

REVIEW PAPER

Is Financial Reward Enough for Motivation in Football?

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Abstract

Motivation obviously plays a great role in the life of each athlete. The purpose of this paper is to bring out the importance of motivation in sport from the perspective of Self-determination theory (SDT). This theoretical review paper demonstrates the application of Self-determination theory (SDT) in amateur sports environment and professional athletes. Self-determination theory (SDT) postulates assumption that there is one motivational continuum rather than individual types of motivation and that each athlete has the same basic psychological needs that need to be satisfied. Our review is based not only on Self-determination theory (SDT) theory, but also on several studies from different countries and environments. The review is focused on recommendations regarding implementation of specific strategies that could help athletes to improve their internal motivation in order to reach better performance and results.

Key words: motivation, basic psychological needs, self-determination theory, football

Introduction

Motivation lies at the heart of many interesting problems within most sports, therefore researchers' interest in motivation can be easily understood. Children are usually involved in football because of the interest and pure enjoyment of the activity itself. On the other hand, external rewards are being often used to encourage young athletes even more, although empirical data proves contrary to the expectation of the coach. Instead of contributing, use of external incentives often causes a negative effect to internal motivation and additionally undermines inner interest and enjoyment of sports (Mladenović, 2010). However, according to the Self-determination theory, external and internal motivation are not two discrete categories, but a unique continuum. On one end of continuum is intrinsic motivation, and on another amotivation. Different forms of extrinsic motivation are distinguished between intrinsic motivation and amotivation (Deci, & Ryan, 2000).

The Self-Determination Theory

The original idea that led to the creation of the Self-Determination Theory (SDT) in the 1970s arisen when Porter and Lawler introduced into life concepts of internal (intrinsic)

and external (extrinsic) motivation to cover all possible factors of work satisfaction (Gagné, & Deci, 2005). Factors that arose from the work itself (its contents and activities that it required) were described as internal motivation and the factors that are related to the effects of work activity (money, status, power, popularity) were described as external motivation. In sports, intrinsic motivation refers to athletes who participate in sport for internal reasons (particularly pure enjoyment and satisfaction). Extrinsic motivation may come from social sources (e.g. avoiding disappointments) or material rewards. Extrinsically motivated athletes tend to focus on the competitive or performance outcome. Porter and Lawler emphasized the need to redesign jobs to maximize the job satisfaction. Such approach is based on the assumption of the additivity of internal and external motivation - sum of internal and external motivators leads to the maximum possible motivation. On the other hand, the Self-Determination Theory began to use a different approach and has started to address the distinction of types of motivation. The original idea of SDT was that the type and quality of personality motivation is much more important than the overall amount of motivation (Ryan, 2009). Deci (1971) has tested the hypothesis about the summation of inter-



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nal and external motivators and found that additivity does not apply - internal and external motivation are found in a much more complex relationship. Material rewards do not increase existing internal motivation, on the contrary - they reduce it. In the experiment, two participant groups were asked to reproduce certain types of three-dimensional puzzles. Time analysis showed that participants who were initially motivated and interested in this task spent significantly more time solving the puzzle despite no reward. This result, in combination with the results of similar experiments has confirmed that the implementation of external standards reduces intrinsic interest if previously existed. On the other hand, Deci(1971) found that positive feedback for performance improves already existing internal motivation. This finding has opened another series of attempts to identify the psychological mechanism that's behind the experimental effect of material rewards. The influence of the external reward on intrinsic motivation can take place within two processes (Ryan, & Deci, 2000).

1) *Control aspect of a reward*

If the reward is very high, it will be perceived as the only reason for playing football (it is the one that controls behavior), which will greatly reduce internal motivation. Activity, motivated by intrinsic motives, when using the reward as an extrinsic source, leads to a change in the perception of the cause. In other words, the impairment of intrinsic motivation happens because an external prize is seen as the primary reason for why one is participating in football.

2) *Informational aspect of a reward*

When the reward is understood as information that we

did something good, it reflects on internal motivation as it increases the sense of competence and self-confidence. On the other hand, when an individual receives punishment, one feels less competent and confident, and his/her intrinsic motivation reduces.

According to authors (Ryan, & Deci, 2000) each reward has potential control and informational aspects. For example, if young footballers feel as if they have to win to achieve the approval of their parents or coaches, there will be a stronger controlling aspect of this external cause than the informational one. Therefore, internal motivation can be expected to decrease. If a child receives praise for successful completion of a motoric task, the informational aspect of reward will prevail, so the internal motivation will increase. The competition also has an informational and controlling aspect - success increases and failure reduces internal motivation. Authors (Deci, & Ryan, 2000) state that if the informational aspects of a reward are more dominant and positively contribute to the sense of personal competence and self-determination, then the intrinsic motivation will be maintained and increased. On the other hand, if the control aspects of reward are more significant, the external reward will reduce the intrinsic motivation

Continuum of Motivation

Amotivation, placed at the left end of motivational continuum, is the state of absence of any will for activity - therefore no self-regulation is present (Table 1). Amotivation is based on negative evaluation of activity, lack of competence to achieve the goal or expecting undesired outcomes (Deci, & Ryan, 2000).

Table 1. Continuum of motivation (Deci, & Ryan, 2000)

Behavior	Nonself-Determined	Extrinsic Motivation				Self-Determined
Motivation	Amotivation					Intrinsic Motivation
Regulatory Styles	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
Relevant Regulatory processes	Nonintentional, Nonvaluing, Incompetence, Lack of Control	Compliance, External Rewards and Punishments	Self-Control, Ego-Involvement, Internal Rewards and Punishments	Personal Importance, Conscious Valuing	Congruence, Awareness, Synthesis With Self	Interest, Enjoyment, Inherent Satisfaction

Extrinsically motivated behavior is in the continuum of self-determination placed between amotivation and intrinsic motivation. Least autonomously extrinsically motivated behavior is external regulation. This behavior serves to satisfy external demands. Such motivated individuals experience externally regulated behaviors not as their own, because the activities have external locus of control. External regulation is a kind of motivation that the operative-conditional theorists (Deci, & Ryan, 2000) have focused their research on. In past research, external regulation is usually perceived as the opposite of intrinsic motivation because it represents a classic example of motivation with rewards and punishments.

However, it could happen that a footballer does not fully

internalize external reasons for performing uninteresting activities. There is no coach who has not faced the quiet resistance of the athlete to some aspect of the training. In this case, when footballer only superficially and automatically performs some aspect of the training because he/she needs to or must, we are talking about introjected regulation. It refers to the incomplete internalization of goals or values that some social environment highly values and promotes. The introjection, as an internalization mechanism, is manifested in football as, for example, commitment due to feelings of duty or guilt, motivation not to ignore the expectations the of coach or parents, self-esteem that depends on the current perception of one's performance, etc. (Mladenović, 2010). The motivation based

on introjection can contribute to the extraordinary persistence and commitment that is very similar to intrinsic motivation on the behavioral plan (Vansteenkiste, & Deci, 2003). It can be assumed that during the age of adolescence this type of extrinsic motivation is developmentally appropriate for the optimal psychological and sporting development of young athletes, however, it is important to ensure the process of internalization is more complete and contributes towards a greater integration of social influences into the self.

The next step in the internalization of the social environment is called identification. An individual consciously values and accepts the rules and demands of the social environment, although at deeper level one does not have to feel these requirements as his/her own. This more autonomous type of extrinsic motivation is called identified regulation (Deci, & Ryan, 2000). Playing football is inseparable from external factors and inevitably under their influence. Many aspects of playing football do not have to be interesting, and they can even be unpleasant, sometimes even meaningless. From a psychological point of view, the success in football, as well as in other sports in general, involves long training hours, repetition of the same activities in order to acquire the necessary skills, etc. Some activities separated from the big picture can be perceived as meaningless and demotivating if the athlete has not developed awareness of their meaning for sports activity and overall performance (Mladenović, 2000). A football player who understands and accepts the importance of external causes develops responsible behavior. When a football player responsibly and consciously approaches all important tasks, both pleasant and less pleasant, we can say that there is present identified regulation. The development of a sense of responsibility and professionalism of future affirmative football players takes place with this identification mechanism. In football, one is driven by identified regulation when one professionally and responsibly accepts all his/her sporting responsibilities.

Finally, the most autonomous type of extrinsic motivation is integrated regulation. This motivation occurs when regulations are fully assimilated with self so they are included in self-evaluation and beliefs about personal needs (Deci, & Ryan, 2000). Because of this, integrated motivations share qualities with intrinsic motivation but are still classified as extrinsic because the goals that are trying to be achieved are for reasons extrinsic to the self, rather than the inherent enjoyment or interest in the task. Integrated regulation occurs when athletes perform activities to benefit different aspects of their life, rather than for the pleasure of participating itself. For example, training and dieting hard in order to develop a healthy life style (Deci, & Ryan, 2000). At the second end of motivational continuum is intrinsic motivation, characterized as the ideal of inherent motivational behavior as it requires internal locus of control and intrinsic behavioral regulation (Deci, & Ryan, 2000). Intrinsic motivation pushes people to do activities that are of interest to them, which generates a spontaneous feeling of satisfaction. In sport, intrinsic motivation is defined as pure enjoyment due to participation in a favorite sport itself. For example, football players who play the sport simply for the pleasure and satisfaction that they gain from learning new skills are displaying intrinsic motivation.

Very important point in Self-determination theory is the distinction between autonomous and controlled motivation. Autonomous motivation includes intrinsic motivation and those types of extrinsic motivation in which people identify

themselves with the value of activity, ideally when they integrate the value into self. When people are autonomously motivated, they feel free and supported. On the other hand, controlled motivation involves external regulation. Behavior is a function of external contingencies (system of rewards and punishments) and introjected regulation in which the regulation of activity is only partly internalized and reinforced by factors such as praise, avoiding feeling of shame, conditioned self-esteem (Deci, & Ryan, 2008). When people are controlled, they experience the pressure to think, feel or act in a certain way. Athletes whose participation is driven largely by self-determined factors perform at a higher level, experience more positive emotions, use positive coping strategies in stressful situations and invest higher levels of concentration, persistence, and effort than athletes with lower self-determined motivation and stronger controlled motivation. In comparison, athletes with a high level of controlled motivation tend to experience a variety of negative outcomes such as dropping out from sport, burnout, antisocial behaviour, anxiety, and negative affect (Deci, & Ryan, 1985).

Basic Psychological Needs

In the past, within the field of psychology of motivation, the concept of needs has dealt with two very different intellectual traditions. Experimental psychologist Hull (1943) argued that the role of psychology is to understand molar behavior related to the primary needs of the organism and relevant environmental conditions (Ryan, & Deci, 2000). Hull specified a whole set of innate physiological needs (e.g. thirst, hunger, sex) that are based on tissue deficiency in the nervous system, which is forcing the organism to action. These inner needs need to be satisfied to keep the organism healthy. The second tradition is based on the work of Murray, which defined needs psychological rather than physiological, and primarily perceives them as acquired, not as innate (Ryan, & Deci, 2000). This concept defines needs very broadly, and the term needs could very easily be confused with the motives, wishes or goals. The basis of empirical studies in Murray tradition was the emphasis on individual differences in the power of needs, particularly the needs of achievement, power and affiliation. These two theories are important because they provide a very useful contrast to Self-determination theory. Unlike many contemporary theories, SDT deals with the concept of needs explicitly and clearly specifies their meta-theoretical principles. Like in Hull's tradition, SDT defines needs as innate psychological nutrients that are essential to continued psychological growth, integrity and well-being" (Deci, & Ryan, 2000).

To explain the significance of the needs in SDT, we consider not only the theoretical concept but also the meta-theory underlying the needs. The theory assumes that every need has independent effects on personal well-being. The impact of any behavior or life event on well-being is, for the most part, only a function of the relationship between well-being and needs satisfaction. SDT uses the term self-realization or self-actualization (based on a eudaimonic philosophical approach) as the decisive aspect for defining well-being and attempts to explain the meaning of self-realization and how to achieve it. Therefore, SDT research explores factors that enable (rather than prevent) psychological growth, integrity, and well-being.

According to Hull, the needs are physiological or psychological energizing states that when satisfied lead to health and well-being (Ryan, & Deci, 2000). Unsatisfied needs contribute

to pathology and an absence of well-being. The SDT, in line with the biological and evolutionary approach, defines psychological needs as being organic - innate, basic and universal. Three basic psychological needs are the need for autonomy, the need for competence and relatedness need, which should be satisfied throughout life. Satisfaction is delivered through individual experience with constant mental growth (through mechanisms of intrinsic motivation), integrity achievement (through internalization and cultural norms assimilation) and mental well-being (life satisfaction and mental health). In other words, SDT assumes that satisfaction of basic psychological needs is a clear predictor of well-being, health and personal growth (Ryan, & Deci, 2000).

Autonomy. The need for autonomy refers to the one's need to be able to arbitrarily and autonomously run one's activity, as the opposite of excessive external control. When athletes feel that they do not have influence on their behavior, they may experience less satisfaction and more frustration in their life. (Deci, & Ryan, 1991; Ryan, 1995; Sheldon, & Kasser, 1995). In the case of young athletes, autonomy is manifested by voluntary dedication of time and energy to play sports. Niemiec et al. (2009) argue that if teachers minimize the importance of pressure from evaluation and maximize the possibility for students to freely decide their own academic activities, the need for autonomy will be satisfied. People who behave autonomously for intrinsic causes or for religious reasons (Ryan, Rigby, & King, 1993), in an academic domain (Ryan, & Connel, 1989) or in close relationships (Blais, Sabourin, Boucher, & Vallerand, 1990) show better adaptation, in contrast to people who have more external, controlled or introjected reasons in the same areas.

Competency. The need to feel successful, effective and have control over the environment. It is supported by optimal challenges and constructive feedback related to success and a sense of efficiency. In case of football players, it is a possibility to develop their football skills. Niemiec et al. (2009) claim that people who feel competent but not autonomous cannot maintain an intrinsic motivation for learning. Various authors point to the need for competence as the main pillar of self-esteem and self-confidence (Ryan, & Deci, 2000). Bandura emphasizes that the key determinant of mental health is the feeling of being able to achieve the desired goal (Ryan, & Deci, 2000). On the other hand, the feeling that certain behavior does not lead to the desired results can cause feeling of helplessness and hopelessness with multiple negative consequences (Abramson, Seligman, & Teasdale, 1978; Abramson, Metalsky, & Alloy, 1989).

Relatedness. The need for relatedness is the need for a person to feel in relation to other people and social groups. Relatedness is stimulated by care and sense of significance for others. All humanistic theories of human motivation and development include a similar concept of the inner processes by which people seek and establish satisfactory relationships with other people. For football player, the relatedness need relates to feelings towards the coach, for example feeling as if the coach likes, values and respects him/her. Satisfaction of needs also leads to greater intrinsic motivation and greater willingness to engage in less interesting tasks (Niemiec, & Ryan, 2009). In psychological and medical literature, it is clearly confirmed that people who are better integrated into the social network and have satisfactory relationships with others tend to live longer and have better mental and physical health (Berschied, & Reis, 1998).

The concept of human needs has proven to be very useful as a means for understanding how different social factors and interpersonal environment affect autonomous and controlled motivation. More specifically, considering whether or not a particular contextual factor (e.g. financial reward, choice or performance evaluation) supports the satisfaction of basic psychological needs, enables people to predict the effects of the factor on motivation, behavior and well-being (Deci, & Ryan, 2008). In addition, basic psychological needs help us explain why some effective ways of behavior can increase well-being, while others do not.

Discussion

Young people love football because they can satisfy many intense inner motives, such as socializing, fun, pleasure from the game, competence, tension release, curiosity, learning and mastering sports skills. If playing football can create conditions that allow satisfying these motives, then there is a realistic assumption that these motives can develop, maintain and remain relatively durable, strong, and dominant. However, while playing football, at the very beginning, young footballers are faced with specific demands regarding the amount of training, effort, length of learning, spontaneity limitation, etc. This often leads to both unsatisfied motives (the reasons young people begin to play football) as well as a weakening of motivation for playing football and even to leaving the sport (Lazarević, 2003).

Mechanisms which lead to the improvement of health, development of positive human characteristics and abilities and knowledge should be initiated through training. It is extremely important to develop and maintain the intrinsic motivation of football players. This is the main reason why coaches should organize their trainings according to SDT principles of satisfying basic psychological needs (Deci, & Ryan, 2008). A young football player needs to perceive the game as a success which will eventually increase his sense of competence, therefore coaches may find it useful to follow these recommendations for training organization: 1) Organizing a variety of trainings sessions; 2) Allowing player to take more responsibility in terms of making decisions and performing tasks; 3) Defining realistic objectives (both team and personal) in way that player perceives them as their own; 4) Emphasizing the role of each player and his personal contribution to the team, which will stimulate self-confidence and self-esteem; 5) Inviting footballer players to increase their efforts, to be more persistent, to improve self-control and not to excite for things that are beyond the reach of personal influence; 6) Adjusting the requirements as much as possible to individual abilities. If the demands are too high, insecurity and a sense of anxiety can arise. If the requirements are low in relation to ability, loss of interest and boredom may appear; 7) Use of incentives in the form of rewards, praises, etc. should have an informational character; 8) Providing conditions that allow football players to reach the flow. Flow is a state of complete immerse in the game, in which the player does not notice anything else (audience, coach). In such a state football player will reach maximum engagement.

Rewards should have an information aspect, that is to provide information regarding the competence of the football player (Ryan, & Deci, 2000). However, controlling the aspect of the prize can be more significant, and then the reward reduces the intrinsic motivation. Everyday practice confirms this statement. Many parents have a need for their children to

be victorious and put pressure on them. Children see that and want to satisfy the needs of their parents. At the same time, they realize that training, matches, etc. are controlled by need to win the opponent and win the prize. This is the situation where the controlling aspect of the reward is more dominant than the informational aspect. During the period when footballers are still in development, we must create conditions in order to develop real, authentic and relatively permanent motives that form the structure of their intrinsic motivation. The dominance of these motives enables a more permanent, stable and adequate motivation of the football players and contributes to the development of potential, sports competence and thus self-actualization at a senior level. It takes strong motivation and the desire to endure all efforts, but the most important thing is to enjoy every training. Football should be enjoyment for players. On this path, dedication and desire are very important, but the support of people around them and especially coaches, is also very important. In moments when a football player starts to decrease his motivation the coach should be there to awake one's intrinsic motivation again, because this is the only motivation that lasts.

Acknowledgements

There are no acknowledgements.

Conflict of Interest

The authors declare that there are no conflict of interest.

Received: 14 January 2018 | **Accepted:** 03 May 2018

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