

Table 1

Studies and Measures of Goal Orientation

Study	Measure	Factors	Sample
Butler (1987)	causal attributions	2	children
Diener & Dweck (1978)	causal attributions	2	children
Diener & Dweck (1980)	causal attributions	2	children
Light & Dweck (1984)	causal attributions	2	children
Elliot & Dweck (1988)	task choice	2	children
Smiley & Dweck (1994)	task choice	2	children
Ames & Ames (1981)	manipulation	2	children
Butler (1992)	manipulation	2	children
Harackiewicz et al. (1987)	manipulation	2	children
Stipek & Kowalski (1989)	manipulation	2	children
Butler (1993)	manipulation	2	undergrads
Elliot & Harackiewicz (1994)	manipulation	2	undergrads
Harackiewicz & Elliot (1993)	manipulation	2	undergrads
Jagacinski & Nicholls (1984)	manipulation	2	undergrads
Jagacinski & Nicholls (1987)	manipulation	2	undergrads
Koestner & Zuckerman (1994)	manipulation	2	undergrads
Ryan et al. (1991)	manipulation	2	undergrads
Elliot & Harackiewicz (1996)	manipulation	*3*	undergrads
Stevens & Gist (1997)	training condition	2	adults
Duda & Nicholls (1992)	MOS	2	children
Ablard & Lipschultz (1998)	PALS	2	children
Kaplan & Midgley (1997)	PALS	2	children
Duda (1989)	own (TEOSQ)	2	children
Bare-Eli et al. (1995)	TEOSQ	2	children
Vlachopoulos et al. (1997)	TEOSQ	2	children
Rascle et al. (1998)	PSQ	2	children
Ames & Archer (1988)	own	2	children
Meece et al. (1988)	own	2	children
Skaalvik	own	*3*	children
Button et al. (1996)	own	2	undergrads
Colquitt & Simmering (1998)	Button et al. (1996)	2	undergrads
Fisher et al. (1997)	Button et al. (1996)	2	
	Boyle & Klimoski (1995)	2	undergrads

Fisher & Ford (1998)	Button et al. (1996)	2	undergrads
Ford et al. (1998)	Button et al. (1996)	2	undergrads
Phillips & Gully (1997)	Button et al. (1996)	2	undergrads
Facteau et al. (1997)	GI	2	undergrads
Koestner & Zuckerman (1994)	LOGO	2	undergrads
Hofmann & Strickland (1995)	MOS	2	undergrads
Rhodewalt (1994)	PGSS	2	undergrads
Greene et al. (1996)	TEOSQ	2	undergrads
Newton & Duda (1995)	TEOSQ	2	undergrads
King & Williams (1997)	TEOSQ	2	undergrads
Mills (1996)	TEOSQ	2	undergrads
Roberson et al. (1998)	own	†	
	Button et al. (1996)	2	undergrads
Archer (1994)	own	2	undergrads
Miller et al. (1993)	own	2	undergrads
VandeWalle (1997)	own	*3*	undergrads
Sujan et al. (1994)	own	2	adults
Martinez-Pons (1998)	GI	2	adults
Kohli et al. (1998)	Sujan et al. (1994)	2	adults
VandeWalle et al. (1998)	Sujan et al. (1994)	2	adults
Myers et al. (1997)	Button et al. (1996)	2	adults
VandeWalle & Cummings (1997)	VandeWalle (1997)	*3*	adults

Note. PALS = Patterns of Adaptive Learning Survey (Midgley, Maehr, & Urdan, 1995); TEOSQ

= Task and Ego Orientation in Sport Questionnaire (Duda, 1989); PSQ = Perceptions of Success

Questionnaire (Roberts & Balague, 1991); MOS = Motivational Orientation Scales (Nicholls,

1989); PGSS = Personal Goals in School Scales (Nicholls, Patashnick, & Nolen, 1985); GI =

Goal Inventroy (Roedel et al., 1994); LOGO = Learning-Orientation/Grade-Orientation scale

(Eison, 1981).

† measured seven dimensions that a higher-order factor analysis showed to load on learning goal

and performacne goal (avoid and prove) factors.

Table 2

Factor Pattern of Academic Goal Orientation

		Factor		
		1	2	3
3.	I enjoy challenging and difficult tasks in school that allow me to learn new skills	.06	.76 ^a	.06
5.	I am willing to select a challenging school assignment that I can learn a lot from	-.23	.66 ^a	.10
1.	For me, development of my academic ability is important enough to take risks	-.01	.45 ^a	-.28
4.	I often look for opportunities to develop new skills and knowledge in school	.04	.42 ^a	-.35
2.	I prefer to be in situations in school that require a high level of academic ability and talent	.34	.42 ^a	-.22
2.	I try to figure out what it takes to prove my ability to others in school	-.05	-.04	-.70 ^b
4.	I'm concerned with showing that I can perform better than other students	.04	-.05	-.64 ^b
3.	I enjoy it when others in my classes are aware of how well I am doing	-.06	.01	-.62 ^b
1.	I prefer to work on school projects that allow me to prove my ability to others	.32	.23	-.32 ^b
2.	I would avoid taking on a new task in school if there was a chance that I would appear rather incompetent to others	.73 ^c	-.32	-.06
1.	I prefer to avoid situations in school where I might perform poorly	.63 ^c	.03	.12
3.	I'm concerned about taking on assignments in school if my performance would reveal that I have low ability	.59 ^c	-.42	-.28
4.	In school, avoiding a show of low ability is more important to me than learning something new	.25 ^c	-.14	-.06

Note. Item numbers indicate the order in which the items were presented, within scales. ^a Learning goal. ^b Prove goal. ^c Avoid goal.

Table 3

Factor Pattern of Athletic Goal Orientation

	Factor		
	1	2	3
5. I am willing to practice a challenging sport to learn a new skill	.88 ^a	.03	.04
4. I often look for opportunities to develop new athletic skills and knowledge	.77 ^a	.02	-.10
3. I enjoy challenging and difficult tasks in sports, and situations in sports, that allow me to learn new skills	.71 ^a	-.06	-.16
1. For me, development of my athletic ability is important enough to take risks	.69 ^a	.05	-.12
2. I prefer to be in situations in sports that require a high level of athletic ability and talent	.48 ^a	-.27	-.42
4. I'm concerned with showing that I can perform better than other athletes	-.07	-.02	-.70 ^b
1. I prefer to participate in sports that allow me to prove my athletic ability to others	.11	-.03	-.70 ^b
2. I try to figure out what it takes to prove my athletic ability to others	.15	.12	-.63 ^b
3. I enjoy it when others are aware of how well I am doing in sports and athletics	.17	.14	-.52 ^b
3. I'm concerned about participating in sports if my performance would reveal that I have low ability	.04	.81 ^c	-.11
2. I would avoid participating in a sport if there was a chance that I would appear rather incompetent to others	-.01	.78 ^c	-.07
1. I prefer to avoid situations in sports where I might perform poorly	.03	.77 ^c	.14
4. In sports, avoiding a show of low ability is more important to me than learning a new skill	-.38	.39 ^c	-.24

Note. Item numbers indicate the order in which the items were presented, within scales. ^a Learning goal. ^b Prove goal. ^c Avoid goal.