

Contents

Contributors xv

Preface xvii

Acknowledgments xxi

1. LOOKING BEYOND REWARDS: THE PROBLEM AND PROMISE OF INTRINSIC MOTIVATION

Carol Sansone and Judith M. Harackiewicz

The Birth of Debate	1
This Book	4

1

Are the Costs of Rewards Still Hidden?

A New Look at an Old Debate

2. WHEN REWARDS COMPETE WITH NATURE: THE UNDERMINING OF INTRINSIC MOTIVATION AND SELF-REGULATION

Richard M. Ryan and Edward L. Deci

The Interplay of Rewards and Nature	14
The Age of Rewards	15
Rewards and Intrinsic Motivation	16
Controversies Concerning Reward Effects and Cognitive Evaluation Theory	18
A New Meta-analysis of Reward Effects	19

The Effects of All Rewards	22
Positive Feedback (Verbal Rewards)	22
Tangible Rewards	24
Unexpected Rewards and Task-Noncontingent Rewards	25
Engagement-Contingent Rewards	25
Completion-Contingent Rewards	26
Task-Contingent Rewards	26
Performance-Contingent Rewards	27
Delayed versus Immediate Effects of Rewards on Intrinsic Motivation	29
Summary of the Effects of Rewards on Intrinsic Motivation	30
Squaring Our Results with Those of the Previous Meta-analysis	31
Must Rewards Always Be Detrimental to Intrinsic Motivation?	32
The Undermining of Other Important Variables	35
The Significance of the Undermining Phenomenon: Autonomy versus Control	37
Internalizing the Reward Culture: Individual Differences in Reward Orientations	42
Self-Regulation versus Regulation by Rewards: Two Types of Behavioral Activation Systems	46
Natural and Not-So-Natural Reward Contingencies	47
Conclusions	48

3. REWARDS AND CREATIVITY

Beth A. Hennessey

Task-Contingent Reward Studies	57
The Impact of Task-Contingent Reward on Creativity of Performance	58
The Behaviorist Position: A Resolution of Contradictory Findings	60
Internal Mechanisms	64
Refining the Model	67
The "Immunization" Studies	68
Conclusions and Future Directions	73

4. REWARDING COMPETENCE: THE IMPORTANCE OF GOALS IN THE STUDY OF INTRINSIC MOTIVATION

Judith M. Harackiewicz and Carol Sansone

Our Model of Performance-Contingent Rewards	82
Evaluative Threat: The Reward Offer	84
Competence Feedback: The Reward Outcome	85
Symbolic Cue Value	86
Empirical Support for the Model	88

Meta-analyses Revisited	90
Moderators of Reward Properties	91
The Power of Process Analysis	92
Effects of Hypothesized Mediators: Task Involvement	93
Effects on Hypothesized Mediators: Competence Valuation	94
Summary	96
Back to the Future	96

5. THE STRUCTURE AND SUBSTANCE OF INTRINSIC MOTIVATION

James Y. Shah and Arie W. Kruglanski

The Language of Intrinsic Motivation	106
The Language of Goals	106
A Structural Analysis of Goals and Means	108
Equifinality and the Association of Goals to Means	111
Multifinality and the Association of Means to Goals	112
A Structural Perspective on Intrinsic Motivation	114
Goal Commitment	115
Activity Engagement	117
The Transfer of Goal Qualities to Activities	118
Enhancing Intrinsic Motivation	122
Conclusion	123

2

A New Debate

Hidden Costs (and Benefits) of Achievement Goals

6. MEANING AND MOTIVATION

Daniel C. Molden and Carol S. Dweck

Early Achievement Motivation Theories	131
Attribution Theory	132
Goal Theory	133
Recent Expansions of Goal Theory	134
A Meaning Perspective on Achievement Motivation	136

Individual Differences in Goal Meaning	140
Meaning Systems versus Attributions	143
Theories of Intelligence and Self-Worth	143
Relations between Implicit Theory and Approach/Avoidance Motivation	144
Goal Meaning, Intrinsic Motivation, and Performance	146
Relating Meaning Systems to Research on Intrinsic Motivation	152
Summary, Implications, and Conclusions	153

7. WHAT LEARNERS WANT TO KNOW: THE ROLE OF ACHIEVEMENT GOALS IN SHAPING INFORMATION SEEKING, LEARNING, AND INTEREST

Ruth Butler

Achievement Goals and Functions of Information Seeking in Achievement Settings	162
Achievement Goals	164
Goal-Oriented Information Seeking	165
Achievement Goals, Information Seeking, and the Adaptivity of Task Engagement	168
Achievement Goals and Informational Preferences: Empirical Evidence	170
Competence Acquisition versus Competence Assessment	170
Competence Assessment under Mastery versus Ability Goals	174
Competence Acquisition under Mastery Goals versus Ability Goals	177
Which Goals Are More Adaptive? Processes and Consequences of Mastery versus Ability-Oriented Information Seeking and Task Engagement	179
Continuing Informational Search	179
Achievement Goals, Information Seeking, and Performance	181
Achievement Goals, Information Seeking, and Intrinsic Motivation	185
Conclusions and Implications	188

8. MULTIPLE PATHWAYS TO LEARNING AND ACHIEVEMENT: THE ROLE OF GOAL ORIENTATION IN FOSTERING ADAPTIVE MOTIVATION, AFFECT, AND COGNITION

Elizabeth A. Linnenbrink and Paul R. Pintrich

A Model of Achievement Goals	196
Achievement Goals, Mediators, and Outcomes	203

Goals and Motivational Mediators	205
Goals and Affective Mediators	209
Goals and Cognitive Mediators	212
Goals and Behavioral Mediators	217
Goals, Mediators, and Achievement Outcomes	218
Conclusions and Future Directions	222

9. ACHIEVEMENT GOALS AND OPTIMAL MOTIVATION: A MULTIPLE GOALS APPROACH

Kenneth E. Barron and Judith M. Harackiewicz

The Role of Achievement Goals in Optimal Motivation	231
A Model of Goal Effects on Intrinsic Motivation	233
Evidence for Positive Effects of Both Mastery Goals and Performance Goals from the Laboratory	235
Moderator Effects	236
Mediator Effects	239
Experimental versus Correlational Approaches to Testing Multiple Goal Perspective	240
Evidence for Positive Effects of Both Mastery Goals and Performance Goals from the Classroom	241
Integrating Experimental and Classroom Findings	245
A Critical Test of the Mastery versus Multiple Goal Perspectives	246
Capturing the Complexity of the Multiple Goal Perspective	248
Conclusions	251

3

The Role of Interest in Learning and Self-Regulation

"Extrinsic" versus "Intrinsic" Motivation Reconsidered

10. TURNING "PLAY" INTO "WORK" AND "WORK" INTO "PLAY": 25 YEARS OF RESEARCH ON INTRINSIC VERSUS EXTRINSIC MOTIVATION

Mark R. Lepper and Jennifer Henderlong

Introduction	257
--------------	-----

Intrinsic versus Extrinsic Motivation	259
The Original Experiments	260
Later Experimental Literature	261
Meta-analytical Analyses	267
Scales of Intrinsic versus Extrinsic Motivation	271
Intrinsic and/or Extrinsic Motivation	273
New Empirical Findings	275
Developmental Trends	277
Understanding Development Declines in Motivation	281
Intrinsic Plus Extrinsic Motivation	286
Promoting Intrinsic Motivation	286
Promoting Other Motivations	294
Conclusions	298

11. AN INTEREST RESEARCHER'S PERSPECTIVE: THE EFFECTS OF EXTRINSIC AND INTRINSIC FACTORS ON MOTIVATION

Suzanne Hidi

Conceptualizations of Interest	311
Interest and Intrinsic Motivation	315
From Play to School Activities: Changes in Tasks and in Motivation	320
Rewards and Interest	324
Literature on Rewards and Intrinsic Motivation	324
Methodological and Theoretical Issues Related to the Literature on Rewards and Intrinsic Motivation	326
Evaluation of Subjects' Initial Interest	326
Conclusions	333

12. INTEREST AND SELF-REGULATION: THE RELATION BETWEEN HAVING TO AND WANTING TO

Carol Sansone and Jessi L. Smith

Model of the Self-Regulation of Motivation Process	343
Goal Congruence and Interest	347
Empirical Support for Goal Congruence and Interest: The Case of Competence Goals	347
Empirical Support for Goal Congruence and Interest: The Case of Interpersonal Goals	349
What If It Is Not Interesting?	353
Does the Type of Reason Matter?	357

Regulating Interest and Performance	365
Implications and Conclusion	366

13. INDIVIDUAL INTEREST AND ITS IMPLICATIONS FOR UNDERSTANDING INTRINSIC MOTIVATION

K. Ann Renninger

Background	375
Individual Interest Develops in Relation to Activity	378
Individual Interest Schools Attention	380
Although It Is Universal, Individual Interest Is Individually Varying	381
Individual Interest and Gender	382
Individual Interest, Age, and Change over Time	385
Individual Interest, Motivation, and Learning	390
Individual Interest and Intrinsic Motivation	395

14. PARENTS, TASK VALUES, AND REAL-LIFE ACHIEVEMENT-RELATED CHOICES

Janis E. Jacobs and Jacquelynne S. Eccles

Importance of Values	408
Contexts in which Children Learn to Value Activities	411
Social Identity	411
Personal Identity	412
Universal Characteristics of Competence, Autonomy, and Relatedness	413
Person-Environment Fit	415
Socialization for Task Values	416
Social-Emotional Climate and General Beliefs	418
Provision of Specific Experiences for the Child	419
Modeling Involvement in Valued Activities	419
Communicating Ability Perceptions and Future Expectations	419
Parental Contributions to the Development of Task Values:	
Dilemmas for Parents and Researchers	420
Finding a Model of Optimal Engagement	422
Implications for the Socialization of Task Values and Activity Involvement	424
Opportunity Structure	425
Interpreters of Reality	426
Provision of Values	427
Parenting Practices	427
Conclusion	433

4

Conclusion

15. CONTROVERSIES AND NEW DIRECTIONS—IS IT DÉJÀ VU ALL OVER AGAIN?

Carol Sansone and Judith M. Harackiewicz

Major Themes and New Questions	444
Definition of Intrinsic Motivation	444
Definition of Extrinsic Motivation	445
Relationship between Extrinsic and Intrinsic Motivation	446
Intrinsic Motivation as an Outcome versus a Process	446
The Nature of the Activity	447
Goal Content versus Goal Congruence	449
Relationship between Mastery Goals and Performance Goals	450
The Role of Affect and Subjective Experience	450
The Role of the Social Context	451
The Role of Individual Differences	452
So What Have We Learned and Where Do We Go from Here?	452
 Author Index	455
 Subject Index	469