
This study assessed the influence of individual and contextual factors on adolescent girls' interest in school physical education (PE). Specifically, girls (N=700) were assessed on: a) perceptions of their PE classroom climate, using the Perceived Motivational Climate Scale (PMCS, Cury et al., 1994); b) dispositional achievement goal orientations, using the French version of the Perception of Success Questionnaire (POSQ, Durand et al., in press; and c) the interest and competence scales from the French version of the Intrinsic motivation Inventory (IMI, Cury et al., 1994) Structural equation modeling analysis, using LISREL VII, showed an excellent fit with the hypothesised model. Specifically, situational class climate was found to be more important than individual goals in influencing pupil interest in PE. However, perceived competence also influenced interest, as did a mastery goal orientation. Results are discussed in the context of theoretical propositions of goal perspectives theory and practical issues of enhancing adolescent girls' interest in physical education.