

## שאלתה: מטרות הישג בקרב מורים או פרחי הוראה

מילות מפתח: performance goals, mastery goals, goal theory:

1.

TI: **Improving Low Achievers' Academic Performance at University by Changing the Social Value of Mastery Goals**

AU: Dompnier, Benoît; Darnon, Céline; Meier, Emanuele; Brandner,  
SO: American Educational Research Journal, v52 n4 p720-749 Aug  
2015

Abstract

Recent research has shown that, in a university context, mastery goals are highly valued and that students may endorse these goals either because they believe in their utility (i.e., social utility), in which case mastery goals are positively linked to achievement, or to create a positive image of themselves (i.e., social desirability), in which case mastery goals do not predict academic achievement. The present two experiments induced high versus neutral levels of mastery goals' social utility and social desirability. Results confirmed that mastery goals predicted performance only when these goals were presented as socially useful but not presented as socially desirable, especially among low achievers, those who need mastery goals the most to succeed.

2.

TI: **Promotion of Students' Mastery Goal Orientations: Does TARGET Work?**

AU: Lüftenegger, Marko; van de Schoot, Rens; Schober, Barbara;  
Fensterwald, Monika.

SO: Educational Psychology, v34 n4 p451-469 2014

## Abstract

Achievement goal orientations are important for students' ongoing motivation. Students with a mastery goal orientation show the most advantageous achievement and motivational patterns. Much research has been conducted to identify classroom structures which promote students' mastery goal orientation. The TARGET framework is one example of these efforts and provides six instructional dimensions (task, authority, recognition, grouping, evaluation, time), which should form a classroom structure that fosters a mastery goal orientation. The aim of this study was to examine the entire multi-dimensional TARGET framework and its impact on mastery goal orientation in a longitudinal study with 1680 secondary school students. CFAs confirmed the existence of one latent factor TARGET comprising the six proposed dimensions. This study also provides the first empirical evidence, based on longitudinal data, that TARGET has a positive impact on student mastery goal orientations.

3.

TI: **Do Students Distinguish between Different Types of Performance Goals?**

AU: Bong, Mimi; Woo, Yeonkyoung; Shin, Jiyoun

SO: Journal of Experimental Education, v81 n4 p464-489 2013

## Abstract:

The authors tested whether multiple components of a performance goal were differentiated by a group of Korean middle school students ("N" = 239). Confirmatory factor analyses showed that the normative and outcome components as well as the approach and avoidance components correlated too highly to be considered independent. A 2-

factor model with a mastery goal and a performance goal most parsimoniously illustrated students' achievement goal responses. In structural equation modeling, these 2 achievement goals functioned as conduits between perceived learning contexts and preference for course difficulty. Mastery goals were predicted positively by perceptions of school mastery goal structures and negatively by perceived importance of ability for academic success. Performance goals were positively predicted by perceptions of both school mastery and school performance goal structures with the latter demonstrating substantially stronger predictive power. Mastery goals in turn positively predicted preference for challenging courses, whereas performance goals positively predicted preference for easy courses.

4.

TI: **When Are Mastery Goals More Adaptive? It Depends on Experiences of Autonomy Support and Autonomy**

AU: Benita, Moti; Roth, Guy; Deci, Edward L.

SO: Journal of Educational Psychology, v106 n1 p258-267 Feb 2014

Abstract:

Mastery goals are generally considered the most adaptive achievement goals. In 2 studies, we tested whether, in line with self-determination theory, participants' experiences of autonomy support and autonomy would affect the relations between mastery goals and psychological outcomes. In Study 1 (an experiment), 117 college students, randomly assigned to 3 groups (autonomy-supportive, autonomy-suppressive, neutral), adopted an intrapersonal-competence standard to improve graphic quality of handwriting. Results showed that mastery goals led to more positive emotional experiences when given in an autonomy-supportive context relative to the other two. Study 2 extended the

research to natural settings and learners' motives among 7th and 8th graders ( $n = 839$ ) responding to questionnaires about a specific class. Results revealed stronger relations of mastery goals with interest and enjoyment and with behavioral engagement when students perceived their level of choice (experience of autonomy) as high rather than low. We therefore propose that research on achievement goals should consider both the contexts and the motives accompanying the goals.

5.

TI: **Progress Feedback Effects on Students' Writing Mastery Goal, Self-Efficacy Beliefs, and Performance**

AU: Duijnhouwer, Hendrien; Prins, Frans J.; Stokking, Karel M.

SO: Educational Research and Evaluation, v16 n1 p53-74 Feb 2010

Abstract:

The effects of progress feedback on university students' writing mastery goal, self-efficacy beliefs, and writing performance were examined in this experiment. Students in the experimental condition ( $n = 42$ ) received progress feedback on their writing assignment, whereas students in the control condition ( $n = 44$ ) received feedback without progress information. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to measure students' writing mastery goal and self-efficacy beliefs. Results showed that progress feedback did not affect students' writing mastery goal and performance but did affect students' self-efficacy beliefs. The effect depended on the number of progress comments.

6.

TI: **Predicting Teachers' Achievement Goals for Teaching: The Role of Perceived School Goal Structure and Teachers' Sense of Efficacy**

AU: Cho, YoonJung; Shim, Sungok Serena

SO: Teaching and Teacher Education: An International Journal of Research and Studies, v32 p12-21 May 2013

Abstract:

The present study investigated contextual and personal factors associated with teachers' achievement goals for teaching. A total of 211 teachers completed an online survey. Hierarchical multiple regression analyses revealed that perceived school mastery goal structure and performance goal structure predicted teachers' mastery goals and performance-approach goals, respectively. Teachers' sense of efficacy moderated the effect of perceived school goal structures on achievement goals for teaching. Teachers with high teaching efficacy maintained personal achievement goals for teaching even when their schools emphasized conflicting goals. However, teachers with low teaching efficacy tended to assimilate the goals promoted by their schools

7.

TI: **Goal Structures: The Role of Teachers' Achievement Goals and Theories of Intelligence**

AU: Shim, Sungok Serena; Cho, YoonJung; Cassady, Jerrell

SO: Journal of Experimental Education, v81 n1 p84-104 2013

Abstract:

This study investigated how teachers' achievement goals for teaching and implicit theories of their students' intelligence are associated with the goal structures that they create in their classrooms. Teachers ("N" = 209) reported their achievement goals for teaching (mastery, performance-approach goals, and performance-avoidance goals), implicit theories of intelligence (belief that their students' intellectual ability is malleable or fixed), and achievement goal structures that they created within their classroom (mastery vs. performance goal structures). In general, mastery goals for teaching positively predicted classroom mastery goal structure while performance-approach goals for teaching positively predicted classroom performance goal structure. However, there were significant interactions between mastery and performance-approach goals and between performance-avoidance goals and implicit theory of students' intelligence. Theoretical and practical implications are discussed.

8

TI: **Longitudinal Investigation into the Role of Perceived Social Support in Adolescents' Academic Motivation and Achievement**

AU: Song, Juyeon; Bong, Mimi; Lee, Kyehyoung; Kim, Sung-il

SO: Journal of Educational Psychology, v107 n3 p821-841 Aug 2015

Abstract:

We examined (a) the relative importance of perceived social support from parents, peers, and teachers; (b) the consequences associated with different types of perceived social support; and (c) the mediation by achievement goals in the relationship between perceived social support and academic outcomes. We analyzed the first 3 waves of the Korean Educational Longitudinal Study 2005 data (Y. Kim et al., 2007),

which followed students from Grade 7 to Grade 9 in middle school. Compared with the other 2 social agent groups, support from parents predicted the widest variety of adolescent motivation and achievement indexes. Parental emotional support was most beneficial, predicting stronger mastery goals, weaker performance-avoidance goals, lower test anxiety, and higher academic achievement than any other type of support. Parental academic support functioned as a double-edged sword, predicting not only stronger mastery goals but also stronger performance-approach goals, stronger performance-avoidance goals, and higher test anxiety. Achievement pressure from teachers had the same predictive relationships but was weaker in strength. Perceived emotional support from teachers was not as effective as that from parents in predicting adolescent motivation achievement; however, perceived academic support from teachers was helpful for adolescents in predicting stronger mastery goals. Support from peers worked as a buffer against maladaptive motivation, predicting weaker performance-avoidance goals and lower test anxiety. Mastery goals mediated the relationship between social support and academic achievement, whereas performance-approach goals and performance-avoidance goals mediated the relationship between social support and test anxiety. The same patterns emerged consistently for all 3 years at middle school.

9.

TI: **Positive Classroom Motivational Environments : Convergence between Mastery Goal Structure and Classroom Social Climate**

AU: Patrick, Helen; Kaplan, Avi; Ryan, Allison M.

SO: Journal of Educational Psychology, v103 n2 p367-382 May 2011

Abstract:

In a series of 4 studies we investigated the relations of mastery goal structure and 4 dimensions of the classroom social climate (teacher academic support, teacher emotional support, classroom mutual respect, task-related interaction). We conducted multidimensional scaling with separate adolescent samples that differed considerably (i.e., by racial and demographic characteristics, grade level, and educational contexts). Studies 1, 2, and 3 (Ns = 537, 537, and 736, respectively) showed that mastery goal structure items occupied a central space among the climate items and overlapped partially with the areas formed by the respect and academic and emotional support items. In Study 4 (N = 789) we investigated the structural relations of mastery goal structure and the 4 social climate scales with another adolescent sample. Using confirmatory factor analysis we compared these 2 models: (a) all 5 measures at the same level and (b) mastery goal structure as a 2nd-order factor, with the 4 social climate measures as its indicators. The fit for both models was good, although the 1st-order model fit was better. Nevertheless, in the 2nd-order model mastery goal structure accounted for between 92% and 67% of the variance in the climate measures.

10.

**TI: Goal Structures: The Role of Teachers' Achievement Goals and Theories of Intelligence**

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This study investigated how teachers' achievement goals for teaching and implicit theories of their students' intelligence are associated with the goal structures that they create in their classrooms. Teachers ("N"



= 209) reported their achievement goals for teaching (mastery, performance-approach goals, and performance-avoidance goals), implicit theories of intelligence (belief that their students' intellectual ability is malleable or fixed), and achievement goal structures that they created within their classroom (mastery vs. performance goal structures). In general, mastery goals for teaching positively predicted classroom mastery goal structure while performance-approach goals for teaching positively predicted classroom performance goal structure. However, there were significant interactions between mastery and performance-approach goals and between performance-avoidance goals and implicit theory of students' intelligence. Theoretical and practical implications are discussed.

11.

**TI: Teacher Performance Goal Practices and Elementary Students' Behavioral Engagement: A Developmental Perspective**

AU: Hughes, Jan N.; Wu, Wei; West, Stephen G.

SO: Journal of School Psychology, v49 n1 p1-23 Feb 2011

**Abstract:**

We investigated growth trajectories for classroom performance goal practices and for student behavioral engagement across grades 2 to 5 for 497 academically at-risk elementary students. This study is the first longitudinal investigation of performance goal practices in the early elementary years. On average, teacher use of performance goal practices increased and students' behavioral engagement declined across the four years. Using autoregressive latent trajectory (ALT) models, we examined the synchronous relations between teacher-reported performance goal practices and teacher-reported student behavioral engagement. As expected, as students move into

classrooms with a new teacher with less emphasis on performance goal practices, they become more behaviorally engaged in school. Gender did not moderate these results. Implications for teacher professional development are discussed.

12.

TI: **Pre-Service Teachers' Motivation in Using Digital Technology**

AU:Yeung, Alexander S.; Tay, Eng Guan; Hui, Chenri; Lin, Jane Huiling; Low, Ee-Ling

SO: Australian Journal of Teacher Education, v39 n3 Article 7 Mar 2014

Abstract:

Digital technology (DT) has a significant role to play in modern education. This study examined motivational goals of student teachers in initial teacher education in Singapore and the influences of goals on their use of DT personally and in the classroom. The participants (N = 312) responded to a survey about their motivational goals (learning vs. performance) and DT application (personal vs. classroom application). Results showed that personal use of DT, especially for younger teachers, was clearly more than classroom application. Females were found to have higher performance goal. Structural equation modelling found that learning goals were positively related to both personal use and classroom application, but performance goals were not positively related to either outcome. As performance goals were found to be unrelated to classroom application of DT, teacher education should focus more on the development of learning goals so as to encourage teachers, especially females, to use DT for teaching

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TI: **Classroom Environment, Achievement Goals and Maths Performance: Gender Differences**

AU: Gherasim, Loredana Ruxandra; Butnaru, Simona; Mairean, Cornelia

SO: Educational Studies, v39 n1 p1-12 2013

Abstract:

This study investigated how gender shapes the relationships between classroom environment, achievement goals and maths performance. Seventh-grade students ( $N=498$ ) from five urban secondary schools filled in achievement goal orientations and classroom environment scales at the beginning of the second semester. Maths performance was assessed as an average grade four months later. The results indicated gender differences in the perception of teacher and peers support, achievement goals and maths performance. The effects of goal orientations, teacher and peers support on achievement were moderated by gender. Furthermore, the interaction between classroom environment and performance goals on maths grades varied with gender. In the boys' sample, performance-avoidance goals interacted with teacher support, while in the girls' sample, performance-approach goals interacted with peers support in predicting maths grades. The educational implications of these gender differences are discussed

14

TI: **Achievement Goals for Teaching and Teachers' Reference Norms: Relations with Instructional Practices**

AU: Retelsdorf, Jan; Gunther, Catharina

SO: Teaching and Teacher Education: An International Journal of Research and Studies, v27 n7 p1111-1119 Oct 2011

Abstract:

This study is connected to recent research that introduced achievement goal theory as a framework for research on teacher motivation. We aimed at investigating teachers' goals' indirect effects on their instructional practices through their reference norms. Drawing on a sample of 206 teachers, structural equation modeling revealed that mastery orientation was connected to more adaptive forms of reference norms and instruction, whereas less adaptive patterns were recorded for ability-approach orientation, ability-avoidance orientation, and work avoidance. Thus, school should not only focus on the enhancement of students' mastery goals but also on fostering teachers' mastery goals.

15.

TI: **Teacher-Reported Goal Structures: Assessing Factor Structure and Invariance**

AU: Wolters, Christopher A.; Fan, Weihua; Daugherty, Stacy

SO: Journal of Experimental Education, v79 n1 p1-29 2011

Abstract:

The purpose of this study was to extend the research on achievement goal theory by examining the measurement and understanding of goal structures using teacher-reported data. A large number of elementary, middle, and high school teachers completed an online survey that included items assessing their use of instructional practices associated with mastery and performance goal structures in the fall ( $n = 1,079$ ) and spring ( $n = 867$ ) of one school year. Findings supported the general 2-factor model that distinguishes mastery and performance goal structures. In addition, findings indicated differences in goal structures on the basis of academic level and the subject area for

which teachers were responsible but not for experience as a teacher. Results also show that goal structures were fairly stable across the school year.

16.

TI: **Teachers' Workplace Well-Being: Exploring a Process Model of Goal Orientation, Coping Behavior, Engagement, and Burnout**

AU: Parker, Philip D.; Martin, Andrew J.; Colmar, Susan; Liem, Gregory A.

SO: Teaching and Teacher Education: An International Journal of Research and Studies, v28 n4 p503-513 May 2012

Abstract:

The current research integrated components of the transactional model of stress and coping with self-worth and goal theories to examine a model where (a) teachers' goal orientation (as indicated by mastery and failure avoidance) was hypothesized to predict their teaching coping strategies (as indicated by problem- and emotion-focused coping) and (b) teaching coping was hypothesized to predict occupational well-being (as indicated by engagement and burnout). A longitudinal sample of 430 teachers took part in the research. With the structural equation model suggesting an acceptable fit to the data, findings generally supported hypotheses. Implications for theory and practice are discussed

17.

TI: **Motivation and Attitude of Preservice Elementary Teachers toward Mathematics**

AU: Perry, Christine A.

SO: School Science and Mathematics, v111 n1 p2-10 Jan 2011

**Abstract:**

This study investigated preservice elementary teachers' achievement goal orientations for learning mathematics and the relationship of those goals to their attitudes toward mathematics. Self-report instruments were administered to assess three achievement goals--mastery, performance-approach, and performance-avoid, and three constructs of attitude--confidence in learning mathematics, usefulness of mathematics, and mathematics as a male domain. The preservice teachers were higher in mastery goals than in performance goals, and performance-avoid goals were higher than performance-approach goals. Mastery goals correlated positively to all three constructs of attitude. Since mathematics classes are traditionally performance-oriented, these results suggest a mismatch between personal and classroom goals that could result in negative attitudes and the adoption of maladaptive performance-avoid goals. These findings suggest that mathematics content courses for preservice elementary teachers should be taught in a classroom climate that supports and encourages mastery goals.

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<b>שיתוף בתהליך קבלת החלטות – המקרה של תלמידי כיתות ט'</b>	<b>כותר:</b>
לביא, אילנה / צרפין, אורלי	<b>מחבר:</b>
שאגן	<b>מו"ל:</b>
2014	<b>שנה:</b>
מחקר ועיון בחינוך מתמטי	<b>בתוך:</b>
2	<b>כרך:</b>
43-63	<b>עמודים:</b>
מילות מפתח: אוטונומיה בחינוך; מתמטיקה; מתמטיקה, הוראתה; הכוונה מקצועית; יעילות;	<b>מילות מפתח:</b>
	<b>תקציר:</b>

במחקר זה בחנו את ההשפעות של מתן האפשרות לתלמידי מתמטיקה בכיתה ט' להשתתף בתהליך קבלת החלטות בנוגע לרמת הלימוד, שבה ישובצו במתמטיקה בכיתה י'. החלטות שנוגעות לתפיסת היכולת העצמית שלהם בנוגע ליכולתם המתמטית, מטרות הלמידה שלהם ואווירת הלימוד בכיתה. במהלך כיתה ט' התלמידים למדו שלושה נושאים מתמטיים בשתי רמות לימוד (רגילה ומורחבת) ובסוף כל נושא כל תלמיד היה רשאי לבחור באיזו רמה הוא מעוניין להיבחן. בסוף כל בחינה התבקשו התלמידים למלא שאלון שהכיל שאלות הנוגעות לסיבות אשר בגינן הם בחרו ברמה שנבחנו בה מניתוח התוצאות עולה שהתלמידים למדו לנתב עצמם על פי יכולתם המתמטית ; מטרות הלימוד שלהם היו בעיקר מטרות ביצוע ושליטה, והאווירה הכיתתית השתנתה לחלוטין. ביטויים של תסכול ואכזבה שהיו שכיחים בכיתות ט' שלימדה אחת החוקרות שקדמו לכיתת הניסוי, לא נשמעו בכיתת הניסוי.