MOTIVATIONAL FACTORS PREDICTING OPTIMAL ACCOMPLISHMENT AMONG STUDENT – ATHLETES IN UNIVERSITY OF ILORIN, KWARA STATE

Rofiat Olusola DAUDA – OLAJIDE Ph.D[1],
Dept. of Human Kinetics Education, Faculty of Ilorin, Ilorin, Nigeria

Ayobami Kazeem OLAOYE P.h.D[2]
Dept. of Human Kinetics Education, Faculty of Ilorin, Ilorin, Nigeria
&
Esther Ebehitale NWANKWO[3]
Dept. of Human Kinetics Education, Faculty of Ilorin, Ilorin, Nigeria

Correspondent Author: rofiatd@gmail.com

ABSTRACT

Motivation serves as the reason for people's reaction for doing something, willingly and self - desire. However, some athletes are having difficulties in proven their best due to insufficient reinforcement to cater for the immediate needs. Hence, the need for this study, therefore, this study examined the motivational factors predicting optimal accomplishment among student – athletes in University of Ilorin, Kwara State. The objectives of the study were to examine; (i) intrinsic as motivational factors and (ii) extrinsic as motivational factors predicting optimal accomplishment among student – athletes in University of Ilorin, Kwara State. A descriptive research of survey type was employed and the population comprised of (710) 100% all participants at the National Sports Festival in Edo State. Simple random sampling technique was used with the help of research advisor to select three hundred and eighteen (318) 45% of the total population and the researcher's developed instrument was validated by 2 experts in the field. A pilot study was conducted using test re-test method and Pearson Product Moment Correlation (PPMC) was conducted to obtained a correlation co –efficient of -.75. The hypotheses were analyzed using statistics of Chi- square (X^2) at 0.05 level of significance. The findings from the study were that; Intrinsic as motivational factors(X^2 value of 32.407 > critical value of 16.92 with 9 degrees of freedom at 0.05 level of significance; Extrinsic as motivational factors (family, coach, peers and financial benefits) significantly predicted youth athletes in Nigeria with the calculated X^2 value of 41.506 > than the critical value of 16.92 with 9 degrees of freedom at 0.05 level of significance; Based on the findings of this study it was concluded that intrinsic motivation factors, extrinsic motivational factors had significant influence on student – athletes of University of Ilorin, Ilorin . It was therefore, recommended that student - athletes in Nigeria should set achievable targets for themselves regardless of their chosen sport so as to maintain their intrinsic motivation towards continuously participatinge in sports. Since extrinsic motivation positively influence athletes to give their best, all the stakeholder should restructure its motivational package with adequate rewards such that athletes will have greater interest in representing the Country. Prompt payments of allowances as at when due by the management of sports development to the athletes as reward will motivate them to participating effectively in sport. Award of scholarships by the management of sports will motivate students' participation in sports.

Keywords: *Athletes, Motivation, optimal accomplishment*

Introduction

Sport are timeless activities, which human beings have enjoyed since the ancient times as exemplified by the Greek Olympic Game. In dark ages, sports has the ability to reunite people, address unrestful youth,, strengthen the countries and constitute society to live in a peaceful co - existence. There has been established facts that sport creates sense of belonging, feeling of loyalty and attachment to somebody or something. Motivation is the reason for people's actions, willingness and goals. Sports refer to athletic activities involving physical exertion, prowess and display of skill by athlete in its performance within the context of formal rules of behavior (Olumba, 2009). Sports are all forms of competitive physical activities or games which through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants, spectators and deriving enjoyment and fun as the case may be (Sport Accord & Council of Europe, 2012).

Ademola (2014) defined sports as any competitive activity that used physical and intellectual capacity done by an individual or between individuals in other to significantly contribute to their physical, intellectual, social, emotional and financial well-being. U.N.E.S.C.O (2005) defined sport as any physical activity which has the character of play and which involves a struggle with oneself or with others, or a confrontation with Natural Element in a sport. If this activity involves competition it must be perform with a spirit of sportsmanship. There can be no true sport without fair play. Sport thus defined is a remarkable means of education.

Motivation is derived from the word 'motive' which is defined as a need that requires satisfaction, even though, human being wants are insatiable. These needs could also be wants or desires that are acquired through influence of culture, society, lifestyle, food among others. Motivation is one's direction to behavior, or what causes a person to want to repeat a behavior, a set of force that acts behind the motives. An individual's motivation may be inspired by others or events known as extrinsic motivation (Ryan & Deci, 2000).

Participation and successes in sports are influenced not only by cognitive and pscho -motor skills but also by the motivational background of an individual (Bollok, 2011). Sporting activities, like any other health behaviour, has connection to early childhood patterns when sport-related motivations are established relating to peer group. Adolescence is a critical period from the point of view of sport motivation, as the youths undergo significant biological and psychological changes; however, their system of values is still unsettled and as a result their sport activity level decreases as this varies from individuals (Luszczynska, Gibbons, Piko & Tekozel, 2014).

Heerden (2014) pointed out two basic types of motivations which includes; the intrinsic and extrinsic orientations. Motives for sports participation differs people to people and a distinction can be made between the intrinsic and extrinsic (future rewards or punishment) motivations. Extrinsic motivation affects

behaviour through influences independent of personality such as verbal praise, rewarding with an object, acknowledgement. It is also refer to as induced behaviour motivation since it cannot performed beyond its limit willingly without external factor. However verbal scolding, punishment, forbidding participation do not serve the satisfaction of needs, rather they play an important role in the adjustment to the expectations of the environment. Studies conducted in terms of extrinsic motivation revealed that men seem to be more motivated by competition and playing to a certain limit than women when participating in sports. Behaviours that resulted from extrinsic motivation do not necessarily result in habits of intrinsic motivation.

Vallerand (2009) reported that intrinsic motivations serve the satisfaction of needs, irrespective of the expectations of the environment. The purpose of behaviour is not an external factor, but the behaviour itself. Mills and Blankstein (2010) explained that satisfaction of needs in intrinsically motivated activities is continuous, and they originate from the self (within). This is an act that showcases innate tendency of a performer in the field of sports without inducement. This participation is burned out of zeal, pleasure, excitement and funfilled. Kilpatrick (2011) claim that sport participation is more closely linked to intrinsic motives, whereas exercise is associated with primarily extrinsic motives.

According to Vlachopoulos, Karageorghis and Terry (2010), athletes with high intrinsic motivation have better participation and may likely recorded more success in their sporting activities as compared with their intrinsically less motivated mates. On the whole, task-oriented, environment-motivates athletes are being able to attain higher performance levels: and not necessarily have adverse affect in long preparation and participation. On the other hand, ego-oriented individuals when comparing their abilities in sporting activities with those of others if they have to perform well, they become very overwhelmed by worries pressure and tension which reduces the tendency to perform to their desirable focus Venkarteswarlu (2009).. In addition to the environmental sociological factors, gender seems to plays a decisive role in sports, in the area of motivation. Intrinsic motivation is more prevalent in case of girls. They more often enjoy sports than having fun or social get-together. In case of boys, testing their abilities, the chance to display strength, competition, achieving success, constitute the dominant motivational effect (Viira & Raudsepp, 2010).

Motivation has been defined in various ways and by different authors. Gareth, Jennifer and Charles (2009) define motivation as "psychological forces that determine the direction of a person's behaviour, a person's level of effort, and a person's level of persistence in the face of obstacles". David, (2006) defines motivation as "a need or desire that serves to energize behaviour and to direct it towards a goal." Frank (2003) defined motivation as "what drives or induces a person to act in a particular behaviour, the internal force which initiates, directs, sustains and terminates all important activities. It influences the level of

performance, the efficiency achieved and the time spent on an activity." All of the definitions refer to stimuli that trigger the motivational process. Ojo (2000) defined motivation as a psycho-physiological or internal processes aroused by some needs which lead to the activity that will satisfy such need. In other words, it is the force that determines how much efforts an individual puts into whatever he does.

Ogunlade (2002) affirmed that motivation is a fundamental or basic factor in learning and performance and therefore described motivation as an internally generated need or an externally stimulated need which gives rise to a drive that compels the organism to engage in activities that would satisfy a set goal. Motivation is a broad based term and encompasses many aspects of individual as well as collective behaviour. Whether it is in work, study, or sports, individuals or groups of people are needed to be motivated to strive and respond to the incoming stimuli. As a matter of fact, behaviour is the result of different motivational factors (consciously and unconsciously); some of them are biological in nature, others psychological and still others draw their specific characteristics from the socio-cultural environments. Motivation is the reinforcer of behaviour. A person who is better motivated is bound to achieve greater success than the one who has not been properly motivated if all other factors are equal. The former would look more enthusiastic, lively and over- brimming with spirit than the latter. Motivation should not be seen as a singular explanation of behaviour, but rather that motivational states stem from the multitude of interactions of a large variety of variables, such as the need or drive level, the incentive value of the goal, the expectations of the individual, the availability of appropriate responses, the possible presence of conflicting motives and unconscious factors (Reber, 2005). Among Athletes in University of Ilorin some of these factors are applicable as the process of their motivation to participate in sports as there is often high turnouts during sports. The extent and specificity might influence the level of commitment and could be varying tendencies amongst the participants.

As observed that indicative of the person's motivation tends toward a given activity. There are different types of reasons for which students get involved in sporting activities, such as to seek new sensations, attempt to master complex skills, or to conquer challenges. In that respect, athletes are seeking certain goals through their sports involvement, hence intrinsic motives. Student engages in sports each session remains high despite disappointment experiences where students after preparing and training hard for certain competitions, most students will not meets the coaches' selection depending inability to meet up with expectations from the coach and the administrative decisions on logistics. While most of those who have been selected do not received expected financial, incentives or reward to motivate them toward sport participation. For this happens consistently, certain unknown motivating factors could be responsible such as self-esteem, passion, ability, family, coaches. This could be reinforced in order to promote the level of participation and performance towards actualization of these goals as it will

influence these students sport careers. More so, adequate availability of sporting facilities and equipment goes a long a way in stimulating interest towards participation in sports activity. Few studies have been carried out in similar context such as Mills and Blankstein, (2010). Toward a new measure of intrinsic motivation, extrinsic motivation, and motivation in sports: The Sport Motivation Scale (SMS), Mitchell, (2000). Motivation: New Direction for Theory, Research and Practice, Academy of Management. This research examined motivational indices inhibiting sport participation among students of University of Ilorin.

Statement of the Problem

As a retired athlete, this had been the bone of contention among old and young athletes in the country, the proper and adequate ways of making athletes perform beyond its limit is seen as motivation. Improper and inadequacy phenomenon of not taking good care of athletes is the root of low participation in sports. There are series of outings that the state and federal government had pronounced false promises for several years they are unable to fulfill their promised. A hypothetical example was the recent rewarded athletes from 1996 Atlanta Olympics. This has caused a pain in my heart for years as there are a lot of hidden talents in various locations that are yet to be harvest and integrated into the mainstream and become productive in any chosen discipline.

In view of this development and lots more prompted the researcher to embark on the motivational factors predicting optimal accomplishment among student – athletes of University of Ilorin, Ilorin, Kwara State,

Objective of the Study

The general objective of this study was to investigate the motivational factors predicting optimal accomplishment among student – athletes of university of Ilorin, Ilorin, Kwara State. The specific objectives were to:

1. examine whether intrinsic as motivational factors (passion, self-esteem and reward) predicting sport participation among students in University of Ilorin.
2. examine whether extrinsic as motivational factors (family, coach, peers and financial benefits) predicting sport participation among students in University of Ilorin.

Research Hypotheses

The following null hypotheses are formulated to guide the study:

1. Intrinsic as motivational indices factors (self-esteem, passion and reward) will not significantly predicting on sports participation among students in university of Ilorin.
2. Extrinsic as motivational factors (family, coach, peers and financial benefits) will not have significantly predicting on sports participation among students in university of Ilorin.

The method and procedure that were adopted in carrying out this study comprises of Research Design, Population of the Study, Sample and Sampling

Techniques, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Procedure for Data Collection and Procedure for Data Analysis.

The research design adopted for this study was the descriptive research design of survey method. The descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way Seifert, Vallerand, Guillet, Pelletier & Cury (2012) This research design was considered appropriate for this study as it will allow the researcher to collect personal and general information of the respondents to explain the motivational indices inhibiting sports participation among students in university of Ilorin.

Population is defined as the broader group of people to whom the results of a study can be generalized (David, 2017). The population of this research was all 710 athletes who regularly trained and were available to represent the University of Ilorin sport competitions during the 2019/2020 academic session. Source: University of Ilorin, Sports Unit, 2020.

. A multi-stage sampling procedure which comprised of stratified, proportionate and random sampling were employed in this study. The first stage of the sampling was to stratify the athletes into different type of sports, which will be followed by proportionate sampling of 45% that was randomly selected from each stratum. The percentage of the respondents used as the sample was determined by the research advisor which stated that between 45-80% of the total population should be selected for the study. Hence, 318 respondents were randomly selected with the help of research advisor.

Table 1: Multi – Sampling Procedure showing Sport Participants in University of Ilorin

S/N	Sport	Population	Sample (45%)
1	Football	243	109
2	Basketball	109	49
3	Volleyball	88	40
4	Handball	92	41
5	Athletics	43	19
6	Judo	38	17
7	Tennis	19	9
8	Table tennis	45	20
9	Badminton	32	14
	Total	**710**	**320**

Source: University of Ilorin Students Affairs Unit (2020).

The Instrument that was used for this study was a researcher's – developed questionnaire consisted of a structured 12 items to elicit bio – data information from respondents on motivational indices influencing sports participation among students in university of Ilorin. The instrument was tagged: "motivational indices inhibiting sports participation" (MIISP). The questionnaire comprised of two sections of A and B. Section A focused on demographic characteristics of the respondents based on variables such as gender, age, religion and level while Section B consisted of 12 structures items on motivational indices inhibiting sports participation among students in university of Ilorin. A modified four-point of Likert rating scale of "Strongly Agreed (SA)", "Agreed (A)", "Disagreed (D)" and "Strongly Disagreed (SD)" responses were used to collect responses for items on the questionnaire.

The validity of the instrument was ascertained by both face and content validity from the experts on the related field in the Department of Human Kinetics Education, Faculty of Education, University of Ilorin. The comments, corrections, and suggestions of the experts were incorporated into the questionnaire before the final draft was produced for administration.

The reliability of the instrument was determined using pilot study through the test-retest method whereby 20 copies of the questionnaire was administered to the respondents that were sharing similar characteristic with the area of the study. This was carried out within an interval of two weeks. The two results were correlated using Pearson Product Moment Correlation (PPMC) to determine its reliability. A correlation co-efficient of .76 was obtained which showed that the result was reliable for further processing.

The respondents was administered the instrument directly by the researcher and 2 (two) trained research assistants who were properly briefed on conduct of the research. The questionnaire was distributed and collected from the respondents immediately they were completed for further analysis.

The data collected for the study was subjected to appropriate statistical analysis. Section A which entailed the demographic characteristics of respondents and answering of research questions were analyzed using descriptive statistics of frequency and percentage, while inferential statistics of chi-square was used to test the null hypotheses formulated at 0.05 alpha level.

RESULTS AND DISCUSSION OF FINDINGS

Introduction

This chapter deal with the data analysis, interpretation of the data collected, results and discussion of findings on motivational indices inhibiting sports participation among students in university of Ilorin. A summary of the personal characteristics of the respondents were first presented in the table 1 using frequency and percentages. The three hypotheses formulated for the study were tested using inferential statistics of Chi-square (x^2) at 0.05 alpha level.

Testing of Hypothesis:

Hypothesis 1: Intrinsic as motivational indices (self-esteem, passion and reward) will not have significant influence on sports participation among students in university of Ilorin.

Table 2: Chi-square analysis on intrinsic motivational indices and sports participation among students in University of Ilorin.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	df	CAL VALUE x^2	TABLE VALUE X^2	REMARK
1	Role models are motivating factors that positively influences sport participation among students	158 (49.6%)	136 (42.7%)	16 (5.0%)	9 (2.8%)	318 (100%)				
2	Lack of belief in oneself negatively influences sport participation	128 (40.2%)	166 (52.2%)	12 (3.8%)	12 (3.8%)	318 (100%)				
3	Low morale is a motivating factor which positively influences sport participation among students	164 (51.6%)	139 (43.7%)	12 (3.8%)	3 (0.9%)	318 (100%)	9	32.407	16.92	Ho Rejected
4	Loss of interest or distraction such as family, too much of pressure and high expectations influences students participation in sports.	189 (59.4%)	114 (35.8%)	11 (3.5%)	4 (1.3%)	318 (100%)				
	Column Total	**639**	**555**	**51**	**28**	**1272**				

@ 0.05 alpha level of significance

Table two shows that the calculated value of 32.407 is > the critical value of 16.92 with 9 degree of freedom at 0.05 alpha level. Since the calculated value of 32.407 is > the table value of 16.92 therefore, hypothesis one is rejected. This implies that intrinsic as motivational indices (self-esteem, passion and reward) have significant influence on sports participation among students in university of Ilorin.

Hypothesis 2: Extrinsic motivational indices (family, coach, peers and financial benefits) will not have significant influence on sports participation among students in university of Ilorin.

Table 3: Chi-square analysis on extrinsic motivational indices and sports participation among students in University of Ilorin.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	df	CAL VALUE x^2	TABLE VALUE X^2	REMARK
1	Support from fans and loved ones can greatly motivate students in participating in sport positively	152 (47.8 %)	154 (48.4 %)	8 (2.5%)	4 (1.3%)	318 (100 %)				
2	Little or no support or encouragements from family influences student negatively in sport participation	162 (50.9 %)	134 (42.1 %)	11 (3.5%)	11 (3.5%)	318 (100 %)				
3	Encouragements from peers can positively motivates students in sport participation						9	41.506	16.92	Ho Rejected
4	Mockery from peers negatively influences students participation in sports.	158 (50.0 %)	152 (47.8 %)	5 (1.6%)	2 (0.6%)	318 (100 %)				
	Column Total	157 (49.3 %)	137 (43.1 %)	12 (3.8%)	12 (3.8%)	318 (100 %)				
		629	**577**	**36**	**29**	**1272**				

@ 0.05 alpha level of significance

Table three shows that the calculated value of 41.506 is > the critical value of 16.92 with 9 degree of freedom at 0.05 alpha level. Since the calculated value of 41.506 is > the table

value of 16.92 therefore, hypothesis two is rejected. This implies that extrinsic as motivational indices (family, coach, peers and financial benefits) have significant influence on sports participation among students in university of Ilorin.

Discussion of Findings

Hypothesis one stated that intrinsic as motivational indices (self-esteem, passion and reward) will not have significant influence on sport participation among students in university of Ilorin was rejected with calculated value of 32.407 is > the critical value of 16.92 with 9 degree of freedom at 0.05 alpha level. This implies that intrinsic motivational indices (self-esteem, passion and reward) have significant influence on sports participation among students in university of Ilorin. This is supported by Vallerand (2009) who reported that intrinsic as motivations serve the satisfaction of needs, irrespective of the expectations of the environment. The purpose of behaviour is not an external factor, but the behaviour itself. Mills and Blankstein (2010) explained that satisfaction of needs in intrinsically motivated activities is continuous, and they originate from the self. Kilpatrick (2011) claim that sport participation is more closely linked to intrinsic motives, whereas exercise is associated with primarily extrinsic motives. Therefore, motivation could be a strong inspirational device to enhance athletes' better performance in sports competition. For instance, if athletes are rewarded with cash, scholarships to institutions of higher learning for outstanding performance with better training facilities will help them to forge ahead and excel in their respective sporting careers.

Hypothesis two stated that extrinsic motivational indices (family, coach, peers and financial benefits) will not have significant influence on sport participation among students in university of Ilorin was rejected with calculated value of 41.506 is > the critical value of 16.92 with 9 degree of freedom at 0.05 alpha level. This implies that extrinsic asmotivational factors (family, coach, peers and financial benefits) have significant influence on sports participation among students in university of Ilorin. This is in line with Campbell (2010) who viewed extrinsic motivation as a affecting behaviour through influences independent of personality such as verbal praise, rewarding with an object, acknowledgement. However verbal scolding, punishment, forbidding participation do not serve the satisfaction of needs, rather they play an important role in the adjustment to the expectations of the environment. Studies conducted in terms of extrinsic motivation reveal that men seem to be more motivated by competition and playing to the limit than women when participating in sport. Behaviour that resulted from extrinsic motivation do not necessarily result in habits in intrinsic motivation.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study examined the motivational indices influencing sports participation among students in university of Ilorin. The researcher investigated the

extent to which dependent variables such as intrinsic motivational indices, extrinsic motivational indices, reward and scholarship as factors influencing sports participation among students in university of Ilorin. Related literatures were reviewed in line with the variables in the study. The descriptive research design of survey method was adopted for the study. A total of three hundred and eighteen (320) respondents formed the sample size from the total population of seven hundred and ten (710).

Researcher's structured questionnaire consisted of section (A & B) in a modified Likert format rating scale was used for data collection. The instrument was validated by two lecturers in the Department of Human Kinetics Education, Faculty of Education, University of Ilorin. The instrument was subjected to pilot testing using the test- retest method. Inferential statistics of the Pearson's Product Moment Correlation was used to analyze the two results. A correlation co-efficient of .76 was obtained. The instrument was administered by the researcher and two trained research assistants who was trained by the researcher. The demographic data and research questions collected were analyzed with the use of descriptive statistics of frequency and percentages, while the inferential statistics of Chi–square was used to test the hypotheses formulated for the study at 0.05 level.

Conclusion

Based on the findings of this study, the following conclusions were drawn:

1. Intrinsic motivational factors (self-esteem, passion and reward) had significant influence on sports participation among students in university of Ilorin.
2. Extrinsic motivational factors (family, coach, peers and financial benefits) had significant influence on sport participation among students in university of Ilorin.

Recommendations

Based on the findings from the conclusion, the following were recommended:

1. University of Ilorin Athletes should set targets for themselves regardless of their chosen sport so as to maintain what they are passionate about which will enable them to continuously participate in sports.
2. Since extrinsic motivation positively influence athletes to give their best, the management of the University should restructure its motivation package with adequate rewards such that athletes will have greater interest in representing the University.

References

Ademola, A. (2014). *Facility planning and management: An overview*: Manual of Nigeria Academy of Sports Administration, 1(1). 73-78

Bollok, E.O. (2011). Shouldering the burden of sports development in Nigeria: is the school physical education curriculum living up to

expectation. Inaugural lecture series 110; University of Benin, August 19th, 2010.

David, J. L., (2006). Task and ego orientation and intrinsic motivation in sport. *International Journal of Sport Psychology*, 1.1;

Deci, E.L., & Ryan, R.M. (2000). The "what" and "why" of goal pursuit: Human needs and the self-determination of behavior. Psychological Inquiry, 11, 227–268.

Frank, H., & Phil, M. (2003). Microeconomics and Behaviour. 6th ed. New York: McGraw-Hill

Heerden, A. O., (2014). How can motivation be increased to performers athletes, *Sport Science Journal*, 48 (5), 60 - 66;

Hellriegel, D.(2002). Organizational Behaviour, (6th ed.). New York: West Publishing Company Hill companies.

Heino, S. (2000). Valmentautumisenpsykologia – iloisemmin, rohkeammin, keskittyneemmin! VK-Kustannus Oy. Lahti.

Luszczynska, E.O., Gibbons, A.H., Piko, E., & Tekozel, S.A., (2014). School Sports Development in Delta State in the New Millennium; Problems and Prospect. Keynote Address at the N.S.S.F Delta State Assembly, Asaba.

Mills, L.G., & Blankstein, M.S. (2010). Toward a new measure of intrinsic motivation, extrinsic motivation, and amotivation in sports: The Sport Motivation Scale (SMS). *J SportExer Psy*, 1995; 17: 35-53

Mitchell, T.R. (2000). Motivation: New Direction for Theory, Research and Practice, Academy of Management Review, vol.7 no.1, 80-88.

Ogunlade, R.J. (2002). Toward a hierarchical model of intrinsic and extrinsic motivation. In MP Zanna (Ed.), *Advances in experimental social psychology*. San Deigo: Academic Press, 271-360

Ojo, L., (2000). Task and ego orientation and intrinsic motivation in sport. *International Journal of Sport Psychology*, 1.1;

Olumba, T.T. (2009). Gender issues in physical education and sports in Nigeria. *Journal of Kinetics and Health Education perspectives* (JOKHEP). 1(2), 74-87

Reber, C. (2005). Goal orientations and sport motivation, differences between the athletes of competitive and non-competitive rhythmic gymnastics. *J Sport Med Phys Fit*, 2011; 51(3): 480-488

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation ofintrinsic motivation, social development, and well-being. *American Psychologist,55*(1), 68-78.

Ryan, R.M., & Deci, E.L. (2009). Active human nature: Self-Determination Theory and the promotion and maintenance of sport, exercise, and health. In M.S. Hagger & N.L.D.

Chatzisarantis (Eds.), Intrinsic motivation and self-determination in exercise and sport (pp. 1–19). Human Kinetics Europe Ltd.

Seifert P, Vallerand R, Guillet E, Pelletier L, Cury F. (2012). Motivation and dropout in female handballers: A 21- month prospective study. *Eur J Soc Psychol*; 32: 395-418

Viira, L.Y., & Raudsepp M.E., (2010). Learned helplessness in humans: Critique and reformulation. *J Abnorm Psychol,* 1978; 87(1): 49-74

Vallerand, R.J. (2009). Toward a hierarchical model of intrinsic and extrinsic motivation. In MP Zanna (Ed.), *Advances in experimental social psychology*. San Deigo: Academic Press, 271-360;

Vallerand, R.J., Blanchard, C.M., Mageau, G.A., Koestner, R., Ratelle, C., Léonard, M., et al. (2003). Les passions de l'âme: On obsessive and harmonious passion. *Journal of Personality and Social Psychology*, 85, 756–767.

Venkarteswarlu (2009). Teaching of physical Education in secondary Schools Philadelphia: W.B. Saunders Company.

Vlachopoulos, R,J., Karageorghis G.A., & Terry, A. (2010). Passion and performance attainment in sport. Psychology of Sport and Exercise, 9, 373–392.