

1. Record Nr.	UNINA9910823344303321
Titolo	Development of achievement motivation // edited by Allan Wigfield, Jacquelynne S. Eccles
Pubbl/distr/stampa	San Diego, : Academic Press, c2002
ISBN	1-280-92711-9 9786610927111 0-08-049112-X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (385 p.)
Collana	Educational psychology series
Altri autori (Persone)	WigfieldAllan EcclesJacquelynne S
Disciplina	158.1 370.154 155.4138
Soggetti	Motivation in education Academic achievement Achievement motivation in children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Cover; Development of Achievement Motivation; Copyright Page; Contents; Contributors; Preface; Introduction; Defining Motivation and its Development; Purpose of the Book; Organization and Contents of the Book; Overview of Chapters Focused on Competence-Related Beliefs; Overview of Chapters Focused on Reasons for Engaging in Achievement Activities; Chapters Focused on Students' Regulation of their Achievement Behaviors; Chapters Focused on Instructional Practices and Student Motivation; References; Part 1: Can I Do This Activity?; Chapter 1. The Development of Academic Self-Efficacy Theoretical BackgroundDevelopment of Self-Efficacy; Transitional Influences; Developmental Changes in Self-Appraisal Skill; Gender and Ethnic Differences in Self-Efficacy; Self-Efficacy for Learning and Achievement; Research on Self-Efficacy; Future Research Directions; Conclusion; References; Chapter 2. The Developmental Course of Achievement Motivation: A Need-Based Approach; Introduction; Caring about Learning: A Retrospective Study; Discussion; References; Chapter

3. The Development of Ability Conceptions; Introduction; "Before" Conceptions of Ability; Developing Ability Conceptions After Conceptions of Ability: Individual Differences that Parallel Developmental Differences Influences on Children's Conceptions of Intelligence; Teachers', Parents', and Evaluators' Conceptions of Ability; Gender, Race, and Culture; Some Broad Questions for Future Research; Lessons from the Literature (and More Questions for the Future); References; PART 2: Do I Want to Do this Activity, and Why?; Chapter 4. The Development of Competence Beliefs, Expectancies for Success, and Achievement Values From Childhood Through Adolescence; Eccles, Wigfield, and Colleagues' Expectancy-Value Model Development of Children's Competence Beliefs, Expectancies for Success, and Achievement Task Values Gender and Ethnic Differences in Competence-Related Beliefs and Expectancies for Success; Expectancies, Values, Goals, and Achievement Behaviors; Future Research Directions; Acknowledgments; References; Chapter 5. Ethnicity, Gender, and the Development of Achievement Values; Historical Perspective; Perspectives from Other Disciplines; A New Empirical Approach to the Study of Achievement Values; Summary: Ethnicity, Gender, and Developing (Declining?) Achievement Values Five Recommendations for Motivation Theory and Research References; Chapter 6. The Development of Self-Determination in Middle Childhood and Adolescence; Self-Determination Defined; The Expression of Self-Determination; The Development of Self-Determination; Self-Determination and Transitions; Self-Determination in Multiple Contexts; Summary and Conclusions; Acknowledgment; References; Chapter 7. Student Interest and Achievement: Developmental Issues Raised by A Case Study; Sam, A Seventh Grader; Interest and Achievement; Discussion; Acknowledgments; References Chapter 8. The Development of Goal Orientation

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Sommario/riassunto

This book discusses research and theory on how motivation changes as children progress through school, gender differences in motivation, and motivational differences as an aspect of ethnicity. Motivation is discussed within the context of school achievement as well as athletic and musical performance. Key Features\* Coverage of the major theories and constructs in the motivation field\* Focus on developmental issues across the elementary and secondary school period\* Discussion of instructional and theoretical issues regarding motivation\* Consideration of gender and ethnic

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