Contents

Contributors xv Preface xvil 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



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	r9

•••	
viii	Contents

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 26
Completion-Contingent Rewards 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	4.
Behavioral Activation Systems Natural and Not-So-Natural Reward Contingencies	46 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

Contents	ix
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
A MILE CONTINUE LAND CALLED	

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

Xİ
205
209
212
217
218
222

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

Kenneth E. Barron and Iudith 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

The Role of Interest in Learning and Self-Regulation

"Extrinsic" versus "Intrinsic" Motivation Reconsidered

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

Mark R. Lepper and Jennifer Henderlong

vi

Contents

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 Other Metivation	286 294
Promoting Other Motivations Conclusions	294 298
Conclusions	290
11. AN INTEREST RESEARCHER'S PERSPECTIVE: THE EFFECTS OF EXTRINSIC AND INTRINSIC FACTORS ON MOTIVATION	Ē
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	N
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 Peacen Matter?	257

Contents	XIII
Regulating Interest and Performance Implications and Conclusion	365 366
•	,,,,
13. INDIVIDUAL INTEREST AND ITS IMPLICATIONS UNDERSTANDING INTRINSIC MOTIVATION	5 FOR
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	410
Provision of Specific Experiences for the Child Modeling Involvement in Valued Activities	418 419
Communicating Ability Perceptions and Future Expectations	419
Parental Contributions to the Development of Task Values:	417
Dilemmas for Parents and Researchers	420
Finding a Model of Optimal Engagement	422
Implications for the Socialization of Task Values and	422
Activity Involvement	424
Opportunity Structure	424
Interpreters of Reality	426
Provision of Values	427
Parenting Practices	427
Conclusion	433



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