

Statistical Data Analysis of Student Goals

Recent evidence has shown that across a range of subject areas, undergraduates have different reasons for studying as they progress through their degree programs. 1) Students initially focus on understanding (mastery goals) and move to a more grade-oriented focus (performance goals) in later years and 2) students tend to demonstrate greater intrinsic motivation (e.g., interest and enjoyment) during their earlier studies rather than during the latter stages of their programmes.

The aim of this research is to examine whether this is the case, whether this differs for different subjects and/or different genders.

The questionnaire is given on the next page.

Student Survey

Thank you agreeing to help us out with this short questionnaire. It should only take a few minutes to complete but please read the questions carefully before answering.

Please fill in the circle as appropriate. Enter your year of study, age, sex and your actual or intended honours subject(s)

Year of study	1	2	3	4	Age		Male	Female
							0	0
Main subject(s) studied								

Please answer the following questions. There are no right or wrong answers, just answer each question as honestly as you can. Fill in the circle that corresponds to your level of agreement

Please indicate your level of agreement where a score of 1 represents “not true of me” and 7 represents “very true of me”	Not true of me				Very true of me		
	1	2	3	4	5	6	7
My goal in this class is to avoid performing poorly	1	2	3	4	5	6	7
I am often concerned that I may not learn all there is to learn in this class	1	2	3	4	5	6	7
Sometimes I’m afraid that I may not understand the content of this course as thoroughly as I’d like	1	2	3	4	5	6	7
It is important to me to be better than other students	1	2	3	4	5	6	7
I want to learn as much as possible from all my courses	1	2	3	4	5	6	7
It is important to me to do well compared to others in my courses	1	2	3	4	5	6	7
I worry that I may not learn all that I possibly could in my classes	1	2	3	4	5	6	7
I desire to completely master the material presented in my courses.	1	2	3	4	5	6	7
My fear of performing poorly is often what motivates me	1	2	3	4	5	6	7
My goal in my courses is to get a better grade than most of the other students	1	2	3	4	5	6	7
It is important for me to understand the content of my courses as thoroughly as possible	1	2	3	4	5	6	7
I just want to avoid doing poorly in my courses.	1	2	3	4	5	6	7
On the whole, I expect my courses this semester to be very interesting	1	2	3	4	5	6	7
On the whole, I expect my courses this semester to be very enjoyable	1	2	3	4	5	6	7
For university courses, one possible goal is to understand the material, another is to get a good grade. What is the <i>relative</i> importance of each to you? Specifically, where on the following scale would you locate your feeling, between being primarily concerned with grades at one extreme (the right) and primarily concerned with understanding at the other (the left). Circle as appropriate.							
Primarily understanding		Equal importance				Primarily grades	
1	2	3	4	5	6	7	

Thank you for your help!

Taken from: Elliot, A. J. and McGregor, H. A. (2001). A 2 x 2 achievement-goal framework. *Journal of Personality and Social Psychology*, 80, 3, 501-519.

Performance approach questions

1. It is important to me to be better than other students.
2. It is important to me to do well compared to others in my courses
3. My goal in my courses is to get a better grade than most of the other students.

Performance avoidance questions

4. I just want to avoid doing poorly in my courses.
5. My fear of performing poorly is often what motivates me
6. My goal in this class is to avoid performing poorly

Mastery-Approach

7. I want to learn as much as possible from all my courses
8. I desire to completely master the material presented in my courses.
9. It is important for me to understand the content of my courses as thoroughly as possible

Mastery-Avoidance

10. I worry that I may not learn all that I possibly could in my classes
11. Sometimes I'm afraid that I may not understand the content of this course as thoroughly as I'd like
12. I am often concerned that I may not learn all there is to learn in this class

Random order: 6, 12, 11, 1, 7, 2, 10, 8, 5, 3, 9, 4