

TABLE 15.1

## Comparing Mastery and Performance Orientations

	MASTERY	PERFORMANCE
Approach State	<p>Focus: mastering task, learning, understanding</p> <p>Standards: self-improvement, progress, deep understanding of task</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• intrinsic motivation, interest, enjoyment</li> <li>• deep-level learning strategies to enhance understanding and recall</li> <li>• preference for challenging tasks and moderate risk taking</li> <li>• adaptive help seeking</li> <li>• effort and persistence</li> <li>• positive self-efficacy and self-regulation</li> </ul>	<p>Focus: being superior, being the smartest, besting others</p> <p>Standards: getting best or highest grades, being best performer in class (comparing to the norm)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• intrinsic motivation</li> <li>• effective, but often superficial, learning strategies (e.g., rote memorization)</li> <li>• effort and persistence</li> <li>• low anxiety and positive self-efficacy</li> <li>• acceptance of cheating</li> </ul>
Avoidance State	<p>Focus: avoiding misunderstanding, avoiding not learning or not mastering task</p> <p>Standards: not being wrong, not performing incorrectly relative to task</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• disorganized studying</li> <li>• increased test anxiety</li> <li>• negative feelings about failure</li> <li>• avoidance of help seeking</li> <li>• less intrinsic motivation</li> </ul>	<p>Focus: avoiding inferiority, not looking stupid or dumb in comparison to others</p> <p>Standards: not getting the worst grades, not being lowest performer in class (comparing to the norm)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• surface-level learning strategies (e.g., memorizing, studying only what is likely to be on the test)</li> <li>• disorganized study habits</li> <li>• self-handicapping strategies (e.g., not trying, procrastinating, minimizing participation, making excuses for incomplete work, possibly cheating)</li> <li>• anxiety and negative feelings about failure</li> <li>• avoidance of help seeking</li> <li>• disengagement</li> <li>• lower performance</li> </ul>

SOURCES: Anderman, Cupp, & Lane, 2009; Cury, Elliot, Da Fonseca, & Moller, 2006; Daniels et al., 2008; Darnon, Butera, Mugny, Quiamzade, & Hulleman, 2009; Elliot & Church, 1997; Elliot, McGregor, & Gable, 1999; Elliot & Moller, 2003; Harackiewicz, Barron, Pintrich, Elliot, & Thrash, 2002; Harackiewicz, Barron, Tauer, Carter, & Elliot, 2000; Hulleman et al., 2010; Hulleman & Senko, 2010; Jansen, 2006; Karabenick, 2003; Leondari & Gonida, 2007; Maatta & Nurmi, 2007; Middleton & Midgley, 1997; Moller & Elliot, 2006; Murayama & Elliot, 2009; Payne, Youngcourt, & Beaubien, 2007; Rolland, 2012; Valentiner, Mounts, Durik, & Gier-Lonsway, 2011.