

Lecture 12- 01/09/2016 Ch. 7

Concepts of Achievement Motivation

- Early conceptualization- framed in drives and *basic needs*
- Complex behaviour explained in terms of secondary or *learned needs* (reward and punishment/association between drives)
- McClelland 1953- *Need for achievement* (n Ach)- learned motive to compete and strive for success whenever ones behaviour can be evaluated against a standard of excellence
 - Evaluation of self against a standard
 - Measured using a *Thematic Apperception Test (TAT)*
 - Written in response to picture of ambiguous situation/ scored for achievement themes
 - Developed and sustained through reinforcement (connected with behaviourism)
 - Self reinforcement: pride in achievements reinforced by *satisfying internal need for competence* (not necessary just seeking external approval)

Intrinsic and Extrinsic Motivation

- *Intrinsic*- Satisfy personal needs for competence or mastery
- *Extrinsic*- achievement for external incentives or approval
- Alt: Crandell- motivation from receiving approval and avoiding disapproval
- White (1959)- competence motivation, humans intrinsically motivated to master environment
- Cog Dev- Piaget

Early Development of Achievement Motivation

- Western individualistic concepts of high achievement- accomplishing high standards vs outperforming others
- Stipek (1992)
 - Phase 1(before 2 years): *Joy in mastery*, pleased with own mastery of challenges
 - Phase 2(around 2 years): *Approval Seeking*- seeking recognition for mastery of challenged and expecting disapproval when not successful
 - Phase 3 (around 3 years): *Use of Standards*- independently reacting to success and failures- as if they have take on standards for appraisal in own performance.
- Competitive Activities
 - Successful mastery
 - Happier winning
 - Slow down or stop when someone else has finished or won

(focus on own performance relative to others can create maladaptive behaviours)

Individual Differences

A. McClelland/Atkinson's Need for Achievement Theory: Individual differences stem from social context

- A learned motive therefore differences in quality of achievement training' therefore social context is critical

Atkinson's Revision

- Limitations- equivocal findings across studies
- High achievers typically showed different emotional reactions than low achievers
- Approaching/ accepting challenge vs. dreading challenge
- Incorporation of motive to avoid failure
- Attain success and avoid failure
- *Relative strength* of these two things
- Cognitive Factors:
 - Value individual places on particular achievement
 - Expectations of success and failure
 - Stronger motivation to avoid failure found that people do worse on things that are important to them- this is not a very adaptive behaviour
 -

Table 7.1 Mean grade-point averages in introductory psychology as a function of achievement-related motives and the relevance of the course to future careers

Achievement Profiles	Relevance of Course to One's Future	
	Low	High
$M_s > M_{af}$	2.93	3.37
$M_{af} > M_s$	3.00	2.59

Note: Mean grade-point averages are computed on a 4.00 scale where A = 4, B = 3, C = 2, D = 1, F = 0.

Source: Raynor, J. O. (1970). Relationships between achievement-related motives, future orientation, and academic performance. *Journal of Personality and Social Psychology*, 15, 28–33. Reprinted by permission of the American Psychology Association.

Weiner's Attribution Theory

- Achievement behaviour influenced by causal attributions- beliefs about one's control over successes and failures
- Attributions vary according to

1. Locus of control- whether the cause of success vs failure are internal or external a) because you studied for it b) because it was easy
2. Stability of causes of success and failure- stable or unstable

Table 7.2 Weiner's classification of the causes of achievement outcomes (and examples of how you might explain a terrible test grade)

	Locus of Causality	
	Internal Cause	External Cause
Stable Cause	<i>Ability</i> "I'm hopeless in math."	<i>Task difficulty</i> "That test was incredibly hard and much too long."
Unstable Cause	<i>Effort</i> "I should have studied more instead of going out to the concert."	<i>Luck</i> "What luck! Every question seemed to be about something taught on the days of class I missed."

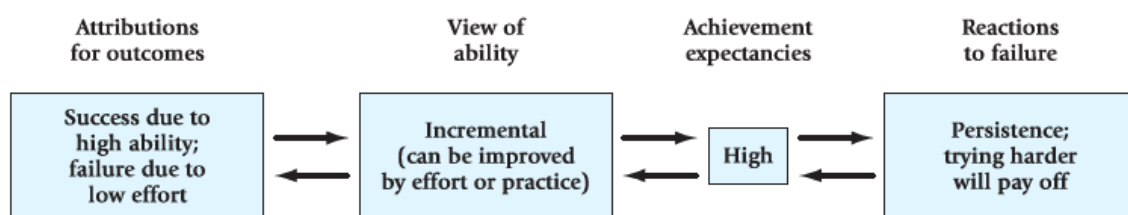
Developmental Change in Attribution

- Complex patterns not present in young children
- Young children are 'unrealistic optimists'
 - Early experience of praise for achievement
 - Effort and ability go hand in hand
- By the end of primary school evidence – conception as fixed entity

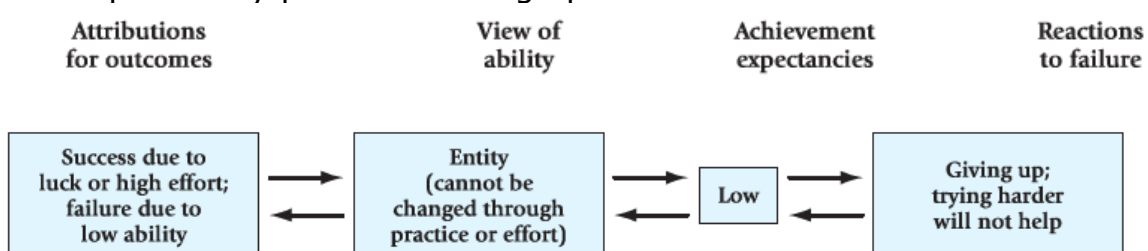
Dweck's Learned Helplessness Theory

- Ability as a fixed entity- belief one's ability is stable trait
- Ability as malleable trait- can be improved through effort and practise (*incremental view*)
- Primary school= transition to fixed entity view

Incremental View: Working harder



Learned Helplessness Orientation: Entity of ability cannot be improved by practise- Giving up



Intervention: Modifying Entity Orientation

- Blackwell and Dweck 2007- attempted to modify math students entity perspective on ability

Half received training in mastery (you can grow your intelligence)

other half were given training in memory and study skills

- Was most strong for people with entity beliefs already