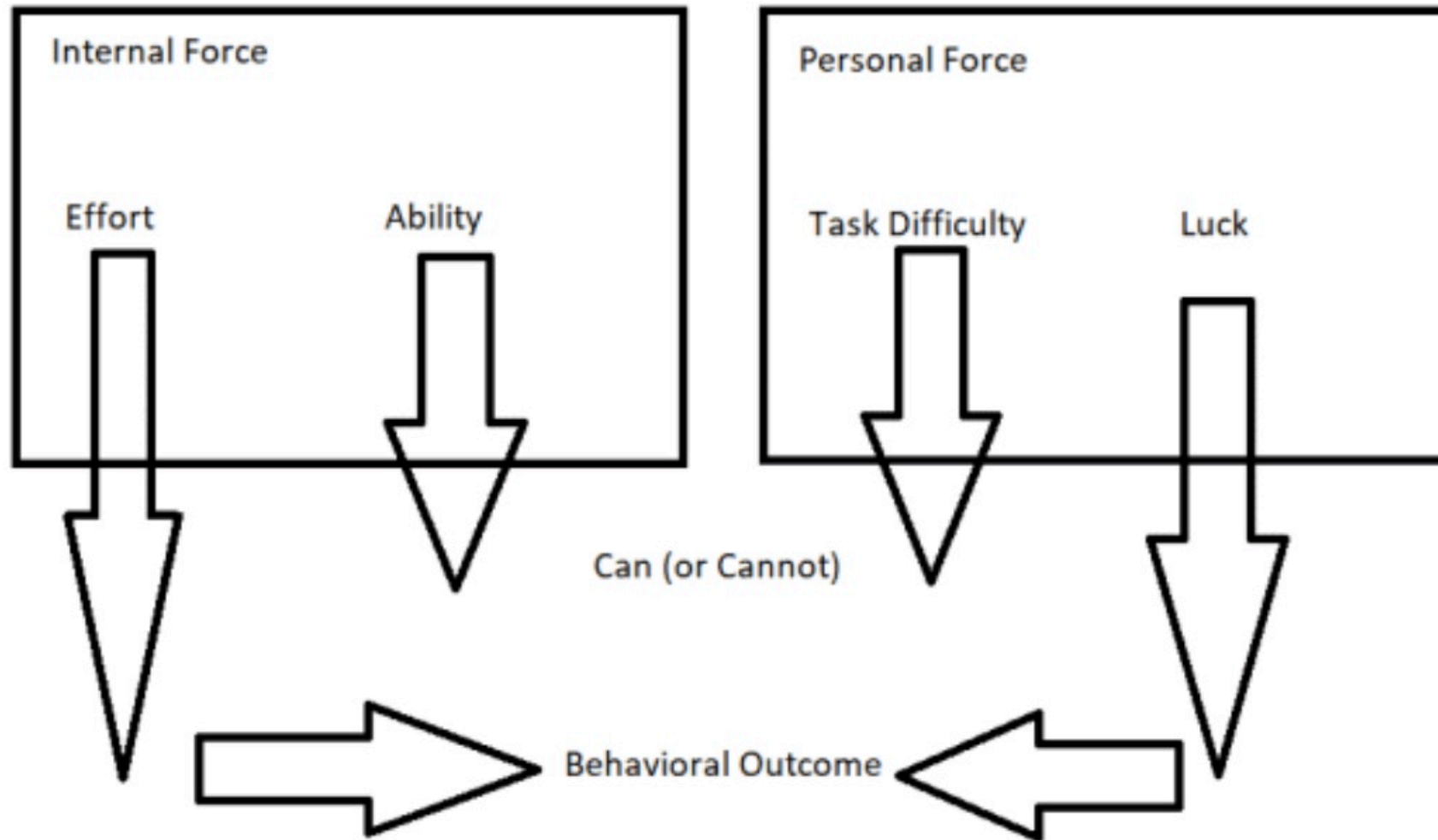
Analytic psychologist Fritz Heider introduced attribution into the field of psychology in the early 20th century.

Heider developed the attribution theory of motivation in 1958, and it has since been built upon by numerous others

He did, however, define two types of attribution that are still strongly debated in the field of attribution theory today: Attribution based on disposition vs situation.



## Heiders Model of Causal Attributions



	Internal	External
Stable	<b>Ability</b> <i>I have the talent.</i>	<b>Task Difficulty</b> <i>This is hard.</i>
Unstable	<b>Effort</b> <i>I worked hard.</i>	<b>Luck</b> <i>I just got lucky.</i>

Locus of Causality	
	Internal      External
Stable	<div>Ability</div> <div>Coaching</div>
Unstable	<div>           Effort            Unstable ability            Behavioural factors            Practice         </div> <div>           Luck            Task difficulty            Teamwork            Officials         </div>



# PRINCIPLES

- **Attribution is a three stage process:**
  1. behavior is observed
  2. behavior is determined to be deliberate
  3. behavior is attributed to internal or external causes.
- **Achievement can be attributed to**
  1. effort
  2. ability
  3. level of task difficulty
  4. luck
- **Causal dimensions of behavior are**
  1. locus of control
  2. stability
  3. controllability.



# TWO TYPES OF ATTRIBUTIONS

## DISPOSITIONAL

- Dispositional attribution means identifying the cause of an action to something inside oneself, such as a person's attitude, personality, emotions, assessments, capacities, motives, or beliefs.

## SITUATIONAL

- Situational attribution (also known as environmental attribution or external attribution) is the way of giving the occurrence of a behavior to factors beyond the individual's control, such as the environment, the views of others, the passing of duration, the difficulty of the task at hand, or even pure randomness.

# GAINES AND LOSSES

A three-factor process underlies an attribution:

- **Stability factors** can be either constant (like your own athletic talents) or unstable (like luck).
- **Causality factors** might be internal (due to your own efforts) or external (for example, a lack of competition).
- **Control variables** might be within your control (event planning, bicycle tire pressure, etc.) or outside of your control (for example, another runner running in front of you).



# TYPES OF MOTIVATION



- INTRINSIC MOTIVATION

The highest quality of motivation, involving enjoyment and fun.

- EXTRINSIC MOTIVATION:

Lower quality motivation than intrinsic motivation, not based on the activity itself

# DIFFERENCES BETWEEN INTRINSIC & EXTRINSIC

## INTRINSIC MOTIVATION

- Intrinsic motivation is created by the athlete or player.
- It consists of a natural drive to overcome obstacles as well as happiness in the practice of a skill.
- These elements might remind players why they participate in a particular activity, especially during rigorous sessions.
- Intrinsic motivation is frequently best supported by an ongoing series of goals, whether they are improved skill sets or competition achievements.

## EXTRINSIC MOTIVATION

- Extrinsic motivation is motivation that originates from somewhere other than oneself.
- Some of it is material, such as money or other material prizes, such as trophies or medals.
- Real extrinsic motivation is not always the best option for players who get overly focused on materialism at the expense of other parts of sports.
- Praise, acknowledgment, and accomplishment are examples of subjective extrinsic motivation that can frequently be enough to inspire athletes.



# SOCIAL RELATIONSHIPS

- § During childhood, social interactions with fellow athletes and coaches are extremely important.
- § Social connections in sports are important because they can influence motivated ideas and behaviors.
- § Athletes with more relationships and group acceptance,  
Ex. are more intrinsically driven and dedicated to continuing sport/physical activity, have more positive self-perceptions, and enjoy their experiences more.





# PRE-GAME & POST-GAME SPEECH

- The inspirational salesmanship speech, the pre/post-game pep talk and one-for-the-Gipper gambit are still being used today to motivate young athletes.
- The real challenge lay in motivating them to BELIEVE in themselves and their teammates.
- A pre-game and post-game speech could stay with an athlete well after they are done playing sports and continue to affect them positively in their workplace.



# TO MOTIVATE IS TO LISTEN

- § Talkin to your athletes about sports and their interests to motivate is good but listening to them is just as important.
- § Sometimes there is nothing to say and letting them communicate engenders a feeling that they can be in charge of motivating each other
- § Competitive character people do not want to be manipulated constantly to get them motivated to do what you want them to do.



# MOTIVATIONAL CONSEQUENCES

- Motivation can also result in major consequences of at least three types:
  1. emotional
  2. cognitive
  3. behavioral
- The consequences of intrinsic motivation to a lack or absence of conscious impulse to engage in any action are unlikely to be beneficial.
- Finally, depending on the level of motivation that created them, consequences can exist at all three levels of generality.





# RECOMMENDATIONS

- § Use failures as stepping stones to achievement, but don't get overconfident when external forces may have contributed to success.
- § Athletes emotional state and motivation will be impacted by their attributions, therefore being objective is essential.
- § Extrinsic motivation must be grown on a solid foundation of high intrinsic motivation. Athletes that lack intrinsic desire are more likely to quit out when faced with challenges such as injury, non-selection, or being demoted.
- § The researchers recommend expanding studies of attribution in sports to include attribution by coaches and parents, as well as various events such as sports injuries and dropouts.
- § Additionally, more diverse study designs lead to a better understanding of athlete attributes.



# GOAL SETTING

- It can assist them in focusing on what is essential while also providing them with a sense of control and positive self-direction.
- Athletes may acquire confidence and belief in their abilities to achieve by setting SMART goals.
- Goal setting may boost performance, affect motivation, and assist athletes in reaching their full potential.



# CONCLUSION



In summary, an individual's thought affects their approach to goals, which influences attributions, and these two factors combine to drive motivation. Intrinsic motivation occurs when people like what they do, but extrinsic motivators impact the motivating context in which people operate.



Motivational influences may encourage athletic involvement, team play, and rigorous physical activity. Such ideas suggest that people who participate in sports may be doing so for more complicated reasons than can be described just by modern sport psychology theory.



According to such theories, people participate in sports for a variety of complex, psychologically driven reasons, including the desire to find meaning and purpose in life, positively contribute to an organized social space, advance and develop themselves, and/or express themselves through a readily available and encouraging medium of communication.





# REFERENCES

- Allen, M. S. (2012). A systematic review of content themes in sport attribution research: 1954–2011. *International Journal of Sport and Exercise Psychology*, 10(1), 1–8. <https://doi.org/10.1080/1612197x.2012.645130>
- Metrifit. (2021, March 16). *The importance of goal setting for athletes*. Metrifit Ready to Perform. <https://metrifit.com/blog/the-importance-of-goal-setting-for-athletes/#:~:text=Goal%20setting%20can%20be%20one,in%20their%20ability%20to%20succeed.>
- Moran, R. (2019, October 15). *The theories of motivation in sports*. SportsRec. <https://www.sportsrec.com/8128336/the-theories-of-motivation-in-sports>
- Self-determination theory and the facilitation of intrinsic motivation ... (n.d.). [https://selfdeterminationtheory.org/SDT/documents/2000\\_RyanDeci\\_SDT.pdf](https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf)
- Spray, C. M., & Warburton, V. E. (2022). What motivates young athletes to play sport? *Frontiers for Young Minds*, 10. <https://doi.org/10.3389/frym.2022.686291>
- Vallerand, R. J. (2007). Intrinsic and extrinsic motivation in sport and physical activity: A review and a look at the future. *Handbook of Sport Psychology*, 59–83. <https://doi.org/10.1002/9781118270011.ch3>
- Van Yperen, N. W., Den Hartigh, R. J., Visscher, C., & Elferink-Gemser, M. T. (2019). Student-athletes' need for competence, effort, and attributions of success and failure: Differences between Sport and School. *Journal of Applied Sport Psychology*, 33(4), 441–451. <https://doi.org/10.1080/10413200.2019.1675198>

