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THE INFLUENCE OF AN INTERVENTION FOR THE MODIFICATION OF ACHIEVEMENT MOTIVATION ON THE TEACHING OF TRACK AND FIELD TASKS IN PHYSICAL EDUCATION LESSONS

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Abstract Achievement goal approaches argue that task oriented motivational climate leads to adaptive engagement in a certain activity. Under this view, TARGET, an intervention program to modify achievement motivation, was developed. This intervention program has been successfully applied in competitive sport indicating that it can enhance task orientation and intrinsic motivation. Similar findings have been reported from the school physical education context. However, although the basic aim of school physical education is children's motor development, the effectiveness of TARGET on learning motor skills has not been tested yet. The aim of the present study was to examine the effectiveness of TARGET in learning track and field tasks in the context of school physical education. The sample of the study consisted of 352 high school students with a mean age of 14.3 years and standard deviation .74. The students of the sample divided into the intervention and control groups. The intervention group was taught two track and field tasks, triple jump and shot put. The teaching of the tasks was based on the premises of TARGET, whereas in control group the typical teaching procedure described in the curriculum was applied. Performance was evaluated via technical execution of the tasks and the distance attained. Covariance analysis indicated significant differences only for the technical execution of shot put. Performance was higher at the intervention group. These findings imply that TARGET is effective in teaching complex tasks.

Key words: Achievement goals, motivational climate, track and field, TARGET.

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