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## MOTIVATION OF ACHIEVEMENT - FACTOR IN OBTAINING OF PERFORMANCE IN INDIVIDUAL SPORTS

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### Abstract\*

*Aim.* This research treats only a part of the vast area of motivation and its role in reaching performance in individual sports.

Taking an insight into this matter is very important as it helps one identify the needs and the factors that motivate the sportsman and lead to superior performance. Knowing all these, may increase efficacy of both sportsmen and trainers.

This study might be applicable in case of professionals/ professional sportsmen when setting up their objectives. These objectives must be in accordance with the sportsmen own necessities and needs. It may also be useful in finding explanations for factors that lead to failure.

In sports, motivation does have a key role as it can explain a wide range of things, starting with the reasons why one takes up doing sports and ending with those why one reaches performance and the other doesn't, although same premises/ conditions.

*Methods.* In this study, there have been involved a number of 5 subjects which have been selected on performance criteria.

*Results.* These tests have been applied with the prior agreement of all parties involved, subjects and trainers. The tests have been taken after the daily trainings.

After all data have been collected the final score obtained by each sportsman at the test which measure the intensity of motivation. At the same time, the data of interview have been analyzed. The data related to the subject's performance have been taken out. Then, next step was to analyze the answers to the items in the list of needs.

*Conclusions.* After collecting, processing and analysing the obtained data can be established that between motivation and sporting performance there is a interdependence relation, so that motivation can influence the sporting performance.

*Keywords:* motivation, success, sporting performance.

### Introduction

Starting from Atkinson's statement, quoted by M. Epuran in his work Sports performance psychology (2008, pg.138) that „the intensity of motivation is the result of the intensity of necessities and needs, expectancies/expectations and enticements”. If the result is positive, then we can talk about motivation to success, if it is negative, then we can talk about motivation to failure avoidance, this study has as its main purpose the studying of intensity of motivation, and implicitly the intensity of the necessities, expectancies which contribute to increased performance in individual sports.

Motivation is all reasons stimulates human behavior. The reason is a psychological structure that determines the orientation of the initiation and regulation of actions towards a purpose, a cause internal behavior. Due to its necessities (basic necessities biological and psychological impulses origin and tend to move and manipulate objects) turns to goals, plans and projects. Subject actively seeking

forms of interaction which are necessary for functioning and development.

There are at school age, extrinsic motivation, present when the student falls in school discipline without a direct interest in what is taught, but only to receive, directly or indirectly rewards. Among the components of extrinsic motivation are: desire for affiliation (to be among the group of students to receive awards and to please parents and teachers); regulatory trends (the habit to be subject to rules and obligations imposed by the family, initially, and subsequently, at school); fear of the consequences of disobedience.

Another type of motivation that occurs in school learning, as in any other form of activity is intrinsic motivation. This occurs while the student is directly interested in acquiring the knowledge and skills formation and involve reasons such as:

- curiosity - which is based on a native impulse, but its maintenance depends largely on the attitude and competence of the teacher of general educational

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context;

- aspiration for power and the desire to become a professional in a given field;
- motivation to self - which involves the development of skills and desire to achieve personal success.

For self-motivation is directly related to and conditioned by the aspiration, which represents all expectations, goals or demands an individual to achieve its future in a certain direction. Setting up a certain level of aspiration depends on the potential skills, effort of will, social environment and material and cultural conditions, and the success and failure trăireasubiectivă (possible success to raise aspiration and failure to decrease). Also, the aspiration to lead to self-realization must be consistent with their possibilities.

Ideally, extrinsic motivation with the maturation and growth of school and social experience, to turn into intrinsic motivation. Moreover, the educational process must be designed so as to provide adequate student learning motivations for its level of development. Only such motivation can be a real "engine" of learning and thus development. Besides motivation, a school learning important is the attention.

Activating mental and impulses for action depends on the scope of motivation - a complex of needs, impulses and intentions that causes the individual to act to meet them. Motivation is the signaling individual physiological or psychological imbalance, trigger and self-regulating conduct effective actions.

The motivation structure includes:

- necessities (indicating a state of emergency and can be primary or physiological - hungry, thirsty, need air and water, rest - and secondary - needs personal security, need for affiliation and affiliation to a group, need for esteem, need autorealizare);
- reasons (conscious or unconscious, subjective level updates in a state of emergency);
- interests (relatively stable guidance for certain fields beliefs (ideas and motivational value indicative behavior);
- ideals (projections of individual system images and ideas which guide its existence);
- worldview and life.

Depending on the source and reasons for satisfaction of needs, motivation manifests itself in various forms. Can be intrinsically satisfying when sources are inside - the activity can be determined by individual curiosity or his desire to self - or extrinsic when the activity can be determined by the desire to get a cash prize. Also, motivation can be positive (related to material or social rewards) or negative (related to material or social sanctions). There are cognitive motivation (is based on the need for knowledge, reasoning, forming ideas) or emotional

(is based on emotions and feelings) and motivation or social material.

For self-motivation (acting on intrinsic plan) is directly related to and conditioned by the aspiration, which represents all expectations, goals or demands an individual to achieve its future in a certain direction. Setting up a certain level of aspiration depends on the potential skills, effort of will, ambience social and material conditions and cultural, but also the subjective experience of success and failure (possible success to raise aspiration and failure to decrease).

Also, the aspiration to lead to self-realization must be consistent with their possibilities. It is expected that with the maturation and guiding the individual by a professional field (sports performance, for example), extrinsic motivation to decrease in size, being replaced by motivations type intrinsic, which decreases efoturile psihonervoase directed to self-discipline and continuous and implucit increase individual performance. In physical education, motivation influences both dynamic learning processes and the performance of an athlete. It is important to note that the development of sports career, motivational structures sportsman restructure and reierarhizează continuously by mature athlete, his previous performance and the training, and depending on the contexts of life by passing.

Motor learning, motivational structures involved several categories:

- need of movement, which is among the structures intrinsic motivation;
- need of self-knowledge and self-education of the sense of risk;
- habit of movement;
- the need for self-sports activities (which drives the vacuum level to the overtaking) and combative.

In high performance sport, such motivations are: satisfaction, pleasure, self-esteem, autoîncredere, challenge, social status, self-esteem, praise / social sanction, combative, competitive spirit. If athletes, motivation achievement is influenced by the factors of personality (as the tendency of searching for success tend to avoid failure) factors situational (probability of success in a particular situation), emotional reactions (living pride and avoid shame). Athletes who have a behavioral model supported by the successful motivation aim realistic goals, remember easier task yet unrealized plan their time properly and effectively rank their objectives, but avoid confrontations that seem too easy.

At the opposite pole are found athletes who behave supported by reasons of failure: they propose goals too high (to rehabilitate) or too modest, stop the tasks performed (content with the successes already achieved) are insecure and fearful in with tasks that

may reduce the prospects of personal affirmation and are pressed by time.

Optimum motivation is the motivation necessary to complete a task successfully. The driving tasks, the relationship between the motivation and complexity of the task is inversely proportional: the simple motor tasks require a high level of motivation, while complex tasks (involving fine coordination) need motivation moderate. Optimum motivation in these cases depends on the sophistication of the individual. The high energy level and possibly with great anxiety moderation steps need motivation, while individuals with low energy levels and reduced anxiety requires steps to stimulate motivation.

In professional sports, the relationship between motivation and intensity depends on the complexity of the performance, in which case there is a direct proportional relationship. It also depends on the degree of difficulty of the task and, specifically, the accuracy with which the athlete interprets this factor.

When the athlete correctly handle task difficulty, motivational optimum equivalence involves a relationship between the intensity of motivation and difficulty of the task.

When the athlete incorrectly interprets the task as difficult (overstatement), will be supramotivat and conduct performanțială will be affected by the disruption. As such, the motivation optimum approach involves a decrease in the motivation of (submotivare).

When the athlete correctly interpret the task as easier (underestimation), will be unable submotivat and expected performance. As a result, an optimum approach involves motivation to increase the level of motivation (supramotivare).

Considering things mentioned above, there have been established the following hypothesis:

- 1) If the intensity of motivation is positive, then it's about motivation to success.
- 2) If the intensity of motivation is negative, then it's about motivation to failure avoidance.

### Methods

In this study, there have been involved a number of 5 subjects which have been selected on performance criteria. Thus, there have been selected three sportsmen who recorded good results at world championships and two other sportsmen who recorded good results at regional championships. Their age is between 18 and 35. Out of this 5 sportsmen, four are females and one male.

The subjects participating to this study have taken the following tests:

1. The questionnaire measuring the intensity of motivation – it is built up of 15 items

which highlight behaviors and relevant situations for motivation. It has been used Lickert Scale with 5 grades identifying the agreement or disagreement of the subjected in relation to particular statements/ certain characteristics.

2. The list of needs – this list sums up 25 items which are to be rated by the sportsmen according to the importance allotted to them.
3. Structured Interview – the interview guide sums up a list of 12 questions to which all subjects have to answer individually. Applying this test has as purpose the completion of the data obtained using the above mentioned tools.

These tests have been applied with the prior agreement of all parties involved, subjects and trainers. The tests have been taken after the daily trainings.

After all data have been collected the final score obtained by each sportsman at the test which measure the intensity of motivation. At the same time, the data of interview have been analyzed. The data related to the subject's performance have been taken out. Then, next step was to analyze the answers to the items in the list of needs.

### Results

Interpretation of data obtained at the test measuring the motivation intensity

On the Lickert Scale with 5 grades there has been calculated an index measuring the motivation intensity. This index has been calculated by summing up the results obtained from answering to all items which in their turn have been calculated according to predefined equations and rules. The results obtained by the subjects can be found in following diagram.

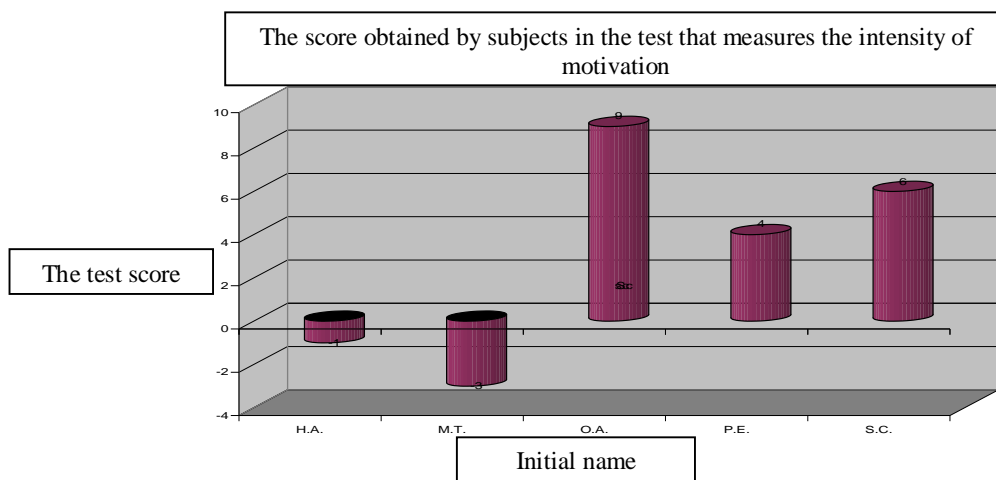


Figure nr.1. The graphic representation of the scores obtained by the subjects at the test which measures the intensity of motivation

Thus, can be observe the fact that three of the five examined subjects obtained poztive scores (e.g. O.A., P.E. and S.C.), and two of them obtained negative scores (e.g. H.A. and M.T.).

When comparing the subjects results at the test which measures to the intensity of motivation

(from diagram no.1) with sporting achievements of each subject, it has been ascertained that the subjects with important performances have obtained negative scores at the same test, as can be observed in the table no.1.

Table 1. The scores obtained at the test measuring intensity of motivation in comparison with each subjects performaces

|  | S.C. | O.A. | P.E. | H.A. | M.T. |
|--|------|------|------|------|------|
| 4 <sup>th</sup> place at World Championship    | +6   | -    | -    | -    | -    |
| 5 <sup>th</sup> place at World Championship    | -    | +9   | +4   | -    | -    |
| 5 <sup>th</sup> place at National Championship | -    | -    | -    | -1   | -    |
| 2 <sup>nd</sup> place at the local competition | -    | -    | -    | -    | -3   |

Analyzed answers after clasiffing the list of needs: the subjects had been requested to classify a given list of needs putting numbers from 1 to 25 (giving number 1 for the most important, 2 to the next less important and so on and so far until number 25) depending on the importants which the subject gave to his suitable need.

The first three needs notify (from 1 to 3) by the subjects where called cardinal needs (presented in table no.2), and the last three (noted 23, 24 and 25) where called rejected needs.

Table nr. 2. Cardinal needs of each subjects

|      | The need coated with 1 | The need coated with 2                     | The need coated with 3                            |
|------|------------------------|--|---|
| H.A. | Need of social respect | Desire of high reputation                  | Necessity of stictness regarding his own activity |
| M.T. | Need to be known       | Desire to be ahead                         | Desire to win for getting out of anonymity        |
| O.A. | Desire to be champion  | Desire to be ahead                         | Desire of competition                             |
| P.E. | Desire to be champion  | Desire of competition                      | Desire to be ahead                                |
| S.C. | Desire to be champion  | Desire to win for getting out of anonymity | Need of social distinguish                        |

### Discussions

Comparing the data from diagram no.1 with ones from table no. 2, there can be observe that the three subjects which obtained positive scores at the test which measures the intensity of motivation considered as cardinal need the „desire to be champion”. It is obvious that what motivated the above mention subjects is the need to achieve their own self which is considered as their most important need, (Bănică, 2008).

It can be observed the fact that the most frequented needs, chosen as cardinal are „desire to be champion” and „desire to be ahead” with three choise each. “Desire of competition” and “desire to win for getting out of anonymity” where chosen as cardinal needs by two of the five tested subjects. “Need of social respect”, “need to be known”, “desire of high reputation”, “necessity of stictness regarding his own activity” and ”need of social distinguish” which where chosen only once in the cardinal needs category.

We note that the physical and mental fatigue caused by overtraining can significantly affect the athlete's motivation structures with negative effects on the level of suction performance or the need for assertion, (Golu, 2003).

Coach has a leading role in the formation and development of structures oriented motivational athlete performance by:

- prepare suitable complex personality type athlete and required performance;
- educating capacity Athlete accurate assessment of the difficulty of tasks by analyzing and introspection training and competitions;
- training, during training, the level of aspiration and need maintenance performance and affirmation by determining the level of training to a slightly higher standard than the possibilities of the moment;
- exhortation, encouragement and positive suggestions in training and competition;
- Individual and group discussions (group sports or other athletes, training partners).

### Conclusions

Resorting to motivation can be explain the fact that in different situations, people react differently, and people's reaction is different in the same situation and why an act of behaviour can have a different significant for a subject, while for another can have a very weak significant sometimes missing totally. The reason, as internal motive of conduct, the subject first to react (impuls to action), and then to react in a certain way, chosing from multitude of possible stimulus a certain one which corespunde his necessity for that moment.

After collecting, processing and analysing the obtained data can be established that between motivation and sporting performance there is a

interdependence relation, so that motivation can influence the sporting performance.

The fact that the subjects with high sporting performances (the athletics who occupy the first five places in the World Championships) obtained positive scores after appling to the test which hint to measure the intensity of motivation can only confirme the hypothesis no. 1 that is if intensity of motivation is positive, then the motivation involved is motivation to success.

The subjects with weak reasults (reasults at a local competition leve land a fifth place at the National Championship) obtained a negative score after appling to the test which measures the intensity of motivation. Thus can be confirmed the second hypothesis which starts from the premises that the intensity of motivation is negative when we are looking about the motivation to avoid failure.

#### Recommendation:

- To identify which are the sportsmen needs, thus they can be active by satisfying their needs knowing the fact that any need implies individual's objectives to satisfy it, and the satisfaction of a need determines a significant increasing of motivation.
- Sportsmen's pursoses and objectives must be establish according to their needs and necessity.
- Identification and knowledge of sportsmen's motivation lead to explaining of some failure in competitions.

In future, this research can be extended, by trying to find as much loial the relationship between motivation and in obtaining high results from sporting point of view. The elements which conduct at the efficiency of undertaken actions by the sportsmen to the great performance taking in account the fact that this field of activity joins in an area less explored until now. Also, there is the intention to continue this research through a quantitative undertake perspective by using representative sample, being known the fact that the validity which the case study offers is partial.

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