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## An Examination of Goal Orientation between Genders – An Exploratory Study

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*An Examination of Goal Orientation between Genders – An Exploratory Study*

An Honors Thesis Submitted in partial fulfillment of the requirement for Honors in  
*Health and Kinesiology*

By  
*Amanda M. Boyd*

Under the mentorship of *Dr. Daniel Czech*

ABSTRACT

*Goal orientation is defined as the perceptual-cognitive frameworks that determine how an individual approaches, interprets, and responds to achievement situations (Janssen & Van Yperen, 2004). Goal orientation refers to the reasons an individual engages in an activity and the goals he or she sets to define success (D’Lima et al., 2014). Research has shown that there are gender differences when examining goal orientation. However, little research has been found that has examined this within the millennial generation. The purpose of this exploratory study is to examine the differences between male and female millennial college students on goal orientation. The design of this study was a quantitative, quasi-experimental, cross-sectional descriptive study. A 31-item researcher design questionnaire was administered to current university students (n=1724) to measure physical activity, course satisfaction, and sport orientation (Competitiveness, Win Orientation, and Goal Orientation.) Data was gathered from students at a midsized southeastern university who are enrolled in physical activity classes. The survey contained demographic questions as well as the Sport Orientation Questionnaire, both of which have been found to be psychometrically reliable and valid. In order to increase participation, students were verbally recruited by their instructors with a bonus grade incentive. T-tests were used to determine if significant differences in the demographic independent variables existed between groups, while Pearson’s correlation was used to examine relationships. Results revealed significantly higher goal orientation in females than males.*

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## An Examination of Goal Orientation between Gender – An Exploratory Study

Goal orientation refers to an individual's motivation to achieve a goal (Anderson & Dixon, 2009). This theory has been a heavily researched topic, but the results have been inconsistent between studies. Researchers have studied the potential relationships between several variables and goal orientation within a variety of test groups. However, the results of these studies have provided conflicting results for the variables that affect the goal orientation of an individual. Research on goal orientation is most commonly used in education, but also is commonly studied in sports psychology, health psychology, and social psychology (Anderman, 2015) to explain motivation. This study focused specifically on the relationship between goal orientation and gender in undergraduate college students. College is a time during which the majority of young adults experience of new sense of freedom that commonly results in a lack of motivation. The results of this study were intended to give professors and advisors insight on the differences in motivation between male and female students so they may better motivate each student to improve the student's chance of success.

This study has its theoretical basis in achievement goal theory. This theory seeks to explain how individuals with the same level of ability can achieve different levels of success (Kayis & Ceyhan, 2015). It suggests that how an individual's level of motivation for a given situation is defined by their subjective definitions of success and failure (Anderson & Dixon, 2009). Achievement goal theory focuses on achievement goals, perceived ability, and achievement behavior as the three factors that contribute to an individual's motivation (Weinberg & Gould, 2014). The theory of goal orientation focuses primarily on understanding an individual's achievement goals (Weinberg &

Gould, 2014). Janssen defines goal orientations as the perceptual-cognitive frameworks that determine how an individual approaches, interprets, and responds to achievement situations (Janssen & Van Yperen, 2004). Goal orientation refers to the reasons an individual engages in an activity and the goals he or she sets to define success (D'Lima et al., 2014).

Goal orientation is divided into two main types differentiated by the definitions of success. Performance orientation, which is also referred to as competitive, outcome, or ego orientation, measures success relative to the performance of others in a given task (Anderson & Dixon, 2009). In contrast, mastery or task goal orientation measures success as an improvement from personal past performances of a given task (Anderson & Dixon, 2009). Elliot and McGregor's 2x2 model consists of four dimensions of goal orientation: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance (Kayis & Ceyhan, 2015). The two approach dimensions of this model are characterized by motivation to achieve success, while the two avoidance dimensions are characterized by motivation to avoid failure (Kayis & Ceyhan, 2015). Students who are mastery-oriented are much more likely to attempt harder tasks and invest more effort to achieve a higher level of knowledge (Hall et al., 2015). In contrast, learners who are performance-oriented are more likely to choose an easier task that they feel comfortable with and gives them a higher chance for success (Hall et al., 2015). An individual with a mastery-approach goal orientation are motivated to learn and master skills (Hall et al., 2015). These students are motivated to improve their ability and knowledge by fully studying learning materials and embracing mistakes as an opportunity to improve (Kayis & Ceyhan, 2015). Therefore, they define success as achieving competence in the given

task and improving on personal past performance (Hall et al., 2015). Individuals with mastery-avoidance goal orientation are motivated by the fear of failure and incompetence (Hall et al., 2015). These students set high expectations for themselves and are primarily concerned with failure or achieving less success than they had in previous similar situations (Kayis & Ceyhan, 2015). An individual with performance-approach goal orientation define success as outperforming his or her peers at the given task (Hall et al., 2015). These students tend to be competitive in achieving more success than their peers, which is commonly associated with the use of superficial strategies for studying (Kayis & Ceyhan, 2015). Students who adopt performance-avoidance goal orientation are motivated by the fear of being considered less talented than their peers due to a lower performance at a task (Kayis & Ceyhan, 2015). Common characteristics associated with this orientation are disorganization, leaving tasks unfinished, and avoiding difficult tasks (Kayis & Ceyhan, 2015). Research has shown that students who are approach-oriented are more likely to achieve a higher level of academic success than students who are avoidance-oriented (Kayis & Ceyhan, 2015).

The Sport Orientation Questionnaire (SOQ) is a sport-specific measure for achievement behavior (Hanrahan et al., 2002). The SOQ is a 25 item scale with of three subscales that measure goal orientation, win orientation, and competitiveness (Gill & Deeter, 1988). Goal orientation refers to an individual's desire to reach personal goals, which is associated with mastery goal orientation (Hanrahan et al., 2002). Win orientation refers to the desire to win, which is associated with performance goal orientation, and general competitiveness reflects the individual's desire to succeed at the given task (Hanrahan et al., 2002). Participants answer the questionnaire using a five



point Likert scale ranging from “strongly agree” to “strongly disagree” (Gill & Deeter, 1988). Test-retest reliability (0.73 to 0.89), intraclass reliability (0.84 to 0.94), internal consistency (.79 to .95), and construct and concurrent validity have been adequately demonstrated (Gill & Deeter, 1988).

Research has shown that there are gender differences when examining goal orientation. However, little research has been found that has examined this within the millennial generation. The purpose of this investigation is to examine the differences between male and female millennial college students on goal orientation. The research question is: Are there significant differences in goal orientation between male and female millennial students? Based on past research, the hypothesis for this study is that female students will higher goal orientation than male students.

## Method

### Participants and Procedures

The participants in this study were 1724 (872 males & 852 females) college aged students who attended the required physical activity classes at a midsize southeastern University. There were 273 freshmen participants, 623 sophomore participants, 408 junior participants, and 420 senior participants. As well, there were 374 black students, 1178 white students, 20 Hispanic students, 86 Asian students, and 66 students who classified themselves as other. The study utilized physical activity classes ranging in all different types, from aerobic to weight training activities. Surveys were completed during the last two weeks of the semester and were completely voluntary; however, in order to increase participation, students were verbally recruited by their instructor with a bonus grade

incentive. All participants were required to read the informed consent and gave passive consent by completing the survey.

### Measures

The design of this study is quantitative, quasi-experimental, cross-sectional descriptive study. A 31-item research design questionnaire was administered to current university students. This research questionnaire contained demographic questions as well as the Sport Orientation Questionnaire, both of which have been found to be psychometrically reliable and valid. Specifically, the research questionnaire measured gender, age, race, school classification, physical activity instruction, course satisfaction, and sport orientation (Competitiveness, Win Orientation, and Goal Orientation). The demographic questionnaire included gender, age, race, and school classification. Goal orientation was measured by some of the following statements on a Likert Scale: I set goals for myself when I compete, I am more competitive when I try to achieve personal goals, reaching personal performance goals is very important to me.

The SOQ is a 25-item scale consisting of three subscales which assess goal orientation, win orientation and competitiveness (Gill & Deeter, 1988). Participants respond on a five-point Likert scale anchored by “strongly agree” and “strongly disagree”. Test-retest reliability (.73 to .89), intraclass reliability (.84 to .94), internal consistency (.79 to .95), and construct and concurrent validity have been adequately demonstrated (Gill & Deeter, 1988).

### Statistical Analysis

The data analysis involved a T-test to determine if significant differences in the demographic independent variables existed between groups, while Pearson’s correlation

was used to examine the relationships. Data analysis was conducted using SPSS.

Descriptive statistics included the means and standard deviation ranges overall and as a function of gender.

### Results

Analysis was conducted and the results found a significant difference between the goal orientation of female students and male students. An alpha level of ( $<.001$ ) was used for all statistical tests. Table 1 presents the means (+SD) for males and females on goal orientation scores. An independent samples T-test revealed significantly higher ( $p<.05$ ) goal orientation in female students than male students.

### Discussion

The results of this study support the hypothesis that female students have higher goal orientation than male students. Furthermore, the results indicated that female students have significantly higher goal orientation than male students. These results on the differences between male and female millennial college students on goal orientation are consistent with the research that has previously been conducted on goal orientation within other groups.

In modern American society, the characteristics associated with students who have higher goal orientation are typically those associated with female students. The stereotypes of female students in modern American society speculate that females are more motivated to perform well in academic settings and therefore, are able to perform at a higher level than their male counterparts. Research has been found to support this statement by demonstrating that females are in fact, more likely to be categorized as high

performers than males (Hall et al., 2015). This research also demonstrated that low performers are more likely to score higher in the work-avoidance dimension of goal orientation than high-performing students (Hall et al., 2015). Therefore, females are more likely to adopt work-approach goal orientation and males are more likely to adopt work-avoidance goal orientation (Hall et al., 2015). This contributes to the explanation of the results found on the differences in goal orientation between gender in millennial students by demonstrating that females are more likely to be motivated by an opportunity to succeed rather than avoiding failure. Due to their approach orientation, female students are more motivated to complete assignments, study for exams, and overall, perform at a higher level in an educational setting. This can be contrasted from the characteristics more commonly associated with avoidance-oriented individuals, such as male students, which include being disorganized, leaving tasks unfinished, and avoiding difficult tasks (Kayis & Ceyhan, 2015). These characteristics have led to the conclusion that individuals who are approach-oriented, which are more likely to be female students, are more likely to achieve a higher level of academic success than students who are avoidance-oriented (Kayis & Ceyhan, 2015).

The further division of goal orientation between individuals who are mastery oriented versus those that are performance orientated leads to further explanation why female millennial students score higher in goal orientation than male students. Several research studies on differences in goal orientation among a variety of groups have found females scoring higher on mastery goal orientation and males scoring higher on performance orientation (Anderson & Dixon, 2009; Bakirtzoglou & Ioannou, 2011; Kayis & Ceyhan, 2015). Students who adopt performance goal orientation measure

success relative to the performance of others in a given task (Anderson & Dixon, 2009). In contrast, students with mastery goal orientation measure success as an improvement from personal past performances of a given task (Anderson & Dixon, 2009). Students who are mastery-oriented are motivated to learn and master skills, which results in them being much more likely to attempt harder tasks and invest more effort to achieve a higher level of knowledge (Hall et al., 2015). Since these students are willing to put more effort into improving their ability and mastering their knowledge, they are more likely to study the learned materials and embrace mistakes as an opportunity to improve (Kayis & Ceyhan, 2015). These characteristics of female students can be contrasted with the qualities that characterize performance-oriented students, which include superficial strategies for studying since they are more concerned with merely outperforming their peers rather than genuinely learning the material for long-term maintenance (Kayis & Ceyhan, 2015). The contrast of the characteristics associated with mastery goal orientation of females and the performance goal orientation of males, provide clear explanation for the results that female millennial students score higher on goal orientation than male students.

The variance between intrinsic and extrinsic motivation provides an additional aspect of explanation for the differences in goal orientation between gender. Several studies focused on this difference among a variety of other groups have found intrinsic motivation to be more common in female students and extrinsic motivation to be more common in male students (D'Lima et al., 2014; Baric et al., 2014). Students who are intrinsically motivated find their motivation within themselves from the satisfaction of mastering the material or performing at their highest personal level (D'Lima et al., 2014).

In contrast, students who are extrinsically motivated are motivated by external rewards, such as receiving good grades (D'Lima et al., 2014). Intrinsic motivation is associated with higher goal orientation because the student does not rely on external factors to motivate themselves to perform at a high level.

Previous research that has been conducted on the differences between goal orientation and gender among various groups has reached conclusions that support the results of this study that focuses on goal orientation specifically among millennial students. The culmination of this research demonstrates that females are more likely to be approach-oriented, adopt mastery goal orientation, and be intrinsically motivated. The characteristics associated with each of these as discussed above provide a valid explanation for why female millennial students score significantly higher on goal orientation than male millennial students.

**Mean Goal Orientation Scores for Male and Female Participants within the Millennial Generation**

Gender	Mean	Standard Deviation
Male	10.9	4.322
Female	12.2*	5.066

\*Significant differences from Males ( $p < .001$ )

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**APPENDIX A**

HYPOTHESIS, RESEARCH QUESTION, PURPOSE

***Hypotheses***

Female students will higher goal orientation than male students.

***Research Question***

Are there significant differences in goal orientation between male and female millennial students?

***Purpose of the Study***

To examine the differences between male and female millennial college students on goal orientation

**APPENDIX B**

DELIMITATIONS, LIMITATIONS, ASSUMPTIONS

*Delimitations*

1. The research was delimited to a sample drawn from college level students in the southeastern part of the United States aging between 17 and 24 years of age.
2. The pool of participants used in this research was delimited to students currently enrolled in 2013.
3. The research employed the Sport Orientation Questionnaire (Gill, 1986) to examine the differences between gender in goal orientation in college students.

*Limitations*

1. It is recognized that the researcher was not able to control the goal orientation of the participants.
2. It is possible that the participants may have answered the questionnaire without real interest or provide inaccurate information.
3. It is foreseen as a possibility that the participants may have answered the questionnaires in a socially desirable manner.
4. It is foreseen as a possibility that the participants did not understand the questions on the questionnaires.
5. Participants were randomly selected from university classes.

*Assumptions*

1. Participants answered all questionnaires as truthfully as possible.
2. Participants followed the written directions carefully.
3. The Sport Orientation Questionnaire is a valid measurement of competitiveness, win, and goal orientation.

**APPENDIX C**  
**REVIEW OF LITERATURE**

**Anderson, D. M., & Dixon, A. W. (2009). Winning isn't everything: goal orientation and gender differences in university leisure-skills classes. *Recreational Sports Journal*, 33(1), 54-64.**

This article titled, "Winning Isn't Everything: Goal Orientation and Gender Differences in University Leisure-Skills Classes" discusses a study on the motivations of male and female college students to participate in leisure-skills courses. The purpose of the study was to test if there is a correlation between goal orientation and gender in this specific population and if so, the strength of the correlation. The two main types of goal orientation addressed in this study are ego orientation, which bases success on ability, and task orientation, which bases success on effort. The research was conducted to determine if gender plays a role in an individual being more task oriented or ego oriented with gender as the independent variable and goal orientation as the dependent variable. The subjects of the research were 1,124 university students who were enrolled in a leisure-skills course with 44.5% males and 54.5% females. They were emailed a link to an internet survey for which they answered a Task and Ego Orientation in Sport Questionnaire (TEOSQ) that used a series of questions on how they determined success. The results were analyzed to determine the students' goal orientation. In order to analyze the results, the mean and standard deviation for each answer were calculated for males and females and compared. The initial results indicated that both groups had high task orientation, but further analysis showed that females scored considerably higher on task orientation while males scored considerably higher on ego orientation.

**Su, X., McBride, R. E., & Xiang, P. (2015). College students' achievement goal orientation and motivational regulations in physical activity classes: a test of gender invariance. *JTPE Journal of Teaching in Physical Education*, 34(1), 2-17.**

This article titled, "College Students' Achievement Goal Orientation and Motivational Regulations in Physical Activity Classes: A Test of Gender Invariance" discusses a study focused on the connection between achievement goal orientation and motivational regulations with specific interest on the possible effects gender has on each.

This study integrated achievement goal theory and self-determination theory with the goal of helping teachers increase motivation for both male and female students in their college physical activity classes. The study's sample consisted of 155 males and 206 females for a total of 361 undergraduate students with an average age of about 20 years old. The independent variable was the gender of the participants and the dependent variables were the subscales that were analyzed to give each individual's goal orientation and motivational regulation. Data was collected through a questionnaire that assessed each individual's achievement goals and motivational regulations using a 7-pt Likert scale. This data was measured using a variety of scales. A scale from the AGQ-PE was used to measure achievement goals. A scale adapted from the SRQ-E was used to measure motivational regulations. A SEM analysis was used to determine the influence of an individual's achievement goals on his or her motivational regulations. The analysis showed that males are more intrinsically regulated while females in a group are more externally regulated. When the relationship of the theories was analyzed, performance goal orientation was found to be more closely tied with external regulation for female students in college physical activity classes. This study provided a substantial amount of evidence for the accuracy of the relationship between an individual's achievement goals with his or her self-regulation based on the individual's gender.

**Bakirtzoglou, P., & Ioannou, P. (2011). Goal orientations, motivational climate and dispositional flow in Greek secondary education students participating in physical education lesson: differences based on gender. *Facta Universitatis: Series Physical Education & Sport*, 9(3), 295-306.**

This article titled, "Goal Orientations, Motivational Climate and Dispositional Flow in Greek Secondary Education Students Participating in physical education lesson: differences based on gender" has its foundation in goal orientation theory. The purpose of the study was to test the relationships between the level of motivation an individual perceives in a given environment with goal orientation and the dispositional flow state. The study also analyzed the differences in gender that may relate to changes in these factors. Data was gathered from 200 physical education students, 100 girls and 100 boys, with an average age of 14 to 16 years old. The variables of goal orientation, perception of



motivational climate, dispositional flow state, and gender were measured with the Task and Ego Orientation in Sport Questionnaire (TEOSQ), Intrinsic Motivation Inventory (IMI), and Flow Trait Scale Questionnaire. The means and standard deviations for each variable were calculated using statistical programming. Specifically, MANOVA was used to analyze the possible effect of gender on goal orientation. In order to test the possible relationship between differences in gender and dispositional flow, a regression analysis was conducted. The analysis of these measures resulted in a distinct link between gender and goal orientation with females having a higher task orientation and males having a higher ego-orientation. However, there were no significant differences found between gender and dispositional flow. In discussion of motivational climate, the results showed that females are more likely to perceive a motivational environment as being more oriented toward learning, while males are more likely to identify a motivational climate as being task-oriented.

**Kayis, A. R., & Ceyhan, A. A. (2015). Investigating the achievement goals of university students in terms of psycho-social variables. *Educational Sciences: Theory & Practice, 15*(2).**

This article titled, “Investigating the Achievement Goals of University Students in terms of Psycho-social Variables” has its foundation in the theory of achievement goals. The purpose of the study was to explore if and how the psycho-social variables of self-efficacy, irrational beliefs, perfectionism, self-determination, focus of control, and gender influence the achievement goals of university students. The subjects of the study were 1,509 undergraduate students at Andolu University ranging in age from 18-44 years old and a GPA range of 0.67-4.0. The study used several scales to measure the relationships of the multiple variables. The measures used were the Achievement Goal Orientation Scale, Academic Self-efficacy scale, Irrational Belief Scale-Short Form, APS Perfectionism Scale, Self-Determination Scale, Rotter Internal-External Locus of Control Scale, and a Personal Information Questionnaire. From these scales, the average scores and standard deviations were calculated for each of the subscales of the 2x2 Achievement Goal Orientation Scale: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. The results demonstrated that the mastery-approach goal

was adopted at the highest level of the four subscales by the students. Females were found to be much more likely to have a mastery-approach achievement goal. However, female gender was also included in the list of psycho-social variables that predicted mastery-avoidance achievement goal. On the other hand, males were much more likely to adopt a performance-approach achievement goal.

**D’Lima, G. M., Winsler, A., & Kitsantas, A. (2014). Ethnic and gender differences in first-year college students’ goal orientation, self-efficacy, and extrinsic and intrinsic motivation. *The Journal of Educational Research, 107(5), 341-356.***

This article titled, “Ethnic and Gender Differences in First-Year College Students’ Goal Orientation, Self-Efficacy, and Extrinsic and Intrinsic Motivation” has its theoretical basis in Achievement Motivation Theory and goal orientation. The primary purpose of the study was to examine the possible effects of differences in ethnicity and gender on goal orientation, self-efficacy, and motivation for students in their first year of college. 591 students in large introductory level classes with a variety of race and gender were assessed at the beginning of the semester and 232 agreed to participate again at the end of the semester. The independent variables of the study were ethnicity and gender and the dependent variables were goal orientation, self-efficacy, and extrinsic and intrinsic motivation. The Motivated Strategies for Learning Questionnaire was used to measure the intrinsic and extrinsic motivation of the students. Goal orientation and academic self-efficacy were measured with the Patterns for Adaptive Learning Scales (PALS). The data from each of the subscales was compiled and analyzed accordingly to evaluate the hypothesized relationships. The researchers found generally higher levels of self-efficacy in male students than in female students at both the beginning and end of the semester, although both genders were seen to have increased levels at the end of the semester than the beginning of the semester. Intrinsic motivation and mastery orientation were found to be more common in female students, while males were seen to show higher levels of performance orientation. Analysis on the relationship between race and self-efficacy showed higher levels of perceived self-efficacy in Caucasian and African-American students with Asian-American students generally having lower levels of self-efficacy. African-American and Asian-American students showed higher levels of

extrinsic motivation in the beginning of the first semester, but no significant difference was found between ethnicities at the end of the semester.

**Hall, M., Hanna, L., Hanna, A., & Hall, K. (2015). Associations between achievement goal orientations and academic performance among students at a UK pharmacy school. *American Journal of Pharmaceutical Education*, 79(5).**

This 2015 article titled, “Associations between Achievement Goal Orientations and Academic Performance Among Students at a UK Pharmacy School” bases its research on Achievement Goal Theory to find the relationship of goal orientation with academic performance, level of study, and gender. The participants of the study were 93 males and 226 females for a total of 319 MPharm program students who completed the “Attitude Toward Learning and Performance in College This Semester” questionnaire they received via email. A linear regression model was used to analyze the relationship between academic performance and goal orientation. The mean scores for each aspect of goal orientation were calculated and students were labeled as either high performers or low performers based on their average weighted scores. The analysis demonstrated that females were more likely to be categorized as high performers than males. Males and students labeled as low performers on average scored much higher in the work-avoidance dimension of goal orientation than females and high performing students.

**Musa, A. (2013). Gender, geographic locations, achievement goals and academic performance of secondary school students from Borno State, Nigeria. *Research in Education*, 90(1), 15-31.**

This article titled, “Gender, geographic locations, achievement goals and academic performance of secondary school students from Borno State, Nigeria” studied goal achievement theory based on the trichotomous goal framework. The three aspects of goals in this theory are learning goals, performance-approach goal, and performance-avoidance goal. After seeing differences in the motivation and achievement levels of students between Southern and Northern Borno State and also between the male and female students, this study was conducted to test for possible differences in achievement goals and performance caused by geographic locations and gender. The subjects of the

study were 827 randomly selected senior secondary school students ranging in age from 15 to 21 years old. There were 414 males and 413 female subjects. The researchers identified gender and geographic location as the independent variables and achievement goals and academic performance as the dependent variables. These variables were measured using the Hierarchical Model of Achievement Goals scale. The data regarding the effect of differences in sex and gender on the dependent variables was analyzed using MANOVA analysis. The study found that males scored higher on the learning goal scale than females, but no significant difference was found between the genders on the performance-avoidance or performance-approach scales. This led to the conclusion that males tend to be more learning goal oriented than females, which reflects in their higher level of overall academic achievement. Females from Southern Borno were found to have higher learning goal orientation than females from Northern Borno, but no significant difference was found in the learning goal orientation between males based on geographic location.

**Hanrahan, S., & Biddle, S. (2002). Measurement of achievement orientations: psychometric measures, gender, and sport differences. *European Journal of Sport Science*, 2(5), 1-12.**

This article titled, “Measurement of Achievement Orientations: Psychometric Measures, Gender, and Sport Differences” is founded in achievement goal theories and specifically, the differences between task and ego orientations. The purpose of the study was to assess the differences between and accuracy of the four questionnaires used in this field of research. In addition, it studied the possible effects of gender and type of sport on the responses to each of the measures. The subjects of the study were 399 Australian adult competitive athletes with a variety of ages, sport types, and experience at multiple levels of competition. The sports considered were basketball, squash, football, and track and field. The independent variables were gender and type of sport and the dependent variables were the subscales of each of the questionnaires. These variables were measured using a variety of scales, which included the Competitive Orientation Inventory (COI), Sport Orientation Questionnaire (SOQ), Perception of Success Questionnaire (POSQ), and Task and Ego Orientation in Sport Questionnaire (TEOSQ). The data from

each scale was then analyzed using several statistical analyses. The effects of gender and type of sports on each of the scales were analyzed using ANOVAs. The results of the SOQ showed that males scored much higher on the ego and competitive subscales than females. Using the TEOSQ, females scored much higher on the task subscale than males, but there was not a significant difference found on the ego subscale of this measure. The POSQ did not yield any significant results from differences in gender. In regards to the effects of the type of sport on the various subscales, the SOQ, POSQ, and TEOSQ all agreed that track and field athletes scored considerably higher on task orientation than the athletes of the other three sports.

**Skordillis, E. K., Koutsouki, D., Asonitou, K., Evans, E., Jensen, B., & Wall, K. (2001). Sport Orientations and Goal Perspectives of Wheelchair Athletes. *Adapted Physical Activity Quarterly, 18*, 304-315. Retrieved February 26, 2016.**

This article titled “Sport Orientations and Goal Perspectives of Wheelchair Athletes” has its theoretical basis in sport specific achievement orientation theory and achievement goal theory. The purpose of the research was to contrast the sport orientations and goal perspectives of adult wheelchair athletes based on gender and sport type. Therefore, the researchers identified the independent variables to be gender and type of sport and the dependent variable to be the scores of each subscale from the questionnaires. The Sport and Orientation Questionnaire (SOQ) and Task and Ego Orientation in Sport Questionnaire (TEOSQ) were used to measure the variables. The sample was comprised of 34 male marathon runners, 14 female marathon runners, 166 male basketball players, and 29 female basketball players for a total of 243 wheelchair athletes. These athletes, belonging to the USA Disabled Sports Organization, completed and returned the packet of questionnaires to the researcher. The “Statistical package for social sciences for windows” was used to configure statistical analyses on the measures. The effects of gender and type of sport on each subscale were analyzed using MANOVA. Analysis of the SOQ portrayed that males are more likely to be competition orientated and females are more likely to be goal oriented but no difference was found between gender and win orientation. In addition, the SOQ results showed that although athletes of both sports have competitive orientation, marathon runners yielded higher scores for goal

orientation and basketball players yielded higher scores for win orientation. The TEOSQ measure did not find any difference between genders and goal orientation or between type of sport and task orientation. However, marathon runners demonstrated higher scores for ego orientation than basketball players.

**Baric, R., Vlastic, J., & Erpic, S. C. (2014). Goal orientation and intrinsic motivation for physical education: does perceived competence matter? *Kinesiology*, 46(1), 117-126.**

This article titled, “Goal Orientation and Intrinsic Motivation for Physical Education: Does Perceived Competence Matter?” explores the effect of an individual’s perceived competence on his or her intrinsic motivation and goal orientation. This study is based on theory drawn from Achievement Goal Theory and Cognitive Evaluation theory. The main purpose of this research was to determine the possible relationships between goal orientations, intrinsic motivation, and perceived competence in physical education classes. The subjects of the study were 594 students from Croatia who were divided into two groups based on perceived competence level. The Task and Ego in Sport Orientation Questionnaire was used to measure the variables in order to determine the strength of the relationships. The results demonstrated that students with higher perceived competence were more likely to have task-oriented goal orientation and were more likely to enjoy PE class. When differences in gender were compared, it was found that girls overall had higher levels of intrinsic motivation and were found to be more task-oriented in the PE class than the boys. Finally, as a boy’s level of perceived competence was increased, he also became more ego goal oriented.

**APPENDIX D**  
**DEFINITION OF TERMS**

Gender – the state of being male or female

Goal – an objective, aim of some action, or a level of performance (Weinberg & Gould, 2014)

Achievement Goal Theory – branch of achievement motivation theory focused on the effects of achievement goals, perceived ability, and achievement on an individual's motivation (Weinberg & Gould, 2014)

Goal Orientation – perceptual-cognitive frameworks for how individuals approach, interpret, and respond to achievement situations (Janssen & Van Yperen, 2004)

Performance Goal Orientation – dimension of goal orientation that measures success relative to the performance of others in a given task (Anderson & Dixon, 2009)

Mastery Goal Orientation – dimension of goal orientation that measures success as an improvement from personal past performances of a given task (Anderson & Dixon, 2009)

Approach Goals – dimension of goal orientation in which the focus is on achieving competence (Weinberg & Gould, 2014)

Avoidance Goals – dimension of goal orientation in which the focus is on avoiding incompetence (Weinberg & Gould, 2014)



**APPENDIX E**  
DEMOGRAPHIC QUESTIONNAIRE

## PERSONAL STATEMENT QUESTIONNAIRE

Sport: \_\_\_\_\_

Current Athletic School Classification

FRESHMAN

SOPHOMORE

JUNIOR

SENIOR

Gender:      MALE          FEMALE

Race:          CAUCASIAN          AFRICAN AMERICAN          Other \_\_\_\_\_

Age: \_\_\_\_\_

**APPENDIX F**

**SPORT ORIENTATION QUESTION**

## SPORT ORIENTATION QUESTIONNAIRE

## FORM B

The following statements describe reactions to sport situations. We want to know how you *usually* feel about sports and competition. Read each statement and circle the letter that indicates how much you agree or disagree with each statement on the scale: A, B, C, D, E. There are no right or wrong answers simply answer as you honestly feel. Do not spend too much time on any one element. Remember, choose the letter which describes how you *usually* feel about sport and competition. Do not forget to answer the questions on the back of this sheet.

	Strongly Agree	Slightly Agree	Neither Agree or Disagree	Slightly Disagree	Strongly Disagree
1. I am a determined competitor.	A	B	C	D	E
2. Winning is important.	A	B	C	D	E
3. I am a competitive person.	A	B	C	D	E
4. I set goals for myself when I compete.	A	B	C	D	E
5. I try my hardest to win.	A	B	C	D	E
6. Scoring more points than my opponent is very important to me.	A	B	C	D	E
7. I look forward to competing.	A	B	C	D	E
8. I am most competitive when I try to achieve personal goals.	A	B	C	D	E

	Strongly	Slightly	Neither	Slightly	Strongly		
			Agree	Agree	Agree or Disagree	Disagree	Disagree
9. I enjoy competing against others.			A	B	C	D	E
10. I hate to lose.			A	B	C	D	E
11. I thrive on competition.			A	B	C	D	E
12. I try hardest when I have a specific goal			A	B	C	D	E
13. My goal is to be the best athlete possible.			A	B	C	D	E
14. The only time I am satisfied is when I win.			A	B	C	D	E
15. I want to be successful in sports			A	B	C	D	E
16. Performing to the best of my ability is very important to me			A	B	C	D	E
17. I work hard to be successful in sports.			A	B	C	D	E
18. Losing upsets me.			A	B	C	D	E
19. The best test of my ability is very important to me.			A	B	C	D	E
20. Reaching personal performance goals is very important to me.			A	B	C	D	E

	Strongly	Slightly	Neither	Slightly	Strongly		
			Agree	Agree	Agree or Disagree	Disagree	Disagree
21. I look forward to the opportunity to test my skills in competition.			A	B	C	D	E
22. I have the most fun when I win.			A	B	C	D	E
23. I perform my best when I am competing against an opponent.			A	B	C	D	E
24. The best way to determine my ability is to set a goal and try to reach it.			A	B	C	D	E
25. I want to be the best every time I compete.			A	B	C	D	E