

# PODIUM

Journal of Science and Technology in Physical Culture

---

Volume 19  
Issue 2

2024

University of Pinar del Río "Hermanos Saíz Montes de Oca"



## *Intrinsic or extrinsic motivation?... Towards a balance*

*¿Motivación intrínseca o extrínseca?... Hacia un equilibrio*

*Motivação intrínseca ou extrínseca?... Rumo ao equilíbrio*

Marta Cañizares Hernández



"Manuel Fajardo" University of Physical Culture Sciences. Havana. Cuba.

Corresponding author: marticainder@gmail.com

*Received:* 3/06/2024

*Approved:* 08/07/2024

We have been asked many times what the motivations of Cuban athletes are, whether they must face many limitations in their preparation as a consequence of the country's difficult economic situation and the influence of the US blockade on the island. Of course, this topic has been the subject of multiple investigations.

Motivation is nothing more than the psychological process in which the motives of human behavior, arise, develop and are realized (Batista, et al., 2022); thus, studies of motivation in sports have been broad and deep. In fact, it has become one of the most researched topics in Sports Psychology in recent decades.

Sánchez's (2005) research summarizes the main existing theories on motivation, which scholars approach from various perspectives, including: the theory of direct and indirect motives (Rudik and Puni, 1952); achievement motivation theory (Atkinson, 1957; Clelland 1958); the theory of basic motivations (Bouet, 1969); the multifactorial theory in motivational structure (Vanek and Cratty, 1970); the theory of intrinsic and extrinsic



motivation ( Green and Leeper, 1974); developed attribution theory ( Heider, 1958 ); self-efficacy theory ( Bandura, 1977 ); the subjective readiness theory of competence ( Harter, 1978 ); the Escarbi `s theory of participation and abandonment motives, 1993; Gould, 1988; Orlick, 1978); the achievement goal theory ( Nicholls, 1984) which had several followers; and the theory of goal perspectives and its impact on sport (Duda and Nicholls, 1992; Hurst, et al., 2021; Knoblochova , et al., 2021; Sánchez, 2005).

All these theories lead to important analyzes and reflections on motivation in sport as a driving force and regulator of the behavior of the practitioner and especially of the athletes. One of the most interesting and used theories in sports research is undoubtedly that of intrinsic and extrinsic motivation (Cañizares and Huie, 2022; Sánchez, 2005).

Motivation is considered extrinsic when the athlete's behavior is oriented towards obtaining a reward, an effort is made that is not directly linked to the task to be performed, the material reward is an aspiration; this is not the case with intrinsic motivation, which appears when the athlete experiences the satisfaction that it provides in carrying out the task or activity, and does not require and even less needs the external reinforcement of the reward as an essential element.

Towards this type of motivation, it is important that the coach guides his work, since athletes with intrinsic motivation, when they present difficulties with the task, project themselves as more persistent and resistant, find pleasure in their performance and do not remain focused solely on the result (Sánchez, 2005). This author suggests that intrinsic motivators are more powerful than extrinsic motivators and can motivate for longer; he also highlights that the use of external rewards can decrease and make intrinsic motivation disappear.

In the analysis of research and interviews with sports psychologists and coaches, it is evident that Cuban athletes have intrinsic motivations such as love of sport, improving performance in practice and satisfaction with the results of training, among others; among the extrinsic ones it is appreciated, first of all, helping the family financially, getting money, winning a medal at the highest level, traveling to several countries, having a house, a car



and others; this is seen especially in high-level, high-performance athletes (Cañizares and Huie , 2022).

Both intrinsic and extrinsic motivations are strongly established in the behavior of athletes, which is why they guide and orient their behavior; however, the reasons are integrated and hierarchical. The motivational hierarchy, formed by those motives that really guide the personality towards essential objectives in life, appears as a powerful self-regulation system also called personality-orienting tendencies.

In this way, the study of the motivational sphere of athletes has not only cognitive significance, but also great practical importance for the formation of a system of motives, in correspondence with the level of mastery and individual psychological particularities; in addition to the creation of the state of psychic readiness for competition. Therefore, the updating of each other, and the change in the level of motivation, can be used as a procedure to regulate the psychological state of the athlete, during training and competition (Sánchez, 2005).

When analyzing athletes who are moving towards high performance, it is necessary to always strengthen intrinsic motivation based on competitiveness in the search for a result. It is also valued that the reward informs the athlete of their high competitiveness and contributes to increase intrinsic motivation ( Cañizares and Huie , 2022).

Intrinsic behaviors respond to people's needs to feel competent and self-determined ; consequently, the coach must involve his athletes and consider them as centers of the sports preparation process.

In the cases of athletes who do not train together, due to training in other foreign clubs, an attempt should be made to encourage the sharing of responsibilities in sports teams, this increases competition and the feeling of pride in fulfilling the role, favors integration of each athlete to the coherent functioning of the group and stimulates teamwork. The intervention of the family and the coach should not be forgotten, the latter can systematically influence



to strengthen the feeling of competitiveness in one or more athletes, which reinforces the development of motives.

Motivation as a process constitutes an active and persistent orientation of the person towards certain objectives-goals, requires in the sports field that the coach make good use of it and take into account all those personal, social and situational indicators that can affect it in its directional and dynamic components.

In short, the important thing is to know what are the reasons that prioritize and guide the athlete's behavior, those that give him the strength of his performance, whether extrinsic or intrinsic; what is significant must be the achievement of a balance that allows for effective, accurate direction and the development of the subject's personality.

## REFERENCES

- Batista, M., Vitorino, G., Honório, S., Santos, J., Serrano, J., & Petrica, J. (2022). Motivational predictors of subjective well-being emadultos active practitioners of ginásio. *E-balonmano.com*, 18 (2), 149-160. <https://doi.org/e-balonmano.com>
- Cañizares, M and Huie, M (2022). Injuries and psychological resilience in elite Cuban athletes. In: *Advances in Psychology Research*. volume 49. Chapter # 8: Nova Science publishers, Inc. Hauppauge , New York, USA.
- Duda , J. (2004). Goal Setting and Achievement Motivation in Sport. In *Encyclopedia of Applied Psychology* (pp.109-119). Elsevier Inc. [https://www.researchgate.net/profile/Joan-Duda/publication/230649405\\_Goal\\_Setting\\_and\\_Achievement\\_Motivation\\_in\\_Sport/links/5a4e0a19a6fdcc3e99d235df/Goal-Setting-and-Achievement-Motivation-in-Sport.pdf](https://www.researchgate.net/profile/Joan-Duda/publication/230649405_Goal_Setting_and_Achievement_Motivation_in_Sport/links/5a4e0a19a6fdcc3e99d235df/Goal-Setting-and-Achievement-Motivation-in-Sport.pdf)
- Duda, J. and Nicholls, J. (1992). Dimensions of Achievement Motivation in Schoolwork and Sport. *Journal of Educational Psychology*, 84(3), 290-299. <https://doi.org/10.1037/0022-0663.84.3.290>



Hurst, P., Christopher, R., & Kavussanu, M. (2021). Ego Orientation is related to Doping Likelihood via Sport Supplement Use and Sport Supplement Beliefs, *European Journal of Sport Science*, (1-9). <https://doi.org/10.1080/17461391.2021.1995509>

Knoblochova, M., Mudrak, J., and Slepicka, P. (2021). Achievement Goal Orientations, Sport Motivation and Competitive Performance in Beach Volleyball Players. *Acta Gymnica*, 51. <https://doi.org/10.5507/ag.2021.016>

Sánchez, M, E. (2005). *Psychology of training and sports competition*. Sports Editorial. Havana

***Conflict of interest statement:***

The author declares that there are no conflicts of interest.

***Author's contribution:***

The author is responsible for writing the work and analyzing the documents.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International license.

