Goal Orientations and Perceived Purposes of Physical Education for Secondary School Students

WONG Po Chun

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Philosophy

Principal Supervisor: Dr. CHEUNG Siu-yin

Hong Kong Baptist University

September 2003
ABSTRACT

This study aimed to examine students’ goal orientation and their views on the functions of physical education program. The participants in this study were 1792 secondary school students (948 males and 844 females) with ages range from 12 to 19 years. They completed a Chinese and modified version of the 13-item task and ego orientation in sport (Duda & Nicholls, 1992) and the 46-item perceived purposes of sport (Duda, 1989) questionnaires.

Results indicated that more than half of the students were task oriented and only a third of students were ego oriented. The top four important perceived purposes of physical education program were Enhance Self-Esteem, Social Status/Getting Ahead, Mastery/Cooperation and High Status Career. The most important perceived purposes of participating in physical education program was enhance self-esteem, and the least important was active lifestyle. By utilizing analysis of variance (ANOVA), differences among gender, age group, sport involvement situation and being a team member on two subscales of task and ego orientation of physical education program were examined. Moreover, examining the differences among gender, age group, sport involvement situation, being team member and the four goal profile groups on perceived purposes of physical education were also conducted. Findings reflected that there were significant gender differences on Ego Orientation and Mastery/Cooperation and Active Lifestyle factors. Significant age group differences on high status career factor were found. Higher task orientation and higher mean scores on the seven perceived purposes of physical education factors were found in sports participants than non-sports participants. Furthermore, high task and high ego group was found to have higher mean scores on seven factors than high task and low ego group, low task and high ego group, and low task and low ego profile group.
# TABLE OF CONTENTS

## CHAPTER

DECLARATION ................................................................. i 
ABSTRACT ................................................................. ii 
ACKNOWLEDGEMENTS ...................................................... iii 
TABLE OF CONTENT ......................................................... iv 
LIST OF TABLES ........................................................... vii 
LIST OF FIGURES .......................................................... viii 

### 1. INTRODUCTION ....................................................... 1

Statement of the Problem .............................................. 5 
Hypotheses ................................................................. 5 
Definition of Terms ..................................................... 6 
Delimitations .............................................................. 7 
Limitations ................................................................. 8 
Significance of the Problem ........................................... 8 

### 2. REVIEW OF LITERATURE ........................................... 11

Importance of Physical Education Program in Secondary School .... 11 
Relationship between Achievement theory and Goal Orientation ..... 15 
  Importance of Goal Orientation theory ............................ 15 
  Two subscales in Goal Orientation .................................. 16 
  Characteristic of Task and Ego Orientation ........................ 17 
  Studies of Goal Orientation ........................................ 19 
  Studies of Goal Orientation and Perceived Purpose of Sport ... 19 
  Influence of Age and Gender in Goal Orientation ............... 22 
Importance of Perceived Purpose of Physical Education Program .... 23 
  Influence of Age and Gender in Perceived Purpose of Sport ... 24 
Summary ........................................................................... 25 

### 3. METHODOLOGY ......................................................... 27 

Subjects ........................................................................... 27 
Measures .......................................................................... 27 
  Goal Orientations ....................................................... 27 
  Perceived Purposes of Physical Education Program ............ 28
Procedures ................................................................. 29
Pilot study ............................................................... 29
Main study ............................................................... 29
Data Analysis ............................................................ 30
Pilot study ............................................................... 30
Main study ............................................................... 31
   Analysis in Task and Ego Orientation in Sport ........... 31
   Analysis in Perceived Purposes of Physical Education
   Program .............................................................. 32
   Factor Analysis in Chinese Version of the two
   questionnaires (Task and Ego Orientation in Sport and
   Perceived Purposes of Physical Education Program) ..... 33
4. ANALYSIS OF DATA .................................................. 34
Results ................................................................. 34
Pilot study ............................................................... 34
   Clarifying Task and Ego Orientation in Sport
   Questionnaire (TEOSQ). ......................................... 34
   Clarifying the Perceived Purposes of Physical Education
   Program (PPPEP) Questionnaire ............................... 36
Main study ............................................................. 39
   Internal Reliability Test of Two instruments ............... 39
   Correlation among the factors in Perceived Purposes of
   Physical Education Program ................................. 40
Descriptive statistic ................................................... 41
   Distinguish the Goal Orientation Category ................ 41
   Differences among gender, age group and sport
   involvement on goal orientation ............................ 44
   Differences among gender, age group and sport
   involvement on the perceived purposes of physical
   education program ............................................. 45
   Team membership and goal categories on the perceived
   purposes of physical education program .................. 48
Factor Analysis .................................................................................. 53
Task and Ego Orientation in Sport Questionnaire ......................... 53
(TEOSQ) ...................................................................................... 53
Perceived Purposes of Physical Education Program .................... 54
(PPPEP) Questionnaire ................................................................. 54
Discussions ..................................................................................... 58
5. SUMMARY AND CONCLUSIONS .............................................. 65
  Summary of Results .................................................................. 65
  Conclusions .............................................................................. 68
  Recommendations for Further Studies ....................................... 69
APPENDIX ..................................................................................... 71
  A. Items weighted in two subscales of Task and Ego Orientation in Sport .... 71
  B. Items weighted in seven factors of Perceived Purposes of Physical
     Education Program .................................................................. 72
  C. Task and Ego Orientation in Sport and Perceived Purposes of Physical
     Education Program Questionnaires (Chinese Version) .............. 74
  D. Letter to the Principal of Secondary School .............................. 79
  E. Informed Consent Form (Chinese Version) ............................... 80
REFERENCES ............................................................................. 81
CURRICULUM VITAE .................................................................. 90