

SPORTS MOTIVATION AND INTERVENTION MODEL

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Abstract: The motivation that drives someone to act or perform any activity is complex and varies greatly from one individual to another. Motivation influences how a person initiates, seeks, exerts effort, and commits to achieving a specific goal. It is a vital psychological factor that influences athlete performance, training expenditure, and overall participation in sports. Sports motivation encompasses the psychological and emotional realms that provide a reason for an individual to participate in, improve, and strive to engage in sports activities. This summary focuses on the complexities of achievement goal theory (Küçükbiş, H. F., & Gül, M. 2019).), which analyzes the effects of ego-oriented tasks and goals on athletes' motivation, performance, and well-being (Clancy, R. B., et al., 2016). This paper discusses intrinsic and extrinsic stimuli, their relationship to sports training, integrated motivation theory, self-determination theory, strategies, motivational process, activation, source of motivation, and behavior. The authors also present an example of an intervention model where they operationalize the time to perform the task, the number of interventions, and the technique used, with which an attempt can be made to change some psychological parameters, such as motivation and self-confidence. This builds on previous research that considers the balance between intrinsic and extrinsic factors that influence motivation, looking at personal demands, cognitive functions, and external signals that stimulate and direct behavior. They describe practical ways to increase motivation for sport, emphasizing the need to strengthen intrinsic motivation, set achievable goals, and use effective coping techniques to deal with the psychological demands of competitive athletics. (Orbach, I., et al., 2021) (Clancy, R. B., et al., 2017), (Bovenko, A. 2021).

Keywords: motivation, sports motivation, intrinsic and extrinsic stimuli, techniques, goal

1. INTRODUCTION

An athlete's behaviour, effort, and dedication to training and competition are influenced by both internal and external factors. Sports motivation is explain by various theories, including Self-Determination Theory (SDT), which distinguishes between intrinsic and extrinsic motivation, and Achievement Goal Theory (AGT), which focuses on task-oriented versus ego-oriented goals. Expectancy-value theory and Attribution Theory help us understand how athletes' expectations and their perceived reasons for success or failure affect their motivation. We apply these theories in sports through goal-setting strategies, mental skills training, and personalized coaching methods that improve motivation and performance. By encouraging intrinsic motivation and creating a supportive environment, athletes can maintain long-term engagement, resilience, and peak performance. Coaches, psychologists, and sports professionals use these theories to create effective training programs, build athlete confidence, and enhance mental toughness. This paper examines key motivation theories in sports, their real-world applications, and strategies to boost athlete motivation for continued excellence in both competitive and recreational environments. Regular sports practice positively affects athletes' physical and mental well-being. Psychological factors influence sports performance alongside an athlete's physical abilities. Performance in a competitive environment can be impacted by an athlete's comprehension and control of psychological factors such as motivation, teamwork, self-discipline, emotional regulation, focus, self-confidence, stress management, anxiety, mood, and interpersonal skills (Juan, A.. (2023). Long ago, sports experts viewed competitions not just as physical, technical, and tactical struggles, but also as battles of the mind, will, and emotions; they recognized the psychological aspects of athletic competitions. Athlete training is a complex process focused on developing and improving physical, functional processes of the body, motor skills, knowledge and habits, nervous system regulation, cognitive functions, conative dimensions, and moral qualities. Therefore, concentration and attention are vital areas to address

if we want to develop successful athletes. Intrinsic motivation is the most self-directed type of motivation (Ryan, R. M., & Deci, E. L. (2017). It occurs when individuals engage in activities for their own enjoyment or simply because they find them enjoyable.

2. CONTENT

A 2020 study examined how motivational variables predicted self-efficacy and commitment to sports practice during COVID-19 lockdowns in Spain. Using Self-Determination Theory as a framework, the research found that autonomous motivation and the basic psychological need for competence significantly influenced self-efficacy and commitment levels. Notably, males reported higher levels of controlled motivation and amotivation, as well as greater self-efficacy and autonomy (Leyton-Román, M., et al. 2021)

Research published in 2020 explored the impact of self-talk on intrinsic motivation among shooting athletes. The findings indicated that athletes who employed self-talk experienced increased enjoyment, interest, and perceived competence. Multiple regression analysis revealed that self-talk positively affected motivational factors such as effort value and enjoyment. (Park, S.-H., et al. 2020).

A study aimed at comparing sport participation motivation between athletes in team and individual disciplines involved 265 athletes from various sports. The research utilized a 30-item Sports Participation Motivation Questionnaire to assess differences in motivation. Findings suggested that individual athletes had higher motivation levels in certain components compared to team athletes, highlighting the need for tailored motivational strategies based on the type of sport (Moradi, J., et al. (2020).

3. MOTIVATION AND SOURCES OF MOTIVATION

When we talk about motivation, we are talking about: what drives a person to remain active and interested in specific aspects of life over a long period of time. Many authors have studied human behavior in the past and linked it to motivational reactions. All of this is influenced by two stimulating processes: internal and external, which cause motivational activation, i.e. a motive that generates and stimulates some behavior to achieve a certain goal. Motivation is often driven by emotions and psychological impulses, as well as by the needs and desires of the athlete-person that come from internal impulses. Meanwhile, the external environment, social environment, surroundings, rewards, etc. are included in external sources of motivation. Alkasasbeh, W. J., & Akroush, S. H. (2025), in their study, emphasize the relationship between intrinsic motivation and extrinsic motivation as well as their respective effects on athletes. The main goal was to understand how different forms of motivation affect performance in different sports and to highlight the role of coaches in increasing athletes' motivation. The research conducted by De Souza, N. P., (2018), provided evidence that intrinsic reasons for practicing sports, especially those related to fun and competence, were considered more important. Extrinsic reasons also influenced their decisions, although to a lesser extent. Regardless of the type of sport, athletes who are highly intrinsically achievement-oriented consistently have the best potential for success, unlike those who fear failure (Schmid, M. J., et al. (2021). From all this it follows that finding a balance between internal and external factors will be the "fuel" for high levels of motivation, and therefore successful performance.

All of this previously stated will be presented in more details and more clearly in table no. 1.

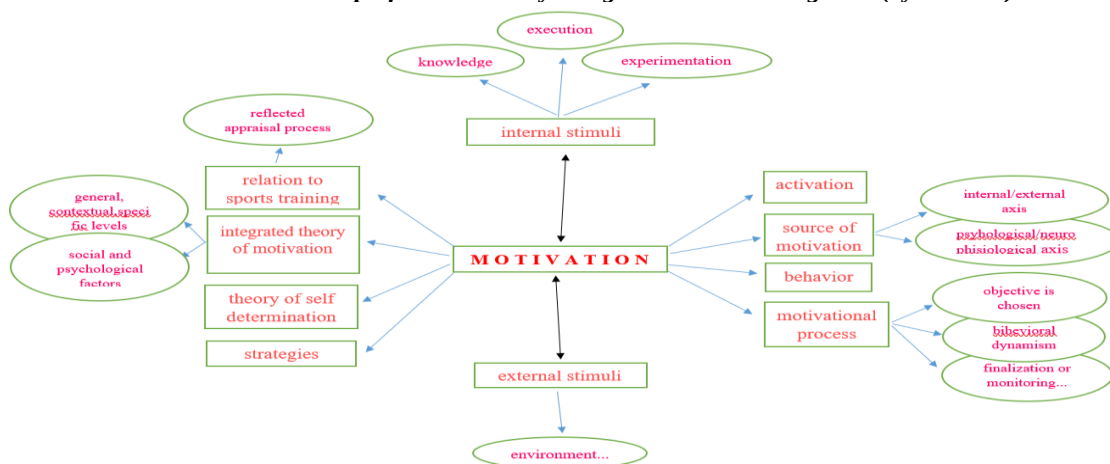
Table no.1 Motivation table with explanations (by authors)

Subcategory	Main Category MOTIVATION	Explanation
Internal stimuli		Internal factors that influence motivation.
	Knowledge Execution Experimentation	An individual's motivation is shaped by their awareness and comprehension. The capacity to act on motivation and utilise knowledge. Motivation is increased by trying new things and learning from mistakes.
External stimuli		External factors that influence motivation.

Subcategory	Main Category MOTIVATION	Explanation
Relation to sports training	Process of reflected appraisal	Self-motivation is influenced by how people assess themselves in light of other people's opinions.
Integrated theory of Motivation	General, Contextual, Specific Levels Social and Psychological Factors	Varying degrees to which motivation affects sports performance and training. The effects of coaching, mental states, emotional health, and peer pressure on motivation.
Theory of self-determination		A psychological framework that highlights relatedness, competence, and autonomy as important motivators.
Strategies		Strategies for boosting and maintaining motivation in sports and other contexts.
Motivational process	Objective is Chosen Behavioral Dynamism Finalization or Monitoring	The process of establishing an objective or motivational path. The constant work and flexibility required to maintain motivation. Measuring, assessing, and modifying motivation in order to succeed.
Activation		The first impulse that propels activity and motivation.
Source of motivation		Internally (intrinsic) or externally (extrinsic).
	Internal/External Axis Psychological/Neurophysiological Axis	A viewpoint that distinguishes between internal and external sources of motivation. Motivation is influenced by biological, emotional, and cognitive factors.
Behavior		Motivated actions that demonstrate dedication and effort

Sources: García Calvo, T. et al. (2010); Hagger, M., & Chatzisarantis, N. L. D. (2008);
<https://simplysportscience.co.uk/self-determination-theory>

Picture no.1 Mind map of motivation by categories and subcategories (by authors)



Sources: García Calvo, T. et al. (2010); Hagger, M., & Chatzisarantis, N. L. D. (2008);
<https://simplysportscience.co.uk/self-determination-theory>

➤ **Example of Intervention model (by authors)**

- Variable: motivation
- Time spent on the task – 3 months
- Number of interventions 24 (two per week)
- Types of techniques:
 - motivational techniques: mental training, focusing the activities on athletes successfully achieving tasks, providing positive reinforcement with words of encouragement, variability in training practices, educating athletes about the objectives to be achieved, providing resources for managing negative thoughts, train willpower

Table no.2 Intervention model

MOTIVATION			
Find sources of motivation	Planned activities	Planned time	Outcomes (expected results)
-internal - external axis -psychological - neurophysiological axis -recognize desires, needs ... -identify what motivates a person	-mental training, -focus the activities on athletes successfully achieving tasks, -provide positive reinforcement with words of encouragement, -variability in training practices, -educate athletes about the objectives to be achieved, -provide resources for managing - negative thoughts, -train willpower	-twice a week, applying these variables during the training sessions, while during the other scheduled trainings monitoring whether they are successfully mastered and applied by the athlete -if no progress is made, a change in motivation techniques is recommended	-improved self-efficacy and feelings of personal ability, attitudes, skills, and knowledge, which generates high motivation to be more competent -developing confidence -increased enjoyment -emotional stability

Source: (by authors)

4. CONCLUSION

The initial table aims to clarify the concept of motivation and its subcategories in a clear and succinct way. This table emphasizes the intricate nature of motivation, illustrating how internal and external influences, psychological theories, and behavioral processes converge to fuel motivation in sports. The subsequent table outlines a model or intervention strategy for enhancing, cultivating, and sustaining the motivation of athletes, as suggested by the authors. By exploring various combinations of internal and external motivation sources, along with psychological and neurophysiological methods, and employing specific motivational techniques like mental training and strategies for boosting self-confidence, one can implement changes to enhance self-efficacy and the perception of individual capabilities, attitudes, skills, and knowledge that foster high levels of motivation for improved performance. The aim is to cultivate self-assurance, greater enjoyment in activities, and emotional stability. This is just one model proposed by the authors, according to which one can intervene in the process of increasing motivation in athletes. If the proposed techniques do not achieve changes, it is recommended to change the techniques.

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