

TABLE 15.2

Integrating Cognitive Theories of Motivation

	STUDENTS WITH AN INCREMENTAL VIEW OF ABILITY		STUDENTS WITH AN ENTITY VIEW OF ABILITY
Attribution theory	Success		
	Attributions due to:	Effort (unstable, uncontrollable)	Unstable factors (luck) external factors (help from others)
	Feelings:	Pride and satisfaction	Lack of pride, lack of personal responsibility
	Failure		
	Attributions due to:	Lack of effort (unstable, controllable) or low incremental ability (unstable, uncontrollable)	Stable causes (low entity ability)
	Feelings:	Guilt	Shame
Expectancy-value theory	Competency beliefs:	Perceive ability to be high	Perceive ability to be low
Goal theory	Goal orientation:	Mastery-approach goals (try to improve skills)	<ul style="list-style-type: none"> • Performance-approach goals (try to look smart); or • Performance-avoidance goals (try to avoid looking inferior)
	Types of strategies:	<ul style="list-style-type: none"> • Increasing effort • Trying new learning strategies • Seeking help 	<ul style="list-style-type: none"> • Avoiding help seeking • Selecting very easy tasks (to ensure success); or • Selecting very difficult tasks (failure would be due to task difficulty, not low ability) • Using self-handicapping strategies

SOURCES: Ames, 1992; Covington & Omelich, 1979; Cury et al., 2006; Dweck & Master, 2008; Linnenbrink & Fredericks, 2007; Maatta & Nurmi, 2007; Maehr & Zusho, 2009; Stipek, 2002; Tollefson, 2000; Turner, Meyer, Midgley, & Patrick, 2003; Urdan, 2004; Weiner, 1982.