Intrinsic Motivation And Academic Achievement

Academic Self-concept, Academic Motivation, Academic Engagement, and Academic Achievement

Literacy lies at the heart of student understanding and achievement. Yet too many educators mistakenly assume that the reading, writing, speaking, and thinking skills that students developed in elementary school are sufficient for the sophisticated learning tasks they face in middle and high school. The result? Disappointing test scores, high dropout rates, and students unprepared for higher education, citizenship, and the world of work. Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders presents a structured approach to using literacy as a lever for overall school improvement. Literacy instruction is not an "add-on," authors Judith L. Irvin, Julie Meltzer, and Melinda Dukes insist; it's an ongoing essential. All adolescent students, no matter what their level of achievement, can benefit from direct instruction in reading, writing, speaking, and thinking. And all secondary school leaders can improve students' literacy and learning by following the five action steps outlined in this book: (1) develop and implement a literacy action plan, (2) support teachers to improve literacy instruction, (3) use data to make curricular decisions, (4) build capacity for shared leadership, and (5) creatively allocate resources to support the literacy plan. The book also offers strategies to help educators integrate literacy and learning across the content areas, provide targeted interventions for students who are struggling the most, and develop a supportive school environment that involves parents, community members, and district leaders. Practical tools, helpful resources, and vignettes based on the authors' extensive work in school districts nationwide make this an indispensable guide for principals, central office administrators, literacy coaches, department chairs, and other school leaders committed to helping students succeed.

Drawn Into Art

Covers the latest developments in direction dependence research Direction Dependence in Statistical Modeling: Methods of Analysis incorporates the latest research for the statistical analysis of hypotheses that are compatible with the causal direction of dependence of variable relations. Having particular application in the fields of neuroscience, clinical psychology, developmental psychology, educational psychology, and epidemiology, direction dependence methods have attracted growing attention due to their potential to help decide which of two competing statistical models is more likely to reflect the correct causal flow. The book covers several topics in-depth, including: A demonstration of the importance of methods for the analysis of direction dependence hypotheses A presentation of the development of methods for direction dependence analysis together with recent novel, unpublished software implementations A review of methods of direction dependence following the copula-based tradition of Sungur and Kim A presentation of extensions of direction dependence methods to the domain of categorical data An overview of algorithms for causal structure learning The book's fourteen chapters include a discussion of the use of custom dialogs and macros in SPSS to make direction dependence analysis accessible to empirical researchers.

Development of Achievement Motivation

Motivating students to achieve is a challenging and often frustrating task for today's teachers. This book provides readers with the underlying theories behind motivating their students by...
integrating theory, research, and practical issues related to achievement motivation. This teacher-centered book gives clear, practical guidelines for diagnosing and improving student's motivation. The focus is on classroom learning, but attention is also given to how strategies used to motivate students in schools affect their motivation to participate in intellectual activities outside of school. Teachers and other educators.

**Principles and Practice of Structural Equation Modeling, Fourth Edition**

In understanding human behavior, psychologists have long been interested in what motivates specific actions. Debates have pitted extrinsic motivators (e.g., rewards/punishment) against intrinsic motivation in attempting to determine what best motivates individuals. This book provides a summary view of what research has determined about both extrinsic and intrinsic motivation, and clarifies what questions remain unanswered. Divided into three sections, section I revisits the debate about the effects of extrinsic incentives or constraints on intrinsic motivation and creativity, and identifies theoretical advances in motivational research. Section II focuses on the hidden costs and benefits of different types of achievement goals on motivation and performance. Section III discusses theory and research findings on how extrinsic and intrinsic motivators may work in everyday life and over time. This book is of interest to researchers in psychology, education, and business, as well as to a wider audience interested in promoting optimal motivation and performance. Coverage in this book includes: * Debates and controversies in motivational research * Developmental nature of intrinsic and extrinsic motivation over time * Influences of parents, educators, and employers in facilitating motivation * Effect of achievement goals on learning and performance * The role of intrinsic and extrinsic motivation in self-regulation Key Features * Brings together major figures in the fields of motivation, education, and social psychology * Provides a mix of theory, basic and applied research * Presents research conducted both in laboratories and educational settings * Comprehensive chapters provide excellent reviews of previous literature as well as outlines important new directions * Provides different perspectives on controversial debates in a balanced, constructive manner

**The Relationship among EFL Learners’ Anxiety, Motivation, and Academic Achievement**

“Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact.” --Zaretta Hammond, Author of Culturally Responsive Teaching & The Brain Crack open the grading conversation Here at last—and none too soon—is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today’s schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With Grading for Equity, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a “fixed mindset” about students’ academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a “true north” orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes, “Grading practices are a mirror not just for students, but for us as their teachers.” Each one of us should start by asking, “What do my grading practices say about who I am and what I believe?” Then, let's make the choice to do things differently . . . with Grading for Equity as a dog-eared reference.

**Relations of Academic Achievement, Motivation, and Interpretations of Family Caring Among Low Socioeconomic Status White and Mexican-American Adolescents**

Individuals do not always perform to their full capability on cognitive tasks. When this occurs, the usual explanation is that the individual was not properly motivated. But this begs the important question: How and why does motivation interact with and influence cognitive processing and the control processes that regulate it? What are the underlying mechanisms that govern such interactions? Motivation has been an important component of psychology and neuroscience throughout the history of the field, but has recently been rejuvenated by rapidly accelerating research interest in the nature of motivation-cognition interactions, particularly as they impact control processes and goal-directed behavior. This volume provides an up-to-date snapshot of the state of research in this exciting, expanding area. The contributors to the volume are internationally-renowned researchers that lead the field in conducting groundbreaking studies. Moreover, they represent a variety of research perspectives and traditions: cognitive psychology and neuroscience, animal learning, social, affective, and personality psychology, and development, lifespan, and aging studies. This book summarizes our current state of understanding of the relationship between motivation and cognitive control, and serves as an essential
Intrinsic Motivation

Sponsored by Division 15 of APA, the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far-ranging field. Internationally recognized scholars contribute up-to-date reviews and critical syntheses of the following areas: foundations and the future of educational psychology, learners’ development, individual differences, cognition, motivation, content area teaching, socio-cultural perspectives on teaching and learning, teachers and teaching, instructional design, teacher assessment, and modern perspectives on research methodologies, data, and data analysis. New chapters cover topics such as adult development, self-regulation, changes in knowledge and beliefs, and writing. Expanded treatment has been given to cognition, motivation, and new methodologies for gathering and analyzing data. The Handbook of Educational Psychology, Second Edition provides an indispensable reference volume for scholars, teacher educators, in-service practitioners, policy makers and the academic libraries serving these audiences. It is also appropriate for graduate level courses devoted to the study of educational psychology.

Business Psychology and Organizational Behaviour

Research Paper (undergraduate) from the year 2018 in the subject English Language and Literature Studies - Linguistics, grade: 15.00/20.00, Sultan Moulay Sliman University, language: English, abstract: This study investigates the level of foreign language anxiety and motivation among semester 4 and 6 EFL students at Sultan Moulay Slimane University. More specifically, it investigates the correlation among the level of foreign anxiety, the level of motivation and academic achievement of EFL students and gender differences. To this end, the study adopted the Foreign Language Classroom Anxiety Scale (FLCAS) and the Academic Motivation Scale (AMS). The participants were 100 students (47 females and 53 males). The data was analyzed by using the Statistical Package for the Social Sciences (SPSS). The results indicated that participants experienced a moderate level of foreign language anxiety and motivation. Besides, the findings showed a negative significant correlation between two of foreign language anxiety variables (communication apprehension and test anxiety) and academic achievement while intrinsic motivation was positively and significantly correlated with academic achievement. Furthermore, the results revealed that all three components of FLCAS were correlated with intrinsic motivation to know. Additionally, the results demonstrated that there were no gender differences in foreign language anxiety and motivation. Also, it was found that there was no significant difference between semester 4 and 6 participants in terms of foreign language anxiety and motivation level.

Test Critiques

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Handbook of Educational Psychology

This book discusses research and theory on how motivation changes as children progress through school, gender differences in motivation, and motivational differences as an aspect of ethnicity. Motivation is discussed within the context of school achievement as well as athletic and musical performance. Key Features * Coverage of the major theories and constructs in the motivation field * Focus on developmental issues across the elementary and secondary school period * Discussion of instructional and theoretical issues regarding motivation * Consideration of gender and ethnic differences in motivation
Direction Dependence in Statistical Modeling

This important handbook provides a comprehensive, authoritative review of achievement motivation and establishes the concept of competence as an organizing framework for the field. The editors synthesize diverse perspectives on why and how individuals are motivated in school, work, sports, and other settings. Written by leading investigators, chapters reexamine central constructs in achievement motivation; explore the impact of developmental, contextual, and sociocultural factors; and analyze the role of self-regulatory processes. Focusing on the ways in which achievement is motivated by the desire to experience competence and avoid experiencing incompetence, the volume integrates disparate theories and findings and sets forth a coherent agenda for future research.

New Challenges in the Research of Academic Achievement: Measures, Methods, and Results

Handbook of Motivation at School

This volume provides a forum for interdisciplinary perspectives in the emerging discipline of developmental psychopathology. The goal is to elucidate the four central principles of this discipline: the application of classical developmental theory in work with atypical populations; the delineation of insights from atypical populations that inform developmental theory; the integration of methods and theories from various social science disciplines; and the description of implications for interventions and social policy. So far, there have been few efforts to present each of these principles of developmental psychopathology within a single, unifying framework. Illustrating these central principles across a range of state-of-the-art research programs, this unique collection of papers will be invaluable for students, current researchers, and clinicians seeking a sound understanding of this rapidly emerging social science discipline.

Developmental Psychopathology

Educational Psychology Series: Gender Influences in Classroom Interaction compiles papers presented at a conference funded by the National Institute of Education and held at the Wisconsin Center for Education Research, University of Wisconsin—Madison in October 1983. This book focuses on the interactional influences that may be related to differential classroom experiences for females and males. A diversity of issues that have a bearing on gender-related influences, such as contextual factors and teacher and student characteristics, from both theoretical and empirical perspectives are also deliberated. This compilation is addressed primarily to researchers, but is also useful to teachers, educational policy makers, and others who want to insure every child, regardless of gender or other status, the opportunity of a rewarding and challenging education.

Motivation and Self-Regulated Learning

This open access book presents a person-centered exploration of student profiles, using variables related to motivation to do school mathematics derived from the IEA's Trends in International Mathematics and Science Study (TIMSS) data. Statistical cluster analysis is used to identify groups of students with similar motivational profiles, across grades and over time, for multiple participating countries. While motivational variables systematically relate to school outcomes, linear relationships can obscure the diverse makeup of student subgroups, each with varying combinations of motivation, emotions, and attitudes. In this book, a person-centered analysis of distinct and meaningful motivational profiles and their differences on sociodemographic variables and mathematics performance broadens understanding about the role that motivation characteristics play in learning and achievement in mathematics. Exploiting the richness of IEA's TIMSS data from many countries, extracted clusters reveal consistent, as well as certain nuanced patterns that are systematically linked to sociodemographic and achievement measures. Student clusters with inconsistent motivational profiles were found in all countries; mathematics self-confidence then emerged as the variable more closely associated with average achievement. The findings demonstrate that teachers, researchers, and policymakers need to take into account differential student profiles, prioritizing techniques that target skill and competence in mathematics, in educational efforts to develop student motivation.

The Role of interest in Learning and Development

This book studies the early developmental and family history of children who come to perform at the gifted IQ level during middle childhood. The authors detail their original research—the first
Achievement and Motivation

As I begin to write this Preface, I feel a rush of excitement. I have now finished the book; my gestalt is coming into completion. Throughout the months that I have been writing this, I have, indeed, been intrinsically motivated. Now that it is finished I feel quite competent and self-determining (see Chapter 2). Whether or not those who read the book will perceive me that way is also a concern of mine (an extrinsic one), but it is a wholly separate issue from the intrinsic rewards I have been experiencing. This book presents a theoretical perspective. It reviews an enormous amount of research which establishes unequivocally that intrinsic motivation exists. Also considered herein are various approaches to the conceptualizing of intrinsic motivation. The book concentrates on the approach which has developed out of the work of Robert White (1959), namely, that intrinsically motivated behaviors are ones which a person engages in so that he may feel competent and self-determining in relation to his environment. The book then considers the development of intrinsic motivation, how behaviors are motivated intrinsically, how they relate to and how intrinsic motivation is extrinsically motivated behaviors, affected by extrinsic rewards and controls. It also considers how changes in intrinsic motivation relate to changes in attitudes, how people attribute motivation to each other, how the attribution process is motivated, and how the process of perceiving motivation (and other internal states) in oneself relates to perceiving them in others.

The Relationship Between Teachers' Autonomy Support and Students' Intrinsic Motivation and Academic Achievement in Middle Grades Mathematics

This special issue ponders a detailed and contemporary analysis of the theoretical underpinnings of short-term and working memory. Articles focus on short-term memory for phonological, semantic, and spatial material, on executive function and on short-term forgetting. The empirical perspectives include the neuroimaging of short-term memory, short-term memory development and the neuropsychology and neurobiology of memory, in addition to laboratory-based experimental studies. Together, these articles identify significant current models and approaches to short-term and working memory, providing a broad set of perspectives which illustrate the wide impact of working memory on the understanding of human cognition.

Short-term and Working Memory

Few academic issues are of greater concern to teachers, parents, and school administrators than the academic motivation of the adolescents in their care. There are good reasons for this concern. Students who are academically motivated perform better in school, value their schooling, are future-oriented in their academic pursuits, and possess the academic confidence and positive feelings of self-worth so necessary to increasing academic achievement. Because academically motivated students engage their schoolwork with confidence and interest, they are less likely to drop out of school, suffer fewer disciplinary problems, and prove resilient in the face of setbacks and obstacles. It is precisely because academic motivation is so essential to academic achievement that motivation has taken a place along with cognition as one of the most followed lines of inquiry in educational psychology. In this volume, we are fortunate to gather together some of the most eminent scholars who have written extensively about the academic motivation of adolescents. We are fortunate also in that they represent the varied theories and lines of inquiry that currently dominate research in this area. In all, we believe that in the dozen chapters that comprise this volume, the authors provide elegant insights regarding the academic and social motivation of adolescents that will prove of interest to researchers, students, teachers, school administrators, parents, policymakers, and all others who play a pivotal role or are otherwise invested in the lives of adolescents in today's society. It is our hope that these insights will not only further the conversation on adolescence and education, but will serve as the impetus for further research capable of generating the creative ideas, programs, and structures so necessary to better the lives of the young people in our care.

Gender Influences in Classroom Interaction

Motivational Profiles in TIMSS Mathematics
Motivation and Cognitive Control

Interest is just emerging as a critical bridge between cognitive and affective issues in both learning and development. This developing "interest" in interest appears to be linked to an increasing concern for studying the individual in context, examining affective variables as opposed to purely structural features of text, analyzing the interrelationship of cognitive and social development, understanding practical applications of theories of motivation, and recognizing the importance of developmental psychology for the study of learning. This book addresses both how individual interest and interest inherent in stimuli (books, text, toys, etc.) across subjects affect cognitive performance. While the book's particular emphasis is on theory-driven research, each of the contributing authors offers a unique perspective on understanding interest and its effects on learning and development. As such, each has contributed a chapter in which particular questions in interest research are described and linked to a clearly stated theoretical perspective and recent findings. Relevant material from the broader literatures of psychology and education are analyzed in the context of these discussions. In addition, the introductory and concluding chapters build on the contributions to the volume by providing the basis of a coherent view of interest across genres such as stories and expository text, and domains as varied as play, reading, and mathematics.

The Factors Effecting Student Achievement

Originally published in 1993, Achievement and Motivation provides a comprehensive review of the research from a social-developmental perspective.

Gifted IQ

This book focuses on the effect of psychological, social and demographic variables on student achievement and summarizes the current research findings in the field. It addresses the need for inclusive and interpretive studies in the field in order to interpret student achievement literature and suggests new pathways for further studies. Appropriately, a meta-analysis approach is used by the contributors to show the big picture to the researchers by analyzing and combining the findings from different independent studies. In particular, the authors compile various studies examining the relationship between student achievement and 21 psychological, social and demographic variables separately. The philosophy behind this book is to direct future research and practices rather than addressing the limits of current studies.

Grading for Equity

The research is indisputable: Students are less disruptive and do better academically in schools that cultivate the internal motivation of students. In Activating the Desire to Learn, veteran educator Bob Sullo shows how to apply lessons from the research on motivation in the classroom. According to the author, we are all driven to fulfill five essential needs: to connect, to be competent, to make choices, to have fun, and to be safe. Studies show that when these needs are met in schools, good behavior and high achievement tend naturally to ensue. Written as a series of candid dialogues between the author and K–12 students, teachers, counselors, and administrators. Activating the Desire to Learn covers everything you need to know to change the dynamics of learning in your classroom or school: * A comprehensive overview of the research on internal motivation; * Case studies of strategies for activating internal motivation at the elementary, middle, and high school levels; * Suggestions on how to assess degrees of student motivation; and Motivating students is not the issue—the hunger to learn is ever-present. Yet schools continue to insist on the traditional reward-punishment model, to the detriment of student achievement. Clearly it’s time for change. This engaging and thought-provoking book will help you create a culture of achievement by building on the inherent drive to succeed that students bring to the classroom every day.

Activating the Desire to Learn

Decades of research indicate the important connections among academic motivation and achievement, social relationships, and school culture. However, much of this research has been conducted in homogenous American schools serving middle class, average achieving, Anglo-student populations. This edited volume will argue that school culture is a reflection of the society in which the school is embedded and comprises various aspects, including individualism, competition, cultural stereotypes, and extrinsically guided values and rewards. They address three specific conceptual questions: How do differences in academic motivation for diverse groups of students change over time? How do students’ social cognitions influence their motivational processes and outcomes in school? And what has been done to enhance academic motivation? To answer this last question, the contributors describe empirically validated intervention programs for improving academic motivation in students from elementary school through college.
Motivation to Learn

Academic Motivation of Adolescents

An important part of every manager's job is changing people's behavior: to improve someone's performance, get them to better manage relationships with colleagues, or to stop them doing something. Yet, despite the fact that changing people's behavior is such an important skill for managers, too many are unsure how to actually go about it. This book reveals the simple, but powerful techniques for changing behavior that experts from a range of disciplines have been using for years, making them available to all managers in a single and comprehensive toolkit for change that managers can use to drive and improve the performance of their staff. Based on research conducted for this book, it introduces practical techniques drawn from the fields of psychology, psychotherapy, and behavioral economics, and show how they can be applied to address some of the most common, every-day challenges that managers face.

Intrinsic and Extrinsic Motivation

Emphasizing concepts and rationale over mathematical minutiae, this is the most widely used, complete, and accessible structural equation modeling (SEM) text. Continuing the tradition of using real data examples from a variety of disciplines, the significantly revised fourth edition incorporates recent developments such as Pearl's graphing theory and the structural causal model (SCM), measurement invariance, and more. Readers gain a comprehensive understanding of all phases of SEM, from data collection and screening to the interpretation and reporting of the results. Learning is enhanced by exercises with answers, rules to remember, and topic boxes. The companion website supplies data, syntax, and output for the book's examples—now including files for Amos, EQS, LISREL, Mplus, Stata, and R (lavaan). New to This Edition *Extensively revised to cover important new topics: Pearl's graphing theory and the SCM, causal inference frameworks, conditional process modeling, path models for longitudinal data, item response theory, and more. *Chapters on best practices in all stages of SEM, measurement invariance in confirmatory factor analysis, and significance testing issues and bootstrapping. *Expanded coverage of psychometrics. *Additional computer tools: online files for all detailed examples, previously provided in EQS, LISREL, and Mplus, are now also given in Amos, Stata, and R (lavaan). *Reorganized to cover the specification, identification, and analysis of observed variable models separately from latent variable models. Pedagogical Features *Exercises with answers, plus end-of-chapter annotated lists of further reading. *Real examples of troublesome data, demonstrating how to handle typical problems in analyses. *Topic boxes on specialized issues, such as causes of nonpositive definite correlations. *Boxed rules to remember. *Website promoting a learn-by-doing approach, including syntax and data files for six widely used SEM computer tools.

How People Learn II

This volume focuses on the role of motivational processes – such as goals, attributions, self-efficacy, outcome expectations, self-concept, self-esteem, social comparisons, emotions, values, and self-evaluations– in self-regulated learning. It provides theoretical and empirical evidence demonstrating the role of motivation in self-regulated learning, and discusses detailed applications of the principles of motivation and self-regulation in educational contexts. Each chapter includes a description of the motivational variables, the theoretical rationale for their importance, research evidence to support their role in self-regulation, suggestions for ways to incorporate motivational variables into learning contexts to foster self-regulatory skill development, and achievement outcomes.

Educational Achievement in Japan

Encyclopedia of the Sciences of Learning

Motivation, Educational Policy and Achievement seeks to theorise and critique current trends in education through the lens of key ideas from motivational theory. Its purpose is to argue that current educational trends on a macro level are a significant threat to the provision of classroom practices seeking to create an educational environment that motivational theorists would argue is best placed to develop motivational equality, optimal motivation, and wellbeing. Linking major contemporary theories of motivation to wider educational and political debate, this
unique resource will bring about two major benefits: it will vocalise and mobilise the substantial research evidence from motivational theory in order to ensure that it contributes more explicitly to a critique of current neoliberal trends, and motivation researchers will be better positioned to move the theory forward in relation to what is happening in the real world of education. Areas covered include: developing a more critical space in relation to the field of motivational psychology and contemporary educational policy; linking motivational theory to education policy and broader social and political structures; the neoliberal educational landscape; an overview of achievement goal theory and self-determination theory. Motivation, Educational Policy and Achievement is a ‘wake-up call’ for educational practitioners and policy makers and essential reading for all advanced students and researchers in the fields of educational psychology and educational research.

**Changing Employee Behavior**

**Taking Action on Adolescent Literacy**

Paul Bambrick-Santoyo (Managing Director of Uncommon Schools) shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles, or “levers,” allow for consistent, transformational, and replicable growth. With intentional focus on these areas, leaders will leverage much more learning from the same amount of time investment. Fundamentally, each of these seven levers answers the core questions of school leadership: What should an effective leader do, and how and when should they do it. Aimed at all levels of school leadership, the book is for any principal, superintendent, or educator who wants to be a transformational leader. The book includes 30 video clips of top-tier leaders in action. These videos bring great schools to you, and support a deeper understanding of both the components of success and how it looks as a whole. There are also many helpful rubrics, extensive professional development tools, calendars, and templates. Explores the core principles of effective leadership Author's charter school, North Star Academy in Newark, New Jersey, received the highest possible award given by the U.S. Department of Education; the National Blue Ribbon Print version includes an instructive DVD with 30 video clips to show how it looks in real life. E-book customers: please note that details on how to access the content from the DVD may be found in the e-book Table of Contents. Please see the section: “How to Access DVD Contents” Bambrick-Santoyo has trained more than 1,800 school leaders nationwide in his work at Uncommon Schools and is a recognized expert on transforming schools to achieve extraordinary results.

**Leverage Leadership**

The Handbook of Motivation at School presents the first comprehensive and integrated compilation of theory and research on children’s motivation at school. It covers the major theoretical perspectives in the field as well as their application to instruction, learning, and social adjustment at school. Key Features: Comprehensive – no other book provides such a comprehensive overview of theory and research on children’s motivation at school. Theoretical & Applied – the book provides a review of current motivation theories by the developers of those theories as well as attention to the application of motivation theory and research in classrooms and schools. Chapter Structure – chapters within each section follow a similar structure so that there is uniformity across chapters. Commentaries – each section ends with a commentary that provides clear directions for future research.

**Effects of Parenting Style on Motivation and Academic Achievement on Children**

Business Psychology and Organizational Behaviour introduces principles and concepts in psychology and organizational behaviour with emphasis on relevance and applications. Well organised and clearly written, it draws on a sound theoretical and applied base, and utilizes real-life examples, theories, and research findings of relevance to the world of business and work. The new edition of this best-selling textbook has been revised and updated with expanded new material, including: proactive personality and situational theory in personality; theory of purposeful work behaviour; emotional and social anxiety in communication; decision biases and errors; and right brain activity and creativity, to name a few. There are numerous helpful features such as learning outcomes, chapter summaries, review questions, a glossary, and a comprehensive bibliography. Illustrations of practice and relevant theory and research also take the reader through individual, group, and organizational perspectives. This is an essential textbook for undergraduates and postgraduates studying psychology and organizational behaviour. What is more, it can be profitably used on degree, diploma, professional, and short courses. It's also likely to be of interest to the reflective practitioner in work organizations.

**Handbook of Competence and Motivation, First Edition**
Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms: supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Academic Motivation and the Culture of Schooling

Give your students the tools they need to motivate themselves with tips from award-winning educator Larry Ferlazzo. A comprehensive outline of common classroom challenges, this book presents immediately applicable steps and lesson plans for all teachers looking to help students motivate themselves. With coverage of brain-based learning, classroom management, and using technology, these strategies can be easily incorporated into any curriculum. Learn to implement solutions to the following challenges: How do you motivate students? How do you help students see the importance of personal responsibility? How do you deal with a student who is being disruptive in class? How do you regain control of an out-of-control class? And more! Blogger and educator Larry Ferlazzo has worked to combine literacy development with short and rigorous classroom lessons on topics such as self-control, personal responsibility, brain growth, and perseverance. He uses many "on-the-spot" interventions designed to engage students and connect with their personal interests. Use these practical, research-based ideas to ensure all of your students are intrinsically motivated to learn!

Helping Students Motivate Themselves

This study, employing sequential explanatory mixed methods research design, examined: 1) the academic self-concept, academic motivation, and academic achievement of Indian immigrant adolescents in Canada in comparison to their peers in India; 2) the mediational role of academic motivation in the association between academic self-concept and academic achievement among Indian immigrant adolescents and Indian adolescents; and 3) the perspectives, beliefs, and recommendations of Indian immigrant adolescents and Indian adolescents in regard to classroom environments/instructional practices affecting their academic engagement and achievement. Surveys were administered among secondary students in Canada (N = 355) and India (N = 363) to assess their academic self-concepts, academic motivation, and academic achievement. Eight focus group interviews were conducted, four each in Canada and India, to glean the perceptions and views of Indian immigrant and Indian adolescents. Descriptive discriminant analysis (DDA) revealed that the Indian immigrant adolescents in Canada did not differ markedly from their counterparts in India. When non-standardized GPA scores were used, English and overall school GPAs and verbal self-concept were associated with group separation in DDA. When standardized GPA scores were used, however, verbal self-concept alone was associated with group separation in DDA. Mediation analyses indicated the mediational role of intrinsic motivation in the association between academic self-concept and academic achievement among Indian immigrant and Indian adolescents. Extrinsic motivation as well mediated the relations between academic self-concept and academic achievement for the Indian immigrant adolescents in Canada. Focus group discussions suggested that the Indian immigrant and Indian adolescents were primarily extrinsically motivated toward school and academics. Further, both the Indian immigrant and Indian adolescents perceived their classroom teachers as controlling rather than autonomy-supportive. Implications of the findings for educational practice and future research are discussed.

Motivation, Educational Policy and Achievement
Educational standards in Japan are the highest in the world. In this first comprehensive study of these standards Professor Richard Lynn concludes that Japanese teenagers are about two years ahead of their contemporaries in Europe and the United States.