INTRODUCTION
Allan Wigfield and Jacquelynne S. Eccles

Defining Motivation and its Development 1
Purpose of the Book 4
Organization and Contents of the Book 5
Overview of Chapters Focused on Competence-Related Beliefs 6
Overview of Chapters Focused on Reasons for Engaging in
Achievement Activities 7
Chapters Focused on Students' Regulation of their
Achievement Behaviors 9
Chapters Focused on Instructional Practices and Student Motivation 9
References 10

1
Can I Do This Activity?

1. THE DEVELOPMENT OF ACADEMIC SELF-EFFICACY
Dale H. Schunk and Frank Pajares

Theoretical Background 16
2. THE DEVELOPMENTAL COURSE OF ACHIEVEMENT
MOTIVATION: A NEED-BASED APPROACH
Martin V. Covington and Elizabeth Dray

Introduction 33
 Self-Worth Theory 35
 Self-Determination Theory 38
 Stage-Environmental Fit Theory 39
 Caring about Learning: A Retrospective Study 40
 The Role of Success 42
 Grade-Focused Reasons for Learning 44
 Competency 45
 Autonomy 46
 Relatedness 46
 Discussion 47
 Overview 47
 Uniqueness of the Study 49
 Integrating Theory and Practice 51
 References 53
3. THE DEVELOPMENT OF ABILITY CONCEPTIONS
   Carol S. Dweck

   Introduction 57
   Ability Conceptions in Perspective 58
   A Preliminary Note on the Nature of Development 59
   "Before" Conceptions of Ability 60
   Developing Ability Conceptions 62
   The Early Phase of Ability Conceptions (7- and 8-Year-Olds) 62
   Ability Conceptions Coalesce and Gain Impact (10-12 Year-Olds) 67
   After Conceptions of Ability: Individual Differences that Parallel Developmental Differences 71
   Entity vs. Incremental Theories of Intelligence 72
   Influences on Children's Conceptions of Intelligence 76
   Teachers', Parents', and Evaluators' Conceptions of Ability 77
   Gender, Race, and Culture 78
   Gender 78
   Race 78
   Culture 79
   Some Broad Questions for Future Research 79
   Lessons from the Literature (and More Questions for the Future) 80
   References 83

4. THE DEVELOPMENT OF COMPETENCE BELIEFS, EXPECTANCIES FOR SUCCESS, AND ACHIEVEMENT VALUES FROM CHILDHOOD THROUGH ADOLESCENCE
   Allan Wigfield and Jacquelynne S. Eccles

   Eccles, Wigfield, and Colleagues' Expectancy-Value Model 92
   Development of Children's Competence Beliefs, Expectancies for Success, and Achievement Task Values 95
   The Structure of Children's Competence Beliefs and Values 95
   Changes in the Mean Level of Children's Achievement Beliefs and Values 96
   Gender and Ethnic Differences in Competence-Related Beliefs and Expectancies for Success 97

2

Do I Want to Do this Activity, and Why?
Gender Differences in Beliefs About Competence 98
Gender Differences in Achievement Task Values 99
Ethnic Differences in Competence Beliefs and Values 100
Expectancies, Values, Goals, and Achievement Behaviors 104
Relations Among Competence-Related Beliefs and Subjective Task Values 104
Relations of Competence-Related Beliefs, Achievement Values, and Achievement Goals 106
Competence Beliefs, Achievement Values, and the Self-Regulation of Achievement Behavior 107
Future Research Directions 112
Research on Competence Beliefs 112
Research on Achievement Values 112
Influence of Context on Children's Competence Beliefs and Values 114
Acknowledgments 115
References 115

5. ETHNICITY, GENDER, AND THE DEVELOPMENT OF ACHIEVEMENT VALUES
Sandra Graham and April Z. Taylor

Historical Perspective 123
Perspectives from Other Disciplines 124
A New Empirical Approach to the Study of Achievement Values 126
A Further Exploration of Stereotypes 134
Developmental Concerns 137
Summary: Ethnicity, Gender, and Developing (Declining?) Achievement Values 140
Five Recommendations for Motivation Theory and Research 141
References 144

6. THE DEVELOPMENT OF SELF-DETERMINATION IN MIDDLE CHILDHOOD AND ADOLESCENCE
Wendy S. Grolnick, Suzanne T. Gurland, Karen F. Jacob, and Wendy Decourcey

Self-Determination Defined 148
The Expression of Self-Determination 149
Does Self-Determination Make a Difference? 151
Sex Differences 153
The Development of Self-Determination 154
Intrinsic Motivation 155
Facilitating Self-Determination for Extrinsically Motivated Activities 158
Facilitating Self-Determination in School 159
## 7. STUDENT INTEREST AND ACHIEVEMENT: DEVELOPMENTAL ISSUES RAISED BY A CASE STUDY

**K. Ann Renninger and Suzanne Hidi**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam, A Seventh Grader</td>
<td>175</td>
</tr>
<tr>
<td>Well-Developed Individual Interest and Achievement</td>
<td>175</td>
</tr>
<tr>
<td>Less-Developed Interest and Achievement</td>
<td>178</td>
</tr>
<tr>
<td>Characteristics of Interest and Achievement</td>
<td>181</td>
</tr>
<tr>
<td>Conditions and Possibilities for Interest Development</td>
<td>184</td>
</tr>
<tr>
<td>Interest and Achievement</td>
<td>187</td>
</tr>
<tr>
<td>Discussion</td>
<td>190</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>191</td>
</tr>
<tr>
<td>References</td>
<td>191</td>
</tr>
</tbody>
</table>

## 8. THE DEVELOPMENT OF GOAL ORIENTATION

**Eric M. Anderman, Chammie C. Austin, and Dawn M. Johnson**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a “Goal Orientation”?</td>
<td>197</td>
</tr>
<tr>
<td>Defining Goal Orientations</td>
<td>198</td>
</tr>
<tr>
<td>Reconciling Differences between the Various Definitions</td>
<td>200</td>
</tr>
<tr>
<td>The Importance of Goal Orientations</td>
<td>201</td>
</tr>
<tr>
<td>The Development of Goal Orientation</td>
<td>203</td>
</tr>
<tr>
<td>Goal Orientations in Young Children</td>
<td>203</td>
</tr>
<tr>
<td>Self-Perceptions of Ability and Goal Orientations during Childhood</td>
<td>206</td>
</tr>
<tr>
<td>Summary</td>
<td>207</td>
</tr>
<tr>
<td>Goal Orientation in Adolescents</td>
<td>207</td>
</tr>
<tr>
<td>Influences of Goal Orientations during Adolescence</td>
<td>207</td>
</tr>
<tr>
<td>Classroom Influences on Goal Orientations during Adolescence</td>
<td>208</td>
</tr>
<tr>
<td>School Influences on Goal Orientations during Adolescence</td>
<td>211</td>
</tr>
<tr>
<td>Goal Orientations in High School</td>
<td>213</td>
</tr>
<tr>
<td>Discussion</td>
<td>213</td>
</tr>
<tr>
<td>New Areas of Inquiry</td>
<td>214</td>
</tr>
<tr>
<td>Conclusions</td>
<td>217</td>
</tr>
<tr>
<td>References</td>
<td>217</td>
</tr>
</tbody>
</table>
3

What Do I Need to Do to Succeed?

10. THE DEVELOPMENT OF ACADEMIC SELF-REGULATION:
THE ROLE OF COGNITIVE AND MOTIVATIONAL FACTORS
Paul R. Pintrich and Akane Zusho

What Develops in Self-Regulated Learning? 250
The Role of Cognitive Factors in the Development of
Self-Regulation 255
The Role of Developmental Differences in Working Memory 255
The Role of Prior Content Knowledge in Working Memory Functioning and
Self-Regulation 257
The Role of Metacognitive Knowledge in the Development of
Self-Regulation 258
The Role of Theories in the Development of Self-Regulation 259
Self-Regulation as a Depletable Resource 263
The Role of Motivational Factors in the Development of Self-Regulated
Learning 266
The Role of Efficacy and Competence Judgments 267
The Role of Interest and Value Beliefs 271
Motivation and Instruction

12. GOOD INSTRUCTION IS MOTIVATING
Deborah Stipek

Teaching and Learning Literature 310
Achievement Motivation Literature 311
Focus on Challenging, Conceptual Thinking 312
Focus on Learning and Understanding 313
Active Participation and Control 313
Authenticity and Meaningfulness 314
13. INSTRUCTIONAL PRACTICES AND MOTIVATION DURING MIDDLE SCHOOL (WITH SPECIAL ATTENTION TO SCIENCE)

Douglas J. Mac Iver, Estelle M. Young, and Benjamin Washburn

What Works in Middle Grades Reform? 335
Moving Beyond the Textbook in Science Class: The Motivational Benefits of "Minds-On" and "Hands-On" Learning Opportunities 337
A Field Study in Two High-Poverty Middle Schools 338
Central Tendency and Between-Classroom Variation in Instructional Practices 341
Predicting Motivational Outcomes Based Upon Between-Classroom Variation in Instructional Practices 342
Answers to Additional Key Questions about the Results 345
Active, Meaning-Oriented Instructional Practices in Other Subjects 346
Acknowledgment 348
References 348

INDEX 353