

## **SOME CURRENT MOTIVATION CONSTRUCTS**

- INTEREST and ENJOYMENT
  - TASK VALUE
- GOALS (Purposes for doing)
- INTRINSIC vs EXTRINSIC MOTIVATION
  - EXPECTANCY BELIEFS
    - SELF-EFFICACY
  - SELF-CONCEPT (Self-Esteem)
    - OUTCOME EXPECTATIONS
- ATTRIBUTIONS of success and of failure
- LOCUS OF CONTROL (origins and pawns)
  - ANXIETY
- SELF-REGULATION
  - FLOW
  - GRIT

## **About Social Cognitive Theory**

- Took some of the emphasis off of reinforcement as a requirement for learning
- Cognition mediates behavior
- Major terms: Observational learning, modeling, vicarious learning, self-efficacy, & reciprocal determinism

# ALBERT BANDURA

## *SOCIAL COGNITIVE THEORY*

*HUMAN CONDUCT RESULTS FROM THE  
INTERPLAY BETWEEN SELF-BELIEFS  
AND ENVIRONMENT*

**RECIPROCAL DETERMINISM**



**PERSONAL**  
(Self-Efficacy  
Judgments)

**BEHAVIOR**  
(Performance)

**BELIEFS**

**ENVIRONMENTAL**  
(Teacher Feedback)

*Mediating mechanisms*

**RECIPROCAL  
DETERMINISM**

# Social Cognitive Theory

## *Observational Learning*



### **Vicarious Learning**

Learning from the successes or failures of others/observing other being reinforced or punished

### **Modeling/Imitation**

Watching someone else perform a skill/copying someone's behavior

***“Your future endeavors may be influenced more by your BELIEFS about your abilities than your actual abilities themselves.”***

***“You are not doing students a service by building them up with a false sense of accomplishment.”***

# WHAT IS A BELIEF?

An individual's  
representation of reality  
that has enough  
*personal* validity and credibility  
to guide behavior and thought

## How are *self-efficacy* and *self-concept* different?

### Self-Efficacy

- Context specific
- Competence for performing specific tasks
- Reference points for judgments tend to be inherent within the task requirements (e.g. How confident are you that you can successfully write a good essay on the information processing model?)

### Self-Concept

- Judgment of competence at a broad level
- Evaluates feelings of self worth
- Reference points for judgments tend to be social and self-comparisons (e.g. I am a better reader than most of my classmates/ I am better at science than I am at math)

## High Efficacy Learners

- Engage in challenging tasks
  - Persist when goals are not initially reached
- They also . . .
- Expend high effort when faced with challenging tasks
  - Believe they will succeed
  - Control stress and anxiety when goals are not met
  - Believe they are in control of their environment
  - Discard unproductive strategies
  - Perform higher than low-efficacy students of equal ability

## Factors Influencing Self-Efficacy

| <i>Factor</i>              | <i>Example</i>                                                                                                                                                                                                               |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Past Performance</b>    | -Past success in solving algebra equations increases individual's beliefs in their capacity to solve other algebra problems.                                                                                                 |
| <b>Modeling</b>            | - Observing others successfully solving algebra equations increases observer's beliefs in their capabilities to solve them.                                                                                                  |
| <b>Verbal Persuasion</b>   | - A teacher comments, "I know you will be able to solve these equations," increases the likelihood that individuals will engage in demanding tasks, and if successful, belief in their capabilities to solve them increases. |
| <b>Psychological State</b> | -Thoughts, such as "I can't do this stuff," use working memory space that could be devoted to solving the problems, success is reduced, and efficacy decreases.                                                              |

## *Attribution Theory*

- The study of the causal explanations for success and failure
- Efficacy focuses on confidence for future performance whereas attributional judgments relate to past events
- 3 primary dimensions of attributional responses: Locus of Control, Stability, and Controllability
- Student attributions are derived not only from themselves but also are influenced through interactions with teachers, parents, and peers

| Attribution                   | Locus    | Stability | Controllability | Examples                                                                     |
|-------------------------------|----------|-----------|-----------------|------------------------------------------------------------------------------|
| Inherited ability or aptitude | Internal | Stable    | Uncontrollable  | "I have talent."<br>"I wasn't cut out for this."                             |
| Personality                   | Internal | Stable    | Uncontrollable  | "I'm naturally outgoing."<br>"I'm a very anxious person."                    |
| Effort                        | Internal | Unstable  | Controllable    | "I worked really hard to improve my skill."<br>"I didn't study long enough." |
| Study strategy                | Internal | Unstable  | Controllable    | "The mnemonics I used really helped."                                        |

| Attribution         | Locus    | Stability | Controllability | Examples                                                                           |
|---------------------|----------|-----------|-----------------|------------------------------------------------------------------------------------|
| Health/Energy Level | Internal | Unstable  | Uncontrollable  | “I was feeling really good that day.”<br>“I had the flu when I tried out.”         |
| Task Difficulty     | External | Stable    | Uncontrollable  | “Math is easy.”<br>“The test was too hard.”                                        |
| Teacher’s Attitudes | External | Stable    | Uncontrollable  | “My teacher helps me when I have trouble.”<br>“My teacher doesn’t like me.”        |
| Luck/Chance         | External | Unstable  | Uncontrollable  | “This is my lucky day.”<br>“You never know when something bad will happen to you.” |

### *Thinking about Attributions in the Classroom*

- Above all, emphasize **EFFORT & STRATEGIES** for achieving goals
- Student attributions are affected by explicit feedback from the teacher (e.g. “maybe you just don’t have talent in math”) and through more subtle feedback (offering unsolicited help)
- More successful students tend to attribute their success and failure to internal and controllable factors such as effort and strategy use
- Assist students by explicitly discussing different types of attributions
- Consider alternative attributions such as prior knowledge, monitoring skills, & automaticity

### ***Success in the Early Grades for Finns Linked to Ability Attributions***

Rytönen et al. (2005; 2009) have found in a longitudinal project that parents increasingly attributed their children's success to ability as they began primary school. In addition, there was a reciprocal effect in that the higher the achievement of the children during the school year the more the parents attributed success to ability which then led to increased achievement gains by the children. The more parents attributed success to effort the lower the performance the children exhibited. Thus, at the early grades ability attributions appear to facilitate higher achievement.