

# Effect of Motivation in Sport and Exercise on College Level Student

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**Abstract:** For many people, the motivation to exercise fluctuates from week to week and these fluctuations predict whether they will be physically active, according to researcher at Penn State. In an effort to understand how the motivation to exercise is linked to behaviour, the researchers examined college students intentions to be physically active as well as their actual activity levels. Motivation represents one of the most important variables in sport. In fact, coaches and athletes agree that motivation is one of the key elements that will facilitate not only performance but also a positive experience in the sport area. But what is motivation? More specifically, what are intrinsic motivation and extrinsic motivation? Why do certain students seem more motivated than others? Does motivation matter with respect to outcomes? If so, how can coaches and other practitioner's best facilitate player's motivation? The purpose of this paper is to deal with these questions and, thus, to provide a better understanding of the nature and functions of intrinsic and extrinsic motivation in sport.

**Keywords:** Sport, College student, College level

## I. DEFINITIONS

### *On Motivation*

Motivation has been the subject of attention from a host of individuals, including playwrights, philosophers and psychologists. Psychologists, in particular, have looked at the concept for the past two centuries and have provided some general definitions of the construct. A widely accepted definition of motivation is that it represents the hypothetical construct used to describe the internal and/or external forces that lead to the initiation, direction, intensity and persistence of behaviour. Thus, motivation leads to action.

One of the difficulties in defining motivation is that it is not directly observable. Thus, one strategy used to define motivation, implied by the preceding definition, has been to look at behaviour to determine whether someone is motivated or not.

## II. ON INTRINSIC AND EXTRINSIC MOTIVATION AND AMOTIVATION

### *Intrinsic Motivation*

Over the years, psychologists have come to realize the existence of different types of motivation. Two broad types that have been studied extensively are intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to engaging in an activity for itself and for the pleasure and satisfaction derived from participation. An example of intrinsic motivation is an athlete who plays badminton because he or she finds it interesting and satisfying to learn new moves with the ball. In 1992, Vallerand and colleagues proposed and showed that there are at least three types of intrinsic motivation: intrinsic motivation to know (engaging in the activity for the pleasure of learning), intrinsic motivation toward accomplishment (engaging in the activity for the pleasure of trying to surpass oneself), and intrinsic motivation to experience stimulation (engaging in the activity out of sensory and aesthetic pleasure).

## III. EXTRINSIC MOTIVATION

When extrinsically motivated, individuals do not engage in the activity out of pleasure but rather do so to derive some kind of rewards that are external to the activity itself. An athlete who participates in the Olympics to obtain a gold medal and the associated fame and fortune that go with it represents an instance of an extrinsically motivated athlete. Avoiding punishment also pertains to extrinsic motivation.

In 1985, Deci and Ryan published a very influential book titled Intrinsic Motivation and Self-Determination in Human Behaviour. In their book, they proposed the existence of a number of types of extrinsic motivation that vary in terms of their inherent levels of self-determination. From the lowest to the highest level of self-determination, these types of extrinsic motivation are external regulation, introjected regulation, identified regulation and integrated regulation. Figure I present the various types of motivation on the self-determination continuum.

<b>Self-Determination Level</b>
<input type="checkbox"/> Knowledge
<input type="checkbox"/> Intergrated regulation
<input type="checkbox"/> Amotivation
<input type="checkbox"/> Accomplishment
<input type="checkbox"/> Indentified regulation
<input type="checkbox"/> Stimulation
<input type="checkbox"/> Introjected regulation
<input type="checkbox"/> External regulation

**FIGURE I** The various types of motivation on the self-determination continuum. Adapted from Vallerand and Perreault (1999).

External regulation refers to behaviour that is regulated through external means such as obtaining rewards (e.g., medals, trophies) and avoiding constraints (e.g., social pressure). For instance, an athlete might say, "I'm going to today's practice because I don't want the coach to make me sit on the bench during the next game." A second type of extrinsic motivation is introjected

regulation. With this type of regulation, the individual, has started to internalize the reasons for his or her actions. However, such internalization merely replaces the external source of control with an internal one, that is, self-imposed guilt and anxiety. Thus, an athlete might say, "I go to practices because I would feel guilty if I did not." To the extent that the behaviour becomes valued and judged to be important for the individual and especially to the extent that it is perceived as chosen by oneself, the internalization of extrinsic motives becomes regulated through identification. For instance, an individual might say, "I choose to go to practices because it will help me to perform better during the next game." Finally, an integrated regulation also involves engaging in an activity from an extrinsic perspective in a "choice full" manner. However, in this case, one's choices are made as a function of coherence with the various aspects of the self. For instance the integrated player might decide to stay home on a Saturday night, rather than go out with friends, so that the athlete will be ready for the next day's football game.

#### **IV. A MOTIVATION**

Finally, psychologists have also proposed the existence of the construct of amotivation, which refers to a lack of purpose and intentionality in one's action. When amotivated, athletes experience feelings of incompetence and expectancies of uncontrollability and an important loss of motivation. For instance, an amotivated athlete might feel incompetent and start to wonder whether participating in sport still represents a worth-while option. Amotivation amounts to the relative absence of motivation.

#### **V. ASSESSMENT OF INTRINSIC AND EXTRINSIC MOTIVATION AND AMOTIVATION**

One self-report instrument that has been used at the situational level with much success in sport is the *Sample Items from Each of the Seven Subscales of the sport Motivation Scale*

- Intrinsic motivation-- Knowledge
- Intrinsic motivation-- accomplishments
- Intrinsic motivation-- stimulation
- Identified regulation
- Introjected regulation
- External regulation
- Amotivation

Situational Motivation Scale (SIMS) Developed by Guay and colleagues in 2000, the SIMS measures four types of motivation: Intrinsic motivation without distinguishing the three types, identified regulation, external regulation and amotivation. Only four subscales of four items each are used to keep the scale brief so as to capture situational motivation in field and laboratory situations. The scale has shown high levels of validity and reliability.

Motivation at the contextual level refers to a relatively stable and general motivational orientation that pertains only to activities that are subsumed under a specific broad life domain such as education, interpersonal relationships, or sport. Thus, individuals come to develop motivational orientations with respect to intrinsic and extrinsic motivation and amotivation in different contexts. A given contextual motivation always refers to one specific life domain. For instance, an athlete with a high externally regulated motivational orientation towards badminton would generally tend to engage in various badminton situations to receive rewards and avoid punishment. Interestingly, a person's contextual motivational orientation may vary from context to context.

One instrument that has been used to measure motivation in sport at the contextual level is the Sport Motivation Scale (SMS). In this questionnaire, validated by Pelletier and colleagues in 1995, athletes are asked the following question; " Why do you practice your sport?" Each item represents a perceived reason for engaging in the activity, thereby reflective the various types of motivation seen previously. Items are assessed using a 7-point Likert-type scale. Sample items appear in Table 1. As can be seen, the various types of intrinsic and extrinsic motivation and amotivation are assessed through the reasons for people's participation in sport. There are four items per subscale and seven subscales. The total score of each subscale is a sum of the four items.

**TABLE 1**

<u>" In general, why do you practice your sport?"</u>	
<input checked="" type="checkbox"/>	"For the pleasure of discovering new training techniques"
<input type="checkbox"/>	"For the pleasure that I feel while executing certain difficult movements"
<input type="checkbox"/>	"For the pleasure I feel in living exciting experiences"
<input type="checkbox"/>	"Because it is one of the best ways to maintain good relationships with my friends".
<input type="checkbox"/>	"Because I must do sports to feel good about myself"
<input type="checkbox"/>	"For the prestige of being an athlete"
<input type="checkbox"/>	"I don't know anyone; I have the impression of being incapable of succeeding in this sport".

It should be noted that the concept of integrated regulation is not assessed in the SMS because research has shown that this construct has not yet crystallized in adolescents and young adults. Research using the French and English versions of the SMS reveals that the scale has high levels of validity and reliability. The scale has also been validated in several other languages, including Chinese, Italian, Japanese, Russian and Spanish.

## **VI. METHODOLOGY**

Motivation is present in people at three levels of generality, global, contextual and situational.

Research reveals that at least three types of variables produce an important effect on situational motivation: the task, the person and the environment. The sports Motivation Scale has been applied on 40 college students (R.B.D Girls P.G. College, Bijnor U.P) 20 of which regularly play sports and 20 do not, and then SMS-28 was analysed using its key. This surprising that certain tasks generate higher levels of situational intrinsic motivation than do others.

Yet individual differences and environmental variables may affect perceptions of tasks in such a way that even dull tasks may, at times, be experienced as enjoyable. Thus, much research has focused on the impact of environmental and individual difference variables on intrinsic and extrinsic motivation.

## **RESULTS**

### *Outcomes of the Study:*

Sport Motivation Scale (SMS) by Robert J. Vallerand (University du Quebec a Montreal, Canada) has been administered on the college students (women) in two groups. First Group chosen was of the sport women, who were continuously involved in sport and physical education activity. These women have represented college at inter university and inter state level.

When they were asked to fill up the scale, then on careful investigation it was found that except on amotivation key, they scored high on all the other keys. These students clearly indicated that they feel great pleasure while practising their sport, it stimulates their senses and imparts in them a sense of belongingness for their game and sport. Regular exercise is a source of *Intrinsic and Extrinsic Motivation in Sport*

happiness and fitness for them and they feel glad while learning new sport techniques. This rejuvenates their senses and they will try to practice their sport life long, as much as possible.

On the other hand, when the same test was carried out on the non-sport women of the college, it was found that they scored quite low on the SMS, except on the amotivation key.

Careful and Diligent analysis of the scale filled by them showed their lack of knowledge and enthusiasm for their sport activities. They didn't know any new techniques of common sport activities as well as they could not associate themselves with away sport. Clear reason behind this difference could be the lack of motivation in these students. Since these students belong to other subjects like history, political science had neither extrinsic nor intrinsic motivation for sports.

From this study we can easily conclude that if students belonging to different categories are motivated for different sports and exercise events, then they can also be made to score high on sports motivation scale. Secondly it has been proved that "Motivation plays a very important role in sports and exercise".

## **VII. INTERVENTIONS**

It is well known that participation in sport and exercise produces several physical and psychological benefits. Thus, it is unfortunate to see that a large number of children drop out of sport at a young age.

In 1999, Vallerand and Losier proposed the following causal sequence: Social Factors -Psychological Mediators - Motivation - Consequences. Such a sequence integrates the determinants and outcomes of motivation and, as such, charts the nature of the psychological processes through which athletes come to experience various outcomes, including dropping out of sport (Fig. 2). Indeed, research has shown that coaches who display controlling behaviour (a social factor) undermine young athletes' sense of competence, autonomy and relatedness (the psychological mediators). This, in turn, undermines their self-determined motivation, leading to their dropping out of sport.

<b>Social Factors</b>	<b>Psychological Mediators</b>	<b>Motivation</b>	<b>Consequences</b>
Various social factors Such as <input type="checkbox"/> Success/Failure <input type="checkbox"/> Competition <input type="checkbox"/> Cooperation <input type="checkbox"/> Coaches' behaviour	Perceptions of <input type="checkbox"/> Competence <input type="checkbox"/> Autonomy <input type="checkbox"/> Relatedness	Intrinsic motivation <input type="checkbox"/> Extrinsic motivation - Identified regulation - Introjected regulation - External regulation	Various consequences such as <input type="checkbox"/> Affect <input type="checkbox"/> Sportsmanship <input type="checkbox"/> Persistence <input type="checkbox"/> Amotivation

**FIGURE 2** The motivational causal sequence: From social factors to outcomes. Adapted from Vallerand and Losier (1999)

If motivation has a causal influence on persistence, it might be possible to increase athlete's motivation and, in turn, their persistence toward sport by using the causal sequence depicted previously.

### **VIII. CONCLUSION**

Sport motivation is a complex and multidimensional phenomenon. It is influenced by numerous factors and can lead to a host of consequences. Furthermore, not only are intrinsic motivation and identified regulation important for allowing athletes to experience satisfying participation in sport, but these self-determined forms of motivation also lead to higher levels of achievement. In this vein, interventions that promote these forms of motivation have been found to be effective. The road to enjoyable and successful participation in sport has been mapped out.

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### **Key Words :**

**amotivation** A lack of purpose and intentionality in one's action, that is, the relative absence of motivation.

**extrinsic motivation** Engaging in an activity as a means to an end and nor for the activity's own sake.

**intrinsic motivation** Engaging in an activity for itself and for the pleasure and satisfaction derived from participation.

**motivation** The hypothetical construct that is used to describe the internal and/or external forces that lead to the initiation, direction, intensity and persistence of behavior.

**need for autonomy** The desire to be the origin of one's behaviour.

**need for competence** The desire to interact effectively with the environment.need for relatedness The desire to be connected to significant others in one's interaction with the environment.

**recursive bottom-up effect** The impact that specific motivations have in a repeated matter over time on more generalized forms of motivation.

**self-determination** A sense of personal initiative, freedom and choice in behaviour.

**self-determined motivation** Motivation that is characterized by high levels of intrinsic motivation and identified regulation but low levels of external and inrojected regulation and amotivation.

**top-down effect** The impact of more generalized motivational orientations on m ore specific motivations