Why Do You Study?

*Complex Answers to a Simple Question*

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**What**

- Mastery-approach
- Performance-avoidance
- Self-defeating ego goals
- Introjected regulation
- Approach motive
- Self-efficacy
- Performance-approach

**Why**

- Mastery-avoidance
- Task value
- Ego-involvement
- Self-esteem
- Curiosity
- Self-concept
- Expectancy
- Self-regulation
- Intrinsic motivation
- Self-worth
- Need for achievement
- Fear of failure
- Feelings of helplessness
Eccles & Wigfield (2002)
Why Do Students Strive to Achieve?

Dweck (1986)

- To increase competence
  - Learning Goal Orientation

  or

- To gain positive judgments/avoid negative judgments of competence
  - Performance Goal Orientation
**Dweck’s Original Definition**

*Reasons* for engaging in achievement behavior

- **Learning Goal**
  - Competence Enhancement
- **Performance Goal**
  - Competence Judgments

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**Dweck’s Original Theory**

<table>
<thead>
<tr>
<th>Implicit Theory</th>
<th>Goal Orientation</th>
<th>Perceived Competence</th>
<th>Learning Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incremental Theorists</td>
<td>Learning Goal Orientation</td>
<td>High</td>
<td>Adaptive</td>
</tr>
<tr>
<td>Entity Theorists</td>
<td>Performance Goal Orientation</td>
<td>Low</td>
<td>Maladaptive</td>
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Dweck (1986); Dweck & Leggett (1988)
Elliot’s Revised Definition

- Competence-based aims that guide achievement behavior

Elliot & McGregor (2001)

Elliot’s 2 × 2 Model

- **Mastery-Approach Goal**
  - To learn as much as possible
- **Mastery-Avoidance Goal**
  - To avoid not learning all that one possibly could
- **Performance-Approach Goal**
  - To perform better than others
- **Performance-Avoidance Goal**
  - To avoid performing worse than others
**Elliot’s 3 × 2 Model**

<table>
<thead>
<tr>
<th>Goal Valence</th>
<th>Positive</th>
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<tr>
<td>Absolute</td>
<td>To do the task correctly</td>
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<td>To do better than others</td>
</tr>
<tr>
<td>Negative</td>
<td>To avoid doing the task incorrectly</td>
<td>To avoid doing worse than before</td>
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Elliot, Murayama, & Pekrun (2011)
**Elliot’s 3 × 2 Model**

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Elliot, Murayama, & Pekrun (2011)

**What Do Students Say Are the Reasons that They Strive to Achieve at School?**
What Are Students’ Reasons for Striving to Achieve?

- **Open-Ended Achievement Goal Question**
  - “What are the reasons that you study? Please write down the five (three) most important reasons that you study in descending order of importance.”
  - Study 1: 239 Korean 8th graders
  - Study 2: 335 Korean 7th, 8th, & 9th graders
  - Study 3: 410 Korean 9th graders

**Lee & Bong (2016) Journal of Educational Psychology**

**Summarized into 30~32 Specific Goal Categories**

- To get a good score
- To avoid a bad score
- To get a good job
- To protect my pride
- To avoid doing worse than other students
- To do better than other students
- To avoid lagging behind in society
- To earn money
- For my own wellbeing
- Because it is useful
- To fulfill my duty as a student
- To advance to the next school level
- To fit into society well
- To make my parents happy
- To get a better job
- To gain knowledge
- To improve ability
- To avoid doing worse than other students
- To avoid parental pressure
- To avoid doing worse than other students
- To fit into society well
- To make my dream come true
- To make friends
- To improve ability
- To gain knowledge
- To get a good score
- Because it is interesting
- To avoid demonstrating a lack of ability
- To do better than other students
... Then Classified into the Achievement Goal Frameworks of

- **Midgley et al. (2000)**: MAP, PAP & PAV (Ability Validation + Normative)
- **Elliot & McGregor (2001)**: MAP, MAV, PAP & PAV (Normative)
- **Grant & Dweck (2003)**: Learning, Outcome, Ability, Normative

... as well as the Social Goal Framework of

- **Dowson & McInerney (2003)**:
  - Social Affiliation Goal (to become closer to others)
  - Social Approval Goal (to gain positive approval)
  - Social Concern Goal (to help others w/ one’s skills and knowledge)
  - Social Responsibility Goal (to fulfill duties and societal obligations)
  - Social Status Goal (to attain better social positions)
Including Social + Future-Oriented Responses

Lee & Bong (2016) Journal of Educational Psychology
Including Social + Future-Oriented Responses

Study 2

Lee & Bong (2016) Journal of Educational Psychology

Including Social + Future-Oriented Responses

Study 3

Lee & Bong (2016) Journal of Educational Psychology
Including Only Present-Oriented Responses

Lee & Bong (2016) Journal of Educational Psychology
Including Only Present-Oriented Responses

Lee & Bong (2016) Journal of Educational Psychology

Study 2

Lee & Bong (2016) Journal of Educational Psychology

Study 3

Lee & Bong (2016) Journal of Educational Psychology
Major Reasons Students Strive to Achieve at School:

- To Improve Competence ✓
- To Validate Ability ✓
- To Attain Normative Competence ✓
( = To Attain Positive Outcome)

What Happens When Students Pursue Each of the Achievement Goals?
### Survey Studies

Bong, Lee, Chung, & Lee (2016) *Korean Journal of Educational Psychology* with 255 middle school students in Grades 7 to 9

Bong, Lee, Chung, & Lee (2019, manuscript in preparation)
- Study 1 with 515 middle school students
- Study 2 with 661 college students
- Study 3 with 304 middle school students

Chung, Kim, & Bong (2019, manuscript in preparation) with 404 middle school students in Grades 7 to 9

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### 5-Factor Achievement Goal Model

- An important reason that I study math is to...
  - Improve competence → Mastery
  - Perform **better than others** → Normative-Approach
  - Avoid performing **worse than others** → Normative-Avoidance
  - Demonstrate competence → Ability-Approach
  - Avoid demonstrating a lack of competence → Ability-Avoidance

Bong, Lee, Chung, & Lee (2016) *Korean Journal of Educational Psychology*
Bong, Lee, Chung, & Lee (2016) *Korean Journal of Educational Psychology*

Bong, Lee, Chung, & Lee (2019, Study 1, manuscript in preparation)
Experimental Studies

Chung, Kim, & Bong (2019, in revision) *Journal of Educational Psychology*

- Study 1: Cluster randomized trial with 103 elementary school students
- Study 2: Experiment with 50 college students
- Study 3: Experiment with 80 college students
**Ability Goal Manipulation**

- “This task was devised to **test your ability for reasoning**…. It is important that you do well on this task because your performance will show how much of this ability you possess. I will be able to **judge how smart you are** by examining your problem-solving…. I will share this result with your teacher, as it reveals an important aspect of your ability. I hope you will take advantage of this opportunity to **demonstrate your potential ability and earn recognition**.”

  Chung, Bong, & Kim (2019, in revision) *Journal of Educational Psychology*

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**Normative Goal Manipulation**

- “This task was devised to **compare your ability for reasoning with that of others**…. When I asked other peers of your age to solve this task, … some stood out because they were clearly ahead of their peers. **It will be extremely helpful for you to know whether you are superior to others in this ability**…. I hope you will take advantage of this opportunity to **assess your potential capability by outperforming other students**.”

  Chung, Bong, & Kim (2019, in revision) *Journal of Educational Psychology*
**Mastery Goal Manipulation**

- “This task was devised to improve your ability for reasoning.... Each problem requires you to think from various perspectives. In the process of thinking in such a diverse manner, you will be able to learn how to think strategically and improve your thinking skills.... I hope you will take advantage of this opportunity to learn new skills by developing and improving your ability for reasoning.”

Chung, Bong, & Kim (2019, in revision) *Journal of Educational Psychology*

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**Study 1 with Elementary School Students**

- Study 1 with Elementary School Students

Chung, Bong, & Kim (2019, in revision) *Journal of Educational Psychology*
Study 2 with College Students

Chung, Bong, & Kim (2019, in revision) Journal of Educational Psychology
**Study 3 with Unsolvable Puzzles**

Underlying Mechanism of Ability Validation Goals

**Ability Goals**
→ Heightened Anxiety
→ Deteriorated Motivation & Performance

Chung, Bong, & Kim (2019, in revision) *Journal of Educational Psychology*
Summary of Findings

Mastery Goal Is

*Most Adaptive*

Of All Achievement Goals

Because of:

*Lowest anxiety and greatest persistence even under difficulties*
Normative Goal Is *Helpful for Performance* Often More So Than Mastery Goals

Because of:
*Strong nAch Competitiveness Seeking of diagnostic info.*

Ability Validation Goal Is *Most Maladaptive*

Because of:
*Strong implications for one's self-worth esp. when failure looms large*
When Would Students Pursue Ability Validation Goals?

**Present-Oriented Mastery Goals**

<table>
<thead>
<tr>
<th>Study 1</th>
<th>Study 2</th>
<th>Study 3</th>
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<tbody>
<tr>
<td>42.3%</td>
<td><strong>58.5%</strong></td>
<td>42.3%</td>
</tr>
<tr>
<td>23.2%</td>
<td><strong>44.4%</strong></td>
<td>26.2%</td>
</tr>
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Percentages of “Learning (Dweck)/Mastery (Midgley)” Goals

Percentages of “Mastery-Approach (Elliot)” Goals

Lee & Bong (2016) *Journal of Educational Psychology*
Significantly more students in Study 2 responded that they studied:
- to gain knowledge;
- to improve ability; and
- because learning was useful, interesting, and satisfying

What Was Different in Study 2?

- High-school equalized school district + No ability grouping at school
- The only group of students in this research who were free of extreme pressure, competition, and fear of negative evaluation
An overwhelming majority of the performance goal responses in Study 3 described studying either:

- to demonstrate ability;
- to avoid demonstrating a lack of ability; or
- to protect one’s pride
What Was Different in Study 3?

The only group of students who attended a school with *between-class ability grouping* in core subjects, known to induce extreme fear of failure, negative evaluation, and humiliation

Lee & Bong (2016) *Journal of Educational Psychology*

Concluding Thoughts
Threats from Within

- Fear of Failure
- Entity Theory of Intelligence / Fixed Mindset
- Contingent Self-Worth on Others’ Approval

Threats from Outside

- Competition
- Normative Evaluation
- Ability Grouping
ご清聴
ありがとうございました！

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