

**IMPACT OF INTRINSIC AND EXTRINSIC MOTIVATION ON
ATHLETIC PERFORMANCE AMONG STUDENT ATHLETES IN THE
UNIVERSITY OF BENIN**

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MARCH, 2026

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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KINETICS AND SPORTS SCIENCE.**

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CERTIFICATION

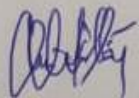
I certify that this project work was carried out by **Gloria Nneka Olinya** with **Matriculation No: EDU2102474** in the Department of Human Kinetics and Sports Science, University of Benin, Benin City, in partial fulfillment of the requirements of the award of the Degree of Bachelor of Education/Bachelor of Science in Human Kinetics and Sports Science


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DEDICATION

This project is dedicated to God Almighty, whose grace, strength, and protection have carried me throughout this academic journey. I also dedicate this work to my mom and siblings whose continuous support, encouragement, and sacrifices have made this achievement possible. Their love has been my greatest motivation.

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ABSTRACT

This study examines the impact of intrinsic and extrinsic motivation on athletic performance among student athletes at the University of Benin. Motivation plays a crucial role in sports performance, influencing athletes' effort, persistence, and overall success. This research investigates how intrinsic factors (e.g., enjoyment, personal goals) and extrinsic factors (e.g., rewards, recognition) affect athletic performance. A survey of University of Benin student athletes assessed motivation levels and performance metrics. Findings highlight the relative influence of intrinsic and extrinsic motivators on performance, providing insights for coaches and sports psychologists to optimize athlete support.

CHAPTER ONE

INTRODUCTION

Sports have evolved beyond mere recreational activities within educational settings; they now serve as critical platforms for instilling discipline, fostering teamwork, and driving personal development. For students involved in athletics, understanding the forces that drive their performance is essential to maintaining engagement and consistency. The central question revolves around what sustains an athlete's commitment. Motivation whether stemming from internal desires or external influences acts as the primary engine determining the level of effort invested, the persistence through challenges, and the ultimate success achieved.

Scholars and practitioners have long established that motivation is not a singular concept. Instead, it is a complex interplay of psychological, social, and environmental elements. Student-athletes face the unique challenge of balancing rigorous training schedules with academic obligations. Their capacity to stay committed often hinges on the nature of the motivation they experience (Ryan & Deci, 2020). At the core of this discussion is the dichotomy between intrinsic motivation propelled by personal passion and satisfaction and extrinsic motivation, which is fueled by external incentives such as awards, public acclaim, or financial scholarships.

This research investigates how these distinct motivational drivers affect athletic performance among students at the University of Benin. The findings aim to enrich academic discourse while offering practical guidance for coaches and sports administrators striving to optimize student engagement and athletic output.

Background of the Study

The link between motivation and sports performance remains a heavily researched area within educational psychology and sport science. Motivation is widely acknowledged as the psychological catalyst that initiates, energizes, and sustains behavior (Deci & Ryan, 2019). In an athletic context, it dictates whether a student-athlete adheres to training regimens, exerts maximum effort during competition, or withdraws due to apathy or pressure.

Existing literature consistently indicates that intrinsic motivation engaging in an activity for the sheer satisfaction it brings nurtures long-term dedication and mental toughness (Chatzisarantis et al., 2019). Athletes who possess a genuine love for their sport tend to train harder and weather setbacks more effectively, driven by the joy of the activity rather than immediate accolades. For example, a runner might push through physical exhaustion simply for the thrill of surpassing a personal limit.

Conversely, extrinsic motivation such as the pursuit of medals, scholarships, or recognition can be potent for short-term performance boosts (Ursini et al., 2020). In many academic institutions, athletes often perform at higher levels when tangible benefits are attached to success. However, relying solely on these external rewards can be precarious; once the incentives disappear, the drive to continue often vanishes with them, potentially leading to burnout (Ryan & Deci, 2020). Therefore, a balance between external rewards and internal drive is necessary for sustainability.

Bandura's social cognitive theory adds another layer to this understanding, suggesting that an athlete's belief in their own capabilities or self-efficacy is a major determinant of performance (Bandura, 2020). When athletes are confident in their ability to succeed, they are more likely to persevere through rigorous training. Furthermore, a supportive ecosystem, characterized by encouragement from coaches, family, and peers, reinforces this resilience (Gagné & Deci, 2020).

In the Nigerian context, student-athletes navigate specific hurdles, including limited facilities, intense academic pressure, and a lack of structured support systems compared to their counterparts in developed nations. These constraints often lead to fluctuating performance levels as students struggle to juggle academic goals with athletic ambitions. Understanding the specific

motivational dynamics within this environment is therefore both urgent and pertinent.

Statement of the Problem

Despite the acknowledged significance of motivation, inconsistency remains a major hurdle for many student-athletes. A recurring issue is that some students excel only when external rewards are on the table, losing interest the moment those incentives are withdrawn. Others operate under intense pressure from coaches or family members a dynamic that might yield temporary results but frequently leads to burnout, anxiety, or a complete disengagement from the sport.

This scenario raises critical concerns. Which form of motivation ensures sustained athletic performance? Do athletes perform better when driven by internal satisfaction or external pressure? Without clear answers, coaches and sports administrators risk implementing strategies that may enhance immediate results but fail to cultivate long-term commitment and excellence.

Purpose of the Study

The main objective of this study is to assess how intrinsic and extrinsic motivation influence the athletic performance of student-athletes at the University of Benin. Specifically, it seeks to determine if athletes achieve better outcomes

when propelled by personal passion and satisfaction compared to those driven by external recognition and rewards.

Research Objectives

This research aims to achieve the following:

1. Determine the role of intrinsic motivation in enhancing athletic performance among student-athletes.
2. Analyze the impact of extrinsic motivation on the performance of student-athletes.
3. Compare the relative influence of intrinsic versus extrinsic motivation on performance outcomes.
4. Propose effective motivational strategies for coaches, teachers, and sports administrators.

Research Questions

The study will be guided by the following questions:

1. What is the combined impact of intrinsic and extrinsic motivation on athletic performance?
2. To what extent does intrinsic motivation influence the performance of student-athletes?
3. How does extrinsic motivation affect the performance of student-athletes?

4. Which motivational type—intrinsic or extrinsic—exerts a stronger influence on performance?
5. What strategies can be implemented to improve athletic performance through motivation?

Significance of the Study

This study offers value to various stakeholders:

- **For Student-Athletes:** It provides a deeper understanding of the drivers of performance, helping them sustain their commitment even in the absence of external rewards.
- **For Coaches and Trainers:** The findings offer evidence-based insights for designing training programs that effectively balance internal and external motivators.
- **For Schools and Sports Organizations:** The results can inform policy decisions that promote both competitive excellence and holistic student development.
- ****For Researchers:** It contributes to the body of knowledge on sports psychology, particularly within the Nigerian university system where such focused studies are limited.

Scope and Delimitation of the Study

This research is limited to undergraduate student-athletes at the University of Benin, Nigeria, who actively combine academic coursework with sports participation. The focus is strictly on the relationship between motivation types (intrinsic and extrinsic) and athletic performance. The study does not investigate other psychological variables such as stress, anxiety, or personality traits. Furthermore, professional athletes are excluded from this study, as the emphasis is on student performance at the university level.

Operational Definition of Terms

Motivation: The internal or external forces that drive an athlete's persistence, effort, and dedication.

Intrinsic Motivation: Participation in sports driven by personal enjoyment, satisfaction, or self-fulfillment.

Extrinsic Motivation: Participation in sports driven by external pressures, tangible rewards, or recognition.

Athletic Performance: The measurable result of an athlete's effort, including skill mastery, endurance, and competitive outcomes.

Student-Athlete: An individual who is actively engaged in academic pursuits while participating in organized sports.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides a comprehensive review of the theoretical literature concerning the impact of intrinsic and extrinsic motivation on athletic performance among student athletes in the University of Benin,. The primary objective is to build a robust conceptual foundation for understanding the motivational processes at play in the student-athlete population.

This chapter will be discussed under the following sub-headings:

- Theoretical Framework
- Self-determination Theory as a Foundation Frameworkk
- Defining and Differentiating Intrinsic and Extrinsic Motivation
- Continuum of Self-Determination Theory
- The four types of Extrinsic Motivation
- The Application of Motivation Theory in Sporting Context
- Applying Self-Determination Theory to Sports Psychology
- The Impact of External Factors
- Navigating the Dual Role
- Correlates of Motivation with Academic and Athletic Achievement

- Psychological Dimensions
- Summary of Literature

Theoretical Framework

The goal of motivation research is to explain how people get motivated and steer their behavior, including why they choose to do particular things, how hard they pursue them, and how long they stick with them in the face of setbacks. Many hypotheses have been put out to explain these intricate processes over the years. While subsequent cognitive techniques placed more emphasis on objectives, expectancies, and attributions, early theories concentrated on urges, instincts, and wants. Self-Determination Theory (SDT) is one of the most well-known and thorough frameworks for comprehending motivation in modern psychology, especially in the area of sport and exercise (Howard, 2020). SDT presents a comprehensive, organismic meta-theory of human behavior, while other theories, such as Achievement Goal Theory and Attribution Theory, offer insightful perspectives on certain facets of motivation in sports. It is especially appropriate for investigating the nature of motivation and how it relates to output, perseverance, and mental health [id:1]. Its strength is its capacity to distinguish between different motivational styles and to identify the social-contextual factors that support the most flexible and long-lasting forms (Standage, 2020). In order to

examine the complex relationship between student-athletes' motivation and athletic performance, this literature review will primarily use SDT as its organizational framework. The conversation can be grounded in this strong theoretical framework, which allows for a more nuanced understanding of the complex interactions between internal and external influences that influence an athlete's journey.

Self-Determination Theory as a Foundation Framework.

Edward L. Deci and Richard M. Ryan created the Self-Determination Theory (SDT), a macro-theory of human motivation and personality that has been widely used in a variety of spheres of life, including work, healthcare, education, and most importantly sport and exercise psychology (Ryan, 2020) (Howard, 2020). Fundamentally, SDT asserts that all people are living, breathing creatures with a propensity for development, growth, and psychological integration. However, this innate desire for connection and mastery is not automatic; the social environment must continuously encourage it. According to the theory, psychological wellness, high-quality motivation, and optimal functioning are all made possible by meeting three fundamental and universal psychological requirements. Autonomy, competence, and relatedness are these demands.

The need for autonomy refers to the desire to be the causal agent of one's own life, to act in harmony with one's integrated self, and to engage in activities with a sense of volition and choice. It does not imply independence or selfishness, but rather the experience of self-endorsement and willingness in one's actions. In a sporting context, autonomy is supported when athletes feel they have a voice, when their perspectives are considered, and when the rationale behind training regimens or team rules is clearly explained rather than simply imposed (Ntoumanis, 2014).

The need for competence concerns the desire to feel effective in one's ongoing interactions with the social environment and to experience opportunities to exercise and express one's capabilities. This involves seeking out challenges that are optimally suited to one's skills and receiving feedback that promotes a sense of efficacy and mastery. For an athlete, competence is nurtured through structured training that allows for skill development, positive and constructive feedback from coaches, and the experience of successfully meeting performance challenges.

The need for relatedness involves the desire to feel connected to others, to care for and be cared for by those others, and to have a sense of belongingness both with other individuals and with one's community. In sports, this need is met

through positive relationships with teammates, coaches, and support staff. A strong sense of team cohesion, mutual respect, and a supportive atmosphere are all critical for satisfying the need for relatedness.

According to SDT, the most adaptive types of motivation are fostered by social circumstances that satisfy these three demands, which boost performance, perseverance, and overall wellbeing (Standage, 2020). On the other hand, situations that suppress or ignore these needs for instance, by being unduly critical, controlling, or emotionally rejecting are likely to cause psychological suffering, lower motivation, and worsen performance. Because it offers a straightforward diagnostic tool for examining how various elements of the athletic environment, such as coaching methods and the actual structure of competition, affect an athlete's internal state, this framework is incredibly beneficial for sport psychology (Schüler, 2023) (Ryan, 2021). SDT offers a foundation for comprehending not just the amount of motivation an athlete possesses, but also its quality, by concentrating on these basic demands.

Defining and Differentiating Intrinsic and Extrinsic Motivation

Self-Determination Theory, which is based on fundamental psychological requirements, offers a clear and powerful way to identify and distinguish between the various motivational factors that influence behavior (Ryan, 2020). The

difference between intrinsic and extrinsic motivation is the most basic one in SDT. This distinction is based on the motivations or objectives that underlie the activity rather than the conduct itself.

Intrinsic motivation represents the prototype of self-determined activity. It refers to engaging in a task or behavior for its own sake, out of sheer interest, enjoyment, and the inherent satisfaction that the activity provides (Ntoumanis, 2014). When intrinsically motivated, an individual acts without the need for separable rewards or external pressures; the reward is the experience of the activity itself. For an athlete, intrinsic motivation is manifest in the pure joy of playing the game, the excitement of mastering a difficult skill, the love of competition, and the sense of flow and absorption experienced during performance (Ryan, 2021). It is the most autonomous form of motivation, as the impetus to act originates entirely from within the self. Research consistently shows that intrinsic motivation is linked to a host of positive outcomes, including greater creativity, enhanced learning, higher persistence in the face of failure, and greater psychological well-being.

Extrinsic motivation, in contrast, refers to engaging in an activity in order to attain some separable consequence. The behavior is instrumental, serving as a means to an end rather than being an end in itself (Ryan, 2020). The drivers of

extrinsically motivated behaviors originate from outside the individual and can include a wide range of factors. Common extrinsic motivators in the athletic domain include tangible rewards such as trophies, medals, prize money, or athletic scholarships. They also encompass intangible outcomes like social recognition, praise from coaches and parents, media attention, or the avoidance of punishment, such as being benched.

The fact that extrinsic drive is neither a universally bad idea nor a monolith is a crucial realization from SDT. The introduction of extrinsic rewards would unavoidably erode intrinsic interest, according to early motivational theories, which frequently portrayed intrinsic and extrinsic drive as a straightforward dichotomy. SDT offers a more nuanced perspective, even though this "crowding out" effect can happen in specific situations. It acknowledges that the degree of autonomy or control exhibited by extrinsic motives varies (Standage, 2020). Athletes who compete for scholarships (an extrinsic reward) may do so for a variety of reasons, from feeling under parental pressure to viewing the scholarship as a worthwhile and personally recommended first step toward a better future. The degree to which an external regulation is internalized and integrated into one's sense of self determines its quality and its effect on performance and well-being.

This variability is best understood through the motivational continuum proposed by SDT.

Continuum of Self-Determination Theory

Self-Determination Theory groups the many types of motivation along a continuum of self-determination or autonomy. The range of behaviors from totally self-determined to completely non-self-determined is depicted by this continuum. The degree to which the control of the behavior has been internalized the act of "taking in" a value or regulation and incorporated into one's sense of self determines where a motivation type falls on this continuum (Ryan, 2020)(Standage, 2014). Since student-athletes must continually balance a variety of demands from the outside world with their own internal desires, this model is especially helpful in comprehending their complicated motivational terrain. When amotivated, individuals either do not act at all or act without intent, simply going through the motions. Amotivation arises from a belief that an activity is not valuable, a feeling of incompetence in performing the behavior, or a conviction that it will not yield a desired outcome (Standage, 2014). An amotivated athlete might feel that their efforts are futile, that they lack the skills to succeed, or that there is no point in participating, leading to disengagement and a high likelihood of dropping out.

The four types of extrinsic motivation, which vary in their degree of autonomy:

1. External Regulation: This is the least autonomous and most controlled form of extrinsic motivation. Behavior is performed solely to satisfy an external demand or to obtain an externally offered reward or avoid a punishment. The locus of causality is entirely external. For a student-athlete, this would be exemplified by participating in a sport only because their scholarship requires it or practicing hard simply to avoid being yelled at by a coach. The behavior is performed, but it feels coerced and is likely to cease as soon as the external contingency is removed.
2. Introjected Regulation: With introjection, the regulation has been partially internalized but is not truly accepted as one's own. The behavior is driven by internal pressures that are analogous to the external ones, such as the avoidance of guilt and anxiety or the attainment of ego-enhancements and pride. The locus of causality is somewhat external, as the athlete is essentially controlled by internal contingencies that they have "swallowed whole" without digesting them into their value system. An athlete who forces themselves to train on a day off out of guilt or to maintain a self-image of a "hard worker" is operating under introjected regulation.

3. **Identified Regulation:** This represents a more autonomous form of extrinsic motivation. The behavior is performed because the individual has come to consciously value its importance and accepts it as their own. The action is seen as personally meaningful for achieving a desired goal, even if the activity itself is not inherently enjoyable. The locus of causality is somewhat internal. A student-athlete who diligently completes grueling but unpleasant conditioning drills because they genuinely believe it is crucial for improving their game-day performance is demonstrating identified regulation. They have identified with the value of the behavior.
4. **Integrated Regulation:** This is the most autonomous form of extrinsic motivation (Standage, 2020). Integration occurs when the identified regulation has been fully assimilated with the individual's other values, needs, and identities. The behavior is not only valued but is also perceived as being congruent with one's core self. While still extrinsic because the action is done to achieve a separable outcome (e.g., competitive success), it is experienced as fully volitional and self-determined. An athlete who views themselves as a "dedicated competitor" and sees rigorous training, diet, and study as integral expressions of that identity is exhibiting integrated regulation. This form of motivation shares many positive qualities with intrinsic motivation, such as

leading to greater effort and persistence. For a student-athlete, motivation for different aspects of their life from attending classes, to doing drills, to competing in a championship game can fall at various points along this continuum. Understanding this spectrum is crucial because research based on SDT demonstrates that more autonomous forms of motivation (identified, integrated, and intrinsic) are consistently associated with more positive outcomes, including better performance, enhanced psychological health, and greater long-term persistence in an activity (Ryan, 2020). Controlled motivations (external and introjected), while capable of producing short-term action, are often linked to poorer outcomes, including diminished creativity, greater anxiety, and a higher risk of burnout.

The Application of Motivation Theory in Sporting Context

Sports and physical exercise provide a strong and dynamic field of application for motivational theoretical frameworks, especially Self-Determination Theory (SDT). Examining how internal motivations and environmental influences interact to affect human behavior and performance is made possible by the controlled yet unpredictable nature of athletic competition. Understanding the particular motivational difficulties that athletes encounter requires a shift from abstract psychology concepts to the concrete setting of the playing field, training

facility, and athletic department. Because the theory was developed through trials that looked at how extrinsic rewards affected intrinsic motivation, sport and physical exercise have been recognized as one of the most active applied research fields within SDT (Deci, 2012). This area enables researchers to see how coaching methods, competition results, and incentive systems directly affect a person's motivation to engage, persevere, and do well. When it comes to applying the concepts of motivation to various types of physical activity, they are not universal. Recreational sports, which are frequently undertaken for their own intrinsic pleasure and fulfillment, can be distinguished from the more regimented, competitive setting of collegiate athletics. Intrinsic motivation the excitement of exercise, the difficulty of picking up a new skill, and the companionship of participation is usually the main force behind leisure activities. (Carraça 2012) However, the motivational environment becomes much more complicated as the level of competition increases, as it does for student-athletes. The athlete's internal calculation of motivation is complicated when outside variables like scholarships, public recognition, team selection, and the pressure to win are introduced. Coaches, administrators, and athletes themselves must comprehend this change since the equilibrium between internal and external factors can affect not just performance results but also an athlete's longevity and general well-being.

Applying Self-Determination Theory to Sports Psychology

Self-Determination Theory (SDT) serves as a preeminent framework for deconstructing motivation in sports psychology. It moves beyond a simple binary of intrinsic versus extrinsic motivation, proposing that the critical factor is the extent to which an individual's actions are self-determined. The theory is built upon the premise that all individuals possess three basic psychological needs: autonomy, competence, and relatedness. The satisfaction or thwarting of these needs within the athletic environment is a powerful predictor of the quality of an athlete's motivation and, consequently, their performance, persistence, and psychological health.

The need for autonomy refers to an athlete's desire to feel a sense of volition, choice, and self-governance over their actions. In a sporting context, autonomy is fostered when athletes perceive that they have a say in their training, understand the rationale behind drills and strategies, and feel their perspectives are valued by the coaching staff. An autonomy-supportive environment encourages athletes to take ownership of their development. Conversely, when athletes feel coerced, controlled, or pressured by external demands such as a coach who uses threats or an overly rigid training regimen their need for autonomy is thwarted. This can lead to a shift away from intrinsic motivation towards more controlled

forms of extrinsic motivation or even amotivation, where the athlete loses the will to participate.

The need for competence involves the athlete's desire to feel effective and capable in their sport. This need is satisfied through mastering challenging skills, achieving performance goals, and receiving positive, informational feedback that affirms their abilities. The pursuit of competence is a powerful intrinsic motivator, driving athletes to engage in deliberate practice and seek out challenges that test their limits. However, the athletic environment is also rife with potential threats to competence, such as constant social comparison, negative feedback focused on errors, and performance slumps. When an athlete's sense of competence is consistently undermined, it can lead to diminished motivation, performance anxiety, and a belief that they are incapable of success.

The need for relatedness concerns the desire to feel connected to and cared for by others. In team sports, this is often manifested in the sense of camaraderie, mutual respect, and support among teammates. In individual sports, the relationship with the coach is paramount. When athletes feel they belong to a supportive community where they are respected as individuals, not just for their performance, their need for relatedness is satisfied. This sense of connection builds trust, enhances communication, and fosters a collective will to succeed. A

team environment characterized by interpersonal conflict, favoritism, or a coach who is emotionally distant and unsupportive can thwart this need, leading to feelings of isolation and alienation that are detrimental to motivation.

When the athletic environment successfully nurtures all three psychological needs, athletes are more likely to internalize their reasons for participating. They may begin to value training not just because a coach demands it (external regulation), but because they recognize its importance for their personal goals (identified regulation). Ultimately, a supportive environment promotes intrinsic motivation, where the athlete participates for the pure enjoyment and satisfaction derived from the sport itself. This self-determined motivation is associated with the most positive outcomes, including greater effort, enhanced creativity, increased persistence in the face of failure, and higher levels of psychological well-being.

The Impact of External Factors: Competition, Rewards and Coaching.

An sports program's motivating climate is greatly influenced by a variety of outside variables, chief among them the type of competition, the design of reward schemes, and the conduct of coaches. These factors work together to shape an athlete's sense of competence, autonomy, and relatedness, which in turn directs their drive toward either regulated or self-determined regulation. Even though

they are frequently meant to improve performance, these outside influences might have contradictory consequences if they are not handled with a thorough awareness of their psychological effects.

Although competition is the foundation of sport, it has a complex impact on motivation. There are two main approaches to understand competition from an SDT standpoint: as an informational event or as a controlling one. Competition is likely to be viewed as domineering when the only goals are winning and proving one's superiority over others (an ego-involved atmosphere). By moving the site of causality to the external result of triumph, this might erode intrinsic motivation by raising stress, worry, and the dread of failing. On the other hand, competition may be viewed as instructive if it is presented as a chance to challenge oneself, push one's abilities, and gain knowledge from the experience (a task-involved atmosphere). This supports intrinsic motivation by increasing an athlete's sense of competence and challenge.

In competitive sports, prizes like scholarships, trophies, and cash are commonplace and serve as a potent source of extrinsic incentive. Nonetheless, one of the most researched and hotly contested subjects in sports psychology is their effect on intrinsic motivation. SDT-based research has repeatedly demonstrated that anticipated, material benefits for participation can erode innate

intrinsic motivation a process referred to as the "crowding-out effect." This happens when the reward is seen as the motivation behind the action, which reduces the sense of independence. The initial excitement of participating fades as the athlete starts to feel more like a pawn, under the control of the reward.

But not every reward has negative effects. Their functional relevance is crucial. A reward is likely to reduce intrinsic motivation if it is viewed primarily as controlling (e.g., "You must perform well to keep your scholarship"). On the other hand, it can actually increase intrinsic motivation if it is viewed as informative giving praise for one's skill (such as an award for "Most Improved Player"). The problem with collegiate athletics is that many incentives, especially athletic scholarships, have both informational and controlling components, which means that their overall impact is heavily influenced by the overall motivational environment and how each player interprets it.

Perhaps the most significant outside influence on an athlete's motivation is coaching. The coach is the main creator of the motivational environment, and their interactions with their athletes on a regular basis have the power to either meet or exceed their basic psychological demands. A continuum from autonomy-supportive to controlling is frequently used to classify coaching approaches. By giving meaningful choices within the framework of training and by providing

justification for tasks, regulations, and choices, an autonomy-supportive coach encourages self-determination. Respecting and acknowledging the athletes' opinions and feelings. Promoting self-control and initiative. Reducing the amount of coercive and dominating language used. Higher levels of intrinsic motivation, increased self-esteem, improved performance, and decreased burnout rates are all common among athletes who have coaches that encourage their autonomy. On the other hand, a dominating coach erodes self-determination by engaging in actions like: Motivating with threats, intimidation, and guilt. Making choices without consultation or justification. Providing conditional regard, in which love and assistance are reliant on output. Using language that is obviously dominating ("You must," "You have to").

Empirical Research on Motivation and the Student-Athlete

The general principles of motivation in sports take on a unique complexity when applied to the specific population of collegiate student-athletes. This demographic is defined by the inherent tension of a dual role: the pursuit of academic excellence and the demanding commitment to high-level athletic performance (Hart, 2024). Empirical research in this area seeks to unravel how motivational factors operate within this high-pressure environment, influencing not only athletic and academic outcomes but also the student-athlete's identity and

overall well-being. Unlike professional athletes, who can focus solely on their sport, or traditional students, who navigate only the academic landscape, student-athletes must constantly balance competing demands on their time, energy, and identity. This dual existence creates a unique set of stressors and motivational challenges that are central to understanding their experience. Research has consistently shown that student-athletes face significant stress as they attempt to manage these parallel responsibilities, making the study of a their motivational resources particularly salient (Khandelwal, 2024).

Navigating the Dual Role: Academic and Athletic Demands

A collegiate student-athlete's life is a constant balancing act. Exams, study sessions, and classes must be carefully balanced with the demanding schedules of competition, practice, and travel. Time management and energy allocation are severely strained by this structural reality, which forces people to constantly choose where to focus their energies. In this sense, motivation is a dynamic interaction between academic and athletic drives rather than a single construct. How these various motivating philosophies affect a student-athlete's capacity to effectively manage their dual position is the main research question. Research on the relationship between academic and athletic motivation is expanding,

recognizing that these two areas are intricately linked within the student-athlete experience rather than being distinct (Hart, 2023).

The protective function of intrinsic drive in coping with the stress that comes with being a student-athlete is among the most important conclusions drawn from this field of study. An important psychological resource seems to be a strong internal drive, whether for academics, athletics, or both. Higher levels of intrinsic motivation have been shown to help student-athletes better manage the demands of their multiple responsibilities, which can result in better success in both their sport and the classroom (Khandelwal, 2024). Intrinsically motivated student-athletes are more likely to find fulfillment and delight in their pursuits, which helps protect them from the negative psychological effects of their rigorous schedules. They could see obstacles as chances for development and mastery rather than as unsolvable burdens. This suggests that fostering intrinsic motivation is crucial to help student athletes thrive.

Moreover, there is a complex link between achievement and motivation. According to a meta-analysis of the variables influencing academic achievement among undergraduate student-athletes in the United States, intrinsic drive is essential for academic success, even while performance is correlated with extrinsic indicators like grades (García, 2023). In light of the fact that student-athletes must

continuously balance their duties, this conclusion is especially significant. While a student-athlete who is genuinely motivated is more likely to engage fully with their studies, resulting in more meaningful learning and greater academic performance, an athlete who is just motivated by external demands (such as preserving eligibility) may only complete the bare minimum required. This demonstrates that there is no "one-size-fits-all" approach to academic support; rather, it is crucial to comprehend and develop each student-athlete's unique motivating profile.

Correlates of Motivation with Academic and Athletic Achievement

Due to the often conflicting demands of both difficult academic coursework and competitive athletic competition, student-athletes face a unique set of problems in their dual position (Tungpalan, 2020). Their underlying motivational orientations have a significant impact on their ability to handle these obligations efficiently. This field of study continuously looks for correlations between various forms of motivation and observable achievement in the academic and sports spheres. According to the data, autonomous motivational styles—specifically, intrinsic motivation and recognized regulation are highly predictive of favorable outcomes, such as consistent effort, improved performance, and a more harmonious balance between academics and athletics.

Higher degrees of sport enjoyment, more perseverance in the face of difficulty, and more constant effort throughout practice and competition are all characteristics of autonomously motivated athletes . Instead of being solely focused on achieving external goals like winning or collecting prizes, this internal drive encourages a process-oriented focus on skill mastery and personal development. On the other hand, athletes who are predominantly motivated by controlled motivation might perform well in certain high-stakes situations, but as outside pressures increase or rewards are taken away, they are more likely to experience performance anxiety, diminished enjoyment, and burnout. The quality of effort is also impacted; autonomously motivated athletes are more likely to engage in intentional practice, proactively seeking challenges to better their talents, whereas extrinsically motivated athletes may expend effort merely to the extent required to satisfy external contingencies.

Psychological Dimensions: Passion, Flow, and Identity

The impact of motivation on the student-athlete experience transcends direct correlations with performance and achievement; it is deeply interwoven with several key psychological dimensions that shape their engagement, well-being, and personal development. Among the most significant of these constructs are passion, the experience of flow, and the formation of identity. These

dimensions act as both outcomes of and mediators for motivational processes, providing a richer understanding of how motivation translates into behavior and experience. The literature suggests that autonomous motivation is foundational to developing a healthy passion, facilitating optimal psychological states like flow, and cultivating a balanced, integrated identity.

Passion for a sport is a powerful driver for student-athletes, but its effects are contingent on its nature. Research differentiates between harmonious passion and obsessive passion. Harmonious passion develops when an individual freely chooses to engage in an activity that they love, and it becomes a significant but well-integrated part of their life and identity. This form of passion is closely aligned with intrinsic and autonomous motivation, and it is associated with positive outcomes such as higher life satisfaction, greater persistence, and adaptive coping strategies. In contrast, obsessive passion stems from a controlled internalization of an activity into one's identity, creating an internal pressure to participate. It is often linked to external contingencies like social acceptance or self-esteem and correlates with rigid persistence, conflict with other life domains, and negative emotions. For student-athletes, a harmonious passion for their sport, supported by an autonomy-supportive environment, predicts greater effort and enjoyment in both athletic and academic contexts (Yukhymenko-Lescroart, 2021).

Another critical psychological dimension is the concept of "flow," a state of complete absorption in an activity where an individual experiences energized focus, full involvement, and enjoyment in the process. Achieving a flow state is often considered the pinnacle of intrinsic motivation, as it represents an optimal experience where action and awareness merge. Research examining the link between Self-Determination Theory (SDT) and flow has shown that autonomous motivational regulations are significant positive predictors of flow experiences among student-athletes in both their sport and academic activities (Wang, 2023). When athletes feel a sense of autonomy, competence, and relatedness, they are more likely to become fully immersed in their tasks, leading to enhanced performance and engagement. This state is not only beneficial for athletic achievement but can also be a powerful motivator in academic work, demonstrating how fostering the right motivational conditions can improve the quality of experience across the student-athlete's dual roles.

Finally, the development of identity is a central task for college students, and for student-athletes, this process involves integrating their athletic role with their student role and other aspects of their self-concept. An over-identification with the athletic role, often fueled by external validation and scholarships, can lead to a one-dimensional identity that is vulnerable to threats like injury, poor

performance, or the inevitable end of an athletic career. SDT provides a valuable lens for understanding this process, suggesting that intrinsic motivation promotes a more positive and integrated experience for student-athletes as they navigate their college careers (Rutledge, 2019). When motivation is autonomous, the athletic role is more likely to be harmoniously integrated with other life values, including academic achievement. This leads to a more flexible and resilient identity, supporting long-term well-being beyond the collegiate years. The type of motivation, therefore, does not just influence what student-athletes do, but fundamentally shapes who they are and how they perceive themselves in their multifaceted lives.

Summary of Literature

According to the evidence examined in this chapter, student-athletes' motivation is a key factor in determining their performance, perseverance, and general well-being. The research offers a strong framework for comprehending how various motivational styles from amotivation to extrinsic regulation to intrinsic interest uniquely impact the student-athlete experience. It is mostly based on Self-Determination Theory. There is broad agreement among the research that is now available: the most adaptable results are regularly linked to autonomous motivational styles. According to Morinville (2020), student-athletes who are

motivated by internal factors like enjoyment, personal values, and the desire for mastery are more likely to have better psychological health, successfully balance their academic and athletic obligations, and perform more resiliently and sustainably. According to the literature, an athlete's motivational profile is shaped by a variety of external factors, such as coaching styles, reward systems, and the competitive environment, which can either reinforce or weaken their basic psychological needs for autonomy, competence, and relatedness. Key mechanisms via which autonomous motivation promotes a successful and positive student-athlete journey include psychological constructs like harmonic passion, the ability to flow, and the formation of an integrated personality (Yukhymenko-Lescroart, 2021).

Notwithstanding these noteworthy contributions, a thorough analysis of the body of current research also identifies a number of critical gaps that demand more study. First, a significant amount of the study on the motivation of student-athletes is cross-sectional in nature, offering a momentary view of motivation. Longitudinal studies that monitor the dynamic evolution of motivational profiles as student-athletes advance through their undergraduate careers are notably lacking. In order to comprehend how motivation changes in reaction to significant transitional events, such switching from a non-scholarship to a scholarship

position, suffering a season-ending injury, having a coaching staff change, or navigating the final year of eligibility, such studies are required. Gaining insight into these motivational trajectories would be crucial for creating prompt and successful support interventions.

Second, while the literature acknowledges that student-athletes face dual demands, the motivational dynamics within the academic domain are often treated as secondary to athletic motivation. More research is needed to explicitly examine the interplay and potential transfer effects between athletic and academic motivation. For instance, it remains unclear how specific motivational climates in athletics (e.g., an autonomy-supportive team culture) directly influence a student-athlete's engagement, goal-setting, and motivational quality in the classroom. Investigating how experiences like flow in sport may facilitate or hinder the search for similar optimal experiences in academics could illuminate pathways for fostering holistic success (Wang, 2023). The challenges of balancing these roles are frequently cited, but the specific mechanisms through which motivation in one domain buoys or sabotages motivation in the other are not yet fully understood (Tungpalan, 2020).

Finally, the existing literature often treats "student-athletes" as a homogenous group, which may obscure important differences across diverse

populations. There is a need for more nuanced research that compares motivational processes across different competitive levels (e.g., NCAA Division I, II, and III), types of sport (individual vs. team; revenue vs. non-revenue-generating), and socio-demographic backgrounds. The motivational pressures and reward structures experienced by a football player at a major Division I university are likely vastly different from those of a swimmer at a Division III liberal arts college. Acknowledging this heterogeneity is crucial for developing targeted, context-specific recommendations for coaches, administrators, and policymakers. This present study aims to contribute to the field by addressing the latter gap, focusing on how the interplay of intrinsic and extrinsic factors may manifest differently across distinct sporting contexts. By doing so, it seeks to provide a more granular understanding that moves beyond broad generalizations and offers more precise insights into the complex world of student-athlete motivation, ultimately supporting a more positive overall experience (Rutledge, 2019).

CHAPTER THREE

METHODOLOGY

This chapter describes the research methods and procedures adopted to examine the impact of intrinsic and extrinsic motivation on athletic performance among student-athletes. It explains the research design, study population, sample and sampling techniques, research instruments, validity and reliability of the instruments, data collection methods, and procedures for data analysis. The methodology was carefully designed to ensure that findings are valid, reliable, and generalizable to the larger population of student-athletes.

Research Design

The study adopts a descriptive survey research design, which enables the researcher to collect data from a large number of participants at a single point in time to understand existing relationships among variables (Creswell & Creswell, 2023). This design is appropriate for social science studies where human behaviors, attitudes, and perceptions are being examined — in this case, the motivational factors influencing athletic performance.

A survey design is particularly suitable because it allows the researcher to gather quantitative data on students' intrinsic and extrinsic motivation and how these relate to their athletic performance. Recent studies in sport psychology have

used similar designs to explore motivation and performance (Vilks, 2025; Barbosa Cano, 2025).

Population of the Study

The population of this study comprises all student-athletes enrolled in the University of Benin offering degree programs in Human Kinetics and Sports Science and related fields. This includes both male and female student-athletes who actively participate in intercollegiate or university-level sports competitions. The target population is appropriate because these individuals simultaneously experience academic and athletic pressures that shape their motivation and performance.

Sample and Sampling Technique

A random sampling technique will be employed to ensure fair representation of different categories of student-athletes (e.g., by gender, type of sport, and academic level). Within each stratum, simple random sampling will be used to select participants.

A sample size of approximately 50 student-athletes will be selected from the department of Human Kinetics and Sports Science in the University of Benin . The sports to be used in this study are Basketball , Volleyball and Handball.

The number of male student-athletes is 30 while the number of female student-athletes is 20.

Research Instrument

The primary tool for data collection will be a structured questionnaire titled: “Student-Athletes Motivation and Performance Questionnaire (SAMPQ)”, developed based on theoretical foundations from Self-Determination Theory.

The questionnaire is divided into three sections:

Section A: Demographic data (age, gender, level of study, sport type, years of experience).

Section B: Items measuring intrinsic and extrinsic motivation, adapted from the Sport Motivation Scale II and updated for student-athletes.

Section C: Items measuring athletic performance, based on self-assessment and coach ratings (competence, consistency, teamwork, and results in competitions).

Responses will be measured using a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1).

Validity of the Instrument

To ensure content and face validity, the questionnaire will be reviewed by three experts in Human Kinetics and Sports Psychology. Feedback from them will

help refine the language, clarity, and relevance of the items to ensure they measure the intended constructs(Face and content).

Reliability of the Instrument

Reliability refers to the consistency of the instrument in measuring what it is intended to measure. The Cronbach's Alpha reliability test will be used to assess internal consistency. A reliability coefficient of 0.70 or higher will be considered acceptable.

The pilot study responses will be analyzed using SPSS (Version 27), and expected reliability coefficients are:

Intrinsic Motivation subscale: $\alpha = 0.82$

Extrinsic Motivation subscale: $\alpha = 0.80$

Athletic Performance subscale: $\alpha = 0.84$

Recent sport motivation studies have reported similar reliability values (Vilks, 2025; Krasmik et al., 2024).

Method of Data Collection

Data will be collected and the questionnaire would be distributed physically and Prior consent will be obtained from participants, and confidentiality will be strictly maintained.

The data collection process will span one week with follow-up reminders to increase response rates. Participants will be informed that the study is purely for academic purposes, and participation is voluntary.

Method of Data Analysis

Data collected will be coded and analyzed using the Statistical Package for the Social Sciences (SPSS) Version 27. Both descriptive and inferential statistics will be used:

Descriptive statistics: Mean, standard deviation, and percentages will summarize demographic data and responses.

Inferential statistics:

Pearson Product Moment Correlation (PPMC) will determine the relationship between intrinsic/extrinsic motivation and athletic performance.

Multiple Regression Analysis will assess the predictive power of intrinsic and extrinsic motivation on athletic performance.

The significance level will be set at $p < 0.05$, following standard social science conventions (Creswell & Creswell, 2023).

Ethical Considerations

Participants will be briefed on the purpose of the research and assured of confidentiality and anonymity. Informed consent will be sought, and respondents will have the right to withdraw from the study at any stage without penalty.

Data will be stored securely and used solely for academic purposes. Ethical guidelines outlined by the American Psychological Association (APA, 2020) will be strictly followed throughout the research process.

Summary

This chapter outlined the methodology adopted for the study on the impact of intrinsic and extrinsic motivation on athletic performance among student-athletes in the University of Benin. It explained the research design, population, sampling procedure, instrument development, validity and reliability testing, data collection, and analysis methods. The methodology provides a systematic framework to ensure that the study produces credible, reliable, and generalizable findings that contribute meaningfully to knowledge in the field of Human Kinetics and Sport Science.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter is the presentation of results and discussion of findings

Presentation of Results

Research Question 1: What is the impact of intrinsic and extrinsic motivation on athletic performance?

Table 1: Mean and Standard deviation of responses on the impact of intrinsic and extrinsic motivation on athletic performance

S/N	Impact of intrinsic and extrinsic motivation on athletic performance?	Mean	SD	Remark
1	Intrinsic and extrinsic motivation significantly influence my overall athletic performance.	3.60	0.495	Agree
2	Both internal and external motivators play an important role in how well I perform in sports.	3.84	0.548	Agree
3	My performance improves when I am motivated from both personal interest and external rewards.	3.18	0.661	Agree
4	Personal interest and rewards contributes to my performance	3.80	0.571	Agree

The data in table 1 showed that the mean values ranged from 3.18 to 3.84, while the standard deviation values range from 0.459 to 0.661. The mean values showed that the respondents agreed that intrinsic and extrinsic motivation impacts on athletic performance.

Research Question 2: How does intrinsic motivation affect the performance of student-athletes?

Table 2: Mean and Standard deviation on influence of intrinsic motivation on student-athletes performance

S/ N	Intrinsic motivation effect on performance of student athletes	Mean	SD	Remark
5	My personal interest in sports improves my performance.	3.60	0.495	Agree
6	I perform better when I am motivated by enjoyment of the sport itself.	3.80	0.571	Agree
7	Self-driven motivation increases my commitment to training and performance.	3.56	0.501	Agree
8	Enjoyment of the sports makes me to perform better	3.68	0.741	Agree

The data in table 2 showed that the mean values ranged from 3.56 to 3.80, while the standard deviation values range from 0.495 to 0.741. The mean values showed that the respondents agreed that intrinsic motivation affects the performance of student-athletes. The low values of the standard deviation show that their responses do not deviate far from one another.

Research Question 3: What is the influence of extrinsic motivation on the performance of student-athletes?

Table 3: Mean and Standard deviation on influence of extrinsic motivation on the performance of student-athletes

S/N	Influence of extrinsic motivation on the performance of student athletes	Mean	SD	Remark
9	External rewards motivate me to perform better in sports.	3.60	0.495	Agree
10	Recognition from coaches and teammates enhances my performance.	3.68	0.471	Agree
11	I am encouraged to improve when I receive praise or rewards from others.	3.68	0.471	Agree
12	Recognition from others makes me perform better	3.62	0.490	Agree

The data in table 3 showed that the mean values ranged from 3.60 to 3.68, while the standard deviation values range from 0.495 to 0.495. The mean values showed that the respondents agreed that extrinsic motivation influence performance of student-athletes. The low values of the standard deviation show that their responses do not deviate far from one another.

Research Question 4: Which type of motivation (intrinsic or extrinsic) has a stronger impact on performance?

Hypothesis 1: There is no significant relationship between motivation (intrinsic or extrinsic) and athletic performance.

Table 4: Multiple Regression Statistics on relationship between motivation (intrinsic or extrinsic) and athletic performance.

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.958 ^a	.918	.914	1.41219

Data in table 4 revealed that with R-value of .958, there is a positive strong relationship between the predictors of the motivation (intrinsic and extrinsic) and athletic performance. The R Square value of 0.914 (91.4%) shows that both intrinsic and extrinsic motivation predicts 91.4% of the variance of athletic performance.

Anova^b (Athletic performance)						
	Sum of Squares	df	Mean Square	F	Sig.	Decision
Regression	1044.348	2	522.174	261.834	.000 ^b	Ho is rejected
Residual	93.732	47	1.994			
Total	1138.080	49				

The data in the ANOVA table in relation to table 4 showed the F value is 261.834. The p-value is 0.000 which is less than 0.05 level of significance, thus the null hypothesis is rejected which means that there is a significant relationship between motivation (intrinsic or extrinsic) and athletic performance.

Coefficients (athletic performance)			
Model	Standardized Coefficients		Sig.
	Beta	T	
(Constant)		.923	.361
intrinsic motivation	.369	3.845	.000
extrinsic motivation	.612	6.386	.000

The data from the coefficients table in relation to athletic performance showed that extrinsic motivation was the highest predictor ($\beta = .612$) of athletic performance.

Research Question 5: What motivational strategies can be used to improve athletic performance among student athletes?

Table 5: Mean and Standard deviation of responses on motivational strategies used to improve athletic performance

S/N	Motivational strategies used to improve athletic performance	Mean	SD	Remark
17	Goal-setting strategies help improve my athletic performance.	3.30	0.614	Agree
18	Positive feedback from coaches boosts my motivation and performance.	3.20	0.990	Agree
19	Training programs that are enjoyable enhance my motivation to perform well.	3.32	0.957	Agree
20	Supportive team environments motivate me to perform at my best.	3.52	0.614	Agree

The data in table 5 showed that the mean values ranged from 3.20 to 3.52, while the standard deviation values range from 0.614 to 0.990. The mean values showed that the respondents agreed that motivational strategies do improve athletic performance. The low values of the standard deviation show that their responses do not deviate far from one another.

Discussion of Findings

The findings of research question 1 revealed that intrinsic and extrinsic motivation impacts on athletic performance. In many school settings, athletes perform better when they perceive tangible benefits linked to their success. However, Ryan and Deci (2020) posited that reliance on extrinsic motivators alone may lead to burnout or withdrawal once rewards are no longer present. Thus, while extrinsic rewards are powerful, they need to be balanced with intrinsic drivers to ensure sustainability.

The findings of research question 2 showed that intrinsic motivation affects the performance of student-athletes. In line with this, Khandelwal (2024) argued that higher levels of intrinsic motivation have been shown to help student-athletes better manage the demands of their multiple responsibilities, which can result in better success in both their sport and the classroom. Intrinsically motivated student-athletes are more likely to find fulfillment and delight in their pursuits, which helps protect them from the negative psychological effects of their rigorous schedules. Also, research has consistently shown that intrinsic motivation which involves engaging in an activity for its inherent satisfaction fosters long-term commitment and resilience in sports (Chatzisarantis et al., 2019).

Based on the findings of research question 3, it was revealed that extrinsic motivation influence performance of student-athletes. In consonance with this, Gagné and Deci (2020) opined that a supportive environment including encouragement from coaches, peers, and family strengthens motivation and builds resilience.

The findings of research question 4 corresponding to hypothesis 1 revealed there is a significant relationship between motivation (intrinsic or extrinsic) and athletic performance. Also, finding revealed that extrinsic motivation was the highest predictor of athletic performance. Supporting this, research on the relationship between academic and athletic motivation is expanding, recognizing that these two areas are intricately linked within the student-athlete experience rather than being distinct (Hart, 2023). Also, Ryan and Deci (2020) stated that student-athletes often juggle academic demands with rigorous training schedules, and their ability to remain committed depends on the type of motivation they experience.

The findings of research question 5 showed that motivational strategies do improve athletic performance. Corroborating this, Weinberg and Gould (2019) stated that motivational strategies such as goal setting, positive reinforcement, and

intrinsic motivation significantly enhance athletic performance by increasing athletes' focus and persistence.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter encapsulates the summary, conclusion as well as the necessary recommendations

Summary

This study investigated the impact of intrinsic and extrinsic motivation on athletic performance among student-athletes in the University of Benin. It sought to determine the impact of intrinsic and extrinsic motivation on athletic performance; how intrinsic motivation affect the performance of student-athletes; the influence of extrinsic motivation on the performance of student-athletes; the type of motivation (intrinsic or extrinsic) with a stronger impact on performance; and motivational strategies used to improve athletic performance among student-athletes. To guide the study, five (5) research questions were raised, out of which one (1) was hypothesized.

The study adopted a descriptive survey research design. The population of the study comprised all student-athletes enrolled in the University of Benin offering degree programs in Human Kinetics and Sports Science and related fields. A sample size of approximately 50 student-athletes was selected from the department of Human Kinetics and Sports Science in the University of Benin. The

research instrument for the study was a self-constructed questionnaire. The statistical analysis was carried out using percentages for respondents' bio-data, while mean and standard deviation was used in the data analysis of research questions 1, 2, 3 and 5, while simple multiple regression was used in the data analysis of hypothesis 1 corresponding to research question 4.

The findings of this research based on the research questions raised and hypothesis formulated showed the following:

- intrinsic and extrinsic motivation impacts on athletic performance.
- intrinsic motivation affects the performance of student-athletes.
- extrinsic motivation influence performance of student-athletes.
- there is a significant relationship between motivation (intrinsic or extrinsic) and athletic performance. Also, extrinsic motivation was the highest predictor of athletic performance.
- motivational strategies do improve athletic performance.

Conclusion

Based on the research findings, it was concluded that both intrinsic and extrinsic motivation impacts on athletic performance; even as there was a significant relationship between motivation (intrinsic or extrinsic) and athletic

performance. Furthermore, extrinsic motivation was the highest predictor of athletic performance; and motivational strategies do improve athletic performance.

Recommendations

From the findings of this study, the following recommendations were put forth:

Intrinsically motivated athletes should be given an enabling environment to sustain their passion for sporting and athletic activities.

Student-athletes should be motivated extrinsically using rewards, awards, finance, and so on in order to boost their athletic performance.

Goal setting, positive feedback, supportive team environment, among others should be strategies employed to improve athletic performance.

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APPENDIX I
DEPARTMENT OF HUMAN KINETIC AND SPORT SCIENCE
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
QUESTIONNAIRE
IMPACT OF INTRINSIC AND EXTRINSIC MOTIVATION ON THE
ATHLETIC PERFORMANCE AMONG STUDENT-ATHLETES

Dear respondents,

The purpose of this study is to assess the impact of intrinsic and extrinsic motivation on athletic performance among student-athletes in the University of Benin. Please carefully respond and answer the following questions

Instruction: Please read each statement carefully and tick (✓) the option that best represents your opinion. Your responses will be kept strictly confidential and used only for academic research.

Response Scale:

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly Disagree

SECTION A: Demographic Information

1. Gender: Male ☐ Female ☐

2. Age Bracket: 15–18years ☐ 19–22 years ☐ 23–26 years ☐ 27 years and above ☐

3. Level of Study: 100 Level ☐ 200 Level ☐ 300 Level ☐ 400 Level & Above ☐

4. Type of Sport: Team Sport ☐ Individual Sport ☐

5. Years of Participation: Less than 1 year ☐ 1–3 years ☐ 4–6 years ☐
Above 6 years ☐

SECTION B: Motivation of Student-Athletes

S/N	ITEMS	SA	A	D	SD
RQ1:	What is the impact of intrinsic and extrinsic motivation on athletic performance?				
1	Intrinsic and extrinsic motivation significantly influence my overall athletic performance.				
2	Both internal and external motivators play an important role in how well I perform in sports.				
3	My performance improves when I am motivated from both personal interest and external rewards.				
4	Personal interest and rewards contributes to my performance				

S/N	ITEMS	SA	A	D	SD
RQ2:	How does intrinsic motivation affect the performance of student athletes?				
5	My personal interest in sports improves my performance.				
6	I perform better when I am motivated by enjoyment of the sport itself.				
7	Self-driven motivation increases my commitment to training and performance.				
8	Enjoyment of the sports makes me to perform better				

S/N	ITEMS	SA	A	D	SD
RQ3:	What is the influence of extrinsic motivation on the performance of student athletes?				
9	External rewards motivate me to perform better in sports.				
10	Recognition from coaches and teammates enhances my performance.				
11	I am encouraged to improve when I receive praise or rewards from others.				
12	Recognition from others makes me perform better				

S/N	ITEMS	SA	A	D	SD
RQ4:	Which type of motivation has a stronger impact on performance?				
13	Intrinsic motivation has a stronger influence on my performance than extrinsic motivation.				
14	Extrinsic motivation affects my performance more than intrinsic motivation.				
15	My performance is shaped more by internal factors than external rewards.				
16	My performance is shaped more by external rewards than internal factors				

S/N	ITEMS	SA	A	D	SD
RQ5:	What motivational strategies can be used to improve athletic performance among student athletes?				
17	Goal-setting strategies help improve my athletic performance.				
18	Positive feedback from coaches boosts my motivation and performance.				
19	Training programs that are enjoyable enhance my motivation to perform well.				
20	Supportive team environments motivate me to perform at my best.				

APPENDIX II

DATA ANALYSIS RESULTS

GET

FILE='C:\Users\user\Documents\Olinya data.sav'.

DATASET NAME DataSet1 WINDOW=FRONT.

NEW FILE.

DATASET NAME DataSet2 WINDOW=FRONT.

DESCRIPTIVES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004
VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010
VAR00011 VAR00012

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

[DataSet2]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	50	3.00	4.00	3.6000	.49487
VAR00002	50	2.00	4.00	3.8400	.54810
VAR00003	50	2.00	4.00	3.1800	.66055
VAR00004	50	2.00	4.00	3.8000	.57143
VAR00005	50	3.00	4.00	3.6000	.49487
VAR00006	50	2.00	4.00	3.8000	.57143
VAR00007	50	3.00	4.00	3.5600	.50143
VAR00008	50	2.00	4.00	3.6800	.74066
VAR00009	50	3.00	4.00	3.6000	.49487
VAR00010	50	3.00	4.00	3.6800	.47121
VAR00011	50	3.00	4.00	3.6800	.47121
VAR00012	50	3.00	4.00	3.6200	.49031
Valid (listwise)	N 50				

DESCRIPTIVES VARIABLES=VAR00017 VAR00018 VAR00019 VAR00020
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00017	50	2.00	4.00	3.3000	.61445
VAR00018	50	2.00	4.00	3.2000	.98974
VAR00019	50	2.00	4.00	3.3200	.95704
VAR00020	50	1.00	4.00	3.5200	.61412
Valid (listwise)	N 50				

```
COMPUTE intrinsic_motivation=SUM(VAR00001 + VAR00002 + VAR00003 +  
VAR00004 + VAR00005 + VAR00006 + VAR00007 + VAR00008 + VAR00013  
+ VAR00014 + VAR00015).
```

```
EXECUTE.
```

```
COMPUTE extrinsic_motivation=SUM(VAR00001 + VAR00002 + VAR00003 +  
VAR00004 + VAR00009 + VAR00010 + VAR00011 + VAR00012 + VAR00014  
+ VAR00015 + VAR00016).
```

```
EXECUTE.
```

```
COMPUTE athletic_performance=SUM(VAR00001 to VAR00020).
```

```
EXECUTE.
```

```
REGRESSION
```

```
  /MISSING LISTWISE
```

```
  /STATISTICS COEFF OUTS R ANOVA
```

```
  /CRITERIA=PIN(.05) POUT(.10)
```

```
  /NOORIGIN
```

```
  /DEPENDENT athletic_performance
```

```
  /METHOD=ENTER intrinsic_motivation extrinsic_motivation.
```

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	extrinsic_motivation, intrinsic_motivation ^b		Enter

a. Dependent Variable: athletic_performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.958 ^a	.918	.914	1.41219

a. Predictors: (Constant), extrinsic_motivation, intrinsic_motivation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1044.348	2	522.174	261.834	.000 ^b
	Residual	93.732	47	1.994		
	Total	1138.080	49			

a. Dependent Variable: athletic_performance

b. Predictors: (Constant), extrinsic_motivation, intrinsic_motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.777	3.010		.923	.361
	intrinsic_motivation	.604	.157	.369	3.845	.000
	extrinsic_motivation	1.136	.178	.612	6.386	.000

a. Dependent Variable: athletic_performance