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1954

**PREDICTING CLASSROOM'S GOAL STRUCTURES
IN PHYSICAL EDUCATION FROM FEELINGS OF
LONELINESS AND IDENTIFICATION WITH THE
CLASS: REVEALING PROPABLE RELATIONSHIPS
BETWEEN THEM**

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Abstract The present study examined whether students' perceptions of their classroom's goal structures can be predicted from their feelings of loneliness and their identification with their class. Participants were 172 5th and 6th graders from two public schools situated in an urban district. Participants completed reliable and valid self-report measures anonymously. Results showed that feelings of loneliness were related positively with performance goal structures. Furthermore, identification with the class was related positively with both a mastery and a performance goal structure. The findings are discussed within the achievement goal theory framework.

Key-words: Motivational climate, Feelings of loneliness, Achievement goals.

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