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## Empirical evidence for multiple goals: A gender-based, senior high school student perspective

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### Abstract

This exploratory study examined the range of gender-based achievement motivation patterns evident in a group of Australian final year high school students. Single, dual and multiple goal complexes were compared, enabling an evaluation of the relative impact of each of the goals on these patterns, as well as their relationships with academic self-efficacy, self-regulation and affective responses. A self-report survey measuring achievement goals, academic self-regulation, academic self-efficacy and affective distress was completed. Analyses of variance, cluster analysis and post-hoc comparisons were used to examine group differences. Gender differences in motivational goal patterns were identified, particularly with respect to the performance-approach goal. The dual task/performance-approach goal orientation reflected overall the most productive pattern of achievement motivation, and this was superior to the single task-mastery goal cluster. The performance-avoidance goal orientation exerted a strong negative effect, regardless of its combination with task or performance-approach goals. The traditionally held view that the single, task-mastery goal orientation is the most productive approach was not supported.

[Link to full text paper pdf \(75KB\)](#)

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