UDC 796.015.132:159.954
https://doi.org/10.28925/2312-5829/2025.3.5

Oksana MKRTICHIAN,
Doctor of Pedagogical Science (DSc), Associate Professor,
Professor of the Department of Healthy Lifestyle,
Technologies and Life Safety,
Semyon Kuznets Kharkiv National University of Economics,
9a Nauki Ave., 61022, Kharkiv, Ukraine
https://orcid.org/0000-0003-4962-3631
oksana.mkrtichan@gmail.com

THE ROLE OF MOTIVATION THEORIES IN PHYSICAL ACTIVITY ENGAGEMENT: A THEORETICAL SYNTHESIS

Abstract*. Understanding what motivates individuals to initiate and maintain engagement in physical activity is a central concern in both educational and health-related contexts. Despite a wealth of empirical data on exercise adherence and dropout, theoretical integration remains limited. This article offers a comprehensive theoretical synthesis of six well-established motivation theories: Self-Determination Theory, Achievement Goal Theory, Expectancy-Value Theory, Theory of Planned Behavior, Flow Theory, and Social Cognitive Theory with the aim of enhancing conceptual clarity and practical relevance in the domain of physical activity. Through detailed analysis and comparative evaluation, the study identifies recurring motivational constructs, including autonomy, competence, self-efficacy, task value, and experiential immersion, that contribute to individual behaviour in physical education and sport contexts. On the basis of these insights, the article proposes a Multilayered Motivation Framework that integrates psychological needs, cognitive appraisals, and experiential engagement into a dynamic and context-sensitive model. This framework underscores the interdependence of internal motives, belief systems, and environmental factors in shaping sustained physical activity behaviour. It also provides actionable recommendations for educators, coaches, and policy-makers seeking to cultivate meaningful and lasting engagement in physical activity. Finally, the article identifies theoretical and cultural limitations of the current synthesis and outlines directions for future empirical validation and adaptation in diverse populations and settings.*
Keywords*: motivation, physical activity, self-determination theory, cognitive appraisals, theoretical synthesis.*

Introduction. The benefits of regular physical activity for individual health and societal well-being are well documented. Engaging in physical activity contributes significantly to the prevention and management of non-communicable diseases, enhances mental health, improves cognitive functioning, and supports social inclusion (World Health Organization [WHO], 2020). Despite these well-established benefits, a substantial portion of the global population remains physically inactive. According to WHO, over 25% of adults and more than 80% of adolescents worldwide fail to meet the minimum recommended levels of physical activity.

This widespread inactivity has prompted growing interest in understanding the psychological mechanisms that drive physical activity engagement. Motivation is widely regarded as a central determinant in initiating and sustaining physically active lifestyles. In educational, recreational, and athletic settings alike, individuals' motivation influences not only their decision to participate but also their consistency, effort, and long-term adherence to physical activity (Roberts et al., 2007; Ryan & Deci, 2000). Consequently, the theoretical analysis of motivational processes has become a key concern in physical education, sport psychology, and health promotion research.

Multiple psychological theories have been developed and adapted to explain why individuals choose to engage or disengage from physical activity. These include Self-Determination Theory, Achievement Goal Theory, Social Cognitive Theory, and others. Each theory offers distinct constructs and explanatory models, ranging from intrinsic needs and perceived competence to outcome expectations and social influences. However, there is a lack of integrative understanding that synthesizes these models into a cohesive framework capable of guiding practical interventions.

Literature Review. The motivational underpinnings of physical activity have long been central to sport psychology, exercise science, and health promotion research. While foundational theories such as self-determination theory, social cognitive theory, and the theory of planned behavior have provided an important conceptual foundation, recent empirical developments and contextual changes (e.g., digitalization, youth inactivity, global health crises) require a more holistic and critically reflective approach to motivational science in this field.

The past decade has seen a surge in research examining physical activity motivation in digital and hybrid environments. Wearable devices, gamified fitness platforms, and peer competitions on social media have opened up new sources of influence on motivational processes (Monroe et al., 2023). While these developments offer new opportunities for engagement, they also reveal the limitations of traditional models, which were not originally designed to describe dynamic and technologically mediated experiences. Self-determination theory (SDT) remains one of the most empirically grounded frameworks for understanding long-term physical activity, particularly due to its emphasis on autonomy, competence, and relatedness (Teixeira et al., 2012). However, criticism has emerged regarding the generalizability of SDT across different cultural contexts, and the growing number of digital interventions highlights the need to adapt SDT concepts to interactive, non-traditional educational environments (Manninen, Jaakkola, & Liukkonen, 2022). Moreover, while SDT elegantly explains internalization processes, it provides limited guidance on the immediate experience of engagement an area more effectively addressed by flow theory. Achievement goal theory (AGT) has also contributed to understanding how motivational climate task or ego orientation influences engagement and achievement in physical education (Jaitner et al., 2019). However, existing research often views goal orientations as stable dispositional traits, overlooking the situational plasticity of achievement goals and their relationships with other cognitive or affective factors. Moreover, relatively few studies link AGT to broader social-cognitive mechanisms or to the affective immediacy of flow states during physical activity.

Expectancy-value theory (EVT) and the theory of planned behavior (TPB) remain central to understanding physical activity decision-making, particularly through constructs such as expectancies, subjective task values, and behavioral intentions (Eccles & Wigfield, 2020). However, a persistent criticism of these frameworks is their limited ability to explain the intention-behavior gap, particularly among adolescents and young adults, who may express intentions to be active but not act (Rhodes, Cox, & Sayar, 2022). Although models have evolved to include constructs such as implementation intention and perceived habit strength, these extensions remain fragmented across studies and are rarely integrated with theories of motivational climate or affective engagement.

Furthermore, cultural validation studies suggest that the EVT and TPB should be applied with caution in multicultural or collectivist societies, where constructs such as «value» or «control» may be shaped by familial and societal expectations rather than individual preferences (Grech, Hevner, & Gay, 2024). This highlights the need for cross-cultural theoretical convergence and the development of integrated approaches that consider both rational-cognitive and socio-emotional factors.

Flow theory, with its emphasis on deep, immersive engagement, provides critical insights into the affective quality of physical activity. Recent research suggests that achieving a state of flow, where perceived difficulty matches skill level and feedback is immediate, predicts not only enjoyment but also sustained engagement (Harris et al., 2021; Jackman et al., 2021). However, flow research often remains disconnected from broader motivational discourse and is underutilized in educational program development.

Social cognitive theory (SCT) addresses this issue by integrating self-efficacy, observational learning, and environmental feedback into a broader behavioral ecology of motivation (Liu et al., 2022). However, the operational complexity of SCT hinders its comprehensive implementation in school settings, particularly where resource constraints limit the provision of personalized support and modeling.

Although each theory offers valuable explanatory tools, the literature is increasingly characterized by conceptual fragmentation. Many studies use a single theoretical lens in isolation, resulting

in inconsistent terminology, overlapping constructs (e.g., self-efficacy versus perceived competence), and conflicting results regarding the effectiveness of interventions. As Hagger and Chatzisarantis (2014) note, this lack of theoretical integration limits the scalability and consistency of motivational interventions across different contexts.

Furthermore, there is a lack of comprehensive models that capture the dynamic interplay between motivational needs, cognitive appraisals, and experiential states an interplay that is increasingly necessary for understanding the complex behavioral patterns of young people, digital natives, and members of multicultural communities. Addressing this gap requires a multilevel synthesis of motivational theories that integrates macrolevel psychological needs, mesolevel decision-making processes, and microlevel affective experiences during physical activity.

This article aims to address this gap by conducting a theoretical synthesis of major motivation theories relevant to physical activity. Specifically, the objectives of the study are threefold:

✓ To identify and analyze key motivation theories applied in the context of physical activity;

✓ To compare their core constructs, explanatory power, and educational implications;

✓ To propose an integrated conceptual framework that draws upon the strengths of each theory to better explain physical activity engagement across different populations and contexts.

Through this synthesis, the article seeks to contribute to the theoretical foundation of physical education and sport science, providing researchers, educators, and practitioners with a more comprehensive understanding of motivation in physical activity. Such understanding is essential for the design of effective interventions and educational strategies aimed at promoting active lifestyles in an increasingly sedentary world.

Methodology. This article adopts a theoretical synthesis approach aimed at integrating multiple psychological theories of motivation as they pertain to physical activity engagement. Unlike empirical studies that rely on quantitative or qualitative data collection, a theoretical synthesis seeks to systematically analyze, compare, and combine conceptual frameworks, definitions, and explanatory mechanisms drawn from existing literature. The objective is to generate new insights by highlighting areas of convergence, contradiction, and complementarity among established theories.

Study Design and Rationale

The design of this study is based on narrative theoretical synthesis, a form of conceptual research that allows for deep exploration of diverse theories without reducing them to uniform variables or constructs. This approach is particularly appropriate for examining motivation in physical activity contexts because it enables the consideration of multifaceted and sometimes overlapping constructs such as autonomy, self-efficacy, goal orientation, and task value, each embedded within distinct theoretical traditions (Weathington et al., 2012). The rationale for using this method is to create a coherent map of theoretical perspectives that can inform practical application and future empirical research.

Selection Criteria for Theories

To ensure relevance and conceptual richness, the selection of motivation theories was guided by the following criteria:

✓ Theoretical maturity (only well-established psychological theories with substantial academic development and peer-reviewed publication records were included).

✓ Relevance to physical activity (theories had to be explicitly or frequently applied in research related to physical education, exercise science, sport psychology, or health behavior change).

✓ Cross-contextual utility (theories needed to demonstrate applicability across different populations (e.g., youth, adults, athletes, general public) and contexts (e.g., school-based PE, recreational sports, fitness training)).

✓ Empirical grounding (preference was given to theories supported by systematic empirical findings in physical activity domains).

Based on these criteria, six primary theories were selected for in-depth analysis:

- Self-Determination Theory (Deci & Ryan)
- Achievement Goal Theory (Nicholls, Dweck)
- Expectancy-Value Theory (Eccles & Wigfield)
- Theory of Planned Behavior (Ajzen)
- Flow Theory (Csikszentmihalyi)
- Social Cognitive Theory (Bandura)

Data Sources and Literature Selection

A literature search was conducted using academic databases such as Scopus, Web of Science, PsycINFO, and Google Scholar. Keywords included combinations of «motivation», «physical activity», «theory», «exercise», «sport», «adherence», «engagement», and the names of specific theories and their key constructs. Priority was given to:

- Foundational theoretical articles and books
- Recent systematic reviews and meta-analyses
- Empirical studies that operationalized the theories within physical activity contexts

The review was not intended to be exhaustive in a systematic review sense, but rather compre-

hensive and representative of the key conceptual contributions and debates within each theoretical framework.

Analytical Procedure

- Each theory was examined along the following analytical dimensions:
- Core constructs and principles (e.g., autonomy, competence, expectancy)
- Mechanisms of motivation (e.g., need satisfaction, goal pursuit, self-efficacy)
- Pathways to engagement or disengagement in physical activity
- Educational and behavioral implications
- Empirical support in physical education and sport science literature

Following individual analysis, a comparative synthesis was conducted to identify overlapping themes, divergences in assumptions or mechanisms, and opportunities for integration.

Key Motivation Theories in Physical Activity. Motivation in physical activity contexts is shaped by a variety of psychological mechanisms that explain why individuals initiate, persist in, or abandon exercise behaviors. This section explores six prominent theories that offer explanatory value for physical activity engagement across educational, recreational, and professional settings. Each theory is presented with its core principles, key constructs, and implications for physical activity motivation.

Self-Determination Theory (SDT)

Self-Determination Theory (SDT), formulated by Deci and Ryan (1985; 2000), is a macro-theory of human motivation that distinguishes between different types of motivation based on the degree of self-determination. Central to SDT is the belief that humans have inherent growth tendencies and psychological needs that drive behavior. In the context of physical activity, SDT is particularly influential because it addresses not only why people exercise, but how motivational processes influence sustained engagement over time (Ryan & Deci, 2000).

Motivation is categorized along a continuum:

- Amotivation (lack of intention to act).
- Extrinsic motivation. Behavior driven by external rewards or pressures (with varying levels of internalization).
- Intrinsic motivation (engagement for the inherent satisfaction or joy of the activity itself).

The theory posits that motivation quality, not just quantity, is key to sustained behavior change. Optimal motivation arises when three basic psychological needs are fulfilled:

- autonomy – the experience of acting with volition and self-endorsement.
- competence – the ability to interact effectively with one's environment and achieve desired outcomes.
- relatedness – feeling connected to and understood by others.

In physical activity settings such as PE classes, fitness programs, or organized sports the satisfaction of these needs has been linked to increased enjoyment, persistence, and long-term adherence. Autonomy-supportive environments (e.g., choice of activities, acknowledgment of feelings) are associated with more internalized motivation and lower dropout rates (Standage et al., 2005; Ntoumanis, 2005). Competence can be nurtured through skill-appropriate challenges and positive feedback, while relatedness is enhanced through supportive teacher–student (Mkrtichian, & Wu, 2019) or coach–athlete relationships .

The organismic integration theory (a subtheory within SDT) further explains how extrinsic motivation can be internalized. For example, a student may initially engage in PE to receive praise (external regulation), but over time may come to value health and fitness as part of their identity (identified or integrated regulation).

Numerous studies validate SDT's applicability in physical activity:

- A systematic review by Teixeira et al. (2012) found that autonomous motivation consistently predicts exercise adherence.
- In adolescents, satisfaction of autonomy and relatedness during PE predicted future leisure-time physical activity (Girelli et al., 2018).
- Teachers' autonomy-supportive behaviors were found to enhance students' intrinsic motivation and enjoyment (Reeve, 2002; Van den Berghe et al., 2014; Nalyvaiko, & Bondarenko, 2022; Deci, & Ryan, 1985).

SDT has also informed successful interventions. The PAPM model (Physical Activity Promotion Model), grounded in SDT, has been applied in clinical and community health settings to promote physical activity through motivational interviewing and needs-supportive coaching (Fortier et al., 2012). In any theory, practical significance for implementation in student learning is important. This can be divided into several levels of implementation. For example:

- *Curriculum Design* – PE programs should incorporate student choice, personalized goal setting, and activities that match diverse skill levels.
- *Instructional Climate* – teachers and coaches should avoid controlling language (e.g., «you must», «you have to») and instead use autonomy-supportive communication (e.g., «you might enjoy trying…»).

- *Social Support* – creating opportunities for peer collaboration and recognition fosters relatedness.
- *Policy* – broader education and health policies should reflect the importance of motivational climate, not just physical outcomes.

Achievement Goal Theory (AGT)

Achievement Goal Theory (AGT), originally developed by Nicholls (1984) and further elaborated by Dweck and Leggett (1988), provides a robust framework for understanding the motivational dynamics that influence behavior in learning and performance contexts. At its core, AGT posits that individuals are driven by different conceptions of competence and success, which, in turn, shape their achievement goals and patterns of engagement. This theory has gained substantial traction in the domain of physical education and sport psychology, where it offers insight into the ways learners interpret, approach, and persist in physical activity.

Central to AGT is the distinction between task-involved and ego-involved goal orientations. Task-involved individuals evaluate their success based on self-referenced criteria such as effort, learning, and personal improvement. In contrast, ego-involved individuals rely on normative comparisons, judging their competence relative to others. These orientations are not merely personal traits but are also shaped by the motivational climate established by teachers, coaches, or peers.

In physical education settings, a task-oriented climate where effort and mastery are valued has consistently been associated with adaptive motivational outcomes, including increased enjoyment, intrinsic motivation, and long-term participation. Learners in such environments tend to exhibit greater resilience, a stronger focus on learning processes, and a higher likelihood of engaging in physical activity outside of structured settings. On the other hand, ego-oriented climates, which emphasize competition and social comparison, may foster anxiety, fear of failure, and avoidance behaviors, particularly among individuals who perceive themselves as less competent.

Empirical research supports these theoretical predictions. For instance, a study by Cecchini et al. (2001) demonstrated that students exposed to a mastery climate reported higher levels of intrinsic motivation and effort in PE classes. Similarly, Wallhead and Ntoumanis (2004) found that a mastery-oriented teaching approach significantly predicted students' intention to participate in physical activity beyond school hours. The implications for practice are clear: educators and coaches who foster supportive, process-oriented environments are more likely to promote sustainable physical activity behaviors among learners.

AGT also intersects meaningfully with broader educational goals. In contexts where physical education is positioned not only as a means of skill acquisition but also as a vehicle for personal development and well-being, a task-oriented motivational climate aligns closely with contemporary pedagogical values. It encourages learners to view physical activity as a lifelong endeavor rather than a site of competitive judgment, thus reinforcing engagement through internalized goals and self-referenced standards of success.

In summary, Achievement Goal Theory offers a powerful lens through which to understand how perceptions of competence and success shape students' motivation in physical activity contexts. By cultivating mastery climates and emphasizing individual growth, educators can harness these motivational processes to foster deeper engagement, resilience, and a lasting commitment to active lifestyles.

Expectancy-Value Theory (EVT)

Expectancy-Value Theory (EVT), as articulated by Eccles and colleagues (Eccles et al., 1983; Eccles & Wigfield, 2002), offers a cognitive-motivational framework that explains individuals' choices, persistence, and performance across achievement-related tasks, including physical activity. At its foundation, the theory suggests that motivation is primarily influenced by two core factors: the expectation of success in a given activity and the value that the individual assigns to that activity. These components are deeply shaped by personal beliefs, prior experiences, social influences, and cultural context.

In physical education and sport contexts, expectancy beliefs refer to students' perceptions of their competence in performing physical tasks, while subjective task values encompass multiple dimensions, such as enjoyment (intrinsic value), perceived importance or personal identity (attainment value), perceived utility (e.g., health benefits), and the cost of engagement (e.g., effort, time, risk of failure or embarrassment). When students believe they are capable of success and find physical activity meaningful or enjoyable, their motivation and willingness to participate increase significantly.

Empirical evidence supports the relevance of EVT in predicting physical activity behaviors among adolescents and young adults. For instance, Xiang et al. (2006) found that expectancy beliefs and task values in PE classes were strong predictors of students' intentions to engage in out-of-school physical activity. Similarly, psychologists demonstrated that both expectancy

and value constructs predicted moderate-to-vigorous physical activity during school hours, suggesting the immediate applicability of the theory in instructional design.

The social context in which these beliefs and values are formed is also critical. Teachers' feedback, peer comparisons, and cultural messages about physical ability or gendered expectations can influence how students come to view their competence and the value of participation. Students who repeatedly experience failure or receive negative social comparisons may develop low expectancy beliefs and devalue physical education as irrelevant or anxiety-inducing. Conversely, those who encounter success, encouragement, and culturally relevant examples of physical achievement are more likely to perceive PE as valuable and achievable.

From an educational standpoint, EVT underscores the importance of cultivating both competence and perceived value within physical education programs. Educators can enhance expectancy beliefs by providing differentiated instruction, setting attainable goals, and offering constructive feedback. At the same time, they can elevate task values by connecting physical activity to students' lives, goals, and identities whether through highlighting health benefits, emphasizing teamwork and social inclusion, or integrating culturally meaningful sports.

In sum, Expectancy-Value Theory provides a nuanced understanding of motivation that extends beyond capability to include the perceived worth of physical activity. Its explanatory power lies in showing that students must not only believe they can succeed but must also believe it is worthwhile to try. This dual emphasis offers a valuable framework for designing motivationally rich physical education environments that promote sustained engagement and transfer to lifelong physical activity.

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB), developed by Ajzen (1991), is a prominent social-cognitive model used to explain intentional behavior across a range of domains, including health and physical activity. The theory posits that behavior is most directly predicted by behavioral intention, which in turn is influenced by three key components: attitudes toward the behavior, perceived social norms, and perceived behavioral control.

Within physical activity contexts, attitudes reflect an individual's evaluation of exercise as positive or negative, enjoyable or burdensome. Subjective norms refer to perceived social expectations whether from peers, parents, teachers, or cultural surroundings that shape one's sense of obligation or acceptance. Perceived behavioral control, closely aligned with the concept of self-efficacy, concerns the individual's belief in their capability to perform the activity, even when faced with barriers such as time constraints, fatigue, or lack of facilities.

TPB has proven particularly useful in explaining the intention to engage in physical activity, especially among adolescents and adults in educational, fitness, and community health settings. Meta-analyses have demonstrated that attitudes and perceived behavioral control are consistently strong predictors of exercise intention, which itself is a reliable (albeit incomplete) predictor of actual participation (Hagger et al., 2002; McEachan et al., 2011). For example, students with positive beliefs about the physical and psychological benefits of exercise, who also feel empowered to act and supported by others, are more likely to report intentions to be active both within and beyond school contexts.

However, TPB has been critiqued for its limited explanatory power regarding the intention-behavior gap the phenomenon where individuals intend to be active but fail to follow through. This has led to the inclusion of additional constructs in extended models, such as implementation intentions, planning strategies, and habit strength (Rhodes & de Bruijn, 2013). Nonetheless, TPB remains valuable for its clarity and adaptability, offering a foundational model that links social cognition to health-promoting behaviors.

From a pedagogical perspective, the theory suggests that effective physical education should aim not only to build skill and enjoyment but also to shape positive beliefs, foster a sense of self-efficacy, and establish supportive social environments. For instance, school programs that incorporate peer encouragement, set achievable goals, and normalize active lifestyles can shift attitudes and perceived norms in ways that increase students' likelihood of maintaining physical activity habits beyond the school setting.

In essence, the Theory of Planned Behavior provides a structured approach for understanding how beliefs and social context converge to influence the intention to exercise. While it may not fully explain behavior in isolation, it offers critical insights into the motivational precursors of engagement and remains a valuable theoretical tool in both educational and public health domains.

Flow Theory

Flow Theory, introduced by Csikszentmihalyi (1990), offers a compelling perspective on motivation by focusing on the qualitative experience of deep engagement rather than on external incentives or cognitive expectations. Flow is de-

fined as a state of optimal experience in which individuals become fully absorbed in an activity, losing self-consciousness and experiencing a sense of control, enjoyment, and intrinsic reward. In the context of physical activity, this theory provides valuable insight into why some individuals not only persist in exercise but come to view it as inherently fulfilling.

The emergence of flow depends on specific conditions most notably, a balance between the perceived challenges of a task and the individual's skill level. When this balance is achieved, and clear goals and immediate feedback are present, participants are more likely to enter a flow state characterized by focused attention, a distorted sense of time, and a merging of action and awareness. Physical activity, particularly when it involves rhythmic movement, personal challenge, or aesthetic performance (e.g., running, dance, martial arts), is uniquely suited to producing these conditions.

Empirical studies in sport psychology and physical education have shown that the experience of flow is positively associated with persistence, enjoyment, and performance outcomes (Jackson & Eklund, 2004). For instance, athletes who frequently report flow states are more likely to adhere to training regimens, while students in PE who encounter well-designed, appropriately challenging tasks report higher levels of enjoyment and engagement. The intrinsically rewarding nature of flow thus complements and reinforces other motivational constructs such as intrinsic motivation (from Self-Determination Theory) and task involvement (from Achievement Goal Theory).

Importantly, the facilitation of flow in educational or training environments requires careful structuring of activities. Teachers and coaches must calibrate tasks to match individual ability, provide clear goals, and offer feedback that is timely and informative rather than evaluative (Mkrtichian, & Wu, 2019). Excessively difficult tasks may provoke anxiety, while overly simple ones lead to boredom both of which disrupt the flow experience and undermine motivation.

While Flow Theory does not offer a comprehensive model of behavior initiation or long-term adherence, it contributes a rich experiential dimension to the understanding of physical activity motivation. It helps explain the deep engagement that can emerge during physical performance and underscores the affective rewards that support continued participation. In this way, flow is not only a transient psychological state but a potential lever for cultivating sustained physical activity through the pursuit of enjoyable and meaningful experiences.

Social Cognitive Theory

Social Cognitive Theory (SCT), originally developed by Bandura (1997), offers a comprehensive framework for understanding human behavior through the dynamic interplay of personal, behavioral, and environmental factors a concept Bandura termed reciprocal determinism. Within this model, motivation to engage in physical activity is not seen as a fixed trait but as an outcome shaped by self-perception, observational learning, outcome expectations, and social reinforcement. Among its many components, the construct of self-efficacy the belief in one's ability to successfully execute specific actions has been particularly influential in the domain of exercise and sport.

Self-efficacy plays a central role in determining whether individuals initiate physical activity, how much effort they invest, and whether they persist in the face of obstacles. People who believe they are capable of exercising even under challenging conditions are more likely to translate their intentions into action. This belief is not developed in isolation; it is shaped by mastery experiences (success in similar tasks), vicarious experiences (observing peers), verbal persuasion (encouragement from teachers or coaches), and the interpretation of physiological states (e.g., interpreting fatigue as a sign of effort rather than failure).

Numerous studies have confirmed the predictive value of self-efficacy in physical activity contexts. Psychologists, for example, reported that self-efficacy is a consistent determinant of both short- and long-term exercise adherence across age groups. Similarly, interventions designed to enhance self-efficacy such as structured skill progression, goal-setting, and modeling of successful behaviors, have been shown to increase participation in fitness programs, sport, and rehabilitative exercise.

SCT also highlights the role of observational learning, especially in group-based or classroom settings. Students frequently model their behavior on that of peers or authority figures, and positive role models can influence not only technique and performance but also motivation and identity development. Additionally, SCT emphasizes the importance of outcome expectations the belief that physical activity will lead to desirable outcomes such as improved health, social approval, or emotional well-being. These expectations often mediate the relationship between self-efficacy and sustained behavior.

In educational and training contexts, SCT has practical implications for curriculum design and instructional practice. Educators can cultivate motivational environments by creating opportunities for students to experience success, provid-

ing constructive feedback, showcasing relatable role models, and emphasizing the tangible benefits of physical activity. Moreover, the theory's emphasis on environmental influence supports the integration of family, school, and community efforts to build supportive structures that reinforce active lifestyles.

In conclusion, Social Cognitive Theory contributes a multidimensional understanding of physical activity motivation. It emphasizes not only the cognitive appraisals of competence but also the social and environmental conditions that shape behavior. Its broad applicability and empirical robustness make it a cornerstone in the development of motivational interventions aimed at increasing physical activity participation across populations.

Comparative Theoretical Analysis. The six motivation theories examined Self-Determination Theory, Achievement Goal Theory, Expectancy-Value Theory, Theory of Planned Behavior, Flow Theory, and Social Cognitive Theory offer distinct yet complementary perspectives on the psychological mechanisms underlying physical activity engagement. By comparing their core constructs, explanatory focus, and pedagogical implications, it becomes possible to identify areas of theoretical convergence, points of divergence, and the potential for integrative frameworks.

A key point of convergence among several theories is the centrality of perceived competence. Whether conceptualized as self-efficacy in Social Cognitive Theory, perceived behavioral control in the Theory of Planned Behavior, expectancy beliefs in Expectancy-Value Theory, or the need for competence in Self-Determination Theory, individuals' belief in their ability to succeed emerges as a foundational motivational determinant. Across empirical studies, these constructs consistently predict intention, effort, and persistence in physical activity. This convergence suggests a robust empirical base for emphasizing competence-supportive environments in physical education and sport settings.

Another shared theme across theories is the importance of intrinsic or self-endorsed motivation (Deci, & Ryan, 1985; Nalyvaiko, & Bondarenko, 2022). Both Self-Determination Theory and Flow Theory prioritize internal experiences such as enjoyment, interest, or optimal challenge as essential for sustained engagement. Achievement Goal Theory similarly values task orientation, which reflects self-referenced goals and intrinsic satisfaction. Although Expectancy-Value Theory and TPB traditionally focus more on cognitive appraisals and planned behavior, they nonetheless incorporate affective components such as intrinsic value and attitude, indicating that internalized motives are crucial even in decision-making frameworks.

Despite these overlaps, the theories also differ significantly in scope and emphasis. Self-Determination Theory and Achievement Goal Theory are developmental and contextual, focusing on how environments can support or hinder motivational processes over time. In contrast, the Theory of Planned Behavior is predictive and deliberative, oriented toward explaining short-term behavioral intentions through rational decision-making. Flow Theory is unique in its focus on the qualitative, experiential state of engagement, offering less predictive power but more insight into the subjective dimensions of physical activity. Meanwhile, Social Cognitive Theory integrates cognitive, behavioral, and environmental dimensions, making it particularly useful for intervention design across levels of influence.

In terms of educational implications, SDT, AGT, and SCT offer the most pedagogically actionable frameworks, especially for designing motivational climates in schools and sports programs. TPB and EVT, while theoretically sound, require complementary strategies to bridge the intention–behavior gap. Flow Theory, though highly relevant for understanding engagement, depends heavily on task design and individual variability, making it more applicable as a guiding principle than a standalone instructional model.

Finally, when comparing the temporal orientation of these theories, another distinction becomes evident. TPB and EVT are often applied to immediate or near-future intentions, while SDT and AGT are concerned with long-term motivational development. Flow Theory, by contrast, describes moment-to-moment experiences, and SCT addresses both short-term and sustained behaviors through feedback mechanisms and environmental support.

Taken together, this comparative analysis reveals a fragmented but complementary landscape. No single theory provides a comprehensive account of physical activity motivation across all contexts and timescales. However, by recognizing overlapping constructs such as competence, autonomy, value, and self-efficacy, researchers and practitioners can begin to synthesize elements into a more holistic framework. This synthesis is the subject of the following section, where we propose an integrated model that draws on the strengths of each theory to inform future practice and research.

Toward a Synthesized Theoretical Framework. The comparative analysis of major motivation theories reveals a fertile ground for theoretical integration. While each model contributes uniquely to our understanding of physical activity

engagement, they converge around several psychological processes that can be harnessed to construct a more unified and context-sensitive motivational framework. This synthesis aims to bridge the conceptual gaps between theories, offering a holistic model that is both theoretically robust and practically applicable across diverse physical activity settings.

At the center of this integrative model is the recognition that motivation is dynamic, context-dependent, and multidimensional, shaped by interactions between individual beliefs, social environments, and experiential states. Drawing from Self-Determination Theory, we propose that the fulfillment of three basic psychological needs autonomy, competence, and relatedness constitutes a foundational layer of motivation. These needs serve as prerequisites for the development of intrinsic motivation and internalized extrinsic motives, which are consistently linked to long-term adherence and satisfaction in physical activity.

Complementing this foundational layer is the influence of cognitive appraisals, as emphasized in Expectancy-Value Theory and the Theory of Planned Behavior. These include individuals' expectations of success, the value they attach to physical activity, and their beliefs about control over behavioral outcomes. These appraisals do not exist in isolation; rather, they are shaped by environmental feedback, instructional practices, and cultural norms. When positive, they reinforce need satisfaction and promote self-directed engagement.

Layered onto these internal motives and cognitive evaluations is the social-behavioral dimension derived from Social Cognitive Theory. This includes mechanisms such as self-efficacy, observational learning, and outcome expectancies, all of which mediate the relationship between intention and behavior. Self-efficacy, in particular, plays a bridging role it influences expectancy beliefs, supports perceived behavioral control, and directly affects persistence in the face of difficulty. Importantly, SCT also emphasizes that environments can either constrain or amplify motivation through modeling, reinforcement, and social support.

While the above components explain why individuals are likely to start or continue being physically active, Flow Theory introduces the dimension of deep engagement during the activity itself. Flow states, although transient, are powerful intrinsic motivators. Their occurrence depends on well-calibrated challenges, clear goals, and feedback factors that educators and coaches can shape. Therefore, flow is integrated into the model not as a prerequisite for motivation, but as a reinforcing feedback loop: when individuals experience flow, they are more likely to re-engage voluntarily, deepening their investment in physical activity.

Achievement Goal Theory provides the framework with a motivational orientation lens, explaining how individuals define success and interpret outcomes. A task-oriented climate, focused on personal improvement and effort, complements the autonomy-supportive, competence-enhancing, and socially connected environments emphasized by SDT and SCT. When learners are encouraged to pursue mastery rather than outperform others, they are more likely to develop positive attitudes and resilient motivational patterns.

Collectively, these components form what we term a Multilayered Motivation Framework for Physical Activity Engagement. The framework operates on three interrelated levels:

- ✓ Psychological Needs and Identity (SDT, AGT): Internal motives shaped by basic need satisfaction and achievement orientation.
- ✓ Cognitive Appraisals and Intention (EVT, TPB, SCT): Expectancies, values, efficacy beliefs, and planned behavior processes.
- ✓ Experiential Engagement and Reinforcement (Flow Theory, SCT): Emotional absorption, feedback loops, and observed success.

These layers interact continuously, influenced by contextual factors such as instructional design, peer dynamics, sociocultural expectations, and environmental affordances. The model emphasizes not only the initiation of behavior but also the sustenance and enrichment of engagement over time (see fig 1.).

The practical implication of this framework is clear: motivation-enhancing interventions must operate across multiple domains simultaneously. It is insufficient to merely inform or instruct; educators must design environments that empower, support, and inspire. By leveraging the theoretical strengths of each model, this integrated framework provides a roadmap for structuring physical education programs, coaching strategies, and public health initiatives aimed at fostering meaningful, sustained engagement in physical activity.

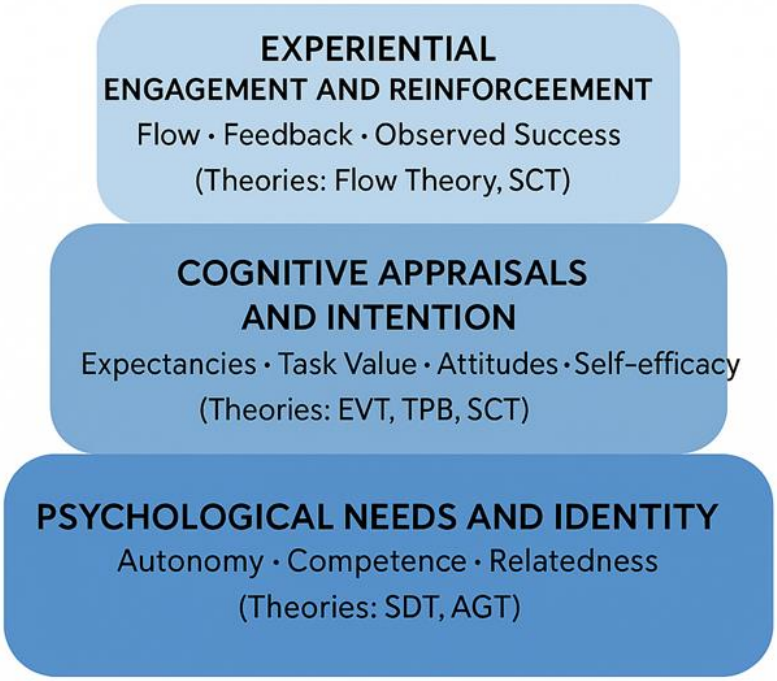

Fig.1. Multilayered Motivation Framework for Physical Activity Engagement.

Discussion. The Multilayered Motivation Framework developed in the previous section offers not only a conceptual tool for understanding engagement in physical activity but also a foundation for actionable strategies in educational, athletic, and public health settings. Translating theoretical insights into practice requires a coordinated effort to address motivational processes at multiple levels personal, social, and environmental. Each layer of the model suggests specific pedagogical and institutional responses that can strengthen motivation and sustain participation.

One of the most immediate and impactful strategies is the creation of autonomy-supportive environments, as emphasized in Self-Determination Theory. In physical education (PE) and coaching contexts, this involves offering meaningful choices, acknowledging individual preferences, and minimizing controlling language. Teachers and coaches who invite students to co-construct learning tasks or reflect on their own goals foster a sense of ownership, which in turn enhances internal motivation and long-term engagement. Studies have shown that autonomy-supportive teaching not only boosts participation but also improves affective outcomes such as enjoyment and reduced anxiety (Standage et al., 2005; Van den Berghe et al., 2014).

Supporting perceived competence is equally vital. Educators can enhance students' self-efficacy through graduated task difficulty, skill scaffolding, and individualized feedback. Incorporating opportunities for mastery experiences, such as skill progression and personal goal achievement reinforces a belief in one's own capability, a construct central to Social Cognitive Theory, Expectancy-Value Theory, and SDT alike. These strategies are especially important in inclusive classrooms, where perceived ability differences can undermine motivation if not appropriately addressed.

Social dimensions must also be considered. The importance of relatedness and positive peer influence, derived from both SDT and SCT, calls for fostering a classroom climate in which students feel accepted and connected. Cooperative activities, peer teaching, and inclusive group dynamics can reinforce the perception that physical activity is a socially valued and emotionally safe space. Moreover, modeling behavior, whether by peers, teachers, or public figures can be a powerful motivational tool, particularly among adolescents who are highly responsive to social norms and expectations.

The intentional shaping of motivational climates, informed by Achievement Goal Theory, is another critical lever. Task-oriented climates, which emphasize effort, improvement, and learning rather than normative comparison, are associated with more adaptive motivational patterns and higher persistence rates. In contrast, ego-involving climates may lead to disengagement, especially among students who perceive themselves as less competent. Educators and coaches should therefore be cautious in their use of competition, rewards, or public rankings, ensuring that success is accessible to all.

From the perspective of Expectancy-Value Theory and the Theory of Planned Behavior, enhancing value perceptions and intention formation is essential. Instructional content should be connected to students' personal goals, cultural values, and future aspirations. For instance, educators might highlight the role of physical activity in managing stress, improving academic performance, or contributing to long-term health each of which may hold different salience depending on the learner. Making these connections explicit can increase both perceived utility and the likelihood of behavioral follow-through.

Finally, the inclusion of flow-promoting elements drawn from Flow Theory can elevate the emotional quality of participation. While flow cannot be engineered directly, educators can increase its likelihood by designing activities that match students' skill levels, provide immediate feedback, and establish clear goals. Activities that are immersive, rhythmic, or creative such as dance, martial arts, or team sports often offer fertile ground for flow experiences. When students experience flow, they are more likely to develop intrinsic motivation, deepening their engagement and fostering repetition.

For policy makers and school administrators, these insights call for a re-evaluation of how physical activity programs are structured and assessed. Rigid curricular mandates, outcome-based grading systems, and limited resource allocation may undermine the very motivational processes necessary for sustained engagement. Instead, policies should support professional development in motivationally-informed pedagogy, provide diverse and inclusive physical activity options, and prioritize student well-being as a key outcome.

In summary, the practical application of motivation theories demands a layered and context-sensitive approach. Rather than seeking a universal intervention, educators and practitioners should view motivation as an emergent product of thoughtfully designed environments, supportive relationships, and meaningful engagement. The theoretical synthesis presented in this article provides a framework for such design, offering both direction and flexibility for those seeking to cultivate lasting physical activity habits across populations.

While this theoretical synthesis offers a comprehensive overview of major motivation theories in the context of physical activity, it is not without limitations. First, the study is conceptual in nature and does not incorporate empirical validation of the proposed framework. Future research should empirically test the Multilayered Motivation Framework in diverse educational, recreational, and clinical settings to assess its predictive power and practical utility. Second, the article draws primarily on well-established Western theories, which may limit cultural generalizability. Expanding future analyses to include culturally responsive or indigenous motivational frameworks could enhance the model's inclusiveness and applicability across global contexts. Lastly, although six major theories were analyzed, other relevant models such as dual-process theories, affective forecasting models, or habit formation frameworks were beyond the scope of this study but may offer additional insights. Future work might explore how these models interact with the motivational systems outlined here to further refine our understanding of sustained engagement in physical activity.

Conclusion. Understanding what drives individuals to engage in and sustain physical activity is essential for the development of effective educational, athletic, and public health interventions. This article has synthesized six prominent motivation theories Self-Determination Theory, Achievement Goal Theory, Expectancy-Value Theory, Theory of Planned Behavior, Flow Theory, and Social Cognitive Theory each of which offers distinct yet overlapping insights into the mechanisms underlying motivation for physical activity.

Through comparative analysis, key themes emerged, including the centrality of perceived competence, the role of intrinsic and internalized motivation, and the influence of cognitive appraisals and social environments. These points of convergence formed the basis for the Multilayered Motivation Framework proposed in this article, which integrates psychological needs, cognitive beliefs, and experiential engagement into a unified model of physical activity motivation.

The framework offers both theoretical coherence and practical relevance. It highlights the importance of autonomy-supportive environments, mastery-focused climates, value-based instruction, and task designs that foster self-efficacy and flow. By addressing motivation as a layered and dynamic process, educators, coaches, and policymakers are better equipped to cultivate physical activity behaviors that are not only initiated, but meaningfully sustained over time.

Ultimately, fostering lifelong engagement in physical activity requires more than programs and policies it demands an intentional focus on the human motivational experience. The theoretical synthesis offered here is a step toward that goal, encouraging further empirical investigation and the thoughtful application of motivational science to real-world practice.

REFERENCES

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.

Cecchini, J. A., González, C., Carmona, A. M., Arruza, J., Escartí, A., & Balagué, G. (2001). The influence of the physical education teacher on intrinsic motivation, self-confidence, anxiety, and pre- and post-competition mood states. *European Journal of Sport Science, 1*(4), 1–13. https://doi.org/10.1080/17461390100071407.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01.

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*(2), 256–273. https://doi.org/10.1037/0033-295X.95.2.256.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*, 109–132. https://doi.org/10.1146/annurev.psych.53.100901.135153.

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary educational psychology*, *61*, 101859. https://doi.org/10.1016/j.cedpsych.2020.101859.

Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., & Midgley, C. (1983). Expectancies, values, and academic behaviors. In J. T. Spence (Ed.), *Achievement and achievement motives* (pp. 75–146). W.H. Freeman.

Fortier, M. S., Duda, J. L., Guerin, E., & Teixeira, P. J. (2012). Promoting physical activity: Development and testing of self-determination theory-based interventions. *International Journal of Behavioral Nutrition and Physical Activity, 9*, 20. https://doi.org/10.1186/1479-5868-9-20.

Girelli, L., Alivernini, F., Lucidi, F., Cozzolino, M., Savarese, G., Sibilio, M., & Salvatore, S. (2018). Autonomy supportive contexts, autonomous motivation, and self-efficacy predict academic adjustment of first-year university students. Frontiers in Education, 3, Article 95. https://doi.org/10.3389/feduc.2018.00095.

Grech, E. M., Hevner, A. R., & Gay, V. (2024). A field experiment on gamification of physical activity: Effects on motivation and perceived usefulness. *Computers in Human Behavior, 152*, 107410. https://doi.org/10.1016/j.chb.2023.107410.

Hagger, M. S., & Chatzisarantis, N. L. D. (2014). An integrated behavior change model for physical activity. *Exercise and Sport Sciences Reviews*, *42*(2), 62–69. https://doi.org/10.1249/JES.0000000000000008.

Hagger, M. S., Chatzisarantis, N. L.D., & Biddle, S. J.H. (2002). A meta-analytic review of the theories of reasoned action and planned behavior in physical activity: Predictive validity and the contribution of additional variables. *Journal of Sport & Exercise Psychology, 24*(1), 3–32. https://doi.org/10.1123/jsep.24.1.3.

Harris, D. J., Allen, K. L., Vine, S. J., & Wilson, M. R. (2021). A systematic review and meta-analysis of the relationship between flow states and performance. *International Review of Sport and Exercise Psychology*, *16*(1), 693–721. https://doi.org/10.1080/1750984X.2021.1929402.

Jackman, P. C., Dargue, E. J., Johnston, J. P., & Hawkins, R. M. (2021). Flow in youth sport, physical activity, and physical education: A systematic review. *Psychology of Sport and Exercise*, *54*, 101924. https://doi.org/10.1016/j.psychsport.2021.101924

Jackson, S. A., & Eklund, R. C. (2004). *The flow scales manual*. Fitness Information Technology..

Jaitner, D., Rinas, R., Becker, C., Niermann, C., Breithecker, J., & Mess, F. (2019, July). Supporting subject justification by educational psychology: A systematic review of achievement goal motivation in school physical education. In *Frontiers in Education* (Vol. 4, p. 70). Frontiers Media SA. https://doi.org/10.3389/feduc.2019.00070.

Liu, J., Zeng, M., Wang, D., Zhang, Y., Shang, B., & Ma, X. (2022). Applying social cognitive theory in predicting physical activity among Chinese adolescents: A cross-sectional study with multigroup structural equation model. *Frontiers in psychology*, *12*, 695241.

Manninen, M., Jaakkola, T., & Liukkonen, J. (2022). Self-determination theory–based instructional interventions in physical education: A meta-analysis. *Psychology of Sport and Exercise*, *63*, 102274. https://doi.org/10.1016/j.psychsport.2022.102274.

McEachan, R. R. C., Conner, M., Taylor, N. J., & Lawton, R. J. (2011). Prospective prediction of health-related behaviors with the Theory of Planned Behavior: A meta-analysis. *Health Psychology Review, 5*(2), 97–144. https://doi.org/10.1080/17437199.2010.521684.

Mkrtichian, O., & Wu, Y. (2019). To work with gifted children in the system of informal education in PR China: Training of sports disciplines' teachers. In *International Scientific Conference Scientific Development of New Eastern Europe: Conference Proceedings, April 6th, 2019, Riga, Latvia* (Part I, pp. 70–73). Baltija Publishing.

Monroe, C. M., Cai, B., Edney, S., Jake-Schoffman, D. E., Brazendale, K., & Turner-McGrievy, G. (2023). Harnessing technology and gamification to increase adult physical activity: A cluster randomized controlled trial (Columbia Moves). *International Journal of Behavioral Nutrition and Physical Activity*, *20*, 98. https://doi.org/10.1186/s12966-023-01530-1.

Nalyvaiko, O., & Bondarenko, A. (2022). The role of intrinsic motivation in the process of mastering the piano. *Per Musi*, (42), 1–16. https://doi.org/10.35699/2317-6377.2022.39891.

Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review, 91*(3), 328–346. https://doi.org/10.1037/0033-295X.91.3.328.

Ntoumanis, N. (2005). A prospective study of participation in optional school physical education using a self-determination theory framework. *Journal of Educational Psychology, 97*(3), 444–453. https://doi.org/10.1037/0022-0663.97.3.444.

Reeve, J. (2002). Self-determination theory applied to educational settings. *In Deci & Ryan (Eds.), Handbook of Self-Determination Research* (pp. 183–203). University of Rochester Press.

Rhodes, R. E., & de Bruijn, G.-J. (2013). How big is the physical activity intention–behaviour gap? A meta-analysis using the action control framework. *British Journal of Health Psychology, 18*(2), 296–309. https://doi.org/10.1111/bjhp.12032 (eng).

Rhodes, R. E., Cox, A., & Sayar, R. (2022). What predicts the physical activity intention–behavior gap? A systematic review. *Annals of Behavioral Medicine*, *56*(1), 1–20. https://doi.org/10.1093/abm/kaab044.

Roberts, G. C., Treasure, D. C., & Conroy, D. E. (2007). Understanding the dynamics of motivation in sport and physical activity: An achievement goal interpretation. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of sport psychology* (3rd ed., pp. 3–30). Wiley. https://doi.org/10.1002/9781118270011.ch1.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*(1), 54–67. https://doi.org/10.1006/ceps.1999.1020.

Standage, M., Duda, J. L., & Ntoumanis, N. (2005). A test of self-determination theory in school physical education. *British Journal of Educational Psychology, 75*(3), 411–433. https://doi.org/10.1348/000709904X22359.

Teixeira, P. J., Carraça, E. V., Markland, D., Silva, M. N., & Ryan, R. M. (2012). Exercise, physical activity, and self-determination theory: A systematic review. *International Journal of Behavioral Nutrition and Physical Activity, 9*(1), 78. https://doi.org/10.1186/1479-5868-9-78.

Van den Berghe, L., Vansteenkiste, M., Cardon, G., Kirk, D., & Haerens, L. (2014). Research on self-determination in physical education: Key findings and proposals for future research. *Physical Education and Sport Pedagogy, 19*(1), 97–121. https://doi.org/10.1080/17408989.2012.732563.

Wallhead, T. L., & Ntoumanis, N. (2004). Effects of a sport education intervention on students' motivational responses in physical education. *Journal of Teaching in Physical Education, 23*(1), 4–18.

Weathington, B. L., Cunningham, C. J. L., & Pittenger, D. J. (2012). *Understanding business research*. Wiley.

World Health Organization. (2020). *WHO guidelines on physical activity and sedentary behaviour*. https://www.who.int/publications/i/item/9789240015128.

Xiang, P., McBride, R., & Bruene, A. (2006). Fourth graders' motivational changes in an elementary physical education running program. *Research Quarterly for Exercise and Sport, 77*(2), 195–207. https://doi.org/10.1080/02701367.2006.10599354.

Оксана МКРТІЧЯН,
докторка педагогічних наук, доцентка,
професорка кафедри здорового способу життя,
технологій і безпеки життєдіяльності,
Харківський національний економічний університет
імені Семена Кузнеця,
проспект Науки 9а, 61165, м. Харків, Україна
https://orcid.org/0000-0003-4962-3631
oksana.mkrtichan@gmail.com

РОЛЬ ТЕОРІЙ МОТИВАЦІЇ У ЗАЛУЧЕННІ ДО ФІЗИЧНОЇ АКТИВНОСТІ: ТЕОРЕТИЧНИЙ СИНТЕЗ

Розуміння того, що спонукає людей розпочинати та підтримувати участь у фізичній активності, є ключовим питанням як в освітньому, так і в медико-соціальному контексті. Попри значний обсяг емпіричних досліджень щодо дотримання режиму фізичних вправ і причин їх переривання, теоретична інтеграція залишається обмеженою. У цій статті подано всебічний теоретичний синтез шести визнаних мотиваційних теорій теорії самовизначення, теорії досягнення цілей, теорії очікувань і цінності, теорії запланованої поведінки, теорії потоку та соціально-когнітивної теорії з метою поглиблення концептуального розуміння та підвищення прикладної значущості у сфері фізичної активності. Шляхом детального аналізу та порівняльної оцінки дослідження виявляє повторювані мотиваційні конструкти, зокрема автономію, компетентність, самоефективність, цінність завдання та досвід занурення, що впливають на поведінку індивідів у контексті фізичного виховання та спорту. На основі цих висновків запропоновано Багаторівневу модель мотивації, яка інтегрує психологічні потреби, когнітивні оцінки та досвідчення залученості в динамічну й чутливу до контексту модель. Ця модель підкреслює взаємозалежність внутрішніх мотивів, систем переконань і середовищних чинників у формуванні сталої поведінки у сфері фізичної активності. Також у статті представлено практичні рекомендації для педагогів, тренерів і політиків щодо формування змістовної та довготривалої мотивації до фізичної активності. Нарешті, окреслено теоретичні й культурні обмеження запропонованого синтезу та визначено напрями для подальшої емпіричної перевірки й адаптації в різних популяціях і умовах.
***Ключові слова**: мотивація, фізична активність, теорія самовизначення, когнітивні оцінки, теоретичний синтез.*

Стаття надійшла до редакції: 01.08.2025.
Прийнято до друку: 20.09.2025.