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Candidate session number

Candidate name

School number

School name

Examination session (May or November)

May

Year

2012

Diploma Programme subject in which this extended essay is registered: psychology

(For an extended essay in the area of languages, state the language and whether it is group 1 or group 2.)

Title of the extended essay: What are the most important factors that help to increase motivation in a top athlete

### Candidate's declaration

*This declaration must be signed by the candidate; otherwise a grade may not be issued.*

The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual.

I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

This is the final version of my extended essay.

Candidate's signature: \_\_\_\_\_

Date: 20/02/2012

## Supervisor's report and declaration

The supervisor must complete this report, sign the declaration and then give the final version of the extended essay, with this cover attached, to the Diploma Programme coordinator.

Name of supervisor (CAPITAL letters) \_\_\_\_\_

Please comment, as appropriate, on the candidate's performance, the context in which the candidate undertook the research for the extended essay, any difficulties encountered and how these were overcome (see page 13 of the extended essay guide). The concluding interview (viva voce) may provide useful information. These comments can help the examiner award a level for criterion K (holistic judgment). Do not comment on any adverse personal circumstances that may have affected the candidate. If the amount of time spent with the candidate was zero, you must explain this, in particular how it was then possible to authenticate the essay as the candidate's own work. You may attach an additional sheet if there is insufficient space here.

The candidate did a thorough research to find appropriate background research because he wanted to document his argument properly. Being a semi-professional athlete himself he took great care to find time to study within a highly charged training schedule and managed to finish his paper through use of self-discipline in the midst of important competitions.

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I have read the final version of the extended essay that will be submitted to the examiner.

To the best of my knowledge, the extended essay is the authentic work of the candidate.

I spent  hours with the candidate discussing the progress of the extended essay.

Supervisor's signature: \_\_\_\_\_

Date: 21.2.2012



**Assessment form (for examiner use only)**

Candidate session number

**Achievement level**

Criteria	Examiner 1	maximum	Examiner 2	maximum	Examiner 3
A research question	2 ✓	2		2	
B introduction	2 ✓	2		2	
C investigation	3 ✓	4		4	
D knowledge and understanding	3 ✓	4		4	
E reasoned argument	3 ✓	4		4	
F analysis and evaluation	2 ✓	4		4	
G use of subject language	3 ✓	4		4	
H conclusion	2 ✓	2		2	
I formal presentation	3 ✓	4		4	
J abstract	1 ✓	2		2	
K holistic judgment	3 ✓	4		4	
Total out of 36	27 ✓				

Name of examiner 1 (CAPITAL letters)

Examiner number:

Name of examiner 2 (CAPITAL letters)

Examiner number:

Name of examiner 3 (CAPITAL letters)

Examiner number:

IB Cardiff use only: B:

IB Cardiff use only: A:

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Date:

04/12

# **IB Extended Essay**

**Examination session May 2012**

Subject: Psychology

Title: Factors that increase motivation in sports

Candidate name:

Candidate number:

Number of words: 3524

## Abstract:

This essay investigated the following RQ: **“What are the most important factors that help to increase motivation in a top athlete?”** *RA*

The approach to investigating the following research question was examination of different factors and the ways in which can increase a top athlete`s motivation. The paper begins with examination of the interaction of intrinsic and extrinsic motives and questions whether people tend to report intrinsic motives more often than extrinsic motives for taking part in sports (Ashford et al. 1993; Daley&O`Gara 1998). The discussion leads to finding the factors that can influence intrinsic motivation (Martin et al. 2000, Amorose&Horn 2001). The Additive principle is introduced, which suggests that if intrinsic motivation is added to extrinsic, it produces very high level of motivation. Deci(1972) disagreed with additive principle and conducted the research in order to prove its inaccuracy .He found that extrinsic rewards may decrease motivation.

Other factors that can boost motivation were found. Positive reinforcement gives some knowledge of results from practice and performance, which is then applied in developing certain skills. Black&Weiss (1992) found correlation between the use of feedback and motivation. Skinner(1969) suggested that reinforcement can still motivate athletes if they feel stop in their development.

The paper also describes two cognitive approaches, which are self-efficacy and attributions, to understand Self-efficacy refers to our beliefs in our abilities to perform tasks (Bandura 1982; Bandura&Locke 2003). Attributions refer to our beliefs about the causes of events, including success and failure (Biddle&Hill 1992; Weiner 1972; Orbach et al. 1999)

Goal setting was suggested as one of the most important factors that provides athletes with the direction and setting short and long term goals (Cabral&Crisfield 1996)

The conclusion was that all the factors which were mentioned in the essay can help to increase a top athlete motivation.

**Word count: 297**

*Conclusion needs to be more specific =*

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## Introduction:

*“So little is required to be successful in sport. It’s certainly mostly a matter of psychology and in the end it’s that psychological difference that decides whether you win or lose.”*

–Sven Goran-Eriksson, England Football Manager<sup>1</sup>

Sport psychology involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors<sup>2</sup>. It is important to know why a marathon runner continues to run despite the pain and what psychological processes he/she experiences during the physical exercises.<sup>3</sup> It is these psychological processes and “differences”, as referred to by Sven Goran-Eriksson in the quote above, between individual sports participants, which may determine which top athletes, win or lose.

From birth we all try to be competent in our environment. And as we continue our lives, our need to be competent is channeled through various areas, one of these being sport. Top athletes are in a constant process of developing their abilities and thereby constantly striving to be more competent in their chosen field. They work hard in training and give maximum effort when competing<sup>4</sup>. Resulting often in the athletes who work hardest and most consistently achieving better results and receiving more rewards for the work they do.

One way of looking at what motivates an athlete to keep striving to improve their abilities is to examine internal versus external motives<sup>5</sup>. Internal motivation, also called “intrinsic motivation”, comes from within the individual (fun being a part of a team, the satisfaction of new achievements, enjoyment of competitions etc.). Intrinsic motivation depends on the individuals perception and attitude. What these factors have in common is the pleasure associated with sport. External or “extrinsic” motives are the external rewards, trophies, contracts which can be obtained by taking part in sport or exercise. This could be the praise from the coach, being with your friends, to have a contact with professional sports team etc.

Motivation can be also seen as a cognitive process in which human behavior is considered as a direct result of their way of thinking and processing information. Experts believe that there are two main kinds of motivation: ego orientation and task orientation<sup>6</sup>. Ego orientation is when athletes play sports because they want to win while task orientation is when athletes play sports because they enjoy the long process of improving their personal performances. Athletes who have both of these kinds of motivation usually don’t give up when something goes wrong. Moreover, these athletes are more likely to respond better to difficulties (ex. injury, loss of confidence).

However, there is another side to the topic of motivation. Athletes, who are constantly training and performing at very high level, often face psychological demands (processes and differences) which influence

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<sup>1</sup> In Rodriguez (2005)

<sup>2</sup> In Weinberg & Gould (2010)

<sup>3</sup> In Crane&Hannibal (2009)p. 304

<sup>4</sup> In Duda & Pensgaard (2002)p.49

<sup>5</sup> In Crane& Hannibal (2009), p.305

<sup>6</sup> In Duda et al (1989)

their perception and can therefore result in the **depletion** of motivation. The “psychological difference” between athletes differing levels of motivation must therefore be a determining factor of whether or not an athlete wins or loses. If an athlete’s level of motivation is so important for achieving good results at the top level and can be the deciding factor in relation to who wins and loses it seems relevant to examine the following question: ✓

**What are the most important factors that can help to increase motivation in a top athlete?** R/G ✓

There are a number of factors which psychologists or coaches can work with athletes to increase their motivation. It is important to understand for them what processes occur in the mind of a top athlete during practice and performance. In order to move toward the answer to my question, i will investigate the ways and factors that can help to increase motivation. One of the ways which can help to increase motivation when it is lacking is providing the athletes with positive feedback and techniques of reinforcement. Another way involves changing people’s cognitions, the way they think about sport and in particular about themselves as individuals in relation to sport. This can be achieved by working with self-efficacy and attributions. Also, goal-setting is essential factor as it has huge input in one’s motivation

Furthermore, it is important to understand the interaction of internal and external motives as they have massive input on perception and motivation. These factors can definitely help to boost motivation in a top athlete by increasing the intrinsic motives and minimizing the extrinsic motives. It will be investigated in the first part of the essay. ✓

*Clear framework.*

## **Development:**

### **Internal versus external motives:**

Intrinsic motivation plays an important role in the decision of participating in sport and achieving good performance. Sport psychologists found that people tend to report intrinsic motives more often than extrinsic for taking part in sport. This can be illustrated by Ashford et al. (1993) study<sup>7</sup>. The researchers interviewed 336 adults at the sport center about why they participated in sports and what did they enjoy about it. The findings of the interviews showed that psychological well-being, personal and cognitive goals, improvement of performance are the key motives for participation at the centre. Results of the interviews also showed that age and gender affected motivation a lot. Men were more motivated by self-confidence success than women. In addition, older people were more motivated by psychological well-being than younger people. This illustrates that age and gender can affect intrinsic motivation. ✓

This was supported by psychologists Daley & O’Gara (1998) who conducted a study on intrinsic and extrinsic motives.<sup>8</sup> The aim of their study was to investigate if intrinsic motives for taking part in sport are more important than extrinsic between children and those of adults. The researchers investigated the motives of 145 children for participating in non-compulsory sport using a questionnaire (PMI) – which ✓

<sup>7</sup> In Crane&Hannibal (2009), p. 305

<sup>8</sup> In Jarvis (2000)



translates as Participation Motivation Inventory. The results showed that children's intrinsic factors were more important than extrinsic. Moreover, the findings also showed that there were different motives for participating in sports according to age and gender. Girls in Daley and O'Gara experiment were more motivated by team membership and achievement than boys. ✓

The findings from both studies clearly demonstrate that age and gender along with psychological well-being can have an effect on individual's intrinsic motivation, which has a huge influence on athletes in achieving success.

Because intrinsic motives are so valuable in sports, it is important to understand what influences intrinsic motivation. Factors like competitive stress, hard training schedules may decrease the intrinsic motivation. To show this, Amorose & Horn (2001) examined 72 American college athletes on their intrinsic motivation at the beginning and in the end of the first year of college level participation<sup>9</sup>. The participants were questioned about the time they put on training, their coaching and their sport scholarships. The results showed that neither time nor scholarship affected their intrinsic motivation. However, the behavior of autocratic behavior. This illustrates that intrinsic motivation in a top athlete can also be influenced by the coach. ✓

According to Russel&Jarvis (2003) there is one principle which suggests that that if some extrinsic motivation is added to intrinsic it will increase the athlete's motivation. It is known as additive principle<sup>10</sup>. ✓ However a lot of studies showed that sometimes the addictive principle is not working at all as extrinsic rewards (ex. high salaries, prize and sponsorship money) may decrease motivation. This can be supported by Deci (1972). He conducted a laboratory experiment which involved 72 participants who were divided into groups.<sup>11</sup> Each group had a different condition: they received either a flat payment for the work, performance-related pay, punishment if they fail, or a feedback on their performance. There was also a control group so that researchers could compare and evaluate the results. The results indicated that in groups, where participants received performance-related pay, punishment or negative feedback, the intrinsic motivation decreased. In the control group and in flat payment group there was no increase in motivation. Nevertheless, there was an increase in motivation in a group which received positive feedback. That led the researchers to argue that positive feedback can increase self-esteem and the intrinsic motivation. The results also showed that there is a clear connection between extrinsic and intrinsic motivation. The research shows that if athletes work hard for external rewards, they might eventually stop working hard if they don't get the reward. It is clear from research that without intrinsic motivation it doesn't work. ✓

Extrinsic rewards also include social status and attractiveness. This can be shown in Martin et al. (2000) who suggested that people are considered more attractive when they participate in sports activities rather than people who are not<sup>12</sup>. To show this, the researchers carried out the study which involved 627 men and women aged 18-30. The participants were given the descriptions of a young man or woman and were ✓

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<sup>9</sup> In Amorose&Horn (2000)

<sup>10</sup> In Russel&Jarvis (2003) p. 179

<sup>11</sup> In Crane&Hannibal (2009) p. 306

<sup>12</sup> In Russel& Jarvis (2003) p.180

asked to rate them. In one condition, he or she was described as a regular exerciser and in another condition as non-exerciser. The results showed that both men and women rated as more attractive the individual who participated in sports than the individual who didn't. This lead researchers to suggest that personal image plays an important role in deciding whether to participate in sports or not.

There are many limitations to studies like this though, because of lack of ecological validity and artificiality due to the laboratory conditions. But they all showed that intrinsic motivation is more important for most participants in sport than extrinsic. Extrinsic motives may increase or act against intrinsic motivation which depends on circumstances. Therefore when working with athletes motivation, it is important to focus on intrinsic motivation as it has great affect on the personality and be aware of areas of extrinsic motivation when it has a negative effect on intrinsic.

Another way of looking at extrinsic and intrinsic motivation elements is to look into positive reinforcement and feedback which will be presented in the next section.

### Positive reinforcement and feedback:

The use of positive reinforcement can be a part of motivating top athletes. It provides with the knowledge of achieved results in practice and performance but it doesn't show that certain skills are performed properly. After some time the information is applied to learning processes which gives athletes a possibility to improve their skills by using it<sup>13</sup>. Besides, positive reinforcement can motivate athletes when they experience the stop in the development, as it becomes a part of reward, given for a well-done effort.

But not all kinds of reinforcements work the same way for all top athletes.<sup>14</sup> For example, visual reinforcement (analysis and comparison of video) can motivate one but depress another. Verbal reinforcement can also affect motivation. This can be illustrated in Black & Weiss (1992)<sup>15</sup> who found a correlation between the use of feedback and motivation. The researchers carried out the experiment involving swimmers in three age groups: 1) 10-11 year's old, 2) 12-14 year's old, 3) 15-18 years old. The results of their study showed that in the last two age groups (12-18 years old) positive verbal reinforcement played a significant role in motivating the athletes. Then the knowledge can be applied to learning, so an athlete can improve on right and required actions

Positive feedback was found to increase intrinsic motivation.<sup>16</sup> According to Deci et al. (1981) when people received positive feedback, especially when they completed the task better than the opponent, their

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<sup>13</sup> In Skinner (1969), p.283

<sup>14</sup> In Llewellyn & Blucker (1982)

<sup>15</sup> In Black & Weiss (1992)

<sup>16</sup> In Deci et al.(1999)



intrinsic motivation was significantly higher<sup>17</sup>. Also, receiving positive feedback can motivate athletes to practice harder as it can bring a wish to perform better next time in order to receive the same attention from the coach. This indicates that positive performance feedback can be a powerfully positive motivator.

Studies have showed that the knowledge of results is important for achieving certain skills which helps athletes to develop and perform better.

Moreover, they showed that both positive reinforcement and feedback help to improve skills and motivation through visual and verbal aids in a top athlete.

To achieve an enhancement in motivation, working with athlete's <sup>feedback?</sup> believes through positive reinforcement and feedback should be obtained as it contributes on how athletes view themselves as competitors. ✓

### Self-efficacy:

According to Ormrod (2006) self-efficacy is defined as a set of beliefs that one is able to perform in certain way to achieve certain goals.<sup>18</sup> Bandura (1982) suggested that self-efficacy is related to self-esteem, but these two concepts are quite different. While self-esteem is an emotional experience, self-efficacy refers to our beliefs about our abilities.<sup>19</sup> He and another psychologist Locke agreed that self-efficacy theory puts emphasis on central beliefs that he/she can successfully perform given task<sup>20</sup>. It happens when athletes are sure (i.e. feel confident) that they will have a success in performing the task, they are experiencing positive self-efficacy. Individuals with positive self-efficacy tend to persist more often than individuals with negative self-efficacy.<sup>21</sup> This suggests that individuals with high level of self-efficacy tend to carry on when facing the difficulties, when some give up. ✓

When athletes are succeeding in any way, motivation of athletes is becoming higher and usually they try to repeat the success in order to gain satisfaction of the achievement. However, there are many areas of the person that can affect self-efficacy in both negative and positive ways.

A huge importance is placed on positive attitude which can affect level of motivation, including self-image, self-esteem and self-control.<sup>22</sup>

To increase motivation, coaches should work with athlete's self-efficacy which can provide athletes with the enhancement of their self-confidence and understanding of their abilities. By working with it that ✓

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<sup>17</sup> In Deci & Vansteenkiste (2003)

<sup>18</sup> In Ormrod (2006)

<sup>19</sup> In Bandura (1982)

<sup>20</sup> In Bandura & Locke (2003)

<sup>21</sup> In Burns (2009)

<sup>22</sup> In Burns (2009)

contributes to building motivation

### Attributions:

In sport psychology, attribution of success and failure is very essential. Biddle&Hill (1992) suggested that if athletes attribute their successes to their personalities rather to a situation, they can maintain their self-esteem.<sup>23</sup> The aim of the experiment was to determine what kinds of attributions were made and what effect they had on athletes. The researchers asked 58 students to fence for the first time. Then the judges manipulated the results in order to make some participants to win and some to lose. Then the participants' attributions and self-esteem were measured. The results showed that participants who made internal attributions for success and external attributions for failure had higher level of self-esteem. This indicates that the effect was powerful in the participants who lost. ✓

According to Weiner (1972) athletes can contribute their failures and successes to one of the four factors: ability, effort, luck and difficulty.<sup>24</sup> If athletes believe that they achieve successes due to their own behavior, then they are more likely to be highly motivated.<sup>25</sup> If they believe that the successes are because of easy task (eg. easy opponent) then they are more likely to experience loss of motivation. ✓

Weiner's model has demonstrated that it deals with the maintenance of athletes motivation during the victories and loses. Orbach et al(1999) supported Weiner's model. In the experiment the researchers investigated the effectiveness of attribution training with 35 tennis players. The participants received false feedback in order to make them to attribute successes to internal factors. The results showed that players changed their attributions in response to the feedback as predicted.

This indicates the importance of attributions in enhancing the motivation of a top athlete. ✓

### Goal Setting:

Goal setting is a powerful motivational technique which works by providing a direction for the efforts, focusing on the attention and increasing the confidence.<sup>26</sup> It is one of the most important coaching tools as it provides the performers with the direction and helps to achieve success. Throughout goal-setting, coaches can help performers to learn new techniques and develop certain skills. The realization of these ✓

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<sup>23</sup> In Russel&Jarvis (2003) p.187

<sup>24</sup> In Weiner (1986)

<sup>25</sup> In Russel&Jarvis(2003) p .187

<sup>26</sup> In Cabral&Crisfield (1996)



goals will help to enhance self-confidence and therefore motivation. The goals should be agreed with the coach. Also they have to be realistic and precise.

According to Locke (1968) goal – setting theory of motivation assumes that behavior is a result of conscious goals and intentions<sup>27</sup>. Athletes can improve the attitude and commitment to sport by setting appropriate goals. There are 3 types of goals: outcome goals (focus on the result), performance goals (focus on achieving objectives) and process goals (focus on developing and improving the performance).<sup>28</sup> According to Cabral&Crisfield(1996) individuals should be focused on process goals more frequently, because individual controls process goals. Outcome goals are never totally under control of a person- you can perform well but you may be afraid to win because your competitor performs better.<sup>29</sup>

To be effective, goals should be specific and measurable in terms. According to Burton (1989)<sup>30</sup> goal setting has a psychological effect on self-efficacy. This illustrates that goals lead for changes in psychological factors that influence performance, like the level of self-esteem. Unrealistic goals can lead to the decrease in confidence and an increase in anxiety. This clearly has an effect on one's motivation. This can also be illustrated by Weinberg et al. (1994)<sup>31</sup> who studied the role of the goal setting and performance in lacrosse. In the field experiment lacrosse coaches rated players on their ability and then randomly divided them to either "goal-setting condition" or the control group. The coaches didn't know who was in which group. The players in "goal setting condition" group were told to set both short terms and long terms and seasonal groups. Each week, players in the "goal setting condition" group received feedback on their progress of their goals. Then they were compared with players from the control group. Researchers found that players in "goal setting condition" group had higher level of both offensive and defensive measures of performance throughout the season. This illustrates that goal setting can increase team's performance. ✓

It is important to involve athletes in setting their own long and short-term goals, this is very motivating. It is also crucial for athletes to understand how the goals are set and what types of goals are set if they want to achieve their long-terms goals. It is important so all athletes no matter, whether they win or lose, attain some success while training or competing. Success helps athletes to develop and maintain motivation. The more success an athlete is experiencing, the greater the motivation will be. Goal setting seems to be very valuable for motivating top athletes and establishing goals helps them to work harder, which results in higher motivation levels. ✓

## Conclusion:

Motivation is important factor in sport performance, especially for top athletes. Modern psychology places significant emphasis on finding the ways of improving motivation. There are a lot of factors that can help to increase motivation in a top athlete. Among all the factors, the most important are: intrinsic and extrinsic motives, positive reinforcement, feedback, self-efficacy, attributions and goals setting. ✓

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<sup>27</sup> In Locke (1968)

<sup>28</sup> In Hitchcock (2011)

<sup>29</sup> In Cabral&Crisfield (1996)

<sup>30</sup> In Crane&Hannibal (2009) p. 303-304

<sup>31</sup> In Crane&Hannibal (2009) p. 303-304

All these factors are believed to have effects on athlete's cognitions and attitudes which can lead both to increase and decrease of motivation.

The use of positive reinforcement and feedback plays important role in motivating top athletes. Positive reinforcement helps to increase motivation in top athletes, especially when they feel stop in their development. Feedback also helps to increase motivation in top athletes, providing them with the relevant information of what they need to do to become better. *stagnant?*

Sport psychologists also work to increase motivation in athletes by changing their cognition regarding their ability, which is self-efficacy, and their understanding of their attributions. When athletes feel confident about their performance, they experience high level of positive self-efficacy, which turns into good motivation. Also focusing on the progress rather than on result will bring certain benefits to athletes. ✓

Setting appropriate goals will definitely help to increase motivation in at top athlete. Having a clear picture of short-term and long-term goals will provide athletes with the path for achieving the success. Moreover, achieving any success no matter where and when will always bring positive outcomes like high level of self-confidence and self-esteem. Cabral&Crisfield (1996) illustrated that focusing on different types of goals can lead to the enhancement of motivation. Also, the successful realization of the goals built up self-confidence and therefore motivation. ✓

The interaction between internal and external factors was illustrated in studies of Ashford et al.(1993) and Daley&O`Gara(1998) which showed that athletes report intrinsic motives more often than extrinsic. Some other studies suggested that the combination of both types of motives brings the best motivation. However, other studies have demonstrated that external factors effect motivation in a negative way (Deci 1972). It was found extrinsic motives can both decrease and increase intrinsic motivation. Therefore, internal and external factors play a very important role and help in motivating athletes. Better understanding of these elements will bring higher level of self-confidence and self-control to a top athlete. ✓

Through studying this topic, one of the most interesting facts was that external motivation can demotivate athletes and it is important to be aware of the elements which athletes are trying to achieve. It can be for example winning prized, social status, expensive contracts etc. Moreover, it is important to know why some top athletes strive towards achieving external rewards but not personal development, because it is well known, that intrinsic motivation provides with better results. ✓

Another interesting question can be investigated in future research. It is how can you make the development visible and how can people document it with the support the intrinsic motivation?

All factors provided above help to increase motivation in a top athlete. By knowing how to use them, top athletes can achieve big results in their careers. ✓

*Clear framework for an exploration of personal interest- very informative*



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*Some references are incomplete*