

Running Head: ACHIEVEMENT GOAL PROFILES IN RUGBY

[To identify the achievement goal profiles of junior rugby players and to explore the differences
between male and females]

by

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CHAPTER 03: METHODOLOGY

A research based study will not be able to reach its completion to a conclusive analysis unless and until a carefully-administered research methodology is inculcated within its fold. Research based studies usually adopt either a qualitative research methodology or a quantitative one. This particular research employs a mixed research methodology wherein both primary and secondary data will be analyzed. Mixed research methodologies are especially useful in studies where there is a need to obtain first-hand data on the basis of formerly-organized theoretical understandings. This research based study incorporates a survey analysis in the form of an ego and task orientation questionnaire that was administered on 28 children (both male and female) in years 4 (7 males and 7 females) and year 8 (7 males and 7 females) in order to assess their achievement goal profiles and study their motivations in the rugby sports respective of their genders. The sample size of the research will comprise of two separate groups belonging to each of the years 4 and 8, respectively. Each group will have a set of 14 members, 7 females and 7 males. The first group of the year 4 must have 8 to 9 year old kids while the second group will include bigger age groups of about 12 to 13 old kids.

The survey is based on a Perception of Success Questionnaire (POSQ) based on its confirmed reliability and validity in the realms of investigations and research based speculation in the sports area. As developed by Roberts, Treasure, and Balague (1998), POSQ is a measure of evaluating a person's goal orientations about ego-involving factors and task-involved goal orientations related to sports. The POSQ has been a valid instrument for measuring goal orientations in sport and shows confirmed reliability in the context of establishing similar results

each time (Perreault et.al, 1998, pp. 337-347). Exploratory and confirmatory validity are the two advantages that makes POSQ one of the most feasible types of survey analysis for matters related to sports and its underlying achievement profiles' investigations. Dispositional achievement goal orientation can particularly be assessed in a very decent fashion in case the Perception of Success Questionnaire is administered; it is said to have a very stable structure of the factors and a fairly-applicable internal consistency. Moreover, in order to facilitate a sound understanding development for the case, secondary research methods gave some insights into the causes of decline in motivation to participate in sports or other physical activities after the age of 14 years especially in female players (Perreault et.al, 2007, pp. 437-450).

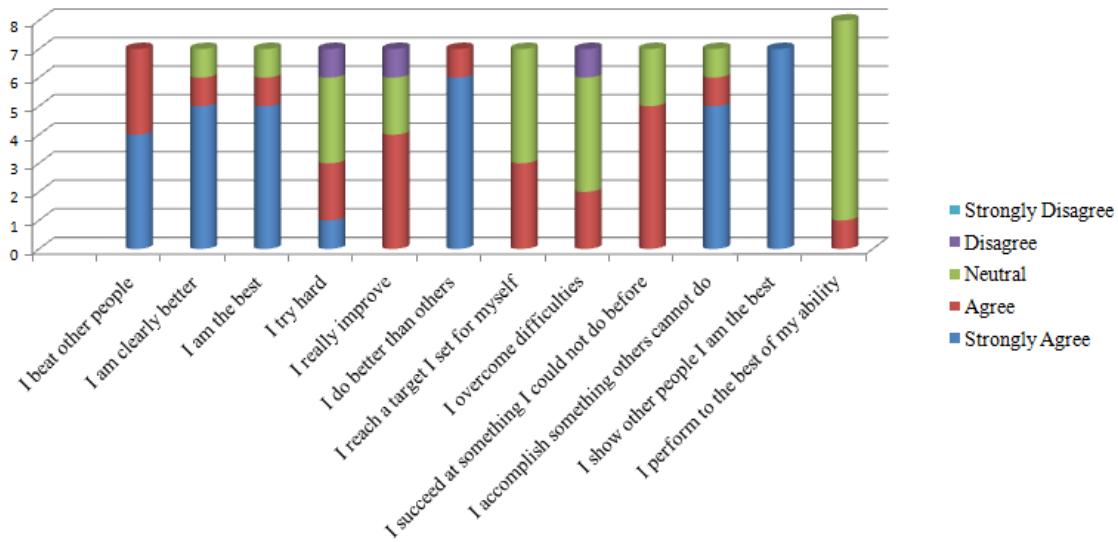
In the context of mentioning the adopted research methods, it is important to consider the issues of validity and reliability that may arise in this context. The reliability of the questionnaire adopted for this research is consistent and steady in measuring what it ought to measure. The reliability of the test entirely depends upon the strictness with which the test is conducted along with motivational extents of each individual to undergo the prescribed methodology (Morris, 1979, pp. 17-24). As far as the test's validity is concerned, it refers to the degree to which the administered method measures what it ought to measure and the extent to which the drawn inferences, conclusive thoughts and other ideas are meaningful with respect to the basis of the scores. It provides a means to monitor the effects of motivational desires and achievement profiles of rugby players with respect to each gender based orientation with perception and attitudes. The research findings obtained will demonstrate an understanding about the perceptions of each gender regarding their opinion about their achievements goals while laying out different perceptive understandings about their personal successes.

The advantages of questionnaires seem to relate to the fact that they are more objective than any other data-collection method since the responses of a questionnaire are gathered in a very standardized manner. Along with being a quick source of collection of information, the questionnaires are usually easier to administer. While in some areas of psychological realms and even to sporting arenas, there are some typical questionnaires which might take a little longer time to administer and analyze. The potential sample size in case of a questionnaire can be substantially bigger since one single questionnaire can be handed over easily to many respondents at the same time (Sabo et al., 2005, pp. 5-23). In the case of this research, we will be able to see that based on our understanding of the questions; the responses adhere to laying out concise information that can truly add to the feasibility of our study along with making it reliable and understandable. The concerns with questionnaires is that sometimes, the participants superficially answers or responds to the questions which is why it is recommended to avoid giving too long questions in the questionnaire. This has been duly considered in this context, which is why the questions are limited in number so as to derive responses to a satisfactorily level.

CHAPTER 04: FINDINGS AND ANALYSIS

Before progressing towards a formal discussion based on the obtained responses, it is essential to interpret the findings obtained in the form of illustrating the graphical statistics that have been obtained after the respondents reviewed the questionnaire and answered it. The interpretative section is divided into four parts; each dealing with the interpretation of results for year 4 males, year 8 males, year 4 females and year 8 females, respectively.

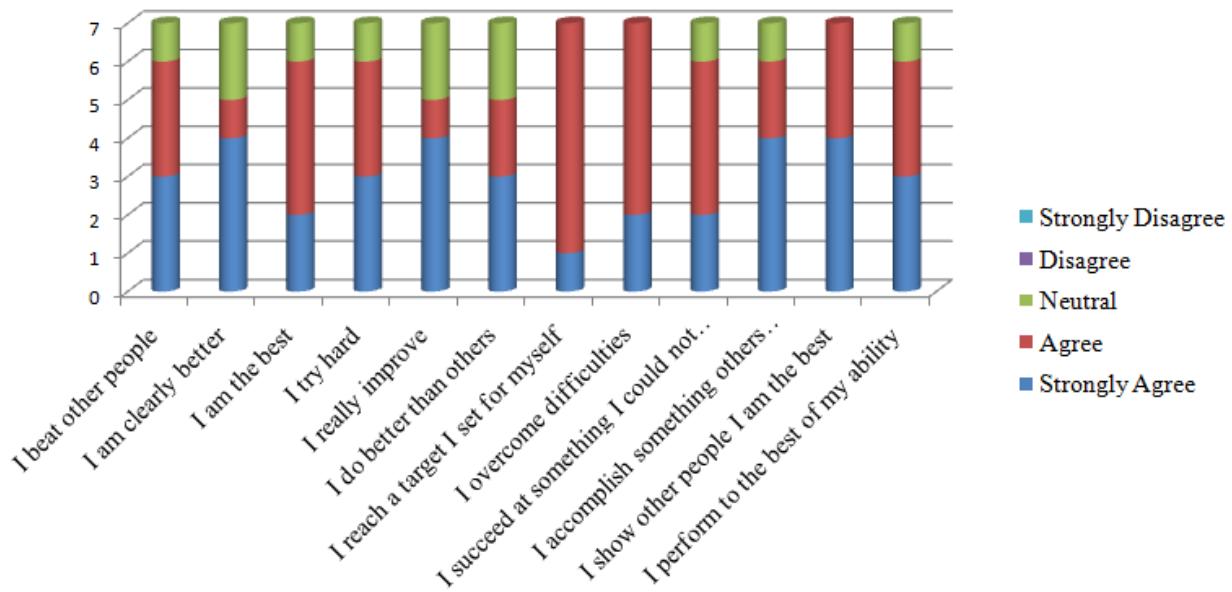
Total results for year 4 Males:



The year-4 males were asked about the factors or conditions that make them feel “successful” while at play. In case of playing rugby, there are various instances in which the players may or may not feel themselves to be victorious or successful. Majority of the respondents felt successful when they beat other players; which shows a sense of superiority over others invoke their spirits and makes them feel they have conquered others. Most of them also feel successful when they feel they are clearly better than others; which lays out that their inner

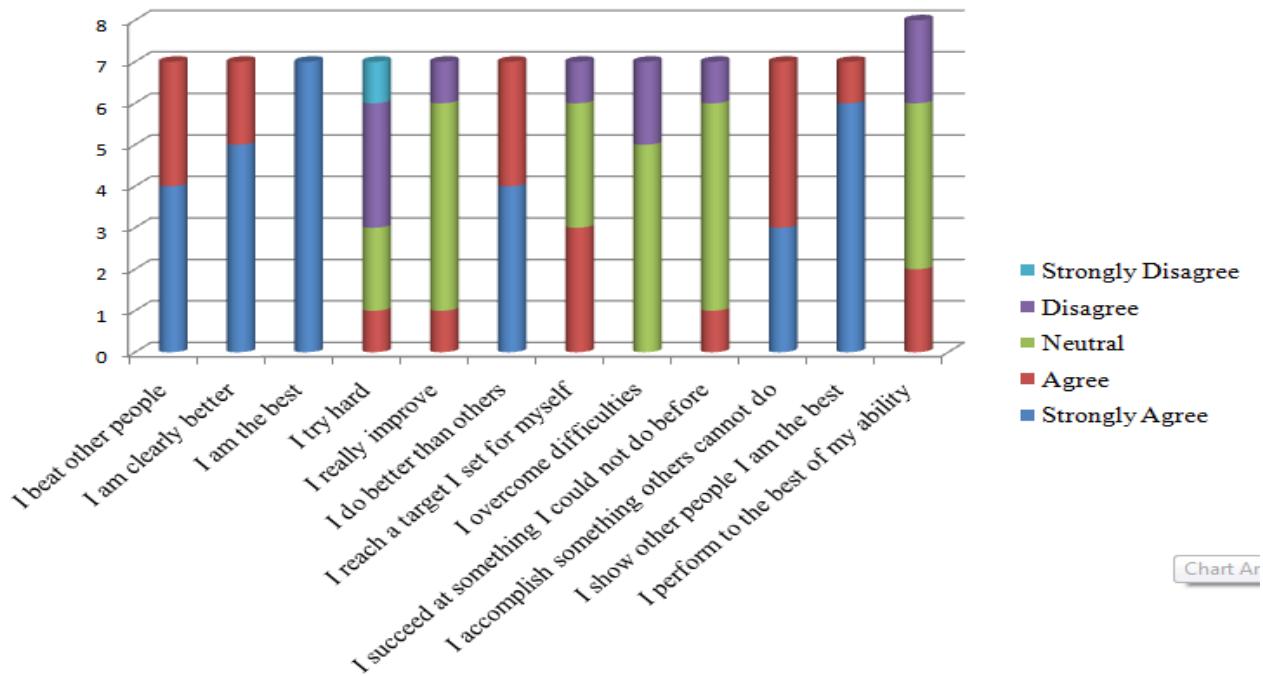
superiority must be reflected in realistic gains over their contenders which will surely be a source of inner support for them. Most of the respondents came in with an “I-am-the-best” attitude; they posited that they feel successful when they are able to prove that they played in the best manner; this shows that year 4 males came in with an approach that they have to do nothing but the very best, while at play. The other responses were also based on a male-dominant attitude towards triumph in which males tend to focus more on showing it to others that they are the best at playing a certain sport. They also showed a tendency that for them, meeting personal goals held “less importance” than showing it off to others. Their primary motive behind being triumphant was to prove their mettle to others. To one of the factors, all of our seven respondents contended that they feel most successful when they are able to prove to others that they are certainly the best at playing rugby. This feeling can be related to their masculinity and manliness, which is quite dominant in the play ground, as well.

Total results for year 4 Females:



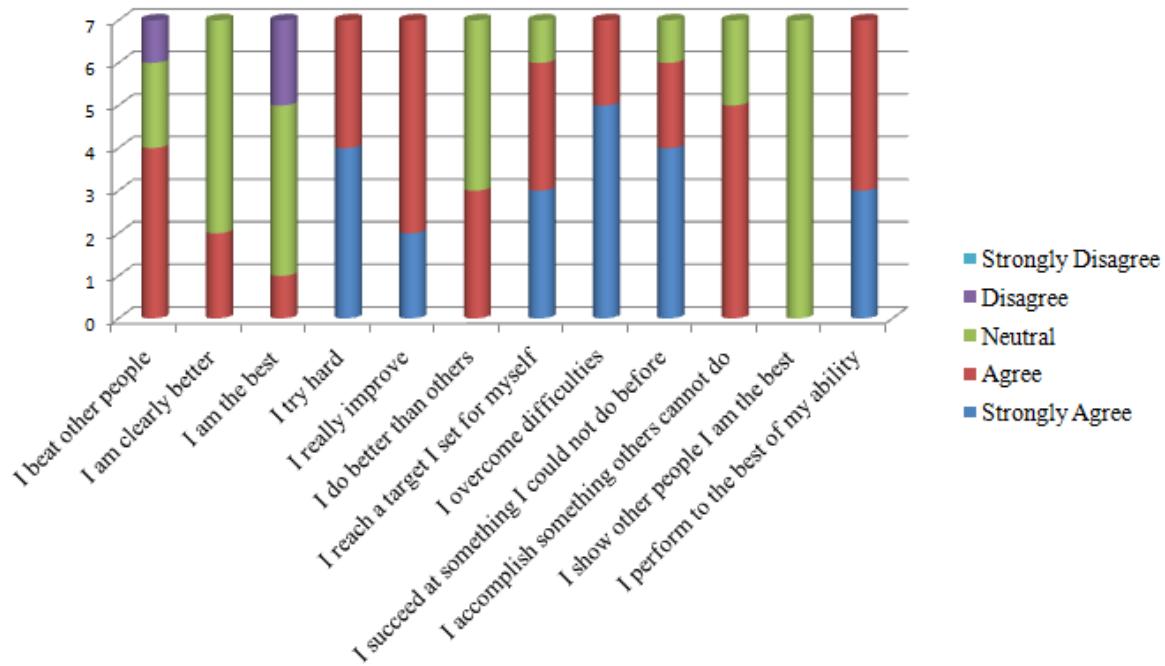
Based on asking similar questions with year-4 females, let us now see what they have to say in this regard. The most evident differentiating factor between the two respondent groups was that while boys focused more on “showing to others that they were the best”; what matters more to females was that they reached a target or goal that they had set for themselves. Moreover, this also suggested that females tend to place more importance in personal accomplishments than males. Their drive and desire to overcome difficulties also come from this similar attitude which tends to differentiate them from their male counterparts. Year-4 females were also maintaining that they tend to feel successful whenever they accomplish something others cannot. This is a circumstance that truly indicates their commitment towards meeting their “own” benchmarks. Their personal desires to winning competitions are often superseded by the collective interest in their games. This is most probably the reason why such age groups were of the view that for them, personal satisfaction and gratification matters more than what the others say. This is most certainly one of the best feelings that they must nurture because if they keep an ear to what people will say, they will not be able to perform in the play ground.

Total results for year 8 Males:



As far as the results of year-8 males are concerned, majority of the males were of the opinion that when they beat others at play, they feel triumphant. This can be compared to the year-4 males; which is why similar distinguishing factors can be indicated. These males were also of the view that when these people feel they have outshone others at play, they feel they are doing something very good. This feeling also tends to relate to the perception of “being the best” that develops in them once they feel they have outperformed others. Other respondents were neutral to the factor of “I really improve”; indicating that they may or may not be particularly concerned about improvements as long as they can show their strength and playing skills to others. Overcoming difficulties is sometimes a triumphant achievement while sometimes, it is not. Their feeling of outperforming others also rests on the belief that they were able to do something that they could not do or achieve before.

Total results for year 8 Females:



As far as the responses of year-8 females were concerned, they were of the view that while remaining unbeaten is indeed a significant factor that motivates them while being on the fields, it is performing to the best of one's own abilities that certainly is more essential to winning than only remaining victorious. Winning is important but what is more significant, in the opinion of these females, was an approach towards trying to win at all ties, even when one fails to achieve it. A larger number of these respondents were also of the view that self-improvement is an essential factor that motivates them. If these females are out there playing to the best of their abilities and skills, it is quite pertinent that they have a desire to outshine others in most of the situations. While playing rugby on the fields, these females were of the opinion that when they are able to overcome difficulties that come in their way of playing rugby, including both a lack of facilities and opportunities or the self-fallacies, they tend to feel successful as if equivalent to winning the inner battles they face. It is with this motivation that

they tend to outcast their contenders and face internal milestones, as well. Pre-dominantly a male-oriented game, rugby involves encouraging participation and willingness to take part in the form of larger teams which fosters such feelings of cohesion and greatly impacts upon the individualistic motivations and satisfaction levels.

Discussion

Rugby is a fast-paced, full-contact sport which is largely unsafe since it is usually played with minimal protective pads. Being conscious about the physicality of the sport and its underlying aggressiveness, rugby is primarily considered to be a masculine sport, in the larger context. With little media highlight and popularity, women began playing the sport of rugby in the year 1991, while U.S. was the first country to have established an international repute (Morris, 1979, pp. 17-24.). However, ever since that time onwards, females continue to be repressed in the given sport, predominantly owing to the perception that is fairly male-oriented. While this has resulted in limited female representations as rugby players, it also affects the quality of their skills and results in a feeling of utter de-motivation for them. The most important disturbance that is created due to limited female participation is because these females do not feel motivated any longer, to take part in any sports activities particularly in rugby. While the historic exclusion of female players from contact sports has been on a somewhat declining stage; increasing popularity of women in the rugby sporting competitions is surely heartening as a token of encouragement for both females who are already playing in the field and those who are newcomers.

College level participation tends to be more unequal in men and women's sports. There is a completely different calibre of athletes when it comes to participation in the rugby sports' competitions. Females who know the game very well, understand its intricacies and are physically prepared to stand the challenges in cases of higher level competitions in rugby sports tend to be motivated through the competitive scenarios, no matter what comes in their way to achieving excellence and skilful victories. Owing to better quality of women players, more people want to see females participating in sports activities now than in the past years. This factor has also gained much television time to female sporting competitions, more than what was telecasted a little while back (Duda, 1989, pp. 318-335). The influences on television times also suggest that women tend to gain more importance in sports activities in recent times this is also a very motivating factor for new comers.

The illegitimate impact of more "men's sports shows" being telecasted on the television was, in popular opinion, not fair enough to do justice to the female contenders. This is because women are just as important as men are. Owing to the fact that in normal circumstances, women's programs have not been around for as long as men's which is most probably the reason why agencies, administrators and general spectators tend to overlook female-based sporting activities giving excuses such as salary shortages, coaching positions and less television times. However, the situation is initiating to be even-out more than ever before. Now every odd channel has some girls' sports event being telecasted. While our major concern is far more diverted than such a trivial matter of debates over television times, it is indeed a factor that can motivate or stimulate more girls into the rugby sports and likewise. It is a channel through which female representation in rugby sports and in other sporting activities could be improved (Sabo et al., 2005, pp. 5-23).

The biggest channel where you can compare major discrepancies between men and women participation is the sports of rugby and basketball. While, females tend to express themselves in a fairly new manner when they play their hands on rugby, it is a very unique sport that fosters relationships between women and tends to encourage the virtues of teamwork; it is surely less-promoted at college levels than is the case with boys' participation in rugby. However, since rugby involves the formation of larger number of teams, it allows for providing equal opportunities for females to express themselves, and face suppressive attitudes. Factors such as salary increment and more airtimes are definitely important milestones that can greatly work in motivating more females into this game.

Gender segregation has been a concept thoroughly nurtured by people who are conservative; they seem to view women as fragile beings which should not be given enough space and scope in contact sports, as it contradicts with their physical delicateness. This concept is rather seen as an opportunity by the women activists, in other sectors, who see it as an opportunity rather a threat. If this same concept develops in the realms of sports, most prominently the rugby sporting competitions, things would eventually get better. The involvement of physical differences between genders and its consecutive association to sports-related achievement goals is definitely not a good idea until all the players are trying hard on to winning with an "attitude" (Perreault et.al, 1998, pp. 337-347).

The distinctive physical nature of women's rugby is one of the most important factors that tend to create a stereotypical view regarding their participative restrictions. The experiences involving a shared playing of rugby sports with an inter-play between the mind and heart appears to be a phenomenon that is mostly shared by the female players as part of team working spirits. This is indeed, motivating for them to play alongside males and win with a glorious feat. While

this communal connection, as a result of shared bondage between female players, inhibits a strong communal revamping which must be assuring these players of a brighter communal citizenship; it is perhaps overlooked and not seen with a broad-minded attitude, at all. Paradoxically, female rugby players develop the sense of community which largely appears to have stemmed from an intense physical reprimand that they subject each other, while playing on the ground.

Rugby sports continue to be a male-oriented sporting competition. It is however, a false notion that female are not seeking avenues to participate in rugby sports as much as men do. Eventually, female participants need to take greater parts in the sports, only if adequate facilities and chances are available before them. Owing to poverty, these females are mostly not accessing the training facilities and other such avenues at an equal pace as men do; resulting in a lack of sporting activities on their behalf. However, females tend to gradually make their way to rugby as much as men are, provided by the fact that are gradually been encouraged to take as much part as possible. This feeling and sense of belongingness to the sports arena inculcates and nurtures a spirit of citizenship in them whereby they believe they can outshine and outcast others. Rugby sports can benefit women and girls in a wider context, since it is a viable tool to address gender equality and resolve the issues concerning gender bias and prejudices. It is, in some way, a reinforced answer to the controversies raised by conservative men regarding the exclusion criterion of women from contact sports (Morris, 1979, pp. 17-24.). While the sport participation can result in many benefits, as enlisted below, it can also assure motivational performances, one that is marked by a stronger commitment towards victory:

- Enhancing well-being and the health of players;

- Fostering team's empowerment and morale;
- Facilitating inclusion and integration in the social context;
- Challenging gender norms and addressing prejudices; and
- Providing opportunities for achievement and leadership.

Sports programs involving females reduce social isolations and exclusions that women experience, specifically females who cannot attend formal trainings and live in poverty. These girls are already having low self-esteem owing to their financial constraints and impoverished households, and tend to be easily broken down. For them, an increased level of opportunity means a marginalization into the society wherein they can have a marginalized opportunity towards performing to their fullest potentials. Connecting them to their gender based prejudices and making them feel "abandoned" can be the worst action ever. Rugby, although involving aggressive contact, should not therefore, hinder in the social, educational and intellectual development of these females. They must be given equal opportunities to play alongside males in their quest for better achievement goals.

Empowering girls in rugby sports enables these female players to make strategic choices in their lives whereas previously, their scope of development was fairly limited. Self-esteem in lieu of growing sports opportunities makes these females fairly motivated in their quest of gaining more empowering advantages as compared to their male counterparts. Feelings of self-worth and self-appraisal result as soon as females tend to establish a feeling that their skills are not going unappreciated and unnoticed. Gender bias in the rugby sports and beliefs about gender norms often results in feeling of inadequacy and lack of confidence which shatters their desire to outperform and shine as better players. This further aggravates into grave societal

mishaps and conducts while nurturing aggression and repressed feelings amongst women. Together, these feelings can impact upon the females in a very adverse manner as they feel disempowered, lacking the strength and confidence to clinch to their inner achievement objectives and possibilities, and to make enough choices so that these objectives can fairly be realized and materialized.

The report fairly established upon the thoughts that relates to the need and desire of empowering women community to play to their heart's consent, especially in the realms of rugby and other sports. Self-perception, self-efficacy, self-worth, enhanced personal freedom and self-empowerment will result once these female rugby players are allowed to broaden their horizons by participating in international rugby competitions. These female participants need to believe that there are, in no way, unequal to the male counterparts and that achievement does not rely on physical strengths but on the sole commitment towards trying again and again. Relationship between sport participation and self-empowerment has been an established notion that has seemed to have worked in multiple ways, especially in areas concerning women participation altogether. These are the sole areas where females tend to develop a self-morale that seems to contribute in their quest for better participation and performances.

Seeking an in-depth understanding of the issues at hand, this research has been successful in laying out gender based differences about the motivational drives of male and female participants in the realms of rugby sports. Based on a thorough analysis of the questionnaire, inculcating theoretical understandings about the issue at hand, it is in the best interest of the sports' competitions itself that women be given equal opportunities alongside men for more participative avenues regarding their involvement in training camps, their skills' development and their inclusion in various activities post-competitions, as well. The ideas behind female

representation and empowerment have fairly been resting on the sole imagination that tends to make them inferior on any basis. This should not be the case, under any circumstance. The report has clearly established that females must not be deprived of any opportunities, and their academic as well as extracurricular activities have to be properly managed for they are certainly equal beings opposed to men. They must have equal opportunities to educate themselves and attain full participation in all kinds of sporting events as well as in rugby sporting events. Followed by the mainstream presence of the U.S. sports 'clubs and their contributions towards the development of rugby as a sport, they must not be deprived of any opportunity to participate in the state-funded events as well as those sponsored by the private clubs. Before participating in the program, girls may look down on themselves; this feeling of being "inferior" and "inadequate" need to be overcome through conducting counselling sessions and other motivating sessions that tend to relate their internal personalities with the external expectations of them. In this way, as established by the report, they can perform better and in a much glorious manner.

CHAPTER 05: CONCLUSION

This research study has led to important conclusion regarding the achievement profiles and goal orientations in rugby sports amongst the two genders. The holistic study components revealed that in the sports field, men and women tend to exhibit conflicting behaviors with respect to their goals regarding the achievement and success in sports activities. Studying the theories of achievement goals and self-determination, this report has been successful at laying out what differentiates gender-based approaches regarding the perceptions about winning and other feelings in the sports area. The two methods which were used to generate achievement goal profiles of rugby players were done using the cluster analysis and the mean split methods. While the motivational drives and intentions of rugby players were fairly distinguished throughout the study, it was imperative to see what the basic perceptions regarding the gender-based sports activities are that compel men and women to be either motivated or de-motivated from the game.



The research based study clearly laid down the notion and agreement that motivation indeed plays a very significant role for both males and females while they tend to survive the competitive pressures being in the game itself. The main area of exploration for this research was the analysis of achievement goals of both females and males in the rugby sports. While it is universally accepted that a person's cognitive abilities are greatly influenced by his or her goals set for the individualistic achievements, as well. While sports are an integral part of the cultures of almost every nation, it cannot be ignored that masculinities and gender inequalities have greatly wreaked havoc on the enhancement and progressions of sporting activities all around the

world. This report was useful in promoting an environment of equality and anti-discriminatory policies which could prove to smoothen the platform for more female integration for that matter. Therefore the explanation of the outcomes of a successful performance in a sport can vary from person to person. The findings of various researches have suggested a range of goal profiles that are crucial for achieving success in sports. The research based study was successful in proving that sportsmen having high task orientations and higher egos are susceptible towards success, and do not normally involve themselves in petty issues surrounding their motivational suppressions. It was discussed that athletes having high egotistic desires and high task orientations are usually more competitive and they tend to survive till the very end of the game. While the dimensions of ego and task are certainly mutually-exclusive, these are indeed orthogonal in nature as studied in the previous chapter from a theoretical perspective. The theoretical sections of this report have also established alongside the lines, an understanding about the gender differences in motivational exhibitions and displaying an enthusiastic approach in their attitudes. While the concept was masculinity in sports behaviors is largely internalized as typically stereotyped, it has been seen that boys are generally “perceived” to be more dominant in the sports arena than girls.

On one hand, boys' achievements in sports are far higher than those of females; boys tend to feel more dejected than girls in times of failures in competitions since every consecutive competition wins them more and more social approval. Through an insight into the competitive and mastery goal orientations, the context of achievement was compleutive as studied in the research work. Since sports is not generally perceived to be a suitable horizon for females with stereotypical eyes, it is a notion that need rectification in the global era where more and more females are prone to taking part in sports' activities since they feel that there is more to their

academia than just studies and educational achievements. The perceptions of females regarding sports and extracurricular sporting competitions have thus, been thoroughly transformed in the recent times, demanding many stitches in time. The prevalent social constructs regarding feminists and masculinity approaches or in other ways, the socially acceptable manners in which the existence of men and women are perceived in the cultural context, plays a very important role in determining the levels of participations based on gender and their underlying motivations behind the derivations of benefits from sports.

Sports continue to primarily be a male-dominant sector where females either have less scope or little chances of progressions. It can therefore, be concluded that although females and males perceive and derive different motivational degrees from the similar sporting activities, it is necessary to oversee how their gender differences and sexual dissimilarities affect their participatory derive in sports and academics. Universally, girls and boys tend to react differently towards sports and women are less likely to participate and assert themselves in sports, mainly due to their personal shyness as well as due to their inferiority complexes behind that of men. On the other hand, men tend to relate their muscular built and strengths in the realms of greater participations in sporting activities whereby they feel free to take part in nay sports they like. It can therefore, be concluded that girls should not be perceived to be any inferior to men in their participation against their male opponents to any sports. World-wide, we have seen many contests in which females outshine and outperform their male counterparts, winning gloriously more than ever before. Their consistence attitude towards “trying” hard and their motivational and emotional consistency wins them more strength even after failures. In cases of rugby even, inadequate training facilities and lack of recreational horizons for females have greatly deprived them of their rightful share in such sports; making them fall far behind their male opponents.

Poverty, lack of training facilities, safety and protection issues, lack of accessibility to academies of sports, lack of drive towards female skills' drive, fewer opportunities for physical education and inadequate avenues for greater participation have still been the most pressing issues why men and female tend to be distinguished and discriminated in the realms of sports.

Women's sporting activities are definitely in their infancy; there will come a time when there will be more female representatives in rugby than there are now. While the audiences of the sports is constantly growing by leaps and bounds, it will surely be a healthy change to see more females being motivated and encouraged to take part in rugby than ever before. As is the case of rugby and other sports, women participants must be motivated for they should be encouraged to take part in such activities where they find a chance to change into better humans and work in teams with cohesion and solidarity. Such females will culminate to be active and productive citizens of the community since they will be more willing to show off their strengths and emotional consistency in troubling situations. They will, in this way, no longer remain to be home-keeping wits, as Shakespeare puts in. Rugby resembles the sports of football and soccer wherein one does not have to be extra-ordinarily tougher by physique; what matters most is the drive to "keep trying to the best of one's abilities". This has helped females with their school work, channelizing their energies and managing their weights. Hence, rugby must continue to be a popular sport amongst females, and they must be motivated to keep playing it, under all circumstances. Women have surely come a long way in sports, and yet have a long way to go.

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Appendices

Appendix 1

Total Score Sheet of the Achievement Goal Profile Questionnaire

Within rugby how do you perceive success? Please can you circle the number that best indicates how you feel? There is no right or wrong answers.

Are you male or female?	Male	Female
Are you year 4 or year 8?	Year 4	Year 8

When playing rugby, I feel most successful when:

I feel most successful when:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I beat other people	1	2	3	4	5
I am clearly better	1	2	3	4	5
I am the best	1	2	3	4	5
I try hard	1	2	3	4	5
I really improve	1	2	3	4	5
I do better than others	1	2	3	4	5
I reach a target I set for myself	1	2	3	4	5

	1	2	3	4	5
I overcome difficulties					
I succeed at something I could not do before	1	2	3	4	5
I accomplish something others cannot do	1	2	3	4	5
I show other people I am the best	1	2	3	4	5
I perform to the best of my ability	1	2	3	4	5

Appendix 2

Responses:

Total results for year four males

Are you male or female?	Male	Female
Are you year 4 or year 8?	Year 4	Year 8

When playing rugby, I feel most successful when:

I feel most successful when:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I beat other people	4	3			
I am clearly better	5	1	1		
I am the best	5	1	1		
I try hard	1	2	3	1	
I really improve		4	2	1	
I do better than others	6	1			
I reach a target I set for myself		3	4		
I overcome difficulties		2	4	1	

I succeed at something I could not do before		5	2		
I accomplish something others cannot do	5	1	1		
I show other people I am the best	7				
I perform to the best of my ability		1	7		

Appendix 3

Responses:

Total results for year four Female

Are you male or female?	Male	Female
Are you year 4 or year 8?	Year 4	Year 8

When playing rugby, I feel most successful when:

I feel most successful when:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I beat other people	3	3	1		
I am clearly better	4	1	2		
I am the best	2	4	1		
I try hard	3	3	1		
I really improve	4	1	2		
I do better than others	3	2	2		
I reach a target I set for myself	1	6			
I overcome difficulties	2	5			
I succeed at something I could not do before	2	4	1		
I accomplish something others	4	2	1		

cannot do					
I show other people I am the best	4	3			
I perform to the best of my ability	3	3	1		

Appendix 4

Responses:

Total results for year 8 male

Are you male or female?	Male	Female
Are you year 4 or year 8?	Year 4	Year 8

When playing rugby, I feel most successful when:

I feel most successful when:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I beat other people	4	3			
I am clearly better	5	2			
I am the best	7				
I try hard		1	2	3	1
I really improve		1	5	1	
I do better than others	4	3			
I reach a target I set for myself		3	3	1	
I overcome difficulties			5	2	
I succeed at something I could not do before		1	5	1	
I accomplish something others	3	4			

cannot do					
I show other people I am the best	6	1			
I perform to the best of my ability		2	4	2	

Appendix 5

Responses:

Total results for year 8 Female

Are you male or female?	Male	Female
Are you year 4 or year 8?	Year 4	Year 8

When playing rugby, I feel most successful when:

I feel most successful when:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I beat other people		4	2	1	
I am clearly better		2	5		
I am the best		1	4	2	
I try hard	4	3			
I really improve	2	5			
I do better than others		3	4		
I reach a target I set for myself	3	3	1		
I overcome difficulties	5	2			
I succeed at something I could not do before	4	2	1		
I accomplish something others		5	2		

cannot do					
I show other people I am the best			7		
I perform to the best of my ability	3	4			