

# "Examining the Effects of Goal Setting and Feedback on Motivation and Performance in Sport"

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## Abstract

The essential aim of this research study is to represent the effects of goal setting also that feedback on motivation and performance in sports. This research study was based on primary data analysis to determine the research study used open-ended also closed-ended questions related to the variables. Goal setting is the main independent variable; the feedback is also independent of motivation and performance. Both represent the dependent variables. For measuring, the research study used SPSS software and generated informative selective results, including descriptive statistics, the one-way ANOVA test analysis, regression analysis, and model variance analysis, also that present the chi components analysis between them. The overall research study found that goal setting shows a positive effect on motivation and performance in sports. The feedback link positively and significantly to motivation and performance in sport.

**Keywords:** Goal Setting (GS), Feedback (FF), Motivation (MM), Performance (PP), Sport

## Introduction

The goal is the performance ability scale that we want to achieve, generally in a definite period of time. Goal-setting studies in sports initiated in mid of 1980 and other realms (for example, industrial sites) mainly evaluated essential intentions of goal setting concept (Jeong et al., 2021). Goal setting theory suggests that setting particular that is challenging and quantifiable performance goals directed to high-performance levels than non-particular goals (for example, to do your best), effortless goals, or no goals. Dissimilar results from industrialized settings, though, influences of goals setting in sports 1st looked ambiguous. Few investigations maintain goal setting as an efficient performance improvement plan, while others experiential negligible advantages. Goals are omnipresent in sports. Coaches, teams, athletes, and often place goals to stimulate themselves and enhance their performances. There are many types of goals in sports that may be followed in the short or long term. In the higher levels of sports, goal achievement/absence therefrom may be directly associated with the career of the athlete's failure or success (Kyllo & Landers, 1995). In sports, goal setting has often been utilized psychological performance. But, in spite of the occurrence of goals settings, as performance improvement implementation, there persists ambiguous indication about in what way practitioners, coaches, and athletes opinions and utilize this method. Goal settings in performance and sports is more difficult than occasionally directed in functional suggestions. Moreover, the degree to which concepts are properly active by those utilizing goal settings persists indistinctly.

In 1968, the goal-setting theory of Locke encouraged an extensive and diverse range of investigations, firstly in organizational and industrial settings, more lately, in the area of exercise and sport. The fundamental hypothesis of theory is that goals assist as controllers of social acts, and such particular stimulating goal yield improved performances than "no goal" or "give your best" situations. Challenges accomplished in organizational and industrial settings have more in general with sports actions in which both may include physical and mental act lead to some conclusion. So, there is each motive to have confidence that goal setting will also function in the field of sports as this does in many conventional work setting (Vidic & Burton, 2010). This elementary debate has directed to the much efficient determination to examine the influences of goal setting in sports. In spite of opinions on the effectiveness of goal settings in the realm of sports and the usage of progressively constrained investigations that also try to sustain a greater extent of exterior authenticity, literature associated with goal settings and their impacts in the sports and exercise setting has been determined by evasion. It has directed to counterarguments and discussion connected to operational differences and confounds in kind of challenges and people investigated in two situations. As stated by Weinberg in 1992, testing and transfer of hypotheses of Locke and Latham to sports setting offerings some procedural limitations and considerations; Impulsive goal settings in regulator sets; contradictory task features; commitment and motivation, and struggle. The report tried to regulate for impacts of spontaneous goal setting, motivation, and competition, while examining the effects of two different goal-settings coaching

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plans on performances of difficult challenges (Ward, 2011). Investigation of observed literature into the impacts of goal settings specifies that sports mental investigations have mainly examined single factors of goal, like goal difficulty, proximity, and specificity. Whereas from a logistic viewpoint, it is a comprehensive rehearsal, this might have insipid effects which may happen had such factors have been measured concurrently, probably as a function of execution and estimations of to the effectiveness of goal-setting coaching plans. The usage of longitudinal goal-setting coaching plans and assessment of these plans has grasped unpredictably limited devotion in the sport framework. Moreover, when such plans have been estimated, their effectiveness has continued to be slightly combative (Jambulingam & Saxton, 2021).

Goal settings and performance feedback are two of the most utilized and furthestmost investigated performance-improving plans in sports (Papaioannou et al., 2004). Both plans have origins external to sports, with influential efforts for goal setting being directed in administrative organization effort setting and for the performance feedback in administrative organization and instruction. Goal setting and performance feedback have been utilized widely in a sport setting extended earlier investigators began joining to their impacts, and maybe as elongated before as people desired to enhance their performances (Williamson et al., 2022). Currently, goal setting and performance feedback are efficiently recognized by researchers and coaches, similar to effectual kits for performance enhancement. Goal settings and performance feedback usually drop under sat umbrella phase of inspiration. Motivation is deliberated as the goal of trainers and as an issue with players. This is but an unstructured word with many connotations in both empirical and lay literature (Pearson, 2012). Brent Rushall, perhaps the most significant interactive sports psychologist in earlier fifty years, recommends that players are cogitated and motivated if precise performances happen at reliably high degrees, with apparently some incentives. The degrees of performance detected is high than what may be deliberated ordinary in settings, and reinforcements for performance might not be noticeable to witnesses. Sport-specific performances may comprise a diversity of performances like joining rehearsals constantly, being prompt to games and practices, finishing exercise challenges and work-loads effectively, giving reassurance to nobles, connecting in impartial performance, and establishing team actions (Epton et al., 2017). Goal settings and performance feedback are the most efficient social interferences which may yield results, and Rushall defined them as motivation. Most investigations have joint performance feedback with goal settings to yield important optimistic impacts on the performances of players. The performance feedback may be either oral graphics or descriptions showing private or public

posts, or both (Barros et al., 2019). Other interferences have joint goal settings and performance feedback with many other mechanisms. The performance goal also indicates the result yields of performances; then, the achievement is observed, rendering the achievement of self-referenced or absolute performance values. Procedure goals indicate performances in which the player will involve in performance (for example, confirming the suitable arrangement previous to attempting performance) (Carpentier & Mageau, 2016).

## Research Objective

The objective of the present report is to methodically review applications of goal Settings theory proposed by Latham and Locke in functional sports settings and in what way goal settings and performance feedback methods may be accepted to enhance athletic performances.

This research study is divided into five specific chapters: the first section represents the introduction related to goal setting, feedback, also that motivation, and performance in sports. This section describes the objective of the research study and presents the research question. The second chapter describes the literature review and hypothesis development. The third portion represents the research methodology, including research tools, techniques, and methods, and also presents the data collection process. The fourth section describes the results and descriptions; the last section summarizes the overall research study and present some recommendation about the topic.

Research questions:

The main research question is:

What is the effect of goal setting and feedback on motivation and performance in sports?

How about examining goal setting and feedback and their impact on motivation also performance in sports?

## literature Review

Researchers claim that athletes are provided with self-controlled practices during their training sessions to develop a goal-oriented approach in them. The self-controlled feedback learning approach allows athletes to learn with a positive attitude. athletes can determine their errors in the game by the self-controlled training approach and can improve their performance by eradicating their errors (Barros et al., 2019). studies show that most sports teams set a goal for making the performance of their team exceptional. The goal-setting technique is followed by the individual players as well as by the whole sports team to obtain the best outcomes. multifaceted goal-setting intervention is a goal-setting approach taught to athletes for improving the self-efficacy and

cohesion factors among players of sports teams (Durdubas & Koruc, 2022) psychological studies reveal that engaging athletes in sports-related activities helps athletes to improve their game-playing strategies. The performance trajectory of individual athletes goes up, which results in the upward trajectory performance of the whole team (Fawver et al., 2020). studies reveal that athletes' playing abilities are enhanced by both goal-setting interventions and mindfulness-based interventions. both these intervention programs qualitatively assess the athlete's behavior and provide him with the best coping mechanism to overcome his sports-related problems. Also, the interventions help the athlete tackle his sports-related anxiety and stress and help him perform in sports-related areas with proper attention (Hut et al., 2021). studies explain that coaches and players adopt the game-based pedagogic approach for getting game-related benefits. coaches use the game base pedagogic approach for teaching traditional training skills to athletes along with the new practice methodologies. improved training sessions provided to these athletes polish their game-playing skills and bring the best performance out of athletes (Jones et al., 2023). studies claim that for providing athletes with feedback about their performance, motor video-based techniques are used in the sports field. these techniques assess athletes' body movement and determine their errors in the game. providing feedback to athletes holds great importance as it improves athletes' self-efficacy factor. The motor video feedback technique improves the skill-acquiring ability of athletes during practice sessions (Kok et al., 2020). studies reveal that athlete physical fitness plays a major role in determining his game-playing abilities. The athletes with good physical fitness performed better as compared to athletes that lack physical fitness. moreover, providing athletes feedback about their physical fitness and their performance in sports help them better their game. studies predict that athletes who are provided with verbal feedback about their game-playing tactics are more likely to get their game improved than those athletes that are not given any feedback (EAGDERI & MOUSAVI-SABET, 2021). Feedback helps athletes in setting their goals for the next game and level up their playing strategies in the next game (Pacholek & Zemková, 2022). studies show that feedback provided to athletes can impact their relationship with their coaches either positively or negatively. constructive feedback helps the athletes to improve their game by learning more skillful training from their coaches. while destructive feedback develops negative relations between the coach and athlete (Sánchez et al.). studies explain that goals setting theory improve the physical fitness of athletes and makes them fit to meet the challenges of the game. The athlete's physical fitness maintenance shows the athlete's determination toward his

game. goal setting provides a framework for athletes to develop goal-achieving motivation by improving their physical fitness (Swann et al., 2021). studies claim that the trainer providing sports rest training to athletes develops resilience factor in the athlete. the resilience factor development provides athletes the self-confidence to tackle all the sport-related challenges they face in the sports field all by themselves without any external aid. also, providing athletes motivation to do better is the duty of the trainer as it strengthens the trainer-athlete relationship (Trigueros et al., 2019). studies claim that some coaches allow that athlete to have feedback control so that they can improve their motor learning abilities. Feedback control helps athletes to improve their skills by working on their errors in the game (Bacelar et al., 2022). studies predict that there is a relation between the motivational approach and self-determination theory. both these approaches improve Athelte behavioral abilities that improve his game-playing tactics. Planned behavior therapy is based on the approach of motivation and self-determination theory and provides aid to Athletes during their injury era. The athlete facing sport-related injuries is provided training based on a planned behavior approach for teaching the behavioral control ability to athletes (Chan et al., 2020). scholar predicts that athletes learn more when they are provided with feedback on their game-playing strategies. the feedback provided to athletes on their game allows them to optimize their game-playing abilities for better outcomes. Real-time feedback methods are used to provide sport-related feedback to the athletes of various sports (Geisen & Klatt, 2022). studies reveal that coach behavior with athletes is essential for both athlete and coach relationships. If coaches and athletes are on good terms only, then coaches can provide the athletes with good or bad feedback. The feedback of the coach assists the athletes in overcoming their skill-related problems to perform with full determination in sports-related competitions (González-García et al., 2022). studies highlighted that in most sports teaching institutes, students are taught about the importance of self-determination and motivation. Self-determination provides sports students with the confidence to overcome any problem related to the sports field without the help of others. The sports teachers provide sports-related information to the students and tell the students about the value of constructive feedback. moreover, the relationship between teachers and sports students depends on the psychological needs of students (Leo et al., 2022). studies explain that goal-setting theory provides athletes with the ability to set sport related goal and then achieve it with a self-determination approach. studies suggests that negative feedback disturbs athlete's mental health and gives them stress that ultimately alters their sports performance. perfectionism affect that athletes game playing

phenomenon and forces them to perform their best in every sports-related area. Perfectionism phenomenon develops goal realization ability in athletes. Studies claim that augmented-based feedback enhances athletes' adaptation ability during training sessions. The strength and motivation to perform better increase in rugby players when there are provided with augmented base feedback. Studies show that hockey players getting feedback from their coaches perform better than those players that play without coaches' feedback. Self-determination interventions are effective in developing motivational behavior among athletes to make the athlete more organized in maintaining their physical health.

## Research methodology

The basic aim of this research study is to determine the effect of goal setting and feedback on motivation and performance in sports. This research study is based on the primary data analysis for this purpose, data collected from the specific research questions. The open-ended and closed-ended questions related to feedback and motivation were conducted to measure the result. The goal setting included feedback. Both are considered independent variables. Motivation and performance represent the dependent variable for measuring the result.

### Research methods, tools, and techniques

This research study based on primary data to determine the research study used of SPSS software and generate informative results related to the dependent and independent variables. The descriptive statistic analysis, the indicator regression analysis, the variance analysis, and the paired correlation analysis, the result present that graphical analysis between them.

### Goal setting and feedback

Setting goals involves choosing precise objectives or targets you wish to accomplish within a given amount of time. Goal-setting may inspire action, help you define your aims, and provide you

with a direction for your personal or professional development. There are some essential stages for setting objectives successfully. Start by stating your goals in plain terms. Your objectives have to be SMART, specified, measurable, achievable, relevant, and time-bound. For instance, state your objective more precisely by saying, "I want to lose weight," as opposed to "I want to lose weight" and "I want to lose 10 pounds in the next three months." Choose the objectives that are most crucial and consistent with your beliefs, interests, or long-term vision. Concentrate on a few main objectives at once to prevent feeling overloaded or spreading any too reedy. Separate each big objective into smaller, more achievable tasks or milestones. You can measure your progress, keep your motivation up, and create a clear way forward by breaking objectives down. If you want to learn a new language, you may divide it into weekly courses or vocabulary-building activities. Give your objectives and milestones due dates. Procrastination is avoided by the sense of urgency that deadlines provide. Ensure that your deadlines are reasonable and that you give yourself ample time to complete each work. Make a detailed strategy explaining the precise steps you must take to accomplish your objectives. Include a schedule, the materials you'll need, and any challenges you could face. It is simpler to stay focused and take regular action when you have a defined strategy. Consistently keep track of and assess your advancement towards your objectives. Journaling, utilizing a goal-tracking tool, or keeping a checklist can all be used to do this. You can make required modifications, recognize accomplishments, and maintain motivation by evaluating your progress. Appearance for strategies to maintain motivation while you work towards your goals. This can entail joining a support group or discussing your aspirations with a close friend. Hold yourself responsible by constantly analyzing your progress and making necessary adjustments to your efforts. Honor your victories and significant junctures along the route. Rewarding oneself for accomplishments raises your spirits and strengthens healthy behaviors.

## Result and Description

Table-1

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
goal setting 1	50	1.00	3.00	1.5000	.64681
goal setting 2	50	1.00	3.00	1.5400	.61312
goal setting 3	50	1.00	3.00	1.5200	.64650
feedback 1	50	1.00	3.00	1.4600	.54248
feedback 2	50	1.00	3.00	1.4600	.64555
feedback 3	50	1.00	3.00	1.5200	.70682
motivation 1	50	1.00	3.00	1.4400	.57711
motivation 2	50	1.00	3.00	1.5000	.61445
motivation 3	50	1.00	3.00	1.5800	.73095
performance 1	50	1.00	3.00	1.6000	.69985
performance 2	50	1.00	3.00	1.3200	.55107
performance 3	50	1.00	3.00	1.4600	.64555
Valid N (listwise)	50				

The above result represents descriptive statistic analysis; the result describes that descriptive statistic result shows minimum values, also maximum values, also that describe mean values and standard deviation. The result presents that goal setting is the main independent variable. The result shows mean value is 1.5000 its standard deviation rate is 0.6468, showing that 64% deviates from the mean. The overall minimum value is 1.000, and the maximum value is 3.000. The total observation is 50. Similarly, goal setting two and goal setting 3 are both are considered independent variables. According to the result, its mean values are 1.5400 and 1.52000, which shows the positive average value of the mean. The standard deviation rate is 0.6131, and 0.646 shows that 61% and 64% deviate from

the mean. The feedback is another independent variable result presents that its mean values are 1.4600, 1.52000 shows that the positive average value of the mean, the standard deviation rates are 0.542, 0.645, and 0.706 presenting that 64%, 54%, and 70% deviate from the mean. The motivation is dependent on variable results describing that the mean value is 1.4400, 1.5000, and 1.58000 showing that positive average value of the mean. Performance 1,2, and 3 are also dependent variables. According to the result mean values are 1.6000, 1.32000, and 1.46000. All values represent the positive average value of the mean. The standard deviation rate of performance is 0.55 and 0.64, respectively, showing that 55% and 64% deviate from the mean.

**Table-2**

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	goal setting 1 & motivation 1	50	.000	1.000
Pair 2	goal setting 2 & Motivation 2	50	.352	.012
Pair 3	goal setting 3 & Motivation 3	50	.047	.748
Pair 4	feedback 1 & performance 1	50	.118	.413
Pair 5	feedback 2 & performance 2	50	.078	.590
Pair 6	feedback 3 & performance 3	50	.404	.004
Pair 7	goal setting 1 & Performance 1	50	.406	.003

The above result represents that paired sample correlation result describes that correlation analysis also that significant analysis between each variable. the first variable is goal setting and motivation. Its correlation value is 0.0000, and its significant value is 1.000, showing that there is a 100% significant analysis between them. the second pair is goal setting two and motivation 2, which shows that the correlation value is 0.352; it's presents that 35% positive correlation between them. the significant value is 0.012 shows that there is a 1% significant level between them. The third pair is goal setting and motivation. Its correlation rate is 0.047 showing that 4% correlation between them. The significant value is 0.748 shows that there is a 74% significant value between them. the fourth pair is feedback 1 and performance 1, its a correlation value is 0.118, shows that there is an 11% positive relation its significant level is 0.413, showing a 41% significant level between them. the sixth pair is feedback and performance. Its correlation value is 0.404, and the significant level is 0.004, shows that 100% significant. The seven pair is goal setting 1, and performance 1 shows that the correlation rate is 0.406 and the significant value is 0.003 representing the positive and significant values between them.

**Sport performance**

Sports performance and motivation are closely related since motivation is a key factor in an athlete's capacity for peak performance. Let's investigate the relationship between sporting performance and motivation:

**Intrinsic and extrinsic motivation:** Intrinsic and extrinsic motivation may be divided into two categories. Personal delight, enthusiasm, and the desire to do better are what motivate an athlete intrinsically. On the other hand, extrinsic motivation originates from outside forces like incentives, recognition, or societal pressure. While both forms of motivation can affect an athlete's performance, intrinsic motivation usually has a longer-lasting and more advantageous effect.

**Goal orientation:** Athletes frequently have various goal orientations, which can have an impact on their drive and output. While ego-oriented athletes concentrate on surpassing rivals and gaining external approval, task-oriented athletes place more importance on work, skill development, and personal advancement. Because they are motivated by self-improvement rather than comparisons with others, task-oriented athletes may have higher levels of intrinsic motivation and perform better over the long term, according to research.

**The self-determination theory:** This theory places a strong emphasis on the value of intrinsic drive-in sports. It implies that athletes are more likely to be genuinely driven and, as a result, perform better when they feel independent, competent, and connected to others. Enhancing intrinsic motivation and performance may be done by coaches and sports settings that respect players' autonomy, offer chances for skill improvement, and promote healthy connections.

**Achievement motivation:** An individual's drive to succeed and avert failure is referred to as achievement motivation. High achievement-motivated athletes frequently set difficult objectives and put in a lot of effort to get them. Instead, then seeing failure as a test of their competence, they frequently view it as a chance for growth. High accomplishment motivation encourages an athlete to work hard, take chances, and endure in the face of obstacles, which can have a good effect on their performance.

### R-square Analysis

Table-3

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 <sup>a</sup>	.509	.399	.54276

a. Predictors: (Constant), motivation 3, feedback 3, motivation 1, goal setting 1, motivation 2, goal setting 3, feedback 2, feedback 1, goal setting 2

The above result describes that the R square analysis result presents that the model summary included R square, adjusted R square, and also that standard error of the estimated values. The result shows that the R-value is 0.713,

Psychological elements Different psychological factors might have an impact on motivation. For example, an athlete's motivation and performance are greatly influenced by their level of confidence. Athletes are more likely to be motivated and reach their potential if they have confidence in their capacity to perform well and overcome obstacles. Focus, resiliency, and a positive outlook are a few more psychological elements that affect an athlete's drive and performance.

**Environmental factors:** An athlete's initiative and performance can be impacted by the sports environment, which includes coaches, teammates, and competitive circumstances. Enhancing intrinsic motivation and fostering higher performance often involves creating supportive and encouraging settings that value effort, development, and cooperation. On the other hand, negative or excessively demanding settings can lower motivation and impede performance.

its R square rate is 0.509 the adjusted R square value is 0.399. according to the result, the standard error of the estimated value is 0.54, showing that 54% error of the estimated values between them.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.216	9	1.357	4.608	.000 <sup>b</sup>
	Residual	11.784	40	.295		
	Total	24.000	49			

a. Dependent Variable: performance 1

b. Predictors: (Constant), motivation 3, feedback 3, motivation 1, goal setting 1, motivation 2, goal setting 3, feedback 2, feedback 1, goal setting 2

The above result describes that the ANOVA test analysis result presents the sum of square values, the mean square values, the F statistic values, and also significant rates of residual and regression analysis model. The sum of square values of regression and residual are 12.216, 11.784, also that 24.000, respectively. The mean square value is 1.357, and 0.295, showing that positive average value of the mean. According to the result, the F statistic value is 4.608, and its significant value is 0.000, showing that there are positive and 100% significant levels between them.

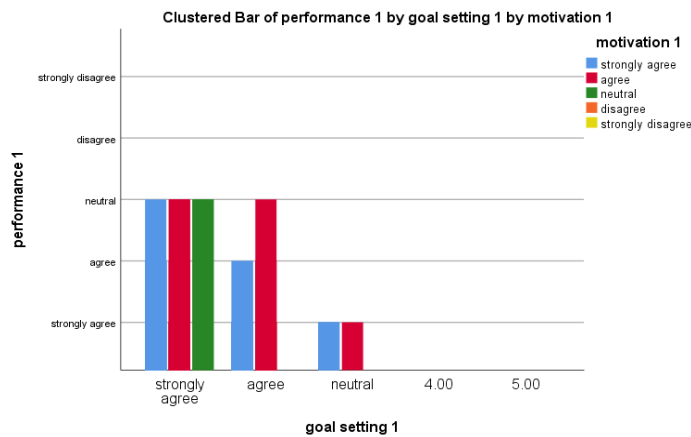
The Below result describes that regression analysis result represents that linear analysis between them. The result shows that unstandardized coefficient values also that standardized coefficient values included beta values and standard error values. The result describes that T statistic values and probability values of each variable included independent also sub-variables. goal setting 1,2 and 3 these are all considered as the main independent variables. Its the beta value is -0.357, the standard error value is 0.127, the t statistic value is -2.811, shows negative values, the significant rate is 0.008, 0.038 shows that 8% and 3% significantly analysis with the

performance. feedback 1, 2, and 3 is also dependent variable. According to the result, the rate of t statistic is -3.366, and -1.277 shows a negative rate. Its significant value is 0.002 and 0.907, representing that 100% significant level between them.

motivation is another dependent variable for determining the result. Its significant value is 0.015, 0.788, and 0.388, showing that 1% significant level also that 78% and 38% are significantly related to performance.

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.657	.583		2.840	.007
goal setting 1	-.357	.127	-.330	-2.811	.008
goal setting 2	.375	.174	.328	2.148	.038
goal setting 3	-.157	.123	-.145	-1.277	.209
feedback 1	.279	.170	.216	1.640	.109
feedback 2	-.437	.130	-.403	-3.366	.002
feedback 3	-.017	.149	-.018	-.117	.907
motivation 1	.345	.135	.285	2.548	.015
motivation 2	.038	.139	.033	.270	.788
motivation 3	-.098	.113	-.103	-.873	.388

a. Dependent Variable: performance 1



The above graph presents that histogram analysis results describe the histogram analysis between performance and goal setting. The vertical side presents that performs shows that

strongly agree, agree, neutral, also that disagree, and strongly disagree. The horizontal side present that same range. The above bar line shows clustered performance in sport.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.240	18.669	18.669	2.240	18.669	18.669
2	1.769	14.740	33.409	1.769	14.740	33.409
3	1.385	11.543	44.952	1.385	11.543	44.952
4	1.160	9.669	54.620	1.160	9.669	54.620
5	1.080	8.998	63.618	1.080	8.998	63.618
6	1.006	8.383	72.001	1.006	8.383	72.001
7	.957	7.974	79.974			
8	.880	7.329	87.304			
9	.661	5.511	92.815			
10	.389	3.241	96.055			
11	.286	2.381	98.436			
12	.188	1.564	100.000			

Extraction Method: Principal Component Analysis.

The above result represents that variance component analysis result presents that initial eigenvalues show the percentage of variance and cumulative percentage also the total values of each component. The % of variance values are 18.669, 14.740, 11.543, 9.669, 8.998, 8.383, 7.974. All values show that positive variance analysis of the component. The cumulative percentage shows that 18.669, 33.409, 44.952, 54.620, 72.001, all values represent that positive cumulative percentage of components. The sum of the squared present that % of variance values and % of cumulative values of components. Its rate is 18.669, 14.740, 11.543, and 9.669 all values present significant variance values of each variable.

## Conclusion

This research study determines the effect of goal setting and the feedback on motivation also that performance. this research study was based on the primary data analysis for measuring the research study using SPSS software and

generating informative results, including descriptive statistics, paired correlation, also that regression analysis, histogram analysis, and present variance analysis between them. the overall result concluded that there are positive and significant effects of goal setting and feedback on the motivation and performance. this research study accept all alternative hypothesis, including H1, and H2, and reject the null hypothesis. There are significant and direct links between goal setting and feedback on motivation and performance. Keep in mind that defining goals is a continuous process. You can create new objectives or change old ones when you accomplish some of yours, depending on how your priorities and circumstances have changed. Keep an open mind and modify your objectives as required. It's critical to remember that motivation is a complicated and unique phenomenon. Athletes may be inspired by a variety of things, and their degrees of motivation may change over time. Together, coaches, sports psychologists, and players may create a motivating environment that fosters pleasure, personal development, and top performance.

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