

Exploring the Relationship between Motivation and Athletic Burnout among Elite Athletes

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Abstract

The primary objective of this research study is to ascertain the connection between top athletes' motivation and athletic burnout. This study uses particular questions about the variables as main data analysis for this aim. Athletic burnout is a mediator between motivation, the key independent variable, and this relationship. Elite athletes are the major dependent variable for assessing the research study with smart PLS software and producing data about them. The significant analysis between independent and dependent variables, the descriptive statistic analysis, the correlation analysis, the co-linearity statistic analysis, etc. In an athlete's career, motivation initially plays a beneficial role by encouraging them to set objectives, train assiduously, and pursue greatness. However, an athlete may be at a higher risk of burnout if they become overly fixated on receiving accolades or validation from other sources, such as winning championships or making money. This is especially true for elite athletes who frequently experience tremendous pressure to perform at a high level. The overall research study found that there is a positive relationship between motivation and athletic burnout among elite athletes.

Keywords: Motivation (M), Athletic Burnout (AB), Elite athletes (EA), Smart PLS Software

Research Type: Research Paper

Introduction

Athletic burnout can be defined as "a condition in which athlete experiences (feels) weary and decline in performance in Sports despite Increase in training. " Burnout means a feeling of emptiness and mental exhaustion, devoid and lacking motivation; people experiencing burnout see no hope of positive change in their situation; Burnout is a feeling of being all dried up (Lemyre, Hall, & Roberts, 2008).

Motivation is "a set of facts and arguments that are used in support of a proposal."

In this research, we will explore the relationship between Motivation and Athletic Burnout and draw an empirical relation at the end of the research. Extreme participation in sports can lead to maladaptive burnout. We have seen that too hard participation in Sports can lead to burnout, but before, we have to understand the underlying mechanism that drives the burnout process (Gustafsson, Hill, Stenling, & Wagnsson, 2016). The research on the link between Motivation and Athletic Burnout was a main focus of sport psychology. *Athletic burnout* is a multidimensional process that causes physical and emotional exhaustion simultaneously with low and bitter performance in Sports. Low goal attainment might contribute to athletes feeling entrapment in the sport context. It was observed that self-motivation and Athletic Burnout have inverse relation between them; a decrease in

motivation quality at the end of the season enhances the chances of athlete burnout. According to research, a close eye on athletes' motivation could reduce the chances of athlete burnout. It is a fact that when training plans are adjusted without knowing personal needs and development, it will cause a loss of autonomy and result in no adaption of further training. When there is any plan for training, it should be kept in mind that this training would not result in Athletic Burnout mentally or physically in any expect (Gustafsson, Hassmén, & Podlog, 2010). Elite athletes' motivation and athletic burnout are related in a complicated and varied way. While inspiration may be a driving factor behind an athlete's commitment, perseverance, and success, it can also, if not properly controlled, lead to burnout. Let's investigate this connection in further depth. Intrinsic and extrinsic motivation are categorized into two categories. The inherent drive and happiness that athlete feels while participating in their sport are referred to as intrinsic motivation. Feelings of autonomy, competence, and enjoyment are frequently linked to this form of motivation. On the other hand, extrinsic motivation refers to outside forces that affect an athlete's desire to perform, such as prizes, recognition, or societal pressure (Appleton & Hill, 2012).

An emotional, psychological, and physical state known as burnout is characterized by tiredness, decreased motivation, and decreased performance. It often happens

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when an athlete is subjected to ongoing, excessive pressures, such as demanding training regimens, high standards, or continual monitoring. Over time, these pressures and inadequate rehabilitation and support networks can sap an athlete's drive. A psychological condition or force known as motivation propels and controls our behavior to accomplish a certain objective or result. It is very important to evaluate how much work, perseverance, and excitement people put into achieving their goals. Motivation is a critical element that affects an athlete's performance, commitment to training, and overall success in sports and athletics (Barcza-Renner, Eklund, Morin, & Habeeb, 2016). Intrinsic and extrinsic motivation may be roughly categorized into two categories. Intrinsic motivation is the practice of doing something because it makes you feel good, happy, or fulfilled. Athletes that are genuinely driven do their sport because it has personal value and satisfaction for them. When they participate in their sports endeavors, they can feel a sense of happiness, competence, or self-determination.

The four important types of Motivation in Sports are explained as follows:

1. Intrinsic
2. Extrinsic
3. Positive
4. Negative

It has also been seen that self-motivation and over-training are two major factors that will contribute to athlete burnout. A high level of self-motivation does not act as a moderator in case of over-training. Training is necessary for athletes, but overtraining will result in a decline in interest and an increase in athlete burnout. A theory that explains the interconnection between Motivation and Athletic dopehead is described as follows:

Self-determination theory SDT is the main hypothetical framework that elaborates on the beginning of athlete druggie and relates motivation to athlete burnout (Curran, Appleton, Hill, & Hall, 2011; Lonsdale, Hodge, & Rose, 2009).

The regulation and maintaining human behavior is the main central point in SDT. Self-determination theory explains that motivation comprises six observable regulating factors: higher to lower self-reliance, unalienable regulation, identified ordinance, integrated statute, external regulation, and motivation.

Self-determination enumerates the genetic tendency towards maximum engagement with the background because deliberate engagement promotes intellectual well-being. In comparison, environment-controlled cooperation tends to create mental misery (De Oliveira, Oudejans, & Beek, 2006).

This theory contemplates the satisfaction of three psychological needs: **competence, autonomy, and relatedness.**

Competence is the credit that someone can get or gain the desired goal by training or working on it. *Autonomy* is the emotion that supervises one's movement, and *connectedness* is the discernment of belonging to any group or team.

Self-determination is a different term than only motivation. Self-determination explains that when an individual performs sporting activity by their own will and choice and for pleasure because it is intrinsically driving, it will result in no athlete burnout (Hill, Hall, & Appleton, 2010). However, when the behavior of any team member is externally regulated, not self-regulated, and controlled by the external environment, this can quickly result in athlete burnout. Motivation by others also explains in terms of source of external sources.

Based on the study and research, the following Hypotheses are derived:

1. Self-government inspiration and over-training symptoms are oppositely and antagonistically connected.
2. Self-reliance motivation Is negatively related to physical and mental exhaustion at the beginning of the season.
3. Chronic fatigue is directly related to physical and mental exhaustion at a given time.
4. Self-determined motivation act as a moderator between over-training and athlete burnout

The result from the research suggested that the interrelation between inspiration and Athletic collapse varied depending upon the type of motivation appraised. It is also observed that some personal traits also contribute to burnout as follows:

1. Perfectionist tendencies, nothing is good enough.
2. Pessimistic view of the world
3. Reluctance to delegate others
4. Type A or high-achieving personality

Dealing with burnout requires the following strategies:

Dealing with burnout requires the "three R approaches."

1. Recognize that someone has to watch and recognize symptoms of burnout.
2. Reverse, have to undo damage causing stress
3. In resilience, we must prevent physical and mental exhaustion.

We are living in a society where motivation has become rare, but if there is motivation, it is present in a negative form, trying to get a positive response using negative behavior; this is not achievable in the case of Athletes because athletes can only perform their role when there is no mental and physical exhaustion (Hill et al., 2010).

Satisfied mental and physical health will result in better athletes' engagement in sporting activities that will bring positive outcomes. Mental and physical exhaustion are the important negative elements that result in the decline of a team member's performance, thus affecting the overall progress of the team (Gustafsson, Carlin, Podlog, Stenling, & Lindwall, 2018).

Research Objective

In the above research, we studied the link between Motivation and Athletic Burnout. We have studied different terms in-depth, like Motivation, Burnout, types of motivation, and the most accepted theory for the motivation of athletes. Motivation can play a role in declining burnout. However, the main part that brings mental and physical health is related to self-motivation, which is the sole reason to move ahead because such motivation is a kind of intrinsic motivation that comes from within that athlete.

The five research chapters which together make up this study's body are separated into the first portion, which introduces topics including athlete motivation and burnout. This section discusses the research topics and the purpose of the study. The literature review is discussed in the second section. It outlines the evolution of the hypothesis between the independent and dependent variables. The third component demonstrates the study approach, which includes the procedures, instruments, participants, and current variables. The fourth section covers the findings and their explanations, and the last section summarizes the entire research project and some recommendations.

Literature review

Researchers claim that athletes undergo a burnout phase that decreases their performance levels in sports. Athletes having greater professional tendencies are at higher risk of burnout. Also, the athlete's game is not assessed objectively or subjectively until the level of athlete burnout is positively related to the perfectionist concerns (Hassmén, Webb, & Stevens, 2022). Studies claim athletes face stress and anxiety problems due to game pressure that alters their mental health. The athlete burnout phenomenon negatively affects the athlete's performance, thereby impacting his sports career. Athletes facing stress and anxiety problems are at higher risk of facing burnout. To avoid athlete burnout caused due to anxiety, various meditating interventions are provided to athletes along with the training sessions. These physiological-based interventions help athletes deal with anxiety and stress issues more vigilantly. Also, to improve the athlete burnt situation, many organizations are working to provide

physiological-based intervention to football players (Liu, Zhao, & Liu, 2022). Studies show that the sports competition environment is most likely to cause athlete burnout situation. For setting up a sports club, athletes spend a lot of time and effort to make it an excellent training place. The effort these athletes put into establishing such clubs is one of the reasons that cause athlete burnout. Managing a club by improving its activities, facilities, training modes, and other sports-improving practices is positively related to athlete satisfaction in setting up clubs. Still, it is negatively related to athlete burnout (Esteves et al., 2016). Studies reveal that athlete burnout negatively impacts an athlete's game-playing abilities by affecting his physiological well-being and his physical health. The dimensional factor of burnout varies with the season changes and with coaches' behavior (Mellano, Horn, & Mann, 2022). Studies show that irrational beliefs induce anxiety in athletes. In marathon athletes, the motivation regulation factor is negatively associated with causing anxiety in athletes that ultimately results in athlete burnout condition. The dysfunctionality in the behavior of athletes is resulted due to the irrational beliefs affected by athletes (Miller, Calder, Turner, & Wood, 2022). Studies predict that athletes' burnout results due to several health problems faced by athletes. Athletes playing various sports face mental health problems as well as physical health issues. These problems disturb athletes' game-playing abilities of athletes and negatively impact their game (Moseid et al., 2023). Studies explain that perfectionism striving based Anti-social behavior has a fully mediating role on athlete burnout. While perfectionism, concern-based, and anti-social behavior partially impact athlete burnout. This social behavior impacts the psychological health of athletes and negatively influences their performance in sports. Using a perfectionist behavior scale helps manage and prevent athlete burnout (Oh, 2022). Studies show that the athlete burnout phase impact the quality of life of athletes. The health of athletes gets disturbed because of the change in the quality of life due to athlete burnout condition (Gorman & Maloney, 2016). Many studies have declared athlete burnout as a psychological syndrome that induces anxiety, stress, and depression symptoms in athletes. Burnout conditions are negatively related to athletes' obsessive passion for the game as well as playing in a negative environment (Woods, Dunne, Gallagher, & McNicholl, 2022). Studies show that coach behavior greatly determines the athlete's performance in a game. If the coach teaches the athletes with full enthusiasm, then this spirit will be shown by the athlete's performance in the game. The mental well-being of athletes depends on the guidance of the coach. A good relationship between coach and athlete helps athletes communicate with their coach without any hesitation. The controlling coach's behavior can influence the athlete's behavior either positively or negatively.

the extent of the controlling behavior of a coach and its impact on athlete behavior can be measured through a coach controlling scale (Zhao & Zhou, 2022). moreover, a healthy communicative relationship is necessary between coach and athlete during teaching athletes about various game tactics. The dominating behavior of the coach should not hinder the communication process between the coach and athlete (Van Maarseveen & Oudejans, 2018). studies claim that emotional intelligence is related to athletic performance during the competitive sports season. Studies predict that various questionnaires made through using emotional intelligence determine athletes' experiences and appraisal flow during the competitive sports season (Cece, Guillet-Descas, Juhel, & Martinent, 2022). studies elaborate that athlete burnout results in the development of negative thoughts in athletes regarding their sports careers. The negative thoughts make athletes depressed (Faria & Vieira, 2022). studies claim that the identity of athletes determines psychological well-being. If the athlete is strong in his game, then the thoughts of unpreparedness in life after the sports haunt him. These thought develops depression in athletes and makes them mentally unstable. The athletes that live with purpose in life are less likely to feel depressed because such athletes have a plan for life after the sports. While some athletes play sports without any life goal or life planning and develop depression symptoms (Almeida, Carmo, Feroldi, & Verardino, 2019). To make athletes prepare for both sports playing and for tackling life challenges after sports, athletes are provided with mindful-based interventions. these interventions reduced the chance of elite athlete burnout (Zwierko, Popowczak, Woźniak, & Rokita, 2017). studies explain that group cohesion in a sports team is essential for strengthening the team. The sports team having group support performs well, and athletes of such a cohesive group face fewer burnout problems (Gu, Bi, Guan, Fang, & Jiang, 2022). studies suggest that the trend of getting awareness about mental health is increasing among elite athletes. athletic mental health betterment causes him to perform well in sports. psychological improvement in elite athletes with the help of interventions allows athletes to have more career-oriented thoughts (S. Zhang et al., 2017). studies claim that by understanding the relationship between competitive achievement motivation and the state of competitive anxiety, the anxiety of athletes is regulated. regulating athlete anxiety is essential for improving athlete performance in various sports competitions and avoiding athlete burnout (Huang et al., 2023). scholars studies explain that the demographic information provided through various sources predicts that there is a relation between the static and dynamic balance in elite athletes. The level of dynamic balance is predicted through the mindfulness-based awareness scale (Tokat, Tingaz, & Günay, 2022). studies

highlighted the importance of providing sports-related knowledge to students in high school to avoid the condition of athlete burnout .moreover, self-regulation strategies are taught to the sports students to make them tackle challenges of the game and to avoid the burnout situation (Yıldırım & Koçak, 2022). scholars' experimental studies reveal that mindful-based interventions if provided to athletes, can minimize the extent of athlete burnout condition. Studies reveal that the questionnaires test made to predict the athlete burnout condition is first translated into the Chinese language to understand the extent of athlete burnout extent in Chinese athletes.

Research methodology

This research study describes the relationship between motivation and ethnic burnout among elite athletes. This research study is based on the primary research data analysis to determine that the research study used smart PLS software and generated informative results, including descriptive statistics, correlation coefficient, the significant analysis, also that the smart PLS Algorithm model and present histogram analysis between independent and dependent variables.

Research Tools and Techniques

For measuring, the research study, used smart PLS software and generated informative results. For this purpose, primary data were collected from sportsmen and athletically related employees; these are all considered research participants.

Motivation

Motivation is the inner drive or passion that motivates individuals to take action and achieve their goals. It plays a significant role in shaping our behavior, effort, and tenacity in reaching desired results. The motivation is main independnet variable for determine the relationship with elite athletes. Motivation may arise from different sources, such as personal objectives, intrinsic happiness, external rewards, societal recognition, or a feeling of purpose.

There are different significant characteristics that capacity contribute to motivation:

Goals

Setting clear and meaningful objectives offers direction and purpose. When we have precise aims to strive towards, it may fire our motivation by providing us a sense of focus and achievement upon accomplishing them.

Intrinsic Motivation

Intrinsic motivation originates from the inside and is motivated by internal incentives, such as enjoyment, curiosity, or a sense of personal satisfaction. Engaging in

activities that correspond with our interests and beliefs might enhance our intrinsic motivation.

External Motivation

External motivators include prizes, recognition, or incentives offered by others. These might be concrete, such as money or presents, or intangible, like praise or public acknowledgment. While external motivation can be beneficial in the short term, sustaining long-term motivation typically involves a combination of internal and external influences.

Good atmosphere

A good and supportive atmosphere helps create motivation. Surrounding oneself with people who encourage and inspire may build a sense of belonging and raise motivation. Additionally, a comfortable workspace, access to required tools, and a culture that fosters personal growth can add to motivation.

Personal Beliefs and Values

When our activities match our basic beliefs and values, we frequently experience a stronger degree of drive. Understanding why a certain goal or action is important to us on a deeper level might offer the essential desire to overcome hurdles and continue.

Progress and Feedback

Seeing progress and receiving feedback on our efforts may drive motivation. Celebrating modest triumphs and learning from constructive comments can help us stay motivated by acknowledging our development and finding opportunities for improvement.

Visualization and Positive Self-Talk

Imagining good outcomes and participating in positive self-talk can enhance motivation. By envisioning ourselves reaching our objectives and reinforcing our talents, we may boost our confidence and drive to take action. It's crucial to remember that motivation can change over time, and sustaining a consistent level of the drive may need regular appraisal, altering goals, and discovering new sources of inspiration.

Mediator variable

Athletic burnout refers to a condition of physical, mental, and emotional tiredness resulting from continuous and excessive engagement in sports or physical activity. It generally affects athletes who have been pushing themselves to the maximum without giving proper time for relaxation, rehabilitation, and a healthy balance in their life. Burnout may have adverse impacts on an athlete's performance, motivation, and general well-being. Persistent weariness lowered energy levels and impaired

physical performance despite appropriate rest. Feeling tired, emotionally distant, irritated, or feeling a lack of enjoyment or fulfillment from sports or activities that were formerly acceptable (C.-Q. Zhang et al., 2023). A drop in motivation and excitement towards training, contests, or even thoughts of abandoning the activity entirely. A famous fall in performance levels, lower attention, difficulties focusing, and making more mistakes than normal. A higher incidence of injuries, longer healing periods, increased susceptibility to infections, and lower protection. Neglecting other key elements of life, such as relationships, schoolwork, hobbies, or self-care, owing to excessive attention on training or competitions. Difficulty falling asleep interrupted sleep patterns, or excessive sleep owing to physical and mental weariness. Feelings of worry, despair, or a sense of hopelessness connected to sports performance or general living conditions (H. Liu et al., 2022). Minimizing athletic burnout is vital for long-term athletic achievement and general well-being. It's crucial to listen to your body, understand the indications of burnout, and make proactive efforts to improve them. the burnout athletic is main mediator variable for measuring the relationship between motivation and elite athletes.

Descriptive statistic

Table-1

| Name | No. | Mean | Median | Scale min | Scale max | deviation | Standard kurtosis | Excess | Skewness | Mises p value | Cramer-von |
|------|-----|-------|--------|-----------|-----------|-----------|-------------------|--------|----------|---------------|------------|
| M1 | 0 | 1.707 | 2.000 | 1.000 | 3.000 | 0.714 | -0.921 | 0.503 | 0.000 | | |
| M2 | 1 | 1.677 | 2.000 | 1.000 | 4.000 | 0.750 | -0.319 | 0.762 | 0.000 | | |
| M3 | 2 | 1.606 | 1.000 | 1.000 | 4.000 | 0.708 | 0.220 | 0.916 | 0.000 | | |
| AB1 | 3 | 1.556 | 1.000 | 1.000 | 4.000 | 0.670 | 0.741 | 1.021 | 0.000 | | |
| AB2 | 4 | 1.515 | 1.000 | 1.000 | 3.000 | 0.557 | -0.814 | 0.473 | 0.000 | | |
| AB3 | 5 | 1.505 | 1.000 | 1.000 | 3.000 | 0.575 | -0.573 | 0.627 | 0.000 | | |
| EA1 | 6 | 1.414 | 1.000 | 1.000 | 3.000 | 0.569 | 0.057 | 1.014 | 0.000 | | |
| EA2 | 7 | 1.455 | 1.000 | 1.000 | 3.000 | 0.608 | 0.004 | 1.000 | 0.000 | | |
| EA3 | 8 | 1.596 | 1.000 | 1.000 | 4.000 | 0.680 | 0.469 | 0.915 | 0.000 | | |

The above result presents that descriptive statistic analysis results describe mean, median, minimum, and maximum values. The result describes each variable's standard deviation, excess kurtosis values, skewness values, and probability values. Motivation is the main independent variable. According to the result, its mean value is 1.707. The standard deviation rate of motivation 1,2 and 3 are 0.714, 0.750, and 0.708, showing that 71%, 75%, and 70% deviate from the mean. According to the result, the overall probability value is 0.000, showing a 100% significant level between them. The overall minimum value is 1.000, and

the maximum value is 3.000, the median rate is 2.000, respectively. The result describes that athletic burnout is a mediator variable for determining the research study. Its present mean values are 1.515, 1.505, and 1.556, showing positive average value means. The standard deviation rate of the mediator variable is 67%, 55%, and 57%, respectively. Elite athletes are the dependent variable, according to the result. Its mean values are 1.414, 1.455, and 1.596, showing the average value of the mean. Its standard deviation rate is 56%, 60%, and 68%, deviating from mean values. According to the result, its skewness rates are 1.014, 1.000, and 0.915 presenting the positive skewness values between them.

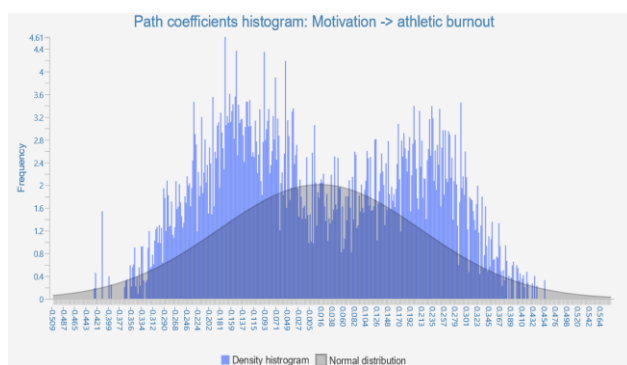
Correlation coefficient

Table-2

| | M1 | M2 | M3 | AB1 | AB2 | AB3 | EA1 | EA2 | EA3 |
|-----|--------|--------|--------|--------|--------|--------|--------|-------|-------|
| AB1 | -0.040 | 0.016 | 0.078 | 1.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| AB2 | 0.125 | 0.012 | 0.054 | -0.117 | 1.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| AB3 | 0.040 | -0.020 | 0.067 | -0.204 | 0.228 | 1.000 | 0.000 | 0.000 | 0.000 |
| EA1 | -0.025 | 0.053 | 0.029 | 0.138 | -0.259 | -0.207 | 1.000 | 0.000 | 0.000 |
| EA2 | -0.089 | 0.323 | -0.194 | -0.050 | -0.244 | -0.108 | -0.019 | 1.000 | 0.000 |
| EA3 | -0.140 | 0.180 | 0.068 | -0.150 | 0.176 | -0.046 | -0.011 | 0.004 | 1.000 |
| M1 | 1.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| M2 | 0.144 | 1.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| M3 | 0.051 | -0.050 | 1.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

The above result shows that the correlation coefficient analysis represents the negative relation between athletic burnout and motivation. Its rate is -0.040, but they show a significant relationship with each other. The M2 and M3 show 0.078 and 0.016 positive correlations with AB1it. It also shows a significant relationship between them. According to the result, some values present a negative link, and some show a positive relationship. The 0.000 represent that 100% correlation between dependent and independent variables. the EA1, EA2, and EA3 all of them are show that negative relation with M1, M2, and M3. Its rate levels are -0.025, -0.089, and -0.140, which present a negative relationship with them. The result also describes a 6% 2% positive significance rate between dependent and independent variables.

Histogram analysis



The above graph presents a path coefficient histogram analysis between motivation and athletic burnout. The vertical side represents the frequency level. Its starts from 0 and ends at 4.61. The horizontal side describes the range of the histogram. Its starts from -0.509 and ends at 0.564. The blue bar line presents the path coefficient analysis between motivation and athletic burnout. The blue bar line presents a density histogram; some portions present normal histogram analysis between dependent and independent variables.

Significant analysis

| Matrix | Original sample (O) | Sample Mean (M) | Standard deviation (SD) | T statistic | P values |
|-----------------------|---------------------|-----------------|-------------------------|-------------|----------|
| AB1<-Athletic burnout | 0.002 | -0.019 | 0.371 | 0.006 | 0.099 |
| AB2<-Athletic burnout | 0.769 | 0.593 | 0.366 | 2.009 | 0.036 |
| AB3<-Athletic burnout | 0.488 | 0.387 | 0.271 | 1.800 | 0.072 |
| EA1<Elite athletic | 0.488 | 0.419 | 0.320 | 1.400 | 0.162 |
| EA2<-Elite athletic | 0.896 | 0.642 | 0.330 | 2.710 | 0.007 |
| EA3<-Elite athletic | 0.113 | 0.013 | 0.420 | 0.289 | 0.078 |
| M1<-Motivation | -0.329 | 0.072 | 0.443 | 0.742 | 0.045 |
| M2<-Motivation | 0.859 | 0.301 | 0.652 | 1.317 | 0.018 |
| M3<-Motivation | -0.430 | 0.012 | 0.523 | 0.823 | 0.411 |

The above result represents that significant analysis results describe the original sample values, sample mean values, and standard deviation rates, which represent the T statistic analysis and probability values. The first matrix is AB1<-athletic burnout. It presents that the original sample value is 0.002, the mean sample value is -0.019, and the standard deviation rate is 0.371. Its presents that 37% deviation from the mean. The result represents that the t statistic value is 0.006 its probability value is 0.09, showing that 9% significant level. Similarly, AB2<-Athletic burnout and AB3<-Athletic both show original sample values of 0.769, 0.488 shows 76% and 48% original sample values. The significant values are 0.036 and 0.07, showing 3% and 7% significant levels between them. The Ea1 <-Elite athletic and EA2<-Elite athletic, and E3<-Elite athletic, it's presented that the original sample values are 48%, 89%, and 11% original sample value. According to the result, its standard deviation rate is 32%, 33%, and 42% deviates from the mean. The significant values are 16% and 7% of each matrix. The last matrix is M1<-motivation, which shows 4%, 100%, and 41% significant levels between them.

Path coefficient analysis

| matrix | Path coefficient | Alpha 1% power 80% | Alpha 5% power 80% | Alpha 1% power 90% | Alpha 5% power 90% |
|-----------------------------------|------------------|--------------------|--------------------|--------------------|--------------------|
| Motivation->athletic burnout | -0.070 | 2024.000 | 1247.000 | 2625.000 | 1727.000 |
| Motivation->Elite athletic | 0.365 | 76.000 | 47.000 | 98.000 | 65000 |
| Athletic burnout-> elite athletic | -0.311 | 104.000 | 64.000 | 135.000 | 89.000 |

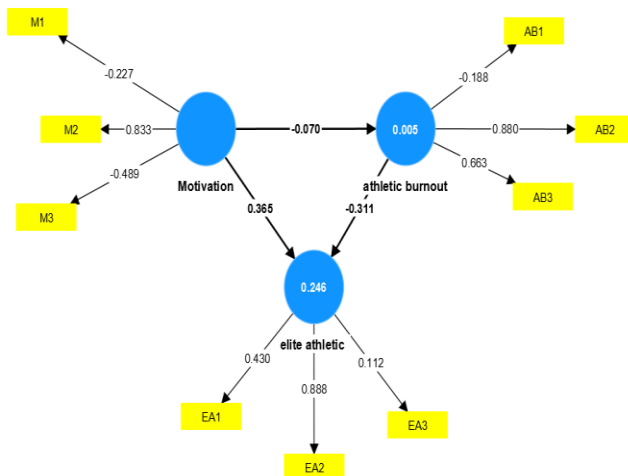
The above result represents that path coefficient analysis results describe that path coefficient values and alpha 1% power 80% rates. The values are 2024.000, 1247.000, 2625.00, and 1727.000, respectively. The path coefficient values are -0.070, 0.365, and -0.311. Its This represents the negative value of the path coefficient between motivation and athletic burnout, motivation>-elite athletic also that athletic burnout elite athletic between them.

Co-linearity statistic analysis

| Variables | VIF |
|-----------|-------|
| AB1 | 1.049 |
| AB2 | 1.061 |
| AB3 | 1.092 |
| EA1 | 1.000 |
| EA2 | 1.000 |
| EA3 | 1.000 |
| M1 | 1.025 |
| M2 | 1.025 |
| M3 | 1.006 |

The above result describes that the co-linearity statistic analysis result describes that VIF values are 1.049, 1.061, 1.092, 1.000, 1.025, and 1.006. Its shows that all values present positive and significant co-linearity relation between motivation and athletic burnout among elite athletes.

Smart PLS Algorithm Model:



The above model represents the smart PLS Algorithm model. The motivation shows that M1, M2, and M3 present -0.227, 0.833, and -0.489 describing positive and negative relations. The elite athlete is a mediator role. Its rates are 0.430, 0.888, and 0.112, showing that 43%, 88%, and 11% are significant levels with each other. Athletic burnout represents that -0.1888, 0.880, and 0.663 present negative and 88% positive rates.

Confidence interval

| Matrix | Original sample | Sample Mean Bias | | | |
|-----------------------|-----------------|------------------|--------|--------|-------|
| | | Mean (M) | 2.5% | 97.5% | |
| AB1<-Athletic burnout | 0.002 | -0.019 | -0.021 | -0.438 | 0.990 |
| AB2<-Athletic burnout | 0.769 | 0.593 | -0.177 | 0.387 | 1.021 |
| AB3<-Athletic burnout | 0.488 | 0.387 | -0.100 | 0.064 | 1.000 |
| EA1<Elite athletic | 0.448 | 0.419 | -0.029 | -0.505 | 0.881 |
| EA2<-Elite athletic | 0.896 | 0.642 | -0.253 | 0.709 | 1.026 |
| EA3<-Elite athletic | 0.113 | 0.013 | -0.100 | -0.651 | 0.914 |
| M1<-Motivation | -0.329 | 0.072 | 0.400 | -1.038 | 0.241 |
| M2<-Motivation | 0.859 | 0.301 | -0.557 | -0.384 | 1.053 |
| M3<-Motivation | -0.430 | 0.012 | 0.442 | -1.007 | 0.415 |

The result describes that the confidence interval represents the original sample, the sample mean, and the bias values of each matrix. The first matrix is AB1<-Athletic burnout. It presents that the original sample value is 0.002, the mean value is -0.019, the bias value is -0.021, its 2.5% confidence interval is -0.438, and the 97.5% confidence interval is 0.990, respectively. Similarly, AB2<Athletic burnout and AB3<-Athletic burnout are independent matrices with mediator original sample values of 0.769; 0.488. The sample mean values are 0.593 and 0.387, showing 59% and 38% average mean values. The 2.5% and 97.5% confidence intervals are 38%, 1.021, 0.064, and 1.000, respectively. The EA1<-Elite athletic shows that the original sample value is 44% and 89%, also the 11% original sample value. Similarly, the sample mean values are 64% and 1%, also the 7% average mean value. The M1<-Motivation, M2<motivation, and M3<- motivation represent that the original sample values are -0.329, 0.859, and -0.430. The average value of the mean are 7%, 30%, and 1% positive rates. The 2.5% confidence interval and 97.5% confidence interval shows -0.384, -1.007, 1.053, and 0.415, respectively. The bias values of the motivation matrix are 0.400, -0.557, and 0.442, shows that negative and positive rates between them.

Conclusion

This investigation explores the connection between athletic exhaustion and motivation in elite athletes. This study shows that examining primary research material for this purpose leads to developing various questions that are connected to them. The research investigation employed smart PLS software for measuring and produced illuminating results. The histogram analysis shows a smart PLS Algorithm model between the significant descriptive statistic analysis and correlation. The total research investigation concluded that among the best athletes, motivation and athletic burnout have a favourable and substantial link. Additionally, this study

found a strong link between the dependent and independent factors. In conclusion, there is a complicated link between motivation and burnout among elite athletes. While motivation is the driving force behind an athlete's commitment and performance, it may also lead to burnout if it needs to be properly handled. Burnout risk factors include an excessive emphasis on receiving external rewards, rigorous training regimens, perfectionism, a lack of autonomy, and insufficient social support. It's critical to balance motivation and well-being to reduce the danger of

burnout. Athletes, coaches, and sports organizations may take important actions, including setting meaningful and achievable objectives, encouraging autonomy and choice, prioritizing relaxation and recovery, cultivating a supportive social network, and keeping an eye on and treating stresses. It is possible to reduce the possibility of burnout among professional athletes by prioritizing athlete well-being, fostering a friendly atmosphere, and encouraging intrinsic drive. Their general well-being and long-term sports achievement may benefit from the approach.

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