

COMPARATIVE STUDY REGARDING MOTIVATION IN SPORTS ORGANIZATIONS

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ABSTRACT. In sports, the motivation of athletes can be the key to success. Motivation, as a concept, was offered a wide range of interpretations, many of which were developed from a managerial perspective that highlights a better understanding of the mechanisms of motivation of human character. **Objectives.** Identifying the reasons for playing basketball by athletes aged 14-15, but also highlighting the motivational performance factors by comparing two teams with different competitive results. **Methods and means.** To carry out this study, the survey method was used by filling in a questionnaire by the basketball players of the two sports clubs. The questionnaire includes 24 questions and refers to the causes that athletes find motivating to practice the game of basketball. **Results.** The results presented show for each category the average level of motivation that underlies the engagement in the basketball game of each team studied. In the "amotivation" category, both teams have a result of 1, thus eliminating the risk of abandoning the sports activity. Regarding the "external regulation", U-BT athletes have a higher score, thus resulting in a higher extrinsic motivation based on praise or external factors. Both teams scored high on "intrinsic motivation", demonstrating that athletes practice basketball voluntarily. **Conclusions.** In conclusion, these variations can be justified due to the transition age in which the athletes are, the players coming to detach themselves from the concrete and situate the real in a set of possible transformations. This study illustrates a motivational portrait of junior teams engaged in the domestic national championship.

Keywords: *management, sports organizations, motivation, basketball*

REZUMAT. *Studiu comparativ privind motivația în cadrul organizațiilor sportive.* În sport, motivația sportivilor poate fi cheia succesului. Motivației, ca și concept, i s-a oferit o gamă largă de interpretări, multe dintre acestea fiind dezvoltate din perspectivă managerială ce scoate în evidență o mai bună

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cunoaștere a mecanismelor de motivare a caracterului uman. **Obiective.** Identificarea motivelor practicării jocului de baschet de către sportivii cu vârsta cuprinsă între 14-15 ani, dar și scoaterea în evidență a factorilor de performanță motivaționali printr-o comparație a două echipe cu rezultate competiționale diferite. **Metode și mijloace.** Pentru realizarea acestui studiu s-a utilizat metoda anchetei prin completarea unui chestionar de către jucătorii de baschet a celor două cluburi sportive. Chestionarul cuprinde 24 de întrebări și face referire la cauzele pe care sportivii le găsesc motivatoare pentru a practica jocul de baschet. **Rezultate.** Rezultatele prezentate arată pentru fiecare categorie în parte nivelul mediu al motivației care stă la baza angrenării în jocul de baschet al fiecărei echipe studiate. La categoria "amotivare" ambele echipe au un rezultat de 1, astfel se elimină riscul abandonului activității sportive. Privind "reglarea externă" sportivii de la U-BT au un punctaj mai mare, rezultând astfel o motivație extrinsecă mai mare bazată pe laude sau factori externi. Asupra "motivației intrinseci" s-a realizat un punctaj mare de către ambele echipe, demonstrând faptul că sportivii practică baschetul în mod voluntar. **Concluzii.** În concluzie, aceste variații, pot fi justificate datorită vârstei de tranziție în care sportivii se află, jucătorii ajungând să se desprindă de concret și să situeze realul într-un ansamblu de transformări posibile. Acest studiu ilustrează un portret motivațional al unor echipe de juniori angrenate în campionatul național intern.

***Cuvinte cheie:** management, organizații sportive, motivație, baschet*

INTRODUCTION

In sports, the motivation of athletes can be the key to success. Different external factors can have an effect on the sports career, the relationship between coach and athlete being the most important factor for obtaining sports performance (Macra-Oșorhean, Torok & Suci, 2019).

From ancient times, psychologists talk about motivation and its role in people's lives, over time trying to establish the specificity and its role in explaining personal behavior. They also consider motivation as the main source of energy that pushes people to action, the engine of the whole activity, both professionally and personally (Fowler, 2014).

Motivation, as a concept, was offered a wide range of interpretations, many of which were developed from a managerial perspective that highlights a better understanding of the mechanisms of human character motivation (Vlăsceanu, 2003). The definition of the concept of motivation has been quite unclear, as there are numerous theories and studies on human behavior (Macra-Oșorhean & Purdea, 2006).

Motivation includes the active phase of behavior, allowing or not, along with other factors of a mental or material nature, objective, achievement, high performance or outline some concepts and theories on motivation and its manifestations (Deci & Ryan, 1985; Mielu, 2009; Vansteenskite, 2007).

External regulation is subordinated to actions taken to receive praise from the coach or by pushing athletes to practice that sport by parents (Luc, Michelle, Robert & Kanninka, 1995).

The introjection results that the actual presence of the stimulus is no longer necessary to initiate a behavior (Luc, Michelle, Robert & Kanninka, 1995).

Identification is a last type of extrinsic motivation and occurs when the individual comes to value and judge the behavior as important, therefore, he practices it without his will.

OBJECTIVES

The objective of the research is to identify the reasons for practicing the game of basketball by athletes aged 14-15, but also to highlight the motivational performance factors through a comparison of two teams with different competitive results.

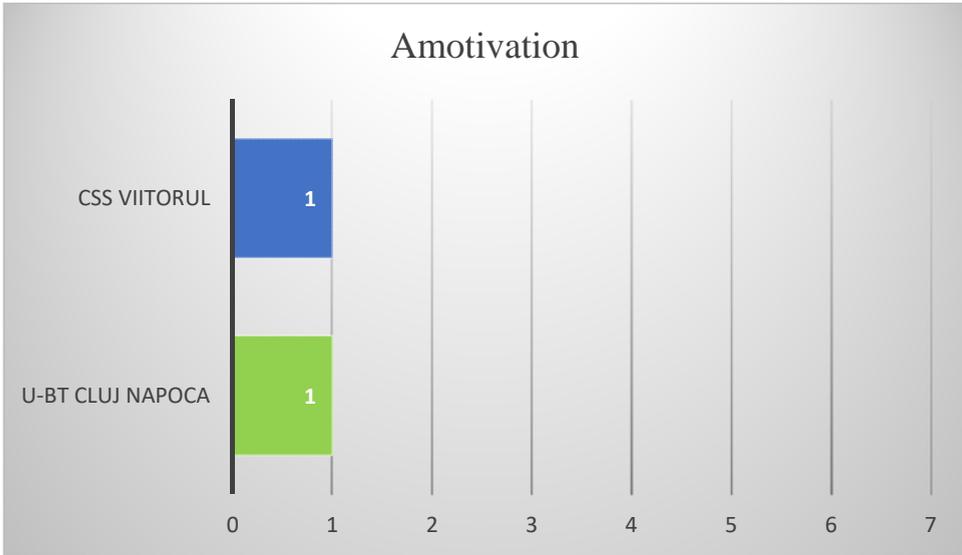
METHODS AND MEANS

This study was made between 10.02.2020-21.02.2020 on the players from the junior basketball teams U16 U-BT Cluj-Napoca and CSS Viitorul Cluj-Napoca.

To carry out this study, the survey method was used by filling in a questionnaire by the basketball players of the two sports clubs. The questionnaire includes 24 questions and refers to the causes that athletes find motivating to practice the game of basketball. Participants answer questions using a Likert scale with 7 items in which 1 - does not correspond at all, and 7 - corresponds exactly.

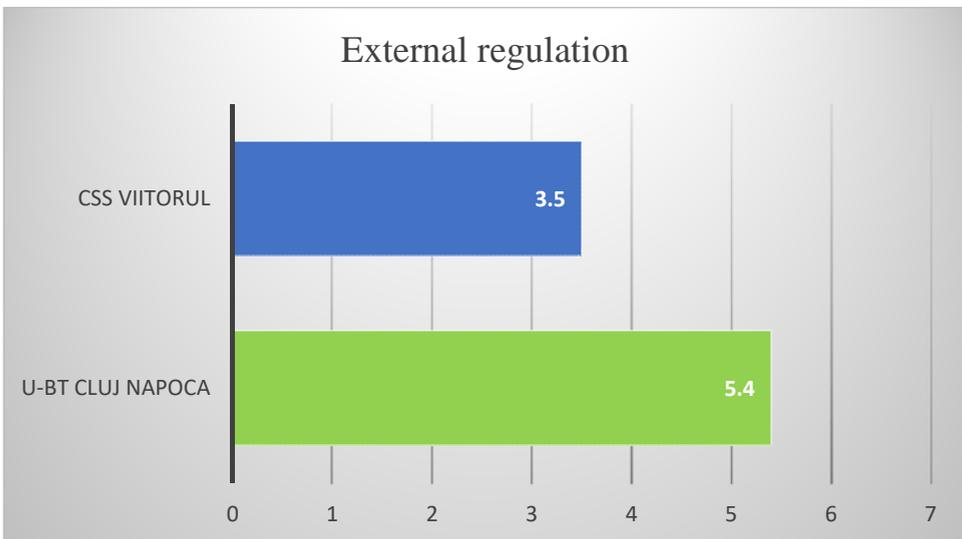
RESULTS

The results presented show for each category the average level of motivation that underlies the engagement in the basketball game of each team studied.

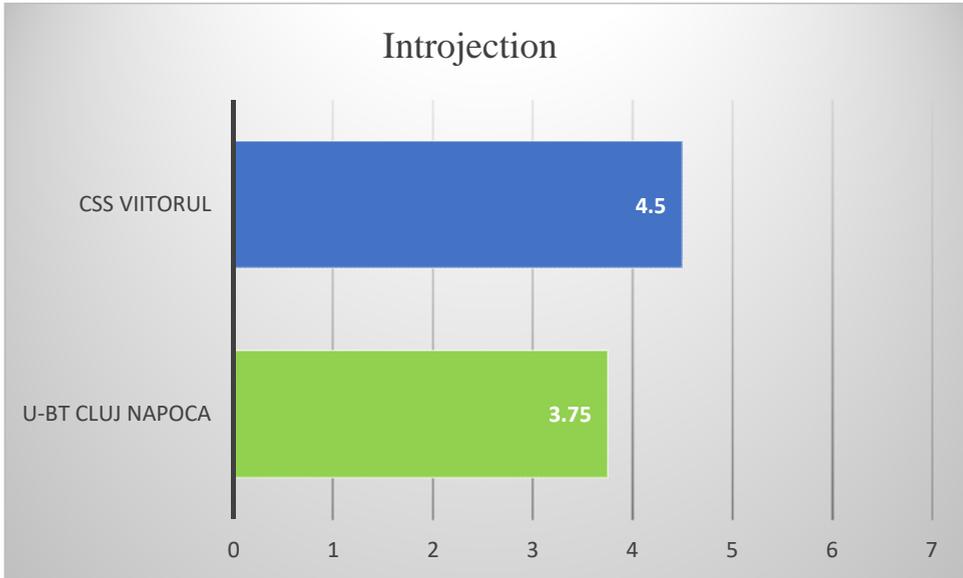


Graph. 1. Amotivation

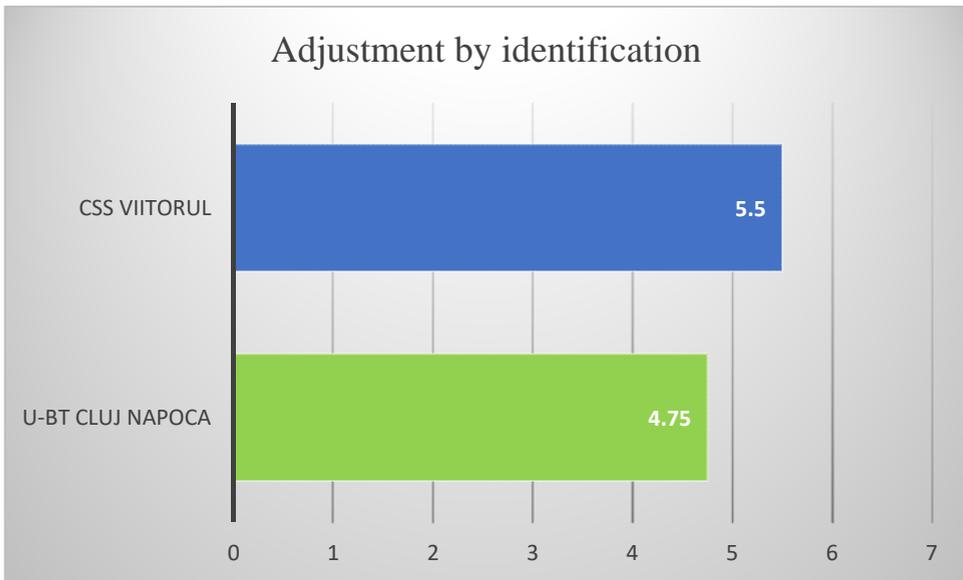
Graph number 1 shows us that both teams had a result of 1 in the category "motivation", representing the fact that this category does not correspond at all to the type of motivation that underlies the practice of basketball. This score excludes the risk among players of giving up sports.



Graph. 2. External regulation



Graph. 3. Introjection

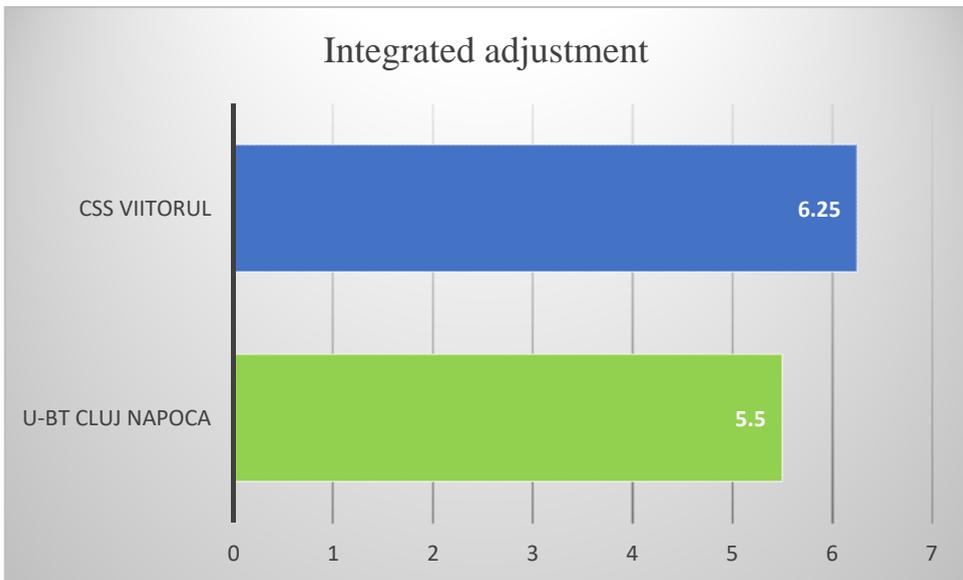


Graph. 4. Adjustment by identification

In this category, the sports club U-BT Cluj-Napoca had a result that places it in the category "corresponds a lot", and CSS Viitorul Cluj-Napoca had a result that places it in the category "corresponds little" with the trend of "corresponds moderate". This regulation is a form of extrinsic motivation, athletes practicing sports to receive praise or because they are pushed to activity by parents.

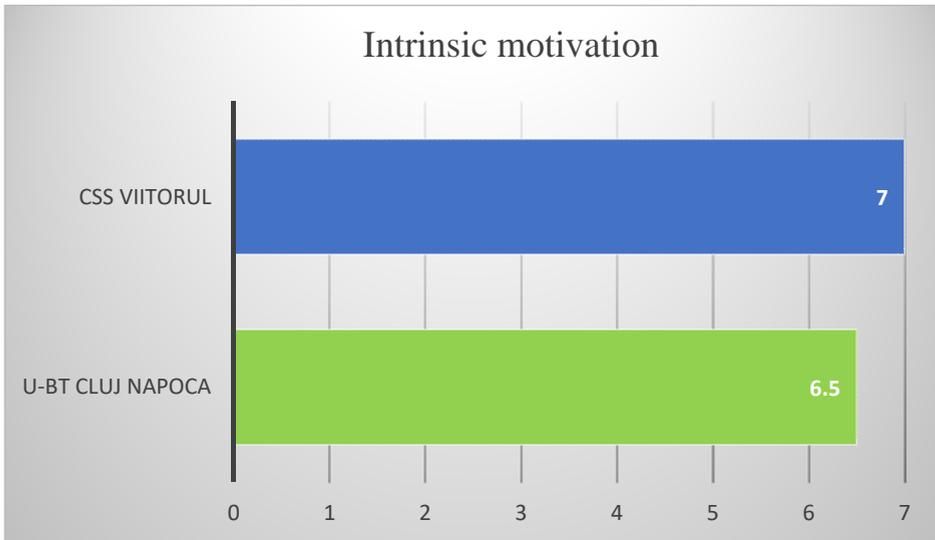
Graph number 3 shows us a high percentage for CSS Viitorul Cluj in the category "corresponds moderately" with the tendency towards "corresponds a lot", while U-BT had a percentage that places it in the category of "corresponds moderately". This means an inclination towards intrinsic motivation, the actual presence of the stimulus is no longer necessary to initiate an action.

CSS Viitorul scored a score that places it in the category of "corresponds a lot" with the tendency towards "corresponds exactly", while U-BT has a percentage of falls in it "corresponds moderately" with the tendency towards "corresponds a lot".



Graph. 5. Integrated adjustment

Graph number 5 has a result that includes the CSS Viitorul team in the "exactly corresponds" category, and U-BT in the "corresponds a lot" category with the tendency towards "exactly corresponds". This is an important form of extrinsic motivation present among athletes.



Graph. 6. Intrinsic motivation

In the last category, both teams fall into the category "corresponds exactly", CSS Viitorul scoring a higher percentage, thus reaching the last step. The activity is carried out voluntarily, in the absence of material rewards or external constraints.

CONCLUSIONS

In the motivational process, the management team would be useful to be involved in motivational actions throughout the competition, because the mood that supports motivation fluctuates depending on internal or external factors with which members of the organization or athletes come into contact. Therefore, one of the attributions of motivational management is to keep the average motivation within the organization / club active and oriented towards achieving the objectives.

The manager needs to know and understand what matters to the members of the sports organization and how to motivate them, understand the internal motivators and know how to identify them. This knowledge can help lead the organization to the highest threshold of development. The motivational process needs to be continuous, adapted to the needs of the individual, but also at the team level.

The average results of the studied teams show us the options chosen by them for motivation, so the first option chosen was intrinsic motivation, followed by integrated regulation, external regulation, regulation by identification, introjection, and the last option being amotivation.

In conclusion, these variations can be justified due to the transition age in which the athletes are, the children coming to detach themselves from the concrete and to situate the real in a set of possible transformations.

This study illustrates a motivational portrait of junior teams engaged in the domestic national championship

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ANNEXES

Scale of sports motivation – 6 (SMS)

• Why do you practice the sport you do?

	Does not correspond at all		Corresponds a bit		Corresponds moderate		Corresponds a lot		Corresponds exactly	
	1	2	3	4	5	6	7			
1. For the joy I feel when I am really involved in the activity.	1	2	3	4	5	6	7			
2. Because it is part of the way i chose to live my life.	1	2	3	4	5	6	7			
3. Because it is a useful way to learn many things that can be useful to me in other aspects of life.	1	2	3	4	5	6	7			
4. Because it allows me to be seen well by the people I know.	1	2	3	4	5	6	7			
5. I don't know anymore. I have the impression that I am unable to succeed in this sport.	1	2	3	4	5	6	7			
6. For the personal satisfaction I feel while mastering certain difficult training techniques.	1	2	3	4	5	6	7			
7. Because it is absolutely necessary to practice a sport in order to be fit.	1	2	3	4	5	6	7			
8. Because it is one of the best ways I have chosen to develop other aspects of my life.	1	2	3	4	5	6	7			
9. Because it's an extension of mine.	1	2	3	4	5	6	7			
10. Because I have to play a sport to feel good about myself.	1	2	3	4	5	6	7			
11. For the fame of being an athlete.	1	2	3	4	5	6	7			
12. I don't know if I still want to invest so much time and effort in sports.	1	2	3	4	5	6	7			
13. Because practicing my sport is according to my principles.	1	2	3	4	5	6	7			
14. For the satisfaction I feel when I improve my skills.	1	2	3	4	5	6	7			
15. Because it's one of the best ways to maintain a good relationship with my friends.	1	2	3	4	5	6	7			
16. Because I would feel bad if I didn't make time to do sports.	1	2	3	4	5	6	7			
17. It is no longer clear to me, I don't think my place is in sports.	1	2	3	4	5	6	7			
18. For the pleasure of discovering new improvement strategies.	1	2	3	4	5	6	7			

19. For the material and/or social benefits that come from the fact that they are sports.	1	2	3	4	5	6	7
20. Because intensive training will improve my performance.	1	2	3	4	5	6	7
21. Because participating in the sport I do is an integral part of me.	1	2	3	4	5	6	7
22. It doesn't seem like the sport I play is as fun as it used to be.	1	2	3	4	5	6	7
23. Because I have to do sports regularly.	1	2	3	4	5	6	7
24. To show others how good I am at sports.	1	2	3	4	5	6	7

Age:

Club: