BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

THE EFFECT OF MOTIVATION LEVEL ON SPORTS ACHIEVEMENTS OF YOUNG ATHLETES

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Abstract: This article examines the relationship between motivation level and sports performance among young athletes. The study involved 60 athletes aged 14–18. Motivation levels were assessed using a standardized psychological questionnaire, while sports performance was analyzed based on competition results. The obtained results revealed a positive correlation between motivation and sports performance ($r = 0.71$; $p < 0.05$). The findings confirm that developing motivation in the training process is an important factor in improving athletic performance.

Keywords: motivation, sports performance, young athletes, sports psychology, intrinsic motivation, extrinsic motivation, correlation analysis**.**

Introduction

Achieving high results in sports depends on many factors, one of which is motivation. Motivation ensures an athlete's striving toward goals, overcoming difficulties, and active participation in the training process. In modern sports psychology, motivation is regarded as one of the most important determinants of sporting success.

Today, in the training of young athletes, the need to develop psychological preparation alongside physical and technical training is increasing. However, studies devoted to the relationship between motivation and sports performance are still insufficient. Therefore, the relevance of this study is determined by the need to deeply investigate athletes' motivational states and to identify their impact on sports performance.

Objective of the Study

To determine the impact of motivation level on sports performance in young athletes and to develop practical recommendations for enhancing motivation.

Scientific originality of the research

1. The relationship between motivation level and sports performance in young athletes was quantitatively assessed.
2. The effects of intrinsic and extrinsic motivation on sports performance were comparatively analyzed.
3. Practical recommendations aimed at enhancing athletes' motivation were developed.

Tadqiqot metodologiyasi

The study involved 60 athletes aged 14–18 years.

Participants were divided into the following groups:

1. Athletes with high motivation – 30 participants;
2. Athletes with low motivation – 30 participants.
3. The following methods were used in the study:
4. analysis of scientific literature;
5. psychological questionnaire;
6. pedagogical observation;
7. recording of sports performance results;
8. mathematical and statistical analysis.

In statistical analysis, Pearson's correlation coefficient and Student's t-test were used.

Results of the study

Motivation level and sports performance indicators

Table 1

“Group”	**“Number of athletes”**	**“Motivation score (M±m)”**	**“Sport result (points)”**
“With high motivation”	30	84,6 ± 3,8	87,2 ± 4,1
“With low motivation”	30	61,3 ± 4,5	72,8 ± 5,2

As can be seen from the table results, athletes with a high level of motivation demonstrated a significant advantage in sports performance outcomes.

Correlation between motivation and sports performance

Table 2

“Index”	r	p
“Motivation – sports performance”	0,71	<0,05

“The results showed a strong positive relationship between motivation and sports performance.”

Results of the study

The results of the study confirmed that motivation has a significant impact on sports performance. According to the obtained data, athletes with a high level of motivation were more active in the training process, performed the tasks assigned by the coach more completely and effectively, and demonstrated higher sports results. They were also found to have fewer cases of missing training sessions, indicating a high level of commitment to improving their athletic skills.

During the study, it was observed that highly motivated athletes showed greater persistence in performing complex exercises, approached recovery processes after training loads responsibly, and managed stressful situations in competitions more effectively. This contributed to a stable improvement in their sports performance. In contrast, athletes with low motivation showed decreased interest in training, incomplete execution of training loads, quicker fatigue, and higher levels of insecurity during competitions. In some cases, they tended to avoid complex tasks and demonstrated a higher level of fear of failure, which negatively affected their sports results. Correlation analysis showed a strong positive relationship between motivation level and sports performance ($r = 0.71$; $p < 0.05$). This indicates that as motivation increases, sports performance also improves. The statistically significant relationship highlights the importance of psychological factors in the training process of athletes.

The findings also revealed that intrinsic motivation plays a particularly important role in sports activity. Athletes who trained with enjoyment, self-improvement goals, and a desire to achieve personal records demonstrated better results. Although extrinsic factors such as rewards and encouragement from coaches and parents also had a positive effect, they were most effective when combined with intrinsic motivation for long-term results. Additionally, highly motivated athletes showed lower pre-competition anxiety and higher self-confidence. This helped them adapt more quickly to competition conditions and demonstrate their maximum potential.

Thus, motivation is considered a key factor that determines not only training efficiency but also athletes' psychological stability and competitive performance. The obtained results indicate the need to implement psychological and pedagogical programs aimed at developing motivation within the athlete training system. Coaches can effectively enhance motivation levels by setting individual goals, providing regular encouragement, recognizing athletes' achievements, and creating a positive psychological environment.

Intrinsic motivation is one of the most stable and effective psychological factors in sports activity. It is characterized by an athlete's personal interest, love for sport, desire to develop their abilities, and aspiration to achieve personal goals. Athletes with intrinsic motivation enjoy the training process itself, actively strive to acquire new technical and tactical skills, and continuously work to improve their sports performance. For such athletes, the main goal is not only to win but also to expand their capabilities, improve personal records, and express themselves in sports activity. One of the main advantages of intrinsic motivation is its long-term nature. Research shows that athletes with a high level of intrinsic motivation consistently attend training sessions, can withstand difficulties, and do not abandon sports after failures. They perceive temporary defeats as opportunities for self-improvement and development.

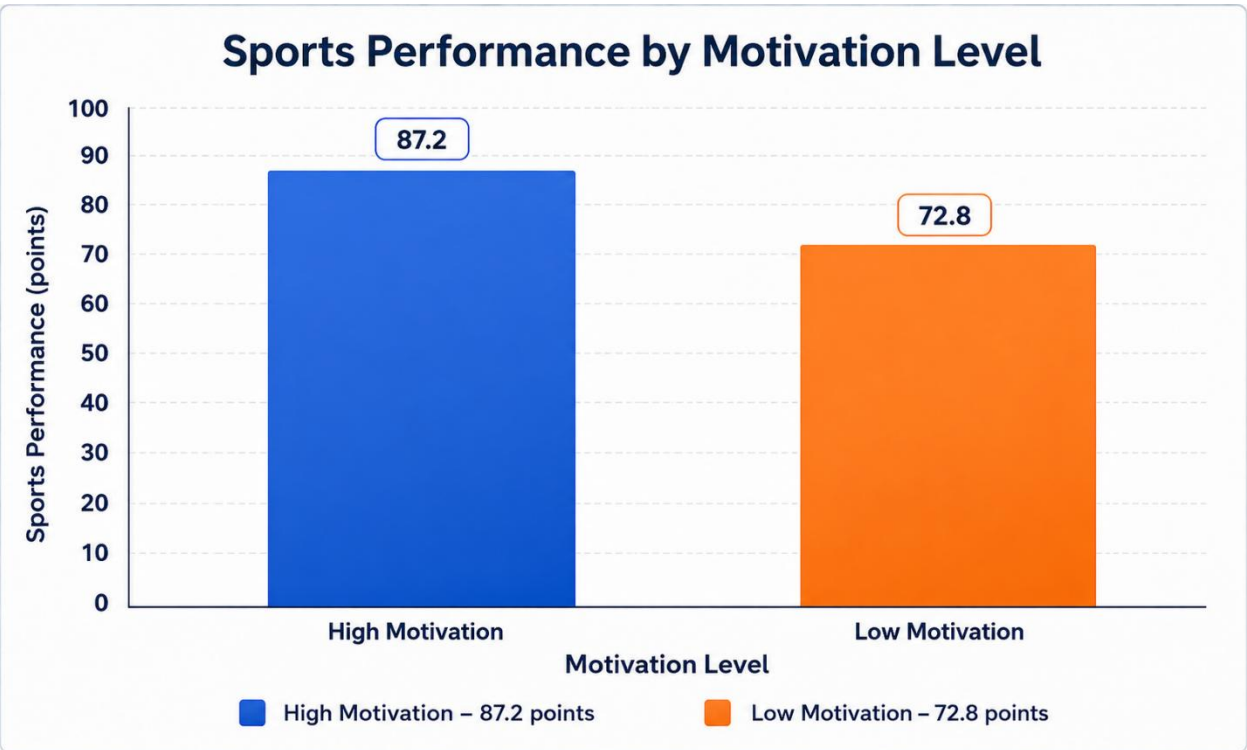
Extrinsic motivation, on the other hand, influences athletes through external factors. These include rewards, medals and diplomas, encouragement from coaches and parents, public recognition, sports titles, and material incentives. Extrinsic motivation can stimulate athletes to achieve specific goals and improve short-term results. In particular, reward systems play an important role in increasing training engagement among young athletes.

However, athletes who rely solely on extrinsic motivation may demonstrate lower stability of motivation. If rewards or external incentives decrease, their interest in training may also decline. Therefore, sports psychologists emphasize the importance of maintaining a balance between intrinsic and extrinsic motivation. In sports practice, the highest results are usually achieved when intrinsic and extrinsic motivation are combined. Such athletes gain satisfaction from sports activity itself while also being additionally motivated by achievements, recognition, and rewards. As a result, their training efficiency, competitive activity, and sports performance significantly improve.

The results of the study were found to be consistent with the findings of well-known scholars in the field of sports psychology, such as Weinberg and Gould, as well as Deci and Ryan. In particular, Weinberg and Gould, in their research, emphasized that motivation is one of the main driving forces of sports activity. They stated that highly motivated athletes tend to participate more actively in training, are more willing to overcome difficulties, and demonstrate higher performance in competitions. According to their view, motivation is a key factor in an athlete's goal-oriented behavior, perseverance, and long-term success in sport.

The Self-Determination Theory developed by Deci and Ryan highlights the dominant role of intrinsic motivation in athletes. According to this theory, an athlete's intrinsic motivation increases when they can independently regulate their activity, feel competent, and maintain positive relationships with coaches and teammates. As a result, satisfaction with sports activity increases, training engagement improves, and sports performance is enhanced.

In the present study, it was also confirmed that athletes with a higher level of motivation demonstrated significantly better sports results. The obtained findings further confirm that motivation is one of the key psychological factors of sporting success. Moreover, the results indicate the necessity of widely applying pedagogical and psychological approaches aimed at developing intrinsic motivation within the training system of young athletes.



Practical Recommendations

1. Formation of individual goals for athletes.
2. Providing regular psychological support by coaches.
3. Organizing motivational training sessions before competitions.
4. Systematic encouragement of athletes' achievements.
5. Strengthening cooperation between parents and coaches.

Conclusion

The results of the study showed a strong positive relationship between motivation level and sports performance in young athletes ($r = 0.71$; $p < 0.05$). It was found that athletes with a high level of motivation achieve higher sports results. Therefore, developing and enhancing motivation within the athlete training system is an important pedagogical and psychological task.

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