

www.theuniversityacademics.com

International Journal of Research Pedagogy and Technology in Education and Movement Sciences

2024 Volume 13 Number 02 APR-JUN

E-ISSN:2319-3050

Review Article
Sports Psychology

MOTIVATION AND PERFORMANCE IN SPORTS

Singh N^{1*†}, Singh J^{2†}

DOI:https://doi.org/10.55968/ijems.v13i02.302

- 1*† Nishan Singh, Hod, Physical Education Sports, Multani Mal Modi College, Patiala, Punjab, India.
- ^{2†} Jaswinder Singh, Assistant Professor, Govt Ranbir College, Sangrur, Punjab, India.

Without motivation, it would be difficult to get yourself to participate and perform well in sports. Motivation is the set of internal processes and environmental factors that elicit and guide conduct. The common consensus is that our physiological and psychological needs are our two primary motivations, both of which must be satisfied. Each performer is driven to engage for a variety of reasons that can be divided into two categories: A person may opt to learn how to play squash as a sort of recreation, to improve their fitness levels, and to see if they can master the game. Intrinsic motivation is the desire to challenge oneself, to feel good about one's accomplishments, or to simply enjoy participating. Receiving either material or intangible benefits is a key component of extrinsic motivation. The former may include accolades from a coach, family, peer group, or the media, as well as glory, social approval, or achievement records, whereas the latter may include medals, cups, certificates, or money. Many of the latter examples can be used to reinforce learning, but they should be used with caution because an excessive reliance on extrinsic rewards can erode the intrinsic motivations required for sustained engagement. For instance, a novice swimmer may be encouraged to learn to swim for a variety of reasons, including the safety, enjoyment, and social and health advantages that are gained. Awards and badges, however, may be utilized to keep their attention, but caution must be exercised to prevent the swimmer from simply continuing because of the next reward; otherwise, what happens after the final award? To maximize learning, a performer should ideally be driven by both intrinsic and extrinsic rewards.

Keywords: Motivation, Intrinsic Motivation, Extrinsic Motivation, Sports Performance.

Corresponding Author

Nishan Singh, Hod, Physical Education Sports, Multani Mal Modi College, Patiala, Punjab, India. Email: nishanchauhan73@gmail.com

How to Cite this Article

Singh N, Singh J. MOTIVATION AND PERFORMANCE IN SPORTS. IJEMS. 2024;13(02):23-26.

Available From https://ijems.net/index.php/ijem/article/view/302





Manuscript Received 06-08-2023 Review Round 1 09-08-2023 Review Round 2 06-09-2023 Review Round 3 01-10-2023 Accepted 30-10-2023

Conflict of Interest

Funding

Ethical Approval

Plagiarism X-checker

Note

^

© 2024by Singh N, Singh Jand Published by The University Academics. This is an Open Access article licensed under a Creative Commons Attribution 4.0 International License https://creativecommons.org/licenses/by/4.0/ unported [CC BY 4.0].



INTRODUCTION

An individual's inner will, determination, or attention to accomplish a goal they have set for themselves can be characterized as motivation. For the simple reason that it's what drives you to accomplish what you do, motivation is a key component in elite-level sports. If you're not driven to be a top athlete, you run the risk of not being the best you can be and falling short of your objectives. A motive, or a reason for doing something that will require motivation, is where motivation begins and is what fuels it.

Types of Motivation

We can employ intrinsic motivation and extrinsic motivation, which are two distinct types or styles of motivation. Both types of motivation are thoroughly explained here, along with how they apply to sports.



Intrinsic Motivation

Intrinsic motivation refers to drive that originates internally rather than from outside sources like emotions. Someone who is driven from within doesn't need a lot of outside encouragement from admirers, money, or expectations from others. They are concentrated on the internal objectives they have for themselves and the reasons they personally choose to participate in the particular sporting event at hand.

Extrinsic Motivation

Extrinsic motivation is motivation that originates from causes other than our own, such as pride in oneself. A person who is extrinsically motivated doesn't need much internal motivation from feeling good about them, accomplishing goals, or enjoying life; instead, they are primarily concerned with the benefits of being an athlete, such as money and fame.

The following represent a few of sports' motivations:-

Goals – We develop goals to help us reach our objectives. Examples of big goals include winning the gold medal in the powerlifting competition at the Olympics, while minor objectives include cutting one second off your 400-meter time. Objectives can range from substantial advancements to modest ones.

Performance – The biggest perk of being an elite athlete is performance because even a small error could have serious consequences. An athlete can take a poor performance in a previous game as motivation to work harder and perform better the following time.

Persistence – Goal-achieving also requires persistence, which is something we frequently lack due to low levels of motivation. Lack of tenacity during training sessions will result in us not getting the desired outcomes, which will lower our motivation levels.

Impression – Coaches, fans, and perhaps other clubs or organisations will have a positive opinion of an athlete if they play well. Making a good impression is crucial for motivation since some athletes feel inspired by the support of their supporters and others around them.

Factors that can affect younger people's motivation

Sporting role models – They have a significant impact on how young people engage in sports. For instance, David Beckham served as a role model for many young people when he played for Manchester United because everyone wanted to be like him. From his skills to his hairstyles, everyone wanted to be like him. As a result, he inspired people of all ages to take up football.

Parental pressure- Some parents can push children into play sports for various reasons, they share the same enthusiasm for the activity, the parent never succeeded in the chosen sport so wants their child to do so and to keep youngsters busy and in good health. Depending on the personalities of the parent and the child, parental pressure can be either positive or negative. The child should be very motivated because of the strong support they receive from loved ones. – **Prizes** –Rewards are a good way

24 2024;13(02)

To motivate both young and old people to work hard and perform well. For instance, if a youngster is playing football and their parents promise to give them a treat if they score a goal today, the child will feel motivated to work harder and put out a better performance. They have a significant impact on how young people engage in sports. For instance, David Beckham served as a role model for many young people when he played for Manchester United because everyone wanted to be like him. From his skills to his hairstyles, everyone wanted to be like him. As a result, he inspired people of all ages to take up football.

References

Borah, M. (2021). Motivation in Learning. Journal of Critical Reviews, 8(2), 550-552. [Crossref][Google Scholar]

Http://adamowen. hubpages. com/hub/The-Effects-of-Motivation-and-Aggression-on-Sports-Performance. Retrieved on 01-12-2015. [Crossref] [Google Scholar]

Kazak, Z., Lochbaum, M., & Canpolat, A. M. (2021). Flourishing in young adults: the role of achievement goals, participation motivation, and self-perception levels in physical activity contexts. Sustainability, 13(13), 7450 [Crossref][Google Scholar]

Li, H., Majumdar, R., Chen, M. R. A., & Ogata, H. (2021). Goal-oriented active learning (GOAL) system to promote reading engagement, self-directed learning behavior, and motivation in extensive reading. Computers & Education, 171, 104239 [Crossref][Google Scholar]

Mandeep Singh Nathial, Analysis of set shot in basketball in relation with time to perform the course and displacement of center of gravity, American Journal of Sports Science, Vol. 2 Issue. 5 pp: 122-126 (2014). Retrieved from https://www.sciencepublishinggroup.com/journal/paperinfo.aspx?journalid=155&doi=10.11648/j.ajss.20140205.13 [Crossref][Google Scholar]

Mandeep Singh (2010).Evaluation And Improvement Of Sports Techniques Through Updated Analyzing Biomechanical Technology, University News, Journal of Higher Education Association of Indian Universities, Association of Indian Universities, Vol:48:Issue. 05;2010 Pp45-57, 2010.

sciencepublishinggroup.com/journal/paperinfo.aspx? journalid=155&doi=10.11648/j.ajss.20140205.13 [Crossref][Google Scholar] [Crossref][Google Scholar]

Mandeep Singh Nathial, A Study of Adjustment and Emotional Intelligence of University Coaches in India, American Journal of Applied Psychology. Volume 3, Issue 6, November 2014, pp. 122-126. doi: 10. 11648/j.ajap.20140306.11 [Crossref] [Google Scholar]

Motevalli, S., Perveen, A., & Tresa Anak Michael, M. (2020). Motivating Students to Learn: An Overview of Literature in Educational Psychology. International Journal of Academic Research in Progressive Education and Development, 9(3), 63-74 [Crossref][Google Scholar]

Mishra, S. (2017). Motivation A Key to Success. Lulu. com [Crossref][Google Scholar]

Mcinerney, D. M., & Liem, A. D. (2008). Motivation theory and engaged learning. In Motivation and practice for the classroom (pp. 9-36). Brill [Crossref][Google Scholar]

Nathial, Mandeep Singh. A COMPARATIVE AND ANALYTICAL STUDY OF SELF-ESTEEM AND JOB SATISFACTION IN ATHLETES AND NON ATHLETES. Journal of Advances in Social Science and Humanities, 2(10). https://doi.org/10.15520/jassh210123 [Crossref][Google Scholar]

Park, C. L. (2021). Intrinsic and extrinsic religious motivation: Retrospect and prospect. *The international journal for the psychology of religion,* 31(3), 213-222 [Crossref][Google Scholar]

Sansone, C. , & Tang, Y. (2021). Intrinsic and extrinsic motivation and self-determination theory. *Motivation science, 7(2), 113 [Crossref][Google Scholar]*

2024;13(02)

25

Singh, M., Kour, R., & Kour, A., A collaborative diversified investigation of respective responses of sports person coaches and organizations on criminalization of doping.International Journal of Health Sciences,6(S3), 11295–11310. [Article] [Crossref][Google Scholar]

SINGH SIDHU, A. , & SINGH, M. (2022). KINEMATICAL ANALYSIS OF HURDLE CLEARANCE TECHNIQUE IN 110M HURDLE RACE. International Journal of Behavioral Social and Movement Sciences, 4(2), 28–35. Retrieved from [Article] [Crossref][Google Scholar]

Singh, A., & Singh, D. M. (2013). PROMOTION OF RESEARCH CULTURE -ENHANCING QUALITY IN HIGHER EDUCATION. International Journal of Behavioral Social and Movement Sciences, 2(2), 202–208. Retrieved from [Article][Crossref][Google Scholar]

SINGH, M., & SINGH SIDHU, A. (2016). A COMPARATIVE STUDY OF BODY COMPOSITION AND RELATIVE HEALTH STATUS AMONG RESIDENT AND NON-RESIDENT STUDENTS IN DIFFERENT SCHOOLS OF J&K. International Journal of Behavioral Social and Movement Sciences, 5(3), 08–13. Retrieved from [Article][Crossref][Google Scholar]

Singh Nathial, D. M. (2012). ANALYZING THE CREDIT BASED SYSTEM IN PHYSICAL EDUCATION. International Journal of Behavioral Social and Movement Sciences, 1(3), 172–176. Retrieved from [Article][Crossref][Google Scholar]

Zajda, J. (2018). Motivation in the classroom: Creating effective learning environments. Educational Practice and Theory, 40(2), 85-103. [Crossref][Google Scholar]

26 2024;13(02)