
The purpose of this study was to examine the motivational effects of two different teaching styles in one sport activity. One class of 24 girls was taught track and field for 24 weeks, each lesson being taught with either a direct (practice) or a differentiated (inclusion) teaching style. After each lesson the girls completed self-report measures of intrinsic motivation and goal involvement. On course completion, 8 girls were interviewed to assess their reactions to the course. ANOVA showed that students reporting higher levels of competence, autonomy, and task orientation had higher intrinsic motivation scores throughout the course. However, teaching style was also found to have an independent effect: the differentiated style was associated with higher levels of intrinsic motivation and task goal involvement and lower levels of work avoidance involvement. A differentiated teaching style can positively influence young girls' reactions to sports activity independently of perceptions of goal orientations, autonomy and competence.