



Longitudinal and Cross-Sectional Study of 3x2 Achievement Goals and Self-Determination in the Physical Education Setting

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Abstract

The main objectives of the seven empirical studies which make up this thesis are: 1) to analyse the evolution of the 3x2 achievement goals model and study the patterns of relationship with outcome variables such as motivational regulations, basic psychological needs and emotional intelligence; 2) to examine the differences with respect to age and gender, and 3) to validate an emotional intelligence questionnaire in the physical education setting. The sample for the cross-sectional studies consisted of 1689 students ($M=13.25$), while the longitudinal studies involved 282 students ($M=13.03$). The instruments used were: 3x2 achievement goals questionnaire (3x2 Achievement Goals Questionnaire in Physical Education), friendship goals questionnaire (RGQ-F), perceived locus of causality scale (PLOC), basic psychological needs measurement scale (BPNES), positive and negative affect questionnaire (PANAS-C), satisfaction with life scale (SWLS) and an emotional intelligence questionnaire. The results of the cross-sectional studies show that as age increases all six achievement goals decrease and that males score higher in other-approach goals and task-approach goals. The emotional intelligence questionnaire fits the data well and replicates the three initial factors. The longitudinal studies reveal positive correlations of all 3x2 achievement goals with competence. Similarly, two clusters are included. The first cluster has a high profile on emotional intelligence, intrinsic motivation, identified regulation, introjected regulation, basic psychological needs, friendship goals, positive affect and satisfaction with life. The second shows a low profile in all variables. The final conclusions support a more adaptive pattern of task-approach goals, friendship-approach goals and the three factors of emotional intelligence with respect to motivational, emotional and wellbeing variables. Finally, a number of teaching implications are suggested.

Keywords: achievement goals, emotional intelligence, motivational regulations, physical education

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Climbers ascending to the
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