

Dedication

For Afshin, without whose love life would be but a chore. - Frank Pajares
For Carol Midgley, who continues to inspire and guide me. - Tim Urdan

Foreword

Few academic issues are of greater concern to teachers, parents, and school administrators than the academic motivation of the adolescents in their care. There are good reasons for this concern. Students who are academically motivated perform better in school, value their schooling, are future-oriented in their academic pursuits, and possess the academic confidence and positive feelings of self-worth so necessary to increasing academic achievement. Because academically motivated students engage their schoolwork with confidence and interest, they are less likely to drop out of school, suffer fewer disciplinary problems, and prove resilient in the face of setbacks and obstacles. It is precisely because academic motivation is so essential to academic achievement that motivation has taken a place along with cognition as one of the most followed lines of inquiry in educational psychology. In this volume, we are fortunate to gather together some of the most eminent scholars who have written extensively about the academic motivation of adolescents. We are fortunate also in that they represent the varied theories and lines of inquiry that currently dominate research in this area.

We begin the volume with a chapter by Barry Zimmerman, the leading theorist on academic self-regulation, a psychological process that is part and parcel of every motivation construct subsequently described and discussed in each chapter of the volume. As Professor Zimmerman describes, self-regulation consists of the metacognitive processes, behavioral skills, and associated motivational beliefs that underlie youths' growing self-confidence and personal resourcefulness in acquiring the skills needed for adulthood. In his chapter, he discusses the attainment of self-regulation in terms of four levels of learning specific skills: observation, emulation, self-control, and self-regulation. According to this formulation, socialization processes, such as modeling and social support, can greatly enhance a youth's initiation and eventual regulation of their learning, especially during study or practice. In addition, he analyzes the functioning of self-

regulated learners in terms of a cyclical model of self-regulation that links metacognitive processes, behavioral performance, and motivational beliefs in three successive phases: forethought, performance, and self-reflection. Descriptive research regarding expert performance and experimental research in diverse areas of skill, such as academic writing, sports, music, and health, is discussed in terms of the two models of self-regulation. Finally, he considers the pedagogical implications of research on self-regulated learning.

The next three chapters focus on three theories that have explored academic self-beliefs highly prominent in the study of academic motivation. Dale Schunk and Sam Miller examine the academic self-efficacy beliefs of adolescents. Schunk and Miller trace current research findings on self-efficacy beliefs, and they explain how these judgments of capability for learning or performing behaviors at designated levels are powerfully related to the academic success that students experience, as well as to other motivation constructs and processes. Allan Wigfield and Stephen Tonks discuss the development of motivation during adolescence from the perspective of expectancy-value theory and explain how adolescents' expectancies for success and achievement values change during adolescence, particularly during educational transitions such as that from elementary to middle school and from middle to high school. These expectancies and values influence the choice of activities that adolescents pursue, as well as their performance in different academic areas. Herb Marsh and Rhonda Craven write on how adolescents' self-concept beliefs are powerfully influenced by frame of reference effects, which involve students' comparisons of their ability levels with those of other students in the immediate context as well as assessments of their own ability and academic accomplishments. They provide an overview of research findings and directions that extend theoretical predictions based on the Big Fish Little Pond Effect and elaborate the implications of this research for school policies and practices.

Avi Kaplan and Marty Maehr take an achievement goal theory perspective to show how the manner in which adolescents adopt differing achievement goal orientations provides a framework for understanding the processes that contribute to their adoption of adaptive motivational orientations. They review two decades of findings from this line of inquiry and trace the relationship between goal orientations and processes such as the use of effective and ineffective learning strategies, adoption of positive and negative attitudes towards

school and learning, and engagement in cooperative and disruptive behavior. Of special interest, they show how adoption of mastery or performance goals may be viewed as aspects of the process of self-reconstruction in which adolescents engage, serving the development of their personal interests, establishing the basis of their self-worth, and forming desired social relationships.

Martin Covington reframes the current debate over the presumed negative impact of extrinsic inducements such as praise, gold stars, and grades on such intrinsic educational objectives as subject-matter appreciation and creative expression from a developmental, self-worth perspective. He contends that, far from being disruptive, when properly employed by educators, tangible reinforcers can encourage adolescents' intrinsically-oriented goals.

From the perspective of self-determination theory, Jennifer La Guardia and Richard Ryan review research on how families, schools, and cultures influence adolescent motivation and well-being. They also examine the social-contextual factors that foster internalization of social goals and values, intrinsic motivation, and more secure attachments and identifications with adults. They dispute claims that adolescents need to "separate" from adults to individuate, and they review research showing that, contrary to several contemporary perspectives, support for adolescents' basic psychological needs fosters greater reliance on adults, security, and autonomy.

Willy Lens, Joke Simons, and Sigfried Dewitte further the discussion of intrinsic and extrinsic motivation by contending that learning and studying are multi-determined and that intrinsic motivation is typically accompanied by extrinsic motivation. Using what is described as "future-time perspective, they propose that, to the extent that learning is motivated by future goals (instrumental motivation), it is not rewarding in itself. Consequently, instrumental motivation can only be extrinsic, and they contend that instrumental motivation, as a type of extrinsic motivation, is not necessarily worse than intrinsic motivation.

More than one hundred years ago, William James devoted an entire chapter in his *Talks to Teachers on Psychology* to describe the critical importance of interest in the motivation of students. In our next chapter, Suzanne Hidi and Mary Ainley examine the ways in which adolescents' interests develop, differ from

those of younger children, and contribute to their developing sense of self. They help explain why many adolescents lack academic interests and how their interests can be related to anti-social behavior. The authors also describe how vocational interests may play critical roles in their lives, given that individuals are required to make career and lifestyle decisions during adolescence.

Jaana Juvonen and Jean Cardigan attempt to reconcile findings suggesting that early adolescence is, on the one hand, a time during which students' motivation declines and disciplinary problems increase while, on the other hand, is it also a time during which youngsters endorse attitudes and values that are consistent with those of their social structure. Their aim is to integrate some of the interpretations provided by scholars from differing disciplines, focusing their analysis on social norms and perceived values of school-based peer groups. In their chapter, they offer insights into why and how perceived peer group values, rather than personal values, may better explain the public behavior of early adolescents.

Joshua Aronson and Catherine Good describe stereotype threat as the social and psychological predicament that people face when they realize that they are the target of negative stereotypes and are at risk of confirming those stereotypes. When negative qualities are attached to a stereotype, as is the case with the stereotypes regarding the intellectual inferiority of certain minority groups, the consequences that result can be dramatically damaging. Aronson and Good trace research findings showing how these consequences can include lower academic performance both for minority groups on tests that include cognitive tasks and for women in male-oriented domains such as mathematics. The authors also describe research that examines the development stereotype vulnerability in children and adolescents, as well as the various ways in which individuals can be affected by stereotypes alleging intellectual inferiority.

In our final chapter, Robert Roeser and Mollie Galloway show how integrating the study of motivation to learn with the issues of identity development during adolescence requires simultaneous attention to patterns of school functioning, peer relationships, and mental health at the level of the individual, and to patterns of developmental supports or risks at the level of the social contexts within which adolescents are developing. They contend that it is in the overall configuration of adolescents' personal and interpersonal

resources and risk factors that researchers can best identify productive and more problematic pathways of holistic functioning during this period. Roeser and Galloway provide a conceptual architecture for studying adolescent development in the context of schools in particular, describe a methodological approach that emphasizes person-centered analysis of data, and illustrate their conceptualization with empirical results from a series of recent studies that they and their colleagues have been conducting employing person-centered analyses.

In all, we believe that in the dozen chapters that comprise this volume, the authors provide elegant insights regarding the academic and social motivation of adolescents that will prove of interest to researchers, students, teachers, school administrators, parents, policy makers, and all others who play a pivotal role or are otherwise invested in the lives of adolescents in today's society. It is our hope that these insights will not only further the conversation on adolescence and education, but will serve as the impetus for further research capable of generating the creative ideas, programs, and structures so necessary to better the lives of the young people in our care.