Abstract

This study examined the relationship between achievement and social goals, and explored how both goals affect students' level of informed self-determination in Physical Education. Participants were 395 high school students. Three scales were used to assess achievement, social goals, and motivation. Several hierarchical regression analyses revealed that mastery-approach goals were the greatest contributors to the individuals' levels of self-determination. Achievement and social goals were found to be separate predictors of students' levels of self-determination, and this highlights the importance of separating mastery and performance goals into avoidance and approach profiles. Girls reported significantly higher values than boys on responsibility, relationship, and mastery-avoidance goals, whereas boys scored higher on performance-approach goals. Researchers could use achievement and social goals to study students' motivation and achievement in Physical Education settings.