

The Effect of Goal-source , Goal-Difficulty and Gender on College Students' Swimming Task Performance and Intrinsic Motivation

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Abstract

This study is mainly designed to: I . explore the effect of the goal-source, goal-difficulty and gender on the swimming task performance and II . analyze the effect of the goal-source, goal-difficulty and gender on the intrinsic motivation. The examinees of this study were chosen from 270 students of the Yung-Ta Institute of technology & Commerce (137 Males and 133 Females) against the test item of swimming. The students are assigned to each section, subject to the goal-source, goal-difficulty and gender (A \times B \times C). The instrument adopted in this study is the Intrinsic Motivation Inventory. The collected data is analyzed by three-way ANOVA for the purpose of verifying all hypothesized problems. The study results are listed as follows: I . The effect of the goal-source, goal-difficulty and gender on the swimming task performance. (I)there is interactive effect of the goal-source, goal-difficulty and gender on the swimming task performance. 1. When the set goal becomes more and more difficult, the male students can achieve better swimming task performance when the difficulty rises up in terms of the self-set and participatively-set goals, so can the female students in terms of the self-set, participatively-set, assigned goals. 2. With different goal sources, the male students in the self-set goal section would perform better than those in both the participatively-set and assigned goal section, in case of the difficulty goal, while the female students in the self-set section would carry out

better performance than those in the participatively-set goal section, in case of the moderate goal. 3. By comparing the swimming performance between the male and female students, the males perform better than the females in event of both the self-set & easy goal and the participatively-set & moderate goal. The females perform better than the males in event of both the self-set & difficulty goal, assigned & moderate goal. Assigned & difficulty goal. (II) Based on the results from the effect of the goal-source on the task performance, it is indicated that both the assigned goal and the self-set goal have better swimming performance than the participatively-set goal.(III) Based on the results from the effect of the goal-difficulty on the task performance, it is indicated that the higher the goal-difficulty is, the better the task performance is.(IV) No difference is shown as existent on the results from the effect of the gender on the task performance. II. the effect of the goal-difficulty and gender on the intrinsic motivation. (I) there is interactive effect of the goal-source, goal-difficulty and gender on the intrinsic motivation: 1. With different source and difficulty, the males in the self-set goal section have better intrinsic motivation than those in the participatively-set goal section, only when the goal is difficult. 2. With different source and difficulty, the females students in the assigned goal section would have better intrinsic motivation than those in self-set goal section, when the goal is easy. In case of the difficulty goal, the participatively-set goal section would have better intrinsic motivation than the assigned goal section. When the participatively-set is involved, the intrinsic motivation in the difficult goal section would be better than that in the moderate goal section. 3. When the male is compared with female, the former would have higher intrinsic motivation than the female for such compositions as self-set & easy goal, self-set & difficult goal and participatively-set & moderate goal. (II) The results from the effect of the goal-source on the intrinsic motivation indicated that the self-set goal has the higher intrinsic motivation than the participatively-set goal.(III) According to the results from the effect of the goal-difficulty on the intrinsic motivation, it is indicated that the difference exists. However there is no striking difference existent between them in respect of the follow-up comparison results. (IV) It is shown that no difference as exists subject on the results from the effect of the gender on the intrinsic motivation.

Keywords: goal-source, goal-difficult, gender, task-performance, Intrinsic Motivation .