

Title: Goal Motives and Multiple-Goal Striving in Sport and Academia: A Person-Centered Investigation of Goal Motives and Inter-Goal Relations

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Year: 2016

Keywords: Goals, motivation, inter-goal facilitation, inter-goal interference, self-determination theory, university student-athletes

Sports: Various

Journal: Journal of Science and Medicine in Sport

Main Theme: Goal-Setting

Secondary Theme: Social Support

Aims: To examine how university student-athlete's motives for their sporting and academic goals are associated with inter-goal facilitation and inter-goal interference. Inter-goal facilitation is the pursuit of one goal increasing the chance of success in the other goal, whereas inter-goal interference is where pursuing one goal reduces the likelihood of attaining another.

Method: The authors recruited 204 university student-athletes' and completed their data collection 4-6 weeks into the academic term, as it was deemed that athletes would have commenced striving for their goals by this point. Participants identified their most important sporting and academic goal for the remaining academic year and rated their motivation for each goal. This was completed alongside the inter-relations goal questionnaire.

Results and Practical Implications: The results suggest that there are a number of different profiles of athletes with regards to how they strive for their goals. Student-athletes strive for their sporting and academic goals for eleven different reasons. The results suggest that student-athletes experience optimum relations between sporting and academic goals, and

they should try to find personal importance in both goals. When student-athletes strive for goals due to pressure or for the avoidance of unpleasant emotions, this may not necessarily be detrimental for the individual, as long as the goals are also important to the individual. To sum up the findings, they demonstrate the benefits of autonomous motives when simultaneously pursuing goals in sport and academia. Autonomous motives come from internal sources, suggesting that the goals set in sport and academia by the student-athlete need to be important to them and therefore set by the individual.

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