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The Relationship Between Goal Orientation and Compliance with a Rehabilitation Program Among NCAA Division I Football Players

Kaitlyn E. Maloney
Southern Illinois University Carbondale, kaitlynmaloney@siu.edu

THE RELATIONSHIP BETWEEN GOAL ORIENTATION AND COMPLIANCE WITH A REHABILITATION PROGRAM AMONG NCAA DIVISION I FOOTBALL PLAYERS

by

Kaitlyn Elizabeth Maloney

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Approved by:

Julie Partridge, Chair
Juliane P. Wallace

Graduate School
Southern Illinois University
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CHAPTER 1

INTRODUCTION

Many professionals spend waking hours attempting to encourage others around them to be more motivated (Ryan & Deci, 2000). Athletic trainers are just one of the many noted health care professionals who regularly motivate athletes to properly complete their rehabilitation program with sufficient effort, time management, focus, and commitment. One of the primary roles of an athletic trainer, is to safely and efficiently return athletes to play in as little time as possible, therefore athletes' lack of motivation hinders compliance (i.e., attendance), which in turn can affect completion and effectiveness of rehabilitation programs. Previous research has indicated that motivation of athletes, specifically NCAA Division I football players, has a direct effect on the length of time it takes for them to return to play and the effectiveness of their treatment (Eklund & Podlog, 2005).

According to the social-cognitive achievement goal theory, purpose is the force behind motivation (Roberts, 2012). That purpose is established because of a goal. An athlete's perspective on the initial goal is believed to be directly related to their motivation, otherwise known as goal perspective. Goal perspective is how one views or internally measures their goal (i.e., how do they define their success). This motivation changes behavior, attitudes and responses to stimuli within an environment or task, in this case, a rehabilitation program. One way to categorize a person's motivation is by examining where they fit on a spectrum from task to ego orientated (Roberts, 2012).

Motivation

The definition and therefore perspective of motivation often varies because it is about the

relationship between an individual task and behavior (Ryan & Deci, 2000). A common definition of motivation is the process that influences the initiation, direction, magnitude, perseverance, continuation, and quality of goal-directed behavior (Maehr & Zusho, 2009). It is what makes someone feel compelled to behave in a certain manner. There are varying levels and types of motivation to consider. The two most basic types of motivation are intrinsic and extrinsic motivation. In addition to intrinsic and extrinsic motivation, amotivation is the completion of a task without intent, value or commitment (Ryan & Deci, 2000).

Intrinsic motivation is the drive to behave in a certain manner because the experience is desirable (Ryan & Deci, 2000). For example, athletes may play sports because they get excitement and joy from playing. People who are successfully encouraged or naturally possess the ability to maintain more intrinsic motivation typically result higher-quality learning and creativity when acquiring new information. These people are energized by the overall experience of the task, not because they were pushed, encouraged or demanded by forces beyond their control, such as an authority figure. These people might be known to "live in the moment" and be less concerned with the final results of the task or behavior (Ryan & Deci, 2000). Although intrinsic motivation is considered to be an internal source for completing or participating in an activity, motivation can also be influenced by the actions of others, notably by those of authority or power (Ryan & Deci, 2000). A research study completed by Rylander (2014) sampled 367 females and 412 males from soccer, handball and floor ball teams ranging from 15 to 41 years of age to investigate the influence of authority figures on motivation and found that 56% of the 779 players sample reported being compliant with their coaches' requests because of their power and authority. Because the coaches' used their power and authority to win the motivation of their athlete's this type of motivation would be extrinsic rather than intrinsic, and this illustrates

support for the importance of significant others (e.g., coaches) on motivational tendencies in the sport domain.

Contrary to intrinsic motivation, extrinsic motivation is the drive to behave in a certain manner because the outcome of a particular action is desirable (Ryan & Deci, 2000). The most common type of extrinsic motivation in sport is a win. Athletes show up to practice on time to avoid running, or eat fruits and vegetables with every meal so they can properly fuel their bodies to perform better. The completion of these lesser-valued tasks are motivated by their result and extrinsic motivator, the win. In a study by Vallerand, he states that extrinsic motivation is motivation due to a foreseeable end (i.e., the proverbial "light at the end of a tunnel"). In context of sport, the win is the means to the end of a long practice week, several lifting session and conditioning (Vallerand, 2012). Often, this motivation can be displayed with resentment, resistance or negative behaviors because the focus is on a result, not an action (Ryan & Deci, 2000).

Achievement Goal Theory

Nicholls first developed the Achievement Goal Theory in 1984 stating that the way in which someone perceives their own ability and their goal orientation (i.e., indicated by how he/she defines success) determines their motivation. This theory states that goal orientation multiplied by someone's perceived ability equals his or her motivation. High goal orientation and high-perceived ability will likely yield high motivation. Low goal orientation and low perceived ability will likely yield even lower motivation. High goal orientation and low to moderate perceived ability will likely yield low to moderate motivation (Nicholls, 1984).

The above scenarios are true because goal orientations can either be mastery or ego oriented and they each can be evaluated or perceived in a way that is positive or negative. If

someone has mastered a task, it is deemed absolute. In many cases this mastery is perceived as positive because it is typically a step towards success and deemed a Mastery Approach Goals (MAp), as an individual is approaching a successful performance of a skill. These people want to see how far they have come to achieve a goal and perfect their skill. This mastery focus can also be an avoidance based behavior in that one is attempting to distance oneself from failure to learn or master a task. These people will attempt to avoid things they are not confident they can master, other wise known as Mastery Avoidance Goals (MAv). If someone is driven by ego or performance-centered goals, this may be manifested in multiple ways. First, an individual may engage in performance based goals that are intended to move towards success and recognition, otherwise known as a Performance Approach Goal (PAp). These people want to prove that they are better than everyone else. This type of goal can also be focused on avoiding absolute failure, which highlights the avoidance or fear of failure, otherwise known as a Performance Avoidance Goal (PAv) (Elliot & McGregor, 2001).

Ego Orientation

Ego orientation is demonstrated when people view themselves to be of higher status or ability than others in their environment (Roberts, 2012). These people are likely to be willing to demonstrate their abilities with an audience. It is common for these people to be adaptive to challenges when they are seen in a positive light but will be maladaptive at the first sign of defeat. Ego orientation is relatable to extrinsic motivation because these people tend to be motivated by comparing themselves to others, something outside of their own being (Roberts, 2012).

Task Orientation

A person who subjectively views him or herself based on their own abilities and past

achievements, not by the views of others in their environment, demonstrates task orientation (Duda, 1989). Task orientation is relatable to intrinsic motivation because a task focus places the emphasis on one's inner being, not someone else or external forces (Roberts, 2012). Someone who measures his or her own success by their improvement in a task will likely be highly mastery oriented. These athletes would show obvious signs of dedication by asking questions to improve their skill, self-critiquing their own film and being receptive to their coach's suggestion. This is typically a "coachable athlete." If this athlete perceives his or her success positively, motivation will likely be high. People who measure their personal success by scoring higher than other individuals performing the same task or compares oneself to another person in any way, will likely to be highly task oriented. These athletes would show signs that they are less dedicated to perfecting their own skills and more interested in how others view them. They might point out teammates flaws, cheat, give more criticism, attempt to "smooth coaches over" and constantly trying to be a "shinning athlete." If this athlete perceives themselves in a positive light they also are likely to be highly motivated (Duda & Nicholls, 1988). It is important to note, that because these terms (task and ego) are independent of one another an athlete can have high or low levels of both orientations (Duda, 1988; Roberts 2012). One person can be both high ego and high task oriented, low ego and low task oriented, high ego and low task oriented or low ego and high task oriented.

Goal Orientation and Athletes

Athletes with higher task orientation have been found to typically work harder, cooperate more, be interested in their achievements, have greater intrinsic or self-motivation and be willing to try new things to achieve success (Chan, Lonsdale, Ho, Yung, & Chan, 2009). While in the training room, these athletes are more likely to ask for more rehabilitation exercises, attempt to

complete their exercises to the best of their ability and go above and beyond their requirements outlined by their certified athletic trainer. Chan et al. studied 115 patients who participated in a variety of sports at an outpatient clinic who were all treated with autonomy support from their physiotherapist. This study showed a positive correlation to adherence in patients with autonomous motivation, meaning they were given freedom to modify their set rehabilitation. In most cases, patients completed additional exercises or additional sets and repetitions. By asking to complete extra repetitions and personally modifying their rehabilitation plans, these athletes exhibit characteristics of athletes with higher task orientation (Chan et al., 2009). This study is being conducted to suggest that these athletes would need less encouragement and extrinsic motivation by their coaches, peers and athletic trainer to get them back on the field sooner rather than later.

While it may appear that returning to play would be sufficient extrinsic motivation and provide enough intrinsic motivation for an athlete to comply with a rehabilitation program, variations in the behaviors and actions of athletes involved in rehabilitation programs suggests the need for continued study. There has been minimal research pertaining to achievement goal theory and athlete compliance to a rehabilitation program, especially of Division I collegiate football players. As goal perspective theory states, there must be a purpose, reasoning or drive to complete a given task (Nicholls, 1984). One's perspective of the task or situation is likely a source of motivation or lack of motivation. For example, if a second string running back is completing his rehabilitation exercises in the training room and his first string teammate walks into the room, his purpose to complete the exercise may change. This influence or "drive" to excel in his rehabilitation suddenly becomes to show his peer his abilities. He has become ego driven because he perceives his teammate as someone to impress. If this same athlete were to be

task oriented, his purpose or "drive" to excel in his rehabilitation comes from within, due to the fact that he wants to master his exercise. This type of athlete would not change his behavior or "drive" no matter who was present. Because of this, it is assumed that task oriented people are more consistent in their behaviors (Nicholls, 1984). Consistency is being predictable and scheduled. This study suggests that people who live in a scheduled routine life and have an inner "drive" are assumed to be more likely to comply with rehabilitation requirements.

The purpose of this study is to examine goal orientations of Division I, NCAA Football Athletes using the Task & Ego Orientation in Sport Questionnaire (TEOSQ) when modified for a rehabilitation setting to compare with their compliance to rehabilitation (TEOSQ; Duda & Nicholls, 1992). The results of this study will aid certified athletic trainers better understand their athletic population and their motivation for complying with their prescribed rehabilitation. Knowing an athlete's task orientation will help to determine an expected level of compliance to rehabilitation which could help predict a more accurate timeline of when the athlete will return to play.

The research question for this study is:

1.) Are NCAA Division I football players who are high task oriented more motivated to complete a rehabilitation program set forth by a certified athletic trainer than those who are ego oriented?

Definition Of Terms

Definitions are provided for better understanding of terms used in this study:

Compliance: patient misses less than 1/5 or 20% of their scheduled/expected rehabilitation sessions; patient completes the prescribed rehabilitation program with the requirements set forth by the

prescribing certified athletic trainer.

Goal Orientation: self-efficacy competence and ability to complete a task in avoidance of failure, defined by task or ego (Dweck, 1986).

Motivation: the process that influences the initiation, direction, magnitude, perseverance, continuation, and quality of goal-directed behavior (Maehr & Zusho, 2009).

Rehabilitation: a plan of exercises constructed by a certified athletic trainer to facilitation healing, promote strengthen with a goal to return an athlete to play.

Assumptions

The following assumptions were found in this study:

1.) All participants were assumed otherwise physical healthy in exception to the purpose for their rehabilitation program at hand.

Delimitations

The following delimitations were found in this study:

1.) All participants were from the same NCAA Division I football team at the same university.

2.) This study was conducted in Spring 2016 semester with pre-existing data from the Fall 2015 competitive season. Spring is the offseason for NCAA Division I football.

Limitations

The following limitation were found in this study:

1.) Information obtained from participants was limited by availability of injured athletes and their agreement to participate with honest answers on the TEOSQ.

2.) Participants of this study are not a representation of all NCAA Division I athletes, or of all NCAA Division I football players. Generalization of findings is therefore limited.

CHAPTER 2

METHOD

Participants

The sample for this study consisted of 30 Southern Illinois University Carbondale football athletes (*M* age = 20.53 years; *SD* = 1.25 years) who participated in sport-based rehabilitation between September 1st and December 15th, 2015. There were 102 athletes on the roster at the time of this study, and 59 were enrolled in rehabilitation programs at some point during the time period that this study evaluated. The 30 participants all had sustained injuries requiring rehabilitation programs as prescribed by a certified athletic trainer employed by the university. Players were recruited to participate in the study, at a team lifting session on campus by an assistant athletic trainer (i.e., not the researcher) so that confidentiality could be maintained. Those individuals who agreed to participate were given a packet of forms including a Health Insurance Portability and Accountability Act (HIPAA) form, release form, the TEOSQ and a short demographic survey. Participants were asked to return their forms to the assistant athletic trainer who then organized the papers so that each participant's attendance records were attached to their TEOSQ forms without names or other identifying information.

Instrumentation

Task and Ego Orientation in Sport Questionnaire. The instrument used for this study was a modified version of The Task and Ego Orientation in Sport Questionnaire (TEOSQ) for rehabilitation compliance (Duda & Nicholls, 1992). This instrument was chosen because it has a reputation for its reliability and construct validity (Roberts, 2012). Research completed by Li, Harmer, Duncan, Duncan, Acock and Yamamoto (1998), confirmed the validity and reliability of the TEOSQ. The revised version of the TEOSQ used in this study changed the terms, "in sport"

to “in rehabilitation” to better suit the research goal. A study was conducted of 269 physical education students who completed three questionnaires which assessed goal orientation (TEOSQ), moral orientation (Moral Orientation Students in Physical Education Questionnaire – MOSPEQ) and attitudes towards sportspersonship (Multidimensional Sportspersonship Orientation Scale – MSOS) which were all deemed valid and reliable. The original and modified versions of the TEOSQ can be found in TABLE 2 – Original and Modified TEOSQ.

The TEOSQ questionnaire includes 13 statements prompting each participant to evaluate his or her goal orientation for their rehabilitation plan that was modified to apply to rehabilitation participants. An example question from the TEOSQ is “I feel most successful in my rehabilitation program when I learn a new exercise and it makes me want to do extra sets/reps.” A five-point Likert-type is used for evaluation where a 5 indicates strong agreement and 1 indicates strong disagreement. For the purpose of this study, participants were broken into high task vs. high ego orientation by their highest score. For example, if someone was score 3.56 for task orientation and 4.23 for ego orientation, they were grouped as being high task orientation.

Table 1: Original And Modified TEOSQ

Original TEOSQ	TEOSQ Modified for Rehabilitation Plan
When do you feel most successful in sport? **In other words, when do you feel a sport activity had gone really well for you?**	**When do you feel most successful in the training room?** **In other words, when do you feel your rehabilitation plans have gone really well for you?**
I feel most successful in sport when…	I feel most successful in my rehabilitation program when…
I learn a new aspect of a technique and it makes me want to practice more.	I learn a new exercise and it makes me want to do extra set/reps.
I’m the only one who can do a particular skill.	I’m the only one who can do a particular exercise with the prescribed sets/reps.
I learn a new skill or technique by trying hard.	I learn a new exercise by trying hard.
I do my very best.	I do my very best throughout a session.
Something I learn makes me want to go	Something I learn makes me want to come

and practice more.	back the following day.
I work really hard.	I work really hard.
A skill I learn really feels right.	An exercise I was prescribed feels like it's working.
I can do better than my teammates.	I can do a particular exercise better than others on similar plans.
I learn something that is fun to do.	I learn an exercise that is fun to do.
The others can't do as well as me.	Others in the training room aren't doing as well as me.
Others mess up and I don't.	Others mess up on their plans and I don't.
I score the most points.	I can do my exercises with the most focus and highest intensity.
I'm the best.	I'm the best in the training room.

Procedures

The Southern Illinois University Carbondale Human Subjects Committee provided approval to conduct this study. Participants were recruited in a team lifting session by a certified athletic trainer for the team chosen to participate in this study.

Prior to the start of the study, participants gave informed consent and signed HIPAA forms and medical release forms. Participants were not given an incentive to participate. The research goals and purpose was explained to those in agreement to participate in a 5-10 minute survey about their rehabilitation plans and participation. They were informed that the study was completely voluntary and they could retract their agreement to participate at any point during the study. At the conclusion of the study, participants were debriefed about the study, and the research assistant expressed appreciation for the participants' time and honest answers.

CHAPTER 3

RESULTS

A total of 30 student-athletes participated in this study. All participants completed the questionnaire and the entire demographic survey. Demographically, 53.3% or 16 of the participants describe themselves as Non-Hispanic/White, 46.67% or 14 participants identified as African American and 3.33% or 1 participant was Asia or Asian American. Six of the participants were freshmen, 6 were sophomores, 8 were juniors and 10 were seniors. There were no graduate students involved in this study. More than 50% of the participants were enrolled in either The College of Business or The College of Education and Human Services. The average number of weeks each participant spent in rehabilitation for one or multiple injuries was 6 weeks.

Table 2: Sample Characteristics

Variables		N	% of the Sample
Race			
	American Indian or Alaska Native	0	0
	African America	14	46.67
	Hawaiian or Other Pacific Islander	0	0
	Asian or Asian American	1	3.33
	Hispanic or Latino	0	0
	Non Hispanic White	16	53.5
Region of Origin			
	Midwest	20	66.67
	Northeast	0	0
	Southeast	7	23.3
	Southwest	1	3.33
	West	2	6.67
Year in Classroom			
	Freshman	6	20
	Sophomore	6	20
	Junior	8	26.67
	Senior	10	33.3
	Graduate	0	0
Year on Field			

	Freshman	5	16.67
	Redshirt Freshman	7	23.3
	Sophomore	1	3.33
	Redshirt Sophomore	8	26.27
	Junior	1	3.33
	Redshirt Junior	4	13.33
	Senior	3	10
	5th Year Senior	1	3.33
Transferred Athletes		3	10
College			
	Ag Sciences	1	3.33
	Applied Science & Arts	2	6.67
	Business	8	26.67
	Education and Human Services	8	26.67
	Engineering	1	3.33
	Liberal Arts	6	20
	Mass Communication & Media Arts	0	0
	Science	2	6.67
	School of Law	0	0
	School of Medicine	0	0
	Undecided	1	3.33

Correlations Among the Variables of the Study

A Pearson Correlation procedure was used to find correlation between high attendance records and each ego orientation. Task orientation was significantly negatively correlated with high attendance ($r = -0.63$, $p < 0.01$). Ego orientation was not significantly correlated with high attendance ($r = 0.13$, $p > 0.05$).

Table 3: Ego Orientation and High Attendance

		Ego	High Attendance
	Pearson Correlation	1	-0.133
Ego	Sig. (2-tailed)		0.587
	N	19	19
	Pearson Correlation	-0.133	
High Attendance	Sig. (2-tailed)	0.587	
	N	19	19
*Correlation is significant at the 0.05 level (2 tailed).			

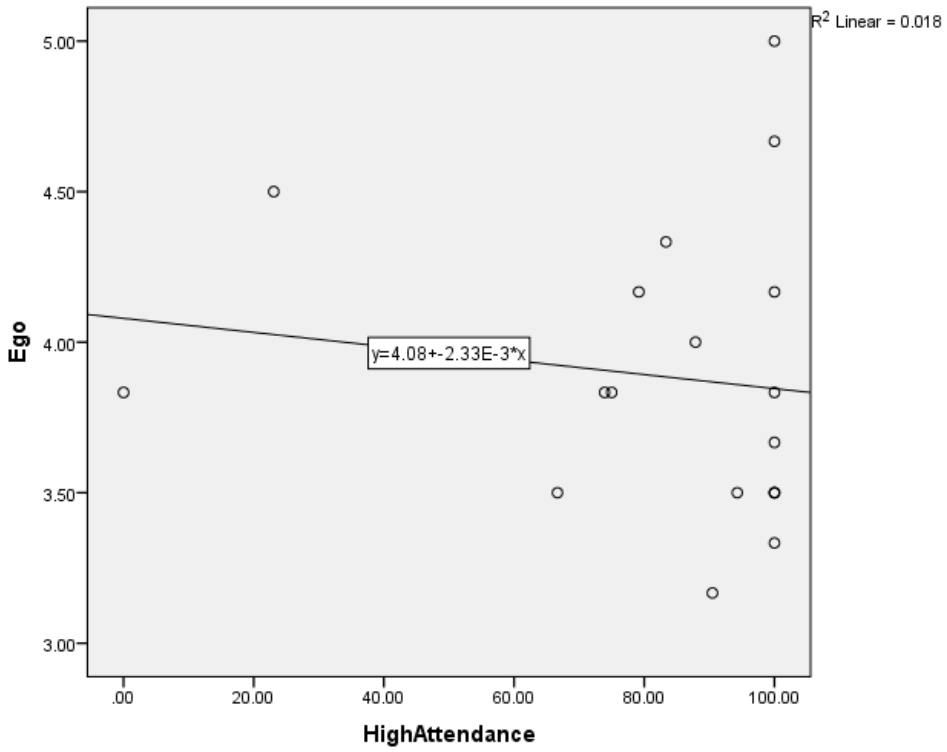

Figure 1: Ego Orientation Correlated to High Attendance

Table 4: Task Orientation and High Attendance

		Task	High Attendance
	Pearson Correlation	1	-0.628*
Task	Sig. (2-tailed)		0.38
	N	11	11
	Pearson Correlation	-0.628*	
High Attendance	Sig. (2-tailed)	0.38	
	N	11	11
*Correlation is significant at the 0.05 level (2 tailed).			

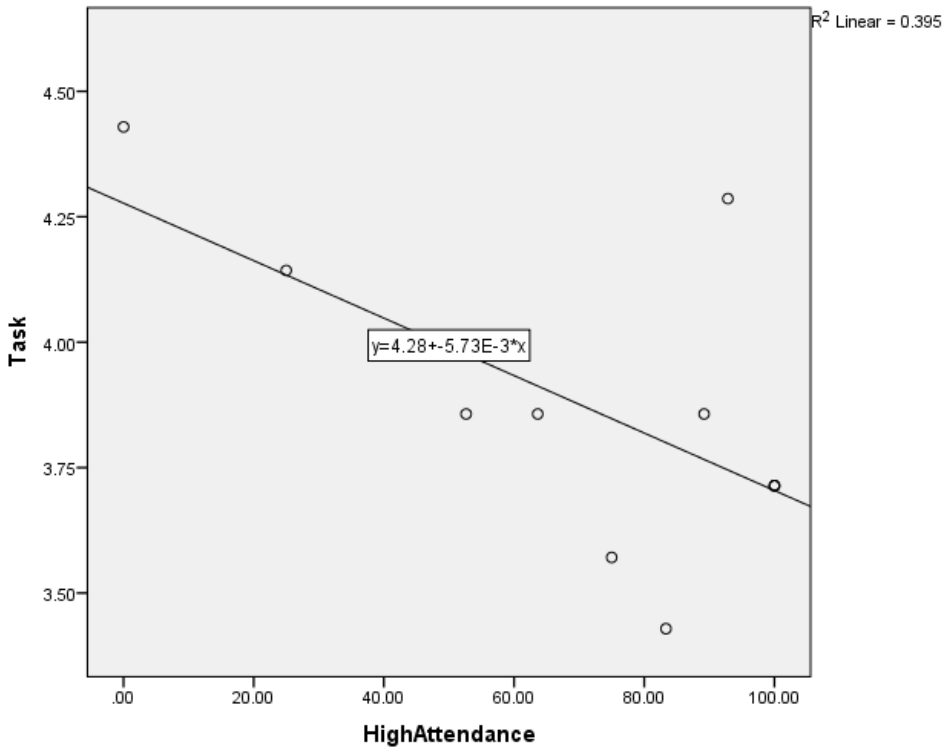

Figure 2: Task Orientation Correlated to High Attendance

CHAPTER 4

DISCUSSION

The purpose of this study was to examine goal orientations of Division I, NCAA Football athletes using the Task & Ego Orientation in Sport Questionnaire (TEOSQ) when modified for a rehabilitation setting (TEOSQ; Duda & Nicholls, 1992). The results of this study were meant to aid certified athletic trainers to better understand their athletic population and their motivation for complying with their prescribed rehabilitation. Knowing an athlete's task and ego orientation could help to determine an expected level of compliance to rehabilitation This knowledge could help predict a more accurate timeline of when the athlete will return to play, therefore providing coaches with a better timeline to building their rosters upon.

With knowledge of prior research noted above, it was hypothesized that athletes with higher ego orientation would be more likely to comply with their rehabilitation requirements as measured by having higher attendance records, therefore need less encouragement and extrinsic motivation by their coaches, peers and athletic trainer to get them back on the field sooner rather than later. The results of this research show that Division I football athletes recorded as having higher task orientation was associated with less compliant as measured as having poor attendance records.

As noted prior, those with higher task orientation typically work hard, cooperate, are interested in their achievements, have greater intrinsic or self-motivation and are willing to try new things to achieve success (Chan et. al., 2009).). This study was conducted to suggest that these athletes would be more compliant to rehabilitation. However, the contrary was found instead. Athletes with higher task orientation were less compliant and had lower attendance rates.

This research also noted that those with high ego orientation are no more or less likely to

have higher attendance rates suggesting that these athletes would need extensive extrinsic motivation by coaches, peers and their athletic trainer to return them to play in a timely fashion. High ego orientation athletes' motivation is based on their environment and how they compare to others within it, which confirms why they require additional encouragement from other sources outside of themselves. The "drive" noted by Nicholls in 1984 comes from encouragement. Their performance is "situational," meaning, variable depending on the atmosphere (Nicholls, 1984). If a high ego oriented athlete is not being positively aroused and motivated by his environment (i.e., the athletic training room and those people in it), he is less likely to perceive himself positively. therefore, this may cause a decrease in motivation to comply with rehabilitation. It is the athlete's goal orientation, in this case being high ego oriented multiplied by their lack of perceived ability that causes low motivation and lack of compliance. This is the fundamental of Achievement Goal Theory (Nicholls, 1984).

Determining an athlete's goal orientation could potentially be beneficial to athletic trainers so they can properly motivate their athletes to complete their rehabilitation in a timely manner and return them to play in a timely manner favored by coaches. If an athletic trainer is aware that their athlete is ego oriented and has low self perceived ability, it can be assumed that the athlete will not be very motivated. In this case an athletic trainer can plan longer one-on-one treatments with these particular athletes in addition to making coaches aware that the athlete will need additional time to complete their return to play process.

Future directions for research would include assessing different demographic variables including age, gender, type of sport, level of competition and region of the country to determine if any of these factors has an influence on the goal orientation and rehabilitation compliance relationship. Furthering knowledge on goal orientation and how it related to athlete's motivation

to complete rehabilitation would provide a deeper understanding of behaviors and reaction in the athletic training room. In addition, varying coaching styles and the influence of coaches' on athlete's compliance to rehabilitation would also provide further understanding.

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APPENDICES

APPENDIX A

DEMOGRAPHIC SURVEY

Age: _____ **Sex:** Male Female

How do you describe yourself?

American Indian or Alaska Native
African American
Hawaiian or Other Pacific Islander
Asian or Asian American
Hispanic or Latino
Non-Hispanic White

Which region of the country have you spent most of your life in?

Midwest - IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI
Northeast - CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT
Southeast - AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV
Southwest - AZ, NM, OK, TX
West - AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

In the Fall of 2015, what year were you in school?

Freshman
Sophomore
Junior
Senior
Graduate

In the Fall of 2015, what year were you on the field?

Freshman
Redshirt Freshman
Sophomore
Redshirt Sophomore
Junior
Redshirt Junior
Senior
5th Year Senior

In the Fall of 2015, were you an undergraduate or graduate student?

Undergraduate Graduate

Did you transfer to SIU? Yes No

What college were you enrolled in?

Agricultural Sciences
Applied Sciences and Arts
Business
Education and Human Services
Engineering
Liberal Arts
Mass Comm. & Media Arts
Science
School of Law
School of Medicine
Undecided

What is your degree program (ex: Criminal Justice, Exercise Sciences, etc.)?

_____

APPENDIX B

TASK AND EGO ORIENTATION IN SPORT QUESTIONNAIRE

Please complete to following questionnaire. Grade each of the following statements by checking ONE box on each row, noting one of the following scores:

1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

When do you feel most successful in the training room? In other words, when do you feel your rehabilitation plans have gone really well for you?

I feel most successful in my rehabilitation program when…	**1**	**2**	**3**	**4**	**5**
I learn a new exercise and it makes me want to do extra set/reps.					
I'm the only one who can do a particular exercise with the prescribed sets/reps.					
I learn a new exercise by trying hard.					
I do my very best throughout a session.					
Something I learn makes me want to come back the following day.					
I work really hard.					
An exercise I was prescribed feels like it's working.					
I can do a particular exercise better than others on similar plans.					
I learn an exercise that is fun to do.					
Others in the training room aren't doing as well as me.					
Others mess up on their plans and I don't.					
I can do my exercises with the most focus and highest intensity.					
I'm the best in the training room.					

VITA

Graduate School
Southern Illinois University

Kaitlyn E. Maloney

kaitlynmaloney@siu.edu

Towson University
Bachelors of Science, Kinesiology, Athletic Training May 2014

Research Title:

The Relationship Between Goal Orientation And Compliance With A Rehabilitation Program Among NCAA Division I Football Players

Major Professor: Julie A. Partridge, Ph.D.