

Adolescence  
by Ian McMahan

Chapter 9  
Achievement

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Family Influences On  
Achievement

- **Secure attachment, independence training, achievement training**
- **Parents set high standards, praise good performance**
- **Authoritative—warm, encouraging, fair, involved**
- **Communicate that learning is important and possible**
- **Monitor child's progress, communicate with teachers**

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Peers And Achievement

- **Those in pro-learning cliques do better**
- **Those with anti-school friends do worse**
- **Selection: teens choose friends similar to themselves**
- **Socialization: teens become more similar to friends**

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### Schools, Culture, And Achievement

- Performance and mastery goal orientations
- Middle schools stress performance goals more
- Remembering right answer or creating knowledge
- US achievement scores behind other countries
- Does achievement indicate ability or effort?
- Self-referenced and other-referenced motives internationally

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### Ethnicity, Social Class, And Achievement

- Advantages of White middle-class students
- Health, encouragement, authoritative parenting, better schools
- Cultural capital: exposure to art, music, museums
- Disadvantages of poor and minority students
- Poorer schools, family and neighborhood stress, discrimination
- Stereotype threat: anxiety over negative expectations

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### Motives, Expectancies, And Values

- Motive: need for a particular emotional consequence
- Ms: need for positive feeling from success
- Maf: avoid negative feeling from failure
- Those higher in Ms prefer intermediate difficulty
- Expectancy: how likely is success
- Value: how much positive or negative feeling

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### Intrinsic And Extrinsic Motivation

- **Intrinsic motivation: activity is inherently enjoyable**
- **Extrinsic motivation: activity brings external rewards**
- **Extrinsic rewards may lessen intrinsic pleasure**
- **Constrained activities are seen as work**
- **Freely chosen activities are seen as play**

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### Explaining The Causes Of Success And Failure

- **Outcomes attributed to ability, effort, task, luck**
- **People may attribute similar outcomes differently**
- **Two dimensions, stability and locus of causality**
- **Stability—stable, unstable—linked to expectancy changes**
- **Locus—internal, external—linked to emotional value**
- **Controllability of attributed cause also important**

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### Effects Of Goal Orientation On Achievement

- **Mastery and performance goal orientations**
- **Mastery: improve abilities, acquire new skills**
- **Performance: show how smart you are**
- **Mastery orientation linked to deeper interest**
- **Performance orientation linked to higher grades**
- **Self-handicapping: create non-ability reasons for failing**

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## What Is Flow And How To Get It

- **Flow: deep involvement, enjoyment in activity**
- **Reduced sense of self-consciousness**
- **Narrowing of attention, feeling of control**
- **Solid skill at activity a requirement**
- **More likely with challenging tasks**

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## The Capable Self

- **Combines self-efficacy, positive achievement attitudes**
- **Choice of reasonably challenging tasks**
- **Focus on intrinsic rewards, long-term goals**
- **Outcomes linked to personal progress, mastery**
- **Positive attribution patterns for outcomes**
- **Successes enjoyed, failures analyzed for future**

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## Exploring Vocational Development

- **Super: stages of career development**
- **Adolescents in growth, exploration stages**
- **Holland: vocational types**
- **Personality type linked to vocational interest**
- **Self-Directed Search and different occupations**

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## Parents And Career Choice

- **Parents influence adolescents' occupational choices**
- **Parents are career models, positive or negative**
- **Parents respond to child's abilities, interests**
- **Parents offer career-related experiences**
- **Parents provide vocational information, contacts**
- **Parents communicate priorities, social values**

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